

**BEYOND THE URAL MOUNTAINS: AN OVERVIEW OF THE ARTICLES OF  
THE ENTRELÍNGUAS JOURNAL**

**PARA ALÉM DOS MONTES URAIS: UM PANORAMA DOS ARTIGOS DA  
REVISTA ENTRELÍNGUAS**

**MÁS ALLÁ DE LAS MONTAÑAS URALIANAS: UNA VISIÓN GENERAL DE  
LOS ARTÍCULOS DE LA REVISTA ENTRELÍNGUAS**

José Anderson SANTOS CRUZ<sup>1</sup>  
Rosangela Sanches da SILVEIRA GILENO<sup>2</sup>  
Sandra Mari KANEKO MARQUES<sup>3</sup>  
Caio Augusto Martins FURTADO<sup>4</sup>  
Alexander Vinícius LEITE DA SILVA<sup>5</sup>

Inserted in a postmodern sociocultural context, increasingly multipolar and crossed by idiosyncrasies, EntreLínguas journal proposed to gather articles in this edition that would have studies about Russian Literary Studies and Linguistics, aiming to expand the repertoire of those who are somehow interested in the area. Thus, it was of vital interest to include different voices from the academic environment to reflect on topics of outstanding relevance and that elucidate the diversity of the field regarding the discussions discussed here. Moreover, it should be emphasized the role that such scientific productions play in the education of teachers (both initial and continued), since they constitute an active significant in the process of building new knowledge, which,

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<sup>1</sup> São Paulo State University (UNESP), Araraquara – SP – Brazil. Doctorate from the Graduate Program in School Education. Deputy and Executive Editor. Technical Advisor for Education journals. Prof. Advisor PECEGE - MBA/USP ESALQ. Editor of Editora Ibero-Americana de Educação. ORCID: <https://orcid.org/0000-0001-5223-8078>. E-mail: andersoncruz.unesp@gmail.com

<sup>2</sup> São Paulo State University (UNESP), Araraquara – SP – Brazil. Professor in the Department of Education. Doctorate in Languages (UNESP). ORCID: <https://orcid.org/0000-0002-9994-5009>. E-mail: rosangela.gileno@unesp.br

<sup>3</sup> São Paulo State University (UNESP), Araraquara – SP – Brazil. Assistant Professor and Coordinator of the Center for Languages and Teacher Development (CLDP). Doctorate in Linguistic Studies (UNESP). ORCID: <https://orcid.org/0000-0002-4755-5375>. E-mail: sandra.kaneko@unesp.br

<sup>4</sup> São Paulo State University (UNESP), Assis – SP – Brasil. Undergraduate in Languages with a qualification in Portuguese and English and their respective literatures. ORCID: <https://orcid.org/0000-0002-1171-7192>. E-mail: caio.martins@unesp.br

<sup>5</sup> Centro Universitário Sagrado Coração (UNISAGRADO), Bauru – SP – Brazil. Undergraduate student in Languages. Assistant Editor of Editora Ibero-Americana de Educação. ORCID: <https://orcid.org/0000-0002-4672-8799>. E-mail: alexandervinicius@editoraiberoamericana.com

consequently, contributes to the deconstruction of generalizations and simplifications that may have once been established in these subjects.

Thus, between the articles reunited by *EntreLínguas* journal, there are works of researchers from the following universities: Volga State University of Technology (VSUT); Armavir State Pedagogical University; North-Caucasian Federal University; Kashmar Higher Education Institute; University of Tehran; Karaganda Technical University; Kalmyk State University; Buryat State University; Mongolian State University; Plekhanov Russian University of Economics; Moscow Psychological and Social University; Linguistic University of Nizhny Novgorod; Amnosov North-Eastern University; Moscow State Linguistic University; Peoples' Friendship University of Russia; National Research University; Kazan University; Russian State Social University; Chechen State University; Kozma Minin Nizhny Novgorod State Pedagogical University; Vitebsk State University; Belgorod National Research University; Northern (Arctic) State Technological University; Moscow Polytechnical University; Russian University of Transport; Perm State National Research University; Vyatka State University; Tver State University; Reshetnev Siberian State University of Science and Technology; K.G. Razumovsky Moscow State University of Technologies and Management; Adygh State University; Dagestan State University; Russian State University of Tourism and Service; Omsk State Technical University; National Research Ogarev Mordovia State University; Perm State University; Perm National Research Polytechnic University; Baku Slavic University; Islamic Azad University; University of Mohaghegh Ardabili; Kyung Hee University; Moscow International University; South Ural State Humanitarian Pedagogical University; Ural State University of Physical Culture; Kazan Federal University; Kazan Agrarian University; Moscow Aviation Institute; Research Institute of the Federal Penitentiary Service of Russia; Zaporizhzhia National University; Dnipro State Agrarian and Economic University; Taras Shevchenko National University of Kyiv; National Pedagogical Dragomanov University; Sumy Regional Institute of Postgraduate Pedagogical Education; Izmail State University of Humanities; e National University of Life and Environmental Sciences of Ukraine.

Next, I briefly comment on the articles gathered in this volume, underlining aspects that caught my attention at the time of reading and with the intention of inciting the same curiosity that had sharpened me in the possible readers who will access such reflections. I start by *Crisis in the modernist period: Dmitry Merezhkovsky's interpretation*, an article that opens the reflections of this edition, in which the authors

approach, with outstanding philosophical framework, the perspective of the Russian symbolist with regard to his interpretations of the concept of crisis and how it describes the state of modern industrial society. This elaboration conspicuously links Merezhkovsky's formulations to Viktor Frankl's existential vacuum and to the stun of Friedrich Nietzsche's mind, as well as expose his analyses of the social, religious and psychological roots of the moral and spiritual crisis. The *Effect of core working memory training on consecutive interpreting*, in turn, examine the effect of working memory training (TM) for the development of consecutive interpretation. With a paired sample t-test, the results obtained pointed, among other things, to a significant performance on the precision scale, while the quality and delivery of the target language were of little effectiveness.

In the following article, entitled *Personalized learning reliability of tell me more: a dynamic approach*, author Maria Shobeiry qualitatively analyzed the activities, classes and workshops of the Tell Me More (TMM) learning software, which provides the study of English, Spanish, French, Italian, German, Dutch, Chinese, Japanese and Arabic languages. With a robust literature review, in which she discusses the learning of English as a Foreign Language and English as a Second Language for Malaysian students, as well as on the effectiveness of learning with the use of customized platforms, Shobeiry concludes that, partly the practicality and motivation generated by the TMM, the need for an initial leveling test and a constant dynamic assessment during the teaching process is urgent. Further, in *Semantic features of architectural eponymic terms*, the authors from the Technical University of Karaganda, studied the formation and characteristics of the eponymic terms – defined here as the words in which a proper name is the component – using a diachronic analysis. Leichik's (2009, p. 75) definition of eponymic terms is also used, which sees them as: *terms whose structural elements are proper names that denote the authors of objects, phenomena, corresponding units of measure or are attributed in honor of famous scientific and cultural figures (commemorative terms)* (our translation).

The following study, called *Comparative research into the landscape vocabulary in the Mongolian languages from the perspective of language contacts*, is part of the approximations between the Oirats language and the Kalmyk language and how they relate to Mongolian landscapes from their vocabulary terms. This investigation establishes an important dialogue with the works of Rassadin (2015) and Rassadin & Trofimova (2010) on the lexicon of the inanimate nature. In their way, the authors of *Features of phonetic terms for morphological processes* start from consistent analysis

of scientific and methodological literature to constitute knowledge related to morphological processes and to understand the disputes within the field that have them as an object of research. In this act, they recognize, above all, the multiplicity of views in modern linguistics when thinking about morphological phenomena in language.

The very title of *Problematic field of communicative practices under globalization: linguistic aspect* (emphasis added) elucidates the root of the discussion constructed in the article, since it is willing to understand the contemporary processes of communication in a scenario in which the speed of information and the dynamicity of interactions are the guiding lines of this debate in the second decade of the 21st century. Thus, the process of globalization, information technologies and ethnocultural codes appear interlinked in the discussion of the results, which proposes to understand, furthermore, how these reflect (and refract) the social ties between individuals. Later, in the article by Yulia Khazankovich, the author proposes to analyze the non-Russian view on the stylistic aspect of the literatures Chukchi, Nivkh and Evenki, cultural productions elaborated by indigenous peoples of the Russian Arctic. Due to the bilingualism of these communities, the historiography of indigenous prose, according to the researcher, did not hold on to these texts, therefore, from a phenomenological and typological approach, some of the works of prosers and poets from Northern Russia are analyzed.

*Precedent phenomena of the contemporary Russian and Spanish mass media as cognitive structures of a linguistic identity* constitute an inventory of the means of expression of precedence by linguistic identity, conducts a study on the previous units in media texts and attempt to model a cognitive mechanism of text interpretation based on these units. This article highlights table 1, which presents a cognitive-semiotic PN model for understanding the figure of Don Quixote in Spanish, Italian and Russian. information and communication technologies (TICs) acquire centrality in the discussion built by Irina Korotaeva and Daria Kapustina in *Features of the educational process organization in foreign language classes with students of non-linguistic specialties when switching to distance learning*, which deals with fundamentally contemporary problems of a society in a pandemic context (and now, post-pandemic). Here, among other things, teachers were asked about the quality of classes in remote systems and the results are important for all who want to understand the possible directions that the educational field can chart in the coming decades.

Still speaking of the relationship between education and digital technologies *The impact of MOOC aggregators on the development of language education* constitutes

relevant systematization of language teaching mechanisms and platforms, with their functionalities and obstacles properly catalogued. In conclusion, the authors state that, despite the diversity of these systems, none proved to be ideal and capable of offering all the necessary conditions for a MOOLC. *The development of intercultural communicative competence of future translators studying German after English*, in its own way, contributes to studies on multilingualism and pluriculturalism, with significant notes on the learning of a second foreign language, to the importance of the interaction of students and native speakers, to the role of motivation of students by specific strategies, and so on. Thus, the conclusions express the relevance of establishing appropriate pedagogical conditions for the development of communicative competence.

The search for national specificities in Russian education programs is the core of the text *National-regional component in concept of open education courses on Russian as foreign language*, which makes use of the model of Bersegyan & Shchukin (2018) to verify aspects such as linguistic, regional studies, pragmatic, aesthetic, among others. In its own way, *Female names on the geographical map of the Sakha republic (Yakutia)* seeks to investigate the recurrences of oconions in this geographical region, but as the authors point out, the presence of these terms is scarce and this fact derives from the social inequality of females in relation to males. The fifteenth article, *Teaching reading and listening in Russian as a foreign language (A1-B1) classes using digital technology*, signed by Anna Ivanova, Maria Lontskaya and Inna Pakhomova resumes the binomial teaching and technology, from the perspective of ICTs, to understand how specific exercises of reading and listening skills are structured in the public from A1 to B1, classification in line with the Common European Framework of Reference for Languages (CEFR). For the authors, reading is defined as the main means of teaching other types of discourse activities, such as writing and speech, which, according to them, justifies the option for the communicative approach in the reflections constructed.

The text *Taboo in traditional linguistic cultures (based on the Yakut language and Russian old-time dialects of Yakutia)* is of outstanding relevance and its authors have proposed to understand how semantic fields of themes such as "disease" and "death" in the aforementioned language and dialects are articulated. Lucido the force of euphemism, a figure of language used with the aim of softening what is intended to say, in the article, as well as the perception of social organization and customs of a given culture in the process of crystallization of a taboo. Still about this article, I recognized similarities and allow myself to draw a parallel with my experience in the interior of São Paulo, Brazil,

in which people of the elderly, by fear or any other circumstances, deprive themselves of pronouncing certain words, such as "cancer"; "devil"; "hell"; "death", among many others. Next, Valeria Kuleshova, *The analysis of concepts in a terminology: a case study of Russian and English terms in the field of photonic crystals*, meticulously analyzes the concept of the terminology "photonic crystal" and the correlations established in the field with various thematic groups. With the study, we can see the influence of other sciences, such as quantum physics, nanotechnology and microelectronics in the consolidation of the term.

*Interrogative in the humanities and linguistics: the epistemology of research* aimed to identify semiotic links between the interrogative and linguistic thinking of Russian and French speakers. The framework of the study is worth mentioning, since it mobilizes concepts of Ferdinand de Saussure and V. Gak for the general problems of language and communication theory; by Y. Kristeva and Karasik for discursive studies; and of S. Fomina and L. Foulet, among others for the correlations between interrogative thinking and language. Therefore, the article recognizes the avant-garde character of the epistemological paradigm of the study of the interrogator in Russia and in other countries. Further, *Linguistic representation of the notion "migrant children" in naive consciousness of native Russian speakers* is the gear that turns the article by Shustova *et al* which, through a free association experiment, seeks to understand the representations in a universe of 148 volunteers aged 18 to 49, residents of Russian cities. As a result, three micro-fields were constituted, being: 1) Those who came from another country; 2) Emotions, feelings, evaluations; and 3) Realities of life, which point to coherent and typically structured images of the proposed concept of "migrant children" in the minds of Russians.

Of admittedly colloquial language, the textual genre *pobyvalshchina*, which we can associate with a ballad in prose and with strong link with orality, guarded by the specificities, is a substantial component of the following article, *Genre features and linguistic specificity of folklore works in the Tobolsk Irtysh Land (Russia)*, whose intent is to recognize characteristics of the genre in folklore works in a region of Russia known as Tobolsk Irtysh Land. As a result, the authors suggest the correction and supplementation of the conceptual apparatus of classical folk studies, since, according to them, there is a distancing from a deliberate desire to isolate this form of non-fictional text. Then, the authors of the article *On the acoustic structure and the phonological status of diphthongs in German island dialectics (on the example of the settlements of Sozimsky*

and Chernigovsky in the Kirov region) were willing to study the phonemic status of the diphthongs of the German island dialects spoken in Kirov. Scientific research described sound systems based on articulation, acoustics, perception and functioning of sounds and thus distinguished nine diphthongs from the oral resonator, being: *iě, uə, ui, ɛa, əi, əu, hi, or e ai*.

Wang QI signs the text *Idioms with component-phytonym semantics specification in Chinese and English language*, which focuses on semantic and structural traces of the phraseological units endorsed with phytomymic component. From a systematic approach to interdisciplinary analysis and taking into account the cultural linguistic aspect of Chinese and English, the article presented a careful study on terms of the universe of plants and idiomatic expressions that contemplated them, in the manner of the phrase: *All oak and iron bound*, of the English language. Therefore, I quote QI (2021, p. 10) to concatenate what, in my view, best represents your article:

The language of the people reflects not only the image of the world. Language is a repository of knowledge about the culture of a people. Language and culture are closely related. [...] While studying semantic expressions, a researcher has access to people's culture and vice versa: to understand an idiomatic expression properly, we have to know their cultural formation.

As Domingos Fernandes (2005) underlines when reflecting on learning assessments,

There are renewed conceptions of the curriculum, learning and evaluation that have developed with particular expression in the last 30 years and which, for reasons of various order, it has not yet been possible to materialize in general is that in schools and classrooms. Our efforts in the coming years must go towards this necessary, desirable and, I would say, essential implementation of other teaching and evaluation practices that make education systems more democratic and more appropriate to the demands of today's societies and to the legitimate aspirations, needs and rights of children and young people.

In this sense, articles such as that of Panikarova *et al*, *The influence of formative assessment of students' academic achievements on increasing their motivation to study at university*, have a particularly meritorious place. This, for example, underforces to relate, in a causal link, the high-level formative assessment and the motivation of students in learning a new language. As methodology, the authors chose the following: experiment, observation, modeling, questioning, interview, test and statistics. Thus, they constituted experimental and control groups with the intention to achieve their intentions. Thus, as demonstrated in analysis after the tests applied in the respective groups, it was

noted that the type of evaluation that is used in the teaching of a foreign language directly affects the level of achievement of the students regarding the knowledge constructed.

Then, in the article by Tatyana Zamiralova *et al*, *Correlation of the concepts "educational" and "intellectual" tourism: main similarities and differences*, the authors intended to highlight terminologies and their constituent elements, besides discussing the influences exerted by ICTs, globalization and educational programs in these so-called "intelligent" tourism movements. They conclude, then, that the terms refer to different concepts, even though there are specific approximations. Later, Victor Shigurov, in his text *Word form "pravda" in periphery of nouns: indexing of first modalization stage*, proposed to study the transitivity zone of the aforementioned term, with a methodological framework guided by Babaitseva (2000); Bally (1955); Bauder (1985); Migirin (1971); among others. The method of analysis and oppositional indexing was also used in the research. From the calculations obtained, the analysis shows that, according to the author (SHIGUROV, 2021 p. 12),

[...] the degree of modalization of the peripheral nouns of *the pravda* type is characterized by the proportion in its structure of the differential characteristics of the nuclear noun *pravda* and the parenthetic-modal conjunction nuclear substantive *pravda*. *It was found that in the peripheral area of the nouns, the word pravda (Pravda, chto ego tam ne bylo [It is true that he was not there]) reveals a combination of 67 % with the nuclear noun pravda (Pravda glaza kolet [The truth is hard to swallow]) and a combination of 17 % with the convening parenthetic-nuclear denominational-modal pravda (On znaet o svoikh oshibkakh, pravda, ne khochet priznavatsya v nikh [He knows about his mistakes, though, he does not want to admit them]).*

*Oxymoron as a translation tool and a form of cultural translation (on the example of silver age poetry)* is the next article, in which Zhuk *et al* analyze aspects of the translation of poems by Marina Tsvetaeva, Igor Severyanin, Aleksandr Blok, Anna Akhmátova and Nikolay Gumilyov, writers whose works were consolidated as outstanding representatives of Russian poetry in the universal canon. In the results of the analysis performed, the researchers note that oxymoron is not present in the poetic text as a mere stylistic device, but fulfills a special poetic function, capable of joining semantically opposite terms. When dealing with the consequences of the translation of poems, the article emphasizes the changes in the paradigmatic and syntagmatic axes that can (and certainly will) occur. Then, the next article, in turn, deals with the functioning of emotional causators in semantic complexes categories, observing the interaction between the categories of elements of different levels of the language system in speech. The authors then carry out this study in the light of the functional approach and functional



grammar, with the methodology based on the study of emotion and the aforementioned functional linguistics. Thus, I quote *ipsis litteris* excerpt from the article for a description of the conclusions obtained:

It is safe to say that all functional characteristics of the categorical emotional-causal semantic complex are associated with the emotional component. It is the emotions that are inextricably linked to the categories of intensity, evaluation and expressiveness both at the deep level and at the surface level, which we observed in the subcomplexes analyzed. This allows us to argue that the study of emotional causators should become an important part of emotion linguistics (BABENKO *et al.*, 2021, p. 12).

Starting from free associative experiments with Russian and German speakers, the authors of *Perception of education as a value: socio-psychological interpretation of data from a comparative associative experiment carried out in Russia and Germany* constituted an important inventory of reactions of different orders to the concepts presented to the interviewees of the study. The terms presented had education as value and, from the answers, served to establish the fields and better understand positive, negative and indifferent reactions. From the analysis, four types of meanings were categorized: conceptual, emotional, evaluation and operational.

In *About the role of metaphors and idioms in the formation of Azerbaijani aphorisms*, Fatima Valiyeva seeks to understand the use of metaphors and idiomatic expressions, as well as their essence, since, according to the author, these elements of language occupy an important place in the formation of azerbaijani language aphorisms. The article then identifies the greater presence of idiomatic expressions in literary language and, through excerpts, seeks to exemplify, describe and analyze these recurrences. The article by Ahmadour *et al.*, *theoretical analysis of self-regulation on EFL learners' motivation for speaking based on transformative approach*, investigates the impact of the instructional approach transforming the teaching of English as a Foreign Language (ILE). For this, 62 participants from a Boukan language school (27 males and 35 females) were selected. The methodology of the study is based on the theory of integrality and the investigation aimed to achieve three objectives: 1) the creation of a new teaching area for the context of ILE; 2) helping students experience a new learning atmosphere; and 3) helping students develop a stronger personality in a more challenging speaking environment.

Masnavi, Storytelling, Debate and Persuasion are the key words of *Mawlawi's techniques for persuading the audience in the story of Nakhjiran*, an article that, through

the allegorical narrative of Nakhjiran and the Lion, seeks to identify the strategies of persuasion employed. These would also serve, according to the authors, for the transmission of mystical and religious concepts to the public. In short, the article points to the persuasive function that each character plays in the story and describes how this is done. Next, I note the article *Modern trends in changing the communicative norms of diplomatic discourse*, which skillfully selects headlines and examples of discourses that, in theory, should use diplomatic language, but which, on the contrary, slip into colloquialisms and traces of ordinary dialogues. Among the most emblematic examples are Philippine President Rodrigo Duterte; Samantha Power, U.S. permanent representative to the U.N. Security Council; Donald Trump, former U.S. president; and Kim Jong-un, north Korea's leader. I point out the relevance of the article to the Brazilian public, which can, from the observation of the political reality of the country, identify, describe and analyze the tendencies of escape to diplomatic language in the exhibitions of national leaders, when they do not dispense it entirely in favor of an inflamed and hateful rhetoric.

*Linguistic "purity", morphological borrowings and issues of cross-cultural communication* discuss the relationship between French and English with regard to the level of language loans and how this process catalyzes itself from new information and communication technologies, thus generating two movements: the advocates of change, who want transfers to take place and follow the speed of technology; and the past lovers, who insist on preserving the "pure" lexicon, free of foreignisms. For the latter, it is even worth returning to archaic terms in search of radicals and desinences that can create words and justify a purely Anglo-Saxon or French language. In this article, then, I can clearly identify what the Brazilian theorist Marcos Bagno calls, in his book, *A norma oculta: língua e poder na sociedade brasileira*, of centrifugal forces and centripetal forces of the language, which are constantly at an association to keep the language or to change it.

*Formation of self-control skills in students in the concept of linguistic education* uses the analysis of scientific literature, regulatory and legislative acts in Russia and a pedagogical experiment to understand how the process of training self-control skills in students takes place. The experimental and control groups were composed of students from Russian universities and, from questionnaires, multiple components were identified, such as motivational, cognitive and reflexive, as well as different levels of self-control. From self-control, then, according to the researchers, individuals become more aware of the learning process and more flexible to meet market demands, as well as to increase

their competitiveness. Attentive to the speech acts of common life, the following article, *Communicative situations of typified behavior*, focuses on dialogues between patients and physicians, acquaintances, host and guest, client and agent, among others, to understand possible hierarchical relationships between the speakers. The researchers list the presence of typified roles of interlocutors, typical physical conditions of communication and conventions attributed to typical communication situations. However, it is noted that each situation occurs according to a specific interaction scenario. The analysis of the dialogues proved to be robust, since the authors demonstrate the hierarchical relations clearly.

The *soft skills* applied to the educational context, in turn, are included in the article *Formation of "soft" skills in the university educational space while teaching foreign languages*, in which the authors analyze appropriate methodological approaches in which they can favor the outcrop of these skills. From a reconstruction of the concept of *soft skills*, as opposed to that of hard skills, the article leads us to understand how these ideas land in the educational field. Therefore, it presents the tests and how they were applied, with collected results that point to a discrepancy between "traditional" teaching and the contemporary needs of the 21st century. In the education of the interviewees, according to the text, teachers do not use activities that provide the formation of soft skills; however, they are still attached to dated models whose sole intention is to verify the ability of individuals to memorize and repeat. Thus, for the authors,

the training of soft skills during professionally oriented teaching of foreign languages at the university can give teachers the opportunity to draw students' attention to the role of personal, professional and interpersonal skills for the implementation of effective professional activities (GRIDASOVA *et al*, 2021, p.22).

In the article entitled *Teaching tourist guides foreign languages: finding effective methods*, the authors are related to the issues of the training of the tour guide professional. For this, the methods used were: theoretical stage and empirical stage. In this, conversations with teachers on the subject were held, as well as tests to evaluate the level of training. The groups formed (experimental and control) were composed, respectively, by 46 and 43 people. After a thorough analysis, the study hypothesis was confirmed, thus, it was concluded that *the effective teaching of tour guides in foreign languages provides for a high level of training* (NEDOSUGOVA *et al*, 2021, p. 14).

Starting from the American sitcom *Modern Family*, the article *Examination of the linguistic-cultural characteristics of English based on the analysis of American situational comedies* highlighted the role of humor in learning the English language. With

a group of 50 students, the researchers proposed the study of linguistic-cultural and lexical characteristics from the consumption of the cultural product. Proficiency studies were conducted before and after watching the program and the results indicate that, in the proper proportions, there are changes in learning. Further *Early signs of polyphony in constitutional literature: a case study of carnival elements in Charand Parand by Ali Akbar Dehkhoda* is an article in which the authors use, mostly, Mikhail Bakhtin's concepts of carnivalization and polyphony to analyze a classic Iranian text. To this end, Charand Parand's narrative structure, carnivalization in literature, Charand Parand's critical structure, its carnival elements, the idea of "stupid", the naturalistic style, the common elements with the spoken language and the application of humor are analyzed. The researchers, in this way, illustrate with this work the cultural richness derived from the constitutional period of Iran and recognize the Bakhtinian concepts present in literary production.

In the following article, Pakhomova *et al* analyze the use of digital educational programs in teacher education and highlight the need for new approaches in order to improve the teaching process. The authors survey programs aimed at future teachers and score, after an examination of these platforms, their advantages and disadvantages. *The use of educational computer programs in the training of foreign language teachers for speech activity* is the following article, whose objective is to research the use of interactive forms and methods of reading approach to improve the cognitive abilities of students. Among these, the sintopic reading gains special attention, being described throughout the text, with its steps and its possible results. After an experimental study, the conclusions point to the effectiveness of the tool, especially in the development of critical thinking and reading competence.

The penultimate article, *Discursive learning of students in terms of polytasking: retrospective analysis*, presents the use of the model of hypothetical trajectories of discursive learning taking into account the fundamentals of polytasking. After theoretical analysis and execution of the model, the authors recognize the need to exchange so-called "traditional" forms for bolder ones, taking into account the notion of polytasking, given the contemporary context of productivity and speed of capitalism. There is also an indication that active methods of discursive learning improve the education of students, however, researchers understand the non-exhaustion of the theme in this single article. Finally, the last article of *EntreLinguas* journal, *National images of the world: verbal and visual components of the linguistic consciousness of the Chinese and Russians (on the*

*example of the concept “holiday”*), is a drawing experiment from the concept "holiday". As a consequence of associations, terms that constitute a semantic field related to the theme addressed are raised. With core and periphery models, these relationships are established more clearly and the results of the studies confirm the hypothesis that different nationalities have similarities in thematic groups.

In summary, the EntreLínguas journal brings, in this edition, a series of articles that touch different spheres of the studies of Letters and Linguistics, which will certainly contribute to the expansion of the possibilities of those who access these texts, with regard to the knowledge of new scientific productions and the creation of intellectual links with scientists of the most diverse cultural origins, social, historical, political, ideological and ethnic. Thus, although briefly, this presentation sought to constitute an overview of what the reader may find in this edition, however, it is worth emphasizing the need to access the articles in full to fully understand the hard work of these researchers and the results to which they arrived.

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