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LANGUAGE, TECHNOLOGY AND TEACHING: RETHINKING THE STANDARD NORM AND LINGUISTIC DIVERSITY

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ABSTRACT

The study investigated the relationship between the standard norm, linguistics and digital technologies in language teaching, analyzing how these elements impacted pedagogical practices and the appreciation of linguistic diversity. The research was based on a bibliographic approach, as based on Santana, Narciso and Santana (2025), who highlight the importance of critical analysis of academic materials to support the solution of a research problem. The study consisted of the collection, selection, and interpretation of scientific articles, books, theses, and dissertations, as well as materials available in recognized academic databases, such as Google Scholar. The investigative process involved the identification of the theme, the strategic search for keywords, the careful selection of sources and the organization of references according to their relevance and theoretical contribution. The findings showed that the school has historically acted as an agent of dissemination of the standard norm, often to the detriment of other linguistic varieties, contributing to the stigmatization of different forms of communication. However, it was found that linguistics played an essential role in the deconstruction of this normative view, by demonstrating that linguistic variation is inherent to the functioning of language. In addition, it was found that the use of digital technologies, when properly mediated by the teacher, expanded the possibilities of teaching and learning, promoting greater interaction between educator and student. It was concluded that the effectiveness of these strategies depends on a structured pedagogical planning and the continuous training of teachers. The research suggested that future studies deepen the implementation of the contributions of linguistics in teaching, as well as empirically investigate the impacts of the use of technologies in language learning.

Keywords: Teaching. Language. Education. Technologies. Mediation.

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INTRODUCTION

The valorization of the standard norm in language teaching has been a widely discussed topic in the field of linguistics and education. In the school context, the standard norm is often exalted to the detriment of other linguistic varieties, which can reinforce inequalities in learning and knowledge construction. At the same time, linguistics, as a science dedicated to the study of language in its various dimensions, has acquired increasing relevance, enabling a broader look at linguistic variation and its relationship with teaching. In addition, digital technologies come to the fore as tools capable of enhancing teacher mediation and transforming pedagogical practices, making teaching more dynamic and interactive. Thus, understanding how these elements interact in the educational environment is essential to rethink language teaching practices that contemplate diversity and promote more meaningful learning.

In view of this scenario, this study has the general objective of investigating the relationship between the standard norm, linguistics and technology in language teaching, analyzing how these factors impact pedagogical practices. To this end, three specific objectives are established: (1) to examine the influence of the school on the maintenance and dissemination of the standard norm; (2) understand the role of linguistics in valuing linguistic varieties in teaching; and (3) explore how digital technologies can contribute to a more interactive and inclusive approach to language learning. From this perspective, we seek to answer the following research question: how do school, linguistics and digital technologies influence language teaching and the appreciation of linguistic diversity?

To answer this question, the research adopts the methodology of bibliographic research, based on the theoretical contributions of Santana and Narciso (2025), who highlight the importance of literature review as a means of understanding complex phenomena in the educational field. The analysis technique used is based on the critical review of academic publications that address the relationship between standard norm, linguistics and technology in teaching. Data are collected from secondary sources, including scientific articles, books, and academic reports, enabling a broad and grounded approach to the topic.

The article is structured in sections, organized in such a way as to provide a logical development of the discussion. Initially, the section 'The School and the Valorization of the Standard Norm' is presented, which discusses the role of the school in maintaining the standard norm and the implications of this model in teaching. Next, the section 'Linguistics and the Valorization of Linguistic Varieties' examines the contributions of linguistics to the understanding of linguistic variation and its importance in education. Subsequently, the

section 'Digital Technologies and Language Teaching' analyzes the impact of new technologies on the mediation of knowledge and the construction of a more dynamic and interactive teaching. Finally, the "Results and Discussions" summarize the findings of the research, relating them to previous studies, while the 'Final Considerations' resume the main points addressed and indicate paths for future research.

Therefore, this study contributes to the understanding of the relationship between standard norm, linguistics and technology in language teaching, emphasizing the need for teaching that values linguistic diversity and takes advantage of technological resources to enhance learning. The analysis of the interactions between these elements enables a critical reflection on educational practices and highlights the importance of research that deepens the impact of these issues in the school context.

METHODOLOGY

The present research adopted the bibliographic approach as the main method of investigation, with the objective of gathering relevant theoretical information about the relationship between the standard norm, linguistics and digital technologies in language teaching. The choice of this method is based on the need to understand the discussions already established in the academic field, allowing a critical analysis of the different theoretical positions on the subject. According to Santana, Narciso and Santana (2025), bibliographic research consists of the act of collecting materials such as articles, books, theses, dissertations and pages from institutional and academic websites, seeking to gather information that supports the solution of a research problem. Thus, this type of approach made it possible to deepen the theme through literature review, ensuring a scientific basis for the investigation.

In this context, Santana, Narciso and Santana (2025) explain that bibliographic research is not restricted to the mere collection of materials, but requires a critical and systematic analysis of the information obtained. Thus, the stages of the investigative process initially involved the definition of the theme and objectives of the research, followed by the search and selection of academic sources. Subsequently, a careful reading and analysis of the contents was carried out, highlighting the points of convergence and divergence among the authors consulted. Finally, the collected material was organized in a coherent way, in order to structure the theoretical foundation of the research.

To search for scientific materials, strategic keywords were used that facilitated the location of relevant content. Among the expressions used, *'standard norm'*, *'linguistic variation'*, *'linguistics in teaching'*, *'educational technology'* and *'digital pedagogical*

mediation' stood out. The selection of sources was carried out through *Google* Scholar, a search engine specialized in locating scientific articles, books, theses, and other academic publications indexed in institutional repositories and scientific journals. This tool was chosen due to its wide coverage of academic content and the ease of access to different studies on the topic addressed.

The criteria for inclusion of materials considered the theoretical relevance of the contents, the pertinence in relation to the investigated problem and the timeliness of the publications, prioritizing studies published in the last ten years. However, some older materials were included due to their historical and conceptual importance in the construction of the theoretical framework. The exclusion criteria involved the removal of publications without peer review, materials without adequate scientific foundation, and studies that did not have a direct relationship with the research objectives.

In this way, the methodology adopted allowed the construction of a solid theoretical base, enabling an in-depth analysis of the valorization of the standard norm in teaching, the role of linguistics in the valorization of linguistic varieties and the impact of digital technologies in the mediation of knowledge.

THE IMPACT OF TECHNOLOGY ON COMMUNICATION AND LANGUAGE LEARNING

The incorporation of technology into society's daily life has significantly transformed the way communication occurs, especially in the educational context. In this way, the use of the internet and digital devices has enabled new forms of writing, characterized by greater flexibility and speed. In this sense, as Arruda and Silva (2024, p. 5) argue, "technology presents a faster form of communication, consequently more flexible writing practices, such as abbreviations, cause a certain rejection for not following the 'correct' spelling". Thus, the expansion of the use of the internet and digital platforms fosters debates on the adaptation of linguistic norms to the new communication requirements.

In addition, the internet has played a key role in language learning, allowing learners to experience the target language in real-world contexts. According to Arruda e Silva (2024, p. 7), "the internet allows the student to use the target language in a way that makes him experience and express himself in real situations of language use". Therefore, the digital environment not only expands the possibilities of exposure to different languages, but also favors continuous practice through authentic interactions, reinforcing the communicative competence of learners.

In addition, the impact of technology on society transcends writing and language learning, reaching different forms of interaction and knowledge production. In this way, as

Arruda and Silva (2024, p. 10) point out, "society's relationship with the internet, in its various spaces and with varied languages, demonstrates that not only reading and writing have increased". Thus, it is observed that the digitalization of the means of communication has expanded the practice of reading and writing, providing an increase in the circulation of information and encouraging a more active participation of individuals in virtual spaces.

In view of the above, it is clear that technology not only influences the way communication occurs, but also promotes transformations in learning and language use. The flexibility of writing practices, the expansion of opportunities for linguistic immersion and the increase in reading and writing demonstrate how digital media reconfigure the educational and social scenario. Thus, the relationship between technology and language requires continuous reflections on the impacts and adaptations necessary for an effective and conscious use of new communication tools.

THE TRANSFORMATION OF EDUCATION WITH NEW TECHNOLOGIES

The insertion of new technologies in the educational context has significantly changed the role of the teacher and the student in the teaching-learning process. As argued by Arruda and Silva (2024, p. 10), "the new student requires a 'new teacher' who uses these means and resources as allies in teaching". In this way, it is observed that technological advancement not only modifies the way students interact with knowledge, but also requires teachers to adapt their methodologies to incorporate digital tools into the pedagogical process.

In addition, this scenario is strongly driven by globalization and technological development, factors that have expanded access to digital devices and the internet. Pereira and Sabota (2016, p. 180) point out that

> The advent of globalization and the popularization of the computer combined with the emergence of the internet and, more recently, expanded access to mobile devices, such as *tablets* and smartphones, have transformed the way information is consumed and shared.

Thus, it is verified that digital media have become essential for the construction of knowledge, enabling more dynamic and accessible interactions. Furthermore, this digitalization of education is not limited only to changing the profile of the teacher and the student, but also directly influences pedagogical practices. As Arruda and Silva (2024, p. 8) point out, "new tools can help both the teacher and the student in the construction of knowledge". In this way, the use of digital platforms, educational applications, and virtual

learning environments favors more collaborative and interactive methodologies, promoting student autonomy and expanding teaching possibilities.

In addition, technology has also allowed for more accurate monitoring of academic performance, favoring the personalization of learning. In this sense, Joerke *et al.* (2023, p. 50) state that "learning analytics provides valuable insights into student progress, empowering educators to adjust their teaching strategies to meet the specific needs of each student." Therefore, by integrating data and metrics on student evolution, teachers can develop more individualized and effective approaches, ensuring more inclusive teaching adapted to contemporary demands.

Therefore, by articulating these perspectives, it is found that the relationship between technology and education is not restricted to the mere adoption of new devices, but involves a profound reconfiguration of pedagogical practices. The demand for an up-to-date teacher, the dissemination of digital devices, the enhancement of learning through innovative tools, and the use of data-based analysis reveal the complexity of this process. Thus, new technologies not only transform teaching, but also expand its possibilities, promoting a more dynamic, personalized educational environment aligned with the demands of the digital age.

LINGUISTICS AND DIGITAL TECHNOLOGIES IN THE TEACHING OF COMMUNICATION

Linguistics has stood out as an essential field for understanding the complexities of language and its relationship with learning. According to Joerke *et al.* (2023, p. 52), "linguistics plays a vital role in students' understanding of the complexities of language and communication". This statement highlights the importance of analyzing linguistic phenomena to improve communication in the educational context, since language is the main means by which knowledge is built and shared.

In addition, the relevance of linguistics in teaching goes beyond the issue of communication, as it also contributes to the critical formation of students. As Joerke *et al*. (2023, p. 54), "the teaching of linguistics is essential to improve communication skills, promote intercultural understanding, and provide valuable insights in various areas". This indicates that the systematic study of language not only improves students' ability to express themselves and interpret, but also broadens their worldview, allowing for a greater understanding of the cultural and social differences that permeate communication.

However, despite the importance of language education, it is necessary to consider the challenges inherent in its implementation, especially in an educational landscape that is

increasingly mediated by technology. Although linguistics offers fundamental tools for understanding language, its application in teaching can be enhanced by the use of digital technologies. In this sense, Joerke *et al*. (2023, p. 54) highlight that "by addressing these challenges and continuously innovating with digital technologies, we can create a more engaging and effective learning environment for all students". Thus, it is verified that the integration between linguistics and technology should not be seen as an opposition, but rather as a strategy to make learning more dynamic, accessible and meaningful.

Therefore, by articulating these theoretical frameworks, it is concluded that linguistics not only facilitates the understanding of communication, but also plays an essential role in the formation of critical thinking and in the expansion of students' cultural perspectives. At the same time, their effectiveness in teaching can be improved through digital technologies, which offer new possibilities for interaction and learning. Thus, the relationship between linguistics and technology is not configured as a dilemma, but as an opportunity to transform the teaching of communication into a more interactive, engaging process aligned with contemporary demands.

TEACHER TRAINING AND THE USE OF DIGITAL TECHNOLOGIES IN EDUCATION

The incorporation of digital technologies in the educational environment has been widely discussed as a strategy to make teaching more dynamic and aligned with the needs of contemporary students. However, the lack of adequate teacher training and the absence of support for the effective implementation of these tools pose significant challenges. According to Joerke *et al.* (2023, p. 50),

> The lack of adequate teacher training and the lack of support for effective technology integration can also pose obstacles to the successful use of digital technologies in education.

Thus, it is observed that the presence of technological resources alone does not guarantee an effective transformation in teaching, and it is essential that teachers are prepared to use them in a pedagogical and strategic way.

In this sense, planning becomes a central aspect for the efficient integration of technologies in the classroom. As pointed out by Arruda and Silva (2024, p. 10), "planning how this technology will be inserted in teaching is fundamental". Thus, the lack of teacher training is not the only obstacle, since the indiscriminate use of technology without structured planning can compromise its effectiveness. Therefore, teacher training must be associated with clear guidelines on how and when to use digital tools, ensuring that they are applied in a way that is aligned with educational objectives.

In addition, teacher mediation remains indispensable in the technological context, as the teacher assumes a fundamental role in filtering and directing information. According to Arruda e Silva (2024, p. 4), "the figure of the teacher as a mediator to assist in what is relevant to teaching is indispensable". This means that, even with the advent of technologies, the teacher does not lose his importance in the educational process. On the contrary, its performance becomes even more essential to guide students in the construction of knowledge, preventing the excess of information available in the digital environment from generating confusion or dispersion.

In addition, when technologies are well planned and integrated into teaching, the learning environment tends to become more interactive and stimulating. Arruda and Silva (2024, p. 9) state that "when faced with a more dynamic class, consequently there will be more interaction between teacher and student". Therefore, it is clear that the proper use of digital tools not only enhances learning, but also strengthens the relationship between educator and student, promoting a more active participation of students and encouraging a more meaningful exchange of knowledge.

Finally, this scenario requires a change in the teaching attitude, since today's students demand new teaching formats. Arruda and Silva (2024, p. 10) highlight that "the new student requires a 'new teacher' who uses these means and resources as allies in teaching". This argument reinforces that the insertion of technology in education is not limited to the adoption of digital devices, but implies a transformation in the way teachers plan and conduct their classes. Thus, for technologies to really positively impact teaching, it is essential that there is continuous training, adequate planning and teaching performance aimed at mediation and stimulating interaction in the learning environment.

Thus, by articulating the theoretical references, it is concluded that technology, although it offers numerous opportunities for teaching, requires teacher training and strategic planning to be effective. The teacher's mediation continues to be essential, as it allows the use of digital tools to contribute to a more dynamic and interactive teaching. In this way, digital transformation in education is not only a technical issue, but a pedagogical process that demands the adaptation of educators to the new demands of contemporary education.

RESULTS AND DISCUSSIONS

The findings of this study showed the marked influence of the school in the valorization and dissemination of the standard norm, to the detriment of other linguistic varieties. As demonstrated by Bezerra and Lêdo (2016, p. 77), "the school is one of the

main agents of appreciation, dissemination and maintenance of the ideology of the standard norm. In the school context, the discourse of exaltation of the norm prevails, to the detriment of other varieties". This indicates that the educational environment, by emphasizing the standard norm as a model of correction, can reinforce exclusionary conceptions that disregard the richness and legitimacy of the linguistic variations used by speakers in different communicative contexts.

In addition, it was found that, despite the persistence of this normative discourse in school, linguistics has advanced as a scientific discipline in the understanding of the multiple dimensions of language. As highlighted by Joerke et al. (2023, p. 47),

> [...] Linguistics, as a scientific discipline dedicated to the study of language in all its dimensions, ranging from sound aspects to grammatical structures, has acquired increasing relevance in recent years.

This data reveals that, while the school tends to reproduce a normative view of language, linguistic studies demonstrate that variation is inherent to the linguistic system and that all forms of communication have legitimate structures and functions. In this way, the findings of this study corroborate previous investigations that highlight the need for a more inclusive language teaching that is aligned with contemporary approaches to linguistics.

However, when analyzing the existing studies on the subject, it is clear that there are still significant challenges for the effectiveness of a linguistic approach that contemplates the diversity of uses of the language. The findings of this research dialogue with other works that point to the historical resistance of educational institutions to incorporate broader perspectives on linguistic variation. According to Bezerra and Lêdo (2016), the school not only promotes the standard norm, but also contributes to the stigmatization of non-normative varieties, reinforcing social and educational inequalities. This is in line with studies that show that language teaching often neglects the contributions of linguistics to the understanding of the linguistic reality of speakers.

However, one of the limitations of this research stems from the predominance of bibliographic approaches in the analysis of the theme. Although the theoretical frameworks used offer a solid basis, the absence of empirical data that examines the practical application of linguistic approaches in language teaching represents a factor that must be considered. In addition, as pointed out by Joerke *et al.* (2023), the growing relevance of linguistics in the study of language does not always translate into effective changes in pedagogical practices. In this way, future investigations could empirically explore how

teachers and students perceive and apply linguistic knowledge in the classroom, enabling a more detailed analysis of the challenges and potentialities of this approach.

Furthermore, one of the most surprising results of this study refers to the duality between the advancement of linguistic research and the maintenance of a still traditional teaching with regard to the valorization of the standard norm. Despite the growing recognition of linguistics as an essential field for language understanding, its impact on educational guidelines is still limited. This aspect can be explained by the conservatism present in educational policies, which, according to Bezerra and Lêdo (2016), tend to prioritize teaching based on normative rules, often disregarding the dynamics of the speakers' real communication. This question raises an important debate about how curriculum policies can be reformulated to integrate the scientific advances of linguistics into language teaching.

In view of these findings, it becomes evident that there is a need for further research to investigate the relationship between linguistics and pedagogical practice in the teaching of the mother tongue. Future studies could address, through qualitative and quantitative methodologies, the impact of linguistic variation on students' academic performance, as well as effective strategies to bring linguistic theory closer to teaching practice. In addition, research that analyzes how different educational systems around the world deal with the issue of the standard norm could contribute to a comparative vision that helps in the formulation of more inclusive policies aligned with linguistic diversity. Thus, the present research highlights the importance of expanding the dialogue between linguistics and teaching, promoting reflections on the need for language teaching that recognizes and values the multiple forms of communication used by speakers in different social contexts.

CONCLUSION

The present study allowed us to answer the questions initially raised about the relationship between the valorization of the standard norm in the school environment, the importance of linguistics in teaching and the influence of digital technologies in the mediation of knowledge. The investigation showed that the school, over time, has consolidated itself as a space for the dissemination of the standard norm, often to the detriment of other linguistic varieties, which reinforces inequalities in the educational process. However, advances in linguistics and educational technology present alternative paths to a more inclusive and dynamic approach to language teaching. The methodology used, based on bibliographic research, enabled the construction of a consistent theoretical

panorama, allowing us to understand how these elements interact in the contemporary educational context.

In addition, the proposed objectives were achieved, since the study investigated the maintenance of the standard norm in teaching, analyzed the role of linguistics in the understanding of linguistic variation and explored teacher mediation in the face of new technologies. It was found that, although the school still tends to privilege a normative model of language teaching, linguistics has been consolidated as an essential discipline to deconstruct the view of superiority of the standard norm and value linguistic diversity. In addition, it was found that the insertion of technology in teaching requires adequate pedagogical planning and teacher training for it to be effective, promoting a more significant interaction between students and teachers. Thus, the research concludes that the combination of linguistics and technology can contribute to a more inclusive teaching that is aligned with the demands of contemporary society.

Finally, the findings of this study point to the need for future investigations that deepen the relationship between linguistics, teaching and technology from empirical approaches. Qualitative and quantitative studies that assess teachers' perception of the application of linguistics in language teaching could provide more concrete data on the difficulties and potentialities of this approach. In addition, comparative research between different educational systems could contribute to the formulation of more effective policies in the integration of linguistic diversity and technological tools in teaching. In this way, it is encouraged that new studies be carried out to expand the understanding of how the school can evolve in the construction of a more equitable, accessible education that is consistent with the linguistic and technological transformations of society.

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