

Editorial

Studies in Grammar, Text, and Discourse: an introduction to the special issue

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This thematic issue of *Linha D'Água* brings together a collection of selected texts following the *7th International Conference on Grammar & Text, GRATO 2021*, which was conducted via remote participation from November 18th to 20th, 2021.

GRATO is a biennial conference organized by the Grammar & Text group from the Center for Linguistics at NOVA University Lisbon (CLUNL). Its main objective is to foster a deeper understanding of the connections between grammar and text/discourse, considering them as areas of convergence and mutual support. To accomplish this goal, the conference gathers contributions from linguists whose research is grounded in various theoretical and methodological frameworks, with a specific focus on subjects related to morphology, semantics, text theory, and discourse analysis, examining both synchronic and diachronic perspectives.

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Under the theme *Studies in Grammar, Text, and Discourse*, the texts chosen for this edition of *Linha D'Água* explore the interplay between grammar and text/discourse, viewed as a space of convergence. As a result, this collection comprises a range of proposals that either delve into specific linguistic phenomena to gain deeper insights into texts/discourses or facilitate a better understanding of language functioning from diverse perspectives – pragmatic, semantic, and morphosyntactic – anchored in textual/discursive configurations. Additionally, these methodological approaches can be further enriched by adopting a didactic approach.

Hence, the texts compiled in this edition mirror the thematic diversity that defined GRATO 2021, which sought to explore the intersection of different boundaries. This objective was explicitly outlined through the following thematic axes:

- Relationships and interactions between Grammar and Text;
- Between fact and opinion – grammatical, discursive, and textual configurations;
- Didactics and literacy in Grammar and Text.

Concerning the axis of *Relationships and Interactions between Grammar and Text*, **Ana Angélica Lima Gondim** and **Meire Celedonio Silva** present the article "Approach to text genres in the Portuguese language Enem's questions." The study aims to analyze how text genres are addressed, along with their contextual and linguistic dimensions, in the questions of the Enem (*Exame Nacional do Ensino Médio*, National High School Exam) exams within the "Languages, Codes, and their Technologies" domain. To conduct the analysis, they employ a qualitative and quantitative survey of standard Enem exams from 2015 to 2020. The text "Research Article Crossroads: language, text structure, tenses and authorial voice" by **Maria Joana de Almeida Vieira Santos** and **Paulo Nunes da Silva** sheds light on the relationships between grammar and text. Their analysis is based on a contrastive examination of scientific articles from the fields of Sciences, Social Sciences and Humanities. In a similar academic vein, **Mônica Inês de Castro Netto** and **Fátima Silva** present "The memorial genre in academic context: formation memorials and academic memorials in comparison." Their study analyzes thirty memorials produced in an academic context, considering three variables – production conditions, text plan, and discourse markers. The fourth article within this axis is authored by **Carmen Rodríguez-Gonzalo**. Titled "The relationship between text grammar and writing in Spanish first language curricula," the article presents an analysis of the text grammar contents integrated into the curricula of Spanish as first languages (including Spanish, Catalan, Galician, Basque, Aragonese, and Asturian). Additionally, it explores the recommended methodological approaches and how these relate to text writing.

In the second thematic axis, titled *Between fact and opinion – grammatical, discursive, and textual configurations*, **Ana Cristina Braz** and **Isabelle Simões Marques** present "Manipulation of Facts and Opinions. The Presidential Debate between Marcelo Rebelo de Sousa and André Ventura (2021)." Their linguistic-discursive study examines the dominant argumentation and persuasion strategies employed during the presidential debate that occurred on January 6th, 2021, in Portugal. The study sheds light on the manipulation tactics utilized by the speakers and candidates throughout the debate. Furthermore, concerning political discourse, **Patrícia Domínguez** highlights, in "The words of the political opponent: 'represented discourse' as an expression of opinion," how the political speaker uses the quotation of words from the opponent to convey their own ideology in three speeches delivered at the United Nations. In turn, **Michelle Gomes Alonso Dominguez**, in the article "Post-truth as an argumentative paradigm," presents a reflection on the consequences of post-truth in argumentation, based on three texts related to the COVID-19 pandemic, identified as fake news, and two texts from the 2022 Brazilian presidential election campaign. In the fourth and final article of the second thematic axis, entitled "What Portuguese as a Foreign Language tells us about forms of address: an analysis of discourses of legitimation," **Rita Faria** explores how teaching materials for Portuguese as a Foreign Language (textbooks and grammars) present forms of address in European Portuguese. The aim is to bring attention to the discourses proposed by these educational materials and the verbal behaviors associated with addressing the interlocutor, with a particular focus on the use of the pronoun "você" (Singular form of You, in portuguese).

The third axis, *Didactics and literacy in Grammar and Text*, includes the article by **Bruna Bandeira**, "Understanding the classroom teaching work: a case study focused on reflection about the teaching of linguistic knowledge." In this article, the functioning of two categories of analysis is tested for understanding action within the framework of socio-discursive interactionism: namely, resignification and figures of action. Finally, **Joan V. Sempere Broch** presents the article "A didactic sequence to learn to write. Looking for metalinguistic reflection." The proposed sequence is derived from teaching experience, incorporating not only the students' existing linguistic knowledge but also invoking their broader knowledge of the world.

As usual, GRATO 2021 placed its primary focus on the quality of oral presentations, and the texts, with the intention of being published, underwent a meticulous selection process led by the journal's Scientific Committee. The process was further enriched by the invaluable contributions of numerous other reviewers who served as part of the Reading Committee for this issue. We extend our heartfelt gratitude to all of them, acknowledging the significance of their efforts in ensuring the high quality of the texts presented in this publication.

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In summary, the collection of texts in this issue of *Linha D'Água* aims, more than the exhaustive description and analysis of grammatical, textual, and discursive phenomena, to highlight the complex relationships and interactions that are established among the various levels that, methodologically distinct, constitute the inherent dynamism of linguistic functioning, uses, and applications.

Translated by

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