Misalignments between discourse and grammar studies in brazilian basic education

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ABSTRACT

In this article, we outline the ongoing tension between grammar-based and discourse-based teaching in Brazilian Basic Education. Historically, institutions like Colégio Pedro II have balanced grammatical instruction with rhetorical and stylistic studies; documents such as the Law of Guidelines and Bases of Education (Brazil, 1996) and the National Curriculum Parameters (Brazil, 1998) emphasize the importance of integrating grammar with the use of the mother tongue in real contexts; curriculum reforms, like the one in 1981 at Colégio Pedro II, reflected changes in the emphasis given to grammar, while more recent approaches, advocated by linguists such as Possenti (1996) and Moura Neves (2011), propose a greater appreciation for language use. In this regard, we advocate for the integration of grammar-based and discourse (text)-based teaching from the perspective of discursive semiotics, which analyzes the construction of meaning on three levels: the fundamental, the narrative, and the discursive. Through analyses of headlines from the G1 portal, we illustrate that grammatical and discursive aspects can be taught together and reinforce the importance of a bidirectional approach for efficient formal learning of the native language.

Keywords: Portuguese language teaching, Grammar, Discourse, Brazilian education, French semiotics.

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INTRODUCTION

A CONFLICT WITHOUT (MUCH) REASON

In recent years, there has been a heated debate among local educators about the alleged lack of space for studying grammatical topics in Basic Education and an overuse of texts in native language classes (Silva; Silva, 2020; Crestani; Marcolin, 2023). Contrary to what various educational guideline movements of the last decade suggest, such as the National Education Plan (Brazil, 2014) and the National Common Curricular Base (Brazil, 2018), we argue that the clash between grammar-focused and discourse-focused pedagogical approaches has shaped the history of Portuguese language teaching in our country[3].

An interesting case in this regard is the curriculum of Colégio Pedro II, a public institution of national reference throughout the 20th century. It is worth noting the continuous attention of the institution's curricula, until the 1950s, to rhetorical studies (Vechia; Lorenz, 1998; Razzini, 2000). Grammatical knowledge, concentrated in the early years of student education, was later replaced by the study of rhetoric, stylistics, and, during certain periods, oratory, a clear direction of the teaching-learning process towards the efficient and articulated use of the native language.

With the enactment of the first Law of Guidelines and Bases of Education (Brazil, 1961), the institution's curriculum was limited to the subject of Portuguese Language at both the middle school and high school levels. Interestingly, the roles of theoretical studies of grammar and stylistics, according to this directive, "are merely subsidiary and, consequently, should only serve as a means to develop the student's expressive capacity" (Razzini, 2000, p. 389)[4].

Obviously, the dimensions of the native language grammar teaching-learning process adopt some notion of discourse/text – albeit vague – as starting and ending points. As stated in the institution's documents, "grammar teaching, markedly practical (sic) and derived from concrete examples, will flow, as much as possible, from the texts" (Razzini, 2000, p. 389)[5]. There is a feedback loop: grammar study derives from discourse/text study to improve students' ability to produce discourses/texts.

From the perspective in which we frame the mentioned issues, the maxim of the National Curriculum Parameters (Brazil, 1998) – that the use-reflection-use triad should be the cornerstone of native language teaching – is an old concern, although this does not imply that it is outdated. The first general document that standardizes contents and approaches aimed at levels equivalent to today's Elementary and High School (Brazil, 1961) advocates that (I) the mother tongue teaching-

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[3] In more recent decades, the topic has entered the fields of native language education for the Indigenous communities of the national territory and language policies, which is a positive concrete result of the discussions.

[4] "[S]ão meramente subsidiários e, por consequência, hão de constituir apenas o meio para desenvolver, no discente, a sua capacidade de expressão" (Razzini, 2000, p. 389).

[5] "[O] ensino da gramática, acentuadamente prática (sic) e derivado de exemplos concretos, fluirá, tanto quanto possível, dos textos" (Razzini, 2000, p. 389).

learning process should be based on the use of grammatical mechanisms in texts and their various facets of communication and expression; and that, subsequently, (II) the uses of grammatical mechanisms should be revisited in light of the possibilities that the underlying structures provide.

Despite not referring to this term, the repealed Law of Guidelines and Bases of National Education adds to the need to combine the understanding of grammatical structures with the identification of their functions (both concrete and potential) in texts the development of an epilinguistic awareness on the part of students. If an approach to mother tongue teaching tied to the identification and classification of grammatical elements is considered unproductive, as it limits the abilities and competencies of the subjects of the teaching-learning processes to a narrow spectrum, an approach that privileges the use of the mother tongue without a critical substrate of the functions performed by grammatical mechanisms does not advance further than its competitor in an identical context, as it equally does not provide the foundations for the construction of an epilinguistic thought.

Almost four decades separate the first Law of Guidelines and Bases of National Education from the National Curriculum Parameters, and some events marked this transition. Under the guidance of grammarian Carlos Henrique da Rocha Lima, Colégio Pedro II reformed its curriculum in 1981. The space for grammar study was expanded, which impacted the objectives of native language teaching. For the first grade, equivalent to middle school, among other objectives, were adopted, "to adequately use the formal variant of the language in oral or written expression" (Brazil, 1981, p. 40)[6] and "to learn the basic mechanism of the language's grammatical structure" (Brazil, 1981, p. 40)[7]. For the second grade, the objectives were more closely tied to the grammatical component, considering that the student should "consolidate good linguistic habits, by understanding the social value of the formal modality of the language" (Brazil, 1981, p. 40)[8] and "master, with reasonable security, the grammatical structure of the language" (Brazil, 1981, p. 40)[9].

The comings and goings of the focus on grammatical studies in Basic Education have resulted in numerous positions. Back (1987), in response to the noted failure of mother tongue teaching, proposes a return to teaching-learning practices based on communication and expression situations, so that the grammatical counterpart of mother tongue study emerges endogenously, as a support to understanding these situations and how they are organized on the structural and socio-discursive levels.

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[6] "[U]tilizar adequadamente, na expressão oral ou escrita, a variante culta da língua" (Brasil, 1981, p. 40).
[7] "[A]prender o mecanismo básico da estrutura gramatical do idioma" (Brasil, 1981, p. 40).
[8] "[C]onsolidar bons hábitos linguísticos, pela compreensão da valorização social da modalidade culta da língua" (Brasil, 1981, p. 40).
[9] "[D]ominar, com razoável segurança, a estrutura gramatical do idioma" (Brasil, 1981, p. 40).

Reflecting on the construction of a native language teaching-learning method, Possenti (1996) argues in favor of abolishing curricula based solely on contributions from the grammatical tradition and its fictional standard norm; and suggests approaching native language teaching to the description of students' vernacular language[10]. Following Possenti (1996), Moura Neves (2011) bets on valuing real instances of vernacular language use as a teaching-learning strategy. The proposals of Travaglia (1996, 1998, 2002), in turn, interest us to a greater extent, as they assume an integration between grammar and discourse/text[11], thus instituting discourse/text as a product of grammar functioning mapped in its own terms.

In this article, we aim to highlight the possibility of integrating grammar-based and discourse/text-based teaching. For this, we will assume discursive semiotics studies as our discourse/text approach; and we will discuss, on one hand, how grammatical aspects can be transposed to text teaching and, on the other hand, how the teaching of grammatical concepts can emerge from discourse/text analysis. We seek to reinforce the necessary bidirectional approach between the two methodologies and their integration for efficient formal native language teaching.

DISCURSIVE SEMIOTICS AND THE GENERATIVE PATH

Discursive semiotics – also known as French semiotics – evolved from structuralist ethnolinguistic studies (Dosse, 1993). Believing that structural semantics (Greimas, 1976) exhibited inadequacies in its treatment of meaning, semioticians from the Paris School invested in a theory of meaning independent of individual lexical items and developed the hypothesis of an underlying structure to all and any processes of signification (Greimas; Courtés, 1989).

Loosely inspired by the Chomskyan hypothesis that the derivations of constituents and sentences result from combinatorial operations of lexical items in deep structures and, consequently, in surface structures (Bertrand, Estay Stange, 2014), discursive semiotics assumes that the process of meaning construction can be methodologically analyzed through the so-called generative path of signification (Bertrand, 2003).

This path, a methodological simulacrum of signification, denotes that meaning is constructed in levels, moving from the least to the most complex. At the first level of the path, the fundamental level, both basic semantic oppositions that organize the discourse/text and their thymic orientations, related to attractions and repulsions, as well as their axiological orientations, are established. For

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[10] We deliberately established a distinction between "mother tongue," referring to the attempt to apply the norms of the so-called educated urban standard in Portuguese language classes, and "vernacular language," which we attribute to the dialects and idiolects of the students.

[11] We must also mention Vieira's (2017) proposals regarding three axes for grammar teaching, which, unfortunately, make little progress compared to the discussions of other authors, especially those of Travaglia (1996) and Back (1987). Moreover, it is possible that, concerning the interactional and communicative aspects of grammar knowledge, they contain notable setbacks, which, due to scope limitations, we will not explore in this text.

instance, consider a religious text like the Apocalypse of the prophet John, where the basic opposition is the life versus death relationship: life, attractive and euphoric, confronts death, repulsive and dysphoric. Two concepts are then projected: non-life, which would consist of the state of those left on Earth after the rapture (negation of life, but not an affirmation of death); and non-death, which would correspond to the state of those whose names are written in the Book of Life, awaiting divine judgment (negation of death, but not an affirmation of life).

At the narrative level, the second level of the path, the fundamental oppositions and orientations of the previous level become parts of anthropomorphized schemes, where oppositions are invested, as values, in certain objects targeted by subjects. In the story of Rapunzel, for instance, the reunion with the prince is the condition that allows the young woman to move from a state of disjunction to a state of conjunction with freedom – which is euphoric, as opposed to oppression, which is dysphoric by nature. This is made possible through a narrative program that includes a stage of competence, where Rapunzel discovers how to descend from the tower that imprisons her, and a performance, where Rapunzel escapes and confronts her stepmother, actions positively sanctioned by her marriage to the prince. Both stages can also be represented through modalities, such as /want/ and /can/, which highlight the narrative outcomes and the passions of the subjects: the young woman desires to be free but cannot, a combination that generates passions, such as rebellion.

The discursive level, the third stage of the generative path of signification, is responsible for thematic, figurative, and actorial coverings; for temporalization and spatialization operations; and for a meta-operation that affects both operations, aspectualization. Themes and figures are coverings of the values and objects from the fundamental and narrative levels and outline the ideological direction of the discourse/text (Fiorin, 1998). Freedom, euphoric, can be indicated as a value object at the narrative level and thematized by the theme of entrepreneurship at the discursive level. In turn, the theme can be unfolded into various figures throughout a discourse/text (such as a small shop, an artisanal product, etc.) and lead to the appearance of multiple actors, coverings of the subjects from the narrative level, such as the ride-hailing driver, the manicurist, and the confectioner. Thus, an ideological direction towards free-market principles is perceived when constructing a discourse in which the pursuit of freedom is achieved through entrepreneurship, as evidenced in the stories of the driver who registers with a ride-hailing app, the confectioner who opens a bakery, and the manicurist who inaugurates her beauty salon.

These sets of elements are completed if a space and time specific to the utterance, which is internal to the discourse, are delineated. Temporalization is, therefore, the construction of time and the placement of the narrative level stages in a certain order, while spatialization refers to the construction of spaces present in an utterance. An excess of elements in space can generate effects of opulence or pollution, and an exact temporality constructs verisimilitude effects. Several aspects can

affect time and space, which will support more complex constructions of meaning (Gomes, 2018). Following the meritocratic anecdote of entrepreneurs, an opening of space can generate effects of growth, so that an expansion established in the utterance, such as a store's enlargement, makes the positive result more intense and more relevant; on the other hand, a deceleration of time intensifies the wait for freedom and reconfigures the discourse around the (secondary) value of perseverance.

GENERATIVE PATH AND ENUNCIATION

The three levels together construct the discourse, part of the content plane of text-enunciates. The discourse, in turn, is projected into the world as a text-enunciate, through its conjunction with an expression plane, a determined materiality that expresses such content – a discourse – in a process of semiosis (Fontanille, 2019). Thus, for discursive semiotics, it is possible to analyze content as the materiality of various expressions: a film, a song, a short story, a conversation, and other elements. Each material plane of expression has particularities and demands a proper understanding of this component for efficient analysis. For verbal discourses/texts, knowledge of the grammatical components of the language they use is fundamental, as these will materialize their expression. This conjunction of planes also constitutes a semiotic object that is shared among individuals, communicated between them, and signifies within broader systems, such as semiospheres and cultures (Lotman, 1979).

Starting from a communication device à la Jakobson (2007), the elements of communication can be read as formal positions, where the sender and receiver of the communication constitute actantial positions, with the sender occupying the position of Addresser and the receiver that of Addressee, and the message being the result of a specific action, the act of communication. For semiotics, communication is understood as an exchange in which the objects involved are enunciates. Thus, a subject, S1, gives another subject, S2, an enunciated object constructed in a specific language-code. However, this approach, typical of communication theory, causes certain problems for an immanent approach. With the development of the specific role played by enunciation, the presupposed instance of enunciate production inscribed in it by certain marks (Benveniste, 1989), semiotic studies have incorporated this device.

Language acts, producing texts, are understood by the theory through a narrative scheme inscribed in the enunciate itself, discernible through its construction operations. Thus, the presented enunciated object, as a plane of phenomenal manifestation, projects a structure in which the act of enunciating is taken as a performance by a subject, S1, the enunciator, subject to a sanction by a subject, S2, the enunciatee. This performance is, therefore, cognitive rather than pragmatic, as the enunciator-subject inscribes in the enunciated object the stages of their cognitive performance, mobilizing knowledge, beliefs, and values, defined as a persuasive act. The enunciatee, on the other

hand, positively or negatively sanctions this performance, reconstructing, through an interpretive act, the stages of the enunciator's cognitive performance and validating it (or not).
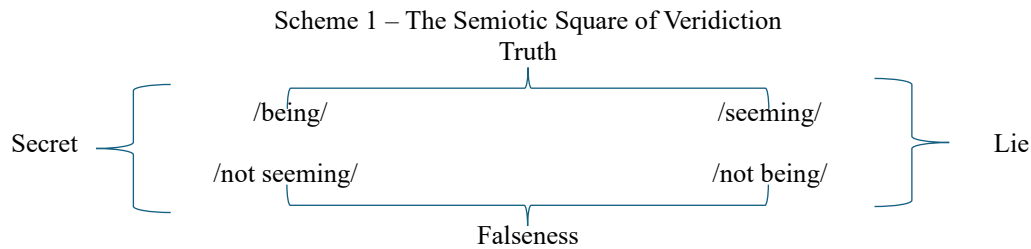
This interpretive act can follow two directions, as Greimas points out (Greimas, 1976). The first direction, the prospection, starts from reading the phenomenal plane, of appearance/manifestation, to recognizing a noumenal plane, of immanence/essence: fiduciary and veridictory relations thus delimit the aspects that constitute, in that specific universe, the being of truth, lie, secret, and falseness, a search for truth through the signs of truth. The second direction, the inferential act, starts from the recognition of a noumenal plane, of immanence/essence, and seeks the signs that, in the phenomenal plane, of appearance/manifestation, support this recognition: the relations thus start from the already established universe of knowledge and beliefs and the already assumed regimes of belief and trust, seeking in the manifestation the confirmation of these regimes.

ENUNCIATIVE CONTRACTS

For this plane to be established and for communicative exchange to function, it is necessary for the enunciator to recognize, in the enunciatee, a legitimate instance of sanction. The establishment of the bond that institutes the relationship between, on one side, the addresser-sanctioner and, on the other, the subject of the performance, is the fiduciary contract (Greimas; Courtes, 1989; Patte, 1986). The fiduciary contract thus accounts for the relationship established between the enunciator, in the position of the subject of performance, who offers an enunciate to be sanctioned, and the enunciatee, in the position of addresser-sanctioner, who receives the enunciate and "verifies" its validity. This sanction, of a cognitive order, occurs through an epistemic act.

The epistemic judgment is, as Greimas (2014) points out, a judgment of recognition and adequacy. Recognition, in this sense, pertains to two instances involved in the enunciative situation. First, it involves recognizing the enunciated object and the cognitive performance inscribed within it, the interpretation itself. Second, it also involves recognizing the ethos of the enunciator through a recognized projection in the enunciate, using various expedients that constitute the quasi-presence of an enunciator's profile, a sketch of identity (Discini, 2015, 2009). In this sense, the fiduciary contract, and the recognition it triggers in the cognitive sphere, presents two specific functions: belief, for the relationship between the enunciating subject and the enunciate, and trust, for the relationship established between the enunciatee and the enunciator's profile that they recognize (Landowski, 1992). Adequacy, in turn, pertains to the prospecting, starting from the plane of manifestation, of a plane of immanence (Greimas, 1976). This prospecting thus begins from the surface of the enunciate, its /seeming/, and leads to its immanent plane, its /being/. The dimension of the epistemic act dependent on the recognition of the enunciate and the cognitive performance inscribed within it, prospecting it, falls within the scope of the veridictory contract.

The veridictory contract can thus be interpreted through a square of veridictory modalities as follows.

Scheme 1 – The Semiotic Square of Veridiction

Truth

Secret

/being/   /seeming/

/not seeming/   /not being/   Lie

Falseness

Source: Adapted from Greimas and Courtes (1989).

The confrontation of the modalities, /being/ and /seeming/, establishes four metaterms that present themselves as veridictory regimes. These regimes are, in general terms, appropriate ways of establishing the relationship between the two planes. Truth, lie, falseness, and secret thus cease to be understood as transcendent issues to the enunciate, becoming constructed within the very game of enunciation, and can be understood as follows:

- Truth represents the modality where the enunciated content is recognized as true based on its alignment with accepted norms of truth, norms which are aligned with the acceptance of a regime of belief. Thus, there are, for French semiotics, forms of truth: scientific truth, common sense truth etc.

- Falseness represents the modality where the enunciated content is recognized as false, as it does not align with accepted norms of truth established in the communicative situation.

- Lie represents the modality where the enunciated content is true but may not necessarily be so. It deals with appearances and perceived authenticity, and the instituted relations by the enunciative contracts are broken - despite it seems true, the enunciatee-addresser do not recognize the truthiness of enunciator-addressee and/or the truthiness of the enunciate.

- Secret represents the modality where the enunciated content is false, though it may not necessarily be so. It involves appearances that suggest inauthenticity or falseness, despite an instituted and accepted, by the subjects of enunciation, regime of trueness by the fiduciary contract: a secret relies on intersubjective confidence more than objectivity, and there is no secret about X when everybody knows X.

The relationships among these modalities can be visualized in a semiotic square, illustrating the dynamic interplay between truth and falsity, both in their genuine and apparent forms. This tool helps to understand the epistemic judgments involved in the enunciation process, allowing for a

nuanced analysis of how content is perceived and sanctioned as true or false[12]. By projecting a profile, inscribing values, or presupposing knowledge, the enunciator selects modes of prospecting that are fulfilled as veridictory regimes in which the recognition and sanction, by the enunciatee, are realized. This differentiation is what allows distinguishing a fisherman's tale from a scientific truth or a news report (Barros, 2022), as their modes of construction direct them towards different regimes.

Enunciative contracts, which underpin singular occurrences of enunciates, delimiting genres of discourse as enunciative practices (Gomes, 2009), lead to the inference of appropriate regimes: in advance, the enunciatee assumes a fisherman's tale as a lie and a news report as truth, even though they may perceive verisimilitude in the fisherman's tale and a lack of coherence in the news report. It is, therefore, a highly tense balancing act that encompasses the entire functioning of interactions through texts, which have, as their cornerstone, grammatical resources that construct connections and images.

ANALYSIS EXAMPLES: GRAMMAR, TRUTHS, AND MEDIA BELIEF REGIMES

To demonstrate possibilities of integrating grammar study with discourse/text study in Portuguese language classes, we will briefly analyze two headlines and their respective leads published on the G1 news portal on June 15, 2024. We will consider these to constitute a whole meaning in verbal language that can be extracted from the report (or news) and viewed as a standalone piece. We will not delve into detailed comments about the nature of the headline and lead genres; nor will we understand them as components of the report genre, since isolating these elements is a widespread practice in media posts on social networks, which justifies their separation from other parts of their context.

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[12] There are further developments in veridiction modalities that grade the sense of truth into absolute truth, partial truth, etc. For more details, consult Lisboa Soares and Mancini (2022).

Haddad diz que não vai a Brasília dialogar, mas para se defender

O ministro da Fazenda se referia ao PL que equipara o aborto ao homicídio. Na quinta, ele afirmou que vai priorizar a revisão dos gastos públicos, após sofrer derrota no Congresso para tentar aumentar a arrecadação.

Por **Isabela Bolzani**, g1

15/06/2024 15h57 · Atualizado há 3 horas

Source: Prepared by the authors (2024).

We note that the headline is formed by a coordinated structure with an adversative value, so that the second clause of the sentence is given prominence over the first. The choice of verbs implies the presence of different subjects within the scene's structure: a subject who says something; a subject to whom something is said; a subject with whom dialogue occurs; and a subject from whom one defends oneself. These subjects, derived from the grammatical structure, are actorized, in the syntactic function of the subject of the verb "say," by the actor Haddad and the signature of the journalist, occupying the role of "person to whom it is said." The other subjects appear as positions to be inferred by the analyst.

The toponym "Brasília" serves a dual function: it spatially anchors the enunciate, creating an effect of verisimilitude and reality, but also, being a figure, concentrates the theme of politics. The "hidden" actors, thus, for coherence maintenance and isotopy preservation, are interpreted as actors in the political field: they are the politicians with whom dialogue occurs and the politicians from whom one defends oneself.

The emphasis on the verb "defend" in the grammatical structure establishes the presence of two narratives. In one, the subject follows the path of dialogue, an object endowed with certain value, but is prevented from participating in this dialogue, leaving only the pursuit of self-defense (perhaps of oneself?). The omission of the complement of the verb "defend" functions as a means to leave an anti-subject unexpressed, the center of another narrative in which dialogue is presented as a dysphoric object; and in which attack is a method of achieving a goal. It also serves to generalize the forms of actorization of this anti-subject: the attack can be interpreted as directed at either a specific

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[13] "Haddad diz que não vai a Brasília dialogar, mas para se defender".

politician or the entire political class. There is, therefore, a fundamental opposition between dialogue, euphorized, and belligerence.

On the other hand, the lead is a different development of the fundamental opposition between dialogue and belligerence, from which figures such as spending and revenue emerge, linked to public finances and politics, in harmony with the reconstruction of the actor Haddad as Minister of Finance, abortion, and homicide. The figurative noise causes a sense of estrangement by pointing to the fundamental opposition between life and death, not between dialogue and belligerence, which constructs the rest of the enunciate. Although it could be seen as a local incoherence, this dissonance reinforces the notion of a narrative contrary to the subject.

Thus, in the enunciate, the notion is constructed that the eruption of other themes contributes to preventing the subject's conjunction with their euphoric object, dialogue. The abrupt eruption is further marked if, considering the lexical items involved, we see that the second clause of the lead has "defeat" as the complement of the verb "suffer," which directly connects to the verb "defend": both present, as a common semantic base, the dispute between parties. Therefore, the first clause of the lead, renominating the actor Haddad as Minister of Finance, reinforces the effect of displacing themes that point to life versus death oppositions in the political field.

Traditional media texts appear, thus, inserted in a regime of truth, where the enunciatee of journalistic texts must assume such texts as true. The construction of a discursive imaginary is, in this sense, directed by the choices of journalistic texts and the hierarchies presented within them. By grammatically constructing a political actor as unable to achieve dialogue and focused on self-defense, the headline establishes an effect of reality in which the government appears to be a target of attacks on topics it does not address and/or does not consider pertinent. Thus, a constructed image of the government is revealed in which the priorities are, or should be, economic, and not related to topics on which the government defends itself.

Figure 2 – "More than half of the green areas that should serve as a barrier to floods on the Taquari River are deforested or occupied, says study"[14]

Mais da metade das áreas verdes que deveriam servir como barreira para cheias no Rio Taquari está desmatada ou ocupada, diz estudo

Segundo o levantamento, dos mais de 6 mil hectares de áreas de preservação permanente que ficam às margens dos 140 km do Rio Taquari, apenas 31% estão cobertos por florestas nativas.

Por Jornal Nacional
15/06/2024 20h50 · Atualizado há 44 minutos

Source: Prepared by the authors (2024).

In this headline, we find the opportunity to understand the distinction between passive and stative forms[15]. By constructing the sentence using the present indicative form of the verb "to be"

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[14] "Mais da metade das áreas verdes que deveriam servir como barreira para cheias no Rio Taquari está desmatada ou ocupada, diz estudo".

[15] In French semiotics, the distinction between passive and stative forms revolves around the concepts of action and state, often linked to how an action is perceived or described in a "/be/ enunciate" or a "/do/ enunciate." Here is an explanation of each form and their distinctions.

Passive Forms in French (as in many languages) focus on the action and the receiver of the action rather than the doer. The subject of the sentence is the one affected by the action. The typical construction involves a form of the verb "être" (to be) followed by a past participle and build the sense of a terminative state in the action suffered by the object or a statement of the state.

Characteristics

Emphasis on the Action: The focus is on what happens to the subject.

Action-Oriented: Indicates that an action has been performed on the subject.

Verb Structure: Formed with "être" + past participle.

Temporal Aspect: Often suggests a completed action.

Example: Le livre est lu par l'étudiant. (The book is read by the student.)

Here, the focus is on the action of reading that has been performed on the book.

Stative Forms describe a state or condition that the subject is in, often resulting from a previous action. The subject is in a certain state rather than undergoing an action now. In French, stative forms can also involve the verb "être" but the emphasis is on the state rather than the action.

Characteristics

Emphasis on the State: Focuses on the condition or state of the subject.

State-Oriented: Describes the subject's state or condition.

Verb Structure: Often involves "être" but emphasizes the resultant state rather than the action.

Temporal Aspect: Suggests a lasting condition or state.

Example:

Le livre est ouvert. (The book is open.)

Here, the focus is on the state of the book being open, not on the action of opening it.

Action vs. State

Passive: Emphasizes the action performed on the subject.

(estar), instead of using a past perfect form, it avoids an interpretation of the passage as a passive construction, which would imply an agent, thus forcing a stative interpretation. In this construction, there are no explicit actors present in the enunciate, only figures such as green areas and rivers, which frame the theme of preservation. However, the verbal roots of the forms "deforested" and "occupied" project a scene where subjects who performed the actions of deforesting and occupying are implied, selecting arguments whose fundamental semantic trait is humanity. These hidden actors are placed alongside the figures of deforestation and occupation, related to the theme of environmental destruction. The ensemble creates, at the discursive level, a fundamental opposition: nature versus culture. Even though there is an attempt to create an effect of non-agentivity, which would lead to a desensitization of human responsibility for the deforested and occupied states, a detailed grammatical analysis allows us to infer the underlying narrative of the headline through the mobilized themes, figures, and actors.

The narrative presents the human subject in search of a disjunction with nature and a conjunction with culture. The subject, therefore, is responsible for two actions: deforesting and occupying, which distance them from nature and bring them closer to culture. Overlapping this narrative, the operations of temporalization and spatialization anchor the enunciate in the present and link it to the flood situation in the state of Rio Grande do Sul. The disjunction with nature and the attempt to join culture are sanctioned negatively, stages that are not presented in the enunciate but can be accessed through intertextuality: the separation from nature through deforestation and occupation leads to the described disaster.

The attempt to desensitize responsibility continues in the lead, hiding the human actors who operate, as subjects, the defined actions. The survey, the result of a study by researchers, appears as a creation ex-nihilo, so the statements regarding deforestation and occupation of permanent preservation areas are clothed in an effect of factual observation, devoid of processuality. The enunciate, thus, has its space aspectualized by diminishment, resulting in a closure of preserved areas and a notion of urgency for the risk that natural spaces face. However, constructions devoid of actors

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Stative: Emphasizes the state or condition of the subject.
Passive: Focuses on what happens to the subject.
Stative: Focuses on the resultant state of the subject.
Temporal Aspect:
Passive: Often indicates a completed action.
Stative: Indicates a lasting state or condition.
Example Analysis
Passive: Le gâteau est mangé par les enfants. (The cake is eaten by the children.) – The action of eating is emphasized.
Stative: Le gâteau est mangé. (The cake is eaten.) – Can be interpreted as the cake being in the state of having been eaten, focusing on the resultant state rather than the action.
In summary, while passive forms highlight an action performed on a subject, stative forms highlight the condition or state of the subject resulting from an action. Understanding these distinctions helps in accurately interpreting and constructing sentences in French semiotics.

and agents counteract such an effect. Therefore, there is a failed attempt to hide responsibility since grammar (and language) reveals what is being hidden.

This concealment, thus linked to a belief regime that presents journalistic content as truthful, seeks to delimit a real scenario in which deforestation and occupation of preservation areas are timeless facts, so the current tragedies are events that could neither be avoided nor predicted. By investing in this occupation and relying on the enunciatee's acceptance, the analyzed journalistic discourse shows that the truth is the tragedies that were never foretold.

PRELIMINARY CONCLUSIONS

The analysis highlights that the dichotomy between grammar-based teaching and discourse/text-based teaching in Basic Education is unnecessary and detrimental to the comprehensive development of students. The history of education in Brazil, exemplified by the curriculum of Colégio Pedro II, shows that different disciplines can be harmonized in Portuguese language classes, focusing on the development of expression skills and competencies. The evolution of educational guidelines, from the 1961 Law of Guidelines and Bases of Education to the National Common Curricular Base, points to the need for native language teaching that combines grammatical reflection with instances of discourse/text use, so that working with the language at least awakens meaning in students.

The discursive semiotic approach offers a robust methodology for this integration, allowing grammatical aspects to be explored in the context of discourses/texts. Understanding the fundamental, narrative, and discursive levels of the generative path of signification can be, in the hands of teachers, a way to help students identify the construction of meanings and the contribution of grammatical structures in this process, fully understanding how possible and potential meanings are articulated and opposed. This method enriches the native language teaching-learning process with the relevant properties of grammar and discourse/text, catalyzing the development of students' epilinguistic awareness, enabling them to manage different languages and various meaning-construction procedures in everyday situations throughout their lives.

The analyzed examples demonstrate how genres of broad social circulation, such as headlines and leads, can serve as effective tools for the integrated teaching of grammar and discourse/text. Through a critical and detailed understanding of grammatical structures and their semantic and pragmatic effects, students can recognize and use verbal resources functionally and contextually appropriately. Instead of knowledge that merely prioritizes an encyclopedic accumulation of theoretical knowledge, the approach we outline converges into an operational teaching-learning process.

As we move towards concluding these reflections, we maintain that pedagogical proposals focused exclusively on one of the various facets of language—be it verbal or non-verbal — limit students' full understanding of the functionalities of their native language and how these functionalities translate into expressive possibilities. Balanced and integrated teaching thus promotes linguistic proficiency, revealing epilinguistic awareness in the socio-communicative situations students face both in and out of school contexts.

Finally, the integration of grammar and discourse/text teaching supports the current generation of students in responding to the communicative challenges of the 21st century, driven by the rapid exchange of information in increasingly shorter time limits. In an interconnected world mediated by digital technologies, the skills and competencies associated with the production and interpretation of multimodal and multisemiotic discourses/texts, correctly articulating grammatical elements, are more relevant than ever as pedagogical strategies. With a well-established theoretical framework, discursive semiotics is a promising alternative to address the historical discrepancies between grammar and discourse/text in native language teaching, contributing to the building of an education that truly proves to be linguistic (and semiotic, why not?).

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