

**COVID-19 AND USE OF DIGITAL PLATFORMS: CLASSROOM
REVERBERATIONS FROM PHYSICAL TO VIRTUAL SPACE**

**COVID-19 E USO DE PLATAFORMAS DIGITAIS: REVERBERAÇÕES DA SALA DE
AULA DO ESPAÇO FÍSICO PARA O VIRTUAL**

**COVID-19 Y USO DE PLATAFORMAS DIGITALES: REVERBERACIONES EN EL
AULA DESDE EL ESPACIO FÍSICO HASTA LO VIRTUAL**

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ABSTRACT: This paper aims to analyze enunciative pronouncements extracted from semi-structured questionnaires conducted by e-mail, amid the coronavirus pandemic, with 13 English-speaking teachers from the municipality of Blumenau, who worked remotely during the 2020 school year. Thus, it seeks to mobilize the Bakhtinian concepts of dialogism and discourse in the context of the analysis performed. For this, theoretically, specific contributions from the studies of the Bakhtin Circle for Language Studies will be made. It is worth mentioning that, in the analysis performed, we will focus on the evolution of teachers about the formative experience during their teaching degree studies about the use of digital technologies tools in the educational scope. It is concluded that the discursive subjects are singular, interchangeable and the concrete utterance is articulated to a responsible and responsive act, which reiterates the interrelationship between utterances and the dialogism of the instances of verbal interaction.

KEYWORDS: Pandemic. Discursive practices. Dialogism. Verbal interaction.

RESUMO: Este trabalho busca analisar pronunciamentos enunciativos extraídos de questionários semiestruturados realizados por e-mail, em meio à pandemia do coronavírus, com 13 professores de língua inglesa da Rede Pública Municipal de Ensino de Blumenau, que trabalharam em modo remoto durante o ano letivo de 2020. Desse modo, busca-se mobilizar os conceitos bakhtinianos de dialogismo e de discurso no âmbito da análise efetuada. Para isso, percorrer-se-ão, teoricamente, contribuições pontuais dos estudos do Círculo de Bakhtin para os Estudos da Linguagem. Vale destacar que, na análise efetuada,

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focaremos na devolutiva dos docentes acerca da experiência de formação durante a licenciatura acerca do uso de tecnologias digitais no âmbito educacional. Conclui-se que os sujeitos discursivos são singulares, intercambiáveis e o enunciado concreto se articula a um ato responsável e responsivo, que reitera a interrelação entre enunciados e o dialogismo das instâncias de interação verbal.

PALAVRAS-CHAVE: *Pandemia. Práticas discursivas. Dialogismo. Interação verbal.*

RESUMEN: *Este trabajo tiene como objetivo analizar pronunciamientos enunciantes extraídos de cuestionarios semiestructurados realizados por correo electrónico, en medio de la pandemia de coronavirus, con 13 profesores de habla inglesa del municipio de Blumenau, que trabajaron a distancia durante el año escolar 2020. Por lo tanto, busca movilizar los conceptos bakhtinianos de diálogo y discurso en el contexto del análisis realizado. Para ello, teóricamente, se realizarán contribuciones específicas de los estudios del Círculo de Bakhtin para estudios lingüísticos. Cabe mencionar que, en el análisis realizada, nos centraremos en la evolución del profesorado sobre la experiencia formativa durante el grado sobre el uso de herramientas de tecnologías digitales en el ámbito educativo. Se concluye que los temas discursivos son singulares, intercambiables y la expresión concreta se articula a un acto responsable y receptivo, que reitera la interrelación entre las expresiones y el dialogismo de los casos de interacción verbal.*

PALABRAS CLAVE: *Pandemia. Prácticas discursivas. Dialogismo. Interacción verbal.*

Introducing the path

One of the main concerns of the Bakhtin Circle with the linguistics of its time was to show how the subjects' historicity and uniqueness and interchangeable experiences affect the relations between language and social reality. In the meantime, verbal communication cannot be separated from the situations in which concrete life exists. Dialogicity is present in this scope of theorizations, in which every statement is always made in the relationship between individuals, in a social and historically situated context. When thinking about the conditions of concrete enunciation, the word can then be seen not only as a sign, but as a semiotic instrument of social relations in the context of the interaction woven between individuals. Voloshinov (2017), who also developed studies within the scope of the so-called Bakhtin Circle, affirms that the linguistic sign is marked by the social horizon of an era and of a determined social group. That is why it is common to affirm that every statement is situated historically and socially and cannot be thought of as being separated from social relations.

In relation to the concrete conditions of enunciation, we have a pandemic that caused schools worldwide to interrupt the classroom and migrate, without having time to prepare for such a change, to a model of remote emergency classes, mediated by the use of digital

platforms. Not only schools, but whole families also had to adapt to school changes. But the impacts are as distinct as the inequalities that prevail in society are abysmal. Antonio Gois (2020) mentions three main dimensions to be considered in Brazil: the impacts of this migration to remote education; the role of parents in the education of their children and the worsening of inequalities.

In an ideal scenario, technologies would be tested and mapped, content adapted to other formats, teachers would receive training, and students and families would have time to adapt to the new routine. But none of this was possible.

Between completely paralyzing all learning activities until the return to face-to-face classes or trying to find ways to keep students minimally engaged, the choice of most educational systems on the planet was the second option. It was the most sensible, but not exempt from losses (GOIS, 2020, p. 108, our translation).

Before the pandemic, there was already a controversial debate about the use of digital technologies in the educational field. However, it is necessary to warn that, for the beginning of the discussion, such an approach cannot be thought of as being dichotomous, according to which one should stand against or in favor. The reality is much more complex. It is necessary to think about the difficulties and limitations that remote education encounters in a country in which a quarter of the population, aged 10 or over, still does not have access to the internet (cf. IBGE, 2020)⁴. The data mentioned refers to the fact that 45.9 million Brazilians did not have access to the internet in 2018. The survey was carried out in the fourth quarter of 2018 through the National Household Sample Survey (PNAD) and was released in the first semester of 2020 (IBGE, 2020).

It is important to note that of the 45.9 million Brazilians who do not access the internet, 32, 2 million live in the urban area and 13.7 million live in the rural area. Most of the people who do not access the internet live in the Southeast - which is where most of the national population is concentrated -, but the North and Northeast regions are the ones with the highest percentage in relation to the local population: of the total inhabitants of these regions, 36% and 35.3% did not access the internet. In the Midwest, the percentage is 18.5%, in the Southeast it is 18.9% and 21.8% in the South. Why is it important to mention this? Because half of Brazilians survive on a monthly income of R\$ 438. It means that almost 105 million Brazilians live on less than R\$ 15 a day, according to IBGE data in the *Continuous National Household Sample Survey: Income from all sources 2019*.

⁴ As previously mentioned, the last IBGE, of 2019, was released in April 2020.

As we are talking about concrete enunciation situations, in relation to the context of the excerpts that will be analyzed later, it is necessary to consider the history of the temporal scenario in which the enunciations were produced. If access to digital technologies is uneven, it still affects a huge contingent of individuals across the planet. In Brazil, for example, access to the internet, in most families, occurs via cell phone. According to the Continuous National Household Sample Survey: Information and Communication Technology (IBGE, 2020), 79.3% of Brazilians aged 10 and over have cell phones for personal use, with or without internet. The 28% of Brazilians who do not have a cell phone say it is expensive; 24.2% stated that there is a lack of interest in obtaining the device, 19.8% do not know how to use it and 16.6% stated that they usually use someone else's device. The use of computers fell to 50.7% and tablets to 12%.

It is important to mention these elements, since, for a long time, countless studies have pointed out that the socioeconomic status of parents affects the performance of many students around the world. Just to give you an example, in the 1960s, the American sociologist Coleman *et al.* (1966) identified this as one of the most solid evidences in the field of educational evaluation. Thus, socioeconomic conditions impact the development of learning. That is why public schools are so important: the more developed a country is in the educational field, the more equanimity there is in the distribution of opportunities for schooling and formation.

But all is not lost, because even in vulnerable contexts, families can make a difference in the lives of children and adolescents. A study by the Nobel Prize in Economics, James Heckman *et al.* (2010), defends the lasting impact of early childhood policies, added to the orientation to families and quality care since pre-school. The research by Ribeiro and Vóvio (2017) analyzes the results of research on social vulnerability in two Brazilian cities, regarding the influence of socioeconomic inequality in the production of school inequality. More recently, in Brazil, the study by Bartholo *et al.* (2020), linked to a research group at UFRJ, shows how family actions for inserting books, storytelling, encouraging reading and playful activities between parents and children can produce positive results even in homes of high social vulnerability.

All of this to say that the school is not the only responsible for the educational formation of children and adolescents. This argument, although it seems obvious, in practice can go unnoticed or be neglected, especially when whole families do not follow the school life of their children and direct teachers to the task of educating (which is beyond the instances of teaching and learning). How are teachers, then, in the midst of this pandemic?

Dialogical discourse analysis: relations between statements and subjects

The theory we use in this work, as a theoretical framework, is the dialogical analysis of the discourse. In the scope of the studies of the Circle of Bakhtin, every sign is ideological, which means that ideology permeates the linguistic relations exercised in the social environment that the subjects inhabit and cohere. For this reason, Bakhtinians will speak in spheres of human communication, because they can be many and, also, they will talk about responsiveness, since every statement is active responsive (VOLÓCHINOV, 2017).

The method, as it was called by Paula, Figueiredo and Paula (2011) is the dialectical-dialogical, since all statements are interrelated, as well as the corpus, when analyzed under the dialogical aspect, produces a collation - permanent relationship with other speeches, which respond or are answered at the link in the discourse chain. The referenced works are related to each other and to other texts, and to other concepts and areas from which they come and dialogue. There is, discursively speaking, the search for an origin or statement first that would have existed before the others. Therefore, the concept of discourse is related to the concept of dialogism.

In the dialogical analysis of the discourse, the subject is not a source of saying and is a social being, which exists and is constituted in the relationship with the other. Thus, the statement is seen in the form of a dialogue because every statement is dialogical, maintaining a relationship with other statements. In a dialogical analysis, the truth is not sought, as it does not exist. What exists are truth effects, since the whole sign is ideological and carries valuations on the objects that are named or on beings and instances that are taken as an object of discourse (VOLÓCHINOV, 2017). In this way, each subject is interchangeable and is associated with a historicity that, even if it is related to the context of the experience of other subjects, makes it singular and unique. Such determination is due to the specific contexts of interaction. Therefore, the statement is a real unit of discursive communication and the spheres of human activity are related to the effective uses of language that occur through the construction of concrete statements.

Situating the corpus and the research context

First, it is necessary to locate the municipality of Blumenau. According to IBGE 2019, released in 2020, Blumenau has 361,855 inhabitants and a GDP of 16 million reais. It is the third most populous city in the state of Santa Catarina, after Joinville and Florianópolis, respectively. The municipality belongs to the Middle Valley of Itajaí, in Santa Catarina, in the

south of Brazil. This region has 808,502 inhabitants and is composed of 14 municipalities and, in this context, Blumenau is the most populous municipality, while Dom Pedrinho is the city with the lowest population (4,115 inhabitants). It is important to mention that the urban population of Blumenau is composed of 241,943 people (92.41%) and the rural population of 19,865 people (7.59%), being, therefore, most of them in the urban area. According to the United Nations Development Program (UNDP, 2021), the city's overall HDI is 0.855, considered high, it is the 5th in the state and 19th in the Brazilian scenario.

Regarding per capita income, it can be said that it has a Human Development Index (HDI) of 0.797 (average); GDP per capita is 45,934.42 reais. The textile industry is the main economic activity in the city because of the presence of manufacturers that were founded in the 19th century, such as Hering and Karsten. But the municipality has also stood out as an information technology (IT) polo, which has led to the diversification of the local economy. The IT area is already the largest source of collection of Taxes on Services of Any Nature (ISS), existing since 1970 when around 10 companies came together to establish a center of technological services, entitled Centro Eletrônico da Indústria Têxtil - CETIL (cf. SINTEX, 2018).

There is also commerce, the provision of services and the event tourism segment, due to internationally projected fairs, which take place in Vila Germânica. To get an idea of the city's economic presence, in 2017, it even exported products in an amount equivalent to R\$ 430,647,320, figuring as 5.06% of the state's exports. Regarding the educational aspect, it can be mentioned that the school enrollment rate of 06 to 14 years of age in the municipality is 97% (IBGE, 2020). The Municipal Public Network of Blumenau has 13,791 enrollments in Early Childhood Education and 21,346 enrollments in Primary Education, 1,596 teachers in Early Childhood Education and 1,596 teachers in Primary Education. The Municipal Public Education Network of Blumenau also has 79 Early Childhood Education Centers (CEIs) and 46 schools. Regarding the continuous formation offered by the Municipal Education Department, especially by the Municipal Education Department, two courses are offered: 1. Basic Informatics - 20h; 2. Google Classroom and Google apps - 40h.

Such courses are offered, every six months, by adhesion of Education professionals who are interested. These professionals can participate in their Extra-Class Activity Time, or even at night. Such courses have been offered, via public notice, since the year 2016 and count, on average, with the participation of 50 professionals per year. Because the year of 2020 was atypical due to the pandemic situation experienced, courses were offered regarding the use of Google Classroom and Google applications, with the number of places established

for each Early Childhood Education Center and School of the Municipal Education Network. Priority was given, for example, to educational institutions that did not have a computer professional to assist in these procedures. The courses offered last year totaled the participation of 420 Education professionals. In addition, it can also be mentioned that the CAPACITA sector - formation sector for all professionals in the Blumenau City Hall - offered a course on Hybrid Education to all those interested. This offer was made for the first time, via a public notice, in the second half of 2020.

Currently, in the field of Education, Blumenau has 23 (twenty-three) English language teachers in the municipal school system. Of these, 13 (thirteen) were interviewed at the end of 2020 using a semi-structured questionnaire conducted by e-mail. The tool used proved to be safe and responsible in the midst of the atypical and turbulent period in which we live, caused by the expansion of the COVID-19 pandemic, which requires that social distance be maintained, in order to minimize the proliferation of the coronavirus. In the questionnaire, there are two parts: in the first, by means of questions mostly composed of multiple choice alternatives, teachers should indicate age, formative aspects, gender, whether the initial higher education was in person or at a distance, instances related to professional performance and continuing education.

At the end of the first part, it is asked whether, considering the questions asked previously, there would be interest in participating in a questionnaire to answer and reflect on some questions about Covid-19 and the use of virtual platforms in the educational field. If the answer was affirmative, it was necessary to indicate the full name and means of contact for subsequent return of the research carried out and the date of completion. The second part is made up of open-ended questions and it is asked how was the initial formation in relation to the use of digital technologies, whether there are moments at school to discuss formation among teachers, whether there is adequate infrastructure so that information and communication can be used as a pedagogical resource, how is the adaptation outside the school space, conditions for the planning of classes, limits and possibilities in face of the need for remote teaching, and what role can information and communication technologies play in the exercise of teaching and learning.

To preserve the privacy of the teachers interviewed, they will be nominated only by means of a letter, for the purpose of specification. Ex: teacher AL, teacher JT, etc. One detail that drew attention is that only two teachers had academic degrees from distance learning (Teachers CN and KD). Among the teachers interviewed, only one professor had academic formation in undergraduate teaching courses in the semi-presential modality (teacher JT). All

the others had only face-to-face formation. It is important to mention this, because when referring to experiences in the context of remote education, this fact corroborates a constitutive estrangement from the experiences of initial academic formation at the undergraduate level. It is not a question of hierarchizing the modes of operation of classroom, semi-classroom or distance learning, but of paying attention to familiarity with this or that teaching modality, for example. It is worth mentioning that, for this analysis, we will focus only on the teachers' feedback for a question. This is the first question in the semi-structured questionnaire, which asked about the formation experience during the undergraduate teaching course on the use of digital technologies in the educational field. From Bakhtinian theory, we will consider the concepts of utterance, ideological sign and dialogism.

Analysis of enunciative pronouncements: dialogism in educational relations

Considering the number of respondents, we will reiterate, for analysis, excerpts or paraphrases of the most recurring responses in the corpus under analysis. In this context, for example, teacher AL mentioned that she had a subject on Informatics whose name she does not remember, she only remembers that the didactics of the teacher were terrible, because he had "many students for one teacher to attend". This statement is located in the middle of this testimony: "I had a course (I don't remember the name) about computers. Many students for one teacher only. And he had no didactics (and willingness) to help us. It was terrible!!!" (Teacher AL, 2020, our translation).

Using Bakhtin as reference, it is important to mention that the human being is not only constructed as an object of study through texts but is also known through them. In this way, different points of view build different objects (BARROS, 2003). A question that is unique in the studies of the Bakhtin Circle is the question of otherness. This is because the subject is built in relation to the other. If we consider, in the case of the speech of teacher AL, that she is also a teacher, the use of the expression "many students for only one teacher to attend" does not only concern a child from the past to which she refers: it concerns a familiarity with which she encounters in teaching and also with the diversity of subjects with whom she interacts in the classroom. She even mentions that she does not record the name of the subject, she just remembers that the teacher at the time had no teaching skills. The use of the expression "Many students for only one teacher to attend" is a kind of confession or justification in the sense of pointing to something unavoidable: teaching does not reach all students

homogeneously, as there are always gaps, due to the presence of many singularities of each historical, discursive subject, as previously preferred.

Thus, even though she presents this kind of justification for the teacher's impotence, there is also the establishment of an alert: there was no (good) didactics and the learning was insufficient. It is important to mention this positioning, because, in Bakhtinian studies, the subject is not a source of saying and subjectivity is built in the relationship with the other, as already stated in this text. This premise points to the fact that it is not just an isolated statement, but a statement that is related to other statements, since the teacher AL, as a discursive subject, is a social being.

In this way, the expression “(does not) have didactics” is recognized by her peers, not because it is a specific, scientific vocabulary, but because it is an argument shared by male and female teachers in everyday school life. For this reason, the dialectical-dialogic method is used discursively (PAULA; FIGUEIREDO; PAULA, 2011), because the corpus is in frequent relationship with other statements “that answer or are answered in the link of the discursive chain” (PAULA; LUCIANO, 2020a, p. 708, our translation). It is also important to reiterate that, in Bakhtinian studies, it is a characteristic of the statement that it can be repeated. But this does not mean that the effects of this repetition are the same, since regularities occur, but also dispersions of statements and effects of meanings. Such instances refer to socio-historical and politically specific circumstances. Thus, the uniqueness of each statement - and its repetition - is not exempt from having, in the statement, marks of other subjects' speeches. What happens is that the expressiveness of a certain subject is marked in the statement when a certain subject enunciates through a discursive intention and specific ideological horizon when addressing others (SILVEIRA; SANTANA, 2019).

When teacher AL says that “he did not have any didactics (and willingness) to help us” she also debates (and struggles) responsively about the statements that circulate in social relationships and in common life about the act of becoming a teacher. Such a gesture produces an effect of accountability of the other, who is valued as a negligent subject, “without the will to help”. When we turn to the pandemic issue, for example, this issue of willingness to help becomes important. In this sense, if we consider that most people have access to the internet via the use of cell phones, often shared, perceiving each student as singular and with difficulties inherent to the socioeconomic condition points to the fact that the subjectivity of male and female teachers is produced in relationship with otherness.

The “auxiliary” verb is also associated with the need to adapt, to incorporate methodologies that help others. It becomes not just a detail, since teacher AL is talking about

her limitations as a student and about a discomfort that comes from a collective impression, since her voice is permeated by others enunciated in the link of the discursive chain. Thus, dialogically, not only a statement about the other is produced, but an indication of discomfort that may point to a desire not to be characterized as “terrible”, in the same way that the one that is valued is being classified in the statement. The overload of teaching activities is also reiterated in the expression “for only one teacher to attend”. If teachers who were not used to and had difficulties with the use of digital technologies in the classroom are not without obstacles, the excess of students corroborates the feeling of helplessness. Added to the precarious formation, then, it becomes a snowball.

On the other hand, although another interviewee, teacher AT, mentioned that there was no specific discipline in the undergraduate course, he also stated that the work with digital technologies was the result of the activities developed: “The AVA tool brought activities, materials, PDF links, among others, which already **accustomed** us to the dynamics of a digital tool” (teacher AT, 2020). It is worth mentioning that AVA is an acronym, in Portuguese, for Virtual Learning Environment. Teacher LM, under the same focus, mentions the use of AVA, although she recognizes that “we performed some **sporadic** activities in AVA, some collaborative texts, readings, but it **was very little**” (Teacher LM, 2020, author's highlights, our translation).

In this case, the excerpts from the responses indicated in the previous paragraph point to the construction of the objects of discourse: every sign is ideological because it is associated with specific valuations within the scope of a given statement. Thus, the use of the “get used to”, in the statement of teacher AT, refers to a positive valuation of the activities developed around the AVA. This is because “getting used” brings a sense of “making habitual, habit, familiar”. In this context, the use of the word “dynamics”, associated with the digital tool, accentuates this positive valuation: dynamics are for functionality like usual is for familiarity. Not only, therefore, there is an effect of familiarity with digital interaction instruments, there is a movement of positivization of the initial formation experience that appears as if it had been “enough”. Therefore, it is important to point out that there was a different effect produced in teacher LM statement: there is a negative effect on the mode of functioning and direction of activities carried out through the AVA. This negativity corroborates the effect of insufficiency, since the expressions “sporadic” is used, when referring to the activities carried out during graduation, and “it was very little”. Thus, the organization of the ideological sign is necessary for the expression of the objective fact through the materialization of this sign (VOLÓCHINOV, 2017).

Professor JT, who attended the undergraduate course, says that "because it is in the semi-classroom mode, we obtained **virtual training** on how to access and use some digital platforms **widely used** in the educational field" (teacher JT, 2020, author's highlights, our translation). It is important to mention the question of ideology, in this sense, because it constitutes discursive practice. The use of the word "training" can produce an effect of seriousness and professionalism, but also of homogenization of learning, due to the training action, in the sense of reducing or eliminating differences.

Lea and Street (1998) mentioned the existence in the school of what they called the skills model. Here comes the question of "training", because the skills model is linked to the notion of literacy as a set of individual and cognitive skills, which, under this logic, need to be learned. This model focuses on the attempt to "correct" language problems, of a grammatical order, which may appear in the students' texts. Lea and Street (1998) mention that the student is seen from his deficit during the correction of texts, since there is a focus on what he does not know, in a context in which writing starts to be seen as a reflection of technical skills and instrumentalization of language teaching.

Nesse contexto, o resultado do "treinamento" é que ele desconsidera a trajetória anterior de letramentos do aluno e concentra esforços para que ele se adapte ao que precisa ser aprendido. Nesse escopo de considerações, é preciso salientar que não estamos defendendo que não haja necessidade de desenvolvimentnto de habilidades de leitura e de escrita específicas, mas que as capacidades já desenvolvidas precisam ser consideradas, a fim de viabilizar o entendimento acerca das condições de letramento dos discentes. Essa defesa se justifica porque, mais do que um recurso informacional, "as redes de aprendizagens instituídas na cultura digital, constituem uma forma de imersão e construção colaborativa de sentidos" (SÚNEGA; GUIMARÃES, 2017, p. 194).

Then, the teacher mentioned above, informs that it is not any digital platform, since the discursive subject mentions platforms "widely used in the educational field". In this context, if in the Bakhtin Circle verbal interaction is the fundamental reality of the language, enabling access and use of digital platforms is associated with ways of interacting in society. In this way, the interaction, which is also beyond verbal instances, takes place in verbivocovisual⁵ environments and, thus, the access and use of virtual environments insert subjects in environments that are not the physical environments and spaces of everyday life.

⁵ The researcher (PAULA, 2017; PAULA; SERNI, 2017; PAULA; LUCIANO, 2020b) coined the term verbivocovisual to refer to the fact that every word is three-dimensional, within the scope of studies on subject and sign, because of the interrelation between verbal (semantic), vocal (sound) and visual (imagery) dimensions.

Teacher AX replied that formation with digital technologies took place “in practice. And due to her efforts”. If the interaction between interlocutors is the foundation of the discursive practice, we can say that there is an accusation of educational monologism: it is as if the teacher in question affirms that she did not find an answer, in the undergraduate course (completed ten years ago), to her needs for working with digital technologies. What she found was emptiness and silence. Here it is important to mention that the discourse does not produce the univocity of a reassuring sense. It can point to different paths: in this case, in the relationship with other statements, it can produce a sense of particular historicity referring to a specific period of her life history, in which the curricula of undergraduate courses are characterized as insufficient, to the point of not supporting the effective use of digital technologies. This saying also produces a positive effect of the alternative action undertaken, as if there were self-praise in the face of the challenges encountered along the way, which made formation insufficient.

Another detail is that what is not answered is filled by the presence of the silence that it means. Teacher AX is not talking about her formation with technologies during her degree, but about her experience whose formative deficiencies corroborated to the fact that there were instances for which the initial formation had not prepared her. So, in the excerpt noted at the beginning of the previous paragraph, instead of focusing on formation, the statement is directed to the post-graduate experience. Thus, it does more than characterize an insufficient formation - even if it is not talking directly about formation, but in an implicit way - she uses the expression “by her own efforts”. As we mentioned more than once in this work, every sign is ideological. If it is ideological, then the expression “by her own efforts” produces a hierarchical effect between the stage associated with the subject's experience and what is sought to achieve. Familiarity with the use of digital technologies at school happened over time because learning about their use and access was, before, insufficient. By stating that formation was insufficient, the subject is valuing the formation processes she went through, also as insufficient. But “by her own efforts” does not only mean a hierarchy, because it presupposes a need. You do not go “by your own efforts” after what is unnecessary. For this reason, “by her own efforts” is associated with the word that precedes it: practice (teaching). So, there is a relationship between requirements and necessary practices in the school environment.

In order to demonstrate the interrelationship between statements, we can mention that the teacher SD came to affirm, for example, that she did not have “**any** discipline directly and **exclusively** related to the use of technologies” (Teacher SD, 2020, our translation). However,

after using the adversative conjunction “however” she mentions an English language discipline in which “we had to propose slides, videos or **any other methodology** that involved the use of technology”. Here we have mobilized the resource for anticipating the interlocutor's response. Every statement is responsive because it presupposes an answer (and even silence is, in that sense, an answer). It should be noted that, in this work, we do not advocate that there is an exclusive discipline for the use of technologies, but that the disciplines are aimed at providing theoretical and methodological support in each teaching context, since a discipline aimed “directly and exclusively” at the use of technologies could run the risk of becoming training. We criticize, then, the technician approach that homogenizes subjects, disregarding the students' previous literacy trajectories. At this point, it is worth reiterating that the concept of dialogism is associated with that of active responsive understanding. Thus, when enunciating, the discursive subject mobilizes social and historically constituted experiences, demarcating a position and a value judgment on the interlocutor, all of this situated in a certain sphere of verbal communication (VOLÓCHINOV, 2017). This waiting for the answer is what produces this effect of anticipating the subject: hence the possibility of reformulating the utterance of teacher SD. “None” and “exclusively” are words that characterize the subsidies offered in undergraduate courses for the use of technologies. What “exclusively” does is to specify giving a new meaning to the totalization effect that “none” had produced.

Thus, what she says is that there was no discipline that was focused solely on the use of technologies. But, after that, she recalls an English Language course that, despite not having been centered on such use, made it possible to observe and appropriate ways of using “any methodology”. Here is an example of active responsive understanding because when we speak or write we consider the impact of words on the interlocutor and his place in the collective sphere through attention to elements such as intellectual formation, degree of intimacy, social position, for example. In this context, the choice of the genre of the statement, the compositional strategies, the linguistic resources to be used are factors that are related to the need to establish dialogicity (LIMA; SANTOS, 2013).

Teacher EG mentioned that she had no subsidies or preparation for working with digital technologies during graduation: “I didn't have any formation on this in my graduation”. In her speech, there was no use of the expression “however” to reiterate any specific experience that was out of order with the denial presented. Even so, the statement is also associated with an active responsive understanding, since the interlocutor could ask again about more particular or minor experiences in the context of undergraduate education.

But teacher EG is not far from many teachers. Research such as that of Camas (2013) and Araújo (2010) already pointed out that there is a challenge 'in the formation of future teachers and those already active in education to understand and make significant use of technological potential in the realization of their classes' (CAMAS, 2013, p. 186). Araújo (2010) mentioned that there are fears and fears in relation to the difficulties that teachers feel about the use of information and communication technologies. Araújo's study even mentions the resentment of teachers about precarious conditions involved in teaching, such as the [...] absence of a "technician" to provide support, precarious formation and the absence of continuing education projects for the use of digital technologies, worry and fears of learning to handle the computer, resistance to new technologies, lack of pedagogical projects and ignorance of the pedagogical possibilities that involve the use of such technologies and, among others, the precarious conditions of access and connection from computers to the internet (ARAUJO, 2010, p. 3, our translation).

It is necessary to reiterate that formative institutions need to consider the demands and singularities of each teacher in formation, also considering the context of schools and the particularities of the group that works there. For Garcia (2010, p. 60, our translation), "we cannot think of teachers as a homogeneous collective, but rather, that there are different levels of personal and professional maturity that teacher formation programs must consider". The contact with different artifacts and cultural productions, in this context, is important for the expansion of horizons, which allow the development of a sensitivity to particular and tangential questions about the act of being a subject in contemporary times. That is why information alone does not cover the whole of the educational experience. Larrosa (2002; 2003) mentions that the experience is increasingly rare because of over-information, over-occupation and lack of time. Thus, for the author, at the same time that an increasingly abysmal number of activities are performed, and more information is acquired, there can be nothing to transform in the subjects, highlighting the repetition and reiteration of fears and fears about the difficulties of exercise of teaching.

Recently, the research "Teaching Work in Times of Pandemic", carried out by the Study Group on Educational Policy and Teaching Work at UFMG, with support from the National Confederation of Education Workers (CNTE), whose data were collected between 8 and 30 of June of 2020, with 15,654 teachers from all over Brazil, from early childhood education, elementary education and youth and adult education, concluded that 82% of teachers are teaching from their homes; 82% stated that the workload increased; 84% mentioned that the involvement of students decreased slightly or dramatically during the pandemic. Regarding the main difficulties of the students, 80% stated that the main difficulty of the students is access to the internet and computers, 74% that it is difficult to have family

support for their studies, 53% mentioned the lack of motivation of the students and 38% stated that students are unaware of the use of technological resources. This is a unique situation with devastating effects on learning. But it is not only the students who are the only ones affected: 69% of the professors said they were afraid and insecure because of the uncertainties about the return of the face-to-face classes, and still 50% are afraid about the future.

Uncertainties regarding learning are also related to another problem: the inexperience or unfamiliarity of teachers. This is the conclusion of a survey prepared by the Península Institute that was carried out with 7,734 teachers from Brazil between 13 of April and 13 of May of 2020. In it, 83% of Brazilian teachers do not feel prepared for remote education and 88% reveal to have given the first virtual class in the pandemic. This corroborates the fact that a good part of the teachers had - and must - reinvent themselves to learn to teach remotely, without first having tried the online format, in a way, therefore, very different from the usual.

Thus, the lack of use or lack of familiarity with digital technologies creates even more difficulties in remote education, which uses these technologies to propagate the teaching-learning processes (MORAN; BEHRENS; MASSETO, 2006). Thus, it is necessary to problematize the transmissive and unidirectional pedagogical praxis, focusing on the integration of new technologies. For Zajac (2020), remote education is an improvised adaptation of distance education through actions such as the elaboration of materials to be used by students at home, the recording of teaching video lessons or online transmissions via virtual platforms such as Google Meet, Classroom etc. The difficulties that teachers have experienced regarding the use of these platforms are associated with the need for changes in the ways of assimilating didactics to quality teaching in the exercise of their activities.

In this way, if the answer of Teacher EG points to the interchangeability of the subjective constitution: despite being associated with other teachers and professors who lived in concomitant historical periods (she graduated more than fifteen years ago), she has her subjectivity built when she negativizes their formation. This is because the experiences are unique and the ways of life associated with instances of interaction may turn out to be different, even if this is close to that initial response that claims that the teacher had no didactics (here there was no didactic or formative discipline on technologies during the University graduation). In order to be able to notice a counterpoint between professionals who had been formed via face-to-face and distance education, teacher KD, who came from the second group, was also not optimistic about the subsidies she received. She mentions that:

*despite regretting the formation contemplating the discipline of Didactics, digital practices, I do not believe that this theme has been **well worked out** for the formation of teachers. As a student, we work with a lot of digital content, since my graduation was at a distance, however, it was aimed at the student, and **not at the teacher** (Professor KD, 2020, author's highlights, our translation).*

What draws attention in the statement is the use of the expression “well worked” in relation to the topic in question. Not having been “well worked” is something that differs, valiantly, from not having appeared in the formative processes. So, it is not the case that “no discipline” has turned to the issue of digital technologies, as in the beginning of the statement by Teacher SD, presented earlier. What happens, in this case, is that the subject characterizes the formative work as insufficient. If we think that every concrete statement is responsible and responsive, this means that we are always called to respond actively. Therefore, there is no neutrality of discourse. Likewise, every statement has direct contact with reality (SILVEIRA; LOPES, 2018): the fact that she mentioned that the issue of the use of digital technologies was not well addressed refers to an object in the real world: a degree that exists in a determined institution, attended by the subject who enunciates.

It can be highlighted that, when talking about formation, the subject does not use possessive terms, such as "my formation" or "our formation". Teacher KD uses another term: “teacher formation”, in general, which points to a direction about the importance of formation being “well worked”; this formation is not only related to a particular experience: there is a generalization effect. There is a regularity being mentioned: according to the statement, teacher formation may be ineffective or insufficient in the context of distance education, which can generate a strangeness since if technologies are virtual in distance education, logic would be a tendency that there was a satisfactory work of a formative nature in this specific area. Then, through the active responsiveness of the statement, the discursive subject states that online formation takes place from the focus on the student and not on the teacher.

But this approach is also based on technical issues, as if the appropriation of digital technologies were supported by formation in which "effective formulas" are passed on to future teachers, who should harmoniously (sic) incorporate them in the classroom. However, there is no concern with the danger of a homogenizing approach, or of following unique and finished models, to be replicated in instances of schooling. There is another issue that needs to be considered: pedagogical practices are linked to reflective observation and not to the application of “effective” methodologies. When reflective observation is linked to praxis, activities are (re)elaborated in a process of continuous formation. This is because the

situations that teachers go through on a daily basis cannot be reduced, because the students' vernacular knowledge needs to be considered and, thus, inevitably, there will be needs to reorganize activities in the classroom. Not only should teacher education be seen as a locus of repetition and reiteration of knowledge already learned. It is a place that reflects and refracts a multifaceted universe marked by issues as diverse as challenges faced by students at school, lack of infrastructure, insufficient knowledge of digital technologies and, also, by specific pedagogical issues of each teacher. As a result, statements are always interrelated in the discursive chain. In this context of explanations, it can be noted, in the following example, that another interviewee, who had an initial distance education degree, presented, in the answer, an experience report associated with impressions of two different courses taken in a wide time interval:

*I completed my first graduation in 2007, this being face-to-face. Given the period and also the format of the course, formation in the use of digital tools was satisfactory. We used programs, online glossaries, among other tools. However, it was possible to perceive a much greater importance for these resources when taking the Letters course, concluded in 2017. **Naturally**, a course taken ten years later would present several **updates** in this sense, but I also believe it has a lot to do with the fact of this second course was conducted through distance learning (Teacher CN, 2020, author's highlights, our translation).*

If Teacher KD had mentioned that distance education had failed with respect to teacher formation for the use of technologies, Teacher CN contradicts, not necessarily consciously, the previous teacher thesis. If Teacher KD used the expression “not being well worked” to affirm how insufficient the formation had been, Teacher KD, in turn, used the expression “quite a satisfactory” associated with a positive valuation of Distance Education. In fact, the focus of the statement is on the differentiation between the old and the new, where a previous undergraduate course, with a face-to-face nature, whose completion was in 2007, is seen as “sufficient” for the time. What the discursive subject does is to state that his formation had not been good before, and, with the graduation completed in 2017, he can “naturally” experience several updates. It is important to bring this fragment of statement, as it is the only one that refers to the experiences of a hybrid formation, in person and at a distance.

What draws our attention is the use of the expression “naturally”, as if there was an effect of obviousness in relation to online formation regarding the use of technologies that would lead to the obtaining of tools to provide students with such use in the future. While teacher KD associated distance education with an inefficiency, teacher CN associates this

type of higher education with “several updates”, more than sufficient, since the face-to-face course, completed in 2007, would have already provided her with skills to work with digital technologies. Why were the two statements - the previous one and this one - brought so closely? Why discursively we do not work with the notion of neutrality of the utterance, but from the existence of interchangeable subjects whose singularity cannot be homogenized. Heterogeneity is even constitutive of the relationship between subjects in instances of social interaction.

Finally, to mention another example, teacher LC presented specific arguments related to the use of online system for posting material by the teachers and, also, where there was “verification of grades, finances and various notices. We also had a class on **how to use** technology to teach classes” (Teacher LC, 2020, author's highlights, our translation). This teacher directed the statement to one of the main challenges of teacher education: how to use technology to teach classes aimed at student learning. Thus, more than positively valuing their training, it differs from those who had to “go after”, “learn in practice”, for example.

In this way, the utterance produces a security effect, because, by directing it responsively, the discursive subject in question differs from those who did not have sufficient formation. More than valuing his education, this statement is associated with the need to relate experiences of the student path with the contemporary temporal transition in which the place of teaching is assumed. However, another path cannot be ignored: that of student experiences prior to school education. Therefore, it is necessary to alert to the fact that learning to use the methodology for a given purpose can be a kind of technicalization, as if we were in the scope of the mechanical training of subjects.

However, it is necessary to overcome this space of tooling to consider the singular experiences of the subjects inserted in educational practices. If before, we had mentioned that the use of digital technologies in the classroom cannot be just a tool, it is because we emphasize the need to consider the literacy experiences of students instead of jettisoning differences and perpetuating homogenizations in teaching.

Final considerations

Thinking in the scope of reflection and problematization of pedagogical practice, the fact of having or not the initial formation, considered sufficient, has direct effects on remote education, especially in the context of the pandemic in which we are living. In

order for each teacher to focus on his/her practice, the recognition of multiple situations of use, the gathering of previous knowledge and (extra) textual information in specific instances is an action that can produce effects in the everyday of the teaching profession (FISTAROL; FISCHER; BAILER, 2019). In this context, when considering excerpts from the interviewees' speeches, it is concluded that the discursive subjects are singular, interchangeable and the concrete statement is articulated to a responsible and responsive act, which reiterates the interrelationship between statements and the dialogism of the instances of interaction verbal. Therefore, this text did not aim to present definitive answers, but to apprehend, in the interrelationship between statements, aspects of the initial formation of subjects who currently occupy teaching spaces in Brazil. More than approaching a portrait of a history of the present, therefore, what we seek is to point out that no subject is replaceable and that each subject is crossed by discourses and is built in a responsive and active relationship with the others.

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