

THE ENROLLMENT BY THE DISCOURSE OF A NORWEGIAN CHILD IN THE PROCESS OF ACQUISITION OF PORTUGUESE: A CASE STUDY

A INSCRIÇÃO PELO DISCURSO DE UMA CRIANÇA NORUEGUESA EM PROCESSO DE AQUISIÇÃO DE PORTUGUÊS: UM ESTUDO DE CASO

LA INSCRIPCIÓN POR EL DISCURSO DE UNA NIÑA NORUEGA EM EL PROCESO DE ADQUISICIÓN DE PORTUGUÉS: UN CASO DE ESTUDIO

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ABSTRACT: The present work aims to analyze a case study referring to the registration of a Norwegian child by the speaker in the process of acquiring the Portuguese as a second language. We reserve for this investigation the consideration of the simultaneous position of subjective person and non-subjective person from the perspective of printing an enunciative view of the material belonging to the enunciative subject, from Benveniste's enunciative perspective, which favors the enunciation and language acquisition interface. This approach considers the discourse as the bearer of a message and as an instrument of action, in which the subject is able, through the individual act, to give you the forms that marks the discourse and, in the meantime, constitute itself as eu-tu, through a dialogue with your voice, due to the same fact of enunciating and developing the language acquisition process at the same time. Wherefore, the results have showed, that you become the eco of the self, favored by the mediation between you and me as a condition of language appropriation.

KEYWORDS: Discourse. Enunciation. Language Acquisition. Me-You.

RESUMO: O presente trabalho tem como objetivo analisar um estudo de caso referente à inscrição de uma criança norueguesa pelo discurso no processo de aquisição de português como segunda língua. Reservamos a essa pesquisa a consideração da posição simultânea de pessoa subjetiva e pessoa não subjetiva sob a perspectiva de imprimir um olhar enunciativo do material pertencente ao sujeito enunciadador, baseada na perspectiva enunciativa de Benveniste, já que favorece a interface enunciação e aquisição de linguagem. Essa abordagem considera o discurso como portador de uma mensagem e instrumento de ação, no qual o sujeito é capaz de, através do ato individual, conferir ao “tu”, a forma que marca o discurso e ao mesmo tempo, constituir-se como eu-tu, por intermédio de um diálogo com a sua própria voz, pelo fato de enunciar e desenvolver o processo de aquisição de linguagem ao mesmo tempo. Os resultados apontam, portanto, que o tu torna-se o eco do eu, favorecido pela mediação eu e tu como condição de apropriação da língua.

PALAVRAS-CHAVE: Discurso. Enunciação. Aquisição de linguagem. Eu-tu.

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RESUMEN: *El presente trabajo tiene como objetivo analizar un caso de estudio referente al registro de una niña noruega por parte del hablante en el proceso de adquisición del portugués como segunda lengua. Reservamos para esta investigación la consideración de la posición simultánea de persona subjetiva y persona no subjetiva desde la perspectiva de imprimir una mirada enunciativa del material perteneciente al sujeto enunciativo, desde la perspectiva enunciativa de Benveniste, que favorece la interfaz de enunciación y adquisición del lenguaje. Este enfoque considera al discurso como portador de un mensaje y como un instrumento de acción, en el que el sujeto es capaz, a través del acto individual, de darte las formas que marcan el discurso y, al mismo tiempo, constituirse como me -tu, a través de un diálogo con la propia voz, por el mismo hecho de enunciar y desarrollar el proceso de adquisición del lenguaje. Por tanto, los resultados han demostrado que te conviertes en el eco del yo, favorecido por la mediación entre tú y yo como condición de apropiación del lenguaje.*

PALABRAS CLAVE: *Discurso. Enunciación. Adquisición lingüística. Yo tú.*

Introduction

To deal with the inscription of a Norwegian child in the process of Portuguese acquisition, through discourse, we take as north what Silva (2007) defends regarding the possibility of circumscribing the field of enunciation in a relationship with language acquisition, corroborating Benveniste (1958), when he describes the *relationship I and you*, by stating that "it is a man speaking that we find in the world, a man speaking to another man, and language teaches his own definition of man".

This is due to the fact that, Benveniste, upon receiving the Saussurian inheritance, printed there an alternative of thinking (and analyzing) the language in its functioning, privileging the very possibility that the linguistic instance offers man to subjectify himself, from enunciative projections in a locutor position that is inscribed, not by chance, in that same linguistic instance.

In this sense, according to Agustini and Leite (2012), Benveniste puts into question what passes as evidence, exercising, with primacy, the art of problematizing linguistic facts under the impact of enunciation. This Benvenistian style of thinking, based on the problematization of evidence, contributed to the becoming of a common practice, in Linguistics, to refer to this author when defining enunciation.

In view of the above, this article has as its main objective, to consider the simultaneous position of subjective person and non-subjective person, coming from the child enunciation, from the perspective of printing an enunciative look on the material belonging to the child announcer, since, according to Silva (2007) in Benveniste, the announcer proposes himself as a subject.

Thus, in this research, through a dialogue with the transcribed enunciative facts, represented and materialized in some clippings of the transcription of audios, it is proposed to make an enunciative analysis of the child's speech, as an announcer of this research. It will also be considered the individual act of this, since according to Benveniste (2005), the enunciation is taken, at the moment when the language is put into operation for its use, through the individual act. And for Flores (2018), it is necessary to make a description of the instruments that make the act possible.

Therefore, the child's speech is considered, both as an instrument, as well as consolidation and realization of the functioning of the language, as well as an individual act itself. It is also investigated, the positioning of this, crossed by language, since, according to Benveniste (2005), it is in language that man constitutes himself as a subject. And it is added that the "subjectivity", treated by this, is the ability of the announcer to propose himself as "subject". It is defined as the psychic unity that transcends the totality of the lived experiences that it gathers and that ensures the permanence of consciousness.

Therefore, from this possibility that the speaker proposes himself as a subject, it is understood that he is identifiable in a way that constitutes him from the proper way that this marks the enunciator, discursive himself as an enunciator, as an effect of the language itself. At the same time, according to Benveniste (2005), language is only possible because each announcer presents himself as a subject, referring to himself as an *i* in his speech. [...] Since language is a system common to all, discourse is at the same time the bearer of a message and instrument of action.

Therefore, returning to the heart of the proposal of this work, concerning the analysis of the inscription by the discourse of a Norwegian child in the process of Portuguese acquisition, it is appropriate here a literature review regarding the definition of mother tongue (hereinafter LM), second language (hereinafter L2) and foreign language (henceforth LE), so that it is possible to adapt the nomenclatures related to the status of the subject in this case study.

Therefore, it is understood that the definitions of the above-mentioned linguistic modalities (LM, L1 and LE), as well as the communication situation in which each use allows its classification, justifies the choice of the child of this case study. And, as the subject of this work, being in the middle of this linguistic context, it is in the position of announcer, since being able to make possible the condition that language is language, it is crossed by enunciation, seen, therefore, as a possibility of transforming the language into discourse.

To this end, it will be considered, here, an intertwining mediated by the marks of enunciation as the effect of the discourse provided by the enunciation interface and language

acquisition. At the same time, there will be a discussion about the acquisition of language by enunciative bias, with regard to the designation of the *I*, favored by the mediation *I and you* as a condition of appropriation of the language.

Conception of mother tongue, second language and foreign language: intertwining mediated by the effect of discourse through the enunciation interface and language acquisition

To deal with the conceptions of LM, L2 and LE, it is proposed to bring some intertwining of these three linguistic contexts, mediated by enunciation as an instance of discourse, since it is found that the enunciator child, considered the speaker of this research, was born in a linguistic context whose mediation took place through three languages, such as Norwegian, Portuguese and English. That said, the place of each language for this will be delegated here, as to the status it occupies as LM, L2 and LE. At the same time, the possible intertwining concerning the effect of enunciation as an instance of discourse will be investigated.

Thus, it is possible to consider the concept of language as an individual act by the bias of Benvenistian enunciative theory, because in the author's statement:

The individual act, by which the language is used, first introduces the announcer as a parameter in the necessary conditions of enunciation. Before enunciation, language is nothing but a possibility of language. After enunciation, the language is effected in a discourse instance, which emanates from an announcer, a sound form that reaches a listener and which raises another return enunciation (BENVENISTE, 2006, p. 83, our translation).

Thus, the above epigraph points out the interface between language and discourse, mediated by enunciation, while this movement only becomes possible through an announcer. Therefore, the conception of language is taken in the context of this work, considered as the use of an individual act, since it provides the possibility of introducing the speaker as a criterion for the necessary condition of enunciation.

Therefore, it is the announcer who provides the possibility of language being language, because before enunciation occurs there is only one probability of language. And it is through enunciation that there is a possibility that language reaches an instance of discourse. Then, it can be said that the intersection of language and discourse is mediated by enunciation or that only through enunciation will there be the possibility of the discourse being performed.

And, for the purpose of explanation, with regard to an understanding of the meaning of the terminologies LM, L2 and LE, as well as the definition of in which contexts or status would suit each of these languages for the subject of this case study, the respective definitions are listed here, since, according to Spinassé (2006), many linguistic and non-linguistic aspects are linked to these nomenclatures. Thus, technically speaking, according to Damasceno (2017), LM is the first language learned by an individual. It is also called mother tongue, native language or first language (hereinafter L1). This is then the language spoken in the country in which the person was born and learned to speak. For this reason, the LM will be the one of greater domination by the speaker.

The acquisition of L1, or LM, is an integral part of the formation of the individual's world knowledge, and for Spinassé (2006), this is due to the fact that, along with linguistic competence, personal and social values are also acquired. LM generally characterizes origin and is used, most of the time, on a day-to-day life. On the other hand, operations relating to the mother tongue are deeply rooted in constant practice and are therefore very difficult to avoid.

For this reason, according to Schutz (2018), adult LEs learners find it very difficult not to fall into the forms of LM, both in the motor operations of pronunciation and in the mental operations of structuring ideas into sentences. For a child, this problem is much smaller, because their language habits are not so developed and rooted.

L2, on the other hand, is learned in a country where the target language is socially used, as an example, according to Cea (2016), we have a Brazilian living in New York who learns English as L2. On the other hand, LE would be spoken by a subject who learns, in a country where the spoken language is not the target language, for example, a Brazilian who lives in Brazil learning English in a language school.

On the other hand, some consider that LM or L1 is not necessarily the mother's language, nor the first language to learn. So little, it's just a language. For Spinassé (2006), it is usually the language we learn first and at home, through parents, and is also often the language of the community. (...). The language of the parents may not be the language of the community, and when learning both, the individual now has more than one L1 (case of bilingualism). A child can therefore acquire a language that is not spoken at home, and both are worth as L1.

According to Damasceno (2017) a person can also be native speaker of more than one language. Everything will depend on the language spoken in your region of origin and the language adopted by your family. A curious example is Esperanto. Many families choose this language to teach their children, who learn it beyond the language spoken in the place where they live. In this way, they end up becoming native speakers of Esperanto.

Thus, it is considered that there is the intertwining of three linguistic contexts, mediated by enunciation as an instance of the discourse of the subject of this case study. And although English, Portuguese and Norwegian have been present in the life of this child-enunciator, during his baby phase, currently at age 7, English is not only used in school as LE, it is spoken by his parents because he is more of his mother's mastery than Norwegian. This, in turn, guide her daily life as a native language, next to the Portuguese language, the mother tongue of her mother.

Therefore, the Portuguese can be seen as L2, because it is used by its mother, because this is its LM and for having maintained the intention of teaching it. Besides being, also, the language used in Brazil during their travels, held bimonthly. As for its LM, the language of the country in which it was born will be considered, i.e., Norwegian.

Thus, it is possible to theorize about subjective movements, with regard to the process of identification of the subject, in the middle of LM and L2. And according to Aiub and Rodrigues (2019), it is about taking the subject consisting of a double simultaneous process of identification, by the bias of the inscription of this in a language. To this end, the speaker's encounter with other ways of saying causes movements in the networks of meaning.

These "subjective movements" are taken as those that will occur, from the point of view of this aforementioned subject, when it is in a "double simultaneous process of identification", in a position of between the Norwegian (LM) and Portuguese (L2). Thus, turning to the heart of the question, concerning the definitions of LM, L2 and LE, the linguistic intertwining mediated only by the effect of the enunciation of THE and L2 are considered, since the subject is in the middle of the two languages when he is in Brazil.

Thus, the possibility of effectuation of the discourse, because the announcer is used as a criterion for the necessary condition of enunciation, it is proposed to consider the act of transforming the Portuguese language into instances of discourse, as an announcer and as an allocutor, simultaneously, being seen as an intertwining provided by the effect of the enunciation interface and language acquisition.

Thus, this context, in which this movement takes place through the initiative of an announcer, brings the possibility of the child announcer/allocutor being able to make this simultaneous mobilization, announcer and allocutor, be interpreted as the existence of a proximity between *the self* and the discourse, in the condition of this one to take effect, through enunciation. Which requires a discussion regarding language acquisition by enunciative bias: you and *I*. And, according to Lorandi (2008), this favors the possible ownership of the whole language, designating himself as *me*.

Discussion on language acquisition by enunciative bias: you and I

By proposing to bring a discussion about language acquisition through enunciative bias, the purpose is to situate the focus of this work on the consequences of the correlation *I* (subjective person) and *you* (non-subjective person) – the only possible way of enunciation, so that it does not be referred to *the i* – and, therefore, this is why the subjective correlation is justified as the north of this case study.

Therefore, the person/non-person difference will be shown, in order to punctuate Benveniste's contributions (CLG I), concerning the formulation of this classical distinction in twentieth-century linguistics regarding such instances of discourse. Thus, the table below brought by Flores (2013, p. 92) will be considered:

Table 01 - Correlation of personality / correlation of subjectivity.

Correlation of personality	Person	I	Subjectivity correlation	Subjective person	I
	Person	You		Non-subjective person	Your
	No Person	He			

Source: Flores, V. N. (2013)

By observing the table above, it is possible to enclose the contributions brought by Flores (2013), concerning the text "The nature of pronouns" by Benveniste (2005), because it was considered the first text to take the person/non-person distinction, and to emphasize that it is not only a question of bringing the subject about pronouns, but beyond its title or nomenclatures itself. It is emphasized, therefore, that Benveniste goes further when he operates with subjective/objective opposition.

Thus, Flores (2007) highlights three important points related to subjective/objective opposition, namely, the first point refers to the fact that pronouns are treated as a language problem and not just as a language or language problem; the second that, by associating personal pronouns with distinct classes, Benveniste concludes that: some belong to the syntax of the language, others are characteristic of the "instances of discourse". In the third and final

point, the author shows that there is a difference of referential nature between the *pronoun I* and a Lexical notion, concluding that the differences are linked to enunciation.

In the process of showing the proper linguistic description, considering, therefore, the starting point and the point of arrival of Benveniste in the aforementioned text, Flores (2013), comes to a conclusion that pronouns are the starting point, while the point of arrival is the position that each is obliged to occupy in language. That is, language requires languages to "reserve" places of person and not person, without which it would not be possible to speak.

This is due to the fact that there are signs that refer to a situation, which Benveniste calls objective, since they are of the scope of 3rd person. Thus, the 3rd person (*he*) is the unmarked member of the person's correlation, which is why the non-person (*you*) is the only possible mode of enunciation for the discourse instances that should not refer to themselves. Then you and *i* are *pointed as* subjective pronouns and he as *an objective* pronoun.

Thus, by bringing a case study of a Norwegian child in the process of acquiring an L2, favored by *the relationship I and you*, this becomes possible, thanks to the possibility of this mediation of the child-enunciator with its enunciative projections in the position of announcer and simultaneously as announcer, since it is consciously inscribed in its own discourse, bias of the same linguistic body.

In view of the above, after situating the enunciative analysis of the subject of this research in the correlation of subjectivity, and showing the difference between this and the correlation of personality; also defining the difference between person (*I* - subjective and *you* - non-subjective) and non-person (*he*), it is necessary to emphasize the specificity of formalization that the term enunciation assumed in Benveniste's theorizations (1965, 1970). Therefore, it is necessary to bring two important points, considered by Flores (2008, p. 404), to understand what Benveniste meant when he presented the enunciation as a process of appropriation, in relation to the language.

Thus, the first point refers to the presentation of the formal expression of the language, drawing attention to the fact that the announcer appropriates it, and builds with it a device of enunciation. In this way, the announcer builds a formal enunciation apparatus each time he enunciates, based on the formal apparatus of the language. The second refers to the existence of specific indexes and accessory procedures that allow the announcer to enunciate his position as announcer.

The specific indexes are what Benveniste called the "necessary and permanent characters" of enunciation: the indexes of *person* (*me* and *you*), the indexes of space ostension (*this*, *here*) and the time forms (of the present of enunciation). Therefore, as has already been

said, let us take here the specific indexes or necessary and permanent characters of the enunciation, such as, *me* and *you*, in order to analyze the voiceover of the child-enunciator, considering that there is a constant and necessary relationship, which involves the announcer and his enunciation, which is established by a set of specific forms, such as the emergence of the person indexes (the relationship *i* and *you*), which for Lorandi (2008, p. 32) is produced only in and by enunciation, in which the *term I* denote the individual who utters the enunciation, and the term *you*, an individual established as an *allocutor*.

Therefore, in Benveniste's saying (2005, p. 286): "Therefore, I propose another person, the one who, being outside the "me", becomes my echo – to which I say you and which you tell me.

And, it is in this way that, it is considered that the child-announcer, who presents himself as a subject, represented by an *I* in search of an allocutor, with regard to his way of uttering the enunciation, since he is able to make use of the imagination, in order to dialogue with the scenes of the environment in which he is and inserts, as a Speaker of the Portuguese language as L2, by checking his need to record sentences that describe the situations he is seeing, simulating conversations in his recordings of the internet application.

From this description, one perceives an attitude that alludes to a conversation with an imaginary allocutor, without having someone interacting with the situation. This attitude denotes that, the child in the process of speaking, seems to consider his own language in the process of acquisition as his self, as if it were possible to build with L2 the apparatus of enunciation itself.

This attitude is justified by the fact that, according to Benveniste (2005), self-awareness is only possible if experienced by contrast. *I don't work myself unless I'm addressing someone, who will be in my speech a you*. This condition of dialogue is the constitutive of the person, because it implies reciprocity – that I become you in the speech of the one who in turn is called by me.

According to Silva (2013), the *distinction I and you* in Benveniste is operated through the indexes of person *I* (announcer) and *you* (allocutor), being the presence of the other inherent to every instance of enunciation and exclusively long distance. Thus, we have two fundamental conditions to enunciation, that is, that every locution is explicitly and implicitly an allocution, it postulates an enunciation and that reference is an integral part of enunciation.

On the other hand, the person/non-person distinction is operated by the conjunction between the *I/you* person indexes, as opposed to the indexes of non-person "he", effecting the operation of the reference and basing the possibility of the discourse about something, about

the world, about what is not speech. Therefore, it is possible to say that, language imposes on languages to "reserve" places of person and not person, without which it would not be possible to speak.

Methodology

Considering that the research methodology is a tool that helps the researcher in the acquisition of his/her ability to orient himself, to be involved in an investigation process, timely decision-making, selection of concepts, hypotheses and appropriate data (THIOLENT, 2013), it is understood that this research, seen as exploratory qualitative in nature, has as object of case study to investigate the inscription by the discourse of a Norwegian child in the process of acquiring Portuguese as L2.

Therefore, it is proposed to analyze the recording of some audio clippings, coming from the tool "WhatsApp" as to the monologues of a child, recorded by the child, in the company of his maternal grandmother, during the 58 days he spent in Brazil, as a record of his way of acting in the process of acquiring the Portuguese language, this being his L2.

And, as has already been said, the child-announcer of this research was born in a linguistic context whose mediation took place through three languages, such as Norwegian, Portuguese and English. The first, because it is the LM of his father, the second of his mother, and the latter for referring to the common linguistic domain language of his parents. Currently, at the age of 7, English is also used in school as LE, while Norwegian and Portuguese guide their everyday life in the family context.

Thus, the subject of this research has as mother, a Brazilian born in Recife - Pernambuco, Portuguese, English and Norwegian apprentice. The father of the child-enunciator is Norwegian, apprentice Portuguese and fluent in Norwegian and English. In this trilingual family environment, this was inserted in the context of the three languages, in which the mother made a point of teaching Portuguese, so that the subject of this research could communicate with her. At the same time, the mother of the child-announcer sought to make annual visits to Brazil, so that the child could become familiar with the linguistic and cultural context of this country.

Therefore, what favors the aforementioned subject to be taken as an analysis of this case study is the way of uttering the enunciation, since it is capable of making use of the imagination, in order to dialogue with the scenes of the environment as a speaker of Portuguese as L2,

conferred on its need to record sentences that describe the situations and simulate dialogues in their recordings of the internet application.

In view of the above, the objective of this work is to analyze the subject's inscription by the discourse in the process of Portuguese acquisition, through a case study because it is a Norwegian child living with three linguistic realities mentioned above. And, from the literature review, it was verified the existence of two types of interlacing: the first refers to the intertwining of two of the languages in their constitution as subjects; the second refers to the way that the intertwining between the explicit and implicit form of the locution is at the same time speech, mediated by the marks of the subject's discourse.

That said, the way in which the child-announcer appropriates the language will be considered and the specific indices will be analyzed, that is, the necessary and permanent characters, such as the person indexes (*i-you*). This is due to the fact that individual enunciative acts are consolidated by the subject as a tool for acquiring L2, in the format of recording monologues, as a record of enunciative scenes of events lived with his maternal grandmother. Therefore, it will also take into account its position, referring to the two fundamental conditions to enunciation, according to Benveniste (2005), that all locution is explicitly and implicitly an allocation.

In order to consider enunciation as the effect of discourse, provided by the enunciation interface and language acquisition, it is proposed here to show how the inscription by the discourse occurs, since the subject of this case study is in the process of acquiring Portuguese as L2.

It is expected to verify, from the marks left in his speech, the record of his sensations, in order to identify whether or not there are conflicts, provided by the possible dialogue between *the I-you*. Thus, it is understood that the analysis of enunciative facts will contribute to rescue the experiences of the subject with the Portuguese language, having as a basic principle to identify the discourse as a carrier of a message and instrument of action.

This is due to the fact that the announcer has to constitute himself as a subject, conferred on his need to listen to his recordings, in order to use as a way to mark his speech, and then resume him as if he needed to hear his voice as an announcer and speaker simultaneously, in the position of announcer who is inscribed, in the same linguistic instance, in order to constitute himself as *I-you*.

Therefore, the child's speech will be analyzed and described, based on the problematization of evidence, as an instrument that favors the child's support for language in an individual act of enunciation. To this end, the analysis of enunciative facts is followed,

divided into 05 (five) sessions, about the reflections around language, based on the conception of LM or L1 and L2, with regard to the possible intertwining mediated by the effect of discourse and at the same time based on the discussion on language acquisition by the enunciative *bias i* and *you*.

It is also considered the epistemological conceptions, present here, in the literature review, involving the enunciation interface and language acquisition, provided by the contribution of Benvenistian assumptions.

Analysis: reflections around language

In the guise of a dialogue with the enunciative facts, in order to circumscribe the field of Enunciation in its relation to language acquisition, as Silva (2007, p. 209) suggests, it is proposed to make an analysis based on reflections around language, assuming that a locution, once materialized, can be understood in different ways. This is due to the fact of considering the *pronouns you and i* as belonging to enunciation, taking into account not the common sense of the physical world, but the "reality of discourse" (cf. Flowers, 2013).

In the context of this work, the concept of Benvenistian enunciation is taken as a founding theory, because it favors the fact that it is possible to bring the art of problematizing the linguistic facts of enunciation, through its theoretical assumptions, and it is proposed here in this case study, as has already been said, that the speech of the enunciating child is an instrument to confer the consolidation and concretization of the functioning of the language, since it is possible to consider that there are linguistic instances mediated by *the eu-tu relationship*, which offers the enunciator the possibility of subjective, taking into account the enunciative projections.

Thus, in this analysis, it is assumed that the subject, even without having linguistic awareness of his role as announcer, proposes himself as a child-enunciator and acts as such, taking the initiative to make recordings of his voice to verify his enunciations, in the presence of his Brazilian maternal grandmother, as if he wanted to confer himself as a marker of his own discourse, such as an enunciator who tests the effects of his own language, in this case the Portuguese language, since it has as LM the Norwegian.

And, according to what has already been said, with regard to Portuguese's status, in this context, it is being considered as L2, due to the fact that the subject was born in Norway, but is the offspring of a Brazilian married to a Norwegian and, at the time of the audio recordings, as already said, the child is spending a few days in Brazil at the home of his maternal grandmother.

In view of the above, it is proposed to analyze some sentences of the subject, since, according to Benveniste (2005) the phrase is the indefinite creation, variety without limit, is the very life of the language in action. At the same time, the word of language as a system of signs is left with the phrase and one enters another universe, that of language as an instrument of communication, whose expression is discourse.

Therefore, taking into account language as discourse, based on Silva's enunciative clipping models (2007, p. 210), it is possible to put into practice the analysis of linguistic facts, based on the conception of LM and L2, considering the possible intertwining of the locutions and speeches of the subject of this case study, mediated by the effect of enunciation as an instance of discourse, as well as the discussion that was made about language acquisition under enunciative bias, based on the aforementioned *I-you relationship*.

Thus, the following enunciative clippings with their respective analyses regarding the correlation of subjectivity are presented here, as seen in the following sessions:

Table 02 – Self-awareness that denotes flexibility, related to the correlation of subjectivity inferred from the presence of an *I* that signals a desire to *you*

ENUNCIATIVE CLIPPING
SESSION 01
<p>Participants: Grandmother and child-enunciator</p> <p>Interview date: 10/12/2019</p> <p>Child's Age: 07 Interview date: 10/07/2019</p> <p>Situation: After the arrival of a tour with the family, the subject expresses his decision to stay permanently in Brazil.</p> <p>Recording of the audio of the Child-enunciator: "<i>Achu qui vou esqui a Nuruega e ficar nu Brasil!</i>"</p>

Source: Prepared by the author, 2021

From this first enunciative clipping, called session 01, of the subject's speech "*Achu qui vou esqui a Nuruega e ficar nu Brasil!*", it is considered that there is a correlation of subjectivity, deprecated from the presence of an *I* that signals *to you* the desire to forget his country of origin and stay in the country of his mother's LM, since she feels involved in an active participation with the Portuguese language, in the course of the 58 days experienced in Brazil. It is as if there

is a great need to prove himself or self-affirm as *I* do in his speech, in his L2, corroborating Benveniste (1976, p. 286), when he says that:

Self-consciousness is only possible if experienced by contrast. I *don't* work myself unless I'm addressing someone, who will be in my speech a *you*. This condition of dialogue is that it is constitutive of the person, because it implies reciprocity – that I become you, in the speech of the one who in turn is called by *me*.

Considering the above epigraph, also as a possibility to interpret the enunciative clipping of session 01, the subject seems to be aware of himself, awakened by the contrast in which he is inserted, which denotes that there is flexibility, as to the personal and social values already acquired. Therefore, the Portuguese language brings the possibility of from your voiceover, there will be a dialogue like *you*, or with the allocutor. This is due to the fact that "this condition of dialogue" is "constitutive of the person" (I as a person), "because it implies reciprocity". This fact will cause "*I* to become you *in* the speech of the one who in turn is called for *me*".

Therefore, this displacement of the correlation of subjectivity between subjective person and non-subjective person becomes possible in L2, even though Norwegian is the language that is an integral part of its world formation, according to Spinassé (Op. Cit.), and it is considered that the knowledge of the world and culture of this, it is mostly related to Norway, because it is also related to its school education, from the country in which it was born.

Thus, in addition to linguistic competence, personal and social values, it is considered that their interpersonal relationships with other children and even operations related to the mother tongue are already well rooted, not becoming a hindrance to this advancing with its objectives regarding the acquisition of L2, based on the enunciation interface and language acquisition.

This magnificent trajectory in which the subject feels involved as an announcer and allocutor, is characterized as an intertwining, justified *by the presence* of the *me and you*, simultaneously. It is worth noting that, it is not an intertwining favored only by its L1 and L2, that is, the Portuguese and Norwegian languages, because, while in Brazil, the enunciator child only becomes an announcer of Norwegian to communicate with his father, who is usually in Norway. If it were not for this reason, it is understood that it would be dedicated only to Portuguese as L2.

Therefore, even if its LM characterizes its origin and is deeply rooted by constant practice, and therefore, according to Spinassé, it is very difficult to avoid, in the case of the subject of this case study, the effect seems to be just the opposite, because it is determined to

speak its L2, without even mentioning the difficulties that it encounters during this process. Therefore, it is almost impossible to detect the intertwining of its LM with L2, from the effects that the first can cause in the second, since it is in L2 that the subject makes a point of enunciating his discourse.

From the enunciative section of session 02, the construction of an enunciation apparatus with the appropriation of the language is instating. Thus, one has:

Table 03 – The announcer appropriates the language and builds with it a device of enunciation.

ENUNCIATIVE CLIPPING
SESSION 02
<p>Participants: GRANDMOTHER and Child-enunciator.</p> <p>Interview date: 10/07/2019</p> <p>Child's Age: 07</p> <p>Situation: The subject is a little reflective in his grandmother's house in Brazil and suddenly says the reflection, including it in his recordings.</p> <p>Recording of the audio of the Child-enunciator: "Eu percebu qui eu ficu tristi quando pensu em coisa tristi!" intãu é só pensar em coisa alegre pra ficar feliz!"</p>

Source: Prepared by the author, 2021.

From the second enunciative clipping or session 02, it is worth mentioning one of the 02 (two) important points concerning the conception of Benvenistian enunciation brought by Flores (Op. Cit.), it is a question of considering the moment when the announcer appropriates the language and builds with it a device of enunciation. In this way, the language as a formal apparatus contributes to form enunciation.

Therefore, the subject's speech is given to affirm "Eu percebu qui ficu tristi quando pensu em coisa tristi", the language as a formal apparatus, which favors the child-enunciator to place himself as an observer subject of his *own* self, bringing a *you* to the lurking of the feelings of the *self*. Thus, language crosses the moment when the enunciator confers on himself the role of subject, because each announcer presents himself as a subject, referring to himself as an *i* in his discourse.

In session 03, one can observe scenes of findings, conferring the discourse as an individual act, in the following enunciative clippings:

Table 04 – The double identification process: the *Norwegian language* i find other ways of saying, from the *I* to the *you* of the Portuguese language

ENUNCIATIVE CLIPPING
SESSION 03
<p>Participants: GRANDMOTHER and Child-enunciator. Interview date: 12/07/2019 Child's Age: 07</p> <p>Situation: The subject again, returning from the grandmother's work, takes the initiative to describe the scenes he sees from the car window and register.</p> <p>Audio recording:</p> <p>“Minino no braço da mãe”</p> <p>“Cachorro atravessando rua”</p> <p>“Homem mulher andando”</p> <p>“Homem mulher atravessando rua”</p>

Source: Prepared by the author, 2021

The subject records the scenes of his findings, in order to use the discourse as a message and instrument of action, through the individual act, when elaborating a linguistic paradigm of 04 sentences: "Minino no braço da mãe"; "Cachorro atravessando rua"; "Homem mulher andando"; and "Homem mulher atravessando rua." It is considered, therefore, that at that moment, the subject-enunciator is constituted by a double process of identification, in which the *I* of the Norwegian language finds other ways of saying, from the *I* to the *you* of the Portuguese language.

For Aiub and Rodrigues (2019), this decision made by the announcer, makes their movements in the networks of meaning. Thus, the child-enunciator seems to realize that what he can do to produce meanings in his LM can also do so in L2. For the purpose of producing meanings, *the i* reproduce what i see *for you*, through the simultaneous intertwining locution and speech, through the networks of meanings of L2.

In session 05 it is possible to observe Sophie's effort to identify herself as involved in the process of locution and speech, through the following enunciative clipping present in the table below.

Table 5 – The *me* and you as unique under an enunciative gaze.

ENUNCIATIVE CLIPPING
SESSION 04
<p>Participants: Grandmother and Child-enunciator.</p> <p>Interview date: 15/07/2019</p> <p>Child's Age: 07</p> <p>Situation: Child-enunciator.</p> <p>Recording of the subject's audio:</p> <p>“Eu falar tantu português que vou esquecer norrueguês!”</p>

Source: Prepared by the author, 2021

Considering the above session, number 04, in which from the subject's speech: "I speak tantu portuêês que vou esquecer norrueguês!", we can see a recognition of how he feels involved in an effort to acquire L2, at that moment, the *me* and *you* are perceived as unique, and under an enunciative eye, seems to admit its effort to feel in the process of allocution.

Therefore, it is as if it were in the position of self-observer, because to put L2 into operation, it was necessary to emphasize the consequences of its own enunciative act, this being a very personalized way to mark your speech and be able to resume it in listening to the audios. Corroborating Benveniste (2005, p. 68), by stating that we make the language that we speak infinitely varied uses, whose enumeration should be coextensive to a list of activities to which the human spirit can be engaged.

Therefore, of these "uses" by which the subject "commits his human spirit" in order to apprehend his L2, his individual act favors him to act as an observer of his own *relationship me* and *you*, involved in the simultaneous movement of being, since language imposes on languages that reserve places of person and not person, without which it would not be possible to speak.

And, it is in this way that the enunciator child not only constitutes itself as a subjective person (*i*) and a non-subjective person (*you*), but also seems to realize that his discourse carries a message and instrument of action, as if dialoguing with *you*, represented by his own voice, understood that, involved in the process of enunciating, he would also be developing in the acquisition of L2.

In view of what has been said and exposed, regarding the subjectivation of a Norwegian child as announcer and allocutor, discourse is considered as a ground that focuses on its enunciative projections, organized through its strategies. As an example, he considered his personal initiatives to record his own speech, inscribed in Portuguese as L2 and relying on it to build with it a device of enunciation, because it is constructed by the announcer every time he enunciates.

Final considerations

In order to achieve some final considerations, in this case study, it is perceived that there was a favor, due to the presence of the specific indexes of person the *I* and *you*, since these characters are necessary and permanent for the enunciator to constitute his discourse. Thus, the inscription in the language by discourse was established, through the art of problematizing linguistic facts that exert impacts under enunciation, from the Benvenistian perspective. And in this way, the subject maintains an absolute relationship with his self and you, in an attempt to establish his connection with the world from his L2, in order to make it serve him to live.

Therefore, through the assessment of the analysis of linguistic facts, seen as enunciative clippings, it can be seen that the displacements favored by the individual act of *the you* becoming the echo of the *i*, brought a condition that the subject appropriate the Portuguese language as L2. It is understood, then, that the results favored to achieve: the subjective correlations *me* and *you*; the construction of an enunciation apparatus by the learner, together with the appropriation of the language; the scenes of observations of speech as an individual act; and, the self-recognition of being involved in the process of locution and speech. Favored by the intertwining of L1 and L2, as well as by the effect of discourse on the mediation of the enunciation interface and language acquisition, through subjective movements in the networks of meaning.

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