

EDITORIAL

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The term *grammar* is part of the collective imagination of native and foreign speakers. Almost always linked to questions of right and wrong, reinforced by the grammar patrol so fashionable in radio and television programs, doubts by telephone, CD- ROM and internet, the propagation of linguistic standards of etiquette makes the user arrives at school with the belief that the only existing grammar is the normative one, the traditional. Centuries of prescriptive grammar teaching helped fossilize this idea, especially when the investigation into the discursive practice was still not part of the pedagogical projects.

The scenario changed when the relations between grammar, usage and linguistic variation became part of the linguistic studies, at least 30 years ago. However, discussions on this topic still remain today, given the need to extend routine teaching proposals that emphasize textual and discursive dimension.

In this issue, the Journal *Linha D'Água* welcomes the various grammatical theories – general, universal, historical, comparative, contrastive, reflexive, implicit, explicit, descriptive, functionalist, prescriptive – in articles that analyze the grammar, the usage and linguistic variation in contexts of native and foreign language.

Roseli Hilsdorf Dias Rodrigues examines the teaching of Portuguese in relation to the guidelines of three official documents. By qualitative analysis, the author proves the lack of continuity of educational policies.

The study of the representation of voiced and unvoiced whistling in manuscripts produced between 1701 and 1800 is the theme of Phablo Roberto Marchis Fachin's article. The author finds some graphic tradition in public administration documents from the colonial era, contributing to the research on the history of the Portuguese language.

Minding the variationist sociolinguistics, Regina Cláudia Pinheiro analyzes the use of linguistic variants of the regency of the verb *ir*. The research *corpus* is

composed of speakers of formal Portuguese from Fortaleza-CE. The conclusion reveals that linguistic and/or extralinguistic factors influence the use of prepositions.

Still in verbal studies, Angela Marina Bravin dos Santos investigates the variable behavior of direct transitive verbs and the particle “if”. The author uses the theory of variation and change to analyze academic texts.

In foreign language teaching field, Rocío Alonso Rey studies mistakes produced by Spanish speakers learning Portuguese. The interferences of the mother language are examined considering learners of basic level, in inflected verb forms of the indicative present.

Neusa Salim Miranda and Patricia Miranda Machado study the cognitive linguistics and the grammar usage models. In this theoretical field, they examine the semantic aspect mismatched in morphological constructions.

The morphosyntactic behavior in temporal adverbs is the object of Viviane Purcina de Santana Maciel and Gessilene Silveira Kanthack. To investigate it, the authors use two regular news reports in the Brazilian press. The variable behavior of adverbs is revealed in the data analysis as well as in the fact that these adverbs do not constitute a homogeneous class.

In the functionalist perspective, Deborah Thais Batista de Abreu and Rove Luiza de Oliveira Chishman discuss the inherent discursive function constructions with the support-verbs *dar* and *fazer*. After presenting the most common variations of these morphosyntactic constructions, the authors demonstrate how these uses generate different discursive effects from those found in the employment of full verbs.

The spoken language is the object of Hebe Macedo de Carvalho, who studies the alternation of the subjunctive and indicative in two speech communities of Ceará: speakers from Fortaleza, compared with the data from Cariri. The author uses statistical and methodological procedures of variationist sociolinguistic analysis.

Also in the functionalist tradition, Marcia Teixeira Nogueira and Francisco Ednardo Pinho dos Santos explore the inadequacy of the utterance in interactions, considering pragmatic, semantic and syntactic functions. From the *corpus*, comprising school essays, the authors analyze some types of mismatches, demonstrating their relevance to the communicative event.

Finally, we have the contribution of Francisco Gomes de Matos. The professor presents 40 pairs of linguistic variants and invites the reader to examine them from the standpoint of the use of Portuguese in Brazil. In this exercise, it is also worth setting the context of the sentence, besides the list is an invitation to other creations.

All these approaches help to materialize the textual and discursive dimension in mother and foreign language teaching, creating the required link between linguistic researches and teaching practices.

Have a good reading!