Textbook: a dialogical analysis of the integrative project covers

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ABSTRACT
This investigation problematizes the existing dialogical relationships between the covers of the Integrator Project – Languages area textbooks, highlighting the points of consonance and dissonance, as well as the relationship with the various parameterizing educational documents. Thus, this research is justified by the current change in the National Textbook Program for Secondary Education, including the inclusion of books from the Integrator Project for the choice of public schools. Moreover, this investigation has as a theoretical-methodological framework the contributions of Dialogical Discourse Analysis (DDA), in which we list concrete utterances and dialogic relations as categories of analysis. In organizational terms, this work is divided into three moments: a) presentation of the new National Textbook Program (PNLD), in which we will focus on the public notice, the Guide of the National Program of Digital Textbook and other related documents to the engendering of the corpus; b) synthesis of the theoretical contribution, presenting the key concepts for the readings and discussions; c) contrastive analysis of the listed covers, based on the dialogical bias of language. In our final considerations, the elements of the analyzed covers were organized to persuade and induce choice, enunciating dialogical relationships consonant with the educational documents in force.

Keywords: Textbook, integrative Project, dialogic analysis.

1 INTRODUCTION

This work problematizes the existing dialogical relationships between the covers of the Integrator Project textbooks - an area of Languages and their Technologies, highlighting the points of consonance and dissonance of these relationships, as well as with those of the various prescriptive documents, given the function that the capa exerts within the selection process of the National Textbook Program (PNLD).

This research is justified by the current changes in the PNLD for High Schools, including the insertion of books from the Integrator Project for the choice of public schools. In this way, managers and teachers had to, 2021, adapt to all the changes and insertions of the program so that they could choose the materials that make up the first stage, Object 1. Adding to this justification, we reinforce if to the influence that the cover can have on teachers, guiding them in this process of choice.

Moreover, this investigation has as a theoretical-methodological framework the contributions of Dialogical Discourse Analysis (DDA), from which we resort to the key concepts delineated by the so-called Bakhtin and the Circle. For this, we list, especially, as a category of analysis, the concepts of concrete utterance and dialogical relations. From a methodological perspective, this documental investigation is

divided into three moments: a) presentation of the new PNLD, in which we will focus on the public notice, the digital PNLD Guide, and other documents related to the constitution of our corpus; b) synthesis of the theoretical contribution, presenting the key concepts for the readings and discussions; c) contrastive analysis of the listed covers, justifying the choice, based on the dialogical bias of language.

2 TEXTBOOK - INTEGRATING PROJECT OF THE LANGUAGES AND ITS TECHNOLOGIES AREA

The quality of school education has always been the subject of discussions among Brazilian educators and several studies that address the quality of teaching point to it as a preponderant factor for students to remain in school. One of the points that deserve attention is Basic Education, especially High School. The student arrives at this stage of teaching unprepared concerning the knowledge necessary to continue their studies and keeping them enrolled is a challenge.

In Brazil, school dropout rates are high, as shown by data from the National Institute of Educational Studies and Research Anísio Teixeira -INEP[1] (2019). According to the latest survey, the dropout rate was 9.1% in high school in 2016 and one of the reasons given was the lack of connection between school contents. That is why it is important to have efficient public policies aimed at the inclusion and permanence of students in schools.

Among Brazilian public policies is the free distribution of textbooks to public schools by the National Textbook Program (PNLD), which organizes and directs distribution. The textbook can be considered the main guide of the pedagogical work, it is part of the school routine and of the lesson planning to be used by the teacher. Therefore, the choice of this pedagogical material requires great care, it needs to be in line with the Political Pedagogical Project of the school and with the school curriculum.

In this way, even though the process of choosing works must be based on criteria pre-established by the official program – PNLD, the teacher has a fundamental part in this process, since the book is one of the instruments of the teaching work and not the only one. Since the 20th century, the expansion of the Program has been noticed, but currently, due to the approval of the National Common Curricular Base (BRASIL 2017), there has been a change in the structure of public notices and in the structure of the PNLD that, even with all the pandemic caused by COVID-19, continued the selection process, carrying it out in schools at various times called objects. The first of them, Object 1, is the Life Project and Integrator Project books.

In this process, it is pertinent to emphasize the importance of public notices in the constitution of works, since authors and publishers need to adapt to what is being asked. In the case of the chosen corpus, we bring here for discussion the Call Notice n.3/2019 – CGPL of the process of registration and evaluation of didactic, literary works, and digital resources for the National Book and Teaching Material Program –

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[1]Vide: https://www.gov.br/inep/pt-br

PNLD 2021. For our study, didactic works from Integrator Projects (Object 1) were selected. These are divided by areas of knowledge, such as Languages and their Technologies, Mathematics and their Technologies, Natural Sciences and their Technologies, and Applied Human and Social Sciences.

The didactic works are composed of the printed student book, the printed teacher's manual, and the teacher's digital material (six video tutorials) and will consist of a single volume per area of knowledge. They must also address the general and specific competencies and abilities of each area of knowledge in an equal and articulated way with contemporary themes and youth cultures. Regarding the Integrating Projects, there will be six projects for each area of knowledge, and, regardless of the area, four projects must be prepared based on the integrating themes and another two projects that return to these themes or new themes, provided that it justifies its choice and focus on the three general competences of the BNCC (BRASIL, 2017), one of which is competence 7 (argumentation).

In addition to the choices and evaluation of specialists based on the coercive elements of the Public Notice for the purchase of books made by the MEC, one of the most important steps is the choice made by the faculty of each school unit, which must indicate a first and a second option. One of the ways of choosing is by reading and observing the materials directly in the school units in moments of collective formation and the weekly pedagogical meetings.

Furthermore, another way for professors to have a parameter for this evaluation, considering the little time they have to do a detailed reading of many works with hundreds of pages, is through the help of the Guides constituted by the evaluators. In addition, the current program has created the PNLD 2020/2021 Digital Guide, which aims to facilitate the choice of works approved by specialists. The guide brings different data from the various works, such as reviews, contents, main features, and their proposed activities and evaluation. It also guides the "Choose" tab on Adhesion, the Beneficiaries of the PNLD 2021 – Integrating Projects and Life Project; Deadlines; Rules of conduct of choice; Conservation; Devolution; Relocation; Commitments with the choice and Technical Reserve and Disposal of the book.

Thus, the Textbook Guide (BRASIL, 2021) serves as the main support for the dissemination of textbooks and teachers' knowledge. It is a process that involves the efforts of the state and municipal departments of education and school administrators. This process must, therefore, be meticulous, coordinated by the school's pedagogical team, and discussed among the teachers. Everyone must have the digital guide and copies of the didactic works sent before starting the discussions, as they will need to thoroughly analyze the works to make the best decision regarding the books that will be used in the following years.

3 DIALOGIC WEAVE: THE ENUNCIATIVE CONSTITUTION OF PRINTED TEACHING MATERIALS

Considering all the characteristics of Object 1 and the listed corpus, we bring as an essential part of this research the contributions of the so-called Dialogical Discourse Analysis (DDA). This perspective brings as a reference the theoretical-methodological contributions of the so-called Bakhtin and the Circle. To do so, we resort to the theoretical-methodological constructs of Dialogical Discourse Analysis (DDA), from which we list the key concepts of concrete utterance and dialogical relationships.

Among the first Bakhtinian writings that address the theme, we highlight the publication Towards a philosophy of the responsible act (BAKHTIN, 2010). This philosophical work problematized the act or action in its concrete realization, showing that there is no neutral statement. This philosophical matrix is a philosophical project under construction initiated by Bakhtin. Furthermore, we also find in these manuscripts the initial ideas about the notion of enunciative completion, that is, one of the characteristics of enunciations is the ability to respond. Thus, we also understand the role that (inter)speakers play in the enunciation, always becoming a unique event from the interaction between the discursive subjects. Bakhtin (2010) draws attention to the fact that the act (understood as thought and action) cannot be apprehended solely in theoretical terms, as it is only real in its totality. Thus, the expression of the ethical act as a unique event of the subject is the word, which cannot be disconnected from the subject.

Expanding our understanding through dialogic bias, we also started reading and reflecting on the text The construction of Enunciation (VOLOCHÍNOV, 2013). In these discussions, to discuss the enunciative constitution, the theme is divided into two parts, which we highlight: the relationship to social-communicative exchange and verbal interaction. In this essay, the utterance is understood as verbal discourse, the concrete utterance is seen as a word, and the enunciation as an event. Voloshinov explains that everyday utterance is made up of an extraverbal situation and is always related to the context.

For the (inter) speaker to be able to understand this utterance and assign meanings, it is necessary to consider three factors of the extraverbal context: 1) the common spatial horizon of the interlocutors; 2) the interlocutors' common knowledge and understanding of the situation; 3) the common assessment of this situation. In this methodological script, the author admits that an important aspect of the concrete utterance is that it always unites the (inter) speakers through the common context. Thus, it also makes it clear that a concrete utterance always comprises the existence of two parts: (1) the perceived or realized part in words and (2) the presumed part. Continuing the discussions, the theorist discusses the relationship between intonation and everyday context, stating that any type of intonation will depend on the context in which it occurs, as well as its understanding is always between verbal and non-verbal.

Continuing the Circle's writings that corroborate the understanding of the statement, there is the book Freudism: a critical sketch (BAKHTIN, 2001). Published in 1927, the work dialogues with the philosophical and psychological currents of the time, where the Russian theorist established his critique through a Marxist bias, being yet another reflection that corroborates the understanding of the statement.

The book is organized into three parts: i) Freudianism and current currents of thought in philosophy and psychology, ii) an Exposition of Freudianism, and iii) a Critique of Freudianism.

Briefly, the first part draws parallels between Freudianism and the philosophical thought of the time, as well as contextualizes the emergence of psychoanalysis and its connection with psychological studies. The second addresses the Freudian conception of the unconscious, it's psychic functioning, and the main key concepts developed by Freud. From the third part onwards, criticisms of Freudian theory are observed, based on the Marxist bias adopted by the Russian theorist.

In this work, the Círculo begins to outline some fundamental aspects for the characterization of the statement by Bakhtinian bias, ideas that can also be dialogued with another work, which was published in a later period, it is about Marxism and the philosophy of language (VOLÓCHINOV, 2017), hereinafter MFL. In this work, an explicit relationship between language and society is perceived, attributing to the sign as a result of social interaction. Briefly, the signs are considered part of an uninterrupted communicative process in which, both in the oral and written modality, they can be analyzed from a socio-historical context.

In the second part of the MFL, entitled Towards a Marxist philosophy of language, the theorists present the object of the philosophy of language and the methodology for analyzing it. To do so, they limited themselves to a study of two relevant trends at the time, idealist subjectivism and abstract objectivism. With this, they sought answers about the mode of existence and the true core of linguistic materiality, questioning themselves about enunciation and the language system. The interest was to outline methodological guidelines, focusing on the delimitation of the investigation object.

The problem that emerged in these discussions was precisely the isolation and delimitation of language as an element of a specific study. Bakhtin/Voloshinov discuss the two main tendencies listed to structure their thinking about the utterance. Named idealist subjectivism, this trend had as its object individual creation, the act of speech, as the foundation of language. Subjectivism as a philosophical system did not admit any reality other than that of the thinking subject. In subjectivism, language was conceived as an individual creative process based on a finished instrument that served a certain purpose. Already in the view of abstract objectivism, language was conceived as a stable system, having nothing to do with ideological values. Abstract objectivism considered each enunciation as unique, whereas normative traits would guarantee the unity of a language. This tendency considered language as a stable system of linguistic elements governed by laws, which established relationships between linguistic signs within a closed system.

As the enunciation is the product of two subjects inserted in a social context, in the enunciation process there is the speaker and the interlocutor. This relationship is built in a specific social context, in a given historical context. To unite the speaker and the interlocutor there is the word, which is considered the product of the interaction of both. Verbal expression is socially directed and constructed because depending on the individuals involved in the speech act and the social situation in which the speaker is inserted, he will express his utterance in different ways. Corroborating this vision outlined in MFL, in one of the most

well-known publications of the Círculo in Brazil, Aesthetics of verbal creation (BAKHTIN, 2003), it ends up bringing a new perspective in the conception of language, as it relates it to all spheres of human activity. The theorist states that "the use of language takes place in the form of utterances (oral and written), concrete and unique, which emanate from members of one or another sphere of human activity" (BAKHTIN, 2003, p.279).

Among his reflections, the author presents a historical conception of the subject from the linguistics of the 19th century, in which the role of the other, that is, the addressee of the speech, was understood as passive in understanding the speaker's ideas, disregarding the complexity of the interaction verbal. The image that general linguistics brought of the reader/listener as a mere receptor of language could not be considered any longer, given the great advance of theoretical studies in vogue. Bakhtin (2003), in his discussions, already dealt with this subject in a direct approach, as he said that the listener receives and understands the discursive act and apprehends, simultaneously, with this discourse, what the author himself calls an active responsive attitude.

In this perspective, the utterance is considered a real unit of verbal communication, the boundaries of this object are given by the "alternation of speaking subjects, that is, by the alternation of speakers" (BAKHTIN, 2003, p. 294). This dialogic attitude can be considered in both situations: both in the action in which the speakers are present and in the case of the (inter) locators being separated. In both hypotheses, there is a complex communication network, as the constitutive voices are intertwined to give a finish and meaning to the utterance in question.

Given the social character of the texts chosen in our investigation, we can understand their production as something unique, in addition, these concrete statements have authorship, and (real) recipients, in addition to being conceived within a discursive sphere. In summary, what we want to emphasize is that the concrete utterance represents a comprehensive concept in which there is an intention, in addition to being expressed by linguistic materiality. Within a bivocal context, the utterance is constituted by the existence of a (real) author, it includes the possibility of a reply (responsive attitude), each reader will receive the message differently because the meaning will only materialize from the interaction with the interlocutors.

Entering the works of the Bakhtinian Circle that contributed to the theoretical elaboration of the concept of dialogical relations, we present our reflections by publications throughout the decades of the 20th century. It is seen that the theorist asserts that the concrete utterance has dialogic tones, being necessary to consider them in the understanding of the relationship between the (inter) speakers involved in the enunciative chain.

In The problem of the text in linguistics, philology, and other human sciences, notes written in 1959-1960 and inserted in the collection Aesthetics of Verbal Creation (BAKHTIN, 2003), we see that the Russian thinker makes an experience of philosophical analysis. Bakhtin presents an explicit concern with the text and its context, as well as questions of interaction and interrelation. In this writing, he goes deeper

into the discourse of the author and the characters, stating that the discourse between them relates to each other, causing dialogical relationships.

Deepening our reflections, the notion of dialogic relations is also used by the Russian philosopher in Problems of Dostoevsky's Poetics (BAKHTIN, 2010a). Originally, Bakhtin shows the peculiarities of Dostoevsky's artistic vision through his novels, in what he called the polyphonic novel. When discussing the particularities of Dostoevsky's work, Bakhtin admits that dialogical relations do not belong exclusively to the linguistic field, but are the object of metalinguistics. Thus, analyzing a concrete utterance only for its material bias, worrying about the text, is not consistent with a dialogic practice, since one starts from linguistic knowledge in line with the results of metalinguistics.

Guided by the dialogic perspective and from the relations in the discursive field, we will try to observe the existing dialogic relations between the covers of the textbooks of the Integrator Project - Language area, highlighting the points of consonance and dissonance, as well as the relationship with the various prescriptive documents, considering the function that the cover plays within the process of choosing the National Textbook Program (PNLD).

4 THE DIALOGICAL PLOTS THROUGH THE COVERS OF INTEGRATOR PROJECTS

The process of choosing didactic works is done according to criteria pre-established by the official program of the PNLD. After the pedagogical evaluation of the works, the physical attributes of the printed work are analyzed. This stage of visual analysis is important because it classifies the work and verifies that it complies with the technical specifications contained in the notice. One of the technical specifications of didactic and literary works is related to the First Cover, which must present, according to the notice, among other items: the title of the Work or volume, name(s) of the author(s) and pseudonym (s), organizer name or responsible editor, the area of knowledge or component, the expression "Integrating Projects" or "Life Project", as the case may be. These technical specifications are necessary since the first contact that the teacher will have with the work will be the look, by contemplating the cover. From this first contact, the professor will choose which works he will analyze. Therefore, editorial attributes and visual resources will directly influence the choice.

The cover has a language of persuasion, because, among so many other covers, it needs to stand out. For this, the editor uses language resources such as texts, symbolic images, and colors. For Ribeiro (2000, p. 375), the cover of the book is the business card of the work, it is its first contact with the public, [...] it is, above all, the representation in graphic terms of the content of the book. own work. Therefore, publishers are committed to the graphic design of the covers, as they represent the book itself (RIBEIRO; NEVES; VIANNA, 2017). For these authors, the cover is the identity of the book. For our analysis, we delimited the analysis of the covers of Integrator Projects in the area of Languages and their technologies, which is seen in the guide, in addition to the codes of the volumes and publisher, also the title of each project. Below are

the books approved by the evaluators and which were placed for the choice of teachers, being works approved in this edition as we see below.

Table 1: approved works in the area of Languages and their Technologies

PUBLISHER	PROJECT TITLE	AUTHORS
EDITORA MODERNA LTDA	Identity in action: languages and their technologies	Regina Braz Rocha
	Integrating knowledge - languages and their technologies	Lais Cardoso da Rosa; Vanessa Bottasso
	Modern in projects: languages and their technologies	Luiz Pimentel; Felipe Pagliato; Kelly Sabino; Diego Moschkovich
	Practices at school - languages and their technologies	Camila de Castro; Juliana Vegas Chinaglia
SARAIVA EDUCAÇÃO S.A.	Let's go together, teacher! - integrative projects - languages and their technologies	Marcia Guerra Pereira; Regina Barbosa Ramos; Mauricio Cardoso; Maria Isabel Sampaio de Moura Azevedo; Marcia Marinho Aidar; Lucia Leal Ferreira; Kaue Tavano Recski; Julia da Silveira Codo; Daniel Carvalho de Almeida; Marcia Regina Takeuchi
	Walking and building - Integrative projects - Languages and their technologies	Theda Cabrera Goncalves Pereira; Luciane Bonace Lopes Fernandes; Ebe Christina Spadaccini; Viviane Leticia Silva Carrijo
EDIÇÕES SM LTDA	Young protagonist Integrative projects languages and their technologies	Eliane Aguiar; Debora Mallet
	Be a protagonist in integrative projects languages and their technologies	Luiz Greco; Joao Pires; Eliana Pougy; Carolina Carbonari; Andre Vilela; Eliana Pougy
FTD S.A.	+ Action at school and in the community - Integrative projects - languages and their technologies	Elizete Aparecida de Andrade de Oliveira; Andrea Gomes de Alencar; Conrad Pichler; Ana Tanis; Rubiana de Souza Barreiros; Fernanda Rodrigues Baruel; Maria Filippa da Costa Jorge; Renata Lara de Moraes Boim
	See the world - Integrating projects - languages and their technologies	Adilson Dalben; Flavia Almeida Brandao; Ligia Rodrigues Balista; Ieda Sant Ana Rodrigues; Elizete Aparecida de Andrade de Oliveira; Barbara Falcao; Gabriela Viacava de Moraes; Roseli Ferreira Lombardi; Marcia Lenise Bertoletti; Isabel Alencar Lacombe
PALAVRAS PROJETOS EDITORIAIS LTDA	Words for integration: languages and their technologies	Natanael Peres Fernandes; Cibele Lopresti Costa; Angela Sivalli Ignatti; Ana Maria Doll Ghelere Portas
EDITORA ÁTICA S.A	From school to the world - Integrative projects - Languages and their technologies	Roberta Hernandes Alves; Ricardo Goncalves Barreto
EDITORA SCIPIONE S.A.	#New High School - Integrative Projects - Languages and their Technologies	Mariana de Lima e Muniz; Gabriela Cordova Christofaro; Maurilio Andrade Rocha
TULIPA EDITORA EIRELI	Integramundo: Integrative language projects	Monica Maria Ribeiro Mumme; Marli Ferreira de Souza; Marcos Roberto Souza Brogna; Luciana Marques Ferraz; Vinicius Italo Signorelli
RICHMOND EDUCAÇÃO LTDA	Actions in languages integrative projects - languages and their technologies	Ricardo Luiz Teixeira de Almeida; Luciana Maria Almeida de Freitas; Elzimar Goettenauer de Marins Costa
MVC EDITORA LTDA	You in the world: Integrative projects: languages and their technologies	Adriana Valeria Santos Diniz; Debora Fabianne da Silva Freire; Jeane Felix da Silva; Mariana Lins de Oliveira; Djamere de Sousa Braga Leite; Priscila dos Santos Ferreira Dias; Daniel Sousa Morais; Thiago Barros Mendes
EDITORA DO BRASIL S.A.	Knowing and transforming: Integrative projects	Maria Helena Webster; Luis Aranha; Renata Garcia Marques; Mildred Aparecida Sotero; Giselda Picosque
FENIX LIVRARIA E DISTRIBUIDORA DE LIVROS – EIRELI	Languages in Integrative Projects	Camila Farias Pena Pereira; Alexandre Barbosa Pereira; Alexandra Bujokas de Siqueira; Alecsandro Diniz Garcia; Laura Leis Vilela Baggio

Source: PNLD digital website

From this verification, we observed that of the 18 books chosen, there was a wide variety of publishers, with Editora Moderna standing out with a greater number, with four works accepted. We limited our analyzes to these books by the same publisher, given the importance they will play in the book selection process, since, among several publishers, it was the one that best met the PNLD standards for book approval. These are the works selected for analysis, with the objective of book covers: a) Integrating knowledge – languages and their technologies (Laís Rosa; Vanessa Botasso); b) Modern in projects: languages and their technologies (Luiz Pimentel; Felipe Pagliato; Kelly Sabino; Diego Moschkovich); c) Practices at school – languages and their technologies (Camila Castro; Juliana Vegas Chinaglia); Identity in action: languages and their technologies (Regina Braz Rocha). In addition, this delimitation is justified by the number of publishers that passed, emphasizing that among the criteria valid by the evaluators, four works from the same publisher managed to pass the appraisal, calling our attention to a detailed reading and analysis.

In this way, the analysis of the selected covers goes beyond technical specifications, we seek to verify the very visual structure and its enunciative constitution.

Figure 1

Source: PNLD digital website

In figure 1, the predominance of red color can be seen in almost half of the cover, a non-random color that draws attention to the look of the interlocutor, in a strong and striking tone. Also, among the visual elements that make up the cover, there are the colors white and yellow to contrast the verbal elements. In addition, colors can awaken different sensations in our brains, leading to different senses depending on the color. In the case of this first image, the white that highlights the other colors is highlighted by the red which can be associated with energy and passion. In the central part of the cover, one can see the use of various colors, forming a watercolor that gives a tone of diversity, which we can associate with the fact that this publisher's book is made for all young people in Brazil, considering their different peculiarities.

In this enunciative plot, the verbal elements also stand out, in addition to the names of the authors, others name and characterize the work, as well as the name of the publisher, title in capital letters, and subtitle in smaller letters. With this, we ratify the relative stability of the genre, since certain elements are identical between the covers, and may differ in some points according to the enunciative plan of the speakers, such as font, colors, and position in which they are found to compose the material. , being the object of study and discussion of several professionals that make up the publishing market. In the central part of the cover, you can see the figure of two young people stylized using multiple colors, which is another point that draws the reader's attention. In these images, Brazil is represented by the colors of the flag and, especially, by the green and yellow of the boy's mouth, as well as by the dark tone of his hair and the indigenous body paint on his face. These are details that portray the diversity of the Brazilian people.

Moreover, in our reading, one can also think of photography as an enunciative element in the composition of the genre. In the photographer's creation process, to critically read and understand the observed image, it is necessary to deconstruct all aspects that make up the photographic plot (KOSSOY, 1999). The first thread of this plot is the subject because depending on the purpose or functionality of the photo, this will lead to the understanding of the final product. "The subject, as represented in the photograph, results from a succession of choices; it is the result of a sum of selections of different natures" (KOSSOY, 1999, p. 27).

Another important point is the merging of the two faces in dialogue with the title of the work Integrating Knowledge. The reader can perceive, through the articulation between colors, faces, and verbal language, the representation of Brazilian diversity, the young public for which the work is intended. In first contact, these details of the graphic project inform what the didactic proposal of the book is, which can lead the reader to relate the work with youth protagonism.

Figure 2

Source: PNLD digital website

To highlight this cover, the visual element we observe is a hybridized kind of electronic music device to the body of a young man, giving the sensation of movement from a jump and green scratches that can be understood as a kind of wave of music. In figure 2, the predominance of the color orange is observed, a warm color, which is the result of the mixture of the primary colors yellow and red, which can mean different possibilities, of which we highlight the cheerful character, which gives vitality to the enunciative plot. Furthermore, you can think of the shades of orange as references to positive attitudes, summer, heat, and fun, which is dialogically consonant with the figure placed at the center of the material. In addition, another similarity with the previous figure is the colors chosen for the textual part, contrasting with the orange background of the cover. In this enunciative plot, we draw attention to the color element, as it is part of this concrete statement and has effects of meaning. Among the common and relatively stable elements in the composition of what we recognize as a book cover, colors become important resources to differentiate one cover from the other, becoming a key element in the engendering and distinction of these materials.

This graphic composition is in line with the subtitle of the work Languages and their technologies, since the use of technology, despite the extreme differences in the country, is something common in the daily lives of most of our students. We emphasize here that the PNLD reaches all Brazilian regions, reaching the hands of young people from different realities in the thousands of municipalities that the Program serves. In this way, several resources and technological possibilities may be very different if we compare students from the Southeast region with others from the interior of the regions of the so-called "Deep Brazil". In addition to our reading and analysis, another important point is the representation of the young public in the boy's image. He wears jeans, a plaid shirt, and sneakers, which somehow will make the student also identify with this composition, bringing to this enunciative scene a dialogical relationship of proximity with the target audience intended for this textbook. In this sense, we can consider the illustration on the cover as something arbitrary, but it is a union of concrete statements for a certain effect of meaning and the subjectivity of the (inter)locutors.

According to Joly (1996), the theoretical definition of the term "image" has different types of meanings with no apparent link, which covers all its uses. Another confusion would be the lack of distinction in an analysis of the still and animated image, which would define the type of reading. In our case, we work with still images. Through the verbalization of the image, we make the verbal elements meaningful, reading their entire context, whether colors, shapes, and sequences; so it is not something simple, nor is it detached from refined reasoning, "the analytical approach proposed here depends on a certain number of choices: the first is to approach the image from the angle of meaning and not, for example, from emotion or aesthetic pleasure" (JOLY, 1996, p.28). We need to take the image as a visual sign, as we attribute meaning to all types of language, in which they interact with each other in favor of the production of meanings.

As for the title Modern in Projects, its association with a technological artifact alludes to contemporary teaching and, therefore, is more directed to current students. The articulation of the language areas can be perceived by the stain and by the splashes of darker orange paint running down the wall. From this aspect, one can infer the articulation between the languages Art, Physical Education, and Portuguese as well as the use of technologies portrayed with the technological object highlighted on the cover.
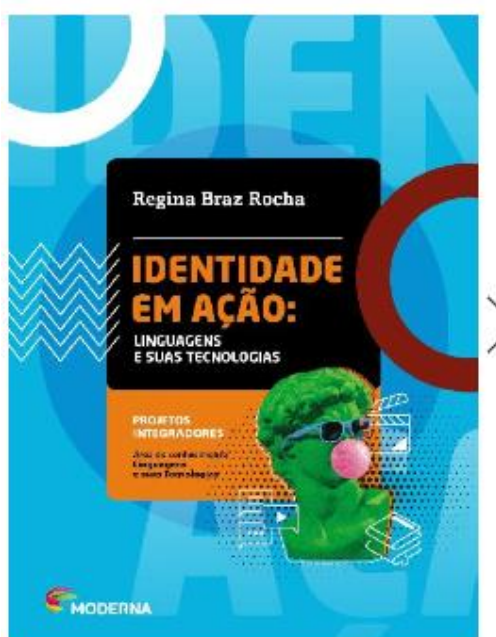
Figure 3

Source: PNLD digital website

In Figure 3, one can see the alternation of white colors with visual elements of different colors, such as orange, yellow and purple. Dialogically, according to the cover of the same publisher, despite a smaller use, the color orange stands out from the other colors, producing a dialogue consonant with the other colors and giving a more cheerful tone of approach to the interlocutors. Among the illustrative elements of this concrete statement, one can see the figure of strokes, spirals, triangles, and circles that end up composing the main figures. These geometric elements end up occupying the blank spaces and giving dynamism to the reading of the cover, showing different forms and contents throughout the enunciative scene. To compose the cover, you can see in the upper left part a photo of a tattooed girl playing the guitar. Still dialogically, the choice of a young female figure is not something arbitrary but wants to focus on women, as well as raise the issue of empowerment and, in one of the possible meaning effects, show that women are capable of doing everything they want. she wants. In this case, in a dialogical relationship, consonant with the life project, the figure of a girl playing the guitar illustrates the range of possibilities that each young person has from their life project.

Continuing our reading and analysis, at the bottom right, we see two hands with a cell phone photographing a scene that refers to the past, as they are obsolete models of TV, radio, and microphone. With this, it is inferred that knowledge will be built from the didactic sequences engendered within the

material, that is, a look to the past to build a new future, according to the enunciative scene elaborated on this cover. With an emphasis on the cell phone, this part of the cover can say many things, but we draw attention to a world of possibilities that the internet and the cell phone have given to young people who today, based on their talent and life project, have a profession and earn money through channels on social networks or in the various applications that have been gaining prominence on the world stage. Regarding the verbal elements, as in the other two covers analyzed, we can see the title of the work, the name of the authors, and some elements that qualify the work, in addition to the name of the publisher. As for the title Practices at school, remember the proposal of Integrating Projects, which is work focused on projects. In this way, one can see the relationship between the title and the book as a whole.

Figure 4

Source: PNLD digital website

In this last figure, one can see the predominance of blue colors, in addition to white, black and orange to compose the cover. The predominance of the blue tone in the background dialogues with the black and orange tones, highlighting the center of the cover. In addition, the figure of a statue in green, with blue glasses and a ball of pink gum. As we noticed in the other covers, the colors compose, in this one too, the verbal elements to highlight them, among which we observe the author's name, the title of the work, and the elements that characterize the cover. In this way, we see a deconstruction of the blank images of statues made of marble or other materials based on the modification made by the enunciators who play with color and place other elements to leave the image in a playful tone. In a relaxed way, the cover brings elements that make a rereading of ancient Greek statues. In this concrete statement, one sees a reference to part of one of the most famous statues in the world, Michelangelo's David. This work refers to the story of the hero David on the giant Goliath, and among the many representations, the statue symbolizes human strength and beauty. From another aspect, this strong color in contrast to white, which is usually portrayed

in our enunciative memory from books and museums, brings a reflection and questioning about the myth of white Greek statues that fed the false idea of European superiority.

Next to this stylized figure of Davi, we see icons that refer to images that resemble text and video resources that we use through computers. In a reading possibility, one can think of the various research possibilities that the young person has in addition to the printed pages of the textbook, that is, to broaden the subject, students can access videos and other files online, expanding what is placed on the pages of printed materials.

On cover 4, some areas of knowledge are also portrayed, which can be observed in the correlation of objects with the curricular components of the Area of Languages and its Technologies. Thus, the image of a closed book just below and the vowels, as a watermark, refer to the Portuguese Language and Literature, the movie clapperboard, the graphics of indigenous painting, the circle, and the statue; to Art and the play icon to the English Language. These details, which make up the cover, are in line with BNCC's General Competence 4, communication, which deals with the use of languages: verbal, body, visual, sound, and digital.

In the listed corpus, considered here as concrete statements, one can see the relatively stable elements, as well as the elements that the speakers have, considering the constraints of the parameterizing documents, to give a kind of persuasive narrative that makes them arouse the interest of teachers in the choice they will make within the PNLD, being something relevant to be considered, given the amount spent by the federal government on the acquisition and distribution of these materials in all Brazilian public schools.

5 FINAL CONSIDERATIONS

In our considerations, we can summarize the points of similarities and differences between the covers, constituting the cover as one of the elements for choosing the collection. Thus, in a dialogical relationship consonant with the presence of the Publisher's logo, as well as the area in which they are inserted, not to mention the use of colors and strengths to draw attention in the construction of a narrative through verbovisuality.

We can also see that covers 2, 3, and 4 bring elements from the digital universe about the use of various technology and information tools. It is an important detail since among the general competencies of the BNCC is the fundamental role of technology. Another aspect is the correlation of the covers with the youth protagonism present in all four.

On covers 2 and 3, the image of young people expresses movement about the active and creative student, unlike cover 1 in which young people are inert and painted with colors that refer to the appreciation of cultural diversity pointed out in general competence 3 of the BNCC Repertório Cultural.

In a dissonant dialogical relationship, the four covers need to differentiate themselves from each other to gain their identity, among which we perceive some elements that differ from each other, starting with the number of authors, ranging from one to 04 authors. Furthermore, we also perceive different titles,

colors, and different visual elements composing an enunciative scene to arouse the interest of the interlocutors.

In this way, verbal and non-verbal elements are strategically arranged to produce meaning effects on the interlocutor. Through the first contact with the book, and the covers, the interlocutor is already able to relate the work to the competencies of the BNCC. Even if he does not yet have a deep knowledge of the subject, he will be able to identify important points, such as "youth protagonism", "Media education" and "Universe of young people". Thus, the organization of the verbal and non-verbal elements of the covers seeks to persuade and induce the choice. The reader can see that the curricular components of the Languages area and its technologies are represented in the works, together with the BNCC's innovative teaching proposal for High School.

Thus, the elements of the analyzed covers are organized to persuade and induce choice. Finally, it is clear from the dialogical analysis how relevant the verbal-visual overlapping is and its importance in the enunciative constitution, requiring a critical look at all the elements that constitute a concrete utterance.

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