

PRESENTATION

Alfa opens 2018 with a bulky issue, due to the number of articles and to the thematic and theoretical-methodological diversity of these studies. Such diversity is representative of the ever-increasing movement of questioning Language, which has increasingly placed Linguistics in dialogue with other areas of knowledge. The originality of the questions underlying the studies now published, and the richness of the answers they bring lie in those dialogues.

The two articles that open this first issue of 2018 analyze how strategies of argumentation are mobilized to construct certain meanings and discursive effects. In the first one, Freitas scrutinizes a document produced in the context of the legal controversy surrounding the approval of abortion of anencephalic fetuses, to show how the articulation of strategies such as explanation, naming and representation was paradoxically used to, convey support to a justified feminist demand, without departing from the androcentric paradigm that characterizes Law. In the study of Alves Junior and Tomazi, based on the approaches of the New Rhetoric, Sophistic and Semiological Theory of Discourse, we find the defense of an integration between the three rhetorical proofs of persuasion - *logos*, *pathos* and *ethos*, built from the analysis of a journalistic chronicle.

The issue also includes three studies that share the focus on language teaching and learning, on different objects and within different approaches. Nielsen Niño brings us a picture of the learning process of Spanish by foreign students in Colombia, highlighting the phenomenon of translanguaging, as a contact effect and fundamental strategy in learning L2. Still within the L2 teaching and learning field, Fontana and Leffa elaborate an in-depth analysis of the structure, pedagogical basis and functioning of MOOCs - "Massive and Open Online Courses". In investigating two courses offered in this modality, exemplars of an expanding tendency, the authors show how this tool, certainly useful, still needs to be improved, in order to offer effective spaces of interaction in the teaching process.

The third study in the teaching field deals with the process of acquisition of writing, more specifically the acquisition of orthographic competence. In a qualitative analysis of the interactions between two learners during the production of invented histories, Calil identifies and interprets the process of early recognition of orthographic problems and the search for solutions on the part of the students. The work emphasizes the importance of thinking orthography, not as an autonomous domain, but rather integrated with the other components of writing (and, therefore, of the language).

Following is the article by Souza and Di Felippo, which proposes to provide subsidies for automatic multidocument summarization. The study stands in the field of Automatic Processing of Natural Languages. This trend of linguistic research is no longer so new, but it meets the increasing demands of information processing and management, one of the defining characteristics of our time. Such demands are always bringing new challenges, one of which is the characterization of attributes and relevant phenomena in the texts to be processed and the translation of this information to the computational resources that must detect them. In the study in question, the authors explore mainly one of these phenomena - the temporal complementarity between events.

Three other articles investigate structural aspects related to the morphology and phonology of Portuguese from the point of view of processing and acquisition. Villalva and Pinto discuss the concept of morphological complexity, by analysing the reading processing of derived words, testing the performance of the compositionality parameter in the cost of this processing.

The study by Goulart and Matzenauer analyzes the acquisition of Brazilian Portuguese irregular verbs by native speaking children, from the perspective of Lexical Phonology and Morphology. They note that the complex morphophonological relationships present in these inflections may explain their late acquisition and a tendency to verbal regularization in these contexts.

The last article of this issue, by Bohn and Santos, in turn, deals with the acquisition of pretonic vowels in Brazilian Portuguese. As in the study by Goulart and Matzenauer, this is a late process (compared to the acquisition of tonic vowels), which would be explained by the instability of the pretonic subsystem. The authors analyze data from São Paulo children based on the Contrastive Trait Hierarchy.

As I mentioned earlier, we are facing a set of studies that are very expressive of the recent paths that Linguistics has undergone in Brazil and in other research centers.

Good reading!

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