ARTICLE

NEW TIMES, NEW PERSPECTIVES: GIVING NEW MEANING TO REFLECTIVE WRITING IN INITIAL TEACHER EDUCATION IN THE CONSTRUCTION OF DIDACTIC-DIGITAL LITERACIES[1]

ANA PATRÍCIA SÁ MARTINS[1]
ORCID: https://orcid.org/0000-0002-5716-1580
anamartins1@professor.uema.br
DOROTEA FRANK KERSCH[2]
ORCID: https://orcid.org/0000-0002-9335-4646O
doroteafk@unisinos.br

[1] Universidade Estadual do Maranhão (UEMA). São Luís, Maranhão (MA), Brazil.
[2] Universidade do Vale do Rio dos Sinos. São Leopoldo, Rio Grande do Sul (RS), Brazil.

ABSTRACT: Our work aims to analyze the processes of (trans) formation of future Portuguese language teachers in the Languages course for didactic-digital literacy practices from reflective writing in critical reviews. Situated in the interdisciplinary field of Applied Linguistics, we developed a set of literacy events at, for, and about the teaching workplace during a Didactic Multiliteracies Program, which enabled the engagement of future teachers in collaborative didactic projects in real school contexts. The results revealed that didactic-digital literacy can be constructed from the representations of teaching being and acting, oriented to how these subjects signify, project, and operate reflective writing in the teaching and learning practices of the Brazilian mother tongue for the didactic multiliteracy materials. We argue that these practices can collaborate in the responsive and responsible uses of writing in formative contexts of (future) teachers.

Keywords: Reflective writing, Didatic-digital literacies, Teacher initial education.

NOVOS TEMPOS, NOVAS PERSPECTIVAS: RESSIGNIFICANDO A ESCRITA REFLEXIVA NA FORMAÇÃO INICIAL DE PROFESSORES NA CONSTRUÇÃO DO LETRAMENTO DIDÁTICO-DIGITAL

RESUMO: Nosso trabalho visa a analisar processos de (trans)formação de futuros professores de língua materna no curso de Letras para práticas de letramentos didático-digitais, a partir da escrita reflexiva em resenhas críticas. Situadas no campo interdisciplinar da Linguística Aplicada, desenvolvemos um conjunto de eventos de letramentos no, para e sobre o local de trabalho docente durante um Programa de Multiletramentos Didáticos, os quais oportunizaram o engajamento de futuros professores em projetos didáticos colaborativos em contextos escolares reais. Os resultados revelaram que o letramento didático-digital pode ser construído a partir das representações de ser e agir docentes, orientadas para os modos como esses sujeitos significam, projetam e operam a escrita reflexiva nas práticas de ensino e

aprendizagem de língua materna para os multiletramentos didáticos. Argumentamos que estas práticas podem colaborar nos usos responsivo e responsável da escrita nos contextos formativos de (futuros) professores.

Palavras-chave: Escrita reflexiva, Letramento didático-digital, Formação inicial de professores.

NUEVOS TIEMPOS, NUEVAS PERSPECTIVAS: RECONSIDERANDO LA ESCRITURA REFLEXIVA EM LA FORMACIÓN INICIAL DOCENTE EM LA CONSTRUCCIÓN DE LA ALFABETIZACIÓN DIDÁCTICO-DIGITAL

RESÚMEN: Nuestro trabajo tiene como objetivo analizar los procesos de (trans) formación de futuros profesores de lengua materna en el curso de Letras para prácticas de literacidad didáctico-digitales, a partir de la escritura reflexiva en reseñas críticas. Ubicadas en el campo interdisciplinario de la Lingüística Aplicada, desarrollamos un conjunto de eventos de literacidad en, para y sobre el lugar de trabajo docente durante un Programa de Multiliteracidades Didácticas, que permitió la participación de futuros profesores en proyectos didácticos colaborativos en contextos escolares reales. Los resultados revelaron que se puede construir la literacidad didáctico-digital a partir de las representaciones del ser y actuar de los profesores, orientados a las formas en que estos sujetos significan, proyectan y operan la escritura reflexiva en las prácticas de enseñanza y aprendizaje de la lengua materna para las multiliteracidades didácticas. Argumentamos que estas prácticas pueden colaborar en los usos receptivos y responsables de la escritura en los contextos formativos de los (futuros) maestros.
Palabras clave: Escritura Reflexiva, Literacidad Didáctico-Digital, Formación Inicial Docente.

"WHERE DO WE START?" SOME INITIAL WORDS

The current context is increasingly permeated by Digital Information and Communication Technologies (DICT), which have been causing changes in the way of living in the world around us. This situation ends up influencing a paradigm shift, in all aspects: economic, social, ideological, and educational. According to data from the National Household Sample Survey (PNAD-*Pesquisa Nacional por Amostra de Domicílios*, 2019), despite the peculiarities of spaces and individuals in a continental country like Brazil, data regarding access to the internet and digital devices have increased considerably among Brazilians.

Thus, expressions such as "knowledge society", "information society" or "informational society", from debates from Manuel Castells, and Yves Courrier, among others, have become frequent in the most different areas of academic discussion and at the university, especially in undergraduate courses, which cannot be oblivious to such a situation.

This presence of digital technologies is further evidenced by the prominence they have received in important political/legal (Organization for Economic Co-Operation and Development [OECD], 2019), social (CETIC.BR, 2018), and educational (BRASIL, 2018) documents. that admit possibilities of knowledge through the digital environment. However, this theoretical effort for the use of DICT still finds barriers in the educational context to expand the concepts of class, time, and space (and even educational training!), with a dialogue between those involved.

We understand that discussions about digital technologies and their uses pervade issues that are crossed by ethnic, identity, social, economic, and political pluralities, which need to be expanded in training scenarios so that we can (re)build situated alternatives, not only for the people but WITH the people, especially those subordinated by historical and cultural epistemic coloniality (QUIJANO, 2005; MIGNOLO, 2003)

In this sense, we believe that new contexts, new subjects, and new dialogues encourage applied linguists to re-signify research on initial teacher training given the gap still perceived between the training offered in teaching degrees and the real social practices of reading and writing of future mother tongue teachers in contemporary times.

With these new demands, Pegrum et al (2016) state that we have already begun to envision the need for skills to participate in a digital society. According to the authors, government, employment,

and academic institutions have neglected the promotion of 21st-century skills such as "creativity and innovation, critical thinking and problem-solving ability, collaboration and teamwork, autonomy and flexibility, permanent learning" (PEGRUM et al 2016, p.17) to participate in a digitally connected society. In this complex network of required skills, digital literacies are necessary, conceptualized as a set of "individual and social skills necessary to interpret, manage, share and create meaning effectively in the growing scope of digital communication channels" (PEGRUM et al 2016, p. 17).

This understanding took place when the first author discussed with the second author re-read her practice as a trainer and, mainly, in the discussion of the research she guided with her students. We understand that the technologies in contemporary culture (CASTELLS, 2005) need to be integrated into the pedagogical practice of teacher trainers and future teachers[2], given that these digital artifacts[3] are increasingly present in the daily lives of humanity, making it necessary for teachers to integrate them and critically appropriate them as instruments in the educational space.

Thus, adjusting the focus of this work to the context of initial teacher training, we started doctoral research from 2016 to 2020[4], seeking to investigate (new) possibilities of training practices in the Languages course at a public university in the southern region of Maranhão. However, to find out which/how other training practices were already being developed in this regard, we performed a meta-analysis on the Brazilian Digital Library of Theses and Dissertations (BDTD) database. We were looking for theses published between 2000 and 2018 that analyzed digital literacy in the Languages course, focusing on the future Portuguese language teacher to know the production of knowledge in the areas of Education, Languages, Linguistics, and Applied Linguistics, in a way to think of future paths and trails to be followed in search of understanding the problem addressed.

The selection of areas of concentration was relevant because our study is inserted in the area of the degree, especially in the Language Course, that is, in the initial training of Portuguese language teachers, considering the phenomena that emerge in contemporary times in reading and writing teaching-learning practices. According to the refinement of the results of this mapping, we found that, despite perceiving in the academic literature the relevance of the insertion of digital technology in the university scope, few theses were found regarding the promotion of digital literacy of future Portuguese teachers. Bearing in mind that, out of a total of sixty-one cataloged doctoral theses, only six dealt specifically with the field of the Literature degree, whose focus is the future Portuguese teacher. Thus, we consider that there is still a gap in academic productions regarding the initial training of teachers in Literature courses who are interested in thinking about digital literacy practices under the didactic bias of the future teacher.

The data also reveal that there is a greater incidence of work in the initial training of future English Language teachers, concerning the theme of digital literacy in the Languages course, with several twelve published theses. Within this category, studies are more recurrent in the activities of English language internships. Also, we identified research aimed at teachers who graduated in Literature and who already work in Basic Education. In these works, the research objectives were directed either to the teaching practices of the professor in service or the students. Most of the research cataloged was focused on action, without thinking about cooperative work or effective student training. The same applies to postgraduate/master's/continuing education students, considering that they are teachers in practice.

The meta-analysis carried out on these theses contributed to outlining the methodological assumptions of our intervention proposal in the context of initial teacher training, thinking about literacy for, in, and about the teaching workplace, focusing, for example, on the fact that a large part of research took place only in the semester of the supervised internship, that is, in the final years of the course.

---

[2] The use of the term "future teachers" is justified by our theoretical premises (KLEIMAN, 2001; MACHADO, 2004; KERSCH & CARNIN, 2016, 2017; REICHMANN, 2015) which understand that, through its use, we demonstrate that our employees at research occupy a social and discursive in-between space, a peculiar in-between place, in which their roles as students, in the university environment, and also as teachers, when developing their digital didactic projects in basic network schools, are relevant.

[3] The concept of artifact is adopted in this work, from Machado and Bronckart (2009), referring to everything that is intended for a purpose of human origin, which can be material (utensil, machine objects), immaterial (computer program) or symbolic (signs, methodologies, diagrams, lesson plans, etc.). Thus, the instrument exists "if the artifact is appropriated by and for the subject" (MACHADO E BRONCKART, 2009, p. 38, emphasis added). That is, functions are assigned to the artifact, however, when the subject appropriates the object, adapting it according to their specific objectives, we have the instrument.

[4] The results presented in this work are part of a macro research available in the doctoral thesis of the first author.

Moreover, without a theoretical-methodological orientation that provides students with an ethnographic practice (KLEIMAN, 2001; HEATH & STREET, 2008) of the educational field in which they will work in Basic Education, these future teachers will be much more task workers than designers of their literacies (KERSCH; MARQUES, 2016), whether digital, didactic or not.

Therefore, we aim to (co) construct knowledge related to the field of Applied Linguistics, more specifically to the field of initial training of Portuguese language teachers, aiming to discuss the complex relationship between theory and practice in the development of teaching activities since we seek to investigate the possibility of processes of (trans) formation of future teachers in the Languages course, from a digital educational orientation in the perspective of Multiliteracies, as an opportunity for events and practices of academic-professional literacy of future teachers (and of the trainer, who learns while training).

Thus, we systematize the present work, starting with the exposition of the theoretical assumptions that support our investigation; then, we present the methodological procedures that guided the generation of data and our analyses. Subsequently, we discuss and analyze the writing about literacy events about teaching work, to finally make our considerations about the construction of didactic-digital literacy, from the re-signified use of reflective writing in training practices about teaching action.

"WHERE ARE WE GOING?" OUR THEORETICAL-METHODOLOGICAL ASSUMPTIONS

Given the integrative conviction undertaken in this work, we assume the transdisciplinary, transgressive, and critical character of the field of Applied Linguistics - AL (MOITA LOPES, 2006), given that:

> [...] 1. Academic strengthening for teacher training practices helps to deepen the understanding of formation processes, both initial and continuing; 2. In the methodological field, investigations in the area have developed innovations aligned with qualitative and interpretive research in the social sciences; 3. The contribution of a political nature within the academy, since it has leveraged the institutional status of teacher educators; and 4. The contribution of the area related to issues of social transformation, ethics, and identity of the various agents involved in teacher formation processes (MILLER, 2013, p. 100).

In this sense, our objects of study are situated – generated in a specific context of communication –; multiple – of different types, generated by individuals with subjectivities and identities constructed by different realities that, therefore, may present motivations and engagements that may vary – and, also, complex, requiring methodologies for data generation and analysis of results that accompany its complexity and multiple fields of interpretation and generation of knowledge.

Our work proposal is based on the premise that literacy is not just reading and writing but exercising the social practices of reading and writing with the genres that circulate in society, combined with the social practices of oral and written interaction. Situated in the perspective of Kleiman (1995, p. 11)[5] about Literacy Studies, we understand the term literacy as "a set of social practices, whose specific modes of operation have implications on how individuals involved in these practices build identity relationships and power". Thus, we understand that it is necessary to consider teaching with genres, based on didactic situations that provide opportunities for the most diverse uses and functions of reading and writing, thus taking into account the conditions of language production for different interlocutors. Therefore, in this work, initial teacher training is interpreted as a privileged place for literate practice and interactive collective work, aimed at situated learning, in a process of (trans)training for multiliterate didactic practices.

Pahl and Rowsell (2005, p. 23) ensure that literacy is linked to our identity and our practices. As they point out, the formation of our literacy practices takes place in a series of different domains, for example, home, school, and workplace. Thus, taking an approach that understands literacy as a social

---

[5] Regarding the historical process of construction of the concept of literacies in Brazil, it is worth highlighting the pioneering studies developed by Magda Soares, since 1995, when she presented seminal research at the Anped Meeting: "Written language, society and culture: relations, dimensions and prospects".

practice involves a series of key thoughts such as recognizing that school (or university) is just one of the settings where literacy occurs. This recognizes that the resources used to teach in the classroom may be different, in dialogue from those used by students in their homes. By questioning the relationships between what is learned at school (in our case, at the university and initial teacher formation) and what is experienced outside of it, the authors elucidate the relevance of thinking in a didactic perspective as a third space. They understand that by providing space for literacies outside of school (or university, as in our case), many elements can enter, and this would be a way of identifying the linguistic needs of a student, for example, based on what he knows and what he experiences.

Thus, when we recognize our students' literacy practices, we are recognizing their identities. These identities become more visible in the classroom since they can be encouraged to bring, from outside the classroom, the identity markers that give meaning. Therefore, the authors ensure that part of this work recognizes that identities can be expressed in artifacts and that it can then cross several local practices. Therefore, schools can offer 'third spaces', which can allow the identity of students to be recognized and bring the interests of the community, and how the community works, which favors us to identify the resources of the local community that students can bring to school.

According to Kleiman (2005, p. 12), literacy practice is "a set of activities involving the written language to achieve a certain objective in a certain situation, associated with the knowledge, technologies, and skills necessary for its achievement". Based on this definition, we confirm that the concrete situation is the literacy event, which, together with other events, configures literacy practices. Studies on literacy also emphasize the heterogeneity of situated practices of language use, without establishing hierarchies and/or marginalization in practices that do not belong to the school sphere. Thus, we understand literacy events as activities involving written texts, either to be read or to talk about them. Therefore, we understand that literacy events and practices take place in various social contexts – including schools, universities, and the various literacy agencies (KLEIMAN, 1995) – and enable different literacies for the subjects involved in them, at the same time that the subjects interfere in new literacy events and practices.

For Kleiman (2006), the construction of the teacher's professional identity stems from specific practices located in the academic sphere that involve power games between the subjects who participate in it: university professors and teachers in training. Thus, it is important that, in initial training, academic literacy practices lead future teachers to build their autonomy, find their voice and become literacy agents. The researcher defines a literacy agent as a mobilizer of relevant knowledge systems, resources, and capacities of community members [...], a promoter of the capacities and resources of its students and their communicative networks so that they participate in the social practices of literacy, the practices of using situated writing, from the various institutions. Thus, we understand that it is possible to study literate practices materialized in literacy events, considering them as belonging to academic, school, and workplace literacies, since the sphere of circulation is the central element in the modalization of these concepts. We also add that, within the scope of the discussion on teacher literacy, one can contemplate the so-called "new literacies", "multi-semiotic literacies" and "multiliteracies".

Therefore, to investigate the process of (trans) formation of future teachers for the practice of didactic multiliteracies through language, we rely on Sociodiscursive Interactionism (SDI), which is taken in this article as an important theoretical-methodological instrument to analyze the discourses of Literature students throughout their experiences in the discipline. From this perspective, language is seen as a crucial point for analyzing and understanding the constitution of human beings in various instances of their existence. For that, the ISD chooses Vygotsky's project as one of its bases, which attributes to language a central role in human development, in the construction of collective activities, social formations, represented worlds, and in the formative and transforming mediations of individuals. In Vygotsky's (2009) socio-interactionist theory, we find the concept that learning is a dynamic social process and that high-order cognitive functions originate in the social environment. Thus, mediation, which takes place through the interaction between individuals and their environment, highlights the implication of social and historical, and cultural elements in this process.

To place the constructs used in our analysis, we present the textual architecture proposal as conceived by Bronckart (1999; 2006). For the analysis of the constitution of the text, Bronckart brings the metaphor of the textual layer (BRONCKART, 2006, p. 147) to illustrate the textual architecture that

presents three layers: the general infrastructure – deepest level, the textualization mechanisms – intermediate level, and the enunciative mechanisms – superficial level. This distinction in the level of analysis corresponds to a methodological need for the analysis of the texts, but Bronckart (2006, p.167) draws attention to avoiding possible contradictions that the hierarchical arrangement of a leaflet may raise. Therefore, for a better understanding of the metaphor, the layers are malleable and interpenetrated, and there is a more direct and interconnected relationship between the types of discourse, the enunciative positions, and the temporalization mechanisms.

Given the above, for the development of our research, we proposed the re-signification of a mandatory curricular subject [6] of the Languages course, Practice of Pedagogical Projects, with a workload of 135h/year, in which the objective of the curricular program was redirected to address theoretical perspectives -methodological aspects regarding teaching, learning to read and write production, under the bias of critical multiliteracies, aiming at the dialogue of academic practices with and in digital environments, to provide opportunities for the development of didactic-digital literacies in the initial training of teachers in the Languages course.

One of our main theoretical-methodological bases in the construction of PROMULD and re-signification of the Project Practice discipline is the pedagogical teaching proposal called the Gender Didactic Project (GDP), defended by teachers and researchers Guimarães and Kersch (2012; 2015). According to the authors, with the GDP, we perceive that the concern, in the didactic work, WITH the genres and the real social practices are basic questions to think about the work in the school in the teaching and learning of the language. In addition to demonstrating where this methodological proposition comes from, the authors point out the steps that define the GDP, emphasizing the role of linguistic orientation, extensive reading, and rewriting.

Thus, when we situate our didactic activities in the initial formation of mother tongue teachers, as well as the context of this research, we understand that to re-signify a proposal for the development of pedagogical projects that foster the development of didactic-digital literacies, it would also be pertinent to dialogue with another pedagogical proposition: the Technological Pedagogical Content Knowledge (TPACK [7]) model. This consideration was given because we believe that it is urgent in training courses for future teachers to face the challenge of properly integrating technology into education, through genres that explore multimodal elements conveyed in digital culture. The TPACK (Technological Pedagogical Content Knowledge) model, in Portuguese *Conhecimento Tecnológico, Pedagógico e de Conteúdo*, was proposed by Koehler and Mishra (2008), who argue that, for the adequate integration of technology to education, three central components are necessary: the content, the pedagogy, the technology and the interactions between them.

Based on these proposals, our training proposal was called **Didactic Multiliteracy Program** (PROMULD- *Programa de Multiletramentos Didáticos*). We characterize PROMULD as a systematized pedagogy of projects based on a network of academic-professional activities, organized under the collaborative mediation of students and teachers, which, through (self)reflective writing, seeks to develop language teaching-learning with multimodal genres in a given social context, providing opportunities for the construction of didactic-digital literacies. In this way, we understand didactic-digital literacies as individual and social capacities to mobilize pedagogical actions that transform digital artifacts into teaching instruments, aiming at situated practices of responsive use of reading and writing in the various social institutions.
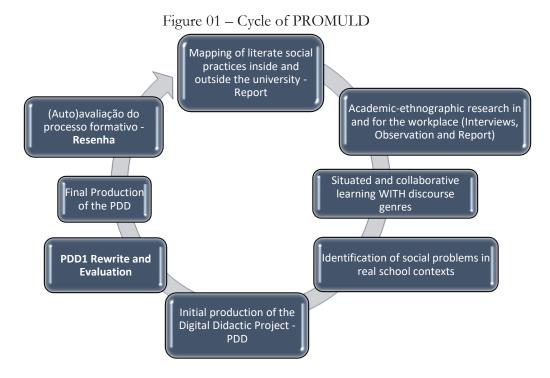
We emphasize that we consider our pedagogical proposition also from what Pahl and Rowsell (2005, p. 23) call the third space, by ensuring that literacy is linked to our identity and our practices. Therefore, as they point out, taking an approach that understands literacy as a social practice involves recognizing that the school (or university) is just one of the scenarios where literacy practices

---

[6] The option to re-signify the original objectives of the discipline was due to the belief that, being mandatory, participation and engagement could be greater, given that it is a totally new perspective in the training offered in the course.

[7] The acronym TPACK started to be used after recommendation by the authors and other theorists who discussed the framework, stating that this way would facilitate its pronunciation. TPACK appears in the academic literature in the article by the authors Harris, J., Mishra, P., & Koehler, M. Technological pedagogical content knowledge and learning activity types: curriculum-based technology integration reframed. Journal of Research on Technology in Education, 41(4), 2009, 393-416. Available from: https://files.eric.ed.gov/fulltext/EJ844273.pdf

occur. This recognizes that the resources used to teach in the classroom can be different, in dialogue with the resources used by students in their homes and other contexts.

In addition, we consider learning as social participation and this experience will only take place as a process that is experienced in the world through commitment as something significant (WENGER, 2001). Thus, we demonstrate in Figure 01 the representation of the process developed during PROMULD with future mother tongue teachers.

Figure 01 – Cycle of PROMULD

Source: Prepared by the first author.

As it is possible to observe in Figure 01, our (trans) formative proposal was illustrated concerning a cyclical process. It was possible to provide, gradually, in a *continuum*, the construction and development of didactic-digital literacies with future mother tongue teachers, based on literacy practices based on the responsive production of textual genres in dialogue with the teacher's literacies for and in the workplace. Thus, the selection of each textual genre was implicitly related to the social meaning implied in their professional practice[8].

Initially, with the production of personal reports, an individual written production, requested in the first meeting of the discipline, we aimed to map the social reading and writing practices of (future) teachers in internet access and their use of digital technologies inside and outside classrooms. Then, in the process of inserting future teachers into real school scenarios, we requested interviews with teachers and semi-structured observation, so that they could produce a report with systematized information about the context in which they would act in two didactic practices.

In possession of the reports with such information, it was possible to share in our classes in the Languages course, in conversation circles, the main factors that implied the peculiarities of each collaborating school in the project and start the process of construction of the didactic-digital projects. It is worth mentioning that the planning of these didactic actions was based on social problems identified by future teachers when immersing in schools with their future students as well as the selection of textual genres proposed in the activities to be carried out.

Understanding the rewriting process as a formative element, after sharing the initial versions of such projects, we collaboratively discussed the proposals so that, later, future teachers could present them to teachers in schools and, when necessary, make the necessary adjustments, always with

---

[8] All textual productions were proposed from an orientation script previously made available and explained by the teacher guiding the training project and the first author of this article.

the concern of thinking and developing a network action, involving the university, the school, the students, the community.

At the end of the project development experience, future teachers were invited to produce a review, to evaluate their experiences during PROMULD's formative proposal, within a perspective of otherness in which the peculiarities experienced by each one in the school settings highlight.

It is necessary to emphasize that the main peculiarity of PROMULD is the belief that it is necessary to provide future teachers with training understood as a process, in which the construction of didactic work with genres is inseparable from the contexts in and for the workplace; especially with the multimodal genres that circulate in digital supports/environments inside and/or outside the academic and school environment. Furthermore, we believe that proposing to future teachers an ethnographic posture in school contexts and making them reflect on, through writing with genres from the professional academic sphere, will allow them a greater agency in learning, when building knowledge from themselves and with others.

Therefore, we (re)constructed our course program, and a theoretical-methodological proposition was born, which we called the Didactic Multiliteracies Program (PROMULD), thinking about new times and, therefore, new literacies. The course program is summarized in Figure 02, based on the information mentioned regarding the steps shown in Figure 01.
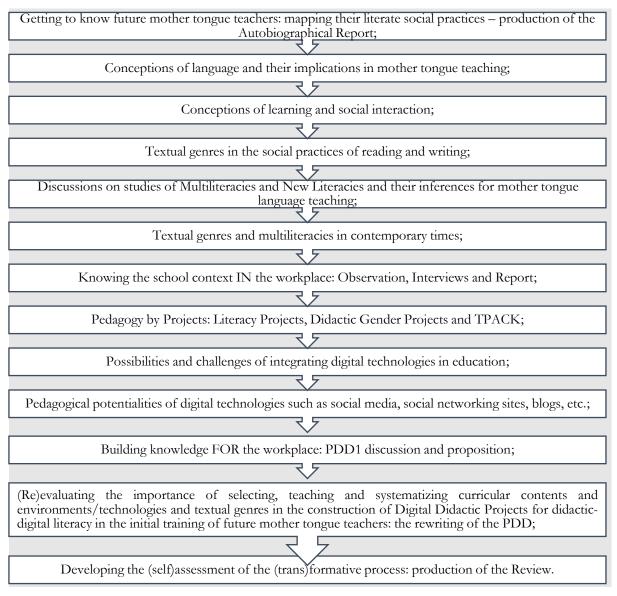
Figure 02 - Programmatic scheme of the PPP subject, after PROMULD

Source: Prepared by the first author.

According to the dialogic Bakhtinian perspective of language, we understand that the meanings of discourses are constructed by the relations established ideologically between social beings, in a situation of verbal interaction. Therefore, its understanding involves the previous understanding of the relations established between the subjects, of the social instances in which these subjects enunciate and the social contexts, immediate and mediate, in which the interlocution unfolds. Thus, seeking to investigate reflective writing about the process of (trans) formation of future teachers in the construction of didactic-digital literacy, through enunciative responsibility, we discuss below the process of data generation, the selection of collaborators, and the categories analytics.

OUR PARTNERS ON THE WALK...

Regarding the writings that circulate in environments in and for the workplace of future teachers, in the use of the enunciative mechanism of voices and modalization, peculiar textual marks emerge, which can be related to the social roles that the interlocutors occupy inside and outside of the university, inside and outside the schools in which classes are held during graduation. That is, the use of the enunciative mechanism of voices and modalization is related to the interiorized representations of textual producers about the particular language action situation in which they are involved in these social places.

According to Bronckart (1999, p. 321), these interiorized representations "are constructed in the interaction with the actions and speeches of others and, even when they are targets of a singular reorganization[...] they continue to carry the traces of this alterity constitutive". We understand that the presence of enunciative voices and modalization in the writings of future teachers is revealing of the traits of their insertion in a network of interiorized representations that intertwine and interpenetrate because they are constructed (and shared) collectively within a common socio-history formation.

Our intervention proposition took place in the Literature course, during the semester of 2017.2, with students of the 4th night period. Twenty-seven students participated in the discipline that semester, and collaborated in different instances and levels, given the greater or lesser engagement in the activities proposed by our didactic multiliteracies program. However, for the present work, we selected three future teachers, among those who participated in all proposed activities and had a minimum number of absences in the discipline[9]. Box 01 summarizes some information about the selected collaborators[10], to contextualize their productions.

Box 01 – Profile of selected Employees

COLLABORATORS	DESCRIPTION
VÂNIA	She is 20 years old. She attended primary and secondary education in public schools. She claims to enjoy reading literature in general, influenced by her mother who is a teacher. She believes that digital technologies negatively influence people's writing and reading. She has no professional activity.
MARIA	She is 21 years old. She attended elementary and high school in public schools. She considers herself an up-to-date user of social networks. Although she does not work as a salaried teacher, she reports that she sometimes teaches, replacing teachers in elementary schools, in the private education network[11].
MAURO	He is 32 years old. He attended most of the Elementary and Middle schools in private schools. She already has a degree in Information Systems and Teaching. He works as a teacher in Science and English for the 5th year of Elementary School.

Source: Prepared by the first author.

---

[9] Furthermore, as described in Table 01, the selected collaborators composed a corpus with social practices of reading and writing, in general, different, as well as different academic and professional backgrounds. These are characteristics that we deem relevant to investigate the construction processes of didactic-digital literacies, given the variety of meanings that they attributed to their use of reading and writing, as well as their social practices with genres and digital artifacts. The information was generated from autobiographical reports produced in the first week of the course.

[10] We emphasize that the research carried out was duly submitted to the Research Ethics Committee of the University of Vale do Rio dos Sinos - RS. Therefore, we use pseudonyms to refer to our collaborators.

[11] Given the lack of oversight by the responsible bodies and the financial condition of students in degree courses in the southern region of the state of Maranhão, this is a more common reality than we would like.

Thus, we consider examining how future teachers evaluate their didactic-digital literacy development processes, based on reflective writing in the production of critical reviews. The critical review genre is understood in this work as an extension of the discipline, in which future teachers, by appropriating their (trans) formative process, reflect discursively on the construction of didactic-digital literacy. This enables us to identify to whom and how the responsibility for a given language act is attributed, the different voices that are explicitly or implicitly put on stage, and the relationships between these voices and the voice of the enunciative instance and, therefore, the debate social that they evidence (MACHADO; BRONCKART, 2009, p. 64)[12].

"WHERE DO WE GO?" DATA ANALYSIS AND DISCUSSION

Understanding the fundamental writing in the process of the teacher´s (trans) formation, we remember the words of Nóvoa (2009), when he states:

> The written record, both of personal experiences and professional practices, is essential for each one to acquire a greater awareness of their work and their identity as a teacher. Training should contribute to forming habits of reflection and self-reflection in future teachers, which are essential in a profession that is not limited to scientific or even pedagogical matrices, and which is inevitably defined based on personal references (NÓVOA, 2009, p. 32).

As the author argues, our work tries to discuss an experience lived in a privileged place for us to reflect on academic-professional literacy events: the initial formation in the Bachelor's Degree in Literature. Thus, we start the analysis of the language materializations of future teachers' actions. For this, paraphrasing Carnin (2015), we consider writing about acting (texts produced in a training situation that reflect on teaching practices – here, the Reviews).

As mentioned before throughout this work, we understand writing as an identity element of formation (KLEIMAN, 2007) and we consider PROMULD as an academic-professional literacy practice. For this reason, the discourses that constitute the analysis data were produced within a sphere of activity that attributed certain particularities to it. These speeches are part of the critical reviews about the literacy events that took place in the 2017.2 semesters, which were produced by future teachers to provide evaluative feedback[13] on training practices carried out inside and outside the university.

We understand that it is through sociolinguistic activities that human beings participate in social evaluations and develop collective evaluation criteria, judging, therefore, the actions of others, their actions relative to their capacities for action (power-to-do), to their intentions (want-to-do) and their motivations (reasons for acting), knowing that they will be the object of these evaluations (BRONCKART, 1999; 2006). In this sense, such discourses are inserted in the particular context of the didactic multiliteracies program and, due to this socio-discursive context, their production is marked by the presence of the guiding teacher (from the position of immediate interlocutor), as well as the supervisory teachers, the students, and colleagues in the Language course.

These subjects constitute the immediate conditions for the production of critical reviews and, in close relationship with each other, have a great influence on them. Consequently, the apprehension of the discourses that constitute the reviews goes through, necessarily, the understanding of the integration of these elements in the composition of the immediate context of their production. Thus, we ask ourselves: how are the didactic-digital literacies of future teachers constituted by language, catalyzed by/in reflective writing, and signaled by enunciative voices in literacy events?

---

[12] We had as theoretical-methodological inspiration for the production of (self)evaluative reviews studies that argue positively about the ethnographic practice in education, such as Kleiman (2001), Heath & Street (2008), Burton (2009) and Nóvoa (2009).

[13] The term feedback is interpreted in this work as a formative evaluation practice, in which future teachers evaluate themselves, their colleagues, their students and the PROMULD teacher, that is, all the subjects who co-enunciate their actions. For more details on feedback as a training practice, we suggest the work of researcher Valerie J. Shute (2007), in which the conceptualization of the term is presented and its types explained.

In an initial reading of all the reviews produced, we noticed regularities in the speeches of future teachers, which mark, through modalizations and enunciative voices, recurrent evaluations about the other and themselves, their points of view, and the emergence of indexes of didactic-digital literacy built throughout the program. Therefore, we will detail our analysis of reflective writing in reviews, based on the production conditions and the enunciative level of the reviews prepared by future teachers.

REVIEWS PRODUCTION CONDITIONS

More commonly, research related to the speeches of future teachers (or interns) elect supervised internship reports. The internship report is one of the records most used by Brazilian universities due to its linguistic-discursive structure, as stated by Leurquin and Barros (2013):

> [...] (1) in it, the student registers his experience, as a researcher who observes the teacher's actions; (2) it is through it that the student dialogues with his peers (classmates, professors, and scholars in the area); (3) it is with it that we can also work on building the literacy of teachers in training, and (4) it may be that based on it we will be able to intervene in teacher training, teaching and learning policy; (5) it is through it that the student is evaluated (LEURQUIN; BARROS, 2013, p. 7).

As the authors elucidate, the records made during the supervised internship, through the internship report genre, constitute an important instrument in the apprehension of the identity constitution process of teachers in initial formation. However, we consider that the writing of the critical review, at the end of our PROMULD, also allowed us to circulate their vision of the status of the teaching profession since the representations, evaluations, and judgments caught in their speeches allow us to analyze how each individual behaves positions on a particular activity and how it was constituted throughout the discipline. Furthermore, these representations, once internalized by future teachers, become a kind of guide for their future actions (BRONCKART; MACHADO, 2004).

According to the authors, analyzing the texts or the discursive networks "[...] that is built in and about a certain activity to understand the nature and reasons for the verbal and non-verbal actions developed and the role that language plays there" helps us in the development of the teacher's actions (BRONCKART; MACHADO, 2004, p. 136, emphasis added). Thus, as Bazerman (2006, p. 10) argues, in addition to gender shaping our actions and intentions, it is also "a means of agency and cannot be taught and divorced from action and the situations in which those actions are meaningful and motivating". Thus, we understand that the reviews produced by future teachers are tools so that they can abstract the conditions of language use so that they can develop skills to understand and produce texts to communicate better (literacy) and be recognized in the context of academia and social organization.

Given the above, we observe the guidelines of the teacher trainer for the production of critical reviews at the end of the course:

"Olá querid@s,

We are reaching the final stretch of our journey in thinking didactically, in fact, the production of multiliterate genres with Basic Education students. There were many challenges and obstacles... Some were possible to be circumvented, others not so much. But this is what happens when we propose to dialogue with the real practices of everyday school life and, thus, experience what it means to be a teacher, beyond the walls of the university.

The production of this activity is crucial for us to evaluate the activities carried out throughout the semester, as well as to evaluate the role of each one in this process. Therefore, pay attention that the reviews will have as interlocutors the teacher and classmates. I ask that you pay attention to the questioning script [14] in the production of your texts and post them in our Facebook group, by the agreed deadline. The review must be produced with formatting in Word, Arial font, size 12, single spacing between lines and 1.5 between paragraphs, with a minimum of two pages".

As we can observe, in the orientation text, the criteria established for the production of reviews are demarcated by the teacher educator, both regarding the structure and formatting of the text, as well as the functionality of the genre in question. The evaluative appreciation of the genre, as an

---

[14] Guidance questions for the production of reviews were organized into thematic blocks: *About the Discipline; About your Group; About Me and About Portuguese Language Teaching.*

essential instrument in the developed formative process, is outlined, for example, with the use of the adjective *'crucial'* and with the emphasis on the verb '*watch out*' in the imperative. In total, twenty-five reviews were posted, that is, all the graduates of the Project Practice discipline produced the texts, with three to four typed pages in length. Although the importance of the activity was reiterated, it was not mandatory nor would it be the basis for attributing a grade in the discipline.

We hypothesize that one of the reasons that influenced the posting of reviews by all graduates was the engagement and agency that future teachers built individually and collectively during literacy events. In addition, we noticed the implication of the formative teacher in coordinating the entire learning process from a socio-interactionist perspective, as demonstrated by the constant use of pronouns and verbs in the first-person plural: *we are, our, we propose, we evaluate, our, etc.*

However, one of the purposes of requesting the posting of reviews in the closed Facebook group was to share perceptions and evaluations among everyone in the class, commenting on each other's texts, even because this was informed in one of the face-to-face meetings of the discipline. However, this discussion did not take place in the Facebook group, only in the final face-to-face meeting of the discipline, in which, in a large conversation circle, we commented and reflected on everyone's appreciation.

When asked about the lack of comments in the Facebook group about peer reviews, most of the future teachers said: *"we do not feel free to comment, there, in writing, on an assessment that was particular to the other, since everyone had their opinion. But now, here, everyone talking, it is more comfortable to comment"[15]*. Initially, we interpreted this situation as a lack of attention from future teachers, because, in the heat of the context, the *teacher* demanded the academics' promptness. However, when we reflect and analyze the cataloged data, the social role of the researcher made us understand that that apparent lack of interest and assiduity in the activity consisted in the identity agency [16] of future teachers when positioning according to their beliefs and judgments.

We consider this explanation relevant, bearing in mind that this work is the result of action research in which its main objective aims to investigate action, improving our practices, (trans) forming our actions. In Box 02, we systematize the information about the socio-discursive context of the production of critical reviews in the last week of the discipline's class.

Box 02 – Representations of the physical and socio-subjective worlds of the Reviews

	Place of production [17]	Production time	Agent-producer	Reader
PHYSICAL WORLD	Residence of the future teacher	In the last week of class of the discipline.	Academic of the 4th period of the Language course at night, in 2017.2.	Prof. of PPP and academics of the 4th period of the Language course night, in 2017.2.
	Social place of production	**Purpose – communicative purpose**	**Social role of the enunciator**	**Recipient's social role**
SOCIOSUBJECTIVE WORLD	University – academic context	(Self-evaluate, through typed	Student of the discipline and academic of the 4th period of the	Prof. of PPP that acts in the orientation and coordination of

		writing [18], the literacy events developed during PROMULD.	Languages course who reflects on his literacy practices in and for the workplace.	PROMULD and academics of the 4th period of the Language course at night, in 2017.2.

Source: Adapted from Bronckart (1999, p. 93) and Reichmann (2015, p. 74).

Having presented the constituent factors of the context in which critical reviews are produced, we will analyze the organizational level. We will start with the global plan of the text and, then, we will see the types of discourse and the enunciative mechanisms evidenced in the evaluations of their development processes of didactic-digital literacy, based on reflective writing.

ANALYSIS OF THE ORGANIZATIONAL LEVEL AND ENUNCIATION MECHANISMS

For the characterization of the texts' more specific aspects, we first identified the general plan that constituted them, presenting the formal and thematic configuration that shaped them. This analysis allows us, according to Bueno (2007, p. 82), "[...] to perceive which themes or which aspects of a theme were privileged, despised or forgotten in the texts". This organization of the text's global plan was carried out in this work, based on a prefigurative script, as previously explained. Therefore, they were grouped into two axes: in Axis I, the questioning of the topics About the Discipline and About the teaching of the Portuguese Language; and, in Axis II, of the topics About me and About my Group. Thus, to examine the organizational level and enunciative mechanisms of critical reviews, we opted to systematize our analyzes based on the two axes mentioned above.

In **Axis I - About the Discipline/ About teaching of the Portuguese Language**, questions are concentrated regarding the objective of the discipline, the methodology undertaken, the proposed activities, the teacher's evaluation, the practices that dialogue with genres and digital technologies, as well as possible suggestions and/or criticisms of the teacher, for future didactic planning.

In **Axis II - About me and About my Group**, questions about self-assessment in participation in classes and activities, individual or group, are grouped; about the facilities and obstacles of teamwork; on the construction/development of the PDDs; about their identities as academics and future mother tongue teachers.

In the first part of the textual planning of the reviews, we identified the paragraphs that evaluated aspects related to the activities developed in the discipline and the perceptions of future teachers about teaching Portuguese. We noticed that, in this axis, segments of thematic treatment of the type of mixed interactive-theoretical discourse predominated, considering that we noticed the concern of the producers in presenting information related to the coordinates of a theoretical world, therefore, autonomous, when establishing the constituent factors of the discipline and language teaching. On the other hand, we also noticed that, when considering the intended interlocutors and the purpose of producing the reviews, future teachers sought to anchor themselves in the coordinates of the interactive world, therefore, implicated, since they knew the language action situation. Box 03 shows some of the thematic treatment segments of the mixed interactive-theoretical discourse of Axis I in the Reviews.

Box 03 - Segments thematic treatment of the mixed interactive-theoretical discourse of Axis I

FUTURE TEACHERS	THEME TREATMENT SEGMENTS
	"The role of the Practice of Pedagogical Projects discipline in the Language course was to improve/perfect the training of academics, not with ready-made techniques and "recipes", but by practicing and based on theorists and real examples, thus enabling greater security professional and a basis for a better quality of teaching

---

[18] We emphasize that the proposed writing was the typed academic writing, as we consider that its literate social use requires literacy events that allow academics to appropriate, for example, resources such as software (Word, Power Point, Excel, Prezzi, etc.) , and that, many times, as university professors, we have previously taken it as knowledge that these academics possess.

VÂNIA	*[...]. It is known that participation, interaction, reading, writing, theoretical foundation, and practices are important factors in the construction of learning and the formation of future Portuguese Language teachers. But we know that the factor that stands out the most is interaction, because, as much as the learning process is personal and depends on internal and external conditions, there needs to be interaction, that is, the sharing of ideas and experiences, as stated by Vygotsky (2001).[...]Group activities are essential, as they favor the construction of learning through what is called "interactive", that is, these groups are interpersonal relationships of knowledge exchange with the environment [...]".*
MAURO	*"In a complex educational context, where theory and practice are often far apart, the discipline of Practice of Pedagogical Projects of the Languages course [...] played a fundamental role in the teaching practices of teachers formation, as it provided students with relevant theoretical knowledge and important practical experiences for the creation and application of pedagogical projects in schools [...]. Several activities were carried out in groups, which greatly favored the construction of learning, as the development of group activities in a collaborative way promotes interaction, communication, information sharing, and mutual feedback. In this way, the class can assume an important role in the construction of learning. Despite the difficulties, the experience of constructing and developing a didactic project with multimodal genres in basic education schools, from analysis to development, needs to be more common in our formation as teachers, as it favors a greater understanding of the school reality. Building and developing projects in schools was quite significant, as it provided a better view of the school environment, in direct contact with the reality of some schools and, certainly, generated the need for didactic literacy with multimodal genres that can be used in the classroom [...]."*
MARIA	*"Evaluating the formation and learning acquired in the discipline, I can say that it contributed to and transformed the way I saw Portuguese language teaching. Sometimes, it is necessary to review forms and methodologies when unforeseen events occur in the school environment. It also contributed to learning that Portuguese language teaching, from the perspective of multiliteracies, means much more than approaching genres with their linguistic characteristics or other contents. It means teaching and enabling students to perceive a greater learning context through new methods, using means and resources that until then they did not use or perceive with didactic purposes in learning the contents."*

Source: Prepared by the first author

It is possible to perceive the thematic regularity in the discursive segments of axis I, in which future teachers evaluate and reflect on the activities developed throughout the discipline, as well as their formative parameters and their purposes in/for the teaching-learning process. Although the use of linguistic markers that denote the first person singular and/or plural is not predominant, we noticed the constant positive valuation and appreciative positioning in the speeches of future teachers, mainly, with the presence of adjectives (*bigger, better, important, essential, fundamental, relevant*), adverbs (*often, certainly, far away, several, sometimes, when, much more, não*) and argumentative organizers (but, therefore, despite).

Reichmann (2015), based on Grande (2010) and Koch (2010), emphasizes the value of argumentative organizers in the analysis of statements by future teachers when they take a stand on their education. The author considers, for example, that "each statement initiated by *'but'* involves an argumentative counterposition and, simultaneously, the (re)construction of a place, of an identity" of future teachers and teacher educators (REICHMANN, 2015, p. 129).

Sustained in Bronckart (1999; 2011), in addition to these linguistic indices, we detect in the configurational dimension of the theoretical-mixed discourse of axis I, an enunciative positioning of future teachers that signals a *continuum* between the axis of conduct, deontic value, and the appreciative axis. This verification is evidenced in excerpts such as: *"there must be interaction, that is, the sharing of ideas and*

experiences; it needs to be more common in our training as a teacher; it is necessary to review forms and methodologies when unforeseen events occur". We understand that, on the one hand, future teachers, supported by the values, opinions, and constitutive rules of the social world constructed during the discipline, evaluate the necessary factors for collaborative, socio-interactionist training that associates theory with practice. On the other hand, they also position themselves in the appreciation of these aspects, from a subjective world, being the voice that is the source of this judgment and presenting what they consider to be beneficial and pertinent in their training and their actions.

Thus, when reflecting through the writing of the critical review about the literacy practice undertaken during the discipline, the future teachers revealed in their enunciative positions to dialogue and converge with the theoretical-methodological perspectives of the didactic multiliteracies program. We infer, therefore, that there was adherence to the proposed training practice. However, the evident harmony between the formative perspective and the evaluation of future teachers does not mean a mere cause-and-effect relationship. On the contrary, such evaluations attest to the identity resizing in the posture as (future) teachers, by appropriating the place and voice of those who have the legitimacy to evaluate. This understanding, made possible by literacy events inside and outside the university environment and materialized in the exercise of situated writing reflection, allowed them a responsive reading of their practices and of the subjects *with* and *for* which they developed them. Therefore, we argue that future teachers appropriated the process of their didactic-digital literacies.

In axis II of the reviews, we identified a relationship of greater implication in the evaluation of oneself and others in the engagement of the proposed activities, as well as in the appreciation of the main obstacles faced during the literacy events for and in the workplace of (future) teachers. To examine in more detail this enunciative positioning of future teachers, we systematized some segments of thematic treatment of the interactive report discourse in Axis II of the Reviews.

Box 04 - Segments of thematic treatment of discourse interactive reporting on Axis II

FUTURE TEACHERS	THEME TREATMENT SEGMENTS
VÂNIA	*My interaction and participation with the discipline in the classroom were not very satisfactory, but the production and practice of the works outside the classroom it was quite productive, as I was able to participate in the observations in the classrooms and thus, I saw a little more of school reality. My biggest difficulty was shyness and the fact that I had not practiced in school before. In the quest to minimize these difficulties, I tried to improve, behaving like a future Portuguese language teacher, dedicating myself to the students and studying more about the diversity of media, languages, and cultures [...]. There were several difficulties faced, not only by my group but by all the others. Mainly the lack of time for some of the components due to employment and the reduction in the school schedule meant that some projects, including my group's, were not completed. As a future Portuguese language teacher, I could see that multiliteracies are essential in teaching P.L., as the digital resources used are fundamental for the dialogue with the reality of the current student.*
MAURO	*I evaluate my participation in the interaction process in the discipline as good, however, I was not so clear in the answers and comments that should be posted in the closed Facebook group. [...] Regarding the main difficulties faced by my group, I can mention the difficulty of meeting outside the university, since everyone had other activities besides the university, which were also important as work. So, in an attempt to minimize and/or solve this difficulty, I suggested that the activities be carried out using Google Docs technology [...]. Another difficulty was the lack of motivation on the part of some members in the face of obstacles in the construction of the project. Undoubtedly, the hardest part was trying to develop the Digital Pedagogical Project, with the reduced annual school calendar [...]. During the discipline, at the first moment, the identity that predominated in me was that of an academic Language. However, after the first classes in school, my identity as a future teacher of the Portuguese language became stronger. Therefore, there was a transformation in my theoretical and methodological conceptions regarding the teaching of the Portuguese language and the use of digital resources, as a result of the knowledge acquired and the practice experienced.*
MARIA	*The experience of working in a group to carry out the project had its positive and negative points. But, like every new experience added to my learning. One of the negative points was the*

	unavailability of the group to attend the observations of classes at school, a problem faced by most groups in the class, due to their jobs. *As a future Portuguese language teacher, I believe that didactic proposals that dialogue Portuguese language teaching with digital environments and technological resources have to add to teaching, because, in this increasingly digital world, school institutions must promote teaching literacy with these resources, since they are part of our social practice and students, and can make teaching more attractive and dynamic.*

Source: Created by the first author

In Box 04, the thematic segments listed in axis II of the critical reviews characterize the predominance of the interactive report since the segments are organized, enunciatively, in a temporal anchorage, marked by the perfect and imperfect tense as predominant tenses (*it was, I could, sought, went, did, left, had, suggested, predominated, spoke, had, added*), as well as with organizers who point to the origin of the space-time of the events and themes evoked, which, in these examples, were located around of the description of the evaluation process of the formative experiences lived (*in the classroom, outside the classroom, previously, current, outside the university, during the discipline, in the first moment, after the first classes in schools, at school, in this world*).

In this discursive organization, the actions of future teachers are apprehended in a temporal axis evoked, and later in the parameters of the situation of production of critical reviews. However, the implication of the agent-producer was marked by the strong presence of pronouns and verbal endings in the first person singular (I), as evidenced in the terms: *mine, I was able to participate, I saw, behaving, dedicating myself, my, I evaluate, I can quote, myself.* This implication also denotes the accountability and awareness of future teachers in evaluating their participation and their work group in literacy events. We noticed that, in the exposed segments, the future teachers admit that they could have been a little more engaged in classes and the initial interactions within the university, but they show that this participation was more significant during the actions developed in the workplace, and in schools.

Bearing in mind that we have learning as social participation as a premise in our formative project and that this experience will only take place as a process that is experienced in the world through commitment as something meaningful (WENGER, 2001), we consider that this more positive appreciation of events outside the university, in real contact with literate social practices and the subjects that constitute the school, is due to the 'new role' assumed by future teachers, in an identity reconfiguration based on interaction, in the orchestration of voices of others (interiorized) and themselves (internal) that echo in empirical texts written by teachers in training (KLEIMAN; MATÊNCIO, 2005).

Kleiman (2006) argues that, based on the examination of the linguistic resources used by the teacher or student in training, in their oral and written texts, which are indications of the assumed enunciative position, it is possible to infer the identity positions of the author of the text, that is, those positions that have to do with their professional identity. In this sense, we highlight some statements in which this realignment as a future teacher is recorded in the reviews: *"behaving like a future Portuguese language teacher, dedicating myself to the students and studying more [...]"; "As a future Portuguese language teacher, I noticed [...]"* (Vânia); *"After the first classes at the schools, my identity as a future teacher of the Portuguese language became stronger"* (Mauro); *"As a future Portuguese language teacher, I believe that [...]"* (Maria).

In this process of mobilization of professional identity, future teachers ratify the construction of their didactic-digital literacies, when developing didactic-digital projects, since, in the evaluation of their action in the pedagogical actions developed for and in the place of teacher's work, they have appreciative markers of what they consider relevant in the transformation of digital artifacts into teaching instruments: *"I could see that multiliteracies are essential in teaching PL, as the digital resources used are fundamental for the dialogue with the reality of the current student"* (Vanya); *"in fact, there was a transformation in my theoretical and methodological conceptions regarding the teaching of the Portuguese language and the use of digital resources, as a result of the knowledge acquired and the practice experienced"* (Mauro); *"I believe that didactic proposals that dialogue Portuguese language teaching with environments and digital technological resources have to add to teaching, because, in this increasingly digital world, it is necessary that educational institutions promote didactic literacy with these resources, since they are part of our social practice and that of students, and can make teaching more attractive and dynamic"* (Maria).

As Lankshear and Knobel (2007, 2008) explain, new literate practices involve a "new ethos", which takes into account different patterns of values, priorities, and sensibilities mobilized in literate practices. Although our objective is not to discuss in detail the issue of ethos, we emphasize that providing new training practices for and in the workplace of teachers corroborates their agency in the mobilization of resources that prefigure and constitute their actions. In this particular case, motivated and challenged to participate in academic-professional literacy events in their initial training, in which the pedagogical actions dialogued with digital artifacts and the multimodality of language, future teachers undertook in their assessment of re-significations of pre-school knowledge. built, becoming actors in their work and, consequently, in their didactic-digital literacy process.

In this sense, the investigation of reflective and evaluative writing of critical reviews showed us that reflection, as a confrontational activity, of thinking about oneself and others, one's practice, and one's formation, was relevant in the process of formation and development of the didactic-digital literacy of future teachers, since we understand that this practice can provide significant moments of sharing knowledge for, about and in the teacher's workplace. The reflection and evaluation of literacy events aimed at building a third space between teaching and technology, made possible by the written production of future teachers, materialized their reflective writing about their experiences during PROMULD, as well as enabled them to become aware of their didactic-digital literacy, that is, it revealed individual and social capacities to mobilize pedagogical actions that transform digital artifacts into teaching instruments, aiming at situated practices of responsive use of reading and writing in the various social institutions.

"CONTINUING THE WALK..." (NEVER!) FINAL CONSIDERATIONS

After weaving a state-of-the-art, at a national level (in the BDTD), we verified a lack of research under the interventionist bias, in which both teacher formers and those in initial training were encouraged to re-signify their literacy practices, in the face of digital technologies. This is especially in research that would allow thinking, proposing, developing, and reflecting on didactic perspectives in teaching in which digital artifacts are taken in real learning contexts, without becoming mere supports and/or resources. We also observed the gap in terms of research that investigated the teaching and training of these teachers through reflective pedagogical work, based on learning WITH the textual genres that effectively dialogue with the events and literacy practices of teachers in training and with the real contexts of the basic level schools.

This observation motivated us to develop a study from the perspective of action research in our work context: a state, public university, in the southern region of the state of Maranhão, given the urgency of training and teaching scientific knowledge under the perspective of multiliteracies, which dialogued with academic literate practices, but also with the social practices of future teachers, so that the social, historical and cultural contexts of discursive production were considered.

Our main objective was to analyze the processes of (trans) formation of future mother tongue teachers in the Language course for didactic-digital literacies practices, from the mechanisms of enunciative responsibility in reflective writing about teaching work. In addition, we believe that proposing an ethnographic posture to future teachers in school contexts and making them reflect, through writing with genres from the professional academic sphere, would allow them a greater agency in learning, when building knowledge from themselves and with others.

When investigating the reflective and evaluative writing of critical reviews, we identified the relevance of reflection, as an activity of confrontation, of thinking about oneself and others, in its practice and its formation. To examine how future teachers appreciated the construction and development of their didactic-digital literacy, we observed an identity reconfiguration in their responsive posture. Through reflection on situated writing, our collaborators became aware of the need for their agency in the training process, became aware of their active role in building their capacity to mobilize pedagogical actions that transform digital artifacts into teaching instruments, aiming at situated practices of responsive use of reading and writing in different social institutions.

In addition, we stress the relevance of university dialogue with basic education schools in moments before the supervised internship, considering that, by providing academic-professional literacy

events to future teachers in the teaching context, we have, as teacher formers, the discernment of graduates will be bigger and better, in terms of understanding the set of problems, conflicts, contradictions, possibilities of new training processes, perception as partners of a profession in training, thus raising a new commitment to de(s)colonial practices.

As for the contributions of this research to the fields of Education and Applied Linguistics (AL), we believe that taking into account the voices of the individuals who constitute and build literacy events about their professional action is to adopt an ethical, critical, and engaged attitude of AL. Kleiman (2013), when discussing the directions of research in AL in Brazil, highlights the contributions of a reflection on the decoloniality of knowledge in the formulation of research problems and social participation of the applied linguist, which involves an ethical posture with peripheral groups in relations of power and knowledge. In this sense, we understand that providing opportunities to future teachers, as well as to the teacher former, training practices in and for the workplace, based on the reflection of their actions through writing and collaborative university/school interaction events, is to point out the importance of language as an instrument in/through which beliefs, identities and social roles are re-signified. It means (de)constructing discursive teaching-learning spaces.

In conclusion, we emphasize the importance of training proposals that encourage collective work, the participation of future teachers in solving real problems in educational contexts, the inclusion of practice as training content, and the reflection of digital artifacts and technological environments as possibilities for teaching and learning multiple languages. Finally, we aim for research to be an integral part of the training process (of students and teachers), being the opportunity to open up to new horizons and challenges. Thus, we understand that the research, initially, about them, became with them, but, above all, we became aware that it was about the first author's didactic-digital literacy. At the end of this research, we feel that we are starting over...

REFERENCES

BRASIL, 2018. *Pesquisa sobre o uso das tecnologias de informação e comunicação nas escolas brasileiras: TIC educação 2017* [livro eletrônico] / Núcleo de Informação e Coordenação do Ponto BR, [editor], São Paulo: Comitê Gestor da Internet no Brasil, 2018. Disponível em: https://cetic.br/media/docs/publicacoes/2/tic_edu_2017_livro_eletronico.pdf Acesso em: 20 mar. 2018.

BRONCKART, J. P. *Atividade de linguagem, textos e discursos*: por um interacionismo sócio-discursivo. São Paulo: EDUC, 1999.

BRONCKART, J. P. *O agir nos discursos*. Campinas: Mercado de Letras, 2008.

BRONCKART, J. P. *Atividade de linguagem, discurso e desenvolvimento humano*. Campinas: Mercado de Letras, 2006.

CASTELLS, M. The network society: from knowledge to policy. In: CASTELLS, M.; CARDOSO, G. (Eds.). *The network society:* from knowledge to policy. Washington: Johns Hopkins Center for Transatlantic Relations, 2005.

HEATH, S. B.; STREET, B. *On Etnography: Approaches to Language and Literacy Research*. New York: Teachers College Press, NCRLL, 2008.

GUIMARÃES, A. M.; CARNIN, A.; KERSCH. (Org.). *Caminhos da construção:* reflexões sobre projetos didáticos de gênero. Campinas, Mercado de Letras, 2015.

GUIMARÃES, A. M.; KERSCH (Org.). *Caminhos da construção:* projetos didáticos de gênero na sala de aula de língua portuguesa. Campinas, Mercado de Letras, 2012.

KERSCH; CARNIN, Anderson . "É diferente tu escrever um artigo... onde tu tá expondo um grupo": letramento do professor e a (re)construção de identidades. In: Denise Tamaê Borges Sato; José Ribamar Lopes Batista Júnior; Ricardo de Castro Ribeiro Santos. (Org.). *Ler, escrever, agir e transformar: uma introdução aos novos estudos do letramento*. 1a.ed.Recife: Pipa Comunicação, 2016.

KERSCH; CARNIN, A.. Não era uma prática para mim escrever: letramento acadêmico e desenvolvimento profissional em comunidade de prática. *Ling. (dis)curso* [online].2017, vol.17, n.3, pp.315-329.ISSN 1982-4017. http://dx.doi.org/10.1590/1982-4017-170302-1617.

KERSCH; MARQUES, R. G.. Projetos didáticos de gênero, multimodalidade, uso de tecnologias e

participação em comunidade de prática: uma experiência na inicial formação de professores. In: Ana Maria Mattos Guimarães; Delaine Cafiero Bicalho; Anderson Carnin. (Org.). *Caminhos da Construção - Formação de professores e ensino de língua portuguesa*. 1ed.Campinas: Mercado de Letras, 2016, v. 4, p. 115-144.

KLEIMAN, A. B. (Org.). *Os significados do letramento:* uma nova perspectiva sobre a prática social da escrita. Campinas: Mercado de Letras, 1995.

KLEIMAN, A. B. (Org.). *A formação do professor - Perspectivas da Linguística Aplicada*. Campinas: Mercado de Letras, 2001.

KLEIMAN, A. B. *Preciso ensinar o letramento? Não basta ensinar a ler e a escrever?* Campinas, UNICAMP/MEC, 2005.

KLEIMAN, A. B. Professores e agentes de letramento: identidade e posicionamento social. *Revista Filologia e Linguística Portuguesa*, v. 8, 2006, p. 409-424.

LANKSHEAR, C.; KNOBEL, M. *Digital literacies:* concepts, policies and practices. New York: Peter Lang, 2008.

LANKSHEAR, C.; KNOBEL, M. Sampling "the new" in new literacies. In: KNOBEL, M.; LANKSHEAR, C. (Eds.).*A new literacies sampler*. New York: Peter Lang, 2007, p.1-24.

LEURQUIN, Eulália Vera Lúcia Fraga. A escrita no ensino superior e os efeitos do desenvolvimento profissional na formação do professor de língua materna. ESCRIPTA, Belo Horizonte, v. 21, n. 43, p. 165-186, 2º semestre, 2017. Disponível em: https://www.researchgate.net/publication/322574711_A_escrita_no_ensino_superior_e_os_efeitos_d o_desenvolvimento_profissional_na_formacao_do_professor_de_lingua_materna

MACHADO, Anna Rachel (org.). *O ensino como trabalho: uma abordagem discursiva*. Londrina: EDUEL; São Paulo: FAPESP, 2004.

MACHADO, A. R.; BRONCKART, J. P. (Re-)configurações do trabalho do professor construídas nos e pelos textos: a perspectiva metodológica do grupo ALTER-LAEL. In: MACHADO, A. R. *Linguagem e educação: o trabalho do professor em uma nova perspectiva*. Organização Vera Lúcia Lopes Cristóvão e Lilia Santos Abreu-Tardelli. Campinas: Mercado de Letras, 2009, p. 31-77.

MIGNOLO, Walter D. Histórias locais/Projetos globais. Colonialidade, saberes subalternos e pensamento liminar. Belo Horizonte: UFMG, 2003.

MILLER, I. K. Formação de professores de línguas: da eficiência à reflexão crítica e ética. In: LOPES, L. P. da M. (org.). *Linguística Aplicada na modernidade recente: festschrift para Antonieta Celani*. São Paulo: Parábola, 2013, pp. 99-121.

MISHRA, P., & KOEHLER, M. J. Technological Pedagogical Content Knowledge: a framework for teacher knowledge. *Teachers College Record, 108*(6), 2006, p. 1017-1054. Disponível em: https://pdfs.semanticscholar.org/977d/8f707ca1882e093c4ab9cb7ff0515cd944f5.pdf

MOITA LOPES, L. P. (Org.) *Por uma linguística indisciplinar*. São Paulo: Parábola Editorial, 2006.

OECD. *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris, 2019.

PAHL, Kate & ROWSELL, Jennifer. *Literacy and Education:* Understanding the New Literacy Studies in the Classroom. SAGE Publications, 2005.

PEGRUM, M. et al. *Letramentos digitais*. São Paulo: Parábola, 2016.

QUIJANO, Aníbal. Colonialidade do poder e classificação social. In: SANTOS, Boaventura de Sousa; Meneses, Maria Paula (Orgs.). Epistemologia do Sul. São Paulo: Cortez, 2009. p. 84-130.

REICHMANN, C. L. Tecendo o gênero profissional: o estágio como prática de letramento docente e formação identitária. In: REICHMANN, C. L.; MEDRADO, B. P. (Org.). *Projetos e práticas na formação de professores de língua inglesa*. João Pessoa: Editora da UFPB, 2012, p.101-124.

SHUTE, Valerie J. *Focus on Formative Feedback*, ETS, Princeton, NJ, 2007. Disponível em:https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2333-8504.2007.tb02053.x, Acessado em nov/2019.

VIGOTSKI, L. S. *A construção do pensamento e da linguagem*. São Paulo: Martins Fontes, 2009. Originalmente publicada em 1934.

WENGER, E. *Comunidades de práctica:* aprendizaje, significado e identidad. Trad. Genís Sánchez Barberán. Barcelona: Paidós, 2001.

AUTHOR´S CONTRIBUTIONS

Author 1 – Contributed to the research design, methodology definition, and writing.
Author 2 - Contributed to the research design, methodology definition, data collection, and writing.

CONFLICT OF INTEREST DECLARATION

The authors declare that there is no conflict of interest with this article.