Language teaching in remote context: experience in a public school in Mato Grosso[1]

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ABSTRACT

In this article we present a practice of language teaching in a public school in Mato Grosso using the Didactic Sequence as methodology supported by the theory of Schneuwly and Dolz (2004). The goal was to use practices that ensure learning in the context of remote teaching; in the end, it was identified that working collaboratively using tools such as Google Documents, Google Meet and WhatsApp is important in this scenario, and that we should also promote activities aimed at the digital literacy of students in public schools. Although facing an unequal context in terms of digital technologies, the experience showed the importance of providing students with experiences with the use of TDIC and textual genres belonging to everyday life, such as the news report, produced through the Didactic Sequence.

KEYWORDS: Languages. Teaching. Didactic Sequence. TDIC.

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Ensino de linguagens no contexto remoto: experiência em uma escola pública de Mato Grosso

RESUMO

Neste artigo apresentamos uma prática de ensino de linguagens em uma escola pública de Mato Grosso utilizando a Sequência Didática como metodologia aportada na teoria de Schneuwly e Dolz (2004). Objetivou-se utilizar práticas que assegurem a aprendizagem no contexto do ensino remoto, ao final, foi identificado que trabalhar de forma colaborativa utilizando ferramentas como o *Google* Documentos, *Google Meet* e *WhatsApp* é importante neste cenário, e que devemos também promover atividades voltadas aos letramentos digitais dos alunos das escolas públicas. Ainda que diante de um contexto desigual no que tange às tecnologias digitais, a experiência mostrou a importância em proporcionar aos alunos experiências com o uso das TDIC e de gêneros textuais pertencentes ao cotidiano, como a reportagem, produzida por meio da Sequência Didática.

PALAVRAS-CHAVE: Linguagens. Ensino. Sequência Didática. TDIC.

La enseñanza de idiomas en el contexto remoto: experiencia en una escuela pública de Mato Grosso

RESUMEN

En este artículo presentamos una práctica de enseñanza de idiomas en una escuela pública de Mato Grosso utilizando la Secuencia Didáctica como metodología apoyada en la teoría de Schneuwly y Dolz (2004). El objetivo era utilizar prácticas que garanticen el aprendizaje en el contexto de la educación a distancia; al final, se identificó que el trabajo colaborativo utilizando herramientas como *Google Documents*, *Google Meet* y *WhatsApp* es importante en este escenario, y que también debemos promover actividades dirigidas a la alfabetización digital de los estudiantes en las escuelas públicas. A pesar de enfrentarse a un contexto desigual en cuanto a las tecnologías digitales, la experiencia demostró la importancia de proporcionar a los estudiantes experiencias utilizando las TDIC y géneros textuales relacionados con la vida cotidiana, como el informe, producido a través de la Secuencia Didáctica.

PALABRAS CLAVE: Idiomas. Enseñando. Secuencia Didáctica. TDIC.

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I want to join the network
Promote a debate
Join via Internet
A group of Connecticut theaters

From Connecticut access
The head of Milan's Macmillia
A mobster hacker just released
A virus to attack programs in Japan
Gilberto Gil, 1997.

Introduction

Given the social distance decreed by the Mato Grosso state government, through the normative resolution 003/2020-CEE/MT, published on June 19th, 2020, the Rules for Calendar Reorganization for the 2020 School Year were established for education in a state range. The State Department of Education (Seduc-MT, in Brazilian Portuguese) sought alternatives so that the students of the state public school system would not miss the 2020 school year, and the use of digital technologies became one of the means to carry out the classes, in which teachers and students held online meetings, through a platform made available by the state government. Those who did not have access to the internet had to have the classes through printed handouts delivered to the students/guardians.

However, this practice did not prove to be very efficient, since teachers, parents and the students themselves were unable to take advantage of the virtual classes due to lack of knowledge, resources or access. Bonilla and Oliveira (2011, p. 24) talk of the importance of thinking about the inequality of access to network digital technologies without an evaluation of the customer audience, because the premise of public education is equity, but, there is a disparity generically named as "digital exclusion".

In 2019, 71% of Brazilians used the internet, being 99%, 95% and 80% from classes A, B and C, respectively, and 50% from classes D and E, which makes the reach of educational proposals and activities mediated by digital and connected technologies quite debatable (MARCON, 2020). Thus, those who have more resources would have more access to technology, therefore, public school students are the ones who have suffered the most from remote education.

In this article we highlight the difficulties found when we chose to build a Didactic Sequence (DS) based on the theory of Schneuwly and Dolz (2004). It was applied in four steps, online, with students from 12 to 16 years old during the months of February and March 2021, at Helena Esteves Municipal Center of Basic Education. The objective was to use language teaching practices that would ensure the students' learning, for this, the workshop of news report production used the Google Documents application; Google Meet and WhatsApp were also used for the interactions.

We also discussed about language teaching in public schools and how old ideologies still permeate the school community when relating the social condition of students with their learning, and we also debated under the light of authors who deal with Information and Communication Digital Technologies (TDIC), about the importance of democratizing the access to education during the Covid-19 pandemic, since it is a right acquired by social subjects.

We position ourselves in defense of a democratic school that humanizes and ensures learning "A school that sees the student in their development, [...] in biopsychosocial growth; that considers his interests and those of their parents, their needs, potential, knowledge and culture" (MOREIRA; CANDAU, 2007, p. 07).

For this, we used DS for the production of texts of the news report genre, besides promoting the use of digital resources during the practice presented in this article.

Language teaching in public schools

The discourse on democratization of education is old, it was born even before authoritarian and anti-democratic regimes such as the Third Brazilian Republic (1937-1945) and the military dictatorship (1964-1985). Society sees the school as a place that promotes "equal educational opportunities" and "education as a right for all", according to Soares (2021, p. 14).

The author herself (already mentioned) discusses in her book "Language and School" the defeat suffered by the most popular classes during so many decades of struggle for the democratization of knowledge. She also discusses school failure in public schools, pointing out the three main ideologies used to explain such defeat.

Soares (2021) begins by presenting the ideology of the gift, which is hidden in common sense in such a way that, unfortunately, it is part of pedagogical and psychological strands. The school would not treat those who were different in an unequal way, by the ideology of the endowment, they are the ones who were not capable of taking advantage of the opportunities offered.

With research and analysis of scientific data, Soares (2021) states that it became notorious that poor, disadvantaged social groups from the lower social strata had a massive concentration of school failure, showing a socioeconomic issue, which led to a second ideology, the ideology of cultural deficiency.

This ideology arises in an attempt to explain the ideology of the gift, justifying school failure and disregarding the social inequalities faced by public school students, since it was not a characteristic of the individual that could influence their results but the social structure and the asymmetric relations experienced by them that would impose a cultural deficiency to these people, which immediately indicates that the cultural context of the privileged would be superior and not different from the others.

These deficiencies would be of character, affective, cognitive, and even linguistic, and in this context the school would "treat" this deficiency by offering the culture of the favored economic classes to students from the lower social classes.

And finally the third ideology, cultural differences, which overcomes the terms "deficiency, lack, deprivation, lack" with a more anthropological vision of what culture is, and thus denies the lack or absence of it regardless of the social class of the groups involved, however, this needs to be taken into consideration:

> The school, when inserted in capitalist societies, assumes and values the culture of the favored classes; thus, the student coming from the popular classes finds in it cultural standards that are not their own, and that are presented as "right", while their own standards are either ignored as non-existent or despised as "wrong". [...] This student thus suffers a process of cultural marginalization and fails, not because of intellectual or cultural deficiencies, as the ideology of the endowment and the ideology of cultural deficiency suggest, but because he or she is different, as the ideology of cultural differences asserts (SOARES, 2021, p. 26).

Hence, when the focus is on language and its teaching, we cannot disregard the sociolinguistic studies that show us that according to Soares (2021) language is the instrument used to transmit and at the same time the result of the culture of a social group, and that language is used to explain school failure in a wrong way, since privileging one language socially to the detriment of others generates discrimination and consequently this contributes to school failure. Stigmatized linguistic variants are a fertile field for the propagation of prejudice, and this leads to learning difficulties.

When we reach this stage, that of learning difficulty, we must as educators stop and think about these relationships, about our role in the public school that embraces language, education, social classes, and our role

as service providers to the lower classes in the midst of the not even imagined Covid-19 pandemic, that has been going on for more than a year directly affecting the way teachers and students teach and learn during emergency remote, hybrid, and face-to-face teaching.

Could Emergency Remote Learning be considered a compensatory education program?

Between the 1970s and 1980s, "compensatory" education programs began to be implemented in Brazil aimed at compensating the "deficiencies" and shortcomings that lead to school failure. Initially, they were preventive programs introduced in the early years to reduce or eliminate the "deficiencies", "create good habits" and "appropriate social behavior" to what was defined as formal education.

Only in 1988 was early childhood education recognized in the Federal Constitution as a right, and later, through the Law of Directives and Bases for Education (LDB), did early childhood education become the first stage of basic education.

This way, in public schools throughout the country, measures of a compensatory nature began to be taken for students from the lower social classes inserted into the regular educational system. Already in the first years, some adopted the system of strong, weak and special classes, extended class hours for students with "learning difficulties", recuperation, tutoring, acceleration classes and the cycle system. And unfortunately, even with all these actions and projects, the results do not show a better school performance.

We are time after time coming across research that deals with these difficulties and the urgency of creating an alternative that modifies the results. Some justify such failure by late interventions, others blame the family and the children, attributing failures and lack of interest to them, and still others blame society and its discriminatory structure. According to

Soares (2021, p. 56) "[...] compensatory education fails because it attributes to the school a power that it does not have: that of compensating the social inequalities that are outside it and that the school is unable to escape".

The school prioritizes the cultural, social and linguistic standards of the privileged social classes, and thus commits a symbolic violence and acts even if unintentionally in the perpetuation of social inequalities, certain groups remain marginalized and certain groups exercise dominance over others. Equality does not exist and discrimination is reinforced, since a single linguistic knowledge is accepted and legitimated, the system imposed until then is maintained, any different cultural manifestation is devalued in detriment of the legitimated culture (SOARES, 2021).

One cannot dissociate language from social structure, Bourdieu (2008, p. 163) mentions that he seeks the "reintroduction of the social world into the science of language", communication is not only expression-comprehension, speaking-hearing, it is a relation of force, of symbolic force, which depends on groups.

On digital technologies, inequalities, and education

In this article, the research subjects are from the outskirts, students of a public school located in a border urban area (bordering an area without paved streets, with small farms and dense vegetation), the cultural practices of these outskirts have very significant marks of hybridization between everyday practices and the digital ones.

Regarding the use of TDIC or digital media[5] in language teaching practices, we must consider the pandemic scenario imposed by Covid-19 and clarify that everything was new, not only for the students but also for the teachers.

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[5] Martino (2014) explains that, based on Chandler and Munday (2010), the term "digital media" is interchanged with "new media," "new technologies," for example. The expressions seek to designate the difference with mass media.

The cheapening of equipment and services were definitive factors for the insertion of these practices in everyday life, both of the privileged social classes (served at the forefront of TDICs) and of groups in the outskirts. The deterritorialization is not only virtual at this moment, it is physical with the presence of smartphones, tablets and laptops in low class neighborhoods (CANCLINI, 2008).

TDIC has allowed public school students to come into contact with "text practices previously restricted to power groups, they still enable and empower the dissemination of these texts through a complex network, marked by fluidity and mobility, that works parallel to the mass media" (ROJO, 2013, p. 08).

The hybrid practices inserted in this context of deterritorialization and reterritorialization caused by the contact of TDIC with previously excluded groups allow the appropriation of a new mentality of individuals who we can consider, from this change of mentality, literate (MAIA, 2013).

A good and recent example of the relationship between TDIC and the outskirts is Raphael Vicente (@raphaelviicente). Raphael, 20 years old, lives in Complexo da Maré, in the city of Rio de Janeiro, and has been gaining projection on social medias (Instagram and TikTok) with humorous videos he records with his family, especially during the pandemic. The short videos with agile editing are a success on the media. In one of the videos that was widely shared, Raphael made an awareness campaign about Covid-19, in a humorous way, the content addressed vaccination and biosecurity measures.

Examples like Raphael's are only possible due to the characteristics of digital media. Martino (2014) highlights, supported by other authors, key concepts for digital media, such as participatory culture, interactivity, and speed. In the mentioned example, we can perceive the rupture with the traditional and centralized structure, characteristic of mass media, for the digitalization and decentralization of the communication process via digital media. The concept of participatory culture explains the possibility of any individual to become a content producer.

The author also explains that, in digital media, the physical support disappears, and the data are converted into digits, sounds, images, letters become sequences of numbers, this is what makes possible the sharing, storage and conversion of data. In digital media, data are transformed into sequences of numbers that can be interpreted by a computer and it is precisely this characteristic, absent in analog media, that generates specific characteristics of digital media.

On the other hand, despite the popularization and cheapening of TDIC and the fact that they are part of daily life, mediating many of our activities and practices, we must consider the exclusion that still exists in access to these devices, as evidenced during the pandemic. According to data from the TDIC Households 2020 survey, promoted by the Brazilian Internet Steering Committee (CGI.br), although it points out the growth of households with Internet access (83%), in the access per class, the percentage of D and E classes is 64%.

The survey highlights the growth of households with internet access in classes C, D and E, however, the gap still persists in comparison to classes A and B, with 100% and 99%, respectively. Another factor that deserves to be highlighted is the price of the connection, one of the main barriers to access. Regarding equipment, the survey shows an increase in the number of homes with computers, however, in the data per class, computers are present in 50% of the homes in class C and only 13% in the D and E.

Considering the pandemic context that imposed the need for the so-called Emergency Remote Teaching (ERT), it is necessary to reflect on the access to technologies by students, especially by the socioeconomic conditions that affect this aspect. According to Hodges, Moore, Lockee, Trust and Bond (2020), Remote Teaching is an alternative solution due to the Covid-19 crisis that aims to provide temporary access to educational content remotely. This supply can be through digital technologies or not, as we will see in the following data, in addition to the socioeconomic factor as a determinant in this period.

About ICT and ERT, the ICT Covid-19 panel (3rd edition), also promoted by CGI.br, highlights the cell phone as the main device to monitor classes and remote activities, especially in D and E classes; 36% had difficulties monitoring classes due to the lack or low quality of Internet connection and printed materials produced by the school was the second most cited resource in households with students aged 6 to 15 years in public school. Regarding the lack or quality of connection, the example we mentioned here, Raphael Vicente, highlights this point, as shown by Aragão (n.d):

> He started on Vine, the old social media for the format. He learned how to edit, whether he wanted it or not. He spent many hours following YouTube tutorials and struggling to upload his home productions with the unstable internet in the *favela* - a problem that persists until today, he says.

Despite the examples and research mentioned above demonstrate inequality of access to the internet and equipment in the lower classes and the coexistence during remote teaching of digital and printed resources to accompany classes and activities, we cannot disregard digital media and their imbrication with teaching. For Martino (2014), to think about daily life and much of human life without the presence of digital media is an exercise of the imagination, since they are present in the simplest to the most complex activities.

However, even though authors such as Canclini (2008), Rojo (2013) and Maia (2013) present positive perspectives on the relationship between outskirts, public schools and digital technologies, the pandemic scenario elicited asymmetries in access that considerably impact educational activities. Even pointing the participatory culture and collective intelligence, for example, as characteristics of digital media, Martino (2014) also lists the digital barrier, which refers to differences in access to digital technologies and digital culture due to socioeconomic factors.

Before an unequal and complex scenario, as we reported here, it is necessary to recognize and incorporate TDIC in education. Regardless of the need imposed by Covid-19 that culminated in the temporary measure named ERT, we must consider the digital culture and the urgency to prepare students to read, write, and participate in society mediated by digital technologies.

Dudeney, Hockly, and Pegrum (2016) explain that among the skills needed to participate in the digital and connected society there is engagement with digital technologies, which requires mastery of digital literacies. The authors define digital literacies as "individual and social skills needed to effectively interpret, manage, share, and create meaning within the growing scope of digital communication channels" (2016, p. 17). Regarding the need for literacies, exclusion, and pandering, in their most recent work, Ribeiro says that:

> Just like reading, producing texts today is a different experience from that of a long time ago. The most obvious reason that can support this statement has to do with the technological resources we have at our disposal contemporarily, whether at home, at school, or in other social spaces we access. Although the pandemic has made us revise this notion that access is broad, we can say that, socially, digital technologies are installed, which puts us in a scenario of layers of exclusion and attempts at insertion linked to literacies (RIBEIRO, 2021, p. 13).

Beyond the debate and policies of access to devices, we must also carry out and propose at school projects and activities aimed at literacies related to digital media. Ribeiro (2021) points out how the ways of reading and writing have been affected by devices with screens, keyboards, editing and publishing programs, and how this also affects the school. The author reiterates that we live with analog and digital modes, and the challenge this represents in teaching practices.

Working with news report genre in the Pandemic context

In the absence of treatment and vaccines, after initial resistance from the agencies of capital, and even from the World Health Organization, a consensus, that the only way to prevent a huge humanitarian catastrophe of worldwide range would be policies of social confinement, was reached (COLEMARX, 2020).

Thus, as of mid-March 2020, schools and universities suspended their classroom activities. The state of Mato Grosso, aware of its responsibilities with education, reorganized its pedagogical activities following the orientations of the National Directives CNE/CP no. 5/2020; CNE/CP n. 9/2020; CNE/CP no. 11/2020 and CNE/CP no. 15/2020, which discuss the reorganization of the school calendar, considering the possibilities of non-presential activities for the purpose of fulfilling the minimum annual workload, makes educational guidelines for the implementation of classes and presential and non-presential pedagogical activities in the pandemic context and establishes exceptional educational standards to be adopted during the state of public calamity recognized by the Legislative Decree (MT) no. 6, March 20, 2020.

Through the normative resolution 003/2020-CEE/MT published on June 19th, 2020, it was established for education at the state level, the Rules for Calendar Reorganization for the School Year 2020, to be adopted by the institutions belonging to the Mato Grosso State Education System, due to the Covid-19 Pandemic. Thus, the obligation of 800 hours in the 2020 school year was presented, in compliance with the provisional measure 934/2020, for the reorganization of the calendar, the document suggests that:

> I - non-face-to-face pedagogical activities that can take place through Information and Communication Technologies: video

classes, contents organized in virtual teaching and learning platforms, social medias, electronic mail, blogs and others;

II - non-face-to-face pedagogical activities that may take place through communication vehicles: television or radio programs;

III - non-face-to-face pedagogical activities that can take place through the adoption of printed educational material with pedagogical guidelines, distributed to students and their parents or guardians, containing guidance on readings, projects, research, activities and exercises indicated in the teaching materials.

Faced with this proposed solution and in an attempt to find practices that would ensure student learning, we conducted a workshop using the Google Documents application to produce reports so that the students' discourse could gain visibility and assume the protagonism so preached in the educational reference documents.

To organize the work, we chose to build a Didactic Sequence (DS) supported by the theory of Schneuwly and Dolz (2004), because they emphasize the "social interactionism" of the individual with the context and the use he makes of language. The DS is divided into four steps to facilitate the learning process of the news report genre. According to the authors, a DS needs:

> [...] teaching modules, organized together to improve a given language practice. The didactic sequences establish a first relation between a project of appropriation of a language practice and the instruments that facilitate this appropriation. From this point of view, they seek to confront students with historically constructed language practices, the textual genres, to give them the possibility of reconstructing and appropriating them. This reconstruction takes place thanks to the interaction of three factors: the specificities of the language practices that are the object of learning, the learners' language abilities, and the teaching strategies proposed by the didactic sequence (SCHNEUWLY; DOLZ, 2004, p. 43).

A DS is a set of activities organized around an oral or written genre in a systematic way. Therefore, the DS has the function of giving students access to new, or poorly mastered, language practices. The learners' performance needs to be analyzed, adapting the sequences to the students' needs so that they are able to mobilize the thematic content, according to the genre, and organize it in an adequate manner, according to the specificities of each genre.

Schneuwly and Dolz (2004) present a common model to represent DS. In this model, four stages appear for the learning process of a given genre, being the initial presentation, the initial production, the modules and the final production. The sequence explained here was planned to be executed with students from 12 to 16 years of age, in remote online modality, according to the structure presented above, to be developed in three modules with about six one-hour classes each, totalling, approximately, 20 hours, being considered complementary activities. All the moments of the DS were mediated by Google Meet, WhatsApp, and the activities were done via Google Documents.

1st Module: presenting the situation and initial production

In this first moment we presented the proposal of the research project and the stages of the workshop. We started by getting to know Google Documents and its main functions. Next, we opened a new document so that the students could have the first contact with the application and, at the same time, get to know the available tools. After the first contact with the tool, we used the Explore option for the students to get to know the news report genre.

A textual genre that employs a common language, impersonal, objective and direct, facilitates interaction with the interlocutor. It is common for the writer to use, much more than in news, the interleaving of indirect speech with direct speech; he does this with the objective of registering the different positions of the subjects involved in the facts in a more attractive way than if he presented only the merely technical information.

The news report has a flexible structure, it may present some elements, among them the headline, which announces the subject to be addressed in the text; the byline, which seeks to attract the reader's interest; the lead, the first paragraph of the report that succinctly presents the most important aspects of the text; the body, discussions at a broader level, and at the end, the idea-synthesis, which resumes the essential aspects of the reported subject.

We understand that the news report genre is an expressive instrument that allows, in a very specific way, the student to see reality in a different manner, or better, to develop the ability to perceive details in the text that enables them to appreciate the information according to their knowledge. The National Curricular Parameters (PCN) point out that:

> It is necessary to prioritize the genres that will deserve a more in-depth approach. Without denying the importance of texts that answer to the demands of private situations of interlocution, due to the commitment of assuring the student the full exercise of citizenship, it is necessary that the school situations of Portuguese Language teaching prioritize the texts that characterize the public uses of language. The texts to be selected are those which, by their characteristics and uses, can foster critical reflection, the exercise of more elaborate and abstract forms of thought, and the aesthetic enjoyment of the artistic uses of language, that is, the most vital for full participation in a literate society. (BRASIL, 1998. p. 24).

The news report uses a language that seeks to distribute information in a more attractive and less technical way, therefore, it helps us to promote the pleasure of writing and reading through the act of teaching to read texts that seek to respond to social interests, since the critical sense is materialized in contact with their daily lives. In this

sense, this genre offers a number of options for pedagogical practice in the classroom, such as rotation by stations, the flipped classroom, gamification, among others.

2nd Module: getting to know the news report genre

In the second module, we started with a survey of data for the production of the news report. We took advantage of the Covid-19 theme that is being developed in the school unit by teachers who realized the students' need to know the pandemic context and help them with prevention care and also to clarify doubts about the pandemic.

The text production with the selected genre occurred individually, each student chose to develop a theme of their choice, in the Google Documents application, in which they could select images and graphics. After the research, the students, under the mediation of the researcher, planned the writing, providing the necessary information to the reader, contextualizing the theme, the updated occurrences and their possible derivations.

In these initial productions, the texts were organized, that is, a headline and, if necessary, a headline were inserted, which helped in the development of the written production. With this, the students understood the elements that compose the chosen genre, in a connected way. Nonetheless, they still needed to advance their writing with the use of direct or indirect speech. They became aware of how the statement should be placed in a text, opting for the marks of orality or adapting the standard norms of the language. In the same way, we discussed the correct manner to make a quotation within the text and the use of connectives to write with cohesion and coherence.

3rd Module: redoing the initial production

Following the third building block of the didactic sequence, we started the third module, this time, the students proofread their production to improve it, they checked if the text brought the elements of the news report genre, that is, if articulated parts, if the cohesion between different parts and minor and major elements were established, remembering that "minor" elements are sentences or paragraphs, and "major" elements, the introductory part, the development and the conclusion.

When proofreading their texts, it was important that the students identified the points in which the reports could be improved and made the necessary changes. Likewise, we realized the importance of this moment for students to become aware that correction is not about writing a new text, but about intervening in what is already being written. To do this, they moved some parts, eliminated words and even passages, replaced parts for others, and completed the text with new information. We then began to revise the text from a grammatical and orthographic point of view, concluding the work with the genre.

The synthesis of knowledge about the textual genre, elaborated earlier, helped as criteria for evaluating the written production:

> Proofreading a text is making it the object of our reflection, it is thinking about what was or is being written and finding ways to better say what one wants to say, reworking and rewriting what has already been written. In this sense, it is necessary that the person who writes moves between the roles of writer and possible readers/interlocutors of their text, reflecting on whether their writing meets their intentions, as well as whether it is appropriate to the communicative situation in which they are inserted (BRANDÃO, 2007, p. 120).

We understand that this was the stage in which the students put into practice the notions and instruments prepared separately in the modules, making it possible to evaluate the work done so far.

4th Module: final production

In our rewriting process, we worked collaboratively with the students, editing the text they produced in the previous workshop, adjusting the target audience and improving the compositional structure. After reedited, we went to the fourth and last module of the sequence, in which we revised the text to ensure that it was adequate to the Brazilian Portuguese language, as well as we worried about the layout, adapting it to the visual programming characteristic of online journalistic texts (type, size and color of letters; alignment of the text and organization of topics; insertion of static images - photos and illustrations), for later sharing of the texts.

In general, we observed that during the text production work, most students chose to write about tragic content, with reports of crime, abuse, social vulnerability, within the context of the Covid-19 Pandemic. These students' choices may be related to their social context, for having already suffered or witnessed similar events. Another present concern was violence, which appears in the texts as "sexual abuse of minors", "institutionalization of the elderly", among other types of violence, such as "burning", "deforestation", and "murder".

The reports of violence are present in the texts, and the issue most highlighted by all is the financial situation of the population that suffers violence, the marks of personhood are present throughout the text, from the choice of themes to the development of content from the readings performed. They used the text to give voice to the feeling of "injustice" and, many times, of impotence in face of the reality they had witnessed or experienced. They consciously chose the images that they presented in their reports, always coherent with the content.

We share with Antunes (2006, p. 168) the maxim that writing a text consists of "[...] an activity that requires information, knowledge of the object on which one will discuss, besides, of course, other textual-discursive and linguistic knowledge". Therefore, throughout the writing process, we made notes and orientations focusing on aspects that the student authors could improve in their text, in particular, and their ability to express themselves in writing, in general.

We end the DS certain that we are facing the need to use digital resources, providing students with conditions to handle the avalanche of information to which they are exposed, so that they can interpret and transform it into relevant knowledge. Pierry Lévy (2007) agrees with us when he says that the new role of the educator is to help others learn collaboratively, not only to teach and transmit knowledge. Digital tools allow the educator to do teaching through synchronous and asynchronous interaction.

However, we cannot fail to emphasize that during the course of the DS modules we had many difficulties, including economic ones, since most students in public schools depend on school meals to eat. In this sense, "[...] it is perverse to imagine that, without income, living the stress, suffering, pain, and humiliation of not even getting food, families can privately ensure adequate spaces and times for learning" (COLEMARX, 2020, p. 7).

Handling the Google Documents tools was not a problem, because we adapted the meeting a couple of times, to the point of having them happen individually so that no student would be harmed, since many shared a cell phone with siblings, others started working to make an income, and finally, some students had their cell phones sold to pay for water and electricity.

Final remarks

A pandemic that hit the world with unprecedented impacts, people, sectors, and areas of society needed to rethink and change plans, and so did education. Remote teaching was established as an alternative to the

pandemic context in order to maintain educational activities. However, the school and education have been under pressure for a long time, especially the public school, charged to be a place of equality and opportunities, as Soares (2021) points out.

Considering the Covid-19 pandemic, the challenges of school, teaching and learning, and the skills needed for the 21st century, it is necessary to rethink the school in order to adapt it to this new context. Moreover, multilearning, multiculturalism and multisemiotics should be part of the ways of teaching and learning, giving fluidity to the contents, and the possibility of using multiple formats and representation (written texts, narratives, images, moving images, sounds, music, etc.).

For this, a practice in language teaching was carried out through the construction of a Didactic Sequence to work with the textual genre news report. Given the need for social distance and the remote teaching context, we used ICT to mediate and carry out the activities.

Despite the problems faced by public schools, as well as the unequal access to ICT, as we have highlighted throughout this article, the proposals for remote education should act as an instrument of inclusion in order to establish contingency policies for new events that force social withdrawal, but they cannot drastically lose quality in the teaching process and should promote the access of public school students and jointly foster the so-called digital literacies.

The practice presented here reveals that, even in this context, we notice the students' awareness in the speeches presented in their reports, starting with the choice of theme and going through the headline, byline, images, marks of personality and ideological vision raised. They are aware of the social crisis in the country and are able to make an analysis of the economic difficulty and purchasing power related to the basic food basket and medicines. In addition, they give voice to the feeling of injustice and impotence before the system, present data of psychological and physical violence and abuses suffered, especially by the most vulnerable part of the Brazilian population.

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