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Tutor´s mediation in online teaching: describing the interaction and the implementation of the multiliteracies pedagogy at the E-3D Course for Teens offered by LabEOn

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TUTOR´S MEDIATION IN ONLINE TEACHING: DESCRIBING THE INTERACTION AND THE IMPLEMENTATION OF THE MULTILITERACIES PEDAGOGY AT THE E-3D COURSE FOR TEENS OFFERED BY LABEON

RESUMO

O E-3D é um curso básico de Língua Inglesa *on-line* ofertado pelo Laboratório de Ensino e Aprendizagem de Línguas Online(LabEOn), na Universidade Federal de Santa Maria (UFSM) em colaboração com estudantes e pesquisadores que participam do laboratório. O objetivo deste estudo é analisar as estratégias de ensino usadas pelo tutor ao promover os processos de conhecimento por meio da pedagogia de multiletramentos e interação on-line com vistas a fomentar a participação dos alunos na aula síncrona. Portanto, esta pesquisa de base qualitativa, adota uma metodologia netnográfica com foco na análise da interação on-line. O corpus desta pesquisa é composto por 5 aulas gravadas no ambiente Moodle, as quais foram inicialmente observadas pela pesquisadora-observadora e posteriormente transcritas para análise. O curso *E-3D for teens* foi oferecido como uma ação de extensão do LabEOn, no segundo semestre de 2022, tendo como público-alvo adolescentes, na faixa etária de 12 a 14 anos, provenientes de escola pública de Santa Maria-RS. Na análise descrevemos como os conteúdos foram abordados e conduzidos pela tutora e como os estudantes interagiram entre eles e com a tutora, buscando investigar de que modo os processos de conhecimento propostos na pedagogia de multiletramentos (COPE; KALANTZIS, 2009; 2015) foram implementados nas aulas, já que esses são os pressupostos basilares do curso. Resultados indicam que as aulas ainda focalizam a aplicação de abordagem didática, evidenciada por momentos em que há uma tentativa de interlocução com os alunos por meio da elaboração de questionamentos e na busca por interação ao mobilizar processos de conhecimentos. Porém, fica claro que, em diferentes momentos, a tutora busca demonstrar o uso da linguagem pela modelagem, exemplificando como pronunciar e estruturar o uso da língua a partir das diferentes situações abordadas no curso. Há, ainda, uma preocupação em monitorar as atividades dos alunos enquanto resolvem os desafios propostos no momento síncrono e tentativas de implementar os processos de conhecimento, os quais predominam preferencialmente os processos de experienciação do conhecido e do novo.

Palavras-Chaves: Ensino On-line. Multiletramentos. Ensino de Língua Inglesa. E-3D for teens.

ABSTRACT

E-3D is an online English language course offered by the Laboratory for Online Language Teaching and Learning (LabEOn) at the Federal University of Santa Maria (UFSM) in collaboration with students and researchers who participate in the laboratory. The purpose is to analyze the tutor teaching strategies used to promote the knowledge processes through the pedagogy of multiliteracies and online interaction to encourage the student's participation in the synchronous class. Therefore, this qualitative research adopts a netnographic methodology focusing on online interaction analysis. The corpus is composed of 5 recorded classes on the Moodle environment, which were initially observed by the researcher-observer and later transcribed for analysis. The E-3D Course for teens is an outreach action offered by LabEOn, in the second semester of 2022, and it has teenagers as the audience, aged between 12 to 14 years old. These students came from public schools in the region of Santa Maria-RS. In the analysis, we describe how the content was explained and conducted by the tutor and how the students interacted with each other and with the tutor, seeking to investigate how the knowledge processes (COPE; KALANTZIS, 2009; 2015) were implemented in the classes since these are the basic assumptions of the course. Results indicate that classes still focus on applying a didactic approach, evidenced by moments in which there is an attempt to dialogue with students through the elaboration of questions and the search for interaction. However, it is clear that, at different times, the tutor seeks to demonstrate the use of language by modeling, exemplifying how to pronounce and structure the use of language from the different situations addressed in the course. There is also a concern to monitor the student's activities while solving the challenges proposed in the synchronous moment and attempts to implement the knowledge processes, which preferably predominate the process of experiencing the known and the new.

Key-Words: Online Teaching. Multiliteracies. English Language Teaching. E-3D for teens

1. INTRODUCTION

Technology-mediated language studies have been in focus on many researches in Applied Linguistics (PAIVA, 2019; LEFFA et al, 2020; REIS et al, 2023; REIS, 2021). In addition, recent publications highlight that the use of digital technologies in the classroom have increased mainly during the pandemic period. As a consequence, the teaching practice has demanded new tools and strategies, especially for online language classroom teaching (LEFFA et al, 2020; COPE; KALANTZIS, 2009; TONELLI; SOARES, 2021; THOMAZINE; SELBACH; SANTORUM; REIS, 2021), since most of students have few opportunities to expand their own knowledge regarding their multiliteracies and on how to establish connections to new areas of knowledge, during their learning processes at the school context.

Experiences with remote teaching during the internship called our attention on how the teacher should interact with the students and how it struggled them to made the students able to interact in the online environment. In the current context of education, most public schools still do not have digital technologies available in their classrooms (CARNEIRO; FIGUEIREDO; LADEIRA, 2020). Because of it, the use of digital tools in the classes still seems to be circumstantial, since without being technological fluent and digital literate students can not have access to a variety of new information available online.

Therefore, the coronavirus pandemic in 2020 required new challenges from the teachers in the school context. It was up to the teacher to define their teaching methodologies in order to break with old practices still present in the classroom. In addition, it was necessary to build up an innovative education for students to get engaged in online activities during the remote teaching.

It is important to highlight the main differences between the concepts of multiliteracies and digital literacies. For the clarification of this research, these both concepts are interconnected, and it is related to understanding about the use of various forms of communication and information. Multiliteracy refers to the ability to interpret and communicate through multiple modes, such as written text, visuals, audio, and so on. It goes beyond traditional literacy and it encompasses a broader range of communication skills.

Digital literacy, on the other hand, focuses specifically on the ability to use digital technologies effectively and with responsibility. This includes being aware of developing skills like navigating on the internet, using software applications, evaluating online information and understanding digital communication platforms.

As a consequence, teachers were challenged to actively implement the use of digital technologies in their classes, as we can read in recent publication about conducting synchronously and asynchronously language classes during the pandemic (LINCK, BOCK, REIS, 2021; TONELLI; SOARES, 2021; THOMAZINE; SELBACH; SANTORUM; REIS, 2021).

Furthermore, these new challenges demand from the teacher expertise especially to design activities and to choose the best materials and strategies that would fit in the remote context of language teaching (REIS et al, 2023; REIS, 2022;TONELLI; SOARES, 2021;LINCK, BOCK, REIS, 2021).

Another aspect to be considered is that with the evolution of technology evolution, the teachers of schools have a sentiment of doubt and insecurity using digital technologies inside the classroom, because most of them think they are not digital literated (CETIC.BR, 2021). Consequently, most of the teachers do not feel prepared to work together with students by exploring digital tools on the web.

On the other hand, to stimulate future language teachers to develop their own digital literacy, it is necessary to have opportunities to practice on how to teach online and how to produce digital material to be used in the digital context. In order to promote future language teacher participation in the production of online activities and to give them the opportunity to learn how to teach online, in the Online Language Teaching and Learning Laboratory (LabEOn) at UFSM, future language teachers involved in this context have this opportunity when they get engaged in an outreach project such as English Online 3D (hereinafter E-3D).

In this paper, we aim to analyze the strategies of the tutors' pedagogical acts used to promote language learning during the synchronous classes at the E-3D course for Teens offered at Distance, used to promote multiliteracies in language teaching and learning. (COPE; KALANTZIS, 2009; 2015).

Our specific objectives are: 1) to identify strategies the teacher/tutor use during its interaction in online classes offered in the E-3D course; 2) to describe how the teacher-student and the students-students interaction happened in a distance

course offered to teenagers through observations made in the E-3D online course. In order to achieve these objectives, the research questions to guide our analysis are:

    a) What processes of knowledge are observed in the analyzed classes? Which process(es) is/are the most recurrent in the online classes analyzed?

    b) What type of interaction happens in the online class?(Interaction student-tutor; tutor-student; student-resource/technology)? Which one is the most common in the online classes?

    c) Which strategies the tutor uses to engage the students in the resolution of the tasks and to interact online?

In this way, in the analysis, we discuss the teaching strategies and the process knowledge used by the tutors to motivate their students in the production and participation of synchronous classes.

2. TEACHING ENGLISH BY DIGITAL TECHNOLOGIES: CALL AS A FIELD OF STUDY IN APPLIED LINGUISTICS

Digital Technologies and language learning have a strong connection. According to Levy and Hubbard (2005), the use of digital technologies has become important in the development of the processes of language teaching and learning by mediating the language learning by digital tools the learner can become active in its learning processes.

Besides this, at least in the last two decades, digital technologies have become widely used and offered important tools or applications for the practice of language learning (REIS, 2021; ROSELL-AGUILAR; 2017; REIS et al, 2021, and so on). Because of this, new methodologies and approaches to teaching were implemented, since the interests of investigating the insertion of digital technologies in the classroom became important in the studies developed in the field of Applied Linguistics named as Computer Assisted Language Learning (henceforth CALL).

According to Chapelle (2005), CALL emerged as a distinct field and it can be considered as a wide field of activities associated with technologies and learning of

languages. Egbert (2005), Levy and Hubbard (2005) agree that this field englobes many other technologies and not only the computer.

To Egbert (2005), CALL means basically the use of computers to support the teaching and learning of languages; In some way, Hubbard (2009) considers that this definition works in a way as a starting point. On the other hand, the main focus of CALL is to promote the use of different technologies during teaching and learning languages.

Additionally, Finardi and Porcino (2014) address the different methodologies and technologies employed in English teaching, in agreement with Martins and Moreira (2012) perspective, who remind us that technologies have always been part of the teaching scenario of L2. In this study, the authors claim, based on Warschauer and Meskill (2000), that "practically each language teaching method or approach has always relied on the support of its own technologies" (MARTINS; MOREIRA, 2012, p. 250). In the same way, Rojo (2012) proposes that "the schools need to take charge of the new literacies emerging in contemporary society, largely - but not only - due to the new ICT" (ROJO, 2012, p.12).

Based on these assumptions, it is necessary to discuss on how multiliteracies and knowledge processes could be implemented in English online classes, since by using digital tools in language teaching practice, different literacies can be developed, mainly digital literacies and multimodal literacies (REIS, 2023; REIS, 2021).

Since these theoretical assumptions sustain the teaching practice proposed at the Laboratory of Teaching and Learning Languages Online (LabEOn) at the University of Santa Maria, in this paper we focus on describing the teaching practice that happened in the course E-3D applied to teens students during the year of 2022.

To achieve the main purpose of this paper, in the next section, we are going to explain about the E-3D course and the aforementioned background theories of this course.

2.1 ABOUT E-3D ENGLISH ONLINE 3D AND ITS THEORETICAL BACKGROUND

English online 3D (E-3D) is a basic online English language Course named and created with the coordination of professor Susana Cristina dos Reis at the

Federal University of Santa Maria (UFSM). E-3D has been created in collaboration with the fellows and researchers students that take part of the Laboratory of Teaching and Learning Languages Online (LabEOn), which is one of the laboratories of the Language Arts course from UFSM.

According to Reis (2021), the E-3D course is one of the online courses offered by outreach activities through LabEOn, whose space is made available to promote actions related to teaching, researching and outreach activities which involve online and blended learning and teaching. In this lab, the main purpose is attraining future language teachers to work with language exploring hybrid approaches and distance learning modalities.

At LabEOn, the main purpose is the production of digital materials to teach language classes offered it offers different modalities.When taking part in joining the laboratory, the participants study theories related to the project of language teaching mediated by technologies, such as hybrid teaching and distance education, published in the field of Computer assisted language learning Literature and Interdisciplinary studies.

In addition, the participants need to study about sociocultural approaches and the principles or theories that sustain the multiliteracy pedagogies in order to learn how to promote multiliteracies in the language teaching practice.

The main concepts that support the E-3D course are language as a social practice, and this online course is based on genre and social activities (HALLIDAY,1978;1989; MOTTA-ROTH, 2008), and in the assumptions of genre (ROSE; MARTIN, 2012) and multiliteracies pedagogies (COPE; KALANTZIS, 2009; 2015).

By reading and researching activities taking part in the lab activities, the participants of the laboratory become aware of the theories that underlie the language learning process, and the perspectives of genre and multiliteracy pedagogies (ROSE; MARTIN, 2012; COPE; KALANTZIS, 2009, 2015) whose theories are fundamental to the actions of the ongoing projects in LabEOn (REIS, 2017).

2.2.1 THE E-3D DESIGN TIMELINE

The first version of this course was created in 2013, being developed to be offered in two different modalities, by applying blended teaching and at Distance Education. The first years, the course was applied mainly by blended teaching. It was organized combining presencial classes that happened twice a week in the laboratory. In the lab meetings, the students had to connect on Moodle to access the content and solve the activities.Besides the presential classes in the laboratory, the student also received support from the teacher at distance mainly through the use of whatsapp groups.

From 2013 to 2019 the course followed hybrid teaching, where the role of the teacher was to interact with the students through activities, explaining the content and clarifying their doubts. In this blended approach, the students have ten hours of asynchronous activities, where the students could interact with the teacher by digital tools,to clarify the doubts related to class.

During the pandemic, according to an interview with the E-3D Course coordination " the E-3D was offered only online, as a consequence the design of the material and teaching practice became a new challenge to the tutors involved in the project". The redesign done during the pandemic was described in previous studies published by members of the Lab (See THOMAZINE et al, 2021; REIS, 2021).

2.2.2 MULTILITERACIES AS A MAIN THEORY AT E-3D

In this section, we will discuss the concepts behind the multiliteracies since it is the main theory used in this paper.

"Multiliteracies" is a term created by Bill Cope and Mary Kalantzis (2009; 2015). This concept builds on the idea that "in the digital age, traditional notions of literacy are no longer sufficient and that students need to develop multiple literacies to effectively navigate and thrive in the complex, interconnected world" (COPE; KALANTZIS, 2009, p.166).

According to Cope and Kalantzis (2009), multiliteracies

> encompass a range of skills and competencies beyond traditional reading and writing. These include digital literacy, which involves the ability to effectively and critically use digital technologies and navigate online resources. It also includes visual literacy, which refers to the ability to interpret and analyze visual texts such as images and videos, as well as

Additionally, multiliteracies incorporate various other literacies such as cultural literacy, spatial, multimodal and digital literacies (COPE; KALANTZIS, 2009). Cultural literacy involves understanding and engaging with diverse cultural practices and perspectives. Multimodal literacy involves "the ability to communicate and interpret meaning through multiple modes, such as written, visual, and audio resources" (COPE; KALANTZIS, 2009, p.178).

Cope and Kalantzis (2009) argue that multiliteracies are essential for students to participate actively and critically in contemporary society. The authors emphasize

the need for pedagogical approaches that foster the development of these literacies, with a focus on authentic, real-world tasks and the integration of digital technologies. They also advocate for teaching practices that are collaborative, inclusive, and responsive to students' diverse backgrounds and interests.

Overall, the concept of multiliteracies presented by the authors, highlights the need to expand our traditional understanding of literacy and recognize the various skills and literacies required for success in the digital age. By embracing multiliteracies, educators can better equip students with the knowledge and competencies necessary for active engagement in our ever-evolving world (COPE; KALANTZIS, 2009).

Kalantzis and Cope (2010) also discuss the role of the teachers as designers in this new context of the new media age, since digital technologies and new media are transforming the educational practices. The authors also argue that the teachers need to adapt to the changing educational landscape by becoming active designers of learning experiences (KALANTZIS; COPE, 2010) .

According to these authors, teachers as designers need to take into account three key dimensions: "knowledge, language and technology (p.205). They emphasize the importance of designing activities that facilitate the construction of knowledge, encourage multiliteracies, and integrate technology effectively (COPE; KALANTZIS, 2009; KALANTZIS, COPE, 2010) .

The pedagogy of multiliteracies (COPE; KALANTZIS, 2015; 2009) emphasizes that literacy is not limited to language-based skills but also includes social, cultural and technological dimensions. It acknowledges that different

disciplines and contexts require different literacies and that "meaning - making is a social and collaborative process" (COPE; KALANTZIS, 2009, p.175-176). Therefore, the pedagogy promotes the development of multiple literacies, including "visual, digital, spatial and critical literacies" (COPE; KALANTZIS, 2009, p.175-176).

According to Cope and Kalantzis (2009; 2015), in the multiliteracy pedagogy, learning by design is a key aspect of this pedagogy. It encourages students to actively engage in designing and creating texts and multimodal representations by getting involved in different activities.

Furthermore, the authors highlight that rather than simply consuming information, students are encouraged to become active producers of knowledge. This approach allows students to develop a deep understanding of the subject matter, as they are actively involved in the construction of meaning.

Therefore, it recognizes the importance of students bringing diverse cultural backgrounds and experiences to the learning process (COPE; KALANTZIS, 2009; 2015). As a consequence, the main purpose of this pedagogy is to support the cultural and linguistic diversity of students and to provide equitable learning opportunities for all.

2.3 THE KNOWLEDGE PROCESSES (OR PEDAGOGICAL ACTS) TO PROMOTE MULTILITERACIES

According to Cope and Kalantzis (2009; 2015), New Literacies focus on the emerging literacy practices and skills that could be developed as a result of the use of new technologies and online platforms in order to promote digital literacy, media literacy, information literacy, and critical Literacy.

As technology continues to evolve, new literacies become essential for individuals to effectively access, evaluate, and use information in digital environments, as a consequence, including these new literacies in the classroom demands a new way of teaching.

New Learning knowledge processes "are the cognitive and social processes that individuals engage in when acquiring new knowledge and skills". These processes have been significantly influenced by the emergence of new literacies and multiliteracies (COPE; KALANTZIS, 2009; 2015).

To promote new literacies in the classroom, individuals need to get involved in learning processes that enable them to navigate into the complexities of digital information, critically analyzing media messages, collaborating and communicating in online spaces.

According to Cope and Kalantzis (2009, p.184),

> The transformative pedagogy of multiliteracies identifies four major dimensions of pedagogy that we originally called **situated practice, overt instruction, critical framing and transformed practice**. In applying these ideas to curriculum realities over the past decade, we have reframed these ideas somewhat and translated them into the more immediately recognizable pedagogical acts or " knowledge processes" of *experiencing, conceptualizing, analyzing and applying.* (Cope & Kalantzis, 2009, p.184). These knowledge processes are related to how learners engage with and make sense of information. (COPE; KALANTZIS, 2009, p.184)

In order to explain the knowledge processes shown in Figure 1, we synthesized the main information in the following table.

Table 1 - Synthesis of Knowledge Processes promoted by classroom activities

Experiencing	**Experiencing the know:** involves reflecting on our own experiences, interests, perspectives,familiar forms of expressions and ways of representing the world in one's own understanding. In this regard, learners bring their own, invariably diverse knowledge, experiences, interests and life - texts to the learning situation.
	Experiencing the new: entails observing or reading the unfamiliar, immersion in new situations and texts, reading new texts or collecting new data. Learners are exposed to new information, experiences and texts, but only within zone of intelligibility and safety, sufficiently close to their own life - worlds to be at least half meaningful in the first instance, yet potentially transformative insofar as the weaving between the know and new takes learner into new domains of action and meaning.
Conceptualizing	**Conceptualizing by naming:** involves or draws distinctions of similarity and difference, categorizing and naming. Here, learners give abstract names to things and develop concepts (Cope & Kalantzis, 2009).
	Conceptualizing with theory: means making generalizations and putting the key terms together into introspective frameworks. Learners build mental models, abstract frameworks and transferable disciplinary schemas. .

Analysing	**Analysing functionally:** includes processes of reasoning, drawing inferential and deductive conclusions, establishing functional relations such as between cause and effect and analysing logical and textual connections. Learners explore causes and effects, develop chains of reasoning and explain patterns in text. **Analysing Critically:** involves evaluation of one's and other people's perspectives, interests and motives. In these knowledges processes, learners interrogate the interests behind a meaning or an action, and their own processes of thinking (Kalantzis & Cope, 2009)
Applying	**Applying appropriately:** entails the application of knowledge and understandings to the complex diversity of real world situations and testing their viability. By these means, learners do something in a predictable and expected way in a "real world" situation or situation that simulates the "real world". **Applying creatively:** involves making an intervention in the world which is truly innovative and creative and which brings to bear the learner's interests, experiences and aspirations.

Source: Cope; Kalantzis (2009, p. 185-186)

Figure 1 - Knowledge Processes (pedagogical acts)

SOURCE: https://newlearningonline.com/multiliteracies/visual-overview
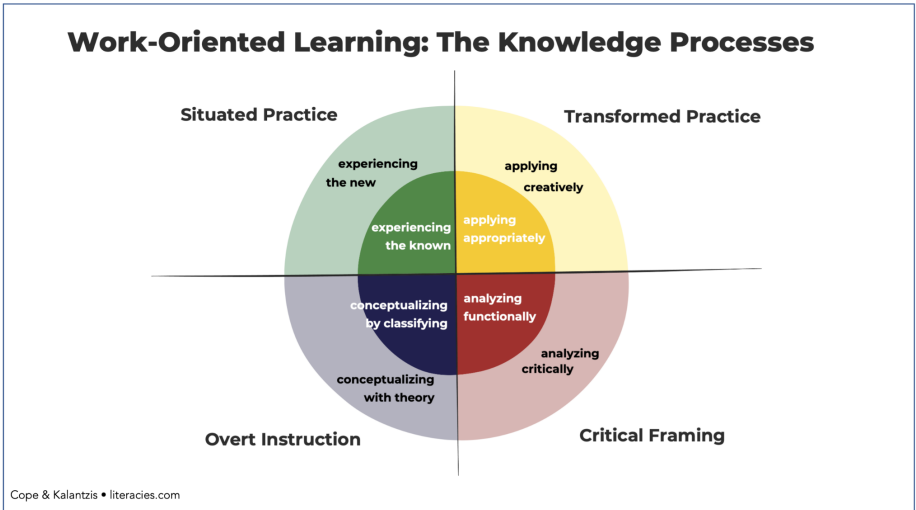
According to Cope and Kalantzis (2009; 2015), there are four major dimensions of this pedagogy, which are: Experiencing, Conceptualizing, Analyzing and Applying. To aforementioned authors, Experiencing processes "refers to the process of actively engaging with real - world contexts, situations, or materials to acquire firsthand experiences and observations". At this moment, the learner directly interacts with the world, "learners can gather information, observe patterns and gain insights" (COPE; KALANTZIS, 2009, p.184).

The conceptualizing process refers to giving learners opportunities to engage in "conceptualization, " which involves "making sense of their observations and experiences by identifying patterns, forming concepts and constructing mental models or frameworks. Conceptualizing allows the learners to organize, categorize and make connections between their experiences and existing knowledge" (COPE; KALANTZIS, 2009, p.185)

The Analyzing process refers to giving the opportunity to the learner to analyze what comes into play. "This process involves critically examining and breaking the information, concepts and phenomena into their constituent parts"(COPE; KALANTZIS, 2009, p.185). By analyzing texts, genres or communicative situations, learners can "identify relationships, explore cause and effect, and gain a deeper understanding of the underlying structures and processes" (COPE; KALANTZIS, 2009, p.185).

The Applying process refers to the process of using the knowledge and understanding it, by "gaining experiences through the experiencing process, conceptualizing and analyzing in practical contexts or real - life situations", now it is the moment for the learner to apply what s/he has learnt. Learners can "apply their knowledge by implementing what they have learned, solving problems, making connections to new situations and transferring their understanding to different domains" (COPE; KALANTZIS, 2009, p.186).

In table 1, we summarize the knowledge processes and how they can be implemented by classroom activities.

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Source: Cope; Kalantzis (2009, p. 185-186)
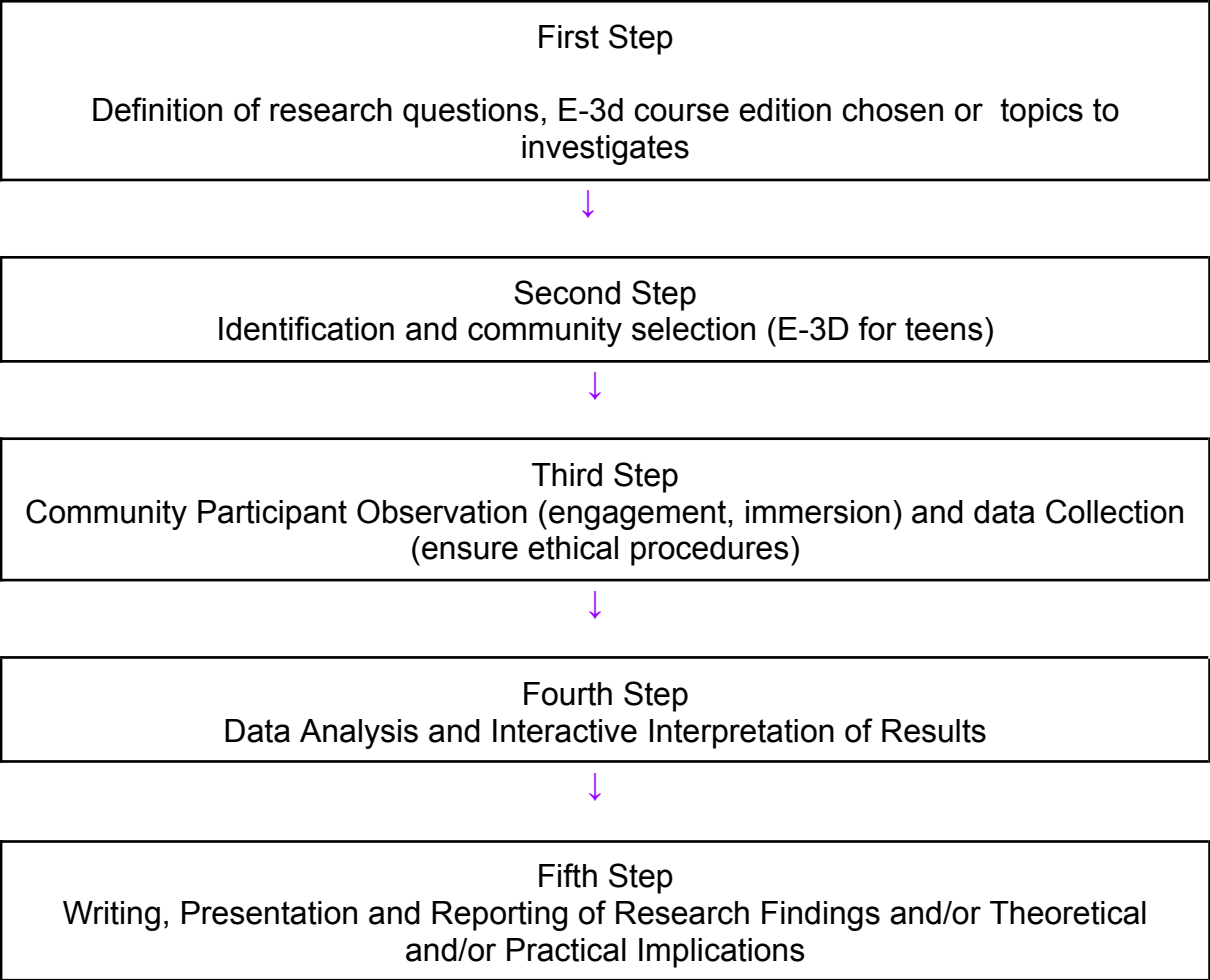

3. METHODOLOGY

This article focuses on observing the tutor-student interaction in Online English classes at the   E-3D Teens Course offered at LabEOn at the Federal University of Santa Maria (UFSM), as well as in how the tutor manages the online teaching and which strategies it is used in the online environment to promote the interactions with the students.

The research is classified according to its objectives and it is divided into four characteristics: it is a case study, descriptive, qualitative and netnographic (YIN, 2001; MOTTA-ROTH; HENDGES, 2010).

The case study according to Yin (2001, p.32) is "a mode of empirical research that investigates contemporary phenomena in their real environment, when the boundaries between the phenomenon and the context are not clearly defined". It is a descriptive research because it aims to describe the characteristics of a phenomenon, and it uses standardized data collection techniques, such as class

description . This research presents the qualitative approach and has as its case study focus on the teens classes given by the English 3D Teens Course, offered at LabEOn in 2022.

The Term "ethnography" has been applied to online communities and cultures for over a decade. Over time different researchers have used different terms to describe what they were doing. The unique term netnography refers to the approach of ethnography applied to the study of online cultures and communities (Kozinets, 2014,p.13-14). According to Kozinets (2014) "Netnography therefore follows these six steps of ethnography: Planning the study, Entry, Data Collection, Interpretation, Ensuring Ethical Standards and Representing The Research. Kozinets (2014,p.13-14). Below, we try to describe the steps followed in this research

First Step
Definition of research questions, E-3d course edition chosen or topics to investigates

↓

Second Step
Identification and community selection (E-3D for teens)

↓

Third Step
Community Participant Observation (engagement, immersion) and data Collection (ensure ethical procedures)

↓

Fourth Step
Data Analysis and Interactive Interpretation of Results

↓

Fifth Step
Writing, Presentation and Reporting of Research Findings and/or Theoretical and/or Practical Implications

Source: Kozinets(2014, p.63)

3.1 CONTEXT OF INVESTIGATION

The Online Language Teaching and Learning Laboratory (LabEOn) is a lab project affiliated to the Research Group - NuPEAD - Núcleo de Pesquisa, Ensino e Aprendizagem de Línguas a Distância. This lab belongs to the English Language Arts Course located at the Federal University of Santa Maria. Besides the research done in the laboratory, there is a production of digital artifacts as well as outreach language activities that are offered at distance.

Among the actions carried out in the laboratory is the 3D English Online course (E-3D) with the purpose of preparing students for English language teaching. The E-3D course is offered through the Lab's outreach actions. However, in order to expand the audience and give more visibility to the extension projects carried out by the Lab and its fellows, to inform society about the work being produced by LabEOn, the target audience was expanded. So, from 2022 a group of school students was chosen as participants in the lab courses. They were school students from public school, teenagers from 12 to 14 years old.

The teens course was offered remotely, which contributed to make possible the access and participation of the students, where at first the pedagogical strategy for the implementation of the classes was synchronous meetings. It was defined by the project coordinator that the modality would initially have two classes per week, with two weekly meetings each.

The students were supposed to participate in synchronous and asynchronous activities. In both classes, the tutor and the monitor were available through WhatsApp to answer questions about the classes or any specific content. The asynchronous modality focused on the production of the activities requested in class by the tutor and the synchronous modality focused on the collaborative participation in the online classroom that happened by the platform Moodle, where the classes were recorded by BigBlueButton (BBB).

3.1.1 About E-3D for teens

The E-3D course for teens is divided into four levels, where the course aims to prepare the student with basic English content through the development of four language skills and multiliteracies. The content was separated into four stages.

Figure 2 - E-3D for teens - 2022 edition - 2nd Semester

Fonte: Banco de Dados do NUPEAD/LABEON

To give an overview on how the course is organized, in Stage 1 - *Getting Started* - it is an introductory stage where students study how to introduce themselves, by reading and producing self-presentations and exploring samples of profiles. In addition, it explores grammatical aspects such as Simple Present, the verb To Be and Greetings, allowing the student to learn how to greet and introduce himself/herself to other people through language interaction and producing small dialogues.

Stage *2 Getting to Know* Each Other continues exploring self-presentation and it adds famous people biodatas as a new genre.Following the stage 1, this stage the students are introduced to profile genre where they have to produce and explore sample of this genre.It aims to includes discussion about hobbies, the verb to Be, numbers (age), occupations, professions, countries, routine at school and with family, enabling the student to introduce other people in the language of the course.

Stage 3 *Talking about jobs and occupations through the application of genres related to job Ads and Careers Description/Definition.* Since the course is for teens, this unit was redesigned considering the teens students as the audience. In this unit,the students will explore vocabulary and focus on the aforementioned genres, but the main purpose is to let students talk about their dream jobs and occupations. In addition, they have to read about job announcements. In terms of grammatical aspects, it covers the verb To Be, verbs in the simple present, plural and singular, verb conjugation in the third person singular, the use of "in, on and at", definite and indefinite articles and vocabularies about professions/occupations, enabling the student to maintain and understand more complex dialogues situations.

To conclude, stage 4 *Exchanging Information Online,* in this final stage, in which the students will explore how to write formal and informal emails, instantaneous messages and social Networking posts, genres that are immersed daily in their everyday life. By exploring these genres the students will develop the reading and writing skills through producing messages to someone else. The content covers online messages, present continuous and emails, allowing the learner to communicate in the virtual environment through formal and informal registers.

4. PARTICIPANTS

The classes included the involvement of three members from LabEOn: three undergraduate student from the English Language Arts Course at UFSM, which developed different roles in the E- 3D course: the tutor, responsible for conducting the on-line classes and two monitors, responsible for giving support to student´s doubts and registering the interaction during the on-line classes and the teens students.

The E-3D Teens course involved elementary students from public schools from the Santa Maria city and region. The students were selected to take part in a study proposed by a graduate student from the Profissional Master Program of Network technologies at UFSM. The teens were selected to take part in this E-3D course to test the digital material redesign to this audience. Since the beginning of the course, the classes were taught at the opposite time of the day to their studies at school.

4.1 THE INSTRUMENTS OF DATA COLLECTION

For the development of this research, at first, it was necessary to act as an observer monitor during the second semester of 2022. As we can see on table 2, 18 classes were observed during the semester. The purpose was to take notes on how the content was explained and conducted by the tutors and how the students interact among themselves and with the tutors.

Table 2 summarizes how the data collected, with the register of the activities during the application of E-3d course for teens. The first data collection was done in September 2022 and the organization of the course in relation to the participants and selected classes to this study. The table was separated into: description of activity; register of the data of the activity and the recording dates.

Table 2- Register of the activities during the e-3D application

Description/Activity	Date	Recordings Dates
The Course Started Date	September 14th	September 14th
The Course Ending Date	December 12th	December 12th
Tutors/monitors that take part of the LabEOn´s Project	In order to protect the tutors' identity, we are referring to them using acronyms. A.P. (tutor) D. (monitor) I. (monitor)	21/09; 26/09;05/10;10/10
Number of recorded classes	18 classes	4 Classes: 21/09; 26/09;05/10;10/10

| Evaluate Activity | Written Evaluation 1 - (90 minutes) Oral Evaluation 1 - (64 minutes) Written Evaluation 2 - (108 Minutes) Oral Evaluation 2 - (66 Minutes) | Written Evaluation 1 - November 21 Oral Evaluation 1 - November 21 Written Evaluation 2 - December 7 Oral Evaluation 2 - December 7 |

Source: NuPEAD/LabEON database

After the conclusion of the semester, and consequently, to continue with the analysis work, it was necessary to select a group of recorded classes to transcribe and start the analysis. For this analysis four classes were selected, which were transcribed to analyze how the interaction happened and if it was possible to identify the knowledge processes implemented in the online classes.

4.2. DESCRIBING THE CORPUS SELECTED TO THIS STUDY FROM E-3D Teens

In table 3, it was possible to observe what the tutor was working with the students and the stages of the class.

Table 3 - Summary of the content approached on the online selected classes

CLASS/DATE	Brief Description	Links
1st Class September 14st	The first synchronous class was dedicated to an introductory class, where the students introduced themselves. It was shown how the classes would be developed (days and period) and the students met the respective tutors and also learned how the Moodle works, the students were asked what their English level was. The coordination of LabEOn and the tutors and the course's approach were introduced and explained.	Recorded Class Link: **https://bbb001.nte.ufsm.br/playback/presentation/2.3/65113cb7652504cd4e250a40ae9f6fa5d742642f-1663194330877**
2nd Class September 21st	In this class, the tutor A.P and the monitor D. were present as responsible for the course progress. The class started with the tutor welcoming the students and congratulating those who had the camera on. After this brief welcome, the teacher/tutor explained how the course would be divided *(before class, during class and after class)* and reviewed the Moodle structure for her students. The class started with small parts of the Introducing Yourself content, when the tutor, monitor and students introduced themselves in English, stating their	Recorded Class Link:**https://bbb001.nte.ufsm.br/playback/presentation/2.3/2b37c55b90470d64c06fbf60f46884503dc75c73-1663799121640**

	names, ages and their favorite hobbies/objects that represent them. After, in the second part of the class, the tutor invited the students to participate in a quiz, based on the e-3D structure.	
3rd Class **September 26 st**	In this class, the tutor starts questioning the students' access to the materials of stage one and also explains how the course would be divided (in three moments: before class, during class and after class). In this meeting, the tutors started introducing the content of the course named *About Us,* consisting of small profiles related to the participants of the Laboratory (in English), containing information like the name, graduation and hobbies. As the students were feeling insecure about the spontaneous reading of texts, the tutor was selecting students randomly for the participation of activity. After the conclusion of the reading, the tutor was asking questions in Portuguese for the class related to the content previously seen in the texts. (a specific information about the texts)	Recorded Class Link: **https://bbb001.nte.ufsm.br/playback/presentation/2.3/d465856228faf0d743c5ccec364cf33f41ac6006-166423111174 2**
4th Class **October 5th**	In this class made the transition from stage one to stage two, in the first moment it was conducted a review related to stage 1 with a video self introduction from which the students started a listening exercise and after the activity, the students completed a quiz based on the content presented in the video where they read the questions and the tutor corrected the exercise. After the presentation of the video, the tutor develops the *profile* content, and the student will be responsible to present a profile about EVE as homework for the next class.	Recorded Class Link: **https://ead06.proj.ufsm.br/mod/bigbluebuttonbn/view.php?id=1854033#**

Source: LabEOn/NUPEAD database backup drive

4. 3 PROCEDURES OF DATA SELECTION

To conduct this research, firstly, an observation was made in order to register what was discussed in the online classes given at E-3D Teens Course. At this moment, the strategies used by the tutor and interaction with the class were registered in the online diaries. After concluding the course, 18 online classes were observed by the researcher. It is important to inform that these classes were

recorded by the tutors during the classes given and the recorded classes are available at LabEON backup drive.

To select the data for this analysis, a selection of classes from different moments of the course was made, in order to analyze the interaction between the tutor and students, as well as the different knowledge processes being explored and applied in class. After the observations, the analysis and transcription of 2 selected classes were initially described by using an app that also is a site called: Transkiptor (https://app.transkriptor.com/signIn). This digital tool was used to transcribe the 5 selected classes.

It is important to mention that first of all the criteria to select the classes to this analysis was based on the quantity of participants in the online classes. However, since the transcription of the classes required a lot of time, we decided to analyze only the 5 first classes given during the application of stage 1. In table 4, we present a summary of the classes registered and the quantity of students participating in the online classes.

Table 4 - Register of classes observed and the quantity of participants involved

Class_date	number of participants	Times/Duration
Class 1_14/09	12 alunos	51 Minutes
Class 2 - 21/09	10 students	42 Minutes
Class 3 - 26/09	10 students	52 Minutes
Class 4 - 28/09	11 students	52 Minutes
Class 5 - 3/10	5 students	53 Minutes
Class 6 - 5/10	6 students	54 Minutes
Class 7 - 10/10	7 students	44 Minutes
Class 8 - 17/10	7 students	59 Minutes
Class 9 - 19/10	5 students	35 Minutes
Class 10 - 24/10	4 students	34 Minutes
Class 11 - 26/10	—x–	não há gravações
Class 12 - 31/10	5 students	50 Minutes
Class 13 - 07/11	8 students	49 Minutes
Class 14 - 09/11	6 students	58 Minutes

Class 15 - 14/11	2 students	54 Minutes
Class 16 - 16/11	7 students	69 Minutes
Class 17 - 23/11	6 students	56 Minutes

Source: Database of NUPEAD/LABEON

The analysis began and it was examined and validated in collaboration with a doctoral student from the Language Program at UFSM, which helped to verify the transcription of the classes and the data analysis under the supervision of this senior research adviser.

4. 4 CRITERIA OF DATA ANALYSIS

The main theoretical basis of this research was focused on the work of Cope and Kalantzis (2009; 2015) and Reis (2004), where the authors present the concept of Knowledge processes, which we described in section 2.3. The analysis was made based on the transcription and it is available on the following link https://drive.google.com/drive/folders/199fCzAhSOwcR4xcVrsAr3P7baKx9AALR?usp=drive_link. By analyzing the corpus, it was possible to notice on which knowledge processes the students were immersed, with the selection of different classes of the course E- 3D teens.

The second analysis of this research was based on the research of Reis (2004), where the author develops the idea of pedagogical guidelines and social interventions in the digital context, with the purpose of categorizing such situations for a better improvement of the practice in the digital context. In this analysis, we use the guidelines proposed by Reis (2004, p. 141) in order to identify how these strategies happened during the interaction between the tutors and students in the E-3D Teens Course.

Figure 3 - Categories of Online Interaction - Guideline to tutors

Guidelines para o PROFESSOR – Essa categoria chama a atenção do professor para as diferentes situações de interação virtual que o professor pode vivenciar ao trabalhar com ensino de LI a distância.

Source: Reis (2004, p.141)

According to Reis (2004, p.141),

> Com vistas a auxiliar futuros professores de línguas que pretendam atuar no ensino a distância, parece importante apresentar as dúvidas mais frequentes do aluno quando em um contexto de interação a distância. Essas "Frequently Asked Questions (FAQ)" do ALUNO a distância – expressam as dúvidas que o aluno apresenta ao professor de LI, ao interagir em uma situação de comunicação síncrona.

Figure 4 - Categories of Students' Frequently asked questions - Guideline to tutors

Source: Reis (2004, p.141-142)

Figure 5 - Knowledge Processes

Work-Oriented Learning: The Knowledge Processes

Situated Practice — Transformed Practice — experiencing the new — applying creatively — experiencing the known — applying appropriately — conceptualizing by classifying — analyzing functionally — conceptualizing with theory — analyzing critically — Overt Instruction — Critical Framing

Cope & Kalantzis • literacies.com
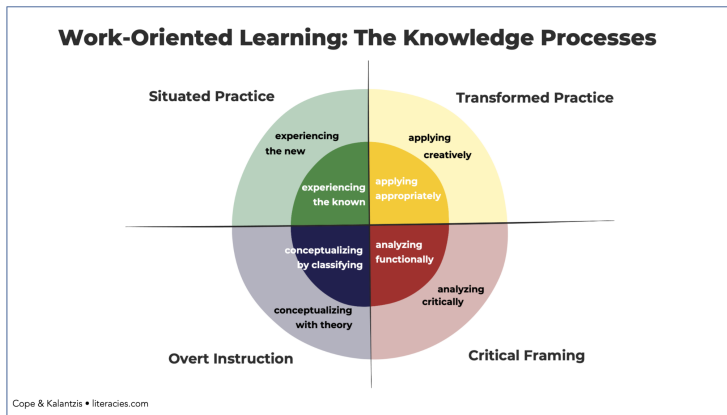
Source: Cope and Kalantzis (2009)

5. RESULTS AND DISCUSSION: THE E-3D ONLINE CLASS ANALYSIS

To answer the research questions proposed in this paper, first of all it is necessary to briefly describe what happened in the analyzed classes, as well as to try to identify the type of interaction that occurs in the online classes. In addition, we tried to identify which knowledge processes were implemented in the synchronous classes given.

The purpose of this first meeting was to introduce the students to use the platform and to meet the team. In this class, it was a moment of introduction, where the students were introduced to the context of the online classes of e- 3D. The meeting started with the coordinator of the course presenting the details of the online course, for example, who will be the tutor of the class, when and how the classes will happen.

After this moment, this class was mainly given in Portuguese and the tutor starts to introduce herself and is informed about their roles in the laboratory, following the moment of presentation of the group, the tutor passes to the students to introduce themselves in portuguese. Following the class, the monitor of the class explained for the students the Moodle Platform and how it works. After this class, the students first challenge was to explore the platform in order to get used to Moodle's platform. The main purpose of the tutors seems to promote the user´s fluency and digital literacy concerning the course organization and the platform's uses.

The second class, for example, begins with the tutor greeting the students and congratulating them for turning on the cameras. It can be observed by the fragment "[00:00:03] É, primeiramente boa noite pra vocês. Tô bem feliz com vocês que abriram as câmeras para a gente conseguir se sentir um pouquinho mais próximo, né, durante a nossa aula. É, aqueles que também [es]tão mais [...]

After this brief interaction, the tutor starts the class by explaining about the platforms that they will be using and the course proposal. With this, the tutor asked the students about the use of Moodle and if they were able to access and complete the challenges available on the platform. At this moment the tutor reinforces that this class will be focused on the recognition of the e-3D narrative and the tutor aims to explain how the course works.[00:01:28] You can pass D. Bom, gente, então primeiro vamos retomar alguns pontos, né?, do nosso curso e conhecer também um pouquinho mais dele, né? Já que a gente tá conhecendo os recursos e primeiro sobre o E-3D narrative, a nossa narrativa, como as nossas aulas. [00:01:56]

After this initial moment of the class, the tutor starts the recognition of the importance of understanding the narrative proposed to the course and the resources implemented in the course with a brief explanation of how the e-3D works, explaining to the students who would be the protagonist of the classes and that the material produced in the course is focused on the development of the student autonomy, giving the students the opportunity to become the protagonist of the lessons used in the context of the virtual world, where they are in control of their learning.

In addition, the tutor clarified how the course material is organized on Moodle highlighting the three moments: before class, during class and after class. The tutor communicates to the students that "the before class moments" are the moments where materials will be placed before the synchronous classes for the student to access them previously before going online; the during class moments (synchronous class moments) where tutor-student interaction happens and where contents are given to students to practice the listening and speaking and "the after class moments" are the moments focused on the revision of the content introduced in class, where the students tries to explore and access the Moodle platform.

Table 5 - Analysis of strategies used to interact with the students

Strategics actions proposed by the tutor during the class to engage the student	Number of times these actions are repeated	Samples - Class 2
Searching for interlocution with student through making questions	Tutor - student (these types of interactions happen ten times, when the tutor is using strategies of elaboration questions trying to interact with the students)	[00:01:57] Primeiro, *quem é o protagonista das nossas aulas? [...]* [00:02:25]... *Em quantos momentos as nossas aulas são divididas? [...]* *[...] Alguém sabe me dizer o que são esses momentos, se alguém já sabe o que significa before,during and after ?* [00:03:28] [...] João Pedro, pode me dizer um pouquinho o que tu acha que é nessa nossa avaliação aqui?. [00:05:56] [...] Alguém tem alguma dúvida sobre esses nossos momentos, sobre como o nosso sistema de avaliação funciona? Que eu espero que tenha ficado claro pra vocês. Todo mundo Ok? Tá bem, se alguém tiver alguma dúvida sobre isso, me chamem depois ou no final ela pode pode perguntar se surgir alguma dúvida depois, tá bem? [00:11:38] *[...] Alguém sabe me dizer o que isso significa? Alguém já ouviu essa pergunta?* [00:13:23] [...] Alguém aqui já ouviu ahm a palavra object represent… Alguém aqui já ouviu a palavra hobby ou a palavra represents,object,represents… Alguém sabe me dizer, alguém entende isso? O que a gente vai fazer agora? [00:14:15] [00:25:26] Agora, gente, essa nossa… a nossa pergunta foi um pouquinho diferente, foi em inglês e eu *queria pedir pra algum de vocês ler essa pergunta que tá ali no chat. Alguém se voluntaria pra ler pra gente? [...]* *queria pedir pra algum de vocês ler essa pergunta que tá ali no chat. Alguém se voluntaria pra ler pra gente?* Pra gente começar já exercitar nosso inglês, gente. Essa é a melhor parte, na minha opinião. [00:25:51…] [00:26:03] … O que que vocês entendem? Qual é essa pergunta? O que nós estamos querendo saber.? [00:26:17]

		[00:33:48] … *e eu vou pedir pra outro colega ler essa perguntinha, tanto a pergunta quanto as nossas opções da nossa enquete. Alguém quer ler? vamos lá, gente, esse é o momento de interagir.* … [00:34:11]
Giving Student feedback to the dialog made between the tutor-student	Happens twice, when the students are interacting in class	[00:06:19] Isso. Exatamente. É literalmente um game, né? Um jogo que a gente tá, só que a gente vai aprendendo ao longo desse jogo, né? Então aqui, gente, existem coisas ahm… que a gente vai saber, vocês já vão saber antecipadamente que vai valer nota, vai valer ponto. [00:06:39] [00:17:27] Very Good. [00:17:28]
Demonstrating the language use by modeling, for example how to pronounce/ structure the use of the Language	Occurs two times when the tutor is introducing the structure of the first activity when the monitor is introducing herself	[...] **Ana Paula:** Então vou dizer… *my name is Ana Paula.* Eu estou me apresentando, estou dizendo como eu me chamo. *My name is Ana Paula. How old are you?.* Essa pergunta quer dizer porque a pessoa quer saber que idade você tem. Quantos anos você tem. Eu no meu caso tenho vinte e um anos. Então, eu vou dizer I'm Twenty one years old. Ok? E por fim *where you study?*[00:13:23] **Diéssica:** Good Evening, guys, então vamos lá. My name is Diéssica. I am twenty three years old. Eu tenho vinte e três. I study at UFSM e o objeto que eu vou escolher, ah não tem aqui, mas eu vou… eu escolheria um cellphone porque eu gosto de jogar jogos no celular e eu gostaria que a Sabrina começasse se apresentando. [00:15:56]
Seeking to create situations/ space to apply the use of the Language Under Study	Occurs two times when the students are practicing the activities proposed by the tutor	[00:16:00] É… My name is Sabrina, I'm fourteen years old and I'm studying at Livia Mena Barreto. [00:16:11] [00:17:59] Hello, my name is João Peter, I'm fourteen years old and ãhn study at Livia Mena Barreto. I like a music. [00:18:18]
Providing Linguistic Feedback to the students related to the doubts	Occurs four times when the tutor is introducing the first activity and the second time when the student is having difficulty pronouncing the words.	[00:14:23] Isso. E quando eu falo assim object that represents, object é muito parecido, né, com o nosso português. Aqui a gente vê várias figurinhas diferentes. [...] [00:17:27] Very Good. [00:17:28] [00:19:43] Yes! Yes, great! Você gosta de cozinhar? You like cooking? [00:19:50] [00:26:03] Yes. Very good. Exactly. Então, gente what is gamification? O que que vocês entendem? Qual é essa pergunta? O que nós estamos querendo saber.? [00:26:17]

Monitoring the Activities Performed in the online Classroom	Happens three times, when the tutor is correcting the activities proposed in class.	[00:13:27] Isso. Então eu vou dizer o que? Eu vou falar que estudo na UFSM, certo? [...] [00:14:23] Isso. E quando eu falo assim object that represents, object é muito parecido, né, com o nosso português. Aqui a gente vê várias figurinhas diferentes. [...] [00:16:30] Which one? Mas e qual bola você escolhe? Qual bola você escolhe? Nós temos duas. [00:16:38]
Classroom Administrative/ Org.	Happens only twice, at the end of the lesson when the tutor show how the next class will be	[00:40:40] Pessoal, *só lembrando que a partir da semana que vem as nossas aulas voltam ao normal, segunda e quarta e a gente começa o conteúdo de verdade assim, digamos já que tudo é conteúdo de verdade assim, digamos já que tudo é conteúdo, mas aí é conteúdo mesmo, OK? [00:40:53]* *[...] Então, foi isso, gente, a nossa aula de hoje, espero que vocês tenham gostado, hum até semana que vem. Obrigada a todos que abriram as câmeras e isso* alegra muito a gente nas aulas, é o que é tão bom ver o rostinho de vocês, ver que vocês estão interagindo, escutando a gente, então nós ficamos muito felizes e vocês ainda por cima ganham uns pontinhos na gamification né? Então, bye bye. [00:41:43]
Trying to implement the Knowledges of Processes	Experiencing the New Experiencing the Known	[...não sei se vocês já viram isso em aula nas escolas de vocês, vocês já sabem falar? 00:12:10] [... Alguém sabe me dizer o que isso significa? Alguém já ouviu essa pergunta? [00:13:23]

Following the class, the tutor presents to students the gamification evaluation system present in E-3D, which consists in evaluating the students during the semester highlighting aspects where: the tutor and monitor are "always following the progress" of the students, on which students participates in the classes, clarifying that the points will be named XP, asking students what similarities the concept gamification has with videogame, questioning if anyone in the class likes video games and how the course evaluation is similar to video game, in the same time one student answers that the course evaluation work, according to the student is through the delivery of the activities, the number of students XP will increase making them pass levels. AD1: [00:06:07] Não seria tipo assim, de acordo com a entrega das atividades, a

gente vai ganhando a quantidade de XP, a gente vai passando de nível, vamos dizer assim. [00:06:19]

After clarifying the course structure, the tutor advances to a more interactive exercise, where the students will have to introduce themselves orally using the English Language, presenting their names, age, favorite hobby and where they study. In table x, it shows in the category " create spaces to language use" how the students use the language during the interaction. At the end of the class,, the tutor reinforces again that the current class was useful for the students to get familiarized with the course structure, the gamification system and the classes, also reinforcing that if the students have any questions they can contact the instructor or monitor through the WhatsApp group or privately.

It is important to highlight that the second class of the course is divided in 5 moments, the first moment of monitoring, where the tutor asks the students about the platform and if they have access the contents and platform, as the modality of e-3D is online It was notice that the tutor/ teacher - student interaction is limited, in order to stimulate the interaction with the students and create affective and collaborative bonds with students, the tutor uses teaching strategies to make the student participate in class. All this interaction happened during around 12 minutes, as we can see in the transcription of class 2. Considering Cope and Kalantzis (2009, p.7), this expositive class resembles a didactic pedagogy being implemented. In table 5, it shows how the analysis was conducted showing the possible strategies of interaction implemented between tutors and students.

In table 5, in the category "aims to interact with the students by formulating questions", which happened 10 times. In fact, it is a monologue that effectively doesn't show any result, however the tutor maintains such a strategy to get students to participate in class.

By analyzing the transcribed classes, it was observed that all the analyzed classes are divided into different moments, for example, the introductory moment of the class in which the tutor receives her students and asks them about doubts concerning the content or the use of the platform. After this small introductory moment, the tutor moves on to the application of the content, where she uses interaction strategies such as "elaboration questions" to make the students participate in the online class and in the development of the proposed activity. In

Table 5 we classify this strategy as "**Searching for interlocution with students through making questions"** as we can see in the summarized examples.

In the introductory moments of the class, the tutor introduces the students to the main aspects of the course,there are moments of linguistic feedback, where there is an explanation about the course structure, in which the tutor ties to identify what the student understood, this strategy can be identified as "moments of monitoring", where she explains that the E-3D course has an idea of digital world based on video games. To conclude this monitoring moment, the tutor uses interaction strategies with the students to check their understanding of the instructions previously given, as we can see on the samples on category "Monitoring the activities".

After that, the tutor starts the activities of stage one, explaining to the students that will be a more interactive moment and the first one in which they will use the English Language to communicate, presenting themselves in English, and at the same moment the tutor asks the students if they have already seen this content at school [...não sei se vocês já viram isso em aula nas escolas de vocês, vocês já sabem falar? 00:12:10] as there was no answer from the students, the tutor introduces the new activity starting with a self-presentation, instigating the students to the new content, making them realize the linguistic structure of the activity, at the same time that the students will be experiencing the new, because it is the first content of the E-3D course, and according to Cope and Kalantzis (2009), the tutors aims to leave the students to "experiencing the known", because they come from their perspective schools with a basic knowledge of the English Language. In table 5, we summarize some examples in the category.

With this, the tutor makes a demonstration of scaffolding, making the students build their knowledge of the English Language, of the self-presentation content, specially from examples presented in class. From this moment on, the tutor continues to apply strategies with the students for them to participate in the class [... Alguém sabe me dizer o que isso significa? Alguém já ouviu essa pergunta? [00:13:23] after this, two students answer the tutor, who notices that the students have previous knowledge about the English Language. AD: [00:13:24] *Não seria aonde* você estuda? [00:13:026].

Following the class, after the tutor and the monitor finish the self-presentation, the monitor selects a student to encourage her to participate in class, making the student practice her speaking with the self presentation [... e eu gostaria que a

Sabrina começasse se apresentando 00:15:56 …], after this brief reading, the student selects another one for the reading, making this reading and speaking activity a moment of construction, making the students be immersed in two knowledge processes: Experiencing the New and a trying of "Applying Appropriately" (COPE;KALANTZIS, 2009).

As reading and speaking are two of the skills of the English Language, it is possible to notice that despite the student's insecurity and doubts with the reading, the tutor helps them by stimulating them to continue participating in the class. As this class is a new context for the students, they make an effort to pronounce the words correctly, making it part of their performance in the classroom. When starting to read, the student interrupts herself regarding the pronunciation in the language demonstration [... My name is Valentina,… espera. A gente fala I have ou I'am? … 00:17:07], it is possible to notice that this doubt of the student reveals that she is involved in the construction of knowledge, developing the process of "experiencing the new", being that such process "occurs with the immersion in new situations, information and ideas" (KALANTZIS, COPE, PINHEIRO, 2020, p. 77). After this doubt, the tutor uses the linguistic feedback to help the student, and another students with doubts related to pronunciation "Tá. My name is Elisa… I'm twelve… como se pronuncia essa palavra? [00:19:18].

As the class progresses, students are encouraged to continue their participation through reading and practice their speaking, however not all students are able to access the online class appropriately, having their participation limited only to the chat, so the tutor concludes the first part of their class by introducing the students in an enlightening and interactive way to the introductory part of the contents of stage one.

As the lesson progresses, the instructor applies with the class a quiz related to the structure of the course presented previously in the class, the tutor clarifies to the students that the quiz is based on alternatives and that the students can choose only one option as the "right" one. After passing this moment in which students answer the quiz, the tutor alternates between monitoring and linguistic feedback to help students with the alternatives.[... queria pedir pra algum de vocês ler essa pergunta que tá ali no chat. Alguém se voluntaria pra ler pra gente?... 00:25:06], [00:33:48 Agora, gente, mais uma pergunta em inglês e eu vou pedir pra outro colega ler essa

perguntinha, tanto a pergunta quanto as nossas opções da nossa enquete. Alguém quer ler? vamos lá, gente, esse é o momento de interagir. Pode ler, Elisa. 00:34:11].

As the reading progresses and the activity is corrected, the tutor again clarifies the more technical details in relation to the course and E-3D online, with this the tutor instigates the students again in the reading of the activities, making them feel comfortable and confident with their reading in class. At the end of the class, the tutor and monitor organizes the class administratively, explaining how the future classes will go, explaining to the students that the "real content" will be applied from next week on, and explaining that the current class was for the students to get familiarized with the platform (Moodle) and its respective characteristics and model of the e- 3D course.

The third lesson is started by the tutor greeting the students and thanking those who have their cameras open. With the intention of stimulating interaction with the class, she asks the participants to also open the cameras. Since this is a course made available in a virtual environment, this attempt at interaction is important, as it strengthens the feeling of collaborative work. This idea is ratified in the instructor's invitation when she says [00:00:20] "é sempre muito bom acompanhar vocês durante as aulas com a câmera aberta" [00:00:28],that is, the path of learning an additional language demands proximity between tutor/ teacher and student, besides the indispensable accompaniment during the classes.

Still in the initial phase of the class, students are given the opportunity to express their impressions regarding the access to the materials of "Stage One" on the Moodle Platform. At this point, the tutor clarifies that there is a monitoring of students' actions in synchronous and asynchronous moments, once she explains to the class that [00:01:05]"a gente tá sempre de olho [...] a gente sabe se vocês acessaram, quem acessou"[00:01:09]. After the tutor trying to interact given at the beginning, one of the students asked "what was the appropriate time to do the activities available on the platform!. This question raised another moment of explanations about the course approach, which proves that this moment of class is still part of getting the students aware of how to use the course, and handling of the digital resources and the issues related to learning English Online.

In the sequence, for realizing the need, the tutor allocates class time to the administrative organization and brings up in detail the moments that integrate the

learning process, as can be seen in the excerpt: [00:01:19] "Então, tem alguns materiais que a gente coloca no Moodle antes das nossas aulas… que vai ser geralmente conteúdo abordado e tem tanto *antes* quanto depois tá? Ãhn e, como eu disse, a gente está sempre cuidando se vocês conseguiram acessar ou não. Então, a gente sempre acaba trazendo aquele conteúdo assíncrono pra aula. Então, sempre vai ter tanto *antes* quanto *depois*. São os momentos da aula, né" [00:01:43].

To this end, students are informed about the days on which the material is made available, which are the possible days foreseen for the delivery of the activities, which are the reading materials to "prepare" the student for the next class. At this point, they are taken back to the moments in which the classes will be divided, which are: before, during and after class. The tutor emphasizes the need for asynchronous moments. The tutor's speech shows signs that synchronous classes are not enough to develop all the contents that need to be worked on to reach the objectives: 00:02:22] "Então, gente, a ãhn gente sabe que eu sempre falo pra vocês, né? Que o conteúdo do *Moodle* é muito importante pra as nossas aulas. Então, por isso, a gente vai explorar ele um pouquinho durante a nossa aula síncrona, tá? Pra… tanto pra vocês não se sentirem perdidos quanto pra gente, né, retornar aquele material" [00:02:40].

In this sense, it is essential that there are previous moments of knowledge construction, which will be resumed in synchronous class. This period, which occupies approximately the first 3 minutes and 34 seconds of the class, was dedicated to the course and methodology organization, which encompasses the structure of synchronous and asynchronous moments. The methodological organization issues are related to the search for student autonomy in their studies in an attempt to foster multilingualism.

In Stage One, the first content to be explored in the course, students are invited to make inferences about what "About Us" is about. Moreover, it announces and reads an introductory text in English, [00:04:40] "Então, gente, o About Us ahn… eu vou ler o nosso textinho introdutório pra vocês e depois quero que vocês prestem atenção, vê se vocês conseguem pegar algumas dicas o que que a gente vai encontrar aqui e então About Us…[00:04:50], the introduction and the continuation of the reading gave clues about the content. The tutor's reading can be understood as an initial demonstration of the pronunciation of the words in the sentences and text [00: 04:51] "As you start this course it is important that you meet the members of this laboratory e-3D team of teachers and the people you can talk to when you need

some help, let's get to know e-3D course team" [00: 05:30] which represents a new fact of the class and present words from a vocabulary still under construction and there is also an effort by the tutor/ reader to pronounce the words slowly and properly. In addition, it shows how the tutor uses the strategy of "Demonstrating the language use by modeling, for example how to pronounce/ structure the use of the Language".

As an answer to the question [00:05:26] "Alguém sabe o que a gente vai encontrar nesse material?" [00:05:31], one student tries to interact: [00:05:59] "eu acho que é sobre o curso, né? Tipo conversação ou alguma coisa assim" [00:06:03], and [00:06:06] "Mais sobre a gente" [00:06:07]. We can notice in the student's speech the development of two processes of knowledge, namely: Experiencing the Known and Experiencing the New.

In this moment, we can noticed that the class is involved with a new challenge in the English Language, but on the other hand there is the relationship between what will be learned and the previous knowledge. Added to this is the situation that, to some extent, the students have already had some contact with the language in English classes in their elementary schools, and possible had contact with the content on the Moodle platform before the class. In what concerns the tutor's instigating attitude, we can see the search for an interlocution with the student in order to promote interaction both in the use of digital tools and linguistic development.

When approaching issues related to linguistic knowledge specifically, the tutor stimulates students by reading words and phrases in English related to the content being discussed. In this aspect, the recognition of these linguistic structures provides the class with the process of getting to know the new, because the fact of having contact with new words, listening to their pronunciations, and trying to establish relationships evidences these initial moments of learning. The students are then invited to read English language texts.

The reading activity mobilizes once again the development of the knowledge process "experiencing the new", but, differently from the first moment, students are no longer just listeners and they are invited to practice the pronunciation of linguistic structures in English. At this point in the course, there is an expectation of applying a functional approach in the course, considering possibilities of applying the English language in the context of personal profile presentations. The recognition of these

linguistic structures provides the class with the process of getting to know the new, because the fact of having contact with new words, hearing their pronunciations, and trying to establish relationships evidences these initial moments of learning.

At this point in the course, there is an expectation of applying a functional approach in the course, considering possibilities of applying the English language in the context of personal profile presentations. The functional approach focuses on discovering "how texts are structured to serve different purposes" (KALANTZIS, COPE, PINHEIRO, 2020, p. 74).

While doing the initial reading, one of the students briefly interrupts the activity with comments about the difficulty of pronouncing some words unknown to her: [00:10:34] "Tá. I'm Susi Reis and I'm mindy forty and I'm responsible for LaBeon. Eu não sei direitinho a pronúncia dessa palavra, mas eu vou tentando. I've been working at UFSM since 2011. Que eu não sei direitinho como se pronuncia 2011 em inglês, então" [00:11:02].

The fact the student was initially unable to pronounce a word properly or did not feel confident to do so reveals the need for the development of "experiencing the new", since this process "occurs with the immersion in new situations, information and ideas" (KALANTZIS, COPE, PINHEIRO, 2020, p. 77). The tutor's Linguistic feedback regarding pronunciation shows an attempt to demonstrate to the students, which is not enough without understanding how these structures work in sentences in their context of use.

From this perspective, the tutor asked the students about what inferences are possible through reading and what that paragraph means. The search for interaction ratifies in this class the tendency to relate previous knowledge to the new information provided by the reading of the text. Thus, besides paying attention to the sequence of words in the composition of the sentence, the student needed to explain what she understood from the reading, which can be seen in the interaction transcribed below:

> **Tutora:** [00:11:10] Ah e tu sabe me dizer mais ou menos o que tu entendeu desse primeiro parágrafo? [00:11:13]
> **Aluna X**: [00:11:14] Eu entendi que a pessoa que está falando é a Susi Reis, né? É a Susi Reis e que ela… ela é responsável por… Eu imagino que é um laboratório, né? Que eu não sei né.. É que aqui tá Lab,de repente seja um laboratório. [00:11:31]
> **Tutora:** [00:11:32] É o nosso laboratório. [00:11:33]
> **Aluna X**: [00:11:34] Ah tá. E que ela está trabalhando na universidade desde 2011. [00:11:39]

Tutora: [00:11:40] Isso aí, muito bem. Ótima escolha, né (MONITORA)? Então, alguém mais quer ler? Alguém quer se voluntariar ou a gente pode escolher? O **Aluno Z** não quer, já tô vendo ali. Tem que ler, **Aluno Z**. Quem sabe a **Aluna X** escolhe a próxima pessoa então. [00:12:03]

Following the example of the above experience, the class is challenged to continue reading excerpts from "self-presentation" presentations, by the random choice of the student/reader until everyone has participated. In this activity, students perform the reading with pauses and questions about the proper pronunciations, and some of them display some insecurity and difficulty in oral presentation.

The apparent difficulty of some students in relation to the English language can, once again, be evidence that they are involved in new experiences, a fact that can be verified by the reaction of students when urged to prepare for the reading: [00:12:12] "Ai, Deus. Eu não sei falar esse tanto de palavra não" [00:12:20]. It is important to point out that the tutor - student interaction regarding the development of language skills is strongly implemented since the beginning of the classes, stimulated by the search for tutor - student interaction, by the linguistic feedback and by the demonstrations of how to pronounce the words.

In her speech, the tutor strengthens the idea that students will always be assisted by her and that [00:12:21] "Mas não tem problema, a gente está aqui pra ajudar. Primeiro tu tenta e depois a gente vai te ajudando, pode ser?" [00:12:29]. The use of "we" refers to the inclusion of the monitor in this process, which includes her as another support to the interaction and learning process.

The class moments alternate between reading the texts and the tutor helping to pronounce the words correctly. In this way, it is made clear to a student that [00:13:02] "pode ir falando e depois eu leio, tu lê a primeira vez e depois eu releio pra ti ver como é, tá?" [00:13:10]. The tutor's positions show a tendency to conduct the class through a didact approach, which goes against the initial expectation of developing a functional approach, thus reaffirming the idea of teaching organization based on repetition and the search for a standard of what is correct (KALANTZIS, COPE, PINHEIRO, 2020; COPE; KALANTZIS, 2009). In a way, the application of this approach strengthens the need for students to seek the improvement of readings and pronunciations, besides generating some insecurity, and this fact is ratified by the speech of a student who, before starting reading says: [00:14:58] "Eu vou

precisar de ajuda, porque eu não sei muito" [00:15:00]" e [00:15:50] "Eu não sei, eu fico nervosa, eu não sei" [00:15:53].

With the intention of presenting a "model" to the student and the class, the tutor presents the appropriate form and also asks for a repetition of what was said. Ath this moment, we observe the strengthening of the implementation of the didactic approach in this class, and the tutor's speech ratifies this situation as follows: "[00:15:59] Então assim ó: *I usually a very calm person and a high tech enthusiastic for teaching language*. Pode repetir, falar aqui comigo?" [00:16:16]. The methodology applied turns on demonstrating how to pronounce and structure the use of language in order to build the students' linguistic repertoire in the English language though a sequence that encompasses the student's reading followed by the tutor's linguistic feedbacks, as exemplified in the sequence below:

> **Tutora:** [00:16:59] Quem sabe então a X escolhe outra pessoa. Para a gente continuar a nossa leitura e depois ela repete, um colega ajuda o outro, pode ser? [00:17:14]
> **Monitora**: [00:17:20] Pode ser a **Y**. [00:17:23]
> **Aluna Y**: [00:17:28] Eu vou começar a falar, tá? *I usually…* Como se pronuncia essa palavra? [00:17:42]
> **Tutora:** [00:17:43] *Usually*. [00:17:44]
> **Aluna Y**: [00:17:45] *Usually a very calm person and enthusiastic*. [00:17:59]
> **Tutora:** [00:18:00] *Enthusiastic*. [00:18:01]
> **Aluna Y:** [00:18:02] *Enthusiastic for teaching*. E essa aqui como fala? [00:18:25]
> **Tutora:** [00:18:26] *Languages*. Ok. [00:18:27]
> **Aluna Y:** *Languages*.

In the continuity of the reading activity, the articulation between listening and repeating the words and phrasal sequences takes place with other students, with feedback on those expressions that have not been read adequately. Since the new experiences are conducted through an attempt to ask students to repeat and follow, to a large extent, a mold of what is most appropriate though explicit instruction, the tutor articulates basic strategies for the students to be in a position in the future to appropriately apply this knowledge that will be indispensable for a later activities in addition, of course, to apply in their daily lives in moments of English language interaction.

In all the reading interactions between students and tutor, there is the opening of a space for reflection about the meanings constructed, as exemplified in the tutor's speech: [00:21:40] "Ai, foi ótimo, viu? Ainda bem que tu leu. Então, gente, o que

vocês entenderam desse nosso texto?[...]" [00:22:15]. In these moments, some students showed themselves to be a participatory by constructing answers that, although short were related to the excerpts read, for example: [00:22:32] "As coisas que ela gosta de fazer? [00:22:35] [...] [00:22:38] Tipo correr, jogar vídeo game e conversar online com os amigos dela". [00:22:42]. In cases of silence or doubts from the students, the tutor explained in Portuguese what was explicit in the texts, one of these situations can be observed in the dialog below:

> **Aluna XX:** [00:28:23] Prof., é, só uma dúvida. O que seria *degree* ali na frente de *English*? [00:28:29]
> **Tutora:** [00:28:30] É graduação dela. É o nível que ela tá, né? O *teacher degree* é ela tirando licenciatura né, ela está na graduação. Então, é *teaching degree*, ela está estudando letras inglês na graduação na UFSM, mas como isso não se traduz, né, então a gente coloca *teaching degree*. [00:28:56].

At the end of the readings of the profiles, the tutor tried to discuss with the students about the construction of a pattern in the presentations and pointed out that all the students did not consider, in their readings, the first part of the text that presented the initial greeting namely: [00:37:30] "Hello, hi, hello guys, how are you doing" [00:37:40]. Da mesma forma de momentos anteriores à aula, os alunos foram estimulados ao processo de "conhecer o novo", sendo que a turma foi informada pela tutora sobre quais são os contextos de uso dessas expressões "[00:37:41] (...) gente, esse é um momento importante que é o momento da saudação, né? O nosso início. Então, a gente sempre tem que começar: *Hi folks, how are you*?" [00:38:02].

The class ended with a proposal to take up again the questions raised in the presentations read by the students, as a way of investigating and retaking aspects of the characteristics of the profiles. At this point, the students were raising hypotheses and answering the questions in Portuguese. This activity is perceived as a way to encourage the process of " Experiencing the Known", since the class had previously recognized these issues. In this process, students recovered "forms of communication and information that are familiar to them" (KALANTZIS, COPE, PINHEIRO, 2020, p. 74).

The proposed retrieval is responded to by the students with expressions that really demonstrate that they have made relationships between the English language reading, their understandings, and the information supplemented by the tutor. The

examples below demonstrate the interaction between tutor and a student about one of the questions asked.

Tutora: [00:39:33] Primeira pergunta, então, que eu tenho pra vocês é: *Who practices crossfit*? Alguém lembra ou alguém sabe me dizer o que é essa pergunta, o que a gente quer saber? Acredito que tem uma palavra-chave aí na pergunta, né? Que a gente pode ver. [00:40:04]
Aluna YY: [00:40:06] Ahm, não é quem pratica *crossfit*? [00:40:07]
Tutora: [00:40:08] Isso aí. Tu sabe, **YY**, quem pratica *crossfit*? Quem que faz *crossfit*? [00:40:12]
Aluna YY: [00:40:13] Não é a Laura? [00:40:15]
Tutora: [00:40:17] Isso aí. A nossa outra tutora. [00:40:19]

Finally, the tutor proposes to the students that, on the Moodle platform, they create their profiles based on the texts read in class, that is, to follow a guide with the basic possibilities of presentation : [00:49:57] "(...)vocês vão escrever, então, algo parecido com o que a gente viu hoje e como eu disse é início,vocês só…, vocês vão tentar escrever e tem que postar lá, acho que é um fórum ou é uma atividade a gente acha… acho que a gente vai ver, mas é um textinho, vocês vão escrever algo parecido, podem se basear, esse conteúdo que a gente viu hoje está lá no *Moodle*. Então, vocês podem abrir essa atividade e ir se baseando, colocando as informações de vocês" [00:50:35].

The presentation profiling activity gives students the opportunity to develop the knowledge process of "applying appropriately" based on structures worked on during the synchronous class.

The course of the class predominantly shows the promotion of the student's language skills through the relationship between the concepts and contents developed in the relationships between their previous knowledge and the new experiences with which they are involved. In this sense, the methodology implemented focuses on moments of seeking interlocution with the students, through the strong presence of a didactic approach, in which students are guided by demonstrations of how to structure the use of the language.

In this case, the activities implemented are related to the tutor's speech to present new situations to the students by means of the pronunciations in the contexts of use presented and thus promote the construction of their knowledge. Still about the development of the methodology, the moments of linguistic feedback are remarkable, by answering students's questions and trying to make them feel safe during the moments of participation, which does not always happen, since, when

they are exposed to new situations of English use, students tend to be more restrained in their presentations.

In class 4, as in the previous ones, the tutor begins by greeting the students and asking them if they were able to access the content released by her in Moodle, until one student answers the instructor [00:00:26]... *No início eu tava com um pouco de dificuldade pra acessar e fazer as atividades, hoje eu entrei de novo e fui mexendo bem a fundo de manhã e já consegui fazer melhor e entregar tudo. Aí eu tô fazendo agora aos poucos…* [00:00:45]. After this interaction with the student, the teacher continues with the class explaining the procedures for that day, highlighting that this is a review class about stage one and that they will be moving to stage two next class.

With this, the tutors begins the review by questioning again the class concerning which information presented in a self-introduction. At this moment, two students interact with the instructor being one in a verbal way and the other in a written way through the chat answering her questioning concerning the content [00:03:20 ...*Primeiro acontece o cumprimento das duas pessoas, depois uma delas pergunta como a outra tá, aí depois as duas se apresentam, no caso, e só falar a idade também pode acontecer…00:03:38*] and [...Thank you. Ahn, exatamente o que o AD2 falou, também ali a AD3 no chat complementando…]. This demonstrate the students applying the previous knowledge and demonstrating their learning.

After this interaction between tutor and student through monitoring the activity, the tutor starts the class by introducing a video, in which the students will practice their listening and direct them to the production of the activity, which is about reviewing the content previously given through answering a survey. By applying this activity, the students will appropriately applying the previous content they were taught.

Before the tutor applies the activity, she reminds the students through monitoring, the previous content left in Moodle that would be important for the review moment, after the introduction of the video, the tutor advances to the second part of the lesson, which consists in answering questions related to the video, to stimulate the students' participation in class, the tutor asks the class who would like to start reading[00:17:05] … *Alguém pode ler pra mim essa pergunta?*...Elisa tu pode ler pra mim a pergunta? [00:17:23]

Through the reading of the research it is remarkable that the students were immersed in processes of Experiencing the Known, where they review the content of stage one, and Applying Appropriately in which the students answer the survey questions, through the Linguistic Feedback the tutor corrects the survey alternatives [00:20:48] Great, thank you, então a gente tem opções, três opções de números: duas pessoas marcaram a primeira opção e três pessoas marcaram a segunda. [...].

To conclude the lesson, the tutor clarifies that the task performed by the students will be presented next week. (...) [00:44:01] Tipo perfil de rede social e coisa assim.. [00:44:05] [00:51:39] E aí na aula que vem vocês apresentam pra nós, tá? Vocês vão apresentar a EVE prá nós. E eu acredito que seja isso, Alguém ficou com alguma dúvida [...]. With the conclusion of the correction of the activity, the tutor introduces the content of stage two: profile, with the introduction of the content, the tutor administratively organizes the class with the explanation for the homework, where the students are introduced to the homework, which consists in the production of a profile for EVE with the information present in the file that will be shared with the class. It is possible to notice that at the same time that students are introduced to this content, in addition, they demonstrate that they know the content through other contexts.

6. FINAL REMARKS

The intense use of digital technologies during the COVID-19 pandemic allows us to reflect about the importance of being able to teach in different contexts as well as to be able to promote the student's digital literacies while they are taking part in the school context.

With this in mind, this research was carried out aiming to understand in depth how the teaching online practice happens. To do it, it was necessary to observe how the classes were promoted in the Online context, mainly during the outreach activities proposed by the Online Language Teaching and Learning Laboratory (LabEOn) at UFSM.

In this study, we aim at identifying the strategies used by the tutor to promote language learning and knowledge processes processes in online interaction, and it is noticeable that even though students are inserted in an unprecedented context, in this case, in the course E-3D, they demonstrate a small collaboration when it comes

to maintaining their attention in learning by the use of digital technology in the online classroom, due to their previous experience acquired in the context of remote teaching during the pandemic.

It is observable that in the online interaction when the tutor begins to introduce the content, there are few moments when students do not demonstrate to know the content that is being taught to them, in fact they brought to the online interaction their previous knowledge, but do not demonstrate their knowledge when they have to apply it in a specific genre or communicative situation.

For the construction of knowledge to be done appropriately, the tutor applies teaching strategies with students so that they develop their knowledge processes with the developed content. From this, it is noticeable that the knowledge processes come into evidence from the moment the tutor begins with the introductory content of the class.

To answer the research question: "What processes of knowledge are observed in the analyzed classes?"The data analysis showed that the students demonstrate the processes of Experiencing the Known, Experiencing the New and Applying Appropriately. Most of the time, experiencing the new language was related to language pronunciation and the experience they knew were in evidence because some of the contents approached in the course were already previously seen in public school.

 In relation to the research question "What type of interaction happens in the online class? The interactions in the online modality of the course occur in a fluid and natural way, in which the tutor seeks to interact with the students in a way that she seeks to identify if they are following the development of the class.

To get students to engage in classes, the main strategies the tutor uses to engage the students in the resolution of the tasks and to interact online the use of guided questions as well as promoting the knowledge processes of experiencing the new, were a way to help the student to practice, allowing the student to change their perspective regarding the given content. The construction of knowledge fits with the previous strategy, however, without collaborative work such a strategy could not be applied.

Results indicate that classes still focus on applying a didactic approach, evidenced by moments in which there is an attempt to dialogue with students through the elaboration of questions and the search for interaction. However, it is clear that,

at different times, the tutor seeks to demonstrate the use of language by modeling, exemplifying how to pronounce and structure the use of language from the differents situations addressed in the course. There is also a concern to monitor the student's activities while solving the challenges proposed in the synchronous moment and attempts to implement the knowledge processes, which preferably predominate the process of experiencing the known and the new.

It is concluded that the objective of the course through an application of a more didactic and interactive approach promotes the teaching of English language in an efficient and promising way, so that public school students do not become demotivated in the middle of the English language teaching process.

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