

## *From the Editors*

With great satisfaction, we present the first volume of the fourth number of *Gradus – Brazilian Journal of Laboratory Phonology*.

*Gradus*, as readers already know, is a journal that has been committed to open science since its first issue. This puts it in line with the recommendations issued by CAPES (the evaluation committee of scientific publications in Brazil) in in the electronic newsletter nº 67, released in late June. The newsletter says:

The term ‘open science’ refers to a model of scientific practice that, in line with the development of digital culture, aims at more than public open access of data and publications; it also involves the opening of the scientific process as a whole, accelerating the dissemination, democratization and advancement of knowledge and its use by society.

In this sense, we express our feeling of accomplishment. When we launched *Gradus*, our objective was precisely to create a journal on which the productions in the area of the field of Laboratory Phonology would gather, seeking to foster the dissemination of this methodological orientation and the debate among researchers. Reaching the fourth number shows us that we are on the right path.

In this volume, we present two articles: the first one, titled “The role of instruction in the perception of English high back vowels”,<sup>1</sup> by Raimundo Nonato Sousa Filho, Rafael Zaccaron, Rosane Silveira and Carlla Dall’Igna, verifies the possible influence of formal instruction on the discrimination of high back vowels in English by native speakers of Brazilian Portuguese (BP).

1. Cf. p. 14.

With the participation of 17 elementary learners of English, who were divided into an experimental and a control group, the study involved a perceptual pre-test, a pronunciation instruction class, and a post-test perceptual task. The results showed that the experimental group and the control group presented similar results, contrary to the authors’ hypothesis. According to the authors, possible reasons for this result may be the length of pronunciation instruction, the length of data collection, and the possibility that participants had learned from the pre-test. A qualitative analysis, on the other hand, shows that all participants in the experimental group found the pronunciation instruction useful.

The second article, “A produção de vogais nasais e de encon-

tros consonantais do francês por aprendizes brasileiros e falantes nativos de francês” (“Production of vowel nasals and consonant clusters in French by Brazilian learners and native speakers of French”),<sup>2</sup> authored by Izabel Christine Seara, André Luis Leite de Menezes, Bárbara Fraga Góes and Vanessa Gonzaga, presents an acoustic analysis of French nasal vowels and consonant clusters produced by ten participants: six Brazilians, learners of French as a foreign language, and four native French speakers. The analysis of parameters such as nasal vowel quality and presence of vowel elements in the tautosyllabic consonant clusters revealed that there is an apparent ongoing change in the quality of nasal vowels in Parisian French, and that this change occurs in the pronunciation of the Brazilians. In addition, the authors noted that the vowel elements in the consonant clusters are longer in the speech of Brazilians than in the speech of French. In light of these findings, the authors draw attention to the pedagogical application of the results, in terms of identifying the difficulties encountered by Brazilian learners when acquiring the sound system of French.

2. Cf. p. 42.

Finally, we present an observation and a request to the potential authors of the next issues. *Gradus* is entirely made up by volunteers in their spare time – editors, reviewers, layout technician. As everyone in academia well knows, free time is a scarce resource. On the one hand, we are proud to present a publication of a comparable level to journals published by professional publishers; on the other hand, this quality increases the demands of time a little more.

Our guidelines seek to meet editorial needs. Still, sometimes some inattention on the part of the authors can result in a lot of editing time. For example, a constant problem in all editions is the revision of bibliographic references. All references provided by the authors are reviewed and confirmed; with some frequency, we find names or titles with typos, as well as incomplete or even incorrect information.

Reviewing and correcting these references takes precious time, but it is one of the quality elements in our publication: any reader can easily find the references of an article based on the information we include in the reference lists.

Our request to future authors: please pay more attention to the guidelines – not only to their formal characteristics, but also to their content. Just read some of the articles we have already published to get an idea of how texts submitted by the authors are published. This diagramming is not trivial; but working with the text of an author who foresees how his article will be presented on our pages will be of great help, both in the economy of our time and in the quality of the published text – which is, after all, our goal.

We hope that the reading of the articles will give rise to reflections and new challenges for our readers and we wish everyone a good reading!

*Adelaide H. P. Silva*

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Editors