

## Curricular innovation and multiliteracies in language and literature education: a literature review

### ARTICLE

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### Abstract

In contemporary society, marked by the technological revolution, new forms of language and knowledge organization emerge, driven by multimodality and networked digital culture. This shift manifests in the reconfiguration and hybridization of languages, the blending of texts through various signs, and the construction of a new textual grammar, resulting in multiple ways of producing meaning and interacting with the world. The curriculum policy for the initial training of Language and Literature teachers is intrinsically linked to these new perspectives on language comprehension and use. Thus, this literature review aims to analyze the scientific production—including theses, dissertations, and articles—related to the themes of curriculum innovation, multiliteracies, and teacher education in Language and Literature, in their various intersections, from 2004 to 2023. The findings highlight the urgent need to deepen this debate, considering the importance of rethinking teaching practices through a multifaceted, multiliterate, and multisemiotic approach in the training of Language and Literature educators.

**Keywords:** Innovation. Curriculum Policies. Language Studies. Multiliteracies.

### Inovação curricular e multiletramentos na formação em letras: uma revisão de literatura

### Resumo

Na sociedade contemporânea marcada pela revolução tecnológica, emergem novas formas de linguagem e organização do conhecimento impulsionadas pela multimodalidade e pela cultura digital em rede. Essa mudança se manifesta na reconfiguração e hibridização das linguagens, na miscigenação dos textos por vários signos e na construção de uma nova gramática textual resultando em múltiplas formas de produção de sentido e interação com o mundo. A política de currículo para a formação inicial do licenciado em Letras está intrinsecamente ligada a essas novas perspectivas de compreensão e uso da linguagem. Assim, esta revisão de literatura busca analisar a produção científica — incluindo teses, dissertações e artigos — relacionada aos temas inovação curricular, multiletramentos e formação em Letras, em suas interfaces, no período de 2004 a 2023. Os resultados destacam a necessidade urgente de aprofundar esse debate, considerando a importância de repensar as práticas de ensino por meio de uma

abordagem multifacetada, multiletrada e multissemiótica na formação do professor de Letras.

**Palavras-chave:** Inovação. Políticas Curriculares. Letras. Multiletramentos.

## 1 Introduction

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With the advancement of technology, digital language has expanded, enabling the creation of multimodal texts. These texts become more comprehensible and appealing by integrating various elements and resources—such as verbal and non-verbal/visual language (photos, illustrations, colors, sounds)—which not only enrich their presentation and broaden their meanings, but also allow meanings to be constructed autonomously, through their own perspectives and semiotic resources. As Kress and Van Leeuwen (2001) have pointed out, in the era of multimodality, semiotic modes beyond language are seen as capable of representing communication. In this context, extravisual language, visual elements, and thematic choices bring dynamism and innovation to textual communication forms.

In the field of Education, this movement has complex repercussions and demands a dynamic and active view of learning processes and practices for constructing contextualized knowledge. Schools have faced significant changes in the behavior of young students, as they adopt a more open stance toward novelty and readily absorb the technological and conceptual changes that become embedded in their ways of life. In light of this context, teaching approaches are increasingly directed toward the use of new strategies and technologies, directly associated with the needs and mastery of digital literacy skills, in a world increasingly characterized by hybridity.

It is undeniable that the continuous advancement of cultural and technological innovations presents challenges to language teaching and brings about multiple changes in the modes of information transmission, curriculum design, teaching practices, and everyday educational activities. In this context, it becomes essential to discuss how language and literature (*Letras*) degree programs have incorporated linguistic innovation in order to prepare future teachers for their professional practice.

This study seeks to identify, in articles, dissertations, and theses published between 2004 and 2023, evidence of developments that support the initial education of language and literature teachers for the pedagogical use of innovations and digital languages. Literature review enables an understanding of how these themes have been addressed in academic research and highlights the potential challenges and opportunities for structuring teacher education in the direction of a linguistic education that takes multiliteracies into account.

It is assumed that understanding teacher education from this perspective allows for reflection on the multiple facets and complexities involved in curriculum development and innovation in higher education. These innovations are shaped by diverse pedagogical conceptions, new teaching and learning technologies, multiple forms of language, and varied linguistic content that emerge from the interaction among different actors, texts, and technologies—constantly responding to current policies for initial teacher education.

## 2 Methodology

With the aim of exploring existing studies on the topic of curricular innovation and innovation policies within language and literature degree programs, a literature review was conducted between August 2023 and March 2024, following these steps: selection of databases; selection of search terms; searches within the databases; application of exclusion criteria for an initial screening; reading of titles and abstracts; application of a second round of exclusion criteria; and, finally, analysis of the selected publications.

During the data collection process, it became evident that although there are studies on innovation in education, they tend to intersect with other themes such as the use of educational technologies in teaching and curricular and methodological interdisciplinarity. In this regard, Messina (2001) argues that when discussing innovation, dialogue with other fields of knowledge becomes inevitable, as contemporary challenges are complex and demand interdisciplinary approaches across knowledge domains. This interaction contributes to progress, as concepts, methods, approaches, and discoveries

from one discipline enrich others. In an increasingly connected world, the boundaries between fields become more fluid, encouraging collaborations that drive innovation. Thus, the exchange between different perspectives is not only beneficial, but essential for the advancement of knowledge.

Nevertheless, the main objective of this literature review article was to analyze the existing body of work related specifically to curricular innovation in initial teacher education programs in language and literature (Letras). This study constitutes a segment of a broader research project that examined evidence of innovation related to multiliteracies in the implementation of curriculum policy in undergraduate teaching programs in Letras in Brazil. Specifically, this article presents a descriptive-analytical review, which allowed for a broader and more in-depth view of the object of study, thereby enhancing its results.

For the development of this research, the following databases were consulted: the *Biblioteca Digital Brasileira de Teses e Dissertações* (Brazilian Digital Library of Theses and Dissertations – BDTD) and the Scientific Electronic Library Online (SciELO). The following keywords were used: innovation, curriculum, higher education policy, and Letras. Thus, the search string was defined as: (Higher Education Policy) AND (innovation) AND (Letras) AND (curriculum) AND (multiliteracies).

After conducting the database searches, exclusion criteria were applied to guide the selection of abstracts for reading, followed by full-text reading of complete works. The exclusion criteria applied are listed below, and the number of publications identified at each stage is detailed in Box 1:

## Box 1 - Literature review: selection and exclusion criteria and results

Base	Period	Total results	1st selection	2nd selection
SciELO	2004 to 2022	2036	40	13
BDTD	2007 to 2023	30	14	4

Fonte: Prepared by the authors based on data from the literature review (2024).

In summary, 13 publications were selected from the SciELO database, and 4 works (one doctoral dissertation and three master's theses) were selected from the BDTD database for reading and analysis, as indicated in section 3. It is important to note that

none of these studies address innovation with a perspective directly focused on the curriculum of Letras degree programs, which is the object of this study. The relevance lies in the thematic proximity to curriculum-related innovation—such as teacher education and curriculum, language and multiliteracies, and innovation and higher education policy—topics that are essential to this research.

## 3 Results and Discussion

The studies analyzed are predominantly found in national and international journal articles, with a smaller number represented in theses and dissertations, as detailed in Box 2. These works are fundamental to the present research, as they promote essential reflections on curricular innovation in the education of Letras teachers.

Considering that teacher qualification requires a broader perspective on the challenges and possibilities of professional training, it becomes imperative to discuss topics such as multiliteracies in official documents, their innovative impact on curricula, and the curricular proposals aligned with the Diretrizes Curriculares Nacionais – DCNs (National Curriculum Guidelines) and the Plano Nacional de Educação – PNE (National Education Plan). These studies, therefore, contribute to the construction of a more critical teacher education model that is attuned to contemporary educational demands.

### Box 2 - Themes and objectives of the selected studies

Author/Year	Type/Title	Study objective
Thesis and Dissertations		
Santos (2020)	DISSERTATION A análise da BNCC de língua inglesa: multiletramentos.	Analyze the perspectives of the BNCC, taking into account the <b>teaching-learning goals</b> , specifically related to the teaching of IL, from the perspective of <b>multilearning and multimodality</b> , comparing it with previous <b>official documents</b> , which will continue to serve as <b>parameters for national education</b> .

Author/Year	Type/Title	Study objective
Silva (2016)	DISSERTATION Educação semipresencial no currículo de Física	To identify <b>the forms of VLE use</b> being implemented by the teacher responsible for the subject and the possibilities of a proposal based on <b>multimodality</b> pedagogy, in order to identify its <b>innovative potential</b> . The research was carried out by analyzing the data using a qualitative approach.
Bernardo (2015)	DISSERTATION Leitura em dispositivos móveis digitais na formação inicial de professores.	To investigate the viability of reading on digital mobile devices in <b>initial teacher training</b> , observing the process of <b>innovation</b> in teaching practice. It seeks to verify the potential of <b>digital language</b> in teaching activities; to relate contexts in which <i>mobile learning</i> processes and <b>multi-learning</b> pedagogy can contribute to the training of readers.
Dornelles (2008)	THESIS A inovação curricular e o debate popularizado sobre língua portuguesa e ensino.	In the field of <b>transdisciplinary applied linguistics</b> with a critical and ethnographic orientation, the study results from the search to understand the relationship between the popularized debate on Portuguese language and teaching and the demands for <b>curricular innovation</b> brought about by the country's development and modernization project. The research was carried out using the qualitative method.
<b>Journal articles</b>		
Costa (2014)	Reflexos das políticas itinerantes nas diretrizes curriculares nacionais dos cursos de Letras.	How, in Brazil, <b>the DCNs for Languages courses</b> reflect these policies and what their implications are for the training of language teachers. The aim is to show that itinerant policies are ambivalent and can be interpreted as processes of deregulation and privatization of duties resulting from liquid modernity, as interpreted by Baumann (2001).
Duboc (2011)	Redesenhando currículos de língua inglesa em tempos globais.	Reflect on <b>curricular proposals for English language teaching</b> in Brazilian basic education in the face of recent <b>transformations in contemporary societies</b> , taking the new theories of literacy as a theoretical contribution. The choice is justified because these theories have presented interesting reconceptualizations of knowledge, language and pedagogy.
Echalar; Lima; Oliveira (2020)	O uso da inovação como subsídio estratégico para a Educação Superior.	The objective of this <b>bibliographic and documental</b> study is to understand how the <b>PNE (2014-2024)</b> presents the <b>concept of innovation</b> and what relationships can be observed with regard to the <b>goals, guidelines and strategies</b> outlined for its development within the scope of <b>Higher Education</b> .



Author/Year	Type/Title	Study objective
Faria; Pessanha (2022)	Cultura Didática: olhar teórico para compreender a (não) inovação no ensino.	To delve into the <b>social and institutional mechanisms</b> that stand in the way of <b>innovation in teaching</b> and that, more broadly, deny change in a symbolic and practical sense in the classroom.
Fritzen (2011)	Reflexões sobre práticas de letramento em contexto escolar de língua minoritária.	Reflect on the German <b>literacy practices</b> introduced in a rural school following the implementation of changes in municipal language policies, and their interface with local literacy practices in a bilingual German immigrant community. Within a complex sociolinguistic scenario, teachers need to make pedagogical decisions about which literacy practices and in which language to value at school.
Marinho (2007)	Currículos da escola brasileira: elementos para uma análise discursiva.	It is organized around theoretical and methodological elements that guide the analysis of educational texts from a discursive perspective. It takes as its object <b>the Portuguese language curricula and the National Curriculum Parameters</b> , produced in Brazil in the last two decades of the 20th century.
Mesquita; Flores; Lima (2018)	Desenvolvimento do currículo no ensino superior: desafios para a docência universitária.	Discuss the <b>challenges</b> facing <b>university teaching</b> , particularly <b>curriculum</b> development in <b>higher education</b> . The first challenge points to the relationship between the teacher's planning and pedagogical action, the process of selecting content and teaching strategies. The second challenge reinforces the importance of creating interdisciplinary spaces to develop students' skills. And the third challenge <b>emphasizes assessment</b> as one of the main <b>enablers of curricular innovation</b> .
Nunes (2019)	O Discurso da (In)Flexibilidade Curricular em Análise Dialógica.	Analyze the NDE of Literature courses at a public university to the <b>discourse of curricular flexibility enshrined in official documents</b> , from the perspective of the Dialogical Discourse Theory/Analysis of the Bakhtin Circle and verify the Opinions of the National Education Council that present and support the National Curricular Guidelines for Literature Courses and Teacher Training.
Pedroza; Flores (2018)	La universidad 4.0 con currículo inteligente 1.0	Discuss the future of <b>the university in the face of the digital emergency</b> , the academic productions and sources of knowledge incorporated into the curriculum and the Smart 1.0 curriculum of university 4.0.

Author/Year	Type/Title	Study objective
Pereira; Carneiro; Gonçalves (2015)	Inovação e avaliação na cultura do ensino superior brasileiro: formação geral interdisciplinar	Present partial results of the evaluation of the Higher Interdisciplinary Training Program (ProFIS) related to the proposal for <b>general interdisciplinary training</b> , which represents an innovation in the culture of Brazilian higher education.
Raupp; Pereira (2022)	A prática de análise linguística nos cursos de licenciatura em letras: um olhar para a formação inicial.	To reflect on the practice of linguistic analysis, one of the articulating axes of Portuguese language teaching in Brazil in the <b>initial teacher training of language teachers, with a view to responding axiologically to Brazilian political-educational documents and contemporary studies</b> that ratify the work with language practices in basic education aligned with a social and historical approach under the nuance of interactions.
Silva <i>et al.</i> (2017)	Como formadores e alunos da licenciatura em Letras compreendem a linguística aplicada?	To understand <b>teachers and teachers in initial training about applied linguistics</b> (in the context of a Bachelor's Degree in Languages) and to problematize some of the consequences of these understandings for language teaching and learning and teacher training.
Vergna (2021)	Concepções de letramento para o ensino da língua portuguesa em tempos de uso de artefatos digitais.	To present a <b>theoretical study of the main conceptions of literacy that underpin Portuguese language teaching in contemporary times</b> , through a bibliographical survey of three theoretical conceptions of literacy: New Literacy Studies, Multilevel Pedagogy and New Literacies, whose main representatives are Brian Street, Magda Soares and Ângela Kleiman, for New Literacy Studies; Bill Cope, Mary Kalantzis and Roxane Rojo, for Multilevel Pedagogy; and Colin Lankshear and Michele Knobel, for New Literacies.

Source: Prepared by the authors based on data from the literature review (2024).

The studies analyzed demonstrate how educational policies impact curricular innovation and teacher education, especially in the context of the Diretrizes Curriculares Nacionais – DCNs (National Curriculum Guidelines), the Base Nacional Comum Curricular – BNCC (National Common Curricular Base), and the Plano Nacional de Educação – PNE (National Education Plan), reflecting on guidelines for both higher and basic education. Furthermore, the approach of Applied Linguistics and its connections with curricular innovation highlight the need for reformulations in Letras programs, taking into account



multiliteracies, multimodality, and sociolinguistic challenges. In this way, the intersection between educational policies and innovation in the curriculum of Letras programs becomes essential for understanding and improving the training of future teachers and language education in Brazil.

Therefore, the selected articles revealed key discussion points (highlighted in the table), which were grouped into two broad categories that will be discussed in the following section: 1) Educational Policies, Curriculum, and Innovation; 2) Linguistics, Curricular Innovation, and the Letras Program.

### 3.1 Educational policies, curriculum and innovation under debate

This section aims to discuss studies that engage with educational policies, innovation, and curriculum in Letras from different perspectives, while highlighting some connection with the central issue examined in this article—namely, identifying whether and how studies address the relationship between curriculum, teacher education in Letras, and multiliteracies within the contemporary context of hybridized languages, the mixing of texts through multiple signs, and the construction of a new textual grammar. This grammar generates different ways of producing meaning and interacting in the world.

In studies addressing Educational Policies (Fritzen, 2011; Raupp, 2022; Pereira, 2021), researchers discuss the need to make pedagogical decisions regarding literacy practices and the valuing of language in schools. Consequently, these discussions prompt reflection on the initial teacher education of language instructors, aiming to respond axiomatically to Brazilian political-educational documents and contemporary studies aligned with current societal needs.

In the study by Silva, Brito, Martins, and Santos (2017), which explores the question “*How do teacher educators and students in Letras programs understand Applied Linguistics?*”, the authors examine issues related to the understanding of language teaching and learning and teacher education. Their work encourages a dialogue on the

potential advancements in language education, particularly in terms of curriculum reform and modernization.

Similarly, Duboc (2011), in her discussion *Redesigning English Language Curricula in Global Times*, reflects on the need to design curricula that address the evolving needs of contemporary society. In her view, new forms of interaction are constantly emerging depending on the environment, enabling individuals to function as global citizens who engage with diverse cultures and contexts.

On the topic of multiliteracies, Vergna (2021) discusses conceptions of literacy in Portuguese language education during the age of digital tools. This theoretical study examines the main literacy frameworks underpinning Portuguese language teaching today through a bibliographic review and three theoretical perspectives, thus aligning closely with the themes explored in the present research.

Regarding innovation, Faria and Pessanha (2022) explore the social and institutional mechanisms that often become barriers to innovation in education, while Pedroza (2018) examines the future of universities in light of digital emergence, academic production, and the integration of new sources of knowledge into curricula.

Pereira, Carneiro, and Gonçalves (2015) analyze the outcomes of the evaluation of the Programa de Formação Interdisciplinar Superior (Interdisciplinary Higher Education Program), a proposal that represents an innovation within the culture of Brazilian higher education. Lastly, also within the perspective of innovation, Echalar, Lima, and Oliveira (2020) examine how the PNE (National Education Plan) 2014–2024 understands the concept of innovation as a strategic tool for higher education. Their analysis points to how the PNE prioritizes a conception of technological innovation that aligns with neoliberal interests and private capital.

The authors further emphasize that the focus on public-private partnerships (PPPs) and the delegation of responsibilities to higher education institutions (HEIs) serves to promote corporate interests over the public good. This trend threatens the autonomy of the knowledge produced in universities, which may become subordinated to market logic. The 2004 Innovation Law reinforces this tendency by encouraging partnerships between

universities and businesses. In this context, when considering curricular innovation in undergraduate Letras programs, it becomes essential to reflect on the type of teacher we aim to educate. The study underscores that this scenario jeopardizes university autonomy, the social dissemination of knowledge, and public research. Moreover, restrictive policies worsen the challenges of meeting the PNE's goals and compromise the funding of public higher education, weakening its social role and making private proposals more appealing to educators. Among the analyzed studies, it is important to note that none addressed innovation from the specific perspective of the Letras curriculum.

The text by Mesquita (2018) highlights the growing importance of curricular and pedagogical dimensions in higher education, with an emphasis on the role of the professor as an agent of transformation and improvement in teaching and learning processes. However, the author points out that there are still few in-depth studies on the competencies required for university teaching. Challenges include curricular fragmentation, the need for interdisciplinary practices, innovation in assessment methods, and the balance between planning and action. The author also argues that technical and scientific expertise, while essential, must be complemented by skills such as communication, teamwork, and planning. To support this kind of teacher training, the European Commission recommends mandatory pedagogical training for faculty, combined with continuous professional development, as a means of improving teaching practices and ensuring higher quality in education.

Finally, Costa (2014) discusses the impact of policy on the Diretrizes Curriculares Nacionais – DCNs (National Curricular Guidelines) for Letras programs, while Nunes (2019) examines the discourse of (In)Flexibility in Curricula found in official documents, through the lens of the Dialogic Discourse Theory/Analysis developed by the Bakhtin Circle.

Both studies are connected through their discussion of how educational policies influence teacher training in Letras, especially concerning curriculum flexibility. In Costa's (2014) study, there is a critical analysis of the changes in the guidelines, highlighting their challenges and potential impacts. Nunes (2019), in turn, investigates how these guidelines

are implemented in practice within a public university, considering different interpretations and conflicts. In this way, both contribute to the reflection on the implications of curricular flexibility and its impact on teacher training, which remains a challenge.

In summary, it can be stated that the studies reviewed here share several points in common, particularly across three major thematic axes:

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**1) Teacher Education and Curriculum:** Fritzen (2011) and Raupp; Pereira (2021) highlight the importance of initial teacher education for language teachers and its relation to educational policies. The studies by Silva *et al.* (2017) and Duboc (2011) discuss the need to reform and update the curriculum to meet the new demands of language teaching. Mesquita (2018) emphasizes the role of the teacher as a transformative agent and the need for skills beyond technical and scientific expertise. Costa (2014) and Nunes (2019) analyze the National Curricular Guidelines (DCNs) for Letras programs, debating curricular flexibility and its impact on teacher education.

**2) Literacy and Multiliteracies:** The studies by Fritzen (2011), Raupp; Pereira (2021), and Vergna (2021) address the value of language in schools and the need to consider different conceptions of literacy, especially in digital times. The concept of literacy is linked to teacher training and the adaptation of pedagogical practices to new social and technological realities.

**3) Innovation and Higher Education:** The studies by Faria; Pessanha (2022), Pedroza (2018), and Echalar *et al.* (2020) explore the challenges of innovation in higher education, problematizing the conception of innovation in the PNE (2014–2024) and its relationship to market-driven interests, the influence of the private sector, institutional barriers, and the digital emergence. However, they do not directly address Letras programs. Still, their reflections impact this field by revealing challenges such as the increasing commodification of education — as highlighted by the study of Pereira, Carneiro, and Gonçalves (2015), which analyzes an innovative higher education program — that may lead to a weakening of more humanistic training in favor of technicist approaches.

Beyond this, curricular innovation in Letras programs faces difficulties such as adapting to new digital methodologies and the need to reconcile the demands of teacher

training with the critical and reflective foundations of the field. The absence of specific studies on curricular innovation in Letras highlights the need for further research that addresses these challenges within the context of educational policies and the modernization of higher education.

Thus, it can be concluded that the studies converge on the need to rethink the curriculum of Letras programs, teacher education, and teaching practices, taking into account the updating of educational policies that broaden the focus on curricular innovation and address the communicative demands of contemporary society. In addition, they point to challenges that must be overcome, such as curricular fragmentation, the influence of the private sector in education, and the need for the continuous qualification of teachers to meet the needs of a connected and multifaceted society.

### 3.2 Linguistics, curricular innovation and language courses: studies in theses and dissertations

Curricular innovation in Letras programs is essential to keep pace with the technological and social transformations that impact education and teaching practice. Changes in forms of communication, the advancement of multiliteracies, and the increasing digitalization of education demand curriculum reformulations to ensure training that engages with contemporary needs. The selection of the studies mentioned is justified by the need to understand how curricular innovation can be influenced by educational policies, the private sector, and new perspectives from Applied Linguistics. By analyzing institutional challenges and conceptions of innovation in higher education, these works contribute to a critical reflection on innovation in Letras programs, emphasizing the importance of flexible, interdisciplinary curricula aligned with the demands of today's world. This section discusses the selected doctoral theses and master's dissertation, aiming to explore their central questions and possible connections with the research focus of this article.

Dornelles' (2008) doctoral thesis explores the topic of transdisciplinary applied linguistics through a critical and ethnographic approach. The study seeks to understand

the relationships between debates on the Portuguese language and teaching, and the curricular innovation demands stemming from the country's development. Drawing on her experience as a linguistics professor, the author analyzes the socio-historical and political conditions surrounding curricular innovation debates in the context of globalization. The focus of the study is an analysis of the works of Marcos Bagno and Pasquale Cipro Neto (1997–2007), observing that Bagno employs scientific, polarizing, militant, and pedagogical frames, whereas Pasquale adopts scientific, normative, and playful frames.

The debate unfolds within power fields marked by tensions between maintaining and transforming disciplinary hierarchies. The thesis also examines the demand for innovation within a Letras program undergoing curriculum reform at the university where the author teaches. Through qualitative research, she found that the demand for innovation is shaped by various agents—market forces, schools, the State, scientific dissemination, and the media—which recontextualize traditional discourses to reconcile tensions between the new and the old.

Finally, the study highlights the importance of updating Letras curricula in Brazil as a necessary response to educational innovation demands, without losing the critical capacity to analyze the context in which these demands arise. The research suggests that curriculum modernization must consider local socio-historical and political conditions as well as global demands, ensuring that innovations not only respond to national guidelines but also address the specific needs of institutions and local communities. In this way, Dornelles' study makes a significant contribution to understanding how curriculum updates can foster more inclusive and effective language education in Brazil, and what the determining factors are for such change to take place.

In addition to the aforementioned factors, Bernardo (2015), in his master's dissertation, raises an important point regarding curricular innovation by reflecting on the technological transformation experienced by contemporary society and its insertion in the context of reading in digital environments. His study focuses especially on the use of digital mobile devices (DMDs), such as cell phones, tablets, netbooks, MP4 or MP5 players, notebooks, among others, to promote knowledge acquisition. The research is situated



within the Foundations and Educational Practices line, with an emphasis on Educational Foundations and Teacher Training, considering that teacher education in the digital era is a guiding axis essential for the adoption of innovation processes in pedagogical practices. In this sense, the teacher is repositioned as an active subject and agent of transformation in the management of teaching and in the formation of new paradigms of reading, especially of hypermultimodal texts present in these mobile digital supports. The author thus establishes a dialogue between the context of innovation and multiculturalization (Santaella, 2003), enhanced by new digital information and communication technologies (The New London Group, 1996), and the concepts of teaching and new literacies (Cope; Kalantzis, 2009).

The research presents the mobile learning process as a pedagogical practice and has as its object of study the feasibility of reading on digital mobile devices in the initial teacher training. It reinforces the importance of curricular updating to prepare future teachers for practice more contextualized to the environment and digital language, as well as the need for a curriculum more connected to the teaching of new languages.

The researcher reports, in his study, a qualitative approach investigation (André, 2008), predominantly participant research (Lakatos; Marconi, 2003), initially conducted with 21 first-semester students in the Letras undergraduate program at the Federal University of Triângulo Mineiro, in Uberaba-MG, in the second semester of 2014. The study involved conducting an experiment focused on teaching practices mediated by digital mobile devices, integrated in an interactive process with reading activities. The practices developed in the field pointed to the continuity and deepening of the investigation, revealing the need for a more refined critical analysis of the role of digital learning in human formation. The results emphasize the urgency of updating the teacher education curriculum so that future teachers are prepared to use contemporary technological artifacts in harmony with the reality experienced by students.

Therefore, Bernardo's (2015) dissertation highlights the importance of researching digital languages in education to promote innovative practices and renew the curricula of Letras undergraduate courses. With technological transformation and the presence of

digital mobile devices, teacher education must incorporate these resources to prepare teachers as agents of change.

The study stresses the urgency of updating Letras curricula to consistently integrate digital languages and multiliteracies, recognizing them as essential competencies in the training of future teachers. This updating aims to prepare them for the challenges and opportunities of the digital era, promoting more inclusive education, focused on forming critical readers and aligned with contemporary demands with greater efficiency and quality.

Silva's (2016) research complements Bernardo's (2015) study by analyzing an educational proposal for the multimodal use of the Virtual Learning Environment (VLE) Moodle, offering 20% of the classes as non-presential in the course "Introduction to Science" of the Undergraduate Physics Licenciature Program at the Federal University of Triângulo Mineiro (UFTM). The study seeks to understand how to integrate technological innovations and the use of multiple languages in the offer of a traditional face-to-face course, aiming to identify the forms of VLE use being implemented in the course and the possibilities of offering a proposal based on multimodality pedagogy to identify its innovative potential.

Silva (2016) employed a research methodology consisting of qualitative approaches, which involved observing the design, production, and testing process of three non-presential classes, based on prepared content, observation of face-to-face classes, semi-structured interviews, focus group sessions with students, and analysis of activity reports carried out on Moodle. The results were analyzed through three categories: innovations related to traditional undergraduate teaching, student engagement in the study program, and difficulties faced by teachers and students in implementing the proposal.

The results suggested that the use of the VLE platform facilitated the introduction of multiple languages in the study of a specific topic, encouraged collaborative work, and motivated students to step out of their comfort zones when using resources to produce content. At the end of the study, an analysis was conducted regarding the provision of technological infrastructure, human resources, and skills necessary for implementing the proposal in other courses and disciplines at UFTM.

The importance of integrating technological innovations and multiple languages into face-to-face courses, using the Virtual Learning Environment (VLE) and multimodality pedagogy, was highlighted. From this perspective, curricular analysis is essential to support the teaching staff in facing this challenge and increasing student engagement. Mastery of multiple languages and digital language is crucial to creating a dynamic and interactive learning environment. Updating Letras curricula with these competencies prepares future teachers for the challenges of the digital era, improving the quality of higher education.

Finally, and no less importantly, Santos (2020), in his research, seeks to analyze the BNCC (2017), a document that serves as a guiding framework within the DCNs (National Curriculum Guidelines) for teacher education curricula. The document aims to guarantee the fulfillment of curricular components necessary for Basic Education, in which English (LI) remains the mandatory foreign language. The research objective was to analyze the BNCC's perspectives, considering teaching-learning goals specifically related to the teaching of English from the standpoint of multiliteracies and multimodality — linguistic approaches aligned with contemporary needs and present in the guiding documents.

The documentary research analyzed the content selected by the Base for foreign language teaching, focusing on its social implications and citizenship formation. Furthermore, comparisons were made between the BNCC and the official guiding documents that will continue to serve as parameters for National Education. As part of the research, both the contents (description of the textual genres covered) and the ideals of the BNCC reflected in the textbook were examined. The analysis also considered possible modifications that could be made to this content to better meet the principles established by the document.

The qualitative analysis was supported by theorists such as Cope and Kalantzis (2006, 2008, 2009, 2018), Oliveira (2014), Tagata (2017), Oliveira and Dering (2018), Araújo and Larré (2018). The study's results showed that multiliteracies theory is directly linked to the new needs of education due to its innovative nature in the perspective of

reading and understanding digital, critical, media, and other literacies. In this context, the research also found that, despite innovations in theories and new documents, education remains challenging due to the lack of external and material factors that would facilitate and make teaching more engaging in both public and private institutions.

Thus, through these studies and research, it is evident that curricular innovation in Letras courses is an essential process to align teacher education with contemporary demands, marked by digitalization, multimodality, and new literacies. The studies demonstrate that educational policies, technological advances, and market demands directly influence curriculum updates, requiring a critical approach to ensure that such changes meet local needs without compromising the quality of education. The incorporation of digital languages, the use of mobile devices in teaching, and the adoption of virtual learning environments—considering multiliteracies language—are promising paths to make education more dynamic and accessible.

Furthermore, the analysis of curricular guidelines and official documents points to the need for teacher education that goes beyond traditional teaching, encompassing interdisciplinary and innovative approaches. As future perspectives, the importance of deepening investigations into the impact of these transformations on pedagogical practice is highlighted, as well as institutional policies that effectively support the implementation of curricular innovation in Letras courses.

### 3.3 Some summaries of the studies

From the reading of the texts, it was possible to identify important common points, which are highlighted in Box 3:

## Box 3 - Evidence in the fundamental axes of the review study

Axis	Evidence
<b>Methodology</b>	Most of the publications present research using documentary content analysis, but there is also evidence of qualitative field research with the public directly linked to higher education (teachers and undergraduate students).
<b>Higher education policy</b>	We observed dialogues and reflections on the necessary changes to the contemporary curriculum and consequent updates to the guiding documents for education (DCNs, LDB, BNCC; PNE and UNESCO); and also on the pressures and influence of neoliberalism and the focus on private capital in these policies.
<b>Innovation in the Curriculum</b>	Innovation in the curriculum is conceptualized based on actions and strategies that seek: interaction, collaboration, creativity, new languages.
<b>Language and multilingualism</b>	The New London Group, Kalantzis, is cited in all the publications that talk about Multiliteracies; the multisemiotic perspective of the concept is valued and it is treated as an innovation; The theory of multiliteracies is directly interconnected with the new needs of education, due to its innovative nature from the perspective of reading and understanding digital, critical and media literacies, among others.

Source: Prepared by the authors based on survey data (2024).

Based on Box 3, the analyzed studies reveal a significant dialogue concerning the training of trainers and pre-service teachers, especially regarding the learning of applied linguistics in language teaching. One of the main reflections focuses on how these subjects — trainers and undergraduate students in Letras — understand applied linguistics and the use of mobile technologies as means of linguistic expression. This approach is essential for the construction of curricular proposals aimed at language teaching, particularly in light of the transformations of contemporary society. In this context, Brazilian political-educational documents and contemporary studies play a crucial role by providing support for the development of a solid and updated theoretical foundation.

The main literacy conceptions that underpin Portuguese language teaching today are fundamental for guiding effective pedagogical practices, especially when integrated into initial teacher education. In this basic initial teacher education context, as Almeida

(2003, p.10) points out: “[...] motivation in the teaching and learning process across various formative contexts is important to enable the future teacher’s emancipation through aspects presented in their initial training.”

For this, it is important to understand the triangulation of three different axes: educational legislation, teaching objectives, and university teacher training, as highlighted by Dornelles (2008). This holistic approach helps to provide a comprehensive understanding of the demands of the current educational context, aiming to prepare educators to act innovatively and contextually in teaching Portuguese. However, literature also shows, particularly in studies by Costa (2014) and Santos (2020), that the guiding documents of national curricular policies for Letras courses often present obstacles to innovation in teaching, especially regarding the implementation of Portuguese language curricula.

University teaching currently faces significant challenges. The curricular disruption of the 21st century marks a profound change in the training of professionals, scientists, and teachers, driven by technological innovation and the integration of artificial intelligence within the so-called University 4.0 context. This transformation replaces the traditional teaching model—centered on the teacher and the accumulation of knowledge in libraries and classrooms—with a dynamic and interconnected model based on an intelligent curriculum. This new model promotes collaborative co-creation between students in training and intelligent technologies, configuring a learning environment without walls, where knowledge flows in an emergent and continuous way. The emphasis lies on innovation, research, technological development, and the pursuit of new ways of teaching and learning.

In this sense, enhancers of curricular innovation, such as the integration of multiliteracies and multimodality, which can offer promising pathways for language and the future of the university in the face of the digital emergence, must understand the theoretical conceptions of literacy, including the new studies related to literacy, multiliteracies, and new literacies. These are fundamental for teaching Portuguese Language, as they broaden the understanding of reading and writing as social practices situated in diverse cultural



contexts. From this perspective, literacy is understood as a social practice of reading and writing, varying among groups and emphasizing cultural context.

The Pedagogy of Multiliteracies, formulated by the New London Group, proposes an approach in this direction by considering that schools should take into account cultural diversity and multiple semiotic resources beyond verbal language, such as images, sounds, and gestures. New literacies highlight the integration of digital elements, promoting a critical approach that encourages students to analyze and question power relations in discourses, becoming active agents in society. In this way, these perspectives enrich the teaching of Portuguese Language, preparing students to act in a world marked by diversity and technology.

Although mutable, these practices still find the school as the main literacy agency, essential to preparing students for contemporary society. By incorporating these concepts into university curricula and educational policies, the literature points to a trend toward a possible pathway to promote a more dynamic and inclusive approach to the teaching of Letras, according to Vergna (2021), in times of use of digital artifacts.

## 4 Final considerations

Considering all the points of connection found in the literature review, the importance of the discussion proposed in this study becomes evident. With the advancement and changing profile of contemporary society, which today is technological and dynamic, there is a clear need to rethink new forms of learning that aim for a multifaceted, multiliterate, multimodal, and multisemiotic approach in all areas of knowledge—since it is necessary to learn to read new representations of both verbal and non-verbal texts. The topics studied emerge as a fertile field for research and pedagogical practice, offering opportunities to rethink and transform educational practices in alignment with the demands and challenges of the 21st century.

The systematic literature review provided a relevant overview of the research conducted on the topic and revealed a gap in the articulation between curricular innovation

and multiliteracies in the initial teacher education of Letras. It highlights the possibility of expanding the study to databases and repositories to broaden discussions on the subject. This scenario points to a promising field, since innovation in educational processes in higher education, especially in Portuguese Language teaching in licentiate degree courses, allows for the generation of questions and advances in scientific research. For future studies, it is suggested to expand the databases and diversify the approaches in research planning.

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