

Chapter 94

From orality to writing: pantanal reflections

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ABSTRACT

This work presents some reflections on the teaching of the Portuguese Language based on the theory of Sociolinguistics, in the process of interaction, and diversity, aimed at combating linguistic prejudice when it comes to linguistic variation in public elementary schools in border regions of MS: Porto Murtinho and Corumbá. The border school community, Paraguay, and Bolivia students find it very difficult to enter a new space of enunciation in which a new language is present: the Portuguese language, spoken and taught in schools in Brazil. Dialects are present in the daily life of these immigrant students and to ignore this fact is a prejudiced action

and makes them invisible in an inclusive environment. It also reflects the historical, social, and linguistic aspects that are part of the identification process of the Brazilian and immigrant subjects. The study of the PCNs was also the basis of a support tool for the research and planning of the educational practice. This text represents the analysis of the written production of three border students from Paraguay and Bolivia. It seeks to highlight, in one of the texts, the marks of Portuguese/Spanish bilingualism and, in the other, the marks of Portuguese/Spanish/Guarani multilingualism. The analyses performed reveal the existence of linguistic conflicts manifested in the register of the learners' psychological and cognitive processes when using the linguistic codes and mixing them. Theoretical considerations about interference/transference and linguistic inferences served as support for the analysis of the texts produced by the students.

Keywords: Teaching, Diversity, Border community.

1 INTRODUCTION

Based on sociolinguistics, we will present the reflections on the oral modality and bilingual traits in written texts produced by students residing in the cities of Paraguay and Bolivia who study in Brazil. It is a brief analysis of the phonological elements that characterize the spoken language of these students and their transfer to texts written by them, as well as highlighting the traits of bilingualism through inferences and hypotheses about the possible writing of words in Portuguese, that is, their strategies for registering to spell.

It is noteworthy that students, from birth to the present day, have contact with the Spanish and Guarani languages in the oral modality.

The Portuguese language is not the mother tongue of the borderline student, but the first language of their schooling and, therefore, the first reference in a written modality that is known. It will support the transfer of knowledge in learning to write the L2 (second language) that corresponds to the Portuguese language. Krashen (1981), when dealing with language acquisition, states that learners can base themselves on L1 (first language) to start speaking when they cannot do so in L2. In this case, the learner's L1 can

facilitate the learning of the L2, helping him to progress quickly through the path of similarities between L1 and L2. It is worth remembering that Portuguese and Spanish are very close Romance languages. A similarity that justifies concessions, interferences, or transfers from the Spanish language to the Portuguese language at the moment when the students start to acquire the written Portuguese code. In the written productions optimized for analysis, marks of Portuguese/Spanish bilingualism can be noticed in the text produced by a bilingual student in Portuguese and Spanish, and of Portuguese/Spanish/

Guarani shows linguistic conflicts manifested in the recording of students' psychological and cognitive processes when they use these codes, mixing them.

Thus, this text presents the contribution of sociolinguistic studies to research linguistic variants and theoretical considerations on interferences/transfers and linguistic inferences that will serve as a basis for the analysis of texts produced by students.

Linguistic diversity in border regions

In the border zone, the Portuguese and Spanish languages are very present, as well as Guarani, because of the geographical position, and commercial, educational, and family relationships that provide direct interaction between the inhabitants of this geographic space. In this sense, it presents an apparent similarity between the languages that enable communication between people in these countries. Because of this, part of the students from neighboring countries, Bolivia and Paraguay, a study in Brazilian schools.

Teaching the Portuguese language to Portuguese speakers is complex, as it is also a very arduous task to transmit this teaching to border students, which becomes a challenge for these students who, as a family, communicate in their mother tongue, and, at school, the Portuguese language is taught.

In this way, the Portuguese, Spanish, Guarani languages, the Jopará dialect¹ and another linguistic phenomenon called Portunhol², which is the mixture of Portuguese and Spanish, the result of immediate communication, are commonly present in different places and situations and even mixed during dialogues between students.

Ribeiro and Oliveira (2018, p. 01) comment that “in border scenarios, the movement of languages and people when crossing neighboring spaces involves and covers up a multilingual reality [...]”.

According to Cocco and Hailer (1996, p. 13), people interact “simultaneously with the real world in which they live and with the forms of organization of this reality given by culture”. In this way, all this linguistic exchange present in the daily lives of Brazilian border workers and students is an internalized process of progress, it is knowledge.

Therefore, the teaching-learning process needs to be structured in such a way that the work with reading and writing has a very significant progression, real, natural, and experienced language. Therefore, the teacher, as a mediator of knowledge, must plan and promote very relevant learning for his clientele because of the linguistic and cultural diversity present in the classroom of basic education in the border region.

Centered on a perspective of language functionality, it is essential to reflect on the objectives of the official documents of the National Curricular Parameters (PCNs) with the teaching of the Portuguese language in Brazil, in which they present proposals for the renewal of teaching in Brazilian schools since 1997.

PCNs consider language varieties as fundamental elements of human language, because, through them, human beings can express themselves, and create new forms of communication for different contexts. The student needs full social interaction so that he can express his opinions and defend his ideas, understand that there are different ways of communicating, due to geographic and social factors, without this resulting in inferiority or the wrong way of speaking, they are adaptations to situations of use, not errors. The document says that the school must provide the student with:

Item 4 - Knowing and valuing the different varieties of Portuguese, seeking to combat linguistic prejudice.

Item 5 - recognize and value the language of your social group as an adequate and efficient instrument in everyday communication, in artistic elaboration, and even in interactions with people from other social groups who express themselves through other varieties (BRASIL, 1998, p.33).

This new concept of teaching was of paramount importance to enhance the language modalities in use according to the context in which the student is inserted, as well as to combat the linguistic prejudice that leads to exclusion through language, eliminating the myth that there is a way “right” to speak.

This linguistic diversity present in the border school environment faces a certain prejudice concerning the language of border students. They suffer discrimination from Brazilian students who find their speech/accents funny and practice bullying. Faced with this, border people come to despise their mother tongue, leading them not to accept their origins, due to the exclusion they have suffered.

Brazilian students considered their way of speaking to be more beautiful, more correct, and more elegant than the other. Exclusion also happens by some teachers who do not have the training, the knowledge of language education. About this Bagno points out that

“...there is no national, regional or social variety that is intrinsic “better”, “purer”, “more beautiful”, “more correct” than another. Every linguistic variety serves the needs of the community of human beings who employ it.” (BAGNO, 2013, p.64)

Therefore, respect for differences is essential in the school space, where reflective and critical citizens are formed. Professors must become aware of their role to deconstruct the concept that the mother tongue of Brazilians is the correct one, and that there is no better or worse variant than the other, since not everyone has fluency in the Portuguese language, nor the Brazilians themselves. It is essential to provide conditions for students, who do not speak fluent Portuguese, to interact without them feeling excluded within the school environment. Understanding diversity to understand linguistics and stripping away any prejudice at any level, knowing that society is heterogeneous and that it can reveal contexts favorable to bilingualism.

2 PORTUGUESE/SPANISH/GUARANI BILINGUALISM AND SOCIOLINGUISTICS

Considerably, studies of sociolinguistics contribute to research on linguistic variation and change phenomena at various levels of analysis based on research on languages in contact. Mackey (1968, p. 555) when defining bilingualism as “an individual characteristic that can occur in variable degrees, from a minimum competence to a complex mastery of more than one language”, relativizes the concept of bilingualism when considering that it involves questions of degree, function, alternation, and interference. It is from this perspective that situational bilingualism is studied.

According to Borstel (2003) through sociolinguistic studies, it is understood, in addition to the regional, social, stylistic, and pragmatic variations that are manifested within the same linguistic system in communities of languages in contact, the ethnography of the communication of phenomena of bidialectal variation (Bortoni-Ricardo, 1993) and bilingual (Cavalcanti, 1999) in contexts of linguistic interaction in the classroom.

Erickson (1987) emphasizes that the school must be attentive to the differences in the students' linguistic culture and also find alternative and effective ways to make them aware of the differences. In addition, the same author (2001) reinforces that research in this field helps to discover the interactional nature of learning environments at a level of analytical specificity that can suggest ways to change and improve pedagogical practices, to understand them, and describe them. them as they appear at the time.

However, these scenarios in the classroom of bilingual contexts show that linguistic and sociolinguistic issues confront and conflict with the “monolingual vision” adopted by the country. However, from a socio-pragmatic and sociolinguistic point of view, all languages are “good enough” as long as they serve the communicative purposes of their users. Therefore, the use of the mother tongue of ethnic minorities must be respected and preserved as a means of maintaining the dignity and self-respect of the individual.

Although the Portuguese language is not the mother tongue of the subjects focused on in this study, it is the first language of their schooling and, therefore, their first reference as a written language. Based on these assumptions, we intend to analyze literacy and writing characterized by oral transfers and spelling registration strategies as a result of their inferences in the Portuguese language.

Based on this purpose, some sociolinguistic specificities need to be taken into account: the linguistic situation of students studying in Brazilian schools is heterogeneous; their mother tongue is usually Portuguese; the oral modality of the Portuguese language used by border students does not correspond to the linguistic variety contemplated by the school institution. Such linguistic variations imply the occurrence of a dialectal situation, often invisible in the classroom.

The fragment below corresponds to an oral literacy event that took place with three border students in a presentation of the school project on citizenship. In it, one can witness the occurrence of phonological interference of the Spanish and Guarani languages on the Portuguese language through the words “teniermos” and “iandê” which in Guarani means you, as well as the occurrence of the words “falá”,

“indentidade”, “dus”, “ocê”, “intão” “primero”, “molhá” and “tirá” that are characterized as discontinuous and gradual traits of the Portuguese language:

Student 1 - Today we are here to tell you about the importance of having all documents up to date.

Student 2 - From the moment we are born until our last day, we must have a document. The first is the CPF. Formerly the birth certificate was the first. Then comes the RG, better known as the identity card.

Student 3 - Our name, date of birth, names of our parents, and city and state where we were born are registered. It still has a different identification number for each person, to make it easier for everyone to be found.

Student 1 - Iandê, you can't leave it anywhere because it can get wet, and removing the duplicate is more difficult. [...]

Student 3 - Hey guys [...]

The above excerpt demonstrates that in addition to the interference of the Spanish and Guarani languages on the Portuguese language, the students in this research can be characterized as possessing a linguistic variety that is not privileged by the school and, therefore, stigmatized, since it does not correspond to the variety expected by the school. school unit.

3 PHONOLOGICAL TRANSFERS AND INFERENCES FROM L1 TO L2

Grosjean (1994), to understand the phenomenon of languages in contact resulting in the bilingualism of many individuals, suggests that the bilingual's behavior be examined according to a situational continuum in which the bilingual goes through different speech modes. Thus, one moment of this continuum would be the monolingual mode, that is, the use by the bilingual subject of only one linguistic code at the moment when he communicates with monolingual subjects. And, at the other extreme, would be the bilingual way, that is, a bilingual when interacting with another bilingual, sharing the same languages of this and using them alternately. And at these two extremes, there are the intermediate points where the phenomenon of linguistic mixing or borrowing occurs. For the author, the bilingual, when establishing contact with the monolingual, choose the language of his interlocutor and deactivates the other. Total deactivation of a code by the bilingual is, however, very rare, as evidenced by the phenomenon of interference from one language to another.

At the same time Mello (1999, p.83) says that interference is “a deviation that occurs in the language being spoken due to the influence of the other language that has been deactivated”.

Weinreich (1953, p.01), a pioneer in contact languages, defines interference as “those situations of deviation from language norms that occur in the speech of bilinguals as a result of their familiarity with more than one language, that is, as a result of languages in contact, which will be referred to as the phenomenon of interference”. According to Borstel (1999, 62), Weinreich's studies contemplate only interference at the intralinguistic level, which is not enough, as there is also a need to consider the interlinguistic aspects. For the author, “interferences can occur unconsciously by the bilingual speaker, by emotional and situational factors that can influence, at all levels of a language system, phonological, morphological, syntactic, lexical and semantic”.

The most common interferences or linguistic transfers in texts written in Portuguese by border students are those of a lexical, orthographic and phonological nature. Such marks can be verified if we consider some specific characteristics of the spoken text, such as, for example, those that Koch (1997) pointed out: repetition, question of reference, quoted speech, juxtaposition of statements, discursive markers, graphic segmentation, self-correction, corresponding spelling to the word or sequence of words that correspond in turn to the phonological transfers to writing.

At the same time, linguistic transfers, there is also the phenomenon of inferences or hypotheses made by students about the language being learned. the correct spelling of words that are viewed negatively by some people and give rise to erroneous and contradictory thoughts about bilingualism. One of them is that bilingual students are cognitively inferior to monolingual children, and that bilingualism constitutes a problem for learning the majority language taught at school.

For De Heredia (1989, p. 205) “besides the internal analogy and external interferences, the error is often also the result of an inadequacy of the correspondence systems that the learner establishes between the two languages”. Thus, students as learners of a second language in its written form, as is the case with Portuguese, build during this process a system for themselves to express themselves in a language, in which the written form is in the learning process.

Based on studies by De Heredia (1989), this system should be seen as an autonomous language and not as deviations from the target language, as it has its structure, an internal coherence that can be described in the form of rules. The students' verbal repertoire can be identified as belonging at times to Spanish, at others to Portuguese and Guarani, at other times as a mixture of the three. It is a fourth language, typical of the bilingual individual, which represents hypotheses of appropriation, becoming a natural and transitory process, when understood by the teacher.

It is also extremely important for the teacher to understand, as Bakhtin (2000) points out, that all situations of enunciation of discourse/speech reveal particular choices of forms that are constructed from the precepts of enunciation. Thus, the word that enters the enunciation is a socio-cultural unit of the language-discourse. It is dynamic and endowed with everything that belongs to the culture and the cognitive and psychological meanings of the individual. The subject cannot simply strip himself of all the culture acquired until then, of his identity, or of all the linguistic influences he has received. In this sense, written language is signaled by discourse genres, that is, by secondary genres (institutionalized) and by primary genres (familiar, everyday language, among others). Discourses, as written texts, dont appear out of anywhere or suddenly, but are produced and read by users in specific situations, in which they build a representation not only of the text through linguistic elements, but also of a pragmatic-social context of written production. .

4 THE WRITTEN PRODUCTIONS OF THE STUDENTS UNDER ANALYSIS

In classrooms with a bilingual linguistic reality, in border cities, the school must not ignore the contextual aspects of linguistic minorities and the linguistic realities experienced in Paraguay and Bolivia; much less deprive students of the intellectual and social knowledge that propitiate the expansion of knowledge such as access to a plurality of systems and references of values.

From this point of view, the analysis of the written productions in the classroom, the focus will be attentive to the observation of how the marks of the evidence of oral linguistic transfers are characterized for the written texts produced by borderline students, as well as on which hypotheses is constructed the spelling record of words in Portuguese. We seek, from this reflection, the traces of multicultural phonological alternations that are found in the social practice of written productions.

As Signorini (2001, p. 98) points out, writing shows a hybridity not foreseen by theorization standards and formal use of institutionalized writing. Therefore, in this study, the marks characterized in the written productions are the presence of strong linguistic traits, associated with the spoken language, better saying, the transference or the spoken inference in question is not active in any communicative context, except in some moments during the family interactions of these individuals.

Even if these traces of transfers from oral to written are present, they cannot be seen as typical of the text as a linguistic product, that is, as evidence that can be identified by any reader in any situation, but as an effect that is verified, or not, in reading, depending on the set of literacy practices in which the interlocution interposed by writing takes place.

The material of this study consists of written texts, produced by borderline eighth grade elementary school students in their attempts to communicate institutionalized writing.

His writing is perceived and is not disconnected from a real situation of social communication and, therefore, from the use of a specific socio-discursive and cognitive practice. The texts that lead to this reflection were produced in the classroom, as a response to an activity proposed by the Portuguese language teacher.

Text 1. A dot of lights

“Tebe um dia em feberero que minha mãe me mandou pegar escova de carandá no mato. Minha ermã foi comigo. Não imaginaba que nós ia encontrá e matar uma cobra muito grande com três pedradas na caveça. Glaro que ficamos com medo da cobra. Mas se a gente não levasse a escova para barer o quintal, mamãe ia bater em nosostro.

Chegamos em casa com muito material para a escova e contamos a história para o pesoal. Até os viziños foron escutar.

Todos acharam tanta graça da nosa coragem. Mas quem não paraba de rir era mamãe. Ria tão lindamente que o tudo na nosa casa tinha aroma de flores e frutas. O sol brilhaba, brilhaba...no nosso lar.

Como queria que aquele momento non se acabase naquela hora.

Completaba dois anos que mamãe non sorria e mal saía de casa debido uma depressão que adquiriu deisde a morte do nosso ermão caçula.

Para ver o sorriso a esperança no olhar de mamãe enfrento todas as cobras e matos do mundo.”

Text 2. The fear

“Manoelito cried so much that day, those tears and many tears came down from his beautiful and striking green eyes. Mama and Papa used home remedies taught by the family healer. But to no avail.

When the night came the fever rose and Mom decided to go back to Dona Maria Reza Tudo. Ellos entered the house and I stayed outside. I swear I was scared. My heart palpitated too much. The place was also very strange: everything was dark and suddenly a chicken that was sleeping in a tree jumped right on my foot.

My father decided to take Manoel to the hospital. but mom dropped her little bosinha at Dona Maria's house. I was afraid to go back, but the father said homi is not afraid. The doctor examined my brother and said it was a virus.

Manoelzinho did not sleep. I went to take a shower with him and saw that there was a lot of micuim on his body. That's what made him sick. These little buggers come out when we pass alcohol and I turn red. Neim needed so much worry and fear that day.”

The texts presented above belong to the school institutional context. They refer to the narrative typology and present as characteristics the use of formal language grammatical forms, such as punctuation problems, textual structure, oral and phonological transfers to writing, in addition to spelling registration strategies used due to the lack of knowledge of forms of registering some words of the Portuguese language.

The oral interferences on writing in text 2 result from the Spanish/Guarani/Portuguese bilingualism experienced by the border boy, while the oral interferences on writing in text 1 result from the Portuguese/Spanish bilingualism experienced by the girl. Among the main oral transfers to writing found in text 1, the following stand out:

- Change of voiced velar stop consonant to voiceless [g] > [k] in the word “glaro”;
- Use of the simple vibrant in multiple vibrant contexts, such as “barer”;
- Substitution of the pronoun “us” for “nosostro”;
- Change of voiced labiodental fricative [v] to voiced bilabial stop [b] in words such as: “tebe”, “imaginaba”, “brilhaba”, “debido”, “feberero”. This fact can be explained by the fact that the voiced bilabial stop [b] is the pronunciation of what is written in Spanish with the letters “v” and “b”. Although in Spanish there is no difference in pronunciation, in writing you cannot change one letter for another;
- Registration of words according to the pronunciation that results in vowel changes: “e” instead of “i”, and/or their omission. Example: “ermã”;
- Replacement of the orthographic nasal “-ão” by “-on”: “non”; “foron”;
- ● Use of the non-standard variety of Portuguese language for writing: “deis”, instead of “desde” and “nóis”.

In text 2, among the main oral transfers to writing, it portrays the use of words characterized as belonging to the non-standard variety of the Portuguese language that correspond to the gradual and discontinuous traits to which Bortoni-Ricardo refers. Examples: use of “nois” as a reference to “us”, “pa” to refer to “pra”. The author of the text also used the word “facer” as a result of the lexical interference of the word “hacer” in the Spanish language, which corresponds to “fazer” in Portuguese. Therefore, there was a juxtaposition between the Portuguese and Spanish words “fa de faz” + “cer de hacer” = facer. There was, in the same way as in text 1, the use of the simple vibrant in contexts in which the use of the multiple vibrant was required, such as the word “derubou”.

There was the transfer of the following words in Guarani: “I” “ pe” which when translated is as follows: water in the place.

In addition to oral transfers to writing, other “errors” present in these texts can be understood as hypotheses built on the spelling of words in Portuguese influenced, in turn, by literacy in Spanish.

Among these stand out in text 1:

- Hypothesis on the representation of nasality by the use of the tilde: “viziñhos”;
- Replacement of “b” by “v”: “caveça”. The student recognizes that the spelling rules of Portuguese and Spanish are different, but she gets confused when registering words in Portuguese, since she learned, in Spanish, that the voiced bilabial stop [b] can be registered with the letters “v” and “b”, which in Spanish are called “be corta” e “be larga”;
- Use of an “s” when two would be needed in Portuguese for the graphic representation of the phoneme [s]. However, in Spanish there is no use of “ss” to represent [s]: “dese”, “nosa”, “pasar”, “dise”, “pesoal”;
- Substitution of the conjunction “e” for the corresponding “y” in Spanish;
- Use of the voiceless velar stop [k] represented by the letter “c” when followed by “u”, in cases where the phoneme [k] should be written by “q” followed by “u”, in words in Portuguese. Examples: “cuando”, “cuase”;
- Use of the letter “z” which, in Spanish, represents the voiceless alveolar fricative [s] instead of what would occur, in Portuguese, the use of “ç”: “corazon”;
- Juntura: even if it is also a very frequent fact among Brazilian students literate in Portuguese, bilingualism seems to contribute to accentuate its recurrence and maintain it, in writing, for a longer period of schooling: “derrepente” instead of “ de repente”.

In text 2 there were phenomena such as undue joining and separation: “in that one” for “in that one”; replacement of the conjunction “e” by the corresponding “y” in Spanish; use of the letter “c” followed by “u” in words that should be written in “q” followed by “u” in Portuguese: “encuanto”, “cuando”; and, finally, use of the tilde over the letter “n” of the word “galiñhas” to represent nasality.

In addition to these hypotheses built based on his bilingualism and the correspondence between Portuguese and Spanish, other orthographic deviations appeared in the text as a result of inferences made about the Portuguese language, some of which are common among monolingual Brazilian students. Characterize text 1 and text 2:

- Hypotheses regarding accentuation: “véis” instead of “vez”;
- Omission of accents: “saia” e “medico”;
- Due to the knowledge that in Portuguese it is possible to represent the voiced alveolar fricative [z] by the letter “s” (as in the word “mesa”), it is common for the student to make hypotheses regarding the use of this letter instead of what would be correct use of the letter “z”: “caza” instead of “casa”;
- The letter “l” was replaced by “u” and the “u” by “l” in words like “bousinha”, “resolver” and “materiau”.
- Writing of the word “familha” instead of “família”; “homi” instead of “homem”;
- Replacement of the letter “g” for “j”, since both can represent, orthographically, the palatal-alveolar voiced fricative [ʒ]: “corajem”.

5 CONCLUSION

It was found in this study that the cultural, cognitive, and sociopsychological factors of borderline students as a result of their bilingual experience mark both oral and written communication through oral transfers materialized in the registration of words in Portuguese in institutionalized texts. Bilingualism also gives rise to inferences made about the Portuguese language that arise, in turn, in hypotheses of orthographic writing. Both the oral transfers to writing and the spelling strategies carried out in Portuguese, in the analyzed texts, are reflections of Portuguese/Spanish bilingualism and Portuguese/Spanish/Guarani bilingualism. The analysis allowed us to verify that bilingualism triggers linguistic conflicts during the recording of the psychological and cognitive processes of borderline speakers when the codes used for communication are mixed.

To ensure the maintenance of dignity, identity, and respect for the borderline individual, there is a need to be recognized, respected, and valued, in addition to their mother tongue, and their cultural and linguistic heritage. Alongside the respect accorded to the individual's linguistic variety, the school must promote language education.

It is extremely important to work with linguistic varieties and differences to achieve teaching practices that can solve the existing difficulties in written and oral productions that must be welcomed and respected by the school.

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