

TEACHING THE PORTUGUESE LANGUAGE IN THE CONTEXT OF DIGITAL CULTURE: TEACHERS' NARRATIVES ABOUT EDUCATIONAL PRACTICES WITH MULTILITERACIES

O ENSINO DE LÍNGUA PORTUGUESA NO CONTEXTO DA CULTURA DIGITAL: NARRATIVAS DOCENTES SOBRE PRÁTICAS EDUCATIVAS COM MULTILETRAMENTOS

LA ENSEÑANZA DE LA LENGUA PORTUGUESA EN EL CONTEXTO DE LA CULTURA DIGITAL: NARRATIVAS DOCENTES SOBRE PRÁCTICAS EDUCATIVAS CON MULTILETRMIENTOS



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ABSTRACT: This article analyzes the educational practices used by Portuguese language teachers, more specifically related to multiliteracy practices and encompassing digital culture in educational processes. The research methodology included a bibliographical review of studies that deal with the perspectives of multiliteracies, languages, and digital culture. As a data collection instrument, five virtual meetings were held with four Portuguese Language teachers, who work in state public schools in the State of São Paulo, with the aim of carrying out the process of listening to their narratives about their experiences with multiliteracies. The results showed that the school, based on listening to teachers' reports, needs to reassess its pedagogical processes in teaching Portuguese, including its new social demands, which interfere with languages and, above all, with educational and social practices.

KEYWORDS: Multiliteracies. Digital culture. Teachers' narratives.

RESUMO: Este artigo analisa as práticas educativas utilizadas por professoras de Língua Portuguesa, mais especificamente relacionadas sobre as práticas de multiletramentos, abrangendo a cultura digital nos processos educativos. A metodologia abrangeu revisão bibliográfica de estudos que tratam das perspectivas dos multiletramentos e da cultura digital. Como instrumento de coleta de dados, foram realizados cinco encontros virtuais, com quatro professoras de Língua Portuguesa, que atuam em redes públicas estaduais de ensino no estado de São Paulo, com o objetivo de realizar o processo de escuta de suas narrativas sobre suas experiências com multiletramentos. Os resultados apontaram que a escola, com base nessas escutas de relatos de professores, precisa reavaliar seus processos pedagógicos no ensino de Língua Portuguesa, incluindo suas novas demandas sociais, que interferem nas linguagens e, sobretudo, nas práticas educativas e sociais.

PALAVRAS-CHAVE: Multiletramentos. Cultura digital. Narrativas docentes.

RESUMEN: Este artículo analiza las prácticas educativas utilizadas por los profesores de lengua portuguesa, más específicamente relacionadas con las prácticas de multiletramientos, integrando la cultura digital en los procesos educativos. La metodología incluyó una revisión bibliográfica de estudios que abordan las perspectivas de los multiletramientos y la cultura digital. Como instrumento de recolección de datos, se realizaron cinco encuentros virtuales con cuatro profesores de lengua portuguesa, que actúan en redes estatales de educación pública en el Estado de São Paulo, con el objetivo de realizar el proceso de escucha de sus narrativas sobre sus experiencias con multiletramientos. Los resultados mostraron que la escuela, a partir de la escucha de los relatos de los profesores, necesita reevaluar sus procesos pedagógicos en la enseñanza del portugués, incluyendo sus nuevas demandas sociales, que interfieren en los idiomas y, sobre todo, en las prácticas educativas y sociales.

PALABRAS CLAVE: Multialfabetizaciones. Cultura digital. Narrativas didácticas.

Introduction

This article reflects on the contributions of digital information and communication technologies (TDIC) to the teaching and learning processes, highlighting the redefinition of the role of teaching in view of the potentialities and challenges existing in the context of integrating digital culture into the school routine. The context of the study presented, more specifically, are the Portuguese Language classes, in the Final Years of Elementary School, in public schools in the region of Baixada Santista/SP. To this end, a qualitative approach was developed, which included a bibliographical review and analysis of teachers' narratives about their educational practices in the context of digital culture and, in particular, multiliteracies.

Teachers' narratives have been a significant research resource, important to approach the reality of everyday school life. There are many changes that are perceptible from the point of view of teachers in practice and they need to be raised so that they lead to new studies and reflections. Gatti (2013, p. 53, our translation) mentions this context of change: “the contemporary social demand is for a new paradigm in education”. In the same direction, Brito and Fofonca (2018) point out that such a change corroborates numerous possibilities for the application of new methodological practices, mainly from the appropriation and integration of DICT in contemporary educational processes.

As for the research focus that addresses these changes, it is worth recalling Freire's thought, when he states that research is necessary to teach, because “there is no teaching without research and research without teaching. These actions are found in each other's bodies. As I teach, I keep searching, researching. I teach because I seek, because I inquired, because I inquire and inquire myself” (FREIRE, 1996, p. 29, our translation).

Digital culture in contemporary society

The term digital culture has been constructed and reconstructed and, therefore, its conception can assume different meanings according to social, behavioral and ideological positions. Since digital culture is the network culture that comprises the relationships between contemporary society and digital technologies, to clarify the conception of digital culture, Pierre Lévy is revisited, who conceives digital culture from the publication of “A Máquina Universo” (The Universe Machine) (LEVY, 1987). Thus, according to Lévy (1999, p. 17, our translation)

This is a controversial and multifaceted theme in which national cultures merge with a globalized and cybernetic culture, wrapped in cyberspace and

guided by three principles: interconnection, virtual communities and collective intelligence. It is a “set of techniques (material and intellectual), practices, attitudes, ways of thinking and values that develop along with the growth of cyberspace.

It can be said that digital culture has been building new values in interpersonal relationships and actions. This reconstruction is not felt by the generations that grow up in the midst of this technological avalanche – the digital natives –, however, it is quite noticed by previous generations, who often perceive themselves to be outdated in relation to younger people and students.

In contemporary society, however, Digital Information and Communication Technologies (TDIC) have emerged, which brought and still bring significant changes to collective life in society, changing the way of life and how everyday relationships develop, creating a new paradigm social: quick access to information. This fact corroborated the creation of digital culture.

These resources are present in people's daily lives, often imperceptibly, in others not so much. They are in the mobility of telephony, in the automation of routine actions such as purchases in the market or banking services, in the interaction of social networks, in gas, water and light systems, etc. Increasingly, quickly and continuously, they have been expanding and increasing their influence in the environments in which they are present, in addition to seeking new paths for their future expansion.

Reading, writing and multiliteracies at school

The social insertion of digital technologies, in the social context, occurs with the same intensity with which they are made available, they are integrated and discarded shortly afterwards, replaced by a newer, more powerful or innovative artifact. Currently, it is difficult to imagine a new communication system that does not depend on any of the branches of the field of digital technologies. They act and influence the way in which knowledge is built, currently being more than a support, as they interfere in the subject's way of thinking, feeling and acting (PORTO, 2013).

This means that the way in which people relate and acquire knowledge is closely linked to the technologies they have access to in their lives. That is, the more resources the individual has at his disposal, the possibility of contact with knowledge will be greater and more comprehensive. To the same extent, those who do not have access to devices or digital

technologies in their daily lives have compromised and/or reduced potential for contact and learning.

Therefore, information becomes a commodity in circulation in this technological social moment and requires a minimum of formal knowledge for it to be consumed by people. However, this is a process that lacks a certain digital fluency on the part of this subject when dealing with the treatment of this information absorbed from different platforms. In the context of reading and writing, TDIC break with the repeated and circular narratives of orality and with the sequential and continuous writing of contemporary texts. They considerably and expressively modify reading and the search for knowledge and information, changing not only the forms of access to information, but also culture and entertainment itself.

In this sense, Rojo (2012) points out that contemporary texts pose new challenges to literacies to be understood by the reader. A meaning that goes beyond literacy to the need to work and involve multiliteracies not only to interpret the meaning of texts, but also to produce content from them. Thus, reading and writing itself are transformed in this process because the reader also acts as a producer of knowledge.

Thus, the concept of literacy was widely disseminated in Brazil from the 1990s onwards. This term is defined as “the state or condition of someone who not only knows how to read and write, but cultivates and exercises practices that use writing” (SOARES, 2016, p. 47, our translation). The verb cultivate denotes dedication to reading and writing activities and the verb exercise refers to the subject's response to the social demands of reading and writing. In this way, reading and writing in this premise are primary and primordial conditions, but not unique, for the individual to interact socially. Which means that even without reading and writing he can live in society or in some literate environment. However, their ability to interact and act in this context is reduced and the exercise of their citizenship is compromised in certain circumstances.

The use of the word Literacy was recorded for the first time by Mary Kato (1986), who used it to show psycholinguistic conditions linked to language learning, with a focus on school learning by children. Later, Leda Tfouni (1988) determines a meaning for the term turned to the social practices of reading and writing and the changes caused by them in a society when it becomes literate. The term literacy originates from the English *literacy*, which in turn comes from the Latin *littera* (letter), added by the suffix -cy, which expresses condition, quality, state or fact of being (SOARES, 2016).

Multiliteracies have other striking and fundamental characteristics: they are interactive and collaborative, they transgress power relations, including those of property. That is, everything belongs to everyone: ideas, tools, texts, marked by the fusion of languages in the creation of new elements. In addition, they are borderline and mestizo (ROJO, 2012). An example that portrays the issue of infringement of property are cell phone applications (smartphones). Planned and created with the most varied purposes, they are made available – largely free of charge – for anyone who wants to “download” and use them. There is a multitude of them in electronic stores within reach of a *click*. From the moment something is shared in the digital field, be it an application, an idea, a project or any other data, it is subject to being appropriated by third parties.

However, for this to be possible, they need to be critical analysts, with the ability to modify discourses and meanings in reception or production. Therefore, it is not enough for the student to select and retain content, it is necessary to understand it and create new topics and data from it, working on creativity and criticality in the process.

Fofonca (2015) defends the Pedagogy of Multiliteracies as an interdisciplinary field, which integrates the critical form of intertextual and multimodal practices, going beyond just Applied Linguistics or Linguistic Education. A process that envisages a new practice, which aims to reflect on textuality in educational practice.

In the same perspective, Kaelle and Fofonca (2021) present numerous possibilities for working with multiliteracies in educational processes, which go beyond the simple use of the tool to deepen various facets of learning. Process that aims at the pedagogical action provided for in the National Common Curricular Base (2018) for critical literacy.

There is a universe of new trails to be explored with diverse textualities, such as *blogs*, *videologs*, *podcasts*, *games*, animations, in addition, of course, to the various social networks, such as Facebook, Instagram, Tumblr, Twitter, among others. In addition, *podcasts* are the evolution of radio programs, and can be recorded and edited later. The field of games expands and is a reality in the social context of many children and adolescents, and can greatly contribute to collective learning activities.

So, TDIC are perceived as great allies in this process, since contemporary texts are multisemiotic, presenting image, movement, audio, etc. And the genres of the digital environment are countless and require different literacies to deal with each one of them: to become a critical reader and a producer of these texts, it is necessary to know how each genre

is produced. In this direction, the collaborative work between students and teachers can significantly contribute to a protagonist pedagogy.

Research methodology

In the direction of the object of study, an investigation was carried out structured in two thematic cores: (1) reading, writing and multiliteracies at school and the transformations in the teacher's role in the context of digital culture and (2) the scope of reading writing and from literacy to the exercise of citizenship. The table below outlines the qualitative study, based on Creswell (2014). Thus, the research was developed through two main methodological instruments, called “research paths”:

Table 1 – Research Paths

First Path of Research	<ul style="list-style-type: none"> - Characterization of the context; - Research subjects: Portuguese language educators 	<ul style="list-style-type: none"> - Description of the region where the schools are located and the School Units where the educators participating in the investigation worked in the year 2020. - Presentation of the profile of the research subjects: specification of the four educators who contributed to the realization of this work.
Second Path of Research	<ul style="list-style-type: none"> - Characterization: narrative research; - Teaching digital narratives. 	<ul style="list-style-type: none"> - Considerations about the narratives of Portuguese language educators. - The educators' perceptions and expectations.

Source: Elaboration of the authors (2021)

Schools as a research locus

The research covered teachers from municipal and state public schools in the region of Baixada Santista, on the coast of the state of São Paulo. The stories they tell are inserted, in 2020, in public schools located in the cities of Cubatão, Praia Big, saints It is Saint Vincent.

– UE 01: municipal school, located in the city of Praia Grande, in a peripheral neighborhood. It has 13 classrooms equipped with fans and 01 digital whiteboard without internet access; 01 covered patio, 01 teachers' room with bathrooms; 01 kitchen with dining room, 01 computer room equipped with 01 digital whiteboard with internet access, 01 *desktop computer*, broadband, 53 pieces of equipment including tablets and netbooks for student use; 01 multimedia room with games for literacy in Portuguese and Mathematics, materials for use in Science classes, materials adapted for tutoring with students who have learning

difficulties and inclusion students, and also a space for lectures and training; 01 library with space for reading; 01 indoor sports court with men's and women's locker rooms equipped with showers and a mezzanine with specific and cooperative games for Physical Education.

– UE 02: municipal school, located in a peripheral neighborhood, located in the Continental Area of the municipality of São Vicente. The school has 01 computer lab with 14 computers and broadband, however, such equipment is not in conditions of use by students; 01 indoor sports court; it does not have a library, or a reading room, or a special assistance room.

– UE 03: municipal school, located in a peripheral neighborhood in the city of Santos, has 01 room named technological studio, equipped with a notebook and 01 digital whiteboard with internet access, also has 81 computers with broadband for students to use; 01 library; 01 sport court.

– UE 04: municipal school, located in a central neighborhood in the municipality of São Vicente, with a very diverse public, as it is composed of students from the neighborhood itself, students from the Continental Area that is on the outskirts of the city and also students from neighborhoods considered upscale in the city. The school has 01 computer room with 17 computers without broadband; it does not have a library or reading room.

– UE 05: state school, located in the municipality of Cubatão, in a central neighborhood. The school has 13 classrooms, but one is disabled due to structural issues, 01 auditorium room; it has 859 students enrolled in the early and final years of elementary school, in the morning and afternoon periods; 01 teachers' room with a computer with internet access for teachers' use, 01 library and 01 reading room; 01 multifunctional resource room for specialized educational services (AEE); it does not have a computer lab or internet access for students, it has 02 patios, a smaller one for use in cycle 1 and a larger one that was adapted to also be used as a sports court by cycle 2.

– UE 06: municipal school, located in a peripheral neighborhood in the Continental Area, in the municipality of São Vicente. The management team is composed of 01 director, 01 assistant director and 02 pedagogical coordinators. The school unit has 1448 students in the early and final years of Elementary School, divided into morning, intermediate and afternoon classes; 01 computer lab with broadband and 30 computers for student use, however, this space cannot be used due to the internet signal not having sufficient reach and also due to the damage caused by rain and flooding in the area; 01 teachers' room; 01 library; 01 outdoor sports court.

The educators in the research

Table 2 presents the profile of the educators who produced the reports.

Table 2 – Summary of the selected educators' characterization

EDUCATORS	AGE	INSTITUTION	MUNICIPALITY/SCHOOL(S) WHEREIT WORKS	HOURS/CLASSES WEEKLY WORKED IN 2020
Educator I	48 years old	Public	Praia Grande – UE 01	30 hours
Educator II	33 years old	Private	São Vicente – UE 02	26 hours
			Santos - UE 03	17 hours
Educator III	39 years old	Private	São Vicente – UE 04	56 hours
Educator IV	41 years old	Private	Cubatão - UE 05	16 hours
			São Vicente – UE 06	20 hours

Source: Elaboration of the author

Data and discussion

The analysis of the teaching narratives started from the premise: how does the teaching of Portuguese occur in the Final Years of Elementary School, considering the digital culture and the multiliteracies in the teaching and learning processes? To this end, a trigger motto was presented: “the influence of digital culture on Portuguese language practices”. So, the narratives revolved around the impacts caused by digital technologies and digital literacies in the daily life of the classroom, as can be seen in the following excerpts:

Educator I (EU - 01)

Today, due to the pandemic, TDIC are the tools that make it possible to take classes/meet students. But previously, videos and documentaries were already part of my routine as a way of bringing students closer to language studies in a less theoretical and more practical way. I also used TDIC to attract students to textual production, in the preparation of texts for a school newspaper.

Educator II (UE – 02; UE – 03)

Very important nowadays.

Educator III (UE – 04)

Through the number of smartphones that students have and the use that can be made of them.

Educator IV (UE – 05; UE – 06)

In the classroom, using media resources is a facilitating and agile tool in terms of time management.

When reflecting on the teachers' narratives, with the perception of these research subjects, and on the influence of TDIC in Portuguese language practices, all educators noticed some impact brought by digital technologies and perceive them as potential allies in the teaching and learning processes, that is, as facilitators in Portuguese language classes. However, only Educator I reported, during this moment of speech, an educational practice carried out from the integration of TDIC into classes.

From the perspective of Multiliteracy Pedagogy, the educators made the following considerations about the development of educational practices in Portuguese language practices:

Educator I (UE-01)

Technology as digital culture is it necessary for us to embrace this? Yes, because the world our children live in today is completely different from the world we lived in when we were students. So, I think technology needs to be inside the school. Without it, the student does not learn? No, it's not true. Can we develop languages without using a computer? Of course, of

course, because we need to think about language in terms of its development as knowledge. But inserting him into the world he lives in today cannot ignore the social network, the use of cell phones, it is not possible to ignore many things. (...) It turns out that technology makes a difference that sometimes stimulates the student to such an extent that you take him in a situation where he has a pencil, pen and notebook and in a situation where he uses a tablet, a computer or a cell phone and changes the figure completely. And this can include students who are in a situation of inclusion because I had a student who didn't write lyrics, she didn't have the motor skills to write, but she recognized them. Then, in a class that we used the computer lab, she wrote her name on the computer, put some things on the computer that she didn't do manually. So, technology will often make this bridge. (...) it can be used as a way to stimulate the student. I like technology a lot. (...) I started to work with the students on a newspaper using computers. In Praia Grande we have a differentiated instrumental, compared to many chains. With all the difficulties we have, even so we have a good school structure, it is not ideal, but we have a digital whiteboard, there is the issue of computers that can be used and for three years I managed to make the newspaper with them using computers (...) Multilingualism is very interesting and can be used as a way to stimulate students. One thing I thought about now is the issue of cell phones in the classroom. They were banned, they were literally banned. With the pandemic, the cell phone was the great work tool. So, I think that after the pandemic, the cell phone will never again be banned from the classroom. So, in that sense, it will also enter the classroom with its technological aspect and it will be something that is much discussed, I think.

Educator II (UE – 02; UE – 03)

The school I work for in Santos (UE – 03) has nothing. They call it studio. They are setting up a structure to be used next year, I think. In São Vicente, in UE-02, the computer room became a warehouse because there was no room for anything. The school is very small. I started using Classroom last year, before the pandemic, but then the pandemic came and I stopped. I'm trying to make use of other digital tools to facilitate interaction while we are remote and I intend to continue to use them afterwards, such as Google Forms, because this facilitates not only the issue of multiliteracy, but with our practice even of not having so much paper to carry and we make them end up learning and we will have to teach students to deal with technologies at some point. (...) In addition, it is difficult to use other literacies in the classroom, maybe to use a video, a sound, but I used that when I worked at the private school, at the city hall it is more difficult because there is never any equipment, there is never any internet, there is never

anything, but I try to take it, if not possible, to the classroom, as homework to help with everything.

Educator III (UE – 04)

The way I work with sharing is via Bluetooth, it was the means, it was the only way out because my school didn't have a library, in fact we don't. Internet doesn't even have for the teacher. I like working with technologies because they make it easier. I started many years ago, in 2011, because there was a problem in the classroom, the use of cell phones. So, I thought of a digital reading project. That came about through awareness. (...) I know that I worked in all the schools I went to as best I could. (...) we teachers manage in our 30s, so I managed in our 30s with technology. If my school doesn't give me internet then I have to think of another way. What can I do? So sometimes I didn't sleep thinking “what can I take?”. I don't have the internet; I don't have what is essential (...). And then came the sharing via Bluetooth. Then I shared the books via Bluetooth in the room. So, I asked the principal to make an exception for the use of cell phones at school. (...) I love the use of technology, but with a lot of conscience, we guide the students. Today, due to the pandemic, I am in favor of working in a way that shows them that it is necessary to use technologies with conscience so that this does not generate other diseases. (...) Need to use? It needs. Is it a path of no return? It's a path of no return. But it needs dosing. And even more so these boys who are in formation, in character formation, etc. So we can't neglect that, awareness. That's why we work a lot on *fake news*, hate speech, etc.

Educator IV (UE – 05; UE – 06)

I think technology is paramount. Technology can be considered essential to help the student. (...) Technology does not need to be linked to electronics, cell phones, computers... For me, it is everything that can be used as an innovation in the classroom to help in a certain way. But for today's class, to be interesting it's good to use something electronic, even if it's a Power Point. (...) In class I use textbooks, I use little photocopying; group/duo activities for students to research contemporary or non-contemporary topics and explain their ideas. When possible, I share the internet signal for us to use in class. São Vicente's curriculum recently, two years or so, was updated and is focused on the media journalistic field. Personally, it became more difficult to work with something outside of books, because both I and the school do not have resources, tools for the student to experience such languages (...). Schools have always banned cell phone use in the classroom. (...) However, with this opening that there was because of the

pandemic to make a more pedagogical use of the cell phone, it may have created, it will only be known when we are in person and are using the cell phone, it may have created a new mentality in the students, but we will only know there in practice. Both for the teacher who now knows that without the cell phone there would be no class, and for the student who can realize how useful the cell phone can be for him to learn. But it won't help if you only have a cell phone, you need to have internet, broadband in schools.

When analyzing the narratives of the four educators, it is possible to perceive in their speeches that students are offered different ways to work with language, whether in written production using computers, or by accessing texts in applications and digital tools, or by digitally reading texts, by using cell phones and even by handling textbooks.

In this way, all educators seek to develop a work based on the cultural practices of their students. They also highlighted some difficulties to expand language practices in this perspective, such as the level of students' learning needs and the lack of resources and technological infrastructure in the schools where they work.

Finally, the educators exposed their understandings regarding the role of the educator in the contemporary context, as it is possible to analyze in the excerpts from the narratives:

Educator I (UE-01)

The teacher's role in the current scenario is perhaps as or more multifaceted than in pre-pandemic times. It seems to me that in times of pandemic and social isolation, the teacher's role goes beyond the pedagogical, sometimes we assume the role of listener, of connection between the school, as an institution, and the student whose access to the school seems to necessarily pass through the teacher. In a distance education process, the teacher sometimes assumes a social role of interaction, technology has not replaced the need for “physical” contact and interaction between students or between them and the teacher, consequently, in online classes, in virtual meetings, students demonstrate their desire to talk, to interact, to speak with their classmates, to make friends, to listen and express themselves about the teacher's explanation or simply have the need to demonstrate their nostalgia for school, from classes. As teachers, we assume an intermediary role, sometimes in relation to people, school management, parents, students and guardians, sometimes between knowledge and our students. It has never been so necessary for students to be able to learn to learn, to be more autonomous day by day and perhaps precisely because of this, the role of the teacher has been reinforced in this

pandemic. There are the most diverse situations, from those in which almost private lessons are necessary so that the student can understand certain themes/subjects in order to move forward in their activity, from situations in which all that is left for us to do is listen to the student who is at home alone, taking care of an adult diagnosed with Covid-19, and the doubt is not about the lesson, it is about life. As I said, technology did not replace the teacher in this pandemic, on the contrary, even with the use of technological tools, what became evident was the importance of the teacher as a human being, multifaceted, with multiple skills to assist a student who is no longer more on the school bench, physically speaking, we are assisting our students outside the classroom context, and in this context, sometimes they are or seem to be, even in the face of a technologically immense world in front of them, a little lost, the that requires direction. At other times, as teachers, we find ourselves in the situation of assisting some students, albeit precariously, in an attempt to mediate a minimally effective learning process, as these students or guardians do not have the minimum amount of online access to any educational/learning activity. In these cases, I feel sadder, in a way impotent as a teacher whose role was ineffective, because for these students the effects of the pandemic can be even more tragic than those that the country's social and educational inequalities already caused.

Educator II (UE – 02; UE – 03)

Today the teacher is no longer just that person who restricts himself to formal education, he needs to play the part of the family, he needs to be a counselor, he often needs to be the friend, the psychologist, he is the one who will teach values, he needs to be multifunction. He is no longer there just as a mediator of formal knowledge, of academic knowledge. It is not just about bridging the gap between, in our case, knowledge of the Portuguese language and the student's daily life, how he will use it. The teacher needs to demonstrate that he is a human being who deals with another human being and that he understands the desires of the other, that he understands that the other has problems. And he is there and many times he will have to stop his class to talk about subjects that may seem to have nothing to do with the class, but he is teaching and educating, he will talk about things that should be talked about by the family and the family does not speak. He will touch on the world, how life works to try to show how it can be less difficult or how the student can make this journey in a more correct way as a good citizen who intends to build a better society for him and for the next generation.

Educator III (UE – 04)

It's working on raising awareness, making this boy think. I think students today need to learn... in fact, we don't teach them to think, but we guide them to the first steps in building knowledge.

Educator IV (UE – 05; UE – 06)

(...) The citizen with the title professor, in my opinion, needs to be open-minded. This term helps me to interpret the classroom in a less heavy way. In general, the teacher's role is to teach, guide and clarify issues related to school learning. But as society is complex, it is up to the teacher to also deal with broader issues, such as psychological guidance, diagnosing disorders, family monitoring, etc. Nowadays, the teacher is inserted in an even more technological and digital society. It has become essential for this professional to become aware of new methodologies, knowledge in applications and to have appropriate equipment for their improvement and performance. The curricula and matrices were also updated and the new demand is for the teacher to master or acquire sufficient knowledge of ICT and enable an even more meaningful and qualitative learning for the student. I can summarize that, in my view, the teacher's role is to improve in knowledge and encouraging practices so that the student can have a meaningful and quality learning.

Therefore, the narratives reflect teachers who are aware of their social function and who know that they are dealing with a being in transformation and, from a cognitive perspective, it is up to the teacher to collaborate pedagogically so that the student becomes increasingly autonomous and protagonist of their learning. The changes arising from contemporaneity should lead educators to understand and reconstruct the meanings of their practice and to reflect on their role in the face of students' needs and, thus, reinvent and re-signify their pedagogical work to be in constant appropriation of new knowledge.

Final remarks

The teaching of Portuguese for the Final Years of Elementary School has undergone many transformations since the language was brought by the Portuguese to Brazil in the 16th century until the present day. In addition to the phonetic, morphological and syntactic changes that occur with languages, the way of teaching the language has also been greatly modified over the centuries.

It must be admitted that, at the same time that digital culture presents learning opportunities, especially with regard to reading and writing, it also represents challenges to be overcome by public education networks and teachers. Because, being a teacher in this scenario requires, among other things, an educational practice focused on a praxis that adopts innovative methodologies capable of leading students to a more relevant learning of their time.

The school needs, therefore, to reassess its actions and pedagogical processes that are located in the sphere of new social demands. In this case, digital technologies are at the center of a scenario of profound change in the social context. In Freire's thinking (1996, p. 23), it is emphasized that for a critical educational practice it is necessary to reflect on the teaching practice, as well as respect for the students' knowledge in the construction of a practice that contemplates them. In this perspective, dialogue is the foundation of a problematizing education and the principle of the pedagogical attitude that places the teacher as a mediator between the subject and the sociocultural context, between the subject and reality. A humanizing dialogical relationship composed of action and reflection, founded on love, humility and the teacher's own recognition of the difficulties of the process and the importance of their mission. In this sense, the narratives show educators aware of the relevance of their work for the students' lives and for society.

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