LANGUAGE TEACHING IN TRANSDISCIPLINARY PROPOSALS AND DIGITAL MEDIA: THE RECONFIGURATION OF TEACHING PRACTICE IN TIMES OF SOCIAL DISTANCING

ENSINO DE LÍNGUAS EM PROPOSTAS TRANSDISCIPLINARES E MEIOS DIGITAIS: A RECONFIGURAÇÃO DA PRÁTICA DOCENTE EM TEMPOS DE DISTANCIAMENTO SOCIAL

ENSEÑANZA DE LENGUAS EN PROPUESTAS TRANSDISCIPLINARES Y MEDIOS DIGITALES: LA RECONFIGURACIÓN DE LA PRÁCTICA DOCENTE EN TIEMPOS DE DISTANCIAMIENTO SOCIAL

Simone Batista SILVA[1]
e-mail: simonebatista@uol.com.br

Luiza Alves de OLIVEIRA[2]
e-mail: luiza.aoliveira@uol.com.br

How to reference this paper:

Editor: Prof. Dr. Rosangela Sanches da Silveira Gileno
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

---

[1] Doctor of Letters: Linguistic and Literary Studies in English. Professor and researcher at UFRRJ, working in the broad areas of Letters and Education.

[2] Doctoral degree in Education from the Federal University of Rio de Janeiro (UFRJ). Master in Linguistics from UFRJ. Adjunct Professor at the Federal Rural University of Rio de Janeiro (UFRRJ).

ABSTRACT: Given the urgency of reconfiguring teaching practices during the COVID-19 pandemic, specific challenges of remote teaching were ultimately to accept that disciplinary models need reviewing. Thus, we proposed a transdisciplinary, collaborative language teacher education approach, with intense use of digital technologies and an interface between modalities. This work seeks to problematize the pathways of language teaching practices based on didactic-pedagogical experiments in Didactics of English and Portuguese languages, carried out in 2020, in the Language Arts Undergraduation at a federal university in Rio de Janeiro. Using autoethnography, the article shows that, while we encouraged students to build their narratives, we were also narrating ourselves as teacher educators. The results pointed to the possibility of continuing this approach also in the in-person modality, both to frame critical, creative language teachers who can deal with transdisciplinary work and to make up new theoretical frameworks.

KEYWORDS: Language Teacher Education. Social distancing. Transdisciplinarity. Digital Technologies.

RESUMO: Diante da urgência de reconfigurar práticas docentes durante a pandemia de covid-19, os desafios da docência remota foram definitivos para aceitarmos que o ensino disciplinar precisa ser revisto. Assim, propusemos uma abordagem de formação de professores de línguas transdisciplinar, colaborativa, com uso intenso das tecnologias digitais e com interface entre linguagens. Este trabalho objetiva problematizar os rumos da prática docente em línguas a partir das experimentações didático-pedagógicas no ensino de disciplinas voltadas às Didáticas de língua inglesa e de língua portuguesa, realizadas em 2020, no curso de Letras de uma universidade federal do Rio de Janeiro. Usando a autoetnografia, o artigo evidencia que, ao estimularmos a construção de narrativas de outras discentes, estávamos nós mesmas nos narrando como professoras formadoras de professores. Os resultados apontaram para a possibilidade de continuidade dessa abordagem também na modalidade presencial, tanto para formar professores de línguas críticos, criativos e habituados ao trabalho transdisciplinar quanto para reconfigurar práticas e teorias.

PALAVRAS-CHAVE: Formação de professores de línguas. Distanciamento social. Transdisciplinaridade. Tecnologias digitais.

RESUMEN: Ante la urgencia de reconfigurar prácticas docentes, durante la pandemia de Covid-19, los desafíos de la docencia remota fueron definitivos para aceptar que la enseñanza disciplinaria necesita ser revista. Así, propusimos enfoque de formación de profesores de lenguas, transdisciplinar, colaborativo, com las tecnologías digitales y la interfaz entre lenguajes. Este trabajo quiere problematizar los rumbos de la práctica docente en lenguas a partir de las experimentaciones didáctico-pedagógicas en la enseñanza de las Didácticas de lengua inglesa y de lengua portuguesa, realizadas en 2020, en el curso de Letras de una Universidad Federal de Río de Janeiro. Usando la autoetnografía, el artículo evidencia que, a la vez que estimulábamos la construcción de otras narrativas discentes, estábamos nosotras mismas contándonos como profesoras formadoras de profesores. Los resultados apuntaron a la posibilidad de continuidad de ese abordaje también en la modalidad presencial tanto para formar profesores de lenguas críticos, creativos y habituados al trabajo transdisciplinar en cuanto a reconfigurar prácticas y teorías.

PALABRAS CLAVE: Formación de profesores de lenguas. Distanciamiento social. Transdisciplinariedad. Tecnologías digitales.

Introduction

The year 2020 will be remembered for decades to come as a watershed in civilization. With the COVID-19 pandemic and the need for physical distancing, our socio-communicative interactions that year began to be primarily through the World Wide Web and the Internet. Digital technologies have been used to define new configurations in individual interactions, and even in entertainment, changes have taken place: a theater in Rio de Janeiro, for example, established a new possible aesthetic by filming the (few) actors on stage with an empty theater so as not to interrupt the production chain in the area (Freire, 2020); and *streaming* platforms have taken over from cinemas for good. Similarly, in education, classes had to be rethought in terms of structure and dynamics so that they could continue to take place without interrupting the educational process that school year.

Before the COVID-19 pandemic, Brazilian society had in its imagination a stereotype of a teacher: their identity, their teaching actions, their behavior. Since the pandemic, however, the old models and patterns have been overturned, as the need for physical distancing has led us to reframe the teaching models and patterns we had been developing. Both in basic education and at university, practices had to be revised, technological changes had to be accelerated, and theories had to be reworked.

The aim of this paper is to present the results of an investigation carried out during year 1 of the pandemic — 2020 — by two teachers of specific language didactics at a Brazilian public university: Professor A, a teacher of Specific Mother Tongue Didactics; Professor B, a teacher of Specific English Language Didactics. During the pandemic, both joined forces in a joint transdisciplinary effort to innovate teaching practices during this unusual time. Bearing in mind that the time was ripe for experimentation, since there were no clear guidelines for teaching practices, we tried to create a model of language teaching that would be meaningful to the teachers in training, and that would suit us as teacher trainers who have long been distressed by the precariousness of multidisciplinarity, which has proved to be insufficient for a post-humanist curriculum.

As far as the methodology of this study is concerned, it is a qualitative study with an autoethnographic theoretical-methodological basis. Autoethnography, as a research approach, is quite challenging because the production of data is intertwined with the producers of data and the data itself in an intricate relationship. In this complexity, the voice of the autoethnographer is legitimized to recount their narratives and perspectives during an

observable phenomenon (Yazan *et al.*, 2020). However, it is not a question of trying to put into play an impartial and objective view of reality from an autonomous researcher who is the master of his discourse, as guided by the universalizing Enlightenment scientific discourse, but rather involves the researcher looking closely at his own transformations at a point in the space-time under investigation. In this way, it presupposes attention to the movement of the elements that make up your reading of reality. The use of subjectivity in autoethnography does not presuppose a lack of theoretical basis; it is not a simple collection of narratives, but a profound ethnographic look at one's *self*. Nor will it be a work of confessions or a set of univocal narratives, but it aims to rethink the asymmetry between the researcher proposing the investigation and the participants accepting it, in an investigative relationship in which everyone becomes a subject of the research.

In our case, a duo-autoethnography is justified when we take into account that collaborative research, already consolidated in the Humanities and Literature, has proven to be effective. In addition, the diversity of perspectives and experiences among researchers in the same collaborative research enables innovation, which ultimately benefits society (NRC, 2014). By scrutinizing the process of teaching specific classes in English and Portuguese during the COVID-19 pandemic, we have made ourselves subjects of this scientific investigation, and, through our narrative, we have been reelaborating identities and building local knowledge, carried out in the joint effort to solve a problem situation that presented itself unexpectedly — a characteristic of abyssal knowledge. Autoethnographic research has been proliferating in the field of language studies for a few decades, causing an increase in the number of investigations that emphasize situated discursive practices, contextualized pedagogical actions, and plural identities in interlocution (Lieb, 2020; Yazan; Canagarajah; Jain, 2020).

For organizational purposes, we have divided this article into three sections, in addition to this introduction and our final considerations. The first section, *Transdisciplinarity*, discusses the concept of this terms and its relationship with language teaching. The second, *The initial training of language teachers in the pandemic – from multi to trans*, aims to contribute to the reflection on the initial training of language teachers during the COVID-19 pandemic, through an approach that goes beyond disciplinary boundaries and reconnects learning to life and the human dimension. The third section, *A proposal to reconfigure teaching practice in times of social distancing*, sets out to describe and reflect duo-ethnographically on the collaborative and transdisciplinary work developed by two teachers of Portuguese Language Teaching and

English Language Teaching at a federal university in Rio de Janeiro, in 2020, under the determination of the physical distancing required by the health authorities at that time.

Transdisciplinarity

The curricular foundation of undergraduate degrees in Languages is basically multidisciplinary, with an emphasis on epistemological and methodological autonomy. However, since the end of the last century, there have been several stimuli for methodological contributions that promote disciplinary dialogues in both basic and higher education. in our pedagogical practice, the subject of this paper, we chose transdisciplinarity because we thought we were interested in an approach that took into account the instability and complexity of the moment we were living in. transdisciplinarity is a pedagogical approach that originates from studies and research carried out mainly in the field of Physics at the end of the last century. It proposes that areas of knowledge should be in a relationship of movement with each other. Without erasing specific knowledge, it is concerned with a degree of integration in which disciplinary barriers are transcended to build a comprehensive framework of theoretical and/or practical results, as well as constructs that are structured on what lies between, beyond, and through disciplinary knowledge (Nicolescu, 1999).

The US National Research Council (NRC, 2014) has shown that transdisciplinary collaborations require attitudes of various kinds: subjective, technological, organizational, interpersonal, professional, and socio-political. For example, the legitimization of participants' perspectives; a non-hierarchical structure; a team environment; tolerance of complexities and tensions; participatory leadership; team diversity and flexibility, among others. Thus, we sought a proposal for collaborative professional work in which the whole would not be established by the sum of the parts, but by the relationships between them (Morin, 2011). We were looking for a negotiation of meanings, both as trainee teachers in action and as colleagues in the department, as well as subjects in emotional instability and professionals in the process of reconfiguring their practices.

In addition to this discussion, with regard to the principles and epistemologies for teacher training based on the dialog between the presuppositions of transdisciplinarity, translinguality, and transculturality, Silva, Souza, and Zacchi (2018, p. 73, our translation) indicate that, for the training of language teachers,

> [...] reader and text, as well as speaker and language, cannot be approached in isolation, and the problems of research and practice in language teaching need to be thought of taking into account the tangle of elements and variables that collectively and complexly constitute human life.

Following this line of thought, to separate the teacher and his professional activities from his human life would be to dichotomize the very area of the human sciences, in which the educational act is inserted. That is why the whole complexity of education cannot be studied or understood from watertight, sanitized slices of the diversity of life of all people. From this perspective, and not by chance, Nóvoa (2009, p. 22, our translation) defends the theory of personhood within the theory of professionalism, since "[...] it is essential to strengthen the person-teacher and the teacher-person". Therefore, in times of pandemic and serious threat to life, it has become even more necessary to identify teachers as whole people in their teaching activities and their essential survival in the face of a deadly virus.

Inexorably implicated and crossed by the COVID-19 pandemic, we sought epistemological contributions that would allow us to plan pedagogical practices that valued knowledge beyond dichotomies, polarizations, and disciplinary disputes but that involved all the agents involved in the process of teaching and learning in a context of so many vulnerabilities. Transdisciplinarity has presented itself as a way of expanding and producing new knowledge in order to preserve planetary life in all its diversity. In the case of language teaching, such a foundation could make it possible to reconfigure teaching and learning spaces and times, guaranteeing the confluence of knowledge, subjects, societies, cultures, languages, discourses, and lives in search of the common good in more horizontal and democratic relationships.

Initial language teacher training in the pandemic: from multi to trans

Training language teachers involves reflecting on power relations, languages, human relations, epistemologies, knowledge, techniques, subjectivities, politics, and specific knowledge. At the Bachelor of Arts in Languages, while we are concerned with the teaching training of our students, pre-service teachers, we understand the importance of sensitivity in order to be attentive to the emotional needs of our students. Martinez (2012, p. 41, our translation) calls teachers to account by arguing that "the teacher is initially the one responsible

for managing the group". We also feel that the teacher-trainer is the key player in a group of undergraduates. In that pandemic context, as soon as the World Health Organization decreed the need to suspend face-to-face activities, the University proposed that teaching activities continue in a provisional model called Emergency Remote Studies. We all had our fears about the precariousness of professional training carried out through remote emergency studies, designed in a very short time; however, at the same time, we felt that this would be the moment to use different strategies and procedures to deal with the pedagogical work and also to eagerly combat the volume of (mis)information that was then circulating and occupying the discursive spaces through which our students passed.

As Libâneo (1994, p. 128, our translation) points out, "the teaching of content should be seen as the reciprocal action between the subject, the teaching and the students' study". With this in mind, we set out to compose this reciprocity and to dedicate ourselves to making this tripartite relationship a success, as far as possible. It's important to emphasize that, at all times, we were aware that our work was crossed by instability: unstable work with unstable students and, at the same time, being educational agents and unstable subjects in terms of our emotions, physical health, and psychological health.

At the same time, we were making pedagogical history and testing new theoretical-methodological constructs for training language teachers. We tried to practice what Libâneo (1994, p. 129, our translation) shows: "[...] the inheritance received from previous history is being modified or recreated, so that new knowledge is produced and systematized". Our intention was not to revolutionize pedagogical practice in language teacher training but mainly to create an environment—a virtual one—that was as favorable as possible to initial training at that time, to provide students with fuel to invest in their professional training, and to genuinely meet the students' training needs.

In an article on the theoretical possibilities for renewing initial and continuing teacher training practices based on the cultural-historical concept, Libâneo (2004, p. 136, our translation) states that "[...] if the main activity of the future teacher is to promote the learning activity of his or her future pupils, nothing could be more appropriate than for the teacher to learn his or her profession from the perspective of teaching his or her pupils". We therefore assumed that our students, pre-service teachers, could experience learning from a transdisciplinary perspective so that they could, in due course, also teach their students using the same approach. We felt that, at the same time as we were encouraging the construction of other narratives for these undergraduates, we ourselves were telling new narratives that would

identify and legitimize us as teacher educators. It was a period of great learning, of revisiting teaching practices, and also of looking forward to teaching.

A proposal to reconfigure teaching practice in times of social distancing

In this section, we seek to problematize the directions of teaching practice in languages based on the theoretical-methodological assumptions of duo-autoethnography in didactic-pedagogical experiences of *Portuguese Language Teaching* and *Language Teaching English* subjects of the Letters course at a federal university in the state of Rio de Janeiro, in 2020.

At our university, on the occasion of the pandemic, the Emergency Continuing Studies (Deliberation No. 90/2020) were created during the first semester of 2020, a period in which the pandemic had been declared, and nothing had yet been organized. Right from the start, we had to rely on the complexity of life, recognizing the ethics of diversity as a reconceptualization of science, progress, and technologies (D'Ambrosio, 2012), and also focus our efforts so that the pedagogical experiences of our students could at least materialize into spaces-times for reflection on the role of the language teacher in a society in constant transformation.

To consolidate the planning of pedagogical proposals for our synchronous classes, we held meetings via video calls. In those dialogues, we (re)designed teaching and learning models on digital platforms in order to expand cultural repertoires in contexts of physical distance. In this way, the dialogic relationship established between us, the teachers, allowed us not only to give new meaning to the statements produced in those contexts of interaction, but also to draw up a transdisciplinary plan based on the understanding that the individual, the interlocutor, and nature are irrevocably connected (Morin, 2011).

For the various reconfigurations that were necessary, it was essential to look for the essence of the pedagogical practices as teacher trainers. The first question that crossed our minds was to identify which elements are indispensable for composing the environment called the classroom, beyond its furniture and physical space, in order to adequately resignify them. It would be essential to establish a proper space for the production of knowledge—which we usually call a classroom—without building a classroom. Thus, it was important to reflect on the importance (or not) of the concreteness of the elements that make up the classroom in order to (re)define the production of knowledge that we are aiming for. That first moment was already critical, since it put our crystallized pedagogical paradigms into crisis and revealed the

attachment we have, as actors in the educational process, to the physical space where pedagogical relationships take place.

Having overcome the first crisis, we should now ask ourselves about the possibilities of reconfiguring the concrete classroom defined by space-time to transform it into a virtual space, a procedural and timeless phenomenon made up of bodies, minds, and people interacting remotely. We, therefore, defined some elements that we could not do without in order to continue with the volatile and unpredictable virtual classroom that we set out to create: 1) broadening the students' scientific repertoire; 2) deepening and solidifying the knowledge built-up remotely; 3) intensifying the process of reflective thinking; 4) awakening a taste for study; 5) improving creativity; 6) forming habits of theorizing in problem situations in their professional career as future educators.

We then decided that this design of learning through virtual channels should be based, right from the start, on an open, frank, and objective dialog, based on which we would establish desirable behaviors and attitudes so that everyone would be involved as authors of their own training. Thus, in a written document that sought to establish a friendly and welcoming relationship with the students, we listed some recommendations for their studies in that unusual academic semester. We sent the document to the students via the University's official platform and named it *Tips for Emergency Continuing Studies (ECE)*. The guidelines were:

---

1. Organize the place where you're going to study;
2. Set aside specific times of the day to carry out asynchronous activities;
3. Take notes on the topic under study in your own words;
4. Speak out loud, trying to explain to yourself what you've just read or heard;
5. Do aerobic physical activity;
6. Determine specific times of day to access social networks, so as not to get distracted;
7. Set aside a day to revise everything you've studied during the week;
8. Schedule yourself to perform *backups* and clean up junk files on a weekly basis.
9. Draw up an agenda/schedule of all your day-to-day activities, including those aimed at ECEs.
10. Don't accumulate tasks, and don't put off what you can and should do today. As there are many subjects you may be enrolled in, the accumulation of activities not only overloads you but also prevents you from doing what you need to do.

Source: Prepared by the authors for classes held using digital media in 2020.

At the time, the recommendations established sought not only to guide students in organizing their daily studies using digital platforms, but also to point out some

actions/activities that could strengthen the autonomy of future teachers in their constant search for the knowledge they need to become professionals. We soon realized that these recommendations were necessary not only for our undergraduate students, but also for us, as teacher trainers, in the exercise of remote teaching by digital means.

We continued to design our transdisciplinary teaching practice, seeking a teaching practice that, in addition to convergences, was established as confluences (Bispo, 2015). So, rather than making our expertise in our fields converge, we sought to create a virtual environment in which our practices, knowledge, and identities could converge in order to achieve the same goal: the training of those students, pre-service teachers, who are possibly weakened in various areas — emotionally, physically, financially, logistically and technologically.

At the time, the situation demanded awareness of the limitations imposed by a training experience that was far removed from the familiar classroom model and continually demanded that we, the teacher trainers, devise other ways of reconnecting disciplinary knowledge with the knowledge needed to give new meaning to planetary ways of life. In order to be able to train language teachers in that unstable, provisional, and shifting context, we decided to divide the academic period into four fundamental units, covering the knowledge that we consider essential for the training of our students:

I Language, Teaching and Subject.
II Teaching practices.
III Language, literature, and cultural productions.
IV Language policies.

Based on this division, we distributed the synchronous and asynchronous activities we planned to address specific content related to the central themes in each unit. We built synchronous classes every two weeks, which were complemented by asynchronous activities carried out by the trainees. Thus, in each unit, we tried to make developments that we considered essential for the training of future teachers of the mother tongue, English, and its literature.

In unit I – *Language, Teaching and Subject*, we covered topics related to the philosophy of language, and we based ourselves on the recognition that language is structure, but also interaction, and social practice, constituting the identities of subjects as a symbolic system of representation of the world that different social groups create and recreate. For this reflection,

we made use of texts that referred to ways of caring for pandemics: a poem (1918-1920) with recommendations for the prevention of the Spanish Flu, included in the booklet *Previna-se contra a gripe*, distributed by the National Health Education Service. d.), distributed by the National Health Education Service campaigns; and the lyrics of the song *Só* (2020), composed by Adriana Calcanhoto and Dennis, which was part of the singer's work at the time. With these choices, we intend to emphasize that pedagogical work with language cannot focus on hollow activities, devoid of their interactive essence.

Unit II – *Teaching practices* was designed to discuss topics focusing on real teaching practices, including reports from in-service teachers during the ongoing pandemic. To share this uncertain teaching practice, we invited two Portuguese language teachers and one English language teacher from public and private schools in the state of Rio de Janeiro and held a virtual debate on the limits and possibilities of language teaching in basic education via the RNP digital meeting platform.

In Unit III – *Language, literature, and cultural productions*, we focus on language teaching through cultural productions, emphasizing the importance of these productions in language teaching. Thus, we discuss writing, painting, literature, speech, cinema, theater, cooking, gastronomy, fashion, photography, and everyday habits, emphasizing them as "shared systems of meaning" (Hall, 2000, p. 41, our translation). We also used the various literary genres, Sebastião Salgado's[3] photographs, images of sculptures, short films, comic strips, and comics, among others, to conceptualize literature as a system of representation of a socio-historical moment, shared by a discursive community.

In the last unit, IV – *Language policies*, we look at the legal documents that guide language teaching in the country, both for Portuguese and foreign languages. Our proposal was to stimulate reflection on the fact that language teaching is the scene of narrative disputes for the elaboration of language policies, since an official guiding document "[...] encompasses a wide range of activities ranging from local or specific policies involving language use to more complex policies organized by government authorities" (Rajagopalan 2019, p. 126-127, our

---

[3] Sebastião Salgado was born in 1944, in the town of Aimorés, Minas Gerais, Brazil. An economist by training, he began his career as a photographer in Paris in 1973. He worked successively with the Sygma, Gamma, and Magnum Photos agencies until 1994, when, together with Lélia Wanick Salgado, they founded the Amazonas Images photographic press agency, exclusively devoted to his work. He has traveled to more than a hundred countries for photographic projects and his work has been published in numerous publications, with important international awards (Vasquez).

translation). Therefore, all these activities are fields of power that reflect the different ideologies of the people who take part in them.

During the interactions materialized in asynchronous activities, chat became the stage for enunciations. A place for the production of meanings and resignifications, the virtual chat became a space-time for learning and reflections in words. In addition to questions and doubts, (re)constructed knowledge gave words new meanings and even non-meanings. In the chat, students and teachers did things with words, made sense of what they were and what happened to them, put words and things together, and named what they saw and felt (Larrosa, 2004) in those classes that pretentiously wanted to put words together with life, which was so rare and fragile in those times of health crisis.

At that time of the pandemic, when the classroom was reduced to a screen with rectangles indicating the students' names and/or nicknames, and with the teacher's only choice of frame, we could see that the choice of motivational materials, i.e. the basic texts for the lessons, was absolutely decisive for the success of the interactions during the synchronous meetings. It was always necessary to use texts that incisively disturbed the students so that they would not be content to remain silent and would turn on their cameras and microphones or express themselves in the chat to enunciate, opine, refute, and share impressions. An example of how this happened can be seen when two students wrote in the chat, motivated by the reading of two texts whose content dealt with forms of prevention in coronavirus pandemics (a poem in a booklet, with precautions to prevent contamination by the virus that caused the Spanish Flu, at the beginning of the 20th century, and a funk composed by Adriana Calcanhoto, in 2020, when the COVID-19 pandemic was declared):

> *I also find it interesting to bring references from the student's daily life, such as funk, into the classroom, breaking down this division between popular culture and school, valuing the culture of the region, funk is part of RJ (Message from Student T in the synchronous activity chat of September 14, 2020, our translation).*
> *I didn't know Calcanhoto sang funk. Nice to know that artists like her also sing what comes from the community (Message from Student M in the synchronous activity chat on September 14, 2020, our translation).*

Among so many words and manifestations during the synchronous meetings, the records of students T and M allow us to infer that the activities proposed in Mother Tongue Teaching and English Language Teaching, during the period of physical distancing imposed due to the COVID-19 pandemic, may have made it possible to build other student narratives beyond the formatting and perpetuation of teaching practices of isolated linguistic structures in decontextualized situations. We can't underestimate the need to create new aesthetics for moments of knowledge production and reframe the concept of the classroom event. What we did was not a patch on a broken pedagogical fabric, but a pedagogical proposal per se, as the Portuguese Language teacher said at a large collegiate meeting. It was a proposal built on uncertainty, doubt, and resistance to the oppression of the health contingency that befell us. Furthermore, as teacher trainers, we ourselves had to (re)construct other ways of saying and doing teaching beyond the hegemonic and crystallized knowledge in official teacher training curricula.

Final considerations

When we set out to write, narrate, and reflect on the activities planned and developed synchronously and collectively in 2020, during the period of physical distancing, we identified that the transdisciplinary proposal for the disciplines of Portuguese Language Teaching and English Language Teaching took effect not only to compensate for the absence of face-to-face contact and the physical space of the classrooms, but also as a viable and necessary alternative to preserve life and foster learning to reconnect languages and human life for pre-service teachers.

At the same time, as we narrate new ways of teaching how to teach, we learn to listen to our subjective teaching narratives, which are often hidden and forgotten beneath crystallized pedagogical practices that are taken for granted. We understand that there is still a need for further studies, monitoring of graduates, replication of practices, and theoretical and methodological development of new pedagogical designs for language teacher training. However, the experience of building emergency remote teaching in the midst of structural,

identity, professional, and technological uncertainties has highlighted the fruitful possibilities of disciplinary transit and revealed the need for transdisciplinary dialogues in language teacher training processes so that they are able to act in complexity, in uncertainty, in the volatile field of language education for the post-pandemic society, which has also definitely become post-human. Experiencing a bit of transdisciplinary teaching practice opened our eyes to the possibilities of this exercise in the academic periods after returning to face-to-face work, which we have been doing.

REFERENCES

BISPO, A. **Colonização, Quilombos**: modos e significados. Brasília: INCT/UnB/CNPq, 2015.

BUNDA LÊ LÊ. Obra fonográfica. *In*.: CALCANHOTTO, A. **Só**. Álbum Fonográfico. Produzido por Adriana Calcanhoto. Rio de Janeiro: Minha Música, 2020.

D'AMBROSIO, U. **Transdisciplinaridade**. 3. ed. São Paulo: Palas Athena, 2012.

FREIRE, S. Teatro Petra Gold transmite espetáculos online para ajudar o setor durante a pandemia. **Poder360**, 16 jun. 2020. Available at: https://www.poder360.com.br/midia/teatro-petragold-transmite-espetaculos-online-para-ajudar-o-setor-durante-a-pandemia/. Access in: 5 dez. 2023.

GOULART, A. C. Revisitando a espanhola: a gripe pandêmica de 1918 no Rio de Janeiro. **História, Ciências, Saúde** – Manguinhos, v. 12, n. 1, p. 101-42, 2005. DOI: 10.1590/S0104-59702005000100006. Available at: https://www.scielo.br/j/hcsm/a/Wkqm45R4ptVzTqSpKxJhfRh/. Access in: 5 dez. 2023.

HALL, Stuart. Diásporas ou a lógica da tradução cultural. (Trad. Elizabeth Ramos) Conferência de abertura. *In*: CONGRESSO DA ABRALIC, 6., 2000, Salvador. **Anais** [...]. Salvador: Associação Brasileira de Literatura Comparada, 2000.

LARROSA, J. **Linguagem e educação depois de Babel**. Belo Horizonte: Autêntica, 2004.

LIEB, M. M. Challenges and successes in negotiating identity and asserting agency as an Irish, Transcultural, Boundary-Spanning, ELT Academic. *In*.: YAZAN, B. *et al.* (ed.). **Autoethnographies in ELT**: Transnational Identities, Pedagogies, and Practices. London: Taylor & Francis Group, 2020. p. 23-40.

LIBÂNEO, J. C. **Didática**. São Paulo: Cortez, 1994.

LIBÂNEO, J. C. A aprendizagem escolar e a formação de professores na perspectiva da psicologia histórico-cultural e da teoria da atividade. **Educar**, n. 24, p. 113-147, 2004. DOI: 10.1590/0104-4060.352. Available at: https://www.scielo.br/j/er/a/hd8NXbRPrMqkY6JLMW3frDP. Access in: 7 ago. 2024.

MARTINEZ, P. **Didática de Línguas Estrangeiras**. São Paulo: Parábola, 2012.

MORIN, E. **Introdução ao pensamento complexo**. 4 ed. Porto Alegre: Sulina, 2011.

NICOLESCU, B. **Manifesto da Transdisciplinaridade**. São Paulo: Triom, 1999.

NÓVOA, A. **Professores**: imagens do futuro presente. Lisboa: Educa, 2009.

NRC. National Research Council. **Convergence**: Facilitating Transdisciplinary Integration of Life Sciences, Physical Sciences, Engineering, and Beyond. Washington: The National Academies Press, 2014.

RAJAGOPALAN, K. Reforma curricular e ensino. *In*: GERHARDT, A. F. L. M.; AMORIM, M. A. (org.). **A BNCC e o ensino de línguas e literaturas**. Campinas: Pontes Editores, 2019.

15

SILVA, S. B.; SOUZA, M. A. A.; ZACCHI, V. J. Transversalizando o ensino de línguas. **Todas as Letras** - Revista de Língua e Literatura, v. 20, n. 1, 2018. Available at: https://editorarevistas.mackenzie.br/index.php/tl/article/view/10872. Access in: 28 mar. 2024.

UFRRJ. Órgãos Colegiados Superiores. **Deliberação 90/2020**. Deliberação do Conselho Universitário da Universidade Federal Rural do Rio de Janeiro. Brasília: Ministério da Educação. Available at: https://institucional.ufrrj.br/soc/files/2020/07/Delib-90-CONSU-2020-1.pdf. Access in: 5 dez. 2023.

YAZAN, Bedrettin *et al.* **Autoethnographies in ELT**: Transnational Identities, Pedagogies, and Practices. London: Taylor & Francis Group, 2020.

CRediT Author Statement

- **Acknowledgements**: Not applicable.
- **Funding**: Not applicable.
- **Conflicts of interest**: Not applicable.
- **Ethical approval**: Not applicable.
- **Data and material availability**: The data and materials used in the work are available for access.
- **Authors' contributions**: Both authors participated in both the production of data and its interpretation and analysis, as well as drafting the manuscript.

Processing and editing: Editora Ibero-Americana de Educação
Proofreading, formatting, standardization and translation