

**DIGITAL RESOURCES IN AN ENGLISH COURSE FOR SPECIFIC PURPOSES IN  
LANGUAGES WITHOUT BORDERS**

**RECURSOS DIGITAIS EM UM CURSO DE INGLÊS PARA FINS ESPECÍFICOS NO  
IDIOMAS SEM FRONTEIRAS**

**RECURSOS DIGITALES EN UN CURSO DE INGLÉS PARA FINES ESPECÍFICOS  
EN IDIOMAS SIN FRONTERAS**



Debora CRISTOFOLINI<sup>1</sup>  
e-mail: debcristofolini@furb.br



Cyntia BAILER<sup>2</sup>  
e-mail: cbailer@furb.br

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**Deputy Executive Editor:** Prof. Dr. José Anderson Santos Cruz

<sup>1</sup> Regional University of Blumenau (FURB), Blumenau – SC – Brazil. egree in Pedagogy (Centro Universitário Leonardo da Vinci, 2010), and in Portuguese and English Languages (FURB). Master in the Postgraduate Program in Education at FURB and an English Language teacher in the Municipal Education Network of Indaial/SC.

<sup>2</sup> Regional University of Blumenau (FURB), Blumenau – SC – Brazil. Degree in Portuguese and English Languages (FURB). Master in Letters (English and Corresponding Literature) from UFSC (2011). Doctoral degree in Language Studies. Professor in the Department of Letters and in the Postgraduate Program in Education at FURB.

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**ABSTRACT:** Digital resources gained prominence during the COVID-19 pandemic, swiftly replacing face-to-face classes with online and hybrid environments. This study is set within the context of “*Idiomas sem Fronteiras*” (Languages without Borders, IsF), which offers language courses for specific purposes to the university community aimed at developing and enhancing their linguistic proficiency, as well as training language teachers for internationalization. This article presents a segment of a dissertation, aiming to identify digital resources used by teachers in training at IsF in English for Specific Purposes (ESP) classes. The data, of a qualitative nature, originate from participant observation in pedagogical training meetings and courses taught by teachers in training, as well as from field diary notes. From the observations, it was possible to identify the resources used in the course, understand the use of these tools, and the skills that were developed through their use during the classes.

**KEYWORDS:** Languages without Borders. Digital Resources. Speaking and Listening.

**RESUMO:** Recursos digitais ganharam proeminência diante da pandemia da COVID-19, substituindo rapidamente as aulas presenciais por ambientes on-line e híbridos. Este estudo tem por contexto o “*Idiomas sem Fronteiras*” (IsF), que oferta cursos de línguas para fins específicos à comunidade universitária visando desenvolver e capacitar sua proficiência linguística, assim como formar professores de línguas para internacionalização. Este artigo apresenta um recorte de uma dissertação, e aqui objetivamos identificar recursos digitais utilizados por professores em formação no IsF em aulas de inglês para fins específicos. Os dados, de natureza qualitativa, originam-se da observação participante em encontros de formação pedagógica e cursos ministrados por professores em formação, bem como de anotações em diário de campo. A partir das observações, foi possível identificar os recursos utilizados no curso, compreender o uso dessas ferramentas e as habilidades que foram desenvolvidas com o seu uso no decorrer das aulas.

**PALAVRAS-CHAVE:** Idiomas sem Fronteiras. Recursos Digitais. Speaking e Listening.

**RESUMEN:** Los recursos digitales ganaron prominencia durante la pandemia de Covid-19, sustituyendo rápidamente las clases presenciales por entornos online e híbridos. Este estudio tiene como contexto el Idiomas sin Fronteras (IsF), que ofrece cursos de idiomas específicos para la comunidad universitaria, con el propósito de desarrollar habilidades lingüísticas y formar profesores para la internacionalización. Este artículo presenta un recorte de una disertación, y aquí pretendemos identificar los recursos digitales utilizados por profesores en formación del IsF en las clases de inglés con fines específicos. De naturaleza cualitativa, los datos provienen de observación participante en encuentros de formación pedagógica y cursos dirigidos por profesores en formación, así como de anotaciones en un diario de campo. A partir de las observaciones fue posible identificar los recursos utilizados en el curso, comprender el uso de estas herramientas y las habilidades que se desarrollaron a través de su uso durante las clases.

**PALABRAS CLAVE:** Idiomas sin Fronteras. Recursos digitales. Habla y escucha.

## Introduction

Technological resources have played a significant role in education, and amid the COVID-19 pandemic, they have enabled the adaptation of classes from in-person practices to online and hybrid environments due to the need for social distancing. With the rapid increase in the use of technological resources in education, new challenges have also emerged.

With the globalization and internationalization of higher education at universities (Sarmiento *et al.*, 2016), the interest in enhancing linguistic proficiency has become more pronounced in the Brazilian educational landscape. The "*Idiomas sem Fronteiras*" (IsF) program aims to develop and enhance the linguistic proficiency of the academic community, as well as to train language teachers for internationalization. In this context, this article presents an excerpt from a master's thesis defended in March 2023, and here, we aim to identify digital resources adopted by trainee teachers in the IsF's English language classes for specific purposes at the Regional University of Blumenau (FURB).

The FURB IsF began its activities in the second semester of 2017 (Kuroski, 2020). It has a specialist accredited to the network and, due to institutional support, did not interrupt its activities during the pandemic. In March 2020, FURB paused for three days and began offering classes mediated by technology. Since 2022, IsF courses have been offered in the Onlife model (Moreira, Schlemmer, 2020), meaning classes are available both in-person and via Microsoft Teams, allowing students to choose whether to participate in-person or remotely.

Each IsF course has a syllabus according to specific objectives for developing the four linguistic skills: listening, speaking, reading, and writing. Participants are grouped into two major proficiency levels: Essentials, representing the basic level, initial learning stage (A1 and A2), and Expansion, intermediate (B1 and B2) and advanced (C1 and C2) levels, which indicate a more independent use of the language (Council Of Europe, 2020).

This qualitative study (Flick, 2009) the FURB IsF. We use data from participant observation with field diary notes from weekly pedagogical training meetings and an English course for specific purposes titled "*Listening & Speaking: como sobreviver à vida acadêmica*", taught in the Onlife model. We aim to identify technological resources used by trainee teachers in the IsF during the course classes, categorizing them according to Manning and Johnson (2011) (to be detailed in the subsequent section).

In this paper, we emphasize the use of digital resources in language teaching, specifically for the development of speaking and listening skills, as technological tools can

assist both the teacher in their pedagogical practices and the student in the learning process. Having made this brief introduction, we present the theoretical framework that underpinned the analysis of the data generated in this investigation. Subsequently, we briefly present the results and discuss them in light of the literature, and finally, we offer some considerations.

### **Theoretical Framework**

Technological resources are part of our everyday life in various social practices. With the COVID-19 pandemic, their use became more apparent as educational activities, in order to meet health demands, were adapted. In the words of C6, Amorim, and Finardi (2020, p. 116, our translation),

The social distancing promoted by the pandemic has accelerated and decentralized the process of teaching to teach and learning to learn, with the support of technologies, breaking down the walls (and authorities) of educational institutions responsible for this training. Thus, what was previously a hypothetical proposal or even rejected for virtual or hybrid teaching has become a reality, just as our reality has also hybridized into a reality/virtuality.

This scenario has further exposed weaknesses in Brazilian education, necessitating "the initiation of educational processes aimed at improving and developing the professional quality of teachers who, clearly, at this moment, were caught off guard" (Moreira, Schlemmer, 2020, p. 28, our translation). Thus, there is an urgency for public policies that focus on initial and continuing education so that teachers can develop and implement pedagogical practices suitable for quality technological integration in the teaching and learning process. In this regard, the National Common Curricular Base (Brasil, 2018, p. 9, our translation) highlights, in the fifth general competence, the need for the student to:

Understand, use, and create digital information and communication technologies in a critical, meaningful, reflective, and ethical manner across various social practices (including school ones) to communicate, access, and disseminate information, produce knowledge, solve problems, and exercise agency and authorship in personal and collective life.

In this context, choosing and having access to suitable resources has become a significant challenge for teachers. The inclusion of digital technologies should not merely replace the blackboard with a screen or entail mere content delivery centered on the teacher

(Moreira; Schlemmer, 2020). We understand that the integration of technological resources must involve the development of meaningful educational practices for students, who are at the heart of the educational process. To this end, we highlight the role of educators as mediators and curators of all available virtual material (Garcia; Secone; Santos, 2021).

To assist teachers in selecting appropriate technological resources, Manning and Johnson (2011) suggest a classification for educational purposes into five categories: (1) '*Tools to assist and stay organized*'; (2) '*Tools to communicate and collaborate*'; (3) '*Tools to present content*'; (4) '*Tools to aid in assessing learning*'; and (5) '*Tools to help transform your identity*'. For the purposes of this paper, we focus on categories 2, 3, and 4.

*Tools to communicate and collaborate* serve as support for classroom discussions, allowing teachers and students to dialogue and collectively contribute to the construction and enrichment of knowledge. Technologies have revolutionized the way we express ourselves and the timing of these expressions, and these resources aim to prevent individuals from feeling isolated and lonely in virtual environments.

Since learning involves attention and memory (Tokuhamas-Espinosa, 2014) and each individual is unique, with their own prior knowledge and experiences, information can be presented in various forms, from written texts to read, oral texts to listen to, and activities involving the manipulation of objects and resources. In this regard, *Tools to present content* provide opportunities to explain the lesson's theme or the course content in different ways, for example, through texts, images, audio, and video. These tools can cater to students with specific needs, such as visual or hearing impairments, as well as those who experience difficulties in the learning process.

As the name suggests, the category *Tools to Help in Assessing Learning* includes resources that assist educators in evaluating their students' learning. Manning and Johnson (2011) argue that assessments should be designed according to the course goals and objectives, and the outcome needs to be measurable and visible.

Manning and Johnson (2011) cite examples of a variety of technological resources and emphasize their proper use in teaching practice. For each tool, they pose questions that aid in analyzing which technological resource can help achieve the desired results. The authors present the tools, their purpose, and how they are used; they describe the problem that can be solved; mention the target audience; indicate the level of the resources; point out if special equipment is required; emphasize the importance of carefully reading the instructions regarding safety/protection; check the technological accessibility of the students; identify unfamiliar

vocabulary; share an example of educational practice with the digital tool in the context of elementary education and higher education; and indicate online support if needed.

To choose which resources to use, educators should take into account their knowledge of the students, their abilities and attitudes, and be clear about the problems to be solved and goals to be achieved using the resources. According to Manning and Johnson (2011), by solving a problem using technological resources, we begin to adapt the tool to our pedagogical approach. For example, the educator might use texts as tools to teach a student to read. Over the years, tools have evolved, but not the practice of aligning pedagogy with the teaching and learning process.

In this context, it is worth noting that technologies have always been part of educational spaces with the aim of facilitating pedagogical processes, such as the blackboard, chalk, and the textbook. Moran (2003, p. 153, our translation) clarifies that

[...] the means, the supports, the tools that we use so that students learn. The way we organize into groups, in classrooms, and other spaces is also technology. The chalk that is written on the blackboard is a communication technology, and a good organization of writing greatly facilitates learning. The way of speaking, gesturing, and interacting with others: this, too, is technology. The book, the magazine, the newspaper, the recorder, the overhead projector, the television, the video are important technologies and also generally very poorly utilized.

However, the use of digital technological resources has become a significant challenge, highlighted during the pandemic, as many teachers did not feel prepared for such demands. Therefore, the resources available in educational environments must not be neglected but used to facilitate students' knowledge construction. Educators are expected to overcome old practices by adapting to current ones, achieving the goals set by modern education in the short term. Thus, this paper focuses on the use of digital resources and their integration into the educational environment under study, alongside the process of learning English. Below, we briefly present the results and analyze them in light of the literature.



## Results and Analysis

In relation to the category "Tools for Communication and Collaboration," we observed the use of the Microsoft Teams platform, the FURB Virtual Learning Environment (AVA3), customized from Moodle, and WhatsApp. Teams enable the creation of groups and educational settings that bring together students and teachers in one place simultaneously, despite the physical distance between them. This resource allows for the teaching of synchronous classes, the recording and uploading videos, interaction via chat, editing of documents, organization of materials by classes and subjects, checking the attendance of all students, and promoting accessibility with message translation features, among others.

The university and IsF utilized this resource to deliver classes in real-time and facilitate interaction between teachers and students through audio, video, and chat. In 2022, IsF opted to teach classes in the Onlife model and continues to make use of this technological resource for conducting courses, allowing for the development of linguistic skills where students can choose how they wish to participate, either in person or remotely. Additionally, class recordings are made available, allowing students to access, review, or watch the class if they were unable to attend in real-time. Excerpt 1, from the field diary, shows that the recording feature available in the app is also employed for pronunciation practice, in this case, of words.

Students who missed class will need to watch the class recording and record an audio message via WhatsApp focusing on the pronunciation of unfamiliar words from the "silent letters" slides and send it to the teacher.

Excerpt 1 - field diary (12.03.2022).

In the class in question, the trainee teacher explained the "processes in listening" with examples from everyday situations, such as listening to music, watching videos, hearing a joke, or even attending lectures. Tips related to this process were also provided. Then, "silent letters" were introduced with various examples of words, phrases, and their pronunciations. The pronunciation activity was conducted in such a way that everyone had to repeat aloud after hearing the instructor. For those students who could not be present in real-time, they had the opportunity to watch the class later and record their speech for later feedback from the teacher. According to Rael (2020, p. 39, our translation), "This activity can be done individually or in small groups and helps in perceiving deviations both in pronunciation and other language structures." It can also be suggested to students that as an exercise outside the educational environment, they should become aware of their pronunciation and seek to improve it.

Regarding the category *Tools for Presenting Content*, we observed the use of PowerPoint software for displaying course content and activities; online monolingual and bilingual dictionaries (*Lexico*, *Linguee*, *Macmillan*), for researching unknown vocabulary, examples of sentences using the word, and checking pronunciation; Google Images website for researching image content; the *American English* website for searching materials to develop the four language skills, and platforms like YouTube and TED Talks, to learn from videos and lectures (with or without subtitles).

The Microsoft PowerPoint program provides access to a tool for creating and editing graphic presentations, aimed at displaying a particular topic. It allows the inclusion of images, sounds, texts, and videos, as well as the insertion of animations in various forms. The resource also offers presentation templates, various graphic objects, and numerous slide effects and combinations. Consequently, this tool is widely used by teachers in the classroom, becoming a distinguishing feature intended to capture the students' attention.

During the observation of pedagogical training sessions conducted with the coordinator and the trainee teachers responsible for leading the courses, it was possible to monitor class planning. Thus, the educators created their presentations about the content and activities on a weekly basis using PowerPoint software and all its features, always aiming to provide more engaging classes to stimulate students and encourage their participation and learning.

In the language learning process, when using a bilingual dictionary, the learner employs the competence of their mother tongue to search for information in the dictionary, "they are already familiar with the meanings and uses of the words in their language, do not need certain information about it, but will always require more information about the foreign language" (Carvalho, 2003, p. 1, our translation), with *Linguee* as an example that allows searches in various languages. Meanwhile, monolingual dictionaries offer the opportunity to learn new words through the target language, as is the case with *Lexico* and *Macmillan*, which are in English. These three online services were presented to students as excellent search tools that allow them to find meanings, pronunciations, synonyms, collocations, idiomatic expressions, and even images, videos, and sound effects. Additionally, access to these sites was provided at specific points in the class to resolve queries that arose during the explanation of the content and the performance of activities, along with instructions on how to conduct searches and demonstrations of all available features.

The Google Images search service was frequently accessed during classes for the purpose of searching for image content, as these images are texts and represent communication



events that fulfill roles in the teaching and learning process. As Colet (2019, p. 52, our translation) states, "[...] visual culture in the construction of second language learning can be seen as an opportunity for classes to relate more closely to the student's context and to be more critical and creative." In addition to online dictionaries, Google Images was also used to clarify vocabulary doubts. For example, excerpt 2 from the field diary describes an instance where students were engaging in a warm-up<sup>3</sup> activity about dishes that could be made with randomly selected ingredients. One student posted a list of dishes with 'carrot' as the chosen ingredient, including 'carrot burgers,' which many were unfamiliar with, leading to the use of Google Images to verify.

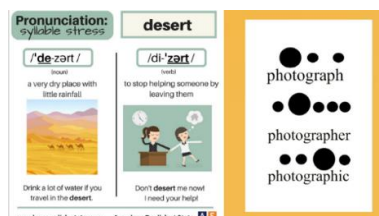
The course began with the warm-up "Things you can do with potato... carrot," in which the students had two minutes to list dishes using these foods as ingredients. After posting the list in the chat, each student read their words aloud. This activity facilitated a moment of dialogue, as the students made various comments during the readings, and the teacher posed some questions. With the use of the online dictionary *Lexico* at <https://www.lexico.com/en/definition/gnocchi> some pronunciation doubts were cleared, and new vocabulary was learned. Similarly, Google Images at <https://www.feiticeirafit.com.br/receita/hamburguer-saudavel-de-cenoura> to explore some dishes made from these vegetables.

Excerpt 2, field diary (03.26.2022).

The *American English* website was also utilized in teacher planning, as it provides a variety of materials and resources for both teacher and student professional development, as well as opportunities to practice the language by developing the four skills and learning more about the United States. In excerpt 3, we present a section from the field diary in which it is possible to visualize the context of using the materials and resources from the site to explain phonetics and phonology.

<sup>3</sup> Warm-up activities are traditionally used in English language classes to 'break the ice' and engage students toward a specific purpose. These activities lower students' affective filter, activate prior knowledge, and involve students in interactions with specific objectives (Kuroski, 2020, p. 81).

Types of "berries" were presented using Google Images when the word "raspberry" was shown. The teacher took this opportunity to explain phonetics, highlighting the phonetic transcription of the word Arkansas, especially the word stress (tonicity) of the word. She explained the word "desert," which can be pronounced in two ways depending on its meaning, as the noun "desert" and the verb "to desert," examples taken from the site <https://americanenglish.state.gov/>. This was also done with the words photograph, photographer, and photographic, which are longer, multisyllabic words.



Excerpt 3, field diary (03.19.2022).

Source: data collected from PowerPoint, material used by the teacher in training during the course.

We observed in the class a focus on something challenging for English language learners, as “Pronouncing a foreign language can be a challenge that involves a lot more than just knowing where to put your tongue” (Godoy *et al.*, 2006, p. 17). By providing moments focused on the International Phonetic Alphabet (IPA), the phonetic transcription of words, and word stress, the aid of visual material and the teacher's explanation facilitates the understanding of how to better pronounce English words and how to properly use dictionaries.

As tools for presenting content, platforms like YouTube and TED Talks were utilized by the teachers in training as complementary activities in IsF classes to enhance the students' listening skills. On YouTube, it is possible to watch, create, and share audiovisual content through internet access, and there is no need to download published videos to view them, just be connected.

On the TED Talks platform, short yet highly impactful lectures in the fields of technology, education, and design (TED) are available, translated into several languages. Prominent individuals in their respective fields are invited to share their ideas. Both digital platforms offer video transcription features where users can select subtitles, language, and playback speed, making it easier to follow a conversation. Excerpt 4 from the field diary describes a scenario where a video from the TED Talk channel was used for an assignment, requiring students to watch it and take notes on elements they found relevant to share at the next meeting. The instructor took this opportunity to explain subtitle features and the option to adjust audio speed based on the student's proficiency level.

The instructor revisited the TED Talk video “The power of listening,” as it was assigned for students to watch and take important notes. She explained that it is possible to watch TED Talks videos with subtitles in English and Portuguese and to choose the audio speed, tailored to the viewer’s proficiency. “This talk was given at a local TEDx event, produced independently of the TED Conferences. William Ury explains how listening is essential and often overlooked as half of communication. His stories of candid conversations with presidents and business leaders provide impactful lessons, such as understanding the power of the human mind when it opens up. William Ury, co-founder of the Harvard Program on Negotiation, is one of the world’s best-known and most influential negotiation experts. He co-authored ‘Getting to Yes,’ the world’s bestselling book on negotiation; he has taught negotiation to thousands, consulted for dozens of major companies, and advised the White House.” Available at: <https://www.youtube.com/watch?v=saXfavo1OQo>. Accessed on March 19, 2022.

Excerpt 4, field diary (19.03.2022).

By activating this feature, students of any language can watch, listen, and read simultaneously, developing three specific skills at once. The use of videos from these platforms is significant in the context of English language teaching, as they are authentic materials beneficial for developing oral communication skills and providing students with real contact with the language (Silva; Pinto, 2021). Similarly, through audiovisual activities, a meaningful and motivating learning environment can be created for learners.

Regarding the category *Tools to Aid in Learning Assessment*, the use of Microsoft Office Forms for creating surveys and registration forms was observed; the website Lyrics Training, for practicing listening, writing, and reading skills in a fun and motivating way through music; the website Mentimeter, for collecting responses and generating word clouds; and the website Learnhip Story Cards, to enable the oral practice of storytelling using images.

With Microsoft Forms, it is possible to create tests and quizzes, survey forms, questionnaires, and polls, and it is easily accessible via a link for respondents to use on a web browser or mobile device. These forms can be enhanced by adding an image or logo in the header, displaying images or videos alongside each question, and choosing the type of questions, open-ended or multiple-choice, among other functions. Results can be checked in real-time as they are submitted, viewed in graph format, and exported to Excel, with the option to monitor the time taken to complete the activity.

During observations of pedagogical training meetings and classes, it was noted that in the IsF courses, the assessment process is continuous, and its focus is not limited to assigning grading scores but aims at building meaningful knowledge that contributes to the human and autonomous development of students. Thus, assessment activities are perceived by teachers as opportunities to reflect on the effectiveness of the pedagogical practice adopted, serving to support the progress and growth of the students in their ability to live autonomously in society.

In the first class of the observed course, the instructor in training presented the objectives of IsF and the specific course, detailing the syllabus, the organization of classes, the calendar, and the methods of assessment.

The course focused on the development of listening and speaking skills, and the syllabus included objectives to understand and develop oral production for academic communications, such as conducting oneself during a presentation at international academic events, lectures, and classes. Thus, one of the topics covered was the "processes in listening," which includes the explanation of silent letters from A-Z, that was letters that appear in writing but are not sounded when the word is pronounced. Additionally, listening comprehension strategies were addressed, focusing on Note Taking, an information organization strategy with the following elements: cue, notes, and summary, which can be used during a class, a lecture, or while watching a video. Excerpt 5 illustrates how the first assessment was created by the instructors in training using Microsoft Forms and its features.

Subsequently, the students were asked, "What do you remember about our listening classes?" A review of the content covered so far was conducted to proceed with the quiz. The teacher explained each question of the assessment and clarified the students' doubts. The assessment was created using Office Forms and included twenty questions, among them objective questions, open-ended questions, and listening questions using audio. The estimated time for completion was one hour, from 9:30 am to 10:30 am.

Excerpt 5, field diary (26.03.2022).

The assessment was designed with quiz sections including four multiple-choice questions about the processes in listening, six fill-in-the-blank questions about silent letters, two multiple-choice and one open-ended question after watching a video on the Note Taking strategy, and five multiple-choice questions related to the listening section with audio inserted into the quiz. We believe this technological tool allowed the creation of an interactive assessment instrument that is consistent with the pedagogical practice of teachers in training.

Another tool utilized in the course to assist in the assessment of learning was Lyrics Training, which features activities based on YouTube music videos to enhance the practice of linguistic skills in various languages in an enjoyable manner. There is also the option for learners to choose activities according to their difficulty level (beginner, intermediate, advanced, and expert). Lyrics Training, being linked with music, can stimulate learning by promoting natural memorization that is part of everyday life. In language teaching contexts, it can make learning easier, lighter, and more enjoyable. Integrating activities with music into the

IsF course plans aims to improve listening, expand grammar, enlarge vocabulary, and refine pronunciation, as well as make the space more enjoyable, motivating students to participate in the activities proposed. An example of this practice can be observed in excerpt 6:

During the explanation, a karaoke activity was carried out with the song “Mamma Mia” by ABBA. The website "lyricstraining" (ABBA - Mamma Mia | Music Video, Song Lyrics and Karaoke (lyricstraining.com)) was used, which allows learning English and other languages in a fun way intended to motivate the students.

Excerpt 6, field diary (12.03.2023).

Another resource used to engage students during the class was Mentimeter, which allows the creation of presentations that enable real-time audience interaction through quizzes, polls, Q&A sessions, and word clouds. During both in-person and remote presentations, the audience can interact using an access code on their mobile device, smartphone, or web browser, without needing to log in or register on the platform.

According to excerpt 7, it was used to survey the tools students most commonly utilized to present their academic work. The instructor in training used the Word Cloud function, which is a visual representation of the words that were mentioned most frequently during the poll. The visualization of responses occurs simultaneously and, with agility, it is possible to access data highlighted by frequency. This feature is also used to break the ice, conduct brainstorming sessions, collect ideas, and promote team reflections.

Subsequently, the instructor continued to explain the content of the presenting work, such as the information that should be included in the visual material, images of presentations that should be avoided, and the structure of a good presentation. She posed some questions about the examples shown, giving the students an opportunity to express their prior knowledge on the subject. At this point, she used the website [www.menti.com](http://www.menti.com) to learn about the presentation tools the students use most. The digital resource PowerPoint was highlighted in the word cloud. Consequently, she shared a list with the names of other interesting resources that can be used for presenting work, such as Canva, Slidesgo, Prezi, Powtoon, Mentimeter, and Jamboard. To prepare the students for presenting assignments, both as a current course activity and in their academic life, Thayana explained the structure of an oral presentation. She also detailed each of the topics (introduction, body, conclusion, and question-and-answer), providing ideas for important information for each.

Excerpt 7, field diary (04.02.2022).

In the practice described in excerpt 7, the word that stood out most in the cloud was PowerPoint; however, other tools such as Canva, Slidesgo, Prezi, Powtoon, Mentimeter, and Jamboard were also mentioned. This was followed by a socialization session about these other visual resources, which can be relevant and make presentations more creative. This dialogue

enhanced the explanation given by the instructor in training regarding the structure of the oral presentation of academic work, which was being addressed in that lesson. Moreover, as a proposal for the conclusion of the course, the students need to individually present an academic communication using different presentation tools.

The Learnhip Story Cards website was used in the course. It draws eight random images, and the students are tasked with creating a cohesive oral story using all the pictures. In our observation, this activity enabled vocabulary acquisition for developing both speaking skills—as the student had to think quickly and verbally elaborate a story based on the images—and listening skills, as they had to listen to and understand their peers' narrations. It was a moment of interaction and participation among the participants. Student engagement is related to the strategy used by the instructor who, during their planning, studies, reflects, and thinks about practices that have the potential to make their classes more enjoyable and, above all, achieve a positive outcome in learning (Tokuhama-Espinosa, 2014).

Thus, we identified the digital resources used by instructors in training in the IsF in English for Specific Purposes classes and proceeded to the final considerations.

### Final considerations

Upon analyzing and categorizing digital resources according to Manning and Johnson's taxonomy (2011), we observed the use of *tools for communication and collaboration*, such as Microsoft Teams, the virtual learning environment, and WhatsApp; *tools for presenting content*, such as PowerPoint, online bilingual and monolingual dictionaries (Lexico, Linguee, Macmillan), Google Images, American English, YouTube, and TED Talks; and *tools to aid in learning assessment*, such as OfficeForms, LyricsTraining, Mentimeter, and Learnhip Story Cards. Each resource was used in an informed and coherent manner that aligned with the course objectives.

Incorporating these resources into the classes provided students with a more interactive and dynamic teaching and learning process, in which they had numerous opportunities to practice the four linguistic skills of speaking, listening, reading, and writing. Challenges related to social interaction in courses offered in the Onlife model show that it is possible to promote teacher-student interaction through digital resources, as when learners feel secure, encouraged, and motivated to learn, they will participate in the process together with the educator through dialogue and discovery.



The context of the FURB IsF has proven to be a fundamental piece in encouraging and preparing the academic community for internationalization processes through the offering of English courses. It provides complimentary initial training to future teachers and scholars through the institution's language course. These actions, among others, have been carried out within the university with the aim of strengthening the internationalization processes that are so important and necessary in the face of globalization, thereby improving the quality of teaching and research, reflecting on the construction of the individual's identity.

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