EDITORIAL

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Linha d'Água dedicates this number to the topic of digital technologies in teaching Portuguese. When one thinks of teaching Portuguese language in its interface with digital technologies, it means to put on the agenda of the linguistic research in this twenty-first century. It is also means to align the issues that permeate the educational practices to the exercise of citizenship in today's society.

The constant technological evolution of the twenty-first century, combined with more extensive access, has radically changed the human relations; the digital technologies have infiltrated in the individual, social and collective life, breaking spaces and resized time.

The human being is connected 24 hours; 'here' and 'there' no longer exist; tools created in the Silicon Valley such as *Skype*, *WhatsApp*, *Facetime*, *Facebook*, *Tweet* and many others help us stay anywhere at anytime. In this context, knowledge has gone beyond the field of educational institutions, breaking through social spheres of public and private activities. This situation has radically changed the way one acts and produces knowledge in society obliging us, as researchers and teachers, to reflect on the contributions that digital technologies can bring to Portuguese language teaching. In this context, Linha d'água brings a significant academic contribution on this topic with some paper and academic review

Digital technologies inevitably lead us to different strands of knowledge and research, such as: interdisciplinary, multiple languages, distance learning courses and social networks. The texts in this edition include these topics: 18 researchers from 13 institutions from several Brazilian states (PA, PE, PB, SP, PR, RS) write on the proposed.

Demonstrating the diversity of interfaces that information technologies open up for the Portuguese language teaching, two articles dialogue with Mathematics teaching, pointing out the interdisciplinary issue.

Crescitelli and Campos, broadly observe the socio rhetoric structure of home-pages in the Mathematics graduation subjects in order to analyze how the genre has been working and contributing to the education context.

Proposing a specific dialogue among Mathematics, Logic and Portuguese, Guaranha and Bortolete, aware of the importance of these subjects/disciplines to the computer language teaching in the technological courses, they present an analysis of a reading method of a verbal text, decomposing it into propositions, chaining it in logical expressions.

Contemplating the social networks as a strategic space for interaction and teaching, this edition presents three texts, whose *corpuses* are tools and genres coming from the social networks.

Aquino and Dioguardi deal with the *tweet*, an understudied genre in the classroom; the authors describe their applicability in the apprehension of the argumentative genre.

Pereira writes on facebook, focusing on the interactional dynamics established with its use as a teaching platform; the author discusses the results of a project conducted in the Portuguese graduation course at University of Pará.

Almeida, Nascimento and Xavier present an action research, with an interdisciplinary perspective on digital journalism, in which evolved building actions of political knowledge through reading and reflecting on journalistic portals from the state of Paraíba. A blog was also created, involving high school students from public schools, in the production of texts.

Three other pieces of work discuss the distance learning practices.

Pereira's research includes cooperative work in educational actions focused on the production of virtual reading materials for 7th grade of high school students, the development of workshops with these materials, the benefits for the students 'development on reading comprehension and learning textual language skills and the creation of e-book for teachers.

Stutz and Cacilho analyze reading and writing activities in handout of a school in Paraná, reflecting on the educational proposals underlying in the material. The theoretical and methodological framework lies on socio discursive interactionism, with emphasis on the concept of genres, the notions of language skills, macrostructure, digital genres and handout material.

Marquesi and Silveira discuss Portuguese language teaching in an approach that relates theoretical principles of Active Learning Methodologies and Discourses Textual Analysis; they show a unit of teaching given in the distance in a graduation course.

Silva reflects on the possible dialogues among speech, media and education, arguing that it is important to bring to the classroom different languages in order to encourage the development of reading skills and different discourses that permeate the contemporary society; the author's reflections on the interfaces among speech, media and education lead him to argue that the inclusion of media in different ways can significantly transform teaching and learning process for those who are involved in the interaction.

Masip argues on the importance of reflecting on the Portuguese sounds, and shows the needs to use the resources that technology offers, particularly highlighting the phonetic laboratories. He proposes in his paper, a model, in two phases, which can be used as a support for the Portuguese language teaching to native and foreign students, that which represents an important research tool that is able to record sounds and its segmental traits and prosodic.

A review presents the work organized by Ana Lucia Tinoco Cabral, Jean-Luc Minel and Sueli Cristina Marquesi present an academic review entitle "Reading, writing and information technology", which brings texts of various researchers on reading writing and information technology, using technology in reading and writing practices. As well Gebara, a reviewer highlights, "This book refers to the present technologies in a larger framework: reflections on reading and writing processes (...)".

June 2015