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CURSO DE LICENCIATURA EM LETRAS - INGLÊS

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**THE ADAPTATION FROM IN-PERSON TO ONLINE ENGLISH CLASSES AT THE  
COLÉGIO DE APLICAÇÃO (CAp UFPE) DURING THE COVID-19 PANDEMIC: A  
SPECIAL FOCUS ON THE IMPLEMENTATION OF THE LISTENING AND  
SPEAKING ACTIVITIES**

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Article written as a requirement for the attainment of the Bachelor degree in English Language Teaching.

Supervisor: Prof. Dr. Marcelo Augusto Mesquita da Costa

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## **ABSTRACT**

This paper aims to identify how the teachers of English from Colégio de Aplicação (CAp UFPE) used technology to adapt their methods and activities to the remote environment during the COVID-19 pandemic in order to teach English as a Foreign Language (EFL) online due to the biosecurity measures. Furthermore, this research also examines how they implemented the listening and speaking activities in this new environment. The main question of this work is “What do teachers think should be adapted from face-to-face lessons to the remote environment considering the methodology and strategies for teaching the foreign language skills?”. The theoretical framework of this paper is based on some works on English language teaching in the in-person format in addition to works that discuss English language teaching online. Authors such as Jeremy Harmer (2015), Jack C. Richards and Theodore S. Rodgers (2014), Dionysios I. Psounis (2021), and Diane Larsen-Freeman and Marti Anderson (2011) guide the discussion of this paper. This research was developed through a case study design using a Google Forms questionnaire as the instrument to collect its data. The subjects of research are three teachers of English from the previously mentioned school. With this work, it was possible to see how the teachers managed to achieve the aim of the classes by adapting the methodologies and activities to the online environment despite the difficulties. The central importance of this work is the current need to talk about online teaching and learning in order to develop new strategies and improve old ones in order to maintain educational quality.

**Keywords:** Online English Classes; Technology in Education; COVID-19 Pandemic.

## RESUMO

Este artigo tem como objetivo identificar como os professores de inglês do Colégio de Aplicação (CAp UFPE) utilizaram tecnologia para adaptar seus métodos e atividades ao ambiente remoto durante a pandemia de COVID-19 para ensinar inglês como língua estrangeira (ILE) online devido às medidas de biossegurança. Além disso, esta pesquisa também examina como eles implementaram as atividades de escuta e fala nesse novo ambiente. A questão principal deste trabalho é “O que os professores acham que deve ser adaptado das aulas presenciais para o ambiente remoto considerando a metodologia e as estratégias para o ensino das habilidades da língua estrangeira?”. O referencial teórico deste artigo é baseado em alguns trabalhos sobre o ensino de língua inglesa no formato presencial somado a trabalhos que discutem o ensino de língua inglesa online. Autores como Jeremy Harmer (2015), Jack C. Richards e Theodore S. Rodgers (2014), Dionysios I. Psounos (2021) e Diane Larsen-Freeman e Marti Anderson (2011) orientam a discussão deste artigo. Esta pesquisa foi desenvolvida através de um estudo de caso utilizando um questionário do Google Forms como instrumento para coletar seus dados, sendo os sujeitos da pesquisa são três professores de inglês da escola mencionada previamente. Com este trabalho, foi possível ver como os professores conseguiram atingir o objetivo das aulas adaptando as metodologias e atividades ao ambiente online apesar das dificuldades encontradas. A importância central deste trabalho é a necessidade atual de falar sobre o ensino e aprendizagem online a fim de desenvolver novas estratégias e aprimorar as antigas a fim de manter a qualidade educacional.

**Palavras Chave:** Aulas de Inglês Online; Tecnologia na Educação; Pandemia do COVID-19.

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## **LIST OF ABBREVIATIONS**

CAP UFPE	Colégio de Aplicação da Universidade Federal de Pernambuco
CBI	Content-Based instruction
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
TBLT	Task-Based Language Teaching
T1	Teacher 1
T2	Teacher 2
T3	Teacher 3



## **SUMMARY**

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## 1. INTRODUCTION

Due to COVID-19 pandemic, a new reality reached the educational context: the remote environment. Though online courses were already present in society, they were not present in schools, which caused some resistance from many students and teachers to adapt to the new necessary context due to the lack of experience in the remote environment. Once the pandemic introduced a new necessity for the online classroom, it is essential to discuss how this process of changing the structure of the classes affected teachers' and students' teaching and learning processes.

This work will focus on the obstacles and breakthroughs in the adaptation process from face-to-face to online classes using the teachers' experience from Colégio de Aplicação (CAp) of the Federal University of Pernambuco (UFPE) during the COVID-19 pandemic. The main question of this work is "What do teachers think should be adapted from face-to-face lessons to the remote environment, considering the methodology and strategies for teaching the foreign language skills?".

This paper aims to identify how the teachers of English as a foreign language from Colégio de Aplicação (CAp UFPE) used technology during the pandemic to adapt their methods to the remote environment. Besides, this paper also examines how they implemented the listening and speaking activities in this environment and the necessary adaptations.

The importance of this work lies in the current need to talk about how it is possible to maintain educational quality related to learning a foreign language in the context of a pandemic following the biosecurity measures. In addition, it becomes essential to keep discussing online education in the digital era because it may help develop more techniques and methods to improve this branch of education to overcome geographical and social borders and reach more people effectively.

The theoretical framework of this paper is based on some works such as Diane Larsen-Freeman and Marti Anderson (2011), Jack C. Richards and Theodore S. Rodgers (2014), and Jeremy Harmer (2015) on English language teaching. Also, it is based on works like the ones developed by Dionysios I. Psounos (2021) which discuss online teaching of English.

This case study was developed in the previously mentioned institution (CAp UFPE). It aims to examine what the teachers experienced during the pandemic period by adapting their in-person classes to the remote environment. In order to

collect the data, the instrument used was a questionnaire via Google Forms.

Finally, this work is divided into the following sections: the section “Teaching English as a Foreign Language (EFL)” presents the theoretical framework of this research, and it also presents the subsection “Teaching EFL Online”. The “Methodology” section presents how this research was developed. The “Data Analysis” section presents the examination of the data collected from the questionnaire, and it is divided into two subsections: “Teaching EFL and the Listening and Speaking Skills from In-person to Online” and “Comparing Difficulties and Achievements in the Implementation of the Listening and Speaking Activities Online”. And lastly, the section of the conclusion with the final remarks of the paper.

## **2. TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)**

Firstly, it is essential for this discussion to comprehend the difference between the terms approach, method, technique, and procedure to understand how the teachers could adapt their classes to the remote environment. According to Edward Anthony (1963, p. 7-63, apud RICHARDS; ROGERS, 2014, p. 21), approach is a theoretical description of the nature of the subject to be taught through a set of correlative assumptions. Method, based on a selected approach, is a plan for the organization and application of a material’s presentation. And lastly, the technique is implementational and linked to a selected approach and method. This last one is the practical tool used to achieve the objective(s) of a lesson or part of it. Moreover, techniques can be ordered in sequence and this sequence is called procedure (HARMER, 2015).

Secondly, regarding this work, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content-Based instruction (CBI), and Participatory Approach (in addition to Collaborative Learning and technological techniques - which will be developed in the next subtopic “Teaching EFL Online”) are present in the teachers’ comments on their migration process from the in-person to remote at CAp UFPE.

Communicative Language Teaching (CLT) applies the Communicative Approach theoretical perspective and assumes communication as a process. It considers only linguistic forms of a language to be insufficient as knowledge of it. This approach permits students to choose appropriate arrangements according to

sociocultural contexts and to negotiate meaning with the interlocutors, enabling them to communicate in the target language using previous knowledge of linguistic forms, grammar structures, and vocabulary. The teacher assumes the role of facilitating communication in the classroom through techniques (LARSEN-FREEMAN; ANDERSON, 2011). This kind of method is crucial once culture is an integral part of the interaction between language and thought (BROWN, 2007). Consequently, raising it in the classroom will develop a more complex perspective of language among the students.

Task-Based Language Teaching (TBLT) uses tasks with clear outcomes to stimulate students' language learning. The role of the teacher in this method is to monitor the students' performance and choose appropriate tasks according to the students' characteristics, synchronizing them with the level and aim of the class (LARSEN-FREEMAN; ANDERSON, 2011). This kind of method is very practical and important because through it students can develop confidence and independence. They feel capable of communicating in the target language while they complete the tasks.

Content-Based instruction (CBI) aims to stimulate the development of not only the knowledge of the target language itself but also knowledge from other fields of study. So, the focus of this method is to encourage students to master both language skills and other content. The role of the teacher in this method is to use techniques that teach the content and the language needed to communicate about it. (LARSEN-FREEMAN; ANDERSON, 2011). This kind of method is essential for students to develop their communicative skills in addition to the development of their world knowledge. Moreover, it stimulates motivation (HARMER, 2015) in the students once they feel that their reality is part of the process of learning the target language. Thus, it becomes meaningful to them.

Participatory Approach is similar to the CBI method because it is based on content that is meaningful to the students. In addition, it also aims to raise political consciousness through language learning. In this approach, language is learned through solving political problems from the students' reality. The role of the teacher is to identify those problems and insert them into the lessons. Just like the CBI method, the problems are the content that is used to develop the language skills and this socio-political awareness (LARSEN-FREEMAN; ANDERSON, 2011). This approach is very important mainly in contexts where social inequalities are very present. Also,

it is important to empower students not only to learn the target language but also to use it to question their reality and improve it for themselves and others.

## 2.1 TEACHING EFL ONLINE

During the pandemic period, many teachers of EFL found themselves worried about how to manage the class in a different setting. This happens due to the fact that teachers are mostly prepared to perform methods and techniques in a face-to-face format. On the other hand, the reality is that teachers need to be prepared to deal with many different situations, just as this adaptation process from the in-person classroom to the remote one.

The online classes can be structured in different formats depending on the institution and the aim of the course. The formats can even be more than one (for example, synchronous and asynchronous classes can be part of the same course). In general, the formats of online classes can be synchronous, asynchronous, or blended (also known as hybrid).

Synchronous language education involves the delivery of live online sessions where learners and the teacher can interact in real-time via an online platform or app. [...] Asynchronous teaching and learning refers to online courses in which sessions might be recorded, materials uploaded, and learners can perform different tasks in their own time and at their own pace. [...] Blended courses combine physical presence in the classroom and activities performed online. (PSOINOS, 2021, p. 1-2)

The online environment can provide different tools that may be very helpful in teaching and learning a foreign language. For example, content sharing allows the teacher to present videos, audio, PowerPoint presentations, online games, etc. (RAI; M., 2021). It is easier than it would be in a face-to-face classroom because it does not need physical materials (like data shows) and everyone in the classroom is expected to already have access to the internet, facilitating the performance of the procedures.

Furthermore, the virtual classroom present in a remote environment usually helps the teachers to easily organize small groups and share materials. In addition, other digital tools allow the performance of technological techniques and procedures in the online format in many activities, such as real-time chat, blogs, podcasts,

screen-sharing, and audio and video conferences [in the case of this research, the Google Meet platform] (RAI; M., 2021), online forms and games (like Kahoot and Quizizz), among others. It makes the learning process more attractive and diverse since nowadays young and adult students are usually in contact with computer technology because digital tools have made it a lot easier for people to be in contact with multimodality - the combination of different modes (PAPEN, 2018).

Concerning the teamwork technique in this kind of classroom present through breakout sessions, Collaborative (or Cooperative) Learning takes place in it in a very positive way. This kind of method comes from the idea of students learning from each other. The teachers focus on developing the students' collaborative and social skills so that they can work together to learn the target language (LARSEN-FREEMAN; ANDERSON, 2011).

This kind of method is very important not only in the online environment but also in the face-to-face one as well. First, it stimulates students to be independent in their learning process in the sense of developing the information and not waiting for the teacher to deliver it. Second, social interaction takes an essential role in the learning exercise, being it a social process (VYGOTSKY, 1980).

However, the online environment has its limitations as well. It may present socio-relational issues to the students, such as less opportunity for language immersion, boredom and isolation, whole-class interaction, lack of self-discipline and motivation, and lack of activity-based learning with movement (RAI; M., 2021). And, for the teachers, it may be very time-consuming, since they will need more time to develop computer literacy (PAPEN, 2018) - in case of lack of experience with computer technology - and more time to prepare digital materials to be used in the class (RAI; M., 2021). Also, due to practical problems, it is common to sometimes deal with issues such as [good internet] connection, server and system failure, classroom management, and integrity of assessments (PSOINOS, 2021), in addition to a probable difficulty with checking the students' attention and participation in the class effectively like in the face-to-face format.

### **3. METHODOLOGY**

This is a qualitative research developed through a case study design. It aims to examine the experience of three teachers of English as a foreign language from

Colégio de Aplicação (CAp UFPE) in adapting their classes from the face-to-face format to the online environment during the COVID-19 pandemic. The characteristics of the subjects of this research are:

**Table 1. Information on the subjects of research**

<b>Teacher</b>	<b>Age</b>	<b>Years of Experience in Teaching English as a Foreign Language (EFL)</b>	<b>Degree</b>	<b>Previous Experience in Teaching English Online (Before COVID-19 pandemic)</b>
<b>Teacher 1 (T1)</b>	58	35	Doctor	No
<b>Teacher 2 (T2)</b>	41	22	Master	Yes
<b>Teacher 3 (T3)</b>	49	30	Master	No

The instrument used to collect the data was a questionnaire via Google Forms consisting of nine questions (appendix) formulated to address their experience with English teaching methods both in the face-to-face and online format, analyzing what they say about the adaptation process from the in-person to the remote environment. It also takes into account their age and previous experience in teaching online.

Besides, the questionnaire also addresses specifically their teaching experience in implementing the listening and speaking activities in the remote classroom, with questions focusing on their possible difficulties, achievements, and instruments they think are effective to be used in the online classes.

#### **4. DATA ANALYSIS**

The categories of analysis of this research are “Teaching EFL and the listening and speaking skills from in-person to online” and “Comparing difficulties and achievements in the implementation of the listening and speaking activities online”. The first one approaches what the teachers used to do in the in-person classes and their process of adapting them to the remote environment. The second one aims to compare their experiences in order to demonstrate possible patterns and differences that may be present in this process of transition between formats of classes.

##### **4.1 TEACHING EFL AND THE LISTENING AND SPEAKING SKILLS ONLINE**

In the in-person format, the teachers answered that they usually use the following activities and methods in their classes:

**Table 2. Teachers' activities and methods in the face-to-face format**

<b>Teacher</b>	<b>Activities and Methods</b>
<b>T1</b>	<ul style="list-style-type: none"> <li>• Presentations;</li> <li>• Discussions;</li> <li>• Group work and pair work.</li> </ul>
<b>T2</b>	<ul style="list-style-type: none"> <li>• TBL with worksheets;</li> <li>• Digital slideshows and audiovisual material;</li> <li>• Storytelling;</li> <li>• Topical group discussions.</li> </ul>
<b>T3</b>	<ul style="list-style-type: none"> <li>• Communicative approach;</li> <li>• Task-based approach;</li> <li>• Collaborative activities mostly.</li> </ul>

It is possible to see that there is a predominance in the preference for communicative and collaborative activities by the teachers (such as presentations, discussions, group work, and pair work). As presented previously, the CLT method enables students to communicate in the target language, permitting them to choose appropriate arrangements according to sociocultural contexts and to negotiate meaning with the interlocutors (LARSEN-FREEMAN; ANDERSON, 2011). Furthermore, according to the same authors, the task-based approach uses tasks with clear outcomes to stimulate students' language learning. This approach is used by the teachers through worksheets involving the practicing of the foreign language skills and through storytelling.

The collaborative activities, such as group work and pair work, and the topical group discussions are excellent examples of the use of Collaborative Learning and the Content-Based method. In those methods, students can learn from each other and also learn other contents beyond the target language itself, as stated by Larsen-Freeman and Anderson (2011). Moreover, the use of digital slideshows and audiovisual material by the teachers are very good tools to enhance the students' attention due to multimodality - the combination of different modes (PAPEN, 2018).

In the process of transferring those methodologies to the online environment, the three teachers answered that adaptations were necessary. T1 answered that the reading, listening, and writing activities needed to be delivered and corrected through the Google Classroom platform as asynchronous activities. In addition, T1 gives an



example of how to use the Participatory Approach, proposing activities related to the students' reality (LARSEN-FREEMAN; ANDERSON, 2011). In this case, the required presentation of a recipe was probably chosen by the students according to their social contexts and involving personal preferences. Also, T1's choice demonstrates one example to assess the students' speaking performance more accurately through a task-based approach (LUOMA, 2004)<sup>1</sup>:

"For example, once I asked students to make a video in pairs or in groups teaching how to make a recipe. As they could not meet during the pandemic, they organized their parts (via WhatsApp/Remote meetings) in a way that in the end, they had a video with all the recipe steps recorded by a different learner. Then, during the video presentation, I was able to see the students and assess the learners' performance more accurately." (T1)

Furthermore, T2 and T3 also commented on the need to adapt students' interaction in the remote classroom:

T2: "[...] topical group discussions needed to be often done with the whole group rather than smaller ones."

T3: "[...] I've tried [to use the same methods in the remote environment]. Regarding adaptations, fostering students' interaction was one of my attempts."

Furthermore, the teachers also answered that they considered the following activities effective to use as techniques and instruments to practice the students' listening and speaking skills in the remote classes:

**Table 3. Teachers' techniques and instruments to practice the listening and speaking skills in the remote environment**

Teacher	Techniques and Instruments
<b>T1</b>	<ul style="list-style-type: none"> <li>• Songs, videos;</li> <li>• Film segments;</li> <li>• Talking about current news.</li> </ul>
<b>T2</b>	<ul style="list-style-type: none"> <li>• Task-based learning and storytelling based on short videos, using the chat feature on Google Meet as support;</li> <li>• Follow-up Google Classroom discussion activities.</li> </ul>
<b>T3</b>	<ul style="list-style-type: none"> <li>• Rooms in google meet or any other virtual space where they can interact in small groups;</li> <li>• WhatsApp.</li> </ul>

<sup>1</sup>"An alternative way of approaching assessment using tasks and language-use contexts as the first level of categorisation." (LUOMA, 2004, p. 42)

In conclusion, the teachers mainly focused on using techniques and instruments which are student-centered to maintain students' focus during the online classes. For example, through storytelling and discussions about current news and film segments, students can link what they studied during the classes with their lives and the lives of others beyond the classroom (JACOBS; RENANDYA, 2019). Besides, the tools from the Google Meet platform (breakout sessions and the chat), WhatsApp, and Google Classroom are allies of classroom management, expanding possibilities for interaction, once in the online environment, there is no physical contact. Moreover, Collaborative Learning is also used by the teachers due to the option of having different rooms (breakout sessions) in the platform to put different small groups to work together.

#### 4.2 COMPARING DIFFICULTIES AND ACHIEVEMENTS IN THE IMPLEMENTATION OF THE LISTENING AND SPEAKING ACTIVITIES ONLINE

According to the teachers, these are the difficulties and achievements in the implementation of the listening and speaking activities in the remote environment:

**Table 4. Teachers' difficulties and achievements in the implementation of the listening and speaking activities in the remote environment**

Teacher	Difficulty	Achievement
<b>T1</b>	<ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Reaching quiet or silent students</li> </ul>	<ul style="list-style-type: none"> <li>• Self-encouragement to be more patient and creative as a teacher</li> </ul>
<b>T2</b>	<ul style="list-style-type: none"> <li>• Lack of proper equipment and environment of the students</li> </ul>	<ul style="list-style-type: none"> <li>• Boosting of the students' listening and speaking skills through storytelling</li> </ul>
<b>T3</b>	<ul style="list-style-type: none"> <li>• Lack of proper equipment of the students</li> <li>• Difficulty of the students to understand each other - lack of visual contact (no camera usage)</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulation of the reflection over the importance of body language in interactions and communication.</li> </ul>

The difficulty related to classroom management and reaching silent and quiet students presented by T1 in her answer is:

“[...] During online activities, I had to get used to the fact that some students would neither open their cameras nor speak during the lessons. This attitude had a negative impact on students' progress, as it was difficult and sometimes even impossible for me to say whether they were following the lesson or not [...]” (T1)

It is a prevalent problem when it comes to online teaching. Even when students have cameras and microphones on, it is impossible to ensure they are paying attention to the lesson. When they do not even open their microphones and cameras, it is even harder to be checked. According to Psoinos (2021), it is possible to overcome this through engaging and interactive lessons with a bigger learner-talking time in addition to meaningful tasks that stimulate motivation (HAMER, 2015). Also, T1 presented an interesting way of trying to overcome it used by her during her lessons, on the other hand, she said that she felt like it was not possible to be overcome:

“[...] I used to keep a list in front of me with the names of all the students, to make sure I would not lose track of them during the online lesson. I would keep asking one by one randomly so that they knew I was aware of their presence. Asking and waiting for an answer was a way to encourage learners to respond, say something. Although it was not impossible to overcome the difficulties encountered, it was hard and, in my opinion, did not have a significant positive impact on some of the quiet/silent students' performance.” (T1)

Concerning the difficulties presented by T2 and T3, they are common problems related to proper equipment and environment to attend the remote classes:

1. Difficulty of students to understand each other due to noisy familiar environment or due to the lack of visual contact (body language) because of problems with equipment or the choice of some to not open the camera;
2. Difficulty of students to understand the teacher and maintain their attention in the class due to their noisy familiar environment.

According to Psoinos (2021, p. 17), “teaching online not only pre-supposes that all participants have the necessary equipment that will allow them to join in a course, but that they are also confident users of that equipment”. The problem is that the context does not allow previous preparation from the students and teachers to have everything needed to attend the online classes and teach online due to the lack of time or affordances to do so. Besides, not every home environment and social context is prepared for that as well. It is because, in that period, the world was facing a pandemic and there was a very quick change in schools' educational programs in

general.

To overcome problems like this, the teacher could use a class or a moment of a class to present the tools that are going to be used and to check the students' environment and the equipment that the students are going to use to participate in the remote classes in order to adapt the lessons according to this analysis. According to Mayer (2009, apud. PSOINOS, 2021, p.18), multimedia is more likely to be effective if teachers and learners know and understand the tools they will be in contact with.

Regarding the achievements of teaching listening and speaking skills online, each teacher presented a different achievement. T1 answered:

"(...) I had to think and reflect much more on the preparation of activities. The experience encouraged me to become more patient, creative and also helped me see things from a different perspective." (T1)

In T1's answer, it is possible to see self-development as a teacher. As mentioned by Williams (2014, apud, HARMER, 2015, p. 144), "It's often a case of keeping most students happy for most of the time". Through the change to a new classroom (remote), T1 could expand her horizons as a teacher. Her creativity was the one responsible for keeping students engaged and motivated.

Regarding his achievements, T2 answered:

"Most sts [students] got really interested in doing storytelling themselves, as it boosted their listening and speaking skills. I do believe that choosing and telling good stories happened to be an effective way to share information and engage sts, as they connected to the narratives or identified with the characters on an emotional level." (T2)

In T2's answer, it was possible to see that the choice of the method and the technique is essential to stimulate the students. Through storytelling, students could develop their speaking and listening skills in a very motivating way in the online environment.

Regarding her achievements, T3 answered:

"I reckon I had the opportunity to arouse the conscience of students over the importance of body language in interactions and communication." (T3)

In T3's answer, it was possible to see that language and communication are

more than only linguistic patterns.

The English vocabulary is so abundant that the student cannot remember all of them. And students just can only grasp the words which are used frequently. According to the students' present level and practical situation, body language is required. Body language is one of rich expressive languages in the teaching language, especially in English teaching. Using body language suitably not only can avoid using Chinese to explain English, but also can promote teachers and students to communicate. (TAI, 2014, p. 1206)

As mentioned by Tai (2014) in her studies on teaching English as a foreign language to Chinese students, regarding T3's comment on that, it is clear that body language plays a very important role in the process of learning a foreign language to help students (mainly at the beginner levels) avoid the usage of their mother tongue and practice the target language. So, because of the problems with the cameras not being usually open, the teacher could show the students how it is important to perform a foreign language as a whole including the usage of their bodies as well in order to not use the mother language and complement the communication process in the target language.

## **5. CONCLUSION**

With this work, it was possible to achieve the aim of this research, which was to examine how the teachers of English from CAP could adapt their classes during this subtle change in the educational scenario due to the COVID-19 pandemic. Through English language teaching approaches, methods, and techniques, with the help of technological tools, the three teachers could adapt the lessons from a face-to-face format into an online design by organizing them into synchronous and asynchronous activities.

Despite the difficulties related to the appropriate use of equipment to participate in the classes and problems with the familiar environment of the students, for example, it was possible to see that the online environment also brought up not only achievements for students but also for the teachers as well. As mentioned in the analysis by T1, it was an opportunity for the teachers to expand their horizons and be more creative, opening up to new instruments and technologies. Also, it raised awareness of the students' realities that may be taken to the in-person classes later,

probably improving, in the future, the class interaction and, consequently, stimulating the students.

In addition, this research was an enriching and inspiring experience because it was possible to witness how teachers are able to face different obstacles. Furthermore, it was also possible to see the importance of science and previous knowledge on teaching methodologies because with them the teachers could improve their lessons in this 'new' environment. Also, they could provide the students with classes in which they would be able to still feel the presence of their colleagues and see themselves in the proposed subjects and tasks through the communicative activities.

In conclusion, this study opens doors for future research in the educational field concerning online teaching and the use of technology in the English language online or in-person classroom. Technology can not only improve English teaching methods but also modernize and improve the relationship between teachers and students. It can also assess students' development more constructively and easily throughout a whole course, for example, by using online quizzes or worksheets.

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**APPENDIX****Google Form Questionnaire**

- 1) How old are you?
- 2) What's your educational background (degree)?  
☐ Graduate  
☐ Master's  
☐ Doctorate  
☐ Post-doctorate
- 3) For how long have you been teaching English (in years)?
- 4) Before the pandemic, have you ever taught English in a virtual environment?  
☐ Yes  
☐ No
- 5) Which methods and activities do you usually use in your face-to-face lessons?
- 6) Considering your answer above, did you work with the same methods and activities in your online classes during the pandemic? If yes, which adaptations were necessary? If not, why do you think there was no change?
- 7) Which were your difficulties in working the listening and speaking skills in the remote environment? How did you deal with them? Was it possible to overcome them?
- 8) Which were your achievements related to working the listening and speaking skills in the remote environment? How did you manage to do them?
- 9) Which instruments and activities do you consider effective to practice the students' listening and speaking skills in the remote environment?