



## Editorial

We present to our readers volume 39, issue 2 of the journal *Acta Scientiarum. Language and Culture*, dedicated to linguistic studies in 2017. We have gathered 10 articles in this edition, five of them in the field of Discourse Studies, three in Language Teaching and Learning and two in the Line of Language Description. We are very grateful for the presence of international researchers (Portugal and Iran) and the publication of articles in English and French, which contribute to the increasingly international character that *Acta Scientiarum. Language and Culture* has been working to maintain.

We began our presentation with the group of researches within the discourse, covering articles on argumentation, textual linguistics and discourse. The Portuguese researchers of the Center of Linguistics of the New University of Lisbon, **Pinto and Teixeira**, analyzed the argumentation in constitutional preambles, making a contrastive study between the argumentative strategies used in the Portuguese (1976) and Brazilian (1988) constitutional preambles in order to verify the built constitutional *ethos*. The results obtained indicate that, in view of differentiated historical contexts of production, the constitutional *ethos* of the Portuguese preamble shows a 'pedagogical tone' and even the construction of an 'asymmetric' power between those who make the Law and the people, contrary to the Brazilian *ethos*, which is more protective, and shows a 'more symmetrical tone'. The second article by **Haubrich and Freitas**, from Feevale University (RS), also studies the *ethos* issue, reflecting on the communicational processes of work activity in institutional discourses. The authors investigated the scenography that implies the *ethos* of the work activity through analysis of the enunciation of workers in the discursivization of the communicational process instituted by the virtual exhibition 'Life on board', of the 'Petrobras Memoria' program. This study, with an applied nature and a qualitative approach, presented as the main result the demonstration that the discursivization of the communicational process through the enunciation of the Petrobrás workers produces a discursive *ethos* of the work activity centered on the task, on the prescriptions and on the use of self by the other. In turn, in the scope of speech in interaction, the third article of the trio of researchers from Unisinos (RS), **Frezza, Ostermann and Souza**, analyzes calls made by women to a Health Information Center that offers free information on transmission, symptoms and prevention of diseases in risk sexual activities and makes referrals to health units. The goal of the authors is to analyze how the users of the service and attendants refer to the beneficiary of the requested information. Some users of this Information Center, even knowing that it is a service that guarantees secrecy, avoid revealing themselves as beneficiaries of the information and often assign a third person the need for information. Researchers call this phenomenon as *outsourcing*. Other users refer to the information beneficiary as 'the woman', 'the person', 'someone', etc., whom the authors call *generalization*. They conclude that, by outsourcing or generalizing the beneficiary of the information requested, the users exempt themselves from responsibility for something that could be 'morally questionable', such as unprotected sexual intercourse. The article by **Braga and Cazarin** from the Catholic University of Pelotas (RS) deals with the referential oscillation in discourses about the organization of the 2016 Olympic Games. The focus of this study is the referential functioning in representative sequences of the '2016 Olympic Organizing Speech'. After presenting the configuration of this discourse, they discuss the occurrence of the first person of the plural based on a discursive perspective, emphasizing the notion of the political "we". Thus, when analyzing discursive sequences extracted from speeches by Carlos Nuzman, president of the organizing

committee of the event, through paraphrastic exercises and the relation between linguistic and discursive memory, they realized that when the “we” occurs, the discourse of Nuzman oscillates between distinct referents, producing a socialization effect of responsibility for the organizational work. However, this effect leads to a controversial alignment between the position of the one who enunciates (in contrast to a certain imaginary about Brazil) and that of the referent, calling into question the illusion of homogeneity of voices that such representation can produce. Concluding this group of works in the field of Discourse Studies, **Abrahão Sousa**, from USP of Ribeirão Preto (SP), asks if a museum can show the face of the Portuguese Language, when analyzing, in the light of Michel Pêcheux’s theory and in line with the studies of Silva Sobrinho and Cervo, excerpts from the exposition “Cazuza Shows his face”, presented at the Portuguese Language Museum (MLP) in early 2014. The author considers above all the notions of language, archive and discourse to propose reflections on the moving and always unstable property of language in the encounter of poetic and political effects.

Our reader who is interested in the topics of teaching and learning languages will certainly be interested in the three works of this line encompassed here. The first is that of **Salomão**, from Unesp de Araraquara (SP), which deals with the conceptions of culture in language teaching, constructing interesting reflections for the formation of language teachers. In this article, the author discusses some of the results of a qualitative research of an ethnographic nature, conducted in the context of the project “Teletandem Brazil” of Unesp, in a continuing education course for foreign language teachers in the public network. The results show a tendency for teachers to treat culture as a set of knowledge about products, practices and perspectives of a people, usually associated with a homogeneous, watertight, conflict-free nation state. The impact of such results on the training of language teachers points to the need for a revision of the knowledge base of such training in the teaching and learning of culture in a foreign language classroom, in order to dissociate it from the idea of a homogeneous, fixed and transparent body of knowledge.

The second article is that of **Specht and D'Ely**, from the Federal University of Santa Catarina (SC), which deals with strategic planning in teaching a second language. The article presents the results of a master’s research that aimed to investigate the impact of instruction in strategic planning on the oral performance of six Brazilian learners of English as L2. Participants, English-language academics, produced three image narrative tasks under three different conditions: (1) no strategic planning, (2) strategic planning prior to instruction, and (3) strategic planning after instruction. In addition, they responded a questionnaire after the production of each narrative in order to understand their opinion regarding the conditions and tasks. Quantitative and qualitative analyses were conducted to examine oral production and participants’ perceptions, respectively. Overall, there was no statistical evidence supporting the impact of instruction on students’ accurate oral performance, but some statistical results were marginally significant, which may indicate some positive effect of instruction. Through qualitative analysis, it was possible to find positive evidences regarding the impact of instruction on the perception of the undergraduate students and in the use of strategies during the moment of planning.

The last article of this group is that of **Finardi**, from the Federal University of Espírito Santo (ES), who, in the title, asks “What Brazil can learn from Multilingual Switzerland and its use of English as a Multilingua Franca”. By addressing multilingualism and the role of English in internationalization, the paper describes the results of a postdoctoral research project whose main objective was to analyze the role of English in the internationalization process of the University of Geneva in particular and in Switzerland, in general, drawing some considerations about possible lessons for the Brazilian scenario. The theoretical basis includes the review of the role of languages in general and of English in particular in the globalized scenario and the review of the intercomprehension approach to the teaching of foreign languages. Data analysis covers the triangulation of

the results of previous studies carried out under the main postdoctoral research project and qualitative reanalysis of some of the preliminary data of Csillagh's doctoral research on the role of English in Switzerland. The study concludes with some considerations about the role of English in Brazil and some suggestions to boost multilingualism in that country.

Moving finally to the third and final group of articles in the scope of the description of the language, we began with the work of **Souza and Oliveira**, both from Unesp of São José do Rio Preto (SP), which addresses the category of aspect in Brazilian indigenous languages. It is a functionalist work whose purpose is to analyze, on the basis of the Discursive-Functional Grammar, the notions of aspect in the indigenous languages of the families Aruak (Kinikinau), Jê (Parkatejê, Xerente, Xavante), Guató (Guató), Tupi-Guarani (Asurini), Boróro (Boróro), Karib (Ikpeng), Pano (Katukina) and Ofayé (Ofayé), considering the principle of ordering the categories of time, aspect and mood (TAM) as for the predicate of the sentence, the semantic relationships of scope between such grammatical categories and their forms of morphosyntactic coding. Data are secondary (from descriptive grammars). As a result, they verified that the qualitative aspect (perfective, imperfect, iminentive) tends to be closer to the verb, because it changes the internal temporal constitution of the State-of-Affairs, whereas the quantitative aspect (habitual, durative) and the time tend to be positioned a little further from the predicate, because they function as modifiers of the State-of-Affairs as a whole. But the notions of mood tend to be more distant from the verb, as they do not directly affect its status. The authors also verified that the distribution of the TAM categories tends to respect the ordering and the scope relationships between them.

We conclude our presentation with the work of the trio of Iranians **Karimipour, Ghaderi and Alinezhad** who deal with the accentual patterns of the Kurdish dialect. They begin by recalling that Kager (1995) and Hayes (1995) propose several parameters to describe the accentual patterns. Thus they set out to examine a variety of the Kurdish language to see how the accentual patterns of that dialect are definable in the above backgrounds. After analyzing the Ilami data and specifying the stress patterns of this dialect, they used the Theory of Optimality (Prince & Smolensky 1993), which is a modern perspective for phonology, taking into account universal phonological constraints in the Ilami dialect. In the case of monomorphemic words, Ilami is a quantity-sensitive variety bounded on the right. As far as composite words are concerned, PRAAT software was used to evaluate the stress pattern of constructions produced by Ilami natives. It has been found that this stress pattern is always the rightmost syllable of the final morpheme that carries the strongest intonation, regardless of the length of the word and the number of morphemes. This trend always violates the universal constraint MAIN-LEFT (C), according to which, in a clitic group, the strong intonation is always performed in the left element of the construction.

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