

It is with great pleasure that we introduce volume 24, number 3 of *Signum Estudos da Linguagem*. This third thematic volume of 2021 is composed by seven articles that approach language under distinctive perspectives contributing to the dissemination of the research possibilities developed within the context of Language and Arts.

In the article “Culturally hybrid zones and school literacy practices”, Almeida and Martins Neto introduce a new concept, naming it “culturally hybrid zones” within the scope of scholar literacies and non-literacies practices with a third-year group of a public High School. As a result, the authors point out the need of dialogue between different types of knowledge, the traditionally linguistic taught at school and those that constitute the own student’s culture, not acquired at school.

In “Representations of women in visual-linguistic materialities in high school Portuguese textbooks”, Silva and Figueira-Borges analyze feminine social representation in Portuguese Didactic Books (PDB) distributed in public High School programs, selected based on the Guide of the National Textbook Program (PNLD) 2018. Therefore, based on the theoretical assumptions of Discourse Analyses, the authors conclude that the traditional reproduction of asymmetrical genre relations still prevails.

Zanardi, in the article entitled “Politically correct language: linguistic variables for persons with disabilities, black and homosexual in a speaking community”, aimed at verifying if the forms proposed by the politically correct language (PCL) are incorporated in a speech community in relation to people with disabilities, Blacks and homosexuals from the theoretical-methodological assumptions of sociolinguistic research and studies of beliefs and attitudes linguistic. Among the main results, the author points out the incorporation of PCL variants by informants with higher education.

In “Towards an ecological approach in telecollaboration”, Schaefer and Heemann aim at discussing, by means of an ecological approach, which focuses on the relationship of people with the environment, different aspects that influenced the participants’ interaction in the telecollaborative sessions. For the interpretative analysis, the authors used data from telecollaborative sessions, experience reports, interviews and reflective diaries. From the data analysis, the authors identified five aspects that influenced the participants’ interaction in the telecollaborative sessions.

*The text “Actions towards academic literacy present in undergraduate course descriptions of the state university of Paraná”, written by Corrêa, Trevisani and Quadros-Zamboni, presents the mapping of initiatives related to actions of academic literacies in English language in course descriptions of Paraná State University based on literacies theoretical models outlined by Lea and Street (1998). The authors conclude, from the analyses, that there are few literacy actions focused on the English language, which indicate the need for institutionalized projects that meet the demands of academic literacies in that language.*

In “Function of language in learning and knowledge construction”, Moyano and Blanco intend to show how knowledge building is empirically constructed within the relations between language and speech based on the studies of contemporary philosophy and on systemic functional linguistics (SFL). The authors suggest that the students evolve in the construction of knowledge through the evolution of their written discursive competences based on the explicit teaching of the genre and relevant discursive resources. As a result, the authors present pieces of evidence in favor of hypothesis of cognitive

understanding of the world as a human faculty linguistically constituted.

Maciel, Almeida and Kailer, in the article “The RETROFLEX [ɾ] IN DATA OF THE MONITORED STYLE OF THE ALiB: an analysis of reading in seven cities in the state of São Paulo”, analyzed, in the light of the theoretical assumptions of Variationist Sociolinguistics (Labov, 2008 [1972]), the realization of /R/ in internal syllabic coda in data from the Linguistic Atlas of Brazil (ALiB) in more formal contexts of language use, i.e., during the reading, when the attention is more devoted to the language itself and not to content. Overall, the authors conclude that the referred variant prevails in cities in the state inlands and among younger people’s talk. From the analyses the authors also highlight the use of [ɾ] is more frequent than in the locals where the study was carried out.

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