

## Presentation

### Thematic Dossier

### Transgressive Teachings, Solidarity Learning Dossier

#### Ecologies of hope: transgressions and (trans)formations in/for Brazilian education



The thematic Dossiers from the 1st International Congress of ELLAE - Transgressive teachings, solidary learning - for an ecology of languages-literatures-and-languages seek ecologies as practices and horizons of life, freedom, transformation as concepts that move the activity of the teaching and learning.

The first, **v. 45 n. 1 (2024): Dossier Transgressive Teachings, Solidarity Learning**, published in February 2024, brought 14 articles that discussed ways of reflecting and acting in favor of the teaching-learning ecologies of languages-literatures-languages. Similarly, **v. 45 n. 2 (2024): Dossier Transgressive Teachings, Solidarity Learning**, outline in their different

contexts, how it is possible to reflect-act and overcome the boundaries of standardized knowledge and advocate in favor of other knowledge, other pedagogical praxis, other ways of doing things in education.

As the first volume, this one also weaves the ecologies of hope, the responsive dialogue expressed through concrete statements existing in the texts in constant interaction with other texts and with the participants of many researchs carried out in situated contexts.

Dialogue here is thought from the perspective of the Bakhtinian Circle, is understood as something beyond what is being said out loud, face to face, it is any communication existing within a discursive chain that participants make use of.

Thus, according to Volóshinov (2017, p. 219), printed verbal discourse (also) participates in a “large-scale ideological discussion, it responds, refutes and/or confirms, anticipates possible responses and criticisms, seeks support” so that, no matter how significant and finished it may seem, it is just a moment in the uninterrupted communication of which the authors, participants and other readers are part.

In this uninterrupted dialogue, the organizers of the two volumes of this Thematic Dossier discuss the need for the ecology of languages-literatures-and-languages to be articulated with a critical linguistic education in which it problematizes (still) traditional education and seeks, in a critical way, to reflect on the solution beyond what is being said and said as truth (Oliveira, Lessa, 2022).

For this dossier, the texts enable what Aguiar (2022, p. 231) argues about producing activities that provide the opportunity for the “confluence of varied resonant and dissonant voices within the school space; that the activities developed in this space can go beyond the study and discussion of knowledge considered dominant, opening space for other knowledge”, in order to make other subjects viable and visible.

We consider it’s important to highlight that, as with this second dossier, the editorial text of the first issue now in English and Spanish. In this sense, we consider it pertinent to return to the first volume and read it in the aforementioned languages. The editorials provide a first look at the work developed by different researchers in the two Thematic Dossiers and propose that spatial, temporal and linguistic boundaries be overcome to establish relationships with other pedagogical practices and other knowledge.

Once again, for us, the ecology of hope relates to a transgressive (Pennycook, 2006) and emancipatory (Freire, 2000) education when it promotes the subject's autonomy and places them as agents of the teaching-learning process itself. When educating for freedom, the subject

rethinks their role in society and assumes the ethical and aesthetic commitment to transforming the place in which they live.

Therefore, the 15 articles contained in this second issue of the Thematic Dossier published by The ESpecialist Journal result from Freirean hope that, in their contexts, open gaps through pedagogical action, through the moving action of the subject to be more, through experiences in unlearning (Fabrício, 2006) and, as Krenak (2020) rightly states, by resisting with strength and courage so as not to be engulfed by the utilitarian world (and education).

Finally, we invite readers to, in a responsive attitude, reflect on Ecologies of hope: transgressions and (trans)formations in/for Brazilian education proposed by the authors who participated in the 1st ELLAE International Congress - Transgressive teachings, supportive learning - for an ecology of languages-literatures-and-languages and, with a view to critical linguistic education, mobilize your educational praxis towards transgression and transformation in Brazilian education.

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