

EDITORIAL

NooJ is a linguistic development environment that provides tools for linguists to construct linguistic resources that formalize a large amount of linguistic phenomena: typography, orthography, lexicons for simple words, multiword units and discontinuous expressions, inflectional, derivational and agglutinative morphology, local, phrase-structure and dependency grammars, as well as transformational and semantic grammars. NooJ contains a rich toolbox that allows linguists to construct, maintain, test, debug, accumulate and share linguistic resources. This makes NooJ's approach different from most other computational linguistic tools that typically offer a unique formalism to their users, and are not compatible with each other.

NooJ has been recently enhanced with new features to respond to the needs of researchers who analyze texts in various domains of human and social sciences (history, literature, political studies, psychology, sociology, etc.), and more specifically of all the professionals who use corpora to teach a second language.

Since 2014, Professors Andrea Fernanda Rodrigo and Rodolfo Bonino's team at the National University of Rosario (Argentina) has been particularly active in the NooJ community, developing several linguistic resources for Argentinian Spanish, a software for pedagogical applications for learners of Spanish as a second language and opening several cooperations, including projects for the description of Italian and Quechua languages.

This first issue is, therefore, especially important for the NooJ community and more generally for all NooJ developers, as it is representative of its two most crucial projects: developing linguistic resources on the one hand, and using these resources to develop teaching applications on the other hand:

— In her article “THE CONSOLIDATION OF A NEW PEDAGOGICAL APPROACH IN LEARNING WITH NOOJ, FROM COMPUTATIONAL LINGUISTICS TO LANGUAGE TEACHING”, Camila Ferramondo writes a review on Andrea Rodrigo and Rodolfo Bonino's book *LEARNING WITH NOOJ*, and shows how crucial it is to draw a bridge between works in linguistic research and in language teaching, using linguistic resources to build a new type of pedagogical technology.

— In his article “ELECTRONIC DICTIONARY OF QUECHUA NAMES AND MORPHOLOGY”, Maximiliano Duran presents two electronic dictionaries of Quechua names, one with a translation into Spanish and the other into French. He shows how he has described the nominal morphology of Quechua. He then applies the corresponding description to a corpus, and obtains a high recognition rate (94%).

— In his article “NOOJ LOCAL GRAMMARS AND COGNITIVE SMALL WORLDS - THE CONCEPT OF DATE AND DURATION”, Mario Monteleone assesses how date and duration expressions are morphosyntactically built and describes the construction of a set of linguistic resources formalised by means of specific local grammars, finite-state automata (FSA) and graphs.

— In her article “SUBJECT-VERB NUMBER AGREEMENT: AN ANALYSIS WITH NOOJ”, Luciana G. Andr n analyzes pieces of written discourse of engineering students

in the first and second years of their undergraduate studies and shows how to implement a method to develop students' metalinguistic skills and improve their discourse production.

— In their article “IMPACT OF ICT IN TEACHING LANGUAGE: TOWARDS A CHANGE OF PARADIGM IN A COVID-19 CONTEXT”, Andrea Fernanda Rodrigo and Bárbara Méndez show that, contrary to the common concept of “fragmented knowledge”, pure linguistic competence and literature-specific competence go hand in hand. Therefore, a linguistic software which automatically processes texts can be a great tool to help students study literary texts.

This issue should be of interest to all users of the NooJ software because it presents the latest development of its linguistic resources, as well as a large variety of applications, both in linguistics and in language teaching.

Linguists as well as Computational Linguists who work on Italian, Quechua and Spanish will find advanced, up-to-the-minute linguistic studies for these languages.

We think that the reader will appreciate the importance of this issue, both for the intrinsic value of each linguistic formalisation and the underlying methodology, as well as for the potential for developing pedagogical applications.

Max Silberztein
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