

## Preface

It is a pleasure to present *Signum: Language Studies*, number 20, volume 3. This third non-thematic volume is composed by 12 articles, which encompass different areas such as Enunciation, Dialogism, Foreign Language Teaching, Teacher Education, Linguistic Variation, Linguistic Beliefs and Attitudes, Referral, Comparative Linguistics, Prosody, Cognitive Semantics and Diachronic Semantics.

In the light of Dialogism and the Enunciation Theory, we present the two first articles. In the first one, entitled 'The other in instructional texts production of High School', Rafael Peterman and Renilson José Menegassi, based on the principles of The Bakhtin Circle, investigate the role of the interlocutor in High School students' written productions and aim at analysing the manifestations of interlocution in instructional texts produced by students from a private High School located in the Northwest of Paraná State.

Also anchored to Bakhtin's ideas, Leryanne Crysttine Monteiro de Oliveira and Ilsa do Carmo Vieira Goulart seeking support on the Enunciation Theory and on Vygotsky historical-cultural approach present the article 'The children's language as verbal interaction and interlocution process'. In this article, they seek to understand the constitution of children's language as a means of verbal and intra-psychical interaction by observing dialogues between adults and children under a socio-historical perspective.

Focusing on the Teacher Education area, Selma Maria Abdalla Dias Barbosa and Patrícia Fabiana Bedran present the text 'Mirror, mirror on the wall! What kind of teacher am I? Investigating the professional identity of language teachers during their supervised teaching practice in a Graduation course in Modern Languages'. In this article, they seek to understand the teacher's identity in an initial teacher education context, based on the concepts of identity, cognitive aspects as well as the emotions and affections involved in the process of teacher education.

In the article 'Assessing speaking in English: Grading as an expression of teachers' subjectivity', Gladys Quevedo-Camargo e Lucas Henrique Garcia carry out a qualitative-interpretative research based on studies which deal

with reliability and oral evaluation. They also discuss the ways the English teachers from a private English school award marks to measure their students' oral performance, considering the use (or not) of pre-established criteria.

In the areas of Teaching, Linguistic Variation and Linguistic Beliefs and Attitudes we present two articles: 'Linguistic variation and teaching: Linguistic beliefs and attitudes', by Elyne Giselle de Santana Lima Aguiar Vitório and 'Variation in the expression of future in Spanish: An analysis of online news on the World Cup 2014', by Angelane Faustino Firmo, Letícia Joaquina Castro Rodrigues de Souza e Souza, Márluce Coan e Valdecy Oliveira Pontes. In the first one, anchored to the Variationist Sociolinguistics and some reading about Linguistic Beliefs and Attitudes, Elyne Vitório analyses the Languages course students' beliefs and attitudes about language, variation and teaching. In the second one, Firmo, Sousa e Souza, Coan and Pontes analyse the choices made by Spanish-American newspapers to mark the future in Spanish Language, which according to the Real Spanish Academy (Real Academia Española, 2009), can be expressed in at least three forms: the grammatical future (e.g.: cantaré), the indicative present with future value (e.g.: canto) and the periphrastic form made by IR – (conjugated in the present) + A (preposition) + verb in the infinitive (e.g.: voy a cantar)

Regarding the Discourse Analysis area, Reinildes Dias e Orlando Vian Jr. present the article 'Systemic-functional multimodal discourse analysis of English Language Coursebooks for High School in Public Education'. In this article, they use a systemic-functional multimodal perspective to understand the relations between the verbiage and the images in these instruments of multifaceted and complex meanings. For this purpose, they analyse the multimodal aspects of two collections of didactic books, approved by PNLD-2015 (The National Plan of the Didactic Book) and, used in public High Schools. Following the same discursive perspective, Cristiane Gomes de Souza presents 'Officer business women? An analysis of the speech from the Editorial Sebrae on women'. In this article, the author analyses the subject position taken by Sebrae President when he spoke about and to businesses women in an editorial published at 'Conhecer' Magazine: Businesswomen Sebrae Prize. Cristiane aims at observing how the representation about women is constructed in the marketplace discursive formation – which keeps some values and ways of referring to women, whilst tries to bring a new discourse about them.

Gustavo Lopez Estivalet presents an article entitled ‘Auxiliary verbs and verbal phrases: description and comparative analysis of Portuguese, French, and English’ in which he describes the main auxiliary verbs in these three languages using concepts and definitions from the literature; he also carries out an analysis of the auxiliary verbs usage by comparing examples and equivalences among the researched languages. Besides, he compares and discusses auxiliary verbs, compound tenses and verb phrases.

The last three articles are about Prosody, Diachronic and Cognitive Semantics and Referral. In the first one, ‘The role of F0 and intensity in distinguishing yes/no questions from neutral statements in the Nuclear Region of the dialect of people from Curitiba’, Pollianna Milan e Denise Cristina Kluge verify if the fundamental frequency and intensity acoustic parameters are able to help to distinguish an affirmation from a question in the dialect from the city of Curitiba - Paraná State. They intent to describe how these prosodic features exert the distinctive role between affirmative and interrogative utterances.

In the second article ‘Blow to abundance: Semantic changes in designatives expressions of act to beat’, Nathalia Luiz de Freitas, based on the principles of Diachronic and Cognitive Semantics, analyses the linguistic-cognitive factors involving the semantic alterations in designative expressions of the act of beating followed by the preposition ‘of’, creating expressions that indicate quantity and intensity.

In the last article: ‘Referenciation and Politeness in the (re)construction of self and of other: recovering the love story of Jayme and Maria’ the authors, Andrezza Alves Queiroz e Maria Helenice Araújo Costa try to recall the story of this couple from the 1930s based on the theoretical field of referral and politeness by analysing the (re)construction of the self and the other in Jayme and Marias’s love letters.

We wish you all a pleasant and good reading!

The Editors