

Introduction

The program Voz Indígena (Indigenous Voice) debuted in Agenda Cultural, a calendar of cultural activities promoted by the Federal University of São Carlos (UFSCar), on July 4, 2021 as “Voz Indígena – uma experiência cinematográfica” (“Indigenous Voice – a cinematographic experience”). It had its second edition on Sunday, July 18, 2021, and then every two weeks until September 12, 2021. Since 2017, Voz Indígena already existed as a program on Rádio UFSCar 95.3 FM. The LEETRA Research Group (CNPq), under the coordination of Professor Maria Sílvia Cintra Martins (DL/UFSCar), was responsible for the technical production, with support from SEaD/UFSCar, being a PROEX/Agenda Cultural activity. The LEETRA/UFSCar group has three lines that relate to the indigenous issue: Indigenous Languages; Literacy and intercultural communication; and Translation and Poetics Studies, which deals with the translation of indigenous songs and narratives. The program was broadcast on YouTube, with no prior registration required. The fortnightly updated playlist can be visited at:

<https://www.youtube.com/playlist?list=PLKU0YGXsvQx6eteR1mkyBoex5E7x-1ql3>

On the other hand, the LEETRA Indígena Journal has published 17 paper and electronic volumes, which can be accessed at: http://www.leetra.ufscar.br/pages/revista_leetra_indigena. LEETRA Indígena preferentially hosts articles, reviews, essays, reports, autobiographies, poems, chronicles, short stories or other types of verbal and non-verbal texts from indigenous peoples of different Brazilian and other countries’ ethnicities.

It also includes texts of different modalities written by non-indigenous authors, which themes are: description of indigenous languages and cultures; indigenous literature; Amerindian verbal arts; ethnomusicology; ethnomathematics; indigenous astronomy; history of indigenous movements; resistance, resilience and territoriality.

The current moment confronts us with great challenges that we inherited from the 20th century. Among them are the continuation of the struggle for the effective guarantee of indigenous rights already established in the Constitution of 1988, in conjunction with law 11.645/08, according to which in public and private primary and secondary education establishments, the study of Afro-Brazilian and indigenous history and culture is mandatory.

In the LEETRA Research Group, at UFSCar, we have focused on carrying out actions that seek to respond to these and other challenges, whether by research aimed at the production of bilingual books for village education, or by the elaboration of support material for the teacher's work both in the village and in other Brazilian schools, in which teachers often feel resourceless in order to comply with the law mentioned above. Lately, the group is also producing indigenous-themed games: the first one, “Jeriguigui e o Jaguar” (“Jeriguigui and the Jaguar”), will be available for free download in November/2021 on the website of the LEETRA research group (<http://www.leetra.ufscar.br>).

In 2014, joining efforts with teachers and educators from Alto Rio Negro (AM/Brazil), we published a special edition of the LEETRA Indígena Journal, with progressive lessons for learning the Nheengatu language; issues 15 and 16 of LEETRA Indígena included new special editions, the first one with the presentation of medicinal plants in a trilingual edition (Portuguese/Nheengatu/Baniwa); the other one with more elements of the Nheengatu language, within a proposal that was built in collaboration with

teachers from Santarém/PA. Number 17, entitled “Escola Kariamã conta umbuesá” (“Kariamã School tells Umbuesá”), published results of research carried out in the community of Assunção do Rio Içana, in Alto Rio Negro (AM/Brazil), where, as the teachers who wrote the volume explain to us, Nheengatu is the first language (L1) of some peoples and lingua franca in the region, used in communication between peoples and adopted by peoples of the most varied origins as a mark of their indigeneity.

Considering the bilingual teaching materials such as Nheengatu Tapajowara (LEETRA Indígena 16) and "Escola Kariamã conta umbuesá" (LEETRA Indígena 17), we see several highlights for the pedagogical work in their usage in classroom:

1. They contribute to the implementation of law 11.645/08;
2. Whether in Differentiated Indigenous Education or in regular schools, the teachers themselves often do not have all the knowledge of indigenous languages, as they are in the process of revitalization and the existence of bilingual textbooks can contribute - a lot – for its rediscovery by everyone, both by teachers and by students.

It is interesting to report that in the Alto Rio Negro region, where the material for the LEETRA Indígena 17 was produced and to which the Voz Indígena Program also makes reference, there are different indigenous communities whose languages are extinct or have few speakers, in such a way that part of the population, upon recognizing their indigenous identity, sees in the Nheengatu language an instrument of struggle and a form of rescue, of resuming their indigeneity. There, as in some other Brazilian regions, Nheengatu operates as a lingua franca, within a special multilingual situation, and in the city of São Gabriel da Cachoeira (AM), the main city in this region, there are four co-official languages: Nheengatu, Tukano, Baniwa and Yanomami.

The program “Voz Indígena – uma experiência cinematográfica”, however, aimed to address issues such as: the number of languages and indigenous peoples in Brazil, and their risk situation; indigenous school education; Law 11.645/08 and the mandatory nature of indigenous themes in Brazilian schools; geographic, historical and cultural data on indigenous peoples, including indigenous literature; the relationship, in Brazil, between the indigenous, the caboclo, the caçara and the caipira. Always with a lot of music (indigenous or related to the theme).

This issue 18 - Special Edition – of the LEETRA Indígena Journal contains a collection of texts and images that refer to the program "Voz Indígena – uma experiência cinematográfica", which is a way we have found to give it greater publicity. A novelty in this issue is the translation into English of this presentation, for it is the first edition as part of the Open Journal System, and we also hope that it will start to attract readers from other countries, considering English as a global language.

The other experiences of the Voz Indígena Program broadcast by Rádio UFSCar can be accessed on the website www.radio.ufscar.br/podcastfilter/voz-indigena.

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