

Making readers feel like fish in the water in literature Portuguese ugly ducklings and little mermaids

In this communication we will start from picking up the two characters created by H. C. Andersen to talk about the importance of literary education since the early years of child's life. Exploring a book and its codes (verbal, iconic and kinetic) may be done in a way of predisposing the still immature reader to the potential richness of literary reading. These approaches show the utility of knowledge in literary studies in order that pedagogical and didactic use can be successful.

Ugly Duckling and Little Mermaid work as archetypes that fit the main theme of this congress, because they are water creatures and for different reasons and destinations they don't adjust in their environment. We will adjust them to our intentions: the metaphor of the water as an attractive yet unknown territory, even when it's natural, is also a stylistic place that can set the differences between "wanting it" and "getting it". A metaphor that is tangential and/or extensible to the differences of capacity and achievement between "knowing how to read" and "knowing how to read literature".

And the archetypes are accomplished, to communicate better and to serve as an example, in two characters of two books by Portuguese authors that apparently only share with Andersen's the species they belong to: *O Pato Amarelo e o Gato Riscado* (*The Yellow Duck and The Tabby Cat*, Manuela Castro Nunes and Madalena Matoso, 2015) and *A Sereia e os Gigantes* (*The Mermaid and The Giants*, Catarina Sobral, 2015). This will be an approach that is essentially semiotic, not only of the books but also of our intentions of promoting literary reading, following what Umberto Eco designated that should be semiotics in this 21st Century: *(...) the duty of studying not the referential relationship between signs and things but rather (or, at least, first of all) the semantic relationships between signs and meaning, or between signs and their interpretants.* (Eco, 1999:9)