
The Enunciative Perspective in Late Second Language Acquisition Analysis: Contributions to reflect upon speech therapy clinics

A Perspectiva Enunciativa na Análise da Aquisição Tardia de Segunda Língua: Contribuições para pensar a Clínica Fonoaudiológica

La perspectiva enunciativa en el análisis de la adquisición tardia de un segundo idioma: contribuciones para pensar la Clínica Fonoaudiológica

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Abstract

This paper analyzed the reflections that an adult made about the late acquisition of Brazilian Portuguese as second language in speech therapy, from an enunciative approach, shifting to analyze the principles of inter-subjectivity, the form-sense relation respect and transversality of linguistic levels for language evaluation. The research subject was a speaker of Spanish as mother language, adult, psychologist and university professor, who was in speech therapy with the intention of improving his spoken Portuguese, and consented to participate. The data analyzed refer to an interview, developed and filmed by the speech therapist and later transcribed orthographically. We attempted to demonstrate, from the interview scenes, the action of the mentioned principles, as well as perform a reflection on the suffering that a subject in second language acquisition can go through not understanding and not being fully understood, the difficulty of insertion and social interaction arising from miscommunication. It showed that little attention has been given to the second language learner's suffering, and emphasis was

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placed on the therapeutic position of the speech therapist as a professional that deals with the language of symptoms.

Keywords: *Multilingualism; Language; Speech Language Pathology and Audiology.*

Resumo

Esta comunicação analisou as reflexões que um sujeito adulto em intervenção fonoaudiológica fez acerca da aquisição tardia do português brasileiro como segunda língua a partir de um enfoque enunciativo, deslocando para a análise os princípios da intersubjetividade, da relação forma-sentido e transversalidade de níveis linguísticos propostos para a avaliação de linguagem. O sujeito da pesquisa era um falante de espanhol como língua materna, adulto, psicólogo e professor universitário, que se encontrava em atendimento fonoaudiológico com a intenção de melhorar o seu português falado, e consentiu em participar da pesquisa. Os dados analisados referem-se a uma entrevista, elaborada e filmada pela fonoaudióloga e posteriormente transcrita ortograficamente. Buscou-se demonstrar, a partir das cenas da entrevista, a ação dos princípios mencionados, bem como realizar uma reflexão acerca do sofrimento pelo qual um sujeito em aquisição de segunda língua pode passar por não compreender e não ser totalmente compreendido, pela dificuldade de inserção e interação sociais advindas das falhas na comunicação. Evidenciou-se que pouca atenção se tem dado ao sofrimento do aprendiz de segunda língua e ressaltou-se a posição terapêutica do fonoaudiólogo como profissional que lida com o sintoma de linguagem.

Palavras-chave: *Multilingüismo; Linguagem; Fonoaudiologia*

Resumen

Esta comunicación analizó las reflexiones que un sujeto adulto en terapia fonoaudiológica hizo sobre la adquisición tardía del portugués brasileño como segunda lengua desde un enfoque enunciativo, trayendo para el análisis los principios de la intersubjetividad, de la relación forma-sentido y transversalidad de los niveles lingüísticos, propuestos para la evaluación del lenguaje. El sujeto de la investigación era un hablante del español como lengua materna, adulto, psicólogo y profesor universitario, que estaba en terapia fonoaudiológica con la intención de mejorar su portugués hablado, y consintió en participar de la investigación. Los datos analizados se refieren a una entrevista, desarrollada y filmada por la fonoaudióloga y posteriormente transcrita ortográficamente. Se trató de demostrar, a partir de las escenas de la entrevista, la acción de los principios mencionados, así como realizar una reflexión sobre el sufrimiento que un sujeto en la adquisición de una segunda lengua puede pasar, por no entender y no ser totalmente entendido, y por la dificultad de inserción y interacción sociales que surgen de las fallas de comunicación. Se demostró que hasta el momento se ha dado poca atención al sufrimiento del estudiante de un segundo idioma, y se resaltó la posición terapéutica del fonoaudiólogo como profesional que se ocupa de los síntomas de lenguaje.

Palabras clave: *Multilingüismo; Lenguaje; Fonoaudiología*

Introduction

The theme of language acquisition, according to the enunciative perspective of Benveniste¹, is already showing its effects in some studies on the risk to language acquisition²⁻⁵, even though being recent in the linguistic area. These studies evidence the potential of this theory in the analysis

of linguistic appropriation process, the possibility of analytical questions covering the clinical area of language disorders because of the risk related to the language acquisition of the mother language.

Other works, in the clinical area of language disorders, also evidenced the potentiality of Benveniste's enunciative vision of considering the speaker in his language operation⁶⁻⁹. This potential seems to relate to the enunciation principles that,



when moved to the reflection on clinical scenes, provide productive analytical devices in the evaluation process and intervention together with subjects with language disorders. Among these principles, it is possible to stand out the inter-subjectivity, the form-meaning relation and transversality of linguistic levels, presented by Cardoso⁸ in his doctoral dissertation.

In this paper, these principles are mentioned in order to reflect about clinical scenes in which a speech therapist and an adult subject participated, whose native language is Spanish, in the process of acquisition of Brazilian Portuguese as a second language. More specifically, it aimed to analyze the reflections that the subject brings about the language acquisition process from the therapeutic focus given to form, especially to the phonological one, both in perceptual dimension and in terms of speech production.

It is known that second language acquisition studies (L2) are unanimous when affirming the fact that the knowledge of the first language (L1) interferes with the acquisition of a second language, especially in terms of phonological aspects¹⁰⁻¹³. However, these studies do not address the relations between the speaker and his acquisition process, not even mentioning the linguistic appropriation in the different experience of contexts. The interview that here will be explored seems to bring a number of very interesting data to consider the relations that the speaker, in L2 acquisition, has with the new language and in what way speech therapy can offer some contributions to this process.

Although language has a cultural function, the enunciation act is individual, because it happens by means of a language appropriation process¹⁴, which characterizes the subjective nature of language. The speaker, when the subject states to be the locator, puts the other in front of him and proposes himself as a subject. That makes language possible: each speaker puts himself as subject, he refers to himself as me in his speech and the other is you. The authors¹⁴ highlight, however, the singularity of language function, as well as this singularity happens in an inter-subjective process. They consider, therefore, a subjective process in language, distinct from arising subjectivity notion of the psychoanalytic area.

Inter-subjectivity is a principle that is, in Benveniste¹ reflection, based on language. Cardoso⁸ asserts the primacy of the intersubjective

nature of language, because when the speaker is places himself as a subject in the exercise of language, he does it because of that reciprocity and self-consciousness, it is only experienced by contrast, that is, in relation to his interlocutor.

Another principle discussed by Cardoso⁸ was the form-meaning relation, by means of which the author differentiates and relates semiotic domain, or the language system domain, to the semantization process. This is related to the linguistic requirements whereby the subject update his linguistic knowledge in every act of enunciation. It is known that the Speech Language Therapy invested in the description of the semiotic area, traditionally referred as grammatical, but there are only some studies in this area that explore how the talking semanticizes the language in dialogue with each other. In childhood, there are already some papers published in speech language therapy^{2,3,4,9} which indicate the clinical importance of this distinction.

The transversality of the linguistic levels was another principle proposed by Cardoso⁸ for the language disorders evaluation. This principle affirms that the focus on isolated grammatical levels impose a reductionism in language analysis, since in any enunciation act the processing of linguistic levels is simultaneous and therefore any impediment on one level, be it casual or characteristic of a language disorder, turns out to be reflected in other levels. So, the impediment, for example, in the phonological level can generate consequences in other linguistic levels as the semantic and the syntactic ones on the dialogue process. It is the responsibility of the speech therapist to observe how the levels work dynamically. Therefore, the author defends the dialogue as the unit of analysis in a language evaluation.

Considering these principles, this paper intends to move them for analyzing the speaker report about the process of acquisition of the Brazilian Portuguese as L2.

Description

The motivation for this communication paper came up from the care of an adult subject (from now on referred as P.), Argentine, who lived in Brazil during 16 years and who decided to look for speech therapy help in order to improve his spoken Portuguese. The case became interesting

because this patient is a university professor of the psychology area and, together with the speech therapist; he would make a great reflection on the differences regarding the acquisition of the mother language or a second language as well as the inter-subjectivity of language.

P. was 45 years old at the time of the initial interview. He sought for Speech Therapy help because he realized that his speech interfered in relations with people as they needed to pay close attention to understand him, which used to cause some embarrassment. His son had already been assisted by a speech therapy professional, which motivated him to look for help. In work situations, P. noted that many students felt difficulty keeping up with his classes, some struggled and ended up getting used to his “accent” and others avoided him. He also reported that already stopped accepting some professional invitations for lectures or courses because of his inadequate use of the language. He described difficulty to differentiate some sounds of Portuguese and, because of that, he had some difficulty in terms of pronunciation. P. also made reference to some difficulties with grammar, especially in plurals and verb tenses. He

reported no difficulty to read in Portuguese, only a few grammatical or spelling questions in writing.

At the time of the interview that was the basis for the discussions of this paper, P. was under speech therapy treatment for a year and the focus of the work was the discrimination and phonemic production (/ z /, / ʒ /, / tʃ /, / dʒ /, open vowels and nasal vowels). Other grammatical aspects were not focused directly as the phonological, but they always emerged in the interactions between the therapist and P.

The interview used in this paper was conducted with the consent of P. and inserted in the project registered under EAC 19100713.8.0000.5346. For the formulation of questions, the speech therapist analyzed the aspects that were repeated in the speech of P., proving to be marked on his experience with L2. The interview was filmed in the own medical office in a specific session for the same and then it was transcribed orthographically.

The language scenes selected for this paper were transcribed according to the transcription rules adopted by Enunsil database (Enunciation and Symptom in Language) coordinated by Flores¹⁵, which can be seen in Chart 1.

(.) a period in parentheses	It indicates that there is a short pause intra or inter-turns
(...) three periods in parentheses	It indicates that there is a long pause intra or inter-turns
WORD capital letter	It indicates speak with intensity above the talks that surrounds it
Word- hyphen	It indicates abrupt cut speech
() empty parentheses	It indicates that the transcriber was unable to transcribe what was said - uninterpretable segment.
(()) double parentheses	It indicates the transcriber comments about restricted enunciation context

Chart 1- Transcript Conventions

The scenes selection was performed through a look and listen guided by the aim of this analysis, which was bringing evidence of the presence of the principles of inter-subjectivity, the form-meaning and transversality of the levels on the reflection

that the subject made about his acquisition process of the Brazilian Portuguese as L2.

Analysis

The following scene shows the beginning of the interview between the speech therapist and P.



Speech therapist	P.
"Então P. (.) depois de tantos anos residindo aqui no Brasil, porque que você sentiu necessidade de melhorar o seu português falado AGORA, nesse momento	
	<i>Recorte 1: ((pensa, suspira, se ajeita na cadeira)) Ah, bem (.) Deve ter um processo onde vai se tomando consciência da (.) distância que uma linguagem mal incorporada coloca (.) nos coloca nos outros E? Talvez eu tive um primeiro momento de um aprendizado espontâneo onde eu não conseguia avaliar o compro- o (.) o grau de distorção que minha compreensão acústica tinha. Vivi isso com certa(.) naturalidade talvez. Incorporando muitos outros signos que fazem parte da linguagem, da cultura e tem (.) e sempre minimizando talvez a parte da (.) da linguagem falada.</i>

Chart 2 – Scene 1

Caption: P. - subject of the study.

From this scene, it is possible to verify the inter-subjectivity of P. on the awareness of language, when he says “the interpersonal distance generated by the language when it is badly used.” This happens because of the inter-subjectivity condition of language that enables communication between people¹⁶.

Another interesting aspect in his speech is the identification of two periods of learning: a spontaneous and a directed one. In the spontaneous period, he incorporated signs, but he would not evaluate the effects that the alterations of form presented in the interpretation by the interlocutor. In this scene, he seems to realize that the reaction of other people when they did not understand his speech led him to notice his shortcomings in the domain of form and that the same ones could not be neglected, since they had effect regarding meaning. So, he looked for the second period of learning, the directed one.

It is, thus, the indivisibility of form and meaning in language functioning. Only in the semantization process is when P. realized he needed to

improve the way the interlocutor could interpret his words.

In his text, Machado¹⁶ presents a reflection on the contributions that the Enunciative theory can bring to the study of L2 acquisition, especially with regard to the study of this uniqueness in this acquisition as opposed to repeatability, while looking over the speaker as active figure and the emphasis on inter-subjectivity. It states that access to L2 introduces the learner gradually into another society and another culture, different from the ones he belonged with his L1. In the words of P. we could verify his awareness of this fact when he says that incorporated “other signs that are part of the language, culture and always minimizing perhaps the part of the spoken language.”

According to Benveniste, the human is being in a language, but he is not alone: he needs another person¹⁷. The importance of inter-subjectivity contrast as space is highlighted in the following extract, supporting the proposal of this principle by Cardoso⁸.

Speech therapist	P.
<i>E(.) o que motiva a você a conhecer melhor português(.) brasileiro, o que que é interessante neste português?</i>	
	<i>Recorte 1: Sobreviver.</i>
	<i>Recorte 2: Mas aqui mesmo é mesmo um estado de (.) de viver (.) e (.) compartilhar, participar da língua, poder incorporar, poder inserir-se melhor nos campos sociais. Acho que é (.) por aí.</i>

Chart 3 – Scene 2

Caption: P.- subject of the study.



In this scene P. again emphasizes the difficulty of incorporating a subject in the social domain because of not having a sufficient linguistic domain. He states also something that Benveniste¹⁸ (p.222) used to say about that “before serving to communicate, language is to live.”

The theory of Enunciation, when used in the acquisition of L2, is concerned about the unique ways in which each subject can be assumed as speaker in the new language¹⁶. Considering subjectivity as the speaker ability to propose himself as a “subject” and understanding that this proposition has a language condition¹⁷, P. could not feel that he assumed himself as a speaker and subject when he

speaks Brazilian Portuguese. His poor domain of L2 generates his dissatisfaction to be able to say exactly what he wanted and it seems to be more frequent than tolerable for him the fact that the interlocutor does not achieve full understanding of what he wants to communicate. It is known that even for L1 speakers that can happen, but when it emerges a frequent suffering as in the case of P. it demands a therapeutic listening, as highlighted Surreaux⁶.

The third principle mentioned, the transversality among the linguistic levels, can be evidenced in the following scene.

Speech therapist	P.
<i>E em que situações que você nota que o uso da língua facilita ou dificulta a interação social? O uso que se faz da língua (.).</i>	
	<i>Recorte 1: Bom , eu aprendi que desconhecia muitos fonemas então (.) dá para perceber quanto que aquele que (.) vive o português como a língua mãe, vai sentir parte de seu MUNDO, seu mundo linguístico, vai estar sendo agredido quando alguém não faz distinção entre os fonemas então eu acho que de algum modo dificulta porque (.) a gente não tem a (.) a CAPACIDADE de, de inserção clara, natural, de participação e (.) a partir disso é, cria é, barreiras.</i>
	<i>Recorte 2: palavras que eu não identificava eu não conhecia mas e também se não me impediam de reconhecer o contexto não me importava de determinada palavra eu não estar reconhecendo e (.) então eu não escutava algumas palavras e não sabia utilizar. Então isto criava uma distância se eu não tenho incorporado a distinção dos fonemas então eu acho que (.) eu (.) compreendendo às vezes o sentido geral, a intenção que tinha certa comunicação pra mim era suficiente. Podia às vezes atuar de modo impróprio, às vezes até fechar-me ante (.) alguns (.) interrogantes ou algumas algum convite para participação de algum diálogo justamente pela dificuldade, de desconhecimento, criando este tipo de resistência.</i>

Chart 4 – Scene 3

Caption: P. – subject of the study.



In this scene, besides the two previously highlighted principles (inter and the form-meaning), it is evident the transversality of linguistic levels, for failing to produce adequate phonological form, P. realizes that the interlocutor cannot access the meaning. This shows that during the dialogue, the “I” and “you” cannot always establish co-reference in the meanings, which does not allow mutual understanding⁶.

When not being able to listen the form, he achieved some meanings produced by the interlocutor in a partial way. If he does not understand a word of the statement (not to be part of his semiotic domain) he was unable to understand the overall meaning of the message (language semantization process), noted Aresi⁵ reflecting on language

acquisition. This mutual incomprehension between P. and his speech receivers may have affected, in many instances, his speaker status, and the status of his speech receiver to take the floor.

The effect of these situations was certain isolation and therefore the suffering that led him to seek help from a speech therapist, having himself the imagination that such a professional could help him in the phonological domain or vocal realization of language, to use the Benveniste terminology. In the next scene, the subject continues to give several examples where the identification of the sign by the interlocutor did not happen and can create social constraints.

Speech therapist	P
	<p><i>Recorte 1: Tava tentando expressar um pouco a ideia(.) de quanto o universo(.) é (.) de uma determinada linguagem, neste caso, o português brasileiro, como tu diz(.) se cria e (.) muitos exemplos que a gente trabalhou aqui ((referindo-se a sessões de terapia fonoaudiológica)): débito, crédito, e quanto implicação pode ter nestas circunstâncias ou seja da compra e da venda me mostraram como o som é (.) de uma /é/ ((referindo a vogal)) aberta ou fechada criam circunstâncias complexas dentro da sociedade; e (.) como a língua tende a proteger isto porque está protegendo um sistema de intercâmbio talvez muito mais complexo que uma operação de compra e venda. É o próprio sistema de intercâmbio sobre os quais se baseiam é (.) todas as interações. Então comecei a perceber isto, em determinado momento, que mais valia escutar, mais valia, passar por uma (.) terapia fonética, para (.) corrigir, cuidar, cuidar (.) o que eu podia escutar das pessoas. Talvez mais importante do que como eu posso me expressar. Porque comecei a escutar com mais respeito, com mais prazer, com mais dedicação quando consegui discriminar melhor os sons. Isto estou notando nestes últimos meses.</i></p>
<p><i>E (.) em questões bem práticas, P., você lembra assim, situações, agora como esta que tu citou do aluno ali (.) ((referindo-se a um outro trecho da entrevista)) situações do dia a dia em que isto interferiu?</i></p>	
	<p><i>Recorte 1: Sim. E (.) especificamente, mais senti quando a palavra era fundamental, quando era uma única oportunidade, quando você vê que certo grau na comunicação não te dá uma segunda oportunidade.</i></p>

	<p><i>Recorte 2: Pode ser até, uma palavra que não faça parte do vocabulário português, que seja uma invenção (.) ou outras vezes, fonética por exemplo de sair de caça a sair de casa, o sentido totalmente diferente né, e que (.) pode em algum momento, fazer uma distorção e dizer, talvez até o contrário do que a gente esperava. E, e isso, acho que (.) na minha profissão como psicólogo pode ser até (.)trágico.</i></p>
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Chart 5 – Scene 4

Caption: P. – subject of the study.

Reading Benveniste led some authors^{8,14} to affirm that in the speech, there are no signs, but words that are brokered by the speaker in unique circumstances. In this scene, P. highlights the negative impact that a misplaced word can have in a circumstance of communication, both the error in your way and in your direction. The act of enunciating is unique and unrepeatable, because it depends on factors that are unique to each situation, such as the time (now), space (here) and the person (I/Me-you)¹, allowing, in every language usage analysis, updating and reconfiguration as a system⁵.

Another aspect to be highlighted in the analysis of P. scenes is the Infante¹⁹ conception on the process of enunciating significantly in L2. The author says that this is only possible if the identification related entries in the target language discourse. Apart from the issue of language forms and functions, deal would be the subject and its contradictory uniqueness called into question by the

encounter with the second language. The meeting with the L2 embodies a contradiction, represented by “losses” and “gains”. Thus, the non-cognitive factors are often the determinants of success in the process of stating in L2.

P. states that only “listened” better from speech therapy. Perhaps this represents a “gain” in contact with the L2, causing him to identify himself with this new language and, from it, he also had more interest in expressing himself better and be “heard.”

When there is a gap between signifier and signified, between form and meaning, which is evoked in the other, speech receiver, it is not related to any concept. However, what can not represent a sign to the listener; can be for the speaker, the self, which can accentuate the misunderstanding between interlocutor²⁰.

This is evident in P. answering the question of the speech transcribed below:

T	P
<p><i>((tosse)) Você se sente compreendido pelas pessoas com quem conversa ou acha que (.) o seu sotaque (.) a diferença na (.) na fala, atrapalha no reconhecimento das palavras?</i></p>	
	<p><i>Recorte 1: Me sinto compreendido às vezes mais do que sou compreendido.</i></p>
<p><i>Que bom!</i></p>	
	<p><i>Recorte 2: Não é (.) porque de fato é (.) muitas vezes eu falo, achando que estou atravessando este universo, este tesouro da linguagem que tem a língua portuguesa e eu acho que meu ego tá totalmente relacionado neste diálogo e neste intercâmbio de modo natural e a outra pessoa, por exemplo, faz uns (.) uma hora atrás, alguém (.) me pergunta né, por um termo que (.) evidentemente não formava parte da língua portuguesa né?</i></p>

	<p><i>Recorte 3: Então às vezes meu ego se acha compreendido demais, daí o termo (.) tem alguns termos onde eu faço a, tem a transposição do espanhol para o português e que não correspondem de uma frase feita para a outra, perde o sentido. E outras vezes minha (.) dificilmente acontece o contrário, ou seja, que meu ego (.) me dá um aviso que eu não estou sendo compreendido pela própria língua.</i></p>
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Chart 6 – Scene 5

Caption: P. – subject of the study.

Regularities and combinations established by the language, between signifier and signified, between form and meaning provide understanding, but not of all the interlocutors¹⁹. Furthermore, it should be considered that the discursive production in L2 does not result only from something acquired outside of discourse, as if it were a process of storage words and implementing rules and combinations, but subject, language and discourse are correlated¹⁹. In the case analyzed here one realizes that P. has a fragile position as speaker by insufficient form domain and also the meaning in situations that arise in his daily routine.

The relation between form and meaning can be very obvious to one that enunciate (I/me), without, however, fulfilling this function for the passive partner (you)¹⁹. So maybe P. speaking have not bothered before, despite already be residing in Brazil for 16 years, because as he puts it in his response, he not always realized that he was not understood.

This perception seems to have been possible from the moment he saw his son therapeutic process which was also on formal aspects of language (even had phonological disorder) as well as a possible accumulation of the interlocutors reaction who ultimately have reflective effect on P. Perhaps this reflective effect was accompanied by the perception that there could have some help from space with the speech therapist of his son.

Final considerations

Throughout this communication, it was highlighted the contribution of enunciative perspective for understanding the late L2 acquisition process. In particular, the displacement of the inter-subjectivity principles, relationships of form and meaning and the transversality of linguistic levels to analyze the

aspects of domain⁸ L2 reported by P. in his interview. We also used the same theoretical approach to consider his suffering during interactions in L2 as a form of language symptom⁷.

Furthermore, although there are reports of the use of the Enunciative theory in L2 teaching^{16,19,21} there are no known speech of performance reports on second-language schools. So, it also seemed interesting to bring this communication to the speech therapy area, it seems that little attention has been given to the learner suffering second language acquisition, naturalizing a process that sometimes can be difficult and even generate social isolation. This finding also underscores the therapeutic position of the speech therapist as a professional that deals with the language of symptoms, i.e., as a single functioning language to be heard for the therapy to operate as stated by Surreaux⁶.

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