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TRANSLITERATIONS AT SCHOOL: NEW TOOLS FOR TEACHING PORTUGUESE

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Abstract : The transformations that society is going through show the need to change the way the school conducts teaching and learning. More and more, the blackboard and chalk are giving way to new digital information and communication technologies (TDIC'S), to forms of teaching in which the centrality does not fall on the figure of the teacher, nor on that of the student, but is precisely in the relationship among them, in the learning process, as explained Assmann (2001). This way, this work seeks to present a qualitative/interpretivist and ethnographic collaborative research proposal, developed in a public school in Foz do Iguaçu, whose main objective was to interpret how the convergence between local knowledge and the multimodal text occurs during events of transliteration of the third-grade high school students in Portuguese language classes in a decolonial perspective. Theoretically, such research is based on the contributions of Thomas *et al* (2007) to talk about transliteracy, Levy (1999) to address cyberculture, Canclini (2005), to conceptualize culture, Moran (2015), to talk about blended learning, Walsh (2013), to discuss the concept of decoloniality, among others.

Keywords: Transliteration, Technologies, Digital age, Education, Decoloniality.

INTRODUCTION

The society of the 21st century is in a process of change, in which the subject is transitory, since he assumes different identities, different social roles, depending on the social environment in which he circulates, whether physical or virtual. At this moment, technologies are also transitory, as new forms of communication and social interaction emerge every day, in fact, communication, despite all the changes, continues to be a great challenge for contemporary society. New virtual channels of communication appear all

the time, making media created in less than a year obsolete, causing society to follow an accelerated pace of constant modification and renewal.

However, although these changes are occurring at an extremely fast pace in almost all social instances, at school they come at a snail's pace, as explained by Ribeiro (2018):

From *websites* to ubiquitous social networks, through generations of *chats* and distance learning platforms, we are immersed, even when we don't want to, in a revelation that is sometimes explicit, sometimes implicit, with digital communication technologies. This includes the school, although, two decades later, it continues to be pressured to do something that occurs much more fluidly outside its walls _ which, by the way, are still there (RIBEIRO, 2018, p.101).

With this in mind, the objective of this article is to present a research that seeks to change this reality in a specific context of Portuguese language teaching, which has in the very new Digital Information and Communication Technologies (TDIC's), fundamental tools to stimulate the learning process (cf. Assmann, 2001), of 3rd grade high school students at Ayrton Senna da Silva College, in the border region of Foz do Iguaçu. This research has as its theme transliteracy, local knowledge and the digital age, since it seeks to interpret how the convergence between these three points occurs during the process of reading and textual production in which students and teachers are inserted in the classroom.

So, to discuss such relationships, it is necessary to understand that transliteracy is related to the ways in which the subject interacts with the multimodal text, that is, it concerns the "ability to read, write and interact through a spectrum of platforms, tools and means, from gestuality [*signing*] and orality, through handwriting, TV, radio and film, to **digital social networks** "

(Thomas *et al*, 2007, p. 2 – my emphasis).

In addition, two other important concepts for this study are local knowledge and decoloniality. Regarding the first, we understand that when we promote transliteration events at school, we are including the different cultures inserted in the different contexts in which the subject's relations with the multimodal text take place. Thus, working with the multimodal text considers the student's reality, their local knowledge, because, according to Martins (2010, p.44), "local knowledge describes how a certain people gives meaning to their lives and how they relate to each other", that is, they establish how social relations are constructed. This way, the reading and production of the multimodal text reflect these social relations of the subjects.

Furthermore, bringing local knowledge to the classroom is part of a decolonial teaching perspective, in which there is an appreciation of the student's reality, because, according to Walsh (2013), the decolonial represents a way of being in the world, a moment complex of "construction of paths - of being, being, thinking, looking, listening, feeling and living with meaning the horizon of colonial(s) " (WALSH, 2013, p. 24 – my free translation)¹. Decolonizing is valuing what each one has of their own, it is bringing their values and beliefs to social practices, taking the focus off what comes from outside, which comes from the colonizer.

Thus, first, we present the context of the research that is in progress, showing the reasons that led us to think about it and structure it the way it is presented. Afterwards, we will bring the analysis of a multimodal text production activity that was carried out during the generation of records.

TRANSLITERATION, LOCAL KNOWLEDGE AND THE DIGITAL AGE: MULTIPLE CONVERGENCES

In contemporary society, many social practices have been modified due to the use of TDIC's. The "good morning", for example, no longer occurs in person, but is done digitally, via *WhatsApp*. This made it no longer restricted to people who are physically close, but allows us to greet people who are anywhere in the world, and, in a way, bringing them closer. However, all this change is still not so common in school pedagogical practices, since blackboard and chalk still remain absolute among the tools most used by teachers in different areas. It is not about thinking that an expository class cannot be productive, it is about trying to update school practices, making them follow the current society.

Furthermore, the presence of these TDIC's provoked changes in the way the texts that circulate socially are constituted. In these texts, the verbal language gave space to multiple other semioses, transforming them into multimodal ones. Therefore, these new ways of producing and reading texts need their space at school, so that the student can better interact socially, be empowered, because,

"It's 'being able' to know how to write, from literacy, but first, from contact with written materials; it is 'being able' to handle languages for the production of meanings, whether reading or producing texts; it is 'power' the perception of how many functions and uses have the text and words (in addition to other languages, such as image or sound, for example). It is 'empowering', therefore, to offer means for people to read, read well, react and produce texts. And the ways of doing this have changed over time, including technological changes" (RIBEIRO, 2018, p.85).

1. " construcción de caminos —to be, to be, to think, to look, to listen, to feel and to live I agree with the horizon of (s)colonial" (WALSH, 2013, p.24 – my free translation).

In this context, bringing new technological tools to the classroom is to allow the student to seize the knowledge that is necessary so that he can relate to others in a much more effective way. We thought about it, we idealized a research that could bring these TDIC's to the classroom, specifically for the Portuguese Language classes, of the 3rd grade of High School at the state college Ayrton Senna da Silva, in Foz do Iguaçu - PR, and that allowed us to study the social relationships established between the participating students in transliteration events, verifying how they interact through new social media, through digital multimodal texts and how local knowledge is manifested in these events.

Thus, we carried out a research that falls within the area of Applied Linguistics, since it starts from a real situation of use of different forms of languages, being, therefore, qualitative/interpretivist and ethnographic, as we are concerned with analyzing the social interactions that occurred, or that is, the process in which the subjects are inserted. In addition, the research carried out can also be characterized as critical-collaborative action research, since it allows the teacher to look critically at their own practice in a reflective way, and, starting from a decolonial approach, access and value their local knowledge and the knowledge of the students involved in the learning process, promoting different possibilities of action and social intervention.

For the development of the research, we started from the thesis that promoting transliteration events during Portuguese language classes, from situated practices aimed at reading and writing multisemiotic texts in a critical and reflective perspective, in digital environments or not, can enhance spaces for collective and collaborative practices, valuing local knowledge and expanding the criticality and autonomy of the student-citizen and the teacher.

Thus, to prove our thesis, we elaborated the following research question:

- How can critical-collaborative action research, anchored in transliterations, in a decolonial approach, in Portuguese language classes, can reciprocally contribute to the critical and expanded formation of teachers and students?

Seeking to answer the research question, we developed, in a collaborative way with the students, several activities involving multimodal texts, mediated by TDIC's. During these transliteration events, we observed how local knowledge manifested itself and how social relations were established. It is worth noting that the social groups in which adolescents are inserted, including virtual social networks, are communities constituted by their own knowledge, local knowledge that are built from the culture of this particular group, which creates their collective memory. Thus,

[...] the study of local knowledge intends to apprehend the ways in which local social groups produce their worlds, order their discourses, structure the rules that guide their behavior and how they give meaning to everyday events (BASÍLIO, 2006, p. 27).

To understand that culture concerns the "social processes of meaning or, in a more complex way, culture encompasses the set of social processes of production, circulation and consumption of meaning in social life" (CANCLINI, 2005, p. 41), and these meanings constitute the ways of acting, that is, the cultures of the subjects, because, by bringing the multimodal text, together with the TDIC's to the classroom, we contribute to the process of re-signification of the students' social practices.

To study these relationships, we proposed an activity of creating blogs, a platform that allows publishing different multimodal texts and interacting socially, not leaving the textual

production as something abstract, just for the teacher to read. In the next section of this article we analyze some of the productions made by the students.

BLOG: CREATION AND INTERACTION

Following what was proposed for this article, in this section we present an activity developed with students from the 3rd grade of High School, participants in the research we are carrying out.

For such activity, we thought of a proposal that could contribute to the development of students' autonomy, in which the teacher was not the central personality in the learning process. This way, we found in hybrid education the appropriate methodological model for what we wanted, this because, according to Moran (2015), hybrid education:

- It happens in different contexts of a contradictory society;
- It is not reduced to what is institutionally and intentionally planned (we learn in formal and informal processes, with or without a teacher);
- We are all learners and masters, consumers and producers of knowledge;
- We integrate several areas of knowledge, several methodologies, projects, challenges;
- We integrate the classroom with digital rooms (blended learning technologies).

So, placing the student as an autonomous subject and co-responsible for their development, we started the work by asking them about issues that involve the school, more specifically the classroom, and that they would like to bring to the role of social discussions together. We try to find a possible solution. From this conversation came the proposal to work on the use of cell phones

in the classroom. According to the students themselves, there are many disputes regarding this issue, as not all teachers understand that cell phones can be an important pedagogical tool, and not all students are mature enough to use them properly.

After defining the theme, we decided to carry out a survey in the school to verify how the school community sees the use of cell phones in the classroom. In groups of 6, students created questions and went around the school interviewing colleagues from other classes, teachers from different subjects, employees from different sectors and some parents who were at the school at that time.

The answers found were analyzed by the students themselves and, based on the information gathered, each member of the group wrote an opinion article to present the data found. The group analyzed the articles written and chose one to represent the thinking of the entire team. We followed this entire writing process through the virtual classroom that we maintain on the *Google Classroom platform*². In this process, students sent their texts via the platform and we read them and sent our comments.

As can be seen in Figure 1, the use of this tool was fundamental for the production of texts, as it provided greater interaction between those involved in the process. Thus,

The same writing class considering the production process, and not just the text-product, can include technologies that help the teacher to monitor the writing process, either in real time or through detailed records, far beyond what was usually done, before the existence of certain *software*. From the students' point of view, it is possible to expand the conditions of interaction with colleagues, teachers, in addition to research and information that will feed a better text production (RIBEIRO, 2018, p.110).

2. Licensed by Google Inc.®. *Google Classroom* is a digital platform that allows the creation of virtual classes, in which the teacher can insert different activities, allowing interaction between students in a virtual context.

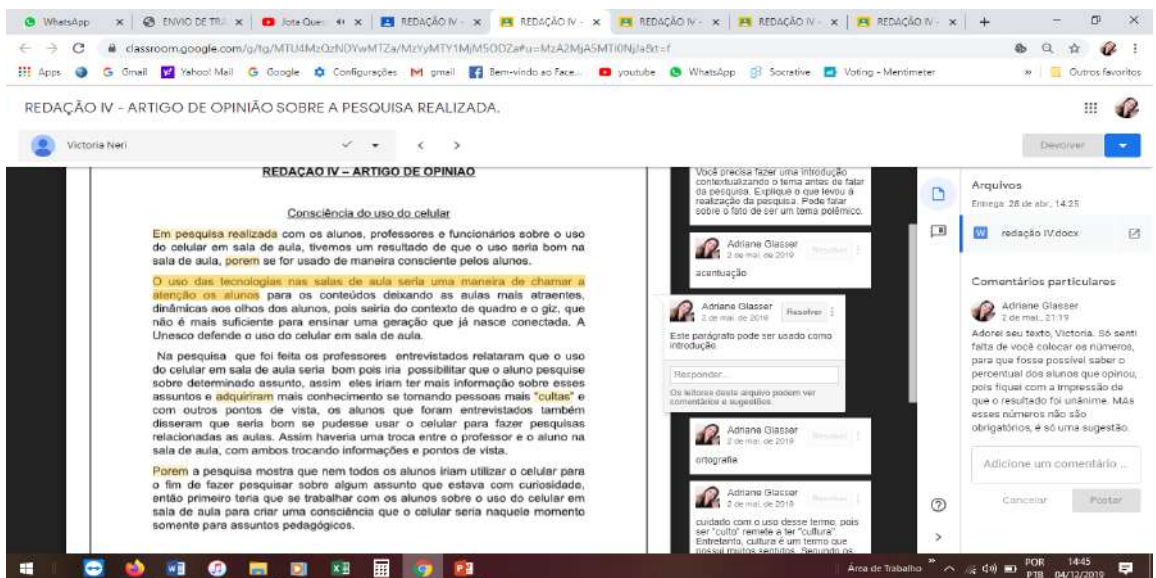


Figure 1: Classroom page.

Source : <https://classroom.google.com/c/MTU4MzQzNDYwMTZa>.

From this perspective, teaching is not restricted to the classroom, as interactions can occur at any time, depending on the teacher's availability. In addition, it allows a more individualized service, bringing teachers and students closer.

After writing the articles, we started to choose the platform that would best meet our objective of taking the chosen topic to the list of social discussions. Thus, we realized that the blog had characteristics that allowed us to continue our work, as it "allows us to generate, publish and exchange content in multiple formats (video, image, audio) without the need to rely on great technological training and is related to with other formats and applications on the web, such as web pages, social networks, etc." (FENÁNDEZ, 2012 – my free translation).

The next step, then, was the creation of blogs for the dissemination of written texts. For the development of this activity, we first had an expository class in which slides were presented that theoretically explained what a blog is. The fact that we bring TDIC's to

pedagogical practices does not mean "a dismantling of what is already practiced, but creates new possibilities for interaction, communication, perception, coordination, in short, practices" (GOMES *et al*, 2015, p.104). This way, we merged the new with what already existed, seeking to integrate different ways of teaching and learning, since hybrid teaching is

(...) a way of teaching that mixes the best pedagogical practices of the traditional classroom with digital tools customized or adjusted to pedagogical purposes. Gold alone is a very weak, brittle metal; however, when mixed with other metals, it generates a new compound (in English, this compound is called "blend"), much more resistant than the primary components. Likewise, blended learning aims to build an innovative pedagogical practice that enhances student learning through digital technologies. The presence of adaptive technologies does not diminish the importance of the teacher in schools, it only modifies their role (...) (BACICH, TANZI NETO & TREVISANI, 2015, p.91)

Thus, after the slide show was finished, we accessed various blogs and, collectively, analyzed their structures. We realized that “the combination of the characteristics of ease, wide dissemination and multimedia make the blog a tool with many applications for teaching practice” (GOMES *et al*, 2015, p.98).

After this class, the students went to the computer lab to create their blogs. At this point, we suggested that they create their blogs on Google’s *Blogger platform*, as it was the only one we knew how to handle. However, some students surprised us by saying that they preferred to create on the *Wix platform*, demonstrating their knowledge of the issue. At that moment, there was a collaborative learning process, in which students who already knew the platform taught other students, including us, teachers. In this context, it was possible to develop the awareness of all students for a new social practice at school, for new ways of studying in the 21st century, where society is much more collaborative, which “implies that the student needs to see himself as an agent in the

world, not just as a spectator of what happens in it. He needs to be aware of being a citizen and caring about what happens to his peers” (GOMES *et al*, 2015, p.104)

During the creation of the blogs, the students discussed issues related to the *layout*, the images they must associate with the text, the way they would seek the participation of society, among others. Thus, they realized that using a single form of language would not allow them to achieve the proposed objective, because, considering the different discursive genres that circulate in today’s society, we see that “the text, today, is much more than words” (RIBEIRO, 2018), p.71), today’s texts are multimodal and this multiplicity of languages converges to the production of meanings. Thus, “teaching to produce texts in the integration of languages is, even more, to expand the “semiotic power”, as well as, perhaps, the reach, citizenship, expression, understanding and the ability to learn and teach” (RIBEIRO, 2018, p.77).

This multimodality is already perceived in the first pages of the blogs created by the students, as in the example below:



Figure 2: Homepage of the blog Technology and teaching: influence in school.

Source: <https://grupotrabalho07.wixsite.com/meusite>.

We see that for the construction of the blog a diversity of languages was used. Right from the start, we can see the use of images that refer to new technologies. In addition, there is a diversity of colors and, in the background, the movement of the canvas leading to the idea of the future. Thus, the design of the main screen leads to this reading of something innovative, seeking to attract the reader to the proposed theme that appears in the title _ Technology and teaching: the digital influence in school_, making clear the subject that was being addressed.

In this context, it is clear that meaning is not anchored only in verbal language, but precisely in the intersection of these different forms of language, that is, “the word is amalgamated with the image, with the sound, the color, the movement, and open to the intervention of those who want to interact with it, with the text, the discourse, the work” (DAL MOLIN, 2003, p.57). In this process, multimodality is fundamental, and it is not restricted to the use of words and images, but includes the choice of fonts, the way the elements are distributed on the screen, among other things. According to Ribeiro (2018),

it is essential, here, to reposition the *layout* as an important element of the textual composition, and not just as a mere exercise in ‘whimsy’ or ‘order’. The distribution of texts and other ways on a magazine page, for example, defines and is defined by information, for example, about reader preferences, less and more visible parts of the page, commercial values (for that reason) and salience of other types (RIBEIRO, 2018, p.92).

However, it is important to emphasize that the work with the multimodal text is not restricted only to its structure, it also includes the social and cultural relations in which the subject is involved, since when composing

the text, he brings with him all the its history, its world repertoire, its local knowledge. The choices of images, videos, colors, movements, demonstrate these social relationships of the students.

Furthermore, we noticed that some groups chose to start the discussion by presenting videos on the use of cell phones in the classroom and directly calling readers to give their opinion, participating in a poll, through chat or commenting on the publications. As we can see in the examples below (figures 3 and 4).

The objective of taking the issue of cell phone use in the classroom to the role of social discussions was met, which we noticed in the comments made in some posts, as can be seen in the following figure 5.

We realized that what was studied at school went beyond the limits of the classroom, as proposed by the use of the blog as a tool for the learning process of the Portuguese language. From this perspective, it was possible to establish contact with society as a whole, no longer isolating the student in the classroom. In this digital space, there was the integration of different perspectives, different ways of seeing the world, as can be seen in the positioning of one of the participants:

It is very relative, as we have several factors that interfere.... but for the use, both Teacher and student must be aware of the purpose of this use... awareness and responsibility... I believe that the use of cell phones in the classroom passes through there.

We observed that in his comment the participant makes his position clear, showing that he is not totally in favor of the use of cell phones in the classroom, demonstrating that the issue still needs to be discussed and that it is in line with what the students had found



Figure 3: Blog: Technological CAGY.

Source: <http://www.cagytecnologico.blogspot.com>

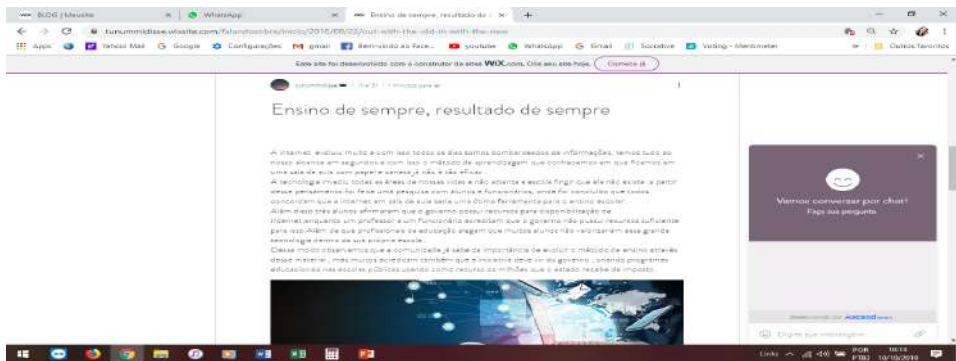


Figure 4: Blog Tunumidisse.

Source: <https://tunummidisse.wixsite.com/falandosobre/inicio/2016/08/22/out-with-the-old-in-with-the-new>

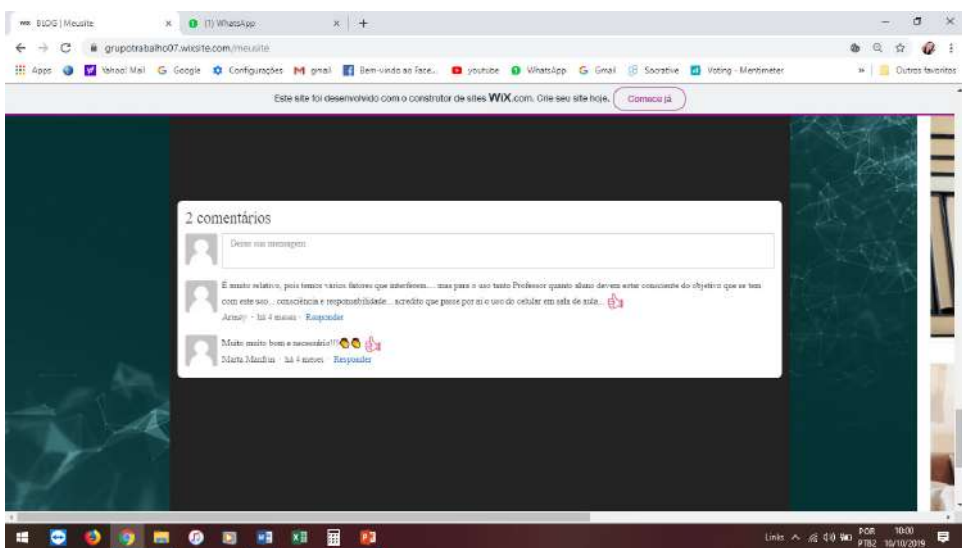


Figure 5: Blog Technology and teaching: influence at school.

Source: <https://grupotrabalho07.wixsite.com/meusite>

with the research they carried out, which was presented through the use of graphics, as shown in the following image 6.

Analyzing the graph that composes the article written by the students, we realize that there is no consensus when it comes to cell phone use in the classroom. Such information demonstrates the importance of the chosen theme, as we still have a lot to research and discuss about the use of TDIC's in school. In addition, "the school institution needs to prepare the population for an increasingly digital society and also to seek in cyberspace a place to meet, in a critical way, with differences and multiple identities" (ROJO, 2013, p. 07).

FINAL CONSIDERATIONS

The objective established for this article was to present a research that establishes relationships between transliterations, local knowledge and the digital age, in a decolonial perspective of Portuguese language teaching. Based on the pedagogical practice presented, it was possible to perceive how the practice of reading and writing multisemiotic texts, based on the appreciation of students' local

knowledge, mediated by TDICs, contributes to a critical and civic education, both for students and for the teacher. By involving students in transliteracy events, in which their local knowledge could be explained and the main tool used was the use of blogs, an important TDIC 's, we show that it is possible to develop the student's active participation, making him co-responsible for his development, taking away the centrality of the teacher. It is also important to emphasize that in this proposal, "(...) digital technology appears as an essential part of school culture (...), (BACICH, TANZI NETO & TREVISANI, 2015, p.174)

Considering what has been exposed in this article, we end it arguing that it is the function of every school community to update pedagogical practices, in order to insert the school in the society of the 21st century. It is not even a matter of bringing TDIC's to the school context, since they are already present in the different social practices of students and teachers, but of converting them into tools that can help in the learning process, that is, in this process of formation of this contemporary subject. So,

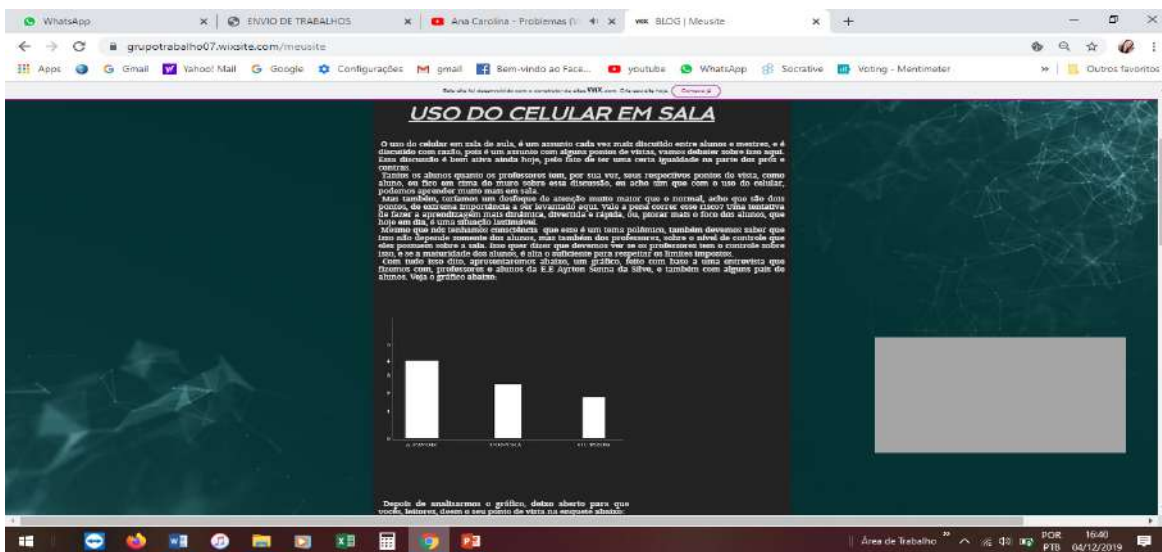


Figure 6: Blog Technology and teaching: influence at school.

Source : <https://grupotrabalho07.wixsite.com/meusite>

schools still stuck in models of the past have been pressured by different sectors of society to change. Above all, the need to develop skills that qualify individuals to understand and act in complex societies, which have technology as a key element of their organization, is discussed. (BACICH, TANZI NETO & TREVISANI, 2015, p.174).

That said, when dealing specifically with the discipline of Portuguese Language, which is constituted by working with different discursive genres, this need to bring TDIC's to the classroom is even more emergent, since social interactions occur in their great mostly through digital texts that are essentially multimodal. In these texts, meanings are produced in an intermediary process, where it is impossible to separate the multiple semioses that constitute it.

Thus, the teaching proposal presented sees the practice of teaching the Portuguese language as a form of interaction between subjects from different contexts, going beyond the walls of the school, allowing students to make sense of the text, not taking it as a simple abstraction, a simple task to be accomplished, without a broader meaning. This way, teaching is much more significant, as the local knowledge of students is valued, since tools that are part of the different social practices of students were brought to the classroom, that is, tools with which they were already familiar., making the classes more attractive, making them active subjects of this process.

Furthermore, updating the school and the learning processes does not mean bringing great innovations, but following the path in which the society of the 21st century finds itself, because there is no way to go back, and remain stuck in the framework and chalk is to stop in time, to keep the school away from the current reality, as if there were a form of communication outside the school space and another within it.

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