

Introduction

The present thematic publication of *Signum: Estudos da Linguagem* is composed of seven articles, which reflect the importance of this publication as a space for dissemination of researches developed in the language studies. The articles were organized according to common themes and cover the topics covered in the four research strands of the Programa de Pós-Graduação em Estudos da Linguagem da Universidade Estadual de Londrina (PPGEL-UEL).

In the first article *Essay: from history to the genre characteristics in the literary sphere*, Nelvana Leuz de Oliveira Ferragini intends to present a categorization for the genre ‘essay’ based on the Bakhtinian perspective of discourse genres, since it observes linguistic-enunciative marks, production conditions, thematic content and compositional construction. The compilation of *corpus* for analysis is derived, methodologically, from the following steps: i) investigation of texts-statements/works entitled as essays and/or that approached the term essay; ii) diagnosis and appreciation of that material; iii) selection and studies of representative texts of the genre; iv) organization of the essay characteristics in the literary sphere. In this perspective, the genealogy of the essay is discussed together with a presentation of an organization of the regularities and instabilities of the genre based on the texts-statements analyzed.

In the second, *The Counterword in Text Revision and Rewriting Processes*, Renilson José Menegassi and Nayara Emidio de Lima investigate, in the discursive genre summary, how the counterword is configured in the written discourses of elementary school students and how the processes of revision and rewriting can contribute to its manifestation in texts produced in a teaching situation. According to the analyzes, the authors verify the transformations of ‘outside words’ in ‘my words’, the contributions of the teacher corrections and the manifestation of the counterword in the summaries produced by the students.

Joseval dos Reis Miranda e Lindolfo Santos Ramalho, in the third text, *Addressing the Textual Genre “Personal Letter” in Youth and Adult Education*, deal with the writing process of the personal letter by students of the Education of Young and Adults. According to the authors, the results indicated that the written production of the personal letter, developed through the didactic sequence developed by Dolz, Noverraz and Schneuwly (2004), enabled the participants of the research to acquire linguistic-discursive knowledge necessary for the construction of the Gender personal letter, as well as helped them to recognize and at the same time overcome the main difficulties they presented during the process of writing the personal letter.

In the fourth article entitled *On the Reflective Accounts of Supervised Teacher Training in Portuguese Language: the question of the utterance pattern*, João de Deus Leite, Carmen Agustini discusses, in the light of Benveniste’s studies, the written enunciation, problematizes and analyzes how a teacher in formation initial student of the Portuguese Language Course of a federal institution produces his “reflexive reports” of the Portuguese Supervised Internship. The authors consider that the teacher (re)elaborates, through writing, her experience in the Supervised Stage from the process of

metaphorization constitutive of the narrativity of the experience: the time of the fact lived, the time of the writing and the time of the reading. The analysis reveals points of dispersion of academic writing, since, in reporting the allegedly successful experience in the Supervised Internship, points of contradiction mark the enunciative regime of the written statements of the academic, revealing their construction of identification with certain spaces of interpretation demanded by the own regime.

In the fifth text, *Raising of the Final Atonic Vowel /o/ in Irati, Paraná*, Lucelene Teresinha Franceschini e Loremi Loregian-Penka investigate, based on the theoretical and methodological assumptions of Variationist Sociolinguistics, the raising process of the mid vowel /o/ in final posttonic position in the Portuguese spoken by descendants of Slavic immigrants (Ukrainian and Polish) in the rural area of Irati, a city located in the South Central region of Paraná. The results indicated that the studied vowel presents a low raising rate.

The sixth article, from the authorship of Carlos Alexandre Gonçalves, Felipe da Silva Vital and Sandra Pereira Bernardo, *From -landia to -olândia: a morphosemantic approach to the X-lândia constructions in Brazilian Portuguese*, describes the morphosemantic status of the completed lexical formations -land in Brazilian Portuguese in view of its formal characteristics and the extensions of meaning operated over time. The corpus used is composed of 114 words registered mainly in electronic dictionaries and that can allow the study of word formation in Portuguese, comparing older forms and new formations, evaluating the latter from the perspective of the nominator.

The seventh article, *Interfaces between Lexicography, Semantics and Translation*, by Arelis Felipe Ortigoza Guidotti, discusses possible interfaces in the elaboration of dictionaries between Lexicography, Semantics and Translation. The text discusses the need to reflect on the meaning attributed to a lexia in its native language, before it was recorded in a dictionary. In this study, the author combines the presuppositions of Lexicography, Formal Semantics and Enunciation Semantics and Translation to propose that the interlinked work of these areas of knowledge, emphasizing their contribution to the more complete record of the meaning of lexical units in dictionaries.

The Portuguese Language Teaching Through a Literacy Project: the school newspaper, by Ana Paula da Silva Lino and Andreia da Cunha Malheiros Santana, eighth text of this thematic publication, presents a proposal for teaching Portuguese based on the literacy perspective. Under the methodology of the action research, discursive genres were elaborated pertinent to the elaboration of newspaper. The text discusses the textual production from social practices and their collaboration for the teaching-learning process of the student.

The *Signum: Estudos da Linguagem*, in its third issue of 2018, reaffirms the importance of its mission in the dissemination of research developed in the field of language and invites everyone to reflect on the themes published in this volume. We wish you a good reading.

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