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RESUMO

Several teachers have sought to stimulate English learning through technology. In this sense, the extension project “English in Action: Practicing Basic Conversation in English” linked to the Federal Institute of Education, Science and Technology of Pará (IFPA/Campus Altamira) joined this perspective. Based on the performance of the authors of this study in the referred project, it was possible to conduct the research reported here, whose objectives were to identify the relationship between autonomy, motivation and technology, to expose the impact of the execution of a remote extension project in improving participants fluency, and to highlight how the use of technology influences learners’ levels of autonomy and motivation. The investigation was carried out between December 2020 and February 2021, period in which the project was developed. The participants are 8 English learners who attended the project meetings. Data came from a questionnaire and oral reports. In the end, it was observed that most of the participants had improved necessary skills for basic communication in English in order to achieve a degree of fluency that allowed them to communicate effectively at the target level. In addition, the improvement of these skills was directly linked to the process of autonomy and intrinsic motivation increase mediated by technology. Therefore, it is evident that technology, when effectively linked to the process of teaching and learning a foreign language, bring benefits to the learner, who tends to be successful in establishing his/her cognitive process.

PALAVRAS-CHAVE: Autonomy. Conversation. English learning. Motivation. Technology.

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