

EDITORIAL

True to the commitment to establish dialogue between the academic researches and the practice of primary teachers, the Journal *Linha D'Água* is now available in the Portal of Journals USP / SIBi, with all the numbers online. The inclusion in the Integrated Library System of the University of São Paulo, portal that has more than 100 scientific journals published by USP, in all areas of knowledge, allows a greater national and international visibility for the periodical created in 1980. The accessibility guaranteed by SIBi technology will help to expand the impact of the researches published in the area of Literature and Linguistics.

Other prosperous news is that we are receiving support from the Program for Support of Scientific Periodical Publications of USP. It is the recognition of good editorial practices developed in these 33 years, making it possible to strengthen the professionalism of the journal and respond to the current challenges of the publication of scientific journals.

In this issue, the theme of “Literary studies, culture and / or Portuguese teaching” brings discussions centered on Portuguese literary productions establishing relations with aspects of culture and / or education. The result was seven original articles of researchers from different institutions in São Paulo (UNITAU, PUC-SP, USP), Maranhão (UFMA) and Rio Grande do Norte (UFRN).

The magazine opens with three articles on literary texts: poetry and novel. The discussion proposed by Caretta focuses on the characterization of female characters in the literary discourse, more specifically fragments of novels published in the nineteenth century. Puzzo focuses on the poem *Chorinho*, from the work *Vaga música* (1942) by Cecília Meireles, seeking to show that the subtlety of its images is guided by the proximity of the popular musical universe. Feitosa and Lima analyze *O cão sem plumas*, by João Cabral de Melo Neto, looking for dialogical dimensions between the geography and the literature, through an existential-phenomenological perspective.

Studies on reading and teaching of African texts and of children literature were addressed in three articles: Nascimento and Careira summon the novel by Mia Couto to focus on some issues related to the war in Mozambique; Nakagome presents the teaching experience of Portuguese language and Lusophone literature in Timor-Leste during an academic year in the public university of the country; Souza retrieves the discourse of Monteiro Lobato's fable, conveying the existence of a libertarian voice in the child literary sphere of the early twentieth century. Finally, Takahashi examines teaching practices of literary reading for university students from different countries, based on testimonials and texts produced by them.

There is even a review, which presents the work organized by Paula / Sa-fuzza around the interactional thought in the writings of the Bakhtin's Circle, in addition to an important translation of the article of the German researchers Koch and Oesterreicher about the oral discourse. In several articles, the dimension of the otherness configures the dialogical way of the language functioning, with emphasis on the idea that the utterance is always oriented, building itself at the same time in response to the voices that precede it or come later.

With this issue of the Journal *Linha d'Água*, we make room for debate, for the presentation and diffusion of research results in the field of literary discourse and teaching. We hope the readers feel invited to take part in this ongoing dialogue, proposing new texts, answers, and by being aware that the space is open.

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