EDITORIAL

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LEXICAL STUDIES IN FOCUS*

1 Some considerations about lexical studies

> One word sleeps in the shadow / of a rare book./ How to di-
> senchant it? / It is the password of life / the password of the
> world./ I will look for it.
> I will look for it all my life / worldwide. / If the meeting is
> delayed, if not, / not discouraged, /
> I always look for.
> I always look for, and my search / will be /
> my word.
>
> *Magic word*, Carlos Drummond de Andrade

In the description and linguistic analysis of a text, not only the expression of values but also socio-historical positions should be the focus of the researcher. Extra linguistic elements such as the situation, the context, and the assumed social roles reveal not only discursive intentionality, but also ideological values. It is the

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different effects of produced meaning, revealed by the lexical choices, which show the author's intention and his positioning in the context.

Expressiveness "arises from the point of contact of the word with concrete reality and in the conditions of a real situation, whose contact is made by the individual utterance" (BAKHTIN, 2003, p. 294).

Since the lexicon is the organized set of signs for the categorization and naming of reality – even though it has an imprecise limit – it is responsible for the associations of meanings, the retrieval of values, the expansion and reorganization of meanings (CARDOSO, 2018).

Hence, the lexical composite reflects both the changes in social and linguistic systems in which cultural facts served by lexical uses and the facts of language that are defined by cultural events reside. Biderman states that:

> The lexicon of any language constitutes a vast universe of inaccurate and undefined boundaries. It covers the whole conceptual universe of this language. Any lexical system is the sum of all the accumulated experience of a society and the collection of its culture through the ages. The members of this society function as subject agents in the process of perpetuation and continuous reworking of the lexicon of their language (1978, p. 139).

To Vilela,

> The lexicon is the most dynamic language subsystem, because it is the most directly element called upon to linguistically configure what is new, and it is in this that all political, economic, social, and cultural or scientific changes or innovations are most clearly and immediately reflected (1994, p. 14).

The lexicon is "heritage of the linguistic community" (BIDERMAM, 1978, p. 139), and it is the users of the language who are responsible for all the language transformations. They create new words, keep existing words, or change their meaning.

When it comes to the creative use of the lexicon, the exploration of meanings in an original way allows a word to have its semantic field expanded or even modified. Referential (denotative, conceptual) meaning can give rise to non-referential (connotative, stylistic, emotive) meaning. According to Antunes (2012, p. 28):

"The lexicon thus corresponds to the inventory of the linguistic items with which we express these cognitive categories and subcategories".

If behind a lexeme it is possible to distinguish a conceptual meaning, where one perceives a direct reference to reality, on the other, it is possible to find connotative meanings in a reference to the speaker's attitudes and / or feelings.

For Coseriu (1958) the general motivation for linguistic change is the expressive (and communicative) purpose of speakers. Social transformations, the emergence of new inventions and concepts make neologisms relate not only to the transformations of language, but above all, to the evolution of knowledge. Undoubtedly, neologisms are closely related to the social context in which they were created. According to Guiraud (1978, p. 23), "words guard the reflection of the things they designate or the environments in which they are employed." Each state of the language has testimonial words or neologisms corresponding to new notions of reality that arise within the community at a given historical moment. For this reason, they argue that neologisms reveal the ideologies and worldviews of language speakers.

In this issue, *Linha d'Água* invites all those interested to dive into the riches of the lexical universe and see their relations with discourse, be it literary, advertising or journalistic, with neology, with etymology, with teaching. The nine articles in this issue reflect research findings and make a major contribution to lexical studies.

2 The lexical studies in *Linha d'Água*

The articles that make up this issue of *Linha d'Água* journal focus on the lexicon in its most different interfaces: neology, semantics, stylistics, etymology, teaching. Thirteen researchers from foreign (Portugal, Spain, Angola) and Brazilian (Sao Paulo, Rio de Janeiro, Mato Grosso do Sul, Ceará and Pará) institutions present the results of their research, taking into consideration the importance of lexical studies applied in different genres, discursive and also in teaching. Geographic pluralities establish a convergent dialogue in this issue that highlights the importance of the word.

The main resource that languages use to broaden the lexicon is the formation of words from pre-existing words and / or morphemes. The processes of word

formation, according to Basilio (1987, p. 65), can perform two functions, semantic and syntactic, to which, as appropriate, a discursive function can be added.

Forming words to name beings or objects, new cultural facts and natural phenomena is, for Sandmann (1992), a very common fact of linguistic activity. In such cases, it would be possible to speak of a semantic function of word formation processes. When a process operates a change of word class (from verb to noun, or adjective, for example), the syntactic function is present. It is noteworthy that one does not exclude the other. However, one cannot deny that many words formed in the language meet expressive needs. Then it comes to the discursive function that, for the author, has "the function of expressing subjective aspects of the sender in relation to the content of what is communicated and the function of discursive adequacy" (1992, p. 23).

Neologisms are both a manifestation of the evolution of language and the evolution of knowledge that happen at an extremely fast pace. Maria Teresa Rijo da Fonseca Lino, professor at the New University of Lisbon (Portugal), presents in the article "Neology and Neonymia in Portuguese Language" some reflections on the identification and delimitation criteria of both common language neologisms and neonisms (scientific neologisms and technicians). The concept of "neological feeling", says the researcher, is fundamental today as a criterion for identifying neologisms and neonyms. In her article, she highlights the importance of Corpus Linguistics methodologies and hypertexts in the semi-automatic treatment of corpora for the extraction of neologisms, pointing out the importance of the creation of Neology Observatories that allow the observation and comparison of language neology phenomena. Portuguese in several countries.

Presenting a reflection on Portuguese neology in Angola, José Cambuta, a professor at the Catholic Higher Polytechnic Institute of Huambo (Angola), comments on Portuguese language teaching in a plurilingual and multicultural country in the text entitled "The 'didactization' of neology of Portuguese". When researching the linguistic behavior of Portuguese in contact with the Umbundu language, the author verifies how it is possible to bring to the school context the teaching of neology as a complementary component to the teaching of grammar. With the "didactization" of neology, Cambuta shows that students acquire linguistic awareness when "they show metalinguistic abilities, since they already assume a distanced and non-holistic perspective of language knowledge"

(DUARTE, 2010, p. 12). It is the linguistic awareness that leads to the linguistic competence that represents for the student the highest stage in the manipulation, reflection and critical judgment and production of more specialized statements, says the researcher.

Also focusing on the teaching of the lexicon, Beatriz Daruj Gil, a researcher at the University of São Paulo, shows, based on Richards's (1976) assumptions about what it is to know a word, that the study of the lexicon involves a multidimensional knowledge of which grammatical, semantic and discursive aspects of lexical unity are part. It is up to the teacher to explore semantic aspects of the lexicon that contribute to the student's ability to use it, especially through associative networks, polysemy and parasynonymy. The author presents in her article "Exploration of associative networks in the teaching of the lexicon", a set of activities about lexicon proposed by teachers of basic education, participants of an extension course at the University of São Paulo.

Reflecting on the learning by "novice speakers" of a non-native language, Valéria Gil Condé, professor at the University of São Paulo; Ana Alicia Manso Flores, doctoral student at the University of Extremadura (Spain) and Priscila Vasconcelos Silva, masters' student at the University of São Paulo, address pedagogical policies and approaches focused on the linguistic insertion of the subject, aiming at their school and social success. Starting from the linguistic diversity in the classes, focusing on the lexicon, the researchers discuss a practical case that took place in the secondary school of the locality of Burela (Galicia, Spain), verifying the possibilities of incorporating this conception in the Brazilian teaching scope, so that cultic versus oral dichotomy is not synonymous with social stigmatization.

Lexical renewal in media language is approached by André Crim Valente, from Rio de Janeiro State University. Seeking the integration between lexicon and discourse, the UERJ researcher points out, in the article "Semantic-discursive aspects of the lexical renewal at the time of *Lava Jato* and Bolsonaro government" that the current political moment has enabled the creation of neologisms that show that even an arid area such as politics can be fertile for lexical creativity. Introducing the different types of lexical creations, the author presents examples of formal and semantic neologisms that relate to the Lava Jato operation and the Bolsonaro government.

Alessandra Ferreira Ignez and Eliana Maria Azevedo Roda Pessoa Ferreira, from the Federal Institute of São Paulo, present examples of creative lexical

substitutions in the article "Vocabulary exchange: humor and expressiveness in Hortifruti (a kind of Brazilian greengrocer) advertisements", which addresses lexical choice in advertising discourse. The multimodal texts analysed prioritize the playful aspects, exploring the game of ideas and words. They appeal to the memory and the reader / consumer repertoire, which includes the parodies and intertextual jokes of Hortifruti advertising campaigns. The authors analyse the corpus selected in the light of Lexical Stylistics, which deals with the expressiveness of words.

The literary discourse is the object of analysis by Vicente de Paula da Silva Martins and Márton Tamás Gémes, researchers linked to the Vale do Acaraú State University (Ceará). Jorge Amado's article entitled "Idioculturemas in Capitães da Areia (1937)" aims to analyze the writer's lexical choices, considering that the language used by Jorge Amado is a reflection of the interaction between society, language, literature and culture. Assuming that the so-called culturemas – usually expressed in units of the lexicon or lexies of various levels (complex, compound and simple) – are part of the linguistic-cultural heritage, it is verified in the article how these words and expressions chosen by Jorge Amado are important in determining the features and sociocultural construction of the universe described in the novel.

Sandra Mina Takakura presents the journal with the poetic work of Arnaldo Antunes. In her text "The tension between light and shadow: a study of conceptual blends in Luzcrita, the intermediate works of Arnaldo Antunes", the researcher at the State University of Pará studies the metaphors used by the poet in a small selection of works by exhibition titled Lights (2013-). Through the complex and plurisignificant metaphors that allow us to think of merges of concepts, we explore the effects of genericity, proposed by Adam and Heidmann (2004), which make it possible to identify the poetic and artistic traits in the works. Considering literature and art as distinct media, it is pointed in the text both the hybridism of productions through the intermediary of Rajewsky (2012) and Clüver (2006; 2008), as well as the notion of conceptual merge of Fauconnier and Turner (2002).

Finally, etymology is the focus of the article by Bruno Maroneze, professor at the Federal University of Grande Dourados (Mato Grosso do Sul). The researcher, in "The history of the petal: etymology of a scientific term", describes the diachrony of the word petal, a term of botany that presents two competing

forms in Portuguese: petal (female) and petal (male). Based on theoretical and methodological concepts of Etymology, the article presents four hypotheses for the existence of both forms in Portuguese: the feminine originated from the Latin plural; the influence of leaf females; the influence of the adjective appetite on the feminine form; and the influence in Portuguese of other languages in which gender oscillation also occurs.

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The journal has expert judges from the Editorial Board ad hoc and a body of Portuguese-language reviewers of excellence, which guarantees its high quality. It also has the translation review work, performed by Professor Roseli Serra, from the Catholic University of Pernambuco.

With this issue of *Linha d'Água*, the Editorial Board seeks to internationalize the journal, as it has articles by authors from different foreign universities, seeking to respond to the demands of the University of São Paulo and international agencies. Thus, the journal becomes an open space for publications related to studies of the Portuguese language, linguistic-discursive studies and their relationship with teaching, maintaining a constant dialogue with research conducted in Brazil and abroad.

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