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**PERCEPTION ABOUT ENGLISH LANGUAGE ACQUISITION THROUGH  
REMOTE TEACHING AT THE PUBLIC SCHOOL OF THE CITY OF PLACAS**

Altamira PA

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The research project was presented as a partial requirement for approval in the subject of the TCC Seminar of the Federal University of Pará.

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Altamira PA

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## **THANKS**

2017 was a year of opportunity for me. I say this because I started a journey that changed my life. And from this inflection point at which I had to make decisions, knowing that each obstacle to be overcome would not be easy, entering the Federal University of Pará was an experience that, in terms of acquiring knowledge, living, and interacting in society, shaped me significantly.

Overall, these years and reaching here in the final stretch, in the year 2022, at which I conclude this stage in my life, becoming a professional qualified in English Language Literature, endowed with experiences, and knowledge that I obtained from incredible teachers who each one managed majestically to convey clearly and objectively what they wanted us as students to acquire.

I am grateful, therefore, to God for life; my parents for their financial and psychological support; my aunt and cousin, for their hospitality in the city whenever I needed it; Professor Suzanny Lima, who encouraged me to face everything that was offered to me; Professor Cleide, who demonstrated in each class taught the power of transforming simple things into interactive classes, her intelligence and creativity is admirable; teacher Gizelia Freitas, who initially guided this work, and the knowledge acquired by her in the classroom. To my classmates that I conquered in the classroom, who were partners in this journey, in which development and teamwork were always present among us; the professor and advisor Marina Martin, that this final work allowed me to meet her, even if virtually the commitment and dedication in the exercise of her work, the friendship that I could develop with her, which made me feel very good during the whole development of the work.

Here I will be immensely grateful to my brother André, for every time he dedicated to helping me, welcoming me into his home while I needed to study, in the corrections and revisions of the work, and for believing that I would be able to.

## **ABSTRACT**

The years 2020 and 2021 were marked by drastic changes and impacts around the world. Brazil, for example, faced several crises and impasses in many areas, such as education, with the immediate school closures, giving rise to the so-called Emergency Remote Teaching, both in private and public networks. This work sought to observe the perception of public-school students regarding teaching the English language during the period of social isolation caused by the Covid 19 Pandemic. The method used by the school for the continuity of classes, and tools used to make this process possible. The study of the obtained data made it possible to identify different difficulties and possibilities among the students. One of the main difficulties pointed out was the lack of interaction between the teacher and the students by digital means.

**Keywords:** English Language, Regular Education, Technological teaching tools. Remote Teaching, Covid 19.

## **RESUMO**

Os anos de 2020 e 2021, foram marcados pelas drásticas mudanças e impactos em todo o mundo. O Brasil, por exemplo, enfrentou diversas crises e impasses em muitas áreas, como por exemplo a educação, com a imediata paralização das aulas, dando início então ao chamado Ensino Remoto Emergencial, tanto em redes privadas quanto públicas. Este trabalho buscou observar a percepção dos alunos de escola pública, em relação ao ensino da língua inglesa durante o período de isolamento social, causado pela Pandemia de Covid 19. Determinou as características do processo de ensino aplicados aos alunos para que fosse continuado o ano letivo. O método utilizado pela escola para a continuidade das aulas, e ferramentas usadas para tornar esse processo possível. O estudo dos dados obtidos possibilitou identificar diferentes dificuldades e até mesmo possibilidades entre os alunos. Uma das principais dificuldades pontuadas foi a falta de interação do professor com os alunos via digital.

**Palavras-chave:** Língua Inglesa, Ensino Regular, Ferramentas tecnológicas de Ensino, Ensino Remoto, Covid 19.

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**LIST OF ABBREVIATIONS**

IBGE - Brazilian Institute of Geography and Statistics.

BNCC - National Curricular Common Base.

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## 1. INTRODUCTION

The current public health crisis caused by the Covid-19 virus has brought a series of uncertainties, transforming all spheres of life: medical, financial, and education, among others. The educational sector was one of the most impacted, covering teachers, students, and parents (NOBRE, 2021). Social distancing, the emergency needs to close schools, and many challenges have arisen for the continuity of teaching, such as the relationship between teacher and student, excessive use of technology, the difficulty of teachers and students in using technology as a tool of communication and learning, in addition to the various emotional and intellectual damages of those involved (MURPHY, 2020).

Considering the current scenario experienced by public school students, in the face of the challenges generated by the Pandemic, an observation was carried out, by sampling the process of learning an L2 among students and their experiences during the period of social isolation, with elementary school classes (6th to 9th grade - urban area), in the municipality of Placas PA, between the periods from the beginning of remote classes to the transition from remote to face-to-face.

The objective was to identify students' perceptions of difficulties and possibilities in acquiring the English language in public schools during the pandemic period. How did the students find themselves in this atypical period, if there was any success with the teaching format that was applied to them? Based on the investigations proposed in the research, the students' perceptions of positive and negative points of the methods used by the school unit will be observed, if they were favorable to the development of students' knowledge of the English language.

Faced with the various challenges that the local public system needs to overcome to meet the minimum quality expected in face-to-face classes through the availability of physical and technological materials, identify the impacts on students when faced with a completely different format from what they were used to before. of the impasses caused by the Covid-19 pandemic. From the students' perceptions, to identify whether the new teaching model was easy and adaptable

### 1.1. Pandemic, Remote Teaching and the faces of learning in rural municipalities

The years 2020 and 2021 were marked by changes in all sectors: educational, industrial, public, private, and especially health globally, due to the Coronavirus pandemic (Covid-19). The negative impacts of the Covid-19 pandemic are manifested not only as an epidemiological problem for 188 affected countries, with almost 4.5 million people infected and more than 600,000 dead, but also in human activities, in the face of social isolation responses implemented by the governments. (FRAGUAS et al, 2021).

It was noticeable the adaptations that education systems around the world had to implement, so as not to compromise teaching and learning in schools, especially in the public network, and with special attention to the countryside cities in which the needs and economic difficulties are perceptible, concerning access to digital media.

In elementary schools, the interruption of face-to-face classes brought new challenges as the strategies of anticipating vacations, and stopping or continuing activities through remote teaching. Home education itself brought changes to children's and adolescents' learning, eventually overloading parents in the context of accompanying their kids in activities that became exclusively at home (BURGESS et al, 2020).

In agreement with the aforementioned authors, it was necessary to introduce alternative means of teaching, conveyed through cell phones, computers, asynchronous recordings, social platforms (Facebook), and material previously prepared and printed to students, reassessing the concepts of content and flexibility for students. Teachers and students enrolled in previously face-to-face courses have migrated to networked educational activities, Couto, Couto and Cruz (2020), therefore, mention that:

Connected, education professionals produce and distribute content, monitor, guide, evaluate and stimulate their students. Many are rethinking and recreating more efficient active methodologies, developing more user-friendly digital environments, and increasing interactions. (COUTO, COUTO; CRUZ, 2020, p. 209, my translation).<sup>1</sup>

That is, linked to globalization, and the indispensable functionalities of technology and network communication, ways of teaching using digital tools are therefore developed.

The municipalities in the countryside were the most impacted by the restrictions imposed by the pandemic. Inaccessibility was the main cause, as most communities do not

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<sup>1</sup> Originally in Portuguese: Conectados, profissionais da educação produzem e distribuem conteúdos, acompanham, orientam, avaliam e estimulam seus alunos. Muitos estão repensando e recriando metodologias ativas mais eficientes, desenvolvendo ambientes digitais mais amigáveis e com interações crescentes. (COUTO; COUTO; CRUZ, 2020, p. 209).

have quality internet access and real-time media access. The difficulty in handling teachers to help students on different digital platforms, the self-organization of time, and understanding of the subjects to carry out the tasks proposed weekly at home are examples of situations teachers and students face. In this bias, Oliveira (2020) emphasizes that:

Due to the suspension of classes and social distancing, teachers had to deal with the pressure to adapt to virtual tools, prepare activities that keep students stimulated, and, at the same time, be available to answer questions. They are also concerned about the well-being and nutrition of students, as well as issues such as connectivity so that no one is left behind during the suspension of classes (OLIVEIRA, 2020).<sup>2</sup>

Therefore, the teaching model had to be rehabilitated due to internet connectivity, the use of technology, among others, regarding the means of application of the contents, and the receipt of printed materials to the students.

The challenges were greater regarding the application in a contextualized way redefined according to the BNCC (2021) when establishing:

That human activities are carried out in social practices, mediated by different languages: verbal (oral or visual-motor, such as Libras, and written), body, visual, sound, and, at the same time, digital. Through these practices, people interact with themselves and with others, constituting themselves as social subjects. Knowledge, attitudes and cultural, moral, and ethical values are imbricated in these interactions. Given this, social distancing, and confinement in isolated educational activities at home, made it impossible to access and interact with such activities, as well as the concreteness of what is expected from BNCC, that language acquisition, and learning in general also occur with interaction and immersion in real and everyday contexts of the student. (BNCC,2021, p 63, my translation).<sup>3</sup>

Based on the assumption of teaching a foreign language, which initially requires contact and stimulation between the tutor and the student, teaching practices are developed using social interactions and real contexts, for efficiency in the process. As affirmed by

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<sup>2</sup> Originally in portuguese. Os professores, em razão da suspensão das aulas e distanciamento social, precisaram lidar com a pressão de adaptar-se a ferramentas virtuais, preparar atividades que mantenham os alunos estimulados e, ao mesmo tempo, estar disponíveis para esclarecer dúvidas. Também se preocupam com o bem-estar e alimentação dos alunos, além de questões como conectividade para que ninguém fique para trás durante a suspensão das aulas (OLIVEIRA, 2020).

<sup>3</sup> Originally in portuguese. Que as atividades humanas se realizam nas práticas sociais, mediadas por diferentes linguagens: verbal (oral ou visual-motora, como Libras, e escrita), corporal, visual, sonora e, contemporaneamente, digital. Por meio dessas práticas, as pessoas interagem consigo mesmas e com os outros, constituindo-se como sujeitos sociais. Nessas interações, estão imbricados conhecimentos, atitudes e valores culturais, morais e éticos. Perante isso, o distanciamento social, e o confinamento em atividades educacionais isoladas em casa, impossibilitou o acesso e a interação para tais atividades, bem como a concreticidade do que se espera a BNCC, de que a aquisição da linguagem, e do aprendizado em geral ocorra também com interação e imersão em contextos reais e cotidianos do aluno. (BNCC,2021, P 63).

PRABHU (1990), language teaching should not take place in an abstract world, merely theoretical and constructed by authorities, either in the authoritarian sense, based on power, or in the authorized sense, as a basis for knowledge, but must be situated in a given context, based on reality, guaranteeing the teacher the option to act within what is plausible in their context.

Distance learning has been present in Brazil for several decades and with the advancement of technology, it became popular, and entered universities, offering professional courses and graduations, but in the current reality, teaching through these means is an unprecedented challenge for education professionals, mainly from public schools. In this context, the use of various virtual tools enables the minimum expected performance concerning the process of acquiring knowledge, especially when it comes to teaching a foreign language. Some authors believe that the remote teaching modality is characterized as a Fordist practice, as it guarantees a low level of interactivity (ALVES, 2020).

Strategies and the use of tools are ahead of any other type of material that was previously considered priorities in the classroom, such as laptops, books, pens, etc. Now there is a need to reinvent the possibilities of turning a professional and technological tool into something pedagogical that facilitates students' interest in the learning process. On the other hand, LEFFA considers that: "The future is the disappearance of the teacher: either, at least through transparency, allowing the student to see the object of study from the other side, or, ideally, as an invisible instrument that brings together, expands or unveils the object to be learned by the student." (LEFFA, 2012, p. 406).

In this perspective, we will deal with the students' perceptions, about their learning, the perceived advantages, and disadvantages in the period of transition from face-to-face classes to the use of technological means and without the physical presence of the teacher in the classroom. Also, to what level there can be this "disappearance" of the teacher in the process of mediation with students and the ability to mix the four skills of language acquisition in the teaching process. Given this teaching modality, Leffa (2012, p.14) states that: "The four basic language skills (listening, speaking, reading and writing) can be integrated into a single activity; the student can listen to a dialogue, record its pronunciation, read the feedback provided by the system and write a comment.

The four foreign language skills, according to Leffa (2012), using digital tools, are conducive to the positive development of the learner, as there is the possibility of immersing themselves in real contexts of language use, using the target language for interaction, and

exchanging experiences with people from all over the world. When using a cell phone, for example, it allows the student to listen to a dialogue, record their pronunciation, or simply write a comment. Regarding the use of computers and electronic devices in the teaching-learning process, especially in the current pandemic scenario, we observe that their versatility, in providing means that facilitate immersion in the objective to be learned, or taught by the teacher even if at a distance, favors the student, as it offers a range of interaction paths, such as platforms, games, videos, etc.

## **2. METHOD**

As a result of changes in the way of conducting teaching in public schools in the city of Placas, due to the Pandemic, qualitative research of exploratory nature was developed in this work, aiming to the observation in a certain period, to investigate the experiences lived by public school students, who were subject to follow the entire period of classes, completely remote.

Such research consisted of applying a questionnaire to students of specific series to obtain information concerning students' perception of the atypical teaching period. It was carried out in the municipality of Placas, at the Municipal Elementary School, with students from the Final Years, 6th to 9th grade.

The material used throughout the research was a printed simplified multiple-choice questionnaire, allowing easy access to all students who were authorized by their parents to answer the questionnaire. It was applied within the school environment, under the initial authorization of the school's management. The questionnaire was used to carry out this work, as it is considered a tool that allows easy access and quick obtaining of information, aiming to reach the largest possible number of students to have a broader percentage result. A definition of the questionnaire concept, (MARCONI; LAKATOS, 1999 p.201) they define that: A questionnaire is a data collection instrument, consisting of an ordered series of questions, which must be answered in writing and without the presence of the interviewer.

The questions within the questionnaire were divided into two stages. The first part focused on socioeconomic information, aiming to determine the profile of the students, and compare financial factors, family, and accessibility to measure the level of influence positively or negatively on the access to materials and remote classes during this period. The second stage complements the first, as it focused on the students' perceptions regarding

satisfaction in the period of remote classes, the relationship with the handling of English language classes taught during this period, and comparison, for example, with internet access, family members who can help use of electronic devices such as cell phones, and notebooks to study and do research, paths that favored the learning of these students. In the context of perception, we have the concept according to BLACKBURN (1997) that:

It is emphasized that perceptions are not like sensations, precisely because they have content or nature that refers to the outside. To perceive is to be aware of the world as something that is this way or that, and not to undergo a mere change in sensations. However, this direct realism must be able to be sustained in the face of indisputably personal (neurophysiological and other) factors that determine how we perceive” (BLACKBURN, 1997, p. 294, my translation).<sup>4</sup>

The questions in the questionnaire were general, they required information such as parents' level of education, profession, family income, number of people living in the residence, whether there is internet access, which tool the student used to study if he had difficulty with the English content if he had help from the teacher, how much time was spent studying at home if the activities were delivered on time correctly, and finally the level of satisfaction with the remote classes, for which the results ranged from 0 (very bad) to 100 (excellent), for this category.

### **3. RESULTS**

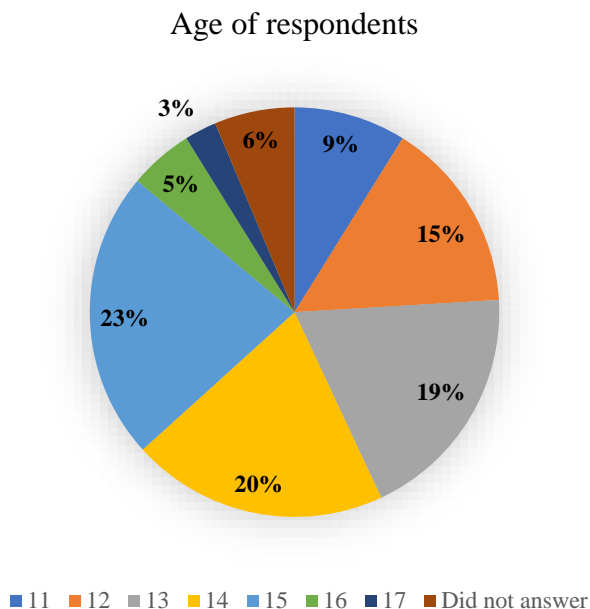
The results present an overview with which we can perceive the learning process and the difficulties of public-school students in the countryside when facing several particularities including access and facilitating mechanisms with regard to the process of communication and interaction remotely. Based on the perceptions of each student surveyed, we can understand a little about the format made available by the school for the continuity of classes during the Pandemic, the relationship between the family circle, and its influence on the performance of each student.

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<sup>4</sup>Originally in portuguese. Frisa-se que as percepções não são como as sensações, precisamente porque têm um conteúdo, ou uma natureza que remete para fora. Perceber é estar conscientizado mundo como algo que é desta ou daquela maneira, e não sofrer uma mera modificação nas sensações. No entanto, este realismo direto tem de poder ser sustentado face aos fatores (neurofisiológicos e outros) indiscutivelmente pessoais que determinam o modo como percebemos”(BLACKBURN, 1997, p. 294).

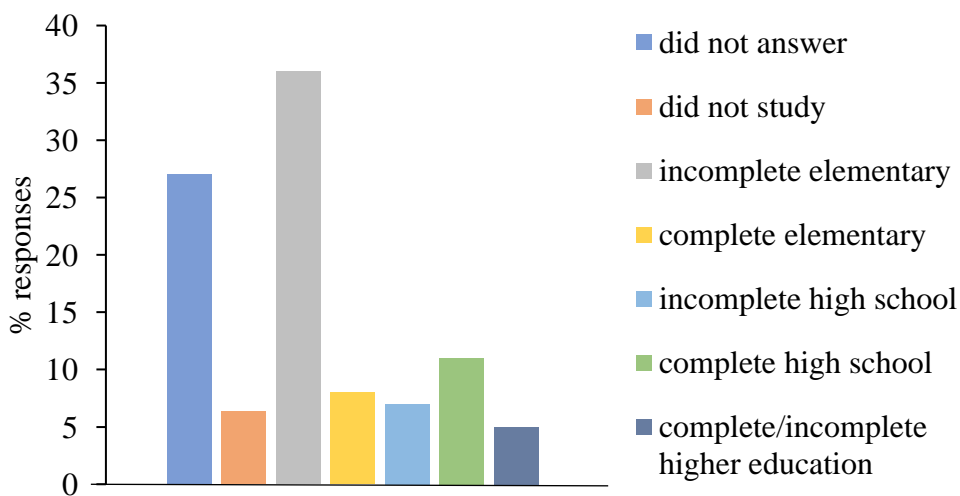
### 3.1. Socioeconomic data

A total of 79 students were interviewed, aged between 11 and 17 years. Of these, 23% were 15 years old, 15% were 12 years old and 3% were 17 years old (Figure 1).



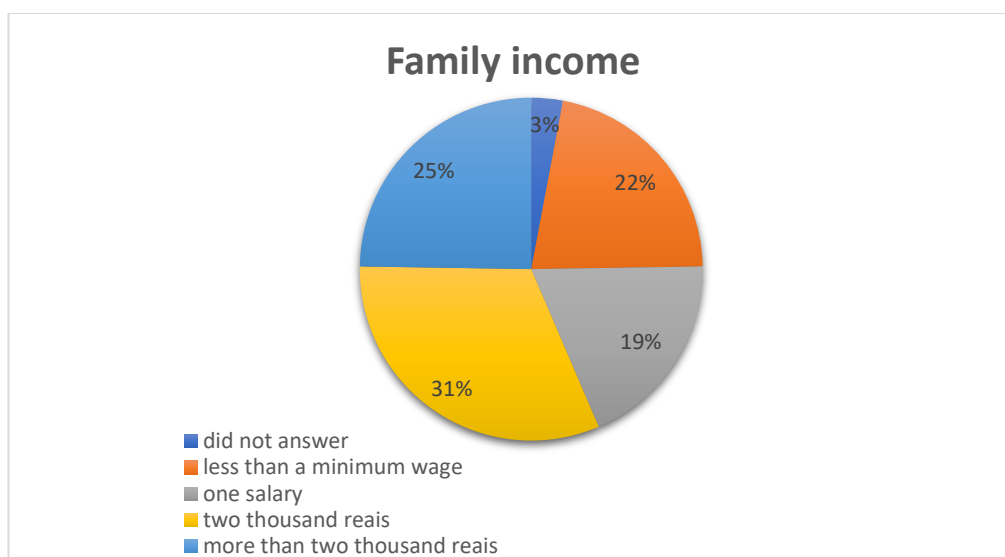
**Figure 1.** Percentage of the age of the students interviewed.

Regarding the socioeconomic characteristics of the family, of the total number of students interviewed, only 12% had completed high school, while the parents of 36% had not even completed elementary school (Figure 2).



**Figure 2.** Percentage of the level of education of the interviewed students' parents.

Most of these parents were residents and work in the countryside (agriculture), 39% of the interviewed parents were farmers, with a fixed income from the rural area. Of those interviewed, 25% answered that they received more than two minimum wages, while 22% answered that they received less than one minimum wage (Figure 3).

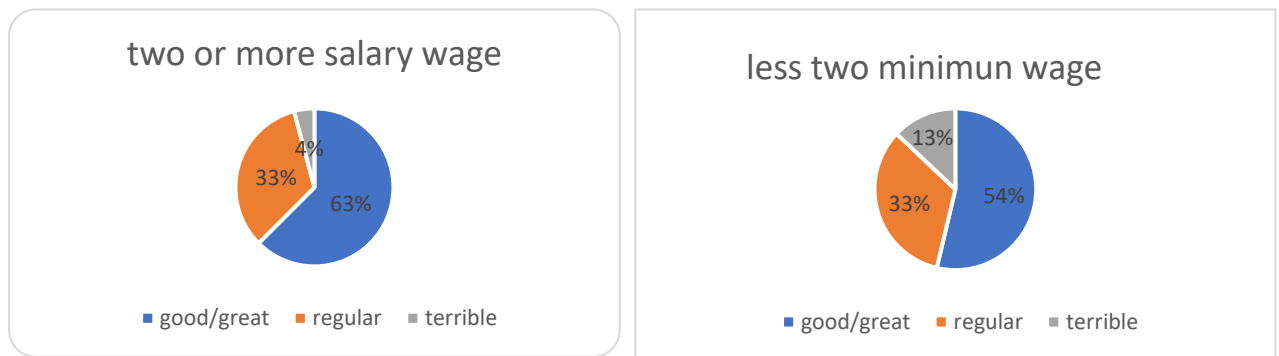


**Figure 3.** Percentage of interviewed students' household income.

Of those interviewed, 60% answered that they received the Auxílio Brasil, formerly Bolsa Família, as a supplement to their income. In concept, the Federal Government website defines this aid as:

Auxílio Brasil integrates several public policies for social assistance, health, education, employment, and income into a single program. The new social program of direct and indirect income transfer is aimed at families in poverty and extreme poverty throughout the country. In addition to guaranteeing a basic income for these families, the program seeks to simplify the basket of benefits and encourage the emancipation of these families so that they achieve autonomy and overcome situations of social vulnerability. (BRASIL, 2018, np, my translation)<sup>5</sup>

<sup>5</sup> Originally in portuguese. O Auxílio Brasil integra em apenas um programa várias políticas públicas de assistência social, saúde, educação, emprego e renda. O novo programa de transferência direta e indireta de renda é destinado às famílias em situação de pobreza e de extrema pobreza em todo o país. Além de garantir uma renda básica a essas famílias, o programa busca simplificar a cesta de benefícios e estimular a emancipação dessas famílias para que alcancem autonomia e superem situações de vulnerabilidade social. (BRASIL, 2018, np)

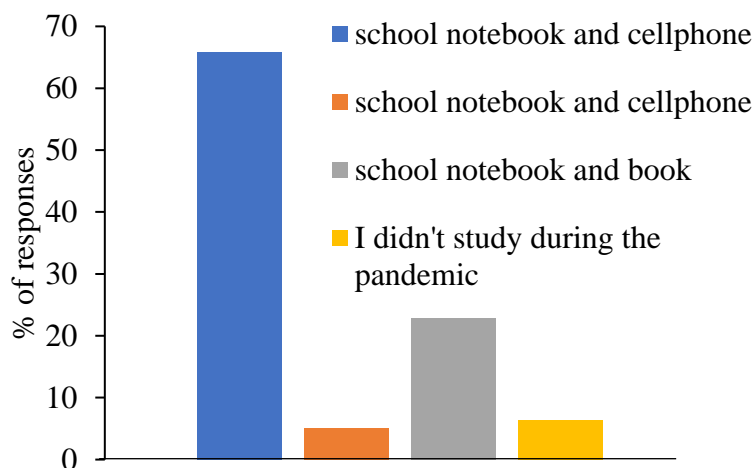


**Figure 3.1.** Percentage of correlation between family income and student satisfaction during the pandemic

Of the respondents, satisfaction with remote classes was compared with the family income of these students, so we had a likely determinant of why students were not successful with remote classes and the influence of one factor on the other. However, the difference in satisfaction with distance learning among students who come from a family with an income above the minimum wage was not so expressive, compared with students who responded having a family income below the minimum wage, (63% and 54%). In other words, the answers about satisfaction with the education provided, for students who have low income and students who have an income above two minimum wages, were parallel.

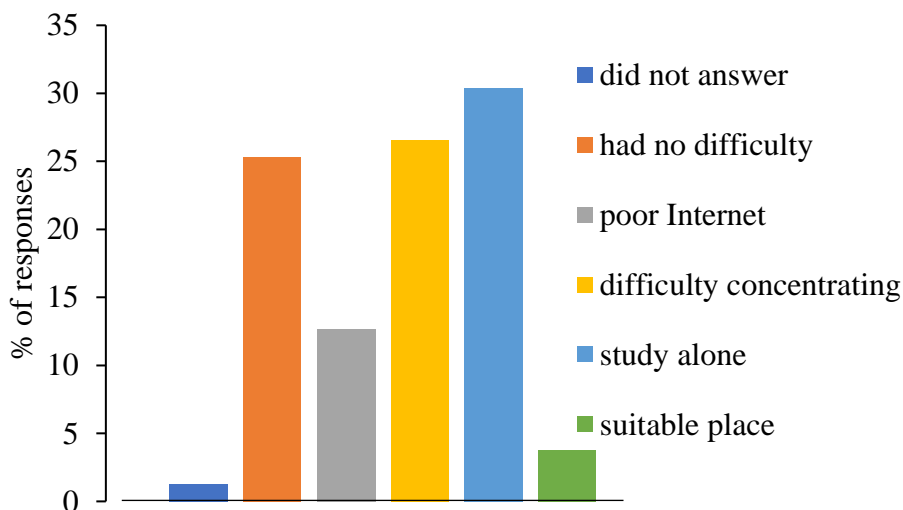
### 3.2 Particularities and performance during the period of remote classes

Of the students interviewed, 90% answered that they had access to the internet, while 10% answered that they didn't. In addition, the school activity laptop along with the cell phone was the main study tool used by students during the pandemic (Figure 4), 66% of students responded that they had used these tools, and 23% responded that they had only used the notebook, activities, and books. However, the worrying fact was that 6% of students responded that they had not studied during the pandemic.



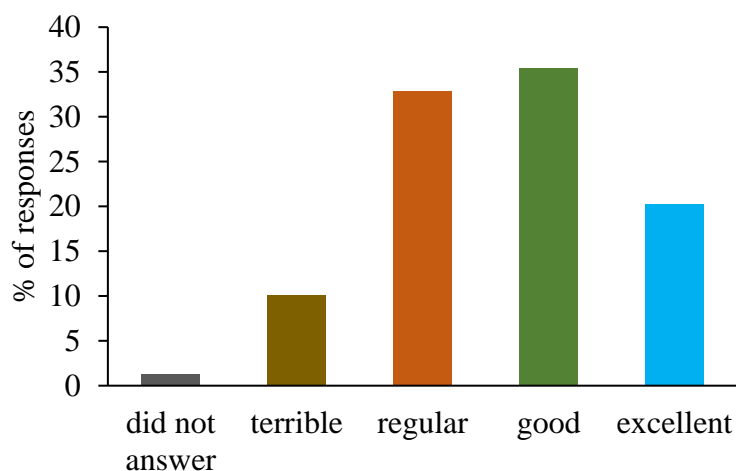
**Figure 4.** Study tools used by students interviewed during the pandemic.

The main help received in solving the activities in the notebook came from the mother (46%) and 23% of the students answered that they had help from other people. Regarding learning, only 25% of students responded that they had no learning difficulties during the pandemic, while 30% of students responded that the greatest difficulty was having to study alone at home, 27% responded that the greatest difficulty was concentrating at home, without having a suitable place to study, and another 13% answered that the difficulty was the poor conditions of the internet (Figure 5).



**Figure 5.** Learning difficulties faced during studies during the pandemic.

Of the students interviewed, 33% and 35% considered the teaching of the English language remotely regular or good, respectively, 20% of the students considered it excellent and 10% answered that this type of teaching was terrible (Figure 6).



**Figure 6.** Degree of student satisfaction with the remote teaching modality.

#### 4. DISCUSSION

Given the scenario in which the municipality of Placas was found, in the period of pandemic and Remote Teaching, it can be concluded based on the perceptions of the number of students surveyed, that there was no positive use of the methods applied by the municipality's teaching entity the acquisition of the English Language. It was mainly observed with 8th and 9th-grade classes in which text interpretation contents and grammatical rules were approached with greater emphasis, unlikely with students from 6th grade classes, which in the municipality is the first year that they have contact with the English language in their curriculum. They, therefore, obtained reasonable success, being above the average expected in the survey, with more than 50% of the interviewed students of this age answering.

Given the observed data, Silva et al., (2020, p.55) argue that: “The use of technology as educational support facilitates the practices and development of classes in search of new knowledge, it also makes students become authors and co-producers of the information obtained”. In this context, based on the students' perceptions through their answers, specifically on the questions about problems in studying at home, in which the highest percentage of answers were difficulty in concentrating with a total above 25%, more than 10% responded to bad internet, as well as 65% of the total claiming to have the activity notebook and cell phone to study, however, 35% stated that the class format was regular, 10% bad and only 20% excellent. We can say that the lack of interactivity, and ways of

inserting the student into the digital environment of the classes, taking into account each particularity presented by them, made it impossible for students to develop themselves as co-producers of the information obtained, as mentioned by Silva et al. (2020). That is, they received information in materials, but the process of monitoring the contents was not followed up properly.

As for the accessibility of students to the internet as a mediation to study during the period of the pandemic, it was the only viable means that could meet the emerging demand in the period of social isolation caused by Covid-19. In this light, Santana, and Rinaldo (2020) state that:

In adapting to this new 'normal', educational institutions have had to rapidly evolve their digital tools and platforms to ensure uninterrupted educational delivery to their isolated students. The pandemic situation forced institutions to realize the urgency of using online tools to disseminate knowledge and also accept their effectiveness, which may accelerate the modernization of institutions in different scenarios non-pandemic (Santana and Rinaldo, 2020, p. 78866 my translation).<sup>6</sup>

However, given the reality of cities in the countryside, this urgency to adapt to technological means for the delivery of classes, both for teachers who had no prior knowledge to deal with different types of tools and for issues presented by students, the lack of home access to the internet, reflected in the low use of classes, due to the difficulties that appeared on both sides, teacher-student.

Given a specific observation among the students surveyed, who responded that the Remote Learning model according to their point of view was terrible between 10% and 15%, (figure 6) the low socioeconomic level, it was observed that there were a greater number of responses demonstrating difficulties in studying during the remote period, between 25% and 30%, (figure 5), and low productivity and use of the applied contents. On the other hand, responses that identified having better socioeconomic characteristics and easier access to the internet obtained a slightly higher level of satisfaction with remote classes (figure 3.1).

These particularities are directly linked to the student's access to school, in person and remotely, which influence their learning, affecting the development of children to access education, for example. According to the IBGE (2019), about 6.5% of the Brazilian

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<sup>6</sup> Originally Portuguese. Ao se adaptar a esse novo ‘normal’, as instituições de ensino tiveram que evoluir rapidamente suas ferramentas e plataformas digitais para garantir uma entrega educacional ininterrupta aos seus (a) estudantes isolados. A situação da pandemia forçou as instituições a perceberem a urgência na utilização de ferramentas online para disseminação de conhecimento e também aceitar sua eficácia, o que pode vir a acelerar a modernização de instituições em cenários não pandêmicos. (Santana and Rinaldo, 2020 p. 78866).

population live on less than 1.90 reais per day, and 24.7% of the population survive on 436.00 reais per month. Compared with the responses of the students who responded about their satisfaction with remote learning, we got the data that the students from families with higher incomes demonstrated more satisfaction than those from families with lower incomes, although the difference was not so expressive. (Figure3.1)

We observed, therefore, that although the students responded about the difficulties with the tools that were used in the period of Remote Teaching, their performance, satisfaction with the classes, and the family's income were parallel. That is, low-income families presented responses from students who were dissatisfied with the format of classes and the use of tools in amounts greater than the amounts that live on more than a minimum wage, and given the scenario experienced, even if the family income was relatively good, the learning of the student belonging to this family group was not satisfactory, because, according to the Figure 3.1. That is, family income was one of the factors that indirectly influenced students' perception of the teaching format they had.

Still, despite the lack of personal contact, Borba (2013) states that:

“We must consider that the virtual course cannot be the same as the one presented in the usual classroom. It seems coherent to think about transformations in the form of knowledge production – and not in improvement or worsening – as in a number line; whether there will be changes in topics, or the very notion of the content to be taught; and on issues related to the role of teachers in this type of education.” (Borba, 2013, p. 329, my translation).<sup>7</sup>

From this perspective, we can consider that adopting the changes in the first instance is fundamental, even if about positive or negative results, even more, when dealing with technology, education, and foreign language teaching, as these are factors that demand caution in each process and their versatility allows us to consider that there will always be ways of learning to teach, or learning to learn, because the dynamism in which information and processes are linked to technologies provides challenging environments for new entrants in what was previously monotonous, repetitive, and in a way facilitated.

Despite being an impact on the processes that have been followed for a long time to make teaching possible, Leffa (2006) understands that language education and teaching

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<sup>7</sup> Originally in portuguese. “Devemos considerar que o curso virtual não pode ser igual àquele apresentado em sala de aula usual. Parece coerente pensar sobre transformações na forma de produção de conhecimento – e não em melhora ou piora – como em uma reta numerada; se haverá mudanças em tópicos, ou na própria noção do conteúdo a ser ensinado; e em questões relativas ao papel dos professores em tal modalidade de Educação.” (Borba, 2012, p. 329).

occur through interaction, either with a person or with an object. This supports the idea that the possibilities of learning an L2, through the insertion of technologies, are favorable. However, we can also highlight, according to the conclusions based on the perceptions of the interviewees in this research, the proposed questions about socioeconomic characteristics, materials used for study, teacher assistance during classes, and the answers that identified the students' satisfaction with the class format, that in addition to accessibility to electronic media, it is important that professionals can handle various digital tools and platforms, to meet the needs of students and make a class more attractive, interactive and dynamic so that students feel more comfortable and safer with the presence of the teacher even if virtually in the monitoring of their activities.

## **5. FINAL CONSIDERATION**

The present work aimed to present the perceptions of students about their English classes during the period of Remote Teaching due to the Covid-19 pandemic, in a municipal public school in the city of Placas. The data obtained from the research showed a problem of the Education System that could be solved with a reassessment of the methods of application and interaction of contents in Remote Teaching and the use of digital tools between student and teacher, in order to meet the particularities of students, according to their social reality, in order to contribute positively to favoring the evolution of students in their communication process in another language.

In addition, these data provided subsidies for thinking about this problem, as a way of proposing strategies that aim to improve the post-pandemic teaching process. Therefore, I hope that this work can contribute positively to a subsequent mapping of the problems faced by students from public schools, from their own perceptions, in order to develop teaching strategies that meet the expressed particularities of each student.

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## ATTACHMENT I

QUESTIONNAIRE ON THE QUALITY OF REMOTE EDUCATION IN THE  
PANDEMIC PERIOD -**Socioeconomic data:**

Name: \_\_\_\_\_, Age: \_\_\_\_\_

1) Your father's education: \_\_\_\_\_, your mom's: \_\_\_\_\_

2) your father's occupation: \_\_\_\_\_, your mom's: \_\_\_\_\_

3) How many people live in your house? (mark with an X in the corresponding answer)

 2 people     3 people     4 people     5 people more     5 people.

4) What is your family's income? (mark an X in the corresponding answer)

 Less than 1 minimum wage     1 minimum wage     two thousand reais  
 over two thousand reais.

4) Does anyone in your household receive or have received any government benefits?

 Not     Yes, family bag     Yes, emergency assistance     other
**Questions about learning in English during the remote period.**

5) Do you have internet access in your house?

 No     Yes

6) During remote classes did you use which materials to study?

 School notebook and books     School notebook plus computer  
 School notebook plus cell phone     I didn't study during the pandemic

7) Did you receive all the notebooks given by the school?

 Yes     Not     Something

8) Did you have difficulties in learning the English content?

 I had no difficulties     little difficulty     Much difficulty

9) Who did you get the most help from at home with exercises?

 Father     Mother     Brothers     Uncles     Others

10) Did you have help from the English teacher or teacher in activities during remote classes?

 I had no help     little help     a lot of help     Whenever I had doubts

11) What is your biggest difficulty studying at home during the period of remote classes?

I had no difficulties;

A suitable place to study at home;

Poor Internet;

Not having material (book, notebook, computer);

study alone;

Difficulty concentrating;

12) How many hours a day did you dedicate to studying English during remote classes?

1 hour a day;

2 hours a day;

More 2 hours a day;

Only the days of the English subject;

13) Do you think you can learn English at home as you learn in face-to-face school?

No

Yes

Yes, but with the teacher's help;

14) You were able to return activities within the correct deadlines?

No

Yes

15) What grade do you give to this modality of distance learning at home?

0 terrible;

50 regular;

70 good;

100 great;