



## Teacher literacy in the initial training of literacy teachers and decolonial crossings



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### ABSTRACT

The study presents a research on academic literacy (AL) in the development and written production of future literacy teachers (UFPA). The AL we are dealing with concerns the forms of appropriations, participations, writing, and varied readings present in academic writing. The methodology adopted was collaborative, which is established through dialogue, based on considerations from the decolonial perspective. Such directions constitute incisive criticisms of the coloniality of being and the supremacy of science in relation to other forms of knowledge. In addition, they promote the strengthening of dialogue in the context of dialogical, multicultural and awareness-raising popular education, which confronts the imposition of dominant traditional Eurocentric values. To this end, these reflections were based on studies by authors such as BAKHTIN (1950, 2020), SOARES (2006), STREET (2014) AND WALSH (2009), among others. The research data includes articles in the process of being produced for academic events. It was possible to conclude that future literacy teachers faced difficulties in meeting the expectations of the academic writing development process. However, after contacting the researcher, they showed improvements, especially in the rewriting stage, in which they made the necessary adjustments and appropriated the scientific discourse.

**Keywords:** Academic Literacy, Decoloniality, Literacy Teachers, Academic Writing.

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## INTRODUCTION

This investigation is linked to the studies and research developed in the research project "Decolonial Practices in Teacher Training: Heritage, Affections, Dialogues and Authorship" and to the Study and Research Group on Literacy, Literacies and Teaching Practices in the Amazon (GALPDA /IEMCI/UFPA / CNPQ) coordinated by Prof. Dr. Isabel Cristina França dos Santos Rodrigues. In 2018, this project was internationally awarded as an innovative experience, by the Regional Program for the Development of the Teaching Profession in Latin America and the Caribbean, promoted by the Organization of Ibero-American States (OEI) and the World Bank (WB). The recognition referred to the actions undertaken by the "Center for Teaching Practices and Languages in the Amazon".

The Study and Research Group on Literacy, Literacies and Teacher Practices in the Amazon (GALPDA) is linked to the Faculty of Mathematics and Science Education, of the Institute of Mathematical and Scientific Education, of the Federal University of Pará, which proposes interventions in the scope of initial and continuing teacher training, in the municipality of Belém/Pará.

Created in 2009, the course was conceived by a group of professors from the Federal University of Pará (UFPA), from the graduate program of the Institute of Education, Mathematics and Science (IEMCI), coordinated by Prof. Terezinha Valim and team, with the endorsement of the Federal Government through the REUNI project. The Integrated Teaching Degree in Science, Mathematics and Languages (LICML) was a response to the difficulties and negative results of educational research on the teaching-learning of Science, Mathematics and Mother Tongue. It covers the subjects of Science, Mathematics and Languages, aimed at the early years of Elementary School.

The course is the first of this modality in Brazil. It is an innovation for the improvement of Basic Education, through the insertion of teachers with differentiated academic training through thematic axes and not by disciplines, as is customary in higher education courses. Graduation requires reading and writing skills for use in the most varied communication situations; establishes that students develop interdisciplinary teaching perspectives and practices within the scope of their performance in the Early Years and in Youth and Adult Education in Elementary School.

The Integrated Teaching Degree in Science, Mathematics and Languages has in its curricular structure six integrating thematic axes that are articulated. These are: Fundamental thematic axis of reading and writing acquisition; Teaching theory and practice in Science and Mathematics; Teaching and learning processes in Science and languages; Science, technology, society and environment; Construction of concepts and use of languages in Science and Mathematics; Teaching internships. Each axis is composed of themes and subjects that are the basis for the curricular components of the course.



In this context, my research addressed the influence and importance of Academic Literacy (AL) in the development and written production of undergraduates of the Integrated Teaching Degree course at UFPA. The term "Academic Literacy" refers to the teaching of academic discursive genres, such as reviews, scientific articles, files, monographs, dissertations, theses, abstracts, memorials, among others. The practice of AL enriches the repertoire of university students throughout their initial and continuing education, contributing to the development of academic autonomy.

Therefore, my research is justified by generating opportunities for discussion and reflection on the concept of academic literacy, through an investigation produced in a specific location. Although there is a vast bibliography that addresses the importance of textual production in Higher Education (HE), it is notorious that the theme still lacks a comprehensive and in-depth approach. As Geraldi (2013) points out, textual production in the academic environment requires specific techniques that need to be learned and improved, so that one can build a solid foundation and progress at higher educational levels. In this sense, this research seeks to contribute to the development of effective Academic Literacy strategies, which can help students in the construction of their knowledge and in overcoming challenges that may arise during the university trajectory.

In the specific case of the reality investigated, some local factors enhance this debate. Through a survey carried out, it was possible to identify that the licentiate students who enter the course enter with low rates of written elaboration, such as in the writing of the National High School Exam (ENEM) and the Special Selection Process (PSE) offered by the university. Therefore, it is believed to be of paramount importance to discuss and encourage the participation of these students in extension and research projects that provide them with support for academic demands.

The guiding question of this research was the following question: "How does academic literacy contribute to the training and capacity of future literacy teachers in the Integrated Teaching Degree course?".

To answer the question raised, the main objective of the study was to understand academic literacy as a social practice in the university and professional context of undergraduates. In addition, in particular, it was sought: to analyze the literacy process of future literacy teachers and its relations with the scientific article genre; to verify what difficulties the licentiate students present when producing such a genre; analyze the aspects of authorship in the Integrated Teaching Degree course that participate in the project "Centers of Teaching Practices and Languages."

## **METHODS**

The methodology used was a qualitative approach with a collaborative approach, enriched by reflections of a decolonial nature. The main purpose of this approach is to understand the interactions

between the lecturer, the didactic device (short courses) and the teaching objects (the development of academic literacy through the scientific article genre). These reflections vigorously challenge the coloniality of being and knowledge, the primacy of conventional science, as well as the formal, style and content aspects. In addition, the research seeks to promote a dialogue rooted in a perspective of dialogical, multicultural and awareness-raising popular education, which celebrates (re)existence as opposed to the imposition of dominant traditional Eurocentric values.

The main theorists used to develop the area of academic literacy were decided to work on Street (2010), Kleiman (2007) and Soares (2020) and finally for the development of decolonial studies Wash (2012), Quijano (2005) were chosen.

## **RESULTS AND DISCUSSION**

### **ACADEMIC LITERACY**

Literacy is a process that favors the subject to meet the social demands of the use of writing, according to their individual needs. As writing is present in all spheres of society, it is impossible not to come across texts written in our daily lives. We can find texts in different places, such as billboards, social networks, public offices, and a multitude of other places.

Street (2014), brings to light discussions about the importance of considering the social practices of reading and writing in their specific cultural and historical contexts. In his studies on literacy in contexts of ethnic and linguistic minorities, the scholar points to the need to understand the forms of literacy that are valued in different cultures and communities, as well as the inequalities of access and participation in literate practices.

Since the concept of literacy can be defined as the ability to use written language efficiently in different social and cultural contexts, academic literacy (AL) is a more specific variant of literacy. In general terms, it is a concept that refers to reading and writing practices specific to the academic environment, including the skills and knowledge necessary to access, understand, and produce academic texts. It is a set of social, cultural, and cognitive practices that are an integral part of academic life and the construction of knowledge.

Academic literacy is related to different discursive genres that are more recurrent in the university environment, such as articles, reviews, dissertations and theses. In addition, it involves the development of specific reading skills, such as identifying arguments and evidence, critically evaluating sources, and synthesizing information from different sources. According to Street (2014), LA also includes social and cultural aspects, such as the norms and expectations of different fields of knowledge and the power and hierarchical relations that permeate the academic environment. These aspects can be influenced by factors such as gender, race, and social class, which can affect the access and participation of different groups in the academic environment.



Santos, Soares and Santos (2021) explain that academic literacy

[...] It takes place in participatory processes, in events and practices contextualized in each discipline or area of study, considering their specificities and possibilities. This understanding reinforces the idea of variety, multiplicity and dynamism as an inherent part of the teaching-learning process in contexts in which scientific academic knowledge is applied, whether at undergraduate and/or graduate levels. Keeping in mind the proportions and complexities, both basic education and the higher levels of education have objectives related to the uses of the written language (SANTOS; SOARES; SANTOS, 2021, p.12).

Returning to the object of our discussion, that is, the licentiate students in the Integrated Teaching Degree in Sciences, Mathematics and Languages, Academic Literacy involves the knowledge of new terms, concepts and discursive genres by the undergraduates, which until then were distant from their realities, but which, from that moment on, need to integrate their daily practices. This knowledge allows the development of established cultural patterns, especially in the university context, related to reading and writing skills and abilities.

During the course, the licentiate students build themselves as teachers, elaborating cultural models of reading and writing texts and recognizing social voices and power relations that are established through written texts, as well as in other academic activities. It is understood, therefore, that the ability to fluency in academic literacy is acquired through participation in academic writing practices. This process consists of continuously developing knowledge and skills to understand and use the various forms of text production.

Textual production is one of the main and challenging skills that an undergraduate student needs to develop in academic literacy. Through it, it is possible to convey ideas, arguments, and research findings in a clear, coherent, and convincing manner. The production of articles is one of the most common forms of textual production in the academic environment, whether for the conclusion of disciplines, presentation of results of research in progress, and in some cases, it is accepted as a final product of research, presented as a course completion work.

Therefore, when dedicating himself to the construction of an article, the student, at its various levels, not only needs a solid knowledge of the topic in question, but also a series of skills related to textual production. It is necessary to know how to organize information in a clear and coherent way, how to use citation and reference standards, and how to use objective and precise language. In addition, it is important to have a thorough knowledge of the specific norms and standards for publishing scientific articles in each area of study.

To develop these skills, it is essential that students and researchers have access to specific guidance and training on the production of academic texts, especially scientific articles. This guidance can be offered through specific subjects, workshops, study groups, and other resources that can help students improve their writing skills. It is necessary, to the same extent, to pay attention to the updates of the standards, which in Brazil has ABNT as its main representative.



However, for the licentiate student to be able to develop academically, it is not enough just to reproduce the dominant literacy patterns. It is necessary for him to be critical and reflective, recognizing the diversity of information and social languages present in the academic environment and being able to use them productively. On this Kleiman argues:

A change in the teacher's performance necessarily depends on changes in the university training course. One of them is a change in the conception of writing and in attitudes towards literate practices, which undergo a process of naturalization as one advances in the school process. The transformations encompass the political-ideological dimension, since the naturalization of writing obscures the fact that the uses of language are not neutral in reference to power relations in society, which can contribute to inequality and exclusion when the learning of written language becomes another social barrier for students who did not participate in literate practices in their primary socialization, with the family. The training course should function, in this way, as a space for denaturalization, for the realization of a gradual process of de-ideologization of reading and writing (KLEIMAN, 2007, p. 17-18).

In this way, in the academic literacy that takes place within the Federal University of Pará, Belém Campus, students of the LI course are inserted and learn to internalize a new level of literacy in their academic trajectory. Throughout this process, they become able to deal with the different discourses present in academia and produce texts that meet the specific requirements of this environment.

In this sense, academic literacy is not just a set of technical writing skills, but a way to critically appropriate the knowledge produced in the university environment and to communicate effectively with the academic community. It is important to note that this skill is not acquired immediately, but rather throughout a continuous process of learning and reflection. Therefore, it is essential that the licentiate student is encouraged to develop his critical and reflective capacity from the beginning of his academic training.

The fact that we are dealing with a teacher training course is also elementary. The training of teachers to act as literacy agents requires new demands from the university educator. Although academic knowledge and understanding of literacy practices are important, the teacher's attitude is essential. A teacher who recognizes that he is in a constant process of literacy takes the risk of experimenting with new literate practices and continues to learn from his students. This includes literate practices that motivate the entire group, simultaneously meeting individual interests and goals, and that form readers, arouse curiosity and give confidence to beginner writers. In order for teachers to act in this way in their practice, we need to provide models of this type of behavior during their training process (KLEIMAN, 2007).

For the undergraduates of the LICML course, participating in the projects carried out by the Group of Literacy, Literacies and Teaching Practices in the Amazon – GALPDA, consists of an opportunity to develop criticality and confidence to write and give their opinion. This occurs because the group is motivated to value the experiences, baggage and social and school experiences that the



students brought from life, but which, according to their reports, in the course they did not feel comfortable and much less had this openness.

This ended up generating a feeling of inferiority and incapacity, especially when there was some work or activity passed on by the teacher, for example, about the writing of a work within a specific academic genre or a subject to discuss orally and which he has not yet mastered. The development of academic literacy in initial teacher training results in a professional who is aware of his teaching practice, who will know how to develop literacy projects; It will be able to develop all aspects that involve the use of language, as well as the various social practices that involve language, but for this to happen, there needs to be a transformation in university training courses.

Returning to more practical issues involving academic literacy, the relationship between teacher and student is sometimes a factor of tension and, to a certain extent, discouragement for newcomers. Often, the teacher asks students to read a text on a new and complex topic beforehand and then discuss it in class. However, this activity may not be well developed, since there was no real presentation of the subject, with the teacher exercising his role as a mediator between the students and the new concepts and academic debates

It is necessary, therefore, to discuss more assertively when changes in the performance of university professors so that students are more successful in their written productions. Regarding the dimensions found by Street (2010), the students had difficulties in recognizing the purpose and objectives of the text, selecting argumentation to support the article, placing themselves in the text, using the appropriate linguistic marks to make references to the context and the method and, finally, understanding the structure of the article. In other words, there is a major flaw in this case with regard to the academic literacy of these doctoral students.

Therefore, academic literacy involves an adaptation to new forms of knowledge, understanding, interpretation and organization of knowledge, through dialogue between teacher and student and between knowledge. It is in academic practice that we have the opportunity to enable the constitution of a teaching identity that is more affective to everyday literate practices, aiming at a holistic and cross-cultural perspective.

## DECOLONIAL CROSSINGS IN THE RESEARCH

The undergraduates of the Integrated Teaching Degree course have low approval rates in the course. Therefore, the project aims to favor the advancement of these students in the process of writing, reading and speaking through the studio (written production). In addition, the project aims to allow undergraduates to circulate in other projects and compete for scholarships, master's vacancies, for example.



It is important to highlight that coloniality is a practice of political, economic and cultural restriction of one social formation over another, which occurred during the occupations of territories (colonies) between the fourteenth and seventeenth centuries in Latin America and the African Coast by European countries, such as Portugal, Spain, France and England. Although this period has ended, Eurocentric culture continues to predominate in many societies, including Brazil.

As Quijano (2005) points out, Europe concentrated under its hegemony the control of all forms of control of subjectivity, culture and knowledge, becoming part of the new pattern of world power. That is why a decolonial movement is needed that fights for those excluded from universities, movements and civil society organizations.

In this sense, decoloniality presents itself as a political force of resistance and opposition to dominant academic trends, seeking to create new forms of thought and action that can contribute to the construction of a more just and egalitarian society (NASCIMENTO, 2021). By calling into question the hegemony of Eurocentric thought and valuing the epistemologies of the Global South, decoloniality seeks to promote greater epistemic and cultural diversity in the academic field and in society as a whole.

The domination of investigative patterns of teaching and studies has impacted the production of knowledge outside the hegemonic perspective, denying space for its recognition and development. The systemic structural heritage of Eurocentrism has influenced the epistemological knowledge of scientific, theoretical and academic knowledge, which generally "command" the positions of what is most important, to the detriment of other knowledge. This condition of hegemony creates a bubble dominated by a few, who are usually people who have had more opportunities for literacy during their lives.

The objective of projects and research such as the one I seek to develop in this article is precisely to pierce this bubble and bring to the wheel of scientific knowledge those who did not have the opportunity due to various external reasons. As well as this investigation, over the last few years studies and research have sought to give prominence to marginalized people in the great wheel of knowledge.

The work of the writer Carolina Maria de Jesus, "Quarto de despejo", is a pertinent example of this oppressive structure that seeks to standardize or annul everything that does not fit its norms. At the time of its release, the famous book was seen under the stigma of prejudice, as it was written by a black favelada with little education, which escaped the standard form of writing and presented a strong and unfiltered account of the reality to which it belonged. This prejudiced view was a clear demonstration of the influence of Eurocentrism on literary knowledge.

In the case we investigated, the undergraduates often arrive at the project very fragile and quiet, as if the knowledge they have acquired throughout their lives was not important. However,





when they are called upon to talk about their experiences, they feel that their knowledge is valid. This is because academia exercises the power to validate knowledge, something already very well established in university curricula. However, it is of paramount importance to change the curricula to something more humanized in which students can insert contributions and experiences with the aim of bringing new perspectives to theory and methodology.

However, the academic environment is often not prepared to work on diversity, as it is usually an environment that does not consider the experiences of students. Since the Western system is often perceived as dominant in cultural spaces and its practices are considered universal and true, this may lead us to question whether this domination is not exclusive to the historically-based West, or whether it is actually an inherent characteristic of the gregarious nature of human beings.

About this Walsh says that:

The coloniality of power – refers to the establishment of a system of social classification based on the category of "race" as a fundamental criterion for the distribution, domination and exploitation of the world population in the criteria of classification, places and roles of the capitalist-global structure of labor, a category that – in turn – alters all relations of domination, including those of class, gender, sexuality, etc. This classification system was fixed on the formation of a radicalized hierarchy and identity division, with the white (European or Europeanized, male) at the top, followed by the mestizos, and finally the Indians and blacks in the last positions, as imposed, homogeneous and negative identities that intended to eliminate the historical, geographical, sociocultural and linguistic differences between native peoples and those of African descent (WALSH, 2018, p.23).

The way knowledge is produced, disseminated and validated in academia often excludes perspectives and knowledge that do not fit into Eurocentric molds, reproducing the colonial logic of hierarchization and exclusion. In this context, it is essential to recognize the importance of subalternized and peripheral knowledge in the production of knowledge and to promote epistemic and cultural diversity in the university. This implies rethinking curricula, methodologies and forms of evaluation, as well as giving voice and space to students' experiences and experiences. Only in this way will we be able to overcome the coloniality of power and build a more inclusive and democratic university.

The reality imposed by the modern world often makes people feel diminished and devalued, especially in relation to Latin American peoples. This is part of a strategy of destitution of the human existence of these peoples, which has been used since the colonization of Latin America. Unfortunately, this mindset can also be observed within universities, where students often feel inferior and excluded.

An example of this can be seen in undergraduate courses, which are often seen as inferior compared to other professions, such as medicine. This is largely due to the devaluation of the teaching profession in Brazil. In addition, the licentiate courses themselves often do not offer adequate training in relation to the usual academic genres, such as reviews, files and articles. Many

students end up having to look for this information on the internet or in research groups such as GALPDA.

To change this reality, it is essential to bring decolonial knowledge and practices into universities. This may include workshops and more in-depth explanations about the usual academic genres, as well as the appreciation of the students' experience and experience. After all, it is important to remember that academia should serve everyone and not just a privileged elite.

## INTERVENTION AND ANALYSIS

The methodology is extensive, therefore, for this article I will bring an excerpt of the aspects analyzed, such as the textual structure of the article genre that the graduates built to publish later. Their article talks about the use of podcasts as a teaching tool. The entire research presented four moments, in the format of mini-courses and they were meticulously structured in four modules, in order to address the most relevant topics according to the needs of the participants.

Module I aimed at general aspects of the article genre, aimed at teaching the structure of the genre. Initially, we show the table with the didactic model of the genre, such a procedure seeks to guide as to what can constitute the genre to be taught.

After presenting the didactic model, we focused on the compositional structure of the genre that has as elements: summary, introduction, development, conclusion and bibliographic reference; paid attention to the importance of knowledge of the ABNT rules. In her explanation, the professor added that there are other elements within the compositional structure linked to the elements previously mentioned.

In the first contact with the students' writing, we can perceive structural problems while formatting the abstract. See excerpt 1 developed by the undergraduates:

### SUMMARY

The present work reports the experience of three undergraduates of the Integrated Teaching Degree in Science, Mathematics and Language Education during the Research Project: "Teaching and learning processes involving sociocultural practices in non-formal teaching spaces: connections between Podcast and Arts", which develops studies directed to the early years that articulate linguistic knowledge in various areas of knowledge, seeking new teaching strategies that encourage new ways of acquiring and producing knowledge through technology,

Therefore, the purpose of this article is to present the use of podcasts in the educational context and in society, its contribution and use in the teaching-learning process in basic education and its potentialities, structuring itself with the theoretical contribution of several authors who discuss relevant aspects about this digital tool as a new teaching strategy that permeates face-to-face and distance learning in the process of educational evolution currently experienced. In addition, this article seeks reflections and reports of experiences that prove, and that make us understand and solidify how important it is to use this tool in the internal and external school environment and its influence on the context of orality.

Therefore, through our experience report lived during the project, we intend to demonstrate the importance and need to introduce the podcast in classrooms with the institute of working on orality, reading, interpretation and text production, assisting in the teaching-learning process of the student in the early years as a facilitator in the development process of the student with some limitation, specifically the visual. (EXCERPT 1)

In excerpt 1 we observe the abstract in paragraphs instead of being in a single paragraph and single spacing, the methodological path and the result of the research is not described. The text is also very long, there is a lack of keywords in the right field that is after the abstract, the keywords were after the introduction and absence of theoretical reference - which is not a rule, because depending on the journal of publication it is not requested, but it is important for them to relate the guidelines of academic writing, since the abstract is the first door for readers. Such utterances comprise, in their totality, the conditions proper to communication, such as objectives, style, linguistic choices, etc., all these factors, grouped in a text, correspond to the genre.

All these elements – the thematic content, the style, the compositional construction – are indissolubly linked in the whole of the utterance and are equally determined by the specificity of a given field of communication. Evidently, each particular utterance is individual, but each field of language use elaborates its *relatively stable types* of utterances, which we call *discourse genres* (Bakhtin, [1979] 2011, p. 262 – emphasis added).

Regarding aspects related to the academic genre, such as the search for objectivity and clarity in the abstract section, the need for improvements was identified. The abstract was excessively long and lacked some fundamental information related to the research carried out by the undergraduates. However, through the demonstrations and the appropriate information flagging during the review, it was possible to substantially improve the quality of the abstract. This experience notably highlights the persistence of the dynamics of the coloniality of power and knowledge in the academic sphere, which sometimes limit the capacity of human beings to recognize themselves as beings in constant evolution, subjects of history, engaged in the continuous search for self-development.

According to Figueiredo (2009):

The coloniality of power is inscribed in the scope of the coloniality of knowledge, with which it feeds back [...] this oppressive movement begins with the advent of the colonization of America, dated in 1492. (p.3)

Therefore, it is essential to recognize that, if information does not circulate in an accessible way for all, undergraduates face difficulties in the adequate development of the academic genre. However, after the placements and information offered during the review process, there was a notable increase in his knowledge and, consequently, a considerable improvement in his academic writing. This improvement was evidenced by the detailed reviews carried out on the articles themselves, in which comments and suggestions were highlighted in red, providing clear and constructive feedback. After the first mini-course and revision, the students presented a new version of the writing, observe excerpt 2:

#### SUMMARY

The present work reports the experience of three undergraduates of the Integrated Teaching Degree in Science, Mathematics and Language Education during the Research Project: "Teaching and learning processes involving sociocultural practices in non-formal teaching

spaces: connections between Podcast and Arts", which develops studies directed to the early years and EJA that articulate linguistic knowledge in various areas of knowledge, seeking new teaching strategies that encourage new ways of acquiring and producing knowledge through technology. This article was prepared through qualitative research and aims to list the potentialities of this tool for the educational context and in society, its contribution and use in the teaching-learning process in basic education, structured with the theoretical contribution of the following authors: DUTRA (2004), MARCUSCHI (2001), SCHNEUWLY (1997), SCHNEUWLY and DOLZ, 1994, Magalhães (2008) and Camargo Filho & Bica (2008: sp), Buckingham (2010), which discuss relevant aspects about the podcast, orality and digital literacy, systematically, as a new teaching strategy that permeates face-to-face and distance learning in the process of educational evolution experienced today.

We can see that there was a restructuring of the abstract, with the aspects signaled about gender and also within the decolonial crossings when there is a lack of knowledge linked to gender and when this knowledge is passed on, that is, when the "bubble is pierced", they start to recognize their deviations and try to adapt the writing to what the colonality of knowledge said about gender. That is, when adapting to the compositional structure of the genre such as putting it in a single paragraph and presented the theoretical framework, but the text was still a little long, since depending on the publication contest the abstract requires a number of words. In any case, they managed to have an advance in the structural aspect.

Their progress is visible, since after the revisions many reported that they did not know some information, such as the summary in a single paragraph and the importance of the steps being well signposted. They claimed that it was because they did not know and do not have so much practice in writing articles, it is worrying, because the academy demands a lot of written productions from students, sometimes as an evaluative proposal and without publication in a journal, which ends up becoming just a pretext for evaluation and mischaracterizes the communicational use, that of production for the scientific community.

## CONCLUSION

The practice of academic literacy is fundamental for the learning and appropriation of the licentiate students in the scientific learning they occupy. The main problems found were the structural aspects in relation to the genre, that is, the compositional aspect and the style. In the formal structure of the scientific article genre when they summarize in paragraphs, for example.

With regard to the impacts of decolonial crossings, it becomes evident how much the aspects of the centrality of knowledge in the academic environment are predominant. However, with the implementation of the project and the realization of the mini-courses, a notable change was observed in this scenario. For example, participants became more actively involved in academic events, including reaching publications in this context. This highlights the importance of the project's action in the process of inclusion and participation of undergraduates in the academic environment, breaking with traditional barriers.



From the social practice of awareness, the licentiate students are able to demonstrate empowerment in writing by appropriating more of the genre and acting autonomously, critically and actively in the world in which they are inserted. With this, they gain more space in academia, are able to participate in selection processes and also act as active opinion makers because they feel more prepared in their knowledge.



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