From Traditional Instructional Material to Courseware: the role of teaching assistant in the English Language classes at Unifesspa

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Abstract: The objective of this article is to analyze the adaptations of the Instructional materials developed by the teaching assistants during the emergency period at the Federal University of the South and Southeast of Para - Unifesspa. It is qualitative research that points out how these adaptations were made in the context that remote teaching was implemented. Based on the observation and analysis of the activities before and in the *Google Forms* platform, the results show the benefits of this tool for English teaching.

Keywords: Remote teaching; Instructional materials; Mentoring

Introduction

The current research was carried out in an English language undergraduate course at *Universidade Federal do Sul e Sudeste do Pará* (Unifesspa) at the Municipality of Marabá in COVID-19 pandemic period. At first, a semester in a remote learning format needed to be held to maintain measurements designated by The World Health Organization – (WHO).

The general objective of this article is to examine and adapt *Interchange Fourth Edition* quizzes in order to redesign Instructional materials prepared by the undergraduate teaching assistants, to be used during the mentoring program held in "*Oficina de Conversação em Língua Inglesa II*". The course took place at Unifesspa during the Coronavirus disease of 2019 pandemic period.

The specific objectives are to identify the level of the activities in order to sort them according to the degree of complexity, select the subjects that would take part in the target activities and describe how they would be divided into sections since the adaptations aimed at practicing the four skills in a balanced way.

The current article is characterized as a qualitative study considering that despite being an extensive collection of activities available in a digital format, they acquired similar characteristics when adapted for the digital platform. Minayo (2014, p. 24) states that "The universe of qualitative research is the everyday life and experiences of common sense,

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interpreted and re-interpreted by the individuals who live them"[3]. The current research was limited due to the lack of the Ethics Committee approval and time constraints.

The authors used as theoretical basis are as follows: Moore and Kearslay (2016), who address issues concerning digital and remote teaching. Vicenzi (2016), that provides information about mentoring. Moore and Kearslay (2016), Harmer (2008), and Ur (2012) who discuss technology in language teaching and learning. Finally, we rely on the concepts of Tomlinson (2014) to discuss and get knowledge to deal with adaptations and production of instructional materials.

This article is divided into four parts: Theoretical background, methodology, discussions and final considerations.

Theoretical Background

In the current section, I discuss the main theoretical background that supports this study. Vicenzi (2016, p. 93) states that "In essence, mentoring encourages students to seek more in-depth knowledge related to their course and discipline"[4]. The author means that it is of paramount importance to engage students in such kinds of projects which provide them with extra assistance in learning, searching for more knowledge in the field, along his life within and outside the university.

Based on the new scenario, implementations to the remote teaching format and the offer of mentoring programs to assist students with extra learning reinforcement were crucial at that unpredictable moment. Also, these programs aimed to help learners and professors with the use of new digital resources and tools It is important to clarify that the terms mentoring, and teaching assistants were chosen to be used in this study.

The mentoring has been a form of assistance not only for the students teaching assistants but also for the supervising teacher and it works as a communication channel and a facilitator agent in the learning of both parties, thus allowing us to say that the teaching assistant is the one who benefits the most, Vicenzi points out:

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[3] "O universo das investigações qualitativas é o cotidiano e as experiências do senso comum, interpretadas e re-interpretadas pelos sujeitos que as vivenciam".
[4] Todas as traduções deste artigo são de responsabilidade do autor. Texto Original: "A monitoria, em suma, instiga o aluno a buscar conhecimento mais aprofundado relacionado a seu curso e área de atuação"

> In the mentoring program, many students feel gratified with the progressive passage of responsibility, when the supervising teacher requests teaching assistant interference in the teaching and learning process. Moreover, during the mentoring practice, we felt the need to update and deepen the proposed scientific knowledge to make the most of the experience that was lived (Vicenzi, 2016. p. 92, our translation)[5].

For the tutor, this interaction with the professor can mean an improvement in the English skills of the undergraduate students since this experience may empower their relationship and collaborative spirit. According to Richards:

> Most successful organizations depend on people working effectively together in teams, but special effort often has to be made to develop teamwork in schools because teaching is generally seen as an individual activity. The goals of collegial forms of professional decentralization are to encourage interaction among teachers, peer-based learning through tutoring, and sharing skills, experience, and solutions to common problems (RICHARDS, 2005, p. 12).

In this sense, tasks that enable students to communicate freely may engage them in discussions that help them with grammar and stimulate interaction.

Nowadays, mentoring still has great importance in helping students learn, with the help of modern tools, the teaching assistant has easier access to knowledge, providing an expansion in any area that pleases him and that is within his reach. It seems to be an encouraging way for teaching assistants' development, showing them the best way to link theories, practice and methodology. It is also a fundamental opportunity to encourage observation and strengthen it inside an educational project, allowing the teaching assistants to be part of the process and members of the institution.

During the remote teaching period, it was no different. The mentoring was an extremely necessary support, a fundamental tool at the university that served as a means of minimizing the difficulties of both parties. The teaching assistant played the role of a facilitator at this very first experience in an unusual period that the majority of the teachers were not familiar with the new classroom teaching format, but instead were now inserted in the universe of the virtual classroom. In this sense, it was observed that this transition was not an easy task even though the virtual environment may serve as a practical tool. Harmer says:

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[5] *"No programa de monitoria, muitos alunos sentem-se gratificados com a passagem progressiva de responsabilidade, quando o professor orientador solicita a interferência do aluno-monitor no processo de ensino e aprendizagem. Além disso, durante a prática de monitoria, sentiu-se a necessidade de atualização e aprofundamento dos conhecimentos científicos propostos para que houvesse um maior aproveitamento da experiência que estava sendo vivenciada"* (VICENZI, 2016, p. 92).

> Probably one of the most important things for teachers and institutions who get involved in online learning is to realize that online learning is not a cheap and easy alternative to face-to-face learning. Quite the opposite, in fact. The more effective an online course is the more time it has been given design and development stages and also during the tutoring stage. (HARMER, 2007, p. 142).

In the remote teaching period at *Unifesspa*, the teaching assistants developed several functions, with previous training provided regularly by the institution. They were the mediators between teacher and students in the virtual classroom, supporting the use of *G-suit* digital tools, such as *Google forms, Google Docs, Google presentations*, among others.

Besides planning extra lessons, the teaching assistants also adapted activities that were previously applied in the face-to-face teaching context to the remote teaching format since they now needed to be designed to fit the parameters of the emergency period. It is important to highlight that the adaptation of the whole material is the main focus of this research.

Meanwhile, based on the studies of Moore and Kearslay (2016), Harmer (2008), and Ur (2012) who point out that digital technology is becoming increasingly important in both personal and professional lives, we may agree that our learners are using digital technology more than ever. These authors share the idea that different types of digital materials which are dealt with in English language teaching classrooms are known as blended learning. This term refers to a combination of the conventional face-to-face teaching with computer-mediated interaction.

With the purpose to solve problems faster over time, different digital technologies emerged, and these tools are taking giant steps (SILVA, 2023). In this sense, synchronous and asynchronous teaching/learning turned out to be a way out in the remote teaching classroom interactions.

Such implementations which belong to the concept of blended learning were commonly used during the pandemic times. Synchronous teaching/learning referred to pre-set the lessons in which students interacted in real time, usually for two hours, from their own homes.

Asynchronous lessons were used as a supplement for the usual lessons. According to Ur (2012, p. 241) "It has the important side effect of maintaining regular and ongoing interaction between teacher and students, even if the two sides do not actually have any face-to-face contact between lessons". Asynchronous teaching/learning seemed to be convenient

for the students who could respond using their own time, participate in 'forum' and give contributions if necessary or appropriate.

As Mcdonough, Shaw and Masuhara (2013, p. 60) state, "With the development of technology, learning modes are changing: self-access centers, learning through the Internet or making use of mobile technology" and these technology tools can be used to complement and foster the ordinary classes. Since the adaptation of the whole material used in the project is the main focus of this research, we relied on Tomlinson (2014) in order to understand the paradigms of production and adaptation of instructional materials.

Tomlinson (2014, p. 1) states that "The selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it". Because instructional materials are important tools for teaching, they must be chosen specifically and consciously for their purpose. Tomlinson also describes that:

> There are always sound practical reasons for adapting materials in order to make them as accessible and useful to learners as possible. However, reasons for adaptation have varied and changed as the field has developed and views on language acquisition and teaching practice have become better informed by research and experience (TOMLINSON, 2014, p. 86).

Therefore, the quotation means that for the adaptation of teaching materials to be effective, the experience of the teacher should be taken into consideration, so that teaching assistants can understand which points of the activities should be replaced without losing their objective.

Adaptations also involve matching the given materials with the context of the ones that are going to be applied in the best way possible. Thus, the adaptations of these activities were fundamental to maintain the constancy of English teaching-learning during the pandemic period. They could also provide teaching assistants with personalizing and customizing the materials and have direct contact with the adaptations, as will be described in the next topic.

Methodology

The data of the study were collected using qualitative methods. According to Minayo (2014, p. 24), "This current of thought is not concerned with the processes of quantification[6]". We searched for an explanation of how the adaptation of two activities from the textbook, *The Interchange Fourth Edition* by Jack Richards with Jonathan Hull and Susan Proctor were made. The activities focus on English learning for beginners and intermediate levels.

In order to better understand the aim of the current research, it was necessary to analyze how the teacher assistants adapted the activities to the digital environment through *Google Forms*. For the description of the activities and the analysis, we relied on books, articles, and publications by authors in the field of linguistics, and also on notes and regulations issued by Unifesspa in which the mentoring program was developed.

Research context

For two years, remote classes, and all kinds of tools and activities switched from face-to-face to remote format as a need to suit the pandemic scenario in which all teaching institutions had to use the virtual environment. According to article n° 1 and 2§2° of resolution at Unifesspa:

> art.1 - it is authorized the offer of Academic Activities in undergraduate courses at Unifesspa, on an exceptional and non-mandatory basis for teachers and students, to be developed remotely exclusively during the Emergency Academic Period (PLE), under the terms of this Resolution (Unifesspa, 2021)[7].

For this reason, the semesters had to be changed according to all terms and conditions followed by the educational institutions in Brazil. For such, it was necessary to modify and prepare, class planning and other specifications for a remote period. According to the article n°1§2° at Unifesspa:

> Remote teaching is understood as the non-face-to-face format, keeping the distance between teacher and students, made possible by the use of teaching methodologies provided by digital technologies, pedagogical arrangements with the use of indirect

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[6]"Essa corrente de pensamento não se preocupa com os processos de quantificação".
[7]"art.1 - autoriza-se a oferta de Atividades Acadêmicas nos cursos de graduação da Unifesspa, em caráter excepcional e não obrigatório para docentes e discentes, a serem desenvolvidas de forma remota exclusivamente durante o Período Letivo Emergencial (PLE), nos termos desta Resolução".

communication or other forms of sharing academic content with the mediation of the teacher (UNIFESSPA. 2021)[8].

As a solution to maintain social distance in the pandemic period and without a vaccine, we lived a reality that for safety reasons, several common day-to-day activities such as going to crowded places, socializing with friends, and even going to school or college, were suspended to try to avoid the spread of the contagion.

According to the most recent charts on the OMS website, the first figure shows a recent decrease in the number of infections and deaths, this decrease is due to the vaccines created throughout this period.

Figure 1: Situation in Brazil
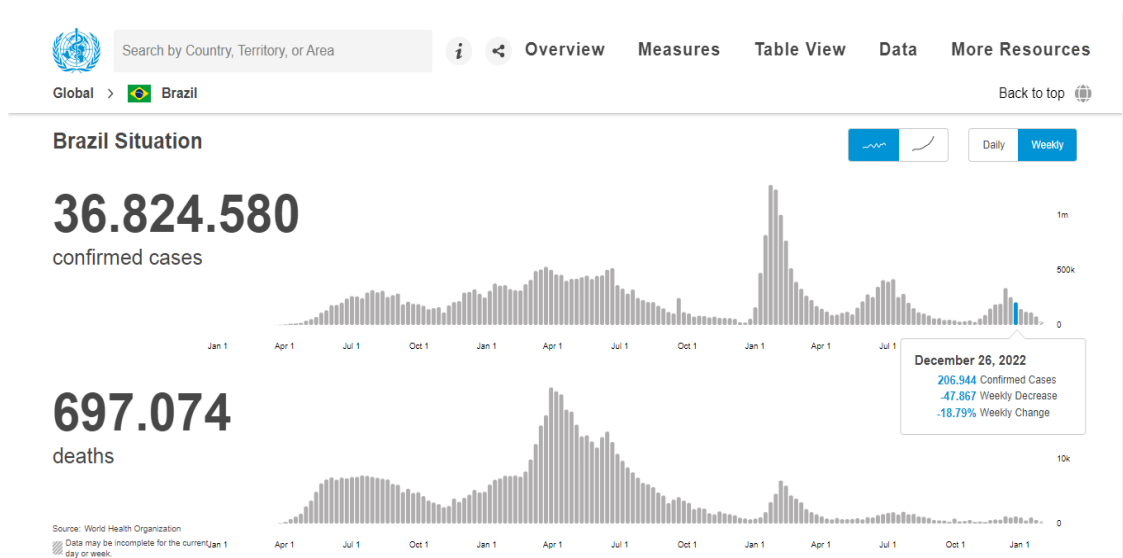
Source: Site of World Health Organization (2023).

The graphs show that even with all the efforts to contain the contagion of COVID-19, there were a significant number of physical and emotional losses for those who managed to survive this period. During its course, it was necessary to suspend classes in the educational institutions, this deliberation ended up delaying the current school term at the time, but it was the only viable solution at that moment.

In order to reduce the damage caused in education, educational institutions opted for remote teaching. This emergency measure was implemented without enough time for analysis

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[8]"2- §2º Entende-se por ensino remoto o formato não presencial, mantidas as condições de distanciamento entre docente e discentes, viabilizado pelo uso de metodologias de ensino proporcionadas por tecnologias digitais, arranjos pedagógicos com utilização de comunicação indireta ou outras formas de compartilhamento de conteúdo acadêmicos com a mediação do docente" (UNIFESSPA. 2021).

and study and had pros and cons that were discussed during its period of validity. For about two years, remote teaching proved to be a great challenge, both for teachers and students, who were used to face-to-face teaching and its characteristics. Within the scope of their attributions, Unifesspa like other universities and schools implemented remote teaching during this period. According to Unifesspa website:

> Since March of this year, due to the Covid-19 pandemic, face-to-face academic activities at Unifesspa have been suspended. With the new resolution, teaching actions in a non-face-to-face format are regulated, with an emergency character and for a limited time, made possible by the use of digital technologies. (UNIFESSPA, 2020)[9].

The decision to this teaching method was taken after meetings among CONSEPE, other faculty members and students, to create a specific academic calendar for that moment. So far, teaching-focused entirely on the digital environment is not an option accessible to all. It is important to highlight that the majority of the students of Unifesspa are composed mostly of low-income students or students who are not in their hometown, requiring the use of financial aid offered by the university. According to public notice 18/2022:

> 1.1 The purpose of this Notice is to select, exclusively, Unifesspa undergraduate students, enrolled in current terms, to grant digital inclusion aid modality internet services (Mobile Data Package), for support in the development of remote academic activities, facing the pandemic of the new Coronavirus (Covid-19) (p. 01)[10].

To make this period more favorable for low-income students, the university provided them with *Chromebooks* and chips for internet access, making it easier for them to join this semester and become familiarized with the digital environment.

The next challenge was learning to use digital tools such as *G-suit* since these tools were used sporadically in face-to-face teaching in the past, but now they would be of utmost importance for learning. An essential adaptation to that new reality was made necessary to validate the use of aids and resources. For this to happen, several workshops and training to

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[9]"Desde março deste ano, devido à pandemia de Covid-19, as atividades acadêmicas presenciais da Unifesspa estão suspensas. Com a nova resolução, ficam regulamentadas as ações de ensino em formato não presencial, com caráter emergencial e por tempo limitado, viabilizadas pelo uso de tecnologias digitais." (UNIFESSPA, 2020).

[10]"1.1 Este Edital tem por finalidade selecionar, exclusivamente, discentes de graduação da Unifesspa, matriculados em períodos vigentes, para concessão de auxílio inclusão digital modalidade serviços de internet (Pacote de dados móveis), para apoio no desenvolvimento das atividades acadêmicas remotas, frente à pandemia do novo Coronavírus (Covid-19) (p. 1)".

support students and teachers were given even though this period was temporary but compulsory.

All this intense preparation had to be planned throughout the period, and was of great impact, especially for the teaching staff, who were forced to change their entire pedagogical planning, having to start from the very beginning. Not only this but they also had to insert themselves in an environment that would be from that time on, in a totally digital format, without warning or previous preparation.

One of the ways to help teachers and students improve computer skills during this context was to join mentoring programs and select students to perform as teachers-to-be, guiding undergraduate students and providing technological support to the professors during this period.

Activities and educational material

After years of private enterprise, the production of instructional materials in Brazil began to be produced by government agencies, The *Campanha Nacional de Material Escolar* (CNME) had the objective of producing teaching material and textbooks, and during the military dictatorship in 1967, was transformed into *Fundação Nacional de Material Escolar* (FENAME), but maintaining its primary functions of production and distribution of school supplies to children in need.

According to Figueiras (2003, p. 314) "The great difficulty in obtaining data about these campaigns during the military period is the lack of material for analysis".[11] As the years go by, the production of Instructional materials has become more independent and more accessible, following a new teaching perspective. They had to be adapted to the modern pedagogical concept of teaching. Souza says:

> […] the production of teaching material from the perspective of post-method pedagogy as an activity grounded in principles, or frames of reference - coherent, comprehensible, compatible with the current state of knowledge, and method-neutral - since it consists of an essential activity of teaching practice.[12] (SOUZA, 2018, p. 1 our Translation).

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[11]A grande dificuldade de obter dados sobre essas campanhas durante o período militar, é pela falta de material para análise. (Figueiras, 2003, p.314).
[12][...] a produção de material didático na perspectiva da pedagogia pós-método como uma atividade embasada em princípios, ou quadros de referência – coerentes, compreensíveis, compatíveis com o estado atual do conhecimento e neutros em relação a métodos –, uma vez que consiste em uma atividade essencial da prática docente. (SOUZA, 2018, p.1)

With an important function of assisting teachers to perform their activities, instructional materials are a tool that allows students to be more self-confident in their learning. With the advance of digital technology, the teaching material also needed to be produced digitally or be adapted for digital classes.

In the context of the remote teaching adopted by Unifesspa, the task of adapting and producing teaching activities was in charge of the teaching assistants, ever followed by an oversight of the professor. The teaching assistants adapted many activities for the *google forms*, to be applied in different classes in different levels of English. For that to happen, it was recommended by the professor that the quizzes provided by the *Interchange* textbooks were a practical tool that could be used, since they fit the level of the students of the group. Another aspect that was taken into consideration was that such material was familiar to the professor as it was used and mentioned in her Master's dissertation (MENEZES, 2011).

The *Interchange fourth edition* textbooks, by Jack Richards with Jonathan Hull and Susan Proctor were the materials used in most of the undergraduate degrees and free courses in Brazil. *Interchange Fourth Edition* is a successful series for adult and young-adult learners of North American English. It reflects the current approaches to language teaching and learning and it is supplemented by varied extra supplementary materials.

**Figure 2**: Book *Interchange: Fourth Edition*
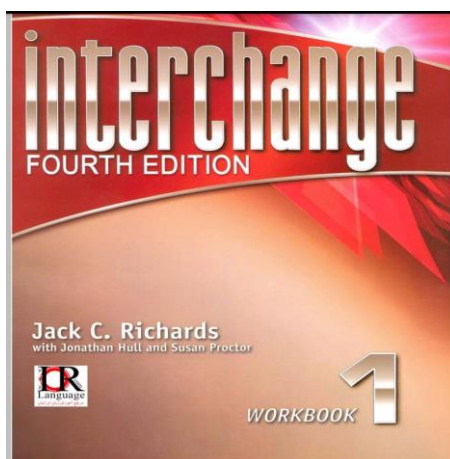
Source: *Google* images (2021).

It is a versatile book that covers various pedagogical approaches and has intuitive instructions, allowing the teacher to illustrate with activities from different sources. Even

though the book focuses only on American English, it is accessible and can be used as a basis for other activities for beginners and intermediate learners. This textbook can be used by undergraduate students and it has been currently used at some universities around Brazil.

As mentioned before in this article, the activities of the textbook were adapted to *Google Forms*, one of *G-suit* educational tools, which could be used in the educational environment as alternative teaching technology. In *Google Forms*, teachers have the possibility to create or adapt activities with different interfaces and for different purposes. Through *Google Forms*, forms could be sent via email to any user who had previously registered.

Figure 3: *Google Forms* Description
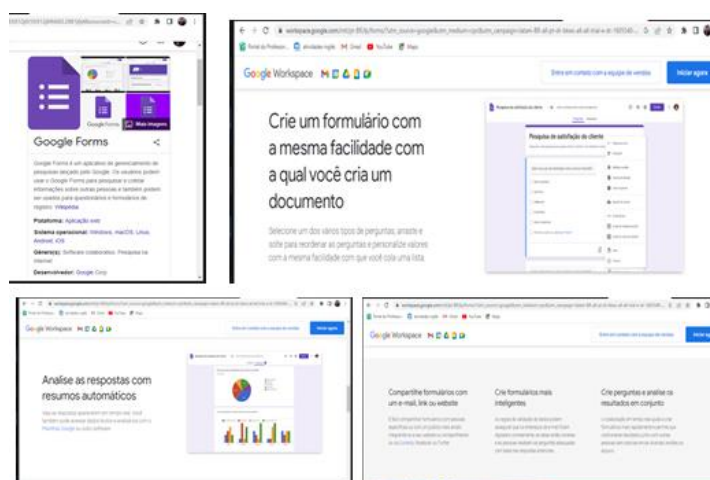
Source: *Google Forms*.

This tool also permits the creator of the form to obtain results in graphs and spreadsheets instantly after data collection, with multiple options to make discursive or optional questions. *Google forms* also allows the teacher to decide if the student can answer the same question more than once and get all the correct alternatives of the activity in real-time.

In addition, the teachers can choose that the students may answer questions with short or long texts. It can be accessed by both teacher and student via computer, tablet, or cell phone. Because it is versatile, *Google Forms* became one of the most used digital tools in educational and corporate environments, especially during remote teaching contexts.

In order to develop the mentoring process, the steps were divided into four parts: I- Selection of the material by the supervising teacher; II- Division and analysis by the teacher assistants; III- Preparation and adaptation of the material on the *Google Forms* platform; and

IV- Final Review of all the adapted materials by the supervising professor as a way of providing oral feedback on the teaching assistants production. These meetings were held just after the ordinary classes since students needed to understand and be aware of their strengths and weaknesses, so that they could improve and follow their progress.

Analysis

The analysis of this research was presented in a descriptive, qualitative way from the observation and collection of the activities to suit the remote teaching period. The main focus was examining the quizzes before and after the adaptation by the teaching assistants and also on how the corrections were negotiated by the supervising teacher.

The selection of the activities and how they would be divided were suggested by the supervising teacher. The activities were taken from the *Interchange* textbooks and redesigned as a way to reinforce the current material, addressing common aspects of language learning, such as listening, speaking, and writing.

According to VILAÇA (2010) who believes that it should be up to the teacher to evaluate and select activities understanding the limitations and potentialities of the Instructional material. Tomlinson (2011, p. 16) argues that "Obviously these intuitions are informed by the experience of what is valuable to learners of a language and in many cases, they lead to the development of valuable materials". The experience of the supervising teacher turned out to be significant to deal with the limitations of each activity chosen. In this case, *Google Forms* were used.

In the images below, the activities were structured to be used in the classroom with questions in sequential order, a text to support the questions that follow, and multiple alternatives to help the student try to find the answers.

Figure 4: Activities on the *Interchange.*
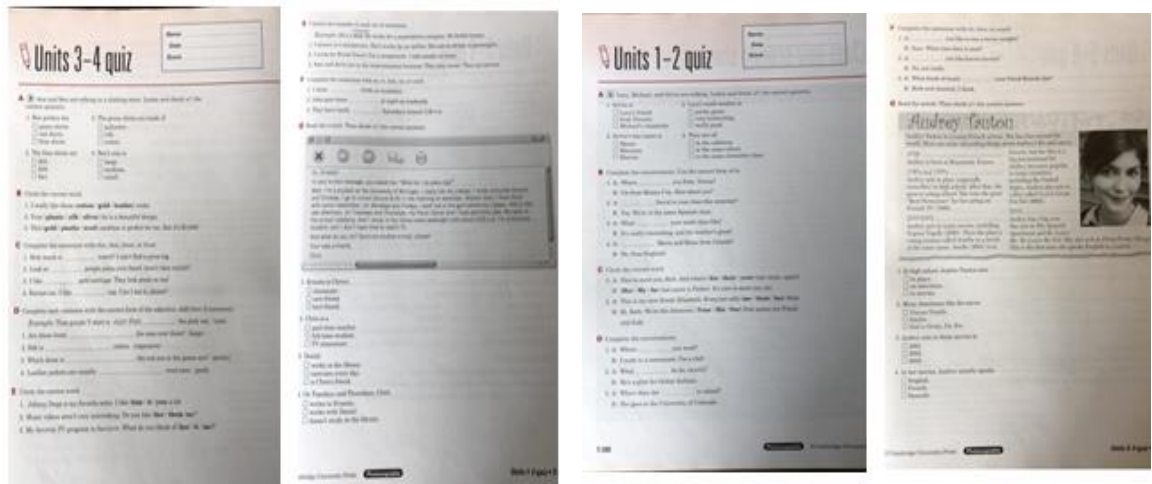
Source: *Interchange* textbooks.

After selecting and sending the activities to the teaching assistants, the material was analyzed and it was clearly seen that although they were activities for basic levels of the English language, this adaptation had to start from the principle that they could not lose their pedagogical content. Also, they should be adapted to the students' reality, so that they could easily access the quiz to solve them. Another aspect is that questions should be placed in a context that could be as close as possible to the daily routine of the students. According to Souza (2014):

> We consider that teaching materials of a free virtual nature, in essence, like free software, presuppose the possibility of contextualization - that is, of customization under demands arising from contexts of use; of debate on interests and ideologies implicit in its very genesis - as well as in the conception of teaching materials of other natures, such as, for example, closed materials […] (SOUZA. 2014, p. 10)[13].

Working on each activity and dividing them into parts allowed each question to be designed in a more objective way, so that it was used to the fullest in its original form. Also, it would not be unfamiliar material to the supervisor at the time of revising the final corrections.

Figure 5: Activity on *Google Forms*

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[13] Consideramos que materiais didáticos de natureza virtual livre, em essência, tal qual o software livre, pressupõem a possibilidade de contextualização – ou seja, de Personalização sob demandas advindas de contextos de uso; de debate sobre interesses e ideologias implícitas em sua própria gênese – bem como na concepção de Materiais didáticos de outras naturezas, como, por exemplo, de materiais didáticos fechados […] (SOUZA. p.10)

Source: *Google Forms.*

**Figure 6**: Activity on *Google Forms*
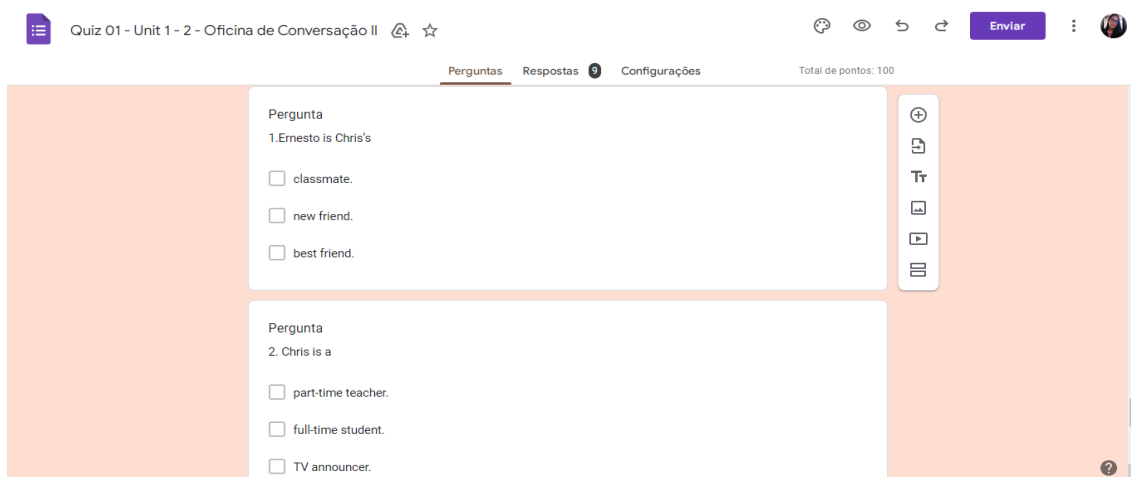
Source: *Google Forms.*

In order to deal with the aspects of reading, the teaching assistants used texts from the activity itself, which in this case did not need to be adapted, but could be attached to the activity, as seen in the picture above.

The complexity in adapting questions with text was how to change the alternatives into the *Google form* without making them too long since they had to be sent in advance but corrected synchronously. There were activities which had to be divided into sections, as shown in figures a) and b) below:

**Figure 7**: Activity on *Google Forms*

(a)　　　　　　(b)
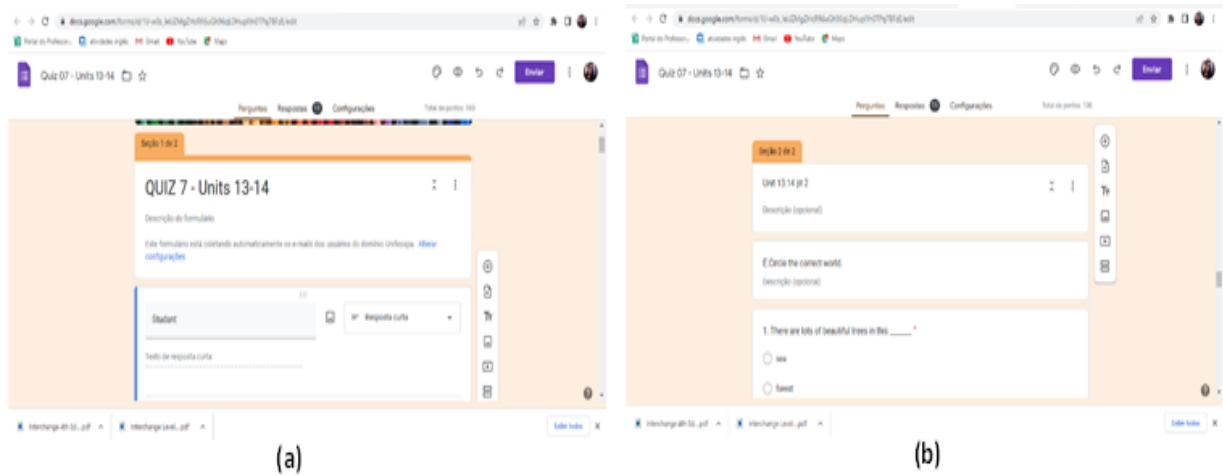
Source: *Google Forms*.

The advantage of dividing an activity into several sections is that it increases the variety of teaching materials and makes it possible to be used in different projects in future courses.

For the activities that aimed at improving listening and writing, the teaching assistants chose songs from popular culture, so that the students had already had some contact with them. These songs were in the collection of the *YouTube* platform which offers free visualizations of its content.

Figure 8: Activity on *Google Forms*
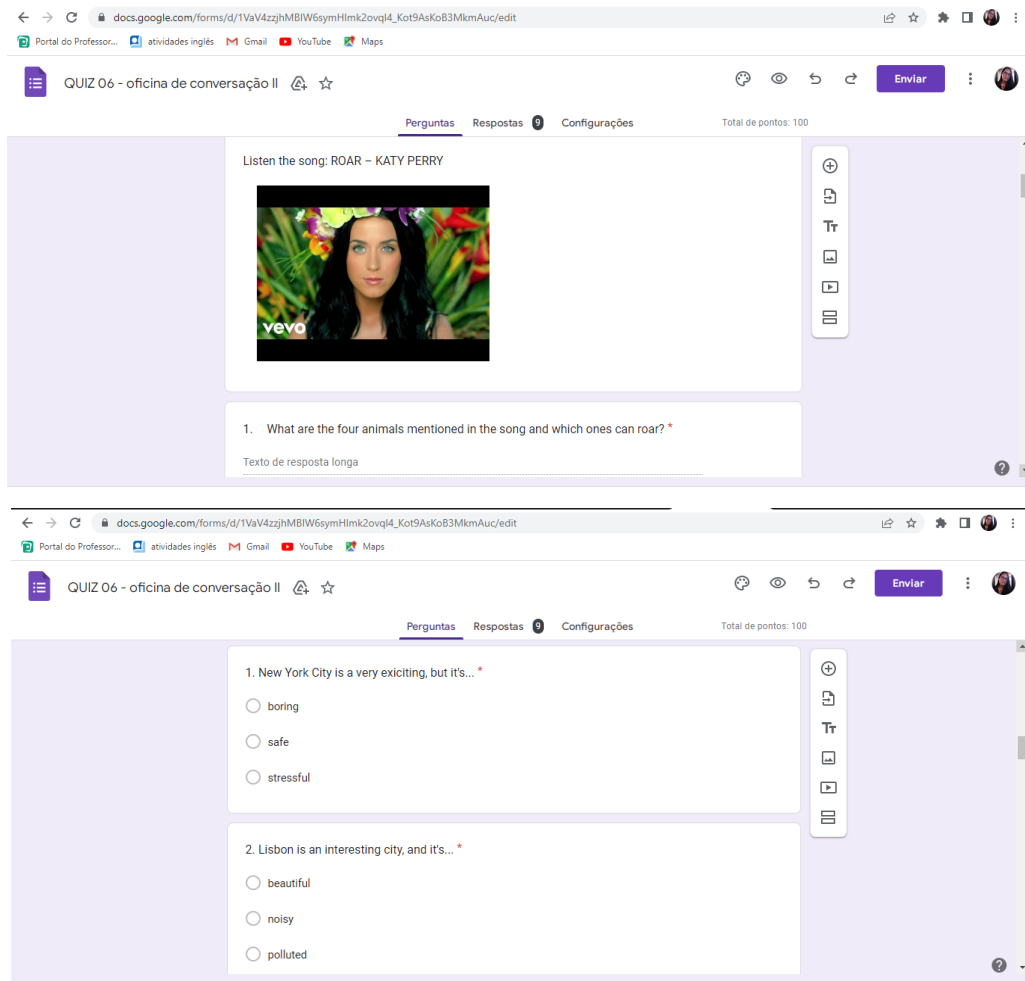
Source: *Google Forms*.

With questions that required students to write texts and select alternatives, they needed to listen to and watch the videos, but only one attempt was allowed to be made for each activity.

According to Garafalo (2018, p. 8), ''The main objective of this teaching model is to encourage students to learn in an autonomous and participatory way, based on real problems and situations''[14]. In order to try to encourage greater autonomy in the student, they need to be stimulated to get into contact with the English language outside the classroom.

And the last ability out of the four skills of language teaching, that is speaking, the teacher chose to work on during the corrections in the synchronous lessons so that the students could have an idea of the ways and means they could improve their pronunciation. It

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[14]O principal objetivo deste modelo de ensino é encorajar os estudantes a aprenderem de forma autónoma e participativa, com base em problemas e situações reais (GARAFALO, 2018, p. 8).

would also be an opportunity for them to feel more comfortable when trying to speak an additional language.

As Harmer (2007, p. 131) states, "It will probably be necessary for teachers to correct mistakes made during speaking activities in a different way from those made during a study exercise when students are repeating sentences, trying to get their pronunciation precisely right". It seems that correcting mistakes on language activities asynchronously allows students to learn in a more natural and intuitive way.

To conclude, we should note the possibility of a faster correction provided by the *google forms*, knowing that this tool allows the author to build the activity, and select which alternatives and answers are correct.

The general result which is shown in graphs or spreadsheets can be generated instantly in three different ways. The first possibility displays the summary that provides a broad overview of the whole activity. The second option shows the correct alternative and the score value. The third one deals with the performance of each student, that is, how an individual student has succeeded or not in each question.

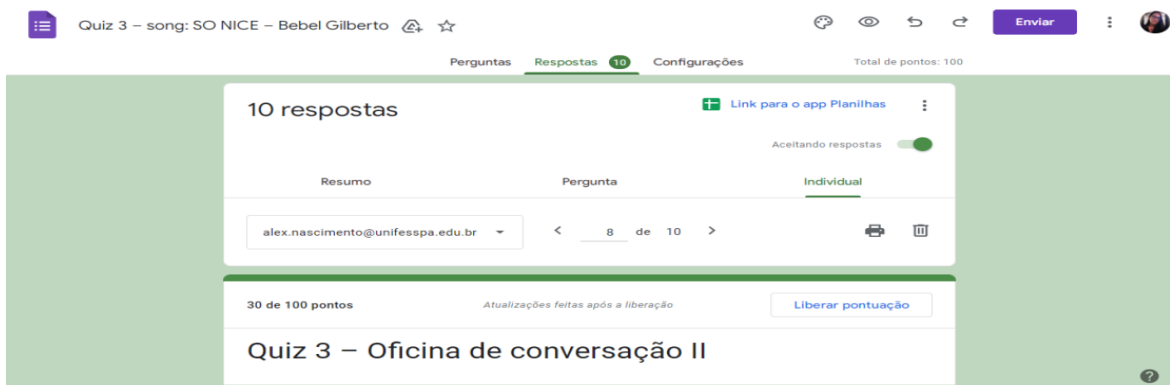**Figure 9**: Activity results on *Google Forms*
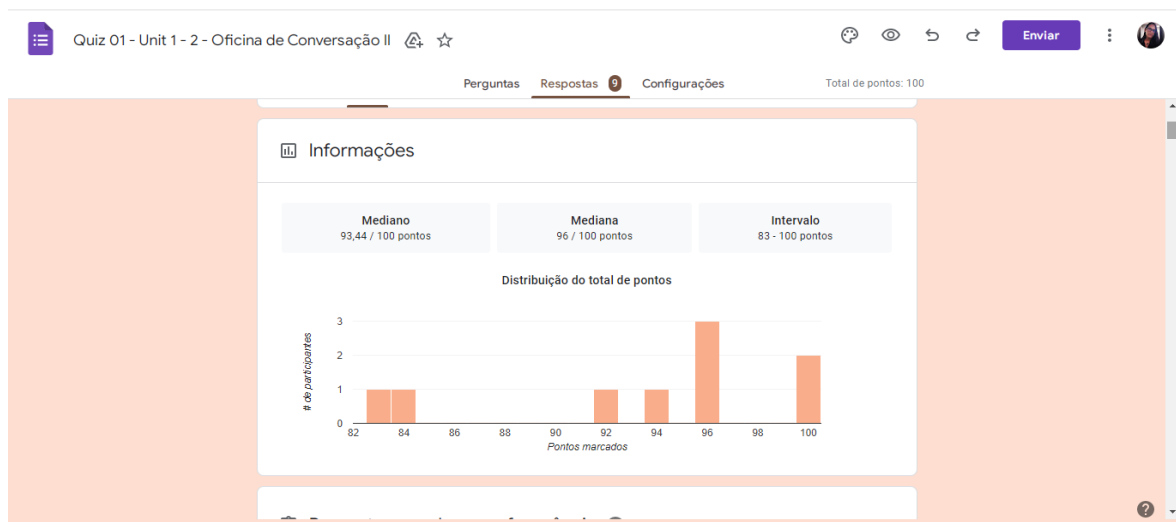
Source: *Google Forms*

Figure 10: Activities Results on *Google Forms*
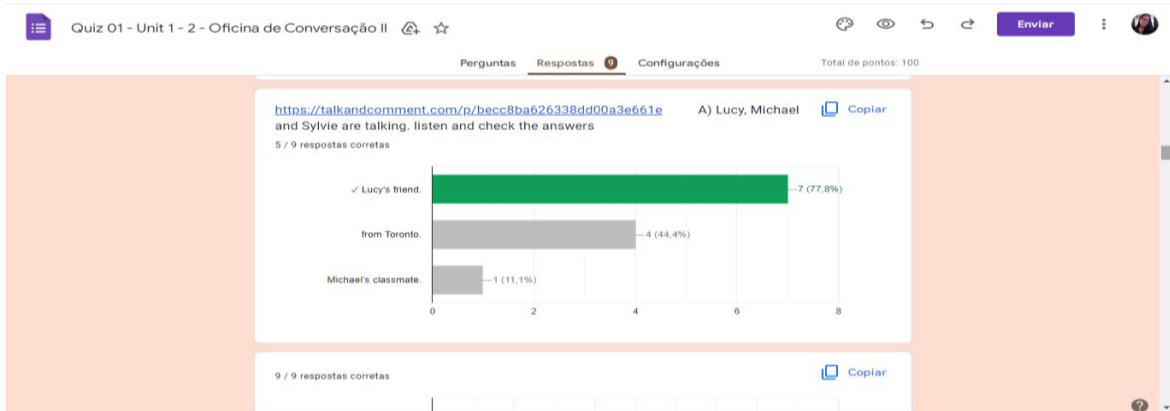
Source: *Google Forms*

Figure 11: Individual Activities Results on *Google Forms*

Source: *Google Forms*

From the results obtained by analyzing the graphs, the teacher has the possibility to focus on the needs of each student in a more specific way, since the basis of teaching argues that doubts and difficulties may be worked on in specific ways, favoring the characteristics of each student and their needs in the acquisition of knowledge.

Putting students at the center of learning and allowing teachers to experiment with different classroom methods and didactics encourage them to become autonomous learners. professors may act as supporters to raise student motivation.

Final Considerations

Summing up, the pandemic scenario was probably one of the most challenging situations ever, because there was very little time to reflect on how to redesign the activities to the   online pedagogy. A worldwide concern was to teach focusing on how to maintain interactivity online. The informal environment may have helped the students feel more at ease to participate, but on the other hand as Luporuni (2020) argues, giving or attending a lesson just looking at a screen generates a feeling of isolation that was only partially counterbalanced with the chat.

Mentoring still has great importance in the development of students, promoting an exchange of experiences between teachers and students. The experience teaching assistants could get while interacting with the students involved in the project broadened their perspectives and helped them develop their skills before graduating.

It was perceived that even the younger students who tend to be more familiar with digital technology, revealed to have difficulty using new digital teaching tools, mainly when they played the role of authors of the pedagogical activities. Also, because digital technology is becoming more complex and faster as it advances.

From the point of view of the teaching assistants, this difficulty also occurred in adapting the teaching materials, considering that these adaptations were too specific in order to be applied in the digital environment, without losing their pedagogical content.

Finally, it should be taken into consideration that this research is limited to activities that were adapted and applied to a particular course in English at the undergraduate level. But this study can be used as a basis for another similar subject or any course that could approach different perspectives, or even cover other areas.

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Do Material Instrucional Tradicional ao Material Didático: o papel do professor auxiliar nas aulas de Língua Inglesa na Unifesspa

Resumo: Este artigo tem por objetivo analisar as adaptações das atividades didáticas desenvolvidas pelos monitores no período emergencial na Universidade Federal do Sul Sudeste do Pará - UNIFESSPA. É uma pesquisa qualitativa que aponta como as adaptações foram feitas no contexto em que o ensino remoto foi implementado. Com base na observação e descrição das atividades antes e na plataforma do *google forms*, os resultados mostram os benefícios dessa ferramenta para o ensino de língua inglesa.

Palavras-Chave: Ensino Remoto; Material Didático; Monitoria.