Challenges and perspectives of the teacher in literacy and literacy in the teaching era remote

Challenges and perspectives of the teacher in literacy and literacy in the era of remote teaching-ching

Sebastiana da Silva Santana[1]

SUMMARY
This article deals with the topic of teachers' challenges and perspectives in literacy in remote teaching. The educational directions driven by the Covid-19 pandemic led to several challenges for teaching practice. Therefore, teachers were unexpectedly faced with remote teaching, having to give new meaning to the way they do education. Therefore, the article brings reflections on teaching, as well as demonstrating the need to infer innovative actions. To this end, mastering digital technologies means taking positions that stimulate creativity, critical thinking, and rethinking what is intended for literacy classes. This study aims to understand how the teaching and learning processes have been taking place in the literacy and literacy stage during Remote Teaching, seeking to identify their realities and the main challenges experienced by literacy teachers. This is a bibliographical research based on scientific articles, BNCC, PNA plan and educational websites and several authors such as Soares, Gil, Libâneo, among others. With the analysis of the data collected, it can be concluded that with remote teaching, many children in the literacy phase do not have access to the internet, nor do they have electronic devices at home, the lack of motivation of children and families for not helping in this process makes It is unfeasible to implement literacy. It is also evident that educators have continued training in relation to ICTs, aiming to provide support to teachers in their use, both instrumental and pedagogical. **Key words:**Literacy. Literacy. Challenges. Perspectives. Remote Teaching.

ABSTRACT
This article deals with the theme of the challenges and perspectives of teachers in literacy and literacy in remote education. The educational paths driven by the Covid-19 pandemic brought several challenges to the teaching practice. In this way, teachers unexpectedly faced remote teaching, having to reframe the way of doing education. Therefore, the article brings reflections about teaching, as well as demonstrating the need to infer innovative actions. Therefore, mastering digital technologies means taking positions that encourage creativity, critical thinking, and rethinking what is intended for literacy classes. This study aims to understand how the teaching and learning processes have been taking place in the literacy and literacy stage during Remote Education, seeking to identify their realities and the main challenges experienced by literacy teachers. It is a bibliographic research based on scientific articles, BNCC, PNA plan and educational sites and several authors such as Soares, Gil, Libâneo, among others. With the analysis of the collected data, it can be concluded that with remote learning, many children in the literacy phase do not have access to the internet, nor do they have electronic devices at home, the lack of motivation of children and families for not helping in this process makes it become impractical if literacy becomes effective. It is also evidenced that educators have a continuing education in relation to ICTs, aiming to provide subsidies to teachers in their use, both instrumental and pedagogical. **Keywords:**Literacy. Literacy. Challenges. Perspectives. Remote Teaching.

1. INTRODUCTION

Learning to read and write is the fundamental milestone that governs the objectives of a child's inclusion in school. If such skills are learned at the right time, development in successive School years can unfold in a more satisfactory way, both for students and teachers, as the basis of all school teaching is based on the acquisition and mastery of reading and writing processes.

Currently, public education is experiencing several challenges, including those relating to literacy. betization, literacy and new technologies. To this end, discussing the literacy process is, above all, giving new meaning to education, especially given the current situation of classes, because educating means reflecting, understanding that the challenges that arise are powerful springs to drive the restructuring of teaching.

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Master in Education Sciences. Email: sebastianasilvas@hotmail.com .

The literacy process, which was already quite challenging, gained even greater proportions with the arrival of the new Corona virus. This education scenario has been taking shape since 2020 and is a reflection of the impact that the new Corona virus (Sars-Cov-2) pandemic has hit globally. With the speed of contamination by the virus, distancing, social isolation and quarantine measures occurred worldwide and it became necessary to stop face-to-face classes and implement distance learning models.

This alternative was essential so that students would not be left without classes and the school year would not be completely jeopardized. However, both teachers and students had to deal with new challenges to maintain the quality of teaching and, in some cases, reconcile existing problems in public education with the recent problems created by remote teaching; The difficulties are enormous, but some possibilities have been implemented.

It is necessary to understand that the use of technologies can cause changes in the conception of new methodologies for education, favoring the construction of learning environments that explore the potential of technologies to create rich, contextualized, personalized, accessible and meaningful environments.

Therefore, teachers are adapting and adapting to these means quickly and practically, exercising this new type of literacy, which for a long time was feared by many professionals in the field. Some feared it due to lack of practice, others because they did not have enough knowledge and instructions to use them. The lack of resources such as a good cell phone, computer or good internet are still part of the causes of this insecurity.

During the quarantine period, more than ever, teachers quickly and creatively had to innovate and adapt to remote teaching, teaching online classes directly from their homes. And again they show that in addition to the theories, methodologies and teaching techniques learned at university, teaching is also learned in practice.

Being a teacher means having the responsibility of showing your students the importance of knowing different facets in the way of teaching, ensuring that information reaches them, providing a new way of acquiring knowledge, without giving up on learning amidst the difficulties and new things encountered along the way. .

Teachers need to reinvent themselves daily, create strategies and embrace technology, as they are committed to ensuring the continuity of the teaching that was being done in person, which is also a way of bringing students closer together at this time. Media and new technologies are very present and at the same time very distant in the lives of some teachers.

Therefore, seeking to contribute to the construction of this new teaching identity, the general objective of this study is to analyze the way in which literacy has changed and is related in the context of hybrid teaching. Given this, the specific objectives are: a) Conceptualize the challenges facing teachers amid the pandemic and how to face the duties and dilemmas of this profession; b) Discover which skills are necessary for teachers in the construction and exchange of distance knowledge; c) Check the literacy practices that teachers are using during the pandemic.

But there are setbacks in this process that require the teacher to strategize and consolidate all the knowledge acquired in order to teach students literacy, as required by the Curricular Guidelines in the field of reading and writing. Therefore, this work focuses on the following question: What are the challenges and how do teachers develop knowledge/strategies to face them in the process of teaching children literacy in the remote era?

With this, our general objective is to understand how the teaching and learning processes are taking place in the literacy and literacy stage during Remote Teaching, seeking to identify their realities and the main challenges experienced by literacy teachers.

The interest in the topic came not only from the understanding that it is necessary to deepen the discussion on the importance of literacy and literacy during the initial grades, from the experience as an educator, but also the current moment of the pandemic. Literacy is one of the most significant milestones in life school. Learning to read and write paves the way for all student learning and helps them take control of their own identity.

2 CONCEPTIONS OF LITERACY AND LITERACY

Several authors address the concepts of literacy and literacy, and in this section some of these will be presented. Soares (2011) does not see the literacy process as complementary to literacy, but both as indivisible parts of the same process.

For Costa (2020), literacy is a process that never ends, since society is constantly changing, and is strongly linked to formal instruction, that is, to school institutions and practices. Paulo Freire understood literacy in a broader sense. For him "[...] reading the world precedes reading the word" (FREIRE, 2017, p. 10).

For Abreu and Miranda (2007), when the concept of literacy began to expand, literacy was simply reduced to decoding, concluding that literacy is the product of participation in social practices that use writing as a symbolic system.

Rosini (2007) in turn suggests that even because it is a recent word, the meanings that have been attributed to it, as well as the objectives with which it is used, are not always identical". For Silva (2008), literacy is a set of social practices that use writing as a symbolic system and as a technology, in specific contexts and for specific objectives.

From this same perspective, Moran (2000, p. 25) states that "literacy involves the most diverse writing practices in society [...] the literate is the individual who participates in a significant way in literacy events and not just the one who makes formal use of writing."

In this way, it can be inferred that one of the main differences between literacy and literacy is the quality of mastery over reading and writing, because while the literate subject knows how to encode and decode the writing system, the literate subject goes further, being able to master the language in their daily lives, in the most different contexts.

Literacy is the creation or assembly of written expression from oral expression. This assembly cannot be done by the educator for or about the literacy student. There he has a moment of his creative task. (FREIRE, 1979, p. 13)

With Paulo Freire's perspective, we can understand that the act of teaching literacy needs to break with mechanical methods that make learning cold and meaningless, as learning based on mere repetitions is not capable of leading the individual to think critically. In a way, this year's education is being completely different for literacy classes and all others, but what cannot be denied is how much this moment has come to give a new meaning to education (COSTA, 2020).

2.1 LITERACY AS A TEACHING STAGE

Literacy has been widely discussed by those concerned with education, both in legal issues and in the possibilities and challenges regarding this stage of learning. In recent decades, the same learning difficulties have been observed, the countless failures, we have experienced the harsh reality that many children have completed their schooling without being literate (BRASIL, 2018).

Literacy is part of the first cycle of elementary school, and should take place from the 1st to the 2nd year of elementary school. Brazilian education has undergone several changes, however, they did not only occur at the educational levels, with regard to literacy, they also occurred in the way this student stage was viewed, which became the object of intense study by teachers and education theorists (OROFINO, 2005).

Not to mention the fact that Elementary Education, which previously lasted eight years, now lasts nine years, incorporating the literacy stage, which previously belonged to Early Childhood Education.

This change took place in a context of educational policies to expand compulsory education and the democratization of schools. Incorporating literacy into Elementary Education, it became mandatory and became the 1st year of Elementary Education (SOARES, 2011).

As mentioned by the Ministry of Education (MEC) regarding nine-year education, nine-year elementary education can be seen as another strategy for democratization and access to school. Law no. 11,274, of February 6, 2006, guarantees the right of six-year-old children to formal education, obliging families to enroll them and the State to offer the service (BRASIL, 2018).

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Considering the new educational scenario, entry into Elementary School at the age of six, which was previously at the age of seven, challenged educators and researchers to clearly define what is expected of school in the initial years of schooling.

Requiring deep reflections and investigations that sought to address the immense range of questions addressed to the curriculum, the organization of practices and the physical spaces for the inclusion of young children in early years school. As it became mandatory, it began to have stricter control so that there would not be so many school dropouts (SOARES, 2020).

Parallel to these changes are the educational practices of teachers, increasingly demanding that are reflective and constructivist and that seek to improve themselves through new teaching practices; through training and training courses.

In its implementation, the expansion of primary education from eight to nine years requires changes in the school, in the pedagogical proposal, in the teaching material, in teacher training, as well as in the conceptions of school space, time, curriculum, student, teacher and methodologies (COSTA , 2020).

The transition of six-year-old children from early childhood education to elementary school is not only a normative political issue, but above all a pedagogical issue that requires the literacy teacher's understanding of how the process of acquiring reading and writing occurs (PINTO; DIAS, 2020).

From the perspective of knowledge construction, it does not dissociate the act of literacy and literacy and also performs a mediation consistent with the child's level of conceptualization. Therefore, mastery of literacy does not necessarily have to occur in the introductory series or phase (HODGES *et al.*, 2020).

Accepting this natural fact means respecting the needs of children in the different social spaces they live in and facilitating their schooling process in a calm and harmonious way (ABREU; MIRANDA, 2007, p. 9).

Recent years, with the increase in continuing education offers from the Ministry of Education and Departments of Education for Basic Education teachers, have led to the explanation of different perspectives on literacy, encouraging reflection and action by these actors on the different realities of Brazilian schools. , in the search for more tangible strategies that meet diversity (ROSINI, 2007).

Soares (2011) states that changes in paradigms in the area of literacy have brought new assumptions and objectives, fundamentally altering the conception of the learning process and erasing the distinction between learning the writing system and effective reading and writing practices, necessitating readjustment of these conceptions in teaching practices.

Therefore, the search for continuing education courses must be constant, as this context includes the changes that are occurring in education, such as the reformulation of the National Common Curricular Base (BNCC), the document that governs Brazilian education. A normative document that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education (BRASIL, 2018).

The Base establishes knowledge, skills and abilities that all students are expected to develop throughout basic schooling. Guided by the ethical, political and aesthetic principles outlined by the National Curricular Guidelines for Basic Education, the Base adds to the purposes that direct Brazilian education towards integral human formation and the construction of a fair, democratic and inclusive society (SILVA, 2008).

The National Literacy Policy (PNA), established by Decree No. 9,765, of April 11, 2019, can be considered a milestone in Brazilian education. The topic of literacy, fundamental to school life and the full exercise of citizenship, is brought with full vigor to the center of the country's public educational policy (BRASIL, 2018).

The PNA recommends in its articles that literacy in Brazil should be based on scientific evidence; that there must be a central role for the family in literacy; considers literacy as an instrument for overcoming social vulnerability; Its main objectives are to promote citizenship through literacy, increase the quality of learning teaching and contribute to achieving goals 5 and 9 of the PNE; its guidelines are: Encouragement of reading and writing habits (BRASIL, 2018).

The preparation of the PNA appears as an effort by the Ministry of Education to improve literacy processes in Brazil and its results. Defines literacy as the teaching of reading and writing skills in an alphabetical system.

2.2 PERSPECTIVES AND CHALLENGES OF LITERACY DURING THE PANDEMIC PERIOD

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As we said previously, there are many challenges faced by teachers in the process of teaching children literacy, with the suspension of in-person classes due to the Covid-19 pandemic, the challenges have increased. However, they were accentuated, due to remote teaching, with the replacement of face-to-face classes with digital classes, with synchronous and asynchronous non-face-to-face activities (COSTA, 2020).

Different types of literacy are taking up an increasing space in people's lives, and as this is considered an atypical year due to the pandemic, it was possible to see how literate there are people in some things and for others they still need to improve their level of literacy. .

The need to use digital resources is an example of this. Several changes are taking place in the act of reading and writing due to the revolution in digital technologies, this digital culture in which we are immersed. There is a large flow of information and texts, with the reader encouraged to select, cut and choose the relevant texts, and these would be capabilities of digital literacy (GUALDA, 2019).

From the same perspective, Soares (2011) defends the idea that different writing technologies generate different states or conditions in those who use them in their reading and writing practices. Based on the idea of different forms of literacy, the author introduces the concept of digital literacy. Still, according to her, digital literacy is the "state or condition that those who appropriate new digital technology and practice reading and writing on the screen acquire" (SOARES, 2011).

The reality we are living in due to a pandemic has brought new challenges, keeping students away from school, meaning that classes are now taught remotely. It tested the pedagogical practice and technological knowledge of each teacher, among many other things.

Teachers are exhausted by excessive tasks, distressed by students who do not have access to technological resources. Concerned about those who ended up being totally unmotivated and are withdrawing from school, demands and often impatience from families are factors that are also on the list of challenges faced by these professionals (HODGES, 2020).

According to a survey carried out by the United Nations Educational, Scientific and Cultural Organization, ture (UNESCO), 1.5 billion young people were without face-to-face classes around the world. This means that across the world, teachers have had to reinvent themselves to continue serving their students.

Distance learning shows that there is a rejection, some professionals lack the skills to use the technological resources that are so necessary at the moment. At the same time, there is a lack of provision and training on the part of institutions and the government itself (PINTO; DIAS, 2020).

We are living in an unprecedented moment, where teachers have had to open their homes to offer classes to their students. Teachers who had little or no contact with digital literacy needed to plan classes mediated by screens, in some cases having and in others not having the necessary pedagogical advice.

We are in the time to discover how these technological tools work, they are new obstacles. that were not common in face-to-face meetings, such as problems connecting and engaging students remotely. Literacy itself leads us to constant updating and mastering new skills (COSTA, 2020).

New literacies are like a social reinvention, as they directly interfere with social relationships that become intensified. One of the biggest challenges we are experiencing in the area of education is certainly the need to adapt to a situation for which no one was prepared (SILVA, 2008).

There are some insecurities generated by digital and/or electronic literacy among the teaching staff, such as the more technical issues, doing lives, recording videos, among others, added to the concern with student participation, their engagement in learning , involvement and participation in the proposed activities, whether they are able to access what is offered to them at the moment and how they are facing all of this (SOARES, 2020).

Not to mention the frustration of teachers who have so far been unable to contact their students. Distance literacy became the only way to continue teaching in times of pandemic.

Authors such as Rosini, who is one of the representatives of new literacy studies in Brazil, point out that digital literacies are both affected by and affect the cultures in which they are introduced, so that their social and cognitive effects vary depending on sociocultural contexts and purposes involved in its appropriation (ROSINI, 2007).

It is up to each professional to discover whether they are literate or just literate in the new digital way of teaching classes and making use of the resources available. Therefore, looking for an improvement that will facilitate the development of your classes.

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Therefore, when returning to face-to-face teaching, we cannot leave technology aside, now more than before it should be part of our daily lives. Facilitating interaction with students, encouraging research and transmitting content in a more up-to-date way (ABREU; MIRANDA, 2007).

With the pandemic faced this year, schools had to close, but classes did not stop. The need to ensure that children and adolescents continue learning led to the emergence of "emergency" remote teaching.

At the beginning it was not easy for both the teaching staff and families and students, who had to adapt to the new situation quickly and with a lot of flexibility. Adapting your time, place, mode and rhythm of

studies. Hybrid teaching then appears in the lives of all these people (COSTA, 2020).

In hybrid teaching, the teacher is not the center of the process, he is the mediator between students and knowledge. He is the one who makes use of active methodologies, making students develop skills and competencies more autonomously (HODGES*et al.*, 2020).

Hybrid teaching allows students to produce their knowledge and make use of technology as an evolutionary tool for learning, without losing the interaction and monitoring of the teacher, as Freire highlights: "teaching is not transferring knowledge, it not only needs to be learned for him and for the students in their reasons for being – ontological, political, ethical, epistemological, pedagogical, but it also needs to be constantly witnessed, experienced" (FREIRE, 2012, p. 27).

The National Common Curricular Base (BNCC) defines the following as general competence of basic education: 5. Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in different social practices (including school ones) to achieve communicate, access and disseminate information, produce knowledge, solve problems, exercise protagonism and authorship in personal and collective life (BRASIL, 2018).

Therefore, hybrid teaching becomes a transformative agent in today's school, as it will be more focused on the real interests of students, more connected to their needs, bringing greater student engagement in activities.

3 METHODOLOGICAL PROCEDURES

This is a bibliographical research based on scientific articles, BNCC and educational websites and several authors such as Soares, Gil, Libâneo, among others. The articles, theses and dissertations were the objects of investigation in this study, taken from reputable websites and works and recognized for their reliability

Bibliographic research is understood as the literature review on the main theories that guide scientific work. This review is what we call a bibliographic survey or bibliographic review, which can be carried out on books, periodicals, articles and databases (GIL, 2010).

As inclusion criteria, only references published in Portuguese were used, with full texts for access in updated databases, publications whose objectives were to identify or describe the subject covered. Publications in other languages   were excluded, as well as publications that, although within the theme, did not respond to the objectives of the study, or the text was not in full.

4 ANALYSIS AND DISCUSSION OF RESULTS

Challenges have always been part of this profession, the world has evolved and the teacher has needed to follow this evolution. More than ever, digital and technological devices are present in the lives of these professionals and their use ends up being more necessary than ever, which also ends up making their use difficult for some professionals, as we know that not everyone has sufficient knowledge or even did so. frequent use of these resources (COSTA, 2020)

Hodges*et al.* (2020) emphasize that there needs to be guidance regarding digital literacy, because as Silva says in the quote above, the school needs to actively participate and not "close its eyes" to the new technological era that we are living in, the changes are visible no only within the school, but in different situations in our daily lives.

Hence the need for updating, for knowledge of these new literacy practices. According to the answers obtained in the questionnaire, some teachers received it and others on their own had to seek training and information to use technological resources appropriately and mediately.

cos as a means of teaching your classes and reaching your students during this pandemic period (GUALDA, 2019).

In this scenario in which we are living, it was possible to perceive more than ever the challenges faced ted by teachers, their difficulties increased, but the commitment to teaching, the responsibility for continuing the teaching-learning process were enhanced in this period of social isolation (SOARES, 2020).

The actions of teachers in the face of new multiliteracies practices, their search and interest in carrying out remote activities made students become protagonists of their learning.

It is therefore evident that education, after all this, must be rethought regarding its pedagogical practice.

viewing hybrid teaching as a possibility for greater involvement and satisfactory results in terms of student learning (COSTA, 2020).

Technology has become necessary and is already considered a new trend in education as it makes classes more attractive, fun and interactive. The new reality allows teachers to take their students wherever they want, travel the world, deepen their knowledge without leaving home.

It is a facilitating way of combining what needs to be worked on with what is of interest to the student. Our biggest challenge is teaching in a society that evolves quickly, which presents technology as one of the ways to achieve quality education (MORAN; MASETTO; BEHRENS, 2005).

However, we cannot forget that in order to achieve pedagogical success it is necessary for teachers to receive training, training on how to use these resources, the collaborative work of the school itself, its education department or supporting network are fundamental to making its professionals digitally literate (OROFINO, 2005).

We must be in constant search, we have a lot to learn, much more than just teaching. During this period of pandemic, technology has shown us that it is possible to teach and learn remotely, technology has replaced the physical space of the school, but there is no technology that can replace the important role of the teacher.

FINAL CONSIDERATIONS

In this study we found that literacy is a continuous process and that literacy and literacy are practices tics that need to be developed together, as a continuous process that takes place as the child develops and requires greater effort from the teacher so that the child develops the skills and competencies to be literate by the age of eight.

With non-face-to-face teaching due to the Coronavirus pandemic, in a short period, the entire school community underwent an acceleration and immersion in a world of knowledge and competence that, at times, had not been given real importance and that, At a normal pace, it would take much longer to come to fruition.

It can be seen that literacy outside the school environment will only be successful if parents help in this teaching-learning process, as in addition to the teacher being a mediator, he also has a greater responsibility to encourage and guide parents to continue this stage of schooling.

Education is an action of all actors involved, family, school, teachers and students; If this action is already decisive in times of face-to-face classes, it gains even more relevance during this pandemic period.

Given all the approaches covered in the present study, thus contributing to the development of literacy students from the beginning of their school life, literacy is consolidated with the inclusion of various possibilities for reading the world and life, highlighting dialogue with others texts, images, sounds and multiple languages   directing attention to digital resources as learning facilitators.

It is also evident that teachers have continued training in relation to ICTs, obtaining aiming to provide support to teachers in the use, both instrumental and pedagogical, is a way of maintaining education and, therefore, the school in an environment conducive to non-face-to-face activities, maintaining the learning process with good results.

It is necessary to develop public policies so that everyone has access to technological resources, especially in relation to educational technologies, with the need to implement them to facilitate access for all students.

Faced with the countless challenges, of which there are few, we emphasize that in this time or in any other, teaching must transcend the content and traditional character, to assume the most beautiful thing about an education that is capable of teaching much more than letters.

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