SKILLS OF THE ENGLISH LANGUAGE TEACHER AS A SECOND LANGUAGE IN THE POST-PANDEMIC CONTEXT IN PUBLIC SCHOOLS

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ABSTRACT: This study investigates the challenges faced in English teaching during the Covid-19 pandemic, addressing the difficulties and strategies adopted by educators and students during this period. The research was conducted through a review of existing literature, utilizing original articles found in relevant databases. The results indicate that the lack of technological infrastructure and limitations in teacher training were the main obstacles, compromising student engagement and the effectiveness of pedagogical practices. Furthermore, the analysis emphasizes the need for new approaches and the importance of investments in technology and ongoing training for educators. It is concluded that to ensure quality English teaching, it is essential to promote methodological adaptations that meet the demands of the contemporary educational environment.

Keywords: English Teaching. Pandemic. Technological Infrastructure. Teacher Training. Pedagogical Practices.

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RESUMO: O presente estudo investiga os problemas enfrentados no ensino de inglês durante a pandemia da Covid-19, abordando as dificuldades e estratégias adotadas por educadores e alunos nesse período. A pesquisa foi realizada por meio de uma revisão da literatura, utilizando artigos originais encontrados em bases de dados relevantes. Os resultados indicam que a falta de infraestrutura tecnológica e as limitações na formação docente foram os principais obstáculos, comprometendo o engajamento dos alunos e a efetividade das práticas pedagógicas. Além disso, a análise ressalta a necessidade de novas abordagens e a importância de investimentos em tecnologia e formação continuada para educadores. Conclui-se que, para garantir um ensino de inglês de qualidade, é fundamental promover adaptações metodológicas que atendam às demandas do ambiente educacional contemporâneo.

Palavras-chave: Ensino De Inglês. Pandemia. Infraestrutura Tecnológica. Formação Docente. Práticas Pedagógicas.

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1. INTRODUCTION

English language teaching in public schools faced structural limitations before the Covid-19 pandemic, but the emergency context intensified these obstacles. According to Oliveira et al. (2023), the rapid transition to remote teaching revealed a lack of infrastructure and technical training among teachers, hindering the development of consistent educational practices adapted to the online environment. During the pandemic, many English teachers in public schools needed to adapt their methodologies and adopt digital platforms, facing a shortage of resources and pedagogical support to manage these tools. This adaptation highlighted the need for ongoing training to empower teachers in the use of new technologies and teaching methodologies (DENARDI; MARCOS; STANKOSKI, 2021).

Additionally, Denardi, Marcos, and Stankoski (2021) emphasize the challenges faced when implementing digital media as a learning medium in English teaching, pointing out that the pandemic forced an emergency use of these tools without proper preparation. The impact was particularly felt in public schools, where unequal access to devices and the internet hindered the learning of many students. The shift to digital teaching was not merely an immediate response to the pandemic; it also created an opportunity to rethink teacher training and the inclusion of hybrid methods that address the reality of public education (AGUSTIN; SUHERDI; PURNAWARMAN, 2024).

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The theme of this paper focuses on the problems and necessary adaptations for teaching English in public basic education schools during and after the Covid-19 pandemic. This context exposed the vulnerabilities and needs of educators and students, particularly in environments lacking technological resources and adequate pedagogical support. The research problem is thus formulated as follows: what were the main problems faced by English teachers in public schools during the pandemic, and how did the adaptations made impact pedagogical practices in the post-pandemic scenario?

To address the research problem, this study is based on several central hypotheses. First, it is assumed that the rapid implementation of remote teaching exacerbated pedagogical difficulties due to the lack of structure and training for teachers. The second hypothesis considers that, although these adaptations were complex, they encouraged the incorporation of digital media and alternative methodologies, which may have created new teaching opportunities upon returning to in-person classes. The third hypothesis suggests that even with

the return to face-to-face classes, English language teaching in public schools still requires support and ongoing training to effectively integrate digital technologies.

The general objective of this study is to describe the problems faced by English teachers in public schools during the COVID-19 pandemic and the implications of these adaptations for teaching in the post-pandemic context. The specific objectives include: (i) identifying the technological and pedagogical difficulties encountered during remote teaching; (ii) describing how teachers overcame these limitations in English language teaching; and (iii) evaluating the impact of these practices on the current configuration of hybrid teaching.

2. METHODOLOGY

This study is conducted through a bibliographic research approach, analyzing recent literature that addresses English language teaching during the pandemic. The first stage of the methodology involved a literature review aimed at identifying and analyzing the main works and scientific articles related to the theme of the impact of remote teaching, pedagogical adaptations, and the reconfiguration of language teaching in the post-pandemic context, in order to contextualize the results observed in Brazil.

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The analyzed sample includes publications from 2019 to 2024, extracted from databases such as the Coordination for the Improvement of Higher Education Personnel (CAPES), Scientific Electronic Library Online (SciELO), and Google Scholar. The literature review aims to gather and analyze key studies on the subject, providing an overview of the theme in question.

The analytical procedure utilized is based on content analysis, following a chronological sequence of investigation. Initially, the texts are classified according to the type of pedagogical and technological adaptation implemented, being organized into specific categories to facilitate analysis. Then, the content of the sources is examined based on criteria such as perceived effectiveness, problems faced, and impact on post-pandemic practices, allowing for the construction of a critical overview of the adapted pedagogical practices.

Finally, the analysis will be organized into stages, starting with the identification of the main problems reported in the literature on remote teaching, followed by the characterization of the overcoming strategies adopted by English teachers in public schools. The final stage consists of interpreting the results to assess the implications of these practices in current

teaching, providing contributions to the development of educational policies that promote technological inclusion and the strengthening of public language teaching.

The studied population consists of academic articles, scientific publications, and educational reports published between 2020 and 2024, focusing on public basic education and English language teaching. Sources discussing problems, adaptations, and post-pandemic teaching perspectives are prioritized. The descriptors used for research in the BIREME databases (Latin American and Caribbean Center on Health Sciences Information) include: "English Teaching during the Pandemic," "Digital Media in Teaching," "Post-Pandemic Public Education," and "Covid-19 Pedagogical Adaptations." These descriptors allowed for the identification of studies aligned with the research theme.

For inclusion, studies published between 2020 and 2024, in Portuguese and English, that discuss the adaptation to remote teaching and the problems faced in the pandemic context were considered. Thus, the criteria for selecting the references cataloged for this research involved the following methods: articles published in the last five years, from 2019 to the present, available in full for free, published in recognized international and national journals, books, theses, dissertations, and proceedings from international and national conferences.

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Articles that do not present empirical data on the impact of the pandemic or that focus exclusively on education levels above basic education were excluded, as well as studies on animals, case reports, narrative reviews, and those that did not answer the research question after reading the abstract and/or full text.

3. THEORETICAL FRAMEWORK

3.1 THE COVID-19 PANDEMIC

The coronavirus, which has caused thousands of deaths around the world, is responsible for severe respiratory syndromes and contributes to the increase in critical health cases. The virus, first identified in Wuhan, China, in 2019, is transmitted through saliva droplets, sneezes, coughs, nasal secretions and contaminated surfaces, such as doorknobs, tables, cell phones and toys, in addition to being transmitted by direct contact, such as handshakes. In response to the rapid global spread, governments in several countries have adopted physical distancing as a preventive measure to reduce the transmission of the virus (LAGUNA et al., 2021).

The coronavirus pandemic introduced an unprecedented reality, drastically changing our daily lives and creating a crisis scenario. In Brazil, in addition to the impact on public health, the consequences of the pandemic have revealed deep economic and political problems. Understanding this phase requires reflecting on emotions and identifying practices that can help deal with this chaotic context. In this sense, ideas and strategies not only help us reflect on the pandemic, but also offer new paths for education in times of Covid-19, promoting the creation of other pedagogical possibilities and learning opportunities. Instead of seeking to eliminate chaos, it is essential to learn to coexist with it and explore its creative potential (ALCÂNTARA et al., 2021).

The global health crisis of 2020 had a strong impact on the political, economic, and social spheres, profoundly affecting education, which had to adapt quickly. In Brazil, given the need to respect educational guidelines, schools reorganized themselves to maintain students' connection with the school environment. Social distancing brought significant emotional problems, as well as the demand for the incorporation of technological resources for the entire school community (SILVA, 2022).

Distance learning has become an important resource, supported by digital technologies widely used in private and some public institutions. This modality sought to engage students and teachers in a collaborative way, placing the student as the protagonist in the process of knowledge construction. Activities aimed at remote teaching were structured to promote synthesis and assessment, taking advantage of available digital resources (SILVA, 2022).

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Digital technologies, already present in private education and in some public institutions, have become great allies of distance learning, facilitating interaction and collaboration between students and teachers and encouraging active participation in the learning process. These activities were developed with the aim of offering digital support to practices that promote synthesis and assessment in different contexts (SILVA, 2022).

Hybrid education, in turn, reflected the ideal of flexible learning, where teachers and students could interact at different times and places, a practice already consolidated in distance learning. This model allowed teachers to integrate different technologies into their pedagogical practice, giving greater protagonism to the student, who, in turn, is constantly connected inside and outside the school space (SIQUEIRA et al., 2021).

3.2 PROBLEMS IN ENGLISH LANGUAGE TEACHING IN PUBLIC SCHOOLS DURING THE PANDEMIC

The COVID-19 pandemic has caused changes in English language teaching in public schools, requiring rapid and comprehensive adaptations from teachers and students. According to Oliveira et al. (2023), the abrupt transition to remote teaching exposed structural limitations in public schools, especially the technological infrastructure available to teachers and students. This transformation not only revealed pre-existing inequalities but also imposed a series of problems for the continuity of English language learning, given the precariousness of technological resources such as devices and stable internet access.

Unequal access to the internet and electronic devices, such as computers and tablets, represented a major obstacle for many students, creating a gap between those who had these tools and those who did not. This disparity further aggravated the gap between students from different socioeconomic backgrounds, directly interfering with the development of important skills in learning a foreign language (FONSECA, 2023). Oliveira et al. (2023) add that, without the minimum infrastructure, learning was compromised, and many students were left behind. In addition to technological barriers, teachers faced an overload of work when adapting in-person content to the remote format. Denardi, Marcos and Stankoski (2021) highlight that, for many teachers, the lack of specific preparation for digital teaching resulted in a fragmented teaching-learning experience. This is due to the need to review and redesign materials, which requires time and resources that were not always available, making the adaptation process difficult.

The lack of specific training in the use of educational technologies also contributed to the feeling of helplessness among teachers. Many teachers had no prior knowledge of digital platforms and, with the increased demands, ended up having to learn "on the job." The result was an improvised adaptation, in which important content was neglected, and English teaching, which depends on constant oral interaction practices, was compromised.

In English language teaching, Agustin et al. (2024) state that oral practice and continuous interaction are important for effective learning, and the absence of the physical school environment limited these activities. Real-time interaction and the use of facial expressions, important in oral communication, were impaired in the remote environment, making English language teaching less dynamic and interactive. Thus, online English teaching

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requires interactive methods to engage students, and the lack of these methods resulted in a less productive learning experience.

The lack of adequate technical and pedagogical support also increased the feeling of isolation among students. Many students, especially those without home help or school support, were left adrift, dealing with technical and pedagogical difficulties that impacted their performance. The lack of adequate support has worsened discouragement and loss of interest in learning English, which could have long-term consequences for teaching the subject (PEIXOTO, 2023).

Faced with such problems, many teachers have had to rethink their pedagogical practices, seeking new ways to motivate and engage students. Creativity and resilience have become indispensable tools, with teachers trying to adapt teaching methods to compensate for the lack of face-to-face interaction (GOMES, 2023). However, Denardi et al. (2021) point out that these attempts have not always been efficient, as the virtual environment has specific limitations for language teaching.

In addition to pedagogical adaptation, the lack of uniformity in training and school infrastructure has also generated inequalities between schools. In some institutions, where access to digital tools was greater, students were able to maintain their learning more effectively. In others, the lack of resources left a large portion of students out of the educational process. This context highlighted the urgent need for public policies to ensure inclusive and accessible education.

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Another challenge faced was the difficulty in assessing student progress. Assessments carried out remotely do not accurately reflect the knowledge acquired, since many students face unequal learning conditions. The pandemic revealed the need to create new assessment criteria that take into account the different realities of students and that are fair in recognizing the effort and limitations faced (AGUIAR et al., 2021).

Therefore, the transition to remote teaching imposed the use of digital media as an essential component in the teaching-learning process, particularly in English teaching. Denardi et al. (2021) note that, in addition to acting as tools for transmitting content, digital platforms shaped the way teachers and students interact, creating new teaching dynamics. The pandemic accelerated the use of these technologies, encouraging teachers to explore innovative pedagogical practices to compensate for the lack of physical presence. Among the most used

tools were platforms such as Google Classroom and Zoom, which allowed classes to take place synchronously and asynchronously.

Romero et al. (2024) highlight that these resources, although limited, were important in maintaining students' connection with school and with learning English. Even with technical issues, such as connection problems and lack of familiarity with the platforms, the use of these resources was an advance compared to the total absence of interaction. The application of audiovisual resources and educational games was also attempted by some teachers, with the aim of making classes more interactive. The creativity of educators in using videos, quizzes and online games attempted to compensate for the distance, but these solutions were not enough for everyone. Technical difficulties, such as limitations in internet speed and device failures, compromised the effectiveness of these practices (ARAÚJO, 2024).

In addition to official platforms, social networks were an important support tool for teaching. Moser and Wei (2023) highlight that networks such as WhatsApp and Telegram have become valuable alternatives for communication between teachers and students, filling gaps left by traditional platforms. These applications have enabled the rapid exchange of information and materials, but have also generated discussions about the security of student data and the quality of education offered by these means.

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The transition to remote education has therefore revealed that the use of digital media in public education is a practice that requires regulation and continuous adaptation. Where the use of social networks to complement teaching, although efficient in many aspects, has brought to light the lack of standardization for the use of such tools. This situation has made clear the lack of standardized regulation, according to Romero et al. (2024), and has exposed the lack of public policies aimed at the use of technologies in public education.

4. RESULTS AND DISCUSSION

The results of the research analyzed demonstrate that the Covid-19 pandemic has imposed substantial problems on education, affecting both teacher training and student learning. Regarding the year of publication, since this is a current topic, all articles were written between 2021 and 2024. Of these, 70% are available in Portuguese and 30% in English, reflecting the relevance and linguistic diversity of discussions on the challenges faced in education during the Covid-19 pandemic.

The research by Laguna et al. (2021) highlights the difficulty that parents and educators faced in adapting to remote education, revealing that the lack of technological infrastructure and adequate training was a considerable obstacle. This perception is corroborated by Alcântara et al. (2021), who identified, in their analysis, that the lack of technical and pedagogical support compromised the effectiveness of online classes. The data obtained by Silva (2022) complement this view by revealing that, in many cases, students were not prepared for the demands of remote teaching, resulting in a decrease in the quality of learning. This study highlights that, despite teachers' efforts to implement innovative methodologies, such as the use of digital platforms, student engagement was a constant concern, highlighting the complexity of the situation.

Thus, during the pandemic, several problems were identified in education. Among them, the lack of technological infrastructure stands out, as pointed out by Laguna et al. (2021) and Araújo (2024). Another significant problem was the difficulty in engaging students, discussed by Alcântara et al. (2021) and Silva (2022). In addition, limitations in teacher training were highlighted in the studies by Oliveira et al. (2023) and Aguiar et al. (2021). Likewise, adapting to new teaching methodologies also presented itself as a challenge, as analyzed by Gomes (2023) and Denardi et al. (2021).

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In addition, the analyses by Gomes (2023) and Denardi et al. (2021) reveal that, although the pandemic was a catalyst for educational innovation, teachers' lack of experience in using digital technologies hindered the effective implementation of new methodologies. Adapting to these new teaching formats was a critical point, reinforcing the need for continuous support and training for educators.

In this context, the discussion of the results indicates that, although the problems were predominant, there was also a search for strategies to reduce the negative impacts of the pandemic. Araújo's (2024) research highlights that many educators turned to creating support groups and adopting active methodologies, which led to an increase in the engagement of some students, even in an adverse context.

Comparing the different approaches mentioned in the studies, we note that teacher training is fundamental in adapting to remote teaching. Alcântara et al. (2021) highlight that mentoring and pedagogical support were crucial for the successful implementation of online classes, suggesting that a model of continuous training is necessary to face future educational

crises. This point is corroborated by Aguiar et al. (2021), who suggest the need for strategic planning for post-pandemic education. The data collected reveal that the hypotheses raised in many of the studies were confirmed: technological infrastructure and inadequate teacher training were determining factors for the problems faced in education during the pandemic.

The limitations identified in the studies indicate an urgent need for reforms in teacher training and school infrastructure, aspects that can be explored in future research. Furthermore, the research by Oliveira et al. (2023) points out that the implementation of digital technologies should not be seen only as an emergency response, but as an opportunity for innovation in education, capable of transforming teaching practice in a lasting way. This view is shared by Gruber et al. (2023), who argue that the pandemic may have been a turning point, leading to a new era in education, where digital technologies become an integral part of the teaching-learning process.

In summary, the interrelationships between the data presented reveal a complex scenario, where, despite the difficulties, opportunities emerge for the evolution of educational practice. Recognizing the limitations of the studies, it is clear that the problem lies not only in overcoming the difficulties imposed by the pandemic but also in building a more resilient and adaptable educational future.

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5. FINAL CONSIDERATIONS

This study aimed to describe the problems faced in education during the pandemic, analyzing the implications and challenges that arose in this context. The methodology used consisted of a bibliographic review, allowing an analysis of the data presented in several articles and research on the subject. This approach provided a better understanding of the difficulties faced by students and educators and the strategies adopted to overcome them.

The main results indicated the lack of technological infrastructure and limitations in teacher training as the main problems faced. These difficulties compromised student engagement and the effectiveness of English learning, reflecting the need for new approaches and adaptation to more flexible methodologies. This situation highlights the importance of investments in technology and ongoing training of educators to ensure quality teaching.

The great contribution of this study to the area of English teaching lies in the identification of the main obstacles that impacted learning during the pandemic, highlighting

the urgency of a review of the pedagogical practices adopted. Among the strengths, the relevance of the data collected and the depth of the analysis stand out. On the other hand, the limited number of sources in different languages may restrict the scope of the conclusions.

As a proposal for future studies, we suggest exploring hybrid methodologies and their applications in English teaching, as well as the relationship between technological infrastructure and school performance, and the psychological impact of remote education on students and teachers. These topics may contribute to a better understanding of the problems and opportunities that have arisen in education in times of crisis.

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