

Presentation: **Epistemological and methodological plurality: mosaic of ideas and perspectives in the non-thematic issue of Revista *Signum: Estudos da Linguagem***

Maria Isabel BORGES
Sheila Oliveira LIMA

The *Revista Signum: Estudos da Linguagem*, throughout its nearly thirty years of existence, has published articles that disseminate the most varied themes within its field of study. Every year, the non-thematic volume expresses the plurality of theories, methodologies, epistemologies, objects and phenomena that represent the richness and relevance of research focusing on the various manifestations and uses of language.

In 2025, *Revista Signum* received numerous and varied proposals for articles, which were carefully analyzed to compose this non-thematic issue. Although the contents focus on diverse areas — text and discourse studies, teacher training, and the teaching of Portuguese and foreign languages — it is possible to observe a certain dialogue between objects of study, theories, and purposes. This makes this volume a moment to visualize the plurality of themes and methods concerning language studies, while simultaneously expressing the relevance of research in this field.

In *Text and Discourse Studies*, linguistic materiality is multifaceted when considered as objects of analysis, taking the form of texts and discourses. The plurality of theoretical perspectives and methodological procedures shares a view of the text as socio-historically situated and as a concrete place to reflect on the possibilities of meaning.

For Ingedore G. Villaça Koch (2008, p. 30), "meaning is not in the text, but is constructed from it, in the course of an interaction." Metaphorically, the text can be conceived as an iceberg, the junction of two parts: (1) "a small surface," easily accessible to the interpreting subject; and (2) "an immense underlying submerged area," which requires reflective practice for the construction of meanings. Thinking from a discursive perspective, veiled meanings, in order to be brought to the surface and reveal the camouflaged network of historical and ideological connections, must be thought of as discourse, perceiving the "word in motion, language practice," according to Eni P. Orlandi (2002, p. 15).

In the articles linked to *Text and Discourse Studies*, the linguistic materialities that function as objects of study clearly either trace the "roots" that sustain certain positions, list regularities and particularities, or predict future effects of the analyzed language practices.

In this direction, Antonio Ismael Lopes de Sousa, João de Deus Leite, and Ana Cristina Teixeira de Brito Carvalho propose the article "*(Im)possible dialogues between *jesuscristinho* (Ruffato, 2001) and Bolsonaro: approximations between literature and discourse*," establishing a dialogue between two perspectives: the literary and the discursive. On one hand, the scholars bring conceptual constructions about the press and involved professionals from *jesuscristinho*, a character in *Eles eram muitos cavalos*, by Luiz Ruffato (2001). On the other, they list some statements made by former president Jair Messias Bolsonaro between 2019 and 2022. Theoretically, the authors consider the perspective of French-line Discourse Analysis, with emphasis on Michel Pêcheux and Dominique Maingueneau.

Between the character *jesuscristinho* and Bolsonaro, there are similarities, for example, regarding an aversion to the press, accusing it of conveying false truths. Frequent attempts by some politicians to discredit the press are common so that reported damages are, consequently, minimized before society, especially before supporters. The number of attacks on the press in the first nine months of Bolsonaro's presidency is impressive — a reference to a report by the National Federation of Journalists (Fenaj), published in October 2020. The attacks also extend to educators, indigenous peoples, women, and victims who passed away during the pandemic. The interdiscursivity between a fictional figure and a real political figure enables an understanding of recent Brazilian history, especially the last ten years, clearly linked to symbolic and physical aggression.

Vitor Vieira Ferreira, in the article titled "*The contrastive axis of the contemporary Brazilian right*," presents the composition of lexical items of the Brazilian right wing, fundamentally liberal and populist. In this sense, he proposes the necessity of understanding neoliberal thought, which discursively establishes connections between individuals and defines certain roles for the State and markets. Consequently, norms of sociability are determined for such individuals as market subjects, such as corporate competition and self-management. Although populism is historically linked to policies experienced in Latin American countries in the 20th century (Argentina, Brazil, Colombia, and Mexico, for example), Ferreira highlights that, in the last twenty years, it has been linked to a certain "contemporary crisis of democratic representativeness," in addition to the "rise of far-right parties" in different parts of the world. He also observes that populism today needs to be thought of from an ideational perspective, resulting in the discursive materialization of various aspects, including the construction of a political leadership that outlines a "political persona" close to the idea of the "common citizen."

The contrastive axis of the contemporary Brazilian right, according to Ferreira, was delimited from speeches at different moments produced from 2019 to 2022 (inauguration speech, rallies, televised debates, etc.). The theoretical perspective is aligned with Discourse Studies, conceiving language as materiality that enabled reflection on the transcendence of an individuality toward a

particular movement, *Bolsonarismo*, situated in the recent Brazilian right. As a result, the contrasts "traditional family," "school without party," "good citizen," "meritocracy," "pretended neutrality," and "politically correct" are characterized as typical items of the contemporary Brazilian right. Even though the former president in question cannot be a candidate until 2030 (ineligibility) and has been sentenced for five crimes to 27 years and 3 months in prison, a clear strength of *Bolsonarismo* is still observed in the Brazilian political scene (see Agência Brasil, 2025).

Marcelo Nicomedes dos Reis Silva Filho, Helen Vanessa Silva Lopes, and Vandilma Sousa Aguiar, in the article *"Subject, memory, and ideology: effects of meaning on the illiterate subject and their inscription in the order of discourse,"* highlight the meanings that permeate three discursive sequences produced by an illiterate Black subject during an interview. Faced with the first opportunity to study at age 18, in the early 1990s, in Youth and Adult Education (EJA), the interviewed subject brought to light that "the time to study had already passed" (an excerpt from the first sequence). It is observed that memories were revealed, according to the authors, who theoretically base themselves on Materialist Discourse Analysis (Michel Pêcheux, Louis Althusser, Eni Orlandi, Freda Indursky, for example): school dropout for the sake of both personal and family support; the lack of perspective for a future different from subsistence.

However, survival in an urban context summoned the subject under analysis to refuse to remain outside the "universe of language," since using public transport imposed other challenges — a reference to the analysis of the second discursive sequence. Silva Filho, Lopes, and Aguiar point to the break with the position of illiterate, which resulted in the acceptance of becoming literate. Finally, from the analysis of the third sequence, the subject continued to assume other positions, re-signifying themselves before the possibilities of "new horizons for themselves, from the path of social and economic emancipation that occurred with the literacy process." With this, it is perceptible that EJA, an example of an inclusive public educational policy, can function as a physical and symbolic place that facilitates the repositioning of the subject: previously, from exclusion to insertion in the world of language and in different instances of society, now being literate.

André William Alves de Assis, in the article *"Gastronomy and/in discourse: the discursive construction of food identity in the series History of Food in Brazil,"* shows the symbolic and discursive constructions linked to Brazilian gastronomy. To this end, he mobilizes concepts from French-line Discourse Analysis, such as: discursive formation, discursive memory, gastronomic ethos, and food ideology. The scholar emphasizes that Brazilian gastronomy configures a discursive field whose main agents — chefs, historians, specialists, and traditional communities — seek to outline a typically Brazilian food identity. Since meanings are constructed by subjects "in relation to discursive memory" (Pêcheux, 1995, p. 165), establishing a network of significations, it is possible to think of a food ideology that guides the materiality studied in the article. Assis analyzed a series of

thirteen episodes, titled *História da alimentação no Brasil*, available since 2017 on two streaming platforms. From three axes of analysis — "discursive formation and legitimacy in gastronomy"; "memory and Brazilian food identity"; "food ideology and construction of ethos in gastronomy" — he concludes that Brazilian food identity is revealed from discourses involving belonging and exclusions; it goes beyond records of food practices and habits, also seeking Brazilian legitimacy and authenticity.

Juciano Rocha Professor, Vitoria Alves Miguel, and Geraldo Vicente Martins, in "*Research on manga in Brazil: a systematic literature review in graduate programs*," show results regarding the presence of manga in graduate studies in Brazil. Between 2005 and 2024, using the descriptors "manga" and "Japanese comic books," in addition to the Rayyan platform, the authors identified 91 works, with 2013, 2020, and 2023 being the years with the highest number of defenses. They noted, however, a production gap between the first defense in 1988, by the renowned researcher Sônia Maria Bibe Luyten, and the first work identified on the Brazilian Digital Library of Theses and Dissertations platform, belonging to Amaro Xavier Braga Junior (2005).

Understanding manga as "syncretic productions" characteristically linked to Japanese culture, as stated by the authors, the University of São Paulo (USP) stands out with the majority of dissertations and theses defended in the Graduate Program in Japanese Language, Literature, and Culture. The State University of Londrina (UEL) is among the twenty universities that place manga as an object of study, contributing to the strengthening of comic books in the academic-scientific sphere. Among the areas, researchers find that Letters and Language Studies stand out. In the analyzed works, mangas are studied aiming at the reflection of meanings triggered by the translation into Portuguese. The intersemiotic translation from manga to anime is another highlight among the problematizations presented in the article.

In general terms, alongside theoretical-analytical plurality, political-ideological resistance crosses each of the articles linked to Text and Discourse Studies, reaffirming that when one proposes to study the facets of language, one also takes a position, because linguistic and scientific neutrality is not sought. On the contrary, the aim is to reveal how much language is political-ideological (and vice versa), without ever detaching from the one who uses it constantly and is constituted by it: the subject. From these articles, it is not possible to think of a language without a subject or a subject without language.

The area of studies related to *Teaching and Teacher training*, whether in Portuguese or in a foreign language, is characterized as a research field that articulates various investigation possibilities. Its object, markedly diversified, generally requires a varied set of theories, originating from multiple currents of thought, which, in dialogue, focus on issues related to linguistic education and, thus, continuously renew the possibilities for reflection and interpretation in this sector.

By turning attention not only to the analysis of the performance of language users in their enunciative processes, but, above all, to their paths of appropriation and learning of the expressive potential of languages, research on language teaching and learning requires refined theoretical-methodological coherence.

In the direction of what Travaglia (2009) defends, when referring to the coherent relationship between conceptions of language and their didactic approaches, research activities within this scope demand a similar perspective. For Travaglia, a very important issue

"[...] is the way the teacher conceives language and tongue, because the way the fundamental nature of language is conceived greatly alters how work with language is structured in terms of teaching. The conception of language is as important as the posture one has regarding education." (Travaglia, 2009, p. 21).

Similarly, conceptions of language and its teaching, allied to an ethical commitment to valuing life and the humanist sense of science, frame the research activity on teaching and learning. Within a line that conceives the diverse uses and appropriations of language as complex processes of human interaction, problematizing the field of education becomes a broad and prolific task in the various themes it can embrace.

In this issue, *Revista Signum* brings five articles from research that look at the most diverse scenarios for the development of investigative practices on performance in the production of utterances in teaching and learning situations.

The article "*Textual complexity in oral narratives and written narratives*," by Juliano Desiderato Antonio, makes use of tools developed by Computational Linguistics and presents comparative analyses between oral and written text productions carried out by basic education and higher education students. Such an approach makes it possible to deepen knowledge regarding the levels of text development, both concerning schooling processes and the competencies dynamized in varied modes of enunciation. In this sense, his contribution goes beyond the field of research, constituting relevant material for the proposal of pedagogical practices aimed at improving linguistic-textual performance within the academic sphere.

Also situated in the context of discursive practices carried out in an academic-school environment, the research presented in the article "*The modeling of the opinion article in the context of written entrance exam evaluation*," by Eliana Merlin Deganutti de Barros and Janaina de Jesus Messias, analyzes productions of opinion articles carried out in entrance exams of a public university in Paraná. The results of the analyses point to the complexity not only of the genre itself but of the processes outlined in the course of its production, thus requiring careful guidance work by the institutions involved in entrance exams, namely, both universities and high schools and preparatory courses.

Aligned with concerns about reading practices in the classroom, the article *"Axiological concepts in fables: a comparative analysis of the utterances of Millôr Fernandes and La Fontaine,"* by Roberto Pinheiro Araújo and Márcia Cristina Greco Ohuschi, turns its gaze to texts that are usually frequent in Portuguese language classes in basic education. The article, by bringing an enlightening approach to the constructs involving the utterances of the analyzed texts, offers a rich contribution to teaching, insofar as it demystifies the relationship between the fable and childhood reading practices, in addition to pointing out the discursive-enunciative complexity of the genre. In this sense, Araújo and Ohuschi, through detailed textual analysis based on Bakhtin's thought, raise the problem of selecting works for reading in basic education, providing arguments for better guidance when recommending texts to be worked on with children.

As observed, the debate regarding teaching practices is varied and complex, requiring a constant and interdisciplinary dialogue between the theories that sustain more precise perspectives in the development of methodologies, materials, and postures more suited to the current context of education.

Similarly, research around foreign language teaching activities shows a diversity of proposals and pedagogical practices originating from intense applied research. This is the case of what is exposed in the article by Juliana Monteiro da Silva Ricarte, Fernanda Caiado da Costa Ferreira, and Viviane Pires Vieira Silvestre. Dialoguing with concerns regarding curricula and the training of foreign language teachers and supported by the perspective of critical interculturality, the text *"Approximations and distances of critical interculturality in the Teláris Essencial collection in English"* problematizes the maintenance and attempts to dissolve Euro-USA-centric and hegemonic views in English teaching. In this framework, it performs an analysis of didactic materials for teaching English as a second language, identifying in them certain progress toward multiculturalist approaches, although persistence in hegemonic models of behavior is still notorious.

Following the concerns with the discourses that tend to predominate when it comes to didactic practices of foreign languages and which, in this way, end up reinforcing conceptions, methodologies, and materials focused on hegemonic teaching perspectives, the article *"Spanish and its policies in the state of Paraná,"* by Rosângela Kuspiesz Calliari and Cibele Krause Lemke, turns its attention to the process of devaluation of Spanish language teaching in Paraná, after the institution of the English language as a mandatory activity since the 6th year of Elementary School and the revocation of the Spanish Law. In this sense, notwithstanding the situations of bilingualism easily observed in the various border municipalities of the state, the article identifies the need for greater attention to this fact, from both Paraná and federal policies, given the drop in the offers of Spanish language courses as a second language also in the Modern Foreign Language Centers of the state.

Although supported by a diversity of theoretical-methodological biases, the articles with themes related to teaching and teacher training in this issue seem to be guided by similar concerns, which, despite the distinct epistemologies to which they belong, places them in the same field of ethical consistency. All these researches articles disseminated in this issue point to critical situations that need attention from public policies while simultaneously exposing successful teaching and training practices deserving of greater economic investment.

In this sense, we hope that this issue of *Revista Signum: Estudos da Linguagem*, beyond academic environments, reaches readers from other areas of knowledge and even from other sectors of society, in order to continue what is born in research but must effectively impact the life of every citizen.

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