

LANGUAGE TEACHING IN THE REMOTE PERSPECTIVE

TEACHER MEDIATIONS USING DIGITAL EDUCATIONAL TECHNOLOGIES



ORGANIZADORES:

Alessandra Dutra
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LICENÇAS E USOS DESTA OBRA



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MARINGÁ

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Foreword

A quick search on Google Scholar with the terms covid, pandemic, education and Brazil, carried out in September 2021 shows approximately 26.000 results, such is the scale of investigations about the educational repercussions of one of the most devastating tragedies in recent history. The closure of schools and higher education institutions imposed by lockdown measures meant that countries with huge social disparities would take the brunt of transitioning to hybrid or online teaching. In fact, a 2021 report by OECD (Organization for Economic Co-operation and Development) on Brazilian education notes that inequality, that is already one of the highest among the OECD and partner countries, might deepen with the pandemic.

Many institutions around the world have been trying to diagnose and estimate the consequences of a long-term absence from schools on educational outcomes and future opportunities for the disadvantaged. A Census study by *Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira* – INEP has shown that for the period between March 2020 and February 2021, Brazil was one of the countries with the longest periods without in-person teaching, especially in the state sector, with an average of 287 days of suspended in-person classes in the state sector and 248 days in the private sector. As it would be expected, private schools have been quicker in returning to face-to-face classes. Both state and municipal schools adopted strategies to cope with the challenges of delivering lessons remotely. Among the preferred strategies were virtual meetings for planning, coordination and monitoring of activities. Free or subsidized access to internet was adopted by only 15,9% of the state schools and 2,2 of the municipal schools. In relation to support to learners, the preferred strategy was to keep channels of communication open (email, telephone, social media, message apps), and the least preferred was related to making devices available (computers, notebooks, cell phones, etc). These results suggest that the strategies aimed at maintaining the educational activities by using digital technologies with the assumption that devices and internet

connection would be easily available. However, it is important to highlight that there was awareness of lack of access, since almost 100% of the state and municipal schools provided printed materials to be picked up at the schools or delivered by mail.

The pandemic has, therefore, prompted educational authorities to think and act quickly in order to try to minimize the losses resulting from learning mediated by technology (not necessarily widely available) and under severe stress. Their degree of success will probably be measurable only in the near future, although the prognosis is quite pessimistic (Engzel, Frey, Verhagen 2021). Nevertheless, the need for a rapid adaptation to new circumstances offered also possibilities for rethinking teaching and learning. According to one of the first publications reflecting on the pandemic (Peters; Rizvi, 2020), intellectuals from different parts of the world saw the pandemic as an opportunity to “rethink not only new digital, online, and pedagogical possibilities but also the basic purposes of education, and how renewed vision of education might be harnessed to develop more democratic and just societies” (p. 2). While universities, especially in more economically advantaged countries may find this to be true, in other parts of the world there are so many ongoing challenges in incorporating digital technologies into teaching and learning that revisioning educational purposes may have to wait.

For English language teachers, transitioning to virtual environments in order to provide learning opportunities for students meant that communicative skills would have to be developed remotely, and in many cases, via printed materials to be picked up at school or delivered by mail. After almost one year and a half of these experiences, several publications have disclosed the scenes “behind the curtains” of those initiatives. This collection is a welcome addition to this body of literature that brings insights into what worked (or not) in language teaching.

While several capacities may have been developed as the result of the migration to remote teaching/learning, especially those

related to multiliteracies, subjectivities were also affected by the lack of physical proximity with peers and teachers. Both synchronous and asynchronous interactions digitally mediated may not have been enough to create the necessary learning ethos.

The chapters in this collection present important issues related to this exceptional period of our education and which will have profound impact on how we proceed in hybrid and in-person teaching and learning languages. The descriptions and analysis portrayed here offer snapshots of how administrators, teachers and learners managed to navigate this uncharted territory of digital communication. Let their lessons inspire us to continue experimenting and reflecting on the consequences of different forms of mediation, towards more inclusive societies.

Londrina, Spring 2021.

Telma Gimenez

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Introduction

Teachers and students have been facing countless challenges since March 2020. The SARS-CoV-2 pandemic has changed the educational reality not only in Brazil, but in the world. Among all the required adjustments, perhaps the most challenging for the school community was the didactic adaptation to the new teaching context.

Without much time to be prepared, teachers and students found themselves immersed in a reality in which playing their roles would only be possible through technology. For some, it would be a mere opportunity to use existing technological knowledge. For others, however, perhaps one of the biggest challenges in their professional lives. A race began, then, in search of preparation for the new reality: that of teaching and learning in remote mode.

Teachers of the diverse disciplines began to look for digital technological resources that would help them to work with school content and, in a way, arouse in their students the interest and involvement with learning. Thus, with the help of training courses and/or individual research, the use of softwares, apps and digital platforms began to be part of the teacher planning.

If, on the one hand, the pandemic brought serious and painful consequences for many, on the other, it encouraged the professional growth of a part of the population, including the development of various literacies, especially digital ones. In language teaching, for example, the reality was not different. The search for digital technological supports that could provide students with the improvement of writing, reading, speaking and listening practice was recurrent for many teachers.

But what were the challenges for language teachers in this context of remote learning? What were the digital technological resources used and the results obtained? To try to find answers to this and to other challenging questions, this bibliographical production contains 14 articles that discuss both mother tongue and foreign language teaching in public and private educational establishments

in Londrina and region, in the modalities: Elementary, Middle, High and Tertiary level of Education.

We hope that the results presented and discussed in this book will inspire other education professionals in the use of educational technology not only in times of pandemic, but as a recurrent practice, considering the development of skills and abilities that remote learning has provided both to students and teachers, as the acquired experiences will certainly serve as a basis for carrying out a pedagogical practice that, inevitably, will not be the same as before.

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Chapter #01



Configurations of the teacher work mediated by TDIC in the teaching of writing from the elective discipline in full-time public High School

Ana Carla Barbosa
Alessandra Dutra
Givan José Ferreira dos Santos

1. Introduction

The use of information and communication digital technologies (TDIC) in education is not something new and culminates, for instance, in its own distance-teaching format, but the discussions about the potential of this use are constantly renovated, not only be the enhancement of the technological apparatus itself, and by all the dimensions displayed in the education environment, like the social demands, the search for the critical thinking, the updates of the working environment and the subjectivities of the individuals involved in the process of teaching and learning.

In 2020, the debate about the inclusion of DICT in education reached a new level from the moment when technological mediation ceased to be a complementary resource and became an essential component due to the pandemic of the new Coronavirus. As a measure of containment of the virus, in Brazil, the stoppage of face-to-face classes started in March and continued without significant resumption in most public schools both in basic education and in college education until the end of this year.

In this context, language teaching is surrounded by challenges, and one of the main ones is to provide meaning and relevance in learning that, in a less attentive look, may not seem to list the top of literacies valued in the current scenario as the production of audiovisual texts, for example. This is the case of teaching textual written production. How to encourage and teach students to write on paper, in pen, in times of laptops, smartphones, audio notes, videos, animations?

It is true that there is no watertight answer to such questioning, however, it is up to the research field to conceive, test and share initiatives that effectively collaborate with teacher training and work. To this end, reflections arising from didactic experience performed in a public full-time school in the interior of Mato Grosso do Sul are listed in this article.

Initially, the research focused on bringing to light some practical notes about the curricular organization promoted by the High School reform according to Law no. 13,415 / 2017 (BRASIL,

2017). This stage helps to understand the technical changes that the school started to deal with, such as the reorganization of hours and curricular arrangements.

Secondly, there is an explanation of the guidelines for the provision of so-called elective courses, which are courses designed from the perspective of training itineraries in the pilot schools of the New High School Support Program, known as Escola da Autoria in Mato Grosso do Sul. In this stage, we also find the characterization of the subjects participating in the research.

The focus of the investigation remained on the work performed during the offer of elective discipline in the area of Languages called “I think, therefore I write: writing techniques”, with classes from the three years of High School through the Google Classroom platform and the support of free chat applications, like WhatsApp. The study sought to address the methodological adaptation mechanisms of the teacher, who started to teach by distance learning and her impressions on the interaction of students. For this, a personal interview was carried out, as well as the compilation of data on the activities taught by the teacher in question. The epistemological itinerary counts on contributions from authors of Sociodiscursive Interactionism regarding the teaching of Portuguese Language, more specifically on Written Textual Production, from Pedagogy of Multiliteracies, referring to didactic procedures and work sciences regarding professional gestures.

2. Before the Pandemic, the High School Reform and full-time school

It is not pertinent to discuss the changes witnessed by the school as a result of the new Coronavirus pandemic without first highlighting the normative changes that Brazilian high school has undergone in the past three years. It should also be noted that this section does not stop at analyzing the ideological guidelines or the effectiveness of such guidelines, but at punctuating relevant milestones for the organization of pedagogical work.

This time, the reform of secondary education, promoted by Law no. 13,415 / 2017, which directly amended the Law of Guidelines and Bases for National Education, is mentioned. With the measure, the minimum number of hours of students in high school jumped from 800 to 1000 hours per year and the full-time regime was instituted in 65% of schools gradually until 2022 (BRAZIL, 2017). There are also changes of a referential nature, such as the adoption of a Common National Curriculum Base (BNCC) (BRAZIL, 2018), providing for a flexible structure organized in training itineraries. It should be noted that, considered an intermediate stage, there was also the structuring of the Innovative High School Program (ProEMI), between 2009 and 2016, which increased the number of hours and the implementation of the curricular integration fields (CIC), whose denominations are as follows: I) pedagogical monitoring; II) scientific initiation and research; III) world of work; IV) foreign languages; V) body culture; VI) production and enjoyment of the arts; VII) communication, digital culture and use of media; VIII) youth protagonism (BRAZIL, 2016).

It is in the meantime that the present work focuses. Currently, the education networks are mobilized by the curricular redesign guided by the BNCC. So far, it is possible to verify networks working with complementary references while the new curricula are not approved, which occurs with the State Education Network of Mato Grosso Sul, a unit that concentrates the experiences described in this study, and whose forecast is to publish the new high school curriculum in 2021.

The school where the research is concentrated started offering Full-Time Teaching only at the beginning of the 2020 academic year. It gathered around 450 enrollments in High School and 390 in the final years of Elementary School. In addition to the increase in the number of hours, one of the most significant structural changes that the school community underwent was the organization of curricular arrangements with new electives each semester.

According to the guidance document Full-Time Education in the Elementary School Stage — Escola da Autoria, published by

the State Education Secretary of Mato Grosso do Sul (SED-MS), the offer of electives disciplines makes up the so-called “diversified part of the curriculum” and must consider criteria related to methodological and school management issues (MATO GROSSO DO SUL, 2019). The list of guidelines has 16 topics, however, here, only those that directly affect the organization of the teacher's work are made evident:

- [...] – to define Electives I, II and III collectively, observing the set of competences and skills they intend to develop and the Curricular Flexibility Proposal;
 - define the purpose of the electives that will be offered — deepening and/or expanding knowledge — and how they will be articulated: projects, thematic units/fields, laboratories, workshops, observatories, among others that promote youth leadership, authorship and enhance the construction of the students' life project;
 - to build semiannual electives so that they integrate the structuring axes: Scientific Research, Creative Processes, Mediation and Sociocultural Intervention and Entrepreneurship to the areas of knowledge, according to MEC Ordinance no.1,432, of December 28, 2018;
 - to expose, on a day predetermined by the school team, the options of arrangements/blocks to be offered (for example: the school can organize an Electives Fair with the presentation of how they will be developed during the semester);
 - emphasize that, regardless of the year attended, students of the first, second and third years can participate together in the same electives, since these should provide further study in the areas of knowledge, according to the student's interest;
 - to ensure moments for the delivery and presentation of completed activities (culmination), in addition to valuing the process as a whole; [...]
- (MATO GROSSO DO SUL, 2019, n.p).

The guidance document also provides formatting examples of the proposals for elective courses and suggests that the projects should include the following descriptions: title; competencies and skills; curricular component; learning objects/content; evaluative instruments; didactic resources; references. Such disciplines can be organized between different structuring axes of each area of knowledge, and may vary, as shown in the table below:

Table 1 - Diagram for possibilities of structuring elective disciplines/ blocks: example with school with four classrooms, where it is possible to offer twelve different ones in its composition.

Número	Descrição	Componente curricular aprofundado	Eixos estruturantes	Área do conhecimento
1	Matemática nas planilhas eletrônicas	Matemática	Investigação científica	Matemática e suas tecnologias
2	Matemática mental	Matemática	Processos criativos	
3	Matemática financeira no meu cotidiano	Matemática	Mediação e intervenção sociocultural	
4	Botânica do Pantanal na Indústria da Beleza	Biologia	Empreendedorismo e Investigação Científica	Ciências da Natureza e suas tecnologias
5	Robótica na Indústria Farmacêutica	Física	Investigação Científica Processos criativos Mediação e Intervenção Sociocultural	
6	Química da Beleza	Química	Empreendedorismo e Investigação Científica	
7	Minha vida é andar por esse país	Geografia	Investigação Científica	Ciências Humanas e Sociais Aplicadas
8	Caçadores de tesouros históricos nacionais	História	Mediação e Intervenção Sociocultural	
9	O impacto das leis na minha vida	Sociologia	Mediação e Intervenção Sociocultural	
10	Oficina de Live-Action: RPG ao ar livre	Educação Física	Investigação científica	Linguagens e suas tecnologias
11	Narrativas ficcionais para jogos RPG	Língua Portuguesa	Processos criativos	
12	Inglês nos jogos de RPG	Língua Inglesa	Investigação Científica	

Source: Mato Grosso do Sul (2019, n.p).

In summary, teachers should consider these and other guidelines for the construction of the elective discipline proposal and, afterwards, after approval of the pedagogical coordination, present the proposal to students so that they may choose to take it or not. It is worth mentioning that it is a different moment for the teacher, as several skills are put in check at this stage, such as creativity and interpersonal communication, which must make clear the objectives of the discipline and arouse students' interest.

It is true that, although it is not an explicit criterion, obtaining a significant amount of enrollments received in elective

courses is an expectation that is present subjectively in the school environment. As will be discussed below, this dimension of work appears in the speech of the teacher interviewed under an intentional bias. Through the perspective of the work sciences in the context of teaching work, this type of question corresponds to “professional gestures problematized from the point of view of adjustment to the prescriptions and the professional genre” (NASCIMENTO, 2014, p. 122). There is no materialized prescription, such as an orientation or management determination, but the work is performed to correspond to a demand (or self-demand), which is present in the course of the teacher's action.

3. Contextualization of the research

It is a consensus that the act of teaching cannot be reduced to the act of ministering a class. There are a series of earlier — and later — steps that make up the whole of teaching. One of the most important steps in the teaching and learning process is planning. It is during planning that the teacher can assess which methodologies and teaching objects tend to be more efficient for the students' learning, as well as what types of assessment will allow to measure the student's learning and the quality of the teaching action itself.

However, it is also known that between what is planned and what is made there is a route that, although properly signaled, is not exempt from obstacles and surprises. Ergonomics and the Clinic of Activity contribute to this discussion by analyzing work activity through language. In this perspective, the work activity is endowed with four dimensions inextricably linked: 1. impersonal; 2. personal; 3. interpersonal; 4. transpersonal.

[...] The “impersonal” dimension corresponds to the prescribed activity, either officially or unofficially. The “personal” dimension corresponds to an appropriation of the impersonal dimension by the subject in activity in relation to others, which constitutes the “interpersonal” dimension of the activity: human activity does not exist without recipients. Finally, the “transpersonal” dimension

corresponds to the common ways of doing something in a collective, shared by the subjects in a given environment, that is, it corresponds to the activity genres, which - in turn - paradoxically encompass and are encompassed by the genres of speech, in an indissoluble amalgam (LIMA, 2014, p. 11).

Clot (2007) points out that these dimensions exist because work has a specific psychological function in personal life - a triple-directed activity. It is addressed to an object, to the activities of others who turn to the same object and to the activity of the same subject. Still according to the researcher, in this environment, between the organization of work and the organization of the subject, a labor of reorganizing the task by the professional collectives emerges, a recreation of the work organization by the collective organization labor. Therefore, it is not a matter of talking about “what went right” and “what went wrong”, but to observe the “possible and impossible”: the prescribed work, the work done and the real work. Regarding the present research, as pointed out by Souza-e-Silva (2004), the analyzes consonant with this perspective are especially valid because they do not focus solely on teacher and student interaction but reveal other dimensions of the teacher's work.

Thus, it is pertinent to contextualize the characteristics of the participant subject and her field of work in order to detect what they are and understand the impact of these dimensions. This is a Portuguese language teacher working in the State Education Network of Mato Grosso do Sul and in the private network, with professional experience of over ten years. In 2020, the teacher chose to work only in the public network because she was invited to teach at a full-time school. It is worth mentioning that this same school started offering full-time education also at the beginning of the 2020 academic year.

As explained above, in addition to the basic subjects, it is necessary to correspond to the so-called diversified part of the school curriculum, complementing the workload with elective subjects. Consequently, until the moment of the research data collection, the teacher taught the Portuguese language discipline and the elective courses “Focus on the future: thinking about Enem” and

“I think, therefore I write: writing technique”, which is the object of the study in question. As soon as she completed the activities of the third school term, the teacher was absent, as she was on maternity leave.

The research used, first, the interview technique, in order to know the teacher's trajectory and her work context. For Gil (2009, p. 109), “the interview is one of the most used data collection techniques in the social sciences”.

As a data collection technique, the interview is quite adequate to obtain information about what people know, believe, expect, feel, or desire, intend to do, do or have done, as well as about their explanations or reasons regarding the precedent things (SELLTIZ et al., 1967 apud GIL, 2009, p. 109).

The author also mentions other advantages regarding the technique, such as obtaining data about the most diverse aspects of social life; the efficiency for obtaining in-depth data about human behavior and the possibility of classifying and quantifying the data.

It is valid to recognize that some limitations must be weighed, among them, the influence of the interviewer's personal opinions on the interviewee's answers, the interviewee's lack of motivation to answer the questions asked and an inadequate understanding of the meaning of the questions (GIL, 2009). However, due to the interview's own flexibility, many of these difficulties can be overcome “[...] since the success of this technique depends fundamentally on the level of the personal relationship established between interviewer and interviewee (GIL, 2009, p. 110). ”

In this way, the act of the interview focused, first, on investigating the organizational context and then on the methodological procedures adopted by the teacher, in order to bring to light the fundamental aspects of the interview, which was summarized and listed in thematic segments according to their emergence.

Table 2 – Thematic segments present in the interview with the subject of the research.

THEMATIC SEGMENT	TEACHER'S VOICE
<p>1 - Project with teaching of writing/ Professional experience in another educational establishment</p>	<p>“I started at another school with the Oriented Study * for high school students and I noticed a deficiency in writing”.</p> <p>“I taught Portuguese language classes for the first and third years and I started a Writing Teaching project at night too.”</p>
<p>2 - Professional admission to public full-time school</p>	<p>“The principal invited me. I was undecided because I was already in private school. It was fast, but when things are going to work out, they work out ”.</p>
<p>3 - Capacity / workload</p>	<p>“I took on the third year [of high school] with Portuguese and complemented the workload with two elective courses.”</p>
<p>5 - Elective discipline projects</p>	<p>“In fact, it was less than a day [to plan the courses], because they called me in the afternoon, and I had to present it the next morning. I thought, I thought, I breathed and then it came: students have to think about the future, they have to think about Enem, the entrance exams. Hence the name: “Focus on Enem: thinking about the future”, which were questions of contextualized grammar, all well according to Enem's own approach. That was one. Then there was the other, which is of argumentative writing, “I think, therefore I write”. It had full capacity right away. I had 30 students enrolled.</p>
<p>6 - New Coronavirus Pandemic</p>	<p>“We had began, and two weeks after, the pandemic started”.</p>

<p>7 - Diagnosis and leveling of student learning</p>	<p>“In the first two weeks of the course, I had to level the classes [first, second and third years of high school]. We had to start from the beginning because they didn't know the writing technique itself. The first year still knew very little, the second already had a little more sense and the third corresponded very well. Just a phenomenal group of people.”</p>
<p>8 - Methodology adaptation</p>	<p>“We started using Google Classroom. The SED encouraged [...] I programmed the activities on the genre [argumentative-dissertation] along the lines of Enem and they produced the newsrooms.</p> <p>[...]It is difficult, because it is something that we did there together, in the notebook, following closely, taking them by the hand. I think the excellence of the work was a little compromised.”</p>
<p>9 - Student interaction / multiliteracy</p>	<p>“It is something that has no way around it [a handwritten essay]. You have to see the handwriting, the number of lines, it's not just the content. In the Enem test, all this counts. [...] They wrote in the notebook and sent me a photo. Sometimes the picture was bad, it was upside down. I had to fix it or ask them to send it again [...]</p> <p>They asked questions on WhatsApp too. There were some who came to ask for help, show, ask and I always answered. It was all day with the cell phone seeing something.”</p>
<p>10 - Evaluation of activities / culmination activity</p>	<p>“Look, you need to have that visual, material factor, that writing on paper. I answered the activity with comments and corrections, but I found it a bit cold, it seems that a detail is missing, something is missing [...]”</p> <p>I selected in private and two students gave testimony at Feirão ** about the discipline — what they thought, what it was like to participate.”</p>

Source: The authors.(2020)

* Oriented study = field of curricular integration present in schools participating in the Innovative High School Program (ProEMI). This field configures pedagogical follow-up disciplines in Portuguese and Mathematics.

**Feirão das Eletivas = Culmination activity prescribed by the SED / MS. The school performed it through the online exhibition of videos on the activities carried out in the elective courses during the two-month period through its Facebook page.

4. Planing, executing, evaluating and reorganizing: dimensions of the teacher work

It is a fact that there are many perspectives and possibilities for interview analyzes. However, the option for a vision that prioritizes language as a central issue of human development is emphasized, a point of view that does not constitute an innovation in itself, but a systematic understanding paved since Vygotsky's contributions with his historical-social conception. Oliveira (1993, p. 14) explains that the author added “in the same explanatory model, both the brain mechanisms underlying psychological functioning, as well as the development of the individual and the human species, throughout a socio-historical process”. Narrowing such ideas to the field of Sociodiscursive Interactionism (ISD), Machado et al. (2004, p. 90) emphasize the interest of the theoretical current regarding the texts produced "about" and "in" work in turning to "human action and the analysis of its reconfiguration in the texts [...]"

Thus, to better understand the educational activity, the objects of analysis are not the directly observable behaviors, but the texts that are developed, both in the work situation itself and those that are developed at other times, about this professional activity (MACHADO et al., 2004, p. 91).

That is why ISD defends the importance of texts (oral or written) as an empirical product of analysis and interpretation of human action (NASCIMENTO, 2017, p. 6). In this conception, an analysis of the abilities to act, provided by language, aims to awaken the awareness in order to search for better dimensions to plan and improve professional actions, a principle directly linked to the dimensions of work previously mentioned as well as being a theoretical foundation for the Activity Clinic.

It is opportune to expand the context about the work of the teacher in question. As expressed in thematic segments 1 and 2, at the time of the research, she had more than ten years of teaching experience and, in the last two years, she has been dedicated to teaching text production in public schools. It is interesting to observe the work theme chosen by this teacher. According to her, fruit of a particular perception in the context of the work collective, as seen in the excerpt – “I started in another school with the Oriented Study for high school students and I noticed a deficiency in writing” (emphasis added). There is an illustration of the psychological function of work, the highlight of which, in this case, goes to the personal and interpersonal dimensions of the activity. As can be seen, the impersonal dimension is translated into the prescribed activity, in this section, the teaching of the Oriented Study discipline itself. The multiple relationships of the teacher in carrying out the activity — her interactions with students, with teachers, managers, technical staff and her own professional experience, which also transitions in privileged contexts economically and socially, such as private schools — make up a personality with a view to interpersonal skills: the new students in the full-time school, therefore their target audience, are the ones who complement the meaning of their actions. The same occurs with thematic segments 4 and 5, where there are prescriptions of the *métier* - deadline for the formulation of elective courses, presentation of the project to students, number of enrollments obtained in the discipline - and external, such as the Portuguese language content present in Enem, while the teacher seeks to combine these dimensions with her intention to reduce students' learning deficiencies in the face of selection tests for Higher Education.

This intentionality of action is elucidated by Machado et al. (2004). The authors state that it can present itself as "purposes" or as "intentions". The purposes are linked “to the representations of an individual or several about the effect(s) expected to achieve over objects or over other individuals through collective action [...]” (MACHADO et al., 2004, p. 92).

As for the intentions, they are constituted as representations of an

individual or several about the effect(s) that they hope to achieve on objects or on other individuals through an individual action, as for example in “This year, I will work with genres so that my students can communicate better in daily life”, in which “so that my students can communicate better in daily life” emerges as the intention of individual action “I will work with genres” (MACHADO et al., 2004, p. 92).

With that in mind, one can interpret “students have to think about the future, they have to think about Enem, the entrance exams”, as the intention of the teacher's individual action, which complemented - “hence the name (of the elective course), Focus on Enem”. This intention is reiterated by the teacher, who employed a continuity of the theme aiming at the written textual production — an amalgam of a collective purpose (students take an essay test with the dissertation-argumentative genre at Enem) and an individual intention and action when formulating and teaching the discipline “I think, therefore I write: writing technique” in order to make the students succeed in the test.

Therefore, it is necessary to join the analysis of the other dimensions of educational work with the reasons for acting, especially the external determinants that emerge in the teacher's discourse. “External determinants are configured as reasons external to the individual (s), which lead them to act and which can be of different types (material or symbolic, but, in general, of a social, institutional order, etc.) [...]” (MACHADO et al., 2004, p. 92).

In this field, thematic segments 3, 4 and 5 express an institutional character because they deal with very specific issues such as capacity, workload and project formulation while they are linked to adverse factors, in this case, the New Coronavirus pandemic, such as is seen in segment 6, where after the effort of leveling the learning of the classes, the work starts to be performed through mediation of digital technologies. It is interesting to highlight the amalgam present in this reorganization of the teacher's work: the readjustments are due to an adverse factor — the pandemic —, but part of the renormalization of the work for having an exclusive prescriptive character, because although there is a range of technological resources that can be used in this type of situation, SED-MS established the use of the Google

Classroom application on the network, as shown in the excerpt below extracted from the institutional portal of that organization:

Campo Grande (MS) - The Government of Mato Grosso do Sul, through the Secretary of State for Education (SED), will make available — starting this Wednesday (22.04) — another important tool for the realization of remote activities, adopted in the State Education Network (REE) since last March 23. The novelty is the result of a partnership with Google Inc., responsible for the service known as Google for Education, which will benefit all 210,000 REE students.

With the initiative, teachers from 352 teaching units across the state will be able to have one more alternative when conducting Remote Binding Classes thanks to the Google service that provides customizable versions of already known products, such as Classroom. The difference is that it starts to be used with a specific domain name, unique for the entire State Network, offering more agility and resources for non-classroom learning. Starting this Wednesday, REE teachers and students will be able to further expand the use of tools such as Gmail, Hangouts, Google Calendar and Google Drive, among others. For the superintendent of Information and Technology of SED, Paulo Cezar Rodrigues, the novelty comes to collaborate with the sending of activities and also for the evaluation of teachers and managers. (ESPÍNDOLA, 2020)

Therefore, the renormalization (or readjustment) of tasks does not only pass through the teacher's repertoire, however, it needs to correspond to the prescriptive field, a need that requires different literacies from the teacher and students, as seen in segments 8, 9 and 10. It is opted for the multiliteracy nomenclature because, as Rojo advocates (2013, p. 21):

This means that it is no longer enough for the school to emphasize literary literacies and discursive genres of tradition and canon. It is urgent to focus on the multiliteracy and new literacies that circulate in the contemporary life of our students[...] The “future scenarios” for schools must include the reading and writing of multimedial or multimodal text genres (composed of all these languages, to mean and function) and the multiliteracies and new literacies required by the practices in which they are inserted.

It is relevant to complement that although the term is almost always related to the scope of the school, the concept of

multiliteracies integrates the reality and practice of people, workers and citizens in the 21st century (ROJO, 2013).

In a country of considerable social and economic disparities like Brazil, presupposing digital expertise and, even more, broad access to sophisticated devices connected to the internet and with support for various editions - from text files to audio and image files, for example - for teaching and learning purposes may sound naive. It was in this scenario that some institutional measures were adopted to minimize setbacks, such as centralizing access to Google Classroom. Through an agreement with a third-party company called Edutec, the secretariat centralized navigation in the application through the registration data of teachers and students, simplifying the process of creating personal accounts in Gmail.

Figure 1 – Access page to the login tutorial for Google Classroom.

The screenshot shows the homepage of the SED (Secretaria de Estado de Educação) website. At the top, there is a navigation bar with links for TRANSPARÊNCIA, FAQ, and WEBMAIL, along with a search bar. Below the navigation bar is a banner featuring a group of students in green uniforms. The banner includes the SED logo and the text 'GOVERNO DO ESTADO Mato Grosso do Sul'. Below the banner is a horizontal menu with links for INSTITUCIONAL, ESTUDANTES, EDUCADORES, ESCOLAS, CARTA DE SERVIÇOS, and PUBLICAÇÕES. The main content area features a large green heading: 'Ainda não acessou o Google Sala de Aula? Saiba como utilizar!'. Below this heading is a sub-heading: 'Categoria: Geral | Publicado: sexta-feira, maio 15, 2020 às 12:52 | Voltar'. The central image shows the Google Classroom logo, which is a green square with a white person icon, and the text 'Classroom by Google'. To the right of the main content is a 'Últimas Notícias' section with several news items, including 'Exposição fotográfica de alunos de MS aborda cultura afro-brasileira', 'SED promove encontro virtual para falar sobre Competências Socioemocionais', 'Projeto voltado para releitura de obras literárias da EE João Vitorino Marques é destaque em Araí Moreira', 'Aberto período de inscrições para Avaliação Linguística em Libras', 'Faculdade Insted organiza programação de aúdes preparatórios para o Enem', 'EE Antônio Coelho, pelo terceiro ano consecutivo, marca sua participação na FETEC/MS', and 'EE Bonifácio Camargo Gomes realiza intercâmbio com escola argentina'. At the bottom of the news section, it says 'CPDB realiza formação continuada "O Futuro'.

Source: Galhardo (2020).

Figure 2 - Access page to the login tutorial for Google Classroom

Estudantes e professores da Rede Estadual de Ensino,

Nesta página, vocês poderão acessar as contas Gmail, criadas pela Secretaria de Estado de Educação (SED), para utilizar a plataforma do Google Classroom (Sala de Aula) para os estudos e compartilhamento de conteúdos. Essa ferramenta será de grande importância para o andamento das aulas remotas e está à disposição para o uso de todos. O acesso é gratuito!

Como fazer?

Para os **estudantes**, ele pode ser feito da seguinte maneira:

Login para acessar o Gmail:

Login: nome.codigoAluno@edutec.sed.ms.gov.br
Senha: data de nascimento **exemplo:** 17112001 (dia, mês e ano)

Exemplo de acesso:

Nome completo: Ricardo Henrique Farias
Código do Aluno: 1057736
Login: ricardo.1057736@edutec.sed.ms.gov.br
Senha: data de nascimento **exemplo:** 07112001 (dia, mês e ano)

O acesso é similar para os **professores**, que deverão seguir os passos abaixo:

Login para acessar o Gmail:

Atenção professor(a)!

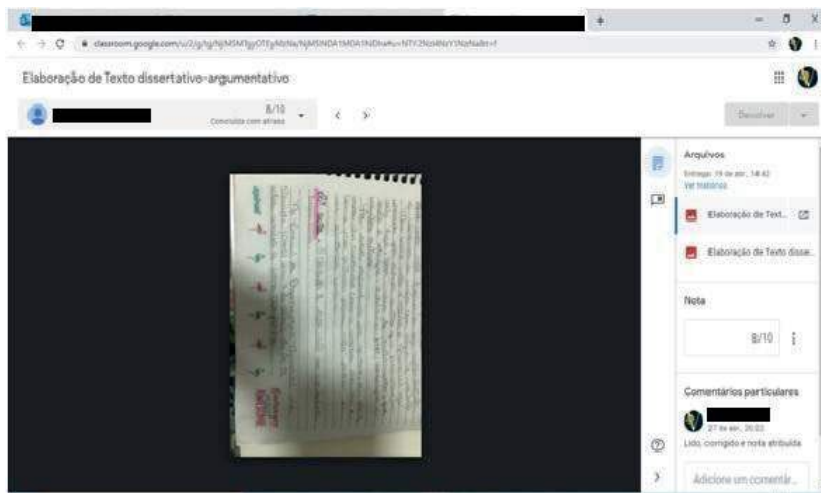
O e-mail conterá: seu primeiro nome, ponto e o número do seu **registro de emprego (matrícula)**, porém, **sem os últimos 3 dígitos**.

Login: nome.registroEmprego@edutec.sed.ms.gov.br
Senha: data de nascimento **exemplo:** 17051978 (dia, mês e ano)

Source: Galhardo (2020)

In this context, teacher and students dealt with a two-way issue: the appreciation not only of literacies considered as classics, such as writing, but of digital literacies that went from accessing the application and the classes organized through it all the way to the submission of the productions — photographs of the argumentative dissertations written in the notebook, directly demonstrating the principle of semiotic multiplicity in the constitution of the texts signaled by Rojo (2012). In addition to the complexity of the interaction, it was necessary to face obstacles of a technical nature, as seen in thematic sequence 9, where the teacher reports difficulties about the quality of submissions made by students.

Figure 3 – Written activity send in image document via Google Classroom.



Source: Research data (2020).

The same thematic segment illustrates another aspect relevant to the present investigation. The teacher's work did not focus only on the digital environments guided by management, but rather committed a workload and tools beyond what is officially related - "They asked questions on WhatsApp too. There were some who came to ask for help, show, ask and I always answered. It was all day with the cell phone seeing something."

The procedures for evaluating the activities are also highlighted, which were carried out through comments on Google Classroom. According to the teacher, there was a compromise in the communication dynamics with students, a factor of face-to-face interaction and methodological particularity, according to what was expressed in the thematic follow-up 10: "Look, you need to have that visual, material factor, that writing on paper. I answered the activity with comments and corrections, but I found it a bit cold, it seems that a detail is missing, something is missing [...]".

This nuance can be assessed as a reflection of the theoretical-methodological dimension of the teacher's work. In the description of the culminating activity of the elective discipline, which advocates

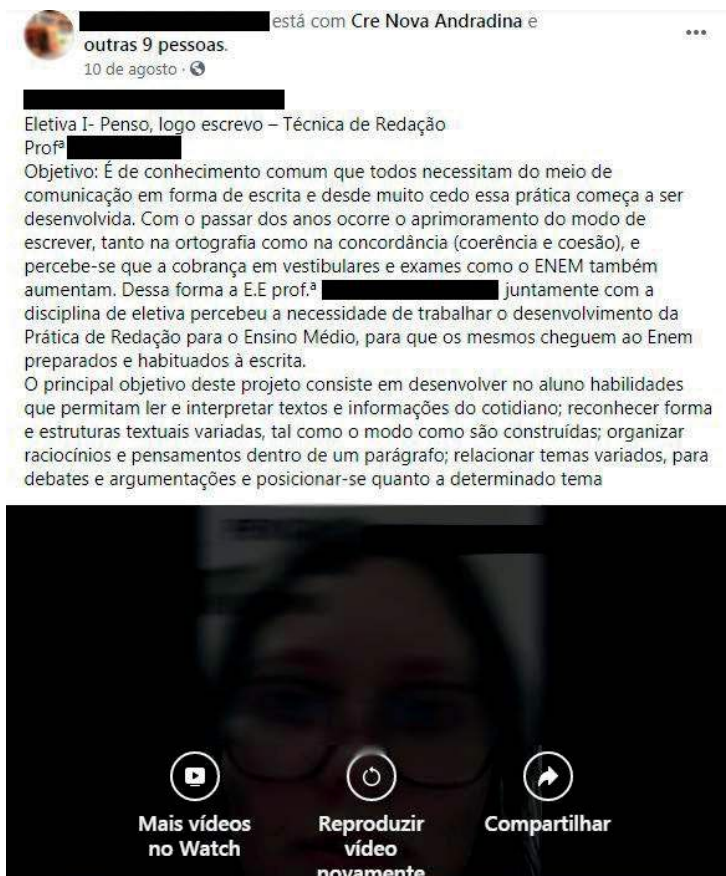
the teaching of writing in an interactionist perspective guided by textual/discursive genres, it is possible to check the following: “The Writing Technique classes were developed from debates, productions and analysis of essay texts, analytical descriptions, scientific and technical texts, identifying the differences and specific norms of each genre, situations that allow the student to produce varied texts, reflecting about them in the constant practice of refraction”.

Marcuschi (2011) concludes that the genre notions have been extended to all textual production. “Even so, it is undeniable that the reflection on textual genre is today as relevant as necessary, considering that it is as old as language” (MARCUSCHI, 2011, p. 18). Teaching based on textual genres presupposes a rescue of the very nature of language, seen as a social activity whose interaction is the basic object for knowing its social practice (BAKHTIN, 2003). Therefore, perceiving a certain communication limitation in the refraction stage of written productions can be a source of frustration.

The need for a direct dialogue between the teacher and the student is a particular feature of the teaching object itself. “The argumentative dissertation also lists common and fundamental characteristics of everyday discursive materiality, such as the critical positioning of the interlocutor and their persuasive ability” (BARBOSA et al., 2018, p. 146). Thus, it is expected that in addition to the domain of the written standard norm, the correction / evaluation will be more useful when it allows a real-time interaction, where the interlocutors can discuss about other linguistic domains, such as the mechanisms of argument advocated by the genre.

It is also in segment 10 that the teacher highlights yet another evaluation activity, this time, of the discipline itself. It was up to the students to report their impressions about the studies through a video testimony, which was published on the school's page via Facebook. Once again, there is a need for language adaptation, this time in a multimodal text (audiovisual more precisely) and the teacher's concern with the presentation (or representation) of the activities, as she privately pre-selected students who gave their testimonies at the Feirão das Eletivas culmination event.

Figure 4 – Publication of audiovisual text produced by a student with an account of elective discipline on the school's Facebook page



Source: Souza (2020).

Although the present study does not initially focus on the detailed analysis of the audiovisual text produced by the student in the post made available on the school page, it is possible to highlight some themes in line with the themes presented by the teacher, such as the development of the writing technique in itself, the performance at Enem through the grade of the essay test and linking the classification in the exam to a “vision of the future” according to what was expressed in the student's report: “I think

her (the teacher's) elective is very important because it helps to develop better the essay texts and have a better understanding of the Portuguese Language. And the Enem grades factor the essays a lot and this elective can help on that, can make things even clearer, show more ways, also because Enem is what is going to open the doors to our future. So, I think her elective is very important due to those factors ”.

It is important to associate other aspects of the two reports: on the one hand, a student synthesizing her learning and recommending the discipline. On the other, the teacher who points out a certain dissatisfaction with the performance of her work – “I think the excellency of the work was a little compromised”.

Thus, it is necessary to return to the analysis of the prescribed, performed and real work, mainly in the performed one, which according to Souza-e-Silva (2003), is a response to the prescriptions. In the context in question, prescriptions emerge from different spheres - actions in response to restrictions caused by the New Coronavirus pandemic, which, in turn, are linked to the institutional context, which advocated the use of a specific application for the classroom dynamics; and the prescriptions forged in the midst of collective action, as is happens with the effort to prepare students for Enem in face of what the exam represents for students and teachers - “a door to the future”. In addition, "one cannot fail to consider all the renormalization work that, between one class and the other, configures and characterizes the teacher's work" (SOUZA-e-SILVA, 2008, p. 277, emphasis added).

Unfulfilled intentions, such as the teacher's desire to make a correction to the essays materialized in the students' notebook, exert as important a weight as that of the actions carried out, as they constitute renormalizations, adaptations, different ways of achieving the realizations, which is expressed in two very important moments: firstly, in the specification of the elective discipline proposal, which came from the teacher's commitment to supply “needs” detected by her in the students' writing during the teaching of the classic subjects of the curriculum; secondly, in her availability through the WhatsApp application, which demonstrates an effort

to show herself accessible to students in order to assist them during the process of carrying out activities and not only when evaluating these subjects.

Added to this conjuncture are the characteristics of the objects and subjects to which the teacher's activity is directed. It is necessary to teach through a multiliteracy path, a specific literacy of written text to students who, although they express concern with contexts of valuation of this literacy, such as entrance exams for higher education, live daily with multifaceted literacies, such as the operationalization of software , applications and, consequently, the production of multimodal texts - audio, video, photos, emojis, gifs, memes, stickers, for example, and sometimes use them as a resource to synthesize content considered classic in the school curriculum, as it could be checked in the sample of the culmination activity.

Today's professions deal with images, digitized sound, photo editing programs, that is, most professionals no longer operate without multiliterated texts. This is the way of writing of the future, but for the youth, this is already the way it writes and this is how it will live and even work. This is one of the reasons why the concept of multiliteracy has all the relevance for the school (ROJO, 2013, p. 8-9).

It can be inferred that the value of the debate is not in the finding of the presence of TDIC in teaching, going beyond even the notion of school space as just a physical environment, but in the valuation of multi-elements as a prerequisite for the implementation of contextualized pedagogical and innovative practices, and this involves the commitment of the entire work group.

Conclusion

In order to really understand the impressions achieved in this study, it is necessary to understand its starting point and its true intention: more than a concentration on testing or proposing a teaching methodology, subjectivities were questioned, it was desired to share the concerns that reach the teacher at a different moment

like the present and which directly imply the representation of their work before themselves.

Therefore, there is no other way than to reflect on the activities performed in the work group, in order to map the impact of the multiple dimensions that permeate teaching and, for this task, start from the voice of the teacher.

It was found that, more than an additional resource, the mediation of teaching work by the TDIC has become one of the pillars of the teaching and learning process. Even though opportunities for increased use of digital technologies are detected, the mobilization of multiliteracies in the school universe is already present, which permeates several factors — from the operationalization of technology by the student and the teacher to the identification and use of the potentials that they offer.

However, the greatest gain in such reflection is in the corroboration of the human factor as the greatest instrument for the transformation of subjects. Without becoming aware of the multiple dimensions of teaching work, it is not possible to arrive at an analysis of prescribed, accomplished and real work. Therefore, it is not possible to create and recreate professional gestures that aim to improve, which depends fundamentally on the professional's personal convictions.

Such conception allowed an approach beyond the (in) validation of teaching methodological devices adopted by the teacher and expanded it in order to include, precisely in the analysis of conflicts between the prescribed and performed activities, the emergence of the real, translated into a professional (re)configuration that is largely due to the awareness of what was not done and why. However, the process does not end there, but must be synthesized in development.

Furthermore, the limitations of clipping are also recognized, such as the possibility of including other analysis categories of the interview text produced by the teacher and other texts and data compiled by the research. However, these same points are also fuel for the expansion and carrying out of new studies.

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Chapter #02



The challenging context of foreign language teaching in the face of the SARS-COVID19 pandemic: necessary reflections

Rafael Adelino Fortes
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1. Introduction

English language teaching in Brazil already had great difficulties in its daily practice in public schools due to the lack of resources and investments in the educational area by the government, as well as the lack of interest of students who are discouraged by different social conditions to which they are exposed, who often saw no meaning in their lives learning another language. The students' lack of motivation demanded from teachers a position to continually reinvent themselves, in order to give meaning to their classes.

Many teachers used technological resources to assist in their classes, to make them more fun and playful. These resources require the use of computer labs, television and a multimedia projector, but they could not always be applied in very deprived schools due to the lack of this technological structure. This lack of resources was then overcome by recreational activities that involved a lot of creativity, art and human warmth.

With the advent of the SARS-COVID-19 pandemic, the educational scenario has undergone a major transformation, with no time for adaptation, and everyone has been placed in a reality that they did not expect. Schools in need where students do not have contact with technological resources due to their lack of structure, were suddenly thrown into a reality very strange compared to theirs.

Teachers on the other hand were not always used to accessing interactive platforms and if they did, it was not using them in the demand that would be presented now. The paradigm shift appears out of nowhere and without much time for additional training and instructions. Tutorial avalanches are presented to teachers as a form of training, which proved to be stressful and inefficient.

This impact was felt by all subjects in the school curriculum and for the teaching of the English language and the teacher's analysis of students' proficiency became very profound. The teacher is confined to the computer screen or smartphone, and in some cases becomes a name on a sheet of paper that must be taken from school from time to time. The teacher becomes a distant figure, and all the interaction effort that was significant in their practice ends up

having an immense setback that must be urgently broken.

The change and adaptation to this new school reality by the English language teacher is the main focus of this work, which will list the difficulties faced by students and teachers in the pandemic context and the solutions sought through interactive platforms to bridge distances and difficulties. The work also aims to show how the influence of government policies in designing solutions and problems in teaching practice and how it impacts the teaching of the English language in Brazil.

2. The COVID-19 pandemic as an amplifier of social problems: the difficulties of access to education for students

After March 2020, in many schools there were meetings to address the issue of education so that it was possible to repair the difficulties arising from the abrupt change in the behavior of human beings due to the SARS-COVID-19 pandemic that isolated people and made a virtual reality install itself definitely in everyone's daily life from one moment to the next.

As we know, the school is a socializing place, of human contact, in which learning takes place, not only with structuring knowledge, but also through interaction between the subjects of the school community. An emancipatory, liberating and meaningful education was carried out in it, in “[...] a process by which the educator invites students to critically recognize and unveil reality” (Freire, 1985, p. 125). With isolation and distancing, these practices are lost and are not supplied by existing virtual platforms.

Although it is very common to hear the term social distancing as a synonym for isolation, keeping distance between subjects, in the educational setting it has another meaning, with a much deeper impact. The physical contact in the classroom and its interaction, very important processes for the subjects of basic education, were reduced to printed material for those without financial conditions,

and just a computer screen or smartphone for the other students who become hostages to the good functioning of the internet they have.

Another gap between the realities is the issue of family life, in many houses there are families with children of different ages, with the closure of schools, all of them started to occupy the same space simultaneously. Guardians are not always able to afford equipment to access online classes for each child, which causes social inequality to worsen by restricting access to public education to the financial conditions of families.

Online teaching created the difficulty of an adequate space within the homes for studies. Some needy families live in very small spaces, without an appropriate place to just study, and even in larger houses there are hardly any spaces suitable for this purpose. Many students end up improvising this space, with evident damage to their concentration on learning. Concomitant to this, the delivery of activities in the virtual environment becomes a problem, students without affinity with virtual platforms have difficulty attaching their work or accessing them due to the size of the file or the low internet speed they have.

The problem becomes much greater when it is analyzed that, in the vast majority, both parents work and grandparents who previously fulfilled the function of caring for these children when they were not at school. With the advent of the pandemic, these grandparents had to be isolated because they are risk groups for COVID-19, and without the school space, the care service for young children throughout the day was in charge of the older siblings. In this scenario, the teenager who previously had only the obligation to comply with their school duties, now also occupies the role of caregiver of younger siblings, housework, or in other cases, contributing to the family income in the cases of those affected by the financial crisis and unemployment generated by the pandemic.

School dropout appears as a reflection of these difficulties faced, since due to lack of access to online classes students are discouraged from studying, the printed material does not meet the learning needs, being much more bleak and distant for students, and

when faced with financial problems, many exchange their studies for an early job in their lives. The lack of adaptation to this new reality is also shown as one of the demotivating reasons for students to drop out of their studies, waiting with hope for the return of face-to-face teaching.

Distance education, cold and impersonal, ends up strengthening banking education, which Paulo Freire (1987) in which students receive a lot of information without the interaction that gives meaning to that knowledge. Establishing in the online system the Stimulus-Reinforcement-Reinforcement Contingency triad, a positive mechanical reinforcement is made through an instruction programmed by repetitive theoretical classes, through resumes and content reviews, leading students and teachers to a strain and total lack of meaning in their activities.

Instead of communicating, the educator makes “announcements” and deposits that the students, mere incidences, receive patiently, memorize and repeat. Here is the “banking” conception of education, in which the only scope for action offered to students is that of receiving deposits, keeping them and filing them. Margin for them to be collectors or recorders of the things they archive. In the end, however, the greatest archives are men, in this (at best) mistaken “banking” conception of education. Archived, because, outside the search, outside the praxis, men cannot be. Educators and students are archived to the extent that, in this distorted view of education, there is no creativity, there is no transformation, there is no knowledge (FREIRE, 1987, p. 33).

In addition to the difficulty of conducting an emancipatory education, we are faced with the reduction of content with a much greater regulation of teaching activity through curricula prioritized by state governments, in curricular adaptations that dry up the issues to be addressed, or make their approach become superficial and increasingly return to the banking model criticized by Freire.

3. Remote teaching and the emergence of drastic changes in teaching practice

The change caused by the SARS-COVID-19 pandemic, caused teachers of all levels of education the emergence of appropriation of digital instruments to continue their activities in the 2019 academic year. It is worth remembering that in March 2020, a few weeks after the beginning of classes, face-to-face activities were suspended and after several days of a “preparatory break”, teachers from all disciplines were immersed, without moderation, in the universe of Classroom, Meet, Google Forms, among other Google instruments.

Obviously, the teaching practice is very variable, even among professionals trained within a certain structure, especially in undergraduate courses, making the way of using communication and information technologies in the daily teaching-learning process in the classroom very different. The incessant search for the most recent or modern in teaching platforms or methodologies is not a guarantee of positive reflexes in the construction of knowledge for students, in the same way that the teacher considered as “backward” in the use of technologies, does not have inevitably poor performance in their practice, nor the appropriation of knowledge by their students. However, all of this is related to face-to-face teaching, not the plunge into remote teaching.

The solution found to guarantee the “right to learn” or “link to the school” was “remote teaching”. This alternative required a diagnosis of the conditions of students for such an undertaking and the exposed scenario, in a way that was not possible to hide, the irrefutable inequality of access to technological means, resulting from so many other injustices that affect the children of the working class. A significant part of students in the Brazilian education network do not have any access or do not have adequate conditions to use the internet and digital technologies (SANTOS, 2020, p. 1636)

Within this scenario, teachers and students had their classrooms migrated to Google Classroom, a device that most of

them did not use, even though it has an application for smartphones and everyone already had access to it, by institutional quotas. Classroom is a virtual school room where teachers may or may not use other Google Apps tools to organize courses and guide their homework. The teacher accompanies the students in the development of the activity, making comments and scores on the works produced when necessary. For each new activity inserted, the student receives an email regardless of having participated in the face-to-face class, being able to actively participate in complementary or research activities. (SCHIEHL; GASPARINI, 2020, p. 5)

In the specific case of regular education in public schools, as well as by regulatory determination of the institutions, for about 4 months the priority contact between teacher and student was impersonal, with little synchronous activity, focused on the use of the activities posted in Classroom as an evaluation parameter of learning. During the 2020 academic year, the virtual meetings would be offered by the teachers, along with learning how to use the tool and defining the possibilities of transposing the class to it.

When thinking about the other side of the screen, in addition to socioeconomic difficulties, the public school student is unaware of the use of a machine that many teachers have not yet fully adapted to: the microcomputer. This, which was disseminated during the first two decades of the new millennium, refined in the form of a laptop, was completely ignored with the introduction of smartphones in the last 10 years, which added to a new gadget urgent demands that were sought in a microcomputer.

According to the report Painel TIC COVID-19, which is part of the Internet Management Committee in Brazil and UNESCO, the inequalities of students' access to connected devices are relevant, as practically three quarters of those using the Internet aged 16 or more, belonging to the DE classes, did it exclusively on their smartphone, with only one in ten of those concerning the highest extracts doing it (CETIC.BR, 2020, p.15).

As much as smaller devices have among their applications text editors, spreadsheets and other adaptations of programs that traditionally boosted the conditions for organizing studies mediated

by technologies, the use of the smartphone is linked to another sphere, much more directive and without a priority link with formal learning. Far from sequential attachments of the appropriation of instruments and programs, the appropriation of knowledge invariably demands that they establish in organizing instruments, whether physical or digital.

The COVID-19 pandemic has ushered in an extensive, sudden and dramatic digital transformation in society. The pandemic forced us to take an extraordinary digital leap also in children's basic education. This meant the need for scale adjustments not only for children and their teachers, but also for their families, school administration and the whole of society. Teachers and schools had to take the lead in this sudden and unexpected digital transformation for those in basic education, without being well prepared for it. A great burden was also placed on children and their families, who suddenly had to have a variety of skills, competences and resources. Definitely, not all children are in an equal position to engage in their digitized basic education (ILIVARI, SHARMA, VEENTÄ-OLKKONEN, 2020, p. 5).

In addition to the technological gap of students, teachers need to migrate their practices and their tools for assessing learning to these platforms, especially Google Classroom, used massively in this mix of remote education, distance learning with a hybrid teaching perspective. At no previous moment was teaching practice linked or submitted to the domain and resignification of TIC in the teaching-learning process. Initiatives for the use of differentiated instruments are commonly linked to methodological aspects, without a “one-way street” for the teacher-student relationship to happen.

At this point, we find a necessary issue: continuing teacher education. The repertoire can be organized around digital culture to help them carry out teaching activities. In the specific case of a foreign language teacher, Lopez (2012, p. 13) found that new technologies are great allies and encourage the integration of educational practices in different media, making the content more attractive to students. Belloni and Gomes (2008, p. 726) also point out that when we think about some innovations for the educational

process, we must determine the prerequisites for including TIC in the following process: teaching and learning to find a way closer to effectiveness. Therefore, it is obvious that there is a need for continuous training of teachers, because in the current situation, the use of new technologies is no longer optional, but necessary in order to adapt to the development of the new era (or new normal).

4. Training, teaching, teachers and students and the new technologies

From the end of the twentieth century, with the arrival of computers at universities, in some homes, the typewriter was left aside due to the entry of text editors, slideshow programs, retiring the transparencies, among other customs which are now obsolete.

Basic computer courses for various ages were very common in order to adapt to a new reality. Over the years the internet started to be a resource that would become more present in the lives of human beings.

However, in the field of education, the internet was not the main work tool, but it occupied lesser degrees of need, research, consultation with a video class on YouTube, preparation of tests, among other schoolwork.

Suddenly, we became aware of a disease that quickly took over the world and became a pandemic. What to do? How should the institutions work so that the school year is not lost? The alternative was remote education mediated by digital platforms as a way to minimize the impacts caused by Covid-19. However, this abrupt change has left and is leaving many gaps in relation to learning.

The type of education generated in the classroom perpetuates the existing power relations in society and promotes the formation of the individual and their deprivation of the questions that can be generated around power relations. Thinking about a class within the critical literacy approach is to advance in relation to this type of education and create opportunities for subjects (students) to be able to act on the power relations that generate inequalities and exclusion in society. It is to

develop teaching aimed at the empowerment and action of students in society through language (MATTOS; VALÉRIO, 2010, p. 141).

Both teachers and students had to suddenly learn to tinker with Google Classroom, explore its features and hope that it would be fruitful in the face of chaos.

With the synchronous classes through the screens, the contact between teacher and student was lost, the classes became a moment for explaining the content, in the case of the English language, many times it was limited only to the old classes with a focus on structure and functioning of grammar.

How in a class of 30 to 40 students, with 2 weekly classes, would there be time to work on other skills such as speaking or listening? Regarding the practice of orality, the work became unfeasible because in each class a student would spend about 5 minutes between opening the camera, turning on the microphone and babbling a few words in English, then came the repetition and correction of the teacher, soon, this process was diluted and the class ended, but without an effective practice and much less interactive than in the face-to-face modality.

Attempts to practice students' listening were other problems, sometimes the students' devices had problems, there was difficulty in downloading the content and even playing a video without being slowed by the low speed of the internet. This was when the teacher also had problems in dealing with this range of resources.

The problem was not just during classes, this is just the tip of the iceberg. The issue was even more profound, preparation of classes, attempts to post the material, correction, reception of student activities and even meetings, often endless, to discuss how the classes were going and how to "remedy" the difficulties.

Over time, it began to become noticeable that the difficulties were not only in the students' school life, but also in their private lives, many parents lost their jobs, had reduced working hours, waited time to receive emergency aid from the government, rising food prices, some became ill, total isolation within their homes, all of which further contributed to a breakdown in learning. Boaventura de Souza Santos still argues that:

Pandemics cruelly show how neoliberal capitalism has incapacitated the state to respond to emergencies. The responses that states are giving to the crisis vary from state to state, but none can disguise their incapacity, their lack of predictability in relation to emergencies that have been heralded as being close and very likely to occur. (SANTOS, 2020, p. 28).

In the case of professional education, both the learning of the English language and the mastery of technological instruments are essential assumptions for the training of technicians and technologists with full working conditions. The perspective established by the federal institutes, especially with the interiorization of their units, was to provide that the successful strategy of the federal technical schools could reach unassisted places and productive arrangements. However, the duality between instrumentalization and meaning of knowledge is always present

The neoliberal education proposal presents the English language as a tool for the individual to “act in the globalized world”. The neoliberal curriculum presents this language as an asset associated with increasing opportunities for action in an increasingly internationalized labor market. Knowing the English language means having a symbolic asset, being able to have one more element in the portfolio of qualities that make the job seeker employable. The professional is prepared for the world of work, the individual is instrumentalized so that they can act in society generating profits, and English becomes nothing more than a product to be sold. It is unfortunate that the ethical, aesthetic, political and social values of the use of language end up being forgotten (SILVA, 2017, p. 11)

Technical schools offer the English language as a mandatory part of their curriculum, being essential for the best development of their training. It is the language that, in most cases, provides access to the productive world, given the important texts of technical training. Most of those involved in this environment argue that it is the most used language in international communication; the language in which the absolute majority of academic articles are written; being used in most of the machinery produced and imported; the mother tongue used in the design, use and maintenance of software and hardware.

With all these problems even the selection of some content was affected. For example, Brazil has returned to the hunger map. In one of the units of the didactic material the vocabulary would come for the students to express themselves, the topic was: breakfast around the world. Photo of foods of all sorts and types. However, how to interact either orally or in writing with the following question: "What do you like to have for breakfast?" or "What do you like to have for lunch?", in groups that many times some students could not even have breakfast and lunch would be something very far from what was presented in the unit.

In reality, every word has two faces. It is determined both by the fact that it comes from someone and by the fact that it is addressed to someone. It is precisely the product of the interaction of the speaker and the listener. Every word serves as an expression of one in relation to the other. Through the word, I define myself in relation to the other, that is, in the last analysis, in relation to the collectivity. [...] The word is the common territory of the speaker and the interlocutor (BAKHTIN, 2014, p. 117)

Of course, the contents must be worked out in an equal way, but wouldn't some themes be torturous instead of fascinating? How can we rethink a reality like this? These necessary adaptations also emerge from a transposing reality: remote education is by no means equal to distance learning, the "face-to-face" element will always be present, both for the possibility of return in the near future and for the immersion of all facets of teacher-student relationship in view of the indistinctness of private and school life of these actors.

When thinking about teaching English in high school, the Common National Curriculum Base, henceforth BNCC brings as a discussion the premise that:

[...] The English Language, whose study is mandatory in Secondary Education (LDB, Art. 35-A, § 4), continues to be understood as a language of global character - due to the multiplicity and variety of uses, users and functions in contemporary times - assuming its *lingua franca* bias, as defined in the BNCC of Elementary Education - Final Years at that stage, in addition to this intercultural and "deterritorialized" view of the English language - which, in its uses, undergoes transformations

arising from the plural identities of its speakers -, were considered also the social practices of the digital world, with an emphasis on multi-tools. This perspective already pointed to more and more hybrid and miscegenated uses of English, characteristic of contemporary society . (BRASIL, 2018, p. 484).

However, the BNCC - National Common Curricular Base - does not contain the structural content needed to be debated and discussed in the classroom, allowing the student's autonomy, as the protagonist of learning in the selection of contents that are part of their own reality.

The document argues that in high school, language practices start from the principle of different fields of action that are permeated by the subject's life, including exploring the uses of the English language in various cultural situations, among them, digital culture. All of this aiming to get closer to the student's personal and personal life.

It is clear that while technologies were developing and arriving in Brazil, they impacted teaching models, whether through videos, television, computers, video games, the possibility of switching languages and subtitles in films in DVD format and even in mobile applications. However, all these were teaching accessories or even subjects and supports chosen by students in their training, sometimes some of these resources were mediated by the teacher, still they do not replace the structuring contents, teaching practice and the exchange of experiences in the classroom.

Suddenly, what was an accessory became the rule. The moment of discussion and interaction that happened in every school environment: classroom, library, study groups, meetings to present papers suffered a split so cruel that the need for distance was beyond the physical, the shock was more significant in the social field.

The issue of teaching and learning English in public schools, even before COVID-19, was a huge gap that was never filled in school. The belief has always been, at school you only learn the verb "to be" and nothing more. For those who wanted effective language learning, they had to look for language institutes.

The question of mastery of the four language skills (speaking, writing, listening and reading), was supposed to be carried out in language institutes, which is debatable, however the majority, almost in its entirety, of school students the public did not have and are unable to take private English classes due to the price of materials, often imported or subordinated to franchises and also an excessive amount of tuition.

The mastery of the English language in Brazil is still seen as a synonym for power, concentrated only in the hands of a few, since the teaching of the language has always been elitist. Precisely due to the high values of language courses and in some cases the precarious training of some teachers, who sometimes had to take some classes to complement the workload or an extra gain. In relation to this, (DOS SANTOS, 2020, p. 3), argues that:

English teachers from public and private schools and even from higher education have to deal, on the one hand, with inadequate logistical factors, such as the inappropriate textbook, the large number of students per class, the heterogeneity of the group, and the minimum hour load with which the component is offered. And on the other hand, with official neglect, in which the government does nothing to change this reality [...], having to pay for its own training, often without government encouragement and in the face of exhausting work hours. Thus, when choosing a career as a language teacher, the teacher is faced with the need to know methods, techniques, approaches and political and socio-historical issues of the language they intend to teach.

Therefore, in times before the pandemic, there was already a previous problem, teacher training, the public school environment and the elitist view of the language, both on the part of the teacher and the students.

Another factor before the pandemic is: we know that Brazil is continental in size, with very different realities and problems of all kinds. With regard to education, this is no different, there are several modalities in Brazil and therefore different realities, one cannot compare teaching in a school centered in a large metropolis with teaching in schools in the most extreme interiors of our country.

Often, in some schools, due to the weather, a rainy season,

for example, there are several problems, including access to school, the school bus does not pass because it gets stuck in the road, there is a lack of content, teachers from other areas end up teaching disciplines unrelated to their training so that students do not completely lose the content, among other problems.

Here we express some factors that from time to time are even broadcast on TV newscasts from time to time and how not to think about the 2005 documentary “For the day to rise happy” by João Jardim. These are problems that already occurred before COVID-19.

Social distancing, including school life, goes far beyond content. Many children and young people have at school one of the few opportunities to eat by means of free school meals, although they were distributed to families from the school community to which students belong, but only that is not necessary, there is also the preparation factor of food, which demands time and also other costs such as cooking gas.

So, for a reflection, how to think about teaching remotely in the times of COVID-19, in which hunger, disease and death are commonplace, in a country where today 416,000 people have died so far only from this disease. Even though there are still public policies like student equipment loans, chips with data packages, distribution of school lunches, this is not enough.

We know that the pandemic is not blind and has privileged targets, but even so it creates a consciousness of planetary communion, in some democratic way. The etymology of the term pandemic says exactly that: the whole people. The tragedy is that in this case the best way to show solidarity with each other is to isolate one another and not even touch. It is a strange communion of destinies. Won't others be possible? (SANTOS, 2020, p. 7).

Given all that has been exposed here, there is a moment for reflection, is it that education in times of COVID-19, is remote teaching really remote in the sense of distant, teachers, content, students? The proposal would be to teach as to not miss the school year, but does teaching cause the year to be lost and thereby

jeopardize the training of public school students?

Almost overnight, teachers had to learn to use different platforms, applications, reinvent teaching, participate in ongoing training to better learn with these new tools and the word tutorial was widely used in the educational environment.

In a moment of crisis like the one we are living in a neoliberal project, even a hyperliberal one, has never been so materialized as perverse and cruel as we are going through from the beginning of 2020 until the present moment in which this work was written.

Death was trivialized, the distinction between public and private no longer exists, which in the not too distant past, the telephone number of teachers was somewhat restricted, today, colleagues are seen complaining about messages via WhatsApp, calls outside hours, service accumulation, classes through Meet, Classroom, a completely distant reality, in which it is very difficult to find alternatives for effective teaching.

As much as the BNCC says that the student has the autonomy to choose how to develop their language skills in the English language and defends:

The field of personal life is organized in such a way as to enable a reflection on the conditions surrounding contemporary life and the youth condition in Brazil and in the world, and on themes and issues that affect young people. The perception, experiences, critical analysis and learning proposed in this field can constitute support for the processes of identity construction and life projects, by mapping and retrieving trajectories, interests, affinities, dislikes, anxieties, fears, etc. ., which allow an expansion of references and diverse cultural experiences and knowledge about oneself (BRASIL, 2018, p. 488).

How to work in a way that leads the students to organize themselves personally and reflect on the conditions that surround them? Loneliness is very striking in this nefarious process of remote education. The experiences are not the best, the contact is through screens, the construction of identity is something that is still an enigma and only time will tell.

Contact with the English language is summarized in the experience with texts, music and films for some. In the virtual

classrooms, there is still a big gap between internet data packets, speed and dexterity in tinkering with the new technologies that were imposed on the school community in order not to miss the year and not to leave students so far from school to the point of forgetting and having an even bigger catastrophe.

However, no matter how much one thinks of making teaching English language accessible to all, it is a condition to be considered, not only in times of pandemic, but also in post-COVID-19 times, to further democratize access to the language, not only by the teacher, but also by the students.

We are far from the school space, working much more than before, trying to facilitate the access of content to students, taking, in a way, the critical literacy linked to such a cruel practice, proposing reflections on the teaching of English, even though we know that we are, through some hard battles, living the learning bound to our reality from the lockdown.

5. Finally, is there a horizon for effective foreign language learning in basic education in remote education?

Notably, the increase in learning instruments made available to faculty to offer teaching was, despite the lack of time, very beneficial for the reconfiguration of teaching methodologies in basic education. The factory model, crystallized in public schools, was completely questioned and in several cases made impossible by the virtuality of conditions of dialogical action.

It should also be noted that, by themselves, the active methodologies are not guarantees of dialogue. Even through technological instruments, teaching can (unfortunately) be directive and reproduce exclusion and fragmentation of learning conditions, especially due to the need on the part of the teachers to distance themselves in order to analyze the methodology and suitability of this for their practice and the fundamental content they need to work on. This is happening concurrently with the practice itself, that

is, sometimes, due to an attempt to set up referrals, however with a chance of error delaying learning conditions.

The space and time for teaching were determined. “Going to school” represented a movement, a trip to the institution designated for the task of teaching and learning. The “school time”, also determined, was considered as the daily time that, traditionally, the man dedicated to his systematic learning. It also corresponded, in his life story, to the time that man dedicated to school education (KENSKI, 2021, p. 30).

The reflection on already established teaching formats and the openness to the possibility of using new methodologies contributes to stimulating the strengthening of new mediation conditions in the teaching work, in the same sense that it promotes an update regarding the priority interaction environment of the student universe, highly immersed in the virtual world. Therefore, relevant actions that enable a new adaptation and accommodation of TIC in the classroom, sometimes being the classroom itself, motivating the emergence of new conditions in the environment of the teacher-student relationship for a progressive reconfiguration of the training process.

The quality of English language teaching depends heavily on teacher proficiency, which is decisive for strengthening or weakening oral and written conditions, in the context of face-to-face teaching, being a discipline with two weekly classes in integrated technical education, competing with fourteen or fifteen more subjects, with their different forms of appropriation.

The mediation of technological instruments has the potential to further relativize the content when placed at the central point of the teaching-learning process, providing only notions of it. The “eternal” availability to be seen or revised at any time, in its new informational visualization, has conditions that lead to the non-need for its significant appropriation, which can hinder the conditions of unattended proficiency, making the condition of methodological advance unfeasible.

It is essential, at the moment of transition from remote teaching to hybrid teaching or face-to-face teaching with the use

of technological learning instruments, that educational managers provide that the path taken by the actors is valued for taking directions in the formulation of methodologies for the sequence, with the care that predetermined itineraries do not act as a factor that substitutes the desirable conditions of teaching work as a determinant of the search for proficiency.

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Chapter #03



E-learning, virtual learning environments and the teaching of english in the constructivist approach: Report and analysis of Moodle and the outcomes of its possibilities

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1. Introduction and literature review

Education has certainly gone through several changes in 2020, when restrictions due to the COVID-19 pandemic were imposed, closing schools and causing these to adapt to e-learning almost overnight. In this context, Virtual Learning Environments (hereinafter, VLEs) came to the forefront of education, taking the place – because of somehow encompassing these elements as well – of classrooms, tasks, projects, tests and interactions, typical features of any learning environment.

Having established that, the aim of this work is to briefly analyze the teaching-learning of English, in a Constructivist Approach, in the ambit that has been taking over the possibilities of teaching, receiving and giving feedback, and assessing students. So, through bibliographical research, we cover a little of e-learning (BELLONI, 2001; PETERS, 2003; MOORE and KEARSLEY, 2007), VLEs (MORIN, 1990; SWALES, 1990; TOKTOV, 2003; SARTORI and GARCIA, 2009; OLIVEIRA, 2012) and *Moodle*, the free online learning management virtual environment which, due to its range – present in 248 countries, with more than 186 thousand sites 244 million users (Available at <https://stats.moodle.org/>. Access: 1 Nov 2020) – is the most popular current VLE; by the way, one of the authors of this paper has been using it to teach middle school students at present.

This personal teaching experience also serves as a report of some issues concerning events that take place in the process, arousing curiosity and causing us to investigate the outcomes of the above mentioned instant adoption of VLEs in English classes carried through a Constructivist Approach – other conception which bibliographical research (WILKINS, 1976; MEHAN, 1979; RICHARDS and ROGERS, 1986; CARRAHER, 1986; MACEDO, 1994; OLIVEIRA, 2015; HARMER, 2007; BRASIL, 2017) also elucidates.

So, bringing different sections for each of the interests of the research, namely: e-learning, VLEs (*Moodle*) and Constructivist Approach, the paper builds the path to bringing the personal

experience which may be relevant to the ones who have been using the same tool, or will have contact with this in the future. All in all, the main aim is to register, reflect on, and perhaps bring suggestions to overcome some difficulties faced in the range approached.

2. E-learning, Vles and Moodle

First of all, it is important to present what some researchers number on e-learning, both cause and result of significant changes in the definition of the concept of education (PETERS, 2003). The definition brought by this author points to a cultural requirement as well, since e-learning seems to change the understanding of how education should be organized and managed. In this context, Moore and Kearsley (2007) state that e-learning, a planned learning process that occurs, in general, in a different place other than a regular school, requires special techniques of course design, forms of instruction, and methods of communication – mainly through electronic means and with the need of internet. To these authors, important changes in the culture and structure of the institutions that decide to adopt e-learning must happen – an understanding that may corroborate with some difficulties faced in the teaching-learning process we describe in the section *A report of a teaching experience and its analysis*.

Leading the path to the management of e-learning through VLEs, Oliveira (2012) reminds us that there is an attempt to make e-learning closer to a traditional classroom in terms of interaction, demanding mediated communication, systematic guidance and constant monitoring. Besides, the author also emphasizes the flexibility and greater accessibility to education provided by e-learning, and focuses on the need of a singular pedagogical project, different to and more rigorous than the one of face-to-face education: the greater the autonomy of the students, the more particular should be the means of requiring and assessing their participation.

Thus, due to encompassing multiple media, different languages and resources, alternative technologies, and information

in an organized manner, VLEs can be considered a complex system, once they are designed as a whole environment, that is, their fundamental principle is that every part influences and is influenced by the whole. This feature meets the assertions of Morin (1990), who sets complexity as a web of actions, interactions, events and incidents that constitute our phenomenal world.

So, VLEs are much more than simple educational websites: they integrate multiple possibilities of pedagogically approaching and building knowledge with the aim of promoting personalized learning (TOKTOV, 2003) built through interaction (OLIVEIRA, 2012). This is why our worries shall embrace the research of appropriate methodologies and training for their application, which can enable the creation of new mechanisms for improving e-learning processes (BELLONI, 2001).

This is the ambit in which we find the aforementioned *Moodle*, developed in 1999 by by Martin Dougiamas, a student at Curtin University of Technology, in Australia. Martin was part of a program whose premise was to create free software, inviting users to interact and modify it constantly. Since then:

[...] (*Moodle*) was led and coordinated by an Australian company of 30 developers that is funded by a network of more than 60 partner service companies distributed around the world, called Moodle HQ. It is also supported by an active international community, made up of a group of Moodle certified developers and partners who are dedicated full time. The project is guided by open collaboration and ongoing support from the community performing its fast bug corrections and enhancement solutions. Its programming and installation are simple and easy to interact with the user, because it requires few computational resources and its interface is based on simple technology browsers. On their digital tools, they allow for asynchronous communication, such as forums, mail, tasks, journals, and synchronous communication of chats. Also, it has several modules for teaching and learning process, such as Resources, questionnaires, activities, evaluation laboratory, among others (available in <<https://about.moodle.org>>, access Nov 1 2020).

Moodle is not only a complex system (MORIN, 1990), but also an environment distinct by its modular structure, that is, the wide range of resources and activities it offers can be made available

during a certain course. This perspective points directly to the assertions of Swales (1990), who would classify *Moodle* as a discursive community, typified by the common aims of its participants, the offer of mechanisms for participation, the specific genres produced and the exchange of information among its members. If we add to these traits the fact that a complex system is not a state, but a process (PAIVA, 2006), we conclude that teaching-learning at *Moodle* constitutes itself as a result of the interaction among the constitutive parts of the whole: nothing is fixed; everything is an outcome of action-reaction taking place through time.

To finish with, we can point out that the education being shaped by contemporaneity, with its basis on e-learning and VLEs such as *Moodle*, is not merely an update or a later and larger version of a previous educational standard; it is something entirely new that demands a broader view of technology, information and communication walking hand-in-hand for the development of distinctive pedagogical practices, delineated considering the social and cultural context (SARTORI; GARCIA, 2009). In the next section, we bring an overview of English teaching through the Constructivist Approach, in thoughts that will respond to the subjects presented here in the section *A report of a teaching experience and its analysis*.

3. English teaching in the constructivist approach

Prior to specific conceptions of English teaching – which will be important for the point we are trying to make –, we consider essential to resort to the Base Nacional Comum Curricular (hereinafter, BNCC) (BRASIL, 2017), whose assertions concerning English teaching point to going beyond the development of language skills, contributing indeed to the formation of critical and transforming students, able to make contributions in a globalized and plural world.

These aims are supposed to be reached through the addition of a fifth scope to the speaking, listening, reading and

writing competences: the intercultural dimension, ambit in which students are led to “reflect on features inherent to the interaction among cultures (students’ own and those related to the other English speakers), favoring living, respect, overcoming of conflicts and valuing diversity among peoples” (BRASIL, 2017, p. 244) [our translation]. In addition to this, the document also urges teachers to develop interdisciplinary activities, once they stand for an extension of perspectives and possibilities for the understanding of different information and values, and the exercise of social protagonism.

Having established that, we have that English Language must fit a Constructivist Approach, that is, it has to embrace knowledge as a progressive construction, mediated by personal interaction and constant challenges to learners’ reasoning. According to Macedo (1994), Constructivism means *action* instead of *transmission*, which means that it demands students’ participation, since subjects are built and re-built by learners, who accept the challenge and start to be transformed by a range of discoveries.

The same author recalls Behaviorism, focused not on experiences, but on presentation: as, in this approach, there is nothing to be built or discovered, teaching-learning process has the teacher as its center, telling students everything they are supposed to know – information, data and facts. Carraher (1986), in critics to this approach, calls our attention to the fact that this kind of teaching-learning may happen at schools without requiring connection to any other practice in the world; point in which he spares a thought for how harmful this process seems to be.

Richards and Rogers (1986), analyzing traditional teaching in a Behaviorist Approach, set that it is shaped by stimuli (provided by the teacher), response (given by students) and positive reinforcement (to correct responses, which are expected to become a habit) or negative/lack of reinforcement (to wrong answers, discouraged in order to no longer take place), and that the direct implications of it are an excessive amount of activities requiring repetition or the following of patterns (drills) and too much teacher’s control, in order to avoid mistakes.

Wilkins (1976), in his turn, focused on the meanings conveyed

by the interactions involving the use of language, establishing that learners should have more opportunities, time and ways to express themselves when learning English, assertions that culminated later in the Communicative Approach:

A person who acquires communicative competence acquires both knowledge and ability for language use in respect to whether (and to what degree): 1. something is formally possible; 2. something is feasible in virtue of the means of implementation available; 3. something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; 4. something is in fact done, actually performed, and what is doing entails (RICHARDS; RODGERS, 1986, p. 70).

Considering the description above, it is possible to point out that a Constructivist Approach is not typified by a clear and detailed process of learning (as Behaviorism is); its focus remains on the experiences learners have and in the construction of knowledge by the individual while being part of a group, mediated by the teacher and re-signified whenever necessary. In a constructivist range, right answers are replaced by facing challenges.

Nevertheless, adding to this lack of standardization the fact that English teaching counts with several distinct methodologies – with genesis either on Constructivist or Behaviorist Approaches –, being the teacher the responsible for knowing, balancing and moving from one to the other to meet students' needs (OLIVEIRA, 2015), we may get struck on a problem faced with *Moodle*: Initiation – Response – Evaluation (hereinafter, IRE) (MEHAN, 1979). Used to conducting our classes and proposing practice and assessment following behaviorist patterns (clearer and apparently easier to fit, according to the author), the set of the e-learning and of VLEs may have been harmful to our competence of challenging, living with, providing opportunities and maximizing the use of language by the students, in an issue that aroused our curiosity and caused us to investigate the outcomes of the sudden adoption of VLEs in English classes.

Thus, with the intention of checking if there really was a step back in some of the traits of teaching English during pandemics using *Moodle*, we delineate the next section.

3. A report of a teaching experience and its analysis

First of all, it is important to clarify our awareness of how both ends seem to tie: on one hand, VLEs - therefore *Moodle* -, complex systems which are not a state, but a process (PAIVA, 2006), integrators of multiple possibilities of pedagogically approaching and building knowledge with the aim of promoting personalized learning (TOKTOV, 2003) built through interaction (OLIVEIRA, 2012); on the other hand, Constructivist Approach, founded on the belief that knowledge is a progressive construction, mediated by personal interaction and constant challenges to learners' reasoning, aiming them to be transformed by a range of discoveries (MACEDO, 1994); what seems to be the matter, anyway?

That is why, in our opinion, reporting a personal teaching experience is so relevant, since it illustrates that, in practice, the whole situation may bring outcomes that differ from theoretical assertions. However, it is important to point out that we are aware as well that the experiences under issue do not portray the entirety of an English teaching-learning process through *Moodle*, due to the fact that everything that is reported is intrinsically linked to an emergency sudden situation, has not been planned in advance and also unveils the lack of formation in the area, case of several educators who needed to learn whereas doing. In this scenario, not all resources or tools could be used appropriately or be contemplated by lesson-planning. Besides, technical and technological issues cannot be overlooked as well, since homes had to become offices and classrooms, a background in which computers, cell phones, internet connections and others probably turned out not to be appropriated to the unexpected function they assumed overnight.

Having established that, after three weeks of social isolation, the school under issue, where one of the authors teaches English in middle school, resumed its activities, through *Moodle*. With every classroom available as a *Course*, granting students easy access to the environment they should be at, the VLE offers two sets of resources, namely: *Activities* and *Resources*, whose main tool is *Big blue button*, which allows the creation of webconferences, standing

for a real-time classrooms. Inside these virtual classrooms, besides the *Chat*, the possibilities of uploading presentations or videos, and sharing screens, there is a tool bar enabling students to interact with the teacher's presentation or whiteboard, and also some resources, such as *Support Rooms* (useful for dividing students in groups) and *Surveys* (providing buttons with alternatives for answers to teacher's questions).

Yet, this amount of resources was barely used during the experience reported, since *Big Blue Button* seems to require a very fast internet connection to be fully and well operated; thus, during the experience with *Moodle*, students had to keep their cameras and microphones off, since if some participants used multimedia at the same time, internet connection for some users became unstable or crashed – even the author of this paper could not work from home for this school, due to the fact that internet connection there did not support *Big Blue Button* with microphone and camera at the same time. Indeed, in several opportunities the school allowed the author to use *Google Meet* or *Skype* instead of *Big Blue Button*, given that the activity proposed should allow the teacher to interact orally with students. So, in brief, virtual classrooms available at *Moodle* were functional, in this particular experience, only to expository lessons – with their cameras and microphones off, students could participate only through *chat*, and few of them did it regularly.

Other *Resources* available are *Book* (multi-page resources, in a book-like format, with chapters and subchapters, created by teachers, containing subjects, media files or serving as a portfolio of students activities); *File* (downloadable content, such as texts or presentations); *Folder* (which enables the teacher to make a number of related files available); *IMS content package* (similar to Folder, it allows the availability of a collection of files, packaged according to an agreed standard so they can be reused in different systems); *Label* (more related to the appearance of the courses, it allows teachers to make the files and multimedia available through links); *Page* (serving for the creation of a web page with text, media, etc.) and *URL* (links to external content on internet).

All in all, the *Resources* numbered are interesting and

constitute good alternatives to present, explain or add content and subjects to students; nonetheless, they do not allow the interaction required by a Constructivist Approach, standing for excellent means to *Initiation* (IRE) (MEHAN, 1979), but practically not offering possibilities of an interactive *Response* – already harmed, in its turn, by the difficulties pervading *Big Blue Button* listed above.

The other set of resources supplied by *Moodle* is named *Activities*; by definition, intrinsically linked to *Response* and *Evaluation* (ibid.). Here, we can find *Assignment* (task in which students submit a file, allowing teachers to give feedback); *Chat* (real-time text-based interaction for synchronous discussions); *Choice* (enabling the teacher to make questions with a selection of possible responses); *Database* (creation and maintenance of a collaborative collection of entries – web links, images, books, etc.); *External tool* (enabling students to interact with learning resources and activities on other web sites, for example, access to a new activity type or learning materials from a publisher); *Feedback* (which allows teachers to create a custom survey using a variety of question types, including multiple choice, yes/no or text input); *Forums* (asynchronous discussions on a certain topic); *Glossary* (list of definitions or information created and maintained by participants); *H5P* (which enables the upload of interactive content, such as presentations, videos and other multimedia, questions, quizzes, games, etc.); *Lesson* (flexible ways of delivering content and practicing activities, either through multiple choice or open answers); *Quiz* (multiple choice, matching, short-answer and numerical questions); *SCORM Package* (files package that can be displayed as pop-up windows, navigation buttons, etc.); *Survey* (aiming to get feedback of classes from students); *Wiki* (participants add and edit a collection of webpages) and *Workshop* (enabling review and peer assessment of students' work).

That said, in the experience reported, just few of the *Activities* were used. In order to make the VLE a kind of a representation of school, teachers have been trained to assess students and assign homework in the closest way they do at school; so, *Choices*, *Lessons* and *Quizzes* were the tools that pervaded the experience under issue. Given the aim of maintaining classes (virtual classrooms –

Big Blue Button) to meet the regular schedule, we feel like the school lost the opportunity of really taking advantage of the period when *Moodle* was used, once that most of the resources allowing and including interaction – *Books, Pages, URLs, Chats, Databases, External tools, Forums, Glossaries, H5Ps, SCORM Packages, Surveys, Wikis* and *Workshops* - have been overlooked. When it comes to English classes, especially, we are in face of a bigger problem, once teaching-learning of the discipline in a Constructivist Approach demands interaction, and tools to promote it, in case of VLEs. Unfortunately, it is not what happened.

In spite of the fact that Moodle does not excel at providing interactivity – thirteen out of twenty-two different resources can be considered interactive; and, from these, only two, namely, *Big Blue Button* and *Chat*, are designed for real-time interactions -, the traits of the way the school has chosen to carry out the classes was probably the main responsible for not favoring Constructivist Approach. We delineate this discussion, between what appears to be the school mentality and *Moodle* resources in the next section.

4. Discussion

As aforementioned, in order to effective e-learning take place, substantive changes in the culture and structure of the institutions that decide to adopt it must happen (MOORE; KEARSLEY, 2007), as well as the need of a singular pedagogical project arises (OLIVEIRA, 2012), once that teachers and students are used to having face-to-face interaction – which means that, besides probably enjoying it, both groups may not excel at their functions in a diverse way of teaching-learning; at least, not in the beginning. Thus, due to the emergency and sudden trait of the English teaching-learning process through *Moodle* reported, it is not hard to get to the conclusion that the use of the VLE under issue has not indeed encompassed its complexity (MORIN, 1990), failing at the integration of multiple possibilities of pedagogically approaching and building knowledge and, consequently, at promoting personalized learning (TOKTOV, 2003) through interaction (OLIVEIRA, 2012).

Stating all this is possible because of the amount of difficulties, from cultural to technical and operational, that have been part of the whole experience: the decision to use *Moodle* merely as a substitute of presential lessons turned out to cause the overuse of a single tool, *Big Blue Button*, which, due to the problems faced – students’ cameras and microphones were always off, since if some participants used multimedia at the same time, internet connection for some of them became unstable or crashed – stood for expository lessons. In addition to this, we cannot overlook the fact that the complexity of *Moodle* - system which is not a state, but a process (PAIVA, 2006) - and its main aim of allowing learning, require the use of the whole environment and its resources; however, at this point, we may recall what was mentioned before: only thirteen out of twenty-two different resources it offers can be considered interactive - and, from these, only two, namely, *Big Blue Button* and *Chat*, are designed for real-time interactions.

After all, although the experience reported constitutes an extremely brief view of the work with *Moodle*, it allows us to point some harms it causes to Constructivist Approach, given that this puts knowledge as a progressive construction, mediated by personal interaction and constant challenges to learners’ reasoning (MACEDO, 1994). In an environment where feedback from students was standardized with quizzes and choices, and interaction was rare, Behaviorist Approach seemed to be favored with a large amount of expository lessons, which not always require connection with students’ own experiences and other practices in the world (CARRAHER, 1986). The use of Moodle in the ambit under issue certainly pointed to IRE (MEHAN, 1979).

Analyzing all this under the light of BNCC (BRASIL, 2017), that adds the scope of intercultural dimension to the speaking, listening, reading and writing competences, requiring “expansion of orality through language practice with focus on comprehension (listening) and oral production (speaking)” [our translation] (p. 240) to favor reflection and living with other peoples, we definitely have that the lack of interaction reported runs counter the current principles of English teaching, in its turn, conceived

in a Constructivist Approach: reading and listening competences are emphasized in an expository lesson, and this focus seems to be incomplete for what is aimed, since these skills are receptive, not requiring any feedback from students (HARMER, 2007): speaking and writing are the productive skills, which could barely be used in the range under issue.

5. Conclusion

This research approached, through bibliographical research, e-learning, VLEs (*Moodle*) and Constructivist Approach; having done it – which also demanded some assertions about education, culture and Behaviorism -, the report of one of the authors' experience with *Moodle* in the period of restrictions due to the COVID-19 pandemic was shared, aiming to reflect on the sudden adoption of the VLE at hand, believing that it did not favor English teaching in a Constructivist Approach.

Aiming to register, reflect on, and perhaps bring suggestions to overcome some difficulties faced in the range cited above, after describing the resources available on *Moodle* and analyzing their use, it is possible to state that there is certainly room for improvement on the VLE, whose *Resources* and *Activities* are interesting and constitute good alternatives to present, explain or add content and subjects to students, but do not allow the interaction required by Constructivist Approach – only thirteen out of twenty-two different resources can be considered interactive, and, from these, *Big Blue Button* and *Chat*, only, are designed for real-time interactions. However, it was possibly the way the school has chosen to carry out the classes (substituting presential lessons) the main responsible for not favoring Constructivist Approach – which, under this light, appears to depend too much on the teacher and the environment of a classroom.

All considerations above contribute to a single and essential fact: as it deals directly with culture, education requires planning – usually a long period of it – to incorporate and bring some changes. The deeply entrenched thought of IRE (MEHAN,1979)

seems not only to harm some innovations, but also conceal the view that something may not be done correctly. To use the experience reported, which we believe to be close to several others in the period of isolation, in order to fully embrace VLEs as tools to draw near, support and walk hand-in-hand with our practices, may constitute the main suggestion brought by this paper, once their authors could use *Moodle* and learn with it, live and share the experience and, above all, believe that after 2020, education must incorporate some other traits for good – and schools' culture shall be changed to make it happen.

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Chapter #04



The influence of affectivity among teachers and students in remote teaching

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1. Introduction

The social isolation resulting from the Covid-19 pandemic will certainly not be forgotten by teachers and students who are in remote work during the period 2020-2021. Public school professionals and students were adapted to the classroom routine and, at times, had to deal with the prohibitions on the use of technological devices at school. The use of electronic gadgets, for example, should be justified and notified in advance to the pedagogical team, so that students could handle theirs during classes. Then, with the arrival of the virus in the country, suddenly those devices that were, in a way, not allowed at all, became practically mandatory.

Teachers and students had to learn to use the available resources and make technology something essential in their social and educational practices. The methodologies proposed by the Education Department of the State of Paraná (SEED) distanced the relationship among teachers and students, a fact that generated many debates about the importance of social interaction among children and adolescents. In other words, the classes offered through recorded videos available on YouTube channels did not meet the needs for interaction and students did not have the opportunity to participate in the classes and resolve their doubts in real time.

From these frustrating results, almost a year later, it was decided that classes should take place in real time, through calls via Google Meet, in which students would have a closer relationship with their teachers. Thus, the best way to communicate and hold students' attention in remote education became one of the challenges of the 2021 school year. The teacher's practice should be as close as possible to the classroom routine and the affectivity for students would be one of the ways to succeed in reaching the goals of the teaching processes.

In view of this context, the present study aims to delineate some reflection on the sudden changes that occurred with the arrival of remote education, relating it to the theories of affectivity in teaching practices and the challenges faced by education professionals. To this end, we discussed the topic with seventh-

grade students in a public school on the outskirts of the city of Londrina-PR, in order to identify the importance of affectivity in their participation during classes. We will answer, therefore, the following question: To which extent can the affectivity between teacher and student contribute to the teaching of Portuguese in times of remote classes?

Thus, we intend to demonstrate that, even in times of social isolation, a teaching practice based on affectivity is important, since it constitutes a way in which students, in addition to maintaining the external contact they would have at school, feel more comfortable to interact in the face of activities proposed in classes.

2. Remote education: changes and challenges in the context of public schools in Paraná

Adopting a broad concept, remote education, for Behar (2020), is “a teaching modality that presupposes the geographical distance between teachers and students, and has been adopted temporarily at different levels of education by educational institutions around the world” (BEHAR, 2020, n.p.). The author considers it remote due to the fact that there are decrees preventing teachers and students from attending school, in order to avoid the dissemination of Covid-19. In addition, Behar (2020) considers this modality an emergency one, considering that the pedagogical planning of the year 2020 had to be “shelved” overnight.

The context of the pandemic was an atypical event for the current generations, once it brought us significant changes in several practices, from the moment when social isolation was necessary. One of the areas that faced numerous changes was the educational, which had to adapt so that it could serve the maximum number of students without the need of attending the classrooms.

At first, it was necessary for the education departments to have a quick solution so that students could stay as little time as possible without classes, thus avoiding any harm to the school year. The path found by the Secretary of Education of the State of Paraná/SEED was making available, through the app “Aula Paraná”

and TV and Youtube channels, recorded classes at fixed times throughout the state. In addition, students should interact with their teachers and perform activities through the Google Classroom platform. The state subsidized the connection to these apps so that students could access them even though they did not have access to an internet plan. For students who did not have the possibility of connection, printed activities were offered, and they should be taken at school every fifteen days.

Teachers, in this first moment, were given the duty to answer their students' doubts and interact with them through the Google Classroom board, as well as preparing and correcting tests giving feedback on the results. It was at that moment that several educators and pedagogical teams, which previously prohibited the use of cell phones in the classroom, started to have this gadget as the main tool of contact with students. We emphasize that there were few training courses offered, and those involved learned from each other the best way to master the required resources.

Still in 2020, some schools recommended that teachers made a weekly meeting of at least 20 minutes, via Google Meet with students, in order to promote a chat reviewing subjects taught in the week; however, the main objective was to make teenagers feel more welcomed and comfortable, avoiding school dropout. Thus, the school year came to an end, and with it, many gaps were evidenced, considering that, despite the mass approval due to the pandemic situation, according to the testimony of several parents and teachers, students' learning was not satisfactory, compared to previous years.

After untiring debates at SEED, at the beginning of the 2021 school year, hybrid teaching in public schools was considered. The teachers would transmit live classes from the school to students who were able to follow through them by means of Google Meet, while concomitantly attending students without access and authorized by parents who would attend, in small numbers, the classroom. Most schools were equipped with the required technological resources and a high-quality internet connection; however, the return to semi-presential classes was once again postponed, due to the uncontrolled

advance of the pandemic.

Then, starting in March, it was decreed that teachers should teach their classes at Google Meet, following the same schedule of content that would be offered by the platform "Aula Paraná". Again, the guidelines pointed to a first contact with students in the form of a chat, in order to make them feel welcomed and motivated to participate.

Hitherto - April 2021 - classes are taking place this way. Teachers' doubts about the functioning of the apps and programs used can be solved through several tutorials available on the "Aula Paraná" website. Support materials for teachers and students can also be found there. In addition, the state government has provided training courses on the use of information and communication technologies (ICT), as well as the appropriate methodologies for the remote teaching current in this context.

Students who are unable to attend remote classes are offered printed materials with summaries of the subjects taught and improvement exercises. It is in this range that the greatest learning problems are found, as often family members are not able to assist in the students' learning, and these ones feel lost without the guidance of their teachers.

Another recurring problem is the lack of autonomy of students and parentes or guardians at the time of school activities. Many homes do not have adequate room for study, and the adolescent ends up attending class amid the daily movement of their families, which directly affects concentration and performance in the activities.

We also know that there are numerous difficulties about this way of teaching and that the challenges are daily in the routine of those involved. However, for the moment, these overcoming and short-term reinventions have done and do the best in the face of the chaotic disease scenario, taking into account limited resources existing in the public school and in the reality of the families served. Compared to the year 2020, we notice that the quality of the classes and the attendance to the majority of students showed improvements, considering that the daily contact, even if online,

makes the practices and methodologies better adapted to each reality.

In the case of a post-pandemic future, we consider that remedial actions are necessary to the losses caused by remote education in terms of citizenship and human, intellectual and critical development, especially for students who were excluded from online classes. We also think that technological resources should not be left aside when the meetings are again at school, so that all students will have the opportunity to access. In other words, we hope that government agencies continue to invest in teacher training and student access so that there is a permanent investment in technological and didactic resources.

In short, social isolation has brought about a drastic change in paradigms in the educational context. The alternatives offered were being tested during the 2020 school year, surprising and causing teachers and students to reinvent themselves almost in a daily basis. Over time, we noticed that, despite the use of numerous technological resources, the relationship between teacher and student had to be maintained, even if remotely. It is during videoconferencing classes that those involved are able, in addition to building knowledge, to have the opportunity to socialize and talk to other people who are experiencing similar experiences of social isolation.

3. Affectivity as a teaching strategy

Based on the above considerations, remote education was gradually built, based on the idea of guaranteeing the essential contents for the individuals' formation. However, for almost a year, there were few occasions when the emotional state of students, families, teachers and other teams involved in the teaching processes was taken into account.

Isolation brought with it several social and psychological problems. Fear of contracting the disease, insecurity when leaving home for basic activities, such as going to the supermarket, the psychological state in the face of fear and changes in habit, the lack of socialization due to living with a small number of people,

uncertainty in the face of political and economic crises and even disbelief in a “normal” future. All of this indirectly influenced school practices.

The entire experience the student had at school was reduced to a screen with lessons recorded by teachers who did not simultaneously interact with the participants and that were unknown to them. How many school doors have been closed in this process? There were no more chatting with colleagues, the affection of the teachers, the “Good morning” greeting from the lady who stood at the gate, the smile of the cooks when serving the snack or lunch. Personal relationships in the school context were interrupted and the result could not have been different: discouraged students with a considerable learning deficit.

On this issue, Mendonça and Santos (2021) ponder:

What comes up is how remote education as an alternative to not stop the school year made possible a teaching practice that met the conditions of a broad teaching-learning process. Since the daily life of socialization was broken, reconfiguration of relationships and the construction of new mediations are essential in the face of another contact format (MENDONÇA e SANTOS, 2021, p.116).

Analyzing the approaches proposed by the public school in Paraná for the school year 2021, we have noticed a greater engagement of teachers and students who, over time, are more prepared to use technologies, thus making remote teaching a little more attractive. In spite of being untiring hours in front of screens, there is a closer contact among these people, a fact that, according to scholars, contributes to the teaching and learning processes, through the relationships of affectivity.

Demo (2012) states that it is necessary to arouse the student's capacity to study, communicate, build argumentations with basis, considering that these aspects will make this individual an active subject in their practices. It is then up to the teacher not to make the classroom environment, whether virtual or face-to-face, an exclusively content-based education site. It is necessary to continue with the school year; however, it is necessary to take into consideration the welcome the students need in the face of so many

problems they may be facing in their homes.

From an affective point of view, it is important to recognize the difficulties, respect the differences, call the students by name, make it possible for them to participate during the class, propose activities showing that they are being noticed. For this participation to be effective, the teachers must collaborate so that there is a closer relationship with the student (SARNOSKI, 2014). In times of pandemic, teachers who share their difficulties and joys with students show that they are accessible and that they go through very similar situations, in daily lives that have had many situations in common.

The author also makes a consideration that can be transposed to the period of remote teaching:

Affectivity is also conceived as the recognition built through experience, not being restricted to physical contact, but to the interaction that is established among the parts involved, in which all communicative acts, for demonstrating behaviors, intentions, beliefs, values, feelings and desires, affect relationships and, consequently, the learning process. [...] the concern as the way of teaching becomes as important as the content to be taught. Therefore, the intensity of the relationships, the emotional aspects, the dynamics of the manifestations and the forms of communication become presuppositions for the process of constructing knowledge (SARNOSKI, 2014, p.4-5).

Thus, maintaining a friendly relationship, respect and appreciation of the student, especially in the period of isolation in which we are all more sensitive, contributes to the development of their social and communicative practices. We also emphasize that, from the moment that the teacher shows affection, the vast majority of young people and adolescents reciprocate in the form of respect, participation and dedication during classes, a fact that even raises the educator's self-esteem.

Affectivity is a motivational resource in student learning, thus contributing to the development of emotions that are evidenced in the classroom environment (SARNOSKI, 2014, p.6).

According to Wallon (1971), affectivity is associated with

the individual experiences of human beings, which are forms of expression that involve, in their interior, the noblest feelings, in which emotions are manifestations of their sensitive state, starting from the organic to the existential/social, linked to the subject's own perception of themselves. This way, the author considers that affectivity is a kind of “fuel” that moves human actions, and therefore constitutes an important factor in the process of learning and development.

When relating to other human subjects, children and adolescents constantly build their development, making affection considerably important, considering that it is through sensations that they feel safe and protected in the development of their learning, consolidating relationships of confidence. It is in this range, therefore, that teachers must present the sensitivity and awareness of to which extent their affectionate acts are of great relevance in this process, considering that emotions are permanent structures of the individual's intellectuality (WALLON, 1971).

School, even remote, is a life experience, in which people influence and are influenced in a positive and negative way, exposing their thoughts and ideas, starting from interactions with others. Social relationships are directly linked to emotional ones, because

affectivity in the educational process is important for the child to manipulate reality and stimulate symbolic function. Affectivity is linked to self-esteem and forms of relationship between student and student and teacher and student. A teacher who is not affectionate with students will provide room for a dangerous distance, create blocks with the students, and will cease to be creating an environment plenty of affection. (COSTA; SOUZA, 2006, p. 12).

Because it plays a crucial role in people's lives and constitutes a link in the relationship between teacher and student, affectivity is, more than ever, very important in this pandemic period that we are living in, having in mind that, the bigger it is, greater is the fluency of the teaching and learning process. Even though physical contact is prohibited, face-to-face life is impaired and the school is undergoing a whirlwind of changes, the teacher's affectionate attitude may encourage the student to have the confidence to continue their studies in such a critical period.

4. An experience of affectivity in the virtual classroom environment

In the sequence, we will describe an activity applied at the beginning of the 2021 school year to seventh year students of elementary school in a public school on the outskirts of the city of Londrina, with 40 students from three groups in the afternoon, aged between 13 and 14 years old. At the time of the research, the students studied remotely and had 5 weekly Portuguese language classes, out of the 25 that they attended per week via Google Meet. A somewhat tiring routine, but it did not take away from them the excitement of actively participating in the proposed activities. We emphasize that the conducting teacher did not know the students in person until the moment of writing this study.

In order to contextualize the work and the research on affectivity in the classroom, when working on the short story genre, the co-author of this article chose to read the text entitled “A Pipa e a Flor” (The kite and the flower), by Rubem Alves. The story tells about a kite that was enchanted by the beauty and the look of a flower, and decided to escape the hands of the boy who made and was flying it. The flower admired the joy of the kite during its flight. Then, when the kite curled up in the flower, as it continued to fly, the kite realized that it was no longer as admired, as its companion felt envy and jealousy, shortening its line more and more.

Rubem Alves proposes three endings for the story, being the choice at the discretion of the reader. In the first, the kite gives up its happiness and ties itself to the flower once and for all. The two become and remain unhappy forever, because what delighted the flower was the joy of the kite. In the second ending, the flower was actually a butterfly bewitched by a witch. The spell was broken the day it saw the kite without feeling jealous, so she could let go of the ground and the two flew happily together. And in the third and last final, the kite, on a windy day, broke free of the flower's bonds, after realizing that there was more joy in flying, and went in search of other hands that would be happy to see it hovering in the air.

After working with the literary and characteristic aspects

of the genre, the teacher started a chat, via Google Meet, about the relationships between people, establishing comparisons with the story read. After raising several hypotheses and comparing the characters with everyday situations, the students were invited to argue about which of the three endings they would choose. All of them interacted and even reported personal issues from similar situations involving family or friends. These moments are an opportunity for the teacher to get to know better students and their contexts outside the classroom. Every care was taken in relation to the subjects covered so that no student felt embarrassed.

In the later stage, students were directed to the material that was attached to the Google Classroom platform, which contained information about the differences between emotions and feelings, the concept of affectivity and types of affection. Four categories were worked on: family affection, fraternal affection, romantic affection and self-love. During the explanation, the students had several doubts, mostly about their interpersonal relationships. The teacher also spoke about the importance of maintaining affection in social practices and the benefits of a good relationship with people. It was at this moment that the teacher talked to the students in every classroom about the importance of affectivity among students and teachers, emphasizing how respect, affection, joy and harmony can collaborate with learning.

At the end, the teacher proposed that they answered a questionnaire about the theme addressed in the classroom, as well as the progress of Portuguese language classes at the beginning of the school year 2021. The questions will be mentioned in the next section, together with the analysis of some answers and theoretical approaches in order to investigate how affectivity can influence remote education classes.

5. Analysis of the results

The questionnaires were answered by 40 students, who were very receptive to participate. They accessed it during the class, because, in case of any doubt, it would be possible to resolve it immediately. The teacher also tends to be careful not to overload

students with assignments, since the screen time in class is usually exhausting, so most activities were solved at the time they were gathered.

The first two questions were aimed at verifying students' understanding about the concept of affectivity, as well as their perception of the importance of this practice in a social context. We believe that, in order to understand and demonstrate affection, it is important that the student is aware of their meanings and open to talking about the subject.

All participating students stated that affectivity is important for social interaction and some considered that a person who does not receive or show affection becomes insecure, bitter and unhappy:

Figure 1 - Student response record:

1) Você acha o afeto importante para vivermos em sociedade? Por quê? * _____ /

Sim eu acho o afeto importante na sociedade, para que nós temos mais confiança dependente do afeto para nos sentirmos mais seguros com nós mesmos e com as pessoas.

Adicionar feedback individual

2) Escreva duas pessoas que você acredita ter afeto por você. Uma para afeto familiar, _____ /
outra para afeto fraterno. *

Sandra:mãe | Ana Luiza:amiga.

Adicionar feedback individual

3)O que mais te fez falta no periodo da pandemia, quando as aulas eram pelo _____ /
youtube/televisão? Justifique. *

Conversar com os professores,porque não tem como tirar duvidas,nem perguntar sobre as atividades etc.

Source: Authors' files.

Figure 1.1 – Record of student response in English:

1) Do you think affection is important for living in society? Why?
 Yes, I think affection is important in society, so that we have more confidence dependent on affection to feel more secure with ourselves and with people.

We found, from the answers to the second question, that they were able to understand the concepts and differences between the types of affection presented in class. In the case of this question, students should mention two people that they believed to have affection for them: a person of family affection and one of fraternal affection. Below is a record:

Figure 2 - Student response record:

1) Você acha o afeto importante para vivermos em sociedade? Por quê? * _____ /

Sim eu acho o afeto importante na sociedade, para que nós temos mais confiança dependente do afeto para nos sentirmos mais seguros com nós mesmos e com as pessoas.

Adicionar feedback individual

2) Escreva duas pessoas que você acredita ter afeto por você. Uma para afeto familiar, _____ /
 outra para afeto fraterno. *

Sandra:mãe | Ana Luiza:amiga.

Adicionar feedback individual

3)O que mais te fez falta no período da pandemia, quando as aulas eram pelo _____ /
 youtube/televisão? Justifique. *

Conversar com os professores,porque não tem como tirar duvidas,nem perguntar sobre as atividades etc.

Source: Authors' files.

Figure 2.1 – Record of student response in English:

2) Write two people that you believe have an affection for you. One for family affection; other, for fraternal affection.
Sandra: mother / Ana Luiza: friend.

In this question in focus, some students demonstrated that they recognize the affection coming from the Portuguese language teacher, a fact that starts proving the importance of carrying out welcoming work even in the online environment.

Figure 3 - Student response record:

2) Escreva duas pessoas que você acredita ter afeto por você. Uma para afeto familiar, _____ / outra para afeto fraterno. *

meus pais, Henrique (melhor amigo) e Daiane (prof de Português)

Source: Authors' files.

Figure 3.1 – Record of student response in English:

2) Write two people that you believe have an affection for you. One for family affection; other, for fraternal affection.
My parentes, Henrique (best friend) and Daiane (Portuguese teacher)

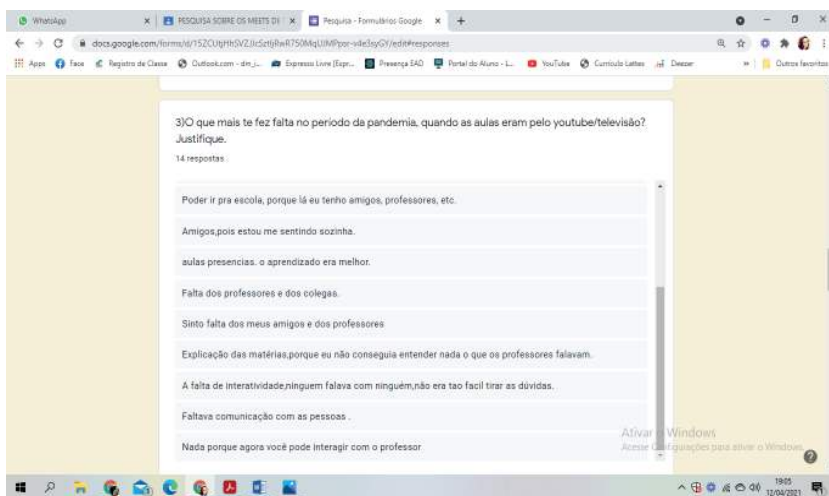
In question number three, we addressed the topic of online teaching in the school year 2020, a period when classes at the public school in the state of Paraná took place on open TV and internet channels, recorded by teachers that the students did not know. During that time, there were not possibilities to interact with classmates and teachers. We then asked what was most missed during these classes and most of the answers pointed to personal contact and interaction with teachers and schoolmates.

The kind of education based only on transmission of subjects that was being proposed, which aimed only at the transfer of knowledge, removed from the students, for a time, the contact with the teacher and other people from the school context, precisely at a time of emotional sensitivity. In this regard, the proposition of a renowned Brazilian educator fits well: “Sometimes one can barely

imagine what can come to represent a simple gesture by a teacher. What can an apparently insignificant gesture be worth as a forming force” (FREIRE, 1999, p.47).

We can then notice that, even being it online, having some room to interact with colleagues and teachers has shown a significant improvement in the context of the analyzed school.

Figure 4 – Student response record:



Source: Authors' files.

Figure 4.1 – Record of student response in English:

3) What did you miss most during the pandemic period, when classes were on Youtube / television? Justify your answer.

(14 responses)

Being able to go to school, because there I have freinds, teachers, etc.

Friends, because I'm feeling alone.

On-site classes, learning was better.

I miss my teachers and classmates.

I miss my friends and the teachers.

Explanation of the subjects, because I could not understand anything that the teachers said.

The lack of interactivity, no one spoke to anyone, it was not so easy to solve doubts.

There was a lack of communication with people.

In the fourth question, we talked about the fact that they did not know some teachers in person, due to social isolation, and the importance of affection and concern for the students' daily lives, shown by teachers, before even addressing the contents that would be approached during the class. Most of them responded with the statement that it is important for the teacher to show affection and concern for them, so that, even without knowing each other, students can feel more comfortable interacting in class. Therefore,

what is said, how it is said, at what time and why - in the same way as what is done, how it is done, at what time and why - deeply affect the teacher-student relationship and, consequently, directly influence the teaching-learning process, that is, the very relationships between subjects and objects. In this process of interrelation, the teacher's behavior, in the classroom, through their intentions, beliefs, values, feelings, desires, affects each student individually (LEITE e TASSONI, 2002, p. 11).

Another relevant fact is that some have shown a certain care for the well-being of the teacher as well, which proves that affectivity is, in this case, a two-way street.

Figure 5 – Student response record:

4) Agora, durante a pandemia, com as aulas remotas pelo meet, existem vários professores que você não conhece pessoalmente. Você acha importante que o professor tenha afeto pelos alunos e demonstre interesse pelo bem estar da turma, antes de falar dos conteúdos? Comente. *

siiimmm por que os professores tem q interagir com os alunos ainda mais nesse momento tão difícil faz bem pra eles e pra nois

Source: Authors' files.

Figure 5.1 – Record of student response in English:

4) Now, during the pandemic, with remote classes at Google Meet, there are several teachers you don't know personally. Do you think it is important that the teacher has affection for the students and shows interest in the well-being of the group, before talking about the content? Comment.

Yes, because teachers have to interact with students, even more in this difficult time, it is good for them and for us.

Still approaching the theme of interaction, the fifth question also addressed the relationship it has with the participation of students during classes. In this case, the interaction is informal, that is, it addresses moments of chat and games, which make the classroom environment lighter and more pleasant at a time when fear and insecurity are part of the daily lives of several people. Regarding this premise, Comenius (2002) defends that school education, among other aspects, take:

Students without difficulties, without boredom, without screams and blows, practically playing and having fun, to the highest degrees of knowledge. Schools with a more effective method will not only be able to remain in full bloom, but will also be able to improve indefinitely (COMENIUS, 2002, p.109).

We also know that the exhaustive screen time contributes to the students' loss of concentration; for this reason, it is necessary provide moments of relaxation so that students feel more welcomed and realize that the image of the teacher is not something inaccessible.

Figure 6 – Student response record:

4) Agora, durante a pandemia, com as aulas remotas pelo meet, existem vários professores que você não conhece pessoalmente. Você acha importante que o professor tenha afeto pelos alunos e demonstre interesse pelo bem estar da turma, antes de falar dos conteúdos? Comente. * _____ / 0

Sim, por que acho que ela deveria perguntar como os alunos estão conversando um pouquinho antes de passar os conteúdos.

Adicionar feedback individual

5) Quando o professor costuma ter momentos de bate papo e brincadeiras com a turma, você se sente mais a vontade para participar da aula, mesmo ela sendo online? Por quê? * _____ / 0

Sim, por que se sentimos mais alegre pra estudar e mais a vontade pra perguntar as coisas pros professores

Adicionar feedback individual

6) Comente sobre alguma atitude de sua professora que fez você se sentir bem, alegre e confiante para participar das aulas. * _____ / 0

Conversar com a gente e fazer brincadeiras para alegrar os alunos

Source: Authors' files.

Figure 6.1 – Record of student response in English:

5) When the teacher has moments of chatting and playing with the group, do you feel more comfortable to participate in the class, even if it is online? Why?

Yes, because we feel happier to study and more comfortable asking questions to teachers.

In addition, we understand that the complicity between teacher and student can be present in any environment. Whether remote or not, affection continues to bring people together during the teaching and learning processes. This proves Vygotsky's theory that “human learning presupposes a specific social nature and a process through which children penetrate the intellectual life of those around them” (VYGOTSKY, 1994, p.115) [our translation]. In other words, from the moment that the teacher allows some interaction, even remotely, the student develops and appropriates various cultural functions.

Figure 7 – Student response record:

5) Quando o professor costuma ter momentos de bate papo e brincadeiras com a turma, você se sente mais a vontade para participar da aula, mesmo ela sendo online? Por quê? *

Sim porque vc sente que a pessoa esta com vc mesmo ela não estando pessoalmente.

Source: Authors' files.

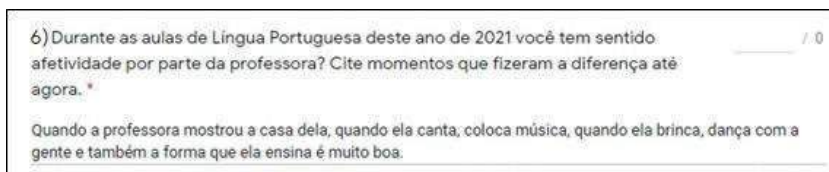
Figure 7.1 – Record of student response in English:

5) When the teacher has moments of chatting and playing with the group, do you feel more comfortable to participate in the class, even if it is online? Why?

Yes, because you feel the person is with you, even they are not in person.

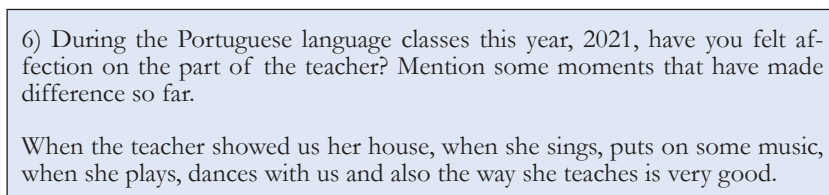
The sixth and final question asked specifically about Portuguese language classes. The students were asked to answer if they felt affection on the part of the teacher and to report some moment of the classes that was a differential for them to feel good.

Figure 8 – Student response record:



Source: Authors' files.

Figure 8.1 – Record of student response in English:



Still in relation to the answers to question number six, we realize that the appreciation for the discipline may be related to the teacher's posture during classes. In this case, when showing affinity with the classes and with the mother tongue, the student only has to gain in the most different contexts that permeate the social practices of communication. Considering the ambit of remote education, in which many children do not have an adequate home structure for the study, we emphasize that emotional involvement with teachers, classmates and the environment continues to be necessary, even if online, so that students feel motivated and teaching flows successfully:

The bonds between students and teachers are closer and, in the immense proximity of this essential affection, it has become important to discover actions, strategies, systemic procedures and integrative reflections that establish strong bonds between the student, the teacher and the learning (ANTUNES, 2006, p.12).

Figure 9 – Student response record:

6) Durante as aulas de Língua Portuguesa deste ano de 2021 você tem sentido _____ / 0
afetividade por parte da professora? Cite momentos que fizeram a diferença até
agora. *

Sim ela é muito afetiva todos os momentos fazem a diferença para mim é para a minha vida gosto amo muito a
aula de Língua portuguesa.

Source: Authors' files.

Figure 9.1 – Record of student response in English:

6) During the Portuguese language classes this year, 2021, have you felt affection on the part of the teacher? Mention some moments that have made difference so far.

Yes, she is very affectionate and every moment makes a difference for me, it is for my life, I like it very much, I love the Portuguese language class.

Source: Authors' own translation.

By drawing a general overview of the work developed so far, we find that teaching in the remote classes period requires affective methodologies, given that the student has not had the opportunity of going to school and interacting personally with the school community. Thus, during meetings via Google Meet,

in order for there to be harmonious development, it is important to meet the child's fundamental need, which is love. [...] The teacher, in their responsibility and knowledge of the importance of their own performance, can produce changes in behavior [...], transforming the negative conditions through the positive experiences they can provide (SOUZA, 1970, p.10-11).

In other words, it is up to the teacher, in the midst of so many changes in the way their practice is developed, to maintain the marks of affection that have always contributed to the teaching and learning processes, so that there is interaction and participation in the proposed classes.

6. Final Considerations

In this study we reported the change processes that the public school in Paraná went through during the pandemic period in 2020, until reaching the present moment in 2021, with classes in the remote format. We addressed the difficulties faced by teachers and students, among them the lack of social contact during this period. The theoretical framework exposed pointed to the importance of affective relationships between teacher and student in the teaching and learning processes.

In remote teaching classes, via Google Meet, the researcher teacher worked on the importance of affective bonds in society, especially among the school community. After class discussions, the students answered a questionnaire, in which they had the opportunity to talk about the importance of affectivity, as well as to relate it to Portuguese language online classes, in order to have a sense of how much it can contribute with their learning and development.

The results showed us that affective methodologies, even in remote teaching, a period in which physical contact is prohibited, are essential during the activities, so that students are comfortable interacting with each other and with the teacher, as well as feeling motivated to continue their studies, even in the midst of the chaos that the Covid-19 pandemic has caused to society.

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Chapter #05



Interaction in digital learning ecosystems: Google Classroom management

Luis Fernando da Silva
Alessandra Dutra

1. Introduction

There have been many studies which focus on New Information and Communication Technologies (NICTs) and their impacts at school because society has experienced drastic changes as the Internet and mobile devices urge people's daily routines. The fact is, in agreement with Harari (2018), besides many people having access to them, not necessarily it means all citizens know how to deal with them properly, that is, using and producing digital genres in a critical way.

Why does this happen? Most probably because schools have not caught up with society's needs. According to Ward et al (2017) and Ugur and Koç (2015), some teachers avoid new educational digital tools by saying a smartphone disturbs students' attention, for instance. And that may be true whether educators maintain a traditional approach or try to pretend globalized world's demands for the so-called digital natives. What is more, Harari (2018) conveys schools should overcome technological and political challenges in order to guarantee students develop competences and skills needed for the 21st century.

All over the world, Distance Learning (DL) has already been a reality for universities and colleges as a complete program or it is included as a fraction of the intended course. Some countries, such as Canada and the United States, offer it, through LMS (Learning Management System) for pupils in High School as a fraction, partially. In Brazil, it occurs after basic education courses as hybrid or blended learning. Many private universities and colleges also offer a 100% DL by using LMS classes.

Fundamentally, primary and secondary public Brazilian educational system have not shown affordable conditions to implement DL yet, because it is in its beginning. Some educators have tried hybrid or blended learning in basic education once in a while, according to Silva and Dutra (2018) and Silva et al (2019). However, something has changed recently due to the coronavirus pandemic. Quarantine and lockdown, as strategies to prevent the spread of Coronavirus Disease 2019 (COVID-19), have made

people stay at home, so Virtual Learning Environment (VLE), that is, the Remote Learning (RL) has been a way out, besides the complaints from some teachers, students, relatives and the union.

In Paraná, a Southern Brazilian state, the Secretary of State Education (SEED-PR) has started to implement the Remote Learning, which is not homeschooling, since April 2020 through four ways: a) Google Classroom and Google Meet; b) three television channels: two for Primary School and one for High School; c) a free application called *Aula Paraná* (Paraná Class), without spending 3G or 4G mobile data, which gives access to Google Classroom and to the lessons presented on TV (also displayed through YouTube); d) printable worksheets for those students who does not have access to either internet or the TV channels, i.e., for citizens who have been excluded from digital society or even for those who have picked out living free from digital devices. Brazilian public education has had a huge gap or deficit, according to PISA (Programme for International Student Assessment), e.g., in terms of face-to-face classes. Concerning VLE, the situation might be even more uncertain.

Taking that context into account, this work intends to analyze the positive and negative aspects of Remote Learning in Paraná, Brazil, and discusses what emerges from it for education. So, this bibliographic and case study starts from reviewing the micro considerations to reach the macro implications and tries to comprehend how Google Classroom management may enhance RL and promote a student-centered learning with engagement, development of the capacities of language and digital literacy.

2. Interaction in digital learning ecosystems

It is important to highlight this study considers learning as a process in which social interaction is fundamental. Quality education is directly related to a student-centered learning by using active methodologies to build up capacities of language, competences and abilities for critical thinking.

By looking at the past, it is possible to grasp “*Homo sapiens* conquered the world thanks above all to its unique Language” (Harari, 2015, p. 27) and notice that social interaction, humans’ discoveries and inventions were crucial for the humankind survival (PEREIRA et al, 2017). Harari (2015) emphasizes flexible cooperation among people helped to dominate the world. Therefore, social interaction with flexible cooperation are truly important in the learning process, and this is a crucial issue for both face-to-face and online learning.

A second theory agrees that our unique language evolved as a means of sharing information about the world. But the most important information that needed to be conveyed was about humans, not about lions and bison. Our Language evolved as a way of gossiping. According to this theory, *Homo sapiens* is primarily a social animal. Social cooperation is our key for survival and reproduction. It is not enough for individual men and women to know the whereabouts of lions and bison. It’s much more important for them to know who in their bands hates whom, who is sleeping with whom, who is honest, and who is a cheat. (HARARI, 2015, p. 31).

As it is acknowledged, socializing information has been a basic tool for survival since the beginning of society. Nowadays, it is even more momentous for a world citizen. People have widened their relationship beyond as never seen before. So, learners must be prepared to be part of it and deal with that, figuring out even fake news.

It might be difficult to engage students in interaction during face-to-face classes if educators do not apply any approaches, active methodologies and strategies for doing that. However, DL may be even more difficult because the physical separation (between teacher/student(s) and students/students) influences educational organization. The isolation may be an obstacle in DL, causing dropout, lack of interaction and other problems. According to Pereira (2017), NICTs are the only way to link them with the didactical proposals and socialization during RL. Hence, it is the tutor’s task, by using a range of didactic resources, to provide a way to engage learners and promote their autonomous learning.

To understand the nature of this technological challenge, perhaps it would be best to start with the job market. Since 2015 I have been travelling around the world talking with government officials, business people, social activists and schoolkids about the human predicament. Whenever they become impatient or bored by all the talk of artificial intelligence, Big Data algorithms and bioengineering, I usually need to mention just a new magic word to snap them back to attention: Jobs. The technological revolution might soon push billions of humans out of the job Market, and create a massive new useless class, leading to social and political upheavals that no existing ideology knows how to handle. All the talk about technology and ideology might sound abstract and remote, but the very real prospect of mass unemployment – or personal unemployment – leaves nobody indifferent. (HARARI, 2018, p. 18)

It really matters educators be aware of the massacre technology might bring to people from lower levels of society. Harari (2016, p. 325) makes a warning “As algorithms push humans out of the job market, wealth might become concentrated in the hands of the tiny elite that owns the all-powerful algorithms, creating unprecedented social inequality”. It is urgent for educators to rethink their practices and empower students, taking Big Data into account. That does not mean teachers should feed their pupils with information, but try to develop abilities to help them think for themselves and know how to deal with information (what is important or unnecessary).

So, what should we be teaching? Many pedagogical experts argue that schools should switch to teach ‘the four Cs’ – critical thinking, communication, collaboration and creativity. More broadly, schools should downplay technical skills and emphasize general-purpose life skills. Most important of all will be the ability to deal with change, to learn new things, and to preserve your mental balance in unfamiliar situations. In order to keep up with the world of 2050, you will need not merely to invent new ideas and products – you will above all need to reinvent yourself again and again. (HARARI, 2018, p. 323).

Some people may believe DL has lower quality rather than face-to-face learning. On the other hand, according to Emilio (2011), researches have shown, beyond DL negative aspects, it may reach

higher levels of quality depending on its approaches, demanding a lot of efforts. According to Emilio (2011, p. 21), “the essential is not technology, but a new style of pedagogy” because what really matters is the interaction far from just clicking. Possibly, a stigma has emerged that face-to-face learning in Brazil has its fragilities which may stick up to DL even worse because someone may look down on it. Furthermore, it is common to get confused about some terminologies, such as: Distance Learning, Remote Learning and Homeschooling.

In accordance with Krumsvik (2020), homeschooling is performed at home by parents and their children, following a curriculum, apart from schools, and it may involve the use of technology too. Remote Learning resembles Distance Learning because it is online as well. However, depending on the circumstances, emergency remote teaching is necessary due to the new coronavirus outbreaks, for instance. So, educators try to adapt lessons to be online or technology-mediated communications, but there are no LMS, neither tutors nor modules. It is temporary. In that case, the course was not planned to be DL. Even though, it is very easy to find resources searching the internet, like UNESCO (United Nations Educational, Scientific and Cultural Organization) website which provides DL solutions and may be adapted for RL.

According to Paraná Secretary of State Education’s Resolution N.º 1.522/2020, during the Remote Learning, the interaction with students should be through printable worksheets and driven studies, virtual platforms, e-mails, social medias, chats, forums, video classes, Google Classroom and Google Meet, for example; that means with synchronous and asynchronous learning.

3. Educational technologies approaches

The challenge is how to rethink lesson plans to guarantee learners’ development throughout RL. How to assess them in this new educational situation? Would teachers be prepared for doing that? Where to start to? Maybe reflections about NICTs should be a good start:

Educational technology refers to the use of tools, Technologies, processes, procedures, resources, and strategies to improve learning experiences in a variety of setting, learning on demand, workplace learning, and just-in-time learning. Educational technology approaches evolved from early uses of teaching tools and have rapidly expanded in recent years to include such devices and approaches as mobile technologies, virtual and augmented realities, simulations and immersive environments, collaborative learning, social networking, cloud computing, flipped classrooms, and more. (...) A competency is a collection of related knowledge, skills and attitudes (KSAs) that enable a person to perform a particular task. There are many tasks that educational technologies perform as part of their role and responsibilities. (HUANG, SPECTOR, YANG, 2019, p. 4).

Technology comes from Greek. The term ‘techné’ is related to the notion of skill while ‘logos’ involves reason or knowledge. Hence, Huang et al (2019) align Educational Technology with that notion for the effective use of technology to enhance learning. Educational technology scope is complex and ranges a lot: tools, techniques, resources, processes, approaches and so on. Moreover, it should be performed by considering the learning goals, a management plan and assessment: summative and formative evaluation, for example. In addition, Huang et al (2019) emphasize that Educational Technology is supposed to be: useful, usable, desirable, findable, accessible, credible and valuable.

Useful. An educational technology product or service should fulfill teacher’s/students’/parents’ needs. (...) **Usable.** Systems in which the product or service is delivered should be simple, familiar, easy to understand as short and painless as possible. (...) **Desirable.** The visual aesthetics of the educational product, service, or system must be minimal, attractive, and easy to understand (...) **Findable.** Information in the educational technology systems needs to be findable and easy to navigate. If teachers/students/parents have a problem, they should be able to find a solution quickly. (...) **Accessible.** The product or services should be designed so that even users with disabilities can have the same user experience as others. (...) **Credible.** The enterprise and their products or services need to be trustworthy. (...) **Valuable.** Our products or services should deliver value to sponsor. For nonprofits, the user experience must improve the mission of the enterprise. With for-profits, it should contribute to the bottom line and increase customer satisfaction. (HUANG, SPECTOR, YANG, 2019, p. 79-80).

Following the research performed by Rodrigues (2019, p. 26), “gamification makes part of people’s daily life, even if in a simple way,

as with store and restaurant loyalty cards or applications which score users” and it may help students’ learning successfully. According to McGonigal (2011), gamification as an active methodology seems to reach outstanding levels of learning since it uses principles of games, such as: having fun, overcome obstacles or challenges, goals, rules, leaderboards, performance graphics and so on. Pink (2019) states that for gamification to exist, it is necessary to have intrinsic motivation based on autonomy, mastery and purpose or goal.

By retrieving some aspects from **socio-constructivism**, in which Vygotsky (1993) researches the Zone of Proximal Development (ZPD), educators are supposed to mediate learning process and give an accurate assistance for learners to perform tasks. Based on that, because of social networking and cloud computing, mainly George Siemens and Stephen Downes introduce **connectivism**.

Connectivism is a hypothesis of learning which emphasizes the role of social and cultural context. It is the integration of principles from chaos, network, and complexity and self-organization theories. The central aspect of connectivism is the metaphor of a network with nodes and connections (Siemens, 2005). In this metaphor, a node is anything that can be connected to another node such as an organization, information, data, feelings, and images. In this sense, connectivism proposes to see knowledge’s structure as a network and learning as a process of pattern recognition (AIDahdouh, Osório, Caires & Susana, 2015). (...) According to connectivism, learning is creating networks (...) Nodes are external entities, which can be used to form a network (...) of nodes, where we connect information and knowledge sources. The learning that happens in our heads is an internal network (neural). Learning networks can then be perceived as structures that we create in order to stay current and continually acquire experience, create, and connect new knowledge (external). Learning networks can be perceived as structures that exist within our minds (internal) in connecting and creating patterns of understanding (Siemens, 2006). (HUANG, SPECTOR, YANG, 2019, p.43).

For doing that, social learning needs interactions among people in certain ecosystems. According to Huang et al (2019), being part of a group enhances collaboration and critical thinking, for instance. So, approaches based on problem-forming and problem-solving must be the focus as they might guarantee some

of the entrepreneurial skills needed in the twenty-first century, such as: leadership, creativity, negotiation and teamwork. Design methodology is powerful due to the quality of educational results. “Designers need a thinking tool to help them master demands, develop divergent thinking, and arrange for product structure. Besides, they also need a design flow to make the design work structuralized” (HUANG, SPECTOR, YANG, 2019, p. 190).

Currently, DL, m-learning, e-learning and hybrid teaching, for example, with the advent of the internet and digital culture (Xavier, 2013), it is no longer possible to understand there are only physical classrooms as exclusive environments for cognitive development. That is for the sake of the internet has enabled a ubiquitous character of the teaching-learning process and, then, there are several environments which may provide education, whether physical and/or virtual spaces. In a certain sense, there is a tendency to refer to that diversity as learning ecosystems (see Figure 1). That is how the 2017 Horizon Report has understood contemporary education through research on emerging educational technologies. Motta-Roth (2015, p. 6) uses the term ecological pedagogy because it considers discursive practices linked to social ones according to specific communities with a more critical point of view.

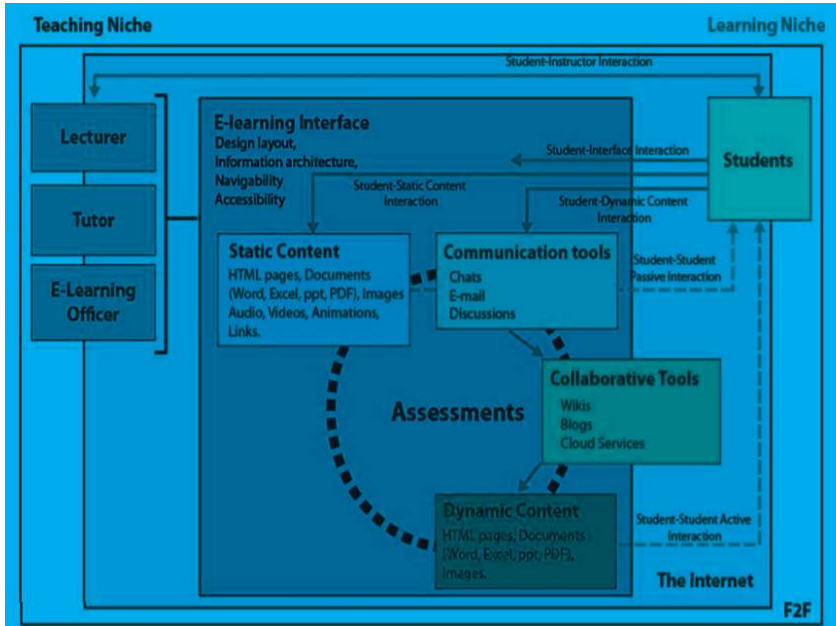
To understand these ideas, a comparison can be made with the use of this terminology from biology. Margulis (2001, p. 101-102) states that:

an ecosystem is the smallest unit that recycles biologically important elements [...]. The elements complete their cycles faster within ecosystems than between them, but no chemical element is entirely isolated. I prefer the idea that the Earth is a network of ‘ecosystems’ [...]. My colleague Daniel Botkin would probably define an ecosystem as a collection of communities of different species of organisms living in the same place at the same time and enjoying an influx of energy and external matter.

From biology, it is understood that an ecosystem refers to the idea of interaction between living beings in a community. It makes sense, then, to use the concept of niche (see Figure 1), as it provides the means, that is, the resources and conditions for a population.

In the digital age, human beings create virtual communities and establish a new form of social interaction, according to Silva (2019). Schools, therefore, need to adapt to this new reality.

Figure 1 – Digital teaching and learning ecosystems



Source: Reyna (2011, p. 1085)

In a similar way to the biological ecosystem, Reyna (2011) considers, in Figure 1, the biotic elements: a) in the teaching niche: the speaker/lecturer, the tutor and the e-learning coordinator/supervisor and b) in the learning niche: students or the course. The abiotic ones would be the components such as: a) physical devices (desktop, computers, laptops, netbooks, tablets, smartphones and others), b) internet connection (broadband, Wi-Fi, 3G etc.), c) an interface for e-learning or portal, and d) content (communication or collaborative tools and assessments).

This vision of digital teaching and learning ecosystems designed by Reyna (2011) highlights the word interaction, which occurs, passively and actively, in the relationships: student/

student, student/mediator, student/content and student/interface. Therefore, it has a correlation with the vygotskian postulates and, consequently, with **connectivism**. And that is important because this study focuses on digital literacy which happens through digital genres, according to Xavier (2013), and the capacities of languages, following ideas from Schneuwly and Dolz (2004) and Cristovão and Stutz (2011). And they may be considered, metaphorically, as ‘influx of energy and matter for the organisms of a community’.

The official federal educational document in Brazil known as Common Curricular National Base (Base Nacional Comum Curricular – BNCC) follow ideas alike, because it:

[...] proposes that students can experience significant experiences with language practices in different media (print, digital, analogic), located in different fields of social activity, linked to their own cultural enrichment, citizen practices, work and the continuation of studies. (BRASIL, 2017, p. 477)

Schneuwly and Dolz (2004) propose that, through genres as social practice, it is possible to develop the following capacities of language: action, discursive and linguistic-discursive. Later, Cristovão and Stutz (2011) also included these capacities: meaning and multisemiotic.

4. What this study looks like

This research was born from the necessity of understanding the use of Google Classroom during Remote Learning in Paraná, in 2020. So, a case study was performed as well as to study the bibliography concerned about Distance Learning, Remote Learning, digital learning ecosystems and educational technologies approaches and resources. Besides that, as it focuses English as second language learning, knowing the relationship between digital genres and the capacities of languages was imperative. According to Tozoni-Reis (2017, p. 26), this type of research must be conducted “to best delineate the research problem (...) for a deeper understanding of

the subject and the theme”.

The next step was to pick out an English teacher and his/her work with Google Classroom to comprehend its management in relation to the theoretical points of view of this study. The chosen educator has worked since 2003 in the same public school from the southern region in Londrina – Paraná. In that school there were 1,168 students applied for Elementary and High School until May, 2020. However, that teacher had 215 High School students, and in order to understand that context some information, which will be presented later, was collected from the principal and an English teacher about Google Classroom management.

As some tasks posted by the chosen English teacher, in the Google Classroom, were selected to form the corpus of this work, it was performed as field research. “This type of research, as its name indicates, *has the source of data* in the field in which the phenomena occur. In the case of research in education, the field is the educational spaces” (TOZONI-REIS, 2017, p. 28, highlighted by the author).

Considering the analysis of the data collected from an educational tool, a qualitative analysis research was carried out. According to Minayo (1998, p. 17), “(...) research links thought and action, that is, nothing can be intellectually a problem, if it was not, in the first place, a problem from practical life”.

5. Google Classroom as teaching and learning ecosystems

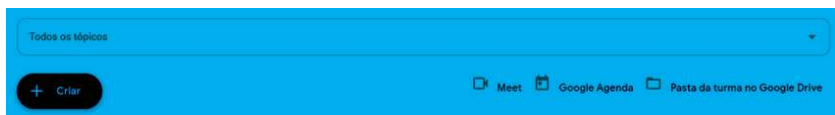
As presented before, according to Harari (2015), Pereira et al (2017), Vygotsky (1987), Huang et al (2019) and Reyna (2011), interaction is considered the basis for the pedagogical points of view established as a principle here even more to learn English as a foreign language through Google Classroom (during Remote Learning) using digital genres, following scientific studies from Schneuwly and Dolz (2004) and Cristovão and Stutz (2011), in order to enhance capacities of language and digital literacy.

According to data provided by the principal of the school, in the first two weeks of Remote Learning (that is, two last weeks of April, 2020) only 75% of the students were not accessing Google Classroom for different reasons: lack of internet access or even short of interest, for example. Considering the English facilitator's students, only 59,1% (127 pupils) entered Google Classroom until the end of May, 2020. From that percentage, 69,5% (75) were the morning learners' engagement against 48,6% (52) from the evening students.

Taking interaction into account, Google Classroom is an Educational Technology capable of promoting it, according to Huang et al (2019). It is a truly digital learning ecosystem that creates virtual communities as Reyna (2011) explains. There may be interaction through many ways, by using the: a) STREAM: for making announcements or comments and to exchange ideas or information, b) CLASSWORK: where it is possible for pupils to clarify doubts and teachers to make mediations, suggestions or advise them what to do or not to do in every task of each topic created and deliver all evaluated activities, c) PEOPLE: by getting people's contact for sending each other e-mails, d) GOOGLE MEET: for written chatting, sharing screen(s), audio or video conference.

For a teacher to make her/his Google Classroom management and provide interaction, basically s/he will use Google Meet (with a previous arrangement, using Google Agenda and the applications from Google Drive to share screen, for example) and create tasks (see Figures 2 and 3).

Figure 2: Where to create interaction

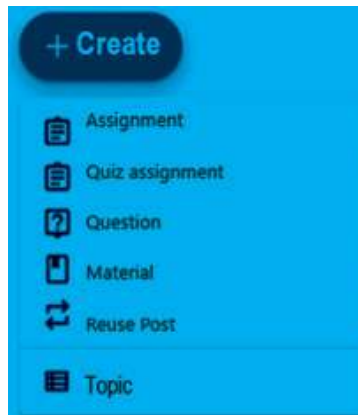


Source: The authors, 2020

Creating a quiz assignment (not simply an assignment, as shown in Figure 3) may be useful if the teacher would like to

import students' grades from Google Forms to Google Classroom otherwise the facilitator shall write their grades individually. However, that is exactly what the educator will do if s/he chooses to create a question. On the other hand, when s/he makes a material, no grades will be made. In order to make teacher's job easier, it is possible to reuse a previous post or part of it. And everything may be organized in topics.

Figure 3: Types of tasks



Source: The authors, 2020

As previously said, when a quiz is created as an assignment, the grades will be imported from Google Forms to Google Classroom, otherwise the facilitator can only check if the student did a certain task or not, according to Figure 4. And to see his/her development, s/he shall enter Google Forms that hosts each task. Nevertheless, there is a problem that should be solved by Google Classroom's programmers: a pupil may mark a task as done without having even started doing it, and, then, to check, the educator must enter Google Forms of every assignment just in case it was not created as a quiz.

Figure 4: Checking learners' engagement

Check for any absence	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10	1. 10 JUN RECUPERAÇÃO... 09-10
Atividade de leitura	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
40	55	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
40	55	✓	✓	✓	Pendente	Pendente	Pendente	Pendente	✓	✓	✓	✓
30	56	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	51	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
40	48	Pendente	Pendente	Pendente	Pendente	Pendente	Pendente	✓	✓	✓	✓	✓
Pendente	24	Pendente	Pendente	Pendente	Pendente	Pendente	✓	✓	✓	✓	✓	✓
40	40	Pendente	Pendente	Pendente	Pendente	Pendente	✓	✓	✓	✓	✓	✓
20	28	Pendente	Pendente	Pendente	Pendente	✓	✓	✓	✓	✓	✓	✓
Pendente	17	Pendente	Pendente	Pendente	Pendente	✓	✓	✓	✓	✓	✓	✓
Pendente	Pendente	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	41	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pendente	Pendente	✓	Pendente	Pendente	Pendente	Pendente	Pendente	Pendente	Pendente	Pendente	Pendente	Pendente
20	48	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
40	55	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Source: The authors, 2020

Besides sending messages for students and making comments, educators may send e-mails through Google Classroom. However, one of the English teacher's complaints is that when receiving a notice of an e-mail or a comment, it is not easy for the facilitator to identify from which group or class that pupil belongs to.

As activities from the SEED-PR are also posted in Google Classroom, sometimes, it may get a little messy according to the official teacher's planning. And, then, a message is sent to the Stream. After seeing that, a student might do the activity and s/he was not supposed to do so. Maybe, what could help is the student could see the Stream, but to access the activity according to the topic planned by the facilitator, s/he should enter Classwork only. On some occasions, there is the need to establish a due date and time for accomplishment, however, Google Classroom goes on accepting tasks and this may disturb teacher's correction. There is a way to schedule the posts, but there is no way to hide (it must be excluded if a certain activity is not needed anymore).

It is easier for teachers to realize what tasks they should check out first. By accessing the Stream tab, there are assignments to be corrected and those which were already corrected (see Figure 5).

Figure 5: Checking assignments

L E M- Inglês - [REDACTED]		Para corrigir	Corrigidas
Trabalho em andamento			
TASK 2: LISTENING	[REDACTED] -- Data de entrega: 11 de jun. 23:00	2 Entregues	11 Trabalhos atribuídos
TASK 1: REDUCE, REUSE, RECYCLE	[REDACTED] -- Data de entrega: 5 de jun. 12:00	4 Entregues	9 Trabalhos atribuídos
RECUPERAÇÃO: QUESTION TAGS, SIMPLE PAST AND PRESENT P...	[REDACTED] -- Data de entrega: 4 de jun. 09:10	9 Entregues	4 Trabalhos atribuídos
RECUPERAÇÃO: READING STRATEGIES	[REDACTED] -- Data de entrega: 4 de jun. 09:10	9 Entregues	4 Trabalhos atribuídos

Source: The authors, 2020

A forum discussion by creating a question (as in Figure 6) is a good opportunity for learners to exchange their own points of view, and, according to Harari (2018), learners will practice critical thinking, communication, collaboration and creativity. So, when Reyna (2011) emphasizes learning ecosystems, the author considers interaction as the most important aspect. Besides that, the digital genre in question may enhance the capacities of language studied by Schneuwly and Dolz (2004) and Cristovão and Stutz (2011). Taking the observations presented, it is really possible to state students are active in the learning process because they might react by either agreeing or disagreeing and explaining why.

In the example (Figure 6), it is seen a question and the instructions of how to do the task. Besides, there is the answer of a learner and two other students' comments on it. It is possible to confirm that this learning ecosystem, according to Reyna (2011) and Silva (2019), is really a space for human interaction and, then, connectivism as presented by Huang et al (2019). And that social interaction has occurred through a digital genre, exploring the

capacities of language based on the studies of Schneuwly and Dolz (2004) and Cristovão and Stutz (2011). Figure 6 shows that the focus of teaching English goes beyond grammar.

Figure 6: A Forum in Google Classroom

2- What is cultural diffusion? Give examples of cultural diffusion. 5 pontos

28 de abr. Editado às 20:21

Leia o texto CULTURAL DIFFUSION (p. 24, do livro WAY TO GO! 2), escreva sua resposta em inglês e interaja com pelo menos 3 colegas, fazendo pergunta, complementando a resposta, concordando e discordando desde que apresente os motivos.

Comentários da turma

Adicionar comentário para a turma...

in place of more traditional clothing.

2 respostas

29 de abr.
I agree, are easier examples to recognize!

29 de abr.
good examples! but you didn't say what cultural diffusion is

Responder

Source: The authors, 2020.

Huang et al (2019) introduce some ideas about connectivism and highlight social interactions in learning ecosystems in order to enhance collaborative work and critical thinking through problem-solving. Following that point of view, another possibility is to plan a hybrid task where reading, writing, listening and speaking skills go together. Besides that, the capacities of language, leadership, creativity, negotiation and teamwork may be other important competences in such tasks. So, students were required to think of an environmental issue from their local living area in groups and try to solve that problem. They were supposed to do research and prepare slides – using the Google Presentations (see Figure 7) – to be presented during a class through Google Meet, by sharing a screen.

Figure 7: Google Presentations



Source: The authors, 2020

Pink (2019), McGonigal (2011) and Rodrigues (2019) emphasize the possibility to use gamification as an active methodology to improve learning development. Kahoot!, shown in Figure 8, is an example of gamification.

Figure 8: Gamification with Kahoot!

Data de entrega: 5 de jun. 12:00

TASK 1: REDUCE, REUSE, RECYCLE

28 de mai. Editado às 2 de jun.

Para acessar esse quiz no Kahoot!, basta clicar no link a seguir. Use o celular na posição horizontal para melhor visualização. Antes de iniciar é importante você entender as sentenças abaixo para se dar bem no jogo:

- 1- Turning the water off while brushing your teeth is a way to...
- 2- Using paper plates is NOT a way to...
- 3- Turning the lights off is a way to...
- 4- Using a sports bottle instead of a plastic water bottle is a way to...
- 5- Throwing away your plastic water bottle or milk jug in the trash is NOT a way to...
- 6- Taking your own bag to the grocery store instead of using the plastic ones is a way to...
- 7- When plastic, glass and paper products are made into new things, this a way to...

Faça anotações de vocabulários no seu caderno ou em algum documento de editor de texto se julgar necessário. Caso tenha dúvidas, esclareça-as com seu professor.

Após o término do jogo, clique em MARCAR COMO CONCLUÍDA e coloque no comentário qual foi a sua pontuação. Aprenda e divirta-se bastante.

ATENÇÃO: ESSE JOGO SÓ FICARÁ DISPONÍVEL ATÉ 5/6 ÀS 12:00!!

Play Kahoot! - Enter game Pl...
<https://kahoot.it/challenge/0938...>

Source: The authors (2020)

Kahoot! is a platform where it is possible to create, share and play quizzes, for example. The multisemiotic (song, colors, images, stopwatch...) environment provided by the quiz through Kahoot! engages students in a certain way because of the challenging questions, speed, leaderboards and performance graphics (see Figure 9), allowing them to learn the content and at the same time to deal with the capacities of language, secondly Schneuwly and Dolz (2004) and Cristovão and Stutz (2011), due to the digital genre.

Figure 9: Gamer’s performance



Source: The authors, 2020

The teacher can follow each learner’s progress and difficulties, according to Figure 10. By using Kahoot!, it is possible to focus on one pupil or see the whole group’s situation and provide feedback.

Figure 10: Assessing students

Nickname	Rank	Correct answers	Unanswered	Final score
	1	95%	—	6607
	2	95%	—	6007
	3	95%	—	5950
	4	70%	—	5738
	5	70%	—	5376
	6	70%	—	5240
	7	70%	—	5101
	8	70%	—	5074
	9	70%	—	5018
	10	70%	—	4808
	11	70%	1	4784
	12	70%	—	4717
	13	70%	—	4684

14	57%	—	4 083
15	57%	—	3 975
16	57%	—	3 884
17	57%	—	3 880
18	57%	—	3 666
19	57%	—	3 609
20	43%	—	3 189
21	43%	1	2 816
22	29%	2	1 808
23	0%	5	0

Source: The authors (2020)

It is also possible to work on listening skill. For example, the teacher can create a question that focuses on the main idea of the video, according to Figure 11. After answering it, students may check each other's answers. Depending on the goals, the facilitator may allow learners to change or not their answers.

Figure 11: Listening skill

Data de entrega: 11 de jun. 23:00

TASK 2: LISTENING 1 ponto

4 de jun.

Assista ao vídeo do link a seguir, leia as frases em inglês e escolha a alternativa correta.

[drgalo.com - WWF / Money](#)
Video do YouTube 1 minuto

The video aims to make the population stop polluting. 0

The video aims to make the population aware of the environmental problems. 0

The video aims to make the population aware of the fact that small isolated actions, both positive and negative, can start a cascade effect of planetary proportions. 6

Source: The authors (2020)

Keeping the same idea of trying to engage students during Remote Learning, another way is to make slides and record the screen device (see Figure 12) and try different applications, such as Ocam and Google Meet. To become easier, the video may be hosted on YouTube, for instance. Video classes might be used for both revision (see Figure 12) and before requesting pupils to do any tasks (see Figure 13).

Figure 12: Screen record



Source: The authors, 2020

There is almost an endless list of resources educators may use to create attractive lessons. Figure 13 shows an example based on grammar, where the facilitator recorded a video class using VideoScribe which is a platform used for making animated videos.

Figure 12: VideoScribe for animated videos



Source: The authors, 2020

Unfortunately, the number of learners' access to Google Classroom was not good enough because less than 60% missed almost two months of classes. That means many students are technologically speaking excluded, however this is not due to Google Classroom itself; the reasons may go further.

Final remarks

This work tried to bring more reflections about the internet-mediated communication in a period of Remote Learning, using some principles of Distance Learning in order to guarantee quality education. Such ideas emphasize the structure and planning of learning ecosystems shall determine the success of your students' learning or not. The theoretical support points out the use of interaction is essential for active learning, and Google Classroom may be used for that purpose.

Different possibilities of Google Classroom management were presented here, but certainly there are many others. One important aspect of learning is assessment, and this study have not focused on it. So, this is another possibility of research, including rubrics, for example.

Well, as it is possible to notice, since ethical, security and privacy issues are taken into account, Google Classroom (for free) meets all the requirements every educational technology must be: useful, usable, desirable, findable, accessible, credible and valuable, secondly Huang et al (2019). And the activities presented in this work are correlated to what Harari (2018) is worried about teaching 'the four Cs': critical thinking, communication, collaboration and creativity. Moreover, by using Google Classroom, it is possible to work the four language skills: reading, writing, listening and speaking, including the capacities of language to enhance digital literacy as presented in the theoretical support.

Following that thinking, it is possible to state Google Classroom is a hybrid or hyper genre, because its interface allows readers, listeners, speakers and writers to interact using diverse multisemiotic texts, including chatting. It may accept insertion

of other e-genres, such as: Google Forms, Google Meet, Google Presentations, Google Docs, YouTube videos, podcasts, online papers and much more. Classifying a genre is not what matters for now. Using it in a critical way and developing the capacities of language are really important. It is also relevant to point Google Classroom out as a digital teaching and learning ecosystem.

This research shows clearly the opportunity to redesign pedagogical actions so that they meet students' needs in the context of the 21st century. Leading these studies beyond, it is thinkable to try to apply them for other situations and subjects.

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Chapter #06



Teaching through videos:
language teachers as producers of
audiovisual content on social media

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1. Introduction

When we think of the school context, inevitably, we evoke the classic image of a teacher in front of a blackboard, writing with chalk, observed by students lined up at their desks, mobilizing different teaching materials, mostly printed, such as books. This is, basically, the visual representation we build in our minds when we hear the expression “classroom”.

However, the year 2020, due to the pandemic caused by the spread of the new Coronavirus, presented us with a “new” educational context, with the same participants, but performing their roles differently than they were used to. The physical classroom, in a kind of displacement, has given way to virtual environments, through which remote teaching has been established in (almost) every educational institution in the country.

This model, which is fundamentally based on the use of digital technologies, demanded new ways of acting from teachers in all areas, so that the teaching practice would be adapted to new guidelines, new resources, and also new languages. This demand, however, for most of these professionals, was a major obstacle, since, in their initial training (and, perhaps, continued training), there was no previous preparation.

What we saw, therefore, was a large contingent of professionals who, in their eagerness for excellence in their teaching, went in search of all kinds of artifacts for their classes. Cameras, tripods, LED lighting, image capturing and editing software, in short, materials that, along with books and theoretical knowledge, covered the teacher with new functions, new skills, such as, especially, the production of content in multimedia language.

In this context, the aim of this article is to discuss the role of language teachers as producers of audiovisual content, through the production and dissemination of video lessons on the social network *Instagram*.

To do so, the text is organized as follows: first, we present the theoretical basis that supports our reflections, by addressing issues such as the use of audiovisual resources in language teaching;

then, we outline the methodological procedures adopted; next, we analyze the selected case, problematizing the displacement of the teaching role; and, finally, we summarize the results of the analysis in our final considerations.

2. Theoretical background

The proposal of this paper evokes the need to anchor the reflections and analysis in a theoretical basis that allows us to show how audiovisual resources are present in language teaching and how the teacher of this area has his practice changed based on them. Thus, in the following topics, aspects such as (i) the role of audio and video technologies in language teaching; (ii) the mobilization of social networks as pedagogical spaces focused on language teaching; and (iii) the displacement of teaching practice to new functions, such as the production of audiovisual content.

2.1 Audiovisual resources in language teaching

Teaching a foreign language (FL) involves choosing appropriate methodologies, methods or approaches for each context, which allows for the effective mobilization, for example, of the guidelines expressed by guiding documents, such as the organizing axes proposed by the “Base Nacional Comum Curricular - BNCC” (*Common National Curricular Base - BNCC*) (BRASIL, 2018). In view of this, the teacher of a foreign language, such as English, has sought materials that can serve as support for learning in the classroom, resources that can reproduce the reality of the language in real use for the student. And, when talking about “materials”, according to Oliveira (2015, p. 28), we contemplate “from the textbook to extra materials, such as music, text and games, and support materials, such as *realia* and *slides*”.

So that part of these materials could be made available to students in schools, since the beginning of the teaching of English Language (EL) in Brazil, the teachers carry with them technological

tools, such as, for example, the good old radio. This tool became necessary, consistently in the classroom, soon after World War II, with the introduction of audiolingual and audiovisual methods, when “recordings on tapes, then on CDS and videos recorded by native speakers were introduced to foreign language teaching” (POLIDÓRIO, 2014, p. 5).

Years later, in the 1990s, there was the implementation of the use of television (TV) in schools, in which, for the most part, especially public schools, the equipment was attached to a VCR (later, DVD), in a kind of mobile structure, so that the teacher could take the resources to the room he or she wanted. Such technologies (TV and DVD), according to Franco, Miranda, and Gomes (2018, p. 4), “represented a promise of teaching and learning evolution”, since the teacher could exemplify situations and vocabularies to students without the need for simultaneous translation.

From that moment on, the didactic materials were renewed, with a greater focus on communicative methodology, seeking to present interpretative listening exercises. It was then that most of the LI teachers started to use the Internet connection, the newest digital tool, which allowed access to information from all over the world in a matter of seconds (depending, of course, on the contracted speed or the speed available in each region).

As a tool that made countless resources available, the English teacher would be able to, through the Internet, select videos and audios that would present the language being used in different contexts and by different people around the world. However, for this material to actually reach the students, especially in schools that did not have computer labs, a tool that could reproduce this material was needed. Thus, as an example, there was the improvement of TVs in the classrooms of public schools, as in the case of the State of Paraná, with the implementation of the so-called *pen-drive TVs* (a TV which allows teachers to reproduce videos, and songs using a flash drive on it). Through this tool, the teacher could play images, sounds and videos, previously recorded on a mobile device.

However, for the most part, EL teachers still persisted in using radio in the classroom, because, “although schools have

resources such as TV, which can be used for students to watch videos featuring native speakers, due to the time and number of students, the content to be worked on is impaired” (POLIDÓRIO, 2014, p. 345).

The fact is that, quickly, the Internet evolved, as well as the tools to be made available to the English teacher to be used in the classroom, allowing them to reproduce the resource they deem necessary, extracted from the Internet and presented with the help of projectors. Moreover, with the use of laptops and, later, mobile devices such as tablets and even smartphones, students could have real-time contact with speakers of EL around the world, with explanatory and interactive videos about language structures, through platforms like *YouTube*, and could solve their doubts autonomously, using research tools.

Thus, we verify that the Internet is a tool in constant evolution, especially when considering the notions of communication and interaction. After all, today it is possible to interact with friends or even strangers through social networks. These are resources that, as will be explored below, have brought a series of new possibilities for English interaction in the classroom, such as, for example, the publication of video lessons for students and teachers.

2.2 Language teaching via social networks

For a long time, students have surpassed their teachers’ knowledge on the use of new technologies, since the former are considered digital natives, and the latter, in turn, digital immigrants. Digital natives, essentially, were already born in the digital environment, having immediate and constant contact with new technologies, while digital immigrants, for not having been born surrounded by these resources, had to adapt to them (VETROMILLE-CASTRO; FERREIRA, 2016).

During this journey of teachers’ adaptation to new technologies, inside and outside the classroom, there was the emergence of social networks, such as *Instagram*, which “[...] inaugurated a new form of public space, where discourses

emerge, spread and are legitimized” (RECUERO, 2016, p. 17).

Before this widespread access to social networks in Brazil, students of EL had no one to interact with, if we consider authentic communication situations. Until then, the foreign language teacher and his students had “the interaction was based on make-believe: I pretend to be the hotel receptionist, and you pretend to be the American tourist” (LEFFA, 2016, p. 139).

With the omnipresence of these digital environments, on the other hand, due to this need of contact with the authentic context of the language, English teachers from different regions of Brazil started to create video materials, in the format of video lessons, directed to their students, as well as to other teachers who might be interested in the published subjects. Thus, by creating video lessons to be published in social networks, teachers are registering their discourses and materials in these environments, which enables the creation of a large database that can be retrieved when desired.

The creation of video lessons increased significantly in the year 2020, due to the social distance, necessary during the pandemic. At that time, teachers, including those who were not used to creating materials for social networks, had to transpose their lessons from the face-to-face context to digital platforms, through live and/or recorded videos. And, as expected, one of the platforms that has been widely used for posting videos recorded by language teachers is precisely the aforementioned *Instagram*.

Instagram was created in 2010, with the intention of enabling the sharing of *Polaroid* style photographs. However, in 2012, the owner of another social network (*Facebook*), Mark Zuckerberg, bought *Instagram*, thus making some changes, such as the option of publishing videos up to one minute (SOUZA; COUTO, 2020). Then, in 2016, following innovations implemented by the new owner, *Instagram Stories* appeared, a tool that allows the publication of videos with up to 15 seconds and that are “deleted” for up to 24 hours after their publication.

Moreover, the *Instagrammer*, a term used for those who

make publications on *Instagram*, can indicate a link for your audience to see the continuation of the video, may be through a tool provided by the platform itself, called *IGTV* (*Instagram TV*), or by other social networks, such as *YouTube*. In addition, the user who made the video publication in *Stories* can choose to leave the video highlighted in your *feed*, the main page of the social network, where anyone can access it at any time (SOUZA; COUTO, 2020).

Regarding specifically the *IGTV* tool, launched in 2018, it is worth noting, as indicated by information available on the social network, that it is “a new app to watch longer vertical videos of your favorite Instagram creators”, being that, in these cases, “each video can last up to an hour” (INSTAGRAM, 2020, our translation). Thus, with such recursive facilities, the *Instagrammer* can also publish a long video in his *feed*, which will be paused in one minute, and the viewer user will be directed by the system to the continuation of the display in another tab, the *IGTV* tab.

As mentioned, due to the pandemic period, many teachers sought in this social network an aid for their classes, as a learning tool or as a means of transmitting information regarding the classes taught, because “Instagram has always been a place where people can connect with those who inspire, educate, and entertain them every day” (INSTAGRAM, 2020).

2.3 The language teacher as producer of audiovisual content

From what has been discussed so far, it was evident the historical presence of audio and video technologies in language teaching, as well as the possibility of mobilization of social networks, especially *Instagram*, to conduct pedagogical activities, such as the exhibition of video lessons. Thus, we see a shift in the teaching function, with new roles assigned to the teacher (not only language teachers), as illustrated in Figures 1 and 2 below:



Figure 1: Teacher activities in remote teaching.

Source: Unknown author, collective reproduction on social networks.



Figure 2: The teacher as classroom influencer.

Source: Unknown author, collective reproduction on social networks.

Figures 1 and 2 show memes intensely disseminated on social networks, especially by teachers, during the period of implementation of remote teaching. In the first, we see a summary of the numerous activities that have been performed by the so-called “remote teachers”, with special emphasis on those related to the production of video lessons: recording and editing. In the second, a paraphrastic discourse is created, in which the expression “classroom influencer” evokes, in an intertextual game, the figure of the “digital influencer”, a name given today to many *Instagrammers*, who, through their profiles on social networks, seek to influence

their followers in the search for a certain lifestyle.

Recording and editing activities, for which specific knowledge is required, elevate the teacher to the status of producer of audiovisual content, since, from their teaching practice, not only theoretical expositions or activity proposals are derived, but also materials emerge whose essence lies in the multisemiotic, multimodal composition (ROJO; BARBOSA, 2015).

According to Affini (2008, p. 2), in an era of mobility, “one of the biggest challenges to audiovisual producers is the creation of content that meets a new profile of consumption that values freedom of access by users and a plurality of programs”. When thinking about the “consumption of information” in the school environment, this challenge reaches expressively high levels, since, as we could observe in the last months of remote teaching, there was a constant need for adjustment of these produced contents to the needs of different student profiles, with their different specificities, including access to resources.

Therefore, the teacher, as an audiovisual content producer, is faced with the need to mobilize different codes, strategies, platforms, in the search for the creation of his video classes and other genres (podcasts, for example). Still, according to Affini (2008, p. 2),

[...] it must be recognized that the production of new genres and formats of audiovisual content is part of an informational flow that is updated at the crossroads of various media and ranging from fixed devices to mobile devices and that the appropriation made by users of these contents must obey a flexibility in the way of construction and in the enchantment of narratives that can adjust to the specificities of different media. In other words, the biggest challenge is to offer a malleable product that accompanies and is guided by the three most important principles of the interface culture: reconfiguration, liberation from the pole of emission and connectivity.

It is through connectivity that the teacher puts themselves in contact with their viewers – students or even colleagues, who also consume their productions. This is how the “classroom influencer”, producer of audiovisual content, materializes and gains more and more space in digital environments, as we will see, in detail, in the

analysis whose methodological procedures are described below.

3. Methodological procedures

This work, considering the goal of discussing the role of language teachers as producers of audiovisual content, through the production and dissemination of video lessons on the social network *Instagram*, falls within the scope of qualitative research, which, according to Flick (2007, p. ix), intends “to understand, to describe and sometimes explain social phenomena ‘from the inside’ in a number of different ways”, by analyzing experiences of individuals or groups; interactions and communications; and documents, such as texts, images, film or music.

As a method, we chose the case study, considered by Yin (2009, p. 18) “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context”. In the words of Paiva (2019, p. 65), it is a “type of research that investigates a particular case consisting of an individual or a group of individuals”, characterized as a “naturalistic study”, since it “studies an event in a natural environment and not created exclusively for the research”.

The *corpus*, which meets the characteristics listed for a case study, consists of a video lesson, produced by one of the authors of this text, and originally published on her personal profile, on the social network *Instagram*, on August 26th, 2020. It is a material aimed, in this case, not to students, but to fellow teachers, with suggestions of strategies to be mobilized by these professionals in conducting remote classes.

Because it is a material of audiovisual nature, for the analysis, the multimodal composition of the object will be presented from the selection of image fragments, in specific frames, and the transcription of the audio content, i.e., the graphic record of the explanations of the teacher who produced the video. Based on these data, the discussion will be undertaken from the delineation of specific categories, explained in Table 1, below:

Table 1: Categories of analysis.

Category	Description
<i>Pre-production</i>	Analysis of the process of planning the video lesson.
<i>Production</i>	Analysis of the process of recording and editing the video lesson.
<i>Post-production</i>	Analysis of the process of publishing and disseminating the video lesson.

Source: Prepared by the authors.

Through the categories listed, it is possible to have a broad understanding of the complete production process of the audiovisual content under analysis, since important aspects of the teaching performance in this type of activity can be identified, such as: the motivations; the skills and resources required; the difficulties; and, finally, the repercussion of the work.

The result of this analytical journey is presented in the following section.

4. Analysis and discussion of the results

As described in the previous section, the analysis of the selected object will be undertaken from discussions categorized into three moments: pre-production of the audiovisual content, in which emphasis will be given to the planning and organization of resources for the recording of the video lesson; production, with emphasis on constitutive aspects of the video, in terms of capturing and editing images; and post-production, when the process of publication and dissemination of the material on the social network will be evaluated.

4.1. The pre-production of the audiovisual content

Every teacher goes through the process of initial training, *teaching training*, so that he or she can obtain the information and knowledge necessary to work in the classroom. After this process, teachers must seek continuing education, *teacher development*, so that they can always keep up to date on the new demands of teaching. Both processes depend a lot on the teacher, because, according to Oliveira (2015, p. 14), it is the teachers “who forms themselves from the courses they attend, the readings they do, the conversations they have with other teachers, the lectures they hear”.

Thus, due to the new demand for teaching through new digital technologies, teachers have sought to perform their *teacher development* through different strategies, such as videos, courses, discussions and *lives* that take place in online environments. This new form of *teacher development* has become necessary due to the rapid innovation of new ways of teaching, and has intensified during the pandemic period, when there was a need to avoid face-to-face interactions.

For this reason, one of the co-authors of this article decided to start recording short videos with suggestions of interactive activities for language teaching that can be used through remote teaching. The intention of the teacher researcher was to be able to serve as an aid in the process of *teacher development* during the period of social isolation, since teachers are overwhelmed with the conversion from face-to-face classes to remote classes.

In her planning journey, the teacher first thought of making a short video, so that teachers could watch it at some point when they were interacting on a social network. This option was made due to the length of videos posted on social networks, such as *Instagram*, the social network chosen as the focus for the publication of the content by the teacher, for presenting “high rates of engagement” (AMARAL, 2018, n.p.).

When preparing the video recording, the teacher

chose to exemplify a *warm-up* activity, that is, an introductory activity to the lesson that allows the teacher to interact with her students, in this case, through remote teaching, in order to review the vocabulary or content already discussed, or to check the students' prior knowledge. This activity was developed based on the teacher's own experience, who had already used the proposal to prepare the students for the vocabulary that would be presented in a text, for example.

Unlike what happens with large video productions, no text or script was prepared to be followed during the recording. The teacher chose to prepare only the activity to be described in the video, because the goal was to create a material with characteristics present in informal conversations. Because it is an instructional video published in a public space, in which there is the presence of informality, as if it were a chat among friends, the video produced, in an evident tone of "naturalness", is covered by marks of primary discourse genres, "those that occur in our simplest, most private and everyday activities, usually – but not necessarily – in the oral modality of discourse. They are [...] interactions on *Skype*, torpedoes, *posts* on certain types of *blogs*" (ROJO; BARBOSA, 2015, p. 18).

After deciding not to use scripting, the teacher prepared the materials and the necessary infrastructure for the recording: a space that could be used for the recording of a remote class; a cell phone to capture the images; and papers with the vocabulary to be exemplified fixed on a wall. The papers were cut in two shapes (rectangle and thought bubble) and folded in half, with the back side fixed on the chosen surface, and the obverse side numbered, so that it could be visible to the spectators through the computer screen. Inside each paper, words were written in English, because this was an activity focused on EL, as can be seen in Figure 3:



Figure 3: Arrangement of the materials prepared for the video.

Source: Santos (2020).

With the materials properly organized, the teacher could then proceed to the production phase of the audiovisual content, with the process of capturing images and editing the video lesson for publication.

4.2. The production of the audiovisual content

The actual production process of the video, with the capitation of images, reveals important aspects to be considered in the performance of the teacher as a producer of audiovisual content.

As the teacher did not have at her disposal a tripod to support the cell phone, a member of her family was asked to help her with this task. Due to the movement of the device during the recording, the process had to be repeated four times until it reached its final version, trying to avoid the presence of abrupt movements of the image or external sound interference from animals or cars. Despite all the care taken to avoid camera movement and unwanted noise, it

was not possible to achieve total exemption, as can be observed, for example, at 3'38" and 4'04".

As for the discourse in the video, since, as previously informed, there was no option for a script, the teacher's speech, throughout the 4 minutes and 30 seconds of video, is permeated by characteristics of the oral genre "informal conversation", as presented in the following transcript:

Hey, guys, how are you? You already know me, right? I'm Cíntia, I've been teaching English for some time now. Everybody knows that I've been teaching English for a while, we don't need to say how many years, but it's been a while. And, from now on, I will start to record some videos to help you, my work colleagues, those that I already know and also those that I don't, to give you support, to collaborate with the activities that you need for remote teaching, which we know is not easy, you know? To think about a different activity, to think about preparing a class, to think about the contents, and even to think about recording the class. There are many steps that we have to think about to be able to go into the remote classroom that we have now, you know, because of the context that we are living in. In this video today, I prepared for you an idea of a review activity. What can you do with it? So, you can use it at the beginning of your class, reviewing the content of the previous class or other previous classes, or you can do it at the end of your class. So, I gave my whole class there, twenty minutes of class, forty minutes of class, my class is over, it's ending, three minutes, five minutes left to finish my class, I go and do this activity. It is very simple. So, as you can see, I have the masking tape here in my hand. You will need some masking tape. I even put myself in an improved environment, because we know that we are recording classes in improvised environments. So, I have my little wall here, and I put these papers here, right? So, these papers, you can take a draft that you have, or a typing paper, or a notebook paper. What are you going to do? You will take the papers and cut them. Do you see that I put here two different formats? One is a little square, and the other I tried to cut here in the shape of a cloud. You can make little flowers, little hearts, any shape you like. The important thing is that the paper opens, okay? So, it needs to open this way. Then, you put the masking tape, stick it to the wall, right? Put a number in front of this paper. Put there as many words, as many numbers as you want. And, inside this paper, you put an important word from the class, from the content you discussed. So, if you discussed, Portuguese teacher, what you discussed there is, semicolon. So, you put

on the paper: semicolon, comma, punctuation. Punctuation. You put these little words. History teacher, put the names of the people you discussed, Philosophy, Sociology. Art, you discussed works of art, put there the periods, right? You put the name of the people who made the works, and so on. So, you put important words that were discussed. Then comes the cool part. Why? With this activity, besides reviewing the content, you will make your students, who are invisible in the remote classroom, on *Zoom*, *Google Meet*, or any other platform you are using, you will rescue them and make them participate. Why? You are going to get there, “Johnny, the camera is off, turn the camera on, look at these numbers on the wall, choose a number for the teacher. Ah, number two? So, let’s see what’s in number two. In my case, I’m an English teacher, right? In my case, I’m an English teacher, so here is the *does*. So, I will come to my student and say: “What do you remember about what I said in class today that has to do with this word here? Then the student will start talking. It is also a way of evaluating the student that is different from the custom we have of evaluating, you know? Because we evaluate the student within our vision, and here we are going to evaluate with what he remembers, what he was able to acquire within our discussion. So, the student will say: “Oh, teacher, this word, you said that we use it in a question, when there is Maria in the question, right? So, you use this word. Ah, I just don’t remember if it’s only in the question, teacher. Do we use it in the negative, too?” So, at this moment, this student, who sometimes didn’t participate in class, will be able to question you if he has any doubts, too. See how cool that is? Huh? A different activity, quick, for you to do. You can do it very quickly, while your students are discussing something, you can prepare the paper, leave it ready, stick it on the wall, and get your students to participate. Choose the students, put a little notebook beside you with the names of all the students, and mark the ones you have already called, because you can’t call, for example, all thirty students in the same class, right? So, you call five in one class, five in the next, and so on, ok? I hope I’ve helped you, and I’ll see you in our next activity. See you later! (SANTOS, 2020).

Besides the use of a relatively informal vocabulary, we notice the constant reiteration of some words, such as “so”. According to Bernardo (2003, p. 73), “the ‘so’ marks initial and/or final stages of conversational episodes [...] the ‘so’ signals to the interlocutor the beginning of a new (sub) topic in the conversation”. In the teacher’s speech, we can notice the use of “so” as an initial mark of a subtopic, in lines like: “So, the student will say” and “So, I gave my whole class

there”. However, in the simulation of a student’s speech, in “*So*, you use this word”, the use of “so” “marks a conclusion in relation to what was expressed before” (BERNARDO, 2003, p. 71).

It can also be highlighted the so-called affective subjectivity, defined by Kerbrat-Orecchioni (2009) as the process in which, through the use of certain expressions, the subject that enunciates shows himself emotionally involved with the content that integrates his statement, seeking the adherence of his interlocutor. In the teacher’s speech, for example, this appears especially in the use of adjectives, as in: “it is very *simple*”; “then comes the *cool* part”; and “see how *cool* that is?”. In these excerpts, the attention of those watching the video is sought, in order to make clear the low complexity of the proposal (“simple”) and its ability to provoke interest in students (“cool”).

Besides having similar characteristics to those of primary, informal genres, such as a conversation, the video under analysis is also a multisemiotic text, multimodal, since, according to Rojo and Barbosa (2015, p. 108), “uses more than one language modality or more than one system of signs or symbols (semiotics) in its composition”: orality and writing (verbal modality); body expressions (gestural modality); audio (sound modality); still and moving images (visual modality). These marks compose contemporary texts, especially in digital media, as is the case of the support in which the video lesson was broadcast – the social network.

In addition to the teacher’s speech, the words written on the papers posted on the wall, her gestures, the camera movement, the noises captured in the audio, multimodality in the video lesson also appears as a product of the editing of the material, when the teacher, after recording, inserts an opening image in which a logo identifies her as an “English teacher”, as shown in Figure 4, below:



Figure 4: Editing the video lesson, with opening insert.
Source: Santos (2020).

This was the only treatment of the video lesson in terms of editing, since the teacher did not have the necessary knowledge to make other changes, such as eliminating noise in the background. Thus, this resulted in posting the video, except for the logo inserted at the beginning, as it was made, without professional treatment. The procedures that follow this production step are described below.

4.3. The post-production of the audiovisual content

As already mentioned, the teacher made the video available on her main *Instagram* page. The choice for publishing the video in this environment was motivated by the visual appeal that this social network has and by its high level of interactivity, allowing the user to interact with the post through actions such as liking, commenting and sharing. In addition, it is possible to expand the dissemination of the video published on this social network, through *hashtaging*: “[...] while facilitating the search, the creation of *hashtags* also stimulates the publication of content on the subjects in question” (ROJO; BARBOSA, 2015, p. 123). For this reason, when posting the video on her social network, the teacher used the following *hashtags*: teacher, teaching, hybrid teaching, review, interactivity, londrina, londrinando, active methodologies, remote teaching.

The first post of the video on *Stories*, on August 26th, 2020, obtained 64 views in just 24 hours of availability, from a total of 653 users who follow the teacher’s page. Then, in order to make the content permanent, since *Stories* lasts only one day, the video lesson

was added to a specific link, through the “featured” tool, entitled “in the classroom”, so that any visitor to the profile could access at any time and more quickly the videos intended for teachers. If accessed from a computer, the video can be watched in its entirety, but when accessed from a cell phone, the user sees a preview and is then directed to IGTV, allowing the system to continue the exhibition.

In addition to keeping the *Stories* video highlighted, the teacher also posted the material directly on her *timeline*, reaching a total of 227 views, 62 likes, two saves, and 19 comments in the period from the August 26th posting to the date of completion of this text on December 11th. As the teacher has a commercial account, intended for sharing videos for teachers, it is possible to obtain the data presented through one of the options available in the system, as shown in Figure 5, below:



Figure 5: Data about the video made available on IGTV.

Source: Santos (2020).

Still in this post-production process, after the video was published on the social network, the dissemination of the content could be followed by reading the comments recorded by users who accessed it. Of the 19 comments made so far, 14 are from followers, and another five are answers posted by the teacher herself. These records appear as a result of the teacher's search for user engagement, since, in the caption of her post, she invites the video viewers to participate:

Reviewing Content in Remote Teaching

Let's learn about a new activity to review content in remote teaching? With this activity we can also increase student participation during the lesson! Let's go...

If you apply it in your class, comment here on how it went...

Some of these records can be seen below in Figure 6:



Figure 6: Part of the comments registered on the post.

Source: Santos (2020).

In the comments, one can notice a positive evaluation of the content, as in: “How beautiful! Congratulations!” and “You knocked it out of the park!”. In addition, it is evident the relevance of making materials like these available for the *teacher development* process, since teachers feel the need for resources that can help them, as can be seen in: “Make more videos, please.” It is worth noting, in this case, that the author of the comment is a teacher of the Portuguese Language area, which evidences the care of the author of the video, in making available a suggestion applicable to the teaching of any area. In the transcription, Portuguese, History and Art teachers are also mentioned.

Just like the video lesson, we found that some comments also have a multimodal nature, because by combining written text and pictures, such as *emojis*, they mobilize different languages, in a multisemiotic composition that expands to other resources, such as the photos of each user (hidden in the image) and the direct tagging of followers, through the @ character.

Final considerations

This text was based on the objective of discussing the performance of language teachers as producers of audiovisual content, through the production and dissemination of video lessons on the social network *Instagram*. For this, we selected as object of analysis a video lesson planned, produced and published by one of the authors of the paper, with evidence of the viability of the intersection between teaching and technology in the period of remote performance. Through the categorization of the analyses, it was possible, among other aspects raised, to reach some conclusions.

Although technical knowledge in certain tasks, such as image editing, or sophisticated equipment, such as a soundproof studio, cameras and tripods, are useful to achieve more “professional” results, the planning of a video lesson to be posted on a social network by the teacher requires few resources, such as, in the case portrayed, a cell phone, paper, pen and tape. This shows the flexibility of teaching, adaptable to different situations.

The teaching discourse, in turn, regardless of the target audience, students or fellow teachers, is permeated by effectivity,

in the sense of promoting engagement, shortening distances between the one who teaches and the one(s) who learn(s). Showing enthusiasm, exemplifying, and encouraging are discursive marks capable of leading the other to action, such as, in this case, the adoption of new pedagogical practices.

When observing what happens to a video lesson after its insertion in a social network, it is verified a form of pedagogical performance whose beginning is delimited, with the planning of the proposal, but whose trajectory remains open, since, when entering the digital environment, the video lesson remains available to users, through hypertextual interconnection. Viewing and comments continue, motivated by unrestricted accessibility (since it is a commercial account), which promotes the dissemination of knowledge on the network.

Finally, we consider social networks as spaces beyond the spectacularization of life, of entertainment. These are environments capable of displacing the figure of the teacher, especially in the context of remote teaching, to new forms of performance, based on the production of didactic content of an audiovisual nature.

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Appendix A - The original video discourse

E, aí, pessoal, tudo bem? Vocês já me conhecem, né? Sou a Cíntia, dou aula já de inglês há algum tempo. Todo mundo sabe aí que dou aula de inglês há algum tempo, não precisamos falar quantos anos, mas já há algum tempo. E, a partir de agora, vou começar a gravar alguns vídeos pra ajudar vocês, meus colegas, aí, de trabalho, aqueles que eu já conheço e, também, aqueles que eu não conheço, né?, pra dar um suporte pra vocês, uma colaboração com as atividades que vocês precisam pro ensino remoto, que a gente sabe que não é fácil, né?, pensar numa atividade diferente, pensar em preparar aula, pensar nos conteúdos e, ainda, pensar em gravar a aula. São muitos, aí, são muitas etapas que a gente tem que pensar pra conseguir, aí, ir pra sala de aula remota que a gente tem agora, né?, por causa do contexto que nós estamos vivendo. Nesse vídeo de hoje, eu preparei pra você uma ideia de uma atividade de revisão. O que que você pode fazer com ela? Então, você pode, aí, utilizar ela no início da

sua aula, revisando os conteúdos da aula anterior ou de outras aulas anteriores, ou você pode fazer no final da sua aula. Então, eu dei toda a minha aula lá, vinte minutos de aula, quarenta minutos de aula, acabou a minha aula, tá acabando, falta três minutos, cinco minutos pra acabar minha aula, eu vou e faço essa atividade. Ela é bem simples. Então, como você pode ver, eu tô com a fita crepe aqui na mão. Você vai precisar de uma fita crepe. Eu até me coloquei aqui num ambiente improvisado, porque a gente sabe que a gente tá gravando, né?, as aulas em ambientes mais improvisados. Então, eu tenho aqui minha paredezinha, e eu coloquei aqui esses papéis, certo? Então, esses papéis, você pode pegar um rascunho que você tem, ou um papel sulfite, ou um papel de caderno. Como que você vai fazer? Vai pegar os papéis e cortar. Você tá vendo que eu coloquei aqui dois formatos diferentes? Um quadradinho, e outro eu tentei cortar aqui em forma de nuvem. Você pode fazer florzinhas, coraçõezinhos, da forma que você quiser. O importante é que o papel abra, tá? Então, ele precisa abrir dessa forma. Então, você coloca a fita crepe, cola ele na parede, certo? Coloca um número na frente desse papel. Coloca lá, quantas palavras, quantos números você quiser. E, dentro desse papel, você coloca uma palavra importante da aula, do conteúdo que você discutiu. Então, se você discutiu, professor de português, discutiu lá, é, ponto e vírgula. Então, você coloca no papel: ponto, vírgula, né?, pontuação. Você vai colocando essas palavrinhas. Professor de história, coloca o nome das pessoas que você discutiu, filosofia, sociologia. Arte, você discutiu obras, coloca aí os períodos, né?, coloca o nome dos, do, das pessoas que fizeram as obras, assim por diante. Então, você coloca palavras importantes que foram discutidas. Aí entra a parte legal. Por quê? Com essa atividade, além de você revisar o conteúdo, você vai fazer os seus alunos, que estão invisíveis lá na sala de aula remota, lá no Zoom, no Google Meet, ou outra plataforma qualquer que você esteja usando, você vai resgatá-lo e fazer com que ele participe. Por quê? Você vai chegar lá, “Joãozinho, que tá com a câmera desligada, liga a câmera aí, olha aqui esses números na parede, escolhe um número aí pra professora. Ah! O número dois? Então, vamos ver o que tem no número dois” Então, você abre o número 2. No meu caso, que sou

teacher, né?, de inglês, tem aqui o does. Então, vou chegar pro meu aluno e falar: “O quê que você lembra sobre o que eu falei na aula de hoje que tem a ver com essa palavra aqui?” Então, o aluno vai começar a falar. É uma forma inclusive de avaliar o aluno diferente daquele costume que nós temos de avaliar, né? Porque a gente avalia o aluno dentro da nossa visão, e aqui a gente vai avaliar com aquilo ele lembra, aquilo que ele conseguiu adquirir dentro da nossa discussão. Então, o aluno vai falar: “Ah, professora, essa palavra aí, você falou que a gente usa em pergunta, quando tem a Maria na pergunta, né? Então, você usa essa palavra. Ah, eu só não lembro se é só na pergunta, professora. A gente usa na negativa, também?” Então, nesse momento, esse aluno, que às vezes não participou na aula, vai poder te questionar se ele ficou com dúvida, também. Tá vendo que legal? Né? Uma atividade diferente, rápida, de você fazer. Você pode, ali, fazer rapidinho, enquanto os seus alunos tão discutindo alguma coisa, você já prepara o papelzinho, deixa pronto, deixa coladinho lá, bonitinho na parede, e já faz os seus alunos participarem. Escolha os alunos, coloca um caderninho do seu lado, com o nome de todos os alunos, e vai marcando aqueles que você já chamou, porque não vai dar pra você chamar, por exemplo, os trinta alunos numa mesma aula, né? Então, você chama cinco numa aula, cinco na próxima, e assim por diante, ok? Espero ter ajudado, e espero você na nossa próxima atividade. Até mais!

Chapter #07



Digital resource padlet for written
production of the textual genre
“note” in times of pandemic

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Introduction

The primary function of the school is the development of the individual's physical, cognitive and affective potential, enabling the formation of a participative citizen within their society. This society, in its turn, is characterized by deep and clear transformations, with advances in information and new technology that have changed and change people's way of thinking and living. To the school it is added the mission of contributing to the formation and transformation of individuals capable of participating in this new technological society. According to Soares (2015), the teaching and learning process needs to be adapted to new practices, methods and skills in relations with students and to the needs and/or demands of the world of work.

When the school, through the teacher's figure, includes digital tools in the teaching process, in addition to didactically enhancing the proposals of its classes and bringing a range of possibilities for the assimilation and accommodation of knowledge, it provides students with effective learning for their participation in the technological society.

But in times when the school is adapting to take on this technological experience, humanity is suddenly paralyzed by a pandemic and, in an emerging and potentialized way, digital tools become an exclusive means of communication and interaction among people.

From the year 2020 onwards, the history of humanity is marked by a new chapter in the area of health, which affects society as a whole. The COVID-19 pandemic caused by the new Coronavirus (SARS-CoV-2) presents itself as one of the greatest health challenges, on a global scale, of this same century. In definition,

“Coronaviruses are viruses that cause respiratory infections in a variety of animals, including birds and mammals. And the New Coronavirus, named SARS-Cov-2, causes the pathology known as COVID-19. This was detected in Wuhan, China, on December 31, 2019” (LANA et.al., 2020, p. 23)¹.

1 - From the Original in Portuguese: “Coronavírus são vírus causadores de infecções respiratórias em uma variedade de animais, incluindo aves e mamíferos. E o Novo Coronavírus, nomeado SARS-Cov-2, causa a patologia conhecida por COVID-19. Esta foi detectada em Wuhan, na China, em 31 de dezembro de 2019”.

From this pandemic outbreak, there is an emerging need for new organizations in people's ways of living. This includes the closing of schools, as a protective measure for the school population. With the social isolation, determined by the World Health Organization (WHO), it became impossible for students and teachers to be physically present in the school environment.

Considering the student's right to continue learning, or at least, the right to have access to their studies maintained, it was necessary to seek new pedagogical perspectives for learning. Human relationships started to be mediated by digital technology, and, for educational means, they became a work resource that replaced the physical classroom. Teachers then sought some methodological possibilities in digital tools, so that the essential of the school content was made available to students.

It is, therefore, a milestone in global Education, as we are challenged to think of new and fruitful references for Education based on the unusual, the uncertainties brought about by the social distance imposed by the safety guidelines for public health that guarantee life.

Given the above, this study is justified by the need to use technological tools as a teaching strategy to bring families and students - who, during the research period, were in remote studies, in compliance with the determinations of sanitary rules of prevention to Covid-19 - closer to technology in the educational field.

Thus, the starting point was the following problematizing question: what is the contribution of the digital tool Padlet to activities concerning the textual genre "note" to students in the process of learning to read and write? Thereby, the specific objectives of the research are listed: a) to reflect on the need for technology in the educational context for the current society; b) analyze the adhesion and productivity of students in the proposed use of Padlet in the study of the contents in Portuguese Language.

In this context, methodologically, this work is, in short: field research, as the study had the participation of 26 students from the second year of the initial grades (elementary school) of Basic Education from a municipal school located in the north of the state

of Paraná; bibliographical research, based on scholars of the theory of Textual Genres and Digital Information and Communication Technologies in teaching; descriptive, as it explains concepts of textual genre and digital technological tools in education, among others; and analytical, because it presents the textual productions of students and analyzes them in light of the theoretical assumptions discussed.

Textual genres: the starting point for learning to read and write and for literacy²

Starting from the assertion about the role of the school, acquainted in this study, of promoting the formation of the student into a citizen able to transform the social environment, a reflection on the teachable contents in the process of teaching to read and write and promoting literacy is going to be presented. Before proceeding, however, it is necessary to assert that the conception that one has of language defines the possible paths of teaching. For Travaglia (2009, p.23), “what the subject does when using language is neither only translating and externalizing a thought, nor just transmitting information to others, but certainly performing actions, acting on the other, on the interlocutor (listener/reader)”³.

It is within this understanding of socio-interactionist language that the present study is delimited. Living and dialogic language, responsible for the interaction between social subjects, necessary for human relations and presupposition for language teaching in the school context.

The process of teaching to read and write means leading to the acquisition of the alphabet, that is, teaching the written code and the skills to decode them, resulting in reading and writing (SOARES, 2012). Intrinsically related to this process, literacy makes the reading and writing mechanism effective, since it transcends the

2 - In Portuguese language, there are two different terms which do not have exact corresponding ones in English. They are “alfabetização”, which will be treated in this work as “the process of teaching (or learning) to read and write” and “letramento”, which is translated as “literacy”.

3 - From the original in Portuguese: “o que o sujeito faz ao usar a língua não é apenas traduzir e exteriorizar um pensamento, tão pouco apenas transmitir informações a outros, mas certamente realizar ações, agir sobre o outro, sobre o interlocutor (ouvinte/leitor)”.

mere ability to encode and decode: learners must acquire language skills that allow them to exercise reading and writing habits of different texts that are in their social environment (PARANÁ, 2010). Thus, it is delimited that the school objectives regarding the teaching of the Portuguese language are found in the responsibilities of continuing with the development of literate students for competent participation in society, as Soares (2002) asserts:

Individuals or social groups that dominate the use of reading and writing and, therefore, have the skills and attitudes necessary for an effective and competent participation in situations in which reading and/or writing practices have an essential function, end up maintaining, with others and with the world that surrounds them, forms of interaction, attitudes, discursive and cognitive skills that give them a specific and differentiated state or condition in a literate society. (SOARES, 2002, p.146)⁴.

In conjunction with the objective of developing competent linguistic skills for use in society, it is recommended to base teaching on the study of textual genres. Textual genres are massively part of everyday life, as they correspond to the various forms of communication, such as, when one reads some news or a poster on the school wall, or when they receive a pamphlet on the street, an invitation to a party, an e-mail, among others.

The National Curriculum Parameters/Parâmetros Curriculares Nacionais - PCN (BRASIL, 1997) indicate that the work with texts – being them written, oral or multimodal, as is the case of digital texts - should be done from textual genres. Using them as a teaching tool in schools makes learning more meaningful, as they bring students closer to the language which is naturally used in their daily lives, whether in formal or informal communication. Finally, the use of textual genres is an opportunity to deal with the language in its most diverse uses, pointing out new paths for the teaching practice.

It is oriented, therefore, that the effective teaching of Portuguese Language, from the early grades of elementary school,

4 - From the original in Portuguese: “Indivíduos ou grupos sociais que dominam o uso da leitura e da escrita e, portanto, têm habilidades e atitudes necessárias para uma participação viva e competente em situações em que práticas de leitura e/ou escrita têm uma função essencial, mantêm com os outros e com o mundo que os cerca formas de interação, atitudes, competências discursivos e cognitivos que lhes conferem um determinado e diferenciados estados ou condição em uma sociedade letrada”.

actually happens when mediated by textual genres. From this teaching base, the student can significantly unveil the skills that structure the language, being able to understand and use them beyond the school context, for a language system that permeates and will permeate their social relationships throughout life.

The process of teaching to read and write which is centered on the acquisition and memorization of language symbols is not sufficient, nowadays, for the student's productive textual-discursive growth and development. Therefore, it is defended that this process takes into account digital resources, guided by teaching in which the student learns to read and write with and through real social practices of reading and writing. Knowing textual genres from the various social ambits, that circulate in school and society, will then improve and make reading and writing meaningful for the student, providing effective literacy. Thus, it is believed that language teaching, especially the acquisition of the written code, should be based on a theoretical-methodological proposal that supports the student to understand and produce textual genres in different contexts of use.

Based on this premise, the students involved in the research took part in a teaching practice based on textual genres for the development of language skills. The textual genre “note”, chosen for this study, is part of the official curriculum for the second grade of elementary school. Therefore, teaching to read and write based on literacy and appropriate digital tools is recommended, guaranteeing the possibility of socially effective learning for the student's life.

Digital Technology as an upgrade resource in education

Digital information and communication technologies, known as ICT, have changed our ways of living, it does not matter if they are from work, communication, relationships or learning. Thus, there is a need to train competent people, protagonists of this new technological and globalized social context. The school,

in its turn, has as one of its main functions to offer the student learning conditions that favor the use of technological resources, as indicated by one of the general competences of the Common National Curriculum Base/Base Nacional Comum Curricular - BNCC:

In education, ICT have been incorporated into teaching practices as a means to promote more meaningful learning, with the aim of supporting teachers in the implementation of teaching methodologies, aligning the teaching-learning process with the reality of students and arousing greater interest and engagement of students at all stages of Basic Education (BRASIL, 2018, p 89)⁵.

In order to align the teaching-learning process to the students' reality, as recommended by the BNCC, it is important to think about what this reality is. The students of the last centuries make up a technological generation. For the educator and researcher Prensky (2001, p. 06), the expression “digital natives” describes those who “speak” the digital language since they were born.

Therefore, the teaching of elaborated culture is combined with digital technology for the development of significant skills for this native digital subject. Students must “understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in various social practices, including school” (BRASIL, 2018, p. 89)⁶.

This means developing in the subjects the exercise of personal and collective protagonism, solving and transforming problems, through skills that allow communicating, accessing and disseminating information, as well as producing new knowledge in an ethical and conscious way. In this new technological cultural scenario, in which the subject must master technology, it is important to realize that “not only do they transform technology, but they are transformed by it, through their habits of consumption, work,

5 - From the original in Portuguese: “Na educação, as TDICs têm sido incorporadas às práticas docentes como meio para promover aprendizagens mais significativas, com o objetivo de apoiar os professores na implementação de metodologias de ensino, alinhando o processo de ensino aprendizagem à realidade dos estudantes e despertando maior interesse e engajamento dos alunos em todas as etapas da Educação Básica”.

6 - From the original in Portuguese: “compreender, utilizar e criar tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais, incluindo as escolares”.

communication and access to information” (PISCHETOLA, 2019, p. 52)⁷. Then, to be a protagonist means transforming and being transformed.

In the school institution, through the figure of the teacher, there is the privilege of offering possibilities that influence, or not, the students’ scientific curiosity for knowledge. Thus, presenting and making the teachable content dynamics through digital resources is a relevant strategy that expands the forms of learning, as stated:

Digital technology offers new learning opportunities, as the interaction with digital devices is a free action capable of stimulating curiosity. This interaction offers the user the possibility to choose the ways of accessing the information in which they are interested, selecting the information they refer, accessing the same content as many times as they want, seeking new and more significant learning, and also producing and socializing new information (PISCHETOLA, 2019, p. 52)⁸.

Intrinsically linked to technology, digital literacy emerges as a new concept for reading and writing comprehension through digital tools. Xavier (2013, p. 2) states that “digital literacy implies performing reading and writing practices differently from traditional forms of teaching to read and write and of literacy” [our translation]¹². In this perspective, the teacher expands the possibilities of teaching and learning, adapting them to new technological strategies.

The National Education Program/PNE recommends technology in schools as one of the possible paths for the advancement of education, especially for the process of learning to read and write, until the end of the third year of schooling, indicating actions with digital tools as strategies for “innovation of pedagogical practices, as well as the selection and dissemination of technologies that are capable of teaching literacy and favoring the

7 - From the original in Portuguese: “não somente ele transforma a tecnologia, mas é por ela transformado, através de seus hábitos de consumo, de trabalho, de comunicação e de acesso à informação”.

8 - From the original in Portuguese: “A tecnologia digital oferece novas oportunidades de aprendizagem, visto que a interação com os dispositivos digitais é uma ação livre capaz de estimular a curiosidade. Essa interação oferece ao usuário a possibilidade de escolher as vias de acesso à informação que lhe interessem, selecionar a informação que prefira, acessar o mesmo conteúdo quantas vezes eles quiserem, buscar novos aprendizados e mais significativos e também produzir e socializar novas informações.

From the original in Portuguese: “o letramento digital implica na realização de práticas de leitura e escrita diferentemente das formas tradicionais de letramento e alfabetização”.¹³ From the original in Portuguese: “inovação das práticas pedagógicas, bem como a seleção e divulgação de tecnologias que sejam capazes de alfabetizar e de favorecer a melhoria do fluxo escolar e a aprendizagem dos alunos”.

improvement of school flow and students' learning.” (BRASIL, 2014, p. 26)⁹. Such guidelines lead teachers' actions at all stages of Basic Education, indicating the development of learning through digital resources for all students.

After all, what is Padlet: the collaborative virtual mural?

Padlet (<https://padlet.com>) is an online platform that enables the creation of a collaborative virtual mural, and is characterized as an educational technology startup. Previously called *Wallwisher*, Padlet was created in 2012 by Nitesh Goel and Pranav Piyush, for a private company based in San Francisco, California and Singapore.

Used to record and share several and various contents. Simple link sharing allows for quick, easy and intuitive collaboration, even for those who have never used any kind of productivity software before. Online content in the form of interactive murals, with links to websites, in addition to publishing and promoting an environment capable of receiving textual feedback. Even when you are away from a computer, you have access available on iOS devices (iPhone, iPad, iPod Touch), Android and Kindle. Posts instantly appear on all devices. (PADLET, 2021.)

To access Padlet, it is necessary to make a data account, what can be done with email, *Facebook* login or *Google* services.

Padlet is similar to a sheet of paper with possibilities for inserting text, images, video and hyperlinks. When creating activities in this environment, different icons are explored with customization options and settings that meet the purpose of the activity and the target audience. In Giardino's propositions, “users of this tool can freely organize their murals and control which other collaborators can participate as editors” (GIARDINO, 2015 cited by MONTEIRO et al, 2018, p. 218).

Once the environment is customized according to the

9 - From the original in Portuguese: “Os usuários dessa ferramenta podem organizar livremente seus murais e controlar quais outros colaboradores podem participar como editores”.

purpose of the proposal, the creator provides an access link to the participants for practical, quick and intuitive interaction.

Figure 1 – *Padlet* homepage



Collaborate better. Improve your productivity. Create beautiful boards, documents and web pages that are easy to read and fun to use. REGISTER.

Source: Padlet (2021)

According to the European website THE ENTREPRENEURIAL SCHOOL (2013) (<http://theentrepreneurialschool.eu/>), which encourages innovative digital actions in the classroom:

Online Padlet presents itself as a “mural” or “board” that allows students to carry out class assignments and/or create their own ideas. This can be especially useful when doing group work in which students collaborate and share their ideas. A description of *Padlet* based on the experiences of an English high school: *Padlet* can be used anywhere and for anything! This interactive tool allows students to see their knowledge in a visual form and is an excellent method to encourage innovation in the classroom (THE ENTREPRENEURIAL SCHOOL, 2013, n.p.).

Therefore, it is observed that Padlet enables the stimulation of thought, imagination and curiosity, aiming to share information on the wall that is presented to others who will have access to the

platform, in addition to allowing interaction between them. In this context, it is believed that *Padlet* is a very functional resource in the practice of remote study, in which the teacher plays a supporting role, as a facilitator, and the student is the protagonist of the teaching and learning process.

Padlet and the writing of “notes” by students in times of pandemic

Assuming that teaching through textual genres is effective for learning, and that technological tools help adjust the school context to the student's real life, the writing of “notes” using the digital tool *Padlet* was proposed. The proposal of remote teaching of this textual genre was organized in two moments: the study of the contents of the genre and the proposal of the activity through *Padlet*.

In the first moment of studies, a Directed Study Plan (Plano de Estudo Dirigido – PED) was offered for a period of one month, structured in concepts and activities about the genre “note”, intertwined in a methodological path to enable the understanding of students.

The essential curricular contents translated into concepts about the textual genre “note” addressed: production and reception conditions (identification of the author and recipient); thematic content; communicative purpose; compositional structure (use of the following characteristics: date, recipient's name - preceded or not by a greeting, short message, closing and sender's name); language (which may be informal or formal, depending on the recipient). Activities concerning learning to read and write were also explored, contextualizing, from the “notes”, the continued acquisition of the written language code.

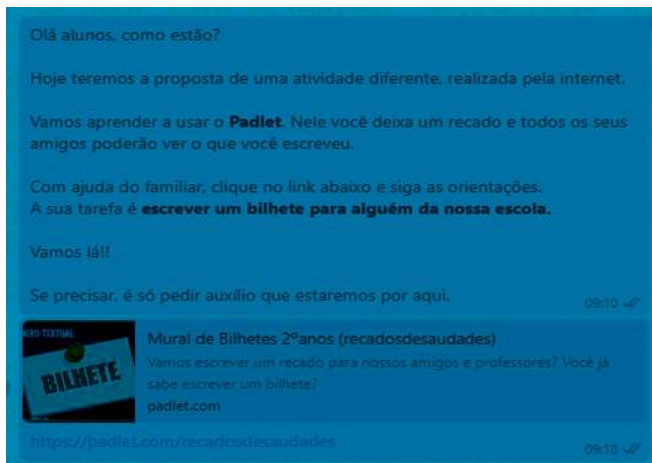
As remote teaching mediations, in this first moment, exhibition videos were sent and shown, and meetings were made available through the *Google Meet* tool. Remote interaction through *Whatsapp* was also made possible. In the second moment, the object

of discussion in this research, a collaborative written production activity of the textual genre “note” was proposed, with the use of the digital tool Padlet. The student's assignment consisted of writing a note for a classmate, the group or the teacher, in Padlet. In order to reach this aim, students were guided to use what they had studied about the genre in the printed PEDs, made available in the previous moment of the research. Recipients should respond, after receiving the notes, to their senders.

This activity, proposed with the mediator of the tool Padlet, aimed to develop in the student the competence to understand and produce the genre “note”, considering its main distinctive features, for example, theme, function, organization and language. No less important, it was intended to bring the student closer to technological teaching tools, maintaining an associative relationship with the profile of a generation of students who are connected. On the virtual mural, through intuitive and digital access, it was possible to write a text, reflecting, for example, on what is written and for whom it is written. The results and analysis are going to be approached in the following section.

Results on the use of Padlet

The survey data were obtained from 31 contributions on the mural. This group is composed of 5 teachers and 26 students from the second years of the first grades of elementary school, from a municipal school in a city in northern Paraná. Access to the Padlet virtual wall was made available to participants through the link: <https://padlet.com/recadosdesaudades>, sent via *Whatsapp*.

Figure 2 – *Watsapp* screen print with the invitation and access link

Source: The authors (2021)

Hi, students, how are you?

Today we have a different activity, carried out through internet.

We are going to learn how to use Padlet, in which you leave a message and all your friends are able to see what you wrote.

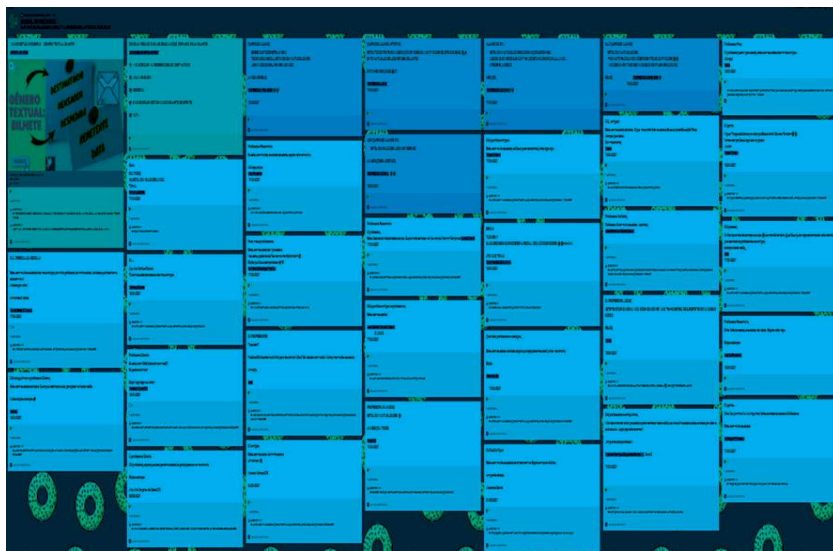
With the help of a relative, click the link below and follow the instructions.

Your assignment is to write a note for someone from our school.

Let's go!!

If you need it, just ask for help and we'll be here.

After the instructions were sent via *Watsapp*, the participants accessed the link and took part on the proposed activity. As shown in Figure 3, the templates in purple refer to the guidelines for carrying out the activity: a video at of 2:23', resuming the contents studied in the first part of the study, and the printed PEDs. The blue templates refer to the notes written by the 5 participating teachers, and the white ones are the notes written by the 26 students, followed by the feedbacks written by the recipients.

Figure 3 – Full screen with participants' notes

Source: The authors (2021)

With the possibility of accessing and performing the activity by cell phone, the students wrote notes with messages that corresponded to the thematic unit questioned on the wall, right after the title/questions: “Who here misses school? Let’s write notes for our colleagues?”, exemplified in Figure 4:

Figure 4 – Title and subtitle of the virtual mural

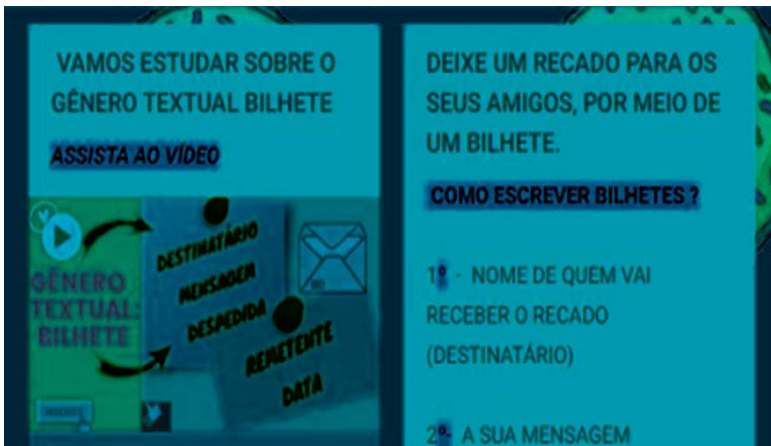
Source: The authors (2021)

MESSAGE BOARD

Who misses school? Let's write notes for our colleagues?

Of the 26 participating students, only two registered feedback on the video posted on the wall, which reviewed the contents studied about the genre. Thus, there are no records that other students accessed this material.

Figure 5 – Print of the video offer on Padlet and the activity proposed as a review of studies



Source: The authors (2021)

Let's study about the textual genre "note"? Watch the video.

Leave a message for your friends, through a note.

How to write notes?

First: name of the person who is going to receive the message (recipient).

Dear students,

I hope everyone is ok! All o fus, from school, miss you a lot.

Wear masks and wash your hands well.

Of the 26 students invited to participate, 24 performed the proposed activity in a period of two days, and the other 2 students did it after being called by the school, as they justified not having internet at home. Adherence was immediate, with no

need to reinforce commitments to school activities. Thus, of the 26 students invited to participate in the research, all had access and performed the activity.

For students without access to internet, the possibility of picking up a printed activity was offered, as it was done in the first moment with the other students. Regarding the use of Padlet, students were able to arrange time and date, following the sanitary rules of prevention to Covid-19, to carry out the activity at the school, using the institution's devices.

The students attended on the scheduled days, and performed the proposed activity. They seemed to be satisfied while doing it, and surprised by the readings performed by the mediator teacher, given that these students had not systematized the process of learning to read and write yet, therefore they could not effectively decode the symbols that would allow them to have a global understanding of the text.

As for the items that make up the compositional structure of the genre, it was studied that the textual genre “note” must contain some elements that characterize it: first, the recipient: name of the person to whom the note is addressed; second, the message; third, the closing; fourth, the sender: name of the person who wrote the note; fifth, the date when the note was written.

Figure 6 – Print of the review guidelines on the compositional structure of the genre “note”



Source: The authors (2021)

How to write notes?

First: name of the person who is going to receive the message (recipient)

Second: your message

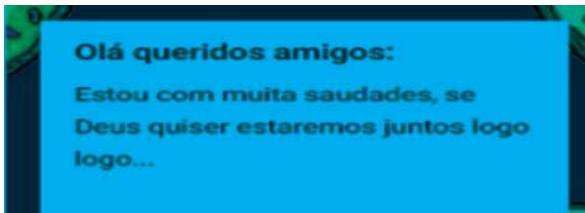
Third: closing

Fourth: name of the person who is sending the note (sender)

Fifth: date

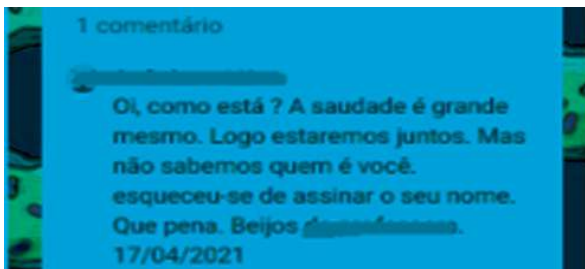
In the assessment of the written productions, it was found that all structuring elements were mentioned in 25 of the 26 notes. In 1 note, it was found that the date was not registered, nor did it record the signature of the person who wrote it:

Figure 7 – Print with some records of students' written productions



Source: The authors (2021)

Hello dear friends:
I miss you so much, God willing
we'll be together soon...
1 comment



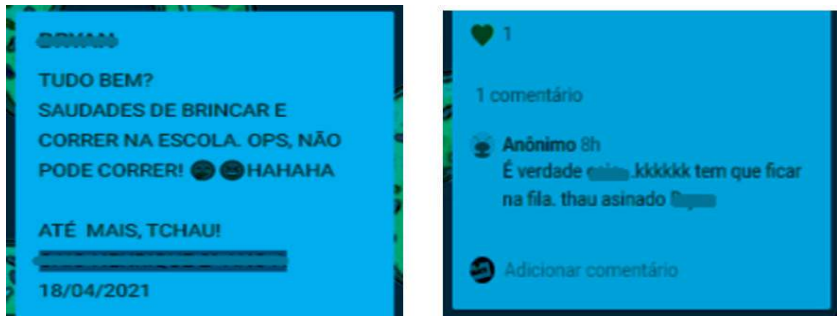
Source: The authors (2021)

Hi, how are you? We really miss each other a lot. Soon we are going to be together. But we don't know who you are. You forgot to sign your name. What a pity! Kisses.
04/17/2021

As for the content, it was observed that all notes presented a logical sequence of ideas regarding possible topics to be addressed in the genre under issue. In relation to language, the notes presented a simple, informal style, typical of the genre.

An analysis of the notes regarding elements of the textual production conditions leads to infer that the students responded satisfactorily to the factors: who the producer is (them), who the recipient is (classmates) and what the communicative purpose is (sending a note to receive an answer).

Figure 8 – Students' productions records



Source: The authors (2021)

How are you?
I miss playing and running at school. Oops, can't run! Haha ha
See you bye!
04/18/2021 - 1 comment
Unnamed 8h
It is true. kkkkk we have to stand in line. Goodbye
Add comment

We need to highlight that the main objective of this research is to analyze the use of the tool Padlet, for the study of the textual genre “note”. Thus, it was found that it seemed to be easy for students to access and explore this technological resource, which proved to be productive, easy to handle for the creation of activities by the teacher, and potentially dynamic for collaborative interaction between students. With quick access and without the bureaucracy of previous registrations, the student had the opportunity to access Padlet virtual mural link, write their notes and read the messages of other friends in the group.

The records of the textual productions of the students and the analysis carried out allow us to conclude that there was a satisfactory assimilation by the students regarding the relevant aspects of the textual genre “note”, and fruitful mediation of the technological tool Padlet. Therefore, the study responded positively to the problematization of the research, regarding the contribution to the development of linguistic and textual-discursive competence of the students.

Conclusion

Teaching is something that requires a lot of skill. Far beyond mastering the curriculum content, it requires didactic procedures capable of making learning appealing to students. There is a great challenge for the teacher to prepare and carry out attractive classes in everyday school life. On the one hand, there are students from a technologically advanced generation and, on the other hand, there is a generation of teachers still in a transitional process for the digital world. However, this dilemma should not interpose the possibilities of significant change in school dynamics mediated by technology.

It has to be emphasized that teachers need to embrace an open, creative, critical and reflective attitude so that they can (trans)form their pedagogical practice, through continued training, since changes happen frequently and at an accelerated pace. Education, as much as society, is distinguished by continuous transformation.

The pedagogical strategy of using the digital tool Padlet to study the textual genre “note” proved to be assertive with satisfactory results. The students wrote notes which contained the main characteristic features of this genre, and expressed their satisfaction in participating in a study through a digital tool, accessed by cell phone in a simple way.

The didactic initiative was due to the need to optimize teaching possibilities, currently experienced between 2020 and 2021 by the pandemic caused by the New Coronavirus, named SARS-Cov-2.

Thus, it is considered that *Padlet* is an excellent resource for teaching in times of pandemic, as well as essential for the new forms of teaching that are certainly going to take place after the current time of restrictions.

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Chapter #08



Perceived affordances of teletandem for teachers' professional development: insights from teacher education in brazil

Atef El Kadri
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1. Introduction

Educational contexts need to embrace approaches that afford possibilities for the development of digital literacy in teacher education so as to lessen the existing gaps between school culture and the world (Paiva, 2011a; Xavier, 2005; Finardi & Vieira, 2017; Finardi & Dalvi, 2012, Ribeiro, 2009; Coscarelli; Novais, 2010; Araujo, 2013; Vivacqua, 2017), thus shortening the digital divide (Warschauer, 2003).

Yet, the incorporation of technology in education faces many challenges among which are teachers' resistance and lack of preparation (Teixeira & Finardi, 2013), issues related to lack of infrastructure and specific teacher training for the incorporation of technology in education in general and in English teacher education in particular (Fadini, 2016) and the lack of teacher training to use technology in active/hybrid approaches (Finardi & Mendes, 2017).

Finardi and Porcino (2014) claim that internet changed the way we teach, learn and use languages and interact with and in the world. Since most of the information online is in English, Finardi, Prebianca and Momm (2013) suggest that some knowledge of English and digital literacy are necessary skills to broaden the access to information online in the 21st century. Moreover, if we accept that people learn languages by using them, it is possible to suggest that using internet tools to communicate in English may afford a myriad of possibilities for learning.

One way of doing so is through telecollaboration, “a broad term to refer to interactions promoted by available tools on the Internet that allows synchronous and asynchronous communication between speakers of different languages” (Furtoso & Ferreira, 2016, p. 532-533). Considering the aforementioned gaps in teacher training in general and in English teacher training in particular, we suggest that the implementation of telecollaboration practices in pre-service English language teacher education programs might be a relevant solution to incorporate technology in English language teaching/learning (ELT) practices.

The Brazilian National Guidelines for Teacher Education

(*Diretrizes Nacionais de Formação de Professores*) emphasize the use of technology as a crucial aspect of teacher education programs (BRASIL, 2015). As such, the implementation of telecollaboration in ELT is aligned with the Guidelines for Teaching Education Programs and seems to represent a relevant alternative to include technology in education in general and in language teacher education in particular.

Telecollaboration has received considerable attention from Applied Linguistics in Brazil (Aranha & Telles, 2011; Bonfim, 2014; Cavalari, 2009, 2011; Funo, 2011; Furtoso, 2011; Luz, 2009; Mendes, 2009; Mesquita, 2008; Salomão, 2008, 2012; Santos, 2008; Silva, 2008; Souza, 2012; Telles, 2005; among others) and so as to contribute to this relatively recent but prolific area we propose to look at this phenomenon through the lenses of affordances for teacher education.

With that aim, the present paper focuses on a specific type of telecollaboration, namely, teletandem, understood as an online collaborative and autonomous context for the teaching of languages in which both participants help each other for the learning of each other's language (Telles, 2015). Teletandem is considered a new option in CALLT (*Computer Assisted Learning Language and Teaching*), allowing communication both through linguistic and non-linguistic channels that enhance language and cultural comprehension through the processing of language through verbal and non-verbal cues (Telles, 2007).

Research on teletandem practices in Brazil have focused on important issues of English language teaching-learning, such as features of the interactions (Aranha & Telles, 2011; Brocco, 2009; Santos, 2008; Silva, 2008), autonomy (Bonfim, 2014; Cavalari, 2009, 2011; Luz, 2009), assessment (Furtoso, 2011; Mesquita, 2008), teacher education (Funo, 2011; Salomão, 2008, 2012; Souza, 2012) and intercultural aspects (Mendes, 2009). However, research on affordances of teletandem for teachers' professional development are still incipient.

Gibson (1979) defined affordance, from an ecological perspective, as what is offered by the environment. Although the

term “ecology” refers mainly to a scientific discipline that considers the relationships of an organism with all other organisms, social science research has adopted the expanded notion of ecology to understand the dynamic relationships between the learner and the world at the macro level (culture, history and economics) or at the micro level (interactions, physical objects or dialogues). Studies supported by this perspective investigate the dynamic and mutual influences between learner and contexts through semiotic and material resources.

In this perspective, affordances represent the potential for an action to occur between an agent and an environment where language is part of it. Though Gibson's (1979) definition of affordance considers only the physical possibility, the notion of the term evolved with van Lier's (2004) contribution and idea of potential meaning whereby affordances such when they are observed and used by the individual. In this perspective, an individual is immersed in an environment full of potential meanings, which become available as the one acts and interacts with it thus creating affordances. Thus, the ability to act depends on the interaction of the individual with specific ecological conditions. In this sense, agency is relational.

From an ecological perspective, sociocultural practices mediate relationships between the learner and the context, and that the actions of a learner are understood in relation to the constraints and possibilities of a specific context and its possibilities. Thus, both the ecological approach and sociocultural theory recognize the importance of context and sociocultural relations in regards to their mediating role.

Based on this perspective, this paper aims at identifying the perceived affordances of teletandem for professional development created in/by the interactions and perceptions of the pre-service English teachers engaged in a partnership project between an ELT degree course in Brazil and several courses in Georgetown University. The purpose of the interactions was exclusively the learning of languages (English and Portuguese). The study is theoretically based on the concept of affordances understood as the opportunities of action afforded by the environment and perceived by an engaged

agent in a certain activity which culminates in meaning making (El Kadri, 2018) in an ecological perspective (Van Lier, 2000; 2004).

Investigating the tele-tandem affordances perceived by pre-service teachers is important not only because they demonstrate the relations among action, perception and interpretation but also because these concepts have a strong impact in teachers' identities. According to Van Lier, the concept of affordance emerges from participation and use whereby opportunities for learning emerge as consequences of such participation (van Lier, 2004a). So as to offer a glimpse of the affordances perceived by Brazilian ELT pre-service teachers engaged in a collaborative project with an American university through tele-tandem, the next section outlines the methodology employed in the study.

2. Methodology

This is an interpretative - qualitative based research study carried out in a public university in Brazil in the context of a project that aimed to promote foreign language and professional development through tele-tandem. Data was gathered through audio recordings and an open answer questionnaire.

Affordances were identified, according to Silva (2015), by the observation of individuals engaged in an action (in this case, the interactions between the Brazilian and American participants) and by the perceptions of the affordances (in the questionnaire). The present study is part of a larger study (El Kadri, 2018) that aimed at analyzing teachers' professional development. The present study aimed at answering the following research questions: What are pre-service teachers' beliefs about tele-tandem before the experience?; Have they changed?; How do they describe their experience of participating in tele-tandem and what do they think they have learnt?; Would they use tele-tandem in their classes? If so, how?

The participants were 6 pre-service English teachers from the third year of an English Language Education Program interacting with undergraduate American students from different courses via tele-tandem: American students wanted to learn Portuguese

and Brazilian students, English. The participants were taking the course Oral Comprehension 3 (a 60 hour course) in which 20 were dedicated to teletandem exchanges.

The teletandem proposal was organized according to Furtoso (2011) with 30 minutes for the learning of one language and 30 minutes for the learning of the other language, with feedback along the sessions, according to negotiation between the peers (Furtoso, 2011; Garcia, 2017). The two universities involved in the teletandem had an institutional integrative agreement (Brammerts, 2003, cited in Delille; Chichorro, 2002, p. 84). In the end of each session, pre-service teachers were asked to fill in a self-evaluation form (Furtoso, 2011).

The analysis was carried out by identifying the perceived affordances from the literature and as suggested by Pinheiro (2017), by the inductive analysis of the data through content analysis, allowing the generation of specific subcategories.

3. Perceived affordances

When pre-service teachers were asked about their beliefs about Teletandem before the experience and if such beliefs had changed in any way, we were able to identify affordances of *changing beliefs/perceptions about language teaching-learning process*. Four of the pre-service teachers pointed out changes of perception after joining the proposal and only one of the participants reported not changing perception. Thus, data suggests that the teletandem experience allowed participants to interact and exchange knowledge related to language and culture.

Such changes of perception may be noticed by the linguistic choices, as “then, I started to believe” (Diego), “but when I started the sessions” (Edson), “however, when we were taught” (Thalita) and “but it was on the other way around” (Vanda”). Leandro also indicates changing of perception when he reports he was shy and, the fact that he was able to talk to a native speaker, gave him confidence. The table below demonstrates such changes in perception:

Table 01 - Perceptions about *Affordances* before and after the experience

Before the experience	Linguistic features	Afterthe experience
interact and exchange knowledge related to language and culture. (Doris)	Xx	Xx
a commonly used practice by students of foreign languages (Diego)	so I began to believe that	the results for both the participants would be very positive, mainly in terms of updating vocabulary and <i>use of language</i> .
It seemed to be surreal, I thought it was not going to work out, because of time differences and also the personality of the participants.(Edson)	But when I started the sessions	it was new to me, in the first two days I was astonished. Because I had never had any contact with a foreigner and exchanged language knowledge..
I, particularly, am a shy person. In class among my classmates and professors in a learning environment I would feel I was being evaluated/judged and that has always made me nervous and afraid to speak. (Leandro)	The idea of getting in touch with a native speaker	makes me feel confident, calm and even when I make linguistic mistakes I would not worry so much because I was not being evaluated.
and if we could really obtain any knowledge regarding teletandem. (Thalita)	However, when we were instructed about the activity and began the process,	it was a very rich and enjoyable experience.
The belief maybe (...) that I would not be able to understand the person, that sometimes I would not have subjects to talk about or vocabulary enough to talk. (Vanda)	but it was the contrary,	when I did not know something, my partner would help me, we interacted well

Source: El Kadri (2018, p.77)

As Table 1 shows, although participants recognized that the proposal would allow them to *talk to foreigners*, pre-service teachers reveal perceptions about Teletandem that are constructed by insecurities, demonstrating a discourse permeated by doubts: “maybe I wouldn’t be able to understand the person” (Vanda); “if we really could learn something” (Thalita), “I thought it wouldn’t work” (Edson). It is only after engaging in the proposal that they are able to perceive its affordances. Here, the perceived affordances were: *updating vocabulary* (Diego), *using the language* (Diego), *exchanging knowledge* (Edson), *making mistakes with little judgment* (Leandro), *gaining knowledge* (Thalita) and *interacting with a partner* (Vanda).

As we can see, before experiencing teletandem (Column 1 in Table 1), pre-service teachers thought about it as a “simulation” of real interactions; though they changed their opinion after experiencing it as real interaction. Such fact highlights the idea that, from the ecological perspective, meaning making is forged as people interact and perceive affordances. That is, meaning making of the pedagogical practice of teletandem, as being satisfactory (positive, useful, etc.) is only possible through participants’ engagement (pre-service teachers) with their experiences and background (teaching, language learner, etc.) in a semiotic rich environment (skype: we can see gestures, face; we can talk, write, listen to...) in the activity (teletandem in an oral production class of a teacher education program). In this relation, perceived affordances forge perceptions and the activity itself. Moreover, perception is only possible because participants are immersed in an environment which is full of opportunities for meaning making. These opportunities present themselves, little by little, according to the interaction between them and the environment. The meanings of this practice emerge for pre-service teachers as result of their interactions, their perceptions, participation and agency, because the concept of affordance emerges from participation and use whereby the opportunities for learning result from it: “we learn by participating of certain practices” (Van Lier, 2004, p. 81). The concept of perception is aligned with that of action because for Van Lier meaning making is based on affordances and in the direct perception as a prerequisite for it

(van Lier, 2004): thus, pre-service teachers, engaged in Teletandem activity and interacting in an environment (skype) in the relation with their experiences and the mediation provided by the environments perceive the *affordances*. Thus, to Van Lier (2004a), the relevance and the construction of meaning emerge in a third dimension, as a result of the interaction between perception/activity (through *affordance*) and the relations between agent/environment.

Pre-service teachers also reveal *attraction* in relation to the use of teletandem, as we can notice by the evaluative adjectives used: “I got dumbfounded” (Edson), “It makes me confident” (Leandro) and “a very rich and useful experience” (Thalita), which corroborates Garcia’s study (2017) in relation to the satisfaction generally portrayed when partners interact with native speakers in the language they are learning.

Regarding language, it is possible to notice that preservice teachers seem to undervalue themselves as non-native speakers of English (Archanjo, Barahona, Finardi, 2019, Finardi, 2014), regarding their knowledge of the English language: their doubts indicate they do not believe in their linguistic knowledge, but the participation in Teletandem sessions allowed them to be “certified”, to believe they are capable of communicating with native speakers. It indicates they feel legitimized if they are able to talk to a native speaker. The literature has long portrayed “the myth of native speaker or the Syndrome of the Native speaker” (Crystal, 2003; Graddol, 2006; Rajagopalan, 1997, 2004). Not with standing, feelings and perception of being “confident” were also found in the data. Leandro reports “it makes me confident, peaceful”. This feeling might also be interpreted as if pre-service teachers felt closer to the foreign language: Almeida Filho (2002) called it “defore ignization” and pointed out by Telles e Marotti (2009) as being a typical feeling of Teletandem participants.

The affordances of *promoting changing in the perception and identities* is meaningful for the context of Teacher Education because it aligns with the principles portrayed by the literature regarding the need of providing room for transformation. Here, pre-service teachers were able to notice other possibilities for organizing the

teaching and learning of English beyond the traditional setting. The excerpts of interaction below, for example, highlight perceptions about the teaching and learning of languages that needed to be approached from a critical perspective in order to avoid the perpetuation of misconceptions. The excerpts below show participants discussing the level of difficulty of learning languages, and they share the common sense view that “Portuguese being more difficult than other languages”.

Excerpt 01 (Interaction) - Thalita – 16-10

Thalita: And I... I'm going to, like, improve my English and then teach Portuguese. So I'm going to, like, research more. How I do, like, I think I'm going to, like, do a test, I don't know the things we need, because I... I thought that Fulbright was only, you know, going there to teach, you know, **you can't to teach English, not that I could go to...**

Partner: ... (inaudible)

Thalita: Nice! And good opportunity.

Partner: ... (inaudible)

Thalita: Yes, so...

Partner: ... (inaudible)

(laugh)

Thalita: I would love to teach Portuguese, but I don't know how because, you know, all the didactic things I have is to teach English, **not to teach Portuguese, so it's totally different, totally strange language because, I don't know, I think Portuguese is too difficult to learn, because we have so, you know, tense verb... verb tenses, you know, they change a lot and the... the pronunciation of the word, you know.**

Excerpt 02 (Interaction) Diego - 25-09

DIEGO: Do you like to learn Japanese?

PARTNER: I don't know if I could, it is so different ahn.. I have a friend ahnn.. who studies Japanese and he was there this past summer and two summers before ahn.. Yeah, I don't know , I don't know if I'd know where to start haha

DIEGO: It gets easier when you know other languages, Portuguese is way harder than Japanese.

PARTNER: Really? Interesting!

PARTNER: Ham, now why would you.. why, why is that do you think?

DIEGO: I know cause, Portuguese has verb tenses you have to know every words, it make the things harder, but is similar to Spanish don't you think?

PARTNER: Yeah!

PARTNER: Yeah! Ahn and some of the like, beginning to see like the, how to change like the words from Spanish to Portuguese, like some of the rules ahn.. in that sense, but then there are words from like shit, is this Spanish or is it Portuguese? And the ahn., accent is very different.

DIEGO: It's very hard!

PARTNER: The nasalization.

PARTNER: Yeah!

PARTNER: But I like it, it's.. I can understand it when I like, can hear it, ahn.. which is ahn like, but I just can't speak it back, which is so weird. It's a weird feeling to like, understand something ahn.. when you like, can't communicate effectively.

DIEGO: Yeah, I feel almost the same in Japanese, sometimes I get lost with the sentences, I think: what the hell am I saying? Is this okay?

On one hand, the results found here are aligned with Dias's study (2009 cited in Anjos-Santos, 2013) regarding the fact that Teletandem interactions are promising contexts to collaborative learning as well as to changing teacher's perceptions. On the other hand, these excerpts highlight the need of incorporating other practices alongside Teletandem interactions so that *affordances* related to professional development could be enhanced. For example, pre-service teachers could transcribe their interactions and analyze them;

professors from different courses could approach the interactions and work with intercultural approach, perceptions about teaching and learning and even their own use of the language. In an English teacher education program in which learning equates with identities transformation, this follow-up work would be crucial to make this practice transformative. Otherwise, these practices might reinforce stereotypes that the literature from the field has been trying to refute, such as the common sense view of “difficulty” of the languages and the ownership of the language attributed to native speakers, as we could notice in the previous excerpts. It appears again in the excerpt below: the identity issue as a bilingual speaker came up in Thalita’s discourse. To her, the proposal forged the *affordances of validating her English*:

“I could feel the English I learnt through the years could be understood by someone from another country” (Thalita).

[...] Always started writing some questions to be done during the conversation, but always took different paths and when the teletandem was done at home, we used to stay more than an hour talking and exchanging experiences (Doris).

It was a singular experience,, and I believe that every group should have teletandem. I say that because we Brazilians when we are going to communicate with other Brazilians in English,, get shy to speak, at least for a while, I was like that in my language classes. Now, when you talk to a foreigner is different, you feel free, fearless to make mistakes, you speak freely. I think that was the proposal, create an environment of language practice in which the participants involved would feel free when it was time to speak. (Edson)

I got to participate of the project and this culture exchange was enjoyable(Leandro)

With this experience of language in class, we can improve oral production. However, we produce the English language orally with the students and professors from the university. The Teletandem provided an unique experience of information exchange and also, the oral production practice so much worked in the university. With this experience I could feel that the English language that I have acquired throughout the years could really be understood by another person from another country (Thalita)

It was fun, we had pre-established topics, but it was interesting that we could go beyond, expanding our vocabulary about the culture from his country and from Brazil, we talked about college, the courses,, about jobs, etc (Vanda).

As we could notice in this interaction, when describing their experience with the use of Teletandem, preservice teachers perceived other affordances, such as *experiencing the language*. Their perceptions on experiencing the language were evident in notes taking of questions before the interaction session (Doris), extrapolating the conversation time (Doris), *wanting to speak* (Edson), creating a practical environment for learning the language (Edson), using language in an informal way (Edson), exchanging intercultural knowledge, (Leandro, Thalita, Vanda), improving oral production (Thalita), feeling that one is able to use the language (Thalita) and improving vocabulary (Vanda).

Another perceived affordance has to do with the practical use of teletandem. Pre-service teachers, when asked about whether they would use Teletandem in their classroom, reported that they would. The perceived affordance was to appropriate/implement it as a tool for the development of English. They justified its use based on pedagogic/didactic affordances: *developing listening and speaking* (Doris), *acquiring confidence when speaking English* (Doris), being an additional resource (Diego), *providing the feeling the learner is an active member of an English speaking community* (Leandro), *discussing current issues* (Thalita), *motivating students and improving English level* (Vanda). Edson points out he would use but he does not know how, even though he suggests an app for it. The excerpts below exemplify these perceptions:

Yes, since it is a great way for the student to develop the listening and speaking and also acquire confidence when speaking (Doris)

If the clientele had the required infrastructure, I would introduce it as an additional resource, as some kind of different task (Diego)

- Yes, the idea of learning that I have grown in the graduation was that the learner has to be part of a whole and feel as an active member. In this sense, leaving the habitual, that is, the classroom, using other environments and ways of learning make the student feel well sometime.. The Teletandem gave me the responsibility of helping my partner to learn a little more about our language at the same time that I felt confident, less nervous to learn English (Leandro).

According to the very enjoyable experience that I had, I would certainly use Teletandem in language classes; The Teletandem would be used with the objective of practicing oral production, discussions on current issues and exchange of opinions on determined topics. (Thalita)

Yes, I believe it is a practical and real form of practicing the language, it makes students

motivated to learn or improve the language (Vanda).

To be honest, I would certainly use it. The hard part is to know how. It has been two months that my wife found this app called Tandem, this one here <https://www.tandem.net/pt-br/>. It has a very similar proposal to the Teletandem, I say similar, but I think it is the same, the complication about this app is the participation of people, sometimes you may be lucky to talk to someone nice that has the interest in the exchange, but that does not always happen, I say that for personal experience. As a teacher I would use this app, or I would try to get in touch with some foreigner friend. (Edson)

Regarding experiencing the language, the perceived affordance of the teletandem was the possibility of preparing for the interactions. In the excerpt that follows, Diego asks what his partner wants to know about Brazil and agrees to send something interesting related to it (*“If I find something interesting I will send you, and you do the same thing please”*)

Excerpt 03 (Interaction) - Diego - 02-10

PARTNER: Perfect, yeah! Awesome!

PARTNER: Yeah, they're telling me to wrap it up.

DIEGO: I don't remember what's on our schedule, what about yours? something so... Do you have something that you was supposed to talk about? us to whatever you know, we and our partners wanted to talk about, we could said

PARTNER: Ahn so we don't really have a formal schedule ahn they just kind of pulled

DIEGO: Okay haha what's in your schedule?

DIEGO: **What do you want to know about Brazil?**

PARTNER: Ahn.. I don't know! Something about the food maybe ahn food and like

election hahawanna have little bit of more vocab ahnhaha I don't feel prepared yet to

culture? Start with? Ahn.. yeah! And maybe the week after that we can talk about the

discuss Dilma haha!

PARTNER: Ahn like following out work so.. but hah!

PARTNER: Yeah, we'll talk, we'll talk next week! Yeah.

PARTNER: Yeah I think now we say goodbye for like...

DIEGO: If I find something interesting I will send you, and you do the same thing please!

Another affordance perceived by them was “teaching English to others”. Besides being engaged in a practical interaction, Diego's partner takes the opportunity to ask about English (“*Maisoumenos? Okay, infor.. is that, informally or?*”) and Diego offers an explanation based on a grammar topic having the opportunity to actually teach

what he was studying (“*I think is informal because there’s a (incomprehensible) in the university that takes care of Japanese students*”). Again, the perceived affordance relates to the collaborative nature of the participation between those who share the same goal of teaching their language to their partners. To Telles and Maroti (2009), this is an important aspect of the interactions.

Excerpt 04 (Interaction) - Diego - 02-10

DIEGO: Your midterm was in Portuguese as well?

PARTNER: No.. so midterm was in my economic development of Latin America class.

DIEGO: Wow!

PARTNER: Yeah haha! So I’m getting an international development certificate so it’s kind of like a minor ahn... and so that was for that class. We had a Portuguese test last week? Ahn... yeah!

DIEGO: How was your...

PARTNER: It was good, pretty basic stuff ahn.. like basic conjugation and stuff like star and all that, gender like matching ahn.. stuff like that!

PARTNER: Yeah, there you go!

PARTNER: Yeah!

PARTNER: Aham.

PARTNER: Oooh, aham!

PARTNER: Do you know? So.. it’s not a thing in Japanese or ..

DIEGO: Genders and numbers, they’re very hard for Japanese people.

PARTNER: Okay.. há!

DIEGO: I teach Japanese to Exchange students and they have a hard time with this kind of gender and numbers!

PARTNER: So you’re tutor Japanese exchanges?

DIEGO: It’s a voluntary work.

PARTNER: Mais ou menos? Okay, infor.. is that, informally or?

DIEGO: I think is informal because there’s a (incomprensível) in the university thattakes care of Japanese students.

PARTNER: Uhum!

PARTNER: Ohhh, cool!

PARTNER: How long have you.... ahn been (inaudible) classes this semester?

PARTNER: When did you start classes?

PARTNER: Likethissemester?

The concept of affordance includes *rejections* and *attractions* towards teletandem as well. Rejections are generally related to previous perceptions of the experience and are based on the lack of knowledge of the tools. The *attractions*, however, are perceived after the experience. All the data presented so far demonstrates cues of rejections and attractions. For example, when Edson or Thalita say “I would use it for sure” or through

the use of positive adjectives to characterize the experience: “According to very useful experience I had” (Thalita); “it is a great way” (Doris), “In the first days I got dumbfounded” (Edson).

Only Diego conditions his attraction to the tool to the infrastructure available: “if the students have the necessary infrastructure, I would try it as an additional resource, a kind of a different task”. From the ecological approach, it is possible because participants, as living and active beings of the environment, are able to identify the properties of the environment that offer opportunities for new actions. That is, the *affordances* can only be perceived through use and perception of the *affordances* (van Lier, 2008) which are the first steps for meaning making (Van Lier, 2008).

This result coincides with literature on the use of technology in the process of teaching-learning foreign languages, in which rejections generally come up due to the lack of knowledge about it. Research on education technology has emphasized teachers’ resistance (Ribeiro, 2009). However, research also shows that after the development of digital literacy through didactical experiences, teachers generally develop identification (El Kadri, El Kadri & Correa, 2017).

Attractions to the use of technological resources are important for teachers’ development because good teaching and learning experiences contribute to the implementation in teachers’ practice. Participating in different teaching-learning experiences in teachers’ education program is paramount because teachers’ perceptions are based on socialization and experiences. According to Telles and Maroti, (2009, p. 1121), these perceptions interfere in the process of meaning making and therefore, collaborate with or reject the activity, leading to the lack of satisfaction and engagement with future practices. Rejections were not found in the data.

The results of this study which are related to professional development coincide with the literature regarding the potential of teachers to revisit their ways of thinking about and using technology (El Kadri, El Kadri & Correa, 2017), to break away with traditional concepts of teaching and learning and rethink their practices (Santos, 2008).

Demands and *Requirements* were also identified in the data. As van Lier (2000) points out, the concept of *affordances* involves, besides rejections and attractions, demands and requirements. When we asked participants what would be necessary to implement Teletandem in English

classes, pre-service teachers answered based on their experience of joining this project. Again, the concept of participation emerges as a pre-requisite for the identification of the different facets of affordance (van Lier, 2004a). Diego, for example, points out the infrastructure issue, the need of having a professor in charge and the requirement of engagement of the participants. Leandro, on the other hand, stresses that there is the need of preparation before the interactions; Vanda points out the need of keeping in touch with different American universities, allocating the proposal in the curriculum. Doris emphasizes the need of getting to know about teletandem practices and the advantages for language English learning; Edson highlights the need of support and students' perception about it. The next excerpts exemplify their perceptions:

A higher knowledge on the Teletandem proposal and its benefits that it may bring to the classroom (Doris)

Besides the infrastructure, something that certainly may turn the use of the Teletandem more difficult is the necessity of another teacher in charge. And of course, maturity. I believe that students and parents are not mature enough to understand that "chatting in Skype" is something enriching, when it is done in a responsible way (Diego)

For the implementation of the proposal of the Teletandem, I believe it is necessary better disclosure about this research. Unfortunately, after the conclusion of the graduation This research is already a good example of an initiative, other thing is the support of other teachers, and the point of view of students (Edson)

It is necessary to keep in touch with American universities and pose this proposal for them, as professor Viviane has done. Having that, it must be part of the syllabus of the graduation so students take it as one of the subjects (Vanda)

As previously mentioned, pre-service teachers' perception reflect their experience as language learners in this Teletandem proposal and they are diverse because individuals have different perceptions of the world and the emerging actions are linked to different social practices in which they are in (Paiva, 2011b). Table 2 presents a summary of the perceived affordances:

Table 2: Summary of the perceived *affordances*

	Facets of affordances	Affordances perceived	Subcategories of the Affordances perceived
Affordances about the professional development of teachers	Opportunities of action	<i>Change perceptions on the teaching and learning of languages</i>	<ul style="list-style-type: none"> • Believe in the proposal of learning via Teletandem • Develop <i>attractions</i> related to the proposal • Reduce <i>rejections</i>
		Forge new identities	<ul style="list-style-type: none"> • Feel able to use the language • Validate language learning • Feel confident in the use of the language • Use a new technological resource for language classes (<i>Skype</i>)
		<i>Live the language</i>	<ul style="list-style-type: none"> • Write questions before the talk • Extrapolate the talk time • Feel free to speak • Create an environment to practice the language • Use the language in an informal and fun way • Exchange intercultural knowledge • Improve oral production • Expand vocabulary
		<i>Appropriate/Implement</i>	<ul style="list-style-type: none"> • Use the proposal in you practice
	<i>Demands and requirements</i>	Identify demands	<ul style="list-style-type: none"> • Provide matters of infrastructure • Have a teacher in charge • Develop the maturity of the participants to enjoy the <i>affordances</i> of Teletandem • Prepare beforehand for the interactions • Raise important themes and subjects • Keep contact with American universities • Place the proposal in the graduation syllabus • Be knowledgeable about the teletandem and its benefits • Create support for teachers • Check the point of view of students
	<i>Attractions</i>	Identify attractions	<ul style="list-style-type: none"> • Develop the speech of attraction in relation to the proposal
	<i>Rejections</i>	Identify rejections	<ul style="list-style-type: none"> • Doubt on the effectiveness of the proposal (before)

Source: El Kadri (2018, p.90)

Final considerations

This paper aimed at identifying the perceived affordances of teletandem for professional development created in/by the interactions of pre-service English teachers of a Brazilian university with a partner institution in the USA. The results showed the perceived affordances regarding professional development include changing perceptions about the teaching and learning of languages, forging new identities, living the language, besides other demands and requirements. By identifying such perceived affordances, it was possible to realize that the meaning of this practice for these pre-service teachers emerge as a result of their interactions with their perceptions, the teletandem activity and their participation and agency, since the concept of perceived *affordance* comes from the participation and the use, therefore the learning opportunities are consequence of it.

To Van Lier (2004a, p. 81), therefore, the environment (context) is crucial. The context provides affordances (possibilities of action that forge opportunities of engagement and participation) that might stimulate intersubjectivity and attention because the more the semiotic recourses an environment offers, the more potential it has to stimulate language production. However, the affordances depend on the agency of the actor (Norman, 1999; van Lier, 2000). They depend on the actor's experience, level of attention, perceptual skills, expectations, etc. Therefore, this paper contributes to the field by presenting the perceived affordances of Teletandem for professional development, differing from the studies on affordances of teletandem that generally emphasize the advantages focused on language learning: using teletandem in language teacher education programs offers the potential of changing perceptions, forge new identities and identifying requirements of the practice.

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Chapter #09



Digital literacy on the english language teaching and learning at high school

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1. Introduction

Along the last two decades, experts of several countries (SHETZER & WARSCHAUER, 2000; KRESS, 2003; COSCARELLI, RIBEIRO, 2005; MARCUSCHI, XAVIER, 2005; COPE, KALANTZIS, 2006; LANKSHEAR & KNOBEL, 2008; ROJO, MOURA, 2012; DUDENEY, HOCKLY & PEGRUM, 2016) have pointed to the possibilities and potentials of the use of digital technological innovations on the teaching of general school subjects, and here, particularly, we focused on the language teaching. Theoretical studies and practical proposals of didactic interventions at the educational environment involving interfaces between digital technologies and language teaching have promoted all over the world and have reached Brazil.

These theoretical researches and methodological proposals of application of didactic materials aim to develop on the students to what has been internationally agreed as “Digital Literacy”. In sum, this concept can be conceived as the implementation of actions to build on the competences and skills of students on the use of the languages, texts, strategies, tools, supports and many other elements that constitute the digital media universe.

One of these proposals was minted by the North American researchers Shetzer and Warschauer (2000) that upholds digital literacy project to the teaching of English stem from the integration of three areas overlaid: research, construction and communication. This proposal has been a source of inspiration to the elaboration of study that we now undertake, in which we purport to present a didactic proposal which can contribute to the development of digital literacy of Brazilian high school students.

We expect that this research may collaborate for the English language teaching in our country, while it offers educators a pedagogical alternative to promote a productive and motivating teaching process. We also believe this study can foster the practices of English language educators since there are few academic publications in Brazil approaching the proposal of digital literacy of Shetzer and Warschauer (2000). In addition, our suggestions for

pedagogical applications can serve as a didactic and technological resource for teachers in facing and building actions for the current Brazilian educational context which aims to overcome the challenges caused by the Covid-19 pandemic at the beginning of the 2020 school year.

In this study, we employed bibliographic-descriptive research, since we have underpinned ourselves with a set of benchmark sources, especially Shetzer and Warschauer (2000), to show the key concepts, for example, digital literacy. Also, we used the exploratory method for our design and the exposition of an authorial proposal of didactic intervention, inspired by these two North American researchers.

2. Digital literacy as per shetzer and warschauer

Inserted in a global context in which educators attempt to incorporate digital technologies in a functional and productive way on the day-to-day of the languages teaching and learning process, aiming to mould critic, autonomous, ethic and active students at the society, we glimpse a proposal of digital literacy of Shetzer and Warschauer (2000) as suitable to the elaboration and implementation of meaningful pedagogic projects.

On their initial approach, these authors highlight that their conception of digital literacy is based on three premises. The first premise underscores that the literate person, more than presenting the skill of decoding and coding texts, must demonstrate competence on the processes that the societies judge as relevant. The second one emphasizes not existing one only literacy on the society, but many kinds of literacy, depending on each context, purpose and media. Moreover, the literate individual must be ready to handle such demands. Finally, the third premise emphasizes that the literate user knows how to use the computer to interpret and express it in a meaningful way. (SHETZER & WARSCHAUER, 2000).

Summing up, Shetzer and Warschauer (2000) advocate that digital or electronic literacy involves a set of competences and skills to search, select, organize and use the information and

the technological devices, besides from reading and writing social practices in virtual environments. Thinking about the application of these ideas in the context of school, we deduce that the teacher may offer a list of pedagogical practices to digitally literate the students through diverse activities, individually and collaboratively, for instance, access to searching resources of information on the internet, critic assessment of researched content, reading and production of digital texts, besides other possibilities, to the learning of scientific knowledge in school subjects and another kind of knowledge to the life in general.

Within this context, Shetzer and Warschauer (2000) assure that digital literacy practices on the learning and teaching process of languages at the educational environment accommodate three broad areas overlapped: research, construction and communication. Regarding the researching area, the authors point out some skills to be developed on the learners to, for example,

[...] Knowing how to navigate Internet sources, search for information, and critically evaluate and interpret what is found represents perhaps the most crucial set of electronic literacy skills. [...] knowing how to use search engines effectively [...] (SHETZER & WARSCHAUER, 2000, p. 175).

In short, we can say that promoting the research dimension at school means planning and executing activities related to fundamental skills so that students know how to find, read, select, organize and critically use information researched on the Web and also have expertise in choosing and using electronic technologies.

About the construction area, the authors propose some complex and relevant skills that should be worked on in the students to let them know, for instance:

How to create Web pages and Web sites, individually and collaborative, through effective combination of texts and other media in hypertext format. How to market Web sites and encourage communication about topics presented in Web sites. [...] How to select the available Web technologies [...] (SHETZER & WARSCHAUER, 2000, p. 177-178).

Thus, we deduce that the practices of construction of

digital literacy recommended by these scholars guide the educators to take procedures aimed at the progress of students, particularly with regard to technological competence, which involves among other aspects, theoretical and practical knowledge about systems, platforms, tools, editing and publication of texts and hypertext on the Web.

Finally, in the conceived area of communication, the authors present us with guidelines for teachers' attention in mobilizing practices for the development of socio-communicative and interaction skills as well as competences in students, for example:

How to contact individuals to ask a question, give an opinion, give advice, or share knowledge. How to respond to questions, replies, feedback, advice, or other communication. [...] How to be contacted and Interact with groups of people. How to participate in collaborative projects with people in different places to accomplish a shared goal [...] (SHETZER & WARSCHAUER, 2000, p. 176-177).

This note allows us to infer the relevance of the professional of education carry out activities to make the students reach the autonomy of reading and producing, individually or collectively, texts that circulate on the discursive domain of digital media, for instance, email, digital resume, online comments, online petition, social propaganda, digital portfolio, digital school journal, infographic, among other genres. In the perspective of contemplating these three areas approached by Shetzer and Warschauer (2000) – research, construction and communication –, we are going to expose further ahead a didactic proposal of digital literacy on the English language teaching for Brazilian high school students.

3. English Language Teaching at High School

In the contemporary world, technological advances have occurred that allows the creation of various channels of communication and literacy. The integration of these innovations and diversities within the school environment should be used to improve the student's knowledge.

The educational process at High School in Brazil is guided essentially by the *Parâmetros Curriculares Nacionais - PCN* and the *Base Nacional Comum Curricular - BNCC*. These documents emphasize that the student must be able to use different languages and their codes to affect positive change in the world. In harmony with this principle and search for an integral education of the student, some of the general skills at BNCC include, in summary: a) using knowledge of different languages, for instance, verbal, oral and multimodal; b) using digital technologies to access and produce knowledge; c) acting in a reasoned, ethical and critical way in the production and sharing of texts in social networks or other digital environments (BRASIL, 2017).

In this sense, in High School, educational actions need to be directed to enable students to improve their skills and abilities. According to the PCN (BRASIL, 2000), it is necessary to develop in students the basic socio-cultural knowledge, scientific preparation and capacity to use different technologies in different areas. Because of this, the curriculum,

as an instrument of democratic citizenship, must contemplate contents and learning strategies that empower human beings to carry out their activities in three different spheres of human action, namely, life in society, productive activity and subjective experience, with a view to integrating men and women in the three-fold universe of political relations, labor and subjective symbolization (BRASIL, 2000, p. 7).

In other words, the teaching and learning process must add value to the content that is relevant to the integral development of learners, training them for the social, cultural and professional spheres.

Another point is that the practical nature of English language teaching should be worked on during this period. As reported by the PCN (BRASIL, 2000), practical objectives such as speaking, reading and writing a foreign language contribute to the students' understanding and production of adequate sentences and texts, providing them access to various types of information and promoting their autonomy and interactivity in a globalized society.

We also point out that shared knowledge, based on multiple

literacies (school, digital, literary, among others), plays a crucial role in the development of the learner's textual and digital skills. According to the National Curricular Guidelines for Secondary Education (BRASIL, 2006), the development of reading, writing and oral communication practices in a contextualized, dialogical and meaningful way should be privileged, valuing the multiple literacies.

Zheng and Warschauer (2017) highlight that digital technologies have reshaped the forms, genre and the intention of writing, then the use of technology out-of-school should be part of the learning process of a second language in a way that promotes digital literacy of students. As reported by the authors, teaching second language writing in a computer-mediated communication environment increases participation and interaction among students, which is essential for language development. Therefore “bridging the experiences and practices students gain from their everyday life with the affordances of schooling could improve L2 learners’ linguistic awareness and further facilitate their meaning-making process through social and cultural practices” (ZHENG & WARSCHAUER, 2017, p.61).

In this sense, the textual diversity that exists outside the school should be at the service of the development and expanding the student’s knowledge, since that all text belongs to a particular genre, with enunciative characteristics (context of production, reception and circulation; theme/content; function/objective; organization/structure; language/style) that can be learned. Reading and writing emails, interpreting ads and campaigns, analyzing and selecting information and technological tools to produce texts are examples of tasks that expand the essential competences and skills of learners.

Based on the theoretical and methodological assumptions discussed above, we have developed a didactic proposal to promote digital literacy of students which we will describe in the next section.

4. Didactic Proposal for digital literacy according to Shetzer and Warschauer

We present a didactic proposal (in Figure 1) to promote digital literacy associated with English Language teaching in Brazilian High School. The proposal is inspired by the conceptual framework of Shetzer and Warschauer (2000), which recommend three broad areas overlapped: research, construction and communication. Our proposition also includes practical requirements that help students to develop autonomous, interactive and collaborative learning mediated by teachers.

We organized our proposal focusing on the collaborative creation of a digital school newspaper in the English language. For its implementation, it can be changed through the particularities of the educational contexts of application with necessary and welcome complements, suppressions and adaptations. In the first column of Figure 1, we place the three areas emphasized in digital literacy, accompanied by explanatory words. In the second column, we list competences and skills to be developed in students regarding the three areas and considering the production of the newspaper. Finally, in the third column, we describe possible activities to be carried out by the teacher so that students can achieve progress in these skills and abilities.

Figure 1 - Didactic proposal of digital literacy inspired by Shetzer and Warschauer (2000)

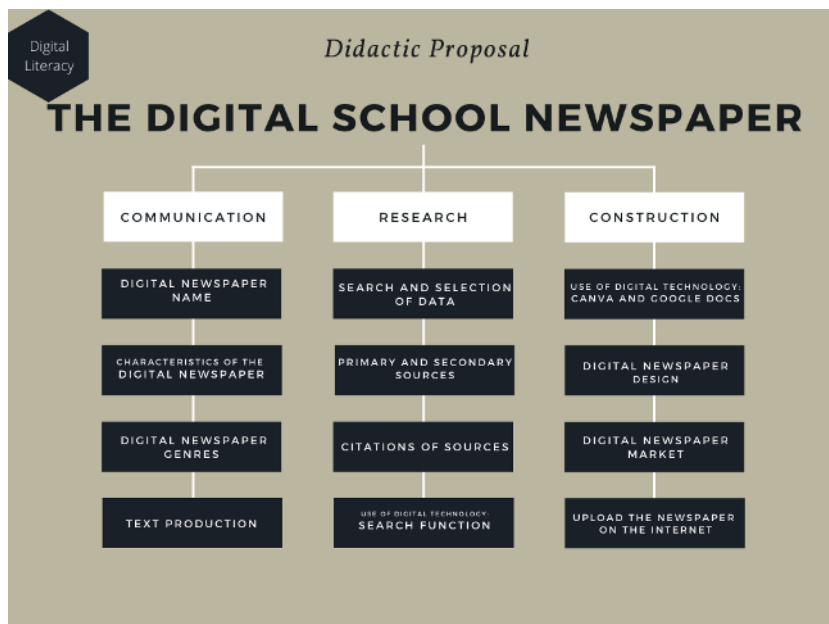
Area	Competences and skills to be developed by students	Suggestion and description of tasks
<p>Communication (interaction; reception and production of texts)</p>	<ul style="list-style-type: none"> • Interacting with others; respecting the plurality of ideas and positions; expressing yourself critically. • Understanding the language practices in the digital universe; making use of English as a language for global communication; analyzing contemporary forms of advertising in a digital context. • Understanding the functioning of different languages and cultural practices; expanding knowledge about subjects and genres. • Evaluating and choosing possibilities of textual production; planning a script. • Acquiring appropriate knowledge about the digital newspaper and other digital genres that compose it. • Understanding and using the functionalities of digital tools. • Planning and producing written and multi-semiotic texts, considering their adequacy to production conditions; using different languages, media and digital tools in collective production processes. • Evaluating and reviewing written and multi-semiotic texts, considering their adequacy to the production conditions of the text. 	<ul style="list-style-type: none"> • Group discussion: The teacher plans and presents to students the proposal for the collective creation of a digital newspaper in English. This is the moment when students talk, make suggestions and choose a name for the newspaper. • Exploratory activity: The teacher shows learners models of English digital newspapers created by students. (suggestion: 'All News' app). • Exploratory activity: The teacher shows learners the genres of journalism (articles, interviews, features, reviews, columns and editorials) so that they can broaden their knowledge about these genres and subjects addressed in them. • Group discussion: The teacher suggests categories for the digital newspaper: news, sports, arts and culture, opinion, health, nature, among others. Students choose the categories and genres to be produced. • Exploratory activity: The teacher implements activities to study the main characteristics of genres of digital newspaper, with emphasis on the social functions. • Exploratory activity: The teacher shows students how to manage digital technologies like Canva and Google Docs to organize information and edit texts. • Teamwork: The teacher shows students how to manage digital technologies like Canva and Google Docs to organize information and edit texts: Students collaboratively produce the texts according to the selected and researched subjects. They use the acquired knowledge and available digital technologies. • Teamwork: The teacher and students review the texts together.

<p>Research (search, evaluation and selection of information and use of technological tools)</p>	<ul style="list-style-type: none"> • Knowing how to trigger sources of information on the Internet; searching, evaluating and critically selecting information available on the Web; knowing how to use web search tools. • Making the distinction between primary and secondary sources; knowing how to quote and assign credit to sources. 	<ul style="list-style-type: none"> • Exploratory activity: The teacher shows learners information search tools on the Internet. The educator promotes activities for students to find, evaluate and select possible information to be used in the texts they will produce. The teacher also implements activities so that students can use technological resources to search for information. • Exploratory activity: The teacher explains to the students the difference between primary and secondary sources; addresses the topic of copyright and shows how to cite and give credits to online sources.
<p>Construction (creation of means of dissemination and text editing)</p>	<ul style="list-style-type: none"> • Using different digital tools and collaborative environments to create and disseminate web pages and sites, containing texts and multi-semiotic productions. • Using different languages, media and digital tools in collective production processes. • Employing different languages to create texts and multi-semiotic productions. • Operating digital resources efficiently; using different languages, media and digital tools in collective production processes. 	<ul style="list-style-type: none"> • Teamwork: Students evaluate how they will post the digital newspaper on the Internet, with multi-semiotic texts produced and edited with Canva and Google Docs. • Exploratory activity: The teacher prepares and applies tasks to explore marketing and thus encourage students to value their creation. • Teamwork: Students select the design of a digital newspaper, with texts and other media. • Teamwork: Students upload and maintain the digital newspaper on the internet.

Source: Authors' elaboration (2020)

In Figure 2, we projected a possibility of summarizing the information presented in the didactic proposal detailed in Figure 1.

Figure 2 - Summarization of the didactic proposal of digital literacy



Source: Authors' elaboration (2020)

Final considerations

We have developed a didactic proposal with the integration of the areas of communication, research and construction to promote digital literacy of students. We hope that this proposition to create a digital school newspaper in the English language will serve as theoretical and methodological support for teachers who seek to provide content related to the real world to their students.

We think of activities that challenge students to research, think, dialogue, make decisions, use digital technologies and produce creative texts to achieve the objectives of active knowledge learning, in which students exercise and develop autonomy, criticality and

collaborative work, essential foundations for the formation of a conscientious citizen prepared to answer the questions of daily and professional life.

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Chapter #10



Teaching english language during
the pandemic: support of the Flipgrid
technological resource

Edilaine Renata Crepaldi Ribeiro
Alessandra Dutra

1. Introduction

In the last few months, society has had to reinvent itself, to adapt to new living, working, and leisure conditions. The Covid-19 pandemic showed everyone that the collective fight overcomes barriers, that Science is the best option to fight physical illnesses, and that social distance helps save lives.

The need to achieve social distance has meant that educational institutions have had to continue their activities remotely. Without even practicing hybrid teaching, teachers, students, and other education professionals had to adapt to an entirely *online* education. Many teachers sought training to work in this modality, others had experience with technologies, and others sought on their own to overcome the difficulties. Thus, since March 2020, remote teaching has been offered to students in the state of Paraná-PR.

For the remote teaching to happen, several digital technologies were used, including platforms for distance meetings such as *google meet*, *zoom*, *teams*, among others. In addition to the use of tools for teaching so that content from the most diverse school subjects could be presented.

In English Language, for example, the teacher needs to work in a satisfactory way all the skills for learning the language, such as: writing, reading, listening, and speaking. In this period of remote teaching, due to so many new demands, one or the other may be less worked on, which leads us to the following question: In the work with oral communication in the *online* modality, would the use of a tool with which students can practice speaking wherever they are, whenever they can be, be adequate to develop oral practice?

In this sense, the present study seeks to present the content Imperative and Directions of the English Language to 31 7th grade students using the technological resource Flipgrid, and the reason for choosing this tool is since it is free, *online*, and allows working with videos. The teacher posts a topic for discussion and, through a link, invites students and teachers to participate. The students visualize their learning by posting and interacting with other classmates through the tool.

2. Theoretical foundation

With the technological innovations in various sectors of society, much has changed in people's lives. Nowadays, one buys through technological devices, studies *online* and has fun while surfing the internet, practices religion online, and, with the emergence of this impacting disease called Covid-19, one even treats one's health using technology.

Because the digital age permeates people's lives, individuals have seen the need to adapt to this technological world and have often had to employ resources to acquire technological gadgets, *laptops*, cell phones, and *smartphones* so as not to be left behind. In education, this situation is no different. In institutions where it was possible to use digital technologies to build knowledge in the most different subjects, teachers reinvented themselves, many sought to update themselves to work in the remote modality, and students also had to adapt to the new context.

The ideal situation would be one in which all students could participate, interact with the same opportunities and conditions, because many are the skills developed in students through the use of technology. However, even with students unable to maintain the structure and technological apparatus to receive *online* classes and interact with classmates and teachers, both the teachers and the management team spared no effort to ensure that knowledge would reach the students in this time of pandemic, whether digitally or in person. The contents and activities reached the students through the delivery of printed material made available by the school, through WhatsApp groups of parents, guardians, or the students themselves.

It is undeniable that digital technological resources can make a difference in teaching in today's society. Santo, Moura and Silva (2020) state that technology has transformative potential and is responsible for the movement in real time of an endless stream of knowledge and can effectively propose new paths for learning. One of the biggest challenges is to build knowledge and lead the minds of students who are increasingly attuned to the transformations

of their time. According to the authors, the mastery of technology simulates one of the main environments of egalitarian insertion and in an educational environment where learning considers this aspect of real life and enhances the increase of cognitive skills.

In this sense, many tools to build knowledge about the most varied contents and disciplines have been used by teachers and students with access to the Internet. Rosa and Rosa (2020), for example, used digital technologies, especially comic strips, to enhance the learning of English. As a result, they noticed that most pairs shared knowledge in relation to the resources available on the comic strip creation *website* and were able to easily master these tools of scenario, characters and writing because of the collaboration, besides developing negotiation and teamwork, which multiplied the information and knowledge, the development of scripts, the search for support tools to use the notebook, cell phones and the resources of the comic strip creation *website* Make Beliefs Comix.

Mortaes (2017) worked collaborative reading and writing in philosophy class using Facebook groups and google docs. the results pointed out that, despite the difficulties faced by students in the reading, interpretation and writing part of philosophical text, the tools served as a dynamic and enabling support for collaborative learning and more dynamic writing within this increasingly virtual context in which we are inserted, especially young people.

Quintanilha (2017) in his study on university pedagogical innovation mediated by Facebook and YouTube: a teaching-learning experience directed to generation-Z showed that the use of virtual technologies such as Facebook and YouTube presented good results in the teaching-learning process of students at a university in Salvador. The author reports that there was a high degree of student participation in the proposed activities. Moreover, their perception that such activities were effective for knowledge construction was the main positive indicator of the analysis, which allowed the inference that the use of these technologies is effective in the learning process of students, especially the younger ones.

Another way to work content with students was the use of videos in the classroom. Borba and Oschler (2019) point out

three groups of video use: i) Recording of classes: in which there is reflection on the teacher's practice, on the language used in the classroom and analysis of student and teacher interventions during the classes; ii) Videos as teaching resources, in which materials produced for teaching support and educational products using videos, narratives, among others; and iii) production of videos by both students and teachers, in which no considerable number of records were found.

The authors identify as advantages the possibility of watching the video as many times as necessary; illustration of scenarios of difficult access, possibility of the same video being used in different modalities, series. They also point to some concerns, such as the use of the video to cover the absence of a teacher or other situation, because this can associate it with the student's idea of not having class; lack of relation with the content taught; and lack of discussion about the content covered in the video (which would be relevant to the subject studied).

3. Using the flipgrid feature

Flipgrid is a digital platform that the academic and non-academic community can use to interact, present, argue about a topic or activity, and share learning. Although it is a platform in English, its use is easy and intuitive. On it, short videos of up to 10 minutes can be recorded in order to orient, train, and share knowledge.

It can be used by computer or cell phone and is seen as an evolution of the forums. In addition to these advantages, the resource's camera has filter options, *emoji* letters, brush, colors, and images. When the teacher is preparing to record a text or the student to record an answer, the camera shows a countdown to start recording, which allows the user to get prepared.

The edutopia.org *website* brings up 10 ways to use Flipgrid in the classroom: share book reviews; practice foreign languages; increase accessibility; invite outside speakers; create portfolios; improve school-family communication; add notes; create mixtape;

share and celebrate work; assist and support absent students.

In this sense, considering the numerous benefits that technology can bring to student learning, video production by students and teachers can be a very fruitful working option for language teaching in times of pandemic.

4. Methodological procedures

The types of research used in this study are bibliographic, since we read about the use of technology in the classroom and about technological resources applied to teaching to support the data from the study; field research, since the study was applied to elementary school students from a private school in the city of Londrina-PR; and analytical, because the results obtained were subject to reflection and analysis.

The subject in which Flipgrid was applied was English Language, and the subjects were Imperative and the use of vocabularies about Directions (*turn right, turn left, go straight ahead*, among others) and city (*bakery, park, street*, among others).

The subject was presented to students over the course of eight synchronous classes via *Collaborate Blackboard*. This resource is a distance learning platform. It is a space where students have access to the folders of each subject, where they can find the weekly study guide, the assignments required and files attached by teachers to enrich their studies - videos, pdf files, among others. In the Blackboard Collaborate space, synchronous classes are scheduled and, later, recorded for students who are unable to attend the classes at the scheduled time. These spaces are divided into tabs within the platform.

After this period, Flipgrid was used as an evaluative activity. To challenge the students, the teacher recorded a video asking them to perform the proposition of responding to the video with another of at least 1 minute meeting the following criteria: i) using Minecraft education, the students would create a mini city; they would put little boards naming them in English (like a model) and record the

computer screen while presenting their cities in English and walking with the Minecraft doll; they would use the directions - *turn right*, *turn left* and others to present the arrival from one point to the other; they had to name at least 5 places. There was a minimum time limit of 1 minute, and the students had up to 10 minutes to meet the proposal.

5. Presentation and analysis of data

In this section, we will analyze the results obtained with the application of the Flipgrid technological resource to work with English Language contents, specifically; the imperative, directions and establishments. In all, there were 31 students, however, only 28 participated in the activity.

As for the content, the students would have up to 10 minutes to produce the activity, should name 5 different places, employ the imperative for directions, and use at least 5 direction expressions (*turn right*, *go ahead*).

Some used Flipgrid's own screen recording function, others preferred to record the computer screen and edit in other apps before uploading. Of the 28 students who recorded the video in response to the teacher, 3 did not reach the minimum time requested (1 minute). This may be due to shyness. It is noticeable with the activity that the students try to speak quickly in order to finish the video quickly. Although they used 45 and 50 seconds, they met the other criteria, i.e., they mentioned 5 different places, used the imperative for directions, and used at least 5 direction expressions such as: *turn right*, *turn left*, *go ahead*, among others).

The remaining 25 research participants, 15 spoke an average of 1'30 seconds; 6 between 1'30 and 3'00 (2 students spoke 2', 1 student 2'35, 1 student 2'45. 2 students 3'); 4 students between 3 and 5 minutes (1 student 3'30, 1 student 4'02. 1 student, 4'50, 1 student 4'55).

According to the Federal District Department of Education's catalog of learning support for remote teaching, as a

result of the COVID-19 pandemic, the way of transmitting this content has been and will still be changed. Moreover, students will also need to produce content. Remote education took us by surprise and everyone in the school had to adapt, especially teachers and students.

This experience represented just that. A change, that is, an adaptation in the behavior of the students and the teacher, in terms of expressing their understanding of a certain content.

About the direction expressions, the most used by the students were *turn right*, *turn left* and *go straight ahead*. All students used at least 5 directional expressions. Most repeated *go straight ahead* more than once. In this challenge, the students were not shy, perhaps because they did not have to show their faces. In other situations, where the Flipgrid platform was used and they appeared, there was more shyness, including about their voice, which when narrating the Minecraft challenge was louder and clearer than when they appear in the video.

The results show that the students' participation was successful and effective, since, of the 31 students, 28 participated, i.e., the vast majority. Silva and Dutra (2018) in research on the use of Flipgrid with students state that there is a problem involving the work with orality in classrooms of Basic Education, face-to-face, mainly, for many reasons. We believe that some of the reasons are large classrooms, shyness of students, lack of time, among others.

The Flipgrid resource acts precisely to improve this issue. In Silva and Dutra's (2018) research, although 63.9% did not post the videos, the resource brought possibilities regarding the rescue of orality in LE/L2 classes. In this study, practically 90% of the students sent the videos requested by the teacher, which proves, besides the promotion of the practice of orality, also the effective participation of the students.

About the use of this technology for English Language teaching, Romero (2018), in a lecture at the event "The teaching of Foreign Languages in Latin America: good practices in the use of technologies", states that technologies are changing the ways of teaching and learning according to various resources available.

According to him, new machines, *smartphones*, applications, and *software* have made the teaching-learning process increasingly collaborative, dynamic, and free. Students have a wider range of possibilities to learn, for example, through social networks such as YouTube and Facebook.

Concluding Remarks

The answer to the empirical question: the use of Flipgrid could develop students' oral practice anytime and anywhere can be answered with the results obtained by applying the tool to elementary school students from a private school located in Londrina-PR.

The data showed that approximately 90% of the students participated in the activity by returning the videos requested by the teacher. About the criteria to be employed, time, for example, only 3 students did not meet the stipulated time; the other 25 met the requested time. About the directions, the most used by the students were *turn right*, *turn left*, and *go straight ahead*. All students used at least 5 direction expressions.

One aspect to be highlighted is about the initiative and inventiveness of students. Shyness was not perceived in this activity, due to the fact that they recorded in their own time and schedule and availability, and despite they did not have an audience or some kind of expectation, the students were not shy in participating in the activity.

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Chapter #11



Language teaching in times of
pandemic in londrina's municipal
schools: some considerations

Angelita de Paula Silva
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1. Introduction

The pandemic caused by the new coronavirus has changed the reality of education in the world. In Brazil, public and private schools were closed as one of the measures to contain the disease and reduce contagion, putting the entire school structure, especially students and teachers, in front of a great challenge.

The challenge to which everyone was submitted started to require reflection in the most diverse fields of knowledge, especially on how to continue school education for children and young people. This study aims to provide an overview of the remote classroom model promoted by the city of Londrina in the year 2020, in order to discuss some weaknesses in order to motivate reflections that aim to improve teaching in the face of the initial routing implemented in schools, which refers to the teaching of children up to 10 years old, which, like all society, were subjected to social isolation, especially the suspension of classes in school spaces.

The focus of our research will be language as a fundamental instrument in the process of teaching and learning, understood as an instrument of expansion and autonomy in the use of the mother tongue for the exercise of social life, promotion of freedom and conquest of space in society, which is summed up as literacy and literacy training.

Language teaching in the age groups that comprise Kindergarten and the early years of Elementary School, not seen in isolation, but in its multiplicity translated by the subjects and methodologies adopted in the teaching of children, requires an application of language in its multifaceted aspects, translated by interdisciplinarity, because it includes students in the process of acquiring reading, writing, and speaking competence in the mother tongue; it also includes those students who, even though they have acquired some oral, reading, and writing competence, still lack greater autonomy in their own language.

It is important to emphasize that we think of language as a primordial tool of the teaching-learning dialog, a term, as Lázari (2020) well put it.

Language is a set of actions that serve as a form of exchange for the most varied ways of relating among human beings. It is a human production that goes back through history and is made up of gestures, songs, demonstrations of friendship or enmity, something that was, in fact, said or even that which was not said in the form of speech. The latter is the most conventional form of language and is often confused by many as being the only form of language (LÁZARI, 2020).

It is language, as a set of actions, that allows language teaching in a multidisciplinary way, with an infinite possibility of discourse genres; genres that integrate with the subjects taught and become flexible to adaptations by multiple platforms and tools, in order to continue serving a higher purpose, i.e., communication and, with it, learning at the most diverse levels.

What motivated the choice of this theme was the remote class teaching, implemented by the Municipal Education Secretariat of Londrina, for Kindergarten and Elementary School in the early years, which began on April 15, 2020 and remains in force until the time of this study. The remote teaching takes place through the WhatsApp application, with recorded video lessons, guiding the monitoring of the activities in the textbook, activities produced by the teachers, or other printed materials. There is the absence of face to face contact and the absence of interpersonal and environmental relationships, which has compromised the immediate evaluations that provide the teacher with the possibility of reviewing his methods and redirecting his actions. The interactivity in the teacher/students and students/students relationships has occurred among those who have their smartphones or their parents', whose access to the videos and other materials made available by the teacher can often only be accessed when parents or guardians arrive home from work. Even among those who have the smartphone device, many have difficulty accessing the internet, which has not been the object of public policy in the sense of making it accessible to poorer students.

Thus, we started this research with the following objectives: to investigate whether it has been possible to work the contents scheduled for the 2020 school year in its entirety; to verify whether there would be the possibility of consolidating the learning of

certain contents when the face-to-face classes return; to verify the possibility of damage to the students' reading skills, text production, and linguistic analysis; to know the opinion of the teachers about possible damage to learning in the following years.

The present research is justified by the necessary expansion of discussions facing the difficulties caused by the pandemic caused by covid-19, in the learning environment of children, especially children from low-income families. Also, the discussion is justified as it will stimulate critical thinking in order to seek measures and public policies that can minimize its effects on education, with the adoption and accessibility of tools and various platforms that can promote, even partially, the necessary interactivity between students and teachers, typical of early childhood education and elementary school.

2. The genesis of the remote class on the municipal network of Londrina

Decree No. 334, from the city of Londrina, dated March 17, 2020, suspended the activities in the public municipal school units as of the 23rd of the same month, as a preventive measure against the spread of COVID 19, and they will be resumed on April 15th, as remote classes, according to deliberation No. 01/2020 of the CMEL (Londrina's Municipal Education Council) and according to guidelines from the Municipal Education Secretary (SME).

The pandemic scenario forced the municipal government to seek a way out so as not to have definitively paralyzed the educational process of the children in the municipal education network. A proposal of remote studies was organized by the Municipal Education Secretary of Londrina, called PED (Plano de Estudos Dirigidos). The SDP, prepared by the teachers, clearly indicates the objectives, the methodology and the form of recording the daily learning, and also provides guidance to the families for the execution of the activities, since they must be carried out by the students of Early Childhood Education and Elementary School - initial years

with the help of an adult.

The contents were selected in line with the Common National Curricular Base, the Paraná Curricular Reference, the Municipal Curricular Guidelines, and the guidelines of the Municipal Secretary of Education, having as a parameter the essential objectives for each component or area of knowledge.

The Municipal Secretariat of Education (SME), through Resolution No. 25, dated May 27, 2020, guided school units regarding the use of technology and technological resources in the mediation of learning:

Art. 2nd - During the validity of the exception measures established for the confrontation and prevention of the coronavirus contagion, the pedagogical activities will be carried out, as a priority, through technological mediation or from the use of complementary means in order to guarantee the maintenance of the teaching-learning process and the establishment of a new routine of studies. (Londrina, 2020).

The emergency idea was to seek a technological support for remote teaching; introducing a new methodology, supported by digital technologies and tools such as cell phones and internet, instruments owned by the parties involved in the teaching and learning process. Because it is a technological equipment considered accessible to a large number of people, the smartphone was chosen as a technological resource by most school units, using the messaging application WhatsApp to establish communication between educators, students, family and school.

With the implementation of the new teaching modality, we tried to maintain the bond of the student with school activities, consolidate the learning started in the 2020 school year, and promote the retaking of content already studied in Portuguese Language and Mathematics; without advancing in new content in these two curricular components, but stimulating the maintenance of the teachings received. The school unit where the research is being developed prints and delivers the SDP to all students every two weeks, according to a schedule previously sent to the families.

In this way, the pandemic period caused by covid-19

constitutes a chapter apart in the history of each subject. It changes social relations and transforms educational methodologies; inserting in the context, remotely taught classes, with books and other printed materials linked to mediation promoted through recorded video lessons and audio messages, which are forwarded to families through a messaging application.

3. The mobile technology on remote teaching

In laying out the rules for the regulation of school activities and studies not presential in the Basic Education offered in the city of Londrina, in the Infant and Elementary School stages, the article. 2º, paragraph 3º, clause II of deliberation nº01/2020 of the CMEL (Conselho Municipal de Educação de Londrina) establishes that

School activities and studies not presential may make use of the following resources: printed guidelines, directed studies, quizzes, virtual platforms, electronic mail, social networks, chats, forums, electronic diary, video classes, audio calls, video calls and other similar ones. guaranteeing the autonomy of the institutions and school units of the Municipal Educational System of Londrina (LONDRINA, 2020).

Thus, the remote form of teaching is instituted during the period in which classroom classes are suspended, supported by the use of mobile technology through the smartphone (or other device) with internet connection, in Kindergarten and the early years of elementary school; a tool with prohibitive guidelines in the classroom environment, for some reasons; among them, the difficulty in raising awareness about the responsible use of the tool and the non-accessibility to all students. Despite the low accessibility among the poorest families, the use of the smartphone is a gain for education that is expected not to succumb with the end of the pandemic, but rather to expand its form of access and to reaffirm it as a language in the educational process, to be added to others in the daily use of teaching.

It is undeniable that mobile technology is a great potential

to complement the learning practices in early elementary school and even in early childhood education, in convergence with other methods, especially those carried out in the face-to-face interaction of teachers and students, which can also include mobile technology, so that it can be used both inside and outside the walls of our schools.

So, as it is difficult to imagine life today without technology, without computers, internet, smartphones, televisions; in school it is no different, new technologies emerge and with them new forms of language application, the relationship between teacher and student clamors for the adoption of new technologies, which will certainly bring in their wake, new genres and new forms of interactivity.

The use of technologies in education is foreseen in the Law of Directives and Bases of National Education (Law No. 9.394/1996), in the National Curricular Parameters (BRASIL, 1998), in the National Curricular Guidelines for Basic Education (2013), and in the National Common Curricular Base (BRASIL, 2017).

The BNCC (Base Nacional Comum Curricular), a document that defines the organic and progressive set of essential learning that all students should develop throughout the stages and modalities of Basic Education, provides ten general competencies to be developed, highlighting digital technologies in Competence 5:

Understand, use and execute digital technologies of information and communication in a critical, meaningful, reflective and ethical way in various social practices (including as school) to communicate, access and disseminate information, producing knowledge, solving problems in order to exercise protagonism and authorship in personal and collective life. (BRASIL, 2017, p. 9).

Technology is also present among the "Learning and Development Rights of Early Childhood Education."

In recent years, technology insertion programs have been planned for Brazilian public schools at the municipal, state and federal levels, among which we can highlight:

- The Broadband in Schools Program (PBLE), launched by the Federal Government on April 04, 2008, through Decree

#6424, intended to connect all urban public schools to the Internet by means of technologies providing quality, speed, and services in order to improve public education in the country.

- The One Computer per Student Program (Prouca), launched on June 14, 2010 by Law 12249, aimed to promote pedagogical digital inclusion through the use of portable computers called educational laptops, enriching the teaching and learning processes in Brazilian public schools.

Although the federal, state, and municipal governments have enacted legislation with the objective of implementing programs and projects for the insertion of technologies in public schools, directed mainly at infrastructure issues, research shows that these programs have not got off the drawing board enough to guarantee the desired access.

Regarding internet access by Brazilian families, a fundamental resource to establish the connection between school and family, teachers and students during the remote teaching period, even if asynchronously, a survey conducted by IPEA - Institute of Applied Economic Research - from August 2020, entitled Internet home access and remote teaching during the pandemic presents data from the national scenario that corroborates our concerns, by showing how distant the internet is from low-income families, so that we can have remote classes with diverse technological tools, which is the ideal, to promote inclusion in language teaching, and not exclusion.

In basic education, countryside residents account for 66% of those enrolled in public schools, but 84% of those without home access to quality internet. In higher education, they correspond to 52% of those enrolled in public educational institutions and 80% of those without home access to broadband or 3G/4G internet at the time the Continuous PNAD questionnaire was applied (IPEA, 2020).

The survey portrays that students living in rural areas and also those living outside metropolitan regions are the most affected by the lack of internet distribution, and also reveals that among those affected by the lack of internet access, the black and indigenous population make up 70% of this population.

As might be expected, an eventual policy of universalizing access to remote teaching-learning activities would benefit, above all, low-income students. When we consider as low-income students with per capita household income below 1.5 minimum wages (SMs), which is the most recurrent standard for defining low-income in the access policies of the Ministry of Education (MEC), we see that this classification reaches 99% of students without access enrolled in public basic education schools. In higher education, it would be almost 90% (IPEA, 2020).

It is not difficult to conclude that the lack of accessibility to technological equipment and resources and to the internet are greater in the public schools in the outskirts, intended for the poorest people, who have only quality education to change the history of their lives, often of hunger and misery.

The goal of digital technology, especially in kindergarten and elementary school, ranges from stimulating critical and creative thinking, to sharpening exploratory curiosity, to the development of language and awareness regarding the responsible use of the tool; however, not as a substitute for other teaching practices, but as an important subsidiary tool in this process.

It is true that we live in a moment in children's education where mediation is sought to be expanded, between the child and the sign, as the meaning of something, but it is also true that the use of the smartphone in isolation, with the absence of simultaneity in linguistic interaction, is not productive at the level of social relations between students, teachers, classmates, and the school environment.

As much as mobile technology with internet access is a tool in the education of children and young people, it is only one of the elements where the composition of various instruments and strategies that assist the teacher's mediation. The mobile device as the only tool in the remote classroom is like an orchestra wanting to brighten up a show with only one type of instrument. An orchestra formed only of violins with brilliant violinists is not an orchestra.

Moreover, the municipal education in Londrina has established its teaching process based on a technological tool that is not accessible to all, especially in schools in the suburbs, where most families, when they have smartphones, often do not have internet

for the study of their children, which gives the remote classroom model an aspect of exclusion. It also makes the model the percussor of an action that nullifies the interaction between the individual and the social environment, in the space destined for formal education.

The success of learning coming from the classroom is "the result of activities that provide interaction, social cooperation, instrumental and practical activities"; Vygotsky (apud Araújo 2009), especially at the age of early childhood education and elementary school initial series, because there is no technology that can replace these languages which are own to the construction of knowledge mediated by the teacher, which is to be a bridge in the physical and social interaction in the school environment, for which should have at its disposal various resources, including new technologies.

4. Methodological procedures

For this study, the types of research selected were: bibliographic, since the theme of language teaching through mobile technology during the period of suspension of classroom lessons due to Covid 19 was addressed; field research, since teachers of the initial grades of elementary school in an institution in the city of Londrina were interviewed; and analytical, since the results obtained were discussed.

4.1. Population and sample

The present research was carried out in a suburban municipal school, located in the west zone of Londrina, whose clientele is composed of students in kindergarten, first grades of elementary school (1st to 5th grade) and EJA (Education for Young Adults).

The institution has 55 teachers, who are Regent 1 (teachers of Portuguese, Mathematics and Science), Regent 2 (History and Geography teachers), physical education teachers, Storytime teachers, English teacher, Specialized Education Service teachers

(resource room and parallel recovery), and auxiliary teachers. The school serves 526 students in the morning and afternoon periods. Most of the institution's students come from low-income families and many are in a situation of social vulnerability, which was aggravated during the pandemic period. Of the total number of students, 225 (43%) are enrolled in income transfer programs, such as the Bolsa Família Program, and during the pandemic period they are also being assisted with the delivery of food kits.

4.2 Data collection procedure

Data were collected in October 2020. For data collection with the teachers, a survey instrument was designed to verify their perception regarding language teaching during the period of remote classes, with the purpose of investigating the impacts of the lack of interactivity in teaching and learning processes, caused by the remote teaching model adopted.

The questionnaire had six objective questions, focusing on language teaching during the period of remote classes, which were about the fulfillment of the curriculum in its entirety, the possibility of consolidation of learning, possible losses in language development, considering the four axes of integration of the Portuguese Language component: Orality, Reading, Textual Production and Linguistic/Semiotic Analysis, and the possibility of consequent learning gaps in the following years, in the opinion of the teachers participating in the research. Participants were asked to comment on or exemplify their answers at the end of each question. The questionnaire was made available to all the teachers of the institution, through a form sent to the school's official group. Nineteen teachers answered the questionnaire.

5. Presentation and analysis of the research results

In this section, the analysis of the questions applied to the teachers of the educational institution where the research was

carried out will be presented.

The first question sought to know if, with the suspension of classroom classes due to the pandemic of the new Coronavirus, it has been possible to work the contents scheduled for the 2020 school year in its entirety.

For 73.7% of the teachers who participated in the survey, it was not possible to work all the planned contents. According to these teachers, it was necessary to adapt the content, use more accessible language and terms, and reduce the number of activities. For 26.3%, it was possible to work the scheduled contents in its entirety.

Full compliance with the curriculum is a challenge in normal times, and becomes an even more difficult goal to achieve with remote teaching, which was noted by most of the teachers who answered the question.

The document prepared by the PED Study and Restructuring Commission, called "*PED Guidelines for Teachers*," shows that in the current school year the school curriculum will not be worked in its entirety, developing only the so-called "essential" content. The document also recommends that no new content be introduced, especially in the components of Portuguese Language and Mathematics, but that content already worked on in the classroom be addressed, so that consolidation can occur. The teacher is responsible for content selection and adaptation, considering that the activities will be carried out by the child with the help of family members - who have no pedagogical training.

The second question was about learning that could only be consolidated with the return of face-to-face classes. In the opinion of 78.9% of the participating teachers, some learning will only be consolidated when face-to-face classes are resumed, while 5.3% of the participants disagreed. The face-to-face class was pointed out by the teachers as fundamental for the learning of students in the literacy process, as well as in practices common to the school environment, such as dialog, argumentation, exposition of ideas, besides the necessary interaction between student-student and student-teacher in the knowledge construction process. On the

other hand, 15.8% of the participants understood that the question posed does not apply to their class.

According to Vygotsky, learning is a social process and knowledge is socially constructed. The consolidation of learning is the result of the internalization of this knowledge. The concept of internalization states that it "is the internal reconstruction of an external operation" (VYGOTSKY, 2003, p.74), that is, development occurs from the outside in, being internalized, for this reason, the environment plays a key role in the intellectual development of the child.

In this perspective, learning is conceived as a phenomenon realized through interaction with others, that is, it is through social interactions that man is constituted as a human being, being someone who is transformed in relationships and through relationships produced, and knowledge is produced by collaborative social construction.

In this way, interaction, favored by the school environment - as highlighted by some of the teachers who participated in the research - plays a central role in the process of internalizing knowledge.

Question three checked for possible damage to the development of students' orality in the remote class model. All the teachers who participated in the survey believe that the development of speaking skills will be impaired, but for 78.9% of them, the students who participate in the remote classes will be less impaired than those who do not participate. Some aspects, such as the correct pronunciation of words, the use of agreement and the expansion of vocabulary were pointed out by the teachers as some of the losses in the development of speaking skills.

Chart 1 - Impairments in the development of orality.

Source: the authors (2020)

The development of orality occurs through interaction with other speaking subjects. School plays a very important role in the development of oral language. The school environment allows children to exercise their speech, develop listening and communication skills in different contexts, expanding their way of expressing themselves and their knowledge of the world. Often, school is the only environment where students have contact with the official language standard.

The Common National Curricular Base of the Portuguese Language presents, in the Orality Axis, several contemporary language practices:

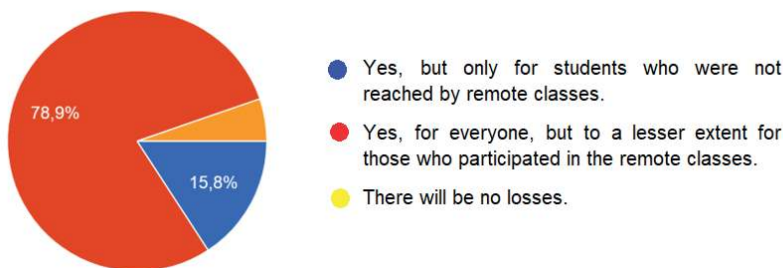
The Orality axis includes language practices that take place in oral situations with or without face-to-face contact, such as a dialogued class, web conference, recorded message, campaign *spot*, *jingle*, seminar, debate, radio program, interview, poetry recitation (with or without sound effects), play, presentation of songs and chants, commented song *playlist*, *game vlog*, storytelling, different types of *podcasts* and videos, among others. It also involves the oralization of texts in socially significant situations and interactions and discussions involving themes and other linguistic dimensions of the work in the different fields of action. (BRAZIL, 2017, p. 76,77).

Remote teaching, by making face-to-face contact between teachers and students impossible, ends up hindering the development of several oral genres, but also enables the development of new genres, especially those related to digital culture, such as

recorded video and audio messages and webconferences. These new communication possibilities allow students with access to technological resources to be less impaired in the development of orality than those who only had access to printed materials.

The fourth question investigated probable damages to the students' reading ability during the period of remote teaching. For 94.7% of the teachers who answered this question, there will be damage to the development of students' reading skills. According to them, the damage will be more significant for students who have not yet developed this skill, but aspects such as the development of fluency, intonation, comprehension, inferences and critical reading will also be damaged. Among the participants, 5.3% believe that there will be no damage.

Chart 2 - Impairments in the development of reading skills.



Source: the authors (2020)

Reading is one of the organizing axes in the area of Portuguese Language and in the context of the BNCC it is taken in a broader sense, referring not only to written text, but also to the reading of images, sounds and movements. According to the Common National Curricular Base, "the Reading Axis comprises the language practices that arise from the active interaction of the reader/listener/viewer with written, oral and multisemiotic texts and their interpretation" (BRASIL, 2017). From this perspective, creating learning situations for the development of students' reading skills is a great challenge in remote education, especially among

those who have not yet acquired this skill, since it is the teacher who plays the role of mediator between the text and the child. It is also important to note that the development of reading competence is not just about decoding the written code, but about understanding what is read.

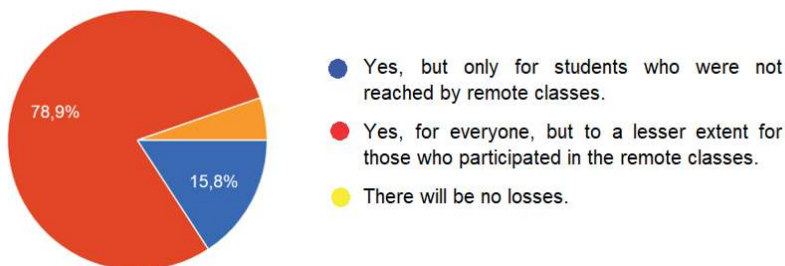
If on the one hand the use of technological resources provided new possibilities for the development of reading, such as the recording of audios and videos involving the practice of reading/listening, sent by messaging app by both teachers and students, on the other hand, students who had access only to printed materials were deprived of listening and following the readings selected by their teacher, made available through videos or audios, which certainly impaired the development of listening and consequently, of reading skills.

Question five sought to find out whether or not, in the teacher's perception, there will be losses in the text production and linguistic analysis skills of students in remote education.

According to the Common National Curricular Base (BNCC) the Text Production Axis "includes language practices related to interaction and authorship (individual or collective) of written, oral and multisemiotic text, with different purposes and enunciative projects" (BRASIL, 2017, p.74). The Linguistic/Semiotic Analysis axis "involves linguistic knowledge - about the writing system, the language system and the standard norm - textual, discursive and about the modes of organization and elements of other semiotics" (BRASIL, 2017, p.69).

Among the teachers participating in the survey, 94.7% believe that there will be losses in text production and in the students' ability to analyze language. According to the teachers, the losses in the development of reading and speaking skills are directly reflected in the text production. For them, the remote class hindered instruction according to the individual needs of the student, intervention, correction, restructuring and rewriting of the text, processes where mediation occurs through the interaction between educators and students. For 5.3%, the implemented remote class model will not cause any harm.

Chart 3 - Impairments in the development of textual production and linguistic analysis



Source: the authors (2020)

Question six checked teachers' expectations and projections for the 2021 school year about possible gaps in student learning.

Among the participants in the survey, there is a consensus that students will lag behind in learning in the next grade. Only 5.3% of the teachers believe that only the students who were not reached by the remote class will suffer.

It is the practice in textual production that will transform students into competent writers, able to create coherent, cohesive, and effective texts. And the role of presenting students with diverse activities in order to challenge their creative capacity is the school, in the school environment, which is why the Curricular Parameters for Teaching state that:

Discourse production does not happen in a vacuum. On the contrary, every discourse is somehow related to those that have already been produced. In this sense, texts, as results of discursive activity, are in constant and continuous relation with each other, even if, in their linearity, this is not made explicit. This relationship between the produced text and other texts is what has been called intertextuality. (PCNs, 1997: 21).

Also, when we approach reading competence, it is important to emphasize its importance in textual production, because in a metaphorical way, we can say that reading feeds our soul, so that

we can express ourselves at its height, at the height of what we consume as readers.

Working with reading has as its purpose the formation of competent readers and, consequently, the formation of competent writers, because the possibility of producing effective texts has its origin in the practice of reading, a space for the construction of intertextuality and a source of modalizing references. Reading, on the one hand, provides us with raw material for writing: what to write. On the other hand, it contributes to the constitution of models: how to write. (PCNs, 1997 : 53).

Chart 4 - Learning Gap in the Next School Year



Source: the authors (2020)

Remote teaching, which emerged as an emergency proposal to minimize the impacts of social distance imposed by the pandemic, lasted throughout the 2020 school year, impairing the interaction between teachers and students and consequently, the teaching and learning process, and its effects will be felt in the long term. During this period, those who had technological equipment, internet, and the skills to use these tools had greater opportunities for development and learning, compared to those who did not have such resources, widening inequalities.

The pandemic increased the gap between students in good private schools and those in public schools. While life in the former followed its course, with distance education platforms, rich teaching material and teachers minimally trained for internet classes, in the latter, many students were forced to go on vacation. Then, to connect with a precarious reality of distance education, not the fault of teachers and

educational managers, but the shortcomings of part of the public system. DAVID (2020. Pg 274).

The research does not let us forget that the primary instrument in the teaching process in the age group of the children who are the object of the research, that is, from 4 to 10 years old, is the language that proposes interactivity, because these are students for whom learning is a social experience that needs to be mediated with the use of instruments and signs; and according to Vygotsky's theory, a sign is something that means through language, but language is not limited only to speaking and writing.

In this way, when the students return to the classroom, it will be necessary to reorganize the curriculum, so that the contents that are not appropriate for the students are redistributed among the following school years, since the teaching and learning process is not watertight or compartmentalized, and occurs throughout all the stages of schooling.

Concluding remarks

It is important to point out that, without a doubt, the Covid-19 pandemic has increased geometrically the inequality between private and public school students in Basic Education; for, while private school managers have received investments from their sponsors in order to expand and modernize their teaching platforms and thus be able to combine strategies such as live video, sending assignments, mentoring, and smaller group sessions to answer questions; public schools in the municipality of Londrina have received no such investments from the municipal government.

The remote classes were planned on an emergency basis and remain so, with the main tool used by the school being the teachers' *smartphones*, who were not even consulted about the possibility of ceding their personal equipment for the noble mission of continuing to teach during their social isolation.

There were teachers who shared feelings of confiscation of

their equipment, as they had to uninstall applications of personal interest in order to install applications of interest to the school; such as video production and editing applications, thus continuing their mission to teach, even through a fragile remote class model; in a city where the internet is still a factor of exclusion, since it serves those who can pay; there were no public policies in order to promote internet access for the needy population.

The research also showed that the remote class, the way it was conducted, excluded expected learning and also people, prevented from accessing the tool by their social conditions of existence and lack of public policy that could provide, at least, synchronous classes, i.e. live, that could mitigate the inefficiency of the isolated asynchronous classes, through recorded videos.

Also, the research allowed us to observe that the teaching modality promoted by the municipality of Londrina was important for an emergency operation, that as the days and months went by, it would be necessary to take steps to reduce the dependence on such an exclusive tool, which leaves out of the process those who cannot have a smartphone and internet. Tools that at the same time that are insufficient to sustain a teaching process, are important as a supplement to the language of teaching, for its multiple technological possibilities, but that cannot do everything, cannot, for example, replace the interaction process conceived by interpersonal and environmental relationships promoted by the school space. In other words, teachers and students in their dialogical relationship in the construction of knowledge, having the school environment as a backdrop, cannot have these relationships summarized by remote classes for a prolonged time, without paying the price of the delay in learning and, consequently, in the development of the child.

The way to mediate learning in the municipal education system of Londrina, during the pandemic period, used the smartphone - an important subsidy in the language of teaching, but also suppressed important relationships due to the absence of interaction, and excluded many actors, due to the lack of adoption of other platforms, such as television, which is present in almost every home of modern society. The technological deficit, however,

predates the pandemic, and there is a lack of resources and equipment for students and schools, so that hybrid classes can be promoted when the contagion numbers fall.

There was a lack of public policies to guarantee access to the internet, especially for the outskirts of the city. In other words, the diversity of platforms, added to the expansion of the internet signal, could add individualized care, with health security, for students with difficulties, until a staggered return was possible, which would raise the remote class system to a hybrid teaching system, as a progression towards fully presential classes, and could even provide tutoring for students with greater difficulties.

The transformations interfered in the teacher's initial planning, the difficulties caused by the pandemic, removes the interactional practice of the exercise of the direct language of literacy and literacy, and the simultaneity in communication between teacher and student, which leads us to the need to resume the content planned for the 2020 school year in 2021.

Finally, it is worth considering that throughout the world the Covid-19 crisis will leave permanent effects on teaching and learning. In some countries, their teachers will bring in their baggage, new ways of teaching, skills with new tools; so will their students, who with adequate public policies, will bring in their family baggage the necessary understanding of the dedication to learn in a public school endowed with new technologies and accessibility.

In Brazil, for many students, closing schools has translated into interrupting the learning process; however, it could have been different if investments had been made in diversified technologies for education, appropriate to the moment, which can even work in a hybrid way between remote and face-to-face classes with a reduction of students per class as soon as it is possible for students to safely return to school premises.

Therefore, we recommend that the governments in the three federative levels: federal government, state government, and local government, join efforts to invest in technologies in public schools of basic education, followed by public policies that enable inclusion and not exclusion, that capitalize resources to apply in innovative

and adaptable solutions to any emergency context, including quality remote classrooms, with a diversity of platforms that do not harm, including, interactivity, which in the age group of students in early childhood education and elementary school is essential.

That the projects for the implementation of technologies planned for schools, in the three spheres of government, get off the paper and become a reality, and that they may contribute to an increase in presential classes, enhance hybrid classes and give more dynamics to remote classes, making them more synchronous, with real time interaction, through platforms such as Google Meet or similar, that added to asynchronous classes such as: recorded videos, televised classes, digital and printed e-books, which may contribute to an interactive and quality education, aiming at the good development of language, an essential component for the individual, in the conquest and expansion of social spaces, so necessary for life in a globalized world.

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Chapter #12



Textual production in the pandemic context: challenges and reflections

Lilian de Camargo Andrade
Alessandra Dutra

1. Introduction

In Brazil, annually, thousands of Brazilians try a place in higher education. In order to be admitted to one university course there are processes by which candidates need to undertake. Namely: entrance examinations, or ENEM (National High School Exam). The test has 180 interdisciplinary questions and an essay in which a dissertative-argumentative text is requested. This task has a maximum score of one thousand. It evaluates the following skills: mastering the formal writing of the Portuguese language, understanding the theme, and the non-deviation of the proposed theme. The candidate is also supposed to select, relate, organize and interpret information, facts, opinions and arguments in defense of a point of view. Knowledge of the linguistic mechanisms is necessary for the construction of arguments and respect for human rights. Even though the test is taken by almost 3.4 million people, the rate of candidates that reaches the maximum score plummets each year, with 2019 being the worst result with only 53 of the test takers with the score of a thousand points.

That being said, it is imperative that not only high school students prepare for this context, in order to achieve better results, but also teachers, to help the student to develop the skills required for the test. Nevertheless, the task that was already arduous for teachers, in 2020 gained an even more challenging scenario with the pandemic of COVID-19. Students who previously had difficulties in producing their texts, now in a pandemic background and with remote classes started to produce less, and with an added new villain: the easy access to copy and paste texts and information from the internet.

The objectives of this study are focused on identifying the greatest difficulties that high school students encounter when producing their texts in the digital environment. Our work aims, therefore, to bring some referrals to teachers who faced such adverse situations in this context and reflections that may expand discussions about textual production in the dissertative-argumentative genre on a digital platform. We also intend to check students' knowledge of plagiarism and understand whether they prefer to produce texts in the remote mode.

2. The argumentative dissertation in remote context

The dissertative-argumentative genre, so requested in tests and competitions, is commonly chosen because it makes the candidate argue about a subject, with coherence and cohesion, using consistent argumentation, presenting an intervention proposal to the exposed theme. For Leila Sarmento:

The text in question is basically organized around the defense of a certain point of view. In this case, it is about the production of a predominantly argumentative text. As it develops based on the exposition and analysis of ideas, in which different aspects associated with a given question are evaluated, it is also considered to be dissertative, but it can still be defined as dissertative-argumentative. (SARMENTO, 2013, p. 347)

However, students have difficulties in exposing their ideas and in arguing about their point of view. When we entered a model with remote classes, the difficulties did not diminish, on the contrary, the ease of information at a click made many students start to use research and to plagiarize in their essays. The technology so acclaimed previously, became part of the problem.

The confrontation of the current situation has been under discussion for years, with attempts by private schools to meet this demand from a generation that was born amid so much technology. Tezanos (2004) states that the technological revolution can be considered "the third major global transformation in the industry of humanity". It succeeds the industrialist, who, in turn, succeeded the Neolithic. And schools have not been left out of this great transformation.

The most common solution was to implement state-of-the-art technology in private schools, so that they would be within the new standard, within the new market requirements. However, the pandemic shows us that this alone is not, and will not be enough. The first weeks of class were enough for the school community as a whole - parents, students, teachers - to complain about the teaching model. Even in institutions that sell themselves as offering a technological environment for students. Paula Sibilía illustrates this for us:

Although expensive and reckless, this first step is the easiest to take.

Because the much sought-after adequacy between school and the current world should not be limited to “using technologies as didactic resources”, or “making telematics an instrument in favor of lowering and spreading teaching”, as warns Alfredo Veiga Neto. This type of reductionism is quite common and tends to be attached to what many consider “the old and good modern school, according to the expression of the same author. (SIBILIA, 2012, p. 182)

Therefore, teachers and students must be prepared for the conscious use of technological tools, so that it is not just use by use. Would we now be facing a new textual genre, with a new requirement, since the context is all digital? Are we trying to do the same thing, just changing the classroom and board to the screens of our computers, and why are we not achieving the teaching goal? Because, in addition to plagiarism arising from the ease of providing information, there was the difficulty of students in producing texts within the standard variation of the Portuguese language (one of the skills assessed in ENEM), after all, in this territory known to students, slangs and abbreviations are allowed, which in the classroom and in the printed written text were not.

According to penal code:

184. Violating copyright and related rights:

Penalty - imprisonment, from 3 (three) months to 1 (one) year, or a fine. § 1 If the violation consists of total or partial reproduction, for the purpose of direct or indirect profit, by any means or process, of intellectual work, interpretation, performance or phonogram, without the express authorization of the author, the performer, the producer, as the case may be, or whoever represents them:

Penalty - imprisonment, from 2 (two) to 4 (four) years, and a fine.

Given the seriousness of the topic, it was up to us to analyze and work with students in the classroom.

3. Methodological procedures

The types of research selected for this study are bibliographic, field and analytical. Bibliographic since we will seek theoretical support

on the argumentative-argumentative genre and the use of digital technologies for its production. It is also characterized as fieldwork since the investigation was carried out with students from the 3rd year of high school at a private school in the city of Londrina-PR through the online modality and, analytically, since there was reflection and analysis the results.

In order to verify the students' learning in relation to the argumentative dissertation and its production in a virtual environment, we applied a questionnaire to the students of the third year of high school (28 students in total), from a private school in Londrina - PR in the year of 2020. The students answered five questions, in text production classes, which aimed to have the dimension of their understanding of what would be plagiarism, whether they preferred to produce their texts by hand, whether they found it difficult to carry out the activities in the remote class model, and what were the biggest difficulties. The students took an average of five minutes to answer the questions.

The students had contact with the concept of plagiarism within ethics classes, and after debates and presentation of papers on the topic, the results showed that they absorbed the concept, however, they did not use it in practice, since plagiarism was a of the biggest problems faced by the institution's professors when asking for essay questions.

4. Presentation and analysis of results

In this section, a discussion of the results obtained with the application of the questionnaire will be presented. The data collection instrument consisted of five questions that addressed the difficulties in producing texts in the context of a remote classroom. It was sent to participants through the Microsoft Forms platform, a resource used by students and teachers at the institution.

4.1. Textual production in remote classes

When analyzing the first graph, we observed that of the 28 students, half found it difficult to produce essay-argumentative

texts in the remote mode. The others reported that they had no difficulties.

Graph 1 - Difficulties in producing in remote classes



Source: The authors (2020)

However, when making corrections, we identified some difficulties resulting from the ease of extracting information directly from the internet, for example, from the text that follows, in which the student copied the entire text from an internet site.

"Education does not change the world. Education changes people. People change the world". The famous phrase by educator Paulo Freire demonstrates how essential education is for social transformations to take place in society. However, in Brazil, what is noticeable is the lack of recognition of education due to the archaic structure of the school and the unpreparedness of government institutions. (Full text: <https://redacaoonline.com.br/temas-de-redacao/tema-livre/159811>)

The data show that the student does not perceive plagiarism as an impediment to progress in his writing process. Copying is perhaps being normalized by young people, even because they are constantly sharing information, profiles, photos, prints and other digital content. According to Rojo (2019), the new social practices

are a central element of the new literacies.

Cristina Corea (2010), however, points out that although it is a practice that we must guide so that the student does not practice it, it is incorrect to assume that he is not producing anything. Certainly, there is no production as we conceived, in an authorial way, but there is an exercise in editing, searching and selecting information. All of this in a process that involves reading and writing. When we realized the plagiarism situation, we showed the students the original texts, with the name of whoever had produced them, we made a conversation about what would be the feeling that each student would have when he saw his name being erased in a text, and his production being used by other people.

4.2. The difficulties listed by the students

To identify the difficulties faced by students, we developed a question in which they should identify what would be the greatest difficulty when producing texts in a pandemic context. We had no answer that identified internet connection as an objection to carrying out its activities, however, seventeen of the interviewees said they had encountered problems with the motivation to produce their texts. When reflecting on this item, we allow ourselves to create another hypothesis, which joins the previous question, now the student who normalizes the copy may be doing it due to lack of motivation, in order to just comply with the school protocol.

According to Sibilía (2012), “disinterest” is one of the determining factors for young people leaving schools, especially in private schools, which further generates what the author calls “commercialization” of education, since educational attractions are added to tuition in order to retain student enrollment. Therefore, a difficulty that already existed, even before the pandemic.

Graph 2 - Difficulties encountered when producing texts in remote classes



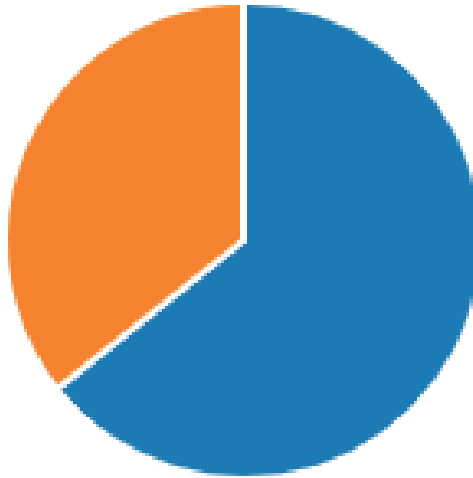
Motivaion 17 – 61%	Lack of space for studies 2 – 7%
Organization 3 – 11%	I had no difficulty 6 – 21%
Internet conection 0 – 0%	

Source: The Authors (2020)

4.3. Preferences when producing in a remote context

Understanding the needs of our target audience, as teachers, is an objective that must be constantly polished, as generations change and so do demands. Therefore, when we questioned whether students, within the remote model, preferred to type a text or produce it in a manuscript form, we found that most prefer digital production, with 64% (18 students in total) of the interviewees. The remainder, which corresponds to 36% (10 students in total) of the interviewees, said they prefer to produce texts by hand.

Graph 3 - The preference of students in the way of producing text in a remote context



Enter text 18 – 64%

Produce it by hand 10 – 36%

Source: The authors (2020)

When faced with the studies of Paula Sibilía (2012), she points out the writing in a handwritten form more as a necessity of the teachers, than of the students, because the request for handwritten texts would mitigate the practice of copying (SIBILIA, 2012).

Rojo (2019) highlights that the internet was the technology that this generation defined for literacy and learning in our global community, and that the internet and the technologies related to it require new additional literacies in order to have full access to its potential. Therefore, in the face of the internet tool, a posture that welcomes and instructs students in its use is necessary.

4.4. The definition of plagiarism in the students' view

In order to understand if the students had assimilated the concept of plagiarism, we made available a question, in which the students were able to write the definition of this act. Respondents were able to respond in an essay, to put their perceptions of what would constitute such an infraction. Among the answers, we obtained:

"Copy something from someone as if it were yours, not giving credit"

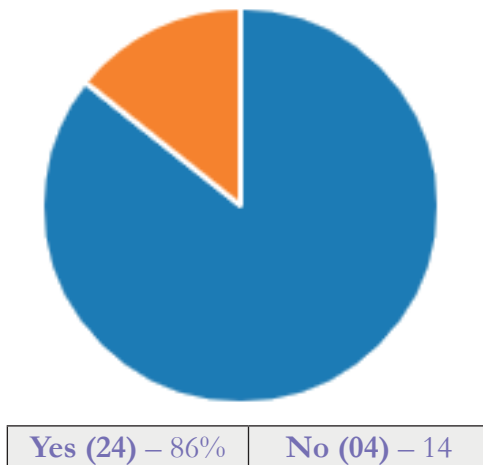
"do or answer something like yours, when it was done by someone else"

"copying other people's stuff without consent"

The above excerpt shows that the majority of students understood the concept of plagiarism, however, still, we face this problem in the remote context, as we previously pointed out Sabilia, in her work *Redes ou Paredes* (2012), notes that the copy had already entered the borders of universities, making it necessary to use authenticity verification programs in work corrections. Although, still in the words of the author, this has become a struggle for teachers, who “police” productions in general, this does not seem to generate concern among students.

4.5. The importance of citation in the student's view

In the last question, the interviewee should indicate whether he thought the explicit indication of the authorship of others from excerpts or content used in the work was important. Although twenty-four students (86%) answered yes, that is, more than half of the interviewees, the copy in the remote context became a great villain within the textual production classes, since most of the texts had excerpts from the internet, as we saw earlier.

Graph 5 - The importance of indicating the research source

Source: The authors

Rojo (2019) leads us to reflect on this “new mentality”, or new ethos (in sociology, it is a kind of synthesis of the customs of a people), typical of the new literacies, such as collaboration, the opening of copyrights and the tendency to hybridization and remix culture (mixture of genres).

Final considerations

When analyzing the data, we find that there is an awareness of what it is to plagiarize, but perhaps, within the culture and generation in which our students are inserted, they do not see it as a bad practice, it is only part of the process of this new mentality presented by Rojo (2019).

Within these new practices, it is possible to have hybridization, to have this copyright opening, however, it is up to the educator to point out when this is possible or not. The teacher's role is not discarded in technological modernity, nor in multi-tools, on the contrary, it is crucial for the student to understand and use

the range of information available.

Just as Corea (2010) points out that students are doing activities that involve selection of information, it is up to us to show the importance of valuing the work of those who researched and formulated such a theory. It is a difficult path to be followed, but essential in times of internet access and remote classes.

At a time when contact with other people has been drastically reduced, and we are faced with screens almost all the time, we are close to what many philosophers call the dehumanization process. The Korean philosopher Byung-Chul Han (2017) tells us about the society that only wants performance, forgetting that we are human. Therefore, we had the role of making remote classes more humane, and understanding the students' new demands, welcoming them to better instruct them.

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Chapter #13



The use of the digital tool “Flipgrid”
for the development of speaking and
listening skills in english language
teaching

Julio Cezar Galdini
Simone Tereza de Oliveira Ortega

1. Introduction

Digital technology is already a reality in various social spheres and we use it daily in the most diverse situations. Thus, the learning process mediated by new technologies contributes to developing learners' skills and abilities. This development is essential for them to be able to act effectively in contemporary society.

In the year 2020, considered atypical, in which classroom classes were interrupted due to the COVID-19 pandemic, the educational process takes place largely through technological tools. Educators renovate the way they used to teach and most students actively participate in this process by interacting with different digital domains. Therefore, the use of applications (apps), Google tools, videoconferences, among others, are valuable alternatives to keep social and educational relationships active.

Moreover, the production of activities for teaching English as a second language (SL) is enriched using digital technologies. These tools provide an opportunity to work with the real use of the language, contributing to meaningful learning for the student. Among the available technologies, we highlight the *Flipgrid* platform. It is an asynchronous video discussion environment in which it is possible to present a topic that the student can answer what was requested. In that regard, the question to be answered in this article is whether the use of *Flipgrid* in the English Language (EL) teaching is a tool capable of assisting in the development of students' speaking and listening skills.

Hence, this study is a report of theoretical-applied research that aimed to investigate the use of digital technologies in the process of teaching and learning English Language having as theoretical basis the Common National Curriculum Base (BNCC) and studies such as: BORBA, OSCHSLER 2018; GIRALDELLO, TEDESCO 2016; SILVA, CALVO 2014; RODRIGUES, MUENCHOW, RIBAS 2017; PRENSKY 2001; MALLMANN 2018, among others. For that, the digital tool *Flipgrid* was chosen as the work object. The teachers proposed a video discussion activity aimed at the development of English language speaking and listening skills for

freshmen from a public school in the city of Cambé, Paraná.

We believe that these considerations can contribute to the educational process by proposing a second language teaching mediated by digital technology capable of motivating the student. In this article, we start with a reflection on the English language teaching in public schools and Information and Communication Technologies (ICT), we also expose some benefits of using video and *Flipgrid* in the teaching and learning process and, finally, we report the application of the video discussion activity with the digital tool *Flipgrid* for the development of a second language.

2. English language teaching in the public school and the ict

The teaching and learning of a foreign language significantly contribute to the educational process and goes beyond the mere assimilation of linguistic knowledge (GIRALDELLO; TEDESCO, 2016). In this way, a plurilingual education helps to break down barriers of exclusion and contributes to the social emancipation of the subject and through the knowledge of a SL the learner can actively interact in the globalized world (BRASIL, 2017). However, for this training to happen, it is necessary to overcome the difficulties experienced in the classroom of Brazilian public schools and admit that the student's proficiency in the use of a foreign language is still unsatisfactory (SILVA, CALVO; 2014) and this can happen for several reasons, for example, the teachers' lack of preparation, the insufficient workload, the teaching material not appropriate for the learning context (SCHLATTER, 2009).

In order to propose a solution to this impasse, in 2015, the Federal Government together with the Ministry of Education made available for public consultation the first text of the BNCC proposing an educational policy with a set of learning that all Brazilian students should have access to during their school life. In this document, finalized in 2017, the English teaching at school is seen with a formative character and it is now organized into five

distinct axes of the curricular component that will guide the teacher's work in the classroom, namely: orality, reading, writing, linguistic knowledge and the social dimension. In this regard, priority is given to teaching in which all skills are developed simultaneously, in a hybrid way, integrating with the social practices of language use (BRASIL, 2017).

According to the BNCC, it is through listening and speaking exercises that the student will be able to develop their self-confidence in communicating in English and this will make the learners know how to respect and to position themselves before the speech of other subjects, in the long term. Which will lead them to be a citizen with autonomy, aware of your citizenship. For Mallman (2018), the objective of school education is to equip the student with knowledge that helps him to understand his world, so that they can expand his performance as a citizen and without the need to fluently master the foreign language, as occurs with your mother tongue.

The skills to be developed by students presented by BNCC are in line with Mallman's idea (2018) concerning about forming a student capable of actively interacting in the globalized world, respecting diversity, although BNCC presents orality as a fundamental axis for that to happen. In this regard, the thinking of Santos (2009) goes in line when he points out that:

[...] to think about orality as an element of language mastery is to think about the communicative development of the human being. Communication can take place through numerous means; however, it is in the speech that communicability finds the greatest fulcrum in the establishment of direct social relations. (SANTOS, 2009, p.4)¹

Similarly, Davis and Pearse (2000 apud JING, 2006) state that real success in teaching and learning in SL only happens when students can communicate in English inside and outside the classroom. Thus, the question arises: how to make this teaching efficient within the public school where there are crowded classrooms,

1 [...] pensar a oralidade enquanto elemento de domínio da língua é pensar o desenvolvimento do ser comunicativo. A comunicação pode se dar por inúmeros meios, no entanto é na fala que a comunicabilidade encontra fulcro de maior monta no estabelecimento das relações sociais diretas. (SANTOS, 2009, p.4).

where the shyness of some students to expose themselves interferes in the learning? Or the lack of proficiency of some teachers and contents out of context that do not provide the development of students' skills? In this sense, Santos (2009) emphasizes that:

For the basic education student, spaces for interaction with the English language are rare for those who are in the process of language acquisition and often the student may never have contact with the orality of this language given the harmful practice of grammatical exploration and simply without provide to the student the opportunity to deliver a speech. (SANTOS, 2009. p. 4)²

Thus, it is necessary to develop activities and teaching materials aimed at the practice of these skills, the current models available that include the traditional/structural and communicative approaches. For, the current teacher who works with young people called digital natives (PRENSKY, 2001) needs a variety of materials and even be able to create their teaching tool, as well as Paiva (2009) points out:

Despite the immense amount of materials and all the free resources on the web, it is expected that the teacher will be able to adapt and complement the adopted book, and even to produce teaching material for their specific context (PAIVA, 2009, p. 53)³

Based on the current society we live in, in which teachers deal with students of Generation Y and called digital natives, it should be noted that using only printed materials, such as textbooks, will not make language classes attractive and inviting. The teaching process is enriched with the use of online materials that are close to the reality of the learner, who is increasingly becoming a digital native.

Dewey (1978) states that the teaching content needs to make

² Para o estudante da educação básica, são raros os espaços de interação com a língua inglesa que estão em processo de aquisição e muitas vezes o estudante pode jamais ter contato com as oralidade deste idioma dada a prática danosa da exploração gramatical única e simplesmente sem oportunizar ao estudante a oportunidade de executar a fala. (SANTOS, 2009. p.4)

³ Apesar da imensa quantidade de materiais e de todos os recursos gratuitos na web, espera-se que o professor seja capaz de adaptar e complementar o livro adotado, e, até mesmo, de produzir material didático para o seu contexto específico (PAIVA, 2009, p. 53)

sense to students and be linked to what applies to their daily life, thus, it is noted the importance of activities that develop the speaking and listening skills of digital native students and, at the same time, involve them both in their production (when choosing the theme) and seek to use ICT in order to promote an effective education that makes the students interested in the English language, understand its importance, and creating possibilities for them to develop as a citizen.

Therefore, learners must have access to activities that seek this development and exercises that lead them to have access to various forms of communication. One way to improve the student's communication can be through technological tools that are so present in their daily lives, such as *TikTok*, *Youtube*, *WhatsApp*, among others. In that regard, we highlight the *Flipgrid* video discussion platform as an additional element to assist in the teaching and learning process.

3. The use of video in the teaching and learning process and the digital tool Flipgrid

According to Rojo and Moura (2019), in the last century, the “(r) evolution” of technologies and media is continuous, rapid and has determined marked changes in consumption and the reception / production of languages and discourses. For the authors, these new technologies, applications, tools and devices have provided new texts/discourses, such as hypertext, multimedia and hypermedia, requiring new (multi) literacies and new strategies for their effective use.

The use of video in the process is one more possibility for meaningful and motivating learning for the student. In addition, according to Borba and Oechsler (2018), videos are potential tools to aid in teaching and can be used as a form of expression of ideas and enabling three approaches for classroom work: recording lessons, use as teaching material and video production by students and teachers. As stated by the authors, video production has become accessible and common in everyday life due to the advances of the

internet that have provided access to equipment that allows audio and image recording with good resolution and low cost, thus being accessible to a larger group of people, not only those with technical training in the area.

Thus, the use of digital technology and its texts/discourses in the school context contributes, among other possibilities, to collaborative and meaningful work for the student, as well as to the development of communicative and technological skills. In addition, Kearsly (2011) notes that multimedia technology is capable of providing certain types of multisensory learning experiences, as they allow computer interaction to approach personal contact.

There are currently many applications available on social media that can be used to capture, edit and share videos such as *Instagram*, *Youtube*, *Facebook*. Some educational tools are based on helping the teaching and learning process, including *Flipgrid*, a free online video discussion platform that takes place asynchronously.

Regarding the practicality of the *Flipgrid* application, Holbeck and Hartman (2018) highlight that it can be accessed by various means such as computer webcam, cell phones, tablets, having the advantage of being a connection environment that enhances cognitive, social and learning presence among the participants.

Iona (2017) introduces *Flipgrid* as a discussion platform that allows users to share videos among groups of people to form a social learning community. According to him, this digital tool has several uses and is an alternative to attract responses from students, allowing the teacher to create virtual classrooms to work with various contents. In this sense, the teacher can present a topic on video for the student to record a response; or propose a topic and reflect on it; among other activities.

Moreover, *Flipgrid* can be adapted and applied as an extracurricular club, as suggested by Iona (2017), to motivate students to express their opinions and thoughts on a topic. For the author, using videos in this way can be something comfortable and familiar for learners if we consider the forms of social media's communication, as this type of activity contributes to the student being able to, for example, reflect on their learning; or present

something to the group that the learner thinks is important.

Therefore, from the above, it is understood that the use of digital technology and videos can contribute significantly to the teaching-learning process, which are also appropriate and motivating resources for the development of speaking and listening skills in English language learning.

4. Video discussion activity using Flipgrid

Taking into consideration the benefits provided by the digital tool *Flipgrid* and seeking to investigate whether its use in the teaching of the English language is able to assist in the development of students' speaking and listening skills. Therefore, we analyzed the video discussion activity applied to four classes of high school students of the 1st year at Colégio Estadual Atílio Codato, a public school located in the city of Cambé, Paraná. There were 138 students, aged between 14 and 15 years old, who participated in the proposal.

The first stage is preparation for the student to perform the video discussion activity. So, we chose to do this initial work through Google Docs. Some reading and writing exercises on the topic of friendship were proposed. This is the time for the student to reflect on the subject and make an apprehension of vocabulary in the English language, as well as receive feedback from the teacher.

In the second stage, on the *Flipgrid* platform, the activity is presented to the student regarding research and an oral production that the learner will have to carry out. Initially, there is an English language text about International Friendship Day and how it can inspire peace. Then, there are two questions to provoke the student's reflection on the subject. The approach takes place in a contextualized way through a textual tool, in this case, the quotation.

In the table below, we explain the organization of the activities and the objectives to be achieved:

Figure 1 – Activities and objectives to be achieved by the students

		OBJECTIVES
First stage: Google Docs	Reading comprehension and writing production	Developing reading comprehension; promoting an initial contact with the quotation theme, to provide a more general view of the structural organization and discursiveness; producing written answers.
Second stage: Flipgrid	Research	Developing reading comprehension; searching, evaluating and critically selecting quotations available on the Web; providing contact with multimodal text, in this case, o video.
	Oral production	Providing contact with multimodal text, in this case, video; producing an oral text in English; share the produced video.

Source: Elaborated by the authors (2020)

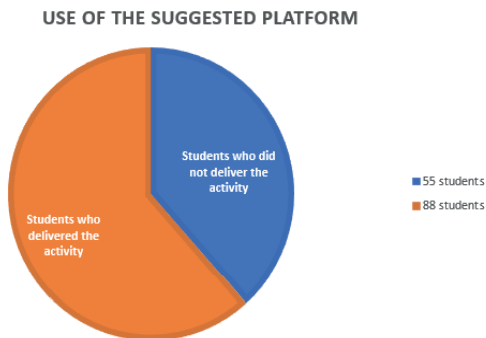
Then, the activities were directed to guide and facilitate the student's understanding of the proposal. Thus, a link was provided with a video showing some quotes in English, so that the student can watch it and have other models of sentences as a basis. Afterwards, the student is asked to search for other quotations with the theme of friendship, for that, at that moment the learner needs to activate skills such as analysis, interpretation and choice of text, as it is also an activity that encourages autonomy. Finally, the student is asked to choose a quotation about friendship and make a video recording of at most 1 minute and 30 seconds.

In the oral video production part, there is a step-by-step explanation of what the student should do, this same proposal is highlighted in the video recorded by the teacher. It is at this moment that the integration of English language teaching and the use of digital video takes place, contributing to the student's engagement and providing new forms of communication.

5. Outcomes analysis

In this section, we analyze the results coming from the videos

recorded by 138 high school students on the topic of friendship, using the Flipgrid platform.



Source: survey data

The results indicated that 88 of the participants (63.7%) did the activity (the video or the written part) and 55 students (39.4%) did not deliver the work. More specifically, of the 138 students, 33 students completed the entire activity, that is, they produced the video and the written part. Two videos (6%) delivered were made using the Portuguese language, not meeting the objective of producing an oral text in English.

Although the *Flipgrid* app is easily accessible by various means such as computers, cell phones, tablets, and it has the advantage of being a connection environment that enhances cognitive, social and learning presence among participants, as stated by Holbeck and Hartman (2018), other platforms were used to deliver the activity. Of the students who sent the video, only 13 (39.4%) did so through the *Flipgrid* platform, 16 (48.4%) were sent through Google Classroom and 4 (12.2%) were delivered through WhatsApp.

Regarding the learning of the proposed content, it was possible to notice that those who engaged in the activity were successful in subsequent evaluations about it. As for the video discussion activity using the *Flipgrid* application, which required students to have autonomy and oral and digital skills, we noticed a satisfactory performance. All of them presented quotes about friendship in English with correct pronunciation and the use of the language.

The research, selection and production of the oral text contributed to the integrated improvement of the student's linguistic competence, and on the other hand, the manipulation of the *Flipgrid* application enabled the knowledge of a new digital tool. What meets the requirements of BNCC regarding the teaching of English language in which all skills are developed simultaneously, in a hybrid way, and a teaching integrated to the social practices of language use.

Regarding the participants who carried out the proposal, 50 delivered only the written part, that is, they did only the first stage aimed at understanding the content and written production, which was considered easier to be carried out. On the other hand, all those who delivered the written production were able to understand the structural and discursive content of the textual tool citation, efficiently answering the proposed questions.

The platform has proven to be effective as a social learning community. The teacher created a classroom in which the student can register, respond to the activity and watch the videos. It is possible to see the students' interest in watching the videos of their colleagues, by the number of views present in the videos uploaded on *Flipgrid*. Videos delivered by other means were only available for teacher viewing.

Another positive aspect observed is the possibility of interaction, as by making available the teacher's own video inviting the student to produce a video, *Flipgrid* introduced a new format for learning and teaching. In this sense, Kearsly (2011) highlights that online education increases collaboration between students and teachers even if there is no specific intention for collaborative work, this is because it is very easy to interact online. For him, this type of activity involves, in a way, adventure and discovery, unlike what happens in a traditional classroom, there is a great level of connectivity on the part of the students, able to unite people around common interests, without the need for a physical location.

As for the activity's evaluation it is qualitative and takes into account the students' ability to choose the quote and its exposure using English language. In this sense, the students who delivered the

video demonstrated research skills, knew how to choose a quote and present it in the foreign language, even those who sent it on another platform. All videos met the time requirement, which requirement was not to exceed the limit of 1 minute and 30 seconds.

Final considerations

During the development of the proposed activity with the students, it was possible to demystify some beliefs related to the teaching of speaking skills in the teaching of English language in public schools and the use of technology regarding the use of video in the foreign language class. The feedback received from students was positive since there was a significant number of participants, considering the time of adaptation to remote learning. However, we cannot fail to emphasize that another significant number was not motivated to participate in the proposed activity.

The possibilities that online teaching, mediated by ICT, can provide for the educational process in any learning area is well known, although it must be borne in mind that technology is not the solution to all education problems. The students learn content because they are performing a task through an ICT and not just by using it, as it is indeed a tool that helps the learning of foreign languages and must be used wisely.

Thus, we can conclude that technology by itself is not attractive, whether it is used in everyday life or for educational purposes. It is necessary to emphasize the need for the learner's engagement with the proposal to be carried out, as well as the encouragement given by the creators of the same. In this activity, we think that this was a negative point on our part that it was necessary to review for future proposals using the application.

Despite all the consequences that the activity suffered along the way, as well as its result, we can emphasize that the result of the application was positive and that the initially proposed objective was achieved by the students, which for teachers in the public teaching context is already satisfactory this being the first experience provided to students with the use of the *Flipgrid* tool.

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Chapter #14



The importance of active methodologies for language teaching during the pandemic

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1. Introduction

Modern language is more than a mere school subject, it is a voracious practice of interpretations about human knowledge. It is a science that uses almost all personal skills to find a concise and coherent form of linguistic expression.

Based on this assumption, we dedicate our time to analyzing the possibilities of teaching language using both the most modern tools and methodologies that we have contact with, as well as digital technology and active methodologies, and all this with an important variable that is the historical incursion into that we are in, a deadly pandemic that leads to a reconfiguration of the whole idea of society and education. It appears in Brazil in the first quarter of 2020, leaving us hostage to our own actions and impelled to develop solutions to problems never seen in national education.

And so, the practices of language teaching that so much need human interaction and debate, were practically hampered due to the conditions imposed on us, but creativity and the will to continue developing the best of linguistic knowledge dignified us to persevere in art of teaching, learning and resignifying education. All this movement in search of a light at the end of the tunnel motivated us to develop new educational practices.

Our research seeks to contemplate an area within the field of language teaching, which is its insertion into technology and active methodologies, which can be understood as a set of broad processes that have as their central characteristic the inclusion of students as protagonists and responsible agents. by learning. These methodologies facilitate learning, as they are driven by overcoming challenges, solving problems, and building new knowledge from what subjects already know.

We therefore seek to point out an analysis and reflection of language teaching, here and now, in the face of a global challenge and in the face of the responsibility of teaching work under the nodal point of a well-defined problem: How to teach languages in pandemic times?

We live in a time of great transformations in human thought,

as it is a practical era, a time when all our assumptions carry with them the possibility of being constantly refuted. And it is precisely for this reason that we focus on the current moment of resignification of all education to humbly contribute with research on the field that is our responsibility.

Our work was developed in three succinct parts to provide an explanation and contextualization of this problem that we raised about the possibility of teaching languages through digital technology and the active methodologies that we have available.

In the first part, called “Learning and Teaching Languages”, we present reflections on the field of knowledge in which we are inserted, bringing important notes for pedagogical practice and methodological considerations, providing opportunities for several possibilities to lead students to an appropriation of language and giving the opportunity for them to resignify what they have learned.

In the second part, entitled "Teaching Languages from Active Methodologies", we show a strategic overview of active methodologies and the real possibilities of inserting the students in the digital world in an interactive way, prioritizing the construction of their information from their previous knowledge. The students become the protagonist of their learning and can develop linguistic knowledge and stimulate his reflective, artistic, and hermeneutic practice.

In the third part, entitled “Language teaching and technology: a challenge in the face of COVID-19”, we focus on scrutinizing the moment we are going through, showing the previous and current difficulties faced with the task of teaching and passing on knowledge, especially language. We thought about the technological insertion and the paths that we were forced to visit in the face of the current scenario, without failing to show the permanent benefits that this educational paradigm break has left over the months.

We draw our article based on essentially bibliographic research, whose researchers approach theories of language teaching, as well as we present reflections about the before and after of the pandemic state in which we are inserted. We also use authors who show new educational perspectives, which are revealed through active

methodologies and digital technological use.

From this group of renowned authors, our basic objective is to show that it is possible to build linguistic knowledge through active methodologies and the use of digital technology during an emergency period. It is possible that the subject can think for himself and not depend only on ready-made assessments that end up controlling his dispositions and his daily apothegms. It is to show, punctually, that the moral individual can, through the pedagogical use of available technology, reach a level of emancipation that has long been foreseen and that, unfortunately, we had to insert in an emergency mode in our daily work.

We trust that this piece of work can contribute to a lot of research and that it will not only provide answers to our inquiries, but that it will create hope and new questions for the community. Our intention is really to show readers that we were taken out of our educational comfort zone and that this made us create possibilities so that we can reach a level of erudition that only technology, active methodologies, and the teaching of languages, together, can guide us.

2. Learn and teach languages

When we propose to think about language teaching, we come to a propaedeutic question: what is teaching? It is assumed that teaching is established in a dialogic relationship with an interlocutor who is learning something and that, at the same time, this encounter is the result of an exchange of experience in which both can learn and teach. The Houaiss dictionary presents the entry teach as “to pass on theoretical or practical knowledge about (something) [someone]; make known, familiar; show accurately; indicate” (2010, p. 300) a path. When we know well the path we want to take, the objective becomes clearer, and the path is presented in a more communicable methodological perspective.

From this perspective, we can think of the word method not as a particular technique of organized research, repeatable to achieve valid and universal results, much less as a set of rules and

normative principles that regulate a specific activity, but rather as an investigation, as the very etymology of the Greek word *methodos*, that is, a research or methodical search for a topic or analysis of a problem. And it is precisely this methodical attitude that interests us in language teaching to think about problems about language and how to teach them.

Language teaching works with various linguistic skills, including reading, which is concerned with the formation of a reader, who is nothing more than an individual capable of extracting the meaning of the text, appropriating the information conveyed by writing. Such appropriation implies a set of cognitive operations that aim to select, organize, and integrate that information. This is how, in the face of written material, the reader has to pay attention to the most relevant pieces of information for the purpose of reading in view, be able to reconstruct the logical connections between the ideas of the text and articulate what he already knows about the subject with what again the text brings you. The type of material and the specific purposes of reading determine the strategies used by the subject. In fact, you don't approach a shopping list in the same way as a news site or a poem. The efficiency of reading results from the effectiveness of the strategies used and it is this effectiveness that makes it possible to distinguish a good reader from a bad one, in addition to establishing a borderline in the process of language learning and interpretation as a whole.

Having a clear conception of the learning processes can dictate the daily behavior of the language teacher in the classroom. For example, if he gives students repetitive exercises (long copies, structural exercises, filling in empty spaces, etc.), it is because he is following (whether he knows it or not — hence the importance of having clear ideas!) a conception of knowledge acquisition according to which there are no significant differences between humans and animals in any domain of learning or behavior (POSSENTI, 1996, p. 23).

To the extent that reading shapes an important part of school learning, a better mastery of the ability will certainly emerge in the quality of what is learned. It is following this line of thinking that we believe it is the teacher's responsibility (at any level of

education) to develop the efficiency of reading and interpretation for all students.

Another important point is to remember that language is alive, it is spoken, and it is written, in social interaction, in sociocultural activities, within the context for which it is proposed. All languages are constantly evolving, so it is necessary to concatenate that there are variations of it in certain places and that, for sure, new ones will appear. In addition to certain places, we have temporal and cultural variations, everything must be weighed so that learning is complete.

Iran  Antunes states,

[...] through reading, we have access to new ideas, new conceptions, new data, new perspectives, new and different information about the world, people, the history of men, the intervention of groups on the world, on the planet, about the universe. In other words, through reading we promote our entry into this great and uninterrupted dialogue undertaken by man, now and since the world is world. (ANTUNES, 2009, p. 193).

Variation thus appears as inevitably normal. In other words, "there are linguistic variations not because people are ignorant or undisciplined; they exist because languages are social facts, situated in a concrete time and space, with well-defined reasons. And, as such, they are conditioned by these factors.

To achieve the objective in language teaching, it is important to think about the methodology to be used in the classroom. Language, above all, is a social code, an agreement of letters, which in combinations acquire meaning for a given social group. However, there is a linguistic convention, which remains in a society so that communication can exist between speakers. This does not mean that every individual will write and speak in the same way, since each one has its own particularity and a purpose when communicating.

Aspects related to the relationship between the reader subject and the text as a object, between written language and comprehension, memory, inference and thought. They try to incorporate sociocultural aspects of reading, as they range from the perception of letters to the use of knowledge stored in memory. (KLEIMAN, 1993, p.31)

To contemplate the skills necessary to master a language, it is necessary to involve the students in a series of activities in which they can understand, position themselves, interact with the communication processes in which they participate, make inferences and in relation to the opinion of others. colleagues, to re-elaborate their productions and their arguments.

Faced with so many possibilities, it is possible to observe that the development process to master a language was often restricted (before the pandemic) basically to traditional methods. Therefore, it is possible to analyze and institute a punctual digital tool, so that the development of students can be even more useful, bringing a better return.

We understand that nowadays, for the teaching of languages, it is necessary to constantly use the available tools, because through this resource, this modernization, we can also achieve increasingly creative and pleasurable literacy purposes, instigating these students about the most diverse types of tools of digital learning that can be found circulating on the internet for free, such as educational sites, for example.

From this, we do not have to think only of language teaching as the focus, but as an adjuvant, at times, and protagonist, at others, in digital literacy, which also acts as part of the literacy process and, therefore, must be addressed going beyond the simple act of teaching the student to read and write: “it is no longer enough to learn to read and write, it is necessary more than that to go beyond literacy. In the case of digital literacy it is no different. You have to go far beyond learning to type on a computer” (COSCARELLI; RIBEIRO, 2015).

3. Teaching languages from active methodologies

A Language is one of the most proven fields of knowledge that has been documented. His studies are firm foundations for basically all other existing areas. Started in Greek antiquity, it followed history, having its evolution and multiplication as the constitution of its own scientific practice.

An important thing to keep in mind is that not only language teaching has developed but teaching methods as well. The teacher begins to face different situations, which poses countless new problems and that, for each one, we can have countless solutions. It is up to the teacher to keep up to date and open to new contacts for the development of their teaching practice.

The usual, more traditional methods privilege the dissemination of knowledge with educators as the primary source, but this made more sense at a time when access to information was more limited. With the advent of the Internet and the widespread promotion of many open courses and materials, we have realized that we can learn anywhere, at any time of the day and with countless people remotely or at a distance.

Following this informational and communicational evolution, we have several tools at our disposal so that we can bring to light classes that do not focus only on traditional methods, but, above all, that equitably combine the themes, proposing challenges and even contextualized information. The methodology begins to follow the objectives pursued at this time. If we want students endowed with synergy and proactivity, we need to develop activities that use current resources, in which they have to make punctual decisions and then, assess the consequences, with the contribution of relevant content that can develop the individual's autonomy of thought, as well as your creativity. In this sense, active methodologies develop creative cunning, privilege inventiveness, and sharpen the senses.

We actively learn from birth and throughout life, in open design processes, facing complex challenges, combining flexible and semi-structured paths, in all fields (personal, professional, social) that expand our perception, knowledge and skills for more liberating choices and filmmakers. Life is an active learning process, facing increasingly complex challenges (MORAN, 2018, p. 02).

The active methodologies associated with the teaching of Languages revolutionized the form and the existing teaching-learning relationship, as the student no longer puts himself in a passive point, but seeks a more personal and experiential contact of the whole process.

For Neves, Mercanti and Lima (2018, p.15), we live in a “mobile , fluid, heterogeneous, hybrid, interconnected world, marked by network relationships”. Educational institutions, still according to the authors, need to break the example of teaching based on the production of standardized and compartmentalized labor knowledge of the last century, centered on the figure of the teacher.

In the same line of thought, Morán reports that technology provides

“(…) the integration of all spaces and times, and that teaching and learning occur in a symbiotic, deep, constant interconnection between what we call the physical and digital”. The author also refers to the inseparability of worlds, as there are not two worlds or spaces, “(…) but an extended space, an expanded classroom, which is constantly mixed and hybridized” (2015, p. 02).

Also, according to the author, education becomes increasingly blended, that is, mixed, hybrid, as it takes place in the multiple spaces of everyday life that include digital. Morán (2015) similarly points to the need for the teacher to maintain direct and face-to-face communication with the students and who, in addition, must continue to interact digitally, through available mobile technologies, aiming to balance interaction with everyone and with each one.

There is no doubt that active methodologies bring gains to teachers and students, since the teacher plays the role of curator, inspiration, and advisor, as he selects the relevant material from among many available, guides and encourages students in the construction of the meaning of the activities. The teacher is the manager of diversified and complex activities, being competent not only intellectually and managerially, but affectively (MORÁN, 2015).

These pedagogical strategies can be used in several possible ways, such as the use of the “inverted classroom”, also known as a flipped classroom, which can be used as a basis for working with text interpretation. This method aims to replace much of the lectures with classroom expansions in other educational ecosystems. So, the student can have contact with the content, and some analyzes in

advance, optimizing the time, making him the bearer of this prior knowledge about the content and, in this way, he can interact with his classmates to hold debates and propose new perspectives on the themes. In the case of language teaching, this method is quite useful, as it gives students the chance to prepare before class. For example, when working on a text in a foreign language, the teacher spends considerable time in the classroom reading and discovering vocabulary, but by advancing the text, this vocabulary can be investigated before class and this time can be used to hold a debate on the topic. In this sense, learning is not merely about interpreting text and vocabulary, but it is also possible to introduce conversation during the class. It is important to remember that, from this method, the student can benefit from a better expository idealization of the class and from the use of varied increments, such as videos, images, music, films, and texts in the most diverse formats.

We can also work with the model called “problem-based learning”. This model aims to make students learn through the search for solutions to problems proposed by the teacher in a collaborative way. The teacher can offer a problem, this will encourage the student to research and amalgamate as much knowledge as possible for this resolution.

By encouraging this exploratory method, many solutions will emerge that can use technology or any other resource that can help in the search for answers to questions, making it apparent to encourage research and research competence, reflection on the themes and inventiveness in the face of a problem situation. The most interesting thing is that, in this type of methodology, greater engagement on the part of students is observed, as there is greater integration. In an attempt to find a solution to the problem presented, students feel that they are an integral part and a problem-solving agent, which differs from more traditional methodologies where a relationship is established only of reception and not of exchange between student and teacher.

We also learn in many ways, with different techniques and procedures, more or less effective in achieving the desired goals. Active learning increases our cognitive flexibility, which is the ability to alternate and

perform different tasks, mental operations or goals and to adapt to unexpected situations, overcoming rigid mental models and inefficient automatisms (MORAN, 2018, p. 03).

In addition, there is an excellent model adjacent to the problem-based learning method, which is project-based learning, or commonly called project-based learning. In the same way as the previous method, this one aims to create projects in which one or more students are involved in a goal. In this type of conception, we have an important point to think about, the practice of autonomy and the search for emancipation itself during the project development process. In language teaching, the great benefit of using this methodology is the promotion of contact with real situations. In other words, the use of authentic themes leads students to develop the ability to deal with the unexpected and react spontaneously to such situations.

Still following, we have learning between teams, called team-based learning, which has as its scope the conception of groups within the class, either in person or at a distance. These groups allow the students themselves to strongly debate the proposed theme, developing skills such as discernment, moderation, coherence, and guidance. Interpretive forms begin to emerge, and the debate tends to promote dialogue and consensus. In language teaching, this interaction of students within a collaborative environment will bring a spontaneity in relation to communication, which will result in a greater development of orality, which is more challenging in a traditional practice.

Technology emerges to confirm active methodologies, as all the methods we use must necessarily follow the intended purposes. In disruptive moments like the one we are experiencing (pandemic moment), many solutions bring encouragement and an immense desire to continue to develop language teaching and learning. However, for that, we must have a broader view of some knowledge already developed in our society, as well as the evolution of these concepts, that is, we must stick to the principles of development and needs, and only then can we enter a pretentiously epistemological cycle, in which the educator develops his processes in search of pre-established objectives.

It is clear that the basic difference between the two methods,

traditional and active, is in the way that this individual deals with the social demands in which, possibly, he will be inserted or will be technologically inserted. In the teaching of languages, there is not a simple training for reproduction of learning, but a process that socially leads you to reflect on the content and context contained therein, leaving you able to acquire new learning from your interest, from your interactions. and its activities.

What technology brings today is the integration of all spaces and times. Teaching and learning takes place in a symbiotic, deep, constant interconnection between what we call the physical world and the digital world. They are not two worlds or spaces, but an extended space, an enlarged classroom, which mixes, hybridizes constantly (MORAN, 2015, p. 16).

Despite exploring the potential of language teaching in a kinesthetic, playful, integrative, and motivating way, active methodologies and technology can still generate other diverse school and social skills. This mixture that can be developed can go beyond the pedagogical fact and linguistic knowledge, but embark on the social fact, passing through inclusion in tortuous moments of a pandemic, inserting the subjects in a sociocultural context that can create an educational ecosystem based on their experiences in its proactivity and its reflection.

4. The language teaching and the technology: a challenge increased by the covid-19

From the first quarter of 2020, many things have changed, especially in our academic area, since it was already being criticized by malicious attacks and discredit, which came, in particular, from social groups and political figures. As if the above was not enough, it was still stabbed by an unexpected pandemic of a deadly virus that completely removed us from socializing and social experiences that are so necessary and important for work and the exploratory experience of teaching, imposing a different condition on us.

However, all was not lost, we had an adverse condition that could be circumvented by the current technology which, by the way, is extremely developed and debated in the academic sphere, although not always well applied. Anyway, it was possible to integrate and socialize the classes through digital means, which provided the rapid evolution of many advents.

What technology brings today is the integration of all spaces and times. Teaching and learning takes place in a symbiotic, deep, constant interconnection between what we call the physical world and the digital world. They are not two worlds or spaces, but an extended space, an enlarged classroom, which mixes and hybridizes constantly. That's why formal education is increasingly blended, mixed, hybrid, because it doesn't just happen in the physical space of the classroom, but in the multiple spaces of everyday life, which include digital ones. The teacher needs to keep communicating face to face with students, but also digitally, with mobile technologies, balancing interaction with each and everyone. (MORAN, 2020, p. 02).

Language teaching starts to be worked and developed in a punctual manner through digital means. But it would not be enough to develop an extremely engaging and experiential subject only through remote classes and static exercises, more was needed. At this point, active methodologies came into action, in an attractive, practical, and engaging way for the student through technological resources.

For this process to happen in the best way it is necessary for the teacher to have an expertise in the art of educating for inclusion, as we know that not all students have access to the most diverse technological means to continue their training, however, that is not why who have to be excluded from the educational process. If the teacher does not have this view and attitude of an educator in the creation of educational processes, new pedagogical and methodological practices of inclusion will not advance, as the process becomes empty of meaning. In this perspective, Assmann guides us that educational processes need to: “re-enchant education” and this “means placing emphasis on a vision of educational action as an opportunity and production of learning experiences” (2012, p. 29), which meets of our article that intends to be a way for the teaching of

Languages as a process of creation within a humanizing perspective. We use technology, but we deal with people, and we need to keep that distinction in mind.

Educators need to be able to awaken the will and need of their students to learn. They need to transform the student to be an instigator, a discoverer and trailblazer of the values of their knowledge. That each discovery becomes a way of transforming them into new ideas and opinions, in this way a critical being is formed (TEDESCO; STRIEDER; LACERDA, 2019, p. 113).

And in addition to criticality, empathy and values are needed, as they are predicative like these that allow us to face a pandemic without being prepared for it and play the best possible roles in the face of the unexpected. Technology, despite being within reach of many schools, is still not the general reality. This is a difficult thing to assimilate, because even in the 21st century there are teachers who do not even know how to handle a cell phone with an e-mail account. We cannot say that they are guilty, as they are from a different time, however they need to understand that following the evolution of the networked society, which we now live in, is more than necessary, it is urgent.

The way that the teacher uses to reach the students is secondary when we think about the effectiveness of a harmonious and motivating relationship for the studies. How to motivate a student when he is at home, often in a vulnerable situation, whether due to parental unemployment, or the need to face the fear of the pandemic, and also having to go out to work? Some even do it at the same time as the class. Therefore, a closer orientation is lacking and the distance between the school and the teacher also allows a distance between the student and the school world.

A new curriculum content is urgently needed to permeate all pedagogical and educational activities. You have to be open to new things and get started in the world of creativity. The professional world, in addition to the employment perspective, is profiled as unpostponable in the current context of mass unemployment (STRIEDER, 2002, p. 271).

With this, technology plays an essential role in society and in schools, not only to organize the bureaucratic issue of the secretariat, but it must be gradually inserted into academic life, both for students and for teachers who are often the recipients who receive the greatest impacts of this novelty of the virtual world. For the most part, in the field of technological instruction, we are faced with research and dissertations that consider the ends of the process regarding innovations and what these digital skills can provide us, as well as the educational exchanges that emerge the role of the teacher and of the student in this digital set that we are compelled to be a part of.

Works about this technological ecosystem often focus not only on what constitutes remote education, but also on the conflict between individuals who do not share these instruments. The apprehensions about the lack of technological access, which even appears to be democratized, gave rise to anxieties with the absolute lack of knowledge about digitality or the pedagogical abnegation on the part of many protagonists of the universe of fruitful information, that is, the afflictions revolve around the essential capabilities to successfully navigate the ever-changing digital landscape.

The evolving and expanding potential of new and emerging information, instruction and communication technologies and digital tools requires that we begin to think about moral principles in order to appreciate values, and not just about the ends of this process. Morality and ethics must underpin these procedures, aiming for the individual to reach a level of autonomy and freedom, as he will be able to distinguish right and wrong information by himself, within an environment in which anything can be disseminated (GRECO; LACERDA; DUTRA, 2019, p. 212).

Technological insertion becomes a significant process in school when it manages to involve the community in general, so it is democratic, however, for this use of technologies to be made in a more accessible way, it needs to involve parents and the community in general. During remote education due to Covid-19, the entire school community faced a major crisis to align the continuity of studies. A democratic technological project was lacking, as many

were left out. And how to motivate a student who does not have access to any technological resource to be interested in it if in his daily situation there are other more urgent problems to be solved? And often these problems go unnoticed by the majority who are in a virtual bubble and believe that everyone is in the same condition. Therefore, technology must be a bridge for everyone's access and inclusion.

These digital innovations, in addition to building new social relationships, allow the dissemination of information on a large scale and bring into vogue the imperative of facing this mode of variety of cultures. These technologies also allow the connection of various enunciative attitudes (verbal, visual and auditory) in a single place, on the screen of your gadget. Thus, a new fact emerges, digital research, which poses challenges and possibilities for the teaching and learning process of discovery as a socio-educational practice (GRECO; LACERDA; DUTRA, 2019, p. 220).

Corroborating this idea, Tedesco, Strieder and Lacerda point out that “classes become dynamic when learning how to use technologies. Some teachers fear being replaced by technologies, in other cases they lack the structure and access” (2019, p. 124), but the fear of using them cannot be greater than the benefit that they, with balance, humanity and inclusion, can provide, especially at a time when remote education has become a standard, even if temporary, but a standard that is either faced or defeated by its challenges.

5. Final considerations

In this article we saw the importance that language teaching has on the academic and personal life, both of students and teachers, so developing it must be a task that involves, at the same time, creativity, because part of its specificity consists of in the creation of bridges between language and conceptualization, bringing topics related to daily life and the student's previous knowledge; from the reality of the places in which we are inserted. With this, it is important that the teacher is aware of his teaching training to locate

himself in a virtual society and learn to use active methodologies to promote an attractive, creative, and inclusive training for students.

During the Covid-19 pandemic, many were faced with a herculean challenge that was remote education, when it was established as an alternative so that classes would not be frozen, but this process did not happen overnight and, even today, leaves marks on education that was not prepared to work with technologies, either because they don't know, or in a worse situation, because they don't have access. In view of this, a reflection is needed to establish that active methodologies are not exclusive to technologies but are constituted as creative procedures that can help teachers to motivate their students and bring them closer to the desired knowledge.

From this perspective, language teaching does not distance itself from the life of the local community, but becomes a bridge for reflection and, at the same time, a path to a humanizing vision of the bureaucratic processes of teaching and learning. Given the diversity of ways of teaching, the how is secondary to the objectives of making this process of reflection happen. That's why our article brought authors and reflections that are part of this new world and paradigms experienced today, in order to elucidate an empathic and humanizing education from new ways of thinking about language teaching, now, however, engaged with today's movements and the network society in which we are inserted.

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This theoretical book elucidates the nature of educational technology and, in the process, sheds light on a number of phenomena in educational systems, from the no-significant-difference phenomenon to the singular lack of replication in studies of educational technologies. Its central thesis is that we are not just users of technologies but coparticipants in them. Our participant roles may range from pressing power switches to designing digital learning systems to performing calculations in our heads. In this book, The technologies of education are seen to be deeply, fundamentally, and irreducibly human, complex, situated and social in their constitution, their form, and their purpose, and as ungeneralizable in their effects as the choice of paintbrush is to the production of great art.



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