

**TECHNOLOGICAL APPROPRIATION AMONG TEACHERS OF PORTUGUESE
AS A FOREIGN LANGUAGE IN PANDEMIC TIMES: A REFLECTION ON
TEACHER DEVELOPMENT**

***APROPRIAÇÃO TECNOLÓGICA DE PROFESSORES DE PORTUGUÊS LÍNGUA
ESTRANGEIRA EM TEMPOS PANDÊMICOS: UMA REFLEXÃO SOBRE
FORMAÇÃO***

***ADECUACIÓN TECNOLÓGICA DE LOS PROFESORES DE PORTUGUÉS COMO
LENGUA EXTRANJERA EN TIEMPOS DE PANDEMIA: UNA REFLEXIÓN SOBRE
LA FORMACIÓN***

Christiane MOISÉS¹
Flávia Girardo Botelho BORGES²

ABSTRACT: The social isolation imposed during the Sars-Cov19 pandemic period brought up important issues to the Education field. This article aims to reflect upon the process of development of Portuguese Teachers as a Foreign Language and its imminent relation with Digital Technologies of Information, Communication and Expression (TICE). We have dealt with appropriation in the light of enunciation locus and cyberculture theories, once these theoretical bases provide dense inputs concerning innovative teaching-learning processes. For one year, we had observed the praxis and processes of pedagogical design that culminated in the production of this article, which weaves reflections and provocations about issues concerning the development and teachers training regarding the appropriation, use and application of TICE into their daily practices.

KEYWORDS: Appropriation. TICE. Portuguese as a foreign language. Teacher development.

RESUMO: *O isolamento social decretado durante o período pandêmico do Sars-Cov19 trouxe à tona questões indeléveis ao campo da Educação. O presente artigo visa tecer reflexões sobre a formação de professores de Português Língua Estrangeira e sua iminente relação com as Tecnologias Digitais de Informação, Comunicação e Expressão (TICE). Tratamos da questão da apropriação à luz do locus de enunciação e de preceitos da cibercultura, uma vez que essas bases teóricas fornecem insumos densos referente aos processos de ensino-aprendizagem inovadores. Durante um ano, observamos a práxis e processos de desenho pedagógicos que culminaram na produção desse artigo, o qual tece reflexões e provocações sobre questões inerentes à formação, desenvolvimento e capacitação de professores quanto a apropriação, uso e aplicação das TICE em suas práticas cotidianas.*

PALAVRAS-CHAVE: *Apropriação. TICE. Português língua estrangeira. Formação de professores.*

¹ University of Brasilia (UNB), Brasília – DF – Brazil. Adjunct Professor at the Department of Languages and Translation and Coordinator of PLE/UNB. Doctorate in Education (UNB). ORCID: <https://orcid.org/0000-0002-8296-6145>. E-mail: chrismoises@unb.br

² Federal University of Mato Grosso (UFMT), Cuiabá – MT – Brazil. Adjunct Professor of the Language Department and of the Postgraduate Program in Language Studies (PPGEL). Doctorate in Languages (UFPE). ORCID: <https://orcid.org/0000-0002-1736-8499>. E-mail: flavia2b@gmail.com

RESUMEN: *El aislamiento social decretado durante el periodo de la pandemia de Sars-Cov19 planteó cuestiones indelebles al ámbito de la Educación. Este artículo pretende reflexionar sobre la formación de los profesores de portugués como lengua extranjera y su inminente relación con las Tecnologías Digitales de la Información, Comunicación y Expresión (TICE). Abordamos la cuestión de la apropiación a la luz del locus de enunciación y de los preceptos de la cibercultura, ya que estas bases teóricas proporcionan densas aportaciones en lo que respecta a los procesos innovadores de enseñanza-aprendizaje. Durante un año, observamos la praxis y los procesos de diseño pedagógico que culminaron en la producción de este artículo, que entretene reflexiones y provocaciones sobre cuestiones inherentes a la formación, desarrollo y capacitación de los docentes en cuanto a la apropiación, uso y aplicación de las TICE en sus prácticas cotidianas.*

PALABRAS CLAVE: *Apropiación. TICE. Portugués como lengua extranjera. Formación de profesores.*

Introduction

The years 2020 and 2021 will be marked as the years of the pandemic. The characteristics of this global situation can be described by linguistic expressions such as social isolation, crowding, masking, alcohol gel sanitizer, coronavirus, and many others that have been incorporated into the usual vocabulary. In the case of language teaching and learning, it has been a great challenge to develop, conduct, apply and evaluate remote courses. Besides the issues of connectivity, adaptation of didactic material, elaboration of activities, we were also confronted with the low access and digital literacy of the public.

In our local contexts, University of Brasilia (UnB) and Federal University of Mato Grosso (UFMT), two large public universities in the Midwest, we found ourselves experiencing the same challenges as other colleagues in the world of teaching-learning of Portuguese as a Foreign Language (henceforth PLE), with the need to offer fully online courses. As practices, we had PLE courses designed and delivered entirely face-to-face, which embraced the university geographic space as part of the class content, considering the immersion context for social and linguistic practices.

However, with the beginning of the new coronavirus pandemic and the suspension of classroom activities, we found ourselves challenged to design and implement fully online courses that still contemplated local contents for language and language learning practices. We understand that talking about Digital Information, Communication and Expression Technologies (hereafter TICE) is a hard and arid task, because technology applied in the classroom usually tends to reinforce oxidized teaching practices or graft technologies onto existing methodologies. One probable cause is uninspired, autonomous-peculiar teaching

practices; another reason is the superficial and trivialized discussion of its benefits, without concrete and efficient actions.

Throughout history we have observed that for every technological artifact introduced into society, there is a human engagement and response to counterbalance, otherwise the technology is rejected (CUBAN *et al.*, 2001). The debate about the digital age attests, among other factors, that digital resources do not generate information and much less knowledge by themselves; therefore, the inclusion of TICE in education incurs in the immediate need to empower teachers, the human factor of machine/teaching mediation for digital innovation to occur effectively.

The concept of innovation nowadays is often associated with the existence or use of digital technology, and within this idealized perspective we could infer that schools, using digital resources, are innovative. However, the advances posed by cyberculture in our contemporaneity are out of sync with the needs of a more equitable and better equipped educational system.

In the face of the installed pandemic context, all this mismatch emerged, let's say, nefariously, when the world decreed social isolation due to Sars-Cov. Thus, educators, pedagogues and teachers needed, under the force of the circumstances imposed by the pandemic, the media convergence and the modes of advance of cyberculture bring to the surface ways of life and behaviors assimilated, transmitted and mediated by computer technologies and cyberculture, through which the communicational logic assumes networks of multiplicity, interactivity, immateriality, synchronous and asynchronous processes, multisensoriality and multidirectionality (LEMOS, 2002; LEVY, 1998; 1999). In this scenario, the bitransitive verb “to teach what to whom” - merges into a single concept whose learning by “thinking and doing” becomes “learning by learning together” - teacher and learner, considering that in a world where the four walls of the school no longer confine the teacher-student relationship, knowledge and knowing.

Understood in this way, learning undoubtedly takes on a gnosiological character, whereby learner and teacher develop the need to learn through research and information, and the action of learning becomes critical, reflective, and, consequently, emancipatory (FREIRE, 1996).

Therefore, the challenge was set to us, and it is complex - how can we “hurry” our pace and re-signify what is teaching and learning in the digital age? Well, this and other challenges that present themselves in cybersociety must be faced with some urgency, since “[...] while we

discuss the possible uses of a given technology, some forms of use have already been imposed [...]” (LEVY, 1999, p. 26, our translation) and others have become obsolete.

Behrens (2000, p. 15, our translation), almost two decades ago, already reinforced the urgency of effective quality actions in the constitution of a teaching style consistent with modernity “[...] at this time of globalization, we continue to treat teacher education with empty discourses of an appropriate and meaningful practice [...]”.

In principle, an immediate action would be the promotion of a rhizomatic pedagogical action³, where the answers to a research question are not linear, and obey the logic of thought, which is relational and complex (LEVY, 1998), because new axiological and epistemological horizons demand a differentiated training in line with contemporaneity.

However, could we manage to make rhizomes with the world (DELEUZE; GUATARRI, 1995) through remote teaching? And more, language teaching?

From many inquiries, experiments and a certain risk-taking, we intend, in this article, to produce intelligibilities about this revealing moment of humanity that immensely and directly affected educational practices, in our case, the teaching-learning of Portuguese as a Foreign Language. Anchored in the theories about TICE, Critical Literacies and Language teaching-learning, we intend to describe and analyze the experiences we built and carried out during the pandemic to teach PLE online. Thus, this paper is divided into four parts, the first being the Introduction, followed by our locus of enunciation and the theoretical review that supports us, then presenting the courses created and evaluation, and finally the reflections we have built so far, followed by the references.

Where we speak from and where we are: locus of enunciation and appropriation of TICE

Reflecting on the locus of enunciation (BHABHA, 1998) leads us to situate ourselves in the teaching-learning process. When pondering on our place of knowledge, we can highlight the geographical/physical place where we act and build ourselves as intellectuals, linguists, and teachers, which are the two universities to which we belong, both in the central-western region of Brazil, with strong historical and migratory presences, besides being prominent in the local, regional, and national communities.

³ In this logic, we appropriate Deleuze and Guattari's (1985) botanical metaphor in which rhizome is understood as a structure of knowledge that establishes no beginning or end for knowledge and where multiplicity emerges as independent lines that represent dimensions, territories of the real, invented, and reinvented ways of constructing realities, which can be deconstructed, deterritorialized.

In the case of UnB, the undergraduate courses, previously attended by exchange students, started to attend mostly master's and doctoral students who demanded the improvement of their academic literacy competences; therefore, the courses had to be adjusted to these objectives. On the other hand, to contemplate the newly arrived graduate students in Brasília, right at the beginning of the social isolation, extension courses were promoted that aimed at telecollaborative practices among undergraduate students of the Foreign Language courses and foreigners, aiming at the oral practice of PLE and the Brazilian sociolinguistic - cultural exposure represented through the identity manifestations of the Brazilian interactants.

In the case of UFMT, we recently started to institutionalize the PLE (2017), offering regular courses (Languages without Borders Program) and applying the Celpe-Bras exam since 2019.

It also invokes an ideological belonging to the theories that welcome us to our work as language educators. Thus, our actions are articulated to decolonial studies, critical literacies, and CIT. It is important to emphasize that, by claiming the place of language educators and PLE, we propose and practice education in and for a pluricentric Portuguese language.

We anchor ourselves in decolonial studies when we think of a liberating educational practice and construction of meaning for learners (FREIRE, 1996; GROSSFOGUEL, 2007; SHOR, 1999; WALSH, 2005). However, this does not materialize detached from the current moment, so, we start from the understanding that we live in a world of digital practices and a moment of cultural, linguistic, discursive hybridisms, which generate discursively sensitive (or not) practices and that these are matters of language, i.e., contents that should be incorporated into language courses.

However, to incorporate sensitive practices into the language classroom, educators must know how to do it, that is, how to use TICE. In the Brazilian context, the concept of appropriation refers to the fact that educators must learn to deal with TICE, rebuild their own teaching practice and seek a break with the factory model of education (ALMEIDA; VALENTE, 2011; BONILLA; PRETTO, 2015; MORAN, 2015; KENSKI, 2015; SIBILIA, 2012).

In this case, it is possible to state that the appropriation of TICE by teachers is a process that encompasses (a) how they apprehend TICE and how they acquire knowledge for its use in their pedagogical praxis, (b) the attitudes, perceptions, and meanings constructed from the importance of TICE in the teaching/learning process, and (c) the different uses and habits concerning TICE in their classes.

In this perspective, Kenski (2008, p. 46, our translation) points out that:

rationality is mixed with emotionality, in which intuitions and sensory perceptions are used to understand the object of knowledge in question. In this approach, didactic procedures are changed, regardless of whether new technologies are used in the classroom. It is necessary that the teacher, above all, no longer positions himself as the holder of the monopoly of knowledge, but as a partner, a pedagogue, in the classic sense of the term, who guides and directs the student through the multiple possibilities and ways to reach knowledge and relate to it.

Considering emotionality, perceptions, and intuitions, the idea of designing a concept for appropriation seems almost an oxymoron, that is, a “plan for the unexpected”. Still, the term appropriation seems to us to be more useful than adoption and/or insertion, since appropriation means recognizing that a user (in our case, teachers, and learners) is an active agent who can adapt technology to serve personal or shared goals when needed.

In this perspective, we can state, according to Dourish (2003, p. 467, our translation), that a:

Appropriation is the way in which technologies are adopted, adapted, and incorporated into work practice. This can involve customization in the traditional sense (i.e., the explicit reconfiguration of the technology to suit local needs), but it can also simply involve the use of the technology beyond those for which it was originally designed, or to serve new purposes.

The logic behind this thinking is that if technology is used beyond the scope of its original intent, then both teachers and students can utilize its functionality in creative ways. In other words, as an individual appropriates something, the process of objectification is concomitant to a new objective reality with new characteristics, which will require a new appropriation, thus creating a cycle.

As educators appropriate TICE to enable creative innovations in the classroom, students also appropriate these innovations by giving them other meanings - we see, then, a process of symmetry between TICE and creative innovations that re-signify themselves with each experience.

Thus, we conceptualize appropriation as a rhizomatic *ethos* that evolves personally and/or collectively through processes of controversies, negotiations, and compromises, which lead the actors to redefine an artifact, in our case, the TICE.

We understand, then, that the appropriation process is characterized by uncertainties and tensions between changes and continuities: as teachers and students appropriate TICE in

teaching and learning, there are opportunities to use more active pedagogies⁴, with more space for students.

Let's remember that active pedagogy, according to Freire (1996), emphasizes praxis, in which the subject seeks ways to intervene in the reality in which he lives, and enables him to transform it by his action, while he transforms himself. It is worth pointing out that for pedagogy to be active, there must also be a change in the usual teaching processes, and in this sense, the teacher's role is fundamental, “changes in education depend, first of all, on having educators who are mature intellectually and emotionally, people who are curious, enthusiastic, open, and who know how to motivate and dialogue” (MORAN, 2007, p. 28, our translation).

Thus, we consider that TICE provides innovative pedagogical practices that are designed, conceived, and developed by teachers who seek differentiated ways to continuously improve and enhance their teaching praxis and methodologies whose goal is student-centered learning.

The praxis of PLE teachers in times of social isolation - appropriation or transposition of contexts

As we faced the pandemic situation and the suspension of activities, which happened exactly overnight, we found ourselves challenged to produce knowledge about TICE, remote language teaching and many other topics that emerged. At UnB, where the suspension of classroom activities is still in effect, the academic semester resumed after four months of suspension of academic activities. During this period, the institution started to empower teachers through courses and workshops, aiming at the use and appropriation of TICE in remote teaching, as well as the applications that are likely to promote redefined pedagogical interactions and interactivity.

At the Institute of Arts (IL) of UnB, for example, several professors who already worked in distance education and who already used the Google Classroom, *Teams*, Moodle, and *Facebook* platforms as extensions of their courses were invited to present and talk about their experiences and the challenges, they experienced in the design of hybrid courses. In addition, a

⁴ We understand active pedagogy (PANIAGUA; ISTANCE, 2018; SHARPLES *et al.*, 2016) as what is currently called active methodology, which is based on ways to develop the learning process, using real or simulated experiences, aiming at the conditions to successfully solve challenges arising from the essential activities of social practice, in various contexts. Thus, teachers and students identify new problems in an uninterrupted process of searching and change, where thought and action are inseparable. Examples of active methodologies: Peer Instruction (learning by peers), PBL - Project Based Learning (learning through projects or problems); TBL - Team-based Learning (learning by teams), WAC - Writing Across the Curriculum (writing across disciplines) and Case Study (MORAN, 2015, p. 21, our translation).

task force was set up so that teachers could learn how to use the institutional platforms: Moodle and Office 365 and their respective embedded applications. The teachers had individual instructors - it is worth mentioning that these instructors are UnB students who submitted themselves to a paid public call, whose selection objectives were broad knowledge of the platforms and web 2.0 applications. Likewise, the students were called to participate in workshops so that they could interact through these platforms. Overall, while the administrative units were focused on developing a plan of action appropriate to the safety and well-being of their community, the faculty and students were subjected to knowledge of what purposeful remote learning is.

After this period, the academic calendar was resumed and the actions concerning the PLE courses were fulfilled, that is, the six 60-hour undergraduate courses were offered, the synchronous classes were held twice a week and took place through *Teams* or *Google Meet*, according to each teacher's preference. For the provision of teaching materials, assignments, evaluations, etc... Google Classroom was chosen; *WhatsApp* was also used as a means of bringing students and teachers closer together, so that a community of practice was quickly formed, which was a positive aspect in terms of welcoming and supporting foreign students.

It is important to emphasize that the teaching methodology followed the principles of active methodologies: protagonization, collaboration and interactivity. Thus, the students, under the teacher's guidance, started using several applications (*ThingLink*, *Jamboard*, *Voocaroo*, *Padlet*, *Whooclap*, *Wordwall*, *Storyboard*, *Powtoon*, *Kahoot*), which implied a considerable level of protagonization and production of meaningful content for the group, as well as the improvement of digital literacy.

At first, due to the strangeness of the new modality and the challenges of designing didactic units adapted to the virtual environment were gradually overcome. The main motivation was the fact that everyone helped each other, so as the community of practice was consolidated, the obstacles were solved through the spirit of collaboration. We would like to point out that the coordinator of the PLE area at UnB has a wide knowledge of TICE and hybrid, remote and distance learning and, therefore, provided help to the students of PLE courses and to the teachers when requested.

In the case of the UFMT, the in-person activities were suspended one day after they started. The panic and misinformation scenario were general, the exchange students were already on campus, and found themselves trapped at home and in the country, unable to return or get to know Brazil. It was necessary to understand a practice sensitive to the moment to allocate them to the pandemic context and start the remote PLE classes.

The course elaborated and practiced was composed of 60 hours, with two synchronous meetings of 1h30m per week. Learning environments were also created on the *Microsoft Teams* platform and a group on the social network *WhatsApp*, which greatly facilitated communication and affections, because to warm up a little the relationships far from the screen, we used the group to send photos, pictures, audios. This type of on-screen contact strengthens learning and creates affective bonds that also build language learning.

The platform was chosen because it is commonly used by the university; however, despite the many facilities of *Teams*, the connection difficulties hindered the classes. The contents were based on several regulatory documents such as the Common European Framework of Reference for Languages (CEFR) and the Curricular Proposal for the Teaching of Portuguese at Itamaraty's schools in Spanish-speaking countries (2020) since the audience was mostly Hispanic learners.

The development of the four skills was an interesting challenge, especially the phonetic part. In this sense, instead of being defeated by the difficulties, as language educators, we took advantage of the various resources of remote teaching, crossing learning and knowledge, making the class as rhizomatic as possible. Thus, we abused resources such as those offered by *lyricstraining*, audio recording, short videos, various role-plays.

Reflecting on appropriation and/or transposition of contexts

It is important to emphasize that remote teaching, even though it is a demand in such difficult times, has provided certain experiences that emerged from this context, such as learner autonomy. In a self-assessment conducted by *Google Forms*⁵, the advantages of remote teaching (PLE online course) were: deciding the time of my studies; available teaching material and video classes (recorded and available on the platform). Even though these are points easily practiced in face-to-face teaching, in the pandemic moment they were an emergency.

Some learner statements also reinforce the advantages: "*The online course is worth it because we were able to recover the time we will lose because of the pandemic, I think it was great.*" The conception of the online course, in a general TICE way, is that of availability *all the time*, which generates for the learners the relation between time loss and time gain, being,

⁵ An online questionnaire consisting of 21 questions was designed for course evaluation and learner self-assessment. Participation was anonymous. The questionnaire is available at: <https://forms.gle/vSPqgdampF422sDf7>. Access: 10 Aug. 2021.

in this case, time gain, because all material is available, because they can access it at any time and learn autonomously.

Still as an advantage, it was pointed out that the course design considered local knowledge practices: *“The online course was very good. It reflects all the Professor's interest in our learning process. The exercises and activities were perfect for learning in a different way, having fun and relating our surroundings, our life and all the cultural things of Brazil”*. We agree with Haraway (1988), when he states that our knowledge is always situated, because we speak, learn, and interact from a specific place in the power structure.

In this sense, designing an online PLE course, based on TICE theories and decolonial practices, demands the insertion of local discursive practices, of experiences and linguistic intersections that simulate for the learner the experience in the language.

Developing an online course also goes back to pedagogical training. Wisely Kenski (2015, p. 434, our translation) suggests the digital didactic updating of teachers who work in higher education, because “by assuming diverse uses as the action in networks, mediated by the available media, one can hope that transformations in teacher training for the other levels of education will happen”. Therefore, it is interesting, in our view, that TICE have an effective contribution in pedagogical practice based on the teacher's cognitive appropriations, and not use for use's sake - now, if we have two languages in the classroom, the analog accents and the digital fluents, there is no reason for the teacher to keep them separate - to insist in the separation is to remain bound to a wall that insists between the "here" of transmitted content and the "there" of reproduced content.

In the past decade, Moraes (1996, p. 58, our translation) already insisted on the idea that:

A lifeless education produces incompetent beings, incapable of thinking, building and reconstructing knowledge. A dead school, turned to an education of the past, produces individual's incapable of knowing themselves, as a creative source and manager of their own life, as authors of their own history.

We understand that, as teachers, we are continuously influenced by various determinisms of reality, and this pushes us to play the role of a cognitive architect, who must tenaciously improve their skills and creativity to develop practices that aim at meaningful learning. We need to somehow put an end to the "pedagogical folklore" and start considering aspects of a training based on the culture and motivation of each teacher, after all, it is not the artifact or the various applications available that mean innovation, but the intentional actions well planned and consciously assumed, that is, the elaboration, application, and evaluation of

courses designed both to the needs of the learners, the curricula, as well as the socio-historical moments.

As we speak in this article, we reflect on many aspects that simmer in our minds, but we are stopped by the assertion of the philosopher René Descartes and his famous adage "I think, therefore I exist" - suddenly it comes to mind what it would be like if he had been born after the advent of *Web 2.0*, and I elaborate something like "I interact, therefore I succeed". It is in this scenario of "I interact, therefore I exist", that the teacher is inserted and where the current generation shares knowledge through its social networks, videos, photos, directed navigation, messaging, games, etc. Many school contexts researched in this work consider themselves innovative because they have computer labs, a *wi-fi* network, projectors, and platforms for their community to access, but these are nothing more than "cosmetic changes" (VALENTE, 2013).

Reflecting on interaction, we can attest that, in contrast to the advantages, the disadvantages of the online PLE course were also pointed out, such as: lack of contact and lack of group activities, i.e., interaction, as well as connectivity and *Teams* platform problems, where applicable. The technical problems do not surprise us, given that many learners relied on internet only through mobile data. Even young and active in the digital world, many had difficulty logging in, that is, entering email and password. This kind of technical knowledge of digital literacies was taken for granted for the new generation and was not borne out by our experience.

However, the data that caught our attention was the issue of interaction. We agree with Bakhtinian theory that language occurs in interaction with the other, it is the dialog that builds linguistic identities and meanings, and in the case of remote learning, this was quite evident. The learners missed interacting face to face, having group contact, learning from each other, getting to know each other. Not interacting felt like not learning, not succeeding.

When asked which speaking activities they enjoyed most, most chose the activity "Interview with an artist", for which a photographer from the city, active in the LGBTQI+ movement, was invited to talk to the learners about photography. Each student was required to ask the photographer a question, using a question word. The interaction in this activity was surprising, learners who did not speak or open the camera were invited to express themselves and did so willingly. This activity was revealing of the power of interaction in the classroom and how reversing roles can help break the invisible wall of screens.

The use of TICE as a predominant interaction factor was a driving force in designing and implementing online language courses. There is no way to do face-to-face with online,

they are different spaces of knowledge construction and with different ways of acting. They demand new practices, experimentation, risks, and gains. Without these practices, there is no educational transformation technologically enabled, because the emphasis remains on the apparatus in detriment of a legitimate and effective training for pedagogical work.

This is one of the difficulties systematically pointed out by teachers: there is no intersection between technological knowledge and pedagogical and content knowledge. The vertical way in which the proposals are conceived generates difficulties that directly affect the educator, and for the school not to be left behind, the adoption of "innovative" elements is far from fostering a transformation according to the paradigm of the Knowledge Society.

Consequently, what we are witnessing are books replaced by web pages or *pdf* files, blackboards by interactive whiteboards, and newsletters and communications in general by platforms adopted as the main means of communication - all this can be summed up in one word: automation.

The first effect of this automation is that the school continues to base its performance on a summative evaluation of its students, and on the results of passing national exams, which will be part of the database for society to "know" that these students will integrate into society.

The second effect refers to teachers who, in turn, are under pressure to insert TICE, after all they are high-cost devices, but the lack of preparation results in simplistic and commonplace use as attested by Prensky (2012, s/p):

The pressure to use the devices, once schools have invested in them, is extremely high. So lacking a large pool of innovative ideas to draw from, teachers, in order to generate "usage, often have students do only trivial activities such as entering text, getting homework assignments or visiting websites, rather than employ the full power of these powerful, connected computers. Students see such uninteresting and unchallenging uses of technology as an invitation to go onto Facebook.

Another factor that creates difficulties and sometimes hinders innovations are the cultural and operational characteristics of an educational institution - aspects that should not be neglected and deserve attention and a differentiated treatment in order to enable changes that promote the insertion of innovations.

Final Provocations - reflection for a rhizomatic education

If, on the one hand, the experience of acting as PLE teacher trainers encouraged us, on the other hand, the aridity of the unknown led us to experience other places and to babble new words: *symmetry, nodes, networks, interactivity, transposition of content, collaboration...*

Today, in a world that precociously calls itself post-pandemic we fully understand that we come from a time when traditional sociology proclaimed social inertia at the expense of change, innovation, and movement (LATOURET, 2012).

Dealing with the precepts of cyberculture became a daily exercise, until the moment when we could understand that as PLE teacher trainers/coaches we are us in a complex network, after all, it was our movements that gave connectivity to the disparate principles that mark the social reality of teacher training and TICE from a process of appropriation and understanding of what happens in a virtual world.

Now, we apprehend that, above all, when proposing the use of TICE, with a view to appropriation and pedagogical re-signification, the understanding of the ontological frontier that strongly demarcates the before modernity and the presumed advances resulting from it is substantial.

Recovering Mol's (2002) political ontology, it is the praxis that perforates contemporary realities. It is for this reason that we decided to advance, albeit timidly, in training PLE teachers to appropriate TICE in an almost innovative way and to engage them about their teaching identity in times of cyberculture.

We talk so much about analogical schools and digital students, and in the middle of these are the teachers, sometimes considered as silent "things", sometimes constituted by many contradictory voices. All of this forms a complex network that makes serious claims for educational processes that are coherent with the individual needs of groups of educators who, due to the urgent need to be up to date, are in a constant state of dubious mutation.

If we understand learning as a personal and complex process, composed of spontaneous, unsystematic, and chaotic movements, we will be able to understand that cyberculture opens horizons for various possibilities of training and pedagogical processes. The situation imposed by Sars-Covid 19 emerged this understanding in a forceful way.

One of the most evident points during our observations and actions during the pandemic context was to certify the persistent distance that our trainings maintain, by only partially considering TICE as pedagogical tools intrinsic to teaching practice, at the same time that we admit their intense importance in our days.

Brazilian education today, without a shadow of a doubt, is under a severe productivity and efficiency crisis. If, on the one hand, this moment of austerity is alleged to a social system of more conservative public policies, there is a pressing need for a foundation in innovative approaches that focus, above all, on the specificities of the development of a PLE teacher and his or her pedagogical skills, in such a way that they are able to appropriate re-significations of knowledge production and, consequently, be able to engage the protagonization of their students. To understand this logic, we consider what is meaningful training from the perspective of: (a) knowing new approaches, methods, and techniques of teaching with TICs and apprehending to handle them in their domain area and, (b) having the opportunity to know several innovative professional skills to systematize and adjust educational processes mediated by TICs. The inconsistency of these factors or even their absence slows down even more the quality of the praxis we are aiming for.

In this sense, this period of social isolation has a lesson to teach us: to develop differentiated structures for teacher training, not only of PLE, but in general, that enable collaboration and interactivity among participants, without being so hierarchical. Now, this is nothing more than what Lévy (1999) called "collective intelligence" - universally translated and made as agency through the mobilization of different people who have different skills, updated in real time, and that mainly aims at the enrichment of all individuals.

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