

Editorial

Teaching reading from different perspectives

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This special issue of *Linha D'Água* journal highlighted in its call for papers the interest in publishing an edition with articles that address reading in different theoretical and methodological approaches, carried out in the scope of Profletras. This is due to the noticeably growing value of this language practice in contemporary society.

Since the beginning of this networked master's project, in 2013, teachers and researchers have observed that in social settings, including digital ones, there is a continuous integration of various semiotic resources, which requires students to process verbal and non-verbal components in different communicative situations associated with various reading practices. Thus, in this edition (v. 34, n. 3), readers will find ten articles and a report of experience that present reflections on the different uses of semiotic resources in Brazilian society.

These reflections enable us to realize that reading, taken as an increasingly complex process, when coordinated with different didactic and pedagogical activities, requires from the students the recognition of words and sentences, the meaning-making process considering a variety of contextual and ideological references, the interaction between text and image. These factors indicate the diversity of methodologies that can promote the development of learning at school and in other social settings.

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These factors have drawn the interest of researchers from different fields, such as Linguistics, Psychology, Education, and the Arts; therefore, the articles and the report analyze how the theoretical foundations are coordinated with specific strategies aimed at improving the teaching-learning of reading, in alignment with the normative documents in effect in the country, including the National Common Curricular Base (BNCC) and the reference standards of Prova Brasil.

This can be observed from the first discussion, conducted by Maria Aparecida Garcia Lopes Rossi, in the article entitled "Reading Practices in Portuguese Language from BNCC: what are they based on and how to proceed inside the classroom?", which initially recognizes the absence of theoretical basis in the BNCC to support the planning of basic education teachers committed to carrying out consistent pedagogical work in reading in Portuguese with classes from 6th to 9th grade of middle school. Then, based on documentary research, the article compiles guidelines aimed at supporting teachers' actions in different school environments.

In this respect, the article "Relations between metacognitive reading strategies and school performance: possibilities for the teaching of reading", written by Maria Clara Maciel de Araújo Ribeiro, Thiago Loyola Franco, and Anne Caroline Lima Campos, analyzes the metacognitive reading strategies, taken from a sociocognitive perspective, which may collaborate with the improvement of reading skills. As these skills are required of students with high and low academic performance, enrolled in high school, the research contributes to the understanding of the composition and requirements of large-scale assessments carried out periodically in Brazil. The results highlight the interrelationship between reading mastery, metacognition, and school performance.

The concern with reading levels also sparked the interest of Raíssa Martins Brito and Maria Angélica Freire de Carvalho, who, in the article "Reading comprehension levels in a Portuguese Language textbook: an analysis of reading questions", investigated the assessment of textual comprehension through activities found in a textbook approved by the National Textbook Program (PNLD). Based on the assumptions of Text Linguistics, the authors indicate that the questions are aligned to literal and inferential comprehension and rarely enable critical orientation through the integration of the extralinguistic context.

The fourth article, "From subjective reading to rigorous reading: a way to approach reading in Basic Education", authored by Bruna Francinett Barroso Faustino and Sulemi Fabiano Campos, is based on research that describes the difficulties in reading and writing of students of a public Middle school and discusses how reading and writing in contexts of messages on social media have influenced these practices in the classroom. To address this issue, the research assessed how literary narratives, which are linguistically and structurally complex texts, motivate the construction of reading experiences beyond utilitarian practices.

Next, Raquel Cristina de Souza e Souza and Luiz Felipe Andrade Silva, in the article "Reading habits, confinement and class relations: reading form in contemporary Brazil",

describe how it was possible to encourage the reading habit of children affected by the Covid-19 pandemic. Based on an experience of comparative analysis of news articles published on the internet, they state that it is necessary to review the bourgeois reader model, which exposes class relations in contemporary Brazil, when one wants to develop the pleasure of reading.

The sixth article, entitled "Argumentative reading in school: teaching proposals based on the interactional perspective of argumentation", elaborated by Isabel Cristina Michelan de Azevedo, Louriane Ribeiro Reis and Nadija Santos Monte, focuses on the specificity of argumentative reading, based on two intervention research projects, developed in Profletras, between 2018 and 2019. Grounded on the dialogue model of argumentation, the didactic-pedagogical experiences allowed to compose six guiding principles for the development of this type of reading in basic education.

"Discursive capacities development and citizenship in PIBID", authored by Ana Cecilia Teixeira Gonçalves, Jeize de Fátima Batista and Demétrio Alves Paz, is an article that presents reflections from two experiences conducted under PIBID, with the literary text as an instrument for the teaching-learning of Portuguese in Basic Education. By considering as its main foundation discussions on initial teacher education and on reading, the article highlights actions that contribute to the discursive practice in the classroom, drawing attention, therefore, to reading, analysis, interpretation, reflection and textual production, all carried out from two texts, the novel *Dom Casmurro*, by Machado de Assis, and the short story "As mãos dos pretos", by Luís Bernardo Honwana..

The following article, "Music videos in high school and the challenge of integrating semiotic modes", by Flávia Azambuja, Clara Dornelles and Taíse Simioni, analyzes reading and interpretation practices of a music video by high school students. The data for analysis was obtained from a task developed for WebQuest and from activities carried out in the classroom, recorded in audio and then transcribed. The theoretical framework presents the music video as a genre and contributes to the discussion on the intricacies involved in multimodal reading.

In the midst of discussions analyzing the presence of books in school, the article "Four acts to read and to perform: the theatrical work on the perspective of (multi)literacies teaching", by Larissa Minuesa Pontes Marega, Everton Luis Paulino Vinha, and Zilda Gaspar de Oliveira Aquino, presents a didactic sequence designed for the last year of middle school, with a focus on the reading of William Shakespeare's *A megera domada* (The Taming of the Shrew), based on the notion of dramatic text and the concepts of literary literacy and multimodality.

The following article, "The images of João Grilo in his argumentative struggle through the paths of Sertão: a teaching-learning proposition based on a rhetorical-interactionist approach of *Auto da Compadecida*", by Camila Alderete Capitani, based on the rhetorical-interactionist perspective, proposes the development of the subjects' capacity to use argumentation and counter-argumentation in the school environment.

Finally, the report entitled "The reading journal: subjectivity in the classroom", by Sheila Oliveira Lima, Patrícia Cardoso Batista and Tatiele Jesus Faria, presents the result of didactic-pedagogical experiences carried out in basic and higher education, considering the journal as an instrument that accommodates the students' reading impressions. The text shows how the journal can become an opportunity for the student to become the protagonist of the act of reading, taking into account the relationship they establish with the work, which is accessed by the teacher, even though the process as a whole is subjective.

As an instrument for the promotion of scientific research, an academic journal, due to the contributions it receives from teachers, also makes room for reflections on teaching and learning related to different areas of knowledge and varied theoretical perspectives.

In this issue, Linha D'Água focuses on the teaching and learning of reading in its relation to linguistic, discursive, argumentative, and multimodal studies. Considering, however, that the call for papers received a high number of articles, with diverse contributions both in terms of objects of study and theoretical-methodological approaches, the proposal is extended to the next issue of the journal, which revolves around the teaching and learning of literary reading.

We wish you a good read!

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