Editorial

We introduce our readers to *Acta Scientiarum. Language and Culture,* volume 38, issue 4, dedicated to linguistic studies in 2016. In this edition there are ten articles, four of them in the field of Applied Linguistics to Foreign Languages Teaching and Learning; two of them somehow focused on linguistic description and four addressing studies of language and interaction. We highlight the presence of international researchers (Portugal and Russia) and three articles published in English, seeking to consolidate the international bias which this journal has already been pursuing for some time.

Attempting to bring an overview of this volume's works, as well as highlighting their quality, we start the presentation of the first group of articles with **Cavalari and Aranha's** study, both from **Unesp, São José do Rio Preto (SP)**, in which they describe the characteristics of a foreign language learning hybrid context in which sessions of teletandem were integrated to the schedule of a subject of English as a foreign language (EFL). The changes made in the teletandem implementation are focused in order to turn it a pedagogical activity embodied in the EFL course through tasks to be developed by students and subject to the teacher's evaluation. According to the authors, such changes enabled the characterization of a new teletandem modality in Brazil: the integrated institutional teletandem, which involves the presence of fundamental elements, such as participants' preparation, tasks and evaluation integration.

Under the perspective that the interculturality construction in third places is essential for additional/foreign languages teaching and learning, **Gil's (UFSC – SC)** study discusses how these third places can be interactively constructed in real classrooms. The author contextualizes, analyzes and compares several events of real classrooms from a range of studies that point different characteristics of interaction, and results show that the analyzed events present a 'cultural or essentialist guidance' or an 'intercultural guidance'. In the essentialist cultural guidance, the events do not establish third places, as 'culture is seen as an object in itself'. On the other hand, in the intercultural guidance, third places are interactively constructed by teachers and students involved in the negotiation of signification through the confrontation of different points of view.

In the field of pedagogy of foreign languages translation based on *corpus*, Serpa **and Rocha, from Unesp, São José do Rio Preto and Araraquara (SP)**, interrelate the **theoretical** assumptions of *Habitus*, from Pedagogy and Translation Studies and propose the assimilation of *habitus* present in translation options, through a proposal in which the social subjects would promote the reuse of standard data of action as they would incorporate its *skills*, via educational system. The aim is to verify the possible existence of shared behavior in the scope of translation practice in Portuguese ↔ English, regarding the terms considered as *brasileirismos*. The reflection taken from the translation practice activities, in which the students face a possible assimilation of translational *habitus* application, lead the authors to conclude that, the higher the notion the translators achieve concerning the social behaviors within the original texts (OTs), the greater the possibility to promote conducts which are proper to the translated texts (TTs) in the Target Culture, developing the *habitus* as a process of behavior internalization.

In order to contribute towards the practices of reading literacy, the reading diagnose of elementary school fourth grade students carried out by **Costa Hübes and Cabreira (Unioeste-PR),** with data from a Master Degree Research - PROFLETRAS – which is in progress, is a qualitative-interpretative, ethnographic and action research, supported by Applied Linguistics. Its aim is to identify the learners' reading comprehension

difficulties, revealed through an evaluation tool, in a way it can propose didactic interventions that contribute towards the formation of proficient readers. Discussing the results from the diagnosis, they reflect about the involved learners' level of proficiency.

In the field of linguistic description, we present two articles. The first one is by **Santos and Santana (UFSC-SC)**, which approaches a theme with few scientific productions, whose study can contribute towards the understanding of language in aging beyond an only organic matter. They deal specifically with the prosodic level of older people's language in the southeast region of Brazil, aiming to analyze the speech rate of these people. Data were extracted from Atlas Linguístico do Brasil (ALIB) database of 16 individuals aging between 50 and 65 years old from the southeast region of Brazil from semi-spontaneous discourse and analyzed by the *Transcriber* program. Results pointed that there is a speed rate variation among individuals from different capitals, which led them to assume that the temporal alteration is not (only) the result of a neurocognitive or motor degeneration, but it can also be the relational expression between the speaker faces (elderly) and the interlocutor (young person or elderly) in the enunciation process of meaning negotiation, permeated by socio cultural aspects, in a way the speed rate reduction found in the literature might not be a mere reflex of aging degeneration and be related with socio cultural aspects.

The second article is by the three Portuguese Doctors **Fontes and Coelho, from the University of Trás-os-Montes and Alto Douro, Kemmler, from the University of Porto (Portugal)**, which focused on one of the most interesting and rare metalinguistic manuals of Portuguese language of the Century of Lights, which had never been object of a historiographic-linguistic work description before: the so called by the author himself, the pernambucano Luís Álvares Pinto (1719-1789), as "Diccionario pueril para uso dos meninos, ou dos que principiaõ o A B C, e a soletrar dicções", 1784. The absence of a macro and micro structure typical of that metalinguistic textual genre led the researchers to consider that the *Diccionario pueril* will be hardly considered a dictionary or a *grammar book itself*, or even a *hybrid grammar book*, being classified as a *metalinguistic agreement,* as it gathers relevant considerations for several branches of Portuguese metalinguistic description, mainly the orthoepy and spelling issues. The researchers believe the manual designation as a dictionary may have been a commercial strategy to ensure the good reception of a book market in which the publication of any type of metalinguistic work would ensure the publishing success.

Within the textual and/or discursive studies, we present a group of four articles with different themes: We start with the reflections by **Pimenta and Assolini, (USP - Ribeirão Preto), and Momesso, (Unesp – Bauru - SP)**, in which they deal with classic work reading practices on the hybrid mesh of digital support YouTube, aiming to understand how they produce effects of meaning, which feed the construction of the discursive subject. In this sense, its purpose is to analyze the possible (re) readings of the animated short film which provides a cut of the literary classic work *Hamlet* by Shakespeare, on the digital support YouTube, which brings a cut from a scene made for an RPG game, which brings, due to the support, a hybridism of language (ethic, psychoanalytic and aesthetic/artistic…). In this support, there is a 'writer/reader', because besides reading and interpreting, it is the interlocutor who interferes, participates and resignifies during the reading performance. The reflection is supported by the French 'type' Discourse Analysis and the Lacanian Psychoanalyses. Results point to multiple, hybrid gestures, in which the meanings and the possibilities of co-authorship can reverberate through the work of an adolescent subject constituted through language and questioning about themselves, confirming the assumption that the support change can promote alterations in the reading procedures, because even if the discursive materiality is the same, the production, circulation and reception conditions are different and, consequently, produce effects of meaning which reverberate through the constitution of the discursive subjects involved in the process of literary art construction, mainly in authorship.

After we introduce the article by **Chiaretti (Univás - MG), and Tfouni (USP -Ribeirão Preto -SP)**, which analyzed the self-help books' discourses to reflect upon prêt-à-porter subjectivities. In the article they approach the changes of social bonds, which in turn lead to new symptoms and types of malaise currently. They use Freud's work *O mal-estar na civilização* (Freud, 1930) in order to observe some titles of self-help books, considered privileged discursive materials of analysis of these changes of social bonds and their implications in the promotion of a certain subjectivity, ready for being currently consumed. According to the authors, some changes about social bonds are related with the reformulation of the social structure through the Market and the current consumption logic, as well as the appreciation of some knowledge (mainly the scientific one), rather than others. Formulating promises of completeness (related with the capitalist and science discourses), the logic of universalizing success feeds on its own failures replacing the impossible by the necessity each time it formulates, or even as the authors claim: "conceal lack by promoting the supposed completeness possibilities".

From Russia we received **Tsirkunova's** article, which presents a framework for the linguistic analysis of the political discourse, providing some insights upon the way how the online press has currently determined its readers' worldview. Based on the critical analysis of the discourse and on the conceptual metaphor theory, she considers how the metaphoric models, offered by G. Lakoff to decode the foreign policy of the USA, can be applied to analyze the metaphoric representation patterns used to build the political reality of the foreign policy, demanded by the north American groups of interest. In examining articles which present the USA foreign policy in Ukraine, the author attempted to identify the most productive metaphoric models used to present the USA political commitment in the conflict about Ukraine in American and British online press, focusing on the metaphor role to present the image of instability in Ukraine. This study showed that the most common conceptual metaphor used on the online press is "world as a community", which implies the existence of neighbors, friends and enemies and it is used to justify the involvement of the USA in the conflict. The author concludes that this metaphorical system is incomplete to conceptualize the USA policy in Ukraine conflict and she claims that the cognitive model is determined by the context in which it is used and, consequently, by the adopted perspective.

Finally, the last paper deals with the image theory and is presented by another **Portuguese researcher, Braga – University of Coimbra**. From the aesthetic concepts to the Image theory, he discusses the issue of perception objects and objects for perception, embodying the analytical part of his paper through the key question: What concept of "image" emerges from the semantic evolution of the main aesthetic principles which were established in the western thought? He theoretically supports the answer for this question, introducing the seminal distinction between the perception objects and the objects for the perception, which allowed him to analyze and understand the way how the artistic imagetic shapes expose and transpose the aesthetic systems. The author shows that the way how the discourse about the imagetic shapes legitimate some aesthetic systems wants, at a second moment, that the aesthetic assumptions of the vanguard artistic practices attempt to call the subordination of art to the judgment of taste into question. As for Braga, the aesthetic does not necessarily have to feed the "aesthetic myth" – i.e., the possibility to merge the artificial with the natural, the created with the sensitive. It must, on the contrary, extract the possibility to constitute as a reflection of the dynamics which overflow the mere agreement from all these spheres.

We end this volume with **Oliveira's review, UFES – ES,** of OSTERMANN, A. C.; OLIVEIRA, M.C.L's book titled "*Você está entendendo?* Contribuições dos estudos de fala-em-interação para a prática do teleatendimento", edited in Campinas by Mercado de Letras publishing house, in 2015. In the scope of researches about language and interaction in Brazil, Oliveira uses the metaphor, also present in the book, of an airplane black box which in its last thirty minutes of a disastrous flight, can point the failures and provide

lessons, to reiterate the idea that the authors, when analyzing the *call centers* interactions, can also point failures and provide lessons. The reviewer makes it clear that, besides a summary of six chapters of the work, the reader will find the methodological-theoretical purpose of the Conversation Analysis, which "guides the analysis of the cases discussed in the book". According to him, there is a new conception of communication permeating all the book that needs to be appreciated in the interactional relations. Reading all the chapters together shows that the communication metaphor as a transmission is outdated and inefficient when what people need is, in fact, to build tools to create a group relation. In the context of telemarketing, approached by the book, "that is what the participants show to have understood, one from another, regarding their actions which will be responsible for saving a life, delivering help or saving a community from electric blackout".

Finally, after presenting the authors' works of this new *Acta Scientiarum. Language and Culture* issue, we would like to thank everyone who worked in this edition: the articles and review authors, for the intense participation in the edition process and all the ones who collaborated in this volume: members of the editorial body, reviewers, editors and, especially, EDUEM workers, by the continual and fundamental support at each edition, and we invite you to read the compelling material which was produced and published in this volume 38, issue 4, 2016.

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