

## DIGITAL TECHNOLOGIES AND ENGLISH TEACHING AFTER THE 2020-2021 PANDEMIC PERIOD: AN ANALYSIS OF DIALOGIC RELATIONS IN AN ACADEMIC ABSTRACT

Samuel de Carvalho Lima\*

- **ABSTRACT:** This study aims to discuss the relationship between digital technologies and English teaching after the 2020-2021 pandemic period. I draw on the concept of language as espoused by the Bakhtin Circle in order to analyze the dialogic relations present in an academic abstract of an oral presentation about the use of technologies in English teaching. The abstract was published in the proceedings of the 5th International Seminar of the Brazilian Association of English Language Teachers in the Federal Network of Basic, Technical, and Technological Education (SIABRALITEC, in the Portuguese acronym), held in 2024. It reflects and refracts a particular social reality against the backdrop of the waning Covid-19 pandemic. The corpus analysis indicates a tension between potentially antagonistic discourses: on one side, a digital technology-centered perspective, deemed essential to ensure the teaching of English in contemporary times; on the other, a teacher-centered perspective, viewed as critical for selecting materials relevant to language teaching, not necessarily digital technologies. The study concludes that the dispute over meanings regarding the relationship between digital technologies and English teaching, as captured in the ideological debate of the post-pandemic era, does not diverge significantly from earlier discussions on the same topic in the (pre-) pandemic context.
- **KEYWORDS:** Digital technologies; English teaching; Bakhtin Circle.

### Introduction

Digital technologies have been part of the school context for decades. This usually happens through the use of projectors, televisions, computers, or even smartphones inside the classroom. The relationship between such technologies and English teaching manifests in various ways, as teachers deploy a range of innovative tools across different educational contexts. This is aligned with the gradual incorporation of digital technology into modern language teaching.

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\* Instituto Federal do Rio Grande do Norte (IFRN), Academic Directorate, Mossoró, RN, Brasil. Professor. samue.lima@ifrn.edu.br. ORCID: <https://orcid.org/0000-0002-7145-3686>.

Paiva (2019) identifies three historical milestones in the use of language teaching technologies: the advent of personal computers, the era of broadband and mobile devices, and a contemporary phase where technologies are prominently integrated into teaching practices, including teacher training programs focusing on technological integration in language education.

In the current landscape, smartphones and mobile applications such as Duolingo have stood out as language learning aids. For instance, Soares and Lima (2019) note that high school students who use the app often report positive evaluations, and suggest that, in addition to supporting the learning of English grammar and vocabulary, Duolingo is an intrinsically motivational tool that can be used both in and outside the classroom.

Similarly, Neta (2019) argues that digital technologies can contribute to more meaningful learning by engineering tasks that foster the development of communicative skills in high school English students. According to Neta, by using WhatsApp, teachers can expand interaction opportunities for English practice beyond the classroom. This process encourages students to take greater responsibility for their learning and that of their peers, positioning them at the center of the learning process.

WhatsApp has likewise proven effective in assisting public high school students struggling with English. Lima and Mendes (2020) report on an educational practice where a WhatsApp group facilitated interaction and discussion about contemporary topics (e.g., fake news). The study highlights students' communicative and technological learning gains during this process via digital technologies.

The relationship between digital technologies and English teaching was redefined during the Covid-19 pandemic, specifically during the 2020-2021 period. It transitioned from being a possibility to becoming a necessity in the context of remote teaching during social distancing. Costa and Lima (2022) highlight this shift, showing how a group of public school English teachers from Rio Grande do Norte, Brazil, used various digital tools to record video lessons and send digital content to students while still providing printouts. However, the researchers also made mention of the difficulties encountered by the teachers, such as limited internet access and a lack of training for remote instruction.

During the pandemic, digital technologies became indispensable for all educators, including English teachers, even if this shift caused anxiety, as noted by Carneiro and Lima (2022). Conversely, the researchers also observed that it was possible for English teachers to display self-confidence in meeting the demands of more frequent use of computers and WhatsApp for remote language teaching.

Moreover, the pandemic had the effect of widening the diversity of technological applications deployed by teachers. For instance, Google Meet became staple resource, often used in conjunction with WhatsApp, as reported by Bastos (2021). In his study, Bastos compares remote and face-to-face English lessons, highlighting how remote teaching can ensure quality instruction by facilitating diverse interactions between teachers and students, allowing them both practice the language and reflect upon it.

Although some English teachers may remain skeptical of technological innovations, as Paiva (2019) suggests, the relevance of these devices and applications is undeniable.

Learning to use them effectively, while taking context into account, is a necessity which the pandemic has reaffirmed. This relationship between digital technologies and English teaching has been explored in various ways, before and during the pandemic: i) through reflections on the historical use of technology in language education; ii) through teacher-researcher interventions evaluating specific technologies; iii) through consultations with language teachers about their preferences regarding adopted technologies; among others approaches.

Building on the above perspectives, this study discusses the relationship between digital technologies and English teaching in the aftermath of the pandemic. Drawing on the Bakhtin Circle's concept of language, I set out to analyze the dialogic relations in an abstract of an oral presentation about the use of technologies in English teaching. The abstract was published in the proceedings of the 5th International Seminar of the Brazilian Association of English Language Teachers in the Federal Network of Basic, Technical, and Technological Education (SIABRALITEC, in the Portuguese acronym), held in 2024, reflecting and refracting the social reality of these teachers in the post-pandemic classroom.

This study is organized into five sections: this introduction, an explication of the Bakhtin Circle's concept of language, methodological notes, discussion of the data, and concluding remarks. It is primarily intended for those interested in the debate surrounding the relationship between digital technologies and English language teaching, offering a discursive approach to studying this interaction through the analysis of academic discourse based on the dialogic perspective of language.

## **The Bakhtin Circle's concept of language**

In Brazil, Dialogic Discourse Analysis (DDA) encompasses studies that draw on concepts put forth by the Bakhtin Circle to investigate a discursive corpus (Brait, 2012). According to Bakhtin (2016a), verbal texts are a fruitful object of study for human sciences, since they can reveal the identities of their producers. In this study, the concept employed to discuss the relationship between digital technologies and English teaching is that of language, as seen through the lens of the Bakhtin Circle. This concept interrelates with those of discursive interaction, utterance, and speech genres.

The Circle's conception of language is dialogic, positing that every ideological sign is not merely a reflection or a shadow of reality but also a material part of that same reality (Volóchinov, 2018). From this perspective, language establishes a connection between consciousness, ideology, signs, and reality, reflecting and refracting social realities.

In the dialogic conception of language, in addition to reflecting and refracting social reality, language, understood as discursive interaction, is realized through utterances, which serve as links in this interaction. For Bakhtin (2016b), everyone produces a variety of utterances, whether oral or written, across diverse fields of human activity.

He refers to these types of utterances as speech genres, asserting that the repertoire of these genres is infinite due to the inexhaustible forms of human activity. For each of these forms, different types of utterances are developed, characterized by their thematic content, compositional structure, and style.

Bakhtin (2016b) further explains that speech genres can be classified as primary (simple) or secondary (complex). Primary genres are formed in the context of everyday life, maintaining an immediate relationship with the situations in which they are produced. Secondary genres, such as novels or scientific research, lose their immediate connection to the context of production. Furthermore, every utterance has a responsive nature: as a link in discursive communication, it invites interaction, whether through agreement, disagreement, complementation, utilization, or presumption as known. Thus, every utterance already responds to other utterances. This response may not always be audible or immediate; even when a verbal response is not produced, a response still exists, as seen, for example, in the fulfillment of a command.

Considering this, the Bakhtin Circle views language as intrinsically connected to its history, continuously linked to its ideological content as a whole, manifested through discourse materialized in utterances, which are complex linguistic units understood within the social context of interaction between individuals. Utterances constitute an real phenomenon of language, a purely sociological phenomenon formed between two socially organized individuals, interpretable only within the historical flow of other utterances – language in action.

The Circle's concept of language thus presupposes that every utterance responds to something and is itself oriented toward a response, forming but one link in the uninterrupted chain of verbal discourses (Volóchinov, 2018). Each utterance also carries an evaluative aspect, reflecting the judgments and values of the interlocutor, thereby serving as an evaluative orientation in discursive interaction (Volóchinov, 2018).

Lastly, it should be noted that every utterance possesses a specific conclusiveness, defined by the alternation of discourse subjects (alternation of speakers). In other words, within the Bakhtin Circle's conception of language, each utterance has an absolute beginning and end, delimited by the utterances of others (whether through silent, actively responsive understanding or responsive action based on understanding). Inseparably, every utterance is constituted by the speaker's ideas centered on the object and meaning while also being shaped by its expressive element—namely, the evaluative relationship of the speaker with the content of the object and meaning. Consequently, the conclusiveness of an utterance lies in its ability to determine the active responsive position of a subject in relation to other participants in discursive communication.

Based on these premises, the Bakhtin Circle (Volóchinov, 2018) outlines a methodologically grounded order for the study of language: i) analysis of the forms and types of discursive interaction in relation to their concrete conditions; ii) analysis of the forms of singular utterances or verbal discourses in close connection with the interaction of which they are a part; iii) analysis of the components of language in its habitual linguistic conception.

Considering the interdependence of the concepts of language, discursive interaction, utterance, and speech genres within the Bakhtin Circle, this study is grounded on the premise that an utterance is determined by its discursive object and the speaker's evaluative relationship with the semantic-objectal element of the utterance, as well as its preceding (response) and subsequent (addressing) links. The discursive corpus analyzed herein consists of an academic abstract based on an oral presentation, a secondary (complex) speech genre. The abstract tackles the use of technologies in English teaching and was published in the book of abstracts of the 5th International Seminar of the Brazilian Association of English Teachers in the Federal Network of Basic, Technical, and Technological Education (SIABRALITEC) held in 2024, reflecting and refracting a social reality of the post-pandemic context.

It should also be noted that the study of the academic discourse of English teachers, aimed at creating intelligibility about the social reality reflected and refracted by their texts in relation to their teaching experiences under the Bakhtin Circle's concept of language, is not unprecedented. Lima (2021), for example, adopts a dialogic perspective to analyze two master's thesis abstracts about English teaching in public schools, revealing that the academic discourse of teacher-researchers interrelates with theoretical discourse to critique traditional English literacy teaching practices and to complement official discourse on English teaching in Brazil. The study reported on the heterogeneity of the academic discourse of English teacher-researchers, suggesting, in some instances, a lack of interest in connecting language teaching with social issues, while reflecting and refracting their experiences with teaching the language within the confines of their own professional contexts.

Following this more foundational investigation, Lima (2023a) deployed the same theoretical-methodological tactics to analyze 12 oral presentation abstracts, extracted from the proceedings of the 3rd SIABRALITEC conference in 2020, to examine how English teachers evaluated their successful teaching experiences. The study reveals that the academic discourse of English teachers maintains a dialogical relationship with theoretical and official discourse, potentially complementing the linguistic education policy that standardizes their teaching practices or enabling a transgression of this policy.

Furthermore, Lima (2023b) puts forth an analysis of academic discourse on internationalization in the context of English teaching. To that end, the researcher examined abstracts also published in the book of abstracts of the third International Seminar, held in 2020. The analysis of oral presentation abstracts from English teachers shed light on dialogic relationships with theoretical discourse (citations, naming of theories, specific concepts), characteristic of academic discourse, as well as official discourse (documents, regulations, prescriptions for teaching practices) and advertising discourse (simulating the promotion of a product). In this intersection of perspectives, the analyzed corpus revealed at least two complementary meanings of internationalization in the investigated context: one focused on holistic education (language learning) and another addressing institutional demands (indicators, goals, student mobility).

Unlike Lima (2021, 2023a, 2023b), the investigation at hand focuses on the relationship between digital technologies and English language education in the aftermath of the 2020–2021 pandemic period. It employs a corpus like those of previous studies, but centers on an abstract published in the book of abstracts of the 5th SIABRALITEC conference, held in 2024. This reflects and refracts a distinct social context, with a different thematic focus. The following section expounds on pertinent methodological considerations with an emphasis on the context of circulation of the utterance that makes up the research corpus.

## **Methodological notes**

The Brazilian Association of English Language Teachers in the Federal Network [Associação Brasileira de Professores de Língua Inglesa da Rede Federal – ABRALITEC] came into being during a training program with a group of English teachers, which was held under the auspices of the SETEC-CAPES/NOVA Program – Public Call SETEC/MEC no. 01/2015, published by the Brazilian Ministry of Education. Among its activities, the association organizes the ABRALITEC International Seminar, whose fifth edition took place in the first semester of 2024, in Natal, Rio Grande do Norte, under the theme “Critical Teaching, Linguistic Racism, and Internationalization”.

The corpus of this study consists of a single academic abstract, based on an oral presentation about the use of digital technologies in English teaching, and published in the book of abstracts of the 5th SIABRALITEC (Araújo-Silva, 2024). The book of abstracts is divided into the following sections: Table of Contents, Introduction and Acknowledgments, Lectures, Roundtables, Workshops, Oral Presentations, and References. The Oral Presentations section is further subdivided into themes of interest to English language teacher-researchers who took part in the event, presenting their work, sharing their teaching, research, and outreach experiences with the academic community, as well as debating topics of mutual interest.

The subsection relevant to this study is titled New Technologies Applied to English Language Teaching and Learning [Novas Tecnologias Aplicadas ao Ensino e à Aprendizagem de Língua Inglesa], which includes six abstracts published in the 2024 edition of the International Seminar. The selection of the abstract constituting the corpus of this study was guided by a primary exclusion criterion: the explicit connection in its title between the use of technologies and language teaching in a context unrelated to the 2020–2021 pandemic. As previously mentioned, much has already been debated regarding the use of technologies in the context of remote teaching, as well as prior to it, and this study seeks to generate insights into a post-pandemic context for teaching English.

In addition to this initial criterion, abstracts with titles focused on the learning process were likewise excluded – i.e., on a more cognitive process, such as studies centered on students’ perspectives rather than those of teachers. While the potential

relationship between these two processes is acknowledged, this discussion focuses specifically on language teaching, with a focus on technology-oriented efforts in the pedagogical practices of teachers.

Considering the context and criteria detailed above, the corpus of this study consists of the abstract titled Digital Technologies in English Classes: Use and Perceptions of Teachers from the 21st Coordinating Office for Education [As tecnologias digitais nas aulas de língua inglesa: uso e percepções dos docentes da 21ª CRE] (Rosa, 2024). The full text is presented below (Table 1).

**Table 1** – Research corpus (translated into English)

<p>The use of digital technologies in English language (EL) classes is a topic of growing interest among educators and researchers. This study seeks to investigate the use and perceptions of teachers regarding these technologies in the educational context of EL teachers from the state network of Rio Grande do Sul (21st Coordinating Office for Education). Digital technologies offer a variety of resources and tools that can enrich the teaching and learning process of the English language, providing opportunities for interactive, collaborative, and contextualized practices. Teachers play a fundamental role in effectively integrating these technologies into their pedagogical practices, facing challenges and exploring possibilities to improve the quality of English language teaching. This research aims to explore not only the current use of digital technologies but also teachers' perceptions of their effectiveness, benefits, and limitations. This analysis will employ the SAMR model (Substitution, Augmentation, Modification, Redefinition), developed by Puentedura (2006), through the application of questionnaires, interviews, observations, and the creation of a continuing education course based on the identified demands. The results of this study have the potential to inform educational policies, teacher training programs, and pedagogical practices aimed at English language teaching, promoting a more integrated and effective approach to the use of digital technologies in the educational context discussed herein.</p>
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**Source:** Araújo-Silva (2024, p. 39).

It is also important to note that, although the abstract was chosen based on the two aforementioned criteria, the complex relationship between the researcher and the data – discourses produced by other subjects – must be acknowledged. As Rohling (2014) highlights, from a dialogic perspective of language, this relationship is neither neutral nor predetermined. Throughout the research process, the researcher is influenced by their value system, which impacts the choice of research object and the reporting of data analysis.

In the next section, I will discuss the data resulting from the analysis of the dialogic relations within this speech genre. The analysis revisits excerpts from the utterance

presented in parentheses and/or quotation marks to identify the selected segments. This approach ensures the inclusion of *ipsis litteris* excerpts from the utterance that are most representative in clarifying the discussion proposed herein. Furthermore, it explicitly establishes the dialogic relationship between the linguistic system, its materiality, and the meanings produced through the interpretation of the corpus and discussion of the data.

## Discussion of data

The analysis of the dialogic relations in the abstract of the oral presentation titled Digital Technologies in English Classes: Use and Perceptions of Teachers from the 21st Coordinating Office for Education [As tecnologias digitais nas aulas de língua inglesa: uso e percepções dos docentes da 21ª CRE] (Rosa, 2024) revealed that academic discourse interrelates with at least four other discourses, identified in this study as: i) theoretical discourse, ii) technocentric discourse, iii) discourse on the teacher's role, and iv) self-referential discourse (academic discourse itself). In accordance with the premise of the Bakhtin Circle, by becoming an arena for the convergence of opinions, the analysis of the utterance suggests, albeit in a diffuse manner, tension between potentially antagonistic discourses: on one hand, a focus on digital technology, seen as indispensable for ensuring English language teaching in contemporary contexts (technocentric discourse); on the other hand, a focus on teaching practice, deemed essential for selecting the necessary materials, which do not necessarily involve digital technologies (discourse on the teacher's role).

Upon analyzing the utterance, theoretical discourse manifests in two ways: through explicit references to authors and previous studies ("Puentedura (2006)") and through the naming or listing of methodological procedures typical of scientific inquiry ("application of questionnaires, interviews, observations"). This presence of theoretical discourse reaffirms findings from earlier studies on the constitution of academic discourse among English teachers, identifying the mention of theories and methods as typical of scientific activity (Lima, 2021, 2023a). However, as defined by Bakhtin (2016), genres of discourse allow for variability; theoretical discourse may sometimes be absent from specific academic utterances, as demonstrated by Lima (2023b). This characteristic reflects the relative stability of such utterances, which is not the case for the analyzed abstract.

Simultaneously, technocentric discourse is identified by generalizations about digital technologies and the positive value attributed to them, among other markers. The author of the utterance, addressing the theme of the event session titled New Technologies Applied to English Language Teaching and Learning [Novas tecnologias aplicadas ao ensino e à aprendizagem de língua inglesa], discusses "the use of digital technologies" broadly without specifying or illustrating what these technologies entail.

As noted earlier, one branch of studies on the relationship between digital technologies and English teaching examines specific technologies and evaluates their



applicability (Soares; Lima, 2019; Neta, 2019; Lima; Mendes, 2020). However, the current investigation takes a different direction, consulting English teachers about their preferences regarding digital technologies in language teaching (“perceptions of teachers”). This exploratory type of investigation proved particularly relevant during the 2020-2021 pandemic period, as qualitative exploratory studies gained prominence in addressing the new social realities of remote teaching, as seen in Costa and Lima (2022). Thus, the academic debate on the relationship between digital technologies and English teaching, verifiable in the post-pandemic ideological discourse, does not diverge significantly from prior discussions of the same theme in (pre-)pandemic contexts.

At the same time, the presence of technocentric discourse (“enrich”) in academic discourse (“variety of resources and tools that can enrich the teaching and learning process”) reveals a broader ideological debate about technology’s role in education. This debate is not necessarily specific to English teaching or prompted solely by the post-pandemic context. The underlying tension is encapsulated in the question: does the use of any and all technology truly guarantee “interactive, collaborative, and contextualized practices”?

One possible answer is no. The abstract establishes explicit dialogic relations with discourse on the teacher’s role, emphasizing that “teachers play a fundamental role in effectively integrating these technologies into their pedagogical practices, facing challenges and exploring possibilities to improve the quality of English language teaching.” This perspective suggests that not all technologies inherently enrich the teaching process, nor do technologies themselves take precedence in this process. While academic discourse engages with technocentric discourse, it also distances itself by emphasizing the teacher’s role, revealing the author’s stance in the utterance.

Thus, the discourse on the teacher’s role is explicitly manifested within academic discourse, highlighting the author’s evaluative emphasis: technology use is good/important (“a topic of growing interest among educators and researchers” / “enrich the teaching and learning process”) but not sufficient/autonomous. Without teachers, it is impossible to evaluate the merits or drawbacks of technologies (“their effectiveness, benefits, and limitations”). This evaluative emphasis is evident in the centrality of teaching processes around the teacher’s role and their methodological choices, including the evaluation of the technologies they choose to employ.

Finally, academic discourse also maintains dialogic relations with self-referential discourse (with academic discourse itself), especially when the author positively evaluates the research findings, noting their potential to “inform educational policies, teacher training programs, and pedagogical practices.” As a link in a broad and infinite discursive interaction, the abstract reflects and refracts the investigation led by the English teacher-researcher. It addresses immediate participants of the academic discussion, such as English teacher-researchers (“pedagogical practices”), as well as less immediate interlocutors.

Revealing the author as a teacher-researcher who explicitly directs knowledge to other fields of human activity highlights their awareness of the potential social

impacts of their academic work, including influencing long-term educational policies. Practical implications include the replication of similar perspectives by other teachers, the development of teaching materials aligned with these views, and the revision of norms or policies informed by the generated knowledge.

Consequently, the abstract is also addressed to teacher educators working in Higher Education Institutions, university professors (“teacher training programs”), and political agents in the legislative arena, such as city councilors and state or federal deputies, who propose and approve educational policies impacting teacher education and practice in public schools. This points to an author who, upon investigating and reflecting on the relationship between technology and English teaching, is aware that pedagogical practices often respond to official discourses originating in another sphere of human activity – the political/legislative arena – while presumably also engaging with its more active participants.

Thus, by evincing the object of discourse and the author’s positive evaluative stance toward the use of digital technologies in English teaching, while situating this debate in a post-pandemic context during a 2024 event and highlighting the preceding (response) and subsequent (addressivity) links of the analyzed utterance, I will present some final considerations in the next section.

## **Concluding remarks**

The goal of this study was to discuss the relationship between digital technologies and English teaching in the post-pandemic period of 2020-2021, using an abstract from an oral presentation, published in the book of abstracts of an event held in 2024, as the discursive corpus. This reflects and refracts a particular social reality in the post-Covid-19 context. The analysis of the abstract highlighted its constitution through dialogical relationships with other discourses, identified and illustrated in the data discussion as follows: theoretical discourse, technocentric discourse, discourse on the role of the teacher, and self-referential discourse (academic discourse).

Thus, as seen in previous studies, the constitution of academic discourse in English teaching reflects and refracts potential language teaching practices in diverse contexts. Additionally, this research produced novel findings, namely: i) new discourses were observed in this constitution; ii) an ideological debate was identified between potentially antagonistic discourses (technocentric discourse versus discourse on the role of the teacher).

Finally, as a site of convergence of differing opinions, the corpus analysis noted tension between a greater emphasis on digital technology and a focus on teaching practices. Furthermore, the dispute over meanings in the relationship between digital technologies and English teaching — captured within the ideological debate of the post-pandemic era — did not significantly diverge from prior discussions on the same issue in (pre-)pandemic contexts. This finding is indicative of opportunities to

continue expanding the field of human activity under investigation, potentially going beyond academic discourse to capture the presence of technocentric discourse in other spheres and revealing how individuals position themselves in relation to this discourse, particularly concerning artificial intelligence – a contemporary concern across various domains of human activity.

As explicitly highlighted in the data analysis, I borrow the words of the author of the analyzed utterance to assert that this discussion too has, to some degree, the potential to inform educational policies, teacher training programs, and pedagogical practices. Drawing on the Bakhtin Circle's concept of language, we confirm that analyzing the abstract genre has revealed much about language teaching in varied contexts. By creating intelligibility about this social reality, we can attempt to intervene in it in ways that aim to improve it.

LIMA, Samuel de Carvalho. Tecnologias digitais e ensino de língua inglesa pós-pandemia de 2020-2021: uma análise das relações dialógicas em um resumo acadêmico. *Alfa*, São Paulo, v. 69, 2025.

- *RESUMO: O objetivo deste estudo é discutir a relação entre as tecnologias digitais e o ensino de língua inglesa pós-pandemia de 2020-2021. Para isso, à luz do conceito de língua do Círculo de Bakhtin, analiso as relações dialógicas em um resumo acadêmico de uma comunicação oral sobre o uso de tecnologias no ensino de inglês. O resumo foi publicado no caderno de resumos do V Seminário Internacional da Associação Brasileira de Professores de Língua Inglesa da Rede Federal de Ensino Básico, Técnico e Tecnológico (SIABRALITEC), realizado em 2024, refletindo e refratando uma realidade social no contexto pós-pandemia de covid-19. A análise do corpus revela uma tensão entre discursos que podem se antagonizar: por um lado, uma valorização mais centrada na tecnologia digital, avaliada como imprescindível para garantir o ensino da língua inglesa na contemporaneidade; por outro lado, uma valorização mais centrada na prática docente, avaliada como essencial para garantir a escolha dos materiais importantes, não necessariamente tecnologias digitais, para o ensino da língua. Conclui-se que a disputa de sentidos sobre a relação entre tecnologias digitais e ensino de língua inglesa, flagrada no debate ideológico pós-pandemia de covid-19, não destoa significativamente de discussões anteriores sobre a mesma temática em contexto (pré-) pandêmico.*
- *PALAVRAS-CHAVE: Tecnologias digitais; Ensino de inglês; Círculo de Bakhtin.*

## Data Availability Statement

All datasets supporting the findings of this study have been published in: <https://abralitec.wixsite.com/abralitec/cadernode-resumos-v-siabralitec>.

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