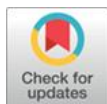


## Movement of incompleteness/insurgency in curriculum practices of the Pernambuco wilderness teachers



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### Abstract

This article is part of a larger research project associated with the study group “Discourses and Educational Practices”. Its main goal is to understand the relationship between the movement of incompleteness in curriculum policies and the insurgency of curriculum practices among teachers in the wilderness region of Pernambuco. This qualitative and field-based research involved elementary school teachers from public schools in the municipality of Caruaru and neighboring cities. The methodological procedures include observation and semi-structured interviews, as well as the use of Discourse Theory (Laclau; Mouffe, 2015) as a theoretical and methodological framework, as it is an essential mediator for understanding discourses as partial and contingent. The results indicate that there is a movement of diverse readings and interpretations in the production of curricular policies based on the experiences lived by teachers in the daily classroom environment.

### Keywords

curriculum; policies; teaching; post-structural.

### Movimento de incompletude/insurgência nas práticas curriculares dos professores do agreste pernambucano

### Resumo

Este artigo faz parte de uma pesquisa maior vinculada ao grupo de estudo “Discursos e Práticas Educacionais”. O objetivo geral é compreender a relação entre o movimento de incompletude das políticas curriculares e a insurgência das práticas curriculares dos professores do agreste pernambucano. Esta pesquisa é de natureza qualitativa e de campo, tendo como participantes professores do ensino fundamental de escolas públicas do município de Caruaru e cidades circunvizinhas. Como procedimentos metodológicos, recorreu-se à observação e entrevistas semiestruturadas, bem como utilizou-se a Teoria do Discurso (Laclau; Mouffe, 2015) como instrumental teórico-metodológico, por ser mediador indispensável para entender os discursos como parciais e contingentes. Os resultados apontam que há um movimento de diversas leituras e interpretações nas produções das políticas curriculares a partir das experiências vivenciadas pelos docentes no cotidiano da sala de aula.

### Palavras-chave

currículo; políticas; docência; pós-estrutural.



## Movimiento de incompletud/insurgencia en las prácticas curriculares de los profesores de la región agreste del estado de Pernambuco

### Resumen

Este artículo forma parte de un proyecto de investigación más amplio vinculado al grupo de estudio “Discursos y Prácticas Educativas”. El objetivo general es comprender la relación entre el carácter incompleto de las políticas curriculares y la emergencia de las prácticas curriculares de los profesores en la región agreste de Pernambuco. Esta investigación es cualitativa y de campo y los participantes son profesores de enseñanza primaria de escuelas públicas del municipio de Caruaru y de las ciudades vecinas. Los procedimientos metodológicos fueron la observación y las entrevistas semiestructuradas y se utilizó la Teoría del Discurso (Laclau; Mouffe, 2015) como herramienta teórico-metodológica por ser un mediador indispensable para comprender los discursos como parciales y contingentes. Los resultados muestran que existe un movimiento de diferentes lecturas e interpretaciones en la producción de políticas curriculares a partir de las experiencias de los docentes en el aula.

### Palabras clave

currículo; políticas; enseñanza; postestructural.

## 1 Introduction

The article “Movements of incompleteness and insurgency in curriculum practices of the Pernambuco wilderness teachers” is part of a larger<sup>1</sup> research linked to the study group “Discourses and Educational Practices”. It arises from the urge to respond to the questions concerning the political movements and practices surrounding the curriculum, aiming to understand the relationship between the incompleteness of curriculum policies and the insurgency of the curriculum practices of teachers in the Pernambuco wilderness.

In this way, we ask ourselves: can we refer to curricular policies as universal and, at the same time, antagonistically incomplete to something/someone? Is it possible to consider their incompleteness and, at the same time, doubt their unquestionable nature? Is it conceivable to point to curricular policy as a discursive policy of an institutional order and, even so, in this place, place it as a document to be merely reproduced and translated, without the slightest possibility of change?

With questions that arise the everyday school life, considering the National Common Curriculum Base (NCCB) and other curriculum documents, we can see in

<sup>1</sup> This study is part of the Research Group on Curriculum and Assessment Policies and Practices, linked to the larger productivity research of the National Council for Scientific and Technological Development (CNPq) No. 9/2023, coordinated by Professor Lucinalva Andrade Ataíde de Almeida, PhD (Federal University of Pernambuco - UFPE, Centro Acadêmico do Agreste - CAA).

everyday practice the emergence of a confusion between the universal and the particular, in which curriculum policy goes through various relationships of differences and similarities that are articulated and transform merely descriptive practices into conditions of performativity and other constitutions of curricular practices, subject to multiple displacements. In this perspective:

[...] displacements enable the activation of new subjectivities and multiple forms of identification and, therefore, mark the moment of politics. [...] Laclau and Mouffe's discourse theory is not located as a subcategory of Political Science, but more broadly as a theory of the political understood as a constitutive dimension of all social relations (Mendonça; Linhares, 2021, p. 9).

Thus, in an educational context, these displacements refer to the various changes in the way teachers are positioned and understood within specific discourses, marking politics with the introduction of new subjectivities, other pedagogical practices, or new forms of social and cultural interaction within the school space, constituting teachers as curriculum decision-makers, thus political-curricular insurgents.

Thus, guided by the poetic writing of Barros (2010, p. 374), "Man's greatest wealth is his incompleteness [...] But I need to be Other. I think of renewing man using butterflies", we reflect from a perspective that goes beyond standardization and universalization, believing in other possibilities for insurgency in teaching practices, despite attempts to standardize the curriculum.

We understand insurgency as the constant movement of resistance and antagonism. In the meantime, when talking about the incompleteness of policies, it is also necessary to portray the teacher as this other, as a being who does not yet exist, who is contingently being made (and remade) in layers, also influenced by policies, produced by and in language (Moreira; Pereira; Ferreira, 2022). And it is in this language and discursive articulation that teachers transcend existing policies because, in their incompleteness, they are not just translators of the curriculum, but political transformers of practices that make the teaching and learning process more flexible. In other words, in their teaching identity, they are also curriculum decision-makers.

Thus, anchored in the perspective of a non-existent totality, the research problem is: what are the relationships between the incompleteness of curricular policies and the emergence of teachers' curricular practices in the wilderness region of Pernambuco?

Furthermore, defending the idea of understanding the curriculum “[...] as a living element that influences practice and is influenced by it” (Melo; Almeida; Leite, 2023, p. 7) is justified in the field of curriculum and policies of curricular practices as a possibility of investigating the ways in which policy has moved, not only in regulatory aspects but in an attempt to see what paths teachers have taken in the face of policies.

## 2 Contexts, tensions, antagonisms, and curriculum logics

In the context of teaching practices and tensions involving the curriculum, teachers emerge as insurgents in their practices, in which the NCCB curriculum policy produces a neoliberal discourse in which practice must permeate the production of meanings of control of bodies, construction and constitution of subjectivities that aim to singularize the subject in a universal logic and express a hegemonic relationship of domination of power, taking students and teachers as products of a grid that segregates, classifies and condemns them to capitalist ideas.

Thus, the NCCB arises “[...] from the need to officially implement the pedagogy of competences in the school curriculum [...]” (Bedin; Antônio, 2023, p. 7) under a political discourse with a view to offer quality in education. In this direction, there is a set of ideas articulated from these meanings of education that promote the signification of demands to define the qualification of quality teaching and learning with centrality in teacher training itself due to the meaning promoted by the discourse of competences in the curriculum. This pedagogy of competences can be linked to the idea of the pedagogy of tolerance discussed in Miranda (2016, p. 409), which “[...] aims to permanently transform the difference, heterogeneity, and singularity of the other into homogeneity [...]”, in a constant search for standardization.

In this regard, Figueiredo (2020 *apud* Medeiros; Figueiredo, 2023, p. 91, emphasis added) points to a foundational rationality in curricular policy, which “[...] operates like all normativity, trying to control *a priori* the meaning of the teacher and teaching practice in order to achieve the educational goals proposed in any context of basic education”, while we point out the logic of curricular policies offered from a vertical perspective of control and standardization, which does not understand the experience and/or experience of others. This logic is problematized:

[...] when we operate with the post-fundamental perspective of curriculum, we draw attention to the uncertainty and indeterminacy that surrounds policies [...] due to the impossibility of fully controlling the meaning processes of teachers, of teacher training that is constituted in relation to so many other contexts, which exposes the precariousness and contingency of every curriculum policy, whether in its final closure or in its contextual production (Medeiros; Figueiredo, 2023, p. 90).

The constitutions that permeate teachers' daily lives are interwoven with the relationships of various contexts that strain the environment and, consequently, produce other policies. From this perspective, we see teachers as curriculum decision-makers who produce new perspectives and new possibilities for invention in the teaching and learning process:

[...] thinking about curriculum policies implies considering their constitution beyond vertical movements from the top down, marked by central power, by governments, and from the bottom up, with practice as the field of production. On the contrary, we should think of them as a continuous cycle of policies (Paiva; Frangella; Dias, 2006, p. 244-245 *apud* Lemos; Oliveira, 2020, p. 824).

It is clear that curriculum policy, although it tries to universalize and dictate the ways in which teachers should behave towards the curriculum, with the tensions produced in their relationships, makes us see it from a post-structural perspective, according to which there is no single production of meanings and senses, but there are constant interweaving of discursive policies, which are mutable and contingent, crossing the logic of the rooting of practices in the contexts of reproduction and total translation of the curriculum.

Siscar (2012) invites us to think of translation as a way of passing through discourse, in which “[...] there is no possibility of transparency and truth [...]” (Carvalho; Afonso, 2021, p. 1415). Therefore, the contingency of the curriculum reverberates in the impossibility of the existence of a totality. Along these lines:

[...] policies/practices, despite appearing to have a universal character, are made up of particular contents that symbolize a full representation, which is never achieved but is required. Particular meanings can have the appearance of universal meanings, in other words, they can present themselves as the only possibilities, as if there were an essence linked to what they mean, but in fact they only adopt the role of universality which will always be precarious and unsaturated [...] (Melo; Almeida; Leite, 2023, p. 9).

In the same vein, “[...] understanding curriculum policies as discursive practices [...] implies questioning the reasonableness defended by those who cling to the representative nature of curriculum policies” (Oliveira, 2016, p. 77). In other words, understanding curriculum policies as constantly produced discourses means questioning the justifications and reasons put forward by the idea that these policies reflect a stable curriculum, in an attempt to immobilize that which moves along paths of fluidity. We believe, therefore, that the precariousness of the policy reverberates in being a teacher and, with this, in being a living school, in which the vision of man's incompleteness permeates, in the idea of production that is not ready and finished, but of a future; of a contingent action that is not fixed but is transformed. We are invited to think of a logic in which curricular policy tries to direct the paths, the actions of everyday school life in the imbrications of verbalizations in the imperative mode, which, in its incompleteness, not only accepts the law but seeks otherness.

In this way, referring analogically to Barros (2010), we understand that to be a teacher is to be the other who thinks about the other based on experience, in a horizon that is not fixed, but that is in movement, fluid, that renews itself “using butterflies” and, therefore, by renewing itself, transcends curricular policy.

### 3 Methodology

Thus, the field research focuses on the wilderness region of the state of Pernambuco, specifically the municipality of Caruaru and surrounding cities, with an emphasis on municipal public schools that have teachers in the initial years of primary education. Since the curriculum is made up of various discursive formations, which are established both through the production of texts and the practices present in the teachers' speeches, in this study we used Discourse Theory (Laclau; Mouffe, 2015) as a theoretical-methodological tool, since it is an indispensable mediator for understanding discourse as partial and contingent.

To do this, we mapped the tensions and curricular policies of elementary school teachers in the daily life of the classroom in public schools in the municipality of Caruaru and surrounding cities, looking for the subjects who collaborated in the research through a questionnaire on Google Forms published institutionally, who were graduates of the

Pedagogy course at the Federal University of Pernambuco - Wilderness Academic Campus (UFPE-CAA) and who worked as teachers in the municipal public network in the early years of elementary school.

With this in mind, we have five teachers who graduated from the Pedagogy course at UFPE/CAA, working in the cities of Caruaru, Brejo da Madre de Deus, Bezerros, and Vertentes, whose chosen fictitious names refer to the phenomena of nature, which are peculiarly in a state of constant change and transformation. In the same logic as the nomenclature used to refer to the research participants, discourse theory is mutable and contingent. It is important to note that we have chosen to mention them in this way in order to preserve their identities while maintaining the ethical conduct of the research.

In this scenario, as shown in Chart 1, we present the identifications by name, length of time working, city, and year of elementary school in which they work.

**Chart 1 – Participants of the research**

<b>Name</b>	<b>Length of work / Type of contract</b>	<b>Cities where they teach</b>	<b>School years they teach</b>
Sprout	6 months – Regular	Caruaru	2nd grade
Metamorphosis	5 years – Hired	Caruaru	5th grade
Windstorm	5 years – Hired	Bezerros	2nd grade
Flow	15 years – Regular	Brejo da Madre de Deus	1st grade
Blizzard	2 years – Hired	Vertentes	5th grade

Source: Authors (2024).

In view of the above, it can be seen that the research involves two 2nd-grade teachers, working in the cities of Caruaru and Bezerros; two 5th-grade teachers, teaching in the cities of Caruaru and Vertentes; and one 1st-grade teacher, working in the city of Bezerros. The sample of five participating teachers was justified by the research criteria, in other words, graduate teachers who worked in the public school system in the early years of primary education and were available to participate.

Thus, in order to identify and analyze the insurgency movement present in the curricular practices adopted by teachers, we conducted semi-structured interviews and made observations of teaching practices.

#### **4 Results and discussion**

Faced with the tensions and antagonisms that permeate the school environment, we sought to understand the relationship between the incompleteness of curriculum policies and the emergence of teachers' curricular practices in Pernambuco's wilderness region. To do this, we observed and interviewed teachers selected as research collaborators aiming to identify how the nuances between the political and the practical manifest themselves and how the discursive movement has developed within schools.

Thus, for teacher Metamorphosis (interview, 2024), who has been working in the Caruaru municipal network for five years and currently teaches 5th-grade classes, there is an understanding of the curriculum and curriculum policy as being:

*For me, the curriculum is the structure, not just of content, but of everything we experience in the classroom. Not just inside the school either, but what the students bring with them. So it's knowledge. That's what it is. And I also understand that the curriculum is something alive. I can even put together a lesson based on content, but the students will also bring their own questions, and this will change the way I teach, especially the way I assess, because it's everyday life. I don't think everyday life exists without a curriculum. That's what I see more from this perspective. It's alive. And they bring it. It's not the secretariat that sends something closed and ready; I'm going to implement it. It's not what the student needs to learn, because we're in a serious year, but they also need to develop these skills and abilities.*

Often, teachers, both in their reports and in everyday classroom life, bring discourses that antagonize each other and intertwine in a diffuse web of meanings. In the specific case of teacher Metamorphosis, he initially describes the curriculum as a fixed structure. He also states, however, that the curriculum is a living thing. The question then arises: is it possible for something living to act within a structure that attempts to fix itself?

Dictionaries define "structure" as something ready, finished or in a definitive way, a foundation, but, according to Siscar (2013), this traditional definition simplifies the multiple meanings that a term can have. Even though political incompleteness tries to shape the curriculum within these fixed parameters, teachers understand that the school is a living environment and therefore has a living curriculum.

Similarly, after talking about the living movement of the classroom, Metamorphosis (interview, 2024) highlights: "*But they also need to develop these skills and abilities*". This point reinforces how the constant obligation of policies such as the NCCB means that the meanings enunciated by teachers oscillate between political incompleteness and the insurgency of practice. We, therefore, agree with Lovera (2019, p. 84) when he states that "[...] political logics emphasize the way in which practice



emerges, they seek to capture the processes of mobilization, discussing the construction or breaking down of boundaries”.

In the meantime, we connected with the discourse of teacher Windstorm, who has been teaching 2nd grade in the municipality of Bezerras for five years. In our observations, she pointed out that the bimonthly organization of her classroom is done by the municipality, in which they receive additional planning based on the results of the previous year's Basic Education Assessment System (Saeb). She therefore questions the inflexibility of this system, stressing the importance of planning that considers the specificities of each class (Field diary, 2024).

In this scenario, we understand that standards, at the level of curriculum and/or assessment policies, because they operate in national contexts, can disregard the particularities of each region, municipality, school, and class. We therefore agree with Bedin and Antônio (2017, p. 5) when they say that the insertion of curricular policies “[...] seeks to standardize learning by standardizing and centralizing curricular decisions”.

Along these lines, the particularity of classrooms collides with the universality of curriculum policies, highlighting the complexity inherent in the relationship between the local and the global in the educational context. Within classrooms, we highlight the constant antagonistic relationship between political incompleteness and teacher insurgency. Consequently, we see that it is in the incompleteness of the movement of politics that the insurgency of teachers' practices is imbued, in which the constitution of the particular occurs in ways of translating the universal, as Gigante and Rodrigues (2019, p. 4) indicate:

When we consider the national and particular signifiers to think about curriculum policy, we are also interested in discussing that the demarcation/constitution of something signified as particular only makes sense if other particulars exist, as well as if a global constitutive exists, even if only precariously. This is what makes struggle, politics, and the particular/universal relationship possible, it is the intrinsically constitutive character that the part and the whole mutually possess and need for their constitution.

In other words, even though the political documents demarcate the national margins and the idea of a basic policy - structure - the marks of antagonisms and disputes are produced through the insurgent ways and practices of the teachers who work in the face of particularities. Still on this subject, we asked teacher Flow (interview, 2024), who works in 1st grade in the Brejo da Madre de Deus municipal school system,

how she perceives her role in relation to the curriculum and whether she can identify herself as a curriculum decision-maker:

*On the other hand, I don't consider myself one. Because I'm a civil servant, I can do things that other contract teachers can't do, for example: if the school office tells them to do something, they obey, but I know what my class needs, so I plan within what they need, of course with responsibility and, in a way, meeting what the curriculum wants. Maybe not in its own time, but I do it.*

We refer to curriculum decision-makers as those who, within a normative margin, sometimes scribble outside the line. In other words, teachers who rebel, who move against biased policies, and who build, in their own particular way, a universe of possibilities. Therefore, like the others, the teacher Flow is involved in multiple meanings, both traditional and post-structural, because in her words she doesn't consider herself to be a curriculum decision-maker or insurgent, but in her practices she “knows what her class needs” and decides/insurges on its behalf.

Similarly, teacher Sprout (interview, 2024), who works in the 2nd grade of the municipal school in Caruaru, reports:

*[...] I received two major pieces of guidance to try to organize my planning. Firstly, at the beginning of the year, we receive some slides from the education department with some skills (NCCB), but then I choose what best suits the reality of my students. I don't stop seeing and using some of the skills, but I look for other things that help me see that they make more sense to the reality and needs of my classroom, and I use other teaching materials, such as printed activities and different dynamics, like bingo, for all levels of literacy.*

Although in different experiential movements, the teachers, even if perhaps unconsciously, warn of the incompleteness of curriculum policies when they refer to their planning, as something specific to the reality of their classrooms. There is, therefore, a movement of different readings and interpretations in the production of these policies based on the teachers' experiences in the classroom, so that these policies are not merely adopted or executed passively.

We observed how this movement runs along the lines drawn by teachers in their teaching contexts, as in the case of teacher Blizzard (interview, 2024) - who works in 5th grade in the Vertentes municipal network - who reflects on the ways in which curriculum policies are circumscribed in her classroom on a daily basis:

*Curricular policies provide us with a hegemony of content, pointing out skills and competencies to be developed, but there is a question in these documents: are there opportunities for cross-over? Is it feasible to organize beyond technical precepts and the acquisition of competence? And at what point in these processes do we seek social transformation? Therefore, we often think of the unfinished, a movement that goes beyond just reducing ourselves to the result obtained at the end or to concrete, objective knowledge.*

In her observations, the teacher explains her understanding of the curriculum as based on post-critical theories - influenced by the contexts of her initial training - in which the studies by Lopes and Alba (2014) indicate a politics that is no longer a simple reflection of the economy but a social phenomenon, in which political discourses are seen as means of organizing aspects that can transform and reconfigure society in ways that are admittedly conflicting and antagonistic.

In this sense, Blizzard is openly insurgent in her practices, since its discourse reveals the subversive nature of her ideals, in which the curriculum ceases to be a merely instituting policy and undergoes processes of translation - that is, “[...] translation constitutes, so to speak, a passage into discourse - which is the element in which we find ourselves” (Siscar, 2012, p. 153), in which the documents are permeated by the discourse of the text itself and the practice of teachers, when they become curriculum decision-makers.

In this sense, we understand that curriculum policies, despite being in a normative context and of hegemonic continuity over school bodies, also live under the logic of incessant translation by teachers, some in a spectrum of perception as curriculum decision-makers, like teacher Blizzard, and others who, despite revealing an antagonistic discourse, produce categorizations and in their practices reveal themselves to be insurgents.

Although discourses of confidence in educational policies are often uttered by both teachers and official documents, an atmosphere of mistrust persists, especially when it comes to adapting universalizing proposals to local needs. This corroborates what was highlighted by Gigante and Rodrigues (2019), showing that it is not possible to formulate national or municipal curriculum proposals without considering the influence of specific contexts. Even when these ideals are widely shared, there is always a resistance movement that manifests itself on the margins of these proposals.

In this scenario, we agree with Bedin and Antônio (2023, p. 28): “[...] the meanings of policies are lived in the context of practice, in the classroom, in the exchanges between teacher and student, which means that these meanings produced in this social relationship can never be fully controlled by a law or any other device or technology of control and regulation”.

## 5 Closing remarks

[...] the individuals who materialize the curriculum are also the builders of curricular policies, as they are re-signified at the local level, i.e. in the school space (Almeida; Silva, 2014, p.1442).

In our attempt to understand the relationship between the incompleteness of curricular policies and the emergence of teachers' curricular practices in the wilderness region of Pernambuco, we are moving towards the discourse of the epigraph mentioned above, when we understand policies as proposals that, when put into practice, undergo a process of re-signification and transformation that takes place in a political-practical interweaving of demands that clash and antagonize each other.

Thus, we observe that this antagonistic relationship, while highlighting the incompleteness of the norms of curricular policies, in the face of their exclusionary universalization, also reveals the insurgency of the teacher in weaving other interpretations into the teaching and learning movement in the classroom, deviating from the routes structurally traced by the curriculum.

In this scenario, we return to the question raised at the beginning of this text: can we refer to curriculum policies as universal and, at the same time, antagonistically incomplete to something/someone? Is it possible to consider their incompleteness and, at the same time, doubt their unquestionable nature? Is it conceivable to point to curricular policy as a discursive policy of an institutional order and, even so, in this place place it as a document to be merely reproduced and translated without the slightest possibility of change?

Problematizing these questions involves the idea that politics, because it is thought of in a universalized context, ends up eradicating the idea of incompleteness in its standardized discourse, but we were able to visualize the movement of incompleteness that reveals a political lack, to the extent that it reveals different readings

and interpretations interpellated by teachers in the classroom, considering the singularity involved in the pluralism that denotes the school environment.

In this vein, we dialog with Almeida and Silva (2014) when they argue that curricular policies should not be seen as fixed and incontestable proposals that are simply executed and reproduced, but that they need to be interpreted as documents that undergo resignification and transformation when they are developed in practice.

As evidenced, understanding the totality in a field of inexistence when addressing curriculum policies reflects a post-structural and dynamic view, recognizing that they are merely the starting point for curriculum development. In this sense, the prescription of the text serves as guidance, but its translation involves movements of adaptations and interpretations made by teachers, considering the unique context of their schools and classrooms. This implies that there is a continuous process of discourse production through negotiation and translation.

We also emphasize that problematizing curriculum policy, such as the NCCB, is not to defend the idea of its inexistence and/or exclusion, but rather to echo problematized considerations against the neoliberal standards that unify and impose verticality and homogeneity on the process of practical training policies. The issue, therefore, is not the existence of a base policy, but the meaning of curriculum policies that underlie the NCCB itself.

In light of the above, we return to the initial poetic reflections of this work: "Man's greatest wealth is his incompleteness [...] But I need to be Others. I think of renewing man using butterflies" (Barros, 2010, p. 374). By pointing to man as incomplete, Barros (2010) suggests the fragility and transience of life, as well as the vulnerability of nature in the face of transformations and ephemerality. Man, symbolically, represents something that is fragile and fleeting, something that can be broken or transformed.

In this way, analogically, we understand the curriculum policy as the man portrayed in the poem, who is subject to ruptures and can be transformed in the face of a renewal scenario that stems from the momentary reality of the space-time being interpreted. Thus, the teacher also renews themselves using butterflies, that is, amidst the fragility of the policy, they rise against the metamorphosis of their practice, in other paths of teaching and learning in the classroom.

The movements of curricular policies and teaching practice are constantly intertwined and related because, in the antagonistic scenario of the incompleteness of the former and the insurgence of the latter, they complete each other, transform each other and reveal other possibilities for interpretation and translation.

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