

In times of social isolation, science has been our company in facing the challenges that have been imposed on us. Not only in the field of health, but also in linguistics and language studies in general, information and the various projects that have been established bring new horizons to studies on languages. It is in this scenario of intellectual productivity that *Signum: Estudos da Linguagem* brings its contribution with the publication of another thematic volume. This issue of *Signum* is composed of 9 articles from different fields of linguistic knowledge and permeates studies on Brazilian Portuguese, language teaching methodologies, lexicon and Toponymy.

We start with articles dealing with Brazilian Portuguese. The first article, *The lexical creativity of Brazilian Portuguese in Catalão written press*, by TIMBANE and ROCHA, investigates the occurrence of semantic and lexical neologisms in the main Catalão newspapers (Catalão – Goiás State) and describes the lexical-semantic variation of Portuguese used by local speakers. The core of this article is the lexical creativity and the neologisms present in the written corpora. In this BP theme, the article entitled *Vowel harmonization in Brazilian and São Toméan Portuguese and the raising of the pre-stress /e/*, from NASCIMENTO, compares the variety of Brazilian Portuguese, specifically the corpus collected by Yacovenco (1993) and Rocha (2013), in some municipalities in the State of Rio de Janeiro, to the descriptions of Ferraz (1979, 1987) and Hagemeyer (2009) on vocalism in Creoles in the Gulf of Guinea. This phonetic study seeks to demonstrate, in this variety of Portuguese, the influence of the subsequent high vowel in the raising of the previous pretonic, a trend already confirmed in other languages.

Closing the list of articles dealing with Brazilian Portuguese, *Neighborhoods's names created in Dourados (MS) between 2008-2018*, signed by LIMA and TAVARES, explores, from the perspective of Onomastics, the names attributed to places (toponyms), studied by Toponymy, comparing the names of neighborhoods created in the investigated locality, under the bias of semantic motivation, linguistic origin and formal structure of the names. According to its authors, it is intended to analyze the names of places “at the light of theories that discuss the relationship between language and external factors, lexicon and, more specifically, toponymy (SAPIR, 1969, DICK, 1990a, 1990b, among others)”.

Still on the variation of Portuguese, within the methodological perspective, LUCENA and RAFAEL's paper, *Linguistic variation and social representation in Portuguese language classes in high school*, opening the second section of this volume, presents research results on “ways of building the teaching of linguistic variation content and its relationship with social representation”. In the study, the authors describe the experience in the classroom, shed light on the concepts of theorists about variation, culture and social representation and discuss the importance of variationist approaches to the study of language and its intrinsic relationship with the social representation of the speaker .

Having as object the Portuguese language, SOUTO MAIOR, SANTOS and SANTOS, under the title of *Written production and dialogical mediation in textual re-elaboration: an analysis of a basic education context*, they analyze the interventions provided to the members of the project PIBID/Language and Literature/Portuguese. The article is based on a “text and discursive view, applied through a dialogical mediation process, and focused on the participation in the Portuguese Language Olympics (2016)”. This study is based on Bakhtinian theory and action research with a qualitative approach in the analysis of the author subject, with a view to active textual re-elaboration.

Contributing to this section, the text *What is this English that we teach at school? Reflections for the preparation of a teaching proposal for linguistic education in childhood*, by MAGIOLO and TONELLI, addresses the importance of language education in childhood and promotes “reflections on the role of the children stories (CS) genre (TONELLI, 2005) and a forwarding proposal concerning the teaching-learning process and the linguistic education in childhood with a view to plurilingualism (PERREGAUX et al, 2003)”. According to the authors, choices occupy a prominent place in the organization of teaching, in the promotion of linguistic diversity, in the perception of the other and of the different cultures.

In the third section of texts selected for this edition of *Signum*, studies that deal with games as teaching/learning instruments are listed. In the article by SILVEIRA, MORI and PIN, under the title *Game as a resource to place the signs language in use context*, the importance of promoting and widespread sign language is discussed. The authors investigate how the use of educational games can contribute to the process of learning the Brazilian Sign Language (LIBRAS) as a second language.

Following the theme of games, the article *Reading games: possibilities for promoting engagement in reading*, by SANTOS and VIEIRA, anchored in Freire’s (1996), Kleiman’s (2002), Solé’s (1998), Zilberman’s (1988) studies, among others theorists from this field of research, investigates students’ reading difficulties and proposes diversified strategies “based on the elements of gamification with the aim of providing student engagement in the reading process”. The article suggests the use of pedagogical games for the development of proficient reading.

Concluding this volume, the article by SILVA and DIAS, *Lava animated short film: GVD and language capacities in a study of a digital multimodal genre*, brings to the discussion the methodological possibilities for the teaching of languages and for the formation of critical readers. It is a proposal for “approach with the animated short film genre by developing language capacities, especially the multisemiotic ones (LENHARO, 2016).” Allying the theories on the Grammar of Visual Design (GVD) (KRESS; VAN LEEUWEN, 2006) with the theories of Socio-Discursive Interactions (SDI) (BRONCKART, 2012), the authors propose the study of the language in view of the verbal and visual languages of video animation.

All articles in this edition reflect the importance of science as a place for evaluating, developing and fostering new ways of seeing/analyzing/creating the world of language. They also reflect the importance of journals such as *Revista Signum* for being a space for disseminating research developed in this field.

We wish you a good reading!