

We are very pleased to present *Signum: Estudos da Linguagem*, volume 23, number 1, composed of eight articles that contemplate the theme “Teaching and learning of the Portuguese language: methodologies, evaluation processes and proposals.”

In *Anaphoric Processing and Reading: a systematic review and considerations to teaching and learning to read*, the authors Bruna Alexandra Franzen and Ana Cláudia de Souza investigate, in a psycholinguistic perspective and through systematic bibliographic review, the relationship between anaphoric processing and comprehension in reading, as well as the implications for their teaching. In this sense, the authors understand that the work with text analysis in the classroom should be centralized in the development of reading comprehension.

In *Literature into play: RPG as a methodological alternative in the teaching of literary reading*, Franciela Silva Zamariam and Sheila Oliveira Lima discuss the teaching of literary reading, presenting an interesting methodological alternative implemented to first-year high school students using the Role Playing Game from the short story “A Cartomante”, by Machado de Assis. The game proved to be a significant experience in students’ contact with the literary text as symbolic appropriation of the narrative and collective construction of interpretations within a community of readers.

The article entitled *Literacies in the Classroom*, by Arisberto Gomes de Souza and Maria do Socorro Oliveira, aims to reflect on the uses of writing developed from working with textual genres in Portuguese language classes in high school, observing their relationships with the multiple literacies practiced in the social context. The research data indicate that schoolwork prioritizes genres in certain domains, producing a teaching of writing little integrated with the multiplicity of literacies concerning social reality.

The authors Bruno Felipe Marques Pinheiro, Gabriele Cristine Carvalho and Paloma Batista Cardoso, in *Active Methodologies for Teaching Grammar: the Roulette of the Social Relationships of “nós” and “a gente”*, point out the relevance of active methodologies for teaching grammar, analyzing a pedagogical experience aimed at contributing to the adoption of the use of plural first-person pronouns through the application of the game “Roulette of the social relations of ‘we’ and ‘a gente’ to a 9th grade students.

In the work entitled *The Portuguese Language Teaching and the Large-scale Assessment Prova Brasil: some thoughts about a partnership between university and basic education*, Bruno Alves Pereira and Marcelo Medeiros da Silva focus on a set of actions developed in the partnership between a state public university in Paraíba inlands and one municipal education secretary of the region served by that institution. The analyzes presented show the importance of the teaching, research and extension actions developed by the university in reducing the impacts that the neoliberal evaluation policy exercised by the Prova Brasil instrument can have on the teaching of the Portuguese language and on teacher training.

Débora Liberato Arruda Hissa, in the article entitled *The Evaluation of Textuality in the Didactic-Academic Writing Process: a case study*, investigates the textuality strategies developed in the didactic-academic writing of material used for distance learning specialization courses from analysis of 25 versions of the basic text of the web-class genre produced by 10 teachers of the Degree in Professional and Technological Education (EPCT) course at the Federal Institute of Education, Science and Technology of Ceará (IFCE).

In *The Mobile Digital Technologies in the Visual Literacy Process: an experience with the PicsArt app*, the authors Sandra Virgínia Correia de Andrade Santos, Anne Alilma Silva Souza Ferrete and Derli Machado de Oliveira discuss the use of mobile digital technologies and their applications in the classroom from a didactic-pedagogical proposal implemented through the use of smartphones and the PicsArt application with the aim of developing visual literacy. Their research reveals that there was appropriation by the students of the multimodal elements that make up the magazine covers and their meanings.

Davi Borges de Albuquerque, in the article *Teaching Portuguese as a Foreign Language as Cultural Diplomacy: Brazilian culture tasks*, develops the concept of the PFL teacher as a cultural diplomat, discussing the theoretical and methodological aspects of this teaching practice and also describing an activity proposal to illustrate the assumptions followed.

Hoping that the texts presented will contribute to the reflections and discussions in the contemplated fields, we would like to thank our fellow researchers who sent their papers to compose this edition of *Signum: Estudos da Linguagem* and to the fellow reviewers who collaborated so much with their careful evaluation.

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