COMUNICAÇÃO ORAL - ST03 - INTERNACIONALIZAÇÃO E POLÍTICAS LINGUÍSTICAS: DEBATES, TENSÕES E PERSPECTIVAS NO ENSINO SUPERIOR E NA FORMAÇÃO DE PROFESSORES

"I FELT GLOBAL": EMOTIONS AND AMAZONIAN CULTURAL IDENTITY IN DECOLONIAL ENGLISH LANGUAGE TEACHING IN LIGHT OF COMPLEXITY

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English language teaching has long been shaped by colonial logics centered on hegemonic Anglophone cultures, often neglecting local identities, such as the Amazonian cultural identity, and affecting teachers' emotions. In response, this study examines a decolonial English teaching experience grounded in the valorization of Amazonian cultural identity. This study aims to understand how the valorization of Amazonian cultural identity, as a decolonial teaching practice, influences emotions and the dynamics of the Complex Adaptive System (CAS) of English language teaching. This qualitative empirical study combines case study and narrative inquiry. It focuses on one Amazonian pre-service teacher who taught in the Federal University of Pará extension project Inglês Cabano, aimed at children and adolescents from Carimbó groups (traditional Amazonian music and dance groups) in Belém, Pará. Data were generated through an emotion chart, a visual narrative, and a semi-structured interview, and were subjected to thematic analysis. The study is grounded in the Complexity Paradigm, which understands language teaching and learning as Complex Adaptive Systems marked by dynamism, nonlinearity, and emergence (Larsen-

Freeman, 2017). Emotions are approached as dynamic constructs that shape perception and influence action (Barcelos & Ruohotie-Lyhty, 2018) in teaching contexts. Cultural identity is understood as an ongoing process shaped by history and culture (Hall, 2006). Thus, when considering Amazonian cultural identity, one must take into account the historical violence inflicted upon Amazonian peoples and their territory, which has contributed to processes of identity devaluation and marginalization (Loureiro, 2015). From a decolonial perspective, English teaching should challenge practices that privilege native Anglophone cultures while marginalizing local ones (Almeida, 2021). Findings show that the participant's initial conditions were marked by anxiety, insecurity, weak emotional bonds with Amazonian culture, and uncertainty about the feasibility of integrating local culture into English classes. Throughout the experience, emotions such as pride, belonging, and hope emerged, strengthening her Amazonian identity and fostering greater engagement with situated pedagogical practices. The data also suggest processes of emergence, reorganization, and recursion in the teacher's CAS. The valorization of Amazonian cultural identity interacted with emotions in a dynamic way, energizing and reorganizing the teacher's CAS. The study indicates that decolonial and locally situated English teaching may foster emotional transformation, stronger cultural identification, and more meaningful pedagogical engagement.

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