Dissemination/popularization of Linguistic Science

We begin this dossier, titled ***Dissemination/Popularization of Linguistic Science***, with the certainty that we have provoked — and will continue to provoke — a shift in reflections among linguists regarding their scientific work and the aspects related to the dissemination/popularization of this work. When it comes to the relationship/interaction between science and society, Rocha and Oliveira (2019) emphasize the challenge of scientific knowledge reaching the general public, given scientists' preference for dialogue among peers. From this impasse emerged our interest in addressing the issue surrounding the lack of social recognition of the scientific nature of Linguistics, a problem that may be related to the gap between linguistic science and society, between specialists and non-specialists — that is, the lack of scientific dissemination/popularization, especially in fields of knowledge that are generally not understood by the public as scientific, as is the case with linguistic science itself.

In truth, a science is only socially understood as such if it is disseminated/popularized — in other words, if it is accessed by people and incorporated into daily life in a dialogic, responsive, and active manner (Sousa, 2022, 2025). In this direction, one could say that, at present, linguistic science occupies a peripheral place in terms of social awareness of what constitutes science, and, for this reason, it represents a scientific field that is both political and politicized. Given this context, it is relevant to problematize the inclusion of Linguistics within the scope of scientific dissemination/popularization practices, asking: how is the theoretical and practical dissemination/popularization of Linguistics characterized? What practices can effectively contribute to this purpose?

In this sense, the six articles gathered here engage with the practices of disseminating/popularizing Linguistics, addressing various theoretical and practical aspects. They focus on projects related to dissemination/popularization, as well as mapping and reflections on the profiles and role of the disseminator in the Brazilian context and even analyses of text genres and media used in these efforts.

The first article, titled ***Systematic Literature Mapping: Research on Scientific Dissemination in the Field of Linguistics***, authored by Daisy Ueda, Eliana Merlin Deganutti de Barros, and Vera Lúcia Lopes Cristovão (*Universidade Estadual de Londrina - UEL*), conducts a systematic literature mapping focused on research about scientific dissemination in Linguistics, using the Capes Theses and Dissertations Database as a source. The study aims to answer the following questions: "1) Does the research address scientific dissemination (SD), science journalism (SJ), or another type of science popularization? 2) Does it differentiate between these concepts? 3) Is it linked to a master's or doctoral program?". The mapping covers the period from 2020 to 2024 and prioritizes research with the keyword "scientific dissemination" or similar in the title. As a result, the authors highlight the recurrence of research analyzing objects belonging to science journalism and new practices of science popularization, such as the mediatization of science by expert influencers.

The second article, authored by Vitor Hochsprung and Luciana Sanchez Mendes (*Universidade Federal de Santa Catarina - UFSC* and *Universidade Federal Fluminense - UFF*), ***The Scientific Dissemination of Grammatical Studies of Indigenous Languages and Its Contribution to Metalinguistic Awareness***, seeks to demonstrate how the scientific dissemination of grammatical studies of indigenous languages can contribute to the development of metalinguistic awareness among Portuguese speakers in their native language. Initially, the authors contextualize the study of indigenous languages by presenting grammatical data from four languages: Makuxi (Carib), Kaingang (Macro-Jê), Ticuna (isolate), and Karitiana (Tupi), focusing on aspects of phonology, morphology, syntax, and semantics. Subsequently, they discuss scientific dissemination in the Brazilian context, proposing the development of metalinguistic awareness as a strategy for scientific dissemination in Linguistics, using indigenous languages as tools for popularization. The authors advocate for a work agenda focused on the popularization of Linguistics and the training of disseminators across the country. They illustrate how working with indigenous languages to develop metalinguistic awareness among Portuguese speakers can contribute to the scientific literacy of the population, particularly in educational contexts related to writing.

The third article, ***Between Common Sense and Linguistic Science: A Technodiscursive Analysis of User Comments on an Instagram Post by Leandro Karnal About Linguistic Changes***, authored by Daiana Campani, Stéfany Pinheiro (*Faculdades Integradas de Taquara e Fundação*

Liberato - FACCAT), and Eduardo Paré Glück (*Universidade Federal do Rio Grande do Sul - UFRGS*), employs categories from Digital Discourse Analysis (DDA) at the morpholexical, enunciative, discursive, and semiodiscursive levels to analyze user comments on an Instagram post by writer Leandro Karnal. The post addresses what Karnal calls the "death" of the Portuguese language due to linguistic changes in Brazilian Portuguese and new forms of digital-native writing. The results reveal that most comments agree with the post, which, according to the authors, aligns more with a common-sense view of language than with the contributions of linguistic science. The authors also emphasize the need for greater dissemination of linguistic research to foster dialogue between experts and society.

The fourth article, ***Linguistically Speaking: The Dissemination/Popularization of Linguistic Knowledge***, by Juliana Marcelino Silva and Tiago Felinto (*Universidade Federal da Paraíba - UFPB*), aims to understand the content and perspectives of scientific dissemination in posts from the Instagram profile *Linguisticamente Falando* (*@linguisticamentefalando*). The authors analyze four out of thirty collected posts, applying theoretical-methodological frameworks developed by Bueno (1984), Hochsprung (2023), Motta-Roth (2009), and Zamboni (2001). They identify and describe three analytical categories: scientific dissemination for non-specialists, intrapair scientific dissemination, and extrapair scientific dissemination. The results attest to the contribution of social networks, particularly the analyzed profile, to scientific literacy (Hochsprung, 2023) in Linguistics, through the use of didactic and accessible language in their posts.

The fifth article, authored by Kerolyn Sarate, Emanuelli Oliveira and Gabriel Campos (*Universidade Federal de Santa Catarina - UFSC*), titled ***The UNESCO Atlas of the World's Languages as a Tool for Disseminating Brazilian Linguistic Diversity***, highlights the importance of the UNESCO Atlas of the World's Languages for popularizing linguistic knowledge. By promoting awareness of linguistic diversity and engaging a heterogeneous audience, the research demonstrates the potential of this tool to establish a collaborative methodology between researchers and non-linguist audiences. This approach helps deconstruct the notion of monolingualism in Brazil, advocating for linguistic heterogeneity and respect for "minority" languages.

Finally, the sixth article, by Guilherme Moés and Regina Celi Mendes Pereira (*Universidade Federal da Paraíba - UFPB*), titled ***The Portuguese Language Teacher in Basic Education as a Potential Disseminator/Popularizer of Linguistic Science in Schools***, focuses on analyzing the

social role of Portuguese teachers in Basic Education as agents of scientific dissemination/popularization of Linguistics in their practices. The study also aims to: (1) demonstrate the importance of teaching as a bridge between scientific production and dissemination; (2) discuss the place of Linguistics in schools; and (3) investigate the agentive dimension of teachers in the classroom regarding these practices. To achieve these objectives, the authors analyzed responses from thirty (30) Portuguese teachers working in Basic Education, drawing on analytical frameworks from the Semantics of Action (Machado; Bronckart, 2009). The results point to directions in teaching and the agentive dimension of teachers. In the first case, scientific dissemination combined with popularization can facilitate the socialization of scientific knowledge. Specifically in Linguistics, teachers show awareness of the importance of popularizing linguistic scientific knowledge in Portuguese classes, highlighting the need for targeted training by research groups and institutions. Regarding the second aspect, teachers, as potential agents of dissemination/popularization of Linguistics in schools, are found to be demotivated in this significant social role.

With this dossier, we aim to contribute to the characterization of scientific dissemination/popularization in Linguistics, to insert this agentive and thematic agenda into the context of training activities that promote disseminators' actions, and to expand discussions on strengthening the relationship between linguistic science and society.

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