

The discursive practices of Portuguese language in the pandemic chronotope: experiences and challenges faced by municipal teachers in Foz do Iguaçu – PR¹

As práticas discursivas de língua portuguesa no cronotopo pandêmico: vivências e desafios dos professores municipais de Foz do Iguaçu-PR

Las prácticas discursivas de lengua portuguesa en el cronotopo pandémico: vivencias y desafíos de los profesores municipales de Foz do Iguaçu-PR

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Abstract: The article addresses the challenges faced by 4th and 5th-grade Elementary School teachers during the COVID-19 pandemic in teaching the discursive practices of the Portuguese language. The research uses the qualitative/ interpretivist methodology through a bibliographic review, questionnaires, semi-structured interviews, and participant observation. The results consider that the remote and hybrid teaching adopted by the Municipal Department of Education did not provide significant learning about discursive practices, according to the enunciative-discursive perspective in the current educational documents. The importance of teachers discussing and reflecting on the pedagogical and labor impacts experienced during and after the pandemic is highlighted to develop effective and meaningful work with the Portuguese language.

Keywords: Pandemic; Remote learning; Teaching work; Discursive practices of Portuguese language.

Resumo: O artigo aborda os desafios enfrentados por professoras de 4º e 5º anos do Ensino Fundamental I, durante a pandemia de Covid-19, no ensino das práticas discursivas da língua portuguesa. A pesquisa utiliza a abordagem qualitativa/interpretativista, por meio de revisão bibliográfica, questionários, entrevistas semiestruturadas e observação participante. Os resultados consideram que o ensino remoto e híbrido, adotado pela Secretaria Municipal de Educação, não proporcionou uma aprendizagem significativa em relação às práticas discursivas, de acordo com a perspectiva enunciativo-discursiva presente nos documentos educacionais vigentes. Destaca-se a importância de os professores discutirem e refletirem sobre os impactos pedagógicos e laborais, vivenciados durante e após a pandemia, para desenvolverem um trabalho efetivo e significativo com a língua portuguesa.

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Palavras-chave: Pandemia; Ensino remoto; Trabalho docente; Práticas discursivas de Língua Portuguesa.

Resumen: El artículo aborda los desafíos que enfrentan los profesores de 4º y 5º años de la Enseñanza Fundamental I, durante la pandemia de Covid-19, en la enseñanza de prácticas discursivas de la lengua portuguesa. La investigación utiliza un enfoque cualitativo/interpretativista, a través de revisión de literatura, cuestionarios, entrevistas semiestructuradas y observación participante. Los resultados consideran que la enseñanza remota e híbrida, adoptada por la Secretaría Municipal de Educación, no proporcionó un aprendizaje significativo con relación a las prácticas discursivas, de acuerdo con la perspectiva enunciativo-discursiva presente en los documentos educativos actuales. Se destaca la importancia de que los docentes discutan y reflexionen sobre los impactos pedagógicos y laborales vividos durante y después de la pandemia, para desarrollar un trabajo efectivo y significativo con la lengua portuguesa.

Palabras clave: Pandemia; Enseñanza remota; Trabajo docente; Práticas discursivas de la Lengua Portuguesa.

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Initial considerations

The world faces calamitous and historical changes in 2020 due to the global pandemic caused by the New Corona virus. In Brazil, preventive measures were implemented to contain the spread of the virus, including remote teaching instead of face-to-face classes. In Foz do Iguaçu – PR, primary education teachers have developed remote pedagogical activities for students from 1st to 5th grades. The teachers had to adapt to new technologies and digital platforms while maintaining an emotional bond with their students and working hard to organize the creation and correction of remote activities.

Despite having all the theoretical and methodological basis, as well as the pedagogical praxis, conception, methodology procedures comprehension, the teachers faced difficulties when planning the objects of knowledge and learning objectives, especially when assessing the teaching and learning process through printed remote activities.

With the limited use of language, interaction with students - essential at this stage of schooling - was restricted to clarifying students' doubts about discursive practices using electronic devices. Furthermore, developing, proposing, and teaching the Portuguese language (PL) according to the concept of enunciativo-discursive language was a challenge for the teacher, considering the diversity of teaching approaches that existed in that context.

Given the difficulties presented, this study aims to highlight the challenges faced by five teachers who work in Elementary School I, especially in the 4th and 5th grades, in teaching PL discursive practices: orality, reading/listening, autonomous and shared written production, as well as linguistic/semiotic analysis, in different teaching modalities⁴: face-to-face/remote, remote/hybrid and hybrid/face-to-face, in the pandemic chronotope (2020 to 2022). In addition, the aim is to verify whether these teaching modalities provided a teaching and learning process of discursive practices in line with the conceptions advocated in current educational documents.

In order to achieve the proposed objective, we chose to conduct social research with a qualitative/interpretive approach of the case study type affiliated to Applied Linguistics. The theoretical foundation is based on concepts from Bakhtin's Circle, plus the Brazilian branch of Dialogic Language Studies, which promotes the interpretation and discussion of the data obtained.

For this purpose, a bibliographical review was carried out on the teaching of Portuguese in the educational documents in force: the National Common Curriculum Base (BNCC), the Paraná Curriculum Reference: Principles, Rights, and Guidelines (RCP), and the Pedagogical Curriculum Proposal (PPC) of the Association of Municipalities of the Western Region of Paraná, AMOP (PPC)⁵. In addition, to generate data, we opted for participant observation by the researcher and teacher/pedagogical coordinator at the school in the meantime, as well as the application of questionnaires and semi-structured interviews. These instruments were applied to five teachers who taught classes in the Portuguese Language Curriculum Component of Elementary School I - early years, in 4th and 5th grades, in one of the schools in the municipality of Foz do Iguaçu, in the context of the pandemic.

Therefore, this article presents a specific section - a snippet of the data analysis - of the master's thesis entitled "Times of the Pandemic, times of Challenges: a study on the Teaching of the Portuguese Language in Elementary School I in Foz do Iguaçu-PR." The main objective

⁴ Due to the COVID-19 pandemic, CNE/CP Report No. 5/2020 and CNE/CP Report No. 9/2020 allowed non-face-to-face teaching activities, whether mediated by digital information/communication technologies, as long as there were health restrictions. In this case, the teaching modalities offered (remote teaching, hybrid teaching) differ from Distance Education (EaD), as provided for in the Education Guidelines and Bases Law (LDB). In the Foz do Iguaçu municipal school system, the term "modality" was used in SMED Normative Instruction 07/2021 to refer to the different forms of teaching that have emerged during the pandemic.

⁵ According to the PPC (AMOP, 2020), the western region of Paraná is made up of 52 municipalities, but AMOP's administrative region has 54 municipalities, 53 of which adopt the Pedagogical Curriculum Proposal. AMOP succeeded the Western Paraná Educational Association (Assoeste) and established the Pedagogical Department, which implemented the Single Curriculum for Municipal Public Schools, which brings together various subjects in a language geared to the characteristics and needs of the region's population.

of this study was to investigate the perceptions and challenges teachers faced in teaching Portuguese during the COVID-19 pandemic, as education had to adapt to the new conditions and challenges imposed by the health situation.

Contextualization: Portuguese language teaching during the pandemic

The concept of language in the Portuguese Language Curriculum Component, present in the official documents⁶, especially the PPC (AMOP, 2020), is the enunciative-discursive conception, about which Geraldi (2015, p. 384) states that:

In the area of languages, the BNCC [officially assumes] a conception of language: a means of action and interaction in the world. This conception comes from the studies of what is known as Enunciation Linguistics (crossed by some theoretical positions from Discourse Analysis). Above all, the thinker behind these enunciative conceptions is Mikhail Bakhtin, from whom conceptions of the discursive genre will be drawn for the official documents.

Thus, when it comes to working with the Portuguese language, current educational documents, such as the BNCC and the subsequent normative documents RCP and PPC, highlight the use of discursive genres to work with discursive practices. From a Bakhtinian perspective, we understand that

[...] the work with language practices should be centered on the text-enunciation, from which are unchained studies/reflections that will allow the student to understand it as a living discourse produced by a subject situated socio-historically, in the function of an interlocutor and a discursive purpose. Therefore, studying a language from a text-enunciation means reflecting on valuations, ideologies, and axiological positions projected in the discussion of the topic, imprinted in the stylistic marks, and configured in a genre of discourse (Acosta Pereira; Costa-Hübes, 2021, p. 397-398).

With the social isolation caused by the COVID-19 pandemic, we faced the interruption of face-to-face classes. In order to continue teaching in the municipal network, teachers received guidance from the Municipal Department of Education (SMED) to use different technological tools without obligation, aiming to monitor or explain non-face-to-face activities through applications such as WhatsApp, Google Meet, and Zoom. However,

⁶ In general, both the BNCC and the CPR include some Bakhtinian concepts, such as discursive genres, utterances, and spheres/fields of discourse circulation. However, there are gaps in these documents in terms of understanding the concept of language from an enunciative-discursive perspective.

synchronous, and asynchronous interaction between teachers, students, and parents was limited only to those with access to technological resources. The other students only made use of the fortnightly printed activities.

During the pandemic, remote teaching was implemented in May 2020 until June 2021. From July of the same year, we adopted gradually and in stages hybrid teaching alongside ongoing remote teaching. On June 25, 2021, SMED issued Normative Instruction No. 7 (Foz do Iguaçu, 2021a), specifying the necessary procedures for implementing hybrid teaching:

Art. 8 Hybrid education is considered to be the alternation between remote and face-to-face activities, and in this system, students will attend the teaching unit on a staggered basis. The student must be granted pedagogical assistance in both modalities (face-to-face and remote) so that the student has the support to carry out the activities according to the teacher's planning and guidelines.

According to Esquinsani (2021), remote education has presented challenges and learning opportunities for everyone involved - teachers, students, families, and education authorities. With the decrease in COVID cases in the municipality due to the vaccination of the population, the city issued Decree No. 29,541 on September 10, 2021, which stated that public and private educational institutions in the city of Foz do Iguaçu could resume face-to-face attendance as long as they followed COVID-19 prevention protocols, such as the use of masks and hand hygiene (Foz do Iguaçu, 2021b).

During the pandemic, the municipal public school, the setting for our research, faced difficulties concerning the emergency teaching of PL discursive practices, as the different setbacks made it impossible to reach all the students. In addition, the teachers found it challenging to monitor the learning process and provide real-time feedback during remote teaching, resulting in only partially effective teaching.

Regarding the Bakhtinian concept of chronotope, present in this study, we understand that discourse is engendered by dialogic relationships anchored by a time and a space (Franco et al., 2019). And it is in this time-space of interaction, of events, that we situate this research: the event of the pandemic context in the educational sphere.

Theoretical -methodological approach

The characterization of this study is imbricated in its epistemological affiliation with Applied Linguistics (AL). The objective of AL is an analytical perspective that seeks

to highlight the challenges that involve teaching and language in the educational context, considering, above all, the context in which the discursive practices of PL teaching were inserted - times of pandemic. In addition, this is qualitative/interpretative research, considering that, according to Bortoni-Ricardo (2009), this approach seeks to understand, interpret, and describe social phenomena within a context, in this case, the educational field.

In this study, we selected five (5) teachers who teach in 4th and 5th-grade classes and have experienced different teaching modalities during the pandemic. The names of the teachers selected (Aurora, Bianca, Cátia, Érica, and Dulce) are fictitious for ethical reasons. They have all worked in the city school system for more than fifteen years, generally taught at the school for more than five years, and have extensive experience in teaching early years, emphasizing 4th and 5th grades. The focus on the final years of Primary School I is justified by the fact that it is at this stage that experiences with oral and written language are deepened concerning language practices, as expressed in the BNCC:

Thus, in Primary School - Early Years, in the Orality axis, knowledge and use of the oral language, the characteristics of discursive interactions and speaking and listening strategies in oral exchanges are deepened; in the Linguistic Analysis/Semiotics axis, literacy is organized, particularly in the first two years, and observation of regularities and analysis of the functioning of language and other languages and their effects on discourses are developed over the following three years; in the Reading/Listening axis, literacy is expanded through the progressive incorporation of reading strategies in texts of increasing complexity, as well as in the Text Production axis, through the progressive incorporation of strategies for producing texts of different textual genres (Brasil, 2018, p. 88).

Given this understanding, we used the questionnaire and the semi-structured interview texts to generate data. The questionnaire consisted of twenty-four multiple-choice questions. In some cases, however, the question asked the respondent to justify their options by recording them, which allowed us to generate more detailed information. The interview, in turn, consisted of sixteen predetermined questions. It is important to note that the interview content did not differ from that of the questionnaire⁷, but allowed for a better understanding of some issues that needed to be fully explained in the questionnaire. We used these instruments at different times during the research: the questionnaires were given to the teachers in the last week of the 2021 school year after they had gone through different teaching

⁷ The questionnaire and interview instruments are available in Appendices 1 and 2 of the dissertation: 'Times of pandemic, times of challenges: a study on the work with the Portuguese Language in Elementary School I in Foz do Iguaçu - PR', available at: <https://tede.unioeste.br/handle/tede/6685>.

modalities. The semi-structured interviews were carried out with the same teachers during the last week of March 2022, after they had returned from classroom lessons and had finished the diagnosis with the children/students.

Given the importance of the pandemic context, the researcher recorded in a field diary the continuous observation of the school environment from the beginning of the interruption of face-to-face classes in mid-March 2020 until March 2022. In addition, we based our research on a bibliographical review of current educational documents and reading and critical discussions about PL teaching in the normative documents for the early years.

The analysis of the data in this investigation is based on understanding some concepts from the Bakhtin Circle's theoretical framework. For Volóchinov⁸(2021) and the Bakhtin Circle, "the fundamental reality of language is discursive interaction because language is not an abstract system of linguistic forms, isolated from the speaker's utterances, *but the social event of discursive interaction that occurs through various utterances.*" (Volóchinov, 2021, p. 218- 219, emphasis added).

According to the Bakhtinian perspective, language is a social practice we use to change the world and interact with others. In this context, we use utterances in discourse genres to establish contact with the world and others, responding to previous utterances and eliciting future responses to maintain an infinite dialogue in the discursive chain, characterizing active responsibility in human interaction (Souza *et al*, 2019).

For Bakhtin (2016), the text is the starting point for any discipline in the human sciences. Following the ideas of the Russian intellectual, Rossi and Souza (2019) argue that the text is not only the starting point but also the endpoint for teaching and learning the Portuguese language. In this sense, we have learned that school is a space for interaction and dialog, not just for transmitting knowledge unilaterally. It implies that the school plays the role of forming conscious and critical citizens capable of meeting social needs.

Considering this proposition, we are led to the fundamental goal of PL teaching at school: the understanding of teaching that is not based solely on memorization, decoding, coding, and compositional construction of discursive genres but instead on "the process of students learning to understand the discursive genre, as the practical work with the Portuguese language at school, because it is through genres that students build their social interactions." (AMOP, 2020, p. 248).

In this way, we understand that working with discursive genres in PL teaching requires understanding and reflection on thematic content, style, compositional construction, socio-historical aspects, and social interactions. In this way, students will be able to develop

⁸ In this study, we have used the spelling corresponding to the Russian philosopher's name in *Marxism and Philosophy of Language*, translated by Editora 34 in 2021.

linguistic/discursive skills in authentic contexts of use, enabling them to become coherent and proficient readers and producers of texts.

Portuguese language discursive practices in different teaching modalities in the pandemic chronotope

Initially, SMED's teachers/pedagogical coordinators prepared the printed remote activities from May to August 2020. From September 2020, each school unit was responsible for preparing the remote activities. Based on this, we asked the teachers: "What difficulties did you face during the application/explanation of the remote Portuguese language activities prepared by SMED?". Table 1 shows the answers:

Table 1 – Teachers' difficulties in explaining the remote PL activities prepared by SMED.

Multiple choice quesitons	Aurora	Bianca	Cátia	Érica	Dulce
The lack of interrelationship and the teacher's sense in planning/organizing and explaining pedagogical activities according to the specificities and interests of the teacher/students/class.		X			
The didactic sequences of discursive practices were compromised by the remote activities printed fortnightly.		X	X		
The constant retaking and consolidation of the same knowledge objects concerning the first quarter of 2020.			X	X	
The absence of new knowledge objects and learning objectives.			X		X
Guidance/assistance and/or subsidies in the preparation of didactic and methodological resources during remote classes.	X	X			

Source: Research data, 2023.

Based on the options selected, we can see that Aurora was the only teacher who managed to use digital platforms, working entirely remotely. However, she felt SMED lacked support and help with didactic and methodological resources. As for the other teachers, there was a constant return to the knowledge objects they had already worked on and a need for new knowledge objects. It compromised the didactic sequence in teaching discursive practices through remote activities printed every two weeks. The adoption of these activities by SMED ended up not allowing the teacher autonomy in the development of knowledge objects but rather silencing them in the face of the imposition of ready-made discourses and practices (Nogueira *et al.*, 2021).

At that moment, the pedagogical coordinator and the teachers were constantly receiving a considerable amount of information/guidelines/decisions through decrees, regulations, letters, and online meetings to implement so that, somehow, teaching could continue, and the teachers could work since society also demanded that of the teacher. In this scenario, the country's president at the time, Jair Bolsonaro, neglected the seriousness of COVID-19, "he even called the disease non-serious flu and said, in a national pronouncement, that people should come out of isolation and go to work [...]" (Previtali; Fagiani, 2021, p. 502).

In view of this, even with a lack of technological resources, without prior training and under strong opposition from education workers and their unions, especially in the public sphere (Previtali; Fagiani, 2021), remote teaching was put into action. In this sense, Pasini *et al.* (2022) argues that:

No school system or network was prepared to implement the so-called emergency remote activities, requiring a complex rethinking of pedagogical issues since we are acting in a new context. These issues involve school infrastructure, the social and health conditions of the entire school community and adapting activities to take account of the specific characteristics of the school community. (Pasini *et al.*, 2022, p. 18.118)

Following question 1, we asked the teachers whether they found it easy or challenging to prepare Portuguese language activities according to the enunciative-discursive concept when they started planning/proposing remote activities in September 2020. Most of the teachers said they had few difficulties preparing remote PL activities. However, they emphasized that the work was collaborative and that they had to rely on the help of their classmates and, above all, the guidance of the pedagogical coordinator.

The Curriculum Planning for Primary Education from the 1st to the 5th grade, prepared by SMED, was structured around revisiting the knowledge objects and respective learning objectives for the 2020 school year (Foz do Iguaçu, 2020). Based on this premise, we asked the following question: "The PL knowledge objects were reorganized to comply with the school calendar in the remote teaching modality in 2020 and 2021. Do you believe that the emergency curriculum has satisfactorily covered the learning objects of the LP curriculum component?"

For this question, most of the participants/teachers (4) indicated that the objects of knowledge were partially covered. Some of the justifications given were: "Even with flexibility, some grammar content or content related to reading and interpretation was not achieved by the students" (Teacher Aurora); "I believe that there was a greater

prioritization on reading to the detriment of writing" (Teacher Bianca). This is because, in that context, the remote activities were prepared in workbook format, containing, in a single document, the six basic Curriculum Components (Portuguese Language, Mathematics, Science, History, Geography, and Art). Consequently, the exercises were predominantly made up of multiple-choice objective questions, which made it easier and quicker to correct them and, above all, to evaluate them. However, written production ended up in the background. Another situation pointed out by the teachers was that it was challenging to get a reliable assessment of these activities without the student being physically present and without the teacher monitoring them in real-time.

Having said that, in order to obtain information about the teachers' basic training concerning Digital Information Technologies (DICTs) so as to understand how they worked/taught PL discursive practices during the abovementioned period of non-face-to-face classes, we asked: "Do you have basic training in DICTs?"

Both Aurora and Cátia said: "No, but I look for information and tutorials over the internet when I feel the need". Teacher Bianca's response caught our attention: "No, even though I watch videos/tutorials on the internet, I cannot use them. I always rely on the support of fellow teachers and the pedagogical coordinator". Teaching work became difficult for the teacher, who had no basic training in technological artifacts and still had to work remotely because of her comorbidities. The pedagogical coordinator had to mobilize other teachers to help her in her classes, which showed collaborative work between teachers.

In addition, regarding the technological resources used by teachers during remote teaching, we asked: "What technological resources were used to teach PL classes?" For a better understanding, we have organized the answers in the following table:

Table 2 – Technological resources used to teach PL classes.

Technological resources	Total
Google Meet	1
Zoom	1
Classes recorded through AZ RECORDER app	4
Recording of classes through <i>Youtube</i>	3
Use of available content on <i>Youtube</i>	4
Use of WhatsApp for guidance of students and parents	5
Printed activities developed in agreement with the teachers in charge of the same grade	3
Printed activities developed by the teacher under the guidance of the pedagogical coordination	4
Exclusive use of the WhatsApp app and printed activities	1

Source: Research data, 2023.

In view of the above, we found that the use of the *WhatsApp* application was unanimously used by the teachers, as it is already part of the daily life of most people who use smartphones. This was followed by the use of *Az Recorder* apps, content from the *YouTube* platform, and, finally, recording lessons via *YouTube*. Digital platforms were the technological resource least used by teachers, as they require a certain mastery and understanding of the technologies on the user's part.

We also noticed that the teachers used ready-made content available on the *YouTube* online platform to help students understand the content. Initially, the knowledge objects were searched for on *YouTube*, and the content corresponding to the remote printed activities was made available in the *WhatsApp* group for students/parents to watch. If they had any questions, they would contact the teacher privately. This practice was adopted by all the teachers during the period.

In addition, we found that the *WhatsApp* video call and voice recorder were the resources most used by students/parents to interact with the teacher without a predefined schedule. This interaction even happened at night, on weekends or holidays, as these were times when the parents or guardians were not at work. There were also situations in which the fortnightly printed remote activities were sent out with little interaction from the students/parents.

In order to better understand the difficulties experienced by the teachers, and indicated in the questionnaire, we conducted interviews with the teachers⁹ and created a comparative table:

⁹ The transcriptions of these interviews were done in orthographic form, maintaining any possible inaccuracies in the formal standard of the Portuguese language.

Table 3 – The difficulties experienced in the different teaching modalities.

Face-to Face/Remote	[...]in the face-to-face modality, when we're doing the work, we give that continuity to the work, right? We're there every day. (Teacher Aurora)
	Because, during the remote period, there was no way to follow up on the content. In the remote classes, we prioritized the essential content, right? So, it was the basics of the basics. What we could use at that remote moment, we had to think about the activities and whether they would be able to do it remotely. We also had to think about that, right? Whether the parents would be able to help the child. So, then you'd put together an activity, a didactic sequence, it was beautiful, wonderful, right? From working on reading, right? Orality, reading, writing, grammar, everything. But then when you saw it in practice, right? Then there was frustration [...]. (Teacher Érica)
	From the hybrid, [...] what I noticed was when students would forget, right? They'd do activities from one week to the next, then we'd send them home and they'd be completely blank. Then I had to do a variety of work in the classroom, with various groups: with the group that hadn't managed to do the activities at home, I'd explain the subject. Then I'd continue with those who had done it, then I'd apply that week's content [...]. (Teacher Aurora)
Remote/Hybrid	From remote to hybrid teaching, it made the job a lot easier, because we could really check what the student had missed, couldn't we? Make use of the content and make up for it. So, when they came, they went back to school, even partially. It got a lot better, right? (Teacher Dulce)
Hybrid/Face-to-face post pandemic	We worked with a very heterogeneous classroom. After 100% face-to-face, for one or two weeks, we adapted, right? There was that group that was more advanced, there were some children with very marked difficulties, worrying, you know?! (Teacher Aurora)

Source: Research data, 2023.

According to the teachers' reports concerning emergency pedagogical practices, we understand that, although they managed to develop planned, sequenced, and organized activities, it was impossible to satisfactorily organize teaching with real significance in all the discursive practices of PL, especially in the remote modality.

In the fortnightly printed remote activities, the modes of discursive interaction were insufficient for appropriating discursive practices, including reading/listening, speaking, linguistic/semiotic analysis, comprehension/interpretation, text production, or textual reworking. Even with the proposed staggered teaching (hybrid/presential), it was necessary to constantly revisit the knowledge objects because the students had forgotten them. Therefore, the interruption of the work with discursive practices prevented the consolidation of the knowledge objects. In this sense, according to Santos and Barreto (2022, p. 351), it is through dialogic teacher mediation, "in a back-and-forth movement: the student performs the task, presents the learning demand, the teacher evaluates, acts in response to this demand, activating a triad - recognizing,

understanding and reflecting, based on the statement [...] "that more meaningful learning is favored and promoted in PL teaching.

Next, in the questionnaire applied in December 2021, we asked: "Which discursive practices were given greater and lesser focus in remote teaching?" We asked the teachers to justify their choices among the discursive practices indicated for this question. We unanimously observed that linguistic/semiotic analysis was pointed out as the discursive practice that received the most emphasis in the remote teaching modality. The reasons for this are because the activities are printed, which results in greater attention being paid to the linguistic materiality of the text. Secondly, reading/listening was essential for understanding, interpreting, and identifying the implicit and explicit ideas in the printed activities. However, in this type of teaching, the practice of reading was fundamental. If the student had difficulty understanding the proposed activities, the parents and guardians played the role of the teacher, turning to the teacher only in possibly more complex cases via the *WhatsApp* app.

However, the discursive practice of orality received less emphasis, as it could not be effectively covered because of the distance between teacher and students. During the interviews, the teachers had the opportunity to explain which discursive practices received more or less emphasis in the different teaching modalities, as shown in the table below:

Table 4 – PL discursive practices of greater and minor focus in the context of the pandemic.

Modalities	Greater focus: Linguistic/Semiotic analysis	Minor focus: Orality
Remote/ Hybrid/ Pós- presencial pandêmico	Linguistic analysis was possible, but the basics they had already learned in fourth grade were insufficient to introduce new content, right? It was what they already knew, and then they had difficulty because they had difficulty with this practice. We would put the definition in the printed activities, and then I would make the explanatory <i>YouTube</i> videos available; it is very short, right? Parents usually approached the teacher when they had doubts about doing any of these activities. (Teacher Erica) In remote teaching, only through activities, and then [...] when we saw that the difficulties continued, other activities were proposed in the same difficulties, until they were solved [...] that we observed through the printed activities a lower number of errors in these activities. (Teacher Bianca)	Orality in remote teaching was not possible because of the distance [...]. (Teacher Cátia) Orality in remote teaching was not possible because of the distance. While it was remote, practically no, practically no! But then, [...] when the hybrid started, then yes. Then, they were at school every day. (Teacher Erica) Look, orality is only practiced in the classroom, and we had no contact with this child. So, orality was forgotten at that time. In the classroom and during the hybrid program, we were able to work on orality. (Teacher Dulce) Not in the remote mode, something always needed to be added. The student did not have contact with the teacher; they did not even have contact with their classmates, socialization, or exchange of ideas. During the hybrid, then they could do the classroom practices normally. (Teacher Bianca)

Source: Research data, 2023.

The teachers highlighted the challenges in teaching discursive practices. For this reason, if we consider what the current normative documents establish concerning the objectives of mother tongue teaching - which are based on the development of subjects who are participative and active in society and can express themselves, making use of language in the most diverse situations in the social spheres - it is the responsibility of the classroom teacher to:

provide students with activities in which they reflect on language in contexts of use, considering orality with the development of discursive skills in different oral genres; reading as a process of constructing meanings that result from the active interaction between author, text, and reader, with various genres of discourse; linguistic analysis with reflection on linguistic choices and the effects of meaning they generate in different texts; and text production as a means of interaction with real interlocutors (Rossi; Meotti, 2022, p. 259)

However, this differed from the approach taken in remote and, to a certain extent, hybrid teaching. According to the answers to the questionnaire, we reiterate that even with the

(re)organization of the emergency curriculum by SMED, teaching through printed activities only partially covered the knowledge objects of the PL Curriculum Component.

It is important to emphasize that remote printed activities eventually became automated in dichotomies: reading to decode and writing and the pretext of reading texts as a mere strategy to solve comprehension and interpretation exercises, in which multiple choice and 'mark x' question options were listed. However, from a Bakhtinian point of view, the reading practice aims to "transcend linguistic materialization, making it a communication-oriented activity, that is, reading as an integral, contextual language practice with enunciative and discursive values." (Vaz; Diniz, 2022, p. 272).

At that conjuncture, the teachers could not propose a practical approach to discursive practices, including collaborative writing and rewriting. We agree with teacher Dulce's statement: "None of these practices can be worked on with a high percentage of success without the student being present with the teacher. This contact is fundamental!".

As teacher Cátia said: "And there, [in remote teaching] the parents realized the challenge, that it is not easy to teach, it is complex!". The task of teaching is a complex one, and it was even more so with remote teaching, especially when returning to face-to-face classes after the pandemic. The teachers were frustrated to find themselves with countless gaps in their PL teaching. So, once again, they found themselves having to reinvent themselves in order to meet the new challenges emerging from face-to-face teaching, or rather, to restore student learning¹⁰. We can assure you that you do not teach just because you know a specific content, but because 'teaching' requires pedagogical praxis, which is the role of the teacher, who is qualified to conduct knowledge, planning and elaborating all the stages of learning.

Finally, we included one last question for the teachers: "Leave a comment here that you would like to report what you experienced in teaching PL in remote education that was not covered in the questionnaire." Teacher Bianca emphasized that "quite a gap in reading and text production" existed. Aurora wrote:

2020 and 2021 were very challenging and stressful years for teachers. The workload sometimes lasted until the early hours of the morning. Society's pressure and dissatisfaction with teachers were also very unpleasant, sometimes making us wish we'd given up. On the other hand, we updated ourselves, modernized, and searched for new ways of teaching and transmitting knowledge. I believe that, from now on, the teaching and learning process will be more dynamic, more technological.

¹⁰ Damasceno *et al.* (2022) report that launching the document "Rebuilding Learning" aims to mitigate the pandemic's negative educational consequences. The term "recomposition of learning" highlights the need to rebuild the educational process, considering that many students did not have adequate learning opportunities during remote education.

In the face of all the adversities experienced by the teachers in the different ways of teaching, the persistence of the teaching class also allows us to see the many possibilities for reinventing strategies and commitment to public school teaching. Therefore, in agreement with Aurora's reflection, the post-pandemic teaching process will be more focused on using and handling technological artifacts. Therefore, "there is a need to think about/adapt initial and continuing teacher training, regarding using technological resources as a teaching methodology" (Andrade *et al.*, 2021, p. 54).

Final considerations

We believe that, in the pandemic context experienced in the remote teaching modality, from an enunciative-discursive perspective of language, assumed by the normative documents of SMED - Foz do Iguaçu, the teaching and learning of PL did not take place ultimately. In the fortnightly printed remote activities, situations of discursive interaction remained limited. Furthermore, the absence of face-to-face dialog between teacher and student in the classroom hindered working with discursive practices.

Even with all the planning of remote activities and hybrid teaching, the teachers still needed to achieve satisfactory results in terms of PL teaching. When they returned to face-to-face classes, they had to work hard to deal with the disparities in the learning levels of the students, requiring more time to develop strategies to suit each level. Furthermore, they sought effective ways of restoring learning, including the literacy process, since some 4th and 5th graders were not fully literate. All of this generated a considerable amount of anxiety, worry, and frustration on the part of the teachers, overloading them and, consequently, leading them to become ill.

In short, in times of pandemic, amid the digital culture, the teachers faced emergency measures without planning for the continuity of teaching, further increasing social inequality since public education was at a disadvantage compared to private education, mainly because of the precariousness of technological devices and the lack of basic training for teachers to work with technologies.

Furthermore, teaching Portuguese from an enunciative-discursive perspective anchored in Bakhtinian assumptions means starting from real situations that use the language since it is both living and dialogical. Gedoz (2022, p. 144) states that if "utterances have no meaning linked to the situation of interaction, that is, far from the real, they are no longer utterances, just abstract words, dead in their discursive meaning". Therefore, if there was no reaction, clash, word, or

counter-word from the self and the other, it means that there was no accurate understanding of the totality of the statements in the printed remote activities.

Bakhtin (2016) highlights that any line of study that ignores the nature of the different types of utterances present in the different genres of discourse undermines the intimate relationship between language and the real world. It leads to a merely formalistic and abstract approach since it needs to consider the dynamism and complexity of language in use. We understand that this approach was common in PL teaching during the pandemic chronotope.

Indeed, it is imperative that teachers in Foz do Iguaçu's municipal school system discuss, analyze, and reflect on the pedagogical and work-related impacts experienced in PL teaching during and after the pandemic, especially considering the concept of language present in the educational documents in force. Only from this critical reflection will it be possible to carry out effective and meaningful work with the Portuguese language.

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