

Presentation

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Continuing the task of contributing to the productivity of the area, we are happy to present another thematic issue of the *Revista Signum: Estudos da Linguagem*, referring to **Volume 26, Number 2 of 2023**.

This issue brings together eight articles from different perspectives on the phenomenon of language, which constitute studies on the following fields: foreign languages, reading and writing processes as formative practices, Sociolinguistics and Semiotics.

Reflecting on Paulo Freire's writing processes in his works, Rodrigues' article, entitled *Essay with Paulo Freire on his Praxis in the Processes of Reading and Writing the Palavravmundo*, explains how the educator's language presents itself as an extension of his praxis, allowing an understanding of the reading and writing processes as formative practices for teachers and researchers politically engaged, like him, in their intellectual production.

In a *Survey of Websites for Teaching/Learning Portuguese for Speakers of Other Languages*, Moura, Karwosli and Barbosa identify the theoretical trends and forms of methodological approach that teaching and learning Portuguese for speakers of other languages presents on specialized websites. Aiming to understand how these sites respond to the growing demand in the area, they investigate both available materials and teaching activities and mobilized tools, in a descriptive analysis that includes the intended recipients.

To expand the concept of assessment, the article by Freitas and Cristóvão, *Translation portfolio: translation practice as a protagonist in the process of teaching, learning and evaluating English as an additional language*, is based on language teaching in higher education courses (Letras-Inglês), under the bias of Sociodiscursive Interactionism, and aims to place translation activity as a relevant production in the composition of an evaluative portfolio.

El Kadri, Elias and Rombaldi, authors of the article *Elfing in Bilingual Early Childhood Education?*, bring a proposal for teaching English from the perspective of ELF for early childhood Bilingual Education, outlined in the Global Kids bilingual portfolio, highlighting the importance of local production of materials and proposals for prestigious bilingual education, which moves away from the ideology of native speakers and considers local knowledge and the plurality of languages and cultures.

Also focusing on the English language, the article *Front Vowels of English as a Foreign Language Produced by Proficient Brazilian Speakers*, by Lima and Silva Junior, investigates the production of front vowels of English as a foreign language by speakers of Brazilian Portuguese, analyzing natives and proficient Brazilians. Based on the acoustic parameters of the first three vowel formants, in addition to vowel duration, they bring contributions to the area of teaching foreign language pronunciation.

In the article *Linguistic Attitudes of Informants from the Interior of Bahia through Alib Data Analysis*, Moratto, based on data from the Brazilian Linguistic Atlas Project, describes the linguistic perceptions and attitudes of 84 informants from 21 locations in Bahia regarding the other varieties from the country. Through a sample consisting of the responses of four informants from each location, it deals with the plurality of linguistic behaviors regarding the speech of others and one's own speech.

In *Perception of Progressive Palatalization in Alagoas by University Students based on tests of attitudes and linguistic judgments*, Oliveira and Oliveira investigate the social significance of the variants involved in the process of progressive palatalization of the alveolar stops /t/ and /d/ by 200 university students Alagoas. Through experiments developed with the matched-guise technique, the research aims to analyze how subjective aspects of the speaker's identity can interfere with linguistic judgments and highlight socially established values.

We conclude this issue with the valuable contribution of Professor Valdenildo dos Santos who, unfortunately, left us before this issue was completed. Santos uses an interview given by semiotician Thomas F. Broden to discuss, in the article *What does Thomas F. Broden think of 'The Black Boxes' in Greimasian Semiotics*, the possible black boxes in Greimasian work. To do this, it is guided by the following questions: "Did black boxes exist? If there are, what are they? What do Greimas' followers have to say?"

We thank the authors of this issue, who entrusted us with their work with their submissions, the referees, for their valuable contribution and, especially, Professor Luiz Carlos Migliozi who made the English language adjustments to Professor Valdenildo dos Santos' article.

We wish you all a great reading!

The editors.