

# Literature and Linguistics: multiple perspectives

Scripta is an academic journal that invests in expanding opportunities for researchers who wish to publish articles on topics that may not have many spaces for circulation. This editorial policy is consolidated through its free sections, its issues with thematic dossiers, and the practice of providing scholars, whenever possible, with an entire issue dedicated to research addressing diverse topics, as occurred in the following volumes and issues: v. 27 issue 59 (2023), v. 28 issue 62 (2024), and this v. 29 issue 65 (2025).

Our aim has always been to achieve greater scope in disseminating the interests of the fields of Linguistics and Literature. This allows for reflections that might not find space in issues with specific thematic dossiers to be published in these open issues that embrace diversity. Issue 65 is one such case. To give you an idea of its importance, the call for this issue received 105 article proposals, which led us to suspend further submissions until we could process the evaluation of those already received. Consequently, we also decided that, after evaluating the 105 submissions, the approved texts would be published in two issues, one of them being this issue 65, which therefore demonstrates the variety of thematic and theoretical interests of language scholars.

We chose to organize it into two parts: one dedicated to Literary Studies and the other to Linguistic Studies, given that this division by area is well defined, although an important interface can be observed in studies that also involve reading and writing in Basic Education, as we will attempt to highlight.

To demonstrate this interface that brings the two areas closer, we placed the studies more directly related to Basic Education at the center of the publication, so that the centrality of the discussions in this field would be clear. This structure also metaphorizes the centrality that topics focused on Basic Education hold at the Postgraduate Program in Portuguese Language and Literatures (PPG-Letras) at PUC Minas and at Cespuc, which are responsible for this publication.

The first section is dedicated to literary studies, for which we sought to diversify the scope of approaches in the field: there are some more theoretical texts, others more oriented toward criticism, and some with a comparative approach.

There are articles with more thematic approaches, such as those addressing identity debates and their different entry points, as well as articles that demonstrate the interest of the field of literary studies in reader formation, with more pedagogical discussions, in addition to approaches that examine the relationship between literary reading and formal education.

The first and second texts of this section, entitled “Literary Studies,” focus on aspects of Literary Theory: “Theories of Literary Genres and Historical Variation of the Subject,” by Jonas Aparecido Guimarães, and “(Don’t) Judge a Book by Its Cover: Study of the Graphic Composition on the Covers of Two Editions of the Novel *Quarenta dias* by Maria Valéria Rezende,” by Vinícius Lourenço Linhares and Thais Fernanda Viana Batista.

Next, two critical texts about the work of Mário de Andrade are presented. In “Marina, a pretinha de Mário de Andrade,” Rafael Ubirajara Campos, in an extremely original piece, offers a close analysis of the character from *Amar, verbo intransitivo*

and her impact on the writer's work. In the subsequent article, Rosângela Francischini and Isaías Gabriel Franco discuss Mário de Andrade's aesthetic-literary relations with the state of Minas Gerais in "Mário de Andrade and Minas Gerais: Modernism in the 'Detours' of Gold."

The following sequence brings together comparative studies. There is a journey through literature and visual arts in "Ekphrasis and Feminism in the Poetry of Ana Luísa Amaral: An Analysis of 'Anunciação' and 'A réplica'," in which Gustavo Machado Costa discusses ekphrasis and gender issues in an unusual approximation. Also with a comparative approach, this time between texts from distinct literary systems, we have the article "Narrative and Resistance in Clarice Lispector and Luís Bernardo Honwana," by Sabrina Perpétuo Ferreira.

Next, two texts discuss aspects related to identity: "The Staging of Memory as an Imaginative Act of (Re)creating Mozambican Cultural Identity in *Palestra para um morto*, by Suleiman Cassamo," by Cleonice Aparecida Machado de Freitas, and "Restrained Bodies, Silenced Voices: An Analysis of *Corpo desfeito* (2022), by Jarid Arraes," by Luane Gabrielle Monteiro Luna and Geovana Quinalha de Oliveira.

We conclude this diverse set with articles that discuss processes of reader formation, with a focus on Basic Education, namely: "Anthology Rhymes with Poetry in *Circo de palavras* by Millôr Fernandes," by Alessandra Mara Vieira, which analyzes the volume from the *Para gostar de ler* collection — a work aimed at developing readers and dedicated to the work of the extraordinary artist and humorist; and "Three Literary Writing Practices for School," by Caio Augusto Lima de Castro and Rildo Cosson.

The second group of articles, linked to the field of “Linguistic Studies,” begins with texts in which the authors turn their attention to concerns regarding the formation of readers, writers, and learning processes, offering both practical and theoretical analyses. They are: “Evaluation of Lexical Selection in University Entrance Essays: Analysis of Pedagogical Guidelines,” by Maria Aline Rodrigues and Herbertt Neves, which examines the guidelines proposed for evaluating lexical selection in university entrance exam essays; “Instructional Feedback in Writing in an Adaptive Hypermedia Environment: A Cognitive and Dialogical Perspective,” by Milene Bazarim and Roberta Varginha Ramos Caiado, in which the authors investigate the process of correcting students’ written school texts mediated by digital tools on an Adaptive Platform; and “Teaching Work from a Didactic Perspective in Reflections on Language Teaching and Teacher Education,” by Sandoval Nonato, which addresses two distinct sets of theoretical and methodological implications for research focused on language teaching and teacher education.

This set of five articles, present at the end of the first section and the beginning of the second, demonstrates the importance of the interface between the two fields within the broader area of Linguistics and Literature. Both are concerned with the aspect of teacher and reader training and, for this reason, as we emphasized, was symbolically placed at the center of the publication.

In the final part of the volume, we bring together articles with diverse approaches, evidencing the breadth of concerns in the field of Linguistic Studies. In “Literary Gossip: The Adaptation of the Abstract Genre on TikTok,” Maria Ariane Santos Amaro da Silva and Denise Lino de Araújo demonstrate

the capacity for updating this field of reflection through the analysis of contemporary genres. Meanwhile, in “Reflections on Language as a Social Institution in ‘The Life and Growth of Language,’ by W. D. Whitney,” Kátia Regina Gonçalves de Deus, Emily Gonçalves de Medeiros Ferreira, and Rafaelle de Freitas Oliveira Araújo seek to describe and interpret the social facts of language as presented in the work.

Completing this section, we have: “Representations of Female Authorship in the Journalistic Press of Rio Grande do Norte: The Case of Edições Clima,” by Anna Biatrys Moura and Cellina Rodrigues, who investigate the representations of female authorship from Rio Grande do Norte in the journalistic domain; “A Systemic-Functional Analysis of the Occurrence of Mental Processes in Relationship Message Clauses Published by the ‘Pov-Homens’ Trend on Instagram,” by Luiz Henrique da Silva, who seeks to understand the use of certain verbs in the construction of meanings of the clauses that constitute the messages written by male subjects; and, in the field of Foucauldian discourse studies, the article “Governing (Counter)conduct: The Constitution of the Gay Subject on the Channel ‘Põe roda no Youtube’,” by Marcos Paulo de Azevedo and Francisco Vieira da Silva, who aim to contribute reflections on the relations between digital media and their influence on the modes of objectification and subjectivation in contemporary times.

We conclude our issue of diverse themes with the study “Aelius Stilo and the Triumph of Scientific Philology in Rome,” by Luiz Antonio Lindo, which seeks to present the contribution of the philologist as the systematizer of the discipline that he brought to Rome.

At the end of this presentation, we invite readers, researchers,

teachers, and students interested in contemporary research in the fields of Literary and Linguistic Studies, as well as in the training of teachers and readers, to engage with the research developed here, to reflect on the texts, and to dialogue with them, remaining open to the productive discussions stimulated by the authors of this dossier.

Enjoy your reading!

The organizers