ESTABLISHING DIALOGUES: CONTRIBUTIONS OF EDUCOMMUNICATION TO THE LANGUAGE TEACHING AND LEARNING PROCESS

ESTABELECENDO DIÁLOGOS: CONTRIBUIÇÕES DA EDUCOMUNICAÇÃO PARA O PROCESSO DE ENSINO E APRENDIZAGEM DE LÍNGUAS

ESTABLECIENDO DIÁLOGOS: CONTRIBUCIONES DE LA EDUCOMUNICACIÓN AL PROCESO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS

Andréa Duarte Ross[1], Jacqueline Andreucci Lindstron[2]

ABSTRACT

This chapter discusses educommunication as an innovative approach to foreign language teaching, grounded in Vygotsky's socio-interactionist theory and aligned with the National Common Curricular Base (BNCC). The qualitative and applied research resulted in the development of an educational booklet for students and teachers of Languages and Literature, aiming to bridge the gap between theory and pedagogical practice. The proposed material promotes the critical and creative integration of media into the teaching-learning process, valuing student content production, student empowerment, and democratic access to information. The booklet represents a significant initiative to enhance teacher training in the context of digital culture and media literacy.

Keywords: Educommunication. Foreign Languages. Educational Primer. Sociointeractionism.

RESUMO

Este capítulo discute a educomunicação como uma abordagem inovadora no ensino de línguas estrangeiras, fundamentada na teoria socInteracionista de Vygotsky e alinhada à Base Nacional Comum Curricular (BNCC). A pesquisa, de natureza qualitativa e aplicada, resultou na elaboração de uma cartilha educativa voltada a estudantes e professores de Letras, visando aproximar teoria e prática pedagógica. O material proposto promove a integração crítica e criativa das mídias no processo de ensino-aprendizagem, valorizando a produção de conteúdo pelos estudantes, o protagonismo discente e o acesso democrático à informação. A cartilha representa uma iniciativa relevante para potencializar a formação docente no contexto da cultura digital e da educação midiática.

Palavras-chave: Educomunicação. Línguas Estrangeiras. Cartilha Educativa. Sociointeracionismo.

RESUMEN

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[1] Social Communicator. Pontifícia Universidade Católica do Paraná (PUCPR).
E-mail: andrea.letras13@gmail.com ORCID: https://orcid.org/0000-0001-6365-9556
Lattes: http://lattes.cnpq.br/1250435473792709
[2] Dr. in Education. Universidade Tuiuti do Paraná (UTFPR). E-mail: jlindstron@professores.utfpr.edu.br
ORCID: https://orcid.org/0000-0002-2176-1875 Lattes: https://lattes.cnpq.br/0649921453691429

Este capítulo analiza la educomunicación como un enfoque innovador para la enseñanza de lenguas extranjeras, basado en la teoría sociointeraccionista de Vygotsky y alineado con la Base Curricular Común Nacional (BNCC). La investigación cualitativa y aplicada dio como resultado el desarrollo de un folleto educativo para estudiantes y docentes de Lenguas y Literatura, con el objetivo de conectar la teoría con la práctica pedagógica. El material propuesto promueve la integración crítica y creativa de los medios en el proceso de enseñanza-aprendizaje, valorando la producción de contenido estudiantil, su empoderamiento y el acceso democrático a la información. Este folleto representa una iniciativa significativa para fortalecer la formación docente en el contexto de la cultura digital y la alfabetización mediática.

Palabras clave: Educomunicación. Lenguas Extranjeras. Manual Educativo. Sociointeraccionismo.

1 INTRODUCTION

Educommunication, as a transdisciplinary field, emerges as an innovative approach that integrates the media into the school environment, going beyond its use as a didactic support. It presents itself as a rich possibility for the teaching and learning of languages, offering new forms of engagement and interaction between educators and students. This chapter explores the contribution of educommunication to the teaching and learning of languages, focusing on the elaboration of an educational booklet that aims to facilitate this practice.

Educommunication is based on theories that emphasize social interaction as a learning engine, with emphasis on Vygotsky's social-interactionist theory. This perspective provides a lens through which educators can observe and implement practices that favor a more collaborative and dynamic learning environment. The National Common Curriculum Base (BNCC) also reinforces the need for teaching that dialogues with the realities of students, promoting an education that respects and values their identities.

This study explores the intersections between Communication, Education and Educommunication. It adopts a qualitative and applied approach, with a methodological objective, aiming at the interconnection of different fields of knowledge and the production of didactic material. The research was carried out with students from the last periods of the degrees in Letters at the Federal Technological University of Paraná, Curitiba campus, courses of Portuguese Letters and English Letters.

1.1 ORIGIN AND HISTORY OF EDUCOMMUNICATION

Educommunication, as an autonomous field of knowledge, emerges from the intersection between communication and education. Its development follows the evolution of the media, from print to digital, which, by infiltrating social life, generated debates about their cultural and social impacts (Almeida, 2016).

In Latin America, film clubs were pioneers in the critical analysis of audiovisual productions, serving as a space for public debate and the student movement (Soares, 2014). The region has also witnessed the diffusion of critical reading of the media, aimed at making the audience aware of foreign cultural products, and the reaction of intellectuals to the growing power of television, resulting in educational projects focused on the media (Soares, 2014).

The 1970s were marked by the Latin American movement of participatory planning, influenced by Paulo Freire, who contributed to the construction of the concept of educommunication (Soares, 2014). The 1980s and 1990s consolidated the area, with the expansion of practices, the creation of movements and the holding of meetings promoted by UNESCO, seeking to integrate communication and education into public policies (Aparici, 2014; Soares, 2014).

During this period, there was a diversification of perspectives, with the influence of English Cultural Studies, which shifted the focus from media analysis to mediation processes, strengthening the dialectical view of media consumption (Soares, 2014). Globalization favored the hegemony of Anglo-Saxon models, although Paulo Freire's work was internationally recognized (Aparici, 2014).

The First International Congress on Communication and Education, in 1998, promoted by the Center for Communication and Education of the University of São Paulo (NCE/USP) and the *World Council for Media Education*, boosted research and academic production in the area (Soares, 2014). Between 2000 and 2010, educommunication consolidated itself as a transdisciplinary field, gaining space in NGOs and in the formal education system, with the creation of undergraduate programs and the foundation of ABPEducom in 2012.

1.2 EDUCOMMUNICATION AND LANGUAGE TEACHING

The integration of educommunication in the teaching and learning of foreign languages (FL) emerges as an innovative pedagogical approach, based on Vygotsky's socio-interactionist theory and aligned with the guidelines of the National Common Curricular Base (BNCC). Vygotsky's theory (Borges et al., 2016), by emphasizing the centrality of social interaction and language in cognitive development, offers a robust theoretical framework for the teaching of FL. Learning, from this perspective, is conceived as a collaborative process, mediated by language and interaction with the cultural environment (Borges et al., 2016; Rego, 2001).

The Zone of Proximal Development (ZPD), a basic concept of Vygotskian theory, highlights the importance of mediation in the learning process (Borges et al., 2016). In this context, the teacher assumes the role of mediator, helping students to bridge the gap between real development and potential. Peer interaction, the negotiation of meanings and the collaborative construction of knowledge are key elements for the development of communicative competence in foreign languages (Rozeno & Siqueira, 2011).

By integrating the critical and creative use of media and technologies in the teaching and learning process, educommunication enhances social interaction and the collaborative construction of knowledge (Franco; Fernandes, 2014). The use of authentic media resources, such as videos, podcasts, and social networks, makes FL classes more dynamic and contextualized, promoting student engagement and the development of media competence. In short, educommunication, by dialoguing with Vygotsky's socio-interactionist theory (Borges et al., 2016; Rego, 2001) and with the guidelines of the BNCC, offers an innovative and effective pedagogical approach to the teaching and learning of foreign language.

The BNCC, by establishing competencies and skills related to media literacy, reinforces the importance of educommunication in the school context. Therefore, it is necessary that the area be presented, deepened, worked on in practice, that it is applied in real teaching contexts.

When reflecting on the educommunicative practice, we looked for the concept in official documents and defined the BNCC as a reference point for the research. The BNCC was chosen because it is a document that brings, in a normative way, the set of competencies that must be developed throughout Basic Education in the country. The document serves as a reference for the elaboration of school curricula in Brazilian states and municipalities, as well as for the pedagogical proposals of public and private school institutions.

Citelli and Costa (2011) state that the increase in the use of media and means of communication in everyday life, driven by technological advances, globalization and post-modernity, requires a reformulation of educational projects, procedures and objectives. In this context, educommunication stands out, ceasing to be just a theory to become a consolidated practice. Costa and Santos (2019) expand this perspective by highlighting that educommunication goes beyond the simple combination of communication and education, encompassing a more complex, multifaceted and dynamic dimension.

Silva, Ghisleni, and Carlesso (2022) highlight that, although the BNCC seeks to train critical citizens, it does not clearly specify the materials and strategies to achieve this goal, neglecting student engagement and teacher updating. However, by addressing digital culture and technologies, the BNCC provides opportunities for educommunication, allowing teachers to integrate these skills creatively. The classroom, increasingly connected, benefits from access to diverse content through social networks and online platforms, providing new perspectives that are not always addressed by traditional media.

In this context, educommunication stands out as a transdisciplinary field that integrates Education and Communication, promoting concepts of citizenship and communication. According to Soares (1999; 2011), educommunication strengthens communicative ecosystems, expanding the expressiveness of individuals and facilitating methodologies that connect social subjects to the media system. This area of study not only combines the two fields, but also organizes and contextualizes knowledge, breaking down disciplinary barriers.

Educommunication in the classroom allows students to understand and interact with physical and digital environments, using platforms consciously to express their opinions and contribute to the formation of their identities and communities. This is in line with the LDB, which sees education as a process in various social contexts. Social interactions are fertile environments for the exchange of information and for collective construction, fundamental for the formation and cohesion of groups and cultures.

This work aims to explore the connection between educommunication and the teaching and learning of Foreign Languages (FL), presenting the contribution of educommunication in this context.

2 THEORETICAL FOUNDATION

Educommunication, as outlined by authors such as Martín-Barbero (2015), Freire (1985; 2006), Santaella (2002) and Sousa (2006), is configured as a field of transdisciplinary study that emerges from the intrinsic relationship between education and communication, recognizing communication as a fundamental pillar of life in society. This field investigates communication both as a process of intentional exchange of messages and as a social activity that shapes the construction and transmission of meanings within specific cultural contexts (Sousa, 2006).

Sousa (2006) points out that the interpretation of messages depends on the cultural context, and communication, intentional or not, attributes meanings. Intentional communication has a clear objective, such as exchanging information or maintaining the communicative act as a social practice. Santaella (2002) defines communication as the transmission of influence between parts of a system, causing changes, and points out that, with the advancement of technology, communication has grown exponentially, creating global networks and connecting people in real time. This evolution impacts several sectors and its complexity is due to its interdisciplinary, multidisciplinary and transdisciplinary nature.

Transdisciplinarity, as explained by Nicolescu (2018), involves the union and expansion of knowledge across disciplinary boundaries, allowing the integration of different areas of knowledge. In this sense, communication plays a fundamental role in uniting individuals and building societies.

Martín-Barbero (2015) points out the role of communication in the new dynamics of work, automation and political credit, but highlights the contradiction in countries where, despite the centrality of knowledge and information, basic needs such as health and housing are lacking. Social inequality intensifies with the transformations in communication and information, widening the gap between rich and poor, both materially and in access to knowledge.

In this scenario, the concept of a communicative ecosystem emerges, a dynamic environment that generates social transformations. The first dynamic is the receptivity of young people to new technologies, in contrast to more conservative sectors (Martín-Barbero, 2015). The second dynamic, diffuse communication, decentralizes the educational environment, questioning the traditional model centered on the school and the book (Martín-Barbero, 2015). This transformation requires that the educational system adjust to the profile of the modern student, immersed in diverse languages and knowledge, preparing him to navigate through the multiplicity of discourses and make informed decisions. (Martín-Barbero, 2015).

In this sense, school and education must transcend the mere transmission of knowledge, connecting to the reality and the world in which the student is inserted. This perspective echoes Freire's (1985) vision, which conceives education as a process of liberation, built on the dialectical relationship between the individual and reality.

To materialize this vision, educommunication emerges, a transdisciplinary field that seeks to promote open and participatory communicative ecosystems, expand the communicative potential of individuals and enable them to interact critically with the media (Soares, 1999 and 2011 *apud* Soares, 2014).

Educommunication, inspired by the ideas of Freire (1985), promotes an open and participatory educational environment, where students can express themselves, create and take the lead in their realities. The use of the means of communication and information can facilitate the connection with the community and the world around them.

Freire (1985) emphasizes that humanist education should be liberating, expanding the consciousness of individuals and enabling them to resist manipulation and to understand the

dynamics of reality. Both Freire (1985) and Martín-Barbero (2015) highlight the importance of students and teachers questioning media content, instead of accepting ready-made information. In Latin America, educommunication, the result of the thought of authors such as Freire and Martín-Barbero, emerges as a transdisciplinary field, which requires the integration of communication and education knowledge, creating new areas of knowledge and educational approaches that transcend disciplinary boundaries.

Next, we will present the educational booklet, a pedagogical resource that we believe to be useful for teachers to put into practice the premises of educommunication in their pedagogical practice.

3 DEVELOPMENT

We recognize the educational booklet as a valuable resource for future teachers, providing an initial contact with educommunication. We understand that its mission is to promote teaching that favors the development of an environment of contextualized communicative practice, mediated by different means of communication. By encouraging students' criticality and expressiveness, educommunication respects their identities and experiences, allowing them to become protagonists of their own learning.

Thus, we decided to create an educational booklet to present the concept of educommunication to future teachers and working teachers. Because we believe that this research contributes to the connection between theory and teaching practice, allowing the elaboration of materials adapted to the specific realities of each context

3.1 EDUCATIONAL BOOKLETS

Educational booklets, when seeking to popularize scientific content, use a multimodal approach, combining text and image to inform, educate and facilitate reading (Pizzani; Riolo, 2013). These materials, historically influential, are perceived as reliable references, playing both an informative and normative role in guiding social behavior (Vianna, 2008; Gomes, 2003 *apud* Vianna, 2008). Thus, educational booklets, by combining credibility and accessibility, promote the dissemination of knowledge and positively influence the target audience (Pizzani; Riolo, 2013; Vianna, 2008).

The production of educational booklets presents a methodological diversity, adapting to different audiences and objectives. However, the academic literature that explores the

structure and parameters of elaboration of this textual genre is limited, especially in the context of foreign language (FL) teaching.

Despite the scarcity of specific studies, several authors and documents offer *insights* into the creation of booklets. Vianna (2008), Mendonça (2008), Mozdzenski (2006) and Bacelar et al. (2009) present different approaches, ranging from the analysis of booklets on sexually transmitted diseases to the elaboration of booklets for environmental education projects. In addition, practical guides, such as *Simply Put* (2009) and the UENP Publishing House guide, provide guidance on creating accessible and structured educational materials.

The analysis of the materials indicated that the elaboration of an educational booklet is a collaborative process and carried out by a multidisciplinary team (Bacelar et al., 2009). For effective communication with the target audience, attention must be paid to essential aspects, such as language, images, and information needs that suit the socioeconomic and cultural profile of the readers, excessive citations must be avoided and following the ABNT 6023 standards for references (UENP, 2020). The *design* of the booklet should be light and attractive, with a balance between text and images, avoiding visual overload. In addition, the fidelity of the information is crucial, and the content needs to be updated and clear.

3.2 METHODOLOGY

The research adopted a qualitative and applied approach, with a methodological objective integrating different areas of knowledge and creating a didactic material. According to Brasileiro (2021), methodological research seeks solutions for the application of investigation methods and strategies.

It began with a broad bibliographic research, followed by the creation of an educational booklet for the teaching and learning of FL. According to Gil (2010), bibliographic research is the initial phase of any study, based on published materials such as books and articles. The process included the analysis of concepts from the areas of Communication, Education and Educommunication, delving into Vygotsky's socio-interactionist theory. The investigation sought connections between the fields of knowledge, exploring the application of educommunication through the competencies of the BNCC. The research ended with the analysis of the textual genre educational booklet, guiding the production of the material, whose applied nature is justified by the creation of a product with practical potential.

The educational booklet was developed for students of the Degree in Letters (English and Portuguese) at UTFPR, from the sixth period, due to its proximity to professional practice,

through internships and teaching practice disciplines, in addition to the performance of some as teachers. The inclusion of Portuguese Language and Literature students is justified by the presence of a strong group of teaching Portuguese as a foreign language in the department, and by the transdisciplinary nature of educommunication, which allows connections between the teaching of mother tongue and foreign language.

The elaboration involved an initial research to understand the students' knowledge about transdisciplinarity and educommunication, guiding the choice of language and content. Then, a questionnaire was applied to know the profile and previous knowledge of the target audience, improving the educational material.

The questionnaire was produced on the online platform *Google Forms*, it was composed of 18 questions, 11 of them being multiple choice and 7 linear scale. The disclosure was made through emails from the coordinators of both undergraduate courses, the teachers of the professional training disciplines and in groups of students on the WhatsApp messaging application. The questionnaire was open between April 24 and May 3, 2023. At the end of this period, we obtained 47 responses.

The questionnaire was designed to identify the profile of the participants and their previous knowledge about educommunication, Media Education and Media Education, including their terms in English. In addition, the participants classified propositions based on the methodology and principles of educommunication, presented in the booklet of the Our Media Project (2011).

After agreeing to participate, respondents initially provided information about their profile, revealing a mostly young audience (21 to 23 years old) and familiar with digital technologies. This indicated the possibility of using direct language and elements such as memes and colloquialisms in the booklet. The second part investigated the knowledge about areas that connect Communication and Education, including transdisciplinarity and the recognition of terms in English, due to the global influence of these expressions.

Participants answered with "yes", "no" or "I've heard it, but I don't know how to define it", allowing them to infer the level of familiarity with the concepts. The terms in English, *Media Literacy* and *Media Education*, showed greater recognition than their versions in Portuguese. The comparison between Media-Education and *Media Education* reveals that the term foreign is more recognized, even with the lack of knowledge of the area by the majority, corroborating the influence of globalization on the standardization of Anglophone terms, as observed by Aparici (2014).

The survey revealed that 63.8% of the participants were unaware of the term educommunication, evidencing a gap in the knowledge of the target audience. This data reinforced the need for an educational booklet with introductory content, explaining the basic concepts, objectives and fundamentals of the area.

In the third stage of the questionnaire, the participants evaluated the relevance of propositions based on the principles of educommunication, using a scale from "not very important" to "very important". The critical analysis of the media, the initial proposal, was considered of high relevance by the majority of the participants (57.4% as "very important"). This result indicates a strong awareness of the importance of media education among future teachers, evidencing the need to develop critical skills in relation to the media.

The second proposition, referring to the use of media as a complementary tool to content, revealed that most participants (61.7%) consider this practice to be of great importance. This result reinforces the perception of the media as a valuable resource for the new generation of teachers, who already recognize the potential of the media as a pedagogical tool. The use of the media as a complement to the content implies the incorporation of media resources in classes and activities, evidencing the growing adoption of educommunicative practices in teaching.

The proposition related to the production of informative and reflective content by students, representing education "with the media", obtained the highest approval rate, with 74.5% of the participants classifying it as "very important". The result, in line with the previous answers, shows the predisposition of future teachers to implement educommunication practices that encourage the creation of content by students. This valorization reinforces the role of educommunication in citizen participation and in the development of communicative skills, using media such as newspapers and school radios.

The fifth proposition, which addressed democratic access to information resources for teachers and students, was considered "very important" by 83% of the participants, demonstrating the relevance attributed to this principle of educommunication. The absence of answers in the categories of lesser importance suggests that the participants value the use of information and communication technologies in the educational context.

These results corroborate Santaella's (2002) view on the influence of connection networks in contemporary society and Martín-Barbero's (2015) hypothesis on the affinity of young people with new technologies.

The last propositions of the questionnaire investigated the importance attributed to the result in the educational process, in contrast to the prioritization of the process by educommunication. The majority of participants (53.2%) considered the students' result "very important", indicating the persistence of a traditional product-centered view.

This result may reflect the influence of "banking instruction" on the training of participants, who value the result as an indicator of success (Freire, 1985). However, the presence of answers that relativize the importance of the result suggests a change in perspective, indicating the openness to value other aspects of the educational process.

The evaluation of the students' results in the classroom revealed that the majority of the participants (74.5%) attribute great importance to this aspect, evidencing a strong appreciation of the final product of the educational process. The predominance of this perspective, combined with the valorization of the teaching and learning process (25.5%), suggests a tension between the traditional emphasis on results and the growing awareness of the relevance of student development. This dichotomy may reflect the influence of the traditional training of the participants, which prioritizes the result as an indicator of success, but also indicates an openness to recognize the importance of the process in the construction of knowledge.

The results of the questionnaire showed that the participants recognize the importance of the integration between communication and education in teaching. The majority considered the use of the media in pedagogical activities relevant, demonstrating receptivity to educommunication. This agreement reinforces the need for an educational booklet to facilitate the understanding and application of this approach in the school context.

Based on the analysis of the profile of the target audience and the results of the questionnaire, the research advanced to the production of content and the elaboration of the educational booklet, aiming to meet the needs and expectations of future teachers.

3.2.1 The educational booklet

For the creation of the educational booklet, the process began with the selection of the contents to be included, followed by the layout of the material and adaptation to the chosen model.

The structure adopted for the production of the texts followed the guidelines of Editora UENP, prioritizing the adequacy to the target audience, the clarity and objectivity of the language, and the reliability of the information.

Considering that the target audience was composed of higher education students, a formal language was chosen, with the inclusion of academic terms and abstract concepts, when necessary. Objectivity was maintained with the use of examples and a glossary to clarify complex concepts, given the introductory nature of the content on a little-known area.

Another relevant aspect, according to the guidelines of the UENP Publishing House, was the moderation in the use of citations and the inclusion of bibliographic references, aiming to give credibility to the material. Finally, the title chosen for the booklet was "Educommunication in practice", reflecting the objective of presenting educommunication in an applied and accessible way.

The educational booklet was elaborated from the bibliographic research of this work and the material of the Our Media Project (2011), which provided methodology, principles and examples of educommunication activities. The content was based on academic sources, referenced at the end of the booklet, to ensure the credibility of the material.

The layout of the booklet was carried out on the Canva platform[3], which allowed the creation of an attractive and personalized layout, with visual elements related to the school and academic environment. The structure of the booklet was organized into five sections: introduction, definition and characteristics of educommunication, educommunication practice, educommunication in practice, references and expedient.

To divide the sections, pages with a different *design* were used , with the objective of facilitating navigation and identification of contents. The choice of Canva and the organization of the structure of the booklet aimed to create an accessible and visually pleasing didactic material, which could help future teachers in the understanding and application of educommunication. Our educational booklet was structured in five distinct parts/sets, each with a specific purpose[4].

The first has a cover, summary and introduction, with the objective of introducing the booklet and its constituent elements. The second set is dedicated to the definition of educommunication, presenting a brief history and its objectives. The contents were distributed on separate pages, with concise texts and illustrative images, aiming to provide a solid basis for understanding the central theme of the booklet.

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[3] https://www.canva.com/
[4] Free access in https://utfpr-ct-static-content.s3.amazonaws.com/utfpr.curitiba.br/wp-content/uploads/sites/65/2024/09/Ok_professores_Educomunicacao-na-Pratica-Cartilha-Educativa.pdf

Figure 1

Cover of the educational booklet
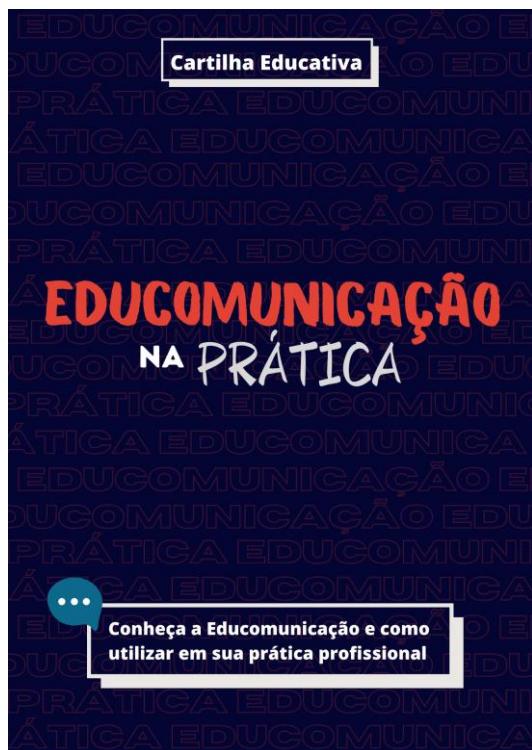
Source: The authors (2023).

The third set contemplates the educommunicative practice, establishing a connection between the concepts and the professional application. In it, the principles and purposes of the educommunication methodology are presented, as proposed by the Nossa Mídia Project (2011).

The fourth set offers tips and suggestions for practical activities for the classroom, being a tool for professional practice. Although the number of suggestions is limited, they serve as a starting point and encourage the search for new ideas and the creation of personalized activities. Finally, the fifth part brings bibliographic references and credits from the booklet.

The educational booklet, in its entirety, meets the structural requirements of the textual genre, presents content based on reliable sources and has an attractive design. Despite its limitations, such as the limited scope of content and practical suggestions, the booklet represents a relevant academic dissemination product, considering that it was prepared by a smaller group and not by a multidisciplinary team.

4 FINAL CONSIDERATIONS

The educational booklet, a product of this research, represented a practical exercise in the application of the concepts discussed, facing limitations such as the scarcity of specific materials and the need to adapt examples from other areas. The research revealed the absence of a consensus on the ideal structure of educational booklets, which allowed a personalized approach, guided by the needs of the target audience.

The application of a questionnaire allowed the production of data on the profile and knowledge of the participants, validating the relevance of the booklet as a tool for introduction to educommunication. The specific objectives of the research, which included the analysis of the relationship between communication and education, the application of educommunication in the teaching of foreign language from a socio-interactionist perspective and the analysis of the presence of educommunication in the BNCC, were achieved, supporting the creation of the booklet.

The educational booklet, although limited in scope, fulfills its purpose of introducing educommunication and offering practical suggestions for FL teachers, in line with the guidelines of the BNCC. The material produced can serve as a basis for future research, either as a model or as part of broader studies, with the possibility of expansion and collaboration of researchers from different areas.

The research sought to present a new perspective on the use of the media in the classroom, encouraging the exploration of innovative pedagogical practices. We believe that educommunication, by offering a new look at the relationship between communication and education, can inspire future teachers to renew their practices, adapting to the new demands of the information society.

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