EDUR • Educação em Revista.2026;42;e61981
DOI: http://dx.doi.org/10.1590/0102-469861981T
Preprint: https://doi.org/10.1590/SciELOPreprints.13012

https://creativecommons.org/licenses/by/4.0/

ARTIGO

PERSPECTIVES FOR ENGLISH LANGUAGE TEACHING IN THE CURRENT CONTEXT: DIGITAL LITERACY AND CRITICAL LITERACY UNDER DISCUSSION[1]

KEILA MENDES DOS SANTOS [1]
ORCID: https://orcid.org/0000-0003-3424-1067
<kmendes@uneb.br>

[1] Universidade do Estado da Bahia. Caetité, Bahia (BA), Brazil.

ABSTRACT: This study analyzed how digital and critical literacies were mobilized throughout the development of a teaching unit for English classes from critical perspectives, aiming to contribute to the citizenship and linguistic development of learners and English language teacher education. The guiding problem was based on the following question: How were digital and critical literacies activated during the process of developing resources for English teaching? The study was a qualitative research, characterized as research-training, conducted with undergraduate students in English Language. The results indicated that the process of creating the resources required students to develop digital literacies as well as various critical literacies in the selection, analysis, and writing of the texts and proposed activities. The research findings also highlighted the need for adequate preparation so that future teachers can instigate these critical perspectives in their classes, aiming for a language teaching process that transcends content transmission.

Keywords: digital literacy, critical literacy, English teaching, teaching resources.

PERSPECTIVAS PARA ENSINO DE LÍNGUA INGLESA NO CONTEXTO ATUAL: LETRAMENTO DIGITAL E LETRAMENTO CRÍTICO EM DISCUSSÃO

RESUMO: Este estudo teve por objetivo analisar de que forma os letramentos digitais e críticos foram mobilizados ao longo da elaboração de uma unidade didática para aula de inglês sob perspectivas críticas, visando contribuir para a formação cidadã e linguística dos aprendizes e dos futuros docentes de Língua Inglesa. A problemática norteadora pautou-se no seguinte questionamento: de que forma os letramentos digitais e críticos foram acionados durante o processo de elaboração de recursos didáticos para ensino de língua inglesa? Nesse contexto, trata-se de uma pesquisa-formação, a qual foi desenvolvida com estudantes de Licenciatura em Letras Língua Inglesa na modalidade de curso de extensão. Os resultados apontaram que o processo de criação dos recursos exigiu dos estudantes letramentos digitais para elaboração de vídeos, *podcasts* e hipertextos digitais, bem como letramentos críticos diversos nos momentos de seleção, análise e escrita dos textos e das atividades propostas. Os achados de pesquisa evidenciaram a necessidade de formação adequada para que os futuros docentes possam instigar essas

[1] Article published with funding from the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* - CAPES/Brazil) for editing, layout, and XML conversion services.

posturas críticas em suas aulas a fim de promover um ensino de línguas que transcenda a transmissão de conteúdo.

Palavras-chave: letramento digital, letramento crítico, ensino de inglês, recursos didáticos.

PERSPECTIVAS PARA LA ENSEÑANZA DEL INGLÉS EN EL CONTEXTO ACTUAL: ALFABETIZACIÓN DIGITAL Y ALFABETIZACIÓN CRÍTICA EN DEBATE

RESUMEN: Este estudio tuvo como objetivo analizar cómo se movilizaron las alfabetizaciones digitales y críticas a lo largo del desarrollo de una unidad didáctica para clases de inglés desde perspectivas críticas, con el objetivo de contribuir al desarrollo ciudadano y lingüístico de estudiantes y profesores de inglés en formación. La pregunta guía fue: ¿Cómo se activaron las alfabetizaciones digitales y críticas durante el proceso de desarrollo de recursos didácticos para la enseñanza del inglés? Este es un estudio de investigación-formación realizado con estudiantes de pregrado en Lengua y Literatura Inglesas. Los resultados indicaron que el proceso de creación de los recursos requirió de los estudiantes alfabetizaciones digitales para la creación de videos, podcasts e hipertextos digitales, así como diversas alfabetizaciones críticas en la selección, análisis y redacción de los textos y las actividades propuestas. Los resultados de la investigación también destacaron la necesidad de una formación adecuada para que los futuros docentes puedan instigar estas posturas críticas en sus clases, apuntando a una enseñanza de la lengua que trascienda la transmisión de contenidos.

Palabras clave: alfabetización digital, alfabetización crítica, enseñanza del inglés, recursos didácticos.

INTRODUCTION

Understanding contemporary perspectives on the teaching and learning of the English language (EL) involves recognizing the complexity of the elements involved in constructing linguistic knowledge and their connections with sociocultural, economic, and political aspects. This is because, in recent decades, EL teaching has engaged with other fields, embracing a broader view of the area of study by fostering discussions and reflections that go beyond mere knowledge of linguistic structures or the search for one teaching method.

The history of English language (EL) teaching reveals that, for decades, this process involved shifts between methods and a search for those most effective in developing learners' language skills. However, this quest for an "ideal" method began to face a crisis with the emergence of sociocultural studies (Finardi; Porcino, 2014). From this perspective, language is viewed as a social practice, and its acquisition is not based solely on cognitive stimuli designed for the recognition of linguistic structures. In other words, a sociocultural view of language acknowledges that extralinguistic factors, such as the contexts in which language is produced, also play a significant role in the learning process. Consequently, the search for a single, universal method applicable to any context is no longer relevant since, as the learning environments vary, so do the goals and needs of individual learners.

With the emergence of the internet and the possibility of reducing the distance between English speakers and learners, EL teaching entered a new phase in which Digital Information and Communication Technologies (DICT) play a fundamental role (Lacerda, Fabian, & Schlemmer, 2017). Network-based resources allow for greater use of authentic materials within more collaborative and interactive practices, moving beyond the pre-scripted dialogues found in textbooks, which, as Paiva (2015, 2019) points out, were previously considered the primary means of fostering interaction among students in EL. The author acknowledges that digital environments, with their textual and communicative multimodality, offer more dynamic opportunities for engagement, opportunities that align with the experiences learners have when using digital technologies in their daily lives.

In line with sociocultural studies on "new literacies," Lankshear and Knobel (2006) emphisize that language teaching in recent decades has shifted toward a new approach, one that broadens discussions to encompass the ethical and reflective development of individuals, moving beyond a narrow focus on purely linguistic aspects. From this perspective, new communicative practices manifested through multimodal texts and interfaces, together with the use of different modes of expression, require new literacies, including digital literacies and critical literacy, for selecting and producing information.

In the context of teaching EL, a growing number of studies highlight the importance of teacher education based on a critical language education framework, capable of problematizing and questioning aspects of individuals' everyday lives (Mattos, 2018; Siqueira, 2018). Critical language education encompasses various concepts and research approaches; in this study, it is understood through the lens of critical literacy.

From this perspective, being critical means reflecting on the facts and texts we find daily, in their diverse formats and media, ranging from printed materials to language productions and uses within digital environments. This reflective stance acknowledges that texts do not emerge in an ideological vacuum; rather, they are always socio-historically situated and based on cultural or political aspects, or even in a system of beliefs, that interact with one another (Bacalá; Murta, 2016; Santos; Ifa, 2013).

In the specific case of the EL, a training process for critical language education involves discussing and problematizing the particularities of learning a language with a hegemonic status, as well as the power relations across economic, political, and cultural spheres that are established (Pereira, 2018). These aspects are highlighted by the National Common Curricular Base (BNCC) and recent amendments to the Law of Directives and Bases for National Education (LDB), which mandate the teaching of English. Before these legislative changes, the choice of which foreign language to adopt was left to the school community, based on its specific needs. Even though many institutions had already opted to teach English, the fact that this language is now mandatory, coupled with the BNCC's framing of its acquisition as a means to meet the demands of the labor market, cannot be viewed as an inconsequential decision; rather, it serves to propagate the notion that certain languages are superior to others.

Transformations within the field of language education have been driven by decolonial thought, which proposes a new perspective on the construction of knowledge. To understand these emerging propositions, it is necessary to examine the traces left by the historical process of colonization. Although colonization by European countries ended with the independence of their former colonies, these empires continue to exert a strong influence over the nations, exercising a symbolic power by being perceived as models to be emulated (Jordão, 2016).

This new form of subjugation, called "coloniality," appears when we adopt nations considered "advanced", those of the "First World", as superior models for development, knowledge, culture, education, and science, reflecting a subservient, "perpetually colonized" mindset (Jordão, 2016; Souza Santos, 2007). These nations, largely Eurocentric, constitute what Souza Santos (2007) calls the "Global North" and have been centralizing benchmarks in the construction of knowledge across various fields of study. In opposition to coloniality, decolonial studies have emerged, advocating for the decentralization of the Global North and granting greater visibility to other voices, forms of knowledge, and cultures when examining the effects of coloniality on our practices (Bezerra, Agra, & Araújo, 2020; Jordão, 2016).

Regarding the teaching of EL, traces of coloniality manifest, among other ways, when we take the native speaker, typically from the United States or England, as the benchmark for speech patterns and cultural elements. These aspects are propagated through teaching materials from renowned international publishing companies, a stance that promotes the silencing of English as spoken in other countries and, consequently, of linguistic diversity, erasing other cultures (Bezerra; Agra; Araújo, 2020; Fagundes; Amado, 2020).

In a synthesis of colonial thought and its repercussions for the teaching of EL, Haus and Albuquerque (2020, p. 187) show several characteristic aspects of such practices, including the "[...] insistence on the separation between native and non-native speakers, the constant reproduction of models originating from the Global North, and the notion that the English language embodies a rationality and intellectuality superior to those of other languages." A decolonial perspective, by contrast,

understands fluency in terms of the ability to negotiate meaning across diverse contexts, rather than taking any specific speaker or nation as the standard (Rajagopalan, 2011). Consequently, this prompts a critical re-evaluation of homogenizing methods, approaches designed for universal application that fail to account for local particularities.

Souza (2018) states that traditional methods were conceived within a different context, one involving a different sociocultural profile of teachers and students, with distinct ways of perceiving and establishing communicative practices. The author emphasizes that updating these models to incorporate an active and collaborative approach is better suited to a society in which consumers and producers of information and content converge in a more dynamic process of knowledge construction, a process in which digital technologies play a significant role. Within the educational context and language teaching, this shift can manifest as teacher authorship as a means of personalizing instruction to address learners' needs and implement practices more closely aligned with contemporary perspectives on teaching and learning.

To foster an awareness of the complexity of these factors, teachers and schools, in their capacity to promote the social development of individuals, play a fundamental role in critically examining this information, while also establishing its global and local interrelationships. In the context of language learning, critical literacy and digital literacies are highly relevant, as learning a foreign language means engaging with different cultures, which introduces new ways of reading, being, and acting in the world, a world characterized by a diversity of classes, genders, beliefs, and the construction of meaning (Bacala; Murta, 2016).

Although it is also the school's role to prepare citizens for the workforce, Gatti et al. (2019) emphisize the importance of the institution providing a critical education that goes beyond a market-driven perspective focused on training labor to satisfy neoliberal pressures. These points are particularly relevant to the teaching of English, given that the BNCC itself, by mandating English, to the exclusion of other languages, within basic education, frames the learning of the language as a gateway to the labor market.

Thus, when addressing teacher education in the contemporary era, the authors emphasize the need to foster aspects that extend beyond cognitive learning (knowledge of subject matter) to encompass pedagogical, methodological, historical-cultural, and psychosocial dimensions, as well as a form of teacher education oriented toward critical language education. Given that the didactic resources available to foreign language teachers do not always offer openings for the adoption of critical perspectives, the process of searching for, selecting, and adapting resources, whether found online or in printed formats, becomes a constant challenge.

Based on the considerations previously presented, and with the aim of contributing to a critical approach to English language teaching that addresses the demands of contemporary society and fosters both linguistic development and civic engagement among learners, this research proposal was conceived. The study focuses on the context of initial teacher education, aiming to analyze how digital and critical literacies were mobilized during the development of a teaching unit for an English class, framed within critical perspectives. The central research question was: How were digital and critical literacies engaged during the process of creating didactic resources for English language teaching? To address this question, the study adopted a research-training approach which integrated research and teacher education. It was conducted through a university extension course with students enrolled in an undergraduate teacher education program in English Language and Literature. The following section discusses the study's theoretical foundations, namely digital literacies and critical literacy.

CRITICAL LITERACY AND DIGITAL LITERACIES: SOME CONSIDERATIONS

Textual multimodality, intensified by the advancement of digital technologies, calls for a new type of reader capable of interpreting written information, videos, audio, images, infographics, memes, and GIFs. This encompasses a wide range of information that moves between paper and screens and is produced and disseminated so rapidly that it becomes obsolete within a short period of time. Despite

this widespread circulation of content, primarily via the internet, Moran (2012) and Pérez Gómez (2015) state that an excess of information does not necessarily lead to an expansion of knowledge. They argue that the construction of knowledge requires time for analysis, reflection, and selection, followed by the development of a critical stance toward what has been consumed. While the vast amount of information presented by digital culture connects us to global events in real time, serving as a rich resource for staying informed and engaging with the world, it can also cause readers to lose their way or become distracted by untruthful content and unreliable sources.

According to Rajagopalan (2018), there has never been a time when the presence of critical perceptions and critical literacy, hereinafter referred to as CL, was more necessary. This is because, while digital information and communication technologies (DICT) have facilitated the dissemination of news, they have also created opportunities for the manipulation and fabrication of news called fake news, which can easily go "viral" as if they were true, serving the socio-political interests and demands of specific groups.

From this perspective, Janks (2016, p. 23) emphasizes that texts are not neutral since they present "partial representations of the world" and, therefore, do not convey absolute truths. Consequently, a critical stance is required to discern which interests a given text serves and which are left on the margins. Recognizing that texts are politically, ideologically, and culturally situated (Santos; Ifa, 2013), based on the perspectives, life experiences, and perceptions of truth held by each author, is an essential element for understanding the premises of critical literacy.

This study approaches the concept of text in line with Duboc (2016), for whom a text encompasses any resources used in the classroom, as well as those circulating within the school environment, whether in digital or printed form. This includes, for example, images and verbal content found in textbooks, materials displayed on school bulletin boards, audio used for listening comprehension activities, songs, films, news, and so on. Furthermore, the author identifies the attitudes and stances of learners and teachers as texts, because these are not neutral but rather the product of social relationships; they are inherently laden with meaning and can be read and interpreted.

Therefore, critical literacy, conceptualized by Jordão (2016, p. 44) as "[…] a philosophy of life, of profession, and of interaction with people, with knowledge, and with the world", does not fall into the category of a teaching-learning methodology or method, as it does not establish models to be followed by educators. Based on the perception of language as a social practice and a locus for the production of meaning, the process of constructing knowledge, from the perspective of critical literacy, begins with the problematization of various situations. This theoretical framework interrogates specific ways of seeing, being, and existing in the world, as well as power relations, the voices that are heard or silenced within texts, social hierarchies, and processes of inclusion and exclusion. Thus, these reflections create space for new perceptions of what is understood as common sense, fostering respect for differences and a shift in attitude (Janks, 2000; Jordão, 2016).

According to Santos and Ifa (2013, p. 6), in critical literacy, a text is always a site where the representations of dominant entities are brought to light, serving as "[...] a product of ideological and sociopolitical forces." Through critical interpretation, problematization, and the questioning of the ideologies embedded within texts, the text becomes an arena for confrontation, divergence, and negotiation, potentially leading to social change. In this regard, Janks (2017) emphasizes the importance of reading not only "with" a text but also "against" it. Reading "with" a text means adopting the perspective of dominant conceptions and established norms that are taken for granted as legitimate. Reading "against" a text involves questioning these positions by examining what remains implicit, as well as the role of minority groups excluded from such conceptions. The author further notes that every text gives voice to certain entities while simultaneously obscuring or silencing others; in other words, a discourse, or text, is always a construct that serves the interests of specific groups to the detriment of others.

In presenting the concept of the critical, Monte Mór (2015, 2018) highlights two strands for interpreting the term: critique and criticism. Criticism refers to the knowledge held by an expert or specialist in a given topic and is associated with formal schooling and educational attainment. Critique encompasses our critical perceptions regarding society, regardless of one's level of formal education, as

well as our impressions of the world and our surroundings. It is this perspective of the critical, understood as critique, that is emphasized in this study when addressing critical literacy.

Although CL is not a teaching approach and does not aim to prescribe how a teacher should act in the classroom to foster critical attitudes and stances, Janks (2016, 2017) suggests several questions that can be used to better understand the forces underlying texts and their objectives:

> [...] who benefits, and for whom is this offered position disadvantageous? Who is included? Who is excluded? How are this situation, person, or action constructed? Are there other possible ways to interpret what is happening? What are the potential social consequences of this worldview? Whose interests are being served? (Janks, 2016, p. 21).

> [...] Do these interests deserve our support, or not? Is the text serving the interests of some at the expense of others? Is it serving the interests of power, marginalizing the poor and those already excluded? Will its social effects be positive or negative? (Janks, 2017, p. 11).

These inquiries enable us to navigate a text with a keen eye toward its underlying intentions, examining both explicit content and the worldview and ideologies embedded between the lines, prompting us to rethink our practices by placing ourselves in the position of the other.

As Jordão (2016) points out, since this form of literacy involves interacting with knowledge, people, and institutions, it should emerge from processes of problematization, questioning, and conflict. In the classroom, moments of conflict, that is, instances where learners express differing opinions and viewpoints on the same subject, should not be eliminated or dismissed; rather, they should be encouraged, provided they are grounded in ethics and respect for others. Adopting this stance means more than just accepting differences or those who are different; it also entails giving them a voice (Ribas, 2018), ensuring that their perceptions of the world are brought to light.

During periods of conflict, it is important to examine the power relations established or presented within a text, fostering interaction among students rather than limiting the discussion to questions such as "what does the author mean?" For example, it is possible to emphisize whether there are, implicitly or explicitly, stances that point toward racism, sexism, or other forms of exclusionary social stereotyping related to the context in which the text was produced (Rocha; Maciel; Morgan, 2017). According to Duboc (2018), developing a critical approach to language education and critical literacy requires that initial teacher education programs provide spaces where pre-service teachers can engage in questioning power relations as they manifest in various everyday activities, situations in which values and worldviews are expressed. The author argues that this process should entail an interconnection between theory and practice, fostering the agency of the future professional. This entails bringing into the classroom didactic resources capable of prompting such reflections on diverse realities, contributing not only to the students' construction of linguistic knowledge but also to their development as citizens.

Regardless of how excellent the resources used in the classroom may be, critical engagement will only occur if the adopted approach facilitates it. As Duboc (2016) points out, critical thinking is not something inherent in teaching materials or in the various participants involved in the knowledge-construction process (teachers, students, the institution, etc.). Rather, it emerges from the relationships established among these categories. Teaching materials can prompt reflection through their texts and activities, sparking debates that encompass diverse perspectives. This type of support assists educators in adopting critical teaching-learning approaches, which in turn contributes to meaningful shifts within the context of language instruction.

In contemporary society, a variety of digital spaces and interfaces have emerged as channels for expressing opinions and stances, such that critical language education now also encompasses digital literacies. Zacchi (2018) highlights that this connection between digital literacies and critical literacy is essential, given that the internet and other networked spaces can be used to propagate prejudiced, stereotypical, and exclusionary attitudes. This is because the new social, political, cultural, and educational structure, stemming from digital culture, has transformed how we access, produce, and share information in ways that were not possible at other points in history. This shift is due to the fact that text-supporting technologies in earlier eras did not offer the dynamic of multimodality that we have today, nor the same ease of access to such a diverse range of content.

Given that literacies are social practices, which evolve alongside changes in societies and their respective demands (Lankshear & Knobel, 2006), the cultural transformations of the 21st century, coupled with the constant mediation of digital information and communication technologies (DICT) in our daily lives, give rise to "digital literacies." These are essential for navigating, producing, and interacting within digitized environments. Thus, digital literacies entail engaging in meaning-making practices mediated by a variety of texts that are produced, transmitted, and edited in digital spaces.

Although this is a relatively recent concept, it draws, as noted by Buckingham (2008, 2010), upon earlier notions of computer and media literacy, which were rooted in the development of technical skills for manipulating software and performing basic tasks, such as cutting, saving, or creating new documents. However, with the evolution of DICT, this perspective has taken on new dimensions; the concept of digital literacies adopted here encompasses not only the development of technical skills but also a critical appropriation, the ability to locate, create, select, and utilize information and content.

Reaffirming the influences of the concept of media literacy, Buckingham (2010) points out four elements that he considers fundamental for understanding digital literacies: representation, language, production, and audience. Regarding the first element, it emphisizes that all media comprise an implicit or explicit ideological representation, and it is up to users to perceive and reflect on which groups and interests are being covered and which are being silenced. The second, language, addresses the uses we make of it in communicative practices, making it the responsibility of the reader/user to understand how it works in different contexts; that is, it requires knowledge of linguistic structures and norms and how to adapt them, given that the language used to interact in chats, for example, is not the same as in a scientific article. In the production item, the author highlights the influence of what is produced and accessed, and the need to question who is producing what, for whom, and for what purpose. The production element deals with suitability for the audience, data security, and commercial appeals present in the content. Finally, the audience involves user access, their ways of browsing and interacting, considering the different ways of using the same interface depending on the user's profile.

In this sense, digital literacies involve reflection and critical awareness for decision-making, as well as the analysis of what is accessed or produced. While not limited to the development of technical and instrumental skills for manipulating technological resources, such skills are not discarded; rather, they are expanded, encompassing transformations in ways of acting and thinking. When addressing digital literacies within an educational context, Buckingham (2008) highlights the importance of preparing students to engage critically with these media, which are not neutral, any more than the factors that facilitate or restrict their access for specific social groups are neutral. Thus, just as students outside of school use the internet, computers, and mobile phones, engaging in social networks or digital gaming as forms of sociocultural expression, the author emphasizes the relevance of schools adopting these same resources from a similar perspective: as a means to mediate representations of the world and personal experiences through the exploration and use of such tools.

Dias (2012) presents digital literacies as an essential component of English teacher education within digital culture. She emphasizes the importance of preparing teachers not only to operate digital interfaces but also to experiment with, select, and critically analyze digital tools and interfaces, recognizing that screens and digitized environments have become relevant spaces of use and construction of languages in contemporary social practices. However, the author highlights that, in the Brazilian context, many teachers still do not have the expertise to use these resources in line with critical language education, which constitutes a gap in their training process. In accordance with this reality and with the intention of intervening in this situation, this research was conceived as involving training for the authorship of teaching resources with critical perspectives, through the use of DICT. Therefore, the next section will present the methodological procedures of the study, the stages of the extension course, locus of the study, and the materials that were prepared by the participants.

METHODOLOGY

The study adopted a qualitative research-training approach. According to Gibb (2009), qualitative research requires a closer engagement between the researcher and the object of study through the analysis of experiences, documents, and interactions, seeking various ways to explain and understand the sociocultural events of specific groups and individuals. From this perspective, the research-training approach is appropriate for this study because, according to Nóvoa (2004, p. 15), it is "[...] a process of producing knowledge about problems experienced by educators," which suggests an intimate connection between this type of inquiry and lived experience.

Research-training aims to investigate teaching practice, particularly in teacher education contexts, based on the lived experiences of educators. It emerges from the challenges in the practices of the teacher-researcher and the potential changes brought about in the contexts investigated (Santos, 2019). Because it entails intervention in specific contexts, research-training falls within the scope of applied, participatory, and collaborative research, and is strongly influenced by action research.

The research-training study was conducted within the online course Digital Technologies and Critical English Language Teaching, with participants drawn from students enrolled in an undergraduate teacher education program in English who had registered for the course. Given that the course's final requirement involved the development of a teaching unit, this study aimed to analyze how digital and critical literacies were mobilized throughout the creation of this resource. The guiding research question was: how were digital and critical literacies engaged during the process of developing didactic resources for English language teaching? To address this question, participants were encouraged to create teaching resources and reflect on initial English teacher education. In adherence to ethical principles, and given that this study constitutes a specific segment of a broader research project derived from a doctoral thesis, the project was submitted to a research ethics committee before the commencement of the study.

The target group was selected based on the researcher's interest in and engagement with the initial teacher education of EL instructors, as well as the need for these future professionals to be better prepared for the pedagogical use of digital information and communication technologies (DICT). The focus was on the creation of teaching resources tailored to both local and global contexts, framed by a perspective of language as a social practice. Data for the study were collected by observing the participants' engagement in the proposed activities, such as discussion forums and the process of developing a teaching unit, as well as through an interview conducted after the course concluded. To protect the participants' identities (all of whom were women), they were assigned pseudonyms of their own choosing.

Throughout the course, before the practical phase of resource creation, participants engaged in theoretical studies and activities addressing digital and critical literacies, digital technologies in education, and the professional development of English teachers in the current context. The process of authoring the units, which constituted the final module of the course, was carried out collaboratively. It required the inclusion of elements such as a hypertext, a video, and a podcast centered on a topic chosen by each group, designed to prompt critical inquiry and foster new perspectives on specific realities within teaching materials for English language learning. In this study, collaborative authorship is understood as a group creation process that entails the exchange and sharing of ideas among peers to achieve common goals. This concept is supported by Dias (2012), Cunha (2016), and Demo (2015), in which the creative journey is considered just as significant as the final product.

All resources created were required to include activities that encouraged critical questioning and reflection on the central topic selected for the teaching unit. The materials could also incorporate resources not created by the participants, such as links to websites, videos, and songs, provided that these were properly referenced and copyright was respected.

Teaching units created

The teaching units developed by the groups combined sound, images, links, videos, and audio to form multimodal hypertexts. The selected themes addressed the use of social media for learning English; social norms and their impact on women's lives; and racial issues, including the need for Black representation.

The activities encompassed discussions, dialogues, debates, individual and group work, music, text interpretation, and research, navigating multimodal environments through links to websites, audio, video, and streaming platforms. Some groups incorporated grammatical content, contextualizing it within the specific theme of each unit since the goal of promoting a critical approach to language teaching is not to exclude such content, but rather to ensure that learning is not limited to the understanding of these grammatical aspects. All resources, including written text, video, and audio recordings, were created in English. Participants were free to use translation tools or any other resources they deemed necessary, as many still felt insecure regarding their linguistic proficiency in the language. Below, I present the units that were created.

Teaching unit: Social standards and their effects on women's lives

The unit titled "Social standards and their effects on women's lives" examined social standards of beauty and behaviors imposed by society, as well as how these affect women's lives. Its objectives included reflecting on beauty standards; discussing social norms and their impact on women; describing the characteristics of women who conform to or depart from socially imposed standards; understanding women's struggles and the challenges they face regarding these standards; and writing a text using the simple present tense. The group began the unit by presenting various images of women representing different types of beauty and cultural backgrounds, accompanied by questions exploring concepts such as beauty standards, the perfect body, what it means to be beautiful, and the very nature of beauty.

Then, they presented an activity based on the music video for the song "Sit Still, Look Pretty" by the singer Daya (2015), which depicts women striving to be whoever they choose to be, rather than simply following imposed rules and behavioral standards. They introduced a fill-in-the-blank exercise using the song, treated here as an oral text, and raised questions regarding the challenges involved in resisting the beauty standards established by society. The written text, created by the team, was a poem titled "Why do I need to be pretty?", which critically examined concepts of beauty and the implicit or explicit pressures placed on women to conform to these standards. Following a reading of the poem and a review of the vocabulary, a group discussion was proposed, focusing on the beauty standards the participants were familiar with and why such pressures are more intense for women.

The video was a reinterpretation of the poem "Be a lady, they said!" (Rainville, 2020), combining scenes and images with group members reciting phrases commonly used in society to prescribe women's "ideal behavior", a "lady", covering aspects such as clothing, hair, body, and relationships. The piece underscored the need to break away from these conventions, which segregate and limit the roles women occupy and the spaces they inhabit in society. Following the viewing, the group sparked a discussion about photographs posted on social media and the question of their authenticity, noting how they often instill in users a desire to attain beauty standards that are not always real. The participants highlighted the role of image-editing tools in this context, introduced several programs frequently used to alter social media photos, and asked the students whether they were familiar with or used such tools, and why.

The podcast explored how beauty standards have become established throughout history, emphasizing the need to recognize that many of the hegemonic discourses dictating the standards we are expected to follow, as well as the trends and norms often internalized as natural, are actually sociocultural constructs that shift over time and across different cultures. The discussion emphisized the importance of self-love and self-acceptance, regardless of established standards, and concluded with a self-assessment in which participants evaluated their level of engagement and satisfaction with the module, using emoticons.

Teaching unit: *Black is power*

The teaching unit "Black is Power", which explores the role of Black representation in our society, aimed to: present Afro-descendant ethnic and racial characteristics through the English language

from a critical perspective; establish connections between language studies and the humanities; promote the empowerment of Black culture by highlighting historical and contemporary facts, videos, and notable figures; develop the four core English language skills alongside grammatical elements; and foster reflection on historical processes and power dynamics. The written text produced by the team underscored the fact that, today, members of the Black community are represented across the globe, a significant achievement, especially when viewed against the backdrop of the history of enslavement endured by Black people.

The group subsequently presented a brief history of the African continent, the struggles in pursuit of equal rights, and the importance of empowerment and representation for people of African descent. They highlighted a display featuring images of various Black figures, both national and international, and posed questions about who these individuals were and what significant contributions they had made. Following a discussion on the lives of these figures, a word cloud was provided to help establish connections between specific terms and the lives of the individuals previously presented. In another written component, they focused on the anti-racist struggle and the Black Lives Matter movement, incorporating a multiple-choice activity based on the text, followed by a timeline of Martin Luther King's life and a reading comprehension exercise.

The video created by the group addressed the issue of representation and the lack of Black women in positions of power. It showcased the biographies of Black women who have fought, and continue to fight, for such achievements, using images and significant events from their life stories, while highlighting the role that this representation plays in shaping women's identities. Building on the video and these biographies, the group introduced the simple past grammatical tense, using examples from the narratives in the video for explanations and exercises.

As a final activity, a travel podcast was created in which one of the group members shared her experiences from a trip to Africa, detailing the places she visited. She highlighted various comments and questions she had received, such as why she chose to visit Africa for her first international trip, which reflected common assumptions and stereotypes that associate the African continent solely with misery and poverty. In contrast, the traveler recounted the wonderful moments she experienced and the richness she discovered in the museums and locations she visited. As a follow-up to the podcast, the group posed several thought-provoking questions to the students: What are their perceptions of Africa? Can they name any African writers, authors, or singers? What do they know about apartheid, or about discrimination and racism here in our own country? The session concluded with recommendations for books, films, and series on the subject.

Teaching unit*: The healthy use of social media*

The teaching unit titled "The Healthy Use of Social Media", which explored the ethical, responsible, and healthy use of social networking platforms, aimed to develop the ability to use social media critically; learn how to filter content; reflect on current social media usage patterns and their impact on people's lives; acquire common social media-related expressions; and practice writing texts using the present continuous tense. At the beginning of the unit, participants raised questions regarding how people use social media, the types of profiles they tend to follow, and their level of comfort with posting photos that are neither edited nor filtered. The unit included a reading assignment on social media and mental health, followed by a corresponding comprehension activity.

In the vocabulary section, the group presented several English-language expressions and acronyms commonly used on social media and in informal communication. The video they produced focused on fake news and manipulated news stories, explaining the concept, the consequences of its spread throughout society, and the associated legal implications. The group emphasized the importance of always verifying sources to prevent such content from circulating, and they recommended specific websites that can be used to check the origin of information and determine whether it has been altered.

As a follow-up activity to the video, the group created a virtual wall on Padlet where students were asked to share instances or news stories involving individuals who had been targets of fake news. Additionally, the unit included a section suggesting websites that can be used to verify the authenticity of

information, thereby helping to curb the spread of fake news. Following these recommendations, the group provided explanations regarding the grammatical topic, along with the corresponding exercises.

The podcast prepared by the group addressed cancel culture, which aims to hide or "cancel" people or brands on social media by exposing and criticizing certain stances, and is also an exclusionary way of dealing with differences. Cancellation reduces people's visibility and may involve, in some cases, offensive attitudes and threats, and in others, people simply stop following or purchasing certain products. The podcast also presented possible consequences of the cancellation, such as the fact that this stance does not allow the other person to correct mistakes made. In opposition to cancellation, the group suggested dialogue to address different positions with respect for differences and the right to make mistakes.

To close the unit, in a section called Reality x Social Networks, participants suggested that students watch the music video for the song Pretty Hurts, by singer Beyoncé (2013) and then analyze a post that emphisizes that images posted on social networks are not always real, going through edits and montages several times. They ended the unit by suggesting the use of the Sounter application, which encourages language learning through music.

DATA ANALYSIS AND DISCUSSION

Based on the study's research problem and objectives, this section presents and discusses how digital and critical literacies were mobilized throughout the authorship process, whether manifested in the participants' actions, stances, and choices, or embedded within the themes and activities proposed in the teaching units. As noted in the description of these units, the creation process engaged different levels of criticality and involved the consistent application of digital literacies, both in the topics addressed and in the selection and use of interfaces. The selected themes and the activities developed explored subjects such as Black representation, the critical use of social media, the role of women in contemporary society, and beauty standards.

In this sense, all the teaching units offered implicit or explicit opportunities for critical approaches at various points, utilizing videos, images, texts, or podcasts to prompt reflection on the subject matter at hand. Through engagement with Duboc (2016), this critical perspective, or the way it ultimately develops, is not pre-packaged within the didactic material itself; rather, the material merely paves the way, fostering critical literacy by problematizing specific situations and realities presented to us. Through engagement in discussions, the exchange of knowledge, shared experiences, and interactions take place between teachers and students, all considered within the scope of their specific realities and contexts, and this critical stance, supported by the use of didactic resources, begins to take shape.

Given that CL does not constitute a methodology, and offers no rules or parameters for how a teacher should act in the classroom, there are no set criteria to determine whether specific resources or activities fall under its scope. Consequently, to understand how CL was applied in the development of these units, the resources themselves and the process of their creation were examined for elements identified by scholars such as Jordão (2016), Janks (2016), Monte Mór (2015), Santos and Ifa (2013), and Duboc (2016) as constitutive of the concept. Thus, about critical literacy, the teaching units were analyzed by looking for the problematization of, or the opening for reflection on, the following aspects (addressed either implicitly or explicitly): power relations; voices heard and silenced; social hierarchies; processes of inclusion/exclusion; respect for differences; changes within specific social spheres; the role of minority groups; varying perceptions of contemporary society; the need to reconsider one's own stance by putting oneself in another's shoes; diverse worldviews; and social and cultural stereotypes.

The critical examination of power relations, voices heard or silenced, social hierarchies, and respect for differences can be observed throughout the activities included in the developed resources. In the teaching unit on the use of social media, power dynamics can be critically explored by addressing how these environments, and the internet at large, are used to create, manipulate, and disseminate various types of information. This influences the space and visibility granted to certain topics or news stories at the expense of others. By addressing issues such as fake news, cancel culture, and the precautions

necessary when navigating online spaces, it becomes possible to reflect on processes of inclusion and exclusion, as well as the importance of respecting differences. Furthermore, this allows for an examination of the role of digital information and communication technologies (DICT) in driving change within specific social spheres, while encouraging individuals to reconsider their own attitudes by putting themselves in another person's shoes.

The units addressing Black representation and social standards open up space for discussions on racism, sexism, inclusion, exclusion, voices that are heard versus those that are silenced, and the need for greater visibility for Black women within our patriarchal, and still sexist and racist, society. They emphisize the importance of moving beyond the objectification of women, often driven by beauty standards that are not always attainable, at the expense of other values, breaking away from stereotypical perspectives. An examination of these teaching units reveals that critical literacy, in line with the aforementioned aspects, has been integrated into various activities and approaches, fostering an openness to dialogue regarding other facets of the themes presented.

The digital literacy practices were present throughout the entire process, from reading, analyzing, reflecting, searching, and selecting materials, to experimenting with authoring interfaces that best suited the group's objectives. This involved, among other digital literacies mentioned by Dudeney, Hockly, and Pegrum (2016), print literacy, hypertext literacy, multimedia literacy, mobile literacy, research literacy, information literacy, filtering literacy, participatory literacy, intercultural literacy, and remix literacy.

Throughout the production process, the participants demonstrated autonomy in experimenting with suggested tools, seeking out tutorials and other information to resolve questions about how to use them. Although they were provided with a list of suggested authoring interfaces for creating and editing videos, images, and audio, many found the recommended audio editors, for example, when creating a podcast, to be too complex; consequently, they opted for other applications that proved more efficient for their needs. In this way, they researched, tested, and utilized their chosen applications for recording, editing, and hosting podcasts, applying their digital literacies not only in this instance but also in various other situations that required the selection and use of authoring interfaces and creation or editing software.

Digital literacies were integrated into the themes and activities of certain units, prompting an examination and critical questioning of how the internet and social media are used, as well as the values propagated through these communication channels. The potential for mobilizing knowledge within digital culture was also highlighted.

In one of the forums included as a course activity, following a series of assigned readings, participants were asked for their views on incorporating digital literacy and critical literacy practices into English language classes. Some of the responses received are presented below.

> I do consider it relevant, as it fosters critical thinking in students, showing them paths they can take to form their positions and find their voice when facing internal or external problems and conflicts. Both the teacher and the use of digital technologies can help guide this process (M., in response to forum 3).
>
> Adopting pedagogical practices from a critical perspective is highly relevant; it is not enough to simply teach students a language; they must be able to understand not just the words in a news report, for instance, but the entire context behind them, and be capable of commenting on the subject (Moana, in response to forum 3).
>
> Discussing the adoption of pedagogical practices from the perspective of critical literacy is extremely important because it runs counter to what the system desires. Since the teacher's role is to foster the social development of individuals, they have a duty to encourage critical literacy and prompt their students to think outside the box (Comunista, in response to forum 3).
>
> I believe it is highly important to adopt a teaching and learning approach based on critical literacy, given that students inhabit a space for the construction, development, and sharing of knowledge and information, processes that can significantly influence their growth as citizens. Teachers (…)

> should encourage their students to question and reflect upon certain topics, awakening their critical sense (L., in response to forum 3).
>
> Education needs to be meaningful and have the purpose of shaping conscious, motivated citizens; therefore, critical literacy is highly positive and necessary, as it entails analyzing and critiquing the relationship between texts, language, power, social groups, and social practices. Teachers and students can explore a wide range of topics by leveraging the possibilities offered by technology, for instance, discussing feminism through a video during an English language class (Maria Pereira, in response to forum 3).
>
> I believe it is essential to adopt pedagogical practices rooted in a critical literacy perspective, especially in English language instruction, because (…) we must tear down the walls of the many stereotypes that still shape society, particularly within the context of teaching and learning the English language (Rita, in response to forum 3).

As we can observe in the participants' statements regarding digital and critical literacies, approaching English language instruction from this perspective means aligning teaching methods with the demands of digital culture. Also, it serves as a means to foster a more humanistic education, in which the teacher plays a pivotal role. The participants view critical literacy as a way for teachers to help students navigate diverse contexts more effectively, in a more active and meaningful manner, by encouraging them to recognize instances of prejudice, injustice, and oppression, and to take a stance against them. In other words, a critical approach to language teaching contributes not only to the learners' linguistic development but also to their development as citizens.

The proposal to develop a teaching unit from a critical perspective was conceived as a way to open avenues for reflection on themes chosen by the participants, topics deemed relevant for discussion in English classes through different perspectives. Finardi and Porcino (2014) emphisize the need for greater investment in teacher education regarding the critical use of digital information and communication technologies (DICT) in pedagogical practice. They argue that such use goes beyond the mere integration of technological resources; rather, it contributes to a reconfiguration of the very concept of teaching and, consequently, the role of the teacher within the teaching-learning process. In today's digital culture, the use of language is undergoing a transformation, characterized by a digital-mediated, multimodal approach to texts. This shift necessitates professional development focused on how to employ these resources in ways that redefine the teaching-learning process.

In one of her responses during the oral interview, Comunista highlights a relevant issue by noting that the discussions in the English classes she has experienced did not reach deep levels of complexity. According to Mattos (2018), this approach reflects the teacher education many current teachers received, as they were not prepared to work from a critical literacy or critical language education perspective, and therefore replicate much of what they experienced during their own preparation. In Comunista's view, English language teachers avoid introducing controversial topics into their lessons, aiming to limit discussions and critical inquiry, thereby maintaining a certain degree of control over what takes place in the classroom.

Raimundo and Silveira (2017) suggest that teachers should relinquish control and move away from a learning process centered on themselves by creating spaces and opportunities that foster learner autonomy, enabling students to take responsibility and play an active role in constructing their own knowledge. In recounting her experiences as an EL teacher, Bezerra (2019) notes that she previously felt a need to maintain strict control, adhering rigidly to her lesson plans and limiting herself to the course syllabus. For the author, this approach was a way to ensure mastery of the additional language and avoid unfamiliar situations, especially those that fell outside the scope of her own linguistic knowledge. However, Bezerra (2019) highlights that her stance shifted after she began to critically reflect on her own teaching practice. This demonstrates that insecurity regarding one's linguistic knowledge can impose limitations on a teacher's practice, often leading them to remain within the realm of superficial discussions and activities, areas where they feel secure, but which may not always be relevant to the learners.

Regarding these aspects, Kumaravadivelu (2012) emphisizes the importance of relinquishing absolute control over classroom situations and moving away from rigid lesson plans. The author argues that success in an English class depends on the learning opportunities that arise. If a teacher limits

themselves strictly to their lesson plan, these opportunities and the overall potential of the lesson will be diminished. This does not mean that teachers should abandon their planning and act haphazardly; rather, it suggests that they should create space for the unexpected within their lessons.

A pedagogical approach rooted in critical literacy breaks away from the possibility of total control; by fostering interactions and reflection, it allows participants to express divergent opinions and stances, steering the debate in unexpected directions. Because this perspective involves a certain level of complexity, it helps prevent the teaching and learning process from being limited to the transmission of curricular content, bringing aspects of students' lived experiences into the English classroom as they learn a new language.

FINAL CONSIDERATIONS

When proposing the creation of resources that encourage critical reflection and critical stances through DICT, it is important to note, as Duboc (2016) points out, that such critical engagement is not inherent in the teaching materials themselves. Resources alone, no matter how high-quality they may be, cannot guarantee the development of critical literacy; rather, it is how they are utilized during the interaction between those involved in the construction of knowledge that matters. However, teaching materials can help teachers adopt approaches that encourage critical questioning, creating opportunities to reflect on diverse issues in the classroom and recognizing that schools are not separate from what happens outside them. When teachers create these resources, while taking into account the specific needs of their learners, particularly when teaching EL, it helps bridge the gap between the reality of a global language and the diverse contexts in which it is taught and learned.

The participants emphisize the importance of fostering critical literacy in English classes, given that teachers are also responsible for civic education, beyond the mere teaching of subject matter, and that it falls to the school, and by extension the teacher, to reimagine teaching and learning practices. However, rethinking the role of the school and its requirements within a digital culture is no simple task. Adopting this perspective entails aspects such as developing a professional profile capable of engaging with generations that are in constant networked interaction, as well as providing an educational approach that embraces a more humanistic, civic-minded, and participatory vision.

Given the demands of digital culture, Kenski (2012) emphasizes the importance of citizens who possess critical perspectives and thinking skills, individuals capable of understanding the complexity of the world, navigating innovations, and effectively selecting from the vast amount of information encountered daily. While this study acknowledges, based on the literature reviewed, that no single didactic resource can automatically instill critical thinking in a language classroom, it also posits that materials which provoke reflection, problematize specific situations, and allow learners to express their own viewpoints can contribute to the development of critical literacy practices. Adopting resources with such an orientation is seen as a way to support the development of learners as citizens, aligning with the teacher's role in preparing students for life in society, a responsibility that extends well beyond the formal curriculum.

REFERENCES

BACALÁ, Valéria L. Aguiar; MURTA, Cláudia A. Rodrigues. O ensino de línguas na perspectiva da complexidade e do letramento crítico. *Revista do SELL*, v. 5, n. 3, p. 1-19, 2016.

BEZERRA, Selma Silva. Considerações acerca da teoria decolonial por meio de reflexões sobre a prática docente em língua inglesa. *Raído*, v.13, n. 33, jul./dez. 2019.

BEZERRA, Selma Silva; AGRA, Christiane Batinga; ARAÚJO, Jade Neves de Moura. Pedagogia decolonial e ensino/aprendizagem de línguas adicionais: reflexões sobre narrativas autoetnográficas. *Revista Sures*, junho, p. 95-106, 2020.

BEYONCÉ. *Pretty Hurts. In*: BEYONCÉ. Parkwood; Columbia, 2013.

BUCKINGHAM, David. Cultura digital, educação midiática e o lugar da escolarização. *Educação e Realidade*. Porto Alegre, v.35, n.3, p.37-58, set./dez.,2010.

BUCKINGHAM, David. Defining digital literacy: What do young people need to know about digital media? *In*: LANKSHEAR, C.; KNOBEL, M. (ed.). *Digital Literacies*: concepts, policies and practices. New York: Peter Lang Publishing, 2008.

CUNHA, Arisnaldo Adriano. *Autoria e cooperação na formação de sujeitos nas redes* **sociais**: o caso do ENEM no Facebook. Dissertação (Mestrado em Educação) Universidade Federal de Santa Catarina. Programa de Pós-Graduação em Educação. Florianópolis, SC, 2016.

DAYA. *Sit Still, Look Pretty*. Artbeatz, 2015.

DEMO, Pedro. *Aprender como autor*. São Paulo: Atlas, 2015.

DIAS, Reinildes. WebQuests: Tecnologias, multiletramentos e a formação do professor de inglês para a era do ciberespaço. *RBLA*, Belo Horizonte, v. 12, n. 4, p. 861-881, 2012.

DUBOC, Ana Paula Martinez. A Avaliação da aprendizagem de língua e o letramento crítico: uma proposta. *In*: JESUS, Dánie Marcelo de; CARBONIERI, Divanize (org.). *Práticas de multiletramentos e letramento crítico*: outros sentidos para a sala de aula de línguas. Campinas, SP: Pontes Editores, 2016. p.57-79.

DUBOC, Ana Paula Martinez. Lendo a mim mesma enquanto aprendo com e ensino o outro. *In*: PESSOA, Rosane Rocha; SILVESTRE, Viviane Pires Viana; MONTE MÓR, Walkyria (org.). *Perspectivas críticas de educação linguística no Brasil:* trajetórias e práticas de professoras(es) universitárias(os) de inglês. 1. ed. São Paulo: Pá de Palavra, 2018. p. 11-24. *E-book*.

DUDENEY, Gavin; HOCKLY, Nicky; PEGRUM, Mark. *Letramentos digitais*. [Trad. Marcos Marcionilo]. 1. ed. São Paulo: Parábola, 2016.

FAGUNDES, Isabella Zaiden Zara; AMADO, Giselly Tiago Ribeiro. ELLA - Uma proposta decolonial de ensino-aprendizagem de língua inglesa a distância. *Anais do Congresso Internacional de Educação e Tecnologias e Encontro de Pesquisadores e Educação a Distância - CIET EnPED*, 2020, p. 1-15.

FINARDI, Kyria Rebecca; PORCINO, Maria Carolina. Tecnologia e metodologia no ensino de inglês. *Ilha do Desterro,* Florianópolis, n. 66, p.239-282, jan/jun 2014.

GATTI, Bernardete Angelina *et al. Professores do Brasil*: novos cenários de formação. Brasília: UNESCO, 2019.

GIBB, Grahan. *Análise de dados qualitativos*. Tradução: Roberta C.C. São Paulo: Artmed, 2009.

HAUS, Camila; ALBUQUERQUE, Mariana Lyra Varela. Decolonialidade e inglês como língua franca: diálogos com professores brasileiros. *Cadernos do IL, Estudos Linguísticos*, n. 61, p. 181-208, set. 2020.

JANKS, Hilary. Domination, Access, Diversity and Design: a synthesis for critical literacy education. *Educational Review*, v. 52, n. 2, p. 175-186, 2000.

JANKS, Hilary. Panorama sobre letramento crítico. *In*: JESUS, Dánie Marcelo de.; CARBONIERI, Divanize (org.). *Práticas de multiletramentos e letramento crítico*: outros sentidos para a sala de aula de línguas. Campinas, SP: Pontes Editores, 2016. p.21-39.

JANKS, Hilary. Prefácio. *In*: JESUS, Dánie Marcelo de; ZOLIN-VESZ, Fernando; CARBONIERI, Divanize (org.). *Perspectivas críticas no ensino de línguas*: novos sentidos para a escola. Campinas, SP. Pontes Editores, 2017. p. 7-14.

JORDÃO, Clarissa Menezes. No tabuleiro da professora tem... Letramento crítico? *In*: JESUS, Dánie Marcelo de; CARBONIERI, Divanize (org.). *Práticas de multiletramentos e letramento crítico*: outros sentidos para a sala de aula de línguas. Campinas, SP: Pontes Editores, 2016. p.41-53.

KENSKI, Vani Moreira. *Educação e tecnologias*: o novo ritmo da informação. 8. ed. Campinas, SP: Papirus, 2012.

KUMARAVADIVELU, B. The word and the world: Interview to B. Kumaravadivelu. *Marcoele revista de didática ELE,* n.14, p.1-9, jan., 2012.

LACERDA, Marcelo de Miranda; FABIAN, Gabriela; SCHLEMMER, Eliane. Gamificando a prática pedagógica. *In*: EL KADRI, M, S.; ORTENZI, D, I. G.; RAMOS, S. G.M. (org.). *Tecnologias digitais no ensino de línguas e na formação de professores:* reorganizando sistemas educacionais. Campinas, SP: Pontes Editores, 2017.

LANKSHEAR, Colin; KNOBEL, Michele. *New literacies*: everyday practices and classroom learning. Maidenhead, New York: Open University Press, 2006.

MATOS, Andréa M. de Almeida. O rinoceronte e o mundo: uma perspectiva sobre a educação linguística crítica. *In*: PESSOA, Rosane Rocha; SILVESTRE, Viviane Pires Viana; MONTE MÓR, Walkyria (org.). *Perspectivas críticas de educação linguística no Brasil:* trajetórias e práticas de professoras(es) universitárias(os) de inglês. 1. ed. São Paulo: Pá de Palavra, 2018. p. 25-37. *E-book*.

MONTE MÓR, Walkyria. Letramento crítico e expansão de perspectivas. In: JORDÃO, Clarissa Menezes; MARTINEZ, Juliana Zeggio; MONTE MÓR, Walkyria (org.) *Letramentos em práticas na formação inicial de professores de inglês*. Campinas, SP: Pontes Editores, 2018. p. 315-335.

MONTE MÓR, Walkyria. Crítica e letramentos críticos: reflexões preliminares. *In*: ROCHA, C. H.; MACIEL. R. F. (org.) *Língua estrangeira e formação cidadã:* por entre discursos e práticas. Campinas: Pontes Editores, 2015. p. 1-18.

MORAN, José Manuel. *A educação que desejamos*: novos desafios e como chegar lá. 5. ed. Campinas, SP: Papirus, 2012.

NÓVOA, Antonio. Prefácio. *In*: JOSSO, Marie Christine. *Experiência de vida e formação.* São Paulo: Cortez, 2004. p. 31-50.

PAIVA, Vera Lúcia Menezes. O uso de tecnologias no ensino de línguas estrangeiras: breve retrospectiva histórica. *In*: JESUS, M. de; MACIEL, R. F. (org.). *Olhares sobre tecnologias digitais:* linguagens, ensino, formação e prática docente. Campinas, SP: Pontes Editores, 2015. p. 21-34.

PAIVA, Vera Lúcia Menezes. Tecnologias digitais no ensino de línguas: passado, presente e futuro. *Revista da Abralin,* v. 18, n. 1, p. 1-26, 2019.

PEREIRA, Ariovaldo Lopes. Construção de criticidade em espaços de atuação religiosa, política e acadêmica. *In*: PESSOA, Rosane Rocha; SILVESTRE, Viviane Pires Viana; MONTE MÓR, Walkyria (orgs.) *Perspectivas críticas de educação linguística no Brasil:* trajetórias e práticas de professoras(es) universitárias(os) de inglês. 1. ed. São Paulo: Pá de Palavra, 2018. p. 47-57. *E-book*.

PÉREZ GÓMEZ, Ángel. I. *Educação na era digital:* a escola educativa. Porto Alegre: Penso, 2015.

RAIMUNDO, Clarice Maria; SILVEIRA, Karin Raphaella. Ensino de língua estrangeira, mídias digitais e o pensamento complexo. *Anais do EDUCERE,* 2017, p. 11.265-11.281.

RAJAGOPALAN, Kanavillil. Letramento e pensamento crítico. *In*: JORDÃO, Clarissa Menezes; MARTINEZ, Juliana Zeggio; MONTE MÓR, Walkyria (org.). *Letramentos em práticas na formação inicial de professores de inglês*. Campinas, SP: Pontes Editores, 2018. p. 7-10.

RAJAGOPALAN, Kanavillil. Vencer barreiras e emergir das adversidades com pleno êxito, sempre com o pé no chão. *In*: LIMA, Diógenes Cândido de (org.). *Inglês em escolas públicas não funciona?* Uma questão, múltiplos olhares. São Paulo: Parábola, 2011, p. 55-66.

RAINVILLE, Camille; NIXON, Cynthia. Be a Lady They Said. *Girls. Girls. Girls. Magazine*, n. 3, fev./mar. 2020.

RIBAS, Fernanda Costa. Base Nacional Comum Curricular e o ensino de língua inglesa: refletindo sobre cidadania, diversidade e criticidade à luz do Letramento Crítico. *Domínios de Lingu@gem,* Uberlândia, v. 12, n. 3, p. 1784-1824, jul./set. 2018.

ROCHA, Cláudia Hilsdorf; MACIEL, Ruberval Franco; MORGAN, Brian. Critical perspectives in language education and literacies: discussing key concepts. *Norte@mentos*. v. 10, n. 23, p. 64-79, out. 2017.

SANTOS, Edméa O. *Pesquisa-formação na cibercultura*. Teresina: EDUFPI, 2019.

SANTOS, Rodolfo, R. Pereira; IFA, Sérgio. O letramento crítico e o ensino de inglês: Reflexões sobre a prática do professor em formação continuada. *The ESPecialist,* v. 34, n. 1 p. 1-23, 2013.

SIQUEIRA, Sávio. Por uma educação linguística crítica. *In*: PESSOA, Rosane Rocha; SILVESTRE, Viviane Pires Viana; MONTE MÓR, Walkíria (org.*). Perspectivas críticas de educação linguística no Brasil:* trajetórias e práticas de professoras(es) universitárias(os) de inglês. 1. ed. São Paulo: Pá de Palavra, 2018. p. 199-210. *E-book*.

SOUSA SANTOS, Boaventura. Beyond abyssal thinking: from global lines to ecologies of knowledge. *Review (Fernand Braudel Center)*, v. 30, n. 1, p. 45-89, 2007.

SOUZA, Marlene de A. Augusto. Formação de professores de inglês: buscando caminhos para uma educação linguística crítica de. *In*: PESSOA, Rosane Rocha; SILVESTRE, Viviane Pires Viana; MONTE MÓR, Walkyria (org.). *Perspectivas críticas de educação linguística no Brasil:* trajetórias e práticas de professoras(es) universitárias(os) de inglês. 1. ed. São Paulo: Pá de Palavra, 2018. p. 161-171. *E-book*.

ZACCHI, Vanderlei J. Terreno movediço da educação linguística crítica. *In*: PESSOA, Rosane Rocha; SILVESTRE, Viviane Pires Viana; MONTE MÓR, Walkíria (org.). *Perspectivas críticas de educação linguística*

no Brasil: trajetórias e práticas de professoras(es) universitárias(os) de inglês. 1. ed. São Paulo: Pá de Palavra, 2018. p. 239-249. *E-book*.

Submitted: 09/26/2025
Preprint: 09/08/2025
Approved: 09/08/2026
Section editor: Adriane Teresinha Sartori

DATA AVAILABILITY STATEMENT
The content of the research text is included in the manuscript.

CONFLICT OF INTEREST STATEMENT
The author declares that there is no conflict of interest regarding this article.