

Introduction

We are pleased to present the number 21, volume 2 of *Signum: Language Studies*, which gathers 5 papers and 3 reviews. They attain to the theme, Foreign language pedagogy: issues of practice, education and research¹.

The first paper, by Simone Reis, presents the “Paradigmatic and Syntagmatic Analysis in qualitative research with data of human language”. Created in Applied Linguistics, it is a data-driven method which aims at fill in gaps left by Ethnography and Grounded theory. The author discusses central aspects for the development of research which considers epistemological and ontological language powers.

In the second paper, “Teacher Education Sequence for English Language Teachers: establishing relationships with the knowledge and teaching capacities”, Claudia Pontara and Vera Cristovão report on an ongoing research on whether activities proposed in a Meta Didactic Sequence promote possibilities of establishing relationships with the knowledge and teaching capacities required of the teacher. The data stem from the material used during a course to English Language teachers were analyzed from the viewpoint of their macrostructure and synopsis relating them to the teaching knowledge and capacities.

Next, we have the paper “Argumentation and linguistic analysis in EFL classes: a study case about an activity proposed for beginner English language learners” by Thiago Costa, Erivaldo Nascimento and José Souza, which presents an analysis on the possibility of working with genres, from the two conceptions of argumentation: the rhetorical and the linguistic. As a theoretical basis, they seek the association between the Theory of Argumentation in Language, and the perspective of Linguistic Analysis. Based on the analyzes undertaken, the authors conclude that working with the text enables contact of the student with various texts that circulate in society.

Then, Fabiana Dametto and Márcia Cristina Corrêa - in their paper “The Textual production written as a school discipline: implications in basic education” - reflect on the implementation of a school discipline focused exclusively on writing development, namely, Writing or Text Production. The authors consider that the creation of a discipline implies the evaluation of a multiplicity of aspects and affirm that it is necessary to discuss problems specific to the genesis, function and functioning of such discipline in the school curriculum.

Finally, in the paper “The English teacher’s work in relation to the prescriptions of the official documents and the work conditions in the public school” by Renata Pucci, we

¹ Some of the articles are published only in Portuguese.

have an enunciative analysis of the speeches of a group of teachers who seek to understand the ways in which English teaching is established in public schools, in relation to the prescriptions of the official documents and the concrete conditions of work. Following Bakhtin and Volochínov, the analyses point out that the official document discourses organize the teachers' view of the teaching practices of English language in the public school, guide the evaluation of the teaching methods and the appreciation of the work itself in the classroom.

The thematic volume also has three reviews. The first one is a contribution by Emanuelle Vieira and Giuliana Brossi; the second, by Orlando Vian Jr., and the third one by Priscila Lanferdini, Rayane Lenharo, Maria Izabel Tognato.

Vieira and Brossi present the book “Teaching and Training of Teachers of Foreign Languages for Children in Brazil”, a collection of eleven research papers, organized by Tonelli, Padua and Oliveira. The book presents an overview of researches carried out on theme. The chapters provide a source of research for teachers and researchers, undergraduate and graduate students interested in teaching and education of foreign language teachers for children and raise debates on children learning foreign languages.

Vian Jr., in reviewing the book “Learning to write. Reading to learn. Genre, Knowledge and Pedagogy in the Sydney School”, highlights the genre-based literacy program of the Sydney School's discourse. Although existing in Australia for more than three decades, only recently has it become a topic in research and study circles of discourse genre and first and additional languages pedagogies in Brazil.

The third review in the present thematic number is on the book “(Text/Discursive) Genres: language teachers' teaching and “(pre-service and in-service) education”, organized by Vera Cristovão. Among other important contributions, the authors highlight the significant number of researches that have addressed the issue of language teaching and learning based on text/discursive genres under different theoretical perspectives. In addition, they draw attention to the construction of knowledge, the expansion and articulation of theoretical constructs which, through the studies compiled in the book, led to the discussion at the VIII SIGET, in the city of São Paulo in 2015, on the existence of possible “Brazilian schools of genres”.

Hopefully, the papers of the present issue foster discussions in the aforementioned fields and contribute to foreign language teaching and teacher education and, thus, to the advancement and growth of these activities.

We wish everyone a great reading.

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