

# **As novas tecnologias da informação e da comunicação (NTICs) no ensino de língua inglesa**

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## INFORMAÇÕES

Prezado(a) aluno(a),

Ao longo deste guia impresso você encontrará alguns “ícones” que lhe ajudará a identificar as atividades.

Fique atento ao significado de cada um deles, isso facilitará a sua leitura e seus estudos.



Destacamos alguns termos no texto do Guia cujos sentidos serão importantes para sua compreensão. Para permitir sua iniciativa e pesquisa não criamos um glossário, mas se houver dificuldade interaja no *Fórum de Dúvidas*.

## **SOBRE AS AUTORAS**

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tecnologias digitais de informação e comunicação, processos de ensino e aprendizagem de línguas, produção de materiais didáticos, letramentos, epistemologias não-standard.

## INTRODUÇÃO

Olá! Seja bem-vinda(o).

Neste guia, discutiremos e refletiremos sobre as práticas de linguagem para o ensino e a aprendizagem de língua inglesa que têm acontecido a partir das tecnologias de informação e comunicação (TICs). Como curso na modalidade a distância, somos um espaço privilegiado e, para nossas discussões, poderemos lançar mão de várias experiências educativas que temos tido como usuários dessas tecnologias e aprendizes de língua estrangeira. Além de pesquisarmos e praticarmos várias ferramentas e espaços digitais durante nosso percurso, nesta disciplina, vamos explorar também a questão de como tem sido aprender uma língua e suas literaturas e graduar-se a distância, vamos discutir a nossa geração de usuários de TICs e o que pensamos serão aspectos das gerações futuras, que constituirão nossas salas de aula. O objetivo geral é analisar, refletir e compreender as TICs e as condições nas quais emergem e são acessadas, como nos afetam e como afetam nossos processos de aprendizagem e também compreender as especificidades de aprender uma língua estrangeira nessas condições tecnológicas, discursivas, humanas. Sobretudo, vamos discutir especificidades da aprendizagem da língua inglesa nesse contexto.

Uma característica importante desta disciplina é a prática. Para falarmos sobre TICs na educação e pensarmos como elas funcionam ou podem funcionar, temos que poder testar produtos, espaços e formas de TICs, temos que praticá-las, compreendê-las. Teremos que fazer muitas coisas juntos, como uma ou mais comunidades de aprendizagem, e teremos que refletir muito sobre o funcionamento da linguagem e sobre como nos posicionamos como pesquisadores e pensadores dessa área de saber.

Será uma viagem estimulante e exploratória!

Vamos lá?

As autoras

## AGENDA

Dates	Modules	Study Development	Evaluation
From Feb. 22nd, 2021 to Mar. 7th, 2021	Module 1  Information and Communication Technologies: a discursive perspective	Task 1: Introduction Video  Task 2: Forum  Task 3: Forum  Task 4: Reading  Task 5: Forum  Task 6: Reading  Task 7: Forum  Task 8: Video Class  Task 9: Wrappin it up	Task 2: Forum - 2 points  Task 3: Forum - 3 points  Task 5: Forum - 5 points  Task 7: Forum - 5 points  Total: 15 points
From Mar. 8th, 2021 to Mar. 23rd, 2021	Module 2  English teaching and information and communication technologies: preamble	Task 10: Forum  Task 11: Reading  Task 12: Forum  Task 13: Reading  Task 14: Forum  Task 15: Reading  Task 16: Video Class  Task 17: Forum	Task 10: Forum - 3 points Task 12: Forum - 3 points Task 14: Forum - 5 points Task 17: Forum - 4 points  Total: 15 points
From Mar. 24th, 2021 to Apr. 7th, 2021	Module 3  English teaching and ICT: discourses and practices	Task 18: Reading  Task 19: Forum  Task 20: Reading  Task 21: Forum  Task 22: Forum  Task 23: Reading  Task 24: Video Class	Task 19: Forum – 5 points Task 21: Forum – 5 points Task 22: Forum – 5 points  Total: 15 points

<p><b>From</b></p> <p><b>Apr. 8th, 2021</b></p> <p><b>to</b></p> <p><b>Apr. 25th, 2021</b></p>	<p><b>Module 4</b></p> <p><b>ICTs and English teaching: developing a pedagogical project</b></p>	<p><b>Task 25: Forum</b></p> <p><b>Task 26: Reading</b></p> <p><b>Task 27: Forum - Project</b></p> <p><b>Task 28: Forum</b></p>	<p><b>Task 25: Forum – 5 points</b></p> <p><b>Task 27: Forum – 10 points</b></p> <p><b>Total: 15 points</b></p>
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# Module 1

## (“New”) Information and Communication Technologies

### List of contents:

1. Digital Literacies
2. (New) Information and Communication Technologies (ICTs)
3. A discursive perspective of analysis and reflection on ICTs
4. Critical Literacies
5. ICTs and the teaching and learning process of a foreign language

### Goals:

By the end of the module, you will be able to:

1. define ICT, as practiced or possible today;
2. discuss notions of digital literacies and critical literacies;
3. discuss ICT by a discursive theoretical perspective;
4. reflect upon the importance of considering not only ICT specific aspects but also effects of meaning.





## INFORMATION AND COMMUNICATION TECHNOLOGIES: A DISCURSIVE PERSPECTIVE

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Dear student,

We are very pleased to start the first module of the subject discipline “As novas tecnologias da informação e da comunicação (NTICs) no ensino de língua inglesa”. In this module, titled **Information and Communication Technologies via a discursive perspective**, we will talk about the theoretical perspective that will support our readings and interpretation of the information and communication technologies. We will also reflect about the space these kinds of technology have in our lives and how we practice them. Our discussions will always ponder about language practices and the processes of learning/teaching a foreign language under these technological circumstances.

*Be welcome to the first module of our course!*

### Main resources:

- ✓ Textbook; Virtual Learning Environment Moodle; Web.

### Estimated time to conclude this unit:

We suggest you dedicate 15 hours to read your textbook and develop the tasks and activities proposed in this module.

### Formative Assessment

Participation in the Discussion Forums (Tasks 2, 3, 5 and 7).



## Task 1: Introduction Video

In order to begin our studies in the subject "As novas tecnologias da informação e da comunicação (NTICs) no ensino de língua inglesa", we invite you to watch the Introduction Video with professor Cristiane, available at AVA Moodle, so that you will be aware of the aspects covered in each module as well as of the forms of evaluation and dates set for the tasks.



## Task 2: Forum - Warming up!

Before we get further into our discussions in this forum, let's warm up a little:

Take a look at the image below. Is it any similar to something you would see in your daily routine? Are there elements in the image that are common to you too?



Picture 1: kinds of technology for learning processes

Now, let's reflect on the following questions:

What comes to your mind when you think of technology?

What comes to your mind when you think of 'technology and English teaching/learning'?

**Express your ideas by using a picture.**

For that, follow these steps:

1. Register yourself as a **TEACHER** on the site Thinkling (<https://www.thinglink.com/>)
2. Upload your picture
3. Use the resources available to support your answer (use audio, text, other pictures)
4. Share the link of your ThingLink here on the Forum. (Attention: choose 'unlisted' in the settings so that we can see your thinglink)
5. Comment on your classmates' posts. Do you identify with any of their presentations? Why (not)?



### Task 3: Forum – Me, a (digital) technology user in 2021

The objective of this task is to encourage us to think about the presence of (digital) technology in our daily activities, and focus on how (and how much) information and communication technologies are part of them. To accomplish this task, follow these instructions:

#### Instructions:

- 1) First, watch the videos below.
- 2) Then, record a 3-min-video on FLIPGRID (<https://info.flipgrid.com/>), discussing the following questions:
  - a) As a user of (digital) technology, what are some of your habits? Is your day any similar to Joanne Kinsey's day (video 1)?
  - b) Concerning information and communication technologies, what websites, tools and media do you use?
  - c) Do you see differences of habits in the use of (information and communication) technologies between you and other users? If so, what differences?

## ("New") Information and Communication Technologies

Video 1: It is a video produced by Joanne Kinsey, an extension educator, exploring how technology is present throughout a day in her life:

[https://www.youtube.com/watch?v=s5-HIJAJ\\_8E](https://www.youtube.com/watch?v=s5-HIJAJ_8E)

Video 2: It is a commercial produced by a technology company:

[https://www.youtube.com/watch?v=UFwWWsz\\_X9s](https://www.youtube.com/watch?v=UFwWWsz_X9s)

Videos 3 and 4: These are videos explaining what ICT means:

<https://www.youtube.com/watch?v=u-hu6lMemB0>

<https://www.youtube.com/watch?v=LXMgShxJOBc>

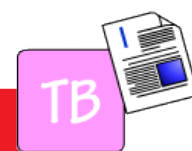
### Assessment criteria for the task:

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic language;
- Observation as to the deadline for the completion of the activity.



Read the statements below and think of whether you agree (or not) with them:

- ICTs have undoubtedly changed our social practices over the years.
- The development of ICTs has affected global politics, economy, security, education, health care, transportation, etc.
- The use of ICTs does not necessarily expand education access.
- The use of ICTs improves the learning conditions.
- The use of ICTs changes methods of teaching and learning languages.



## Task 4: Reading - Theories on ICTs

### Part I: Digital literacies

As we saw in the videos in Task 2, information and communication technology can be defined as a set of means used to create, provide and store information. ICT is defined by Salum (2012, p. 27) as a medium “characterized by speeding, horizontalizing and making manipulable information content via digitalization and implementation of technological equipments for capturing, broadcasting and delivering information”. The ICTs and their use have been widely debated in several fields of study, such as Education, Philosophy, Law, Engineering, to name but a few. When it comes to Humanities, ICTs and their implications for the subjectivity they produce has been the core of research in this vast field. One of the main references regarding this issue is the research carried out by the philosopher Pierre Lévy (1999, 2000). In his book named “What is the virtual?”<sup>1</sup>, released in the mid 90’s of the Twentieth Century, the philosopher argued that:

Today, a general movement of virtualization affects not only information and communication, but also the bodies, the economy, the collective sensibility or the intelligence use. The virtualization affects even the “being-together” modalities, the “us” constitution: virtual communities, virtual companies, virtual democracy... Though the virtualization of the messages and the extension of the cyberspace play a capital role in the course mutation, it is all about a background wave that widely surpasses information. Lévy ([1995] 1996, p. 11)<sup>2</sup>

Further along the text, the author claimed that one of the main reasons why virtualization would affect the “us” constitution would be the different interaction patterns among subjects that the virtual would enable, which he called the “all-to-all” interaction pattern (LÉVY, [1997] 1999), that could also potentially yield different relationships with knowledge.

As we revise this guide, in 2020, one can certainly revisit these propositions in light of the complex digital, social, political, economic movements that have taken place in

1 This book, originally named “Qu’est-ce que le virtuel?” published in 1995, translated to American English under the title “Becoming Virtual”. In this guide, we are using the Brazilian version translated as “O que é o virtual?” published in 1996.

2 The first date refers to the original publishing, the second one to the consulted edition.

the virtual interaction and the construction of knowledge have virtually taken place. From our point of view, Levy’s understanding of the changes the virtual could trigger and give form were precise. However, aspects such as power relations and disputes, social identifications, social movements, and digital infrastructure in different parts and communities in the world have to be considered as fundamental conditions that also affect the functioning and the effects of the virtual in its possibilities.

In the area of language education, at about the same time Pierre Levy’s book was released, a group of academics gathered to theorize what they called a pedagogy of multiliteracies. The group was named the New London Group and had members from universities from the USA, UK, and Australia. At that time, personal computers had already become a common technology in the households in these countries, and had also become portable; practices of sending, and sharing information electronically was already massive, and as globalization had become a very popular term, multilingualism and minority languages started to have more attention from researchers.



#### **Computer and internet access in Brazil**

Do you remember when you first came into contact with computers? Which one was it? And do you know when your family members, from past generations, come in contact with this type of technology? Do you know the difficulties there were in the mid 90’s of the 20th Century for us, in urban centers in Brazil, regarding the use of computers and internet access Brazil?”

The New London Group firstly got together in 1994 with researchers interested on themes such as literacy and language teaching to, in the words of Cope & Kalantzis (2009, p), “talk through what was happening in the world of communications and what was happening, or not happening but perhaps should happen, in the teaching of language and literacy in schools”. It was their understanding that as communications were changing, literacy teaching and learning should also change. The term multi in pedagogy of multiliteracies thus referred to the various dimensions of the literacy processes that included the ideas of multilingualism and multimodality.

Two of its founders, Bill Cope and Mary Kalantzis have published many articles on this matter since. As Pierre Levy, they also assert that the use of new media promotes an overturn in the relationship between individuals and knowledge (COPE & KALANTZIS, 2007). As the authors bound their discussion to the implications of the use of ICTs and learning, they present us a reflection on how new media enables knowledge co-

production rather than its mere consumption, as it used to be in the past. They defend the idea that new media sets up a sense of co-responsibility in learning between teacher and student (COPE & KALANTZIS, 2007). By means of multimodal contents provided by new media, students have free access to contents that once were only available in print books and in the teacher's practice. This new teaching and learning scenario poses certain challenges to educational institutions and teacher themselves. Having that in mind, Cope & Kalantzis (2007, p. 78) point out that

If education is to be relevant to the contemporary social needs and personal dispositions, it has to do something different. It has to conceive schools as knowledge-producing communities, and create in learners a sense that they themselves are knowledge producers.

That is, it would not be enough to merely adapt new media tools to old representations of learning, sampling the old learner-consumer model. The presence of technologies of information and communication in our lives is a potential game changer in educational processes, if they are used under critical observation and with innovative practices, it makes possible for learners to have more agency on their own learning processes.

The implications of ICTs use for teaching and learning processes have been the focus of researches developed in Brazil, too. Some of them are very specific for our area of studies. The document titled *Orientações Curriculares para o Ensino Médio – OCEM*, released by our Ministry of Education – MEC, in 2006, has one chapter dedicated to the teaching of foreign languages. Authored by academics Lynn Mário Trindade Menezes de Souza and Walkyria Monte Mór, the discussion on the use of ICTs in the foreign language classroom is viewed as intrinsically related to: (1) the general educational objective of the foreign language subject in our school curricula to promote the formation of citizens who are creative, and open-minded towards different cultures, ideologies, and meanings, and that are aware of their social rights and responsibilities, and (2) a critical positioning towards technology that understands global and local movements, and digital-social inclusion. An active, innovative, creative and ethical use of ICTs for a broader, diverse and critical formation is also our understanding in this subject.

The term literacy applied to the use of ICTs in language teaching also needs some reflection from our part. Souza and Mór, for example, in this 2006 text, pointed out that literacy, applied to ICTs, means that new technologies renew communication “in the face of the varied modalities of this language (such as the interconnections between the verbal and the visual, text and image, which expand the possibilities of each medium involved), and that the user of this communication is also “a producer of this language”, being literacy a term that expressed:

### A discursive perspective of analysis and reflection on ICTs

“the understanding and awareness that:

- 1) there are other ways of producing and circulating information and knowledge, different from the traditional ones learned at school;
- 2) multimodality requires other reading, interpretation and communication skills, different from traditional ones taught at school;
- 3) the need for critical capacity is strengthened not only as a tool for selecting what is useful and of interest to the interlocutor, in the mass of information to which he was exposed, but also as a tool for interaction in society, for participation in the production of the language of that society and for the construction of meanings of that language.

The current studies on the use of ICTs have slid the term literacy to literacies. This change has broadened up the understanding of communicative events and the multiple forms language can be practiced. According to Jacobson et al. (2019):

Digital literacies include data literacy, information literacy, visual literacy, media literacy, and metaliteracy, as well as related capacities for assessing social and ethical issues in our digital world. Digital literacies represent the habits of mind that enable individuals to effectively evaluate and critique information and its use in the digital age.

## Task 5: Forum - Digital Literacies



Read the two-page article from Jacobson et al. (2019), in which they present 7 aspects about digital literacies that, in their opinion, we should be aware of. Rewrite each of them with you own words and express your opinion on each one of them. In your text, we encourage you to agree or disagree with these aspects and relate them to your own experiences with digital ICTs and to contextualize them to our reality in Brazil. You can write your answer in English or in Portuguese. To access the text, click here: <https://library.educause.edu/-/media/files/library/2019/7/eli7169.pdf>



**Assessment criteria for the task:**

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic language;
- Observation as to the deadline for the completion of the activity.



## Task 6: Reading

### Part II: “New” Information and Communication Technologies?

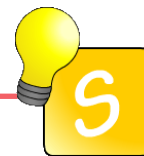
The use of ICTs in the English language classroom can be addressed from many educational and language perspectives. In this guide, we chose to interpret its effects from a discursive perspective that works for us as a critical lens through which we look at ICTs. From our point of view, ICTs have constantly been objectified as solutions for learning difficulties in the area of language teaching, especially in advertising campaigns of language schools. However, it is important to understand that: there are no magic and universal methods or materials for teaching languages and technologies may only make a difference if they are used critically and innovatively.

Still in the late 90s, a reformulation of the term ICTs became common in many documents and articles in Brazil: “Novas tecnologias de informação e comunicação”, thus having the term “Novas” added to its translation in the language. It is important we discuss the implications of this adjective to the Brazilian translation itself and also how ICTs have been understood and used in teaching and learning processes of languages.

Firstly, we are going to present a summary of the French Discourse Analysis, which is the theoretical perspective that bounds this subject. Secondly, from this perspective, we are going to debate over the teaching and learning process of a foreign language and point out some considerations about being a Brazilian learner of a foreign language. Finally, we are going to bring the discussion to the (N)ICTs arena, by triggering a discussion about the implications of its use in the Brazilian educational contexts for foreign languages teaching and learning purposes.

### A discursive understanding of language and (digital) language practices

Born in the 60s of the 20th century, the French Discourse Analysis theory, founded by Michel Pêcheux (1969, 1975, 1983) announces a groundbreaking theoretical perspective of interpretation. His theory proposes that meaning is not an intrinsic quality of a linguistic term or construction, but the result of processes of interpretation that every speaker, understood as a subject of ideology and unconsciousness, is submitted to.



#### About Michel Pêcheux

Michel Pêcheux was born in 1938 and graduated in Philosophy in 1963 in the Ecole Normale Supérieure in Paris. In 1966, he joined the Department of Psychology at the Centre National de la Recherche Scientifique, also in Paris. Having influences from Georges Canguilhem, a French physician and philosopher who studied the history of sciences and epistemology, and from Louis Althusser, an Argelian and French based philosopher who retheorized the Marxist works in ideology and proposed the concept of Ideological State Apparatuses or ISAs, Pêcheux founded discourse analysis as a subject which theorizes how language and ideology are imbricated. He proposed that discourse is an effect of meanings between speakers, and that it is a social-linguistic-historical object. He criticized the concept of language as researched in Linguistics (which refers to the Saussurean concept of *langue*), and also criticized the naive concept of language with which the Social Sciences build their epistemologies, believing in the possibility of a transparent kind of language. The Pêcheutian discourse analysis, as the author himself explains, can be divided in three periods. The first period starts in 1969, when he proposed his Automatic Discourse Analysis. This work makes his passion by machines and computers visible, as he introduced a theoretical-methodological construct to systematize the discursive processes with the help of a computer program, finding traces and basic statements that would be regular within a “discursive machine.” The second period begins in 1975, when he wrote *Les Verités de la Palice*, discussing more deeply the ideological forms of reproduction and transformation of meanings, the interpretation of individuals into subjects of/in discourse and his theory of the two different kinds of forgetfulness: one that refers to the illusion that the subject has that he or she is the

source of meaning and one that refers to the illusion that meaning is evident. The third phase starts in 1980, when Pêcheux breaks up with the Communist Party and criticizes the theoretical-analytical constructions that reinforced or helped constitute a political struggle in the previous years. He is then driven to reconsider the influence of the French philosopher and contemporary thinker, Michel Foucault, whose works discuss the history of epistemologies and regimes of power. Michel Pêcheux died in 1983.

Originated from Pêcheux's readings of the Marxist, Saussurean and Freudian works, Discourse Analysis is a subject which does not conceptualize language as an instrument (something that would be a code of communication) or even the notion of speakers as conscious individuals who communicate, but as a symbolic materiality whose meanings are provisional, in constant move in history, as the speakers interpret it. With the understanding that language is a partially autonomous system (which has phonological, morphological, syntactic rules, for example), as the Saussurean lectures proposed in the discussion of the concepts of *langue* and *parole*, Pêcheux theorized language as a structure whose meaning results from its association to an event (PÊCHEUX, 1983), being the event a historical base. As an example of his discussion on this matter, he reflected on the statement/chanting *On a gagné* ("We have won"), sung as a choir (C-C-G-C)<sup>1</sup> in sports events, when fans chanted it for their winning teams, and as it had been transported to a political fact (that is, for when François Mitterrand won the Presidential election in France, in 1981), he questioned the logical, evident-like effect of the chanting for the election result. According to Pêcheux, sliding this sport statement to a political event gave it the sense, pretty much like in sports events, that everything was clear and set: there had been a competition, and there was a winner. But Pêcheux discusses that this metaphorical strategy overdetermines the political event and silences plausible questions: when François Mitterrand won, who had actually won? What party? What would be the social, political consequences? The chanting, however, imprinted the sense of a true proposition and took advantage of the opaque quality of language to report a fact, as if its developments of such an election for the next years could be obvious.

As Pêcheux (1975) puts it, when confronted with symbolic materiality, like language, for example, every subject is demanded to produce meaning, and he/she does so under certain historical and immediate circumstances, called *conditions of production*. Meaning is thus, attributed by the subject in processes of injunction, and they are always meanings

1 Musical notes in English are represented by letters: Dó (C), Ré (D), Mi (E), Fá (F), Sol (G), Lá (A), Si (B).

derived from *discursive formations*. One same word or expression, as enunciated by two different people may have the same or diverse meanings. They will have the same meaning if the two different people are equally discursively positioned. They will have different meanings if the two speakers are positioned in different discursive formations.

To help us understand this proposition, let us imagine the expression "ICT for sharing information" enunciated/practiced by two different speakers: one, a college student, doing research about how different communities in the world learn English; and the other, an employee of a governmental intelligence agency that focuses on maintaining the security of a country. Do you think they would have the same concept of "sharing information" and using ICT? If you think that each one of them would conceive of the expression differently, you have a glimpse of what Michel Pêcheux proposed as discursive formations. According to him, language is not transparent and meaning is not evident. Evidency is an ideological effect and a necessary illusion for us to enunciate. Meanings are related to the discursive formations that determine them.

*But how does a discursive formation determine meanings?*

According to Pêcheux (1975), a discursive formation is a set of rules which limits «what can and should be said» in a historical conjuncture. To exemplify it, we can reflect about the terms "criminal"; "demonstrator" and "protester" which have all been common in the news in Brazil in 2013 to refer to the Brazilians who went out in demonstrations, firstly against bus price rise, secondly to manifest their dissatisfaction with politics in the country. Each one of these terms might be taken as sinonomous of each other, but they may be associated to different discursive formations (a juridical, a social or political one, for example), having very different effects and consequences.

Some of the key-concepts from Discourse Analysis for us in this subject are explained by Brazilian discourse analyst Eni P. Orlandi, in her work *Análise do Discurso: princípios e procedimentos* (2001). We have summed them up below:

**Subject<sup>2</sup>** : We are born organic individuals and as we grow up in society we are interpellated «as speaking subjects», that is as subjects of/in discourse. We become gradually constituted by a memory of language that is both symbolic and historic. It is the discursive memory.

**Meaning**: It is always one word for another word, one expression for another expression, functioning in metaphorical relations that occur within discursive formations. There is no literal meaning. Discourse Analysis does not search for true meanings, but for processes

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2 In this case meaning: One that experiences or is subjected to something.

of meaning production, nor does it focus on one interpretation as the right interpretation, but on a method that leads the analyst to an understanding of the mechanisms of historical determination of meaning.

**Language:** It is a symbolic materiality, and as a unit of analysis, it is the material surface where discourse takes place.

**Discourse:** It is the material instance of ideology.

**Ideology:** It is the mechanism through which we produce meaning.

**Interdiscourse or discursive memory:** It is the set of already-said, the always already there, elsewhere, regardless, that pre-exists the subject and that sustains all that is to be said. It is a kind of memory that contains linguistic and other kinds of semiotic systems as knowledge constituting the subject and that is practiced as one enunciates. It is the historical possibility of meaning.

**Discursive formations:** They are regional instances of the discursive memory, representing, within a discourse, the ideological formations. They are not homogeneous blocks of messages, but fluid regions of contradictions and regularities. Although they all share aspects and meanings and despite the fact that they all make sense in relation to one another, they work in moves of repetition and change, contradiction, and (re) configuration.

**Conditions of production:** They refer to the circumstances of enunciation (who says what to whom where and how), as its most immediate context, and also to the social-historical-ideological conditions, with its discursive memory.

Besides these concepts, we would also like to discuss the notion of **imaginary formations**. As part of the strategies for enunciating, Pêcheux ([1990] 2010, p. 82) indicated that there is a constant dynamic game of imaginary constructions which take place as two subjects interrelate. As Hashiguti (2007) reviewed the Pêcheutian anticipation scheme, when A and B, as two discursive positions talk to each other:

A has an image of himself/herself in relation to the image he/she has of B and to the image he/she thinks B has of him or her, of himself/herself and of the topic of conversation. That interplay can be represented as follows:

IA(A): Who am I (in what position am I) to talk to you like this?

IA(B): Who are you (in what position are you) so I can talk to you like

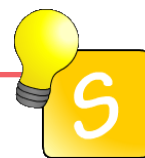
this?

IA(R): What do I talk to you about?

IA(B(A)): Who do you think I am to talk to me like this?

IA(B(B)): Who do you think you are to talk to me like this?

IA(B(R)): What do you think we talk about to talk to me like this?



### Michel Foucault and Discourse Analysis



French philosopher Michel Foucault was born in 1926. He was a student at Lycée Henri-IV in Paris, and École Normale Supérieure d’Ulm, and a former student of the philosophers Jean Hippolyte, Louis Althusser, and Maurice Merleau-Ponty. He graduated in philosophy and psychology, but his works on the history and genealogy of knowledge and systems of thoughts have influenced many areas such as social sciences, history, discourse analysis, social psychology, cultural and queer studies. Some of his works are: *The order of things* (1966); *The archeology of knowledge* (1969); *The history of sexuality* (1976). The Foucauldian concept of «discourse» is a praxeological one, referring to an existence that it is both social and practical, and also the notion that individuals have to be bound to these practices as a condition for subjectivation. Subjects are discursively constructed and constituted. His concepts of discursive formation, statement, intertextuality and interdiscourse have all had influence in the epistemological history of the discipline proposed by Michel Pêcheux. Many contemporary discourse analysts in follow the Foucauldian perspective. Michel Foucault died in 1984.

One of the main goals of this subject is to draw attention to the conditions of production of the discourses about the (N)TICs here in Brazil, mainly in the education context. When we think of the conditions of productions of the (N)TICs in Brazil, some questions come to our minds:

- 1) Why did we (Brazilians) add or keep the term “new” to / in it?
- 2) What are the linguistic-cultural aspects implied in such addition?
- 3) Regarding the education context, does the term “new” really represent the novelty or the (in)ability of making technologies naturalized as part of the teaching and learning process?

The implications of the term “new” in the educational context have taken part in some discussions in the discursive perspective studies. In an analysis concerning foreign languages coursebooks, Coracini (1999) presents a debate over the effects of meaning of the term “new” in pedagogical discursive practices in Brazil. Coracini (1999, p. 21) states that

In order to please recipients, publishing houses and coursebooks' authors seek in the "new" theories of teaching and learning arguments that reinforce the quality of the product, although with no worries if they are really creating something brand-new, because, as we know, even though they seem to keep the distance from what already exists, they still rely on "pre-existing" practices: the new is always built by the the already-said (FOUCAULT, 1971, p. 28). Therefrom, the constant frustrations and, consequently, the eternal search for the "new".<sup>1</sup>

The impossibility of the emergence of the "new" relies on the fact that the novelty always comes from pre-existing practices. When we think of "new" technologies such as tablets and their apps for e-books, for instance, we can see some reminiscences from pre-existing reading practices but in different medium. In this sense, from a discursive perspective, the "new" is not necessarily a guarantee of a breaking up with the "old", rather than that "new" and "old" coexist, since the "new" always relies on the "old" in order to be born.

Having that in mind, some discursive studies have problematized the effects of meaning of this term. In a study carried out by Máscia (1999), applied linguistic draws our attention to its semantics. The word "new" carries the sense of progress, and therefore, the idea of benefits and changes to society. However, is the "new" a real guarantee of progress and social changes? When we think of the impact of the "new" technologies in educational contexts, are they really a guarantee of learning and improvements in education? Moreover, when bringing the discussion to the teaching and learning process of a foreign language can "new" TICs assure meaningful learning and practices?

What are the linguistic-cultural implications of the "new" to us? In a study about the Brazilian culture, Calligaris (1993), a psychoanalyst, examined the meaning effects of the "new" into our identity constitution. According to his analysis,

It seems that, in Brazil, we live the effects of a fail foundation. From the necessity side that this failure entails, an every day refoundation, it impresses me the extraordinary proliferation of the adjective "new" to define political acts: new state, new republic, new "cru-

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1 Translated from Portuguese by the authors.



zado”, new plan Brazil etc. It is a very sad choice for the “new” that ends up in feeling of losses and failures, as time goes by (...). Thus, the “new” foundation act seems to remind that it is only worth it and produces its effect at the moment of its enunciation (CALLIGARIS, 1993, p. 101).<sup>1</sup>

Though it was an analysis done during the 90s and the conditions of production of discourse were somehow different from the nowadays’, we question: does the “new” still projects this effect of novelty only when it is announced? Is it still reinforcing this feeling of losses and failures? When you think of the educational context and the ICTs, how does the “new” work today?

In order to keep our instigations, shall us bring the “new” ICTs discussion to the foreign language teaching and learning arena.

### **Getting Prepared for Task 7**

In 2014, an event involving many social media users went viral in most social networks: the so-called Ice Bucket Challenge<sup>2</sup>. Many public figures participated in this action and, for a couple of weeks, this was one of the trendy topics on the web. If you haven’t seen it yet, we invite you to watch Mark Zuckerberg’s (Facebook’s CEO) video: <https://www.youtube.com/watch?v=XS6ysDFTbLU>



Picture 2: Bill Gates & Mark Zuckerberg

1 Translated from Portuguese by the authors.

2 The Ice Bucket Challenge was a virtual action promoted by the ALS association. The challenge consisted in having social network’ users posting videos at which they were to dump a bucket of ice water on their heads. If they didn’t accept the challenge proposed by another user and posted a video within 24 hours dumping an ice bucket on their heads, social media users had to donate an amount of U\$100 to ALS association. When posting their videos, users had to nominate three other social media users to the challenge. The purpose of this action was to promote awareness of the disease amyotrophic lateral sclerosis (ALS) and encourage donations to research. (For further information, access <http://www.alsa.org/>)



Co-founder and chairman of social network Facebook, Mark Zuckerberg is considered to be one of the youngest and most successful businessman of present times. As we could see in his challenge video, Zuckeberg nominated three other business people from the web market: Bill Gates (Microsoft's CEO), Sheryl Sandberg (Facebook's COO) and Reed Hastings (Netflix's CEO). The three of them accepted the challenge and had their videos posted on social networks.

By bringing this context, we would like to reflect on the moves of discursive formations in the virtual world. As we saw in this module, discursive formations can be understood as a set of meanings that pre-exist and determine the emergency of meaning when a subject interprets, that is, they comprehend a certain position which a subject may occupy in discourses. When we think of the discursive formations in the bussiness world, for instance, we understand that they are located in the capitalist business discourse, and that some discursive formations may come to our mind...



Picture 3: Business

When thinking of the business world, images of an office, people working indoors, wearing formal clothes and having formal conversations may pop up in our minds. These could be some of the senses and representations that a certain discursive formation happens in the business discourse. However, when watching businessmen Mark Zuckeberg and Bill Gates posting personal videos on their social networks' profiles, wearing informal clothes and having a non-business related talk, this practice somehow breaks some of the expectations we could have from their business discourse. One of the reasons why it may occur is that discursive formations are never static, but always in movement. This is to say that discourses are always in formation.

Remember when, in the beginning of this module, we presented some remarks by the philosopher Lévy regarding the changes in interaction patterns that the virtual provide? Zuckeberg’s video and The Ice Bucket Challenge may give us a glimpse of how these new interaction patterns (“all-to-all”) operate and how they can, in a way, promote an overturn in discursive formations’ moves. When we see personal videos like this or any other personal videos from public figures on the web, this provides us a feeling of approximation to those distant, but now close individuals. In this sense, the virtual presents us an illusion of being connected, but at the same time disconnected to the others. When we see some virtual practices from public figures, for instance, we might see those individuals as ordinary as we are, “common” citizens, and this (dis) connection is what the ICTs promote nowadays. So, when we think of the discursive formation moves, we can notice that the virtual promotes some reconfigurations to them, allowing individuals to be seen occupying as many positions as possible within discursive formations.

Let us give another example.

In the images bellow, we present two captions taken from the web. By presenting them, we would like to invite you to think about the discursive formations’ operation in the virtual world.

The first image was taken from a Facebook page of the TV series named “House of Cards”<sup>3</sup> and it shows a tweet about the series’ premiere posted by the president of the United States, Barak Obama. In the second image, we have a capture from the first personal tweet ever posted from a pope, in this case, posted by former Pope Benedict XVI.



Picture 4: Obama’s tweet



Picture 5: Pope Benedict’s tweet

<sup>3</sup> House of Cards is an online series produced by the streaming service Netflix and directed by Beau Wilimon. The show is an American drama political series that explores the moves of power in the American congress. Starred by Kevin Spacey and Robin Wright the series tells the story of the fictitious congress man Frank Underwood, his wife Claire Underwood and their paths to get at where they want in the political ladder. (Source: Netflix)

Do those tweets break expectations for both the discursive formation of a president and of a pope? If so, why? Having in mind that the Vatican is located in Italy, an Italian speaking country, and that former Pope Benedict XVI is German, all of his tweets were posted in English, what are the implications in the use of the English language for the tweets? Why is this language the chosen one for ICTs purposes, but not for religious practices? In what ways can you relate memory in these different practices with the languages involved, English and Italian (virtual and religious)?

In order to think it over, we invite you to do some practical work, shall we?



## Task 7: Forum – Critical literacy/Media and Information Literacy - MIL

In this forum, we will study discursive aspects of news and of digital services that must be taken into account for a critical digital literacy practice. By news texts, we refer to texts published by the mainstream media and also news published by robots and / or individuals, on their social networks. By digital services, we refer to commercial websites and their functionalities.

### Guidelines

To do this exercise, please access materials 1 to 4 displayed below, which consist of the following:

- Material 1: This collection contains 3 small excerpts of texts on the subject of media literacy.
- Material 2: This is a video by artist Alexandra Bel, available on the New Yorker website. You should watch the video and try to understand what the artist is talking about. If necessary, use the transcript to help you.
- Material 3: It is a collection with tweets
- Material 4: It is a short text on algorithm bias.

From your reading of these materials, write answers and to the following questions:

- 1) From Material 1, what did you understand to be media literacy?
- 2) What did you understand that the artist Alexandra Bell does with newspaper news and how does this relate to a sense of critical media literacy?
- 3) In the texts of Material 3, do you identify meanings that can be biased in the tweets? If so, which ones, in which formulations (words, phrases, phrases, passages etc.) and / or how (grammatical rules)?
- 4) How do can we understand algorithm bias? How does it impact our uses of digital ICTs for teaching English?

Feel free to explore the materials, the concepts you know, and your own digital practices and your knowledge of society, politics, economics, culture, etc. to justify your answers.

Feel free to also comment on the responses from colleagues.

**Assessment criteria for the task:**

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic writing;
- Observation as to the deadline for the completion of the activity.



**Task 8: Video Class – Discursive Perspectives on ICTs**

Now you have the opportunity to review some of the aspects studied in this module and to go further in our discursive perspectives on ICTs by watching the video class with professor Cristiane, available on AVA Moodle.



### Task 9: Wrapping it up

To conclude this module, write down, in your textbook, the most important aspects you have studied so far. The following questions may help you organize your ideas:

- ✓ What are ICTs?
- ✓ How were the discussions concerning ICTs in this module different from those you had in the beginning of your course?



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## Appendix Module 1

Although we have introduced a French discursive perspective, there are other discursive theories. From a different approach, focusing on social changes and its relation to discourse, Teun Adrianus Van Dijk (1985, 1997) and Norman Fairclough (2007, 2011) are founders of the critical discourse perspective. Within the literary field, French literary theorist Roland Barthes (1988) also addressed the concept of “discourse in his explanation of the grammatical structure functioning for the construction of narratives.

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# Module 2

## English teaching and information and communication technologies

### List of contents:

1. ICTs and the teaching and learning process of a foreign language
2. The notions of 'digital native' x 'digital immigrant'
3. The native speaker and foreign language teaching/learning
4. ICTs and the reading process in a foreign language
5. Remote teaching and distance teaching

### Goals:

By the end of the module, you will be able to:

1. problematize the idea of 'digital native' x 'digital immigrant';
2. discuss the notion of 'native speaker' and its implications for the processes of teaching and learning English as a foreign language;
3. explore digital tools for language teaching and learning;
4. compare the notions of remote teaching and distance teaching.

## ENGLISH TEACHING AND INFORMATION AND COMMUNICATION TECHNOLOGIES

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### Dear student

As we have already presented our theoretical perspective and discussed some of the main concepts with which we see information and communication technologies, we are now very pleased to welcome you to our second module. This time, we will reflect about (and try to deconstruct) some very common terms in the area of digital technology, like “digital immigrant” and “digital native”, which have been taken for granted, but that can be very opaque and contradictory too. We will also start reflecting about language learning practices, focusing our discussions on learning English, more specifically for reading purposes. We have selected a variety of videos and materials we would like to share with you and we invite you to also share your selections with us!

### Main resources:

- ✓ Textbook; Virtual Learning Environment Moodle; Web.

### Estimated time to conclude this unit:

We suggest you dedicate 20 hours to read your textbook and develop the tasks and activities proposed in this module.

### Formative Assessment

Participation in the Discussion Forums and Production of Screencast (tasks 10, 12, 14 and 17).

## Teaching and learning English in a “digital world”



Picture 6

In Module 1, you talked about the presence of digital technology in our daily activities and together with your peers you discussed some of your habits concerning the use of ICTs. Now we would like to invite you to reflect about your position as a pre-service English teacher in a completely distance course, which demands the constant use of technological tools for pedagogical aims.

So, let's go to the next task!



### Task 10: Forum – Me, a pre-service English teacher in a distance course

In this forum you have the opportunity to think about your experience as a pre-service English teacher in a distance course. Interact with your colleagues by discussing these questions:

- 1) What is the experience of learning English and studying to be a teacher in a distance course like?
- 2) What were your expectations when you started this course? Have your expectations been fulfilled?
- 3) What are your perceptions concerning your development in the course?
- 4) What limitations and difficulties would you mention? What do you do to deal with them?

**Assessment criteria for the task:**

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic writing;
- Observation as to the deadline for the completion of the activity.

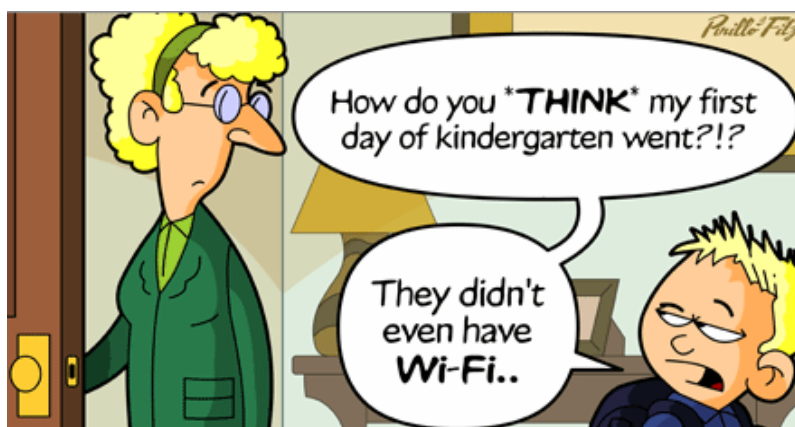


## Task 11: Reading

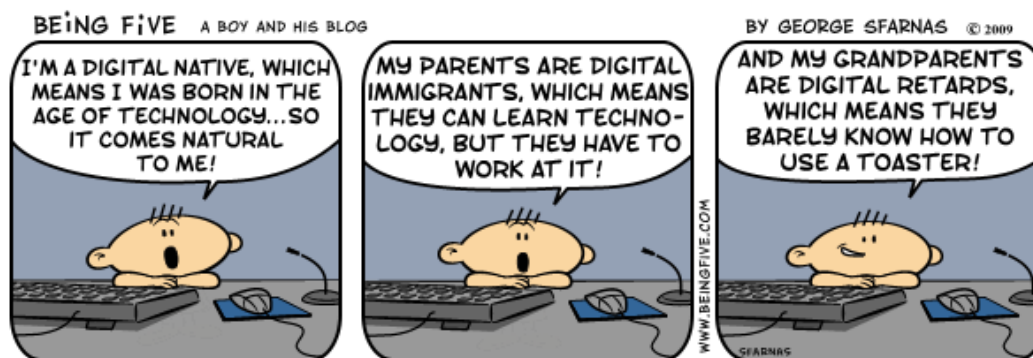
### Warming up...

Have you heard of the terms 'digital native' and 'digital immigrants'? What do they mean to you? How can such terms be defined? What do they relate to? What are their implications to the teaching and learning of foreign languages? In this Module, we are going to discuss these notions taking into consideration the discursive perspective we have been studying.

To warm-up our discussion, read the following cartoons and think about the effect of meanings they may produce concerning the processes of teaching and learning in a 'digital world'. Then watch the trailer of the movie *The Interns* and answer these questions: *what calls your attention in the video? How would you describe the main characters? How could you relate it to the discussion of ICTs?*



Picture 7



Picture 8



Picture 9

VB



[The Internship – Official Trailer \(HD\)](#)

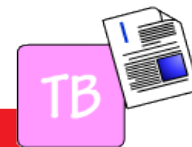
<https://www.youtube.com/watch?v=cdnoqCViqUo>

TB



## Task 12: Forum - Your perceptions

Record a 2min-video on Flipgrid expressing your perceptions on the cartoons and on the movie trailer. How could you relate them to the discussion of ICTs? For that click on <https://info.flipgrid.com/>.



## Task 13: Reading - Digital Native x Digital Immigrant: What is it all about?

Whenever the topic of a conversation is ‘technology’, the terms ‘digital native’ and ‘digital immigrant’ usually come about in order to define and point out the differences between those who are familiar with technological tools from those who seem to struggle with it. The following statement from Palfrey and Gasser (2008, p. 2) may well elucidate that:

There is one thing you know for sure: These kids are different. They study, work, write, and interact with each other in ways that are very different from the ways that you did growing up. They read blogs rather than newspapers. They often meet each other online before they meet in person. They probably don’t even know what a library card looks like, much less have one; and if they do, they’ve probably never used it. They get their music online—often for free, illegally—rather than buying it in record stores. They’re more likely to send an instant message (IM) than to pick up the telephone to arrange a date later in the afternoon. They adopt and pal around with virtual Neopets online instead of pound puppies. And they’re connected to one another by a common culture. Major aspects of their lives—social interactions, friendships, civic activities—are mediated by digital technologies. And they’ve never known any other way of life.

The term ‘digital native’ was coined by Prensky in 2001 in his work *Digital Natives, Digital Immigrants*. When referring to today’ students, Prensky says that:

They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today’s average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. (p.1)



Watch an interview with Prensky, available at:

<https://www.youtube.com/watch?v=bwXi5Rvspko>

What's his position concerning technology?

Let us take a look at some of the characteristics usually attributed to digital natives and digital immigrants. What do you think of them? Can you recognize yourself in any of them?

Digital natives	Digital immigrants
Prefer to connect via text, chat, Facebook, online games, etc.	Prefer to talk on phone or in person.
Text more than call: Almost half of all teens can text with their eyes closed.	Do not use text or use it sparingly and reluctantly.
Prefer a-synchronistic or sequential communication, such as in email, Facebook, or chat.	Prefer synchronistic communication, in real time.
Prefer receiving information quickly and simultaneously from multiple multimedia and other sources.	Prefer receiving information slowly: linearly, logically, and sequentially.
Prefer parallel processing, multitasking or task switching.	Prefer singular processing and single or limited tasking.
Prefer processing and interacting with pictures, graphics, sounds and video before text.	Prefer reading text on processing pictures, sounds and video.

Inclined to read texts in short bursts, one paragraph at a time, hopping to other activities, such as texting or Facebooking, in between paragraphs.	Inclined to read a book from cover to cover.
Use texting and instant message shorthand: cu tomorrow; luv ya, r u going to the game?	Value 'proper' English.
Tell friends about a trip on the phone, or with an in-person conversation or at-home slideshow.	Tell friends about a trip on the phone, or with an in-person conversation.
Use the Internet to socialize, play, have fun, watch videos, shows, create, etc.	Use the Internet to gather information.
View the Internet in terms of interaction and participation rather than as passive or one-directional.	Think of the Internet in passive terms of what they can read, review or learn.
Many aspects of life are happening only online.	Think young people waste their lives online.
Internet is as real, and often more pleasurable and tangible, than offline life.	Think of the Internet and virtual world as not part of "real life".
Quality interactions can occur with complete strangers, in public, on Facebook, via Twitter and especially online gaming.	Prefer to have 'quality' interaction with one or few people rather than many.
Like multitasking and task switching. Prefer several tasks or recreation activities at a time: Watch a show, socialize, text, study, play, etc.	One task or pleasure at a time.

Adapted from: [http://www.zurinstitute.com/digital\\_divide.html](http://www.zurinstitute.com/digital_divide.html)





To go further on the discussion regarding digital native x digital immigrant, watch the video titled 'Do digital natives exist?', available at:

<https://www.youtube.com/watch?v=9WVKBAqjHiE>



➤ Prensky's article – Digital Natives, Digital Immigrants – can be read at:

<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

➤ The paper The Emerging Online Life of the Digital Native, by Marc Prensky, is available at:

[http://www.marcprensky.com/writing/Prensky-The\\_Emerging\\_Online\\_Life\\_of\\_the\\_Digital\\_Native-03.pdf](http://www.marcprensky.com/writing/Prensky-The_Emerging_Online_Life_of_the_Digital_Native-03.pdf)

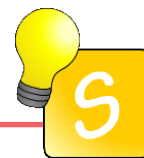
Despite some euphoria regarding the impact of technology on the way people learn, work and interact, studies <sup>1</sup> have been carried out in order to investigate how the supposed digital native students make use of ICTs and whether they fit the characteristics pointed out by authors such as Palfrey and Gasser (2008); Prensky (2001) and Tapscott (1998, 2009), among others.

From a discursive perspective, we should say that one of the problems with the distinction between digital native and digital immigrant is that it poses a dichotomy and reinforces the idea that one of the poles is better than the other. As outlined by post-structuralist philosophers such as Derrida, binary oppositions are based on hierarchy in which one side is seen as dominant and independent from the other.

In other words, if there is such a thing as a digital native and digital immigrant, it should be considered in terms of a continuum of practices regarding the situated use of technology and not as something natural. Being able to upload pictures, to buy any kinds of products from the web, to chat via skype or to download songs from the internet, for example, does not guarantee that one will succeed in writing or presenting a scientific paper in an

1 Check the works of Bullen, Morgan & Qayyum (2011) and Selwyn (2009), for instance.

international congress or in comprehending a literary book once language involves its conditions of production and is always a situated practice.



Blake (2008) points out four myths concerning technology and second language acquisition. Have you ever heard any of them?

1. *Technology is monolithic* – which refers to the misconception that there is only *one* technology appropriate for any language study.
2. *Technology constitutes a methodology* – technology itself is not linked to theoretical models or teaching methodologies. Instead they are used according to practitioners' views on the processes of language teaching.
3. *Today's technology is all we need to know* – in fact, those who deal with technology may agree that it demands continuing updating and learning.
4. *Technology will replace teachers* – indeed we should say that teachers who do not use technology may be replaced by those who do.

In: Blake, R. J. *Brave new digital classroom: technology and foreign language learning*. Washington: Georgetown University Press, 2008.

Over the past years, there has been in Brazil some trendy online English as a second language courses. By their advertising, we could notice that these courses high value the native speaker by praising him/her as an ideal model of language. Having those online courses in mind, we would like you to do the following task:



### Task 14: FORUM - Screencast: Exploring Digital Tools

Research digital tools that could be used for pedagogical purposes in an English as a foreign language class. Record a screencast in English (from 3 to 4 minutes) and post the link on the forum, by answering the following questions. Then, interact with your classmates.

- 1) What is the tool about? Describe it.
- 2) What teaching activities could be done by using this tool? Give examples.
- 3) To what extent does this tool enable us to explore teaching-learning differently from face-to-face classes?
- 4) How could this tool contribute to foster interaction in the class?

Obs: A screencast is a digital video recording that captures actions taking place on a computer display. It often contains voice-over narration. To record yours, we suggest you use these websites:

<https://www.loom.com/>

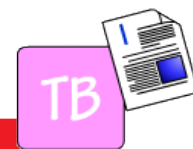
<https://screencast-o-matic.com/screen-recorder>

#### Assessment criteria for the task:

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic writing;
- Observation as to the deadline for the completion of the activity.



One problem we may face when teaching or learning a foreign language in a so called 'technological and globalised' world is that developments in technology do not equal improvements in the processes of teaching and learning. Why do you think it happens? In the next task we invite you to reflect on that. Let's read!



## Task 15: ICTs and the teaching and learning process of a foreign language

Watch a snippet of the TV series *The Big Bang Theory*. In your opinion, why does Rajesh say that when he speaks to Indian call centers he feels like he is making fun of them? What is the image Rajesh has from his own English accent? Is it different from Howard's image? How do you feel when you speak English? What are your impressions about your accent?

<http://www.youtube.com/watch?v=2HLu3G8h9nE>

From a discursive perspective, we do not take language as a mere instrument of communication and we do not understand the learning process of a foreign language as a conscious process or as simple work of memorization and ordinary practice. On the contrary, we believe that learning another language means subscribing into new discourses and new possibilities of producing meaning and (re)significations. More than knowing the language, learning a foreign language also means being spoken by it. What is at stake, in fact, it is not if we speak a foreign language in the same way as we speak in our mother tongue, but as Coracini (2003, p. 153) observed, it is more than that, but rather a matter of understanding that

[...] the inscription of the subject in a foreign language will be the bearer of new voices, new confrontations, new questions, changing, inevitably, the constitution of subjectivity, changing the subject, bringing you new identifications, without, of course, erasing the discourse of your mother language.<sup>2</sup>

In general, the process of teaching and learning a foreign language is never indifferent to the subject because it always brings deep and indelible impacts on the identity construction of the subject. According to Revuz (1997, p.217), «any attempt to learn another language disturbs, questions, modifies what is inscribed in us»<sup>3</sup>, and the encounter with the language, which, in fact, is always a confrontation, establishes a bond and, at the same time, a rupture with our mother tongue.

Moreover, learning a language-culture requires an inscription job of the subject's body into new discourses. For that, the inscription may only happen if the subject was captured in and by the language and if this language has somehow been inscribed into his/her body (CORACINI, 2007). In other words, learning a foreign language requires moving muscles that were once asleep in and because of the mother tongue (Revuz, 1997), and also an appropriation and (re)signification of other body movements.

2 Translated from Portuguese by the authors.

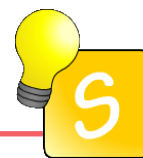
3 Translated from Portuguese by the authors.

Have you ever felt confronted with/by the English language? Have you ever tried to put into words what you wanted to say but felt that the message could not get across? Can you remember of any situation at which you found difficulties in pronouncing the sounds of English? As we saw in the scene taken from The Big Bang Theory episode, Rajesh, an Indian scientist who lives in the USA, tries to speak with the so-called American accent, but his colleague, Howard, an American scientist, mocks at him because he believes Rajesh sounds like an English when trying to speak American English. This video is an example of how language (when learning and speaking it) requires from us different body movements. Like shown in the scene, Rajesh and Howards perform different body moviments to express the different accents in the “same” language, which is the English language.

Another aspect we should take into consideration is the assumption that the English language is the same, and a unique, individualized language. In order to help us think about the impossibility of having a unique language, we would like to bring to our discussion some considerations of Derrida regarding language. According to Derrida (1996), a language is never pure, unique or mine, but always from the other and promised to the other, what is to say that a language is always crossed by different cultures. When we think of English and its colonization, we can see that even though many nations were colonized by the English people, there still remains cultural differences in all sorts of English(es) we find all over the world (as we could notice during Rajesh and Howard’s conversation about the English Language). As we set the discussion to our context, what is it to be a Brazilian speaker of the English language? Can you find any differences among “your” English and Rajesh’s or Howard’s? Would you like to speak English differently?

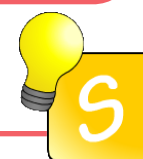
Kumaravadivelu (2012) argues that the notion of the native speaker rules the episteme which formats tasks and pedagogic duties developed by professionals in periphery countries. As the author points out, this notion seems to have controlled the major aspects of English language learning and teaching, as can be seen in the emphasis given to matters such as native-speaker accent, native-speaker teachers, native-like target competence, teaching methods emanating from Western universities, among others.

Based on the works of Foucault, the author claims it is time for us to experience an epistemic break from our “dependency on the current West-oriented, Center-based knowledge systems that carry an indelible colonial coloration” so that EIL professionals would “meet the challenges of teaching English which is marked by globality as well as coloniality” (p. 33).



Kumaravadivelu's position finds echo on the words of McKay (2012), when she states that:

This [the promotion of a counter-discourse that recognizes and legitimizes the value of proficient and qualified bilingual teachers of English] is especially important today when globalization has encouraged peoples across a wide range of countries to call English their language, appropriating it in a multitude of ways to fulfill their needs. Thus, a label that divides people as native or non-native is a poor theoretical construct for expanding understandings of what it means today to be a competent teacher of English. (p. 42)



We suggest you read the text Unesco ICT Competency Framework for Teachers, available on <http://unesdoc.unesco.org/images/0021/002134/213475E.pdf>



How has the development of ICTs helped to problematize homogeneous notions of language?

When thinking about English learning and teaching, one has to consider the status of English as an international language (EIL) and that English owes its configuration partly due to the fact that it is the most globally mediated language (NELSON & KERN, 2012) and in this sense it is important to comprehend that the relation between digital media and English learning and teaching should not be restricted to the development of skills regarding language proficiency, "but also [to] the knowledge and attitudes needed to participate fully in an interconnected, global society" (WARE, LIAW AND WARSCHAUER, 2012, p. 68). In the view of Ware, Liaw and Warschauer:

Just as digital media are helping shape the role of English as an international language, so too are they shifting EIL classrooms from a focus on mastery of skills to an emphasis on using English to communicate and engage with speakers of varieties of English using a wide range of media. English learners are now seen as global communicators, sharers of local cultures, arbiters of misunderstandings, and valued contributors to a growing global community. (2012, p. 72)



## Task 16: Video Class – English Teaching and ICTs

Now you have the opportunity to review some of the aspects studied in this module and to go further in our discursive perspectives on ICTs by watching the video class with professor Cristiane, available on *AVA Moodle*.



## Task 17: Forum – Remote or Distance Teaching: what really matters?

COVID-19 posed the question of whether remote teaching could be considered distance teaching. Many professors, practitioners, institutions have taken a stance on this issue. Watch the video *Educação Remota e Ensino de Línguas* (<https://www.youtube.com/watch?v=KkKchaXstyY>), by Professor Vera Menezes. What draws your attention? How does she understand remote and/or distance teaching? How does she conceive the relation between distance teaching and face-to-face teaching? How do her ideas relate to what we have been discussing in this course? Post your comments on the Forum and interact with your classmates.

Assessment criteria for the task:

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic writing;
- Observation as to the deadline for the completion of the activity.

at <http://unesdoc.unesco.org/images/0021/002134/213475E.pdf>



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# Module 3

## English teaching and ICTs: discourses and practices

### List of contents:

1. Reconceptualizing the role of teachers and student in the digital age
2. Curatorship in the teaching of languages
3. Autonomy and collaborative learning
4. Language Teaching in a pandemic world

### Goals:

By the end of the module, you will be able to:

1. discuss the notion of curatorship in the teaching of languages;
2. discuss the role of teachers and students in the digital age;
3. problematize the notion of autonomy and collaborative learning;
4. reflect upon the implications of COVID-19 for language teaching.

## ENGLISH TEACHING AND ICTs: DISCOURSES AND PRACTICES

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Dear student,

We have so far discussed some of the main concepts regarding information and communication technologies as well as their implications to the teaching and learning process of English. Now we invite you to start the third Module of our course, in which we are going to continue thinking about these issues from discursive perspectives of language. We intend to present some learning tools related to digital technology and discuss discourses concerning the role of teachers and students regarding the relation between English and ICTs. We will also give you the opportunity to develop learning practices focused on writing. Let's begin!

### **Main resources:**

- ✓ Textbook; Virtual Learning Environment Moodle; Web.

### **Estimated time to conclude this unit:**

We suggest you dedicate 20 hours to read your textbook and develop the tasks and activities proposed in this module.

### **Formative Assessment**

Participation on the Forum (Tasks 19, 21 and 22).



## Task 18 - Reading

### Warming up...

In Module 2, we started a discussion about the implications of the ICTs and the teaching and learning process of a foreign language. In order to keep that conversation on, we invite you to do the following task about distance learning.



Picture 10: Distance learning



Read the statements below and say whether you agree (or not) with them. You may take notes in order to revisit your ideas along the discussions made in our discipline.

1. The use of technologies in foreign language classes increases students' motivation.
2. Distance language learning is suitable only for autonomous learners.
3. Technologies make it easier to learn languages.
4. Distance language learning courses enable interaction and collaboration among students, tutors and teachers much more than traditional courses do.
5. Distance language learning courses give students much more opportunities to learn as they make use of ICTs.

## Reconceptualizing the role of teacher and student in the digital age

Much has been said about the 'new' role teachers are supposed to play in the digital age. It seems there is no place for 'old' practices, methodologies or ways of thinking. Different competences, skills and knowledges seem to be required from teachers in order to face the reality of classrooms full of digital natives. According to Clifford (1987 apud Blake, 2008, p. 14), the fear that technology will replace teachers is naïve as what is likely to occur is that teachers who use technology will replace those who do not use it.

ICTs are seen as resources that may increase authenticity and interest, foster collaborative learning by building virtual communities, develop students' autonomy towards learning, provide peer support and interaction, among other benefits (Järvelä apud Sancho, 2010). And even though "evaluations of the educational use of digital technologies give an uncertain picture of their contribution to improvement in learning results" (SANCHO, 2010, p. 437), the need to insert ICTs into teaching practices seems to be a common sense discourse and the presence of ICTs in the classroom is hardly ever questioned. But how can teachers reinvent themselves as professionals in order to develop teaching practices that are relevant to our current historical and social context? How should teachers respond to so many demands? That is what we would like you to think about in next task.



### Task 19: Forum – Teaching Languages in a (Post-) Pandemic World

COVID-19 has certainly changed the way we conceive the relation of teaching-learning and technology. Watch the video *Tecnologias Digitais e ensino de línguas em tempos de pandemia: desafios e percepções de professores* (<https://www.youtube.com/watch?v=89IEzUYMPts>), by Professor Márcia Mendonça.

What draws your attention on the video? Which concepts, ideas, challenges does the professor present to online learning? How do her ideas relate to what we have been discussing in this course? Post your comments on the Forum and interact with your classmates.

**Assessment criteria for the task:**

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic writing;
- Observation as to the deadline for the completion of the activity.



Watch the video below and read the following statements and think:

- a) How are teachers, students and the process of teaching/learning represented both in the video and the statements?
- b) How is knowledge conceived?
- c) Do you agree with them? Why (not)?



Watch the video 'Technology in Education – from novelty do Norm' by Joel Handler, available on:

<https://www.youtube.com/watch?v=U0INhayjJVE>



**Read the following statements:**

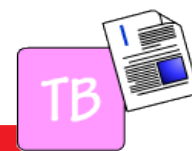
1. In spite of the natural resistance to innovations, it seems that digital tools have been gradually incorporated into different kinds of learning contexts: from face-to-face to blended or online learning contexts. Students themselves are autonomously taking advantage of a range of free tools to develop their language skills.

(PAIVA, available at <http://www.veramenezes.com/abrapui2012.pdf>)

2. The use of new technologies in education implies new teacher roles, new pedagogies and new approaches to teacher education. The successful integration of ICT into the classroom will depend on the ability of teachers to structure the learning environment in new ways, to merge new technology with a new pedagogy, to develop socially active classrooms, encouraging co-operative interaction, collaborative learning and group work. This requires a different set of classroom management skills. The teaching skills of the future will include the ability to develop innovative ways of using technology to enhance the learning environment, and to encourage technology literacy, knowledge deepening and knowledge creation. Teacher professional learning will be a crucial component of this educational improvement. However, professional learning has an impact only if it is focused on specific changes in teaching. (UNESCO, p. 8)

3. Kevin Leander and colleagues (Leander and Frank 2006; Leander and Lovvorn 2006; Ch. 2 this volume) observed students who were in wireless classrooms spending considerable time engaged simultaneously in multiple “self-selected purposes” during lessons. These included gaming, shopping, and downloading music, as well as more to be expected activities like emailing, chatting, instant messaging, and browsing and updating weblogs. They did this while staying in touch with what was going on in class. Some of the students who engaged most in pursuing self-selected purposes during class time did not believe they were learning less than they otherwise would as a result of this. Even when they were “drifting” on their screens they demonstrably participated as much if not more in class discussions than their “on task” peers. Two of the students observed by Leander and colleagues claimed that being able to go to other places during time in class when they already knew about the matters under discussion alleviated boredom. Their capacity for multitasking seemingly allowed them to maintain one eye on the class task while going about other business. (LANKSHEAR & KNOBEL, 2007, p. 25) – available on [http://www.academia.edu/293039/A\\_New\\_Literacies\\_Sampler](http://www.academia.edu/293039/A_New_Literacies_Sampler) - (last accessed on September 21st, 2014 – 09:00 pm)





## Task 20: Reading - Reshaping learning practices

The need to reshape learning in order to accommodate the demands of the digital and globalised age has been pointed out by many authors in language studies, such as Paiva (2005), Lankshear & Knobel (2007), Cope & Kalantzis (2007), to name but a few. Autonomy, collaboration/cooperation, interaction, motivation, interdisciplinarity are some of the notions seen as tenets of this learning reformulation process. Here we are going to focus on three of them: autonomy, collaboration/cooperation and interreaction.

Most of the studies concerning e-learning have defended the idea that ICTs provide students more autonomy in their learning processes, once it is believed that, in such learning environments, students take responsibility for their own learning, therefore, becoming self-taught people (PAIVA, 2005). In a discursive study about the effects of meaning in the autonomy profile in distance learning, Trifanovas (2011) called into questions some of these beliefs. According to the author's analysis, the demands for autonomy in e-learning have created a sort of homogeneization of the subjects involved in the teaching and learning process. Instead of arousing a consciousness of student's own learning processes, the demands of autonomy merely produce formative learning and, consequently, formative students. In this sense, no autonomous students have emerged, but automaton ones.

Larrosa (1998) states that the terms that carry the prefix auto- (and we can also add other terms that carry the prefix self-, such as self-esteem, self-control, etc.) imply a certain kind of relationship between the subject and him/herself. Nevertheless, Coracini (2001) reminds us of the (im)possibilities of having a sheer relationship with one's self. In the applied linguistic's words,

Believing in the possibility of independence, exemption, individuality, self-control ou hetero-control, as it occurs in most studies concerning the teaching and learning process of languages, means becoming part of the modernity that is bounded by rationality, a guide center which transforms the ineffable, the complex, the uncertain into objects or manipulable beings by knowledge, capturable by something that is inherent in them and that, therefore, transcend them. It is within this vision that schools and science (as we know it) are immersed. So, it is possible to talk about autonomy, in a post-modern perspective, since

any relationship with ourselves or with the others will be, inevitably, a built up and regulated relationship (CORACINI, 2001, p. 181).<sup>1</sup>

In other words, autonomy is a concept derived from the belief in the Cartesian subject, which is a model of a subject considered to be rational and one who has absolute control of his/her acts. This concept of the subject was called into questions by post-structuralists thinkers, as we could observe by our glimpse on some of Pêcheux's and Foucault's work. In a discursive perspective, the subject is considered to be one who does not have absolute control of his/her acts, once it is constituted in and by language, which is characterized by equivocality<sup>2</sup>, therefore, from this perspective, the subject is also an equivocality. In this sense, from a discursive perspective of language, there is no such thing as "(auto)nomy" because every and all relationship(s) between the subject and his/herself and with the others will always be ruled by discourses and regulated by them. All things considered, when it comes to the distance learning context, the discourses that emerge about the autonomy profile expected in students do not necessarily produce autonomous subjects, on the contrary, it mainly reinforces the production of subjects who are constructed by regulatory practices, like Trifanovas (2011) has pointed out: the "automaton" subject.

1 Translated from Portuguese by the authors.

2 Our translation for the term 'equivoco' as used in the theories of discourse.



Read this statement about autonomy postulated by Paulo Freire in *Pedagogia da Autonomia* (1996). How similar/different is it from the ideas we have discussed so far?

*O que é preciso, fundamentalmente mesmo, é que o filho assuma eticamente, responsabilmente, sua decisão, fundante de sua autonomia. Ninguém é autônomo primeiro para depois decidir. A autonomia vai se constituindo na experiência de várias, inúmeras decisões, que vão sendo tomadas. Por que, por exemplo, não desafiar o filho, ainda criança, no sentido de participar da escolha da melhor hora para fazer seus deveres escolares? Por que o melhor tempo para esta tarefa é sempre o dos pais? Por que perder a oportunidade de ir sublinhando aos filhos o dever e o direito que eles têm, como gente, de ir forjando sua própria autonomia? Ninguém é sujeito da autonomia de ninguém. Por outro lado, ninguém amadurece de repente, aos 25 anos. A gente vai amadurecendo todo dia, ou não. A autonomia, enquanto amadurecimento do ser para si, é processo, é vir a ser. Não ocorre em data marcada. É neste sentido que uma pedagogia da autonomia tem de estar centrada em experiências estimuladoras da decisão e da responsabilidade, vale dizer, em experiências respeitadas da liberdade.*



## Task 21: Forum – Problematizing autonomy in language teaching

What comes to your mind when you think of autonomy in language teaching and learning? How is autonomy usually conceived in the realm of Applied Linguistics? Read the paper by Brito and Guilherme (2019). What's the authors' position concerning the notion of autonomy? Do you consider yourself an autonomous English learner? Why (not)? Share your perceptions on the Forum and interact with your classmates.

- ✓ BRITO, C. C. P.; GUILHERME, M. F. F. Revisitando o conceito de autonomia: (im) possíveis diálogos no ensino-aprendizagem de línguas estrangeiras. In: HASHIGUTI, S.; BRITO, C. C. P.; RIBAS, F. C. (Orgs.) Escuta Crítica: formação docente em Letras presencial e a distância. Uberlândia: EDUFU, 2019. p. 12-30. Available on: <http://www.edufu.ufu.br/catalogo/ebooks-gratuitos/escuta-critica-formacao-docente-em-letras-presencial-e-distancia>

### Assessment criteria for the task:

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic writing;
- Observation as to the deadline for the completion of the activity.

For a further discussion on **autonomy**, read the following articles:

- ✓ RUIZ, E. *Material Didático De Educação A Distância, Neoliberalismo E Autonomia: Relações (Im)Possíveis*. Calidoscópio. Vol. 11, n. 3, p. 297-305, 2013. Available at: <http://revistas.unisinos.br/index.php/calidoscopio/article/view/cld.2013.113.08>
- ✓ NICOLAIDES, C. S. & FERNANDES, V. *Learner autonomy in the light of Freire*. *D.E.L.T.A.*, 24esp., 2008, p. 493-511. Available at: <http://www.scielo.br/pdf/delta/v24nspe/06.pdf>



## Task 22: Forum - Curatorship in the teaching of languages

In this forum, we will discuss curatorial practices in the teaching of EFL in Brazil, especially in educational processes taking place in circumstances of physical isolation, such as the one that resulted from the COVID-19 pandemic, which can potentially bring about paradigm shifts. We will focus our discussion on the aspects of creativity, innovation, and criticality in language teaching with the use of digital technologies, and problematize digital-social-linguistic inclusion, the construction of knowledge and of places of speech.

Guidelines:

- o Watch videos 1 and 2, in which Professors Cortella, and Paiva, respectively, discuss the theme of curatorship in education.

- o Write answers to questions (1) to (3) and share them with your colleagues. In your posting, try to establish relations with the texts and concepts we have studied so far, in order to justify your propositions and make relations with the comments already posted by your colleagues.

1) Have you ever heard of the term curatorship in education? If so, where and when? If not, search for the phrase (that is, “curatorship in education”) on the internet and share your findings with us. Let us know what you found about it and in what platforms or sites.

2) What would it be like to curate for the teaching of EFL, especially in the current pandemic context in public schools in Brazil and in the post-pandemic?

3) Do you think you make a creative, innovative and critical use of digital information and communication technologies (TDICs) when studying and teaching (when applicable) English?

Video 1: Link (<https://youtu.be/9CLXe6nzzq0>)

Video 2: Link (<https://youtu.be/D7MmsFBQkME>)



## Task 23: Reading - Collaborative Learning

Another concept that has been used to characterize the use of ICTs in education is collaborative learning. This term has been understood as the process through which learners share experiences and knowledges in order to resignify their beliefs and concepts or to enhance language proficiency (in the case of language learning). Examples of online collaborative learning practices are: tandem<sup>1</sup>, discussion forums, chats, WIKIS etc.

In <http://www.thirteen.org/edonline/concept2class/index.html>, a site which offers free workshops on educational issues, it is stated that in cooperative learning small groups provide a place where:

- ✓ learners actively participate;
- ✓ teachers become learners at times, and learners sometimes teach;
- ✓ respect is given to every member;
- ✓ projects and questions interest and challenge students;
- ✓ diversity is celebrated, and all contributions are valued;
- ✓ students learn skills for resolving conflicts when they arise;
- ✓ members draw upon their past experience and knowledge;
- ✓ goals are clearly identified and used as a guide;
- ✓ research tools such as Internet access are made available;
- ✓ students are invested in their own learning.

McInnerney & Roberts (2004) draw the attention to the fact that, although the term cooperative is often used interchangeably with collaborative, they do not mean the same. According to them, “cooperative is an adjective meaning to work or act together as one to achieve a common goal, while tending to de-emphasize the input of particular individuals”, while collaborative “is an adjective that implies working in a group of two or more to achieve a common goal, while respecting each individual’s contribution to the whole” (p. 205).

<sup>1</sup> “Tandem learning involves two students with different mother tongues working together in a text-based online environment in order to learn each other’s language” (WHITE, 2003, p. 162).

Based on literature review of some important authors, they point out that collaborative learning is characterized by aspects such as: shared knowledge between teachers and students; shared authority between teachers and students; teachers as mediators and heterogeneous groupings of students. Cooperative learning, by its turn, seems to present the following features: students work together in small groups; students work together on common tasks or learning activities that are best handled through groupwork; students use cooperative, pro-social behavior to accomplish their common tasks or learning activities; students are positively interdependent and activities are structured so that students need each other to accomplish their common tasks or learning activities; and students are individually accountable or responsible for their work or learning. (p. 207, 210)

It is important to outline that many studies seem to reinforce the idea of a dichotomy between traditional x collaborative learning usually relating the former to presential classes as if collaborative learning perspectives had never happened or had never been theorized before the advent of ICTs. Indeed as we have been discussing, due to the very nature of language and subjects, we argue that changes do not occur through linear processes, but through discontinuity, in which practices, discourses, concepts are interwoven and characterized by conflict, tensions and contradictions. Besides, we believe that it is first of all a conception of language, of teaching and learning processes, of knowledge, among others, the leading principle of teaching practices, capable of promoting rearragements and destabilization of students' (and also teachers') subjective positions. 'Old' practices may, for instance, be disguised with 'new' technologies, whereas 'old' technological resources (such as the chalk and the blackboard) can be the means through which meanings are resignified.

Examples of collaborative learning activities that can be developed in presential classes are available at <http://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html#examples>. Check some of them:

### **Catch-up**

- Stop at a transition point in your lecture.
- Have students turn to a partner or work in small groups to compare notes and ask clarifying questions.
- After a few minutes, open the floor to a few questions.

**Fishbowl debate**

- Ask students to sit in groups of three.
- Assign roles. For example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle takes notes and decides which side is the most convincing and provides an argument for his or her choice.
- Debrief by calling on a few groups to summarize their discussions.

**Case study**

- Create four to five case studies of similar difficulty.
- Have students work in groups of four or five to work through and analyze their case study.
- Provide 10-15 minutes (or adequate time to work through the cases).
- Walk around and address any questions.
- Call on groups randomly and ask that students share their analysis. Continue until each case study has been addressed.



For further readings about collaborative learning, visit <http://www.thirteen.org/edonline/concept2class/w5-resources.html#sites>



Watch the lecture 'Teletandem e a aprendizagem telecolaborativa de línguas estrangeiras', by Professor Solange Aranha, available on

<https://www.youtube.com/watch?v=ptfTuOtVJG0>

One last concept we would like to discuss refers to the idea of interaction, which may be understood by different theoretical perspectives. The one we focus here is the notion of verbal interaction as assumed by the dialogical theory of the Russian philosopher Mikhail Bakhtin and his Circle. Verbal interaction occupies the center of Bakhtin's concerns regarding language and it is more than a simple exchange of information or a switch in the roles played between a listener and a speaker. The philosopher understands interaction as a constitutive aspect of language nature. In his words,

Word is a two-sided act. It is determined equally by whose word it is and for whom it is meant. As word, it is precisely the product of the reciprocal relationship between speaker and listener, addresser and addressee. (VOLOSHINOV<sup>1</sup>, 1929/1996, p. 86)

The actual reality of language-speech is not the abstract system of linguistic forms, not the isolated monologic utterance<sup>2</sup>, and not the psychophysiological act of its implementation, but the social event of verbal interaction implemented in an utterance or utterances. Thus, verbal interaction is the basic reality of language (VOLOSHINOV, 1929/1996, p. 94)

Dialogue, in the narrow sense of the word, is, of course, only one of the forms – a very important form, to be sure – of verbal interaction. But dialogue can also be understood in a broader sense, meaning not only direct, face-to-face, vocalized verbal communication between persons, but also verbal communication of any type whatsoever. (VOLOSHINOV, 1929/1996, p. 95)

Any utterance, no matter how weighty and complete in and of itself, is only a moment in the continuous process of verbal communication /.../ Verbal communication can never be understood and explained outside of this connection with a concrete situation. (VOLOSHINOV, 1929/1996, p. 95)

By stating this, Bakhtin/Voloshinov emphasizes the social aspect of language, and draws the attention to the fact that dialogism is about the relation discourses establish with each other. That is, my words are always permeated by the words of the others, they are never 'entirely mine', once language is constituted by alterity, in the very relation between

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1 The English version of this work attributes the authorship of *Marxism and the Philosophy of Language* to Voloshinov, whereas the Portuguese translation attributes it to Bakhtin.

2 Enunciado.



'I and the other'. Besides that, the philosopher and his Circle outline the ideological nature of language, once the verbal sign is seen as the *arena of class struggle*<sup>3</sup>. It means that in a bakhtinian perspective interaction is also marked by conflict and tension in the sense that there is no transparency when words are put in movement.

Bringing this discussion to the realm of English teaching and ICTs, we would argue that interaction should not be restricted to the notion of sharing opinions, ideas or assignments via virtual environments, rather it should be seen as a way to engage subjects in significant language practices. If interaction means to be meaningful it needs to open space to the establishment of dialogic relations between subjects, which involves the emergence of the 'counter word'<sup>4</sup>, the assumption of a responsive attitude towards the words of the other (BAKHTIN, 1986). It is about 'taking' the word in a significant way, assuming an enunciative position which regards power relations and processes of indentifications with certain discourses. It is indeed the significant taking of the word the aspect responsible to affect and transform the subject (SERRANI-INFANTE, 1998).

### Wrapping it up

As we could notice from the discussion about concepts that have been adopted to describe learning processes with ICTs, there has been an overturn in the roles played by teachers and students in the teaching and learning process. If in the past the teacher played a central role in the process, now we can notice great efforts, especially in education and language studies, to make students play their part and become co-responsible for their learning. What can be observed by the creation of terms to characterize virtual learning environments, such as crowdlearning, collaborative learning, mobile learning, etc. Such environments promote a certain decentralization in the power-knowledge relation between teacher and student by providing the student more democratic access to knowledge. In this sense, if once the power relation that constituted the teacher-student relationship was mainly on the teacher's hands, nowadays, we can observe somehow a dilution in power forces that constitute such relationship.

Such decentralization in power forces that constitute the teacher-student relationship comes also along with the emergency of discourses that portrait teachers as unprepared to teach in the digital age. Due to such discourses, there has been a noticeable boom in discussions concerning the roles played by the teacher when faced by ICTs and their use in the classroom. If you google such discussion, you will find thousands of blogs, papers and studies about the challenges of being a teacher in a digital era.

3 Signo como arena da luta de classes.

4 Contra-palavra.

In her doctoral thesis about the English teacher's subjectivity in social media networks, Salum (2012) presents some very interesting analyses regarding the construction of identities mediated by virtual communities in social media networks. According to the author, the virtual space only promotes an illusion of freedom and democratization of practices. Results showed that virtual communities are constituted by coercive environments that impinge upon the English teacher certain ways of being subject (SALUM, 2012, p. 173). Having that in mind, it is important to observe that even though ICTs may give us a feeling of freedom, there will always be practices ruled by certain discourses. When we think of the power forces that constitute the teacher-student relationship, for example, we have to consider that even though ICTs have promoted rearrangements in such relationship, there will always be a relation of power-knowledge constituting both. Mediated or not by ICTs, there will always be a "supposed- knowledge" which will be granted to someone or something.



We suggest you watch the video 'Letramentos Digitais (minicurso aula 2)', by Professor Carla Coscarelli, available on

<https://www.youtube.com/watch?v=k-z9YDJB39I&list=RDCMUCAEh1aERhPpBtM4MMnvPFGA&index=1>



### Task 24: Video Class – English Teaching and ICTs: discursive perspectives

Now you have the opportunity to review some of the aspects studied in this module and to go further in our discursive perspectives on ICTs by watching the video class with professor Cristiane, available on *AVA Moodle*.



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# Module 4

## ICTs and English teaching: developing a pedagogical project

### List of contents:

1. ICTs and the idea of education as a transgressive practice.
2. Didactic Transposition
3. ICTs and English teaching project

### Goals:

By the end of the module, you will be able to:

1. discuss English learning education as a transgressive practice and its relation to ICTs;
2. reflect on the insertion of ICTs in English teaching practices;
3. produce an English teaching project focusing on the use of ICTs for pedagogical purposes

## ICTS AND ENGLISH TEACHING: DEVELOPING A PEDAGOGICAL PROJECT

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Dear student,

This is the last module of our course and we invite you now to discuss some possibilities and experiences regarding the use of ICTs in the English class as well as to produce an English teaching project focusing on ICTs. The idea is to give you the opportunity to resignify the discussions we have held in this subject by proposing activities and producing material that could be used in your own teaching practices. Let's get to work!

### **Main resources:**

- ✓ Textbook; Virtual Learning Environment Moodle; Web.

### **Estimated time to conclude this unit:**

We suggest you dedicate 20 hours to read your textbook and develop the tasks and activities proposed in this module.

### **Formative Assessment**

Participation on the Forum and Production of an English Teaching Project (Tasks 25 and 27).

### Warming up...

In Module 3, we discussed the new roles teachers and students are demanded to play in the digital age by taking into account discursive perspectives of language. Now we invite you to go further in this discussion focusing on your position as a pre-service English teacher having to meaningfully make ICTs part of your teaching practices.



## Task 25: Forum – Me, a pre-service teacher facing technologies

In this task, you will have the opportunity to share with your colleagues your previous experiences, expectations, fears or even your overall impressions about being a language teacher and dealing with ICTs in the classroom. In order to encourage your discussion, first read the text titled *Educando para transgredir: reflexões sobre o ensino crítico de línguas estrangeiras/inglês*, in which the author discusses his view on education. Then relate it to the cartoons below that depict some of possible daily situations at which we may find ourselves in. After reading the text and analyzing the cartoons, discuss your position at the Forum by considering the following questions:

**Text:** URZÊDA-FREITAS, M. T. *Educando para transgredir: reflexões sobre o ensino crítico de línguas estrangeiras/inglês*. *Trabalhos em Linguística Aplicada*, Campinas, n. 51(1), 77-98, jan./jun. 2012.

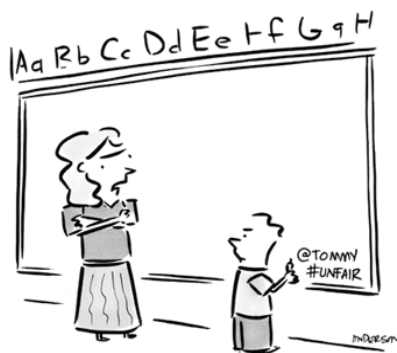
[http://www.scielo.br/scielo.php?pid=S0103-18132012000100005&script=sci\\_abstract&tlng=pt](http://www.scielo.br/scielo.php?pid=S0103-18132012000100005&script=sci_abstract&tlng=pt)

### Cartoons:



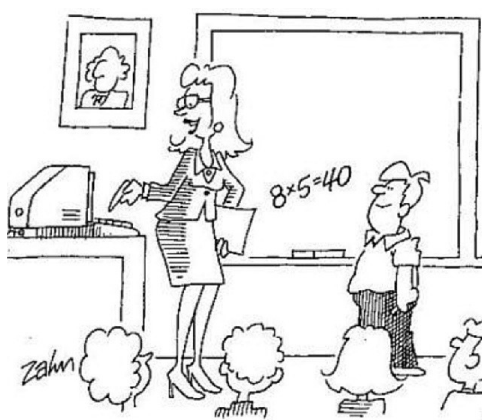
Picture 11: Reading is “cool”  
Source:

© MARK ANDERSON WWW.ANDERSTOONS.COM



"Just your name would be fine."

Picture 12 - Nicknames



"I think that's right, but let me check."

Picture 13: "I think that's right, but let me check"



Picture 14: Educação na Pandemia

### Questions:

- 1) What calls your attention in the texts?



2) Based on the cartoons, answer:

2.1) In your opinion, do ICTs represent a challenge or a threat to the teacher's role in the teaching and learning process? Explain.

2.2) Do you believe that teachers are unprepared to teach in the digital age? Why (not)?

2.3) How do you feel about being a teacher and having to deal with ICTs in your practice?

3) How can we relate the discussions made by Urzêda-Freitas (2012) and Buzato (2006) and the demands imposed on teachers in the digital age?

4) How has COVID-19 changed your relation to technology and/or your teaching-learning practices?

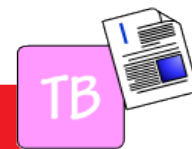
**Assessment criteria for the task:**

- Properness of the response (explanations, foundation, relevance to the proposal discussion);
- Level of peer interaction;
- Use of academic writing;
- Observation as to the deadline for the completion of the activity.



We suggest you read the paper: PAVANELLI-ZUBLER, E. P.; JESUS, D. M. As TDIC e seus usos no espaço das escolas públicas: o que dizem os professores? Calidoscópico, v. 14, n. 3, p. 448-457, 2016. Available on

<http://revistas.unisinos.br/index.php/calidoscopio/article/view/cld.2016.143.08>



## Task 26: Reading - ICTs and English Teaching: didactic transposition

Didactic transposition was originally understood as an instrument by which academic knowledge is transformed into educational knowledge, one that can be taught by teachers to students. This term was first used in 1975 by the sociologist Michel Verret and theorized by Yves Chevallard in a book named “La Transposition Didatique”, in which the author presents the transformations in academic knowledge as it is appropriated by school knowledge. According to Chevallard, in order to take part in teaching practices, scientific or technical knowledge has to be transformed; therefore, didactic transposition is the instrument by which such transformation takes place (AZEVEDO, 2010, p. 205).

Such issue has been debated in all sorts of fields that concern education of subjects, either in sciences or humanities fields. Along with the advent of the internet and its virtual learning environments, news discussions about didactic transposition in virtual environments have also been aroused. In a research bounded by the discursive perspective, Amarante (2011) analysed the didactic transposition for a homepage of a subject called Inglês aplicado a Sistemas de Informação, offered by a private university from the state of São Paulo. The results of the analysis countersign what Baudrillard (1997) pointed out regarding the transposition of the text and writing in the virtual world, according to Amarante (2011, p. 174):

Indeed, with the advent of the Internet, the established relationship between the reader and the text were somehow affected by opening space to new forms of subjectivation and other textual genders that are not better or worse than the previous ones, but merely different ones.<sup>1</sup>

In this sense, the didactic transposition in virtual learning environments has founded a new order to the pedagogical discourse by promoting different ways of establishing relations with knowledge. What is at stake, it is not if the virtual world has promoted better or worse ways of transposing scientific knowledge to educational ones, but realizing that there has been a foundation of new discourses (meaning new language and learning practices) in educational contexts.

What about in your teaching and learning practices? To what extent has the didactic transposition in virtual learning environments affected your teaching and learning practices? How have you been dealing with such foundation of a new order? How does

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1 Translated from Portuguese by the authors.

didactic transposition work in the teaching and learning process of foreign languages in virtual learning environments?

Over the last modules, we have been trying to have a better understanding of those questions which have been (im)posed by ICTs and their use in our teaching and learning practices. We have discussed so far some of the key aspects concerned to that foundation of a new order in the pedagogical discourse promoted by ICTs. By presenting those contexts, we intended to open a space to resignify our practices as teachers and learners of foreign languages. Moreover, with the discussions promoted in this subject, it was our goal to problematize given and pre-fabricated discourses and call into question meanings that are considered to be static. All in all, we expect to have opened a debate over the opacity of the language, the emergency and formations of discourses and the effects of meaning produced by ICTs and their use in the teaching and learning process of foreign languages.



For further readings on experiences concerning the use of ICTs for educational purposes, we suggest the following article:

- ✓ MELO; R. S. & BOLL, C. I. Cultura Digital e Educação: desafios contemporâneos para a aprendizagem escolar em tempos de dispositivos movies. Revista Renote: Novas Tecnologias na Educação. Vol. 12, n. 1, 2014. p. Available at <http://seer.ufrgs.br/index.php/renote/article/view/49829/31187>



For further readings on experiences concerning ICTs and language teaching, we suggest the following article:

- ✓ PAIVA, V. L. M. O & BRAGA, J. C. F. Reconfigurando a sala de aula em ambientes virtuais de aprendizagem In: Ana Maria Ferreira Barcelos. (Org.). Linguística Aplicada: reflexões sobre ensino e aprendizagem de língua materna e língua estrangeira. Campinas: Pontes, 2011, p. 119-139. Available at <http://www.veramenezes.com/verajunia.pdf>



## Task 27: Online Paper: Developing an English Teaching Project

Now it is time for you to develop your English Teaching Project focusing on the use of ICTs for pedagogical purposes. To accomplish this task, you should present the project as an online paper available on Moodle. For that, we present you a guide to organize your production:

### ICTs and English Teaching

1. Introduction: contextualize your reader about the project (what is it about?, What are the objectives of your text? What is the reader supposed to expect from your text?)
2. Theoretical Framework: present your position concerning the texts, articles and discussions made in our subject.
3. Development:
  - 3.1. Based on the topic given produce a didactic unity to be developed in an English class in a public school for students in the second year of High School. You should include your lesson plan and all the material you plan to use.

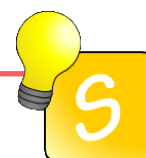
OBS: your unity should be based on activities that contemplate the interaction among students and English language production through ICTs and not only the use of technological resources to present information.
4. Reflection: explain all the stages developed in your project and discuss how the choices made by you to produce your unity can be articulated with the theoretical discussions developed in the course.
5. Conclusion: talk about your expectations concerning the project, your difficulties, the relevance of this task for your development as a pre-service teacher etc.
6. References

**Assessment criteria for the task:**

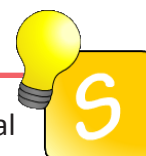
- Properness of the activities proposed according to the target group;
- Observation as to the alignment between the goals of the project and the activities to be proposed;
- Observation as to the alignment with ABNT guidelines;
- Observation as to the deadline for the completion of the activity.

To get ideas on the use of digital resources for English teaching check:

<http://daily-english-activities.blogspot.com.br/>



Have you ever visited the site <https://www.coursera.org/?> It is an educational platform that offers free online courses in different areas of knowledge. Check it!



## Task 28: Forum – Assessing your learning

As we come to the end of our course we would like to hear from you about the development of this subject. For that, post a text commenting on your perceptions and evaluation concerning:

- the topics discussed;
- the tasks assigned;
- the Study Guide;
- the learning material in general;
- your engagement in the course;
- your critics and suggestions, etc.





## References Module 4

AMARANTE, M. F. S. Transposição didática no ciberespaço: uma nova ordem do discurso pedagógico? In: In: CORACINI, M. J.; UYENO, E. Y. & MASCIA, M. A. A. (Orgs.). *Da letra ao píxel e do píxel à letra: uma análise discursiva do e sobre o virtual: identidade, leitura e escrita, formação de professores e ensino-aprendizagem de língua*. Campinas: Mercado de Letras, 2011. p. 137-176.

AZEVEDO, T. M. *Transposição didática de generos discursivos: algumas reflexes*. In: Revista do Programa de Pós-Graduação em Letras da Universidade de Passo Fundo - v. 6 - n. 2 - p. 198-214 - jul. /dez. 2010.

BAUDRILLARD, J. *Tela total*. Trad. e Org.: Juremir Machado da Silva. Porto Alegre: Editora Sunlina, 1997.

BUZATO, M. Letramentos Digitais e Formação de Professores. 2006. Available on: [https://www.researchgate.net/publication/242229367\\_Letramentos\\_Digitais\\_e\\_Formacao\\_de\\_Professores](https://www.researchgate.net/publication/242229367_Letramentos_Digitais_e_Formacao_de_Professores)

URZÊDA-FREITAS , M. T. Educando para transgredir: reflexões sobre o ensino crítico de línguas estrangeiras/inglês. *Trabalhos em Linguística Aplicada*, Campinas, n. 51(1), 77-98, jan./jun. 2012.