



THE USE OF DIGITAL LEARNING OBJECTS WHILE AND AFTER THE PANDEMIC PERIOD BY ENGLISH TEACHERS: A CASE STUDY. [1]

Fabiana Pereira de Sousa[2]

Karina Figueiredo Gaya [3]

ABSTRACT: This study explores what has been experienced by public school teachers after the pandemic period in the city of Bragança-Pa, concerning the use of digital learning objects, as part of the research, it was necessary to comprehend with those objects were also used in the pandemic period for the teachers in Bragança and if somehow the pandemic influenced the use of these objects in the presential classes after the pandemic period. To achieve what was proposed, a questionnaire was designed based on a qualitative approach at Google Forms to teachers from public schools answer as a result it was discovered that the practices lived during the pandemic time indeed influenced some teachers to use DLO in presential classes, and these teachers are facing several problems, either because of teachers' feelings concerning DLO management or due to the lack of infrastructure in the educational environment.

Keywords: English Language. DLO. Technology. Pandemic COVID-19. Case Study

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[2] Discente do curso de Licenciatura em Letras – Inglês. Faculdade de Línguas Estrangeiras (FALEST). Universidade Federal do Pará, campus Bragança. Email:

[3] Professora Doutora. Docente do curso de Licenciatura em Letras – Inglês. Faculdade de Línguas Estrangeiras (FALEST). Universidade Federal do Pará, campus Bragança. Email: karinagaya@ufpa.br

RESUMO: Este artigo explora o que foi vivenciado por professores da rede pública após o período da pandemia na cidade de Bragança-PA, no que diz respeito ao uso de objetos digitais de aprendizagem. Para esta pesquisa primeiramente foi preciso compreender se esses objetos também foram utilizados no período da pandemia pelos professores em Bragança e se de alguma forma a pandemia influenciou o uso desses objetos nas aulas presenciais após o período pandêmico. Para alcançar o que foi proposto, um questionário foi elaborado baseado em uma abordagem qualitativa através da plataforma Google Forms, e este formulário foi direcionado aos professores da rede pública de Bragança. Como resultado, descobriu-se que as práticas vividas durante o período de pandemia de fato influenciaram alguns professores a usar ODAs em suas aulas presenciais, e esses professores estão enfrentando vários empasses ao tentar incluir estes recursos em suas aulas, seja por preocupação acerca de como utilizar os ODAs, ou pela falta de infraestrutura no ambiente educacional.

Palavras-chave: Língua Inglesa. ODAs. Technology. Pandemia COVID-19. Estudo de caso

INTRODUCTION

Following the changes that society has gone through over the past years, the process of teaching and learning changed significantly, considering that education is a crucial axis in society, it is inevitable and truly necessary the transformation which English language is taught, as the world is not the same anymore, and neither the learners acquire knowledge as they once did.

Learners of this decade are living in a different social context, their interest have changed with the advance of technology in contemporary society, as also what they have been consuming and how they have consumed information, consequently, it is inescapable the adaptations of the English language classes according to this “new” reality, therefore, in conformity to the words of Rabello (2012) “education needs to keep up with these world changes, insert itself once and for all in the digital age, providing teaching and learning experiences in line with the new technological reality.”¹ thus, new practices are encouraged for teachers that are still executing practices that do not follow the recent needs and it has been necessary even more the adaptation of methods and strategies, considering the events of

¹ A educação precisa acompanhar estas mudanças, inserir-se de vez na era digital, propiciando experiências de ensino e aprendizagem condizentes com a nova realidade tecnológica, sem deixar, porém, de se questionar quanto ao seu papel neste novo contexto.

the last two years, where teachers needed to, quickly, change the way classes happen due to the pandemic of Covid-19².

During this pandemic period, digital learning objects (DLO) have been a possibility to support teachers in the process of teaching remotely, although not everybody has had what is necessary to use those objects effectively. Jutaite (*et.al.* 2021) conferred in their research³ the challenges encountered by teachers when schools and universities have had to switch to remote teaching from face-to-face education in such an abrupt way, those researchers have concluded in their study that the teachers have faced many problems to execute classes, among others, keeping students concentrated and motivated and the lack of knowledge and/or ability that teachers and students did have in dealing with technology, therefore hindering the integration of DLO within remote teaching.

Otherwise, Chloez (*et. al.* 2021) stated a different assumption about the use of DLO during the pandemic period, where the integration of those resources was addressed indicating that they were simpler and more beneficial than the one presented by Jutaite (*et. al.* 2021), in that manner, each researcher narrated different experiences, in view of that divergence the results of those times are uncertain in the integration of digital learning objects, mostly in the post remote learning-teaching process.

Therefore, this study has the objective to understand what has been experienced by public school teachers after the pandemic period in the city of Bragança-Pa, concerning the use of digital learning objects. There are several researchers related to this theme, however considering that each environment is distinct somehow, each place presents its unique results that eventually might have similarities and as the studies around digital learning objects are still scarce in Bragança, it is important to know if the pandemic occasioned by Covid-19 has influenced teachers somehow to integrate this type of digital material in their presential classes, and if they are not integrating, it is essential to know why they are not using, and if the pandemic period is related to it.

² The Covid-19 it's a respiratory disease caused by the SARS-CoV-2 virus that led to a global pandemic, which people needed to be isolated to control the contamination.

³ The challenging aspects of digital learning objects usage in a primary school during the pandemics

THEORETICAL BACKGROUND

According to Graddol (1997) technology is the center of the globalization process and it impacts not only culture but also education, in that case, technology has become more influential while teaching another language.

The connection between English teaching and learning and technology started long ago and it has notorious advancing since the integrations of Language Laboratories and programs such CALL⁴, in the last years technological flux of information has been massive, and on account of that, education is submerged by new ways of arising, information and communications technology (ICT) offers a great assemblage of resources that can be used in favor of education, such as internet, software, mobile applications (app), blogs, social media among others, such a variety of options allows great opportunities to the learners to be in touch with the language continuously, no matter where the learner is located.

Following this lead the document *Parâmetros Curriculares Nacionais* (PCN), which has its function as a guide to educators in Brazil, points out that Information and Communication Technology (ICT) plays an important role in classrooms since it builds needs that are important to analyze at school (2000, p.11-12). It brings to the class new perspectives that englobe what happens around the world, making it easier for students to interact and also to learn multiple aspects of the language.

Thus, Kurt (2010, *apud* GILAKJANI, 2017) reinforces how technology is supportive in the classroom environment once used with the right purpose. In his own words:

Technology can be used as a tool for performing meaningful projects to engage learners in critical thinking and problem-solving. Technology can be used to restructure the language classes to produce an environment that promotes the growth of thinking skills. (KURT, 2010 *apud* GILAKJANI, 2017, p. 97)

In these circumstances, it is possible to say that ICTs are great allies to both teachers and students, once it may provide further educational practices, integrating into various resources that can be considered beneficial to students' learning process.

Despite ICTs' many benefits, it is important to acknowledge that technology itself alone does not build meaningful education. It is essential to consider the schools' background

⁴“CALL embraces a wide range of ICT applications and approach to teaching and learning foreign languages, from the (traditional drill and practice programmes) that characterized CALL in 1960s and 1970s to more recent manifestations of CALL as used in a virtual learning environment and web-based distance learning.” (BENYO, 2020, p. 1390)

and infrastructure before, in order to plan the integration of a new technological resource. In addition, suitable planning for the use of technology in ESF classes, as mentioned by Solano (et al. 2017, p. 84) “involves taking into account students’ level of language, age, contents, learning styles, and teaching methods to develop their English language skills”, it is also crucial to be aware of the teachers’ and learners’ knowledge about the technical use of those tools.

That said, it is time to observe closer the possible ways to connect, even more precisely, English teaching and learning through technology using specific tools that can provide a significant learning process. From now on it will be presented the definition of Digital Learning Objects (DLO).

DIGITAL LEARNING OBJECTS

The accession of ICT also granted opportunities for different kinds of pedagogical material to take place in the education system including the Digital learning Objects (DLO) which can be used as a valuable resource in English classes.

DLO appears in many scientific papers with different names, although most of them share the same definition, one of the main influent definitions present in the discussion about the current theme is presented by Willey (2000) as he indicates DLO as a learning object and classifies it as digital entities deliverable over the Internet

Anything that can be delivered across the network on demand, be it large or small. Examples of smaller reusable digital resources include digital images or photos, live data feeds (like stock tickers), live or prerecorded video or audio snippets, small bits of text, animations, and smaller Web-delivered applications (like a Java calculator). Examples of larger reusable digital resources include entire Web pages that combine text, images, and other media or applications to deliver complete experiences (a complete instructional event). (WILLEY, 2000, p.6)

Although Willey's point of view is one of the most definitions used to describe DLO, it's interest to be aware of others definitions of this tools to a better understanding of all the aspects that are part of DLO, in that way another definition of what can be a DLO is presented by Roncarelli (2012) that defines DLO as a didactic material with a pedagogical purpose that follows specific characteristics that are systematically organized.

In addition a recent perspective is taking into the perspective of DLO, Jutaite (et. al 2021) classify DLO as a digital interactive entity or a resource that facilitates the educational process and has an educational purpose, this definition communes with Wiley's and

Roncarelli's concepts, in such manner that each concept reinforces the meaning of what is in fact a DLO

Ramos and Motter (2012) explain that DLO goes beyond teaching in an attractive or innovative way, when the right object is integrated into the English classes, it will be able to improve the learning environment, and facilitate the teaching as well:

These tools help in generation of new forms of communication between students and the world which consequently develops new possibilities of interaction between cultures in the target language, English; therefore, the number of digital objects that the educator may be making use of their pedagogical practice.(RAMOS, MOTTER, 2012, p.6 tradução nossa)⁵

Consequently, a DLO can build an interactive space where students can easily develop what they need to know to learn the language. In agreement with Pessoa (2015) the interaction provided by DLO can be very motivational since it will allow the learner to have a bigger contact with whatever it is necessary to learn, and also promotes more student-centered learning, with real and meaningful contexts that may meet the needs and interests of the learners.

Henceforward, it will be presented how those technological resources have been used during the pandemic period, taking into account all the conditions which were necessary to set a favorable environment for online classes and further integration of DLO.

DLO IN THE PANDEMIC PERIOD

Here, in Brazil, in 2020, the pandemic occasioned by Covid-19 isolated everyone and limited all social face to face activities, leading to a catastrophic situation in all social areas, including education, resulting in a great need to reinvent teaching in this scenario, as Ramirez (et.al., 2020, p. 118) advocate "the pandemic closed schools, forcing teachers to reconstruct their pedagogical knowledge in order to continue with the teaching practice"⁶.

From that perspective, it is clear the abrupt change in pedagogical practices, which quickly had to be reinvented to include everyone in the new scenario that education had been forced into, due to this situation the *Ministério da Educação* (MEC), decided to implement in

⁵ consequentemente desenvolve novas possibilidades de interação entre culturas na língua-alvo, o inglês estas ferramentas auxiliam na geração de novas formas de comunicação entre os alunos e o mundo o que; portanto, é grande o número de objetos digitais que o educador pode estar fazendo uso em sua prática pedagógica. (RAMOS, MOTTER, 2012, p.6)

⁶ A pandemia fechou as escolas obrigando os professores a (re)construir o seu saber pedagógico a fim de prosseguir com a prática docente. (RAMIREZ ET.AL., 2020, p. 118)

all the levels of education what they have called emergency remote learning⁷, which proposed both online classes and/or provision of printed materials to students, whatever suited best schools' structures⁸. During this period, because of the process of rebuilding the pedagogical practices, ICT invaded several teachers' lives with the idea to propose some sort of interaction facilitation between learners and learners, and learners and teachers. ICT is also intended to improve and/or develop their knowledge and abilities about new technological resources as well as teaching-learning methodologies. All that is in order to make it somewhat easier to plan lessons and manage online classes and other class modalities⁹.

DLO arises as a possibility of involving students in English classes, providing the support necessary by the teachers to connect students to subjects in class, engaging them to do the assigned tasks, and motivating them in such difficult times for teachers who needed to work extra harder to keep the learners' attention.

Choez (*et al.*, 2021, p. 3162) listed some benefits of using DLO that were observed in their research during the pandemic period. They have stated that the advantages of using DLO are: (1) developing critical thinking, fostering autonomy, increasing proactivity and curiosity; (2) guarantying time saving for teachers, making it easier to share experiences and obtaining relevant information through clear didactic; (3) promoting motivation and making possible, for teachers to keep track and records of students development much easily; (4) availability for giving prompt feedback during students learning processes.

When it comes to students' learning process, digital resources have had an important role for those that could have access to digital materials. To Nugroho and Atmojo (2020) most of the students strongly believe in the efficiency of digital learning activities, and also, they might affirm that they were highly motivated and interested to use digital tools during the pandemic period.

On the other hand, the integration of DLO was not unchallenged to everyone, mainly because of the environment and the people involved in the education process, they were not ready for online teaching and learning. The research, named *Ict In Education (2021)* realized in Brazil between 2020 and 2021 showed that only 63% of teachers in the country had some knowledge or ability on how to use digital resources, consequently, even though the DLO has

⁷ Emergency remote learning in this study means pedagogical strategies, which were created to decrease the impacts of social isolation concerning learning and those measures were mediated by technology (or not) in some cases. (KHLAIF, Zuheir N.; SALHA, Soheil; KOURAICHI, 2021)

⁸ (Portaria MEC N° 320 DE 04/05/2022)

⁹Class modalities here, in this study, involve emergency remote classes, remote classes, synchronous and asynchronous. . (KHLAIF, Zuheir N.; SALHA, Soheil; KOURAICHI, 2021)

plenty of benefits, it is only possible to be benefited from it when teachers are prepared to explore it.

Therefore, this abrupt change in education, accentuated regular problems at school, problems that existed before the pandemic which directly interfered with the use of DLO as a resource in English classes. Besides that, it is important to mention, teachers' digital illiteracy, lack of infrastructure; poor or non-existing internet connection at schools; students' and teachers' homes were also huge obstacles to online classes. Ict In Education (2021) also showed that 84% of Brazilian teachers stated that teaching from home was their main difficulty during the pandemic. All of those issues prove how hard it was to establish an appropriate space to explore the usage of DLO. In addition, all problems mentioned above are a huge part of the environment that must be set to use technological tools properly.

METHODOLOGY

The main objective of this research is to understand what has been experienced by English teachers from public school after the pandemic period in the city of Bragança-Pa, concerning the use of digital learning objects. In addition, it is important to understand the integration of DLO after the pandemic period occasioned by Covid-19 as well.

To accomplish this goal, this research was designed based on a qualitative approach, that according to Berg and Lune (2014, p.8 *apud* Wang, 2018, p.117) is concerned with properly seeking answers by examining various social settings and the groups or individuals who inhabit, in this way the use of a qualitative approach gives opportunity to explore and describe the present objective through a case study that is an approach present in qualitative research.

Yin (2009, p.18) stated that a case study provides the chance to investigate a contemporary phenomenon in its real-life context, mainly when the phenomenon and real-life context are not evident, concerning that matter, this approach set the right atmosphere to understand the experience lived by english teachers from public school in Bragança and their relationship with DLO in the presential classes after the remote period.

For the process of data collection, it was developed an online questionnaire at Google Forms¹⁰ This questionnaire was divided into sections that, according to the teachers' answers, led to a different question; those questions were mixed, containing open and closed answers. This questionnaire were directed to english teachers that volunteers to participate of the

¹⁰ <https://forms.gle/ByQodahRV8YfJmmx8>

research, those teachers were reached by whatsapp messages, it was asked if they had interest in participating in the research, around 10 teachers were reached but only 5 teachers answered back demonstrating interest in participating, it is also important to bear in mind that the teachers who have participated of the study currently work in Bragança at public schools before, during, and after the pandemic occasioned by Covid-19.

As for the questions presented in the questionnaire, they were developed to identify DLO usage in presential classes after the remote period, and also to describe how DLO has been integrated into these classes.

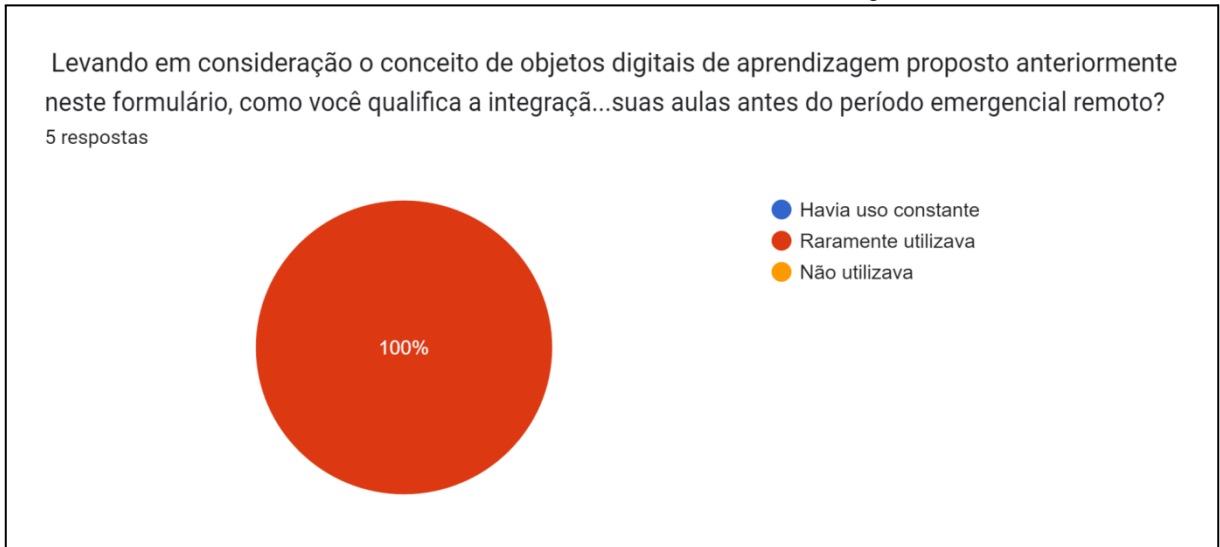
During this research, there have been used as a parameter to discuss a bibliographic review researched from several authors that accomplished studies in the field such as teaching and learning English through technology, DLO usage, and teaching and learning context before and after the pandemic scenario and the answers collected from the questionnaires, in order to understand what has been experienced by public schools' teachers after the pandemic period concerning the use digital learning objects

RESULTS AND DISCUSSION

Henceforth, this section will contain a description of the charts created with the Teachers' answers to the questionnaire, including the analysis that aims at comprehending the results of the questionnaire based on the previous theory about DLO presented. In view of distinguishing the answers from each participant a number was designed for each participant in the research, to provide a clear profile of each one of them. In that manner, the participants are named Teacher 1, Teacher 2, Teacher 3, Teacher 4, and Teacher 5.

That said, the first question of the questionnaire aimed at understanding how the use of DLO was classified before the pandemic period, in this question the teacher needed to qualify the use of DLO by choosing one of three options:

Chart 1 - Classification of the use of DLO before pandemic



Source: Designed by the author (2022)

In the chart above, it is possible to observe if teachers have already had a relationship established with DLO before the emergency remote period. As chart 1 shows, all the participants selected the second option saying that they have rarely used DLO before the pandemic. In order to understand why they have rarely used it; the participants were led to another question where they need to choose what better justify why they have rarely used DLO. The answers correspond to four options available to be chosen according to what they believed could be their justification:

Chart 2 - Reasons to teachers do not use DLO before the pandemic



Source: Designed by the author

Teachers 1; 3 and 4 choose the third option declaring that they did not feel that they were able to use it, even though they had some knowledge of how the DLO worked, while

teacher 2 answered that it was not viable to use it and teacher 5 had no interest in using it, none of the teachers selected the first option presented, making clear that all of them had already had some knowledge of how DLO could be used.

Considering the context that the pandemic established, in the following questions teachers needed to answer if the school where they were currently working had any formation that assisted them during the remote learning period, as can be noticed in chart 3, only 20% of the teachers did not receive any training, this percent represents teacher 4 that answered that the schools did not provide any formation, while the rest of the teachers all received this support from the school they were working.

Clearly, there has been an abrupt change in pedagogical approaches and teachers were not ready for facing what was once called the “new normal” in teaching. The great majority, in this study, affirm that they were not, somehow, prepared to use DLO, even though they knew what they were and how they could be used, teachers did not feel ready for such an undertaking.

Chart 3 - Teachers who received training during the ERL



Source: Designed by the author

As the forms are divided into sections that lead to specific questions based on teachers' answers, the following question was only requested to be answered by teachers 1;2;3, and 5 as teacher 4 did not receive any training.

Chart 4 - DLO as a topic in teachers' training

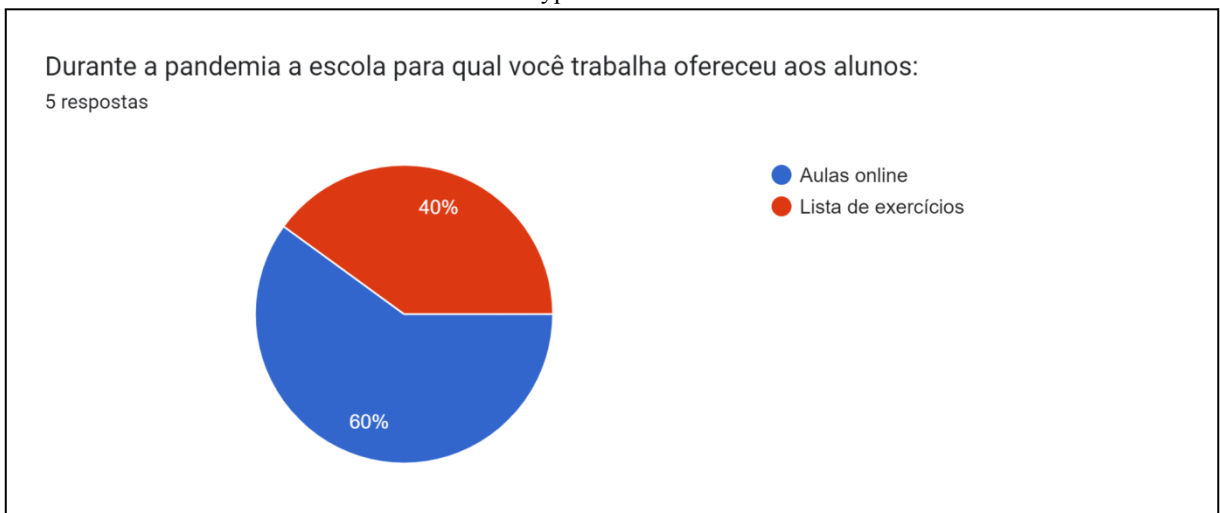


Source: Designed by the author (2022)

In that way, chart 4 presents that all four teachers declared that the use of DLO was part of their training.

In view of *Ministerio da Educação (MEC)*, which authorized schools to decide what was the best way to return to class, based on their realities, as not all the schools and the individuals related to this environment had conditions to participate in online activities, this question meant to know what decision was made by the schools where the teachers work.

Chart 5 - Types of classes the schools offered



Source: Designed by the author (2022)

Chart 5 presents that teachers 1;3 and 5 answered that the schools they were working in chose to provide online classes to students while the schools where teachers 2 and teacher 4 worked provided a list of activities to students, although teachers worked in the same region,

it seems that the schools and the people involved in the educational process had a different quantity of resources as not all of them decided to merge in online learning during this period.

Chart 6 - usage of DLO in the pandemic period

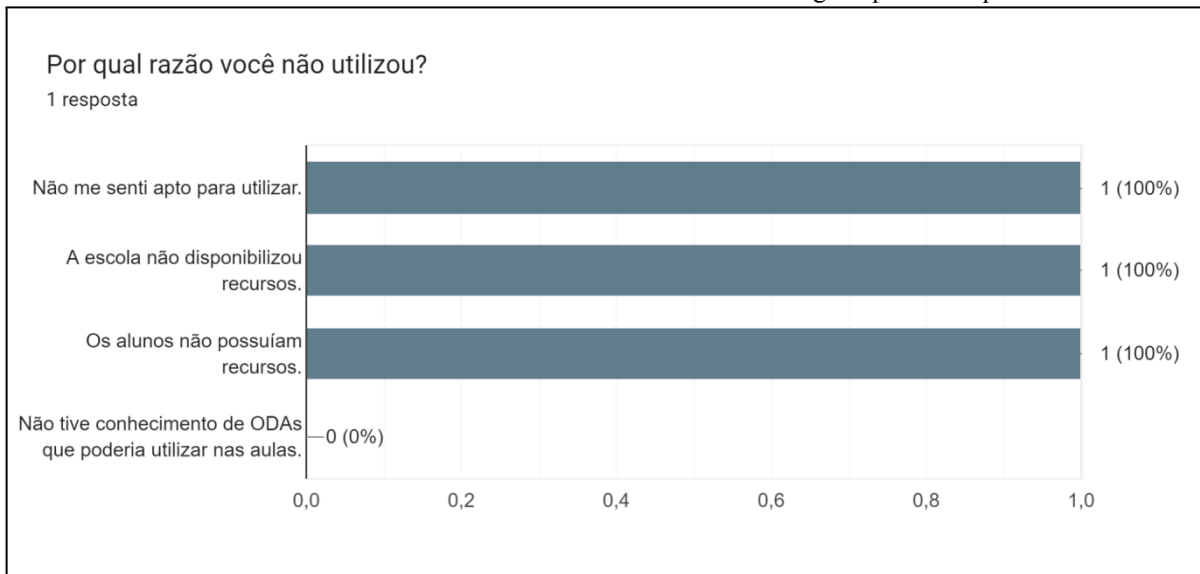


Source: Designed by the author (2022)

In the question above all the teachers were asked if they used any DLO during the pandemic time, and it was only necessary to choose between yes or no. In that manner, Chart 6 exposes that except for teacher 2 that chose no as an answer, the rest of the participants used some DLO during this period. Surprisingly teacher 5, who had previously declared that did not have any interest in the use of DLO, and also teacher 4, who did not have any training about DLO. In this case, considering that the school that teacher 5 works in adopted online classes, it seems that this teacher needed to use as the context told it to, despite the concern about the appropriate use of DLO.

In chart 7, it is possible to see a unique answer to the question, as already mentioned teachers were led to the next question according to their answer, in this one, teacher 2 was the only one that needed to answer the following question as he answered that did not use any DLO in the pandemic period, the question meant to understand why this teacher did not use it.

Chart 7 - Reasons teachers do not use DLO during the pandemic period



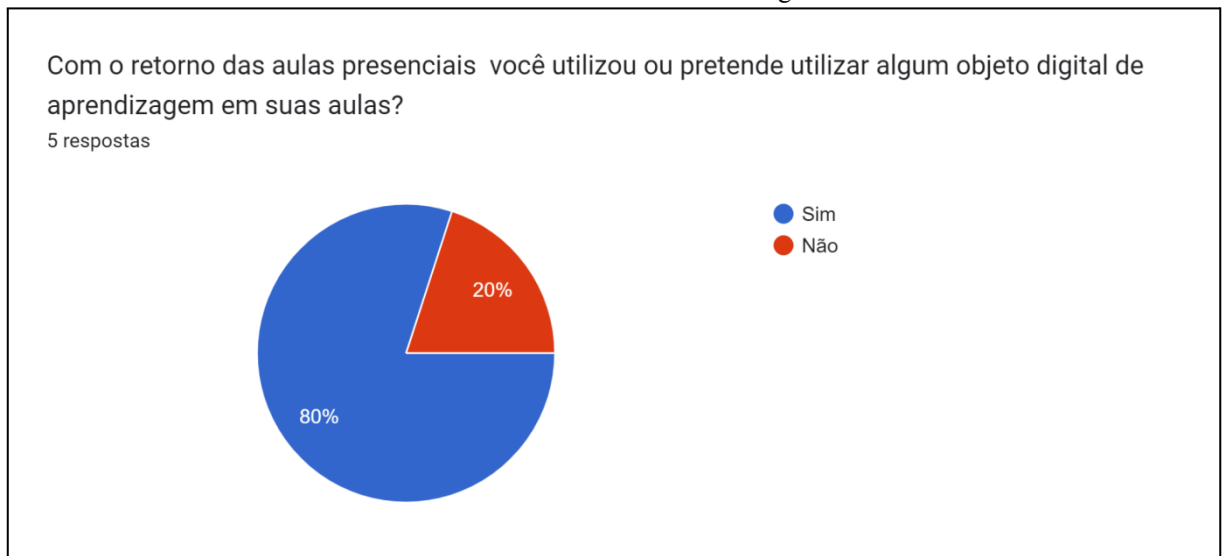
Source: Designed by the author (2022)

It was given as option four statements that according to Ict In Education (2021) are the main problems faced in the pandemic period, in chart 7, it could be analyzed that teacher 2 had problems not only with the lack of support from schools but also the students' lack of resources and in addition the teacher did not feel able to use it, even though that this teacher had already some knowledge about the use of DLO, and received training during the pandemic, raising the hypothesis that the training received was not didactic enough to contribute to the knowledge that this teacher already had.

Teachers might have been aware of the benefits of using DLO, such as developing critical thinking, fostering autonomy, increasing proactivity and curiosity; guarantying time saving for teachers, making it easier to share experiences and obtain relevant information through clear didactic; promoting motivation and making possible, for teachers to keep track and records of students' development much easier, and availability for giving prompt feedback during students learning processes. And unintentionally, did not allow students to enhance the use of DLO.

Sequentially, all the teachers were led to the question below, where they need to mark if they intend to use or are using the DLO in their classes, in chart 8, teachers 1; 2; 3, and; 4 select option, yes, implying that they are using or at least they intend to use it in their classes after the pandemic period.

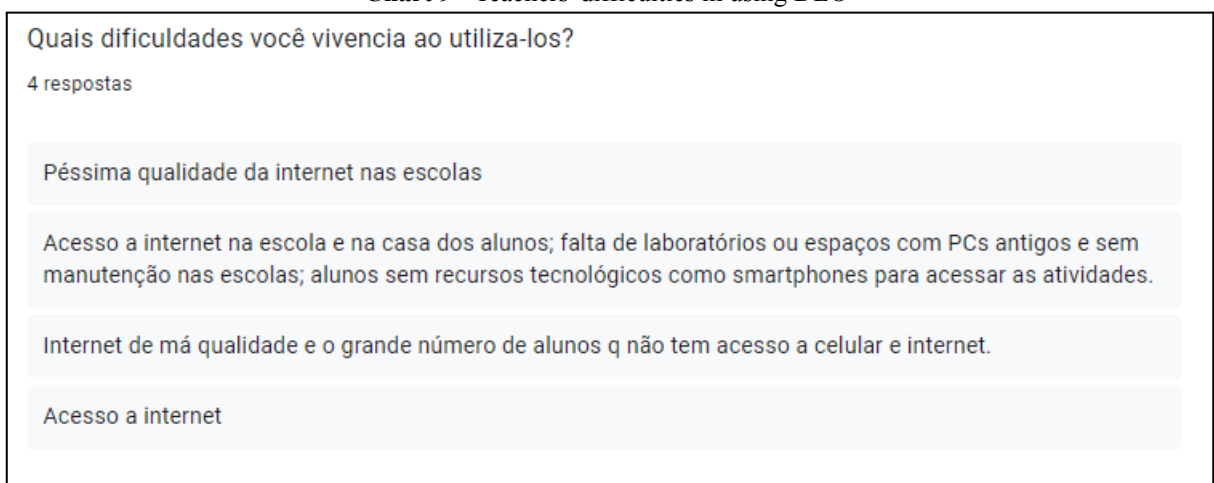
Chart 8 - Teachers' intentions concerning the use of DLO



Source: Designed by the author (2022)

When questioned about the challenges that they are living nowadays to use those objects, the participants described problems of the same nature, as can be seen in chart 9 below, the problems pointed was the lack of internet and equipment such as smartphones, laboratories, and computers, and the scarcity of internet was the main obstacle mentioned. Those answers are related to the previous issue introduced before by teacher 2 when was questioned about why those objects were not used during the pandemic, it seems that the schools that adopted the online classes, received support that covered the pandemic period but do not extend to the pos pandemic that now faces the same problems that teacher 2 experienced.

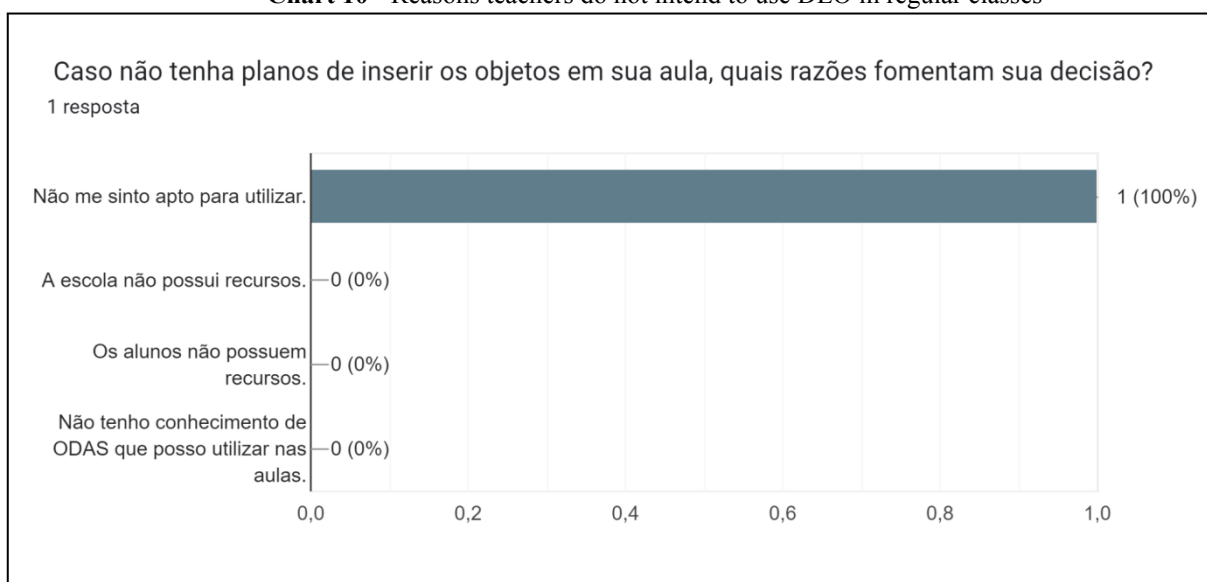
Chart 9 - Teachers' difficulties in using DLO



Source: Designed by the author (2022)

As teacher 5 selected the option ‘no’ in the question presented about the intention of using DLO in the regular classes, a specific question was designated to understand why this teacher is not using or cogitating to use DLO in the regular classes, in a previous answer, when asked about why DLO was rarely used in the class before the pandemic period this teacher justify the answer through the option “*did not have interest in use it*”, and, as it is presented in the following chart when questioned about why it was not intended to use, the teacher declared that do not feel able to use it, even though he received training during the pandemic, again, raising the hypothesis that the training provided was not adequate to accomplish a positive qualification when coming about the use of DLO.

Chart 10 - Reasons teachers do not intend to use DLO in regular classes



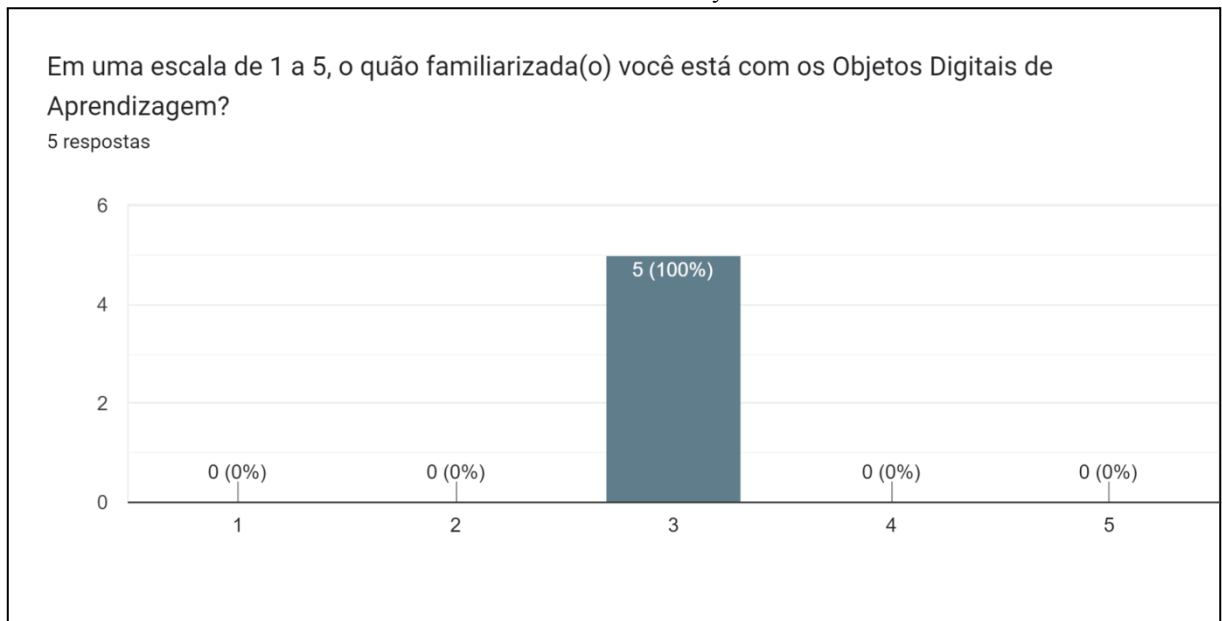
Source: Designed by the author (2022)

As teachers 1; 2; 3 and 4 answered that they intend or are using the DLO in class, it was necessary to comprehend what are the objectives they aim to accomplish using DLO and it is possible to visualize in chart 11 what was said. When questioned about, Teacher 1 declared that desire to accomplish quality in the teaching and learning process, Teacher 2 plans to develop language recognition skills, Teacher 3 aims at increasing the quality and time of learning and teaching process and Teacher 4 intends to increase students’ interest in the class. Considering the knowledge that those teachers already declared to have about DLO, it is clear that even though some of them do not feel able to use it, they are aware of the benefits of implementing DLO in class.

When teachers were asked about how they classify their familiarization with DLO on a scale of 1 to 5, all participants of the research selected the number 3, it is understood that the

number 3 infers that they are not habituated enough if the use of DLO, even though some of them received training during the pandemic, moreover, used some objects in this period to auxiliary the classes.

Chart 11 - Teachers' familiarity with DLO

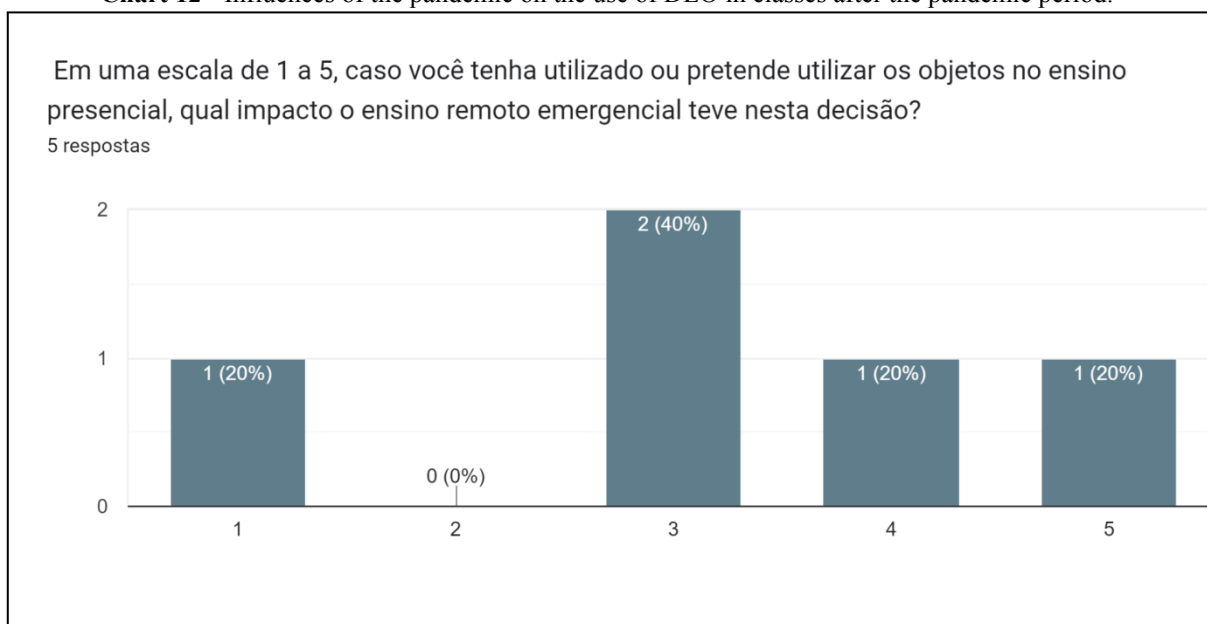


Source: Designed by the author (2022)

Thus, it seems that the abrupt change lived for those teachers and the amount of practice during the pandemic period did not contribute to teachers' confidence in using the DLO in classes.

In the last question, teachers needed to qualify the influence that the pandemic time had in their decision on the use of DLO, just like in the previous question, the participants needed to qualify on a scale of 1 to 5.

Chart 12 - Influences of the pandemic on the use of DLO in classes after the pandemic period.



Source: Designed by the author (2022)

In chart 12, teacher 5 qualifies the impact as number 1, considering all the other answers received from the participants, it appears that the pandemic did not change the point of view as the opinion maintains the same since, before the pandemic period, this teacher did not have any interest in the use of DLO but also did not receive any training during the pandemic time even though it was necessary to work with online classes, that possible raised the concerning about the use of DLO that this teacher presented to have in chart 10 when asked about why it is not intended to use DLO in class, what can justify why this teacher does not intend to use it now. In the same chart 12, Teacher 3 and 2 qualifies the impact as number 3, implying that the pandemic time in parts influenced their decision to use DLO but was not the total reason why they decided to use it, Teacher 4 qualifies the impact as 4, implying that the pandemic time has plenty of influence in the decision and teacher 1 qualifies the influence as 5, implying that the pandemic time has totally influence in the decision of use DLO in the class after the pandemic period.

FINAL CONSIDERATIONS

This study had the objective to understand what had been experienced by public schools teachers after the pandemic period in the city of Bragança- Pará concerning the use of digital learning objects, and the possible influence that the pandemic period had to integrate the Digital Learning Objects (DLO) in classes, through the analysis of the questionnaire, it

was possible to identify the main difficulties that are being faced and how this period influenced teachers regarding the use of DLO in presential classes.

The findings of this case study show that four of the teachers demonstrated interest in using these tools to assist them in class, and as they showed interest it is implied that they are aware of how positive DLO can impact their classes. Although, teachers showed interest, it was identified that teachers do not feel confident or familiar in use DLO in their classes, even the ones that already received training, raising the possibility that the courses provided during the pandemic time, by their school, were not able to provide all the information and practice necessary to guarantee that the use of DLO could be successful in class.

When it comes to the influence that the pandemic time has on the integration of DLO in presential classes, it is determined by each teacher as it is not possible to measure in a general percentual, because, this teacher experienced different realities during the pandemic time and even the ones that lived the same issues and have the same concerning are impacted differently, explaining why some participants of the research that lived close experiences classified their impact distinctly.

In conclusion, these teachers have been facing several problems trying to implement DLO in presential classes, in that way, the use of DLO in class it has still been challenging to use as were before the pandemic, either because of teachers' feelings concerning DLO management or due to the lack of infrastructure in the educational environment.

It is expected that through the data collected in this study, further research can be developed in order to solve the issues found in the educational environment of Bragança Pará concerning the use of DLO, in order to guarantee that the demands of the PCNs are indeed executed, thus, providing students and teachers the opportunity of have the benefits of using DLO to interact and learn with several aspects that are part of the language.

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