

REVISTA ENTRELÍNGUAS

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Revista EntreLínguas, with only 05 years of existence, reached the A3 extract in Capes' Preliminary Qualis (2017-2018), presenting to the academic community high quality texts in the format of papers, experience reports, critical reviews and interviews of national and international researchers on the process of teaching and learning of Modern Foreign Languages (LEM). This success is due to the work of an editorial team committed to scientific rigor and quality of the journal; and also to the contribution of authors with researches conducted in several universities, with the primary purpose of promoting the debate on the theoretical-methodological processes involving the teaching of Modern Foreign Languages, at all levels of education and in different contexts.

Today, the Revista EntreLínguas, among other databases, is indexed in the *Web of Science*, a website maintained by *Clarivate Analytics* that promotes access to several databases that provide comprehensive citations data for various academic disciplines. It is also worth mentioning that Revista EntreLínguas is indexed in *MLA International Bibliography*, that is, the International Bibliography of the Modern Languages Association, one of the largest databases of references of works in the areas of literature, language, linguistics, folklore and teaching, listing more than 2 million citations, available worldwide in printed and online versions.

In addition, we have the Impact Factor MIAR (*Information Matrix for the Analysis of Journals*) (Spain) 2020 with **ICDS = 9.2**. Considering that the Impact Factor is the main metric used to evaluate scientific journals around the world when counting the citations received, it is an important tool used to qualify the journal. Still in relation to citation metrics, it is worth mentioning that we are growing with the *Google Scholar* Index h, since our articles are being published today in bilingual/trilingual versions.

Thus, it is with great enthusiasm that we make public the launch of the second issue of volume 6 of the Revista EntreLínguas. Having as its scope the teaching and learning of foreign languages in different contexts, this issue brings reflections, analysis and possible contributions from literature, linguistic description, semantics, sociolinguistics, the study of language teaching methodology, the use of digital information and communication technologies for teaching and multiliteracies.

In this second issue, the first paper by Alexandre Silveira Campos points out the interrelation between literature and language teaching, presenting as a proposal the reading of the poetic work and biography of the granadin poet Federico García Lorca as a starting point and motivation for the acquisition/learning of the Spanish language/culture.

In the sequence, the author Mirela Meira Ramos dos Santos reveals a historical-methodological overview of foreign language teaching methods in a chronological line from the first methods to the post-method, in order to provide the teacher and the researcher with important elements for reflection and choice of their teaching approach, taking into account that all methods have positive and negative aspects and that, in general, they are not perfect and sufficient to guarantee learning. In this sense, it is necessary to know them and adapt procedures that are efficient in individual teaching practice.

In the field of foreign language teaching, specifically for the teaching of Spanish as a Foreign Language (ELE), the study and explanation of linguistic variation becomes relevant, considering linguistic and social factors. In this perspective, Adriana Martins Simões, having as theoretical reference Chomsky's Grammar and Weirich's Sociolinguistics, Labov and Herzog, describes the accusative pronominal object of 3rd person in the variety of Madrid's Spanish and Brazilian Portuguese. Although her study is under development, we consider it an important issue not only for the linguistic analysis, but also for the teaching and learning studies of ELE.

Another important factor for foreign language instruction is the guarantee of interaction to achieve effective and meaningful communication among participants. According to Ueverson Mendes de Oliveira, specifically dealing with English language teaching in a public school context, lack or problems in interaction can lead to “failures” in learning, mainly due to the lack of motivation of public school students to learn English as FL or as a lingua franca.

Learning a foreign language also means learning to use the word in different situations, or communicative events, since in such circumstances, whether production or interpretation, the same word acquires different meanings. Considering that in communication the most important is the meaning, metaphorical meanings with different meanings in different contexts of use also gain prominence for the teaching and learning of a foreign language. Taking as theoretical references contributions of Semantics and Pragmatics, Ana Maria Bonk analyzes the semantic game of the verb *llevar* in headlines of Spanish language websites taken from electronic newspapers.

Learning problems can also be related to lack of writing skills. Thus, author Fakhereh Safatian investigates the effect of applying an online course to foreign language students with a focus on writing skills. For the investigation, the main research tools used were research questionnaires and interviews for 20 English schools. After two months of course and analysis of the data obtained, it was verified that the students generally increased their writing ability, using synonyms words with greater precision.

When it comes to the teachers teaching approach, plausibility becomes a key word, since the teachers analysis of their classes leads them to decisions about what is recommendable or not for language teaching. From this perspective, the authors Tamires Destro Costa, Ana Helena Dotti Campanatti and Sandra Mari Kaneko-Marques analyze not only the concept of plausibility but also present reports of teaching and learning experiences in English for Academic Purposes (IFA) courses in a Distance Education (EaD) environment. Thus, the article brings an important and current theme for the teaching and learning of languages based on the use of online tools and/or platforms, pointing out possible difficulties and obstacles for the execution of an IFA course in EaD, as well as ways to try to overcome them, aiming at the optimization of digital technologies for the teaching of foreign languages and revitalizing the role of the language teacher in this process.

Taking as a starting point the fact that today we have a new understanding of reading and writing from the concept of literacy and its implications for knowledge and, in a broader sense for education, it is essential to expand the possibilities of multiliteracies in contexts where information and communication technologies can facilitate the teaching and learning of a foreign language or the acquisition of a language. From this perspective, Yuri Miguel Macedo, in the paper that deals with the multimodal teachings for teaching Portuguese to deaf, presents a very interesting pedagogical proposal, combining music, images, gestures and writing to develop the communicative capacity of deaf subjects, enabling interaction, dialogue and acquisition of the Portuguese language, from the creation of spaces for real language production in a bilingual teaching context.

In the same perspective of the paper previously mentioned, the authors Aline Olin Goulart Darde and Lais Oliva Donida deal with the teaching of Portuguese language for deaf, from a case study. The aim of the research is to investigate what are the language uses that are recruited in the context of teaching and learning the Specialized Educational Assistance (AEE) Portuguese Language (LP) for deaf in basic education (Elementary School).

When it comes to foreign language teaching, the choice of the textbook is a very important task, since it may be the only sample in the target language that the student will

have access to learn a LE. The paper by *Ciro Leandro Costa da Fonsêca* analyzes how discourse is constructed in a high school textbook, revealing what variety the student will have access to. In this case, it will be predominantly the standard cultured norm of British and American English, compromising, according to the author, the knowledge of the linguistic and cultural variety of the English language in the world.

Considering the relevant role that beliefs play in the learning of a foreign language, revealing the vision and attitude that learners have about the process of learning a foreign language, *Flávius Almeida dos Anjos* presents a research on the intrinsic relationship between attitudes and beliefs through a qualitative study with the participation of 91 Brazilian students graduating from a university and studying English, according to the author, “compulsorily”.

Closing this issue, we have the work of the authors *Mesaque Silva Correia*, *Neuton Alves Araújo*, *Paulo Renzo Guimarães Junior*, presenting a paper that seeks to analyze the significations that high school students from a public school in *Amapá*, located on the border Brazil/French Guinea, can produce on the teaching of the French language in cross-border communication, taking as theoretical-methodological assumptions the *Historical-Cultural Theory/Activity Theory*. And the work of the author *Marta Rochelly Ribeiro Gondinho* that brings reflections, from *Roger Chartier*, about the history of reading and its readers and how teachers contribute to the formation of the reader.

We hope that reading of the papers mentioned above can contribute to the development of future research on the teaching and learning of modern foreign languages that cross several areas of knowledge such as *Linguistics*, *Literature*, *Applied Linguistics*, *Education*, among others.

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Have a nice reading!