

## ***Análise de discurso em perspectivas*, by João de Deus Leite, Janete Silva dos Santos, and Felipe Gonçalves Carneiro (2022)**

[10.29073/naus.v7i1.890](https://doi.org/10.29073/naus.v7i1.890)

Recebido: 14 de janeiro de 2024.

Aprovado: 24 de junho de 2024.

Publicado: 27 de junho de 2024.

**Autor/a:** Aurílio da Silva , Universidade Federal do Norte do Tocantins, Brasil, [auriliosoares@hotmail.com](mailto:auriliosoares@hotmail.com).

The way French-oriented Discourse Analysis (DA), initiated by Michel Pêcheux, proposes to approach language still holds significant importance today in addressing the various symbolic elements that permeate current social contexts, notably through its shift from aspects related to meaning, detaching meanings from a purely linguistic notion to a discursive perception. In this case, emphasis is placed on commitment to interpretation, which demands historical and ideological questions, demarcated by the conditions of speech production.

The work *Análise de Discurso em perspectivas*, composed of a collection of selected texts organized by professors João de Deus Leite, Janete Silva dos Santos, and Felipe Gonçalves Carneiro, transcends impasses of this magnitude with a focus on the educational environment, particularly regarding language teaching from this perspective, especially related to how we grasp the symbolic elements that permeate our societal coexistence in the face of numerous discursive possibilities encountered daily.

It might be interesting to highlight the importance of this work due to its production conditions, during the globally experienced historical moment (referring to the COVID-19 pandemic caused by the novel Coronavirus), during which various educational institutions had to adapt, seeking alternatives to maintain, at least minimally, their social function. It is within this context that the extension project “Café (at home) with Discourse Analysis” was born in 2020 at the Federal University of Tocantins (UFT), Araguaína Campus (Brazil), conducted via Google Meet, “with the participation of different researchers from Brazilian public institutions, whose connection was the intricate webs of many discourse analyses” (presentation), which led to the publication of the book.

Alternatively, we could consider the importance of the work through the lens of teaching/education, as Cleudemar Fernandes does in his preface, reflecting on various political issues related to education and contemplating the plurality of analyzed corpora and the different discursive strands mobilized in the texts that compose it. In this respect, the work aims to be a theoretical-methodological foundation with diverse perspectives on textual approaches, highlighting the issue of interpretation and textual production as suggestions for educational strategies for elementary school teachers. Nevertheless, this does not diminish the scope of the work in its broad dimension of reader formation, as Carmo, Carreira, and Silva (2022) present in one of the collection’s texts, affirming that educators, by positioning themselves as readers and, importantly, as mediators of reading, “[...] if they manage to engage students in different social practices of reading and writing, it could be a first step in redefining attitudes and language work in any pedagogical setting” (p. 106).

However, I would like to provide an interpretative key to this work based on a discursive question, which necessarily includes the previously mentioned concepts, without disregarding the many other contributions that the collection brings to reflection, aiming to stimulate its purposes and goals. For this, I emphasize firstly how the texts within the work allude to a question of linguistic literacy (or could we say discursive literacy?) where the theme of textual production and, more prominently, the question of interpretation are called into reflection, particularly through the prism of Discourse Analysis (DA), in its various forms, focusing on elementary education and its methodological shortcomings and weaknesses, extensively debated in the current Brazilian epistemological context.

Thus, one of the fundamental aspects of the book is to consider reading and writing from the perspective of Discourse Analysis (DA), which demands an understanding that language is not merely a matter concerning the



language itself, leading the reader to engage with heterogeneous conceptualizations, addressing enunciation marked by historical determinations, circumscribed within relevant social and ideological issues, including the presence of two works grounded in dialogical discourse analysis (DDA). In this case, the work turns towards interpretation, viewing the text and therefore reading as something not transparent, not evident, and hence not impartial.

Consequently, if we briefly analyze the title of the book (*Análise de Discurso em perspectivas*), we can perceive the effects of meaning that emanate from it, primarily as a result of the production conditions of this discourse. Discourse Analysis is placed in perspectives not by chance, but arising from various contingencies experienced, notably the pandemic, but also from the necessity to rethink Portuguese language teaching in Brazil, given the discouraging statistics in basic education in this country.

Furthermore, we could also speak of perspectives based on the historical-political moment we are experiencing in Brazil, characterized by the uncontrolled and alarming spread of misinformation, fake news, and at times incitement to violence, hostility, and disrespect, largely directed towards minority and historically marginalized groups. In this scenario, the collection embodies its purpose in emphasizing the importance of adopting perspectives in education that prepare citizens to deal with the different discursive materialities, equipped with linguistic-discursive resources sufficient and necessary to confront the divergent ideologies encountered daily by individuals.

Moreover, when discussing different perspectives (hence the pluralization in the work), it is important to mention that in Brazil, beyond the pandemic circumstances with all the resulting harms, an unforgettable part of this moment is a political-discursive issue marked by denialist stances from the then Federal Government, both from a humanitarian perspective, denying the pandemic and neglecting lives, with mocking and omission-filled speeches; as well as ideological positions of disdain for science and depreciation of education and the individuals within these fields. This work not only proposes reflections on some of these issues but also provides a fundamental contribution by offering readers indispensable mechanisms for critical and careful reading, particularly regarding symbolic elements that often seem unassuming but have profound ethical, moral, and even legal implications, as has been witnessed lately.

From this perspective, this work provides an invaluable contribution to the way discourse is analyzed, proposing teaching methodologies that encourage students to take a less passive and more analytical stance towards the statements that pervade all social environments (physical and virtual), propagated by various media, particularly social networks and instant messaging apps, through which various types of information, both factual and fake news, spread, in discourses that propagate various ideologies embodied in hate speech, prejudices, discriminations, and various other forms of symbolic violence.

In conclusion, the studies compiled in the eleven chapters of the book *Análise de Discurso em perspectivas* invite reflection on the sometimes naive way we read the various symbolic elements we encounter daily. The conceptual density of the proposals, in their diversified approaches, serves as guiding foundations for the depth that language education needs to instill in its students regarding reading and textual production, contributing to a broad and critical formation as demanded by today's society.

## References

Leite, J. D., Santos, J. S., & Carneiro, F. G. (2022). *Análise de Discurso em perspectivas*. Pontes Editores.

## Declaração Ética

**Conflito de Interesse:** Nada a declarar. **Financiamento:** Nada a declarar.



Todo o conteúdo da **NAUS — Revista Lusófona de Estudos Culturais e Comunicacionais** é licenciado sob [Creative Commons](https://creativecommons.org/licenses/by/4.0/), a menos que especificado de outra forma e em conteúdo recuperado de outras fontes bibliográficas.