

# The dialogical processes in the structure of the scientific research project in languages<sup>1</sup>

## Os processos dialógicos na concepção do projeto de investigação científica em línguas

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### ABSTRACT

Any structure of a given text entails the hypothesis of the enunciator's *locus*, which guides the composition of all his statements. Even so, the statements are carried out under the dialogical initiative of language as its constitutive and action principle. This article aims to analyze the dialogical relationships between the content of Portuguese language students' research projects and the respective theoretical frameworks, considering historical-cultural theory as its epistemological basis and the notions of discourse and text by Dominique Maingueneau and Mikhael Bakhtin, respectively. I used the interpretative approach as the main methodology, based on the quality of the acquaintances of meaning established in the researcher's relationship with the data (parts of texts extracted for analysis). As the main conclusion, the article utters that the dialogical processes that language students undertake in constructing the theoretical framework of their research result mainly from direct quotations to which all the argumentative strategies of the text are subordinated.

**Keywords:** Language; Enunciation; Dialogism.

### RESUMO

A construção de qualquer texto implica a assunção do posicionamento do enunciador que orienta a constituição dos enunciados. Ainda assim, os enunciados realizam-se sob o empreendimento dialógico da língua como seu princípio constitutivo e de ação. O presente artigo objetiva analisar as relações dialógicas entre o conteúdo dos projetos de investigação dos estudantes da língua portuguesa e os respetivos quadros teóricos, considerando a teoria histórico-cultural como sua base epistemológica e as noções de discurso e de texto de Dominique Maingueneau e Mikhael Bakhtin, respetivamente. A metodologia utilizada foi de carácter interpretativo, baseada na qualidade dos nexos de sentido instituídos na relação do investigador com os dados (partes de textos extraídos para a análise). O artigo conclui que os processamentos dialógicos que os estudantes de línguas empreendem na construção do quadro teórico de suas pesquisas resultam maioritariamente de citações diretas às quais ficam subordinadas todas as estratégias argumentativas do texto.

**Palavras-chave:** Língua; Discurso; Dialogismo.

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## 1 Setting the Context

The circumstance of this text integrates the higher educational didactics applied to language education, particularly to undergraduate courses in Portuguese at the Faculty of Education of the Universidade Licungo of Mozambique, where I teach the Curricular Unit named Culmination Work of the Course, hereinafter TCC, to students of the 4th year of the degree course in Portuguese language teaching.

The TCC discipline takes place in the last semester of the course. In fact, the inclusion of this subject in this semester aims to continue another subject named Method of Studies and Scientific Research (MEIC), taught in the 1st semester of the course from a practical and instrumental perspective. In the TCC discipline, the teacher guides and monitors the logic of the methodological construction techniques of students' scientific research projects in social and human sciences, within which the area of languages is included, helping them to understand how such an academic and scientific text is built.

According to the current curriculum plan, such a subject must be under the responsibility of a teacher with an academic degree of Doctor as it involves experiences in the scope of scientific research, publication and supervision of scientific research at various levels in the area of specialty.

The curriculum plan suggests, then, that these requirements constitute basic conditions for the expansion of the skills to be developed. The curricular plan provides these skills. It endorses that during the process the student is evaluated taking into account whether “applies the knowledge acquired to prepare a research scientific [and if] works with autonomy and responsibility in the preparation of scientific essays and other works of a scientific nature” (PLANO ANALÍTICO DE TRABALHO DE CULMINAÇÃO DE CURSO, 2023, the addition in square brackets is mine).

In the context of TCC teaching, I came across some characteristics of students related to the construction of the theoretical framework (literature review) of their proposals for scientific research pre-projects that, as a whole in the discursive corpus, indicate the incidence of noteworthy voices in

determining the meaning they liked to give to their proposals. In my opinion, these voices are important in the construction of the entire scientific discourse intended to legitimize the relevance of these work proposals. Especially because they undertake dialogical ways, within which relationships between their statements define certain positions in the entire discourse of their proponents.

In fact, these positions distinguish the general texture of the text which, intending to theoretically support the guiding thread of the discourse of the research project proposals, upright a specific discursive use in supporting the authentication and legitimization of the text, at various levels. They legitimate it by summoning statements of other texts, establishing relationships of meaning in the proposed texts based on statements from other texts (FIORIN, 2016).

Thus, this text aims to analyze the relationships between the contents of pre-research projects and the theoretical frameworks they propose for carrying out scientific research, based on the notions of Discourse Analysis by Dominique Maingueneau and the development of studies of dialogism in Bakhtin. I have to say that I use some of the notions of the historical-cultural theory as the “umbrella” of the construction of this article.

To achieve this goal, firstly I will identify the associations and reserves of the contents proposed in the pre-research projects *vis-à-vis* the theoretical-epistemological alignments I brought from the texts of the theoretical framework. Secondly, I discuss its dialogic purposes based on the research objects planned in the pre-projects, considering the value of the discursive statutes of the theoretical framework called for.

## **2 Ethical and Conceptual Foundation**

The conceptual framework of this article integrates substantially the dialectical unity of the linguistic and historical notion of text. The latter understood as transcending the bipolar vision of text-language and text-history,

treasuring the notion of speech in the interpretation of the proposals of language students' pre-research projects.

Under this understanding, and with the speech conveyed in the projects as the object of study, the ways in which the texts constructed by students overlap linguistically and historically. It is the overlap that unites these categories “through a specific enunciation device” (MAINGUEANEAU, 2007, p. 19), scientific speech. In this sense, language and its historicity are forms of constitution of language in which the quoting speech introduces a quoted speech in several ways.

To this end, the study of speech ultimately implies understanding the notion of speech as a notion of epistemic and disciplinary value that walks out on the positivity of language to embrace the subject and the situation as the center of its movements (discourse movement). Consequently, as an object of analysis, and as Eni Orlandi rightly claims, speech cannot be captured through content analysis procedures that start from the outside into the text. On the contrary, such procedures must “acknowledge this exteriority through the way the meanings work in the text, in its discursivity” (ORLANDI, 2007, p. 28).

To this extent, understanding the discursivity of a given text postulates that its discursive potential constitution, by vocation, is from a perspective of speech construction that does not disregard the notion of textuality. Alternatively, the awareness that the meaning it produces accommodates an “interpretation [that] derives from a speech that supports it, that provides it with significant reality” (ORLANDI, 2007, p. 52, the addition is ours).

Thus, it is possible to point out the discursiveness of the planned texts of the students if we recognize the notion of speech as “a social object whose specificity lies in the fact that its materiality is linguistic” (ORLANDI, 2007, p. 28). Which means that our intention to analyze the pre-projects of scientific research focusing on capturing the shaped speeches will force us to realize the speech as a notion of an intermediate zone between the text and the social place

it occupies, looking at what unites the textual organization to the communication situation that originates it (MAINGUENEAU, 2007).

Having said this, and from the point of view of the organization of the theoretical and methodological arrangement, this text typifies the notion of a scientific research project as an academic textual one that obeys a logical movement of structured speech. Its logical movement functions under the strategy of “redirecting text to text” as one of the relevant characteristics of its discursive model and the respective conditions of its production. That is this distinctive which discloses the fact that the relationships between the research project as an academic genre and the conditions of its construction are relationships intermediated by other discursive instances. For this reason, it entails a consistent theory of speech to converge to the ways of this mediation.

As a theoretical option, I select an understanding of Bakhtinian enunciation in which the language speaker, when carrying out an act or action using language, sees himself as obliged to mobilize the language “on his own” and, taking it as an instrument whose units until then are neutral, transform the language into speech. It is under this understanding that for Maingueneau this process of transforming language into speech places the speaker in the situation of “speaker through specific keys” (1983, p. 125) that constitute necessarily clues for capturing meaning (sign action = content) and the planned meaning. That is why the intention of this article is to use this belief of enunciation, focusing on the processes of its realization.

Due to the control of the processes of making the utterance (enunciation), I will carried out the criteria of modalization, distance and the criteria of the reported speech. The latter is comparable to Mikhael Bakhtin's notion of constitutive dialogism, which is explained by the strategy of “incorporation by the enunciator of the voice(s) of others into the utterance [which reveal] external and visible ways of showing other voices in speech” (FIORIN, 2016, p. 37, my addition) through specific forms, namely objectified speech and double-voiced speech. Seen from this point of view, the different forms of realization of

dialogism are ways through which the argumentative strategy is carried out in the research project proposals under analysis.

To carry out the study, I took the pre-research projects of students from the Faculty of Education of the Universidade Licungo -2023 as sources of information whose election criteria were, on the one hand, because they are located within the generic domain of the field of language studies, more specifically in Portuguese Language Teaching. On the other hand, due to the fact that exceptionally research projects in this meadow are characterized by a nature that peculiarly belongs to themselves: the incidence of an argumentative writing nature, which obliges students to produce texts whose speeches (utterances) will have to demand the utilization of the intertext (dialogue with other texts). Additionally, the choice of the criteria above has also to do with the idea that the selected research proposals deliver the possibility of analyzing the object I am proposing in this article, since they contain a significantly large physical extension in their theoretical framework of the investigation.

In this sense, I selected a class from the 4th year of the Portuguese language degree course made up of just ten (10) students, of which only two (02) fulfilled the requirements above. I named the selected proposals as Projects 1 and 2, coded as P1 and P2, respectively, and had preserved the identity of the names of the proponents. Instead of stating the titles of the thematic proposals of each of those selected, I interpreted their contents and purposes. Accordingly, I included the thematic content of P1 is in the branch of fictional studies (Literature) and based on the novel “O Fogo da Fala”, by Boaventura Cardoso; and the content of the P2 theme is related to the content of identity studies in literature and is based on the novel “Os oito maridos da Dona Luísa Michaela da Cruz”.

### **3 Meanings' Conception**

#### **3.1 Concept relationship – theoretical orientation of the proposals**

The content of P1 can be included in literature studies, a field of study of languages and cultures. Through the investigation, the proponent supports the idea whose content needs a reflection on how literature can be a device of noncompliance in the circumstances of the overpowering of black people in their own land to colonial commands, taking the example of the bitter colonial experience reported in the Angolan writer's novel Boaventura Cardoso. The planned general goal of the investigation witnesses this intention, which fundamentally seeks to understand the ways in which Boaventura Cardoso introduces the demonstration of resistance to oppression.

According to the proposal, the investigation highlights three levels of action, namely (1) recognition of the marks of resistance in the novel, (2) reporting of the ways in which resistance can be used to explain the type of sociocultural oppression suffered by the Angolan people, and (3) development of a reflection leading to the rescue and revaluation of Angolan literature. The analysis of the defense of the planned content for the theoretical-epistemological framework, designated in the text itself as “Theoretical Assumptions”, highlights four detailed discursive movements:

Firstly, I witness the set of an introduction of the rationality that leads over the structure of discursive movements in the forefront, the one the proponent considers as his own, with the categorical statement that Angolans would once again be interested in uplifting their culture, as if this statement could be a thesis or a starting point assertion. This proposition belongs to an author and taken as the starting point for the theoretical proposal for this pre-research project.

The second movement highlights the purpose of the text as it intends to analytical and synthetically explain the expression of resistance based on text extracts from the chosen novel. However, the proponent thinks that in order to make this survey it would lack evidence regarding the definition of the notion of short story. Perhaps the proponent had understood that the chosen proposal would have its generic outline in the short story.

Due to this understanding, he introduces some selected meanings of the short story according to the listed authors as a genre of narrative mode (REIS; LOPES, 2000), a small narrative in which there are few characters and minimally characterized (REIS, 2018) and as a narrative mode in Africa (AFONSO, 2004). I notice he considers that through this last one he sets up the conceptual matrix of ideas that are going to lead the reflection on Boaventura Cardoso's book, the frame of the proposal for the investigation.

In the third discursive movement, there is an anxiety to identifying the voices of speeches in Boaventura Cardoso's literature. This concern does not have a clear explanation for this interest. Even so, we seek, once again, to use Brait's (2017) definitions of free indirect speech, which are also not very clear in the concern.

I think that the efforts undertaken to reflect on the topic of voices have to do with the need to feed the perception of which voices would be predominant in Boaventura Cardoso's work. Which makes me understand that what would have made this concern difficult was perhaps the student's lack of theoretical and epistemic positioning or alignment as a proponent of his own pre-research project. As a task, it should be based on specialized literature, explaining how the story is seen as a form of resistance since there are no elements in the text that would direct the theoretical discussion in this direction. Instead, we see a reference to the writer Boaventura Cardoso as a proponent of action against colonialism without any justification in this regard.

According to my analysis regarding this proposal, two important aspects arise: this proposal is about a rich and relevant intent for the investigation of languages in literature specialized branch. However, some false theoretical assumptions have betrayed its richness and relevance.

Let me explain: instead of the theorization of the topic based on colonial and/or post-colonial literature in Africa, which I consider as its conceptual matrix of choice and for which there are several studies and publications, the conceptual elaboration of the proposal is limited to common sense and has set some narrow-minded conclusions about the writings of Boaventura Cardoso. In addition, I find



out the invisibility of the proponent's position in relation to his theoretical conviction about the concept and framing of the notion of resistance in literature; there is no any sort of determination of the extent to which the concept of literature can institute an input to studies of this nature.

In relation to P2, the nature of the proposed topic fits the literature studies through issues of women's cultural identity. The chapter's name is "Theoretical Assumptions" in which, as I did with the proposal above, I also notice its ambition has to do with the need to seek an understanding of how black women are culturally embodied in the novel "Os oito maridos da dona Luísa M. Cruz".

The theoretical debate on this subject makes up some inspiring discursive movements. To which the student agrees, the first one starts with the statement that cultural identity studies are born at the Center for Contemporary Cultural Studies (CCCS) without any sort of elements for that statement, such as, for example, the date, place and purposes of the initiative. Instead, the first part of the text focuses on the importance of this typology of studies for understanding and battling both the oppression and historical inequalities that black women would suffer. Focus also on the development of such a hypothetical statement occupies a relatively significant extension. However, both statement do not have any reference to the literature that conveys.

The proposal continues, in the second movement, with an attempt to systematize the notion of cultural identity, its location in the colonial era and an attempt to build a reflection on how the identity process occurs in black women. The assessment made of the notion of cultural identity results from the ideas of some authors as the background of experiences and construction of meanings of a people, the way in which people face the world and, as a result, position themselves. In this sense, language is meant to be a creative element of identity.

Additionally, it is stated that the type of food people eat constitutes one of the defining elements of cultural identity. The list is so long and it is possible to grasp some aspects associated with it such as notions of culture, the relationship

between individuals and their own organism, the ways in which people recognize themselves or they are recognized in their own environment throughout historical and social conditions.

The third moment introduces an exposition on cultural identity as located in the colonial period. Some aspects of this exhibition point out how different cultures reflect the culture of colonial dominance through different devices, such as the denial of particular history and policies, the absorption of some groups by others, the adaptation of indigenous people to the new reality to which they are subjected, being born a new symbolic and discursive production.

In the fourth movement, there is a sense that points out how a black woman's identity process would be held, even starting from a comparative approach with white women, referring the discussion to historical factors. Stating that any cultural configuration has its conception based on the concept of the differentiation of color of people, the mixture of cultures and peoples, even with the colonizer, makes inevitable the assumption of other identities. It is under this understanding that Brito; Silva and Sousa's (2013) quote states that black identities cannot be seen in a single way, highlighting the idea that they result from a combination of multiple factors.

In this way, the text flows in this direction with the summoning of several authors in the process of construction of the cultural identity as black women, and culminates with the idea that the construction of cultural identity obeys social and historical dynamics that cannot be viewed unilaterally.

Having exposed the four movements, I see that generally the mentioned pre-project has "legs" to constitute a scientific research project because there is a discussion on issues linked to identity and culture, a discussion linked to a theorization of these concepts to support the notion of cultural identity. However, there is a very large gap between the theoretical work and the goals set for the investigation. These goals, besides being confusing, do not specify what should truly be done to investigate the ambitious research problem. Which means that there is no theoretical and conceptual relationship between the content and the theoretical framework of the proposal.

### 3.2 Dialogical Strategies of Proposals for Scientific Research

In this part of the article, I analyze the usefulness of the dialogical procedures of the students' pre-projects. To do that, I align them with the concept of dialogism from Bakhtin's perspective (a. Principle through which the statement is constituted, b. Compositional form of the statement and c. Principle through which the individual constitutes himself and acts) and with the enunciation processes held by Maingueneau with a focus on the notions of intertext and modalization.

In P1, we notice the predominance of utilization of the compositional form of the utterance, that is, of the speech where construction of meaning uses strategies that refer to other texts. For the analysis purposes, I selected two dialogic procedures:

- (1) The colonialists were forced to realize that they could not control the entire cultural field. This is why young political leaders almost all started out as writers: before moving on to practice, they were forced to write the theory of possible practice. Writing, as the Cape Verdean Claridade group did, for example, but especially the Angolan Message group, was already fighting (MARGARIDO, 1980, p. 21) and
- (2) The construction of a nationalist consciousness, contributing to resistance and the anti-colonial struggle (ALVES, 2013, P. 1).

The first quote is a direct one and has to do with the cited author's understanding of the role of literature in confronting colonialism. On this basis, it would perform the function of proof that literature truly has this vocation if there was a previous argument that led to this meaning. That is not the case. Perhaps another functional alternative to this quote would be if it had been placed as an epigraph that would function as a general alignment of the discourse that would guide the entire theoretical framework.

Lacking at least these two elements, this quote not only lacks framing but also, more than being an external speech to the citing statement, it becomes itself the citing speech in which the other's point of view is assumed as truth in the new text replacing the empty of what would institute the backbone of the citing statement.

The case of the second quote, the situation is clearly noticeable in that it is involved as an “authority quote”. That is to say, the value it carries on comes from the standing of the personality who utters it. Which makes the enunciator identify himself on him. I must mention that I cannot ignore, even if these are isolated cases, the presence of direct quotations that operate, sometimes, as a definition of a concept and, at other times, as mechanisms for identifying the attributions that shape them.

I should also not ignore that there are also evidences of the use of indirect forms of citation that allow the text a relative interpretative and argumentative autonomy from its proponent. However, both the interpretation and the arguments made lead me to state that they seem to be restricted only to the cited speech, which reduces the dialogical ability with which the text can be expanded.

The “Theoretical Assumptions” of the case P2 do not expose clear and coherently the dialogical function of its text. The reasons I find for this statement is that the entire first part (cultural identity in the representation of black women) is made up of much dispersed statements held by the student on the topic that he himself proposes to investigate. Such statements establish, at least initially, inconsistent speeches about the planned object of investigation itself (how black women culturally recognize themselves).

I point out some established speeches in the text. The first one is the meaning that cultural studies are fundamental in combating stereotypes and promoting inclusion and equality. Secondly, is the speech that makes us to understand that the study of black women's identity falls within this general framework with the need to study it to understand and combat the historical oppression and inequalities that they suffer in their daily lives. Moreover,

the last one has the sagacity that through research, the value of black women will allow an adequate social representation in the media, academia, etc.

Set in this way, the above speeches not only do not have an internal articulation but also, when analyzed from the point of view of their enunciative set, they do not establish any type of internal meaning relationship. This is where the analysis becomes more interesting when these speeches are seen from the viewpoint of the functioning of language in Bakhtin, which makes it clear that “all utterances in the communication process, regardless of their dimension, are dialogical” (FIORIN, 2016, p. 23). The question that remains is the following one: if the dimensions of the identified speeches above are not clear, how can those speeches be said that they are still dialogical?

I think that in this case, the available solution to me is to consider the event of two basic opinions in such speeches, which can help us to define the voice of the enunciator and “the one in opposition to which he constructs himself” (FIORIN, 2016, p 27). It also seems to me that the enunciator's voice is not clear due to the lack of general theorization of cultural studies. From the identified speeches, those to which the enunciator opposes, I must accept them in the following standings: If, on the one hand, they defend the black women inclusion and equality, this means that we are facing anti-racist speech. On the other hand, if you want to understand and combat the oppression of black women, I believe that you oppose exploitation, colonialism, discrimination, etc. In this context, such speeches should dialogue with studies related to (de)coloniality as an entry point for the theoretical assessment of their research proposal. In this sense, they would be facing an anti-colonial speech.

Thus, I notice that this proposal discusses the concept of cultural identity, begun by the etymology of the notion of identity. In addition, on this basis, I also notice that there is a very significant effort to make a kind of “argument by implication”, that is, if the notion of identity designates “everything that is identical”, then talking about cultural identity has to do with addressing everything that is identical with culture.

Thus, I mention what would characterize the notion of culture, among several notions listed by the authors that the proponent calls for his theoretical framework, there are two main aspects such as signs and the recognition of the subject guided by the historical and social conditions of survival. These are notions that will lighten the theorization of what cultural identity was like in the colonial period and the understanding of how black women would identify themselves culturally.

To discuss colonial cultural identity, the proponent turns to several authors who restate that such a concept relates to the denial of particular history and politics. This source becomes possible through argumentation by implication regarding this conception, while recognizing that, in addition to being different, colonial cultural identities are based on the processes of subordination of black people to the social and cultural traits of the colonizer. This way of speech construction prevails until the end of the text.

The analysis on P2 reveals that it is important to state that the construction of arguments by implication is a task that requires not only a comparative approach to the supposed and targeted content. It also fundamentally requires an ability that makes it possible to confront voices in veiled or clear controversy, taking into account the object that gives rise to the discussion. Which is not highlighted in this proposal.

In both analyzed pre-projects, the proponents' ways of faithfulness to their speeches (support of the thesis or object of study) are not evident when analyzing certain linguistic-discursive qualities or marks they attribute themselves to their statements in the text. This means that modalization, as an instrument of textual production, appears as a necessary and fundamental instrument to take into account when designing processes of scientific research projects, whether at the undergraduate or postgraduate level.

#### **4 Some Final Comments**

This article sought to answer a question I made for myself about what relationships are established among the content and the theoretical

framework of the students' pre-projects. To this end, the article has investigated a possible approximation or the distance between the content and the theoretical framework of the pre-projects, and the dialogic procedures experienced for this approximation/distance between the proposed content and its theoretical framework.

In relation to the first point of analysis (content/theoretical framework relationship), I verified the point of view that motivates the intention to carry out the investigation cannot be sustained either as a guiding thread or as a supposed thesis to be shielded, although the richness and relevance of their contents. The lack of support is due to the fact that those proposals do not have an acceptable theoretical assumption; on the other hand, they do not reveal the theoretical and epistemological positioning of their proponents in relation to the content they intend to investigate.

Consequently, we cannot state the existence of any approximation or distancing. There is a void in the sense that the relationship between the content and the corresponding theoretical framework is a relationship of mutual elimination. The shared dismissal between the content and the theoretical framework makes its dialogic actions mostly tied to direct citation procedures in the structure, interpretation and argumentation of the text of the theoretical framework. This characteristic makes the expansion of the text reduced and concentrated on definitions of concepts, failing to articulate them with the object that motivates the investigation.

Due to this state of affairs, I conclude the following: by privileging direct quotation as a chosen dialogical procedure, we testify the dregs of an important desire to construct the text based on the relationships of meaning that arise from argumentation by implication. This strategy ensures the growth of the theoretical framework, at least based on the interpretation of the quoted passage above.

Based on these conclusions, one can ask what relationship they have with historical-cultural psychology. I would answer the way we conceive scientific research projects has to do with the ways in which this academic

genre is understood. We can associate these forms to the purposes and activities that students are looking for. Such practices result from the need of the students to modify their thinking from the notion of a scientific research project to its concept. In other words, “Without thinking in concepts, human beings’ awareness of reality is impossible” (FACCI, 2010, p. 128). Awareness is the main condition for understanding the relationship between learning and development.

The context of higher education in Mozambique is a context in which it is so difficult to understand the purpose of teacher education as a humanizing action. The reason for this difficulty lies in the fact that the established relationships in the teaching and learning process are a reflection of relationships in a capitalist society, where the market economy rules everything. Within these relationships, market laws determine the activities of the student and teacher. In addition, the teaching and learning process do not force the student to develop their intellectual skills. Instead, teaching and learning process transforms its specificity (the development of intellectual skills) into an activity aligned on a neoliberal political economy whose economic competitiveness is the overheard voice.

At this time, knowledge moves from the sense of developing intellectual skills to the sense that it must constitute a “strategic response [...] to the problems posed by economic globalization [...] by defining the place that individuals will go occupy in production and also responsible for resolving the employment crisis” (FACCI, 2010, p. 124). I leave open, but obvious, the meaning and purposes attributed to this school discipline as an academic sort through which we comprehend the reality.

## Los procesos dialógicos en la estructura del proyecto de investigación científica en lenguas

### RESUMEN

La construcción de cualquier texto implica la asunción de la posición del enunciador, que guía la constitución de los enunciados. Aun así, los enunciados se realizan bajo la empresa



dialógica del lenguaje como su principio constitutivo y de acción. Este artículo pretende analizar las relaciones dialógicas entre el contenido de los proyectos de investigación de los estudiantes de lengua portuguesa y los respectivos marcos teóricos, considerando la teoría histórico-cultural como su base epistemológica y las nociones de discurso y texto de Dominique Maingueneau y Mikhael Bakhtin, respectivamente. La metodología utilizada fue interpretativa, basada en la calidad de los vínculos de significado establecidos en la relación del investigador con los datos (partes de textos extraídas para el análisis). El artículo concluye que los procesos dialógicos que emprenden los estudiantes de idiomas al construir el marco teórico de su investigación son, en su mayoría, el resultado de citas directas a las que se subordinan todas las estrategias argumentativas del texto.

**Palabras clave:** La lengua; Discurso; Dialogismo.

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Received in February 2024.

Approved in February 2024