

Yesterday and Today in the Construction of the Portuguese Textbook

Andréia da Cunha **MALHEIROS SANTANA***
Rafaela Cristine **MERLI****

* Ph.D. in Education by the Universidade Estadual de São Paulo - UNESP (2010). Assistant Professor II - UEL.
Email: andreiacunha@uel.br.

** Master's Degree in Education by the Universidade Estadual de Londrina - UEL (2019).
Email: rafaelamerli@yahoo.com.br.

Abstract:

This article analyzes some changes that have occurred in Portuguese textbooks, relating them to changes in the teaching of mother tongue. This study is the result of a documentary research carried out from the comparison of two textbooks published at different times, 1969 and 2018. From such comparison, we could reflect on the socio-historical path of the Portuguese textbook, its structure and theoretical conception. The theoretical basis of this article articulates the reading of several authors who discuss Portuguese language teaching from different perspectives. Textbooks, as a cultural product, stem from the socio-historical context and relate to different discourses within the society, including official documents, linguistic and teaching theories, and the very target audience (professors and students). As a result of this analysis, we could identify changes in theoretical conceptions and legal guidelines that influence the subject over the almost fifty years between the two books; changes which directly interfered in the construction of textbooks. Although they present many differences, both visual and structural, one can affirm there are still permanence points that link them to traditional teaching.

Keywords:

Textbook; Portuguese; socio-historical context.

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Andréia da Cunha Malheiros Santana; Rafaela Cristine Merli

THE CONSTRUCTION OF THE TEXTBOOK

This article aims to analyze changes in Portuguese language textbooks over the years. To reflect on the Textbook, hereinafter referred to as TB, one must examine, albeit partially, the socio-historical context surrounding the material. Far beyond a simple pedagogical support for teachers and students, the TB brings with an entanglement of ideological concepts, political and economic interests, ranging from profitability on the part of the publishing market to the conceptions of mankind, teaching, and society in its time of production and reception.

The need to transmit historically accumulated scientific knowledge to many students led to the mass production of textbooks. The TB is, therefore, a form of transmission of knowledge as intentional as its production; thus, when analyzing it, one should relate it to its historical context.

Another point that deserves attention and influences its construction is the fact the TB must, to be able to participate in the PNLD (National Textbook Program), be in accordance with the edict for teaching materials prepared by the MEC (Ministry of Education), which in turn complies with the current educational legislation, more specifically. This requirement is not new, as this material has been controlled since 1938 through Law 1006 (Brazil, 1938), to ensure that it meets the requirements of official programs. Over time, legal documents and forms of control have changed, but they have always existed.

Currently, having a book edition approved by the PNLD is interesting for publishers, as only approved books can be purchased via FNDE (National Education Development Fund). Data released by the FNDE itself show how the State is an important client: the PNLD acquired 172,571,931¹ copies of textbooks between the end of 2019 and beginning of 2020, totaling an investment of R\$ 1,390,201,035.55 and reaching a public of 32,010,093 students in basic education.

Silva Ota (2009) also emphasizes the role of the State as a good buyer of TB and states that, due to the space allocated to TBs at school, especially after the PNLD established in 1985, the TB became the greatest star of the Brazilian publishing market, responsible for the hefty slice of 60% of book sales in Brazil. Of this percentage of sales, the State was responsible for the purchase of 50% of the production, numbers increased by the inclusion of High School in the program, which justifies the constant concern of publishers in offering a product that is more and more commercially interesting, more competitive, capable of staying in the market. The most successful book will be the one that can be sold for the longest time, regardless of quality.

Such numbers justify the adaptations of books to official documents and show, due to the high distribution of textbooks, its influence in the classroom, which is already recognized by different scholars both in the curriculum and in the teaching area. (Marcuschi, 2005).

To analyze the changes that have occurred in the TB over the years, two works were selected for the same series, but in different historical moments, namely: “Portuguese - High School Course 3”, written by Horácio Rolim and Jorge Magalhães and published by Editora do Brasil in 1969 (hereinafter

¹ Information available at: <https://www.fnde.gov.br/index.php/programas/programas-do-livro/pnld/dados-estatisticos> Accessed on March 4th. 2021.

TB1); and “Weaving Languages”, written by Tânia Amaral Oliveira and Lucy Aparecida Melo Araújo, which was published by Ibep in 2018 (hereinafter TB2). This article was built based on the guidelines of qualitative research, with a documentary nature (Gil, 2002), and had as its theoretical basis the Historical-Critical Pedagogy and the socio-interactionist conception of teaching. This theoretical choice allowed for a longitudinal analysis of the chosen objects, relating them to the understanding of historical events from a social bias, i.e., from the perspective that relationships intrinsic to human nature occur through the production of material goods, among which are the TBs.

To better highlight the differences in the construction of the two materials, we kept the focus of this longitudinal analysis on three main points:

1. Cover: title and visual aspects of the book (size, illustration, page layout);
2. Book presentation and summary: indication of knowledge/skills worked;
3. Unit openers: visual aspects and student interaction

The focus chosen for this article becomes relevant as one must understand that the textbook has been modified over time due to different audiences, needs, and varied social-historical contexts; nonetheless, some points of convergence remain. Thus, it can be understood that the textbook is a material that not only transmits historically accumulated scientific knowledge, but also reflects the social demands in force in a given context.

THE TEXTBOOK THROUGH TIME

Textbooks emerged with the objective of helping the teacher’s work with techniques and methods of pedagogical execution. In 1937, during the Estado Novo², the TB reached Brazilian schools with the creation of a specific body to legislate on this end: the National Book Institute (INL) (Brazil, 1937), which provided educational works for students in public networks. However, the term “textbook” first appeared in 1938, in Law 1006:

Art. 1 The production or import of textbooks is free in the country. Art. 2 For the purposes of this law, both manuals and class reading books are considered textbooks. (BRAZIL, 1938).

During this period, the term “textbook” was used to name the material adopted specifically for the school, intended for teaching and following the school curriculum; since then, such material was already presented as something articulated in official documents. To ensure the material was in accordance with official guidelines, law 1006 (Brazil, 1938) created the National Textbook Commission (CNLD), which aimed to verify whether the books met the guidelines of official programs; however, differently of the PNLD, this commission did not assess book quality. The CNLD “established that, as of January 1st, 1940, no textbook could be adopted in the teaching of preschool, elementary, normal, professional, and middle schools in the country without prior authorization by the Ministry of Education and Health” (FERREIRA, 2008, p. 38)

It was also up to CNLD to select books that would be used by the schools. Thus, since its inception, textbooks had the task of selecting curricular contents based on official guidelines.

From 1960, under the rule of the dictatorial regime, both the production and distribution of textbooks were more intensely controlled by the government. To reinforce such control, the government

² The Estado Novo lasted from 1937 to 1945. To learn more: BOMENY, Helena MB. Rethinking the new state. Rio de Janeiro: FGV.

established in 1966 the Technical Book and Textbook Commission (COLTED), which was responsible for the production, editing, selection and distribution of technical and educational books. (BRAZIL, 1966) COLTED hired authors and publishers who would be responsible for the material, adapting them to government requirements, to then be distributed to schools. It was up to the publishers and authors to comply with COLTED.

The program changed its name a few times until the PNLD emerged in 1985, through Decree No. 91,542. At the time of political opening, the textbook was designed as a material that could, in addition to transmitting theoretical knowledge, guide teachers and students and provide more efficient learning to the new demands of the world, especially the labor market, since the access to public school was gradually being expanded.

For Silva Ota (2009), the popularization of textbooks occurred due to the expansion of education and poor teacher training³. The teacher is no longer a member of the elite and started to receive students who often had little access to written culture. Within this new reality, the TB emerged to fill the shortages of both teachers and students. For the author, the curricular control exercised by the textbook becomes more dense as the teacher's training becomes more precarious and their workday more exhausting. In this context, textbooks are decisively inserted in daily school life, supplying the deficiencies of teacher education by bringing pre-established scripts, selected content and even ready-made answers, simultaneously automating master and student, both reduced to material repetition machines.

Geraldi (1997) emphasizes the danger of poor teacher training and states that often it is not the teacher who adopts the textbook, on the contrary, he is adopted by the textbook, as he becomes dependent on it, due to a series of factors, such as: the easiness the TB provides, the scarcity of teaching materials, and the lack of an adequate training policy. Dionísio (2001) complements Geraldi's speech and considers it fundamental for teacher training courses to train their students so that they can, as future teachers, develop their own teaching material so that textbooks are not an object of teacher training in itself as, according to Silva Ota (2009, p. 249), the textbook is often "the only frequent source of reading for teachers."

Dionísio (2001) also states that teachers should know why some content is selected and the implications of the strategies used in textbooks. Textbook authors usually present a *teacher's manual*, in which they clarify the theoretical currents on which their works are based, but there is not always a correlation between such theories and the activities proposed in the student's book. Oftentimes, the authors claim to be supporters of a certain concept of teaching, but they are unable to put them into practice and end up repeating outdated teaching methods that do not correspond to advances in the area. Dionísio also emphasizes that good teacher training is essential, as poorly trained teachers have difficulty understanding the manipulation present in the textbook and dealing with it correctly.

For Bittencourt (1993, p. 6), the situation is worrying, as "the school space is intrinsically associated with the construction of the textbook, considering that the school is, fundamentally, a contradictory institution where domination and conflicts coexist in the daily lives of students and teachers." The teacher needs to know how to use the TB and recognize that it is not neutral, as it can help the teacher's work, but not replace it.

Education and, consequently, the teaching of the Portuguese language must be conceived as a practice of social transformation, a teaching-learning process in which the contents must be worked, reflected and re-elaborated by the teacher and, subsequently, by the student so that they can be a social subject and take ownership of the historical acquisitions of society. Textbooks play a fundamental role in

³ It is noteworthy that this article does not intend to discuss the quality of teacher training and what led to "poor teacher training", but understands that this is a process of devaluation, commodification, and wrecking of education.

this process, as they are widely used in public⁴ education networks; hence, one must recognize what they implicitly tell us.

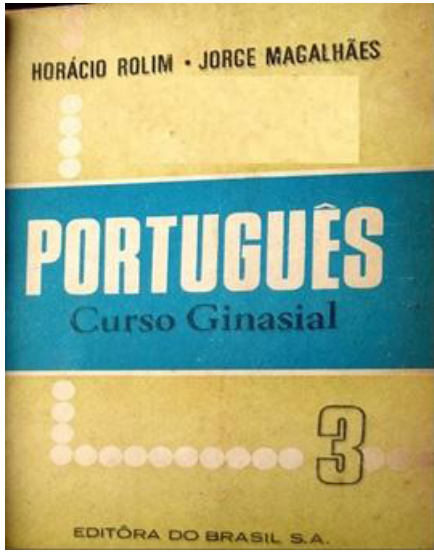

WHAT EACH TB TELLS US

To analyze the selected textbooks, we need to understand the social-historical context in which each one was produced. TB1 was used in a dictatorial historical moment in Brazil. In this context, it was explicitly controlled by the state, which evaluated its content so that it could then be distributed. The textbooks produced at that time showed the teaching techniques of that time, with programmed instructions and directed studies (FILGUEIRAS, 2015).

TB2 was produced at a time when the concept of language adopted by the PNLD was interactionist. According to this conception, language must be linked to the contexts and conditions of production, considering the different meanings assumed by it in different social-communicative situations. Although TB2 is linked to a different historical moment, it is also subject to official documents and consequent state control, since it meets the didactic materials notice prepared by the MEC.

The first contact we have with any book is its cover. The cover is the first part to be seen and has often been ignored, although it gives us important information about the work and its historical context.

Chart 01. TB cover

TB1	TB2
	
<p>Source: ROLIM, H.; MAGALHÃES, J. Portuguese - High School Course 3. Editora do Brasil S.A., 1969.</p>	<p>Source: OLIVEIRA, Tânia Amaral; ARAÚJO, Lucy Aparecida Melo. Weaving Languages: Portuguese Language: 8th year. 5. ed. Barueri: Ibep, 2018.</p>

TB1 was 20X15cm in size, approximately 180 pages⁵, its cover had two colors (blue and beige), no illustrations, there was no teacher's manual and the activities had no answers. We were unable to find out whether the blue color present on the cover changed according to the school year for which the book was intended. TB2 has a very different structure, the result of a temporal distance of almost 50 years.

⁴ Private education networks normally adopt the booklet system, but there are some that opt for DL.

⁵ This information may not be accurate as the book shows many signs of use.

Therefore, what Soares (2002) calls a “socio-historical look” to the two materials is necessary, as changes in the cover, layout, and organization of the textbook are aspects influenced by the time the material was produced. Such change in the structure of the material occurred due to several factors already described in this article, such as the change in the notice that regulates the purchase⁶ of textbooks, the change in the profile of teachers and students, together with the integration of linguistic studies into the school environment and the criticism TBs received during the 1990s, as well as the development of new graphic features that often provided what Lins called, in 1977, pedagogical Disneyland.

TB2 is 28x19cm in size, 288 pages, its cover features a 4-color layout, with special emphasis on the title written in magenta, on a white background. The title color changes according to the school year for which it is intended. TB2 has a teaching manual with reading tips, suggestions for complementing activities, a breakdown of the theoretical design that guided its organization, and an explanation of how it meets the guidelines of official documents, namely the BNCC (Common National Curriculum Base). In addition, the teacher’s book presents answers to all the questions and a “Teacher’s Manual”; it is worth noting that this book follows the guidelines of the PNLD/2020 notice.



The student’s copy does not contain the teaching manual, nor spaces for the student to insert their answers in it (the book is not consumable) and must be used for 3 years.

On the cover of both books, we find the title and this already denounces the different conceptions of language and teaching of the two socio-historical moments. Between 1969 and 2018, there was a change in the way of understanding the language itself. TB1 is entitled “Portuguese - High School Course”, while LD2 is named “Weaving Languages”. This change in the lexical field evidences the change in the teaching axis itself, as TB1 chose the title that named the subject at that time, even indicating the level to which it was intended. In turn, TB2 adopts the nominal form of the verb “weave”, used in the gerund. Such verbal form indicates that something is still happening, demonstrating continuity and a certain duration of this action, which is easily associated with the idea of interaction, directly articulated with the purpose of a book that proposes to work the language in different real communication and experience situations. In this sense, Patriota (2015) speaks of a “pragmatic turn” in language and grammar teaching in the 1990s, which resulted in a diversification of teaching objects, integrating themes such as orality, linguistic variation and multiplicity of genres into everyday school life.

Another point that deserves to be highlighted is the dialogue established with the professor and the student. TB1 had front cover, back cover, a page with information similar to the cover, summary and the “lessons”. TB2 brings a presentation for the teacher, only present in the teacher’s copy, and a student presentation, present in both versions, as shown in the image below:

⁶ For more information on these changes, see: CAMPOS, MTRA et al. Public notice for the purchase of a Portuguese language textbook for high school: a discursive arena of many voices. 2014. Available at: <https://sapiencia.pucsp.br/handle/handle/13687> Access June 17th.2021

Table 2. TB2 Presentation

Teacher Presentation	Student Presentation
	
<p>Source: OLIVEIRA, Tânia Amaral; ARAÚJO, Lucy Aparecida Melo. Weaving Languages: Portuguese Language: 8th year. 5. ed. Barueri: Ibp, 2018.</p>	<p>Source: OLIVEIRA, Tânia Amaral; ARAÚJO, Lucy Aparecida Melo. Weaving Languages: Portuguese Language: 8th year. 5. ed. Barueri: Ibp, 2018.</p>

The teacher’s presentation brings important information to help them better understand the textbook, working as an introduction to the Teacher’s Manual. In this sense, one can see this text is an important contact between the professor and the TB, informing them that this book has the “purpose of offering subsidies for their work in the classroom and helping them to improve theoretical and methodological knowledge about important concepts that support the teaching-learning proposals presented in this collection.” (OLIVEIRA; ARAÚJO, 2018, p. III).

From this excerpt, we understand the TB, in addition to bringing the contents and activities proposed to the students, also brings a theoretical basis for the teacher, i.e., the TB acts as a teacher trainer. This can also be seen in the excerpt of the presentation (idem):

...we hope you can enjoy the material and that it collaborates, in an effective way, with the practice and with the teaching-learning process, conducted by you and in which you play a fundamental role, alongside each of those who sign the mutual contract to learn and educate.

Thus, we observe that the authors aim to establish a motivation for the teacher to use the material effectively, i.e., for them to read the guidelines intended for them and use them in theirs and their students’ favor.

We believe that the TB should be a resource for the teacher’s work and not his “master”, being another object that contributes to the pedagogical practice but that does not determine it, as if there were no other possibilities of materials that could help them. However, we know that, in many cases, the textbook is the only material to which the teacher has access, making them use it as their only source of reading and research, regulating the entire process of teaching practice.

Another relevant point of the presentation aimed at the professor is the fact that it explains that the TB entire pedagogical proposal is based on the BNCC assumptions, based on the competences, abilities, and axes established therein for the area of Languages. This is very important, as it demonstrates the TB is up-to-date regarding official documents, being aligned with the ideas of this document, which is the official guideline in Brazil concerning pedagogical contents and methods.

The BNCC considers that the student is increasingly interacting with different types of interlocutors, mainly through the use of social networks. Thus, the document proposes that, in addition to the genres that circulate in the public sphere, one should also consider contemporary language practices such as liking, commenting, redistributing, publishing posts, etc. (BRAZIL, 2017). This statement in the document allows us to infer that BNCC's conception of language is social-interactionist, i.e., language must be worked within real contexts of use, and not as grammatical rules isolated from a context.

Finally, regarding the presentation of the TB to the teacher, we emphasize that the authors seek to establish a dialogical relationship with the teacher, as stated above, which is proven from the excerpt: "We consider that each volume of the collection constitutes an open and flexible work in continuous construction; an invitation to reflection and recreation; a starting point for establishing a rich dialogue between authors, professor and students." (OLIVEIRA; ARAÚJO, 2018, p. III). This relationship allows the teacher to position themselves as the holder of knowledge, capable of reflecting on the textbook and its use in teaching practices. For Saviani (2013), pedagogical practices should encourage student activity and initiative, without ignoring the teacher's initiatives, i.e., the teacher is the mediator of knowledge historically accumulated by men, providing the student with a new way of seeing the world, so they can change it. This idea can be seen in this excerpt taken from the presentation to the teacher.

In the same way as the presentation for teachers, the presentation for students also seeks to establish a dialogue with this audience, introducing, in addition to the content to be addressed throughout the TB, the objectives of the work in relation to students, such as:

"Our purpose is to awaken in you, or even reinforce in you, the desire to appropriate the Portuguese language as the instrument that mediates your contact with various spheres of your relationships: the family, the school, the neighborhood, the city, the country... the world!" (OLIVEIRA; ARAÚJO, 2018, p. 3).

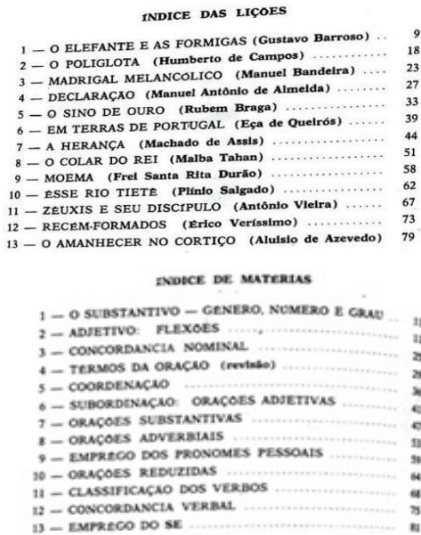

This excerpt also shows us that the textbook intends to place the student as the subject of their own learning, i.e., it places them at the center of the teaching-learning process, making them the protagonist of their history.

In addition, the presentation also provides guidance to the student: "Research, express your ideas, feelings, sensations; record your experiences, build and reconstruct your stories; ... fight for your ideals and learn to defend your opinions, orally and in writing." (idem) These guidelines confirm the purpose of the LD to treat the student as the subject of their own education.

It is also important to emphasize that TB2 brings these two presentations with the aim of introducing the work to both the teacher and the students, establishing a dialogical relationship with both, which does not happen in TB1. Having this concern with placing the teacher and the student as active subjects in the teaching process is also a characteristic that differentiates the two books.

Another point we highlighted in this article was the summary; both editions have a summary, but with different characteristics:

Table 3. Summary⁷

TB1 Summary	TB2 Summary
 <p>ÍNDICE DAS LIÇÕES</p> <p>1 — O ELEFANTE E AS FORMIGAS (Gustavo Barroso) ... 9 2 — O POLÍGLOTA (Humberto de Campos) ... 18 3 — MADRIGAL MELANCOLÍCO (Manuel Bandeira) ... 23 4 — DECLARAÇÃO (Manuel Antônio de Almeida) ... 27 5 — O SINO DE OURO (Rubem Braga) ... 33 6 — EM TERRAS DE PORTUGAL (Eça de Queirós) ... 39 7 — A HERANÇA (Machado de Assis) ... 44 8 — O COLAR DO REI (Malba Tahan) ... 51 9 — MOEMA (Frei Santa Rita Durão) ... 58 10 — ESSE RIO TIETE (Plínio Salgado) ... 62 11 — ZEUXIS E SEU DISCÍPULO (Antônio Vieira) ... 67 12 — RECEM-FORMADOS (Erico Veríssimo) ... 73 13 — O AMANHECER NO CORTIÇO (Aluísio de Azevedo) ... 79</p> <p>ÍNDICE DE MATERIAS</p> <p>1 — O SUBSTANTIVO — GENERO, NUMERO E GRAU ... 21 2 — ADJETIVO: FLEXOES ... 21 3 — CONCORDANCIA NOMINAL ... 25 4 — TERMOS DA ORACAO (revisão) ... 26 5 — COORDENACAO ... 29 6 — SUBORDENACAO: ORACOES ADJETIVAS ... 40 7 — ORACOES SUBSTANTIVAS ... 47 8 — ORACOES ADVERBIAIS ... 53 9 — EMPREGO DOS PRONOMES PESSOAIS ... 59 10 — ORACOES REDUZIDAS ... 64 11 — CLASSIFICACAO DOS VERBOS ... 68 12 — CONCORDANCIA VERBAL ... 73 13 — EMPREGO DO SE ... 81</p>	 <p>SUMÁRIO</p> <p>UNIDADE 1 VEM TROCAR COMIGO! 12</p> <p>Capítulo 1</p> <p>BAU DE PALAVRAS 14</p> <ul style="list-style-type: none"> • Para começo de conversa ... 14 • Prática de leitura ... 16 • Texto 1 – Verbo ... 16 • Prática de leitura ... 20 • Texto 2 – Crônica ... 20 • Prática de leitura ... 21 • Reflexão sobre o uso da língua ... 21 • Estrutura das palavras ... 21 • Formação das palavras: compreensão por ... 23 • APLICANDO CONHECIMENTOS ... 24 • Na linha da oralidade ... 25 • Prática de leitura ... 26 • Texto 3 – Conto ... 26 • Prática de leitura ... 28 • Linguagem do texto ... 30 • Trocando ideias ... 32 • Prática de leitura ... 32 • Texto 4 – Romance (fragmento) ... 34 • Linguagem do texto ... 36 • Para você que é curioso ... 37 • Hora da pesquisa ... 38 • Conversa entre textos ... 39 • Trocando ideias ... 39 • Reflexão sobre o uso da língua ... 40 • Tipos de oração (frase) – Orção sem sujeito ... 40 • Adjetivo, numeral e pronomes numeral ... 41 • APLICANDO CONHECIMENTOS ... 44 • Prática de texto ... 45 • Reflexão ... 45 • Ampliando horizontes ... 47 • Preparando-se para o próximo capítulo ... 47 <p>Capítulo 2</p> <p>ADOLESCER 46</p> <ul style="list-style-type: none"> • Para começo de conversa ... 46 • Prática de leitura ... 48 • Texto 1 – Reportagem ... 48 • Linguagem do texto ... 50 • Conversa entre textos ... 52 • Trocando ideias ... 52 • Prática de leitura ... 55 • Texto 2 – Poema ... 56 • Reflexão sobre o uso da língua ... 58 • Tipos de predicado ... 58 • APLICANDO CONHECIMENTOS ... 60 • Prática de leitura ... 62 • Texto 3 – Poema ... 62 • Prática de leitura ... 64 • Texto 4 – Romance (fragmento) (fragmento) ... 64 • Linguagem do texto ... 66 • Trocando ideias ... 67 • Hora da pesquisa ... 67 • Na linha da oralidade ... 70 • Reflexão sobre o uso da língua ... 70 • Verbos e pronomes verbais ... 73 • APLICANDO CONHECIMENTOS ... 73 • De olho na escrita ... 75 • Uso do hífen ... 76 • Produção de texto ... 76 • Reportagem ... 76 • Ampliando horizontes ... 76 • Preparando-se para o próximo capítulo ... 79
Source: ROLIM, H.; MAGALHÃES, J. Portuguese - High School Course 3. Editora do Brasil S.A., 1969.	Source: OLIVEIRA, Tânia Amaral; ARAÚJO, Lucy Aparecida Melo. Weaving Languages: Portuguese Language: 8th year. 5.Barueri: Ibpq, 2018.

The summaries presented show changes both in structure and content. In TB1, the summary occupied 2 pages and was divided into “lessons”, one for text interpretation and the other for grammar. Each lesson for text interpretation had a single text, there was no reference to textual production, nor to orality.

The diversity of genres, as shown by the images of TB1 in Table 3, was quite limited and was maintained in what Bakhtin (2003) calls secondary genres, deriving from literature. In this way, it would be up to the 8th grade student to read and understand chronicles, poems, and excerpts from novels from both national and international literature.

As the studies by Patriota (2015) point out, TB1 is the result of a transitional period in the production of teaching material. Productions of the 1970s were gradually moving away from those used during the first decades of the twentieth century, which were mostly characterized by literary anthologies, rhetoric books, and grammar books; the teaching of Portuguese, at that time, took place on these three independent fronts. For Bunzen (2011), this transition will still be accentuated in the following decades with criticism from the academic world that pointed out flaws both in the articulation of textbooks to official documents and to linguistic studies of the time.

In TB1, one can see that interpretation and grammar share the same book, although they are not yet articulated. This lack of articulation between the reading axis and the linguistic analysis axis is related to the conception of language in force at the time of TB1 production; thus, one must consider these aspects when analyzing a textbook from different times, as the social-historical context and the view on language directly influence the production of this material - the TB reflects its time and the teaching of Portuguese at that time.

⁷ The “summary” of LD2 has 4 pages, so that the image would not be excessively reduced, we chose to insert only 1.

At the beginning of the 20th century, the current conception of language did not see the student as a subject; the student should be stimulated by repetition so that he could perform some activity. In this empiricist perspective, as Becker (2001) states, the subject is born as a blank sheet, and the environment will provide him with knowledge. In this conception, the subject is passive in learning, receiving the information that is transmitted to them, learning through the habit and external stimuli, reason why the book does not interact with the student.

What can be observed, then, is a conception of normative language, in which the circumstances of the communicative act are not considered in the study of language. According to Koch (2006, p. 14), this conception of language corresponds to a determined subject, “subjected by the system, characterized by a kind of ‘non-consciousness’”, not allowing the student, in this case, to be the owner of their own truth: “their conscience, when it exists, is produced from outside and they may not know what they do and say.” For the author, also,

The speaker, in fact, is an anonymous, social subject, in relation to which the individual who, at a given moment, occupies the role of speaker, is dependent, a repeater. They have only the illusion of being the origin of their statement, a necessary illusion that ideology uses it to make them think they are free to do and say what they want. But in reality they just say and do what they are required to do, and say in which position they are. (KOCH, 2006, p. 14).

Thus, the book seems to reproduce a single, objective, regulated approach, as was common at the time it was produced. In this sense, Koch’s previous statement is in line with the idea that TB1 proposes that the student be a passive subject, and not an active subject in the text interpretation process. Through an ideological bias, we can see that the book teaches techniques that can be used directly in situations of reproduction of production conditions, i.e., learning to interpret and write texts considered “classic” will serve for the student not only to learn these techniques but to reproduce them in the future, considering this way of teaching and learning as the correct, the only and essential way to have workers who can, minimally, exercise their function and also reproduce these production conditions.

It is also worth noting that, in TB1, there are no explicit moments of dialogue with students, i.e., apparently the knowledge of the world that the student brings to school with them is not taken into account.

The conception of language and teaching present in TB1 was majoritary for a long time, until in the 1980s the influence of authors such as Bakhtin promoted a change in the understanding of the teaching process that starts to understand language as social and essentially dialogic, suggesting the notion that the subject is active in the learning process; it is through the interaction between the subject and the object of study that learning will actually take place. Bakhtinian studies were incorporated into many official documents that govern the PNLD notices and, consequently, influenced the production of TBs.

Unlike TB1, TB2 has 4 pages of summary organized into 4 thematic units, namely “Let’s Exchange”, “With the Word, Narrators and Poets”, “Education is the Way” and “Communication and Consumption”; the themes are different for each series in the collection. The units are subdivided into 2 chapters, each chapter also has a sub-theme that relates to the theme of the unit and is divided into 3 topics: “To begin with” (approximately 30 pages), “Expanding Horizons” (with approximately 01 page), and “Preparation for the next chapter” (approximately 01 page). The first topic, denser than the others, is subdivided into: “Reading practices” (approximately 4 pages in each chapter), “On the oral trail”, “Research time”, “Reflection on the use of language” aimed at some topic of linguistic analysis, “Conversation between Texts” and “Text Production”.

There is an idea of integration between the study of text, linguistic analysis studies and textual production. Therefore, one may state the TB has adapted to the current teaching conception, as well as to official documents (such as the BNCC (2017)) that proclaim the need for the student to have contact with the different textual genres that surround him and that the grammar is worked in a perspective that takes into account the use of the language.

However, there are some persistence in the two books that also indicate continuities in the teaching of Portuguese. In the “Summary” itself, the specific terminology of the area is presented, such as “Formation of words by agglutination and juxtaposition”, “Adnominal Adjunct and Nominal Complement”, among others. Even though it is a new product, re-elaborated according to a different social-historical context than TB1, they maintain some points of similarity, as many topics of normative grammar remain in the two editions, although approximately 50 years separate them. They are as follows:

Table 4. Grammatical contents in common between TBs


TB1 - Grammatical contents	TB2 - Grammatical Contents
<ul style="list-style-type: none"> - Word formation: composition and derivation: Latin prefixes - Parts of the sentence - Nominal agreement - Coordination/ Subordination: adjective clauses/ substantive clauses/ adverbial clauses/ reduced clauses - Homonyms and Paronyms - Verbal agreement - Regency syntax - Classification of verbs/ Use of tenses and modes/ Use of the infinitive 	<ul style="list-style-type: none"> - Word formation: composition by agglutination and juxtaposition - Essential terms, parts and clauses of the sentence - Nominal agreement - Compound period: coordination and subordination - Paronyms - Verbal agreement - Verbal Regency - Verbs and verbal periphrases
Source: ROLIM, H.; MAGALHÃES, J. Portuguese - High School Course 3. Editora do Brasil S.A., 1969.	Source: OLIVEIRA, Tânia Amaral; ARAÚJO, Lucy Aparecida Melo. Weaving Languages: Portuguese Language: 8th year. 5. ed. Barueri: Ibep, 2018.

One can see, therefore, that even with a large time gap between the two works, both bring the same grammatical content intended for the same series. However, TB2 brings the grammatical contents within a topic called “Reflection on the use of language”, which, by the title itself, leads us to the understanding that the work actually follows – or intends to follow – a social-interactionist view of Language, promoting not only teaching through teaching, but also the reflective teaching of the use of language, which is in accordance with the BNCC. On the other hand, TB1, on the contrary, promotes teaching without a reflective basis, but through expository content and repetition exercises, so to “memorize” the rules instead of understanding them in real situations of language use.

Bunzen already pointed out this permanence in 1999; for the author, “mother tongue classes are still shaped by traditional education” (2000, p.01). More than 20 years after this finding, we still find a work concerned with grammatical nomenclature. Corroborating this discussion, Dionísio (2001) emphasizes this contradiction – often, TB authors claim to follow some theoretical conception, but are not always able to do so. Perhaps, we are still in a transitional phase, full of comings and goings, often marked by contradictory pressures: now we have the adoption of an interactionist conception of mother tongue teaching, supported by Bakhtin’s studies, now we have a conservative/traditional trend of teaching; the BNCC itself presents this duality.

The unit openers also bring a lot of information about the work done with the text. In TB2, all units open with a text. In TB1, there are lessons aimed at textual interpretation and others aimed at working with grammar.

Table 5. Unit openers

TB1-	TB2
<p style="text-align: center;">MADRIGAL MELANCOLICO</p> <p style="text-align: center;">MANUEL BANDEIRA — Nascido no Recife, em 1896. Faleceu a 13 de outubro de 1968. Até a maturidade vivia resguardado por motivos de saúde, dedicando-se ao estudo e à poesia.</p> <p style="text-align: center;">Publicou <i>Cinza das Horas</i>, <i>Carnaval</i>. Integrou-se ao movimento modernista, publicou <i>Ritmo Desolado</i>, <i>Libertinagem</i>. Quando completou 30 anos, publicou <i>Homenagem a Manuel Bandeira</i>, em que vários autores testemunharam o grande valor literário de M. Bandeira. Nesse ano aparece <i>Estreio da Manhã</i>.</p> <p>O que eu adoro em ti, Não é a tua beleza. A beleza, é em nós que ela existe. A beleza é um conceito. É a beleza é triste. Não é triste em si, Mas pelo que há nela de fragilidade e de incerteza</p>	
<p>Source: ROLIM, H.; MAGALHÃES, J. Portuguese - High School Course 3. Editora do Brasil, 1969, p. 23</p>	<p>Source: OLIVEIRA, Tânia Amaral; ARAÚJO, Lucy Aparecida Melo. Weaving Languages: Portuguese Language: 8th year. 5. ed. Barueri: Ibecp, 2018, p. 13-14</p>

The structure of the two books has undergone several changes over the years. In TB1, what can be seen is a page without colors, without images, without any kind of graphic or textual resource that proposes an interaction with the student. The unit starts with the title of the poem highlighted, “*Madrigal Melancólico*” (“Melancholic Madrigal”, free translation), by Manuel Bandeira, followed by a brief biography and bibliography of the author. This poem is regarded as “classic”. Such texts were considered “ideal” for teaching Portuguese at that time. The title of the poem is highlighted, “*Madrigal Melancólico*” Furthermore, we do not observe any type of interaction with the reader, which differs from the current format. Koch and Elias (2013) defend a conception of reading in which there is an interaction between author, text and reader. The authors believe that:

If, on the one hand, in this process one should consider the linguistic materiality of the text, an element on which and from which the interaction is constituted, on the other hand, one must also take into account the knowledge of the reader, a fundamental condition for the establishment of the interaction, with greater or lesser intensity, durability, quality. (KOCH; ELIAS; 2013, p. 19).

Thus, it can be understood that the reader does not arrive at the text alone. There is a reciprocal action, of exchange: the reader must bring his knowledge of the world with him, his already accumulated competences, to perform the interpretation. Reading the text only for analyzing linguistic assertions does not allow for this interaction. In this sense, the teacher is the mediator between the student and knowledge, using, for this purpose, the textbook. TB1 presupposes a subject less active in their own learning.

The first point to be highlighted is the selection of the genre to be worked on, in TB1 the chosen texts stem from the literary sphere; in TB2, one may notice a variety of genres, as can be seen in the book summary. Reading and interpreting texts are fundamental for the subject’s performance as a citizen, as they are skills required not only in everyday life, so each unit explores a greater number of texts from different textual genres.

There is a change in the social-historical setting of TB1 (1969) and the context of TB2 (2018). From this point of view, TB2, unlike TB1, presents colors and images, the result of technological advances that allowed a more attractive copy to the student, in addition to a compositional structure of the contents on the page that aims to facilitate understanding and assimilation by the part of who reads it.

In addition, we can see that TB2 brings an unit opener with elements of interaction with the reader/student, such as the item “To begin with”, accompanied by an introduction to the topic that dialogues directly with the student: “Have you stopped to think about the importance of words in our daily lives? Have you ever imagined the strength they have? ...” (OLIVEIRA; ARAÚJO, 2018, p.14) Thus, TB2 presents a conception of interactionist language, in which the subject is constituted from the interaction with the other. Koch (2006) postulates that, in this conception of language, the subject is seen:

As a psychosocial entity, emphasizing the active character of the subjects in the very production of the social and interaction and defending the position that the subjects (re)produce the social insofar as they actively participate in defining the situation in which they find themselves engaged, and that they are actors in the updating of images and representations without which communication could not exist. (KOCH, 2006, p. 15).

Thus, placing the student as the subject of their own discourse, engaging them in real situations of use of the most varied genres, allows the student to think and rethink their place as a citizen in society, understanding that they have a role, a social function. Such interaction assumes that the student is an active subject in the learning process, being part of what is offered as school content. Only after this interaction with the student the TB2 starts Unit 1, presenting the text that will be worked on during the chapter.

FINAL CONSIDERATIONS

From this study, we could see there was an expansion in the dissemination and importance of textbooks in the classroom, especially after the creation of the PNLD, which makes studies like this necessary, as textbooks are very present in the Brazilian reality and often determine what and how the teaching will be carried out.

The comparison of the two selected textbooks showed that it has changed over time, such changes occurred due to technological advances, different audiences, needs and different socio-historical contexts, but also due to new knowledge/research in the area of teaching and language.

TB2 presents a greater diversity of textual genres, a concern with interacting with students and linking curriculum knowledge with their social reality. Thus, the theme proposed in each unit is chosen from thinking about the student and the situations common to this age group. As for interaction with the teacher, the current TB, although defending the role of the teacher as an active agent of the educational process, presents a very detailed and particular material that can guide all teacher actions, which depending on their training, workload and other factors, can lead him to be a simple executor of a “manual”, conditioned to the current educational policy.

Conceptions on the teaching of Portuguese language have changed. When interpreting a text, it is expected that students not only decode the message presented to them, but also build meaning to it from the interaction between subject, context and text, as textual interpretation requires such dialogical relationship so to be effective. The teaching of grammar also changed and is based on reflection on language usage and its different contexts. Such changes had an important impact on the construction of TBs.

Nonetheless, one should highlight that TB2 has, as permanence points, the same topics stemmed from normative grammar present in TB1; even though TBs try to insert activities in a dialogical logic that intends to articulate students' worldly knowledge, they are not always successful, as there is still emphasis on specific terminology and grammatical concepts. One can then infer how complex is this relationship and how difficult is to break with this tradition of "grammatical teaching". Even with the emergence of new theoretical conceptions, TBs still reiterate practices regarded as traditional.

Another permanency point in TBs is the control of this material on the part of the State, control which was present in different historical moments, albeit with diverse names (INL, CNLD, COLTED, PNLD) and more or less explicit action. Such control on what is worked in classroom is not exerted only by the TB; there are also external evaluations.

To conclude, one must also understand that Portuguese language TBs are a social-historical construction, imbued of ruptures and permanences, and this duality is still present both in TBs and in the teaching of Portuguese language.

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