

Teaching Portuguese through WhatsApp stickers: Connecting formal linguistics to the BNCC requirements

Digital culture is a reality in the life of many elementary/high school students. Thus, working with digital literacy at schools has become indispensable. This urgency is acknowledged by the National Common Curricular Base (BNCC, in Portuguese), an official document from the government that advocates, in many parts, for the importance of aggregating new ways of communication/new technologies when teaching Portuguese (BRASIL, 2018). In this context, teachers need to conciliate teaching grammar and developing digital literacy through new multimodal texts and textual genres. This presentation's goal is to show how WhatsApp stickers can be used in the classroom to work with several grammatical topics. We have chosen stickers because WhatsApp is the most used app among teenagers (CORRER and FAIDIGA, 2017). In WhatsApp, stickers are visual elements that can be composed by small pictures, written texts, GIFs or a mixture of those elements as shown in picture 1. In multimodal stickers, a picture/GIF and a written text are used in a complementary fashion in order to create humor. For instance, in the sticker in Picture 1, the ambiguity of the word '*pena*' is essential to create humor since it is interpreted as pity in the written text whereas the picture shows us a bird without feathers referring to another meaning of this word. In order to determine what grammatical phenomena occurred in this type of material, we gathered a *corpus* of 250 multimodal stickers. It showed us that, to be humorous, there is a vast array of grammatical knowledge which speakers use when creating a sticker. For example, we have found monophthongization ('*deixa*' → '*dexa*'), coda drop ('*ser*' → '*se*'), L-vocalization ('*real*' → '*reau*'), epenthesis ('*nós*' → '*nóis*'), neologisms ('*desver*'), non-standard agreement ('*2 copo*'), tautology ('*situações difíceis não são fáceis*'), contradiction ('*é raro mas acontece muito*'), ambiguity ('*pena*'), polysemy ('*apoiado*'), irony ('*poxa, que triste!*') among many others (see examples in the next page). Because of that, stickers can be used as a didactic tool to work with topics in phonology, morphology, syntax, semantics and pragmatics in the classroom. Therefore, we consider stickers to be a very effective material because: (i) they are extremely popular in virtual conversations due to their humorous effect; (ii) they allow the teacher to work with a wide range of grammatical phenomena and; (iii) they are a mechanism to develop digital literacy through new multimodal texts and new textual genres as recommended by BNCC. We use formal linguistics (see ANDERSON, 1992; STALNAKER, 1999; CHIERCHIA, 2003; LIEBER, 2009; LEVINSON, 2020) as the theoretical background to introduce these phenomena because formal analyses try to be as explicit as possible when describing a grammatical phenomenon (KENEDY and OTHERO, 2018:135) and this avoids inconsistencies normally observed in traditional grammars (PERINI, 2019).

KEYWORDS: Portuguese Teaching; WhatsApp Stickers; Digital Literacy; Linguistics.

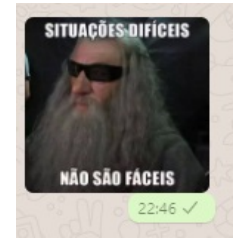
Examples



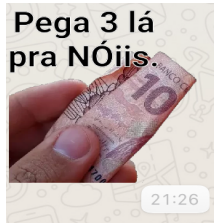
Picture 1: ambiguity



Picture 4: monophthongization



Picture 7: tautology



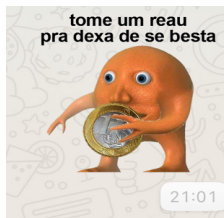
Picture 2: epenthesis



Picture 5: neologism



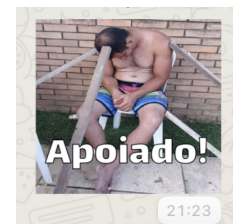
Picture 8: contradiction



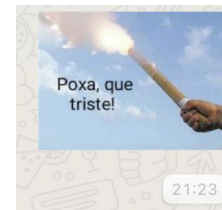
Picture 3: L-vocalization



Picture 6: non-standard agreement



Picture 9: polysemy



Picture 10: irony

References

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