Perceptions as to the relevance of teacher training to make multiliteracies effective

Percepções quanto à relevância da formação docente para efetivar os multiiletamentos

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ABSTRACT
This research consists of a theoretical-practical study on the perception that Portuguese language teachers working in Professional and Technological Education (PTE) have when analyzing their continuing training and its influence on the adequate approach to multiliteracies in the classroom. Thus, having in mind the development of practices aimed at continuing teacher training, the multiliteracies emerge as an opportunity to embrace different types of language, so that the individual interprets linguistic situations which deviate from the traditional ones addressed in the school sphere. In this context, the objective of this research was to understand how the teaching training of Portuguese language teachers working at the Federal Institute of Education, Science and Technology of Pará (IFPA) - Abaetetuba campus is articulated in the context of multiliteracies. Based on Freire (1985, 1996), Kleiman (2008, 2014), Rojo (2012, 2013) and Moura (2014), in this study, an exploratory and qualitative investigation was developed through field research based on the ethnographic approach. The investigation was developed at IFPA - Abaetetuba campus. It was restricted to the context of Integrated High School (IHS). Participants were two Portuguese language teachers working at IHS. Field visits were carried out to collect data through the application of questionnaires with open questions and semi-structured interviews. In the end, it was highlighted the relevance of continuing training to implement multiliteracies obtained by the Portuguese language teacher working in PTE by understanding, to what extent, technologies contribute to the approach of multiliteracies which prioritize student learning with a focus on the integration between world of labor and education.

Keywords: continuing teacher training, portuguese language, multiliteracies.
RESUMO
Esta pesquisa consiste em um estudo teórico-prático sobre a percepção que os professores de Língua Portuguesa atuantes na Educação Profissional e Tecnológica (EPT) têm ao analisar sua formação continuada e a influência desta para a adequada abordagem dos multiletramentos em sala de aula. Assim, tendo em vista o desenvolvimento de práticas voltadas para a formação continuada docente, os multiletramentos mostram-se como uma oportunidade para abranger diferentes tipos de linguagem de modo que o indivíduo interprete situações linguísticas as quais fogem das tradicionais abordadas na esfera escolar. Nesse contexto, objetivou-se compreender como se articula a formação docente de professores de Língua Portuguesa atuantes no Instituto Federal de Educação, Ciência e Tecnologia do Pará (IFPA) - campus Abaetetuba na conjuntura dos multiletramentos. Com base em Freire (1985, 1996), Kleiman (2008, 2014), Rojo (2012, 2013) e Moura (2014), neste estudo, foi desenvolvida uma investigação de caráter exploratório, de cunho qualitativo, por meio de uma pesquisa de campo alicerçada sob a abordagem etnográfica. A investigação foi desenvolvida no IFPA - campus Abaetetuba, sendo restrita ao contexto do Ensino Médio Integrado (EMI). As participantes são duas professoras de Língua Portuguesa atuantes do EMI. Foram realizadas visitas a campo para a coleta de dados por meio da aplicação de questionários com perguntas abertas e entrevistas semiestruturadas. Ao final, foi evidenciada a relevância da formação continuada para efetivar os multiletramentos obtida pelo docente de Língua Portuguesa atuante na EPT, compreendendo, em que medida, as tecnologias contribuem para a abordagem dos multiletramentos que priorize a aprendizagem discente com foco na integração entre mundo do trabalho e educação.

Palavras-chave: formação continuada docente, língua portuguesa, multiletramentos.

1 INTRODUCTION
The desire to work with the theme presented in this text arose as a result of the personal, academic, and professional experience of one of the authors of this study in dealing with Digital Information and Communication Technologies (DICT) and multiliteracies in the context of professional activity in public and private educational institutions. Thus, it was possible to observe concerns that led to the research topic related to the insufficient continuing training provided to teachers, who do not always consider themselves capable of using DICT to make multiliteracies effective in the classroom.

The importance of the topic addressed in this study is corroborated by the increasing notoriety of research on the relation between multiliteracies and teacher training. Nevertheless, there are still few studies that address the perceptions of Portuguese language teachers who work in the Professional and Technological Education (PTE), a practice that stands out from other educational modalities for its distinctive feature which links human formation to the world of labor (MOURA, 2014).
Moreover, the teacher must keep up with the changes in his/her own didactics, in teaching methodologies, and in laboratory practices due to the evolutions in the educational context and to the diverse needs and individualities presented by the students (LOPES; VEIGA; LUTERMAN, 2019). Therefore, it is essential that the rising modes of interaction provided by the emergence of DICT, as well as the cultural hybridism prevalent in various social contexts incorporate new perspectives of teacher training, especially those focused on multiliteracies.

In this way, it is fundamental that the pedagogical practices become perceptible to the variety of languages and worldviews that pass through them, since, through of a broad approach, by the teacher, to the various modes of expression and cultural and linguistic manifestations, it is possible for the students to develop reading comprehension skills and to expand the critical perspective on a range of current discussions.

In this sense, this investigation aimed to understand how the teacher training of Portuguese language teachers at the Federal Institute of Education, Science, and Technology of Pará (IFPA) - Abaetetuba campus is structured within the context of multiliteracies. Specifically, the objective is to explain the perception of two Portuguese language teachers working in PTE, at IFPA - Abaetetuba campus, about the relevance of teacher training to make multiliteracies effective.

In this perspective, this research was based on the hypothesis that the continuing training enjoyed by PTE Portuguese language teachers working at IFPA - Abaetetuba campus is not enough for DICT and multiliteracies to be holistically addressed in the classroom, so that they contribute to the integral formation of students based on the association between education and the world of labor.

Therefore, the following research questions were reached: a) how is the teaching training of Portuguese language teachers working at IFPA - Abaetetuba campus articulated in the context of multiliteracies? b) what is the perception of two Portuguese language teachers working in PTE, at IFPA - Abaetetuba campus, about the relevance of teacher training to implement multiliteracies?

Regarding the literature review, which will be discussed in the next section, this research was theoretically based on theoretical constructs coming mainly from scholars, such as Freire (1985, 1996), Street (1984), Kleiman (2008, 2014), Tardif (2011), Rojo (2012, 2013) and Moura (2014).
2 LITERATURE REVIEW

Nowadays, it is worth remembering the significant changes that society has gone through. In this group, the volume of information constantly made available by media vehicles stands out, as well as the speed with which it is propagated in the contemporary world. In this context, the human being lives in a time in which information and knowledge are essential aspects for the exercise of a successful professional life.

The role of education in human development is of great value. The basic transmission of information, also known as reproductive education and widely perpetuated for decades, is still widely present in the Brazilian educational context. Despite this, in the face of several studies that point to the existence of teaching methodologies which are more appropriate and likely to promote student autonomy and critical thinking, education that focuses on the transmission of knowledge does not prove to be coherent with the educational demands of the modern world.

From this perspective, the role that educational institutions play in society goes beyond just promoting teaching and learning of scientific knowledge and academic content. It is essential that, from the first years of study, the individual acquires social skills at school, as well as deals with moral and civic formation, in addition to intellectual development.

In this way, Alarcão (2011) advises that schools propose changes, position themselves in the current world, and dismantle outdated paradigms. In order for this to happen, there needs to be a modification regarding the objectives set for schools. In other words, it is urgent to believe that there can be better and more appropriate ways to deal with the problems currently faced by Brazilian education.

One of the obstacles experienced by Brazilian education nowadays concerns the deficient initial teacher training obtained by teachers, who should be capable of providing education focused on the integral formation of human being. However, due to the gap observed in their initial training, teaching with a focus on the integral formation does not always become a reality.

This aspect reflects the fact that, although there are higher education teachers who are committed to their work and destined to help in providing proper training for future educators, this is not enough to fill the gaps in initial training, because this deficiency is impacted by other factors that go beyond the competence of higher education teachers, such as the allocation of resources for education, the physical and curricular structure of a given undergraduate course, or even the degree of autonomy and motivation that the student has regarding his/her training.
In this sense, there are also new requirements related to the in-service teacher, which need to be met in order to exercise the teaching profession effectively. This means that educators must be up-to-date and informed about world events and facts, but they also need to master aspects of curricular and pedagogical knowledge, as well as emerging educational trends. In a way, the current educational crisis and the rising issues arising from this adversity emphasize the need to pursue the role that many teachers already consistently seek to promote: quality teaching and learning.

The challenges experienced by teachers during the exercise of teaching profession point to the need for change due to the complexity presented by education. Thus, there is an urgent need to reconsider educational practices and forms of professional development for educators. It is known that, although teaching is increasingly difficult due to the current scenario, which poses challenges and requires changes, “[...] the teacher does not exert direct influence on the purposes of education [...]. However, he/she can control the means, that is, teaching” (TARDIF, 2011, p. 147).

In view of this, the teacher must act as a historical subject committed to his/her own social practice, as well as must play the role of an agent of change. However, in order for this to happen, in Freire’s words (1985, p. 61), the educator needs “[...] to reflect on his/her situationality, on his/her space-time rooting, [...] charged with commitment to his/her reality of which [...] he/she should not be a simple spectator”. This means that finding critical consciousness – in which, in fact, is the social commitment – becomes an essential condition for the achievement of autonomy. Therefore, it is paramount to raise the quality of aspects that are part of the composition of teacher training process.

Another valid proposal is to promote teacher training focused on multiliteracies, which, according to Kress (2003), involves the growth of the educator’s ability to deal with issues related to multimodality increasingly present in contemporary texts of print and digital nature. Moreover, multiliteracies deal with the individual’s ability to use digital technologies to react critically in various social contexts that encompass the diversity of cultures, ethnicities and languages.

The debates about multiliteracies in education have been observed by researchers in the United States, England and Australia, who have noted significant changes related to the language use and to the multilingual practices adhered to by students, workers and citizens in general. In this context, these scholars came together to form the self-named New London Group, whose
purpose was to develop a new educational philosophy that would embrace the handling of multiple languages (ROJO, 2012; ROJO, 2013).

In order to better integrate citizens into today’s society, multiliteracies emerge as a pedagogical proposal that aims to prepare individuals to navigate the various environments and situations found in the technological and globally integrated society in which mankind lives.

The studies carried out by the New London Group emphasized that the new social organizations and, in particular, the new technologies and media that emerge and diversify linguistic forms by differentiating them into multiple languages are aspects which are strongly related to the pedagogy of multiliteracies (BATISTA et al., 2018).

In this logic, multiliteracies concern “on the one hand, the multiplicity of languages, semiotics and media involved in the creation of meaning for contemporary multimodal texts, and, on the other hand, the plurality and cultural diversity brought by contemporary author-readers to this creation of meaning” (ROJO, 2013, p. 14).

For the school to produce citizens better prepared to act in the three main spheres of life – professional, public and private – this approach incorporates a range of insights and tools linked to cultural, technological, linguistic and communicative aspects.

Therefore, it is pertinent that educational institutions and teachers prioritize teaching in which knowledge is produced through interaction with technology, since the new learning styles demand new teaching methodologies. In this situation, the teacher must adopt the role of facilitator of learning, and the student, the role of actively engaged agent in the construction of knowledge.

In short, after reflecting on their practices, the school and the teachers are able to provide a collaborative, interactive and dynamic learning environment by incorporating the pedagogical proposal of multiliteracies in teaching, which aims at the critical, social and intellectual development of students. Hence, for this to happen, it is necessary to empower the teacher by encouraging continuing training, so that he/she is able to plan classes that bring satisfactory results for the students’ learning process.

3 METHODS

The qualitative research approach was used in the execution of this study. In general, qualitative research, which is, according to Minayo (2001), often criticized for its empiricism,
subjectivity and the emotional involvement of the researcher, is defined as the one which provides conclusions independent of any quantification procedures or methods.

Aligned with the qualitative approach, this study, which is a field research based on the ethnographic approach, is exploratory in nature, in which, according to Selltiz et al. (1975) and Yin (1989), it is essential to become familiar with a given phenomenon about which it is intended to acquire additional knowledge.

This research, whose data were collected between March and April 2023, was conducted at the Federal Institute of Education, Science, and Technology of Pará (IFPA) - Abaetetuba campus, a public educational institution considered pluricurricular and multicampi capable of offering Professional and Technological Education (PTE) at various levels of education from the combination of technical and technological knowledge based on pedagogical practices.

As for the participants, they are two teachers of the Teaching Career of Basic, Technical and Technological Education (BTTE) who develop teaching, management, research and extension activities at IFPA - Abaetetuba campus. In addition, they are co-workers of one of the authors of this study.

In the case of the study reported in this article, the instruments were chosen based on the time available for the research and the nature of the theme. Thus, in the investigation, the procedures of data constitution engendered by the qualitative approach were used. Hence, it was chosen to apply a questionnaire with open questions and a semi-structured interview.

The applied questionnaire has 15 questions with open answers whose content was about the use of Digital Information and Communication Technologies (DICT) in the teaching and learning processes, as well as about the approach of multiliteracies in the classroom. Each teacher participating in the research received, via institutional e-mail, a virtual copy of the document in order to answer it digitally.

In the case of the semi-structured interviews, they were carried out with both participating teachers. They were recorded and later had some of their excerpts selected to be transcribed and converted into texts, which made it possible to analyze and to interpret the data. The questionnaire included 25 questions mostly related to initial and continuing teacher training, as well as related to the conception acquired about PTE.

Regarding data analysis procedures, the first part involved listening to the interviews in full. At that moment, what was sought was to identify relevant aspects to be punctuated, such as
the conception of PTE, the presence (or absence) of PTE approach in the initial teacher training process and the opportunities for continuing training enjoyed. In this way, the aim was to find, in the recordings, moments of speech which contemplated these aspects, so that specific excerpts could be transcribed. After identifying these aspects in the audio and carrying out its transcription, the acquired information was grouped into topics to be analyzed. Thus, the perceptions of both teachers about each theme were compared.

In the end, the responses generated from the application of the questionnaire were analyzed. In view of this, it was possible to verify whether the information derived from this instrument and the aspects verified during the preliminary analysis phase, study of the statements given in the interview, were consistent.

4 DATA ANALYSIS AND DISCUSSION

Teacher training is one of the most relevant and considerable aspects contained in the teaching process, since, in the face of a qualified teacher who is committed to fulfilling his/her attributes as a teacher in a fruitful way, the successful learning of students becomes more conducive.

In the case of teachers Eli\(^1\) and Léia\(^2\), both agree that, in order to obtain good results from students, it is essential that teachers continue their professional development on an ongoing basis. As a result, continuing training allows for greater reflection and refinement of pedagogical practices by promoting learning and continuous development of the educator. For this reason, the participants reported that, even after completing the undergraduate course in Language Teaching, both sought investments, so that they could improve their professional careers as educators. When asked about the relevance of continuing training for themselves as teachers of the Teaching Career of Basic, Technical and Technological Education (BTTE), the research participants said:

\[1\] I think it is extremely relevant, because continuing training, when the knowledge acquired through it is applied, is something that helps teachers to become increasingly better teachers. This helps in the success of the student’s learning process. (Eli, interview, May/2023).

\[2\] I think continuing training is fundamental for any teacher at any level, right? In the BTTE career, I think it needs to be strengthened because we are delivering these

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\(^1\) When answering the questionnaire, participant 1 chose to use the name “Eli” as her pseudonym.
\(^2\) When answering the questionnaire, participant 2 chose to use the name “Léia” as her pseudonym.
students to the job market. So, we need to be even more concerned with this continuing training, so that our classes can reflect the needs of the world, the needs of the labor market, these changes that society has been going through, especially in the post-pandemic context. So, it is fundamental, it is necessary, it must be valued. These moments must be increasingly enhanced (Léia, interview, May/2023).

From the excerpts, in teacher Eli’s view, continuing training should contribute to the professional development that occurs throughout a teacher’s career from the re-signification of his/her work and his/her pedagogical practice. This point of view is reinforced by the thinking of Imbernón (2010). For the author, the continuous process of self-evaluation of what one does and why one does it, as well as the aspects involved before and during classroom instruction should be stimulated through the continuing training of teachers. For this reason, “training away from teaching practice should be reduced” (IMBERNÓN, 2010, p. 47). Thus, it is necessary to articulate new understandings in the construction of knowledge in order to raise new practical questions to try to understand them through the lens of theory and real practice, starting from the dialogue with the others involved in the training process (IMBERNÓN, 2010).

In the conception of teacher Léia, aiming at adapting to the changes required by the contemporary educational system, teachers, not only in Professional and Technological Education (PTE), but in all levels and modalities of education need to acquire continuous training. In the case of teachers of the Teaching Career of BTTE, this training should encompass the demands arising from the world of labor, which will be required of students in the future. In this sense, the professional development of PTE teachers must ensure the integration of their didactic, specific and technical knowledge.

Despite the need for PTE teachers to be trained in order to exercise their professional activity in a competent way, teachers Eli and Léia pointed out that, in their initial training processes, there was no training for PTE, a fact that, according to teacher Eli, is a result of the near invisibility that this type of education has, a point evidenced, for example, by the existence of few institutions offering PTE in the Brazilian context. In this case, it is possible to associate the lack of training for this modality to the limited conception about PTE that the teachers had before working at the Federal Institute of Education, Science and Technology of Pará (IFPA).

[3] Before working as a PTE teacher, my conception was that PTE trained workers exclusively to work in the labor market by offering courses that enabled students to get technical jobs. In my vision, PTE served to facilitate the insertion of students in the labor market (Eli, interview, May/2023).
[4] The conception I had was that it was really a technical education which had few possibilities of learning, let's say, more human, the formation for citizenship, and that it was a formation more oriented to the labor market, learning techniques, learning specific concepts of that area, and that the student who studied a technical course was a student who often wanted that, he/she already knew that he/she wanted to work in that profession, so he/she thought that he/she didn't need to go to high school to then seek a professionalization. So, I thought that the student would stop at this stage (Léia, interview, May/2023).

In the initial vision of both educators about PTE, the adherence to this type of education meant the absence of integral formation of the subjects. However, the role of PTE goes beyond its use as a vehicle to increase employability. The importance of technical and technological knowledge inherent to teacher training is not contested, but is not limited to it. As a result, the essentiality of an integral human development in the perspective of emancipation that makes the integration of the country into the global economy feasible is confirmed. In view of this, it is urgent that the curricula of institutions offering PTE be established based on the integration between work, culture, technology and science from the viewpoint of integral human formation (MOURA, 2014).

When asked about their current vision of PTE, the teachers expressed a different view than before, which did not see PTE as a possibility to promote access to technological and scientific knowledge developed and improved by the human being.

[5] Today I have a different conception of PTE than in the past. I understand that PTE does not have as its sole objective the training of students for work. On the contrary, PTE seeks the integral formation of students, that is, a formation for life, which teaches him/her to be an ethical and active citizen who acts in the society and promotes its evolution (Eli, interview, May/2023).

[6] Today I realize that it is different. The students have the possibility to have classes with a more human formation, a more critical and reflective formation that I thought did not happen that much. On the contrary, I realize that there are many events that promote this critical education, promote a critical perception of the world, including the surrounding reality. And I also realize that many students study at IFPA, but they do not want to stop at technical education. They aspire to have this possibility of working as soon as they graduate, but they also aspire the higher education. They also envisage doing a selection process, an ENEM, including in areas that have nothing to do with the initial training of these students (Léia, interview, May/2023).

The teachers’ emerging view of PTE considers the advancement of critical thinking as a way to understand society’s conceptions, potentials, issues and crises in order to assist in the development of new models of knowledge production focused on community and social interests. At this juncture, it can be seen that the change in the vision about the purpose of this teaching
modality came not from initial training – since the training for PTE was not addressed in their undergraduate courses in Language Teaching – but from continuing training which the teachers experienced based on their practical experiences arising from their work in the classroom.

In this context, continuing teacher training has been seen as an urgent need due to the fact that many undergraduate courses do not meet the demands involved in the training of future teachers. For this reason, these courses are often considered inefficient for the establishment of a holistic teacher training that, in fact, enables future teachers to teach. For this reason, authors such as Schnetzler and Rosa (2003, p. 27) point out justifications for the pertinence of giving greater emphasis to the process of continuing teacher training when they state that there is

[...] the need for continuous professional improvement and for critical reflections on one’s own pedagogical practice, since the effective improvement of the teaching-learning process only happens through the teacher’s action; the need to overcome the distance between educational research contributions and their use for classroom improvement, implying that the teacher is also a researcher of his/her own practice; in general, teachers have a simplistic view of the teaching activity by conceiving that, in order to teach, it is enough to know the content and to use some pedagogical techniques.

Similar to Schnetzler and Rosa’s (2003) thought, Freire (1996, p. 43) states that “in permanent teacher training, the fundamental moment is critical reflection on practice. It is by critically thinking about today’s or yesterday’s practice that one can improve the next practice”. Thus, in the author’s perspective, pedagogical practice is guided by the existence of a problematizing education, which underlies the curriculum by requiring dialogue and demanding a reading of the world in order for this education to reach the goal of humanizing, transforming and contributing to the establishment of social justice.

Faced with the need for continuing teacher training pointed out by the teachers and the recognition of the cruciality of the development of teachers’ practice, the theoretical field of study and the elements which permeate the construction of the improvement of the workplace in the teaching institution, such as the maintenance of school and the educational policies, for example, are points that must be linked to the development of the curriculum. Therefore, the teachers stated that they frequently seek opportunities to improve themselves professionally.

Teacher Eli occasionally attends the continuing training courses offered by IFPA - Abaetetuba campus, where she works as a teacher. On the other hand, Léia seeks continuing training opportunities, on average, once a semester. The teacher reported using the Internet for
this, since after the pandemic, the Internet has become more powerful. For this reason, according to her analysis, nowadays, by using this resource, it is possible to find a lot of quality material.

Teacher Léia sees the Internet as something positive for her continuing training, as well as a learning resource, which can contribute to a continuous process of knowledge construction by giving rise to new sources of information which, in turn, will feed this process. Thus, the use of the Internet as a new method of access to information, as well as a tool that supports new methods of learning, interaction and participation has led to the breaking down of barriers related to accessibility, time and space.

Therefore, due to the possibilities offered by Digital Information and Communication Technologies (DICT), new learning habits have arisen. With them, perceptual stimuli and rationalities have emerged (KENSKI, 2003). These changes have brought up issues that educators cannot ignore, such as the multiliteracy approach in the classroom, which is leveraged by the teacher’s mastery of DICT.

Therefore, an adequate approach to multiliteracies requires a congruent teacher training. This means that teachers who are competent to use the Internet in a teaching-related way are better prepared to approach multiliteracies in the classroom.

Given the relevance of the various “ways of representing meanings of the different semiotic systems - linguistic, visual, sound or auditory, spatial and gestural - interrelated in the contemporary multimodal text” (KLEIMAN, 2014, p. 81), that is, of multiliteracies in the classroom, the participants considered relevant the proposal of a continuing training on the approach of multiliteracies.

[7] [...] continuing training with a focus on the multiliteracies approach helps teachers to better work on the aspects related to multiliteracies in the classroom (Eli, questionnaire, May/2023).

[8] It is fundamental! We live in a world with less and less verbal text and more and more images, sounds, colors... But the word will never lose its vital force. And the relation between the multiple languages still needs to be explored further, including by teachers of other subjects (Léia, questionnaire, May/2023).

Through her words, teacher Eli expresses that teacher training for multiliteracies is the key principle for teachers to be able to effectively address multiliteracies in the classroom. In other words, when trained, the teacher becomes able to approach the diversity of texts and cultures in such a way that these aspects are taken into consideration to make it possible to reflect
on the multiplicities present in social daily life. So, the educational process also involves the ability to use these reflections to create discursive practices that recognize reality.

In turn, teacher Léia corroborates the cruciality of training teachers not only in the Portuguese language teaching area, but in all other subjects to implement multiliteracies. In this perspective, the participant reiterates the primordiality of cultural and linguistic diversity for the development of multiliteracies in a society which uses a variety of intercultural, mediatic, multisemiotic and multimodal manifestations as an integral part of communicative process.

In this way, the position of those involved in the educational system is altered: the student assumes the role of protagonist; the teacher gives up the main role to serve as a mediator in conducting activities; the school becomes a scenario of contextualized actions; the curriculum ceases to be immutable and is gradually written in response to perceived needs (KLEIMAN, 2008).

In this scenario, DICT, which are linked to multiliteracies, play a key role in the multimodal context, because, with technological advances, there has been an increase in knowledge acquisition and in the production of discursive practices. This was possible because these advances made available a variety of information which adds to the intellectual baggage of those who have access to them through multiliteracies. Hence, teacher Eli pointed out the positive role played by DICT in her teacher training.

[9] DICT are important tools for me to improve my teacher training, because there are several opportunities to take short courses or postgraduate courses online. In my case, some of the continuing training courses I took were online. In addition, I have participated in some academic-scientific events online as well (Eli, questionnaire, May/2023).

Through the excerpt written by teacher Eli, the educator recognizes the importance of using DICT in the teaching and learning process, as well as emphasizes the need for faculty development in this new educational environment. However, when analyzing the passage in which teacher Eli mentions the existence of short courses or postgraduate courses online, it is important to stick to the fact that, often, continuing teacher training through these resources is not leveraged due to the real objectives that mark the creation of these courses: the generation of profit through the commodification of teacher training.

Faced with restrictions, mainly on circulation, imposed on the population due to the COVID-19 pandemic, there were several changes in the morphology of teacher training
opportunities. Among them, the way in which free courses, undergraduate and graduate courses, as well as academic-scientific events, such as congresses, meetings, symposia, conferences, workshops and mini-courses have been configured stands out. This configuration, the realization of an online mode, which already existed in a restricted and minimalist way, has gained greater prominence in the current scenario.

In recent years, teacher training has been the target of discussions. The first, hegemonic, is based on capitalism and is sustained by the alienation of the human being and the labor force, which guarantees the reproduction of the dehumanizing ideology of capital (MOURA, 2014). The second, counter-hegemonic and socialist, has as its principle the omnilateral formation of humanity (DELLA FONTE, 2018).

Thus, in face of the all-embracing character of the dominant ideology, teacher training is one of the points affected by this pro-capital perspective. From this point of view, it is increasingly common to observe academic-scientific events that have other purposes besides providing the acquisition of new knowledge. To a large extent, these purposes remain veiled, and their verification remains restricted to individuals who possess criticality. Among them, it is possible to mention the commodification of teacher training.

Thus, the commodification of teacher training corroborates the idea of Mészáros (2008). The author states that capital, in its increasingly destructive form, proposes the “personification of things and reification of people” (MÉSZÁROS, 2008, p. 90). In order to put it differently, there is a reversal of roles, in which, affected by a pseudo-consciousness, society starts to value goods more than individuals themselves.

From this, it appears that teacher training is permeated by ideologies which hide their true objectives. It is up to the teacher to identify these ideologies through a critical view that does not allow the appropriation of their conscience by the capitalist discourses of flexible learning, which tend to commodify education.

In relation to this, Mészáros (2008) states that, in the search for a project of an egalitarian society not guided by the discourses of capital, the teacher needs to assume a role that allows him/her to not alienate his conscience by the personifications of capital. In other words, the

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3 According to Della Fonte (2018), the conception of the term “omnilateral”, in reference to human formation, was initially brought by Karl Marx. Used for the first time in the book “The Economic and Philosophic Manuscripts”, from 1844, the term emphasizes the need for human to be formed fully and whole, so that he/she appropriates his/her essence materialized in cultural productions.
counter-hegemonic teacher acts against the internalization of ideals that ensure the general reproductive parameters of the capital system.

The biggest challenge for educators is not how to teach, but how to teach and learn in a way that results in educational processes with personality-forming effects that lead to the emancipation of humanity (KLINGBERG, 1972). In today’s digital context in which education has been inserted, this can be achieved through teacher training that makes effective the proposal brought by the pedagogy of multiliteracies linked to the use of DICT, as is done by the teachers participating in this research, as verified when asked if there were other investments in teacher training after the completion of undergraduate and graduate courses by the teachers.

[10] Yes, I developed several research and extension projects. I also participated as a listener in academic events, in person and online, such as: congresses, conferences and workshops (Eli, interview, May/2023).

[11] In a formal way, no, I did not take other specialization courses, nor other master’s degrees. It is more the investment in books, but I use pedagogical support platforms that have a monthly fee, right? A subscription. So, for example, platforms in which I get preparatory materials for Writing. So, every year I buy a material with updated repertories for Writing to help me in the production of classes, and also a platform that has question banks, so that I can always work with more updated questions and not repeat the same tests every year. So, basically the purchase of books, online courses and the pedagogical support platform (Léia, interview, May/2023).

Based on the teachers’ reports, it is valid to reinforce the idea that it is not the DICT that are bad for the teacher’s training, but some of its forms of use, such as the existence of online courses that do not instigate the teacher’s criticality and, consequently, contribute nothing to the professional training. On the other hand, there are digital platforms, software and even distance learning courses that, because they are well structured with a real formative purpose, they have great positive points for the process of improving teaching knowledge. Therefore, it is worth distinguishing what, in fact, aims to contribute to a training perspective from what only aims to provide the maintenance of uncritical thinking and the generation of capital.

The participation of teacher Eli in academic events, such as congresses, conferences and workshops, as well as the use of pedagogical support platforms by teacher Léia, for example, are positive strategies that have guaranteed the teachers the opportunity to work and implement the approach of multiliteracies in the classroom. It was noticed in the observations of the teachers’ classes when they explored a wide range of textual and audiovisual genres, such as, in the case
of teacher Eli, fanzine, music, painting, poem and comic strip; and, in the case of teacher Léia, interview, editorial, news article, cartoon and memes.

Moreover, throughout the classes, teacher Eli tried to work with design elements in her PowerPoint slide presentations, one of the focuses of the multiliteracies approach, because it is through this conception of meaning construction that it is possible to understand multimodalities and their cross-cultural interactions in a more complete way.

5 CONCLUSION

Based on the analysis of the collected data, it was found that the perception of two Portuguese language teachers working in Professional and Technological Education (PTE) at the Federal Institute of Education, Science and Technology of Pará (IFPA) - Abaetetuba campus, about the relevance of teacher training to implement multiliteracies shows the need for teachers to seek constant updating on the development of new approaches and teaching practices.

In the case of multiliteracies, the presence of textual and cultural multiplicity in the school context has become increasingly evident. Therefore, there is an urgent need for the constitution of a faculty trained to successfully address this issue, which includes the proper management of Digital Information and Communication Technologies (DICT). In this sense, continuing teacher training, especially those acquired through work practice, can be seen as an alternative for the educator to understand and make multiliteracies effective when faced with the precarious or absent initial training aimed at this theme enjoyed by some teachers.

Many teachers still find it challenging to develop pedagogical activities aimed at the development of multiliteracies practices, because sometimes their educational training has not provided them with the necessary resources to carry out this work effectively in the classroom. Assuming that the pedagogy of multiliteracies is an emerging teaching proposal, there is still a broad need to appropriate this concept.

Thus, contemporaneity demands a linguistic education aimed at understanding the diversity inherent in linguistic practices which are manifested through printed, digital and audiovisual texts. In this case, the main positive point regarding the implementation of the educational proposal established by multiliteracies is the integration of a teaching program that includes classes connected to the sociocultural reality in which society is inserted.
Hence, in order to expand his/her ability to interact with the written and digital language, the teacher needs to be trained and kept informed so as to be up-to-date from the social changes that occur inside and outside the classroom. Rojo and Moura (2012) reinforce that educators must incorporate, in their teaching process, practices regarding the hypermediatic aspects of teaching from the use of DICT, so that students are aware of the ideologies behind the ways in which discourse manifests itself.

Finally, the emerging perspectives related to the study on teacher training and multiliteracies point to the promotion of critical, reflexive, and pluralistic educational practices that foster, in students and teachers, the cognitive competencies necessary for the collective production of knowledge.
REFERENCES


