

**POMERISCH SPRÅK: THE IMPACT OF DIGITAL RESOURCES ON TEACHING
AND THE TRADITION OF A LINGUISTIC HERITAGE**

***POMERISCH SPRÅK: O IMPACTO DOS RECURSOS DIGITAIS NO ENSINO E NA
TRADIÇÃO DE UM PATRIMÔNIO LINGÜÍSTICO***

***POMERISCH SPRÅK: EL IMPACTO DE LOS RECURSOS DIGITALES EN LA
ENSEÑANZA Y LA TRADICIÓN DE UN PATRIMONIO LINGÜÍSTICO***



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ABSTRACT: Since their arrival in Brazil, Pomeranians have lived in communities far from large centers, which probably contributed to the preservation of the Pomeranian Language, their most valuable intangible cultural heritage. This study investigates the use of technological resources in teaching the Pomeranian Language and analyzes teachers' perceptions about their effectiveness in student learning. A questionnaire was applied to Pomeranian language teachers in Santa Maria de Jetibá - ES, collecting data on their teaching experience, frequency of use of technology and their opinions on the effectiveness of these resources. Half of the teachers have less than five years of experience, while the majority use technological resources moderately. As for effectiveness, half believe that these resources improve learning, while others say that it depends on the context. There is a division in perceptions, suggesting that there is still much to reflect on the integration of technologies in the preservation of this language.

KEYWORDS: Pomeranians. Multilingual Teaching. Intangible Heritage. Learning Technologies.

RESUMO: Desde sua chegada ao Brasil, os pomeranos têm vivido em comunidades afastadas dos grandes centros, o que provavelmente contribuiu para a preservação da Língua Pomerana, seu mais valioso patrimônio cultural imaterial. Este estudo investiga o uso de recursos tecnológicos no ensino da Língua Pomerana e analisa as percepções dos professores sobre sua eficácia na aprendizagem dos alunos. Um questionário foi aplicado aos professores de Língua Pomerana em Santa Maria de Jetibá - ES, coletando dados sobre a experiência de ensino, frequência de uso de tecnologia e suas opiniões sobre a eficácia desses recursos. Metade dos professores tem menos de cinco anos de experiência, enquanto a maioria utiliza recursos tecnológicos moderadamente. Quanto à eficácia, metade acredita que esses recursos melhoram a aprendizagem, enquanto outros afirmam que depende do contexto. Há uma divisão nas percepções, sugerindo que ainda há muito a se refletir sobre a integração de tecnologias na preservação dessa língua.

PALAVRAS-CHAVE: Pomeranos. Ensino Multilíngue. Patrimônio Imaterial. Tecnologias de Aprendizagem.

RESUMEN: Desde su llegada a Brasil, los pomeranias han vivido en comunidades alejadas de los grandes centros, lo que probablemente contribuyó a la preservación de la lengua pomerania, su patrimonio cultural inmaterial más valioso. Este estudio investiga el uso de recursos tecnológicos en la enseñanza de la lengua pomerania y analiza las percepciones de los docentes sobre su efectividad en el aprendizaje de los estudiantes. Se aplicó un cuestionario a profesores de lengua pomerania en Santa Maria de Jetibá - ES, recogiendo datos sobre la experiencia docente, la frecuencia de uso de la tecnología y sus opiniones sobre la efectividad de estos recursos. La mitad de los docentes tiene menos de cinco años de experiencia, mientras que la mayoría utiliza los recursos tecnológicos de forma moderada. En cuanto a la efectividad, la mitad cree que estos recursos mejoran el aprendizaje, mientras que otros dicen que depende del contexto. Existe una división en las percepciones, lo que sugiere que aún hay mucho que reflexionar sobre la integración de las tecnologías en la preservación de esta lengua.

PALABRAS CLAVE: Pomeranias. Enseñanza multilingüe. Patrimonio Inmaterial. Tecnologías de aprendizaje.

Introduction

Santa Maria de Jetibá is a municipality located in the mountainous region of the state of Espírito Santo, approximately 80 km from the state capital, Vitória. A significant portion of its population is composed of descendants of Pomeranian immigrants from the now-extinct region of Pomerania. These descendants have preserved the language of their ancestors, as well as their identity, culture, and traditions, reproducing ways of life that crossed the Atlantic during the immigration period.

The choice of this municipality is justified by its recognition as the most Pomeranian municipality in the state, as indicated on the official website of the Municipal Government of Santa Maria de Jetibá (2024).

The mother tongue of a large share of the population of Santa Maria de Jetibá is the Pomeranian language⁴, an allochthonous language. As the most valuable intangible cultural heritage of the Pomeranian people, it is included as a curricular component in both the state and municipal school systems of Santa Maria de Jetibá (ES).

Considering the advent of digital information and communication technologies and the demands of this new global context—which affect teachers and require them to reframe their methodologies and practices through a curriculum centered on the development of skills and competencies, fostering student engagement and active, meaningful learning—this study asks: in what ways does the use of digital technologies, along with related active teaching methodologies, impact the preservation of the Pomeranian language? In this context, the study aimed to investigate how technological resources are used in teaching the Pomeranian Language curricular component and to analyze teachers' perceptions of the effectiveness of these resources in student learning.

This article is structured into five sections. First, a brief overview of the socio-historical context surrounding the arrival of Pomeranian immigrants in Brazil is presented. Next, the current status of the Pomeranian language in the municipality of Santa Maria de Jetibá is discussed, based on existing studies (Tressmann, 2005; Moran, 2005, 2007; Hartuwig; Kuster; Schubert, 2010; Altenhofen, 2013; Rölke, 2016; Oliveira, 2016; Ulrich; Koeler; Foerste, 2019; Foerste; Peres; Küster, 2016; Berger; Pedra, 2023). The subsequent section addresses the impact of educational technologies on education through a literature review (Schuartz;

⁴ It is an immigrant language that is treated by some researchers as a language not originating in Brazil (Savendra; Mazzelli, 2017, p. 17).

Sarmento, 2020; Moran, 2005; Cantini *et al.*, 2006; Kenski, 2007). Based on the relationship between language, time, and territory, the methodology used for data collection is presented, followed by a discussion of the compiled results, and, finally, the concluding considerations of the study.

The Arrival of Pomeranian Immigrants in Brazil

Immigration in Brazil occurred within a broader context of European migration driven by political⁵ economic, social, and cultural transformations. The arrival of these immigrant groups ensured the availability of “free” labor following the abolition of slavery, as well as the settlement of previously unpopulated areas.

According to Ulrich, Koeler, and Foerste (2019, p. 144, our translation), during the immigration period, “[...] there was an immigration policy implemented by the imperial government that sought the whitening of the population, the occupation of vacant lands, the creation of a middle class, the opening of roads, and the establishment of colonies.” Rölke (2016, p. 45, our translation) similarly reflects on this policy by stating that “[...] European immigration in the nineteenth century replaced the slave system previously imposed on Indigenous peoples and, above all, on Black populations, who were forcibly and brutally brought from Africa.” Thus, the arrival of Pomeranians in Brazilian territory can be understood as a strategic and ambitious governmental initiative.

For Pomeranian immigrants—originating from the now-extinct region of Pomerania, located between present-day Germany and Poland—emigration represented the opportunity to own land and escape a context marked by wars. They faced severe economic and social hardships in their homeland, exacerbated by political and religious conflicts. In search of better living conditions, many chose to emigrate, with Brazil becoming one of the primary destinations due to the colonization policies adopted by the Brazilian imperial government.

⁵ “At the time when the first Pomeranians immigrated to Brazil in the late 1850s, Pomerania was a province of Prussia” (Tressmann, 2005, p. 53-56, our translation).

Figure 1 – Map of the extinct region of Pomerania



Source: Google Images (2024).

The idealized perception many immigrants held of Brazil is highlighted in the study by Rölke (2016, p. 282, our translation):

[...] with promises and information suggesting that they would find a paradise in Brazil. The basic information conveyed was that in Brazil one could build a new life, especially with the promise of rapid material advancement. Immigrants arrived in Brazil certain that they would receive houses, albeit provisional ones, and that they could immediately work and cultivate their land in pursuit of the long-awaited harvest and prosperity.

On June 28, 1859, 117 immigrants who had departed from the port of Hamburg on April 27 of the same year arrived in Vitória.

From the capital, these 27 families traveled by canoe to the Colony of Santa Leopoldina, heading toward the plots assigned to them in accordance with the imperial Brazilian immigration policy. This region largely corresponds to what is now the municipality of Santa Maria de Jetibá (Granzow, 2009, p. 11, our translation).

The immigrants settled on the plots designated to them, and “[...] in a few cases, some immigrants managed to exchange them when they proved to the colony administration that the land was indeed extremely rugged and therefore uninhabitable and unsuitable for agriculture” (Rölke, 2016, p. 306, our translation).

In this sense, it can be observed that the immigrants’ experience of settling on the assigned lands was arduous, as most plots were isolated and difficult to access. Furthermore, immigrants had to adapt their conditions in order to prosper, reflecting a significant challenge faced by those seeking new opportunities in what was perceived as “the promised land.”

Brazil: A Multilingual Country

Over the course of more than 500 years, Brazilian history reveals the intertwining of diverse peoples, resulting in a multifaceted identity in the formation of Brazilian society (Ferraz, 2007). In this regard, Brazil is a multilingual country; however, Portuguese occupies a dominant position when compared to all other languages spoken within its territory. According to the National Institute of Historic and Artistic Heritage (IPHAN), “[...] it is estimated that more than 250 languages are spoken in Brazil, including Indigenous, immigrant, sign, creole, and Afro-Brazilian languages, in addition to Portuguese and its varieties” (Brazil, 2024, our translation). Nevertheless, a large portion of the Brazilian population holds a distorted view of the country’s linguistic landscape, perceiving Brazil as a monolingual nation.

The coexistence of multiple languages within the same territory, beyond contributing significantly to cultural formation and representing an extraordinarily rich intangible heritage, reveals power relations in contact among speakers and in the ways each language—or this multitude of languages—is managed through policies, interventions, and actions directed toward them (Berger, 2021, p. 120, our translation).

According to Hartwig, Kuster, and Schubert (2010, p. 128, our translation), “[...] history teaches us that one of the means by which one people dominates another is through the imposition of language.” Thus, in order to impose its ideology and effectively render Brazil monolingual in Portuguese, the Brazilian state acted violently and persistently in the destruction of Indigenous, African, immigrant, and even sign languages, as well as in the discrediting and repression of deaf sign languages (Oliveira, 2016).

According to Berger and Pedra (2023, p. 71),

The process of homogenization that imposed the use of a single language—Portuguese—recognized as the official language of Brazil, as revealed through sociolinguistic history, exposes the violent nature of this process, which disregarded the cultural groupings present during the first centuries of Brazil’s formation.

In this regard, Altenhofen (2013, p. 96, our translation) warns of the need to “listen” to linguistic and cultural diversity, as well as to defend the right of communities to use languages other than Portuguese.

Languages are historical artifacts, collectively constructed over hundreds or even thousands of years. It is through languages that human societies—defined as “linguistic communities”—produce most of the knowledge they

possess, and it is through language that second-order symbolic systems are constructed, such as writing and mathematics, enabling human action upon nature and upon other human beings (Morello, 2015, p. 71, our translation).

A study conducted by Soares (2008) highlights the importance of preserving and valuing multilingualism:

[...] languages are established as assets worthy of protection when the cultural rights of the community or group are recognized. Constitutional cultural frameworks are permeated by the characteristics of democracy and cultural diversity. Public policies and instruments for safeguarding linguistic cultural heritage must take into account cultural diversity and the need for appreciation and participation of the various groups that constitute Brazilian society (Soares, 2008, p. 88, our translation).

The loss of languages in Brazil is understood as a reflection of colonial and post-colonial policies. History shows that since colonization, the country has witnessed the disappearance of 85% of its original 1,078 languages, with 67 of them vanishing even during the twentieth century. Brazil's linguistic history reveals the annihilation and cultural glottocide of languages perpetrated through political actions since colonization. The estimates reported by historical records are alarming: of the 1,078 languages that once existed in Brazilian territory, 85% were eradicated. Even in the twentieth century alone, 67 languages disappeared from Brazil (Berger; Pedra, 2023, p. 90).

In this context, considering that Brazil is not a monolingual country (Oliveira, 2016) and that it is necessary to “listen” to linguistic diversity (Altenhofen, 2013), given that minority languages contribute to cultural formation (Berger, 2021), it is pertinent to resume discussions on the Pomeranian language. Without public policies aimed at its revitalization, future generations may lose contact with this language, leading to what scholars define as the “cultural glottocide of a language” (Berger; Pedra, 2023, p. 71, our translation).

When the Pomeranians settled in the municipality of Santa Leopoldina, they “[...] remained isolated from the dynamics of the Colony of Santa Leopoldina and, as a result, maintained their customs and language” (Schaeffer; Meireles, 2011, our translation). Consequently, “the maintenance of the Pomeranian language, the lack of knowledge of the Portuguese language, and therefore the need for self-sufficiency, intensified isolation, which was only partially broken at a certain point by the arrival of German Lutheran pastors” (Siuda; Manske, 2021, p. 122, our translation).

Tressmann (2005) also attributes the preservation of Pomeranian culture to the population's resistance and isolation:

[...] they maintained the use of their language, their communal festivals with rituals and dances, as well as cultural and marital customs, the magical acts accompanying rites of passage such as baptism (inclusion of authorship), confirmation, marriage, and death, and the continuity of fantastic narratives from the rural oral tradition (Tressmann, 2005, p. 15, our translation).

Studies such as that of Rölke (2016) indicate that the isolation and marginalization of immigrants contributed to the preservation of the Pomeranian language:

Marginality was also felt, as they had no contact with the local population. This led them to preserve their language and their customs and traditions, as well as their religiosity and religious confessionality brought from Germany (Rölke, 2016, p. 361, our translation).

Thus, it can be argued that Pomeranian culture in Brazil was largely preserved due to the geographical isolation of its communities, which enabled the maintenance of traditions, customs, and, above all, the language. However, the adaptation of the Pomeranians to the new environment was not immediate. Climatic differences, the adverse conditions of the lands they received, and the linguistic barrier posed considerable challenges.

The Pomeranian language—one of the greatest heritages of this people—is spoken in Brazil in communities located in Espírito Santo, Minas Gerais, Rondônia, Santa Catarina, and Rio Grande do Sul. Most Pomeranians are bilingual and communicate in both Pomeranian and Portuguese; however, this bilingual practice is more common among younger generations. Many elderly individuals speak only Pomeranian and therefore often require interpreters when accessing commerce or medical services.

Over the years, the Pomeranian language has demonstrated resilience; nevertheless, many families face challenges in transmitting it to their children. This challenge is also linked to the school context, as upon entering school, children are immersed in an environment in which Portuguese assumes a dominant role.

In an effort to curb the imminent process of glottocide—given the historical disregard for Pomeranian culture and language through the imposition of the dominant language, Portuguese—bilingualism was introduced in 2003 as a pedagogical proposal. This initiative was led by a group of teachers and researchers in partnership with the Municipal Departments of Education of municipalities colonized by Pomeranian descendants: Laranja da Terra,

Domingos Martins, Pancas, Santa Maria de Jetibá, and Vila Pavão. These municipalities began holding meetings aimed at discussing “[...] an education policy focused on valuing and strengthening Pomeranian oral and written culture and language in the public schools of the municipalities involved” (Hartuwig; Kuster; Schubert, 2010, p. 125, our translation).

In this context, in 2005, after public authorities committed to supporting the project, the Pomeranian School Education Project (PROEPO) was created. In 2007, “[...] the project was institutionalized as a program, based on the belief that this would be a permanent and consistent initiative, ensuring that its actions would be legally guaranteed” (Hartuwig; Kuster; Schubert, 2010, p. 124, our translation).

The planning of PROEPO emerged from concerns expressed by parents, community members, teachers, and researchers regarding the difficulties faced by children of Pomeranian origin during schooling—especially in the early grades—when they entered school speaking only their mother tongue (Hartuwig; Kuster; Schubert, 2010, p. 124, our translation).

Accordingly, PROEPO was established as a program aimed at preserving and valuing Pomeranian culture and language in public schools, promoting bilingual education and strengthening cultural identity. It provides continuous professional development for teachers who speak Pomeranian and uses locally developed teaching materials. The Pomeranian–Portuguese dictionary, conceived by Ismael Tressmann, supports the written form of the language. The project is adapted to local needs, ensuring the living and meaningful transmission of Pomeranian traditions to new generations. To ensure formal recognition of the Pomeranian language, an intense movement sought the approval of a co-officialization law. This co-official status was achieved through the enactment of Law No. 1,136/2009.

This movement took place in the municipalities of Santa Maria de Jetibá (ES), Laranja da Terra (ES), Pancas (ES), Vila Pavão (ES), and Canguçu (RS) (Oliveira, 2015).

Each municipality has its own legislation governing co-officialization. In general, the laws in force establish principles such as the ratification of Portuguese as the official language and the recognition of Pomeranian as a co-official language; the teaching and use of Pomeranian in schools; the prohibition of discrimination against Pomeranian speakers; and the encouragement of public policies aimed at language preservation and support for Pomeranian speakers (Oliveira, 2015, p. 105, our translation).

The approval represented a moment of great significance for the community of Santa Maria de Jetibá, Espírito Santo. This official recognition of the Pomeranian language

symbolized a meaningful step toward the preservation of the community's culture and traditions. With co-officialization, the municipality assumed responsibility for ensuring that Pomeranian remains alive in everyday life, by developing policies and initiatives that promote the use of the language in schools, public spaces, and other areas of community life.

[...] the drafting of the Bill through the legal advisory office of the Municipal Government of Santa Maria de Jetibá, which culminated in Law No. 031/2009, approved unanimously by the City Council in June 2009, established the co-officialization of the Pomeranian language. From that point onward, Pomeranian, alongside Portuguese, acquired the status of an officially recognized language, and the municipality assumed obligations to ensure its use in society by implementing the public policies necessary to comply with the co-officialization law (Hartuwig; Kuster; Schubert, 2010, p. 130, our translation).

Throughout these years of operation, PROEPO, according to Foerste, Peres, and Küster (2016, our translation),

has been built and consolidated [...] in its pursuit of a differentiated form of school education, which still needs to advance; there remain many gaps to be overcome and challenges to be faced, one of which is [...] bilingualism that is not sufficiently fostered due to the lack of resources to expand the teaching of the minority language within schools.

Accordingly, “[...] didactic-pedagogical tools written in the Pomeranian language, according to teachers working in the Program, need to be systematized, organized, and edited in the form of a textbook” (Foerste; Peres; Küster, 2016, p. 74–76, emphasis added).

In this sense, there is certainly still much to be achieved; however, “[...] it is impossible to predict the future of the language among the Pomeranians, but an important step was taken in Santa Maria de Jetibá when the municipality addressed the linguistic situation in the region” (Foerste; Peres; Küster, 2016, p. 77, our translation).

The implementation of PROEPO and the co-officialization of the language constituted a major milestone for the community of Santa Maria de Jetibá, reaffirming a commitment to the preservation and revitalization of a language that is a heritage of the Pomeranian people. Clearly, language preservation must keep pace with societal changes. For this reason, the use of technological and gamified strategies has become increasingly important to make the learning of Pomeranian more engaging and accessible. These new approaches—such as games and interactive educational materials—help keep the language alive, especially among younger generations, ensuring its continued use.

Educational Technologies in Education

Technology has significantly transformed education in recent decades, offering new tools and methods that enhance the teaching–learning process. In this context, “[...] upon recognizing the transformations that new technologies bring to education, it becomes impossible not to question the role of the teacher in this digital universe” (Schuartz; Sarmento, 2020, p. 430, our translation).

According to Moran (2005), teaching faces challenges regarding the incorporation of technologies into the educational context, beginning with the fact that students are ready for multimedia environments, whereas teachers, in general, are not. Thus, it is essential to understand that “[...] the teacher does not lose their central role, but rather that new possibilities are added to teaching” (Schuartz; Sarmento, 2020, p. 430, our translation).

Cantini et al. (2006) reflect on the process of incorporating technological tools into teaching and learning in the contemporary context, where the use of technology is increasingly pervasive:

The teacher, as a mediating agent in the formation of citizens capable of acting in a society marked by constant innovation, faces the challenge of incorporating technological tools into the teaching–learning process, seeking continuous professional development, as well as mechanisms for exchange and partnerships regarding their use (Cantini *et al.*, 2006, p. 876, our translation).

From a similar perspective, Kenski (2007, p. 33, our translation) emphasizes that:

The power of digital language, based on access to numerous digital media through mobile phones, computers, and all their peripherals, as well as the internet [...] with all the possibilities these media offer, increasingly influences the construction of knowledge, values, and attitudes, creating a new culture and another informational reality across all spaces of society.

In this sense, given the visible influence of technology within the educational context, the internet has prompted significant transformations in the field of education. Moran (2007, p. 21, our translation) highlights that:

It becomes evident that there are gains for education through technological innovation in the classroom for didactic purposes: increased concentration, engagement, affectivity among peers, socialization of thinking strategies, strengthening of long-term memory, among other more dynamic and creative pedagogical possibilities. “Education needs to enchant, inspire, captivate, point to possibilities, and generate new knowledge and practices.”

Thus, the premises of contemporary education align with a continuous pursuit of improving educational processes across all domains and with the use of technological resources. According to Moran (2007), Kenski (2007), Cantini *et al.* (2006), and Schuartz and Sarmiento (2020), these approaches respond satisfactorily to contemporary needs, as they represent new teaching methods and, consequently, new ways of addressing learning and potential learning difficulties.

These advances enable a more dynamic and personalized approach to the educational process, reflecting a commitment to the continuous evolution of pedagogical practices in order to meet emerging needs and promote more effective and inclusive learning.

Methodology

This study was conducted with the objective of analyzing the use of technological resources in the teaching of the Pomeranian language, focusing on teachers in the municipality of Santa Maria de Jetibá (ES), a region of great relevance for the preservation of this language in Brazil.

The methodology adopted consisted of a quantitative approach, in which “[...] a representative sample ensures the possibility of generalizing the results” (Günther, 2006, p. 203). Furthermore, the study required in-depth prior information; therefore, “[...] there is a well-defined problem and there is existing information and theory regarding the object of knowledge, understood here as the focus of the research and/or what is intended to be studied” (Silva; Lopes; Braga Junior, 2014, p. 3, our translation).

An online questionnaire was used as the primary data collection instrument, developed using Google Forms. Regarding the functionalities of Google Forms for creating and analyzing questionnaires, it can be stated that:

The Google Forms tool allows for the customization of questionnaires with colors; the creation of various types of questions, such as multiple choice, checkboxes, scales, and drop-down lists; the use of videos and images to illustrate and clarify questions; the use of several ready-made templates; and access to Google Forms questionnaires on smartphones and tablets, either to respond or to create them. Among its functionalities, the time efficiency in data collection and analysis and the handling of large volumes of documents stand out. Online questionnaires issued through this service enable organized

data collection, saving time and providing better conditions for comparative analyses (Monteiro; Santos, 2019, p. 34, our translation).

The questionnaire was developed by the researchers based on a preliminary literature review, which highlighted key aspects related to bilingual education, language revitalization, and the use of educational technologies. Prior to its application, a pilot test was conducted with a sample of teachers to identify potential difficulties in understanding the questions, allowing for the necessary adjustments to improve clarity and precision.

The final questionnaire consisted of ten questions designed to explore different dimensions of the topic. The questions addressed aspects such as the use of technologies in teaching the Pomeranian language, teachers' perceptions of the effectiveness of these tools, and their contribution to language revitalization. These questions are detailed in the graphs discussed below.

The questionnaire was disseminated among teachers in the school network through institutional emails and internal communication groups, ensuring that all teachers of Pomeranian working in the municipality of Santa Maria de Jetibá had access to the instrument. The period for distribution and response collection occurred between July 15 and August 10, 2024.

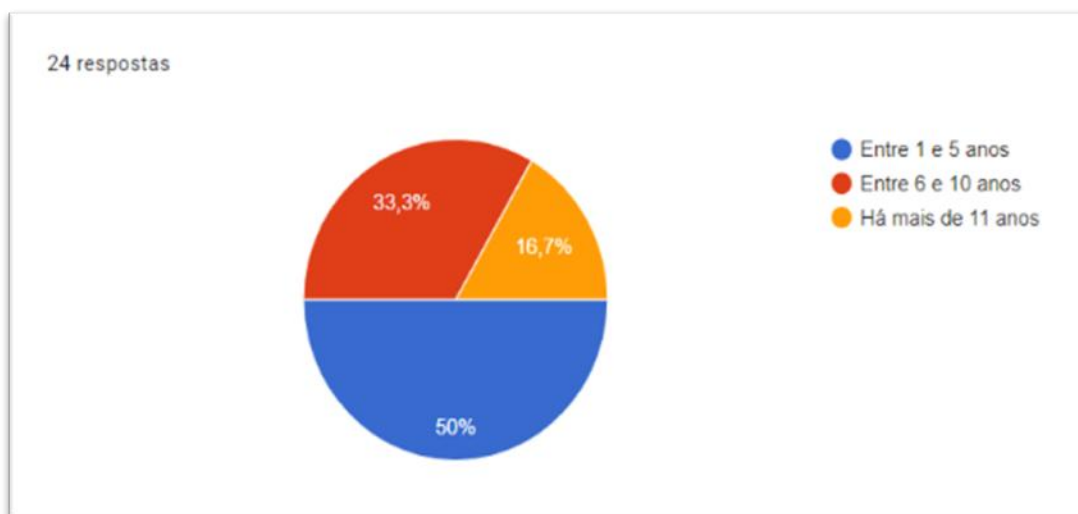
In total, 29 teachers were contacted, of whom 24 responded to the questionnaire, providing a significant sample for analysis.

As previously indicated, the research approach was predominantly quantitative, using the graphical tools available in Google Forms to present the data in charts that highlighted response patterns and distributions.

Results and Discussion

The questionnaire outlined the profile of Pomeranian Language teachers in the Municipal School Network of Santa Maria de Jetibá, Espírito Santo, as well as their teaching practices, particularly regarding the use of technological resources. Half of the teachers have between one and five years of professional experience, indicating a recent incorporation of new educators into the network. One third report between six and ten years of experience, while 16.7% have been in the profession for more than eleven years, representing a more experienced group. These data are relevant for understanding the dynamics of Pomeranian Language teaching and the challenges faced, especially by less experienced teachers.

Graph 1 – How long have you been a Pomeranian Language teacher?

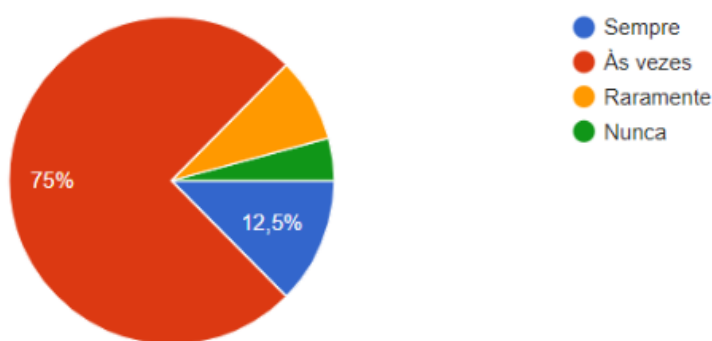


Source: The authors (2024).

When analyzing the frequency of technological resource use in classes, it is observed that the majority of teachers (75%) use such resources only occasionally. Only 12.5% report always using technologies in their classes, whereas 8.3% rarely use them and 4.2% report never using technological resources. This finding indicates partial adoption of technologies in Pomeranian Language teaching, which may reflect limitations related to access, teacher training, and the pedagogical strategies employed.

Graph 2 – How frequently do you use technological resources in your Pomeranian Language classes?

24 respostas

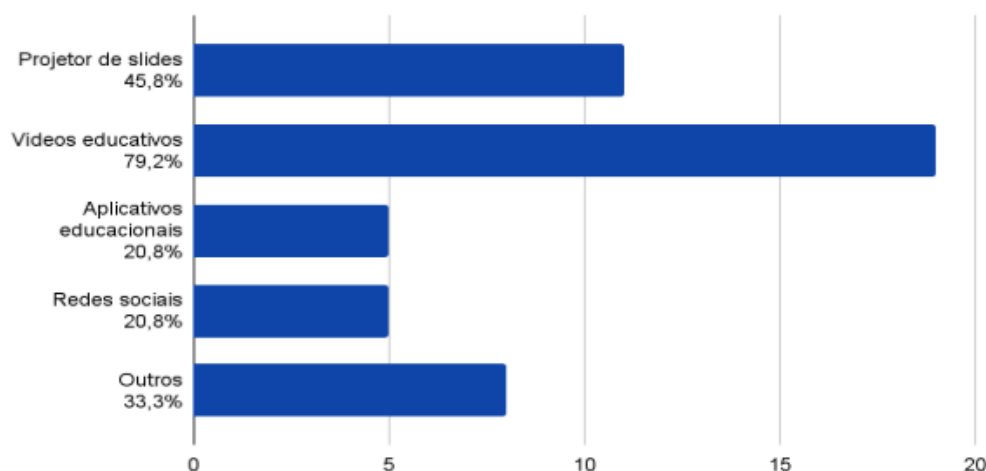


Source: The authors (2024).

Regarding the technological resources most frequently used, the data show that educational videos stand out as the most commonly employed tool, with 79.2% of teachers indicating their use in class. This is followed by slide projectors, reported by 45.8% of the respondents. The use of educational applications and social media platforms is less frequent, with 20.8% of teachers reporting the use of each. The category labeled “other,” selected by 33.3% of respondents, was not specified in terms of which resources it encompassed.

Graph 3 – Which technological resources do you use most frequently in your classes?

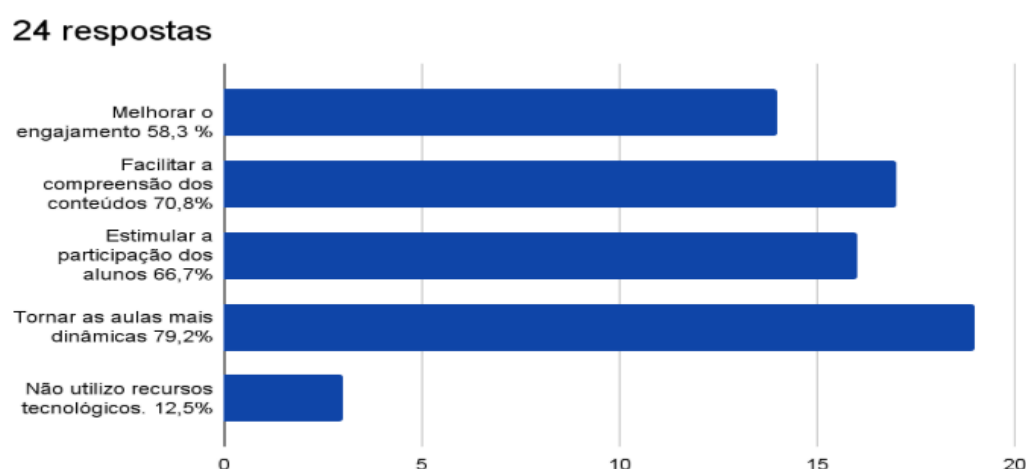
24 respostas



Source: The authors (2024).

The main reasons reported by teachers for using technological resources in Pomeranian Language classes include making lessons more dynamic (79.2%), facilitating content comprehension (70.8%), and stimulating student participation (66.7%). Improving student engagement was also highlighted by 58.3% of the teachers. In addition, 12.5% of the respondents reported that they have not yet used technological resources in their classes.

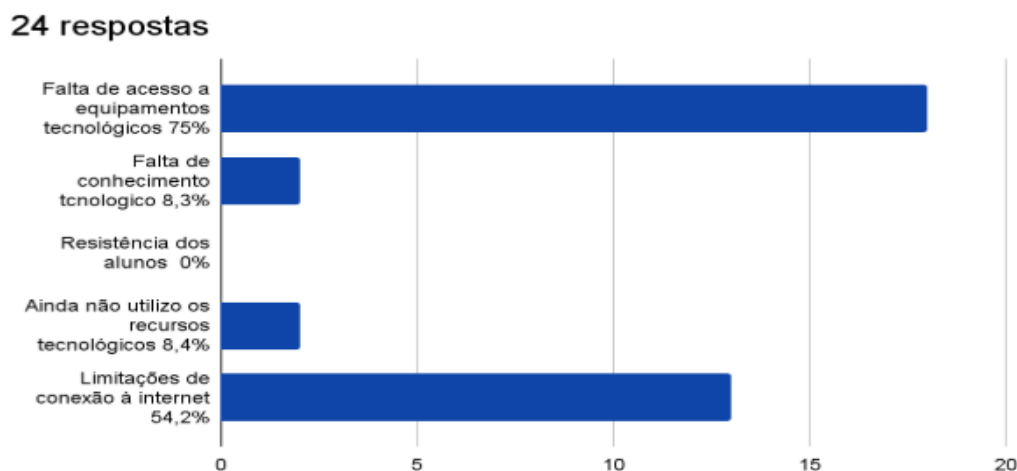
Graph 4 – If you use technological resources, what are the main reasons for using them in your Pomeranian Language classes?



Source: The authors (2024).

The data indicate that the main obstacles to the use of technological resources in Pomeranian Language classes are the lack of access to equipment, reported by 75% of teachers, and limited internet connectivity, mentioned by 54.2%. Only 8.3% of the teachers reported difficulties in using the technologies themselves. No teacher reported student resistance to the use of technology, suggesting positive acceptance among students. Additionally, 8.4% of the teachers indicated that they have not yet used technological resources.

Graph 5 – What are the main obstacles you face when using technological resources in your Pomeranian Language classes?

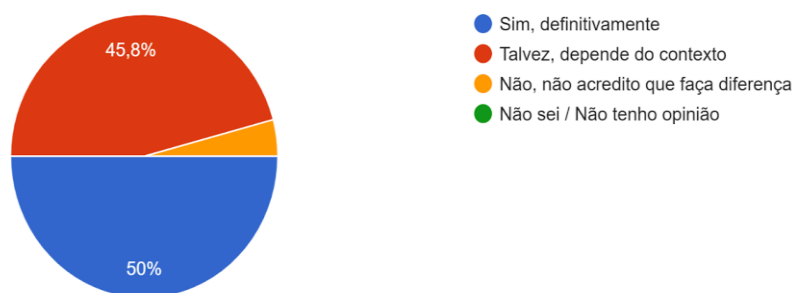


Source: The authors (2024).

Teachers' perceptions regarding the effectiveness of technological resources in teaching the Pomeranian language are predominantly positive. Half of the teachers (50%) believe that these technologies significantly improve teaching effectiveness, while 45.8% state that the impact depends on the context. Only 4.2% of respondents believe that the use of technology makes no difference. These findings indicate confidence in digital tools, while also revealing that some teachers question their actual contribution to the teaching of this minority language.

Graph 6 – Do you believe that the use of technological resources improves the effectiveness of Pomeranian Language teaching?

Você acredita que o uso de recursos tecnológicos melhora a eficácia do ensino da Língua Pomerana?
24 respostas

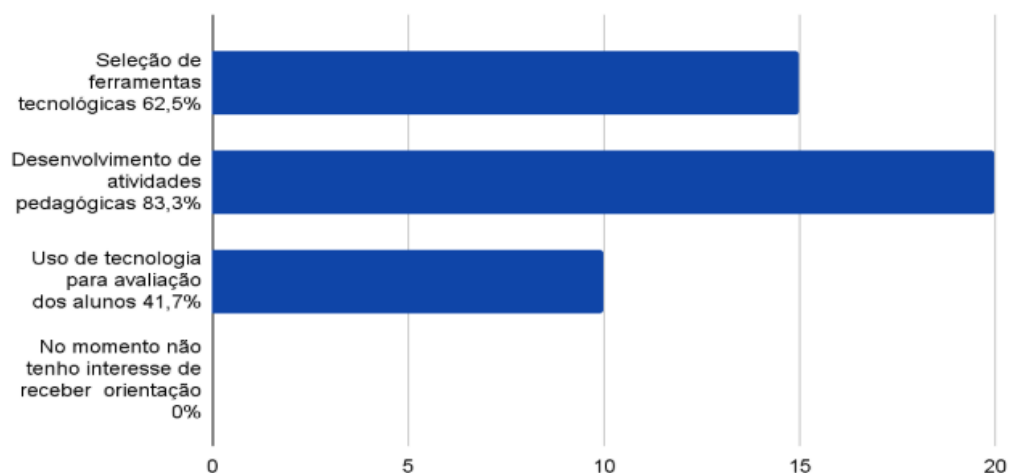


Source: The authors (2024).

The data also reveal a significant interest among teachers in further developing their skills in the use of technologies for teaching the Pomeranian language. The most prominent area of interest is the development of technology-based pedagogical activities, indicated by 83.3% of teachers. The selection of technological tools is also a priority for 62.5% of respondents, while 41.7% expressed interest in using technology for student assessment. Notably, no teacher expressed a lack of interest in receiving further training or guidance in this area.

Graph 7 – In which aspects would you like to receive more guidance or training related to the use of technological resources in your Pomeranian Language classes? (Mark all applicable options)

24 respostas

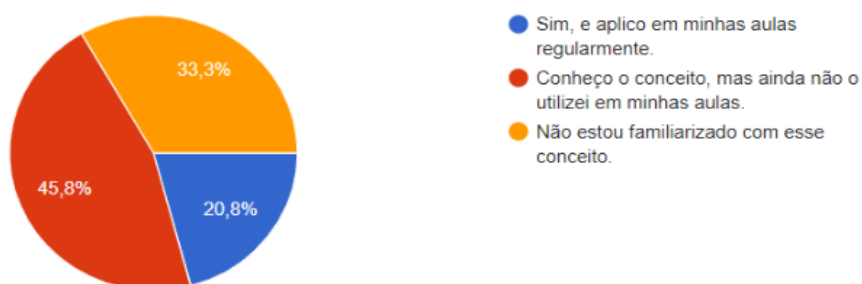


Source: The authors (2024).

Teachers' familiarity with the concept of gamification in education reveals varying levels of awareness, reflecting different stages in the adoption of this pedagogical strategy. Only 20.8% of teachers report being familiar with the concept and applying it regularly in their classes. A larger proportion (45.8%) are aware of the concept but have not yet used it in their teaching practice, while 33.3% of teachers report no familiarity with the concept of gamification.

Graph 8 – Are you familiar with the concept of gamification in education?

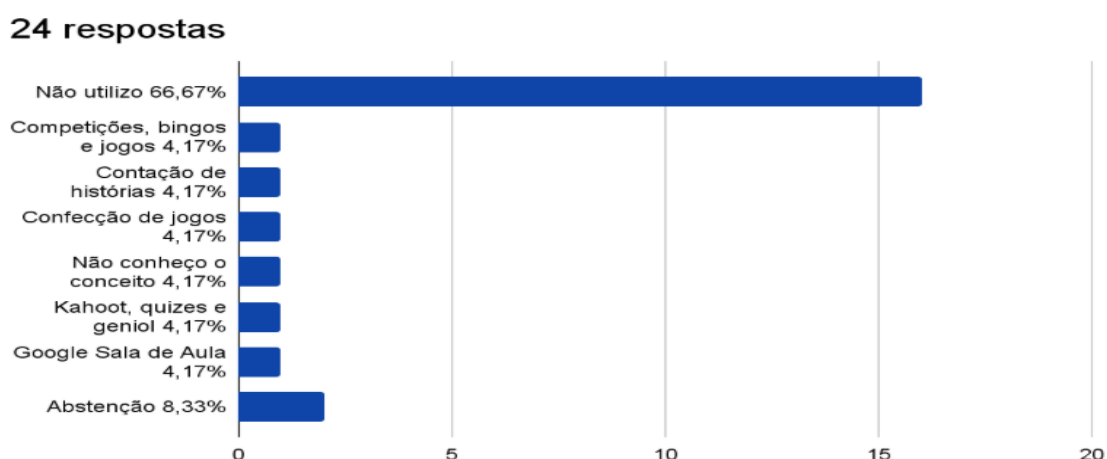
24 respostas



Source: The authors (2024).

Regarding the use of gamification in Pomeranian Language classes, one teacher mentioned employing competitions, quizzes, and platforms such as Kahoot, offering prizes to encourage participation. Another teacher reported using storytelling in early childhood education, suggesting a limited understanding of gamification. Notably, 16 teachers stated that they do not use gamification, representing the majority of respondents. Two teachers who were familiar with the concept reported using it regularly but did not detail the strategies employed. One teacher who was unfamiliar with the concept confused the use of Google Classroom with gamification, indicating a conceptual misunderstanding of the term and its pedagogical practices.

Graph 9 – If you use gamification, could you describe how you use this tool? If you do not use it, please indicate “I do not use it yet”



Source: The authors (2024).

Final considerations

Through the questionnaire, it was possible to provide a detailed overview of the implementation of technological resources and gamification in the teaching of the Pomeranian language, highlighting both their potential and the challenges faced by teachers. The preservation of the language within an educational context depends on approaches that engage younger generations, particularly given that many descendants no longer speak the language, thereby threatening cultural continuity. The integration of technologies and innovative methodologies strengthens both learning processes and cultural identity, fostering more

dynamic learning environments. It is concluded that, despite sample limitations, the responses indicate the need for public policies and greater engagement among speakers to support language preservation. For future research, a more in-depth investigation into bilingual educational policies is recommended, raising the question: how can the preservation of the Pomeranian language be ensured while also attracting new generations?

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