

## Mentoring as a resource for remote teaching during the pandemic times: A case study at the Federal University of South and Southeast of Pará

Josceane da Cruz PEREIRA<sup>1</sup>  
Ciléia Alves MENEZES<sup>2</sup>

**Abstract:** Due to the new coronavirus pandemic and the need to keep social distance, the teaching and the mentoring processes had to switch to the remote teaching in an emergency format, demanding new configurations from the part of the scholars and professors. The current article aims to discuss how the mentoring process happened in this context. The proposed study analyzed the resources used in mentoring during the remote teaching context offered to English undergraduate students at UNIFESSPA. Based on a case study, qualitative research was carried out following a communicative approach perspective. The results showed that although there were positive points and aspects to be improved, mentoring was an indispensable tool for students during the pandemic period.

**Keywords:** Mentoring; Remote teaching; Pandemic times.

### Introduction

During the coronavirus pandemic which caused the COVID-19<sup>3</sup> disease, universities had to make new adaptations by creating measures to guarantee the maintenance of classes. Based on the new scenario, implementations to the remote teaching format and the offer of mentoring programs to assist students with extra learning reinforcement as well as help learners and professors with the use of new digital resources and tools were of paramount importance at that unpredictable moment.

The adaptation of classes during the remote teaching became necessary in order to provide students with an opportunity for learning in this new educational configuration. For this to happen, a Mentoring Project was developed in the scope of the general mentoring program to support the course *Leitura e Produção em inglês I<sup>4</sup>*, to help the undergraduate students of English review subjects of the textbook, which was used mainly in the synchronous classes, during such a period. It is also important to point out that mentoring allows the students to have follow-up practices, enabling a better academic performance. Therefore, the mentor's main concern is caring for facilitating this learning process and also minimizing students' dropouts in the discipline.

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<sup>1</sup> Graduanda da Universidade Federal do Sul e Sudeste do Pará. Marabá-PA. [josceane@unifesspa.edu.br](mailto:josceane@unifesspa.edu.br)

<sup>2</sup> Doutora em Estudos da Tradução (UFSC), Professora Adjunta da Universidade Federal do Sul e Sudeste do Pará. Marabá-PA. [cileia@unifesspa.edu.br](mailto:cileia@unifesspa.edu.br)

<sup>3</sup> The scientific name of this virus is respiratory syndrome coronavirus-2 (SARS-CoV-2), for this study we will deal treat the disease by COVID-19.

<sup>4</sup> For this study we have chosen not to translate some terms into English.

One of the aspects of tutoring is to support students concerning their difficulties so that learners can get tips and reinforcement as extra knowledge in their learning. The role of the mentor in Tutoring is to make undergraduate students feel as a mediator of the target students' learning (BATISTA; FRISON, 2009). Therefore, this research aims to analyze the resources used in mentoring during the emergency remote teaching offered to English undergraduate students at the *Universidade Federal do Sul e Sudeste do Pará* (UNIFESSPA) in the city of Marabá, in the southeast of Pará.

As specific and guiding objectives, the research aims to: (i) understand the role of the mentor during the remote period; (ii) observe the role of the professor in this adaptation process; (iii) report about the *Touchstone* textbook as a means of support in the remote activities.

The present essay is organized as follows: (i) Theoretical background which presents the concepts that support the research; (ii) Methodology which shows the descriptive step, the justification, the context of the research and the didactic material applied during the mentoring; (iii) Discussions showing the data analyzed based on the proposed methodology; (iv) Conclusion that synthesizes the results, presenting the positive points of the study as well as the aspects to be improved.

### **Theoretical Background**

In December 2019 was identified in Wuhan, Hubei province, China, new coronavirus, named SARS-CoV-2, causing the 2019 Coronavirus Disease (COVID-19), the circulation of the virus was confirmed by the World Health Organization (WHO) in January 2020 and according to Lana et al., (2020) “the disease spread to several countries”<sup>5</sup>, until the WHO decreed a pandemic state in March 2020. Due to the increase in the number of cases of people contaminated by the new coronavirus and having this global reach, social distance became necessary to avoid the contamination of more people or a more serious scenario of this pandemic.

According to Ferentz et al. (2020), “due to the high degree of spread of the disease in a short period, hygienic measures and social isolation were recommended in order to limit its rapid spread”<sup>6</sup>, after the confirmation of the first case in Brazil in February 2020 and with the

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<sup>5</sup> All translations in this study are the authors' responsibility. Original Text: *A doença se espalhou por diversos países. (LANA et al., 2020).*

<sup>6</sup> Original Text: *Diante do alto grau de disseminação da doença em pouco tempo, medidas higiênicas e de distanciamento social foram recomendadas a fim de conter a sua rápida propagação. (FERENTZ et al. 2020).*

significant increase in the number of infected people in the following months, social isolation and distancing were adopted, including the closure of educational institutions. Remote teaching was an emergency practice created to give continuity to students' learning and avoid the contagion of the virus. Such decision was supported by Order n°. 544 of 16 June 2020 which dealt with the “substitution of face-to-face classes by digital media, while the situation of the new coronavirus pandemic - Covid-19 lasted” (BRASIL, 2020)<sup>7</sup>. That was a wild and unusual period in which everyone needed to search for the most varied emergency strategies in order to find new solutions to meet the remote teaching format.

Melo et al. (2020) assert that “education in the pandemic has undergone an abrupt change in a short period of time, with the interruption of classroom teaching and the need to adapt to the distance model”<sup>8</sup>. In this scenario, many teachers had no contact with the remote teaching modality and had no time for preparation. Therefore, students also felt the effects of the change and needed more attention and help from teachers, which increased their workload.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that more than 1.5 billion students and young people around the world are suffering or have suffered the effects of school and university closures due to the COVID-19 pandemic. In Brazil, the Ministry of Education - MEC has authorized Universities to substitute face-to-face classes for classes using information and communication means and technologies, according the laws:

On March 17th, through Ordinance n° 343, MEC authorized, for 30 days, the substitution of face-to-face classes by classes using information and communication means and technologies. This Order was followed by two others: No. 345, of March 19, 2020, and No. 473, of May 12, 2020, always extending this period by 30 days. By means of Administrative Rule no. 544, on June 16, 2020, MEC authorized the use of learning platforms until the end of 2020, except for the courses that necessarily require face-to-face activities. The National Board of Education (CNE), through Opinion CNE/CP n° 5/2020, approved on April 28th 2020 and approved by MEC on June 1st, had already made the academic calendar more flexible, removing the need to comply with the 200 teaching days, which was also ensured by the Provisional Measure n° 934, of April 1st 2020, approved by the National Congress and converted into Law n° 14.040, of August 18th 2020. (CASTIONI, R. et al., 2021)<sup>9</sup>.

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<sup>7</sup> Original Text: *Substituição das aulas em sala de aula por aulas em meios digitais, enquanto durasse a situação da nova pandemia do coronavírus - Covid-19.* (BRASIL, 2020).

<sup>8</sup> Original Text: *A educação na pandemia passou por uma mudança brusca em um período curto de tempo com a interrupção das aulas presenciais e a necessidade de adaptação ao modelo remoto.* (MELO et al, 2020).

<sup>9</sup> Original Text: *Em 17 de março, por meio da Portaria n° 343, o MEC autorizou por 30 dias a substituição das aulas presenciais por aulas que utilizassem meios e tecnologias de informação e de comunicação. A esta Portaria, sucederam-se outras duas: a de n° 345, de 19 de março de 2020, e a de n° 473, de 12 de maio de 2020, prorrogando por mais 30 dias. Por meio da Portaria n° 544, de 16 de junho de 2020, o MEC autorizou o uso das plataformas de aprendizagem até o final de 2020, excetuando-se os cursos que necessariamente*

The face-to-face academic activities at UNIFESSPA were suspended in March 2020 and, as a way to continue the activities the *Periodo Academico Emergencial - PLE*<sup>10</sup> was implemented through Resolution n°. 500 of August 2020. It aimed to regulate “the teaching actions in a non-face-to-face format, on an emergency basis and for a limited time, enabled by the use of digital technologies” (UNIFESSPA, 2020). The approved PLE had been developed through a wide debate with the university community and was not mandatory for teachers and students, since it only considered attendance in asynchronous activities, and the teacher could stop the class at any time, regardless of any reason.

In many countries, teachers were not prepared to organize, deliver, and evaluate remote teaching. The majority was not familiar with digital resources. At UNIFESSPA, one way to help teachers and students was to implement the General Mentoring Program 2021, which, according to point 1.1 of the Public Notice 20/2020, had the intention of “contributing to the improvement of the quality of the teaching-learning process through projects that involve undergraduate students in tailoring didactic and pedagogical activities related to curricular components” (UNIFESSPA, 2021)<sup>11</sup>. Following the mentoring notice, the students of LP1 were offered a reinforcement with the *Touchstone Book I*.

8.1 - Assist the teacher in the guidance of the students, in the execution of experimental work, if necessary, and in the planning and technological support of theoretical and/or practical classes and/or theoretical-practical classes mediated by TDICs, in the operational support of the tools for teaching practice and in the participation in virtual meetings to support the teaching-learning (UNIFESSPA,2021)<sup>12</sup>.

In the pandemic period and the implementation of the remote system, there was a need to create reinforcement in the subject of LP1 to prevent students from dropping out of their studies and, also due to the characteristics of the region in which the English undergraduate degree was held.

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*demandam atividades presenciais. O Conselho Nacional de Educação (CNE), por meio do Parecer CNE/CP n° 5/2020, aprovado em 28 de abril de 2020 e homologado pelo MEC em 1° de junho, já havia flexibilizado o calendário acadêmico, desobrigando o cumprimento dos 200 dias letivos, o que também ficou assegurado na Medida Provisória n° 934, de 1° de abril de 2020, aprovada pelo Congresso Nacional e convertida na Lei n° 14.040, de 18 de agosto de 2020. (CASTIONI, R. et al, 2021).*

<sup>10</sup> Emergency Academic Period - PLE

<sup>11</sup> Original text: *Intuição de contribuir para a melhoria da qualidade do processo de ensino-aprendizagem, através de projetos que envolvam alunos de cursos de graduação na execução de atividades de caráter didático-pedagógico vinculadas a componentes curriculares. (UNIFESSPA, 2020).*

<sup>12</sup> Original Text: *8.1 - Auxiliar o professor na orientação dos discentes, na realização de trabalhos experimentais, se houver; e no planejamento e suporte tecnológico em aulas teóricas e/ou práticas, e/ou aulas teórico-práticas mediadas por TDICs, no suporte operacional das ferramentas para a prática docente e participar de encontros virtuais para prestação de apoio ao ensino-aprendizagem. (UNIFESSPA,2021).*

In this sense, part of the students who enter UNIFESSPA come through *cotas*<sup>13</sup> from these public schools, so the subject of English is not prioritized over the other subjects. The survey conducted in 2015 by British Council, pointed out that:

(...) In the north, we find the lowest proportion of teachers with specific university training in a foreign language, around 31%. These teachers mainly took courses in Portuguese Language or Pedagogy and started teaching English to meet the demand for English teachers, although without specific training (BRITISH COUNCIL, 2015 p. 29)<sup>14</sup>.

Considering the context of the undergraduate course and the characteristics of the English students, the *Touchstone Book I* was chosen for the mentoring program because it was the textbook used regularly before the pandemic. Soares (2017) says that “textbooks are tools that can be adapted to the needs of the students, their abilities and interests”<sup>15</sup>. The use of the textbook aimed to support the teacher in the teaching-learning process. The mentoring project had a successful impact due to its familiarity with the students and the mentors, which established a nice rapport since the mentor played the role of a facilitator in the teaching process. Krashen (1989) says that “the teacher is the first generator of input he can create or generate an interesting and friendly environment in which the student feels safe so that language acquisition can take place”<sup>16</sup>. The way teachers act, speak, and explain content can be highly motivating factors so that students may feel more at ease to develop their skills.

In this sense, the use of tutors in a tutoring activity is justified because students can feel more secure in answering questions because they are developing an activity with their peers. This is a characteristic of the communicative approach as students become responsible for their learning through group work techniques. They are encouraged to share knowledge without the direct involvement of the teacher.

In the following topic, we try to briefly explain the materials and the methodology that supported this study, based on the studies of the authors Nascimento et. al. (2022); Sousa et

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<sup>13</sup> Cotas is an affirmative action policy that has as its main objective to promote opportunities for social and/or racial groups at UNIFESSPA requires that all applicants must have attended high school in public schools.

<sup>14</sup> Original Text: (...) No Norte encontramos a menor proporção de professores com formação superior específica em língua estrangeira, cerca de 31%. Estes professores fizeram principalmente cursos de Letras-Língua Portuguesa ou Pedagogia e começaram a dar aulas de inglês para cobrir a demanda por professores de inglês, ainda que sem uma formação específica para tal (COUNCIL, 2015 p.29).

<sup>15</sup> Original Text: Os livros didáticos são ferramentas que podem ser adaptadas para atender às necessidades dos alunos, suas habilidades e interesses (SOARES, 2017).

<sup>16</sup> Original Text: O professor é o primeiro gerador de input, ele pode criar ou gerar um ambiente interessante e amigável no qual o aluno se sinta seguro para que ocorra a aquisição da língua (KRASHEN, 1989).

al., (2022); Soares (2017); Yin (2010); Minayo (2001a, 2004b); Godoy (1995); Prado (2018); Souza (2003); Canale and Swain (1980) and Almeida Filho (1998).

### Research Context

The research was carried out while the *Leitura e Produção em Inglês I* (LP1) course was held in the program entitled “*Monitoria Geral*” provided by the teaching department at the Federal University of South and Southeast of Pará (UNIFESSPA), at Marabá Campus, in the year 2021. In this sense, as a means to help the students, a reinforcement project for the subject was created to stimulate the students by allowing them to review the content of the *Touchstone I book* (student book and workbook) with the help of the mentors, thus reducing the dropout rate due to the newly implemented remote system. The project was open to all students enrolled in LP1, and three scholars were assigned to review the content of the book used in the classroom supervised by Professor Ciléia Alves Menezes, PhD who coordinated the project.

The study is justified because mentoring is a fundamental activity that contributes to the academic education of the student. It aims to foster the student-mentor to develop a teaching career. Besides, reinforcement programs are necessary throughout the English language course, not only in the context of a pandemic, but anytime along their studies because it motivates the permanence of students in the undergraduate course.

### Google Meet Platform

As soon as emergency Remote Learning was adopted by universities, the use of digital platforms such as Google Meet played a fundamental role in promoting the continuity of education. Nascimento *et al.* (2022) states that “Google meet is an online application that assists the educator in creating the virtual classroom, thus having greater interaction with students”<sup>17</sup>. In it, the educator can make slide presentations, videos, and other materials, facilitating the understanding of the subjects studied. Besides, it is possible to turn on the camera, “which helps in the interactivity between educator-student and among the students, providing a direct contact and stimulating the dialogue about the contents covered, as well as

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<sup>17</sup> Original Text: *O Google meet é um aplicativo online que auxilia o educador na criação da sala de aula virtual, tendo assim uma interação maior com os estudantes* (NASCIMENTO. 2022).

solving doubts in real time” (Sousa et al., 2022)<sup>18</sup>. Due to the pandemic, Google meet came as a tool to assist the teacher in the teaching-learning process and streamline the remote classes, since UNIFESSPA made an agreement with GSuit so that the platform could be used by the students and teachers during the pandemic period.

### *Touchtone I Textbook*

As a means of understanding the subjects and consolidating the content from the textbook and due to the pandemic, it was necessary to make changes in the way this resource is used, so that students could have support to carry out activities, get extra practice and acquire more knowledge.

The *Touchstone* series was developed by Michael McCarthy, Helen Sandiford and Jeanne McCarten (Cambridge University Press, 2014) for teenagers and adults and focuses on American English. It is based on corpus linguistics, which means that the oral and written texts focus on the use of words, phrases and grammatical structures that are useful in real, everyday situations. According to Soares (2017), “the approach, according to the authors of the book, allows students to become efficient in skills such as listening and speaking, without losing motivation, because the material presents language that will be useful in real communication contexts”<sup>19</sup>. It is noted that the textbook deals with all kinds of contents, giving importance not only to grammar content but also developing activities that are linked to the reality of the learner.

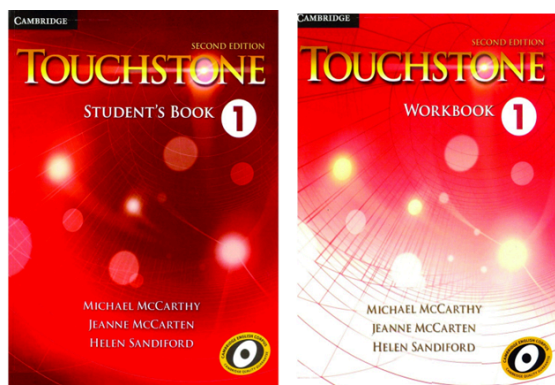
The book is divided into 12 units, each one starts with a section entitled “Before you begin”, which is a space to discuss a topic. In addition, the units are divided into lessons (A, B, C and D) that contain grammar, vocabulary, speaking, listening, reading and writing strategies. The collection provides a Workbook for each of the four volumes according to the levels, there is also a teacher's manual that follows the student book. Besides, students have the opportunity to exercise their listening skills as self-study. For that to happen, the material selected to be used in the mentoring project was the student book and workbook (figure 1) in its 2nd edition.

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<sup>18</sup> Original Text: *O que auxilia na interatividade entre educador-aluno, proporcionando um contato direto e estimulando o diálogo acerca dos conteúdos abordados, bem como sanar as dúvidas em tempo real (SOUSA et. al; 2022).*

<sup>19</sup>Original Text: *A abordagem permite, segundo os autores do livro, que os alunos se tornem eficientes em habilidades como escuta e fala sem perder a motivação, pois o material irá apresentar a língua que será útil em contextos reais de comunicação (SOARES, 2017).*

Figure 1 - Books used



Source: Cambridge Catalog<sup>20</sup>.

This investigation is characterized as a Case Study, and it is based on the works of Robert Yin. According to the author (2010, p. 39), “[...] the case study is an empirical investigation that investigates a contemporary phenomenon in depth and its real-life context, especially when the boundaries between the phenomenon and the context are not evident”. Since the case study is a detailed investigation of data that is obtained over a particular period with the purpose to understand how a certain phenomenon can influence a certain context, this study is meant to be a tool to understand how mentoring took place and could be influenced by the remote teaching context.

## Methodology

Qualitative research, according to Minayo (2001), deals with the universe of meanings among beliefs, values, and attitudes, which corresponds to a deeper space of relationships that cannot be reduced to the operationalization of variables. Godoy (1995) states that “the qualitative approach does not present itself as a rigidly structured proposal, it allows imagination and creativity to lead researchers to propose work that explores new approaches”<sup>21</sup>. Minayo (2004) states that qualitative research comes to answer specific questions by being concerned with the reality that cannot be quantified. It is focused on structuring explanations of events and social phenomena.

### Communicative Approach

<sup>20</sup> Available in: <https://www.cambridge.es/en/catalogue> accessed February 28, 2022.

<sup>21</sup> Original Text: *A abordagem qualitativa não se apresenta como uma proposta rigidamente estruturada, ela permite que a imaginação e a criatividade levem os investigadores a propor trabalhos que explorem novos enfoques (GODOY, 1995).*



Communicative Language Teaching (CLT) is an approach that aims to achieve communicative rather than linguistic competence through learner interaction. CLT is based on Hymes's (1966) concept of communicative competence which is an extension of Chomsky's (1965) concepts of linguistic competence and performance. This strategy for language teaching is based on the philosophy that, in order to learn a language, one must practice using that language to communicate meaning to others.

The communicative approach has been considered one of the most effective theoretical models in English language teaching since the early 1970s. The underlying concept of this approach is that language carries not only functional meaning, it carries social meaning as well (JABEEN, 2014). Littlewood (1981) asserts that: "so, it is not only important to learn the linguistic forms but also to understand their potential communicative functions and social meanings". For the author, the learners should be able to relate the linguistic forms to appropriate non-linguistic knowledge in order to interpret the specific functional meaning intended by the speaker.

Based on the fact that the communicative approach seeks an autonomous and critical attitude of the students, they are given the opportunity to use language as the main means of learning to use the language learning according to their strengths, weaknesses and preferences.

Souza (2003, p. 40) characterizes "the communicative approach as the central object of the teaching-learning process since it seeks the integration of the four skills in a common and harmonious way"<sup>22</sup>. For Canale and Swain (1980) communicative competence is understood as underlying systems of knowledge and skills required for communication, such as vocabulary knowledge and the ability to use the sociolinguistic conventions of the language. Almeida Filho (1998) asserts that:

Being communicative means being more concerned with the student himself as a subject and agent in the process of formation through the foreign language. This means less emphasis on teaching and more emphasis on what opens the student to the possibility of recognizing himself in the practices of what makes sense for his life and what makes a difference for his future as a person (p. 42)<sup>23</sup>.

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<sup>22</sup> Original Text: *Caracteriza a abordagem comunicativa como objeto central do processo de ensino-aprendizagem, pois ela busca a integração das quatro habilidades de forma conjunta e harmônica (SOUZA, 2003 p.40).*

<sup>23</sup> Original Text: *Ser comunicativo significa preocupar-se mais com o próprio aluno enquanto sujeito e agente no processo de formação através da língua estrangeira. Isso significa menor ênfase no ensinar e mais força para aquilo que abre ao aluno a possibilidade de se reconhecer nas práticas do que faz sentido para a sua vida do que faz diferença para o seu futuro como pessoa (ALMEIDA FILHO, 1998 p. 42).*

Therefore, the concept of the communicative approach is related to the understanding of the materials that will be used and the target audience, and it is characterized by its focus on meaning, significance and purposeful interaction between subjects who are learning a new language. Communicative teaching is that which organizes the learning experiences in terms of activities of real interest to the learners so that they are able to use the target language to perform authentic actions in interaction with other speakers of that language.

## **Discussions**

This section presents the results obtained from the material used during the subject LP1 mentoring which follows the proposed methodology.

### *Analysis*

Academic mentoring is an opportunity for the scholar to acquire teaching experiences, observing the whole process and participating in its stages since it constitutes an essential element for academic education, especially in undergraduate courses (GOIS; ARAÚJO, 2021). Considering the period in which the course took place, another challenge was the emergency remote teaching developed due to the COVID-19 pandemic.

In order to participate in the selection process for mentoring, the students had to fulfill some prerequisites that were described in the public notice. One of them was basically that the students were supposed to have previous knowledge of Digital Technologies of Information and Communication - DTICs, which would give operational support to the teachers in their teaching practices by participating in virtual meetings in the asynchronous class.

Another requirement would be the support to students by clarifying and answering question doubts about the activities developed in the courses. Similar data are found in the studies of Frison (2016), who points out “the need for the mentor to have skills to act as a mediator of student learning, allowing the improvement of these skills during his performance, when the student receives knowledge for his professional development”<sup>24</sup>.

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<sup>24</sup> Original Text: *A necessidade do monitor possuir competências para atuar como mediador das aprendizagens discentes, permitindo a potencialização destas habilidades durante a sua atuação, quando o estudante obtém conhecimentos para seu desenvolvimento profissional (FRIZON, 2016).*

Mentoring generates learning for everyone involved throughout the process, creating a rich learning experience.

Therefore, the role of the mentor in the remote period was to support the teacher and students, and the mentor had to go through adaptations to the emergency mode since the assistance to the students ceased to be conducted in person, requiring an adaptation to the curricular components, as already reported, there was the need to create reinforcement for students enrolled in the discipline of LP1. The professor of the subject in conjunction with their mentors solved doubts through meetings on the Google Meet platform using the *Touchstone Student Book I* and *Workbook I*.

In this sense, and with the teacher's guidance, the mentors created a schedule (Figure 2) with date, material, resource, and units to be seen and followed. According to the image, the content of each unit would be reviewed in three meetings, and in the last meeting the workbook activities were used. The schedule was based on the content described in the book (Figure 3). Since mentoring was not a mandatory activity for the ordinary undergraduate student but instead, for the ones who had learning difficulties, the mentor could be seen as a support for the student in this context.

As the environment created by the mentoring classes did not look like the face-to-face ones, the participants could feel freer to ask questions because there was a close relationship between the mentor and the students, since the mentor, although in a more advanced level, is also a student like them.

Authors such as Broch and Jacobi (2021) reinforce that the mentor has the pedagogical function of supporting the learning process, since the he or she deals directly with the student and contributes to the improvement of the academic performance of students who are benefited with mentoring programs, compared to disciplines that do not have a mentor (BROCH; JACOBI, 2021; FRISON, 2016). The academic mentoring is an educational support offered to students who want to solve doubts regarding the content they are working on in the formal classroom environment, as well as deepen their knowledge in order to enhance their knowledge in the academic environment.

Figure 2 - Reinforcement Schedule

CRONOGRAMA DO REFORÇO DA DISCIPLINA DE LEITURA E PRODUÇÃO			
<p><b>Objetivo Geral:</b> Oportunizar aos alunos do curso de Letras-Ingês matriculados na disciplina de Leitura e Produção um reforço utilizando o livro Touchstone I.</p> <p><b>Recursos e Materiais didáticos:</b> Livro Touchstone (Student book e Workbook) em pdf usando a plataforma <i>Google Meet</i>.</p> <p><b>Horário:</b> a definir com os alunos.</p>			
Data	Conteúdo	Grammar	Vocabulary
21/06	Apresentação do projeto Touchstone 1 - Student's Book - <b>Unit 1 - All about you</b> Lesson A and B	<ul style="list-style-type: none"> <li>The verb be with I, you, and we in statements, yes-no questions and short answers.</li> <li>Questions with What's...? and answers with It's ...</li> <li>Extra practice.</li> </ul>	<ul style="list-style-type: none"> <li>Expressions to say hello and good-bye</li> <li>Numbers 0-10</li> <li>Personal information</li> <li>Everyday expressions</li> </ul>
23/06	Touchstone 1 - Student's Book - Unit 1 - All about you Lesson C and D		
25/06	Touchstone 1 - Workbook Unit 1 - All about you Lesson A,B, C and D		

Source: research data (2021).

Figure 3 – Learning outcomes

	Learning outcomes	Language			Interaction	Skills			Self-study	
		Grammar	Vocabulary	Pronunciation	Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<b>Unit 1</b> All about you pages 1–10	<ul style="list-style-type: none"> <li>Say hello and good-bye</li> <li>Introduce yourself</li> <li>Ask for, give, and spell names</li> <li>Use the verb be with I, we, and you</li> <li>Exchange email addresses, phone numbers, etc.</li> <li>Complete an application form</li> <li>Ask How about you?</li> <li>Use expressions like Thank you or Thank you</li> </ul>	<ul style="list-style-type: none"> <li>The verb be with I, you, and we in statements, yes-no questions, and short answers</li> <li>Questions with What's...? and answers with It's ...</li> <li>Extra practice</li> </ul>	<ul style="list-style-type: none"> <li>Expressions to say hello and good-bye</li> <li>Numbers 0–10</li> <li>Personal information</li> <li>Everyday expressions</li> </ul>	<ul style="list-style-type: none"> <li>Letters and numbers</li> <li>Email addresses</li> <li>Sounds right</li> <li>Sounds like /ɪ/</li> </ul>	<ul style="list-style-type: none"> <li>Ask How about you?</li> <li>Use everyday expressions like Thank you and Thanks</li> </ul>	<ul style="list-style-type: none"> <li>Recognize responses to hello and good-bye</li> <li>Memberships</li> <li>Listen for personal information, and complete application forms</li> </ul>	<ul style="list-style-type: none"> <li>Different types of identification cards and documents</li> </ul>	<ul style="list-style-type: none"> <li>Complete an application</li> </ul>	<ul style="list-style-type: none"> <li>The name game</li> <li>Group work: Play a game to learn classmates' names</li> </ul>	<ul style="list-style-type: none"> <li>Meetings and greetings</li> <li>Write new expressions with their responses</li> </ul>
<b>Unit 2</b> In class pages 11–20	<ul style="list-style-type: none"> <li>Ask and say where people are</li> <li>Use be with he, she, and they</li> <li>Talk about things you take to class using a / on</li> <li>Ask about things using this and these</li> <li>Ask where things are in a classroom</li> <li>Say who owns things using possessive 's and s'</li> <li>Ask for help in class</li> <li>Respond to I'm sorry and Thanks</li> </ul>	<ul style="list-style-type: none"> <li>The verb be with he, she, and they in statements, yes-no questions, and short answers</li> <li>Articles a, an, and the</li> <li>This and these</li> <li>Noun plurals</li> <li>Questions with Where...?</li> <li>Possessives 's and s'</li> <li>Extra practice</li> </ul>	<ul style="list-style-type: none"> <li>Personal items</li> <li>Classroom objects</li> <li>Prepositions and expressions of location</li> </ul>	<ul style="list-style-type: none"> <li>Speaking naturally</li> <li>Noun plural endings</li> <li>Sounds right</li> <li>Sounds like e in she or in late</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help in class</li> <li>Respond to Thank you and I'm sorry</li> </ul>	<ul style="list-style-type: none"> <li>Who's absent today?</li> <li>Listen to a classroom conversation, and say where students are</li> <li>Following instructions</li> <li>Recognize classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom conversations</li> </ul>	<ul style="list-style-type: none"> <li>Write questions about locations</li> </ul>	<ul style="list-style-type: none"> <li>What do you remember?</li> <li>Pair work: Look at a picture and list what you remember</li> </ul>	<ul style="list-style-type: none"> <li>My things</li> <li>List things with places</li> </ul>
<b>Unit 3</b> Favorite people pages 21–30	<ul style="list-style-type: none"> <li>Talk about celebrities using my, your, his, her, our, and their</li> <li>Describe people's personalities</li> <li>Ask and answer yes-no questions</li> <li>Say the ages of your family members</li> <li>Ask information questions about family members</li> <li>Show interest in a conversation</li> <li>Say Really? to show interest or surprise</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>The verb be in statements, yes-no questions, and short answers</li> <li>Information questions with be</li> <li>Extra practice</li> </ul>	<ul style="list-style-type: none"> <li>Types of celebrities</li> <li>Basic adjectives</li> <li>Adjectives to describe personality</li> <li>Family members</li> <li>Numbers 40–100</li> </ul>	<ul style="list-style-type: none"> <li>Speaking naturally</li> <li>Is he...? or is she...?</li> <li>Sounds right</li> <li>Sounds like s in she or z in zero</li> </ul>	<ul style="list-style-type: none"> <li>Show interest by repeating information and asking questions</li> <li>Use Really? to show interest or surprise</li> </ul>	<ul style="list-style-type: none"> <li>Friends</li> <li>Listen to three people's descriptions of their friends, and fill in the missing words</li> </ul>	<ul style="list-style-type: none"> <li>A family tree</li> </ul>	<ul style="list-style-type: none"> <li>Write questions about people</li> </ul>	<ul style="list-style-type: none"> <li>Guess the famous person</li> <li>Pair work: Ask yes-no questions to guess a famous person</li> </ul>	<ul style="list-style-type: none"> <li>All in the family</li> <li>Make a family tree</li> </ul>

Source: McCarthy, McCarten e Sandiford (2014, p. 4-5).

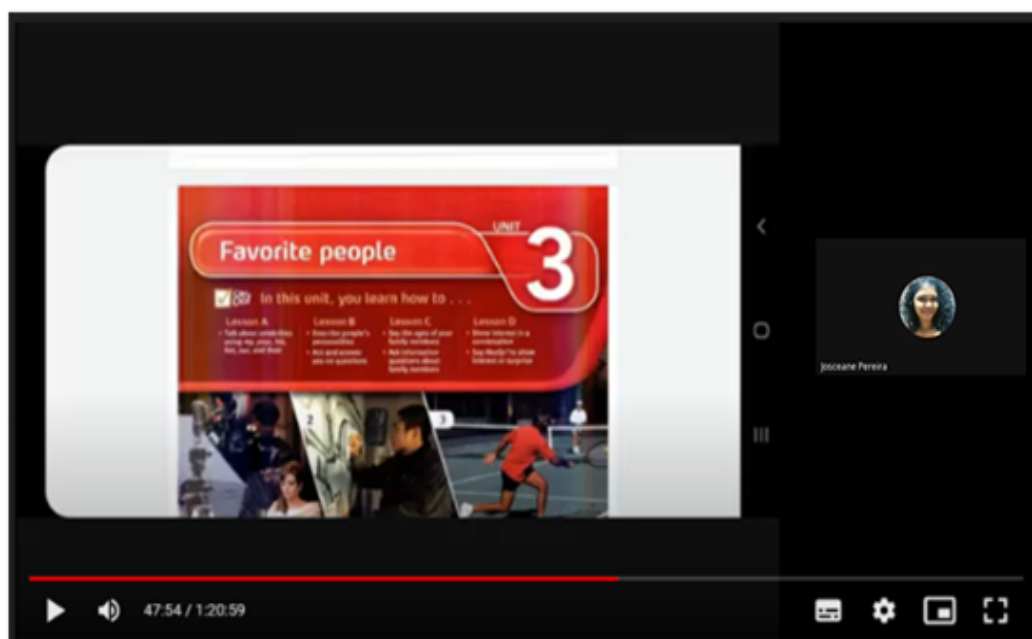
The mentoring schedule organized by the mentors followed the concepts of the communicative approach, which emphasizes learning through interaction using the target language. It was also combined with features designed by the textbook that emphasizes natural language practiced through authentic contexts and conversational strategies which ensure that learners may speak fluently.

The participants who were interested in improving their language skills and minimizing their doubts started to practice lessons that covered the four English language skills for comprehension: listening, speaking, reading, and writing. An example is Unit 3 -

Favorite People (Figure 4), in which Lesson A focused on presenting grammatical topics through listening activities in everyday situations. Lesson B dealt with vocabulary and its use in context and was based on corpus linguistics. Lesson C worked on the strategy of conversation through real-life contexts, and lesson D emphasized reading and comprehension and writing with different genres of texts.

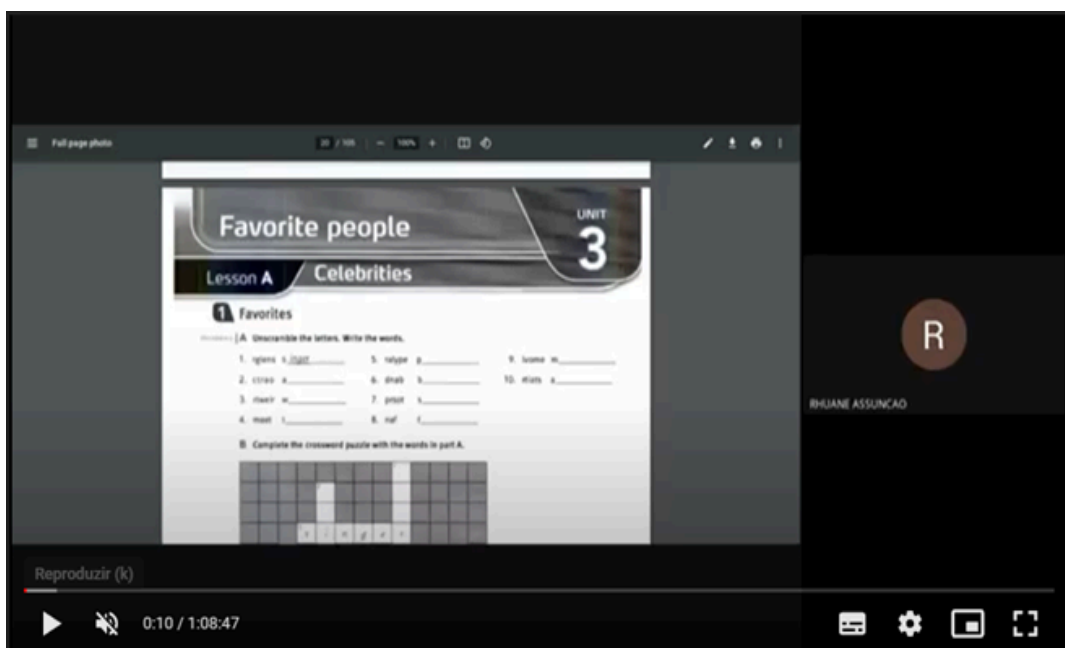
The tutorial in the student book and Workbook (Figs. 4 and 5), Unit 3 – “Favorite People”, deals with describing people's personalities using possessive adjectives and describing information about family members. The unit begins with a preview of the topic to be discussed. In the introduction to the topic “Before you begin”, the students are confronted with several pictures, they have to identify the different personalities and professions represented, and they have to answer questions based on brainstorming. This initial activity serves not only to present the topic but also to introduce the student to the subject that will be dealt with in the unit.

Figure 4 - Unit 3 of the student book.



Source: research data (2021).

Figure 5 - Unit 3 in the workbook



Source: research data (2021).

The purpose of the unit was to help students understand dialogues and emphasize everyday situations to motivate them since according to Gardner (1985), learners' motivations for learning a foreign language vary according to their interests and needs. Furthermore, Brown (2007) asserts that the real-world context is one of the characteristics of the communicative approach because the activity addresses content that is known to the student. The personal skills of the students are an essential element in contributing to the learning environment. The textbook has activities that engage students and get them talking about their lives and ideas, promoting personalized speech/language.

During the mentoring period, efforts were made to modify the format of classes and activities so that the remote classes could become interesting for consolidating the subject content. In the process of adapting the subjects to emergency remote teaching, new knowledge was required, difficulties were encountered, new skills developed, and the practice both for teachers and mentors generated rich learning experiences for all the people involved. One of the reasons that lead students to participate in a mentorship is the enrichment of their *resumé* and obtaining a new experience as an undergraduate student.

### *Mentoring from the perspective of the mentor*

In this sense, mentoring assumes an important role in academic training, assisting in the learning of the individual and is understood as a tool for improving undergraduate

teaching. Therefore, the mentoring was managed by three mentors selected through the announcement of the *Pró- Reitoria de Ensino de Graduação* (PROEG) and *Diretoria de Planejamento e Projetos Educacionais* (DPROJ), during the year 2021.

The mentoring in LP1 was an experience that I had the opportunity to get expertise as an academic and that throughout the process I could see how important it is for professional life. First all, UNIFESSPA offered to courses that made possible the use of new digital tools to the whole community which provided everyone with the learning of these tools.

Another point was working with the mentoring professor who taught the us how to use the textbook and how to pass on this knowledge via the Google Meet environment. The professor shared information with us about her experiences and knowledge that helped us identify and set goals during the process. We were also encouraged and supported by the mentoring professor with constructive feedback, which allowed us to learn and plan the materials for the target classes in a more focused and guided way.

Mentoring develops an important role as it provides the mentor with additional guidance, as well as it provides a space for the development of positive relationships among the mentoring professor, student-mentors, and participating students. In conclusion, mentoring is a valuable tool to enhance the educational experience of all involved and help students reach their full potential.

## **Conclusion**

The mentoring program provided by UNIFESSPA was an indispensable tool beyond the unpredictable situation faced by the English undergraduate students. Based on the pedagogical project of the course at the institution this study has a threefold purpose to emphasize teaching, research, and extension to provide participants and mentors with effective formation quality.

The student-mentors were able to develop materials with the use of technological resources and digital platforms which were considered a crucial element to keep the scholar closer to students. In this sense, they could clarify students' doubts and acquire expertise concerning teaching practice. Therefore, the experience in the mentoring during remote teaching was positive since it reached the goals of contributing to the undergraduate students' learning as well as to the mentors as a means of development of competences for their teaching practice.

As a result, some drawbacks came up as the study could not approach the perspective of the students who participated in the project since it lacked the Ethics Committee approval due to time limit constraints. For future studies, it can be suggested the perception of the students involved, reporting not only how the project worked but also how they felt from their own point of view as users.

Regarding the mentors, a deeper report about their personal experience could be developed about the mentoring program during PLE. Also, a second study would point out the results shown by the mentors generating deep questions about adaptations in the subjects, how the technologies were used, or which difficulties of technical support were overtaken by the participants involved and, last but not least, an exposition of the steps, actions and decisions made by the mentors.

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**Monitoria como recurso para o ensino remoto durante os tempos da pandemia: um estudo de caso na Universidade Federal do Sul e do Sudeste do Pará.**

**Resumo:** Devido à pandemia do novo coronavírus e à necessidade de manter o distanciamento social, o ensino e a monitoria tiveram que mudar para o ensino remoto em formato emergencial, exigindo novas configurações por parte dos bolsistas e professores. O presente artigo tem como objetivo discutir como aconteceu o processo de monitoria nesse contexto. O estudo proposto analisou os recursos utilizados na monitoria durante o contexto de ensino remoto oferecido aos estudantes de graduação em Letra-inglês da UNIFESSPA. Com base em um estudo de caso, realizou-se uma investigação qualitativa seguindo uma perspectiva de abordagem comunicativa. Os resultados mostraram que apesar de haver pontos positivos e aspectos a serem melhorados, a monitoria foi uma ferramenta indispensável para os estudantes durante o período de pandêmico.

**Palavras-chave:** Monitoria; Ensino remoto; Contexto pandêmico.

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