

ENGLISH LANGUAGE TEACHING MEDIATED BY DICT, UNDER THE
UMBRELLA OF AFFECTIVITY: AN EXPERIENCE IN THE LANGUAGES
WITHOUT BORDERS PROGRAM¹

*ENSINO DE LÍNGUA INGLESA MEDIADO PELAS TDIC, SOB A UMBRELLA DA
AFETIVIDADE: UMA EXPERIÊNCIA NO PROGRAMA IDIOMAS SEM
FRONTEIRAS*

*ENSEÑANZA DEL IDIOMA INGLÉS MEDIADA POR TDIC, BAJO EL UMBRELLA
DE LA AFECTIVIDAD: UNA EXPERIENCIA EN EL PROGRAMA LENGUAS SIN
FRONTERAS*



Raquel Rosa de SOUZA²
e-mail: desouzar@icloud.com



Ariovaldo Lopes PEREIRA³
e-mail: arylopes_br@yahoo.com

How to reference this paper:

SOUZA, R. R. de; PEREIRA, A. L. English language teaching mediated by DICT, under the Umbrella of affectivity: An experience in the Languages without Borders Program. **Rev. EntreLinguas**, Araraquara, v. 10, n. esp. 1, e024023, 2024. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v10iesp.1.18800>



| Submitted: 10/12/2023
| Revisions required: 23/04/2024
| Approved: 17/05/2024
| Published: 28/05/2024

Editor: Prof. Dr. Rosangela Sanches da Silveira Gileno
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹ This article was prepared based on an excerpt from a master's dissertation presented at the State University of Goiás (Souza, 2018), with the necessary updates and adjustments.

² State University of Goiás (UEG), Anápolis – GO – Brazil. Master in Education, Language, and Technologies. Professor in the private education sector.

³ State University of Goiás (UEG), Anápolis – GO – Brazil. Doctoral degree in Applied Linguistics from Unicamp; Postdoctoral Fellow in English Language and Literature Studies from USP. Professor at the State University of Goiás.

ABSTRACT: This article reports an investigation whose aim was to analyze the pedagogical practices of a teacher, mediated by Digital Information and Communication Technologies (DICT), under the bias of affectivity, in English language classes of the Languages without Borders Program at the State University of Goiás, Brazil. The research followed the principles of interpretive qualitative methods, with participant observation. The study is based on reflections and theoretical-methodological discussions about the use of digital technologies in English language teaching and learning processes, with a focus on effectivity. The results reinforce the importance of the teacher in constructing pedagogical practices mediated by DICT and based on affectivity, which can give new meaning to teaching and learning the English language.

KEYWORDS: English language teaching. DICT. Affectivity.

RESUMO: A investigação aqui reportada teve como objetivo analisar as práticas pedagógicas de uma professora, mediadas por Tecnologias Digitais de Informação e Comunicação (TDIC), sob o viés da afetividade, em aulas de língua inglesa do Programa Idiomas sem Fronteiras da Universidade Estadual de Goiás, Brasil. A pesquisa seguiu os princípios de métodos qualitativos interpretativistas, com observação participante. O estudo se fundamenta em reflexões e discussões teórico-metodológicas acerca do uso de tecnologias digitais em processos de ensino e aprendizagem de língua inglesa, com foco na afetividade. Os resultados reforçam a importância do professor na construção de práticas pedagógicas mediadas pelas TDIC e pautadas na afetividade, as quais podem ressignificar o ensino e a aprendizagem de língua inglesa.

PALAVRAS-CHAVE: Ensino de língua Inglesa. TDIC. Afetividade.

RESUMEN: La investigación aquí relatada tuvo como objetivo analizar las prácticas pedagógicas de una docente, mediadas por las Tecnologías Digitales de la Información y la Comunicación (TDIC), bajo el sesgo de la afectividad, en las clases de lengua inglesa del Programa Lenguas sin Fronteras de la Universidad Estadual de Goiás, Brasil. La investigación siguió los principios de los métodos cualitativos interpretativos, con observación participante. El estudio se basa en reflexiones y discusiones teórico-metodológicas sobre el uso de las tecnologías digitales en los procesos de enseñanza y aprendizaje del idioma inglés, con enfoque en la afectividad. Los resultados refuerzan la importancia del docente en la construcción de prácticas pedagógicas mediadas por las TDIC y basadas en la afectividad, que puedan dar nuevos significados a la enseñanza y el aprendizaje del idioma inglés.

PALABRAS CLAVE: Enseñanza del idioma inglés. TDIC. Afectividad.

Introduction

Globalization has generated significant socio-economic changes since the last decades of the past century, which directly or indirectly affect society, both in the educational and professional contexts, and in social life as a whole. The dynamics stemming from this process, driven by the foundations of the capitalist system, generate social and professional demands such as the need to master one or more foreign/additional⁴ languages in order to compete successfully in the job market (Rajagopalan, 2003), thus bringing together two fundamental terms of this culture: competition and success. At the institutional level, one of the reflections of this reality is observed in Brazilian higher education, where we witness, for example, the (self)imposed pressure on universities to internationalize, focusing on international mobility and political status.

As part of this issue, Digital Information and Communication Technologies (DICT) have developed in society and have brought, as a consequence, accessibility to means to communicate, inform, shop, study, and connect with people from different cultures. With these changes, the learning of English has become part of the lives of many individuals who, to live their daily lives in the globalized world, position themselves in the job market, and ultimately 'survive' in this socio-economic context, see the need to master one or more languages achieving 'proficiency' in these language(s).

In this sense, it is essential to highlight that, in the process of acquiring a foreign/additional language, the subjectivity of individuals interacts in the development of new skills, because, as Dias (2012, p. 296, our translation) emphasizes, "students seem to appropriate the capacities necessary for citizenship survival in the contemporary world." This appropriation for survival is established firstly in the affective domain, that is, to survive in the digital age, the individual is motivated extrinsically by the impositions of society, but also intrinsically by emotions. According to Swerdloff (2016), there are fewer and fewer distinctions between real life and the virtual world every day. It is in this sense that we consider the importance of studies on emotions in language teaching and learning processes, as these studies "can help us understand which emotions circulate in school contexts and how this can affect the lives of teachers and, consequently, teaching" (Benesh, 2012 apud Oliveira, 2021, p. 84, our translation).

⁴ We chose to use the terms foreign language, additional language and second language interchangeably, that is, referring to any language other than the mother tongue, regardless of whether the acquisition/learning process is formal or informal.

As Morin (2007) asserts, understanding the need to conceive the student holistically and consider their capacities and variations in learning is necessary for the assimilation of new knowledge. Therefore, rethinking education constantly reflects on pedagogical methods, the role of the teacher, and the complexity of human beings as learners and agents of knowledge. In this perspective, it is necessary to reconsider the teaching of the English language from the deconstruction and reconstruction of already established and naturalized beliefs and assumptions, observing changes in society driven by DICT as an opportunity to connect everyday life to teaching.

The study reported here is based on a segment of a master's dissertation presented to the Graduate Program in Education, Language, and Technologies at the State University of Goiás (UEG) (Souza, 2018), directing the focus to the practice of the teacher-researcher. The aforementioned research aimed to investigate how the use of digital tools, specifically Google Classroom and TED Talk, contribute to the learning of the English language, from the perspective of affectivity. In light of this objective, a question arises to which the research seeks to respond: what aspects must be considered for English language teaching mediated by DICT, focusing on affectivity, to be significant and motivating, reaching students who, although they are at an advanced level of schooling, have not developed minimum proficiency in this language?

In addition to this introduction, this article features two theoretical sections covering linguistic education, focusing on affectivity and meaningful English language teaching through the use of digital technologies. The following section outlines the methodological paths, and subsequently, a section with the analysis of the data from the research reported here is presented. The text concludes with final considerations.

Linguistic education focusing on affectivity

Voigt and Macfarlane (2010) point out that the influence of new digital technologies has shaped new learning styles for subjects exposed to them. These authors suggest that assessing the ability of technologies to support the formation, articulation, and negotiation of individuals' values within the community is a constructive step for changes in the educational environment. In seeking to answer the question outlined in the previous section, we believe it is essential to consider that linguistic education is an experience surrounded by the nuances of

our humanity and immersed in our senses and feelings, in the contexts that surround us (Sousa Santos, 2019).

Therefore, it is necessary for us to position ourselves as effective human beings, constituted in affectivity, recognizing our subjectivity, that is, understanding our self, the conscious and unconscious thoughts, and emotions that shape our conception of who we are, how we see ourselves and how we see others and the world through discourses and cultures (Weedon, 1997; Woodward, 2000). This conception aligns with what Fortes (2019, p. 73, our translation) understands as subjectivity: "the meanings, emotions, and thoughts that we experience in various social contexts and that, in turn, provide meaning, materializing our realities and our identities".

In a study on the role of emotions in the practices of an English teacher, Oliveira (2021) proposes a different look at this construct, considering that emotions "are discursively produced and, therefore, are not internal and individual, but are constructed in the doing, through social relations" (Oliveira, 2021, p. 82, our translation). Turning the focus specifically to language teaching, the author understands that "teaching a foreign language involves a complex network of cognitive, relational, and emotional resources, as only theoretical knowledge of teaching a language is not sufficient to deal with complex situations that the nature of their work involves" (Oliveira, 2021, p. 83, our translation).

It is important to emphasize that in the research reported here, we treat affectivity and subjectivity as inseparable concepts. We corroborate Pennycook's view (2017), which understands affectivity as individuals' subjectivity, meaning all the complexity involving their stories, memories, life, and local culture. Therefore, in this work, we take affectivity as a spectrum of feelings and emotions that envelop us, rooted in the core of our being and influencing how we perceive the world around us (Jordão, 2019), and as something that is intertwined with our social experiences and modulates the internal and external relationships of human beings (Aragão, 2011).

Affectivity is clearly enveloped in feelings, emotions, and identity constructions that are only possible to be perceived and discussed in a process of linguistic education that takes into account the complexities involving the culturally and politically situated subject in the world, after all, "the other is not a pure identity, nor a mere difference" (Skliar, 2003, p. 44, our translation). According to this understanding, one cannot speak of affectivity in English language teaching and disregard the subjectivity of individuals. According to Mastrella-de-Andrade (2011, p. 12, our translation), affective factors go beyond individual aspects since

"teaching and learning a new language involve a complexity of factors that cannot be isolated in themselves, but are all intertwined and act differently in different subjects, groups, and contexts".

Linguistic education focusing on affectivity constitutes a renegotiation of spaces and representations that enable the students to represent themselves in the language studied. Pennycook's view (2017) is about preparing the learner to be able to write, speak, read, and listen in counter-attack as an author and co-author of their own story. In the words of Tavares and Stella (2014, p. 87, our translation), "It is allowing the student to use the language as a means of constructing knowledge for themselves and others".

After years of neglecting emotions in understanding what language and linguistic education are, and an overvaluation of rational and cognitive aspects in this process (Barcelos, 2015), from the 1990s onwards, the fields of Applied Linguistics began to adopt a new perspective. Following what Pavlenko (2013 apud Oliveira, 2021, p. 88, our translation) called the "affective turn," aimed at challenging the predominance of research on cognition, these fields began to encourage and develop studies involving emotions and their relation to language teaching and learning. This change came in the wake of socio-cultural educational movements that understand that "social events are interconnected with the classroom and influence and are influenced by emotions" (Oliveira, 2021, p. 92, our translation).

Digital Technologies and Meaningful English Language Teaching

Despite all technological advancements, the teacher, along with the learners, remains a protagonist in the teaching and learning process, with their role redefined by the social changes brought about by ICTs. However, their protagonism does not make them the sole actor in knowledge construction, but rather a collaborator, a mediation agent capable of showing students the importance of making connections between new knowledge and previously acquired knowledge, thereby leading to knowledge assimilation and integration (Morin, 2007). Thus, the teacher plays a fundamental role in this mediation process, as the understanding that the student is a multidimensional being who learns in various ways and that learning is a complex and integrated process (Alves, 2015) leads to an intentional selection of pedagogical practices that reach students holistically.

In this sense, understanding the role of the English language teacher and the relationship of ICTs with rethinking pedagogical practices becomes increasingly necessary.

One of the effects of globalization is the establishment, by universities, of internationalization as a goal to be achieved in the short and medium term. The "main result of this pursuit was the launch of the English without Borders Program (IsF)" (Sarmiento; Abreu-e-Lima; Moraes Filho, 2017, p. 8, our translation), later redefined as the Languages without Borders Program. Through this program, English language courses were offered at the State University of Goiás (UEG) with the aim of preparing students to develop their skills in that language, such as presenting their work and representing the university inside and outside the country.

It is noticeable how learning processes have undergone significant changes with the advent of ICTs. Thus, one cannot ignore the social and cultural changes and transformations that influence the motivational process of individuals operating in these contexts. According to Gómez (2012), understanding the beginning of the "technologization" of educational processes means "there is a recognition of the playful value that the computer presented, arousing attraction among the students" (p. 15, our translation). Today, more than two decades later, it is perceived that it is not only the inclusion of the computer that generates motivation, but the entire multimodal and multisemiotic system in which citizens of the digital world are inserted. In Kenski's view (2012), this technological educational configuration generates "new learnings" that "reorient all our processes of discovery, relationships, values, and behaviors" (p. 44, our translation). It is, therefore, a synergy that permeates relationships, daily life, and personal interests.

In this sense, it is observed that ICTs are not only one of the most effective mediation tools in teaching but also one of the greatest motivators. According to Brooks and Shell (2006 apud Swerdloff, 2016), learning and memorization processes are associated with emotions, and this makes an apparent conjunction between technology and emotion linked by learning. These authors argue that, if the manipulation of the technological environment is considered, emotion can be related to search and curiosity and can also be involved in activating focus, which is often summarized under the term motivation.

In Kenski's understanding (2012), ICTs and cyberspace are new pedagogical spaces that should be used not only instrumentally but also as social interaction, creating new meanings. This shows that for ICTs to be used meaningfully in pedagogical mediation, it is necessary not just to click on the correct answer; the learner needs to have the opportunity to use their social experiences, which can be a great motivator for learning. An example of this is in language teaching, as understood by Paiva (2011), target language-mediated participation in social practices is one of the most effective means of acquiring a second language or

additional foreign language. This participation becomes possible today for individuals in society who have access to ICTs. It is important to note that, concerning the democratization of information, in societies marked by deep social inequalities, such as Brazil, it is still not possible to achieve universal access to these digital tools and, consequently, to cultural products, whether in the native language or any other language.

An example of open access to information and instructional content is MOOCs (Massive Open Online Courses), free courses aimed at serving a broad and diverse population, representing a new configuration in distance digital education. Another example is YouTube itself, which has become one of the platforms for connecting like-minded interests where people from different parts of the world can receive instruction and participate in live sessions where participants ask questions and interact in real-time, creating a new model of content sharing.

Learning is increasingly seen as a process of becoming a member of a particular community, the "participation metaphor" conceived by Paiva (2011). According to this author, "language learning comes to be used as legitimate peripheral use of language in a dynamic process" (Paiva, 2011, p. 41, our translation). Such a process goes beyond the cultural scenario, entering the realm of the individual's identity as a participant in this speech community.

This general understanding of ICTs' role does not limit their potential to influence learning, as there is variation according to individuals' characteristics, although mediations are directed at the group in general. Cooper (2016) proposes this, arguing that technologies permeate most human interactions. In this scenario, technology is most effective in supporting learning where there is an understanding of how empathy works in relationships and how technologies can either assist or not assist learning.

It can thus be asserted that technologies influence affectivity in learning; however, they do not replace the role of human empathy. Despite the great technological advances, not even the most incredible software can replace human empathy, which reinforces the importance of the teacher, whose role is redefined as a "mediator, facilitator, encourager, and motivator of learning" (Masetto, 2013, p. 233, our translation).

Methodological Approach

The research reported in this article follows a qualitative interpretative approach, as it seeks its relevance in the study of social relations, the analysis of different perspectives, and the reflections of researchers as knowledge production, following what Flick (2009) points out. The pedagogical practices of the teacher-researcher/subject were investigated with the aim of understanding how the use of digital tools such as Google Classroom and TED Talk can contribute to the learning of the English language, from the perspective of affectivity.

In this perspective, the teacher-researcher investigated her practice, which characterizes the research as participant observation (Lüdke; André, 1986). The use of ICTs as mediators of pedagogical practices focusing on affectivity was analyzed in English language classes taught by her at the Languages without Borders Program (IsF) of UEG, Anápolis-GO campus from March to June 2018, in three sequential courses offered by IsF, each lasting 16 hours.

To generate research data, instruments such as conversation circles between the teacher and the students, the teacher's field diary, and questionnaires administered to the students were used. The notes were reflective, encompassing conflicts, feelings, ideas, impressions, certainties, and discoveries. The generation of data, as well as the definition of instruments and their application, followed the ethical research standards established by ethics committees and other instances.

The classes in which the empirical material of the research was generated were planned from the perspective of affectivity, which defined the teacher's pedagogical practices, always focusing on the central objective of the study. In addition to the teacher, the classroom where the data was generated had 5 (five) students, all participants in the research: one undergraduate student, two master's students, one doctoral student, and one technical-administrative staff member from the University.

When planning the English course within the context of the Languages without Borders Program, the teacher-researcher was convinced of the need to recognize the learners' capabilities and learning variations as a fundamental presupposition for the assimilation of new knowledge (Morin, 2007), which integrates their cultural, social, and educational repertoires. In this theoretical-methodological perspective, the lesson planning and didactic proposals that served as the basis for the research were constructed with subjectivity and the use of pedagogical practices relevant to the context of the students in the investigated class

always in mind. Thus, a didactic proposal was developed from the perspective of affectivity as an umbrella that accompanied the pedagogical practices of the teacher-researcher during the data generation process.

In selecting digital technological tools to mediate pedagogical activities, the teacher considered, in addition to the objectives, the individuality of the learners and the affective and subjective processes that influence their motivation in class. In order to understand where each learner was and where they wanted to go on their journey of learning English, the teacher chose different digital tools, such as WhatsApp and Google Classroom apps⁵, which served as support for face-to-face classes. Through these applications, students received announcements, posted their assignments, and participated in forums.

Following the administration of a questionnaire aimed at getting to know each learner better and understanding their experience in the first month of class, the teacher added the use of TED Talk⁶ to the didactic proposal. This tool helped her understand what the students considered important, what social constructions they brought into their discourse, how they saw themselves in front of other subjects in the classroom, peers and teacher, and the social environment in which they lived.

The use of ICT in the pedagogical practices of the teacher-researcher, with a focus on affectivity

In all course meetings (classes), the teacher set aside 15 minutes at the end to talk with the students about their journey of learning English. This teaching action was adopted in response to what Sousa Santos (2019) draws attention to, which is the importance of the senses and feelings involved in educational contexts. The conversations were part of the practices of the teacher-researcher, as she understood that getting to know the students is essential for offering relevant didactic proposals that take into account the subjectivity and worldview of the individuals involved in this process (Weedon, 1997; Woodward, 2000; Fortes, 2019; Jordão, 2019).

⁵Google Classroom allows you to create an environment where the teacher can share materials with students, as well as create and receive tasks and exchange information via email and instant messaging.

⁶TED is a nonprofit organization dedicated to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where technology, entertainment and design converged, and today it covers almost every topic - from science to business to global issues - in more than 100 languages (<https://www.ted.com/about/our-organization>. Accessed on: September 22, 2018, our translation - adapted).

Upon analyzing the first conversation circle, we found that all students felt the need to learn the English language. However, there was a dichotomy: on one side, this need stemmed from professional reasons; on the other, from a liking for the culture and community of English speakers. Considering that, according to Brown's classification (2000), all individuals in the researched group were intrinsic, instrumental learners, pedagogical practices were adopted to help them perceive how they felt using their experiences and daily life to learn English. Thus, classes began with pedagogical practices that incorporated the use of ICTs in a collaborative and conducive learning environment, within the perspective of affectivity that encompasses the thinking of Lago (2011, p. 81, our translation) according to which, "in a more modest objective, to affect only academic life, each teacher must seek ways in which this classroom can become a promoter of high self-esteem".

All students participating in the research were included in Google Classroom. Students were informed that everything they did there would be in English and that participation would be part of the assessment. Initially, only two students completed the proposed activity. The teacher noticed, thus, that the requirement to use English was a barrier for the students. Following Morin's warning (2007) about the importance of paying attention to the capacities and variations of learning in the process of assimilating new knowledge, during the conversation circle, the teacher and the students discussed the need to break paradigms and barriers with the use of language, being aware of each one's limits, accepting these limits, and working to overcome them. The teacher, aware of the redefinition of the teacher's role, based on technological advances, as a "mediator, facilitator, encourager, and motivator of learning" (Masetto, 201, p. 23, our translation), challenged the students to change the way they viewed people who do not communicate effectively or have difficulty expressing themselves, explaining that how they saw themselves would enable them to advance or determine that they stagnated.

According to Gardner (2005), culture and environment influence second language acquisition and can direct an individual's motivation (effort, desire, and affection) to learn it. Gardner (2005) suggests that the socio-educational model necessitates seeking strategies that motivate students, reinforcing the importance of the teacher in the process of acquiring a second language. This model leads to another crucial factor: the interference of what happens in the classroom, known as "integrative motivation" (Gardner, 2005, p. 15, our translation).

Within this perspective, the teacher continued to post activities on Google Classroom, and as the students got to know each other better, they felt more comfortable participating in

online forums and face-to-face conversations. The first reading proposed was an article posted on Google Classroom entitled "How to successfully work across countries, languages, and cultures." In this text, which is an excerpt from the Harvard Business Review online magazine, English is presented as a lingua franca and as the solution for the development of a Japanese multinational in the globalized world. In order for the company's branches in different countries to share what was working and thus learn from each other, it was decreed that the official language of each country would no longer be used, making the use of the English language mandatory in all company offices worldwide.

After the reading, the students were invited to share their impressions about the material read. We found that, even though they were completing the activities online and had the option to consult dictionaries and other online sources, most of them limited themselves to simple and less elaborate responses. This prompted a re-planning of the classes, leading the teacher to rethink what would be the students' greatest need that was not being addressed in the activities developed, in an effort to understand the emotions circulating in that context and how it affected teaching and, consequently, student learning (Benesh, 2012 apud Oliveira, 2021).

A new reading was then proposed, this time of a shorter text, an abstract of an article dealing with the relationship between emotions, technology, and learning, titled "Empathy, Emotion, Technology, and Learning"⁷. The aim was to help the students understand what they were experiencing as learners while doing so in the target language. Students were invited to explore their emotions and understand the process they were going through as learners, expressing themselves in English.

However, there was still significant resistance to the use of the Google Classroom online platform, expressed in tasks that were not posted and in students who visited the online classroom but remained invisible, not participating in any activities. This was intriguing because the teacher did not know if the reaction was due to the use of the platform or due to the difficulty in expressing their thoughts in English. When we communicate in another language, there is much more than simply uttering new sounds. According to Mastrella-de-Andrade (2011, p. 17, our translation this "implies a doing, accompanied by a feeling and inseparable from a becoming, that is, a becoming, in different ways, in the classroom environment".

⁷ Available at: <https://www.sciencedirect.com/science/article/abs/pii/B9780128006498000110>. Accessed in: 22 sep. 2018.

Subsequently, after working with activities available on the Google Classroom platform, the class was directed towards a topic for which the participants showed great interest: learning more about American culture. Thus, they were invited to listen to the song "Dear Mr. President" by the American singer and songwriter Pink⁸, previously posted on Google Classroom, and to critically reflect on common aspects between Brazil and the United States. In this activity, the highest participation in the forums was recorded up to that moment.

Another proposal presented to the group, with the aim of reducing anxiety and helping to develop oral communication strategies, was the use of TED Talks in the classes. As mentioned earlier, TED Talks are conferences where speakers present their ideas in presentations of less than eighteen minutes. These lectures are recorded on video and made available for free on the TED Talk website through YouTube. The didactic proposal was for each student to choose a video and prepare a handout for their classmates to follow along with their presentation. They would have to share the chosen video on Google Classroom, so everyone could watch it in advance and make comments on the platform.

In the process of carrying out this activity, we noticed increased engagement on Google Classroom, with students choosing, preparing, and presenting their videos. After this period, they were asked to evaluate, through a questionnaire, how their experience with the use of TED Talks. The majority considered the activity positive, with the caveat that the short time (less than 18 minutes, as mentioned above) limited interaction. In the teacher's evaluation, in that context, within a new technological educational configuration, "new learnings" occurred that generated in the students a process of "discoveries, relationships, values, and behaviors" (Kenski, 2012, p. 44, our translation).

When asked whether the pedagogical practices of that month facilitated learning, the students also had different opinions, which shows how people are unique in their ways of being and learning, highlighting the importance of paying attention to the subjectivity of individuals involved in educational processes (Weedon, 1997; Woodward, 2000). For example, one participant pointed out that the prolonged use of TED Talks was not constructive, as she felt the need to learn through the teacher's speech, not through the speech of classmates who, according to her, did not communicate well. Therefore, in this student's view, the prolonged use of the TED Talk tool was not constructive. This made us think that, although excellent for promoting critical literacy and bringing innovation to language

⁸ Available at: [HTTPS:// www.youtube.com/watch?v=1oJ_f8SUavk](https://www.youtube.com/watch?v=1oJ_f8SUavk). Accessed on: 22 September. 2018.

teaching, the tool may work better if used in conjunction with other resources, or with a focus on different skills.

This indicates that working with the reality of digital culture requires adaptability, not just knowing new technological resources, which is a fundamental part of teaching action. It is necessary to know how to use them as mediation tools for learning, in order to motivate students to seek their agency as individuals. Thus, it is noted that the role of the teacher and teaching practices, even in digital environments, are essential aspects of learning, as asserted by Masetto (2013, p. 152, our translation): "Pedagogical mediation highlights the learner's role as a subject and strengthens them as protagonists of activities that will allow them to learn and achieve their goals".

In the investigation to understand if Google Classroom was relevant for the students, the teacher requested that they respond to how they felt about participating in activities using that platform. The responses varied; however, overall, there was a consensus that the platform facilitated learning. However, one student highlighted the lack of dynamism of this tool, and the other classmates agreed with her. Considering that people are now in social networks, where there is a greater speed of information, receiving notifications via email creates a gap between sending, receiving, and responding, unlike what happens with instant messaging apps. If the individual is not connected to the platform or has not enabled their mobile device to receive notifications, they may not receive messages from Google Classroom, which requires more significant commitment from the student to enter the virtual classroom daily.

Thus, it is perceived that digital technological advancement means that communication through social networks, such as Facebook groups, and instant messaging apps like WhatsApp, have the same potential for sharing documents and videos as Google Classroom. However, those offer greater ease of access, as most students already have the apps on their mobile devices and already use the platform in their daily lives. The difference is that in Google Classroom, it is possible to check students' progress more easily, as the activities are organized in folders indicating completed and incomplete tasks. Conversations remain organized by subjects, which is not possible on WhatsApp but is possible on Facebook.

At the end of another stage, the students were invited to share their general perceptions of the course in a group discussion. The reason for listening to the learner during the learning journey is so that relevant teaching can be offered. Alves (2015, p. 842, our translation) points out that "to teach, it is necessary to learn how the other learns or even to establish synergy

between language uses." In this activity, the participants verbalized their impressions, with a striking point repeated in their speeches, which was the emphasis on the teaching environment and pedagogical practices they termed "different" compared to traditional teaching.

What the students referred to as "different" is what we identify as pedagogical practices based on affectivity and subjectivity; it involves using the language beyond linguistic purposes, but as a means of action and interaction with social practices; it entails reflecting on oneself and the world. The discussion about language education directly relates to the learners' identities, cultures, and the constructs that intertwine in discourses. The self, the other, social and cultural identities are naturally and directly related to affectivity and influence the language learning process.

Final considerations

We live in a world heavily influenced by digital technologies. The way society is managed by these influential tools allows us to correlate TDICs (Information and Communication Digital Technologies) as motivators in educational processes. Thus, we can affirm that the use of digital technologies in teaching has a significant influence on affectivity, due to the reciprocal relationship between the digital and the real in this context.

Through this research, it is possible to infer that digital technologies play an essential role in education in general, and in language education in particular, as they can enhance relevant practices of social interaction. At the same time, it is not plausible to talk about English language teaching without considering the learner as a multidimensional being, as this understanding facilitates the construction of meaningful didactic proposals. This is evident in the comments from students who found the teaching approach innovative, such as the observation that the teacher's focus was not on evaluation, but on learning, which differs from traditional methods.

Among the comments and responses to the questionnaires, it is evident that students experienced moments of construction, reconstruction, and reflection on how they were taught before joining the Idiomas sem Fronteiras Program, comparing previous experiences with the learning process in this didactic proposal. This reaction shows that learning does not begin when students enter the classroom; on the contrary, it is a constant movement of re-signification of who they are as learners, how they learn, and what they apprehend. Interaction with digital culture goes beyond skills in handling Information and Communication Digital

Technologies (ICTs). It demands a paradigm shift, allowing learning to occur through these tools and rediscovering learning as a moment of manifesting not only knowledge but also emotions and feelings, highlighting the affectivity that permeates this process.

The discussion presented in this article significantly contributes to rethinking pedagogical practices in English language classes mediated by ICTs. For example, the use of TED Talks enables critical discussions on various topics, fostering intercultural education and promoting complementary gains, such as increasing linguistic repertoire and developing oral comprehension skills. On the other hand, Google Classroom proves to be a viable tool for language teaching, but it does not reach all students with the same efficiency. This is because it requires a Google email as a communication base, which students generally less use compared to social networks and instant messaging applications.

In summary, it is hoped that this study has contributed to the realization that language teaching can transform the classroom environment under the lens of affectivity. Such an approach empowers students, making them agents of their learning journey, without disregarding the importance of the teacher's mediating role. It is believed that this significantly aids in the acquisition of linguistic repertoire, an essential prerequisite for the development of autonomous and confident individuals in their social and discursive practices, both in their native language and in a second, foreign, or additional language.

REFERENCES

- ALVES, M. D. F. Reflexões sobre a aprendizagem: de Piaget a Maturana. **Revista e-Curriculum**, São Paulo, v. 13, n. 4, p. 838-862 out./dez. 2015. Available at: <https://revistas.pucsp.br/index.php/curriculum/article/view/21638/>. Accessed in: 9 Nov. 2022.
- ARAGÃO, R. C. Emoção no ensino/aprendizagem de línguas. *In*: MASTRELLA-DE-ANDRADE, M. R. (org.). **Afetividade e emoções no ensino/aprendizagem de línguas: múltiplos olhares**. Campinas, SP: Pontes Editores, 2011. p. 163-189.
- BARCELOS, A. M. F. Unveiling the relationship between language learning beliefs, emotions, and identities. **Studies in Second Language Learning and Teaching**, Kalisz, Poland, v. 5, n. 2, p. 301-325, 2015. DOI: 10.14746/ssllt.2015.5.2.6.
- BROWN, H. D. **Principles of language learning and teaching**. 4. ed. White Plains, NY: Pearson Education, 2000.
- COOPER, B. Empathy, emotion, technology and learning. *In*: TETTEGAH, S. Y.; MCCREERY, M. P. (org.). **Emotions, technology, and learning**. Amsterdam: Elsevier, 2016. p. 265-288.
- DIAS, R. **Gêneros textuais: teoria e prática de ensino em LE**. Campinas, SP: Mercado de Letras, 2012.
- FLICK, U. **Desenho da pesquisa qualitativa**. Porto Alegre: Artmed, 2009.
- FORTES, L. Educação linguística em LI: identidade, subjetividade e complexidade. *In*: FERRAZ, D. de M.; KAWACHI-FURLAN, C. J. (org.). **Bate-papo com educadores linguísticos: letramentos, formação docente e criticidade**. São Paulo: Pimenta Cultural, 2019. p. 87-105.
- GARDNER, R. C. Integrative motivation and second language acquisition. Joint Plenary Talk at the Canadian Association of Applied Linguistics. **Canadian Linguistics Association**, Londres, 2005. p. 1-22. Available at: <https://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf>. Accessed in: 9 Sept. 2022.
- GÓMEZ, P. C. A motivação no processo ensino/aprendizagem de idiomas: um enfoque desvinculado dos postulados de Gardner e Lambert. **Trabalhos em Linguística Aplicada**, Campinas, v. 34, p. 53-77, jul./dez. 2012. Available at: <https://periodicos.sbu.unicamp.br/ojs/index.php/tla/article/view/8639298>. Accessed in: 9 Dec. 2022.
- JORDÃO, C. O lugar da emoção na criticidade do letramento. *In*: FERRAZ, D. de M.; KAWACHI-FURLAN, C. J. (org.). **Bate-papo com educadores linguísticos: letramentos, formação docente e criticidade**. São Paulo: Pimenta Cultural, 2019. p. 58-66.
- KENSKI, V. M. **Educação e tecnologias: o novo ritmo da informação**. 8. ed. Campinas, SP: Papirus, 2012.

- LAGO, N. Alves. Me, myself and you: autoestima e aprendizagem de línguas. *In*: MASTRELLA-DE-ANDRADE, M. R. (org.). **A afetividade e emoções no ensino/aprendizagem de línguas**: múltiplos olhares. Campinas. SP: Pontes, 2011. p. 49-88.
- LÜDKE, M.; ANDRÉ, M. E. D. A. **Pesquisa em educação**: abordagens qualitativas. São Paulo: EPU, 1986.
- MASETTO, M. T. Mediação pedagógica e tecnologias de informação e comunicação. *In*: MORAN, J. M.; MASETTO, M. T.; BEHRENS, M. A. (org.). **Novas tecnologias e mediação pedagógica**. Campinas, SP: Papirus, 2013. p. 141-171.
- MASTRELLA-DE-ANDRADE, M. R. (org.). **A afetividade e emoções no ensino/aprendizagem de línguas**: múltiplos olhares. Campinas, SP: Pontes, 2011.
- MORIN, E. **Os sete saberes necessários à educação do futuro**. 5. ed. São Paulo: Cortez, 2007.
- OLIVEIRA, A. C. T. de. Emoções e ensino crítico de línguas: uma abordagem político-cultural das emoções de uma professora de Inglês. **Rev. Bras. Linguíst. Apl.**, [S. l.], v. 21, n. 1, p. 81-106, 2021. DOI: 10.1590/1984-6398202117125.
- PAIVA, V. L. M. de O. Ilusão, aquisição ou participação. *In*: LIMA, D. C. (org.). **Inglês em escolas públicas não funciona?** Uma questão de múltiplos olhares. São Paulo: Parábola Editorial, 2011. p. 33-46.
- PENNYCOOK, A. **The cultural politics of English as an international language**. London: Routledge, 2017.
- RAJAGOPALAN, K. **Por uma linguística crítica**: linguagem, identidade e a questão ética. São Paulo: Parábola Editorial, 2003.
- SARMENTO, S.; ABREU-E-LIMA, D.; MORAES FILHO, W. **Do Inglês sem Fronteiras ao Idiomas Sem Fronteiras**: a construção de uma política linguística para a internacionalização. Belo Horizonte: Ed. UFMG, 2017.
- SKLIAR, C. B. A educação e a pergunta pelos Outros: diferença, alteridade, diversidade e os outros “outros”. **Ponto de Vista: Revista de Educação e Processos Inclusivos**, Florianópolis, n. 5, p. 37-49, 2003. Available at: <https://periodicos.ufsc.br/index.php/pontodevista/article/view/1244>. Accessed in: 09 Dec. 2022.
- SOUSA SANTOS, B. **O fim do império cognitivo**: a afirmação das epistemologias do Sul. Belo Horizonte: Autêntica, 2019.
- SOUZA, R. R. de. **Educação linguística com foco na afetividade**: práticas pedagógicas críticas no programa Idiomas sem Fronteiras. 2018. 93 f. Dissertação (Mestrado em Educação, Linguagem e Tecnologias) – Universidade Estadual de Goiás, Anápolis, GO, 2018.

SWERDLOFF, M. Online learning, multimedia and emotions. *In*: TETTEGAH, S. Y.; MACCREERY, M. P. (org.). **Emotions, technology, and learning**. Amsterdam: Elsevier, 2016. p. 155-175. DOI: 10.1016/B978-0-12-800649-8.00009-2.

TAVARES, R. R.; STELLA, P. R. Novos letramentos e a língua inglesa na era da globalização: desafios para a formação de professores. *In*: ZACCHI, V.; STELLA, P. R. (org.). **Novos Letramentos e ensino de língua inglesa**. Maceió: Edufal, 2014. p. 75-100.

TED. **Our mission**: Spread ideas, foster community and create impact. Available at: <https://www.ted.com/about/our-organization>. Accessed in: 16 July 2018.

VOIGT, C.; MACFARLANE, K. The affective domain and social networking: definitorial issues and misleading assumptions. *In*: EUROPEAN CONFERENCE ON TECHNOLOGY ENHANCED LEARNING, 5., 2010, Barcelona. **Proceedings [...]**. Barcelona: University of Barcelona, 2010. p. 1-6. Available at: <https://mature-ip.eu/files/matel10/voigt.pdf>. Accessed in: 9 Dec. 2023.

WEEDON, C. **Feminist practice and poststructuralist theory**. 2. ed. Oxford: Blackwell, 1997.

WOODWARD, K. Identidade e diferença: uma introdução teórica e conceitual. *In*: SILVA, T. T. da (org.). **Identidade e diferença: a perspectiva dos estudos culturais**. Petrópolis, RJ: Vozes, 2000. p. 7-72.

CRediT Author Statement

Acknowledgements: To the State University of Goiás, for supporting the research.

Funding: Not applicable.

Conflicts of interest: There are no conflicts of interest.

Ethical approval: The participants signed an Informed Consent Form approved by the Research Ethics Committee of the State University of Goiás.

Data and material availability: The collected data are in the possession of the researchers.

Author's contributions: Both authors collaboratively contributed to the construction of the text.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

