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Thematic Dossier

The Indispensable University-School Partnership: Re-Signifying Pedagogical Practices Through the Development of Multiliteracies in English Language Classes in Lower Secondary Education

A indispensável parceria universidade-escola: ressignificando práticas pedagógicas por meio do desenvolvimento dos Multiletramentos nas aulas de língua inglesa no ensino fundamental II

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Abstract: As part of a broader research funded by FAPEMIG, this study was conducted by language researchers (Portuguese and English) from three public universities in Minas Gerais (MG), investigating pedagogical practices related to multiliteracies in the post-pandemic educational scenario. Initial results obtained in two schools in the Inconfidentes region reveal significant challenges in implementing multiliteracies, exacerbated by post-pandemic conditions. Despite these obstacles, university-school collaboration shows promise. Through Hyland's metadiscourse categories and Ginzburg's evidentiary paradigm, the analysis highlights the potential for more equitable and practical educational strategies. The aim is to contribute to teacher education, student performance, and replicable teaching approaches, through the reformulation of methodologies and the promotion of lasting educational improvements in MG in constant partnership with our fellow teachers in lower secondary education. As a result, our research reaffirmed that true collaboration between university and school is not a one-way process; rather, it is built on

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the exchange of knowledge, experience, and reflections. From the participating schools, the universities have primarily learned about the pragmatic resilience and the pedagogical creativity of teachers working under complex socio-educational conditions, especially in the post-pandemic context. Teachers shared localized strategies to address multiliteracy teaching challenges, which often diverge from the models typically proposed within academia.

Keywords: multiliteracies; school-university partnership; Applied Linguistics research; English language teaching; metadiscourse.

Resumo: Inserido em uma pesquisa mais ampla financiada pela FAPEMIG, o estudo é conduzido por pesquisadores de Línguas (Português e Inglês) de três universidades públicas de Minas Gerais. Investiga-se as práticas pedagógicas dos multiletramentos no cenário educacional pós-pandêmico. Os resultados iniciais obtidos em duas escolas da região dos Inconfidentes revelam desafios significativos na implementação dos multiletramentos, exacerbados por condições pós-pandêmicas. Apesar destes obstáculos, a colaboração universidade-escola mostra-se promissora. Por meio das categorias do metadiscurso de Hyland e do paradigma indiciário de Ginzburg, a análise destaca o potencial das estratégias educacionais mais equitativas e práticas. Objetiva-se contribuir para a formação de professores, o desempenho dos alunos e abordagens didáticas replicáveis, por meio da reformulação de metodologias e da promoção de melhorias educacionais duradouras em MG em constante parceria com nossos colegas professores da educação básica. Como resultado, nossa pesquisa reafirmou que a verdadeira colaboração entre a universidade e a escola não pode ser baseada num processo de "mão única", ao contrário, ela deve ser construída nas trocas e construção de conhecimento, experiências e reflexões com a escola e não para a escola. Com as escolas participantes do projeto, nós aprendemos, as universidades aprenderam sobre resiliência pragmática e a criatividade das professoras trabalhando sob condições sócio-educacionais complexas, especialmente no contexto pós-pandêmico. As professoras compartilharam suas

estratégias locais sobre como lidar com os desafios do ensino na perspectiva dos multiletramentos, o que, por vezes, diverge do modelo proposto pela academia.

Palavras-chave: multiletramentos; parceria escola-universidade; pesquisa em Linguística Aplicada; ensino de língua inglesa; metadiscurso.

1 Introduction

This study is part of a larger project approved by FAPEMIG, entitled "Re-Signification of Pedagogical Practices: The Development of Multiliteracies in the Post-Pandemic Context in Basic Education Schools of Minas Gerais". This is an initiative of researchers from three public universities in the state of Minas Gerais and aims to answer the question of which pedagogical practices can be developed to enhance multiliteracies in an educational scenario transformed by the COVID-19 pandemic.

Motivated by the need to reflect on language teaching practices in the contemporary context, we base our work on the theoretical perspectives of such authors as Rojo (2012), Kleiman (2007, 2008), Freire (1987, 1996), Ribeiro (2020), and Pinheiro (2021). Under the aegis of preceding research, which has highlighted the centrality of multi-semiotics and cultural hybridity in current language practices (Jordão, 2023), along with the need to promote teacher autonomy supported by the systematization of reflective pedagogical intentions (Pimenta, 2018), our study aims, through dialogical interaction with English language teachers of lower secondary education, to understand how they have developed pedagogical practices aimed at teaching English. In partnership with these teachers, we also seek to develop intervention projects from the perspective of action research and promote English language teaching that is more attuned to the multiliteracies demanded in contemporary times.

This work, with exploratory, explanatory, and applied purposes, is characterized by a qualitative, interpretative approach of the case study type (Yin, 2005; Denzin; Lincoln, 2018) and aims to converge research, extension, and teaching, focusing on the re-signification of pedagogical practices in the post-pandemic context.

The post-pandemic context has presented significant educational challenges, exacerbating existing problems and creating new obstacles for developing "multiliteracies" (Silva; Pimenta, 2023), which refers to the ability to interpret and produce meanings through various communication and textual modalities, including multimodal texts and multicultural contexts (New London Group, 1996). Thus, this issue is not concerned with individualizing each form or specificity of "literacy", but rather two types of multiplicity: (1) the multiplicity of languages and media and (2) cultural multiplicity (Pinheiro, 2021).

The present study was conducted in two public Basic Education schools in two cities in the Inconfidentes region of the state of Minas Gerais, Brazil. The core aim of this study was not only to diagnose the difficulties faced, but also to propose and implement pedagogical interventions that could promote the development of these multiliteracies, both critically and collaboratively.

The initial stage of the research involved conducting interviews and observations in order to provide a better understanding of the contextual realities of the participating schools. Based on large-scale INEP assessments and questionnaires applied to the school principals, the researchers produced qualitative and quantitative reports that served as the basis for subsequent stages. The exploratory stage revealed the socioeconomic and cultural conditions of the schools involved and mapped the pedagogical practices of language teaching and learning.

Our study presents a brief analysis of two reports and two interviews conducted with English language teachers from the Basic Education schools and project partners. The methodology adopted for data analysis includes Hyland's metadiscourse (2004) and Ginzburg's evidentiary paradigm (2007), which emphasizes the interpretation of clues and the construction of meaning from small details. We will use this approach to analyze the interviews and reports produced by the scientific initial scholarship students in two Basic Education schools, one in Mariana and the other in Ouro Preto, focusing on the practices of English teachers in lower secondary education.

The data obtained to date indicate that, although official documents, such as the *Currículo Referência de Minas Gerais* (2018) and the *Base Nacional Comum Curricular* (Brasil, 2018), recommend the pedagogy of multiliteracies, the effective implementation of these practices faces significant challenges. The fragile working conditions of teachers, exacerbated by the pandemic, hinder the full adoption of theoretical assumptions. However, collaboration between the university and the school has proven to be a promising strategy to overcome these difficulties. This ongoing dialogue between school and university subjects is crucial to constructing innovative and collaborative pedagogical practices.

It is our hope that, by the end of the actions, we can significantly contribute to the continuous education process of language teachers, improve student performance regarding the learning of English through critical thinking, and develop strategies to bridge the gap between university and school (Jordão, 2023). This study also aims to systematize pedagogical strategies that can be replicated in other educational contexts, promoting more equitable and practical education.

This study represents an opportunity for integration among epistemology, theory, practice, and academic and school knowledge in order to promote the collaborative construction of knowledge and the re-signification of pedagogical practices in the university and school. The expectation is that the results of this research will contribute to both the field of Applied Linguistics and the improvement of educational practices in the schools of Minas Gerais. By emphasizing teacher education and the creation of reflective spaces to re-dimension teaching methodologies, our study seeks to foster a lasting and positive transformation in the post-pandemic educational scenario.

2 Theoretical Foundation

We begin this chapter by presenting the theoretical foundations that underpin our research, with Paulo Freire and his conceptions of teaching and learning. Although Freire did not use the term "literacy" in his texts, we believe that this author contributed to the understanding of the teaching of writing and reading as social practices. Freire advocated for a literacy process

that integrated individuals into social practices, emphasizing the importance of teaching committed to social practice, the exercise of citizenship, the emancipation of individuals, and the critical reading of the world. For the author, "reading the world precedes reading the word" (Freire, 1987, p. 9). This indicates the author's understanding that the literacy process should be intrinsically linked to the students' reality, thus promoting a critical and transformative understanding of society.

Freire (1996, p. 32) argues that "there is no teaching without research and no research without teaching". Kumaravadivelu (2016) in his Postmethod Pedagogy follows Freire's words and argues that teachers must theorize what they practice and practice what they theorize. In this sense, the author highlights the need for an education involving students, allowing them to question and transform their reality. For Freire, education should be an act of freedom in which dialogue between teacher and student is central to the construction of knowledge. According to the author, this dialogical approach is essential for making critical subjects aware of their societal role. Thus, we understand that Paulo Freire, even before the advent of Literacy Studies and New Literacy Studies, was already committed to the teaching of language as a social practice intrinsically linked to social issues and critical reflections on what, why, when, and how to teach reading and writing skills.

In the wake of Paulo Freire, Magda Soares is one of the pioneers in the discussion of literacy in Brazil. In her studies, Soares (1998) differentiates literacy from literacies, explaining that literacy is the process of acquiring the writing system, while literacies involve the insertion of individuals into social practices that use Writing. According to Soares, "literacies refer to the state or condition of someone who not only knows how to read and write but also cultivates and engages in the social practices that involve reading and writing" (Soares, 1998, p. 18). Similarly, researchers such as Tfouni (1995) and Kleiman (1995, 2007) also advocate that teaching reading and writing should be committed to social practices. Tfouni (1995) highlights the importance of understanding literacy as a social and cultural phenomenon that goes beyond the simple act of reading and writing. For Tfouni (1995, p. 20), "literacy involves not only the acquisition of technical skills but the ability to participate in literate social practices". While Kleiman (2007) argues that literacy should be understood as a social practice and emphasizes the diversity of contexts and practices that involve reading and writing, Kleiman (2008) reinforces the idea that literacy is a set of social practices of reading and writing that occur in different contexts and are mediated by different agents and institutions.

2.1 New Literacy Studies

In his work *Literacy in Theory and Practice* (1984), Street introduces the concept of ideological literacy, contrasting it with the autonomous view of literacy. Street (1984) argues that literacy is not merely a technical skill but a set of social practices influenced by power relations and cultural context. He claims, "Literacy is always embedded in specific social and cultural practices" (Street, 1984, p. 55).

Lea and Street (1998) expand on this perspective by introducing the concept of academic literacy. They argue that academic literacy is not a neutral skill, but rather a set of social and cultural practices that vary according to disciplines and institutional contexts. For Lea and Street (1998, p. 30), "academic literacies are social practices that involve the construction

of meaning and identity within specific contexts". Although these concepts were conceived within the scope of literacy practices in higher education, we believe they do contribute and can be helpful when arguing in defense of literacy practices and critical literacies in schools.

2.2 The Pedagogy of Multiliteracies

The New London Group (1996) introduced the concept of multiliteracies, which recognizes the diversity of communication forms and cultural multiplicity in the contemporary world. The manifesto of the Pedagogy of Multiliteracies proposes that education should prepare students for personal life, the workforce, and citizenship, enabling them to deal with different forms of languages and media.

The authors of the New London Group (1996) highlight four essential components for the pedagogy of multiliteracies: situated practice, overt instruction, critical framing, and transformed practice. The situated practice involves learning in authentic contexts; critical framing promotes analysis and critical reflection on social practices; overt instruction encourages exploration and experimentation; and transformed practice involves applying knowledge in new situations. In this perspective, teachers are seen as designers of pedagogical practices, and the pedagogy of multiliteracies emphasizes the continuous process of design and redesign. This means that educators must constantly adapt and reformulate their pedagogical practices to meet the needs of their students and the changing social context. According to the New London Group (1996, p. 27), "teachers must act as designers of learning environments that empower students to be knowledge creators". In this sense, with the changes, especially those arising during and after the COVID-19 pandemic, it is necessary to promote adaptations and adjustments in the teaching and learning processes of the English language.

Regarding multiliteracies, in Brazil, one of the first researchers to use the term was Rojo (2012). The author argues that contemporary pedagogical practices should incorporate the various forms of languages and media in contemporary society. Rojo and Barbosa (2015) emphasize the importance of pedagogical practices promoting inclusion and recognizing students' cultural and linguistic diversity.

2.3 Critical Literacy and English Language Teaching

In the field of literacy studies and English language teaching and learning, because we believe that these concepts are intertwined with what we have advocated regarding the teaching of English, Jordão (2023) advocates a critical literacy approach, which involves analyzing and questioning social and cultural practices, especially regarding the use of the English language as a counter-hegemonic and questioning force against power relations. The author argues in favor of decoloniality and claims the place of voices that have been erased throughout history.

English language teaching from the perspective of critical literacy and decoloniality should promote reflection on power relations and the historical and cultural inequalities associated with the use of the language. Jordão (2023) argues that critical literacy in language teaching involves the development of linguistic skills and the critical analysis of the social and cultural practices that these skills serve. According to the author, students must be empowered to question the dominant ideologies and power structures present in discourses (Jordão, 2013).

Monte-Mór (2010, 2014) complements this view, arguing that language teaching should include a decolonial perspective that challenges hegemonies and values marginalized identities and voices. Monte-Mór (2014) asserts that "it is necessary to promote teaching that not only teaches the English language but also engages students in a critical understanding of the histories and contexts of colonialism and neocolonialism that shape linguistic practices" (Monte-Mór, 2019). In this way, English language teaching becomes a space for building critical consciousness and promoting social transformation.

3 Methodology

Coordinated by the Federal University of Ouro Preto (UFOP) and conducted multicentrically in collaboration with the State University of Minas Gerais (UEMG) and the Federal University of Lavras (UFLA), the present study was carried out in three regions of the state of Minas Gerais, Brazil, where the three involved institutions are located: in Ouro Preto and Mariana, in Passos, and in Lavras. The study was organized to be developed over a 36-month period, with progressive actions that require different methodological strategies, organized in four stages, to achieve the general objective, which is to propose diagnostic and pedagogical intervention actions that can enable the re-signification of educational practices related to multiliteracies in Basic Education schools in Minas Gerais, within the post-pandemic context. In this direction and per the specific purposes of each stage, we have gone through the exploratory, explanatory, and methodological stages, and are currently in the applied stage.

The first stage, based on Exploratory Research, lasted six months and consisted of understanding the performance of the state schools involved in the study, based on large-scale INEP assessments through documentary research, as well as their socioeconomic and cultural realities, through the application of a questionnaire sent to the principals of the state schools in the participating municipalities. Based on this information, qualitative and quantitative reports were produced on these realities.[1] Two schools were selected in each of the four cities where the universities in this study are located. Thus, eight state schools were selected in the first stage, according to authorizations available in the research archives, involving eight school principals.

The second stage, based on Explanatory Research, lasted six months. During this time, a qualitative mapping of the teaching (teacher) and learning (student) language practices carried out in the participating schools was formulated, considering the participation of at least two teachers in each of the eight selected schools. The third stage, based on Methodological Research, also lasted six months, in which dialogues were promoted between researchers and language teachers of the participating schools, considering the same teachers who participated in the previous stage of the study. Based on Applied Action-Research, the fourth stage will last 18 months, and is currently being implemented.

The present work shows the results of the second and third stages of the study concerning the teaching of English in the schools of Mariana and Ouro Preto, the region

[1] For more information about these reports see: BRASILEIRO, A. M. M. *et al*. Ressignificação de Práticas Pedagógicas. *In*: BRASILEIRO, A. M. M. *et al*. (org.). *Docência em Linguagens*. [*S. l.*: *s. n.*], 2022. Available at: https://docenciaemlinguagens.ufop.br/sobre-o-projeto/. Accessed on: 20 Sept. 2024.

where the authors of this article work as researchers and professors in higher education in the English Language Course. Therefore, the study is directly related to ensuring the fundamental right to education provided for in the Federal Constitution of 1988, in Article 205. We understand that this fundamental human right can only be achieved with an intimate and collaborative relationship between the university and the school, where the university professors and the basic school teachers share and build knowledge in a non-hierarchical manner and in a virtuous cicle.

As mentioned above, we initially conducted exploratory research regarding the data from the Basic Education Development Index (IDEB) and an analysis of the participating schools' infrastructure. This preliminary stage aimed to establish an overall picture of the conditions and educational performance of the participating institutions.

Next, our Scientific Initiation students went into the field to understand the realities of the schools, closely observing the school environment, the students, the administration, and the available infrastructure. This observation stage lasted six months, with weekly visits to the schools. During this period, the Scientific Initiation students attended English classes and interviewed the teachers.

For the purpose of analysis, below are the reports and interviews conducted with two teachers from the two schools that participated in this investigation.

3.1 Data Analysis Procedure

The data analysis intended here was carried out from an exploratory, explanatory, and methodological approach, considering the qualitative and interpretive nature of the research. Two main theoretical-methodological bases were used to conduct the analyses: Carlo Ginzburg's evidentiary paradigm and Ken Hyland's metadiscursive categories.

The evidentiary paradigm, developed by Carlo Ginzburg, emphasizes the importance of small clues and seemingly insignificant details in constructing broader and more meaningful interpretations (Ginzburg, 2007). This method is based on the perspective that subtle and fragmented clues can reveal important and complex aspects of the studied reality. In the context of this research, the evidential paradigm allows us to interpret observations and interviews, searching for clues that reveal pedagogical practices, challenges, and strategies adopted by English teachers.

Discourse analysis will be carried out through metadiscursive categories, as proposed by Hyland (2004, 2005), which concern the engagement and positioning of the speaker or writer about their audience (Hyland, 2004). Engagement categories involve rhetorical questions, reader directions, and inclusion, which help build relationships with the interlocutors. Positioning categories relate to how speakers or writers express their attitudes, opinions, and ideological alignments. By applying these categories to the interviews and reports, we can identify how teachers position themselves regarding the challenges and opportunities of English language teaching, as well as how they engage their students in pedagogical practices.

Regarding the analysis procedures and strategies, we initially coded the data collected from the interviews and reports to identify recurring themes and emerging patterns. This step enabled a preliminary material organization for a subsequent, more detailed analysis.

Ginzburg's evidential paradigm was also applied to identify small clues and hints that could reveal more profound aspects of pedagogical practices and school contexts. We searched for seemingly insignificant details that, when analyzed together, provided us with a broader understanding of educational dynamics.

The interviews and reports were analyzed based on Hyland's engagement and positioning categories. We assessed how English teachers construct their pedagogical discourses, engage their students, and position themselves regarding educational challenges and the implementation of multiliteracies.

The data from the evidentiary and metadiscursive analyses were interpreted in such a way as to construct a coherent narrative regarding the observed pedagogical practices. The objective was to synthesize the information to support the fourth stage of the study, which concerns the development of intervention proposals that aim to promote multiliteracies in English language teaching.

In this methodological chapter, we outlined the context, strategies, data collection instruments, and theoretical references for analyzing the research data. In the next section, we will proceed with analyzing the data collected from the interviews and reports.

4 Analysis

The reports produced by the Scientific Initiation students provide insights into the realities and observation experiences in the two different schools. Adhering to the ethical principles of research, which prohibit the identification of the involved parties, the schools will be referred to as *School A* and *School B*.

School A is located in a central and busy urban area, surrounded by various businesses. Its infrastructure is adequate for conducting classes, with spacious classrooms, a computer room, a library, a multipurpose sports court, and a well-equipped cafeteria. The school is in good condition and shows concern with providing up-to-date teaching materials to meet students' needs. The teachers are described as collaborative and willing to help each other. The students, coming from various parts of the city, present a diversity of needs, including students with special needs, such as down syndrome, autism spectrum disorder (ASD), and deafness.

By contrast, *School B* faces different challenges. Located a bit farther from the city center, some students require public transportation to get to school, while others choose to walk. The school's infrastructure is precarious, with water shortages and broken fans. Teachers also need help with internal communication, sometimes discovering changes in student activities only at the last minute. The heterogeneity of the classes is evident, with students of different ages and skill levels. According to the reports, some students must catch up with the expected grade level and have significant difficulties with text interpretation and writing.

By analyzing the reports in light of the evidentiary paradigm, we can highlight some excerpts illustrating the teachers' working conditions and the students' needs. For example, in *School A*, the presence of students with special needs is mentioned, indicating that inclusion is an essential concern of the school. *School B*'s lack of resources and infrastructure directly affects the learning environment, as evidenced by the water shortages and broken fans.

In terms of metadiscursive categories, we can observe how teachers interact with students and adapt their pedagogical practices to the specific needs of each class. In *School*

A, for example, the teacher demonstrates sensitivity to the needs of students with special needs. In *School B*, the teacher seeks to engage students by adapting the content to their life experiences. These examples highlight the importance of the dialogue between theory and practice in education and show how teachers have responded to the specific demands of their school contexts.

For better clarification, we will proceed with the discussion by considering some excerpts from the reports and the questionnaires applied to the teachers, which, after analysis, were distributed in the following thematic axes, as defended by Sól (2014). The axes will be shown separately for each school, A and B:

- *Impressions of the schools*
- *Impressions of the students*
- *Impressions of the teachers*
- *Multiliteracies*

School A

- *Impressions of School A*

> "Regarding infrastructure, the school's entire student and teaching body is housed in 12 classrooms and one staff room. Additionally, the school comprises a computer room, a library, a multipurpose sports court, a video room, a laboratory, and a cafeteria, all of which are spacious and well-equipped."[2] (our translation)[3].

According to the evidentiary paradigm, good school infrastructure reflects a favorable learning environment. The various facilities indicate a significant investment in educational resources, which can positively influence student engagement and teaching effectiveness (Cazden *et al.*, 2021). Dedicated spaces, such as a computer room and a sports court, suggest a holistic approach to education, promoting academic, physical, and social development.

- *Impressions of Teachers – School A*

> "The teachers talk a lot in the staff room and are always willing to help each other."[4]

[2] "Quanto à infraestrutura, todo o corpo discente e docente da escola está disposto em 12 salas de aula e 1 sala para os professores. Além disso, a escola é composta por uma sala de informática, uma biblioteca, quadra poliesportiva, sala de vídeo, laboratório e uma cantina que atendem muito bem por serem espaçosas e bem equipadas."

[3] Hereafter, all translations of the data containing the statements of the participating teachers have been made by the authors.

[4] "Os professores conversam muito na sala dos professores e sempre estão dispostos a ajudar uns aos outros."

This excerpt highlights the cohesion among teachers, an essential factor in building a community of practice and a practical research space (Kumaravadivelu, 2016). According to Hyland's metadiscursive categories, this willingness to collaborate reflects a high level of engagement and a supportive attitude. Collaboration among teachers can lead to exchanging pedagogical strategies and a more integrated and effective learning environment, as stated by Jordão (2023).

- *Impressions of Students – School A*

> "**As far as I observed**, these students are in the 8th grade, where there is a student with Down syndrome, two autistic students, and a deaf student."[5] (our emphasis).

Including students with special needs indicates an attempt to equalize educational opportunities aligned with principles of equity and inclusion. However, the presence of obstacles highlights persistent challenges, suggesting the need for more effective strategies and additional resources. These details, analyzed through the evidentiary paradigm, indicate the school's complexity and diversity of educational needs, which suggests the need for more contextualized teaching approaches (Pimenta, 2016).

School B

- *Impressions of School B*

> "Students arrive at school on foot or using public transportation, as there is a lack of parking spaces near the school."[6]

This excerpt highlights the conditions of access to the school, contrasting with the situation of *School A*. The need to use public transportation or walk may impact students' punctuality and, consequently, their academic performance. This underscores the importance of considering not only the physical facilities of the school, but also its location and accessibility when evaluating the educational environment, as defended by Freire (1987) and Monte-Mór (2014).

- *Impressions of Students – School B*

> "Additionally, some classes are heterogeneous, with students of different ages and skill levels, which makes the teaching and learning process challenging."[7]

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[5] "Até onde observei, a incidência desses alunos se encontram no 8º ano, onde há uma aluna com síndrome de down, dois alunos autistas e uma aluna surda."

[6] "Os alunos chegam à escola a pé ou utilizando transporte público, pois há dificuldade de estacionamento nas proximidades da escola."

[7] "Além disso, algumas turmas são heterogêneas, com alunos de diferentes idades e níveis de habilidade, o que torna o processo de ensino e aprendizagem desafiador."

The heterogeneity of the classes at *School B* presents an additional challenge for teachers, requiring a more differentiated and adaptive approach (Leung; Street, 2016). This diversity of skills and ages can complicate the implementation of pedagogical strategies and demands individualized attention to students. This highlights the importance of flexibility and personalization in the teaching process (New London Group, 1996; Cazden *et al*., 2021).

- *Impressions of Teachers – School B*

> "Teachers sometimes face difficulties in internal communication and activity organization, which can result in conflicting information and last-minute changes."[8]

This observation underscores the structural and organizational challenges teachers at *School B* face. The lack of internal communication can hinder the efficiency and cohesion of the teaching staff, indirectly affecting the quality of teaching. As Kleiman (2007) claims, this highlights the importance of effective school management and transparent communication to create a conducive learning environment.

Considering the objectives of our research, which are to propose diagnostic and pedagogical intervention actions to re-signify educational practices related to multiliteracies in Basic Education schools in Minas Gerais in the post-pandemic context, the data provided about the two schools offer essential clues. Both schools present strengths and challenges regarding infrastructure, teaching staff dynamics, and student diversity. At *School A*, the infrastructure and favorable learning environment suggest significant potential for implementing educational practices involving multiliteracies and critical literacies. Cohesion among teachers is also a positive aspect that can facilitate collaboration and the exchange of innovative pedagogical strategies.

By contrast, the inclusion of students with special needs at *School A* highlights the importance of developing inclusive pedagogical practices sensitive to the individual needs of students, especially in English language classes. Freire (1996), followed by Monte-Mór (2014) and Jordão (2023), defends that adapted teaching strategies and additional resources may be necessary to ensure equitable and quality education for all students (Pimenta, 2023).

School B's heterogeneity of classes and internal communication difficulties represent specific challenges that require more flexible and adaptive pedagogical approaches, which is in accordance with that reported by Rojo (2012). The need to re-signify educational practices to meet the varied needs of students in an environment with limited resources is evident (Pimenta *et al*., 2012).

The following analyses will show the actions taken by the teachers concerning multiliteracies and how they attempt to integrate them into their educational practices.

School A

[8] "Os professores, por vezes, enfrentam dificuldades na comunicação interna e organização das atividades, o que pode resultar em informações desencontradas e mudanças de última hora."

- *Multiliteracies*

The interview conducted with the English teacher at *School A* presents some aspects that contribute to creating and implementing pedagogical strategies from the perspective of multiliteracies.

> Teacher: "**I believe** that multiliteracies are essential in English language teaching nowadays. **We can no longer** limit our approach to just teaching grammar and vocabulary. Students are immersed in a digital and multimodal world, and **we need** to keep up with this reality."[9] (our emphasis).

In this excerpt, the teacher expresses her opinion assertively, highlighting her favorable stance towards multiliteracies and her understanding of the importance of adapting teaching practices to the contemporary demands of students. According to Pimenta (2018), through discursive-textual clues, it is possible to observe an authorial stance that favors working with critical literacies.

> Teacher: "**As Cope and Kalantzis (2000) point out**, multiliteracies recognize the diversity of literacy practices present in today's society, including not only written language, but also images, sounds, and gestures."[10] (our emphasis).

Here, the teacher references theorists (Cope and Kalantzis) to support her argument about multiliteracies. As defended by Pimenta (2018), this intertextuality demonstrates her search for a theoretical foundation and her familiarity with the main pedagogical approaches related to the topic. The teacher shows that she is familiar with academic perspectives and research. We can infer that the teacher maintains contact with the university, facilitating the university-school dialogue and the constant practice and research processes (Kumaravadivelu, 2016).

> Teacher: "**I have been reflecting** a lot on how I can integrate multiliteracies into my English classes. Recently, I started using videos and online resources to stimulate students' oral and written production, and **I have noticed** very positive results."[11] (our emphasis).

The teacher demonstrates a reflective attitude by discussing her pedagogical practices, recognizing the need for adaptation and innovation to meet students' demands; this positioning is defended by Rojo and Barbosa (2015), Kleiman (2007), and Freire (1996). She

[9] "Eu acredito que os multiletramentos são essenciais no ensino de língua inglesa hoje em dia. Não podemos mais limitar nossa abordagem apenas ao ensino da gramática e do vocabulário. Os alunos estão imersos em um mundo digital e multimodal, e precisamos acompanhar essa realidade."

[10] "Conforme apontado por Cope e Kalantzis (2000), os multiletramentos reconhecem a diversidade de práticas de letramento presentes na sociedade atual, incluindo não apenas a linguagem escrita, mas também imagens, sons e gestos."

[11] "Tenho refletido bastante sobre como posso integrar os multiletramentos em minhas aulas de língua inglesa. Recentemente, comecei a utilizar vídeos e recursos online para estimular a produção oral e escrita dos alunos, e tenho percebido resultados muito positivos."

reports a recent experience integrating multimodal resources into her classes, highlighting her willingness to experiment with new approaches and evaluate their effectiveness. Her statement reinforces the need to promote multiliteracies in the English classes as pointed out by Pinheiro (2021).

- *Engagement with Research*

> Teacher: "**I believe** my participation in this research can contribute to a greater understanding of how multiliteracies can be incorporated into English language teaching. I am willing to share my experiences and learn from the results of this study."[12] (our emphasis).

Here, the teacher expresses her engagement with academic research and her willingness to contribute to advancing knowledge in the field. She shows openness to sharing her experiences and reflecting on the study's results, demonstrating a collaborative and proactive attitude toward her teaching practice, as defended by New London Group (1996) and Cazden *et al*. (2021), related to the ideia that the teacher should work as a designer.

These excerpts from the interview highlight the teacher's reflective, critical, and engaged stance regarding English language teaching from the perspective of multiliteracies. Her reflections and experiences contribute to understanding how multiliteracies can be effectively integrated into the educational context, promoting a more inclusive, diverse, and participatory approach to teaching and learning English (Rojo, 2012; Pinheiro, 2021; Ribeiro, 2020).

School B

- *Multiliteracies*

The teacher at *School B* begins her remarks by pointing to the different means that have permeated her practice after the pandemic, such as cell phone use in the classroom and ChatGPT.

> Teacher: "If you say some things there, they have their cell phones in hand; they research there and look. Their relationship has changed in that sense. **It's interesting**. They have it for things outside, but for learning, **it is really interesting** that they still have so much difficulty. […] Until last month, PIBID was at the school. One of the last classes was to present the English language tools they can use. They find it difficult, but for example, they have already discovered GPT."[13] (our emphasis).

[12] "Acredito que minha participação nesta pesquisa pode contribuir para um maior entendimento sobre como os multiletramentos podem ser incorporados ao ensino de língua inglesa. Estou disposta a compartilhar minhas experiências e aprender com os resultados deste estudo."

[13] "Se você fala algumas coisas lá, eles tiveram com o celular na mão, eles pesquisam lá e olham. A relação deles mudou nesse sentido. É muito interessante. Eles têm para as coisas de fora, mas para aprendizagem é muito interessante que eles ainda têm muita dificuldade. […] Até mês passado o PIBID tava lá na escola. Uma das últimas aulas foi apresentar ferramentas de língua inglesa que eles podem usar. Eles têm muita dificuldade, só que assim, por exemplo, o GPT eles já descobriram já."

However, the teacher shows her concern regarding this use, which should be done carefully and with a critical attitude to avoid mere repetition and copying without any progress in developing students' thinking and relational abilities. Her reflections show her commitment to critical literacies, as defended by Jordão (2023).

> Teacher: "They have already discovered GPT. Yes. But are they learning with it or just copying? Copying. Right? It doesn't demonstrate learning. **Nobody is interested in checking** pronunciation or these things. Not to learn. Very little."[14] (our emphasis).

Throughout the interview, the teacher at *School B*, as defended by Jordão (2013, 2023) and Monte-Mór (2014), demonstrates her commitment to preparing students for life and not just for classroom subjects. This can be seen in her concern about not passing on an ideology but making them capable of seeing different aspects of the same reality: "I talk a lot with them. It's not just lectures and assignments. I always try to bring other perspectives so that the class is not just that they are already very indoctrinated".

The teacher believes that she can use multiliteracies more than other subjects by working with the English language. She cites various forms related to the internet with which she works in the classroom, such as the already mentioned ChatGPT, Instagram, Google Translator, and movies, but also points to the dictionary, the making of posters and banners, and the textbook as essential tools in her work with students. In her concern for the development of students not only academically, but also in terms of citizenship, the teacher partnered with the Women's Museum and took her students to workshops on the colors of Baroque art, presenting them language as a social practice (Freire, 1987; Rojo; Barbosa, 2015; Leung; Street, 2016; Cazden *et al.*, 2021). According to her, the students began to see and feel a sense of belonging to the city where they lived (a city rich in Baroque art).

Equally important is the teacher's reflection on what she considers "learning" in the field of the English language. The teacher at *School B* has eight classes with an average of 34 to 38 students, and according to her, they all come open and curious to learn. Her role is to keep them motivated and make learning meaningful for them, as Freire (1987) points out.

> Teacher: "**I can't believe** the student is not learning. There are many factors involved in that. **It's not simply** saying that they're not. What is learning to begin with, right? **What is learning**? Secondly, what are you going to call it? Okay, so I'll prove that they learned by taking a TOEFL test and that's it."[15] (our emphasis).

This reflection shows that the teacher is not simply accepting an imposed notion of learning. She establishes a criterion that is more in line with the reality in which she and her students live, and based on these aspects, she demonstrates that her students have profound

[14] "O GPT eles já descobriram já. Já. Mas estão aprendendo com ele ou só copiando? Copiando. Né? Não demonstra aprendizado não. Ninguém tem o interesse de verificar pronúncia, essas coisas. Não para aprender. Pouquíssimo."

[15] "Eu não consigo acreditar que o aluno não tá aprendendo. Tem muitos fatores que estão envolvidos nisso. Não é simplesmente você falar que não está. O que que é aprender para começar, né? O que que é aprender? Segundo, o que que você vai chamar disso? Ah tá, então eu vou provar que ele aprendeu que ele fez uma prova do TOEFL e pronto."

and lasting learning: "After about ten years, they will be able to remember a lot". In this sentence, according to Hyland's (2004) framework on stance and engagement, quotation (directly reproducing someone else's words) is indeed a strategy writers use to bring in other voices, align or distance themselves from them, and involve readers in the discourse. Thus, according to Hyland (2004), the teacher involves the reader in her discourse and shows stance and engagement.

4 Final Considerations

Our research objectives sought to propose diagnostic and pedagogical intervention actions in an attempt to re-signify educational practices related to multiliteracies in Basic Education schools in Minas Gerais in the post-pandemic context. The data provided about the two schools and their English teachers offer essential possibilities for interpretation and suggestions for new practices.

We can consider some actions to promote the re-signification of educational practices related to multiliteracies in both schools, such as: i) the development of differentiated and personalized teaching strategies that incorporate multiple languages and media according to the social, historical, and cultural context of the participating schools, as pointed out by New London Group (1996); ii) the need for continuous teacher education processes in inclusive pedagogical practices, multiliteracies, and critical literacies, aiming to meet the varied needs of students and promote equitable education (Kleiman, 2007; Rojo, 2012; Ribeiro, 2020, Pimenta, 2018); iii) the establishment of partnerships with local institutions and community resources to enrich the educational environment and provide practical and experiential learning opportunities (Pimenta, 2016); and iv) the implementation of support programs and additional resources for students with special needs that can ensure their full participation and access to the curriculum (Freire, 1996; Kumaravadively, 2016; Jordão, 2023).

These actions related to the specific challenges identified in the schools of the two participating cities align with the objectives of our research, which is to promote innovative and inclusive educational practices that value multiliteracies and critical literacies (Pimenta, 2018). By reflecting on the processes and results achieved so far, it will be possible to construct a dialogical approach with the English teachers regarding pedagogical possibilities for teaching English that take into account the local contexts of each school.

Our research reaffirmed that true collaboration between university and school is not a one-way process; rather, it is built on the exchange of knowledge, experience, and reflections. From the participating schools, the universities learned primarily about the pragmatic resilience and the pedagogical creativity of teachers working under complex socio-educational conditions, especially in the post-pandemic context. Teachers shared localized strategies for addressing multimodal teaching challenges, which often diverge from the models typically proposed within academia.

Additionally, the schools taught us about the importance of contextualizing multiliteracy pedagogy beyond theoretical formulations, adapting it to realities where digital access is unequal, and where social vulnerabilities directly impact classroom practices. For example, the use of oral narratives, community knowledge, and hybrid forms of literacy

(combining digital, printed, and oral resources) emerged as powerful tools in the teaching practices observed.

Another essential lesson concerns the ethics of care present in the schools' practices – something that the universities often overlook when overly focused on cognitive outcomes. The relational dimension of teaching, the affective bonds, and the culturally responsive practices shared by the school teachers were pivotal in reorienting some of our own academic assumptions.

In short, the schools have taught the universities that implementing multiliteracies and decolonial practices cannot occur through the mere application of models; instead, it requires listening, co-construction, and recognition of the epistemologies already in place within the school communities. This reflection led us to revisit not only our pedagogical proposals, but also the very foundations of what we consider valid knowledge production in the field of Applied Linguistics.

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Ethics Comittee Report

This study was approved by the Ethics Committee of the Federal University of Ouro Preto, logged under protocol number 67646623.0.1001.5150.

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Authors' Contribution

The authors declare that the research was carried out in partnership, with both having participated in all stages of the study, namely: the exploratory, descriptive, explanatory, applied, and analytical phases. The text was written in Google Docs and is therefore the result of collaborative writing.

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