



iJEResearch

International Journal of Education and Research

Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal

ISSN 2764-9733 | ijerresearch.org

DOI: 10.5281/zenodo.18095355

ALGORITHMS AND THE TRANSFORMATION OF THE PORTUGUESE LANGUAGE: CHALLENGES AND POSSIBILITIES

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ABSTRACT

The integration of algorithms into Portuguese language education revolutionizes access to the language through automatic translators, virtual assistants, and grammar checkers, facilitating initial learning and promoting agile interactions with the language. However, this dependence generates profound challenges in reading and textual interpretation, prioritizing superficial responses that inhibit critical reflection and in-depth analysis, essential for critical literacy. This qualitative study, based on a literature review of sources such as SciELO, Google Scholar, and CAPES Journals, examines recent articles on applied linguistics and digital education, including works by Gillespie (2020) and Coscarelli & Ribeiro (2023). The findings reveal the vitality of the Portuguese language in digital environments, with incorporations such as abbreviations ("vc", "pq"), emojis, and Luso-English hybridisms, which enrich creative expression but create a mismatch with traditional pedagogical practices. It is concluded that educators must balance technology with reflective exercises, fostering lasting cognitive skills. Pedagogical implications include hybrid curricula to mitigate risks and maximize potential.

Keywords: Educational algorithms. Portuguese language. Digital literacy. Textual interpretation. Technological education.