

International Research Consortium

Title: Public Access in Brazilian Higher Education: Describing the *Editais* Genre as a Bureaucratic Remix

Thais Rodrigues Cons, University of Arizona, 2nd year PhD student

Abstract:

The *editais* genre in Brazil (example of a recent one locally translated to English) remixes legal, technical, and policy writing. This study analyzes a digital corpus of 5 *editais* from Brazilian public universities, examining rhetorical and linguistic features to describe this genre. Toward a more socially just framework for *editais*, this study is part of a long-term project (possibly my dissertation) committed to equity and access to the role of *editais* in Brazilian universities.

Institutional Description:

The research is conducted within the context of Brazilian federal universities, which play a central role in public higher education by offering free, accessible education to students across the country. These institutions use the *editais* genre to regulate every process within their structures, including university admissions, funding opportunities, hiring, and job applications. Despite its ubiquity and importance, the *editais* is largely overlooked in academic research. These documents' technical, legalistic, and jargon-filled nature creates significant barriers for students, particularly those from marginalized communities. Brazil's recent plain language law (2023) mandates accessible public documents, including *editais*, yet the complex nature of this genre complicates effective implementation. This project examines the rhetorical, linguistic, and institutional factors shaping the *editais* and considers how it can be redesigned to promote equitable access in public education.

Key Theorists and Frames:

Genre Pedagogy – Bureaucratic and Public Writing: Genre is a socially constructed framework shaped by discourses, cultural, and institutional forces, mediating literacy practices (Tardy, 2009; Gee, 2001; Miller, 1984; New London Group, 1996). In Brazil, the BNCC's 2019 mandate includes hybrid genres but overlooks *editais*. These technical genres regulate access to education and other opportunities (Agboka & Dorpenyo, 2022). Analyzing *editais* through genre theory reveals their rhetorical and sociopolitical implications.

Decolonial Methodologies – Locus of Enunciation & Oral Traditions: Decolonial methodologies challenge Global North epistemologies and elevate marginalized knowledge systems like oral traditions (Mignolo, 2007; Quijano, 2007; Garcia & Baca, 2021). In Brazil, these traditions remain vital for indigenous and Afro-Brazilian communities. Incorporating them in *editais* redesigns disrupts colonial language practices and advances social justice, beyond mere plain language compliance.

Critical Digital Literacy: Digital literacy extends beyond technology use, encompassing critical engagement with digital texts and recognizing power imbalances (Burnham & Tham, 2021). Understanding *editais* as performative digital genres requires analyzing their structure and assumptions to promote inclusive public engagement (Selber, 2004; Tham et al., 2021).

Social Justice in UX and Technical and Professional Communication: Redesigning *editais* aligns with equity-centered design principles, emphasizing inclusive and participatory communication (Costanza-Chock, 2020; Gonzales, 2022). This approach critiques *editais* as exclusionary genres and explores ways to ensure they promote equitable access to opportunities in public education.

Future Steps:

In the next stages of my research, I will apply *testimonios* UX methods (Rivera, 2021; Rivera, 2022) to explore how users engage with and navigate *editais*. While Brazil's plain language law mandates accessible public documents, it fails to address deeper structural barriers. My analysis will highlight how the *edital* creates obstacles through its language, format, structure, and assumptions about its readers. I aim to redesign the *edital* using a Brazilian plain language epistemology, incorporating oral and semiotic modes to foster inclusive and participatory civic engagement (Tham & Jiang, 2019).

The Federal University of Paraná (UFPR), my alma mater, will serve as a case study to examine how the *edital* acts as both a tool of access and a gatekeeper in higher education. Semi-structured interviews with administrators and educators will map internal processes shaping these documents. This will reveal how UFPR's equity goals are—or are not—reflected in *editais* and identify opportunities for more inclusive practices within the constraints of legal and bureaucratic systems.

UFPR's Superintendence of Inclusion, Affirmative Policies, and Diversity (SIPAD) will play a central role. Interviews with SIPAD staff will explore how affirmative action policies, such as quotas and admission pathways for marginalized groups, are represented in *editais*. These discussions will also address challenges in making the documents accessible to individuals with disabilities and those with limited digital literacy. Archival research will provide additional insights into SIPAD's influence on the evolution of *editais* and their role in promoting accessibility and inclusion.

Collaboration with the Em Ação NGO will add a community-driven perspective. Focus groups with low-income students and NGO leaders will examine how *editais* are used and identify gaps between their intended purpose and students' lived experiences. These groups will also provide practical strategies for overcoming barriers, offering insights for redesigning *editais* to better meet audience needs.

Finally, archival research at UFPR's library will trace the *edital*'s evolution from physical notices to fully digitized formats. Interviews with administrators will contextualize policy shifts and

institutional needs driving these changes. This historical perspective will inform strategies to improve accessibility, readability, and digital inclusion.

Glossary:

- **Edital:** A Brazilian bureaucratic genre akin to public notices, calls for proposals, or tender documents used in public institutions. Central to the governance of Brazilian federal universities, editais regulate processes such as admissions, scholarships, faculty hiring, and research funding. They combine legal, technical, and policy writing, often written in highly formal and complex language.
- **Plain Language Law:** Enacted in 2023, this Brazilian legislation mandates that public documents be written in accessible and clear language to enhance transparency and inclusivity. However, applying this law to complex bureaucratic genres like the edital presents unique challenges. This law aligns with global plain language movements but intersects with local debates about equity and linguistic accessibility, offering fertile ground for research in critical literacy and technical communication.
- **Vestibular:** The traditional, high-stakes university entrance examination in Brazil, historically the primary pathway to university entrance – especially public higher education. Analogous to standardized tests like the SAT or ACT in the U.S., the vestibular is regulated by editais, which detail the rules, content, and eligibility criteria. Over time, alternative pathways such as the Unified Selection System (Sisu) have emerged, but the vestibular remains a significant cultural and institutional touchstone in Brazil.
- **Federal Universities:** Public institutions in Brazil that provide free tuition and play a vital role in democratizing access to higher education. Funded by the federal government, these universities serve diverse student populations, including those from low-income, indigenous, and Afro-Brazilian communities. Federal universities rely on editais to administer internal processes, reflecting the broader bureaucratic culture of public education in Brazil.
- **Quotas (Cotas):** Affirmative action policies implemented in Brazil's public universities to address historical inequalities. These quotas reserve seats for students from marginalized groups, including Afro-Brazilian and indigenous populations, as well as public school graduates. These policies are regulated through editais, which outline eligibility and application requirements, making the language and design of these documents critical to ensuring equitable access.
- **LIBRAS (Brazilian Sign Language):** The official sign language of Brazil, recognized by law as a linguistic and cultural resource for the deaf community. Increasingly integrated into public institutions, including through the multimodal redesign of editais, LIBRAS is a Brazilian official language.

International Research Consortium

Title: Public Access in Brazilian Higher Education: Describing the *Editais* Genre as a Bureaucratic Remix

Thais Rodrigues Cons, University of Arizona, 2nd year PhD student

Abstract:

The *editais* genre in Brazil ([example of a recent one locally translated to English](#)) is a hybrid between legal, technical, and policy writing. The study I will present at CCCC analyzes a digital corpus of 5 *editais* from Brazilian public universities, examining rhetorical and linguistic features to describe this genre. Toward a more socially just framework for the *editais*, this study serves as the first step in a long-term project (possibly my dissertation) committed to equity and access in Brazilian universities. It includes proposing a redesign of this genre and developing a pedagogical framework for localized technical documentation in Brazilian higher education.

Introduction

Editais are everywhere in Brazilian public higher education. As a public notice, tender document, or official call for applications, the *editais* regulate every process within public institutions: from university admissions to funding opportunities to hiring and job applications. Despite its prevalence and importance, the *editais* have been largely overlooked in academic research. Only a few scholars, mostly in the field of linguistics and cultural studies, have ventured into analyzing this genre (Santos, 2012; Marinho, 2010; Carmo, 2016; Nunes, 2014). This signals a significant gap when considering this genre's centrality in Brazil's higher education. Even more aggravating is how these documents are not recognized for their gatekeeping potential. Its technical, legalistic, and jargon-filled structure (Gonçalves, 2019) creates barriers for students to access higher education spaces, especially those from marginalized communities.

Beyond its role in regulating university processes, the *editais* are often framed as an instrument of transparency and public accountability in Brazilian public institutions. In theory, they serve as a way to ensure that university policies and decisions are made openly and accessibly. However, in practice, this transparency is often more theoretical than functional. The *editais*' long, legalistic format assumes a pre-existing knowledge of bureaucratic language, making it inaccessible to many students and applicants. For those unfamiliar with its conventions, the *editais* can obscure rather than clarify important information, reinforcing the very barriers they are meant to break down.

Furthermore, the language used in editais is often overly complex, with excessive legal terminology that makes even basic requirements difficult to grasp for those without prior exposure to formal administrative discourse.

My research contributes to ongoing conversations in Technical and Professional Communication, UX, and writing studies about re-imagining public—especially bureaucratic—writing to promote equity and social justice. By examining the edital as a digital genre, I hope to highlight more intersectional and participatory alternatives (Gonzales, 2022), particularly in contexts that historically exclude marginalized students. Drawing on genre theory (Miller, 1984; Tardy, 2009), multiliteracies frameworks (Cope & Kalantzis, 2015; New London Group, 1996), and critical literacy (Freire, 1970; Gee, 2001), I understand the edital as a key site where institutional power is both enacted and challenged. I aim to explore its rhetorical and digital dimensions to identify its moves and envision more accessible, socially just redesigns, following TPC's social justice turn (Agboka & Dorpenyo, 2022; Gonzales, 2022).

As someone who grew up navigating the Brazilian education system, I've seen firsthand how these documents often hinder material access to funding, grants, and even jobs. Considering Brazil has no structured first-year writing pedagogy in place (Marinho, 2010; Guimarães, 2010), students are expected to independently understand how to read or engage with these documents. This project aims to analyze this genre to understand its social implications, and subsequently propose ways it can be redesigned for more equitable access to higher education. What is particularly timely is that Brazil recently passed a plain language law (Governo do Brasil, 2023) that mandates all public documents be accessible, including the editais. However, without understanding the complex nature of the genre and what this plain language policy proposes, implementing this law effectively has been a challenge (Gonçalves, 2022).

My project aims to engage with Technical and professional communication (TPC)'s call for social justice. TPC has historically been criticized for its complicity in perpetuating systems of exclusion, particularly through its focus on clarity and standardization and its reproduction of capitalistic values—often at the expense of inclusivity (Slack, Miller, & Doak, 1993). However, recent scholarship has emphasized the potential for TPC to be reoriented toward social justice by centering marginalized voices, reframing access, and employing participatory methods (Agboka & Dorpenyo, 2022; Agboka, 2013; Walton & Agboka, 2021; Rose et al., 2018; Walton et al., 2019, Gonzales, 2018; Gonzales, 2022).

This work is the first step in my dissertation research, where I will analyze bureaucratic genre ecosystems (Pérez-Llantada, 2019; Spinuzzi & Zachry, 2000) in Brazil including the edital and ultimately suggest ways to transform them to promote greater equity in access to public, free higher education. Another aim of my dissertation is to explore the pedagogical approaches to these genres across various

contexts—examining how they can be effectively taught, how these teaching methods can be adapted for U.S. settings like grant writing courses, and how a deeper understanding of these genres can contribute to a transnational perspective on technical and professional communication pedagogy.

My Positionality & Epistemological Beliefs

My experiences as a Latina navigating academic spaces in Brazil and the U.S. have equipped me with a unique position for understanding the edital and its centrality to our higher education. Coming from a background in Applied Linguistics in Brazil, and now pursuing my PhD in Rhetoric & Composition, I am especially interested in how language and technical genres play a key role in access.

Although the edital is a prime example of how bureaucratic language can act as a gatekeeping mechanism, this is not an isolated issue—especially for those who don't have the linguistic capital (Bourdieu, 1991; Brandt, 1998). In my recent position working with fellowship graduate writers at the University of Arizona, I've observed similar challenges graduate students face in navigating fellowship documentation, digital platforms, and eligibility criteria. My transnational scholar identity as a Brazilian Latina in the U.S. serves as an affordance in this context, allowing me to bring a unique perspective. In addition, my interdisciplinary training enables me to approach this issue from multiple angles—through genre studies, TPC pedagogies, and literacy frameworks that prioritize access and equity.

The following theories are some theoretical staples of this project:

Genre Pedagogy – Bureaucratic and Public Writing

Genre-based instruction and Genre knowledge have significantly shaped both my pedagogical approach and research focus. Genre here is understood as a socially constructed framework that shapes and is shaped by discourses, and literacy practices that are mediated by cultural, institutional, and historical forces and serve as tools for both personal and collective meaning-making (Tardy, 2009; Gee, 2001; Miller, 1984; Miller, 1994; New London Group, 1996). In the Brazilian context, the implementation of the Base Nacional Curricular Comum (BNCC) in 2019 mandated the use of oral and hybrid genres—especially those enhanced by digital media—in teaching literacy and language. However, editais are often not considered a pedagogical genre, even though they closely relate to students' discourses and visions of their future.

Technical genres such as the edital—public calls for applications, projects, and proposals—serve as regulatory instruments that control access to educational, professional, and social opportunities (Agboka & Dorpenyo, 2022), particularly in the

Global South. Therefore, analyzing editais through the lens of genre theory and understanding it as a rhetorical, social practice enables us to critically examine its rhetorical features, underlying assumptions, and sociopolitical implications.

Decolonial Methodologies – Locus of Enunciation & Oral Traditions

Decolonial methodologies challenge Global North epistemologies that have historically dominated academic and institutional discourses. Rooted in the intellectual traditions of the Global South and, in my case, Latin America, these approaches call for the inclusion of marginalized knowledge systems. These systems, such as oral traditions, have often been sidelined by Western views on literacy and education (Mignolo, 2007; Quijano, 2007; Baca, 2009; Garcia & Baca, 2021). My work relies on these methodologies and these approaches to understand bureaucratic genres as deeply influenced by colonial legal systems.

Incorporating oral traditions into analyzing and redesigning public documents like editais allows us to challenge language practices. For indigenous and Afro-Brazilian communities, oral traditions remain essential ways of sharing knowledge (Menezes de Souza, 2019). Reclaiming these traditions in bureaucratic communication aligns with the broader decolonial goal of disrupting colonial power structures, emphasizing that confronting epistemological racism means recognizing the value of non-Western knowledge (Diniz de Figueiredo & Martinez, 2021).

Within this context, a plain language policy to simplify documents doesn't guarantee social justice, as it often not focuses on deeper issues of access (Jones & Williams, 2017). Therefore, surface-level simplification without localized approaches could result in overlooking structural inequities. Building on this critique, the research group and digital humanities lab *Laboratório de Cultura Digital (LabC)*, in which I'm a research member, is developing a plain language epistemology that is culturally sensitive and localized to Brazil. We draw from Brazil's own decolonial and critical literacy literature, focusing on the linguistic practices of indigenous, Afro-Brazilian, and marginalized communities (Freire, 1970; Jordão, 2007; Menezes de Souza, 2019; Diniz de Figueiredo & Martinez, 2021; Nascimento, 2020). Focusing on Brazilian scholarship, this decolonial approach to redesigning editais must not only simplify language but also consider multimodal and community-driven knowledge systems. That is why our model also takes inspiration from the multimodal videos in LIBRAS (Brazilian Sign Language) used by some public institutions, extending the plain language framework beyond text. This approach recognizes that literacy is not one-dimensional and that true access requires multiple embodied modes of communication—visual, oral, and textual (Kress, 2001; New London Group, 1996), as also discussed by TPC scholars (Tham & Jiang, 2019; Weedon & Fountain, 2021).

Critical Digital Literacy

The increasing digitization of bureaucratic genres like the edital introduces new dimensions to the way these texts are accessed, interpreted, and read. In this digital context, critical digital literacy has become increasingly important for engagement in public and civic life, and it extends beyond the mere ability to use technology and devices. Digital literacy encompasses the critical skills needed to navigate and engage with digital texts in ways that recognize power imbalances (Burnham & Tham, 2021). In the context of the edital, digital literacy involves understanding the jargon, text organization, and conditions— but beyond that, it also relates to the capacity to interact critically with the documents, understanding and critiquing its underlying assumptions, values, and ideological mechanisms (Selber, 2004; Berry et al., 2012; Tham et al., 2021).

Recognizing underlying power structures in digital spaces within a Critical literacies framework (Tham et al., 2021) is essential to my project, especially considering the emerging Plain Language policy enforced by the Brazilian system. Within this context, failing to understand Edital's characteristics and discursive effects as a performative digital genre (Drucker, 2013; Jones, 2016) and dependent upon digital literacies (Burnham & Tham, 2021) will complicate how texts are written and read.

Literacy is deeply situated in social, cultural, and institutional practices (Rowse & Pahl, 2015; Gee, 2001), a situatedness embodied by the edital, which functions as both a regulatory instrument and gatekeeping mechanism. For students unfamiliar with its legalistic language and rigid structure—often due to socioeconomic inequities—the edital reinforces what Bourdieu (1991) refers to as a 'lack of linguistic capital.'

Social Justice in UX and Technical and Professional Communication

To engage with the TPC social justice turn (Agboka & Dorpenyo, 2022; Agboka, 2013; Walton & Agboka, 2021; Walton et al., 2019), redesigning editais would involve more than simplifying language, requiring a critical rethinking of the genre's purpose, audience, and accessibility. Since genres are socially constructed and inherently reflect the values and power dynamics of the societies in which they are produced, analyzing them contributes to TPC critical thinking (Jones, 2016). In the case of editais, this means how these documents reinforce existing hierarchies and explore how they can be transformed towards a social justice paradigm.

Another layer of complexity is the edital's shift into a digital artifact, requiring digital literacies (Selber, 2004). Analyzing its rhetorical moves, linguistic features, and digital design uncovers opportunities to center accessibility and equity (Burnham & Tham, 2021). As bureaucratic texts increasingly move online, access to these documents is shaped not just by language but by digital infrastructure and user experience. That is why this research aims to be in dialogue with principles of inclusive

design and participatory communication (Gonzales, 2022; Costanza-Chock, 2020; Harrington, Erete, & Piper, 2019). I draw on equity-centered design in UX research and technical communication (Anaissie et al., 2016; Costanza-Chock, 2020) as a theoretical base for understanding the exclusionary nature of bureaucratic digital texts like the edital. By integrating principles from UX social justice research (Rose et al., 2018), in addition to the narrative inquiry and Latinx UX research epistemologies (Rivera, 2022; Gonzales, 2022), my project explores how editais can be redesigned to better include diverse literacies and practices. This involves rethinking the structure, language, and accessibility of these documents to ensure they promote, rather than hinder, equitable access to opportunities in public education.

Methodological framework and Institutional Description

The research is conducted within the context of Brazilian federal universities, which play a central role in public higher education by offering free, accessible education to students across the country. These institutions use the edital genre to regulate every process within their structures, including university admissions, funding opportunities, hiring, and job applications.

To analyze the edital as a genre, my methodology combines genre analysis, corpus linguistics, and UX participatory research. My digital corpus includes five editais from federal universities across different Brazilian regions. Critical discourse analysis (Fairclough, 2013) will reveal the power relations embedded in the edital's linguistic features, while participatory UX research will explore how students and administrators engage with these documents. By combining these approaches, I aim to highlight both the textual and experiential barriers that shape edital accessibility. This research draws on a multifaceted analytic frame by remixing tools from genre analysis, corpus linguistics, and digital literacy studies to analyze the edital genre comprehensively. In the first stage, I've compiled a digital corpus of five editais (in Portuguese) from public universities across Brazil's five major regions: UFPA (North), UFC (Northeast), UFG (Midwest), UFMG (Southeast), and UFRGS (South). These institutions were selected to account for geographic diversity, allowing me to identify both common rhetorical features of the edital and any regional variations that might affect access to higher education.

Genre analysis serves as my primary framework (Gee, 2001; Tardy, 2009). My focus is on the rhetorical moves these documents make and the social, legal, and educational systems they draw upon to establish authority. Additionally, I will utilize AntConc corpus software to identify language patterns within the rhetorical moves. Critical discourse analysis (Fairclough, 2013) will help analyze power relations embedded in the genre. Specifically, I'm interested in how editais's reliance on

bureaucratic jargon, organization and design can exclude marginalized students who may lack the linguistic capital to navigate these texts. In the later stages of my research, I will rely on *testimonios* UX methods (Rivera, 2021; Rivera, 2022) to investigate how users navigate these texts.

While Brazil's recent plain language law mandates that public documents be accessible, I argue that this policy alone is insufficient to address the deeper structural barriers these documents present. Through this analysis, I aim to demonstrate how the edital can prevent access, not just through its wording, but through its entire design—its format, structure, and the assumptions it makes about its readers. A redesign will align with the principles of a Brazilian plain language epistemology and embrace oral and semiotic modes – considering how multimodality contributes to civic engagement (Tham & Jiang, 2019).

Pedagogical applications and relevance for Writing Studies and TPC

Given that bureaucratic documents like the edital shape access to education, it is imperative to investigate not just their rhetorical features but also their impact on different populations. Who benefits from the edital's current design, and who is excluded, and why does this matter from a pedagogical perspective? What strategies do students employ to navigate these documents, and how might these strategies inform more accessible revisions? By addressing these questions, this research seeks to contribute to discussions on bureaucratic transparency, equitable access to education, and the role of technical communication in dismantling barriers to higher education. In addition, it also aims to consider specific pedagogical aspects of teaching and writing within that particular genre.

One of the primary challenges of reforming the edital is the tension between legal precision and accessibility. While institutions argue that legal and technical terminology ensures clarity and prevents misinterpretation, this rigid adherence to complexity often alienates the very individuals these documents are meant to serve. By working with Brazilian educators, legal experts, and students themselves, my research aims to propose a framework that balances clarity with inclusivity, ensuring that editais remain legally sound while also being comprehensible to a diverse audience.

The pedagogical implications of this research extend beyond Brazil and offer insights into how U.S. TPC and writing programs can teach students to navigate complex technical genres and institutional genre ecologies. In the U.S., especially in institutions serving multilingual and multicultural populations, students often face barriers when encountering bureaucratic documents like job ads, fellowships, proposals, and grant applications (Yousoubova, 2011). Similar to editais, these documents are written in technical, legalistic language that can be difficult to interpret, especially for those new to these processes or working in additional languages. By studying the edital,

we can provide new insights into grant and fellowship writing and TPC pedagogy, helping students understand the rhetorical situation of public documents—not just how to navigate them but also how to critically engage with and possibly redesign these texts.

Teaching students to interpret and critically analyze technical genres like the edital equips them with the skills to approach similar documents in U.S. contexts, particularly when seeking funding. Drawing on language awareness and critical literacy (Shapiro, 2022; Menezes de Souza, 2019), explicit technical genre instruction and awareness are beneficial to students facing similar genres across contexts. Additionally, this research can offer cross-cultural and transnational insights into technical writing as TPC programs become more globalized and geared towards more socially just practices (Agboka, 2013).

Future Steps:

Some of the key questions that will continue to guide my research include: How can a socially just pedagogy—grounded in TPC and critical literacy—redesign editais to include diverse modes, languages, and literacies? In what ways can multiliteracies pedagogy and critical literacy frameworks support student engagement and critique of editais? How might participatory and equity-centered design methods reshape editais to align with accessibility and social justice principles? In the next stages of my research, I will apply *testimonios* UX methods (Rivera, 2021; Rivera, 2022) to explore how users engage with and navigate editais. My analysis will look into editais' language, format, structure, and assumptions about its readers and how they might hinder accessibility and readability.

The Federal University of Paraná (UFPR), my alma mater, will serve as a case study at that point. During Summer 2025, I will be conducting pilot research to investigate the role of editais at that institution to examine how the edital acts as both a tool of access and a gatekeeper in higher education. Semi-structured interviews with administrators and educators will map internal processes shaping these documents. This will reveal how UFPR's equity goals are—or are not—reflected in editais and identify opportunities for more inclusive practices within the constraints of legal and bureaucratic systems.

UFPR's Superintendence of Inclusion, Affirmative Policies, and Diversity (SIPAD) will play a central role in my pilot study. Interviews with SIPAD staff will explore how affirmative action policies, such as quotas and admission through vestibular pathways for historically marginalized groups, are represented in editais or are taken into account when composing these documents. These discussions will also address challenges in

making the documents accessible to individuals with disabilities and those with limited digital literacies or access to technologies. Archival research will provide additional insights into SIPAD's influence on the evolution of editais and its role in promoting accessibility and inclusion.

Finally, archival research at UFPR's library will trace the edital's evolution from physical notices to fully digitized formats, making my historical understanding of the "digital transformation" more robust. Interviews with administrators will contextualize policy shifts and institutional needs driving these changes. This historical perspective will inform strategies to improve accessibility, readability, and digital inclusion in the overall project.

Glossary:

- **Edital:** A Brazilian bureaucratic genre akin to public notices, calls for proposals, or tender documents used in public institutions. Central to the governance of Brazilian federal universities, editais regulate processes such as admissions, scholarships, faculty hiring, and research funding. They combine legal, technical, and policy writing, often written in highly formal and complex language.
- **Plain Language Law:** Enacted in 2023, this Brazilian legislation mandates that public documents be written in accessible and clear language to enhance transparency and inclusivity. However, applying this law to complex bureaucratic genres like the edital presents unique challenges. This law aligns with global plain language movements but intersects with local debates about equity and linguistic accessibility, offering fertile ground for research in critical literacy and technical communication.
- **Vestibular:** The traditional, high-stakes university entrance examination in Brazil, historically the primary pathway to university entrance – especially public higher education. Analogous to standardized tests like the SAT or ACT in the U.S., the vestibular is regulated by editais, which detail the rules, content, and eligibility criteria. Over time, alternative pathways such as the Unified Selection System (Sisu) have emerged, but the vestibular remains a significant cultural and institutional touchstone in Brazil.
- **Federal Universities:** Public institutions in Brazil that provide free tuition and play a vital role in democratizing access to higher education. Funded by the federal government, these universities serve diverse student populations, including those from low-income, indigenous, and Afro-Brazilian communities. Federal universities rely on editais to administer internal processes, reflecting the broader bureaucratic culture of public education in Brazil.
- **Quotas (Cotas):** Affirmative action policies implemented in Brazil's public universities to address historical inequalities. These quotas reserve seats for students from marginalized groups, including Afro-Brazilian and indigenous populations, as well as public school graduates. These policies are regulated through editais, which outline

eligibility and application requirements, making the language and design of these documents critical to ensuring equitable access.

- **LIBRAS (Brazilian Sign Language):** The official sign language of Brazil, recognized by law as a linguistic and cultural resource for the deaf community. Increasingly integrated into public institutions, including through the multimodal redesign of editais, LIBRAS is a Brazilian official language.

Working Bibliography

Agboka, G. Y., & Dorpenyo, I. K. (2022). The role of technical communicators in confronting injustice—everywhere. *IEEE Transactions on Professional Communication*, 65(1), 5-10.

Agboka, G. Y. (2013). Thinking about social justice. *Connexions International Professional Communication Journal*, 1(1), 29-38.

Anaissie, T., Cary, V., Clifford, D., Malarkey, T., & Wise, S. (2016). Equity-centered design framework. Stanford d.school.

Retrieved from <https://dschool.stanford.edu/resources/equity-centered-design-framework>

Baca, D. (2009). Rethinking composition, five hundred years later. *JAC*, 229-242.

Berry, P., Hawisher, G., & Selfe, C. (2012). *Transnational literate lives in digital times*. Computers and Composition Digital Press/Utah State University Press.

Bourdieu, P. (1991). *Language and symbolic power*. Harvard University Press.

Brandt, D. (1998). Sponsors of literacy. *College Composition & Communication*, 49(2), 165-185.

Burnham, K., & Tham, J. (2021). Developing digital literacy through multi-institution collaboration and technology partnership: An analysis of assignments, student responses, and instructor reflections. *Programmatic Perspectives*, 12(2), 59-100.

Carmo, C. M. V. (2016). *Instrumentos e Políticas Públicas de Cultura: o caso dos Editais do Fundo de Apoio à cultura do DF no período de 2011 a 2014*. Master's Thesis, Development, Society and International Cooperation, of the Advanced Center for Multidisciplinary Studies, University of Brasília.

Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In *A pedagogy of multiliteracies: Learning by design* (pp. 1-36). London: Palgrave Macmillan UK.

Costanza-Chock, S. (2020). Design Practices: "Nothing about Us without Us." In *Design Justice*. Retrieved from <https://designjustice.mitpress.mit.edu/pub/cfohnud7/release/4>

Diniz de Figueiredo, E. H., & Martinez, J. (2021). The locus of enunciation as a way to confront epistemological racism and decolonize scholarly knowledge. *Applied Linguistics*, 42(2), 355-359.

Drucker, J. (2013). Performative Materiality and Theoretical Approaches to Interface. *DHQ: Digital Humanities Quarterly*, 7(1).

Fairclough, N. (2013). *Critical discourse analysis: The critical study of language*. Routledge.

Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.

- García, R., & Baca, D. (2021). Rhetorics Elsewhere and Otherwise: Contested Modernities, Decolonial Visions. *College English*, 83(3).
- Gee, J. P. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent & Adult Literacy*, 44(8), 714-725.
- Gonçalves, J. S. S. (2019). Direitos linguísticos e políticas linguísticas no Brasil: uma análise de processos seletivos para acesso à universidade pública por migrantes forçados. *Línguas e instrumentos linguísticos*, (43), 192-216.
- Gonçalves, J. S. S. (2022). O Direito Linguístico na BNCC da Língua Portuguesa. *Revista abehache*.
- Gonzales, L. (2018). *Sites of translation: What multilinguals can teach us about digital writing and rhetoric*. University of Michigan Press.
- Gonzales, L. (2022). *Designing multilingual experiences in technical communication*. University Press of Colorado.
- Governo do Brasil. (2023). Proposta de Lei: Linguagem Simples.
Retrieved from
https://www.gov.br/gestao/pt-br/assuntos/inovacao-governamental/cinco/cinforme/edicao_1-2023/linguagem-simples
- Guimarães, A. S. (2010). Entrance into prestigious universities and the performance of groups that have been discriminated against on the vestibular. In Attewell, P., & Newman, K. S. (Eds.), *Growing gaps: Educational inequality around the world* (pp. 42-59). Oxford University Press.
- Harrington, C., Erete, S., & Piper, A. M. (2019). Deconstructing community-based collaborative design: Towards more equitable participatory design engagements. *Proceedings of the ACM on Human-Computer Interaction*, 3 (CSCW), 1-25.
- Jones, N. N. (2016). Found things: Genre, narrative, and identification in a networked activist organization. *Technical Communication Quarterly*, 25(4), 298-318.
- Jones, N. N., & Williams, M. F. (2017). The social justice impact of plain language: A critical approach to plain-language analysis. *IEEE Transactions on Professional Communication*, 60(4), 412-429.
- Jordão, C. M. (2007). As lentes do discurso: letramento e criticidade no mundo digital. *Trabalhos em Linguística Aplicada*, 46, 19-29.
- Kress, G. (2001). Multimodal discourse: The modes and media of contemporary communication. *Edward Arnold*.
- Marinho, M. (2010). A escrita nas práticas de letramento acadêmico. *Revista brasileira de linguística aplicada*, 10, 363-386.
- Menezes de Souza, L. M. T. (2019). Glocal languages, coloniality and globalization from below. In *Glocal languages and critical intercultural awareness* (pp. 17-41). Routledge.
- Mignolo, W. D. (2007). Delinking: The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality. *Cultural studies*, 21(2-3), 449-514.
- Miller, C. R. (1984). Genre as social action. *Quarterly Journal of Speech*, 70(2), 151-167.

- Miller, C. R. (1994). Rhetorical community: The cultural basis of genre. *Genre and the new rhetoric*, 6778.
- Nascimento, G. (2020). *Racismo linguístico: os subterrâneos da linguagem e do racismo*. Editora Letramento.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.
- Nunes, W. S. (2014). Concurso público: uma análise dos editais no processo seletivo de secretários executivos nas instituições federais de ensino. *Secretariado Executivo em Revist@*, 10, 105-118.
- Pérez-Llantada, C. (2019). Ecologies of genres and an ecology of languages of science: current and future debates. *The Routledge handbook of language and science*, 361-374.
- Quijano, A. (2007). Coloniality and modernity/rationality. *Cultural studies*, 21(2-3), 168-178.
- Rivera, N. K. (2021). *The rhetorical mediator: Understanding agency In Indigenous translation and interpretation through Indigenous approaches to UX* (Doctoral dissertation, The University of Texas at El Paso).
- Rivera, N. K. (2022). Understanding agency through testimonios: An Indigenous approach to UX research. *Technical Communication*, 69(4), 8-26.
- Rose, Emma J., Avery Edenfield, Rebecca Walton, Laura Gonzales, Ann Shivers McNair, Tetyana Zhvotovska, Natasha Jones, Genevieve I. Garcia de Mueller, and Kristen Moore. "Social justice in UX: Centering marginalized users." In *Proceedings of the 36th ACM International Conference on the Design of Communication*, pp. 1-2. 2018.
- Santos, S. M. D. C., & do Nascimento, E. P. (2011). O gênero edital e suas características linguístico-discursivas: para além dos manuais de redação. *Secretariado Executivo em Revist@*, 7.
- Santos, S. M. D. C. (2012). *Os modalizadores como estratégia semântico-argumentativa no gênero edital*. Master's Thesis, Linguistics studies. Universidade Federal da Bahia.
- Selber, S. A. (2004). *Multiliteracies for a digital age*. SIU Press.
- Shapiro, S. (2022). *Cultivating critical language awareness in the writing classroom*. Routledge.
- Slack, J. D., Miller, D. J., & Doak, J. (1993). The technical communicator as author: Meaning, power, authority. *Journal of business and technical communication*, 7(1), 12-36.
- Spinuzzi, C., & Zachry, M. (2000). Genre ecologies: An open-system approach to understanding and constructing documentation. *ACM Journal of Computer Documentation (JCD)*, 24(3), 169-181.
- Tardy, C. M. (2009). *Building genre knowledge*. Parlor Press.
- Tham, J., & Jiang, J. (2019). *Multimodal design and social advocacy: Charting future directions for design as an interdisciplinary engagement*. Sweetland Digital Rhetoric Collaborative. Retrieved from <https://www.digitalrhetoriccollaborative.org/2019/02/05/multimodal-design-social-advocacy/>
- Tham, J. C. K., Burnham, K. D., Hocutt, D. L., Ranade, N., Misak, J., Duin, A. H., ... & Campbell, J. L. (2021). Metaphors, mental models, and multiplicity: Understanding student perception of digital literacy. *Computers and Composition*, 59,

102628.

Walton, R., & Agboka, G. Y. (Eds.). (2021). *Equipping technical communicators for social justice work: Theories, methodologies, and pedagogies*. University Press of Colorado.

Walton, R., Moore, K., & Jones, N. (2019). *Technical communication after the social justice turn: Building coalitions for action*. Routledge.

Weedon, S., & Fountain, T. K. (2021). Embodied genres, typified performances, and the engineering design process. *Written Communication*, 38(4), 587-626.

Yousoubova, L. (2011). Genre and disciplinarity: The challenge of grant writing for new non-anglophone scientists. *Doctoral Education: Research-Based Strategies for Doctoral Students, Supervisors and Administrators*, 133-155.