

## REVISTA ENTRELÍNGUAS

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### EDITORIAL

Odair Luiz NADIN

Translation: Sandra Mari KANEKO MARQUES

This volume 4, number 1, of the Journal *EntreLínguas: Teaching and Learning of Modern Foreign Languages*, brings together a series of relevant studies that covers, different theoretical and methodological positions regarding teaching and learning of Modern Foreign Languages (MFL).

The current demand for theoretical and methodological reflections on the use of technologies in teaching and learning of MFL and the contemporary conception that such teaching should have an intercultural focus, as well as the necessary reflection on teaching grammatical aspects, we are encouraged to promote opportunities and spaces for the dissemination of research concerned with such issues. *EntreLínguas* has been presenting and consolidating itself as one of these spaces.

Therefore, the general set of issues presented, described and analyzed in this issue consists of aspects related to technologies, cultural and intercultural issues, which include discussions on translation of idiomatic expressions, linguistic variation, didactic materials among others. In addition, these issues also deal with grammatical aspects and foreign language internship and teaching practice .

In the first text, "Teacher, can I use facebook ?: experience of integration of social media in class", Kadhiny Mendonça de Souza Policarpo discusses the issue of the use of social media in language classes. According to the author, "social networks, used in a massive way as a source of communication and entertainment out of school by students and teachers, can become a pedagogical resource of immediate access, when in a school environment."

In the article, "Let's go together for ...: Webquests as a proposal for cultural mediation in teaching German as a Foreign Language (GFL)", Rogéria Costa Pereira presents a reflection on "the internet and new information technologies (NIT) as means in the activation of several senses". The author demonstrates her experience with "the

use of the internet, more specifically working with WebQuests, and how Brazilian beginner learners of German can learn about culture through this experience.

The third text, by Alexandra Ferreira and Fátima Silva, entitled "The Discourse Report as a strategy for the development of oral competence in teaching and learning Portuguese as a Foreign Language", addresses "reports" as a didactic strategy that effectively contributes to Portuguese as a Foreign Language (PFL) learners develop and improve their oral competence. The authors start from an experience "developed in a teaching practice class in an advanced level group, within the scope of the Master in Portuguese Language Second Language / Foreign Language of the Faculty of Letters of the University of Porto."

In "Lessons with interaction: teaching (and learning) Portuguese Language and Brazilian Culture in South Korea", Denis Leandro Francisco addresses "two important aspects of the profile of students of the Brazilian Studies course at one of the most prestigious universities in Korea of the South in the area of Foreign Studies from Hankuk University of Foreign Studies".

Also focusing on cultural issues, Rosângela Maria Laurindo Fornasier, Fernanda Landucci Ortale and Vinicio Corrias present, in the text "Cultural aspects in the elaboration of didactic materials for teaching Inheritance Language: a case study", a reflection on the contributions of studies about the culture in the process of elaboration of didactic materials. Based on the assumptions of Post-Method Pedagogy, the authors analyze the question in "context of teaching Italian as a language of inheritance."

"Intercultural and Linguistic Variations of Spanish in a School of the Brazil / Venezuela Frontier" is discussed in the text of Genesis Aquino and Cora Zambrano. The authors analyze, from a research with high school students, "how interculturality is approached in classrooms as well as the linguistic variations of the Spanish language".

Carolina Salvino Corrêa and Leandro Silveira de Araújo, in the text "From Portuguese to Spanish: a study on the use of the Perfect Composed by Brazilian learners of Spanish as a Foreign Language (SFL)", "analyze the functioning of Portuguese and Spanish in the use of perfect compound, observing points of encounter and divergence between languages".

Also in the set of texts that somehow addresses cultural issues, Ariel Marcelo Fernández and Paula Tavares Pinto examine in their article, "The translation of idiomatic expressions in the dubbing of the series 'El Chavo del 8' for the teaching of Spanish as a language foreign", the strategies used in the translations of Spanish

expressions into Portuguese and seek "to provide a theoretical basis that will help teachers to understand how to position themselves before students when teaching idioms in Spanish and how to approach this content".

In the text, "Internship and Literature: an Interdisciplinary and Reflective Approach", Marilda Vinhote Bentes presents an "experience report from the applicability of the Project" Internship and Literature: an interdisciplinary and reflective approach", executed at the Federal Institute of Education, Science and Technology of Roraima-IFRR / Boa Vista, in 2016, in Modules V and VI, of course in Spanish Language and Literature. The main objective of this work was to offer an interdisciplinary process focused on the research and practice of Spanish language teaching, involving literary movements with suffix *-ism*.

To close this edition of *EntreLínguas* - "Linguistic Policies and the Place of the Spanish Language in Federal Institutes" - deals with a broader issue. Although focusing on the context of Spanish Language, Fernanda Tonelli makes a relevant reflection on questions of Linguistic Policies and talks about "(in) visibility of the Spanish language as a curriculum content in the Brazilian basic educational system." Teaching and learning Modern Foreign Languages in the Brazilian educational system, from basic education to higher education, undergo antagonistic moments of certainties and uncertainties. Within this context, the investigations published in *EntreLínguas* and the space opened to researchers fulfills, in a way, two functions: (i) scientific dissemination, which emphasize the importance of languages, and humanities in general, to the development of a critical nation, and (ii) to keep the aspiration for quality, intercultural and modern education that fosters mutual respect and a sense of equality.