LITERACY AND REMOTE TEACHING: POSSIBILITIES AND PERSPECTIVES

ALFABETIZAÇÃO E ENSINO REMOTO: POSSIBILIDADES E PERSPECTIVAS

ALFABETIZACIÓN Y EDUCACIÓN A DISTANCIA: POSIBILIDADES Y PERSPECTIVAS

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ABSTRACT: Due to the restrictions set by the coronavirus pandemic, providing literacy and alphabetization on distance, has been an challenge for the teachers, children and their familly. The context of literacy and remote teaching in the schools of the city of São Paulo was contextualized, after students received tablets in other to access the learning digital platform. By using the documental analysis method in a qualitative research and a systematic review of virtuals questionnaires aimed to the primary education literacy teachers - 1o to 3o grade – the research investigated if the resources that were aviable certified effectively educational rights for children. From the analysis of the data collected, it was found that the investment was an important milestone for the municipality to expand new pedagogical practices in its schools, but difficulties inherent to this form of teaching did not allow progress in literacy for most students.

KEYWORDS: Alphabetization and literacy. Remote teaching. Pandemic.

RESUMO: *Devido às restrições impostas durante a pandemia pelo novo Coronavírus, alfabetizar e letrar de maneira remota têm sido o desafio de professores alfabetizadores, alunos e familiares. Neste estudo, contextualizou-se o cenário da alfabetização e do ensino remoto nas escolas municipais da cidade de São Paulo após a distribuição gratuita de "tablets" com objetivo de possibilitar o acesso a sua plataforma digital. Mediante a análise documental de forma qualitativa, com revisão sistemática e aplicação de questionário virtual, direcionado aos professores do Ciclo de Alfabetização – 1° ao 3° ano do Ensino Fundamental I, foi investigado se os recursos disponibilizados garantiram de forma efetiva o direito à Educação. A partir da análise dos dados coletados, constatou-se que o investimento foi um marco importante do município para ampliar novas práticas pedagógicas em suas escolas, porém dificuldades inerentes a essa forma de ensino não permitiram o avanço na alfabetização para maioria dos alunos.*

PALAVRAS-CHAVE: *Alfabetização e letramento. Ensino remoto. Pandemia.*

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RESUMEN: *Teniendo en cuenta las restricciones impuestas durante la pandemia por el Coronavirus, alfabetizar y letrar de manera remota ha sido el reto de profesores alfabetizadores, alumnos y familiares. En este estudio, se contextualizó el escenario de la alfabetización y de la enseñanza remota en las escuelas municipales de la ciudad de São Paulo tras la distribución gratis de tabletas con el objeto de posibilitar el acceso a su plataforma digital. Frente al análisis documental de forma cualitativa, con revisión sistemática y aplicación de cuestionario virtual, direccionado a los profesores del Ciclo de Alfabetización – 1° al 3° año de la Enseñanza Fundamental I, se investigó si los recursos disponibles garantizaron de forma efectiva el derecho a la Educación. A partir del análisis de datos recopilados, se constató que la inversión fue un marco importante del municipio para ampliar nuevas prácticas pedagógicas en sus escuelas, pero dificultades relacionadas a esa forma de enseñanza no permitieron el avance en la alfabetización para mayoría de los alumnos.*

PALABRAS CLAVE: *Alfabetización y literacidad. Enseñanza remota. Pandemia.*

Introduction

In the National Common Curriculum Base (BNCC), literacy is inserted in the Language Area as a stage for the first two years of elementary school. In this period, through various literacy practices, the child will be able to appropriate the alphabetic writing system (BRASIL, 2018).

According to Teberosky (2001), in the initial series, children live with various supplies and objects bearing texts, from the label of school supplies with their name, to the children's literature book on the classroom shelf. The writing of the child's first name becomes more important, becoming a stable and representative referent of something solid: the child himself. It is in this literacy environment that it is possible to provide for the exercise of reading and writing in a significant way, as provided for in the Opinion of the Chamber of Basic Education (CEB) of the National Council of Education (CNE) CNE/CEB No. 11/2010, which establishes the National Curriculum Guidelines for Elementary Education of 9 (nine) years (BRASIL, 2010).

Due to the pandemic of the new Coronavirus, in March 2020, public and private schools in Brazil were closed with the purpose of containing the advance of Covid-19, causing social isolation. According to Luiz (2020), literacy teachers had to re-signify their pedagogical actions to continue the literacy process, before in person. Remote teaching as a pedagogical strategy provided different challenges, and can mention as an example the case of families with lack of technological or internet resources with good quality and difficulty of family follow-up, since these are children aged 6 to 8 years dependent on assistance, because they have not yet developed reading and writing skills and/or lack the knowledge for the use of digital tools.

According to Agrela (2018), 29% of households in Brazil do not have any type of internet access, even in urban areas such as São Paulo. The less favored classes C, D and E are the most affected due to the lack of mobile devices or computers for effective access. In many homes there are not enough devices, and when there is, the internet is of poor quality by using mobile data - cheaper feature or because it is the only means of access available in your locality, which does not allow good navigation. In this context, social inequality becomes a growing one and opportunities are not the same for students who need remote education.

The Municipal Department of Education (SME) of São Paulo found that 48% of its students in the network did not follow the digital content made available, due to the lack of technological resources or internet access. And to serve these students, he invested in the acquisition of 465,000 "tablets" and chips with free mobile data, which would be distributed primarily to students in more vulnerable situations of Elementary School I and II, High School and Youth and Adult Education (EJA) (CERIONI, 2020).

Based on these premises, we came to the research problem: Is it possible to literacy in remote education and guarantee the right to Education through the resources provided by the City of São Paulo? The general objective of the research was to contextualize the scenario of literacy and remote education in public schools in the city of São Paulo, with the specific objective of reflecting on their possibilities and perspectives.

Material and Methods

The study was based on data analysis, based on literacy and remote teaching objects present in the Literacy Cycle of municipal schools in the city of São Paulo, in times of pandemic and social isolation, through documentary analysis; illustrated in (Figure 1).

Figure 1 – Organization chart of study objects
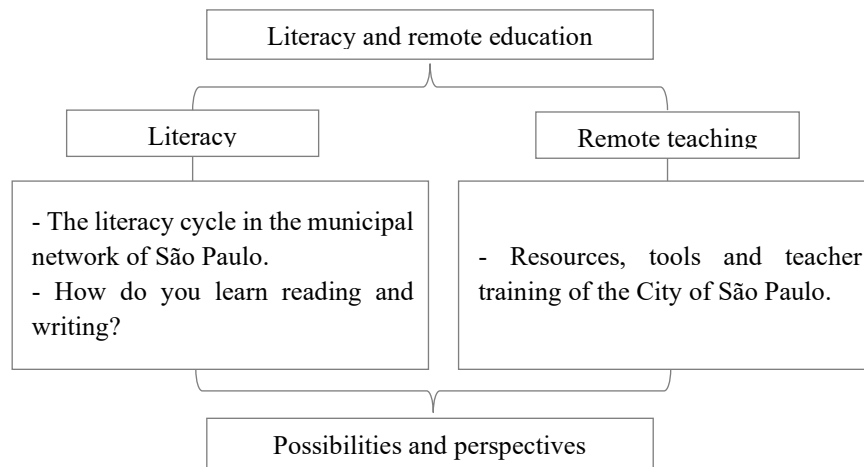
Source: Prepared by the authors

According to Lüdke and André (1986), documentary analysis is a methodological procedure that consists of first characterizing the type of document that will be selected, and after choosing criteria already defined from its pertinence in relation to the object of study and research objectives, the analysis was carried out.

In the contextualization, it was necessary the theoretical basis referring to literacy from the perspective of the documents: i. Curriculum of the City of Elementary School curricular component of Portuguese Language (2018), a document that seeks to align the curricular guidelines of the Municipality of São Paulo with BNCC; ii. Conceptual and Methodological Elements for Defining the Rights of Learning and Development of the Literacy Cycle (1st, 2nd and 3rd years) of Elementary School; iii. works by the authors Ferreiro and Teberosky (2001), which investigate literacy in the context of literacy.

The research was also conducted qualitatively with a systematic review, which presumes eight basic stages of investigation, which are, definition of the question, choice of data sources, choice of keywords for the search, search for results, selection of articles by abstract, extraction of data in selected articles, evaluation of articles, synthesis and interpretation of data (KOLLER; COUTO; HOHENDORFF, 2014).

The searches were initially made at the Redalyc database, which is public domain and free access, in addition to being updated every day. In this process, 372 studies were located for the descriptor "Literacy and literacy" and 47 for the descriptor "Remote Teaching; pandemic", totaling 419 articles in the time frame from 2019 to 2021.

After the analysis of the abstracts, four articles were selected to make up the basis of this review. The inclusion criterion was the selection of texts that referred to the first three

grades of elementary school; remote education during the pandemic; the delimitation of the locality "Brazil"; education and the adequacy and consonance to the theme.

In the filtering stage, 415 studies were excluded according to the data that can be observed in Table 1.

Table 1 – Papers considered outside the inclusion criteria

Exclusion reasons	Numbers
They referred to other stages or modalities of Teaching	45
Research with emphasis on other objects of study: methodologies, teacher training, textbook and scientific literacy	56
Studies of specific knowledge of the different areas: Physical Education, Art, Biology, Geography and Mathematics.	22
Papers that only referred to the National Literacy Assessment [ANA]	07
Works with emphasis on themes: school failure, learning difficulties, bilingualism, "fake news" memes, cyberculture, management and digital literacy.	15
Studies with little emphasis or outside the referenced themes.	270
Total of excluded papers	415

Source: Original search data

Following the inclusion criteria, this article comprises: research that discusses public literacy policies, a study that reflects on the analysis of Opinion 05/2020 and three studies that present the same challenges and pedagogical reflections in times of pandemic in the different Brazilian states: Minas Gerais, Paraíba and Rio Grande do Sul. Next, in Table 2, we describe the information about the work considered according to the inclusion criteria, performed through the search for the descriptor "literacy and literacy".

Table 2 – Selection by descriptor: Literacy and literacy - Redalyc base

Paper 1	
Title:	Literacy and literacy in public policies: convergences and divergences with the Common National Curriculum Base.
Authors:	Ieda Pertuzatti and Ivo Dickmann
Goal:	Understand and improve teaching practice through content and documentary analysis.

Source: Original search data

Table 3 presents information on the studies considered according to the inclusion criteria, performed through the search for the descriptor "Remote Teaching; Pandemic.".

Table 3 – Selection by descriptor: Remote Teaching; Pandemic - Redalyc base

	Paper 1
Title:	Remote Teaching; Pandemic, Pedagogical reflections in times of pandemic: analysis of Opinion 05/2020.
Authors:	Aline Daiane Nunes Mascarenhas and Amelia do Rosário Santoro Franco.
Goal:	To analyze the pedagogical intentions that are present in Opinion 05/2020 when regulating non-face-to-face activity in times of pandemic.
	Paper 2
Title:	Education in times of COVID-19: remote teaching and teacher exhaustion.
Authors:	Karla Saraiva, Clarice Traversini and Kamila Lockmann.
Goal:	Investigate what has been said about teaching in times of isolation caused by COVID-19, within the state of Rio Grande do Sul.
	Paper 3
Title:	Implementation of remote education in times of pandemic: analysis of the experience of the State of Minas Gerais.
Authors:	Breynner Ricardo de Oliveira, Ana Cristina Prado de Oliveira, Gláucia Maria dos Santos Jorge and Jianne Ines Fialho Coelho.
Goal:	Scale the educational complexity of Minas Gerais in times of pandemic.

Source: Original search data

Other selected texts with the same relevance emerged from various sources, such as Exame Magazine, documents and information from the Municipal Secretariat of São Paulo and the journal presented in Table 4, which was found in the Institutional Repository of the Federal University of Paraíba (UFPB).

Table 4 – Selection by descriptor: Literacy and literacy - Institutional Repository of the Federal University of Paraíba (UFPB)

Title:	Literacy in the Pandemic: Realities and Challenges
Authoress:	Silvania de Sousa Felipe Luiz
Goal:	Understand how the teaching and learning processes in the literacy stage during emergency remote education in the municipality of Duas Estradas have been taking place.

Source: Original search data

A questionnaire was also applied through the digital tool *Google Forms*[3], directed to teachers of the Literacy Cycle - 1st to 3rd grade of Elementary School I of municipal schools in São Paulo, with the purpose of collecting quantitative data to perform interpretations on the subject investigated. The choice of the tool was due to the applicability and the possibility of anonymity, since one of the goals of the research was to receive the information without the

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[3] The questionnaire can be accessed by link: https://docs.google.com/forms/d/e/1FAIpQLSdZjeduMiEvF0L-3dUNSEBfVOuw39fXUaJZ23CCQWg6IeMT9A/viewform

participants feeling coerced. The questionnaire used presented the objectives of the research, Free and Informed Consent Form (TCLE), which assured participants that all their rights were respected, and 6 questions closed.

Results and discussion

We chose to describe the Literacy Cycle of municipal schools in the city of São Paulo according to its pedagogical proposal, Remote Education in the context of pandemic, dialoguing with the two themes with the data revealed in the systematic review and documentary analysis.

The Literacy Cycle

In 2017, the City Curriculum was collectively elaborated under the guidance of the Pedagogical Coordination (COPED) of the Municipal Department of Education of São Paulo, presenting its own conceptual and theoretical basis in line with BNCC. In this process, elementary school was organized in three cycles, one of which was the Literacy Cycle, formed by the first three years: 1st, 2nd and 3rd. The literacy cycle allows the child to continuously construct their knowledge, respecting their time and individuality. It is in this process that they provide time and space for the expansion of affective and social relations in addition to learning in the field of reading, writing, mathematical and scientific literacy (SÃO PAULO, 2019).

In the study by Pertuzatti and Dickmann (2019) the BNCC is questioned through a comparative analysis of content and documentary between the laws that govern elementary school. As a result, when comparing the Law of Guidelines and Bases of Education (LDB) of 1996, the National Guidelines for Basic Education of 2010, the National Education Plan of 2014 and the National Common Curriculum Base - in the second and last version, it was found that the concepts of literacy and literacy lose focus due to the biases of normative documents. The results indicate divergences and theoretical-political multiplicities between them, since literacy and literacy do not gain the necessary evidence. The research emphasizes that literacy is important for a fair and egalitarian social construction; being the basis for advancement in learning other skills.

It is important to present the concept of literacy, the conceptual and methodological elements that underlie the practices foreseen in the Literacy Cycle by the document Curriculum of the City to better understand what is expected to be found in public schools in the city of São Paulo.

As a conception of literacy, the document Curriculum of the City in the curricular component of Portuguese Language mentions the studies of Emilia Ferreiro and Ana Teberosky[4], who follow the psychogenetic line and presented the theory Psychogenesis of Written Language. According to São Paulo (2019), research on psychogenesis of written language shifted the focus from literacy to learning and not to teaching, in addition to recognizing the child as an active, thinking subject who elaborates hypotheses about writing, since this individual belongs to the social world with different social practices mediated by writing.

According to this theory, every child in literacy period goes through distinct phases of written production, being: I. Pre-syllabic, which occurs when, in the written record, there are no clear criteria with quantitative reference of the letters or even relationship between the chosen letters with the sound aspects of speech, random letters are used to represent the word; II. Syllabic – when the written record presents quantitative intention, there is a necessary limit for the representation of speech sounds and/or also qualitative condition, when there is phonetization; Syllabic-alphabetic – next phase in which syllables are identified although still oscillates with the previous phase; finally, alphabetic – phase in which in the written record there are qualitative and quantitative conditions as described in the previous phases and also the differences and similarities between sounds and graphic sequences are also found (FERREIRO, 2007).

For Ferreiro (2007), during the literacy process it is also necessary to consider how children understand written language in society – the social use of written registration. It is wrong and discriminatory to believe that all children have equal experiences, in which the written language performs precise social functions, such as: when a close family member writes a shopping list and later uses it as a reminder during the trip to the market. There are those who grow up in environments with low or even zero literacy levels.

According to Teberosky (2001), it is understood that the child can understand the social use of language in diverse social practices, in an environment that provides access and direct contact with writing. It is worth mentioning that, if these reading and writing practices are not in the social environment in which the child lives, he/she will start literacy in less privileged conditions than those that participate in literate social practices. In this sense, the school needs

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[4] Emilia Blacksmith was born in Argentina in 1936. She was a PhD and Jean Piaget with studies on genetic epistemology. From an empirical study through several experiments with children, it based the theory of Psychogenesis of Written Language in partnership with the Spanish Ana Teberosky, pedagogue and PhD in psychology.

to take into account the diversity and social differences of its students when planning its face-to-face and/or remote pedagogical proposals.

The document Conceptual and Methodological Elements for the Definition of The Rights of Learning and Development of the Literacy Cycle (BRASIL, 2012) highlights that it is necessary to enhance methodologies that respect the development time of each child, their discoveries, the elaboration of hypotheses and their individual interests. It also presents some pedagogical practices that favor literacy and literacy, such as reading and storytelling, because they provide an aesthetic model, as well as collective and diversified textual production in a contextual and meaningful way, which provides the construction of citizenship and a sense of belonging of the child.

The appropriation of the alphabetic writing system is opportunistic when the child participates in learning situations, comprising, for example, the following procedures: words are formed by letters, written from right to left, from top to bottom and that there is spacing between them (BRASIL, 2012).

In summary, this document presents in tables the school knowledge, including the system of reading, writing and mathematics, together with suggestion on the learning progression of each objective, organized in 1st year, 2nd year and 3rd year and classified in introducing, deepening and consolidating. If the student reaches the end of the first year without achieving the expected objectives for the series, which is consolidated, the school needs to develop actions and strategies so that next year this knowledge is guaranteed.

Remote teaching in times of pandemic

In the study by Mascarenhas and Franco (2020), the pandemic of the new Coronavirus caused social isolation and, with it, new challenges for educators, aware that the presence of students in school provides socialization and structures for the formation of subjects.

After the research of the current scenario and documentary analysis of the Opinion of the National Council of Education (CNE) no. 05/2020, a legal guideline that presents a new school calendar reorganized through the change from face-to-face teaching to remote education, for the purpose of fulfilling the minimum annual workload, criticisms were presented to its applicability.

The continuity of the learning process of students in a non-face-to-face manner is questioned when it does not mention the specificities and inequalities present throughout the country. Considering that the proposal of the document only favors families of more favored

social classes, because they have wider access to digital media, different from low-income families, with reduced access to mobile data and restricted number of devices.

The implementation of remote education in times of pandemic in Minas Gerais, for example, was questioned by Oliveira *et al.* (2021) and, after analysis, it was found that the economic and social issues of the state were reduced or less valued by the Secretary of State for Education (SEE) during the process of adhering.

It is believed that remote public education can provide increased social and educational inequalities. Another relevant point in this research was the observation of the context in which the families of students in public schools experience little schooling of those responsible, lack of time to those who work or even simultaneous assistance for more than one child, implying the non-follow-up of studies.

In the research of Saraiva *et al.* (2020) it was found that, in the State of Rio Grande do Sul, the change of face-to-face activities to remotes caused the exhaustion of teachers due to work overload. It was also evidenced that this structure can maintain or even expand the processes of exclusion, due to the lack of access of students to the Internet to perform remote activities.

Luiz (2020) emphasizes the need for public policies for all of the school community to have access to technological resources and continuing training in relation to Digital Information and Communication Technologies (TDICs) in the school context.

The National Council for the Rights of Children and Adolescents (CONANDA) presented its manifesto on the right to education of children and adolescents in times of pandemic. In it, he resumed the Federal Constitution of 1988, a legal document that guarantees the right to education with quality and equity, highlighting the fulfillment of the right to quality education to children and adolescents; recognition of the country's structural inequalities, including internet access and home structure. He stressed that distance learning as an action plan, in this context, will enable the increase of social inequalities.

The texts selected in the systematic review present remote teaching during the pandemic as a process that excludes and favors the increase of social inequality when it does not consider the lack of access to the Internet and the students' home structure.

The actions of the Municipal Secretariat of the city of São Paulo concerning the pandemic

The City of São Paulo, through the Municipal Department of Education (SME), has established a partnership with Google for Education, using google classroom tools as a digital platform for the realization and daily postings of remote activities. On April 14, 2020, through two internet transmissions, teachers received initial training regarding the new process. Students and family members were informed about access to the "Classroom" through the website of the City of São Paulo, social networks and telephone contact of schools (SÃO PAULO, 2021a). Educators have been provided with a website[5] with instructions, announcements and tutorial videos with materials to support the use of "Google for Education" resources.

According to the SME Institutional Portal, the digital content posted by teachers on the digital platform should be in line with the City Curriculum. Platforms can be accessed by smartphone devices, as well as computers or tablets. And to increase the opportunity to access content, the Municipal Department of Education (SME) has partnered with TV Cultura and the Secretary of State for Education, a space that also provides school content (SÃO PAULO, 2021a).

According to Cerioni (2020), 48% of students in the public school system of São Paulo did not follow the digital content made available, due to lack of technological resources or internet access. And to meet this need, the city invested in the acquisition of 465,000 "tablets" and chips with free mobile data.

Another action of the City of São Paulo was the elaboration of the collection of notebooks Learning Trails - material that brought together activities with school contents, planned by the Municipal Department of Education and made available digitally on the SME Institutional Portal website[6]. The same material was printed and initially distributed by the Post Office to students regularly enrolled in municipal schools in the city of São Paulo. The objective here was access to school content for all students, including those who do not have internet at home (SÃO PAULO, 2021a)

According to SME Institutional Portal, the activities of the Learning Trails were elaborated so that students could perform with autonomy and/or with the help of family members. There are also guidelines for parents with suggestions on how to organize a study routine for their child (SÃO PAULO, 2021a).

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[5] https://prof.edu.sme.prefeitura.sp.gov.br/
[6] https://educacao.sme.prefeitura.sp.gov.br/trilhas-de-aprendizagens/

In May 2021, 100,000 tablets were distributed out of a total of 505,000 devices; where a greater number of students are already accompanying the virtual classes, according to the principals' report. One of the objectives is to address the technological deficiency of more vulnerable students with greater learning difficulties (SEC, 2021b).

According to the Special Secretariat of Communication of the city of the city began the delivery of notebooks to teachers of the municipal school system. It is believed that the investment will help teachers and students to be closer to the Internet, through the use of computers and tablets. The equipment is the property of the school, thus being the property of the unit. Notebooks should be used exclusively for pedagogical purposes and related activities, and returned at the end of the school year by the teacher. (SEC, 2021c).

The data presented in Table 5 are research results on official documents of the City of São Paulo, that is, there is no information on the applicability of these actions through empirical study.

Table 5 – Actions of the Municipal Secretariat of the city of São Paulo concerning the pandemic

2020	- Partnership with Google for Education - digital platform.
	- Presentation and guidance on Google Classroom - two broadcasts.
	- Preparation and delivery of the material: Learning Trails.
	- Partnership with TV Cultura and Secretary of State for Education.
	- Acquisition of 465,000 tablets and chips with free mobile data.
2021	- Distribution of 100,000 tablets to students.
	- Delivery of notebooks to teachers.

Source: Original search data

What does research reveal to us?

Due to the reduced time for applicability of the questionnaire, in view of the need to submit the research to the Ethics Committee of Brazil, the choice of open questions had been impossible, which would probably provide other answers and qualitative results.

In the survey conducted by the online questionnaire in June 2021, the answers of 12 literacy teachers from the Municipal Education Network of São Paulo, who teach in the following grades of elementary school, 7 in the 1st year, 4 in the 2nd year and 1 in the 3rd year were analyzed.

According to the teachers, the main difficulty presented by the guardians of their students in the use of the tablet and chip with internet is not being able to use the device and its

resources despite all the guidance received by the school. It was also found that there was no signal from the data network for internet connection in some residences, which made it impossible to access the platform and daily study of the student.

Mascarenhas and Franco (2020), in their considerations, already presented criticism of activities not in person by digital media, since these actions made the continuity of the educational process unfeasible, because low-income students experience a limited reality of access to more than one device and the lack of internet connection, due to the location of their residence.

When asked about the increase in access to the "Classroom"[7] after the delivery of the tablet and chip with internet, 75% of the answers were affirmative. For the question of the progress in the literacy process of the students with this access, 66.7% of the answers were negative. It is understood here that despite access to digital content, most students did not show advances in literacy.

The lack of access to the Internet and electronic devices for students was also pointed out by Luiz (2020). In their research, after data collection, it was found that children in the process of literacy with remote education in Duas Estradas, PB, could not effect learning in a favorable way due to the lack of digital resources, lack of help from the family in this process and demotivation of the children.

It is important to emphasize that this study is just a clipping, a background for larger research that may come to fruition with a future analysis, but elucidates an attentive and necessary look at the theme.

Final Considerations

As a result of this study, it is understood that literacy is a continuous process and requires pedagogical interventions in a literacy environment. Literacy outside the school space and remotely provided greater challenges. The actions of the City of São Paulo in giving technological resources to educators and students contributed to the increase in access to the digital platform, an environment with school activities previously planned and posted by teachers. However, the data collected in the interview indicated that there was no advance in literacy in most students.

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[7] Platform used by the municipal school system of São Paulo, for the realization and posting of remote activities.

In other states of Brazil, literacy was not effective during the pandemic due to lack of home structure and technological resources. According to the data presented here, it is clear how much the investment of the city of São Paulo was an important milestone to expand the access of its students to remote education. It is therefore worth mentioning that literacy is a practice that is strengthened with the interaction between school and family. Continuing these resources, recognizing and respecting the social differences of children when elaborating their face-to-face and/or remote activities and investing in the partnership between family, school and society is a possibility of assertive action to guarantee the right to Education.

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