Language, Literature, and Society: Critical Pathways in Linguistic and Literary Studies

The *Scripta* journal provides publishing opportunities for researchers developing studies in the fields of Linguistics and Literature across different theoretical and thematic approaches. With the proposal of publishing non-thematic issues, this one (68) brings together research that expresses the diversity of Linguistic Studies and Literary Studies and their relations with pedagogical practice, teacher training, and social matters.

The organization of the twenty articles that comprise this dossier covers different axes of contemporary debate, distributed into two major sections: Linguistic Studies and Literary Studies. In the first section, the papers are articulated around three axes: (i) Language Policies, Linguistic Analysis, Technology, and Teacher Training; (ii) Discourse, Intersectionality, Identity, and Inclusion; (iii) Psycholinguistics, Prosody, Multimodality, and Cognition. The second section, dedicated to Literary Studies, is also organized into three axes: (i) Children's literature and the 21st-century reader; (ii) Female authorship and representations of women; (iii) Critical approaches to contemporary literature.

Regarding the ten articles concerning Linguistic Studies, the core of the discussions focuses on Basic Education and the social uses of language. The first axis of this edition brings together investigations that prioritize teaching and learning dynamics, textbook analysis, educational policies, and teacher training. The first article, "Spanish in *Gaúcho* Schools, an Impositive Law?", by Emanuele Krewer, Raquel Ferraz Ramos, and Eliana Rosa Sturza, reflects on the management of language policies

for the inclusion of Spanish in public schools in Rio Grande do Sul. Anchoring themselves in Text Linguistics and language policy studies, the authors analyze a news report broadcast by the Legislative Assembly of Rio Grande do Sul regarding the approval of PEC 270/2018. The analysis highlights how the lexical choice of the verb "to impose" induces the reader to infer unrestricted obligation, masking the nature of compulsory provision with optional enrollment and disregarding the strength of the #FicaEspanhol community movement in the face of obstacles to the actual implementation of the law in schools.

"From Grammar to the Construction of Meaning: Language as a Space for Interaction and Reflection in the Classroom", written by Amanda Lopes Bezerra and Manassés Morais Xavier, problematizes Dialogic Linguistic Analysis (LAP) grounded in the principles of the Bakhtin Circle. Through action research with high school students involving the comparative reading of news reports on the 2024 municipal elections, the study demonstrates how contextualized work promotes a shift in students' conceptions: from the simple learning of normative grammar rules to the development of critical reading, opinion formation, and the recognition of discursive manipulation strategies.

The article "Mechanism of Innovation in the Approach to Polysemy in a National Textbook", by authors Jeani Silva das Mercês and Laura Dourado Loula Régis, investigates the didactic transposition of lexical semantics in the Teacher's Manual of the Araribá Conecta Collection (PNLD 2024). Taking the advertisement genre as an analytical unit, the researchers reveal evidence of conciliatory and innovative trends in linguistic analysis activities, in which the polysemous phenomenon is

worked on in close articulation with the text, informal language variation, genre, and pragmatics.

"Critical Teacher Education from a Dialogical Perspective: Redesigning New Horizons", written by Rivaldo Ferreira da Silva and Eliete Correia dos Santos, investigates and contrasts traditional and critical-dialogical paradigms in language teacher education. Grounded in Applied Linguistics and the Dialogic Theory of Language, the article critiques the fragmented and transmissive conception of teacher training, proposing an alternative model based on alterity and reflection on pedagogical practice, aiming at the formation of reflective and engaged educators.

Completing the discussions on teacher education and technological innovation in teaching, the article "Development of an AI Assistant for Designing Bilingual and Inclusive Lesson Plans in Initial Teacher Education", by authors Aryane Santos Nogueira, Rachel Ferreira Oliveira Santos, and Karoline Mirella da Silva, presents and analyzes the development and exploratory testing of a virtual assistant based on the GPT model, created to support undergraduate student teachers in designing lesson plans intended for deaf and hearing students. Methodologically, the research combines prompt engineering with the Flipped Interaction Pattern, in which the assistant formulates sequential questions to guide and structure the user's pedagogical reflection. The investigation highlights the need for careful use of artificial intelligence, understood as a mediating resource for pedagogical processes rather than a substitute for the teacher's reflection and decisions.

The second axis of the publication addresses the marks of power, racism, gender, language, and processes of discursive

and institutional legitimation. The article "*Quarto de despejo*: Linguistic Prejudice, Literary Banishment, and Intersectionality", by Waldimiro Maximino Tavares César, Alex Araújo Mar, Elis Regina Fernandes Alves, and Edivania Frutuoso da Silva, explores issues related to intersectionality present in the critiques of *Quarto de despejo: diário de uma favelada* (1960), by Carolina Maria de Jesus. Based on intersectional feminist studies, the authors point out that the negative reception of the work was not only related to stylistic aspects or the distance from the standard norm of the language, but also to an exclusionary perspective sustained by different mechanisms of discrimination that contribute to psychosocial erasure.

"Libras and Discourse Studies: Research Cartographies and Pathways for New Reflections", by Tamires Cristina Bonani Conti, conducts a bibliographical mapping of articles published between 2013 and 2023 that establish interfaces between the Brazilian Sign Language (Libras) and discourse studies. The author categorizes the production into four areas (visual-spatial and verbal-visual materialities, language policies and education, identities, and institutional legitimation), demonstrating that the visual-spatial specificity of Libras not only receives the categories of discourse but tensions and enriches the theoretical apparatuses of Discourse Analysis itself. It is thereby highlighted that, while discourse studies make it possible to analyze the historicity of Libras and the power relations that constitute it, the material particularities of sign languages also challenge and expand the theoretical and methodological perspectives of discourse studies themselves.

The third axis contemplates experimental and empirical studies focused on the cognitive, perceptual, and constitutive

aspects of language. The text "Linguistic Synesthesias: a Window into Psycholinguistic Studies", by researchers Brenda Kessia Arruda de Souza and Elisângela Nogueira Teixeira, analyzes synesthesia from the perspective of Psycholinguistics, investigating its relations with language, with an emphasis on the functioning of the mental lexicon and semantic processing. By utilizing data from the Synesthesia Battery adapted for Portuguese, the article investigates how linguistic inducers involuntarily activate color experiences, providing clues about the functioning of the mental lexicon, semantic processing, and memory storage and retrieval mechanisms.

"Prosody and Language Acquisition: Multimodality in Ironic Narratives", by authors Késia Vanessa and Renata Fonseca, analyzes intonation as a semiotic resource in meaning construction within children's ironic narratives, considering the multimodal functioning of language, and highlights children's comprehension in interaction with prosodic elements. Based on acoustic analysis of retellings of animations with verbal and situational ironies performed by 4- to 5-year-old children, the researchers demonstrate that intonational contours act in an integrated manner with gestures and gazes, playing functions of highlighting, assertion, and marking of the ironic attitude from the early stages of language acquisition.

Integrating the final axis under the perspective of cognition and reading processing, the article "Literature and Cognitive Science: Convergences, Gaps, and New Directions", by Beatriz Levanteze de Burgos, João Pedro Missi Pereira, Thaís Scarparo Chiquinatto, Thalyta Cristina Weber Marcelino, Victória do Monte Rodrigues, and Márcia Abreu, presents a critical review of empirical research on the physiological, emotional, cognitive,

and behavioral effects of reading fictional texts. Based on frameworks from cognitive sciences, psycho-narratology, literary theory, and the cultural history of reading, the authors identify recurring methodological limitations in neuroscientific and psychological studies. In this sense, the work highlights the importance of interdisciplinary investigations that consider concrete and historically situated readers, besides proposing paths for the development of more robust research, sensitive both to the specificities of the literary text and to the complexity of the reading experience.

The second section of the edition brings together ten articles in the field of Literary Studies. Here, articles dealing with children's literature and its reach, gender and authorship issues, and divergent bodies and non-urban cultural groups will be found. The first three articles of this second section address texts of children's literature and/or regarding reader education or reading reception in the 21st century.

In "Representations of Caribbean and Afro-Brazilian Resistance in Children's Literature: an Analysis of *Ella era Anacaona: La reina Flor de Oro* (2019) and *A princesa Zacimba de Cabinda* (2022)", researchers Jorge Antonio Berndt, Marianna Bernartt Silva, Luana Paiola, Jadson de Almeida de Souza Filho, and Gilmei Francisco Fleck analyze contemporary children's literature works by Viviana S. Torres (2019) and Renata Spinassé (2022), respectively, to explore how children's literature figures resistance (indigenous and African), seeking to contribute to the education of decolonial readers (Fleck, 2023). The analytical approach is sustained in the field of Comparative Literature, and the analyses seek to highlight how:

> [...] children's literature, when revisiting the past through the prism of alterity, reveals itself as a prosperous *locus* for the critical reinvention of memory and the valorization of marginalized voices, thereby contributing to pedagogical practices aimed at training the decolonial literary reader (Berndt *et al*., p. 313).

In this line of discussion on reader education, we also have the article "The Poetic Thread of Camões: Weaving Trust and Distrust in the Writing Game", by Guilherme Lentz da Silveira Monteiro. The text discusses the fact that the historiographical treatment given to Camões in basic education distances him from the possibility of discovery by young readers. Thus, with eyes on reader training, an approach is proposed that places protagonism in the poetic text through a meticulous analytical reading of Sonnet 4, in association with reflections on literary reading practices in the 21st century, especially regarding basic education. The article relies on thinkers such as Italo Calvino, Tzvetan Todorov, and Antonio Candido to discuss aspects that confirm how Camões's Sonnet 4 dialogues with the reading of the 21st-century young reader by highlighting different levels of textuality, which has the potential to engage the reader in a multifaceted and non-linear reading.

In the third article of the Literary Studies section, "'O manto de poesia que as estrelas liberam': the Childhood in *AvóDezanove e o segredo do soviético*, by Ondjaki", Luiz Siqueira discusses the literary representation of childhood based on the relationship between literature and childhood established by Marisa Lajolo (2001). According to Siqueira, the images of childhood brought into circulation by this novel demonstrate a critical reflection on the part of children regarding the reality in which they live and become an object of analysis in the essay.

Another children's work analyzed in the Literary Studies section is *Pequenas histórias sem fim*. In this case, the approach is not focused on aspects of literary language or the plot and its characters. The study by Isabella Consentino Silva and Flaviane Faria Carvalho, "The Verbal and the Visual in Text Preparation: an Analysis of the Children's Book *Pequenas histórias sem fim*", is carried out in a theoretical interface between Editorial Studies and Multimodal Social Semiotics. The authors present an analysis in the article of the verbal and non-verbal aspects involved in preparing a micro-fiction from the analyzed book, aiming to understand how linguistic and visual elements interact in meaning-making and the editorial editing process. The study highlights the relationship between text and image in the materiality of the children's book, emphasizing how the editing of micro-fictions involves articulating these two aspects to enhance the reading experience and readers' interpretation, considering the specificities and communicative impact of the editorial process.

Another group of articles refers to issues of authorship and the female condition. The three articles of this axis are distinguished by dealing with the representation of women as characters and as authors. In "The Representation of Women in the Literary Context of Novels Written by Women Writers", Jullyana Alessandra da Silva Ravarena and Marcos Hidemi de Lima investigate characters from two novels authored by women. The article aims to verify how women were represented in 18th-century Brazilian society and, consequently, in Brazilian literature. To achieve this intent, the authors focus on the characters Isabel, from the novel *A muralha* (2020), by Dinah Silveira de Queiroz, and Isabel das Santas Virgens, from the novel *Carta à*

Rainha Louca (2019), by Maria Valéria Rezende, with the aim of understanding the distinct forms of female representation in the works, considering the relations between historical and social elements and their implications for character construction.

Continuing the discussion on female representation in literary works, in "Space of Impositions, Violence and Challenges: a Reading of the Condition of Rural Woman in the Literature by Valdomiro Silveira", Regina Célia dos Santos Alves analyzes the constitution of the female figure in the rural world. The essayist takes Valdomiro Silveira's work as her object of analysis, specifically three short stories: "Ingratidão", from *Mixuangos*; "Do pala aberto", from *Lereias*; "Valentia", from *Os caboclos*. According to the essayist, Valdomiro Silveira offers themes such as love, violence, daily life, and prejudice, and through them, a refined perspective on the condition of women in society stands out, revealing both the place of the female being (subject to the most diverse forms of violence and marginalization) and the woman's force of resistance in a hostile environment.

In a study of yet another work authored by women, Pablo Vinícius Dias Siqueira focuses on highlighting the theme of love in *O livro das semelhanças* (2015), by Ana Martins Marques, a fundamental writer in 21st-century female-authored literature. In the essay "*Alone in a Duet*: in the Bad Place of Love with Ana Martins Marques", the theme of love is approached from two perspectives: Love and Non-love. The essayist considers Ana Martins Marques as "a conceptual author" and aligns her with Roland Barthes (1915-1980), a philosopher who excavated the bad place of love, that is, the place of Non-love.

The final set of the second section of this 68th publication of *Scripta* is composed of three articles dedicated to discussing contemporary literature. In "(Re)visiting the World Machine and the Future of Contemporary Poetry", Janaina Freire de Oliveira dos Santos proposes a critical rereading of the "Machine of the World" metaphor in contemporary poetry, starting from a dialogue with the literary tradition represented by Camões and Carlos Drummond de Andrade. It is argued that the "Machine of the World", in current lyric poetry, neither reveals nor refuses meaning, but instead operates as a symbolic field for the reconfiguration of experience and language in the face of 21st-century mutations. According to the researcher, contemporary poetry, far from abdicating tradition, reinscribes it in an inventive way, thus proving to be a privileged space to reflect on the impasses of modernity and the possibilities of aesthetic reinvention in the present.

The concept of anthropophagy, fundamental to Brazilian literature, is discussed in "*Anthropophagia in musica*: the Traces of Anthropophagic Behavior in Brazilian Music and the Case of the Song 'Holy Land', by the Band Angra", an article written by Jerfferson Manoel Araújo da Silva Júnior and Samuel Anderson de Oliveira Lima. The authors examine traces revealing signs of a musically anthropophagic behavior in Brazilian popular music. The analysis developed by the authors takes Bossa Nova as a starting point, moves through Tropicalism and post-tropicalism, and arrives at heavy metal. By analyzing the track "Holy Land" (1996), by the Brazilian band Angra, the essayists demonstrate that anthropophagy as a concept and behavior also appears in our music.

The final article of this number brings two contemporary authors to the stage: Samuel Rawet and Stênio Gardel. In "The Pursuit of Affection in 'Nem mesmo um anjo é entrevisto no terror', by Samuel Rawet, and *A palavra que resta*, by Stênio Gardel", Raul Leme Medeiros analyzes the trajectory of protagonists whose existences are at the limit of social marginality, mainly due to experiencing alternative affective lives. His analyses draw an intertextual dialogue (Carvalhal, 2003) between the works chosen for analysis and discuss the conflicts of two protagonists marked by solitude and bitterness in a failed pursuit of affection. Medeiros's readings allow both for a comparison between Rawet's short story and Gardel's novel and for the analysis of how narratives published 40 years apart present distinct paths for LGBTQIAPN+ characters.

With this publication, the *Scripta* journal reaffirms its commitment to the dissemination of scientific knowledge and strengthens its role as an open space for the exchange of ideas and academic debate on issues related to language, culture, and society.

Thus, we invite you – readers, researchers, professors, and students – to explore the reflections gathered here and to actively dialogue with the contributions of this dossier. We wish you all an excellent reading!

The organizers