

## REVISTA ENTRELÍNGUAS

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### EDITORIAL<sup>1</sup>

The journal *EntreLínguas: Teaching and Learning of Modern Foreign Languages*, is linked to the Department of Modern Languages of the São Paulo State University "Júlio de Mesquita Filho" - Unesp - Araraquara, and it has reached its fourth issue, number 2, with considerable achievements. In four years, *EntreLínguas* proved to be of international interest. Its central scope, the teaching and learning of Modern Foreign Languages (MFL), has attracted the attention of researchers from different countries. In some cases, in addition to accessing the Journal, as we can observe through clustrmaps, many researchers have contributed as authors by submitting articles for evaluation and publication

The visibility that *EntreLínguas* is gaining in the context of MFL teaching and learning in Brazil and in different countries has been fundamental for its growth and acceptance both in the academic world and in the databases, directories and indexers (ABEC-Brasil, Sumários.Org., Latindex, Dialnet, BBE - Brazilian Library of Education, DOAJ, Edubase, DRJI, ERIHPLUS, CAPES-periodicals, among others).

This issue 4, number 2, therefore, continues this work of disseminating knowledge about the teaching and learning foreign languages, contributing to the expansion and insertion of *EntreLínguas*. Divided into three blocks that are united in the axis of teaching and learning modern languages, the present issue brings ten articles of researchers of different Brazilian and foreign universities.

The first block is a set of reflections on teaching and learning for specific purposes. In "A teaching-learning proposal of English for specific purposes based on hybrid teaching", Yna Honda de Sousa, Andréa Pereira Mendonça and Iandra Maria Weirich da Silva Coelho present "a teaching-learning proposal of English for Specific Purposes, denominated Blended English Teaching (BET), which combines hybrid teaching, virtual resources for autonomous study and a corpus compiled with authentic texts referring to

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manuals and tutorials of hardware and software" with results pointing to a very productive performance, indicating that this type of course can be applied in other contexts.

In the second text - Heterotronics between Portuguese and Spanish in the field of Health Sciences, Ana María Díaz Ferrero discusses the "problematic" similarity between the Portuguese and Spanish languages in the context of teaching one to speakers of the other as mother tongue . In her text, the author proposes "a classification of heterotronics" among the languages in question and, using semantic and morphological criteria of lexical association, elaborates a lexicographic repertoire of heterotronics related to the area of health sciences.

Closing this block, Jorge Armando Becerra-Callero and Angelica María Rojas-Isaza bring a current and essential discussion for the historical moment in which we live in the internationalization of knowledge and inclusion. In the text "Teaching the English Language to the Deaf from a Perspective of Translational Practices: Motivations and Interests", the authors analyze "the linguistic and assimilation processes that facilitated the learning of the basic structures of written English in deaf students." The study concludes that "not only are cognitive aspects related to the learning process, but that it involves needs, uses, relationships and adaptations to new knowledge."

The second block, of more varied themes, brings together reflections on issues such as technology, linguistic interferences in the teaching and learning processes, didactic materials and Pedagogic Lexicography. The first text, entitled "Teaching Challenges and the Contribution of Educational Technologies in English Language Teaching and Learning: Contemporary Scenarios", by Helenilson Ferreira de Sousa and Francisco Renato Lima, presents "a vision about the challenges of educators and the contributions of educational technologies in English Language Teaching (ELT) in contemporary times and its implications in the school context ". The authors address issues such as "the role of the textbook, the approach on Information and Communication Technologies (ICT) in ELT, assessment and the need for continuing teacher education."

In "Contributions of the Spanish-Portuguese Online Course for Exchange in Portuguese as an Additional Language teacher education", by Gabriela da Silva Bulla, Kétina Allen da Silva Timboni, Mariana Bulegon and Raquel Horvath de Andrade, discusses teacher education in the course that gives name to the article, linked to the Portuguese for Foreigners Program (PFP), Federal University of Rio Grande do Sul (UFRGS). The authors analyzed data generated in the 10th edition of the course, which explained how it can be an online space for teacher education.

On the influence of the Spanish language in English learning treats the text of Cristian Tugues Rodríguez. Under the title "The influence of Spanish on English learning in high school students", the article reflects on the "linguistic influence that exists in foreign language teaching and learning". Considering as a research context, English as a foreign language teaching for Spanish speakers as their mother tongue, the author aimed to develop in students and teachers "awareness of such phenomenon and understand that there is a negative transfer that must be solved." The results confirm, as it has been stated for some time, that "influence and transfer are aspects of great importance in learning foreign languages and, whether positive or negative, the teacher must take into account how to benefit" from this phenomenon.

The third text of this set addresses the question of the silenced senses in didactic materials. Authored by Joelma Aparecida Bressanin and Simone Miller da Silva Campos, the text discusses "silenced senses in English language teaching materials" "to understand how didactic materials, intended for teaching English, take into account the relationship between language, subject and history (ideology) and to what extent the practice of language is present in these materials ". Theoretically based on French Discourse Analysis, the authors note that "the cultures of the English-speaking countries are not satisfactorily addressed, since, often, the culture of the hegemonic countries, as United States and England, is emphasized, therefore, contributing to linguistic homogenization and targeting a marketing action of Euro-American products. "

The fourth text, of a more theoretical nature, brings a reflection on an area in relevant growth in Brazil: Pedagogical Lexicography. Raissa Adorno de Oliveira and Odair Luiz Nadin, in "Selection and analysis of contexts of use in Spanish-language corpora: reflections on candidates for lexicographic examples", describe the process of selection and analysis of contexts in order to serve as lexicographic examples in a bilingual Spanish dictionary for Brazilian apprentices. The authors present "the processes of selection and analysis of contexts, demonstrating how to collect these contexts in corpora, the criteria elaboration for the analysis and the verification of the relevance or not of the contexts for the dictionary".

Closing the present issue of *EntreLínguas*, we have two experienced-based reports. In the first one, entitled "PIBID: The teaching of foreignisms through problem-based learning", Alana Gabriele da Silva, Carlos Vinícius Olímpio, Lívia Carolina Baenas Barizon present a proposal for a "didactic sequence, using foreignisms, applied in the subproject of Portuguese Literature, which consisted in the implementation of active

methodology of problem-based learning, which modified traditional teaching giving space for the production of autonomous and meaningful knowledge. "

The second, "Possibilities for English Language Teaching in the Post-Method Era: A Report of Internship Experience", Daniele Carla de Morais and Fernanda Sanches Busch report that the experience of English-language teaching from this theoretical-methodological perspective " led to a practice that was considered significant by pre-service teachers involved, because activities were carried out by students, who were deeply motivated and engaged.

Thus, the present issue of *EntreLínguas* brings important contributions both to Foreign Language Teaching and Learning and to questions that reach other levels of reflection, such as the specific context of English language teaching for deaf students. *EntreLínguas* fulfills an important role in the modern world of technologies that will only achieve its objectives if one considers inclusion and democratization of knowledge.

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