

**THE TEACHER LITERACY PRACTICES IN INITIAL TRAINING: SOME
THEORETICAL-PRACTICAL INTERWEAVINGS¹**

***PRÁTICAS DE LETRAMENTOS DO PROFESSOR EM FORMAÇÃO INICIAL:
ALGUNS ENTRELAÇAMENTOS TEÓRICO-PRÁTICOS***

***PRÁCTICAS DE ALFABETIZACIÓN DEL PROFESOR EN FORMACIÓN INICIAL:
ALGUNOS ENTRELAZAMIENTOS TEÓRICO-PRÁCTICOS***



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ABSTRACT: This study aims to understand the development of teacher literacy among undergraduate students in a Literature course at a public university located in Southern Brazil, focusing on scientific dissemination. These practices were articulated in the classes of Enunciative Studies and Discursive Genres, mediated by the professor in charge of the Postgraduate Program in Education at the University. This is a qualitative study, articulated with data analysis from the participant researcher's observations and the didactic sequence document constructed by the undergraduate students. The results highlighted the science communication genre as an interdisciplinary pedagogical strategy and as a resource to democratize access to scientific knowledge, foster critical thinking, and bring science closer to everyday school life. It is considered that literacy practices of pre-service teachers are constitutive of the dialogical mastery of reading and writing and of the critical perspective on and for social practices of language use in the academic-scientific context.

KEYWORDS: Teacher training. Literacies. Didactic sequences.

RESUMO: Este estudo objetiva compreender a constituição de letramentos do professor entre estudantes do curso de Letras de uma universidade pública, localizada no Sul do Brasil, com enfoques em divulgação científica. Tais práticas foram articuladas nas aulas de Estudos Enunciativos e Gêneros Discursivos mediadas pela professora titular do Programa de Pós-Graduação em Educação da Universidade. Trata-se de estudo de abordagem qualitativa, articulada com análise de dados das observações da pesquisadora participante e do documento da sequência didática construído pelos estudantes em formação inicial. Os resultados evidenciaram o gênero divulgação científica como estratégia pedagógica interdisciplinar e como recurso para democratizar o acesso ao conhecimento científico, fomentar o pensamento crítico e aproximar ciência e cotidiano escolar. Considera-se que práticas de letramentos do professor em formação inicial são constitutivas do domínio dialógico da leitura e da escrita e do olhar crítico sobre e para práticas sociais de uso da linguagem no contexto acadêmico-científico.

PALAVRAS-CHAVE: Formação do professor. Letramentos. Sequências didáticas.

RESUMEN: Este estudio tiene como objetivo comprender el desarrollo de la alfabetización docente entre estudiantes de pregrado en un curso de Literatura en una universidad pública ubicada en el sur de Brasil, con enfoque en la divulgación científica. Estas prácticas se articularon en las clases de Estudios Enunciativos y Géneros Discursivos, mediadas por el profesor a cargo del Programa de Posgrado en Educación en la Universidad. Se trata de un estudio cualitativo, articulado con el análisis de datos de las observaciones del investigador participante y el documento de secuencia didáctica construido por los estudiantes de pregrado. Los resultados evidenciaron el género divulgación científica como estrategia pedagógica interdisciplinaria y como recurso para democratizar el acceso al conocimiento científico, fomentar el pensamiento crítico y acercar la ciencia a la vida escolar cotidiana. Se considera que las prácticas de alfabetización del profesor en formación inicial son constitutivas del dominio dialógico de la lectura y la escritura y de la mirada crítica sobre y para las prácticas sociales de uso del lenguaje en el contexto académico-científico.

PALABRAS CLAVE: Formación del profesor. Alfabetizaciones. Secuencias didáticas.

Introduction

Initial teacher education has emerged as a complex and recurrent topic within the academic and scientific community. This complexity traverses the diverse singularities of individuals who have entered or are entering the university and who begin to exhibit distinct social practices involving reading, writing, and oral communication. In addition, legislative changes regarding initial and continuing teacher education over the past two decades (Brasil, 2001, 2005, 2015, 2018b, 2019, 2024) have become the focus of research in the field of Education Sciences (Gatti, 2020, 2021; Gatti *et al.*, 2019), as well as in the field of Language Sciences concerning academic literacy practices (Barton; Hamilton, 1998; Fischer, 2007; Lea; Street, 2006; Street, 1984, 1993, 2003).

The Brazilian Law of Directives and Bases of Education, LDB No. 9.394/96 (Brasil, 1996), in Article 65, establishes a requirement of at least 300 hours of pedagogical practice in the academic training trajectory, and subsequent regulations (Brasil, 2001, 2005, 2015) reinforce the formative intentionality expected to guide higher education institutions. However, in 2019, responding to a request submitted by the Ministry of Education, the National Council of Education approved new guidelines for initial and continuing teacher education (Brasil, 2019), strictly aligned with the National Common Curricular Base (Brasil, 2018a).

Accordingly, Resolution No. 2/2019 (Brasil, 2019) revoked the guidelines of Resolution CNE/CP No. 2 of July 1, 2015 (Brasil, 2015), which had emerged as a requirement of the National Education Plan (2014–2024) and had not yet been fully consolidated (Fonseca; Lima, 2024). The current Resolution (Brasil, 2019) redirected initial teacher education based on a set of general and specific competencies aligned with the National Common Curricular Base (Brasil, 2018a).

According to Fonseca and Lima (2024, p. 8, our translation), the “approval of the BNC-Formação on December 20, 2019, consolidated the organization of teacher education based on the ideal of developing professional competencies aligned with the 2030 Agenda of the United Nations,” which encompasses the 17 Sustainable Development Goals.

In this direction, it is necessary to adopt a careful and attentive perspective regarding undergraduate programs and the individuals entering higher education institutions, who exhibit diverse forms of insertion into written culture. This study focuses specifically on pre-service teachers enrolled in an undergraduate Language and Literature program at a public university in Southern Brazil.

Given this context, this paper presents a study aimed at reflecting on teacher literacy practices developed within a fourth-semester class of an undergraduate Language and Literature program at a public university located in Southern Brazil. These practices were articulated in the course *Enunciative Studies and Discourse Genres*, mediated by the course instructor and master's and doctoral students from the university's Graduate Program in Education, structured around concepts such as authorship and discourse genres, and oriented toward the teaching of the Portuguese language through the design and construction of didactic sequences (Schneuwly; Dolz, 2011).

This experience, situated within a qualitative and interpretive approach (Bortoni-Ricardo, 2008), is grounded in a dialogic perspective of language (Bakhtin, 2011; Geraldi, 2013, 2015) and in literacy studies (Barton; Hamilton, 1998; Fischer, 2007; Street, 1984, 1993, 2003), as well as in teacher education research (Gatti, 2020, 2021; Geraldi, 2013; Tardif, 2002).

This study is justified by the need to understand how teacher literacies are constructed throughout the process of initial teacher education, particularly when pedagogical practices are conceived based on the social and cultural contexts that shape the reading, writing, and oral practices of students entering universities in the twenty-first century. Thus, it becomes necessary to reflect on what conception of language and subject is taught and learned by undergraduate Language and Literature students.

In this regard, designing didactic sequences as a guiding framework for the pedagogical practice of pre-service Portuguese language teachers entails a complex exercise of reflection, decision-making (epistemological, theoretical, and methodological positioning), and meaning-making, particularly when considering the perspective of literacy studies within the educational process and when understanding language and subject as social, historical, and ideological.

Accordingly, this text is organized as follows: the first section presents the study's objective, justification, and contextualization; the second section addresses the theoretical foundations; the third section details the methodological framework; the fourth section presents the analysis and discussion of the results concerning the didactic sequences designed and developed by the undergraduate students in the Language and Literature program. Finally, the concluding remarks and references are presented.

Theoretical approaches to the processes of constructing the Portuguese language teacher

Over the past two decades, Portuguese language teaching in Basic Education has adopted a perspective that conceives language and subject as social, historical, and ideological. This sociocultural conception of language and subject has directed attention toward the study of the text in Portuguese language classrooms in Basic Education through discourse genres (Bakhtin, 2011). As highlighted by Geraldi (2013), text can no longer be treated as a pretext for teaching grammatical norms; instead, it must be approached as a mediator of teaching and learning processes.

Within this framework, the teacher interacts and dialogues with the student, mediating the relationship between the learner's prior knowledge (their project of saying) and scientific knowledge. It is in and through the dialogic relationship with the other that learning occurs, as linguistic analysis of the text under study enables the production of meaning. The text must engage with the different uses of language that students bring into the school setting, allowing them to develop communication strategies through interaction with the teacher. These practices, involving reading, writing, and oral communication, align with literacy studies and the various social practices that shape students' identities, which are enacted within the Portuguese language classroom.

Given this context, to better guide the Portuguese language teacher's work—specifically, understanding where instruction begins and where it intends to go—didactic sequences (Schneuwly; Dolz, 2011) emerge as a structuring methodology for teaching discourse genres in the classroom. According to Schneuwly and Dolz (2011), teaching through oral and written discourse genres requires organizing teaching and learning processes based on the linguistic capacities required by each text type, in a systematic and progressive manner.

For these authors, whose work is grounded in the Bakhtinian perspective of language and subject, a didactic sequence “is a didactic unit composed of a set of school activities organized systematically, oriented toward the oral or written production of a textual genre” (Schneuwly; Dolz, 2011, p. 97, our translation). This structure allows teachers to mediate the development of students' discursive competencies through pedagogical situations grounded in real language use.

In this regard, the didactic sequence, as highlighted by Schneuwly and Dolz (2011), should be incorporated into the Didactics and Teaching Practice courses of teacher education programs as an essential methodological instrument. By planning and implementing didactic

sequences based on real and socially relevant genres, pre-service teachers learn to structure instruction in a meaningful way. As the authors note, the sequence is an “[...] instrument to help students acquire the language capacities necessary to act competently in a communicative situation” (Schneuwly; Dolz, 2011, p. 101, our translation).

Each communicative situation takes place within different social spheres of human activity, considering the literacy practices mobilized in those contexts. The literacy practices adopted in this study are understood as plural social processes (Street, 1984), which implies the need to prepare teachers capable of working with multiple languages, technologies, and cultures in Portuguese language classes (Kalantzis; Cope; Pinheiro, 2020).

This requires initial teacher education programs to embrace interdisciplinarity, the use of media, and an understanding of the social practices that shape the singularities of each Basic Education student. In other words, it involves designing pedagogical practices that develop students’ abilities by acknowledging the diverse ways through which they read, interpret, and make meaning of the world. This perspective calls for rethinking the organization of didactic sequences through an interdisciplinary, critical, and situated approach, attentive to the linguistic, cultural, and technological diversity characterizing the students who have entered Basic Education, particularly over the past decade.

Within this process, regarding initial teacher education, the studies of Gatti (2020, 2021) addressing the education of pedagogues have been significant in examining how these undergraduates arrive at university amid ongoing educational reforms shaped by policies and programs aimed at expanding access, as well as how pedagogical work has been conducted in Basic Education. From a critical standpoint, Gatti (2020, 2021) highlights the considerable gaps that still need to be “filled” for these graduates to understand the relationship between theory and practice in the exercise of their profession in Basic Education.

In line with this reflection, Tardif (2002) argues that teacher knowledge cannot be reduced to academic knowledge. This professional must engage with experiential knowledge and contextual knowledge. When designing didactic sequences, pre-service teachers mobilize not only the content learned in their undergraduate coursework but also the experiences gained during internships, school observations, and personal trajectories. As Tardif (2002, p. 36, our translation) states, teachers’ knowledge is “[...] always composite, hybrid, and situated, resulting from the combination of various sources of knowledge.” This perspective helps explain why the production of didactic sequences and the work with oral and written discourse genres can simultaneously become a space for learning and for constructing teacher identity.

Adding to this formative process, Schön (2000) introduces the concept of the reflective practitioner. According to the author, becoming a teacher requires learning to reflect in action and on action—that is, thinking critically both during and after pedagogical practice. In the case of designing didactic sequences, such reflection becomes evident in methodological choices, in the adaptation of content to students' realities, and in the analysis of the outcomes of applied practices.

Schön (2000, p. 26, our translation) underscores that the reflective professional “[...] thinks about what he or she is doing while doing it,” an essential characteristic for managing the uncertainties and complexities of everyday school life. Furthermore, Imbernón (2009) reinforces the idea that teacher education must be understood as a continuous, collaborative, and contextualized process. He argues that “[...] there is no quality teacher education if it is not articulated with practice, reflection, and the collective construction of pedagogical knowledge” (Imbernón, 2009, p. 17, our translation). In this sense, the production of didactic sequences by pre-service teachers functions as a pedagogical practice that fosters the construction of shared meanings, as it requires dialogue among peers, supervisors, and concrete school realities. By producing these sequences, future teachers not only practice instructional planning but also experience, in real terms, the challenges of teaching in contexts marked by heterogeneity and by the need for inclusive and critical pedagogical practices.

Thus, within the scope of initial teacher education, particularly in undergraduate Language and Literature programs, it is essential that future teachers not only know the theoretical frameworks that underpin the teaching of language but also learn to apply them critically and contextually in their pedagogical practice. The articulation among discourse genres, academic literacy practices, teacher literacies, and meaningful learning should therefore permeate the entire academic formation process.

Hence, initial teacher education must be conceived as a space for experiencing and critically constructing both theoretical and practical knowledge. Preparing teachers through the lens of literacy studies involves developing autonomous, critical professionals who are sensitive to the linguistic, cultural, and technological diversity present in school contexts. Such preparation must offer future teachers not only theoretical knowledge but also real conditions for developing a pedagogical practice capable of transforming themselves and others, grounded in language as an instrument of social participation.

Methodological Framework

This study adopts a qualitative, interpretive approach (Bortoni-Ricardo, 2008). This approach seeks to understand, through the participants' lived experiences, the complexity of teacher education processes—in this case, undergraduate students in a Language and Literature program at a university in southern Brazil. Gil (2020, p. 45, our translation) emphasizes that “[...] qualitative research enables the analysis of the deeper aspects of reality, taking into account the experiences, opinions, and interpretations of the participants.” This feature is essential for understanding teacher literacy practices in the development of the observed didactic sequence, as the method prioritizes examining phenomena within their natural contexts.

In this sense, the researcher may—and should—direct attention to the plural social processes (Street, 1984) that shape language use across different social spheres of human activity (Bakhtin, 2011; Geraldi, 2013), such as the university, the family, among others. These literacy practices constitute a social group and therefore reflect an “already-there,” an “already-said,” an “already-constructed” (Bakhtin, 2011; Geraldi, 2015).

In this regard, the enunciative-discursive perspective and the literacy-studies framework adopted in this study—which also underpin the analysis of the observed records—understand the subject as socially situated and chronotopically marked (Bakhtin, 2011; Geraldi, 2013; 2015). This approach concerns an action that dialogically shapes the subject's subjectivity, who is dated by the “[...] intertwining of past, present, and future that materialize concretely in a space historicized by time” (Geraldi, 2015, p. 144, our translation), and who constructs distinct projects and strategies of saying across different social spheres (family, media, religious, academic, among others).

Accordingly, the data presented in the analysis and discussion section were recorded using a field diary, and the entire process of designing and constructing the didactic sequence developed by fourth-semester students in the Letters program throughout the second semester of 2024 was also examined. This process was mediated by the course professor and by master's and doctoral students from the university's Graduate Program in Education. It is important to note that this article presents an excerpt of the records from two undergraduate students enrolled in the fourth semester of the Letters program in 2024, here referred to as Pedro and Maria, who consented to participate in the study. Both were 20 years old and were pursuing their first undergraduate degree in Letters, although they were already engaged in research groups in the

field of Education at the university, where their interest in entering a teaching degree emerged. At the time of observation, neither had yet worked as teachers in Basic Education.

Data analysis is grounded in the dialogic perspective of language, which recognizes the place from which each subject enunciates and constitutes themselves in relation to their projects and strategies of saying (Geraldi, 2013), as well as the literacy practices of preservice teachers mediated by text within the university.

The adopted methodology, informed by contemporary perspectives on literacies and genre studies, enables an understanding of preservice teacher education as a space for building knowledge, practices, and professional identities. It highlights the movements of reading, writing, reflection, and action that shape the literacies of teachers in training. These dynamics take concrete form in the three analytical categories that align with dimensions of teacher literacies: note-taking (mobilization of academic literacy), agency (teacher mobilization), and the didactic sequence (mobilization of multiple literacies—academic, teaching, and scientific).

The categorization is justified as follows:

Note-taking is adopted as an analytical category because, from a literacy-studies perspective, it constitutes a social practice of reading and writing situated within school and academic culture. As it involves specific ways of recording, synthesizing, and making meaning from texts, note-taking functions as both a literacy event and an academic genre with a formative role in the development of academic literacies. Analyzing the students' notes allows us to understand how they mobilize reading strategies, construct meaning, and participate in the discursive practices of the academic sphere.

Agency is adopted as an analytical category because, within literacy studies, it represents a central element for understanding how subjects participate in, negotiate, and transform reading and writing practices. From the perspective of literacies as social practices, agency refers to the individual's capacity to act upon literacy practices rather than merely reproduce them.

The didactic sequence is understood as an analytical category because, in light of literacy studies, it comprises a pedagogical device that organizes social events and practices of reading and writing. Following Schneuwly and Dolz (2011), the didactic sequence is not merely a teaching technique; it articulates objectives, textual genres, interactions, and the social uses of language. From a literacies perspective, each stage of the sequence corresponds to situated practices that construct social roles, circulate texts, and mobilize meaning.

Academic literacy practices and language arts teachers in initial training: some theoretical and practical interconnections

To clarify the direction of this study, which aims to understand the constitution of teacher literacies among undergraduate students in the Letters program with a focus on scientific dissemination, an analysis is conducted of a textual production developed by the students themselves—namely, a didactic sequence grounded in Schneuwly and Dolz (2011). These authors serve as a reference for Letters students in constructing a pedagogical proposal aligned with the model of didactic sequence anchored in textual genres, given that, in schools, “[...] genre is no longer only a communication tool, but simultaneously an object of teaching and learning” (Schneuwly; Dolz, 2011, p. 76, our translation).

In this sense, it is understood that students and preservice teachers construct their didactic-sequence proposals within, through, and alongside the teaching and learning processes of teacher education. This dimension is evidenced, for instance, in the choice of the poem as the genre, which emerged through ongoing dialogue between the courses on Enunciative Studies and Discursive Genres and the Teaching Practicum. Students were engaged in both courses during the period in which they constructed the didactic sequence, which enabled reflection on the textual/discursive genre and how to operationalize its use within Portuguese language classes in Basic Education.

This interdisciplinary movement with the supervised practicum proves effective in replacing “[...] transmissive training activities with investigative actions, creating space for school immersion, problematization, question and objective development, and articulation with methodologies relevant to the school context and teaching work [...]” and, as Magalhães (2023, p. 85, our translation) also argues, for conducting “[...] data collection and analysis and discussion of results, enabling genuine appropriation of knowledge through the lived experience of professional teacher literacy.” Thus, this appears to have been a significant factor in constructing the didactic sequence, as the mediation between students and professor generated dialogue between theory and practice and fostered meaning-making within this interaction.

Additionally, in an analysis of a reading note from the book *Gêneros orais e escritos na escola*, by Schneuwly and Dolz (2011), studied throughout the second semester of 2024, the students demonstrated an understanding that teaching textual/discursive genres contributes significantly to the development of reading and writing abilities in real contexts of language

use, promoting interpretation and interaction with the world. This perspective aligns with the conception of literacies as social practices, which require teacher education to integrate what is learned with what is taught in the classroom.

In Excerpt 1, the notion of literacy practices emerges when the students understand the learning of textual/discursive genres as “[...] new ways of knowing and acting [...]” (Kalantzis; Cope; Pinheiro, 2020, p. 141, our translation). They write:

27) From this excerpt, it is understood that working with textual genres develops in students the abilities to comprehend, analyze, and produce diverse texts within varied practices and discursive situations—that is, the capacity for enunciative interpretation and interaction with the world (Excerpt 1, Reading Note, Pedro and Maria, 2024, our translation).

In this regard, note-taking is understood as a space of formation and reflection, as it is a practice that contributes to the development of teacher literacies. This implies that, based on the students’ perceptions of reading notes and in dialogue with the practices of the Teaching Practicum, teachers should understand textual/discursive genres as forms of social action, rather than merely fixed structures. This requires teacher preparation that takes into account the cultural and discursive contexts in which texts are produced and circulate. The excerpt also indicates the students’ constitution as teachers enacting agency in promoting literacy practices, as they interpret the text by invoking singular meaning-making processes through which they understand schooling from this perspective.

Preservice education, in the conception of this study, is a space in which these students—teachers in training—construct knowledge and meaning within a specific scientific field, in this case, Portuguese language teaching, in ways that allow them to construct and reconstruct practices according to their contexts. These practices promote discursive, reflective, and identity development, which is significant for the education of critical and active teachers. Moreover, they engaged in literacy practices that go beyond mechanical and standardized writing, as they participate in continuous formative interactions, indicating an educational trajectory in which reading and writing are embedded in academic literacy practices (Fischer, 2007; Street, 2003), encompassing theoretical and practical exposure as well as plural and singular experiences.

This implies that teachers must understand textual/discursive genres as forms of social action rather than merely fixed structures. Consequently, teacher education must take into account the cultural and discursive contexts in which texts are produced and read. This

articulation between theory and practice proved to be a fertile space for the development of both academic and teacher literacies, enabling preservice teachers to understand how knowledge is produced, legitimized, and shared within university and school settings. Initial teacher education, in this sense, is understood as a space in which teacher literacies—both knowledge and practice—are constructed, linking theory and practice through processes of continuous re-signification.

In Excerpt 2, it is observed that the preservice teacher understands that, by selecting which oral textual/discursive genres will be addressed in the classroom, the teacher plays an essential role in promoting literacies, since this choice reflects a pedagogical intentionality aimed at developing students' cognitive, discursive, and social skills. From a literacies perspective, the teaching of oral language goes beyond the simple act of speaking correctly; it becomes a space for meaning-making, argumentation, and participation in social practices mediated by language.

29) In this fragment, it is understood that, at the moment of choosing which oral textual genres to teach, it is important to return to one of the school's and the teacher's main functions: expanding students' cognitive skills; therefore, working with oral genres that are not always present in most students' daily lives, but which will allow them to move from the known to the unknown and to broaden their understanding of the world (Excerpt 2, Records of choices, decision-making – agency, Pedro and Maria, 2024, our translation).

Thus, by planning activities involving different oral textual/discursive genres, teachers create opportunities for listening, reflection, and critical production, expanding the ways students think and act linguistically. In this sense, teacher literacy becomes evident, understood as the teacher's ability to comprehend the social uses of language and to act as a conscious and reflective mediator, capable of selecting, adapting, and guiding discursive practices that support the integral development of students engaged in teaching and learning processes.

In Excerpt 3, the preservice teachers provide evidence that the teacher is also a mediator of social language practices. By understanding that oral and written textual/discursive genres are constructed in real and diverse contexts, teachers prepare themselves to promote more meaningful and contextualized pedagogical practices. This broadens their capacity to educate critical students capable of participating in different communicative spheres.

17) Once again, the importance of the context in which oral production occurs is highlighted, so that it can construct its meanings. In this sense, the systematic study of oral genres becomes even more relevant, considering that the construction of a textual genre is directly linked to the social contexts in which it is produced (Excerpt

3, Records of choices, decision-making – agency, Pedro and Maria, 2024, our translation).

The definition presented—by emphasizing that oral production constructs meaning based on the context in which it occurs—recalls the sociointeractionist conception of language, in which textual/discursive genres are understood as situated social practices. This understanding is essential in teacher education, as it implies recognizing that the teaching of oral or written language is not limited to the transmission of linguistic structures, but involves mediating language practices that reflect values, identities, and social relations. In this sense, teacher education must foster the development of discursive and critical awareness, enabling teachers to act as mediators between the different contexts of production and circulation of textual/discursive genres. As Schneuwly and Dolz (2011) emphasize, work with textual/discursive genres in school enhances students' communicative and reflective capacities, as long as teachers understand the conditions of production that constitute them.

In addition to the articulation between reading and the elaboration of notes that demonstrate the individual understandings of the participating students, many pedagogical practices were mediated by the course instructor to achieve the objectives of the course, *Enunciative Studies and Discursive Genres*. These included various forms of socialization within this training context, such as: presenting a self-portrait as a moment of engaging with each student's unique experiences; an oral and written presentation by a guest professor on the use of the genre *invitation*, which represented a pedagogical practice aligned with the conception of literacies as social practices, offering students an authentic experience of language; and an activity coordinated by graduate teaching assistants involving interaction between a reading text and the use of Artificial Intelligence (AI) as a tool for textual production. In this activity, the intentional proposal of creating a song brought together scientific knowledge from genre studies and engagement in digital literacy practices—less common in the academic routine—which involved both students and instructors.

Thus, the authors of this study position the movements between academic literacies and teacher literacies within the process of constructing and reconstructing the didactic sequence based on a literacy-studies perspective. This justifies considering initial teacher education not only as the development of reading, writing, and oral skills, but also as the construction of interdisciplinary knowledge and contextualized access to scientific knowledge. Observing this process during the elaboration of the didactic sequence provided evidence of how these preservice teachers mobilize theoretical knowledge of language didactics in practical situations.

The constructed sequence was organized into six modules and two moments of poetic production (initial and final), addressing structural elements, figures of speech, intertextuality, intentionality, and, in an innovative way, the production of poems as a form of scientific dissemination. This theoretical mobilization demonstrates an active use of academic literacy, in which the preservice teachers had to select, interpret, and apply theoretical concepts in the development of a didactic proposal aligned with the *National Common Curricular Base* (Brasil, 2018a) and the learning needs of Basic Education students, considering more inclusive and equitable teaching and learning processes. Furthermore, the elaboration of the sequence itself constitutes a practice of academic literacy.

In developing the didactic sequence, the preservice teachers considered their students' prior knowledge, planned a coherent didactic progression, proposed activities of analysis, creation, and research, and incorporated interdisciplinary and cultural dimensions into the textual/discursive genre, along with valuing authorship and students' creativity. These choices demonstrate that teacher literacies in initial education go beyond reproducing models; they are expressed in the ability to make well-founded didactic decisions, aligning instructional objectives with social language practices.

The interweaving of academic and teacher literacies became evident, as well as the presence of literacy agents who authored contextualized pedagogical proposals that dialogued with experiential knowledge (Tardif, 2002). They re-elaborated such knowledge in light of their practices and professional experiences, as seen in the excerpt from the didactic sequence records presented in Excerpt 4: “the objective of this sequence is to propose an expanded and contextualized approach based on the textual genre poem, seeking also [...]” (Excerpt 4, Didactic sequence records, Pedro and Maria, 2024, our translation).

From the perspective of the New Literacy Studies (Street, 1984, 2003), the fragment expresses the understanding that literacies are situated social practices—neither neutral nor universal—but always mediated by contexts and agents. In this sense, the teacher acts as a literacy agent, creating conditions for students to engage in reading and writing practices that circulate across different spheres, both literary and school-based. This demonstrates that teaching poetry moves away from a technical approach and towards a sociocultural perspective that values context, authorship, and dialogue between text and students' experiences. According to Street (2003), understanding literacy requires recognizing that reading and writing practices are situated in specific sociocultural contexts and reflect values, identities, and ways of acting in the world. Excerpts 5, 6, and 7 propose an exercise of listening and pedagogical mediation

that shifts the focus of teaching from mere knowledge transmission to a dialogic and critical approach.

Initial Production (1 class): This stage marks the moment when students develop their first poetic composition within the didactic sequence, aiming to identify the elements they already know and how they express themselves in the production of poems (Excerpt 5, Records of the Didactic Sequence, Pedro and Maria, 2024).

a) Ask of each text: “What do you feel/understand from engaging with the text?” (Excerpt 6, Records of the Didactic Sequence, Pedro and Maria, 2024).

III) Revisit the poem *Ou isto, ou aquilo*, by Cecília Meireles, asking: “If poetry is the art of enchantment, how can we classify this text?” The goal is to guide students toward identifying the text as a poem and then **conducting a brainstorming session on what they believe constitutes poetry**—“What are the characteristics of poems?” From there, the activity leads them to recognize the existence of a set of texts that can be classified as “poems” (Excerpt 7, Records of the Didactic Sequence, Pedro and Maria, 2024, authors’ emphasis, our translation).

This movement aligns with contemporary perspectives on literacy, demonstrating the role of the preservice teacher as a literacy agent—someone capable of promoting meaningful reading and writing practices across contexts, fostering students’ social participation. The preservice teacher evidence ongoing development of the ability to recognize, interpret, and mobilize intertextual relations within pedagogical practices, understanding text as part of a broader discursive and ideological system, promoting critical and contextualized reading, and encouraging students to identify the social voices circulating in everyday texts and discourses.

At this point, students begin to perceive that texts establish relationships with one another in various ways and at different moments. In addition, the activity includes discussions on the relationships between poems and songs, as well as elements related to mythological texts, introducing debates on explanations of natural phenomena, which in turn lead to scientific dissemination (Excerpt 8, Records of the Didactic Sequence, Pedro and Maria, 2024).

The use of the textual/discursive genre “poem,” beyond its aesthetic dimension, enabled the articulation of multiple social practices, especially scientific dissemination. This proposal aligns with the views of Cristóvão *et al.* (2023), who understand scientific dissemination as a constitutive practice of academic-scientific literacies, as it involves mediating specialized knowledge through accessible, multimodal, and socially meaningful textual/discursive genres. The decision to connect poetry and science reflects not only methodological creativity but also a sophisticated understanding of language as a mediator of knowledge, as evidenced in Excerpt 9.

Now that we have seen the potential of poems to promote what we call scientific dissemination, it is your turn! Choose a natural phenomenon you would like to write a poem about!

For the remainder of this class—along with homework for those who do not finish—you must research and bring key information about a natural phenomenon. Bring:

- The name of the phenomenon;
- An explanation of the phenomenon;
- The source of the information (Excerpt 9, Records of the Didactic Sequence, Pedro and Maria, 2024, our translation).

This proposal invites undergraduate students to choose, research, and transform scientific knowledge into a poem, using scientific dissemination as an interdisciplinary pedagogical strategy. It demonstrates that language and science education can rely on multiple literacy practices in which students are authors and mediators of meaning. The activity reinforces a conception of language as social practice, connecting academic knowledge to real forms of language use.

In this context, scientific dissemination operates as a catalyst for developing communicative and critical competence among Basic Education students, while simultaneously allowing preservice teachers to understand teaching and learning processes as forms of cultural and discursive mediation (Kalantzis; Cope, Pinheiro, 2020). It is therefore a proposal that aligns pedagogical practice with the formation of readers and authors conscious of their social role—an essential movement in teacher education. It recognizes scientific dissemination as a socially circulating discursive practice that may be incorporated into school contexts as a tool for critical and scientific literacy. This reinforces a contemporary view of teacher education, in which teachers are not mere transmitters of knowledge but facilitators of critical and creative subjects who can position themselves in relation to diverse activities inside and outside school settings.

In this study, the didactic sequences designed by preservice teachers integrated the literary genre (poems), approached as an aesthetic, interpretive, and formative object. Scientific dissemination emerged as a resource to democratize access to scientific knowledge, foster critical thinking, and bring science closer to everyday school life. Rather than simply reproducing scientific content, scientific dissemination was framed as a praxis that articulates science with other spheres of culture, aiming to promote scientific literacy and the critical engagement of individuals in public debate.

Final considerations

This study sought to reflect on teacher literacy practices within a fourth-semester class of a Language and Literature program at a public university in Southern Brazil. The literacy practices of preservice teachers are understood as constitutive of the social domains of reading, writing, and orality, as well as of a critical perspective on the social uses of language in academic-scientific contexts.

Observing the development of didactic sequences enabled us to identify the possible intersections between academic literacy and the literacy practices of preservice teachers. Undergraduate Language and Literature students mobilized theoretical knowledge and recontextualized it into sensitive, interdisciplinary, and creative instructional planning, demonstrating that pedagogical practice is also a space for inquiry, dialogue, authorship, and reflection. More than well-crafted and consistent didactic sequences, what emerged from the formative processes of preservice Portuguese language teachers was their ability to plan with intentionality, with clarity regarding both their point of departure and their pedagogical objectives for Basic Education students.

These pedagogical actions directed toward Portuguese language teaching are situated within effective theoretical-practical movements framed by didactic sequences anchored in textual/discursive genres and literacy studies. This implies placing the learner at the center of the process, in dialogue with the teacher. It involves understanding the position from which the learner speaks and, from there, developing strategies for meaning-making—that is, literacy practices within academic contexts.

Following the entire process of constructing the didactic sequences proved to be a key means of understanding how academic literacy and teacher literacy intertwine in preservice teacher education. It also evidenced that universities can and must function as spaces where practice becomes an object of reflection and where theory is mobilized to transform teaching into a meaningful and critical activity. In this regard, this dialogic learning process enabled a perspective on teaching practice as an endeavor continuously built and rebuilt through active listening, interpersonal interaction, and the interface between theory and practice, between university and school, and between academic and pedagogical dimensions.

Nonetheless, this experience presents limitations, as it involves a specific group of students from a Language and Literature program located in a particular region of Brazil—other contexts might reveal different practices and forms of academic literacy. Thus, it is essential to

expand research to other regions of the country and other licensure programs, particularly in the field of Language Sciences, engaging with diverse epistemological, theoretical, and methodological perspectives.

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