

This issue of *Revista Signum* aimed to gather articles that addressed the theme of Portuguese Language teaching materials and its many facets. Therefore, we start from the general idea that teaching materials can be understood as *didactic resources* (textbooks, games, dictionaries, literary books, educational books, encyclopedias, almanacs, etc.). Cruz (2014), mentioning a discussion by Saete Souza (2007), defines a didactic resource as “all material used as an aid in teaching-learning by the proposed content, to be applied by the teacher and their students. It can be considered a working tool in the classroom, which informs, creates, induces reflection, awakens other interests, motivates, synthesizes knowledge and provides cultural experiences” (CRUZ, 2014, p. 15). The choice for such theme reflects some of its organizers’ history and a growing concern of the public university: linking academic research to the reality of basic education and the work of the teacher, who often uses different teaching materials, with great emphasis on textbooks for different school subjects. Thus, in the field of Applied Linguistics and Education, several studies have emerged on the processes of production, evaluation, selection and usage of teaching materials (cf. BUNZEN, 2009; LEAL & SILVA, 2011; CRUZ, FERREIRA & SILVA, 2014; ALBUQUERQUE & BUZEN, 2015). In order to continue and expand such discussions, this Dossier - composed of 09 articles - seeks to provide subsidies to (re)discuss the role of textbooks (and other teaching materials) in the classroom. Our goal is not to provide answers to complex situations that arise in the diverse contexts of teaching and learning, but to point out aspects that disturb us and move us in different epistemological fields.

Teaching materials have a history, modes of production, and uses that change over time and space. Thus, this thematic issue starts with two articles that seek to interpret and analyze teaching materials produced in very specific contexts. Both start from a qualitative methodological approach and emphasize that the textbook is related to its production and reception context. The first article, written by Rejane Rodrigues Almeida de Medeiros, shows us how the concepts of “originality” and “creativity” in the teaching of writing were treated in printed didactic materials published at different times: 1914 and 1969. The analysis was based on the theoretical framework of the Cultural History of Reading and highlights a change in the way of teaching how to write. At first, the imitation of authors from literature was valued as examples to be followed. Then, this perspective (or paradigm of teaching writing) changes. The author highlights how rhetorical-poetic knowledge appears mixed with the idea of originality. The analysis of teaching materials produced in the 1960s indicates that the notion of “originality” was deepened and individual creativity became more valued.

The second article in the Dossier, produced by the researchers Andréia da Cunha Malheiros Santana and Rafaela Cristine Merli, also focuses on a comparative historical approach to understand changes in Portuguese textbooks. The corpus of analysis is composed of a textbook produced in 1969 and another one from 2018, both aimed at the same audience - 8th grade students (former 7th grade of elementary school). According to the authors, the two textbooks had significant graphic/editorial changes and were influenced by research in the field of linguistic studies. However, both have many continuities, as they remain linked to the official documents in force at each time, reinforcing the interference of the State’s

curricular policies in didactic production. Another point of permanence that deserves to be highlighted are the topics deriving from normative grammar, present in both textbooks (1969 and 2018). The analysis reveals there is still an emphasis on specific terminology and grammatical concepts. Despite the new theoretical conceptions, the most contemporary textbook still reiterates practices considered traditional.

The third and fourth article use the same theoretical basis and share the same geographic locus, but direct their reflections to different levels of education. The third article, written by Débora Amorim Gomes da Costa-Maciel and Jonathas de Paula Chaguri, analyzes Editora Moderna's "EJA" (Youth and Adult Education, free translation) collection and draws our attention to the lack of continuity in the distribution of textbooks for this purpose in the Zona da Mata Norte, in the state of Pernambuco. Based on the definition of genre proposed by Dolz and Schneuwly, the authors emphasize the collection presents a predominance of "exposition" and "reporting" genres, as well as a relegation of "argumentation" genres to a secondary position, which causes harm to students since such genres develop language skills linked to the support and refutation of theories/points of view, essential skills in the construction of a critical-thinking citizen.

The fourth article, written by Lucas F. Diniz, Gustavo Lima and Marcos A. C. Sobral Júnior, dialogues with its predecessor and proposes that there be moments in teacher training that address the "know how to teach". With this purpose, the authors propose the elaboration of an alternative didactic material, in this case a didactic sequence, for the teaching of genres in schools; such DS addressed the genre "Game Rules" and was disseminated in an extension event. In conclusion, the authors highlighted the importance of this training itinerary in teacher education, as it provides a theoretical reflection associated with the didactic transposition of teaching objects, which greatly contributes to teacher training.

The fifth article, written by Rosângela Oliveira Cruz Pimenta, allows one to know a little of the Portuguese teaching material used in Portugal. The investigation analyzes text production activities aimed at secondary education (High School in the Brazilian context) and their contribution to the formation of students as authors of their own text. The *corpus* was a 10th grade textbook (called a "school manual" in some countries such as Angola, Mozambique and Portugal), produced in 2015 and republished in 2020. Like other articles in the Dossier, it is noted the analyzed material meets the guidelines of the official document (Portugal, 2014) - known as the "Curricular Goals", proposing writing activities in the recommended genres to students. However, the textual production proposals appear in an isolated way, without connection between them and without articulation with the student's historical, social, political and economic context. The investigation also highlighted that writing proposals do not require the student to be critically positioned concerning their reality.

The sixth article, written by Marcos Vinícius Scheffel, analyzes the conceptions of teaching literature that permeate the 2018 Literary-PNLD notice. By taking a look at a recent reading policy in the Brazilian context from the point of view of its conception and the choices of public school teachers, the article focuses on analyzing some proposals for teaching literature found in teacher support materials. For the authors, the Literary-PNLD works as an appendix to the National Textbook Program. Through the dialogue with concepts and practices of teaching literature, based on Colomer (2007) and Cosson (2006), the authors draw our attention to the conception of literary text underlying such government proposals. The selection of such works by teachers and the proposals for support materials are central aspects for further reflection on the possible uses of teaching resources in schools (in classrooms, libraries, etc.).

The next article, written by Érica de Cássia Maia Ferreira Rodrigues and Naiane Vieira dos Reis, continues the discussion on the importance of working with literary texts in basic education, but starts from a reflection on legal documents in the current Brazilian context. The analytical movement favors a critical reading of the Common National Curriculum Base (BNCC) over literary reading and a proposal

for working with the literary text. Thus, it resumes the importance of developing subjective reading, the capacity for fruition and pedagogical practices that focus on literature, as an example of practices that can complement the teaching material. The authors analyze a short story by Guimarães Rosa, “A Menina de Lá”, focusing on the teaching of literary reading. A defense of the need to go beyond the textbook is highlighted here, complementing the pedagogical work with other resources.

The eighth article, written by Rosana Helena Nunes and Kleber Aparecido da Silva, also starts from the BNCC and maintains its focus on guidelines for the development of teaching material in conjunction with the National Program for Education in Human Rights (PNDH), whose aim is to think on the Portuguese language teaching as a human right. In this sense, the investigation analyzes two reviews of teaching material that are part of the PNLD/2021. The theoretical foundation of the article deals with the guiding principles of Critical Applied Linguistics to Freirean Critical Pedagogy, defending a linguistic education that fulfills an emancipatory, libertarian and transgressive role, defending an education capable of reducing/ending social inequalities.

Still thinking of education as a human right, we present the last article published in this issue of the magazine, written by Dayse Garcia Miranda, in which the focus is on textbooks adapted to sign language. The discussion highlights that the textbook occupies a significant place in the school, constituting a fundamental didactic-pedagogical tool in the schooling process, hence the relevance of knowing how deaf students understand this material and how adaptations in sign language can build meanings from this new reading format. From the analysis carried out, the author highlights there has been progress in the adaptation of teaching materials for deaf children, but that there is still a long way to go, since the textbook adapted to LIBRAS (Brazilian Sign Language) has not presented both languages in a position of equality.

This thematic issue presented different themes about the Portuguese Language textbook in different contexts (Brazil and Portugal) and different times (from beginning of the 20th century to the present day). The analyses presented also highlight books for High School or Secondary Education, but also for Youth and Adult Education and for young people in the Final Grades of Elementary Education. Literary education was also present through reflections on working with literary texts beyond the textbook, with emphasis on a recent policy (Literary-PNLD) and the different forms of mediation with texts that can address literature beyond the BNCC prescriptions. Investigations that delve into Human Rights and the adaptation of textbooks to LIBRAS can help us to better understand the complexity of teaching resources that circulate in Brazilian public schools. We seek to bring different realities/views to the same theme and we invite all readers who carry out research in the area or who want to develop to dialogue with us, thus contributing to advances in the research on teaching material.