Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

SUGESTÕES BIBLIOGRÁFICAS PARA A SELEÇÃO AO MESTRADO
em Inglês: Estudos Linguísticos e Literários
Ingresso 2014.1

I. PROVA DE ESTUDOS LINGUÍSTICOS

Akmajian, A.; Demers, R.A.; Farmer, A.K.; Harnish, R.M. (2001). Linguistics: An introduction to language and communication, 4th ed. ou edição mais recente. The MIT Press.

Burns, A. (2001). Analysing spoken discourse: Implications for TESOL. In A. Burns & C. Coffin (Eds.), Analysing English in a global context (pp. 123-148). London: Routledge/The Open University/Macquarie University.

Carrell, P., Devine, J., & Eskey, D.E. (Eds.) (1988/1998). Interactive approaches to second language reading. New York: Cambridge University Press.

Ellis, R. (2008). The study of second language acquisition. 2nd ed. Cambridge: Cambridge University Press.

Martin, J. (2001). Language, register and genre. In: A. Burns & C. Coffin (Eds.). Analysing English in a global context: a reader (pp. 149-166). London: Routledge/Macquarie University/Open University.

Ortega, L. (2009). Understanding second language acquisition. London: Hodder.

Ravelli, L. (2000). Getting started with functional analysis of texts. In L. Unsworth (Ed.), Researching language in schools and communities (pp. 27-64). London and Washington: Cassell.

Wood, L. A., & Kroger, R. O. (2000). Doing discourse analysis: Methods for studying action in talk and text. (Chapter 2 Varieties of Discourse Analysis, pp. 18-33). Thousand Oaks, London, New Delhi: Sage.

II. PROVA DE ESTUDOS LITERÁRIOS

Belsey, C. (1980) Critical Practice. London and New York: Methuen.

Brooks, C. & Warren, R.P. (1944) Understanding Fiction. Grofts.

Brooks, C. & Warren, R.P. (1960) Understanding Poetry. Rinehart & Winston.

Hutcheon, Linda. The Politics of Postmodernism. London: Routledge, 1989.

Lentricchia, Frank et alii. (Eds.). Critical Terms for Literary Studies. Chicago: University of Chicago Press, 1990.

Scholes, Robert et alii. (Eds.). Elements of Literature: Essay, fiction, drama and film. Oxford: Oxford University Press, 1986.

Weedon, Chris. Feminist Practice and Poststructuralist Theory. Oxford: Basil Blackwell, 1987.

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

Esta é apenas uma lista de sugestões. Não encontrando as obras listadas acima, o/a candidato/a deverá consultar outras obras de introdução aos estudos linguísticos e literários.

ATENÇÃO: Lembramos que todos/as deverão realizar as duas provas escritas, independentemente da linha de pesquisa a que se candidatam.

III. SUGESTÕES BIBLIOGRÁFICAS PARA EXECUÇÃO DO PRÉ-PROJETO

ESTUDOS LINGUÍSTICOS

Profª Drª Adriana de Carvalho Küerten Dellagnelo

Dellagnelo, A.K. (2007). Investigating teacher discourse: external aids to internal perspectives. *Signum*, 10 (2), 9-26.

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32, 397-417.

Freire, M. Abrahão, M.H.; A.M. Barcelos (Eds.) (2005). *Lingüística Aplicada e contemporaneidade*. SP: Pontes.

Johnson, K. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40, 235-257.

Johnson, K. E., & Golombek, P. R. (2003). "Seeing" teacher learning. *TESOL Quarterly*, 37, 729-738.

Profª Drª Débora de Carvalho Figueiredo

Caldas-Coulthard, C.R.; Figueiredo, D.C. (Orgs.) (2004) *Linguagem em (Dis)curso*: Análise crítica do discurso – Perspectivas textuais e discursivas, v. 4, no. especial.

Caldas-Coulthard, C.R.; Coulthard, M. (Eds.) (1996) *Texts and practices*: Readings in critical discourse analysis. London: Routledge.

Cameron, D. Introduction: Why is language a feminist issue. In: Cameron, D. (Ed.) *The feminist critique of language*: A reader. London/New York: Routledge, 1990.

Coulthard, M; Johnson, A. (Eds) (2010) *The Routledge Handbook of Forensic Linguistics*. London: Routledge.

Cotterill, J. (Ed.) (2002) *Language in the Legal Process*. London: Palgrave.

Chouliaraki, L.; Fairclough, N. (1999) *Discourse in late modernity*. Edinburgh: Edinburgh UP.

Eggins, S. (2004) *An introduction to systemic functional linguistics*. London/New York: Continuum.

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

Fairclough, N. (2003) *Analysing discourse: textual analysis for social research*. London: Routledge.

Fairclough, N. (2006) *Language and globalization*. London: Routledge.

Profª Drª Carmen Rosa Caldas-Coulthard

Caldas-Coulthard, C.R. (1997) *News As Social Practice: A Study in Critical Discourse Analysis*. Florianópolis: PGI/UFSC.

Caldas-Coulthard, C. R e L. Cabral, L. (2008) *Desvendando o Discurso*. Florianópolis: EDUFSC.

Caldas-Coulthard, C.R. e Coulthard, M. (eds.) (1996) *Texts and Practices: Readings in Critical Discourse Analysis*. London: Routledge.

Halliday, M. A. K. 1978. *Language as Social Semiotic*. London: E. Arnold.

Machin, David. (2007) *Introduction to Multimodal Analysis*. London: Arnold.

Prof. Dr. Celso Tumolo (Testes)

Alderson, J.C. (1996). The testing of reading. In C. Nuttall (1996). *Teaching reading skills in a foreign language* (new edition). Oxford: Macmillan Education.

Alderson, J.C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.

Bachman, L. & Palmer, A. (1996). *Language testing in practice*. Oxford: Oxford University Press.

Hughes, A. (2003). *Testing for language teachers*. 2nd ed. Cambridge: Cambridge University Press.

Tumolo, C.H.S. (2005). Assessment of reading in English as a foreign language: investigating the defensibility of test items. (Unpublished doctoral dissertation). Universidade Federal de Santa Catarina, Florianópolis, SC.

Prof. Dr. Celso Tumolo (Tecnologia)

Behar, P. A. (Ed.). (2009). *Modelos Pedagógicos em Educação a Distância*. Porto Alegre: Artmed.

Bull, G. L., & Lynn B. (Eds.). (2010). *Teaching with Digital Video*. United States of America: International Society for Technology in Education.

Chapelle, C. & Jamieson, J. (2008). *Tips for Teaching with CALL: Practical approaches to computer-assited language learning*. White Plains, NY: Pearson Education, Inc.

Mill, D., Ribeiro, L., & De Oliveira, M. (Eds.). (2010). *Polidocência na educação a distância*. São Carlos: EdUFSCar.

Palloff, R. M., Pratt, K. (2004). *O aluno virtual: um guia para trabalhar com estudantes on-line*. Porto Alegre: Artmed.

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

Profª Drª Lêda Maria Braga Tomitch

Aebersold, J.A. & Field, M.L. (1997). *From reader to reading teacher*. New York: Cambridge University Press.

Carrell, P., Devine, J., & Eskey, D.E. (Eds.) (1998). *Interactive approaches to second language reading.* New York: Cambridge University Press.

Davies, F. (1995) *Introducing reading*. London: Penguin.

IJES, Vol 9, No 2 (2009) Approaches to English as a Foreign Language Reading Comprehension: Research and Pedagogy. Available at http://revistas.um.es/ijes/issue/view/7761.

Profª Drª Mailce Borges Mota

Ullman, M.T. (2001a). The neural basis of lexicon and grammar in first and second language: the declarative/procedural model. *Bilingualism: Language and Cognition*, 4(1), 105-122.

Ullman, M.T. (2001b). A neurocognitive perspective on language: The declarative/ procedural model. *Nature Reviews Neuroscience*, 2, 717-726.

Ullman, M.T. (2005). A cognitive neuroscience perspective on second language acquisition: The declarative/procedural model. In C. Sanz (Ed.), *Mind and Context in Adult Second Language Acquisition: Methods, Theory and Practice* (pp. 141-178). Washington, DC: Georgetown University Press. Disponível em http://brainlang.georgetown.edu/publications_by_year.htm

Weissheimer, J. & Mota, M.B. (2009). Individual differences in working memory capacity and the development of L2 speech production. *Issues in Applied Linguistics*, 17, 2, 93-112. Disponível em http://escholarship.org/uc/appling_ial?volume=17;issue=2

Revista Ilha do Desterro, 60, 2011 [Número especial sobre aquisição de L2]. Disponível em http://www.periodicos.ufsc.br/index.php/desterro/issue/view/1714/showToc

Prof. Dr. Marcos Morgado

Barker, C. & Galasinski, D. (2001). *Cultural Studies and Discourse Analysis: A Dialogue on language and Identity*. London: Sage.

Fairclough, N. (2003). *Analysing Discourse: Textual analysis for social research*. London: Routledge.

van Leeuwen, T. (1996). The representation of social actors. In: Caldas-Coulthard, C.R. & Coulthard, M. (eds.) *Texts and Practices: Readings in Critical Discourse Analysis*. London: Routledge, pp. 32-70.

Wodak, R. & Meyer, M. (2001). *Methods of Critical Discourse Analysis.* London: Sage, pp. 95-120.

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

Profª Drª Maria Ester W. Moritz

Bazerman, C. Genre as social action. In Gee, J. & Handford, M. (Eds.). *The Routledge Handbook of Discourse Analysis.* Routledge Taylor and Francis Group, 2011.

Eggins, S. An overview of systemic functional linguistics. In S. Eggins *An introduction to systemic functional linguistics*. 2nd edition. London: Continuum, 2004. (chapter on genre)

Marcuschi, L.A. Gêneros textuais: definição e funcionalidade. In: Dinosio, A. P., Machado, A. R., Bezerra, M. A. (Orgs.). *Gêneros textuais & ensino*. Rio de Janeiro: Lucerna, 2002.

Meurer, J.L.; Bonini, Adair; Motta-Roth (orgs.). *Gêneros: teorias, métodos, debates.* Rio de Janeiro: Lucerna, 2005.

Miller, C. R. Genre as social action. *Quarterly Journal of Speech.* 70: 151-167, 1984.

Swales, J. M.*English in academic and research settings***.** Cambridge, Cambridge: University Press, 1990. (especialmente os capítulos *Genre analysis – setting the scene* e *The concept of genre*)

Profª Drª Raquel D'Ely

Ellis, Rod. (2008). *The study of second language acquisition*. Oxford: Oxford University Press, second edition.

Ellis, Rod. (2005). Planning and Task performance in a second language. (Ed). *Language learning and language teaching.* Vol.11. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Ellis, Rod. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Dörnyei, Zoltán. (2005). *The psychology of the language learner: individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Skehan, Peter. (1998). *A Cognitive Approach to* Language *Learning*. Oxford: Oxford University Press.

Profª Drª Roberta Pires de Oliveira

Slabakova,Roumyana (2010). Semantic Theory and Second Language Acquisition. *The Annual Review of Applied Linguistics*, 30, 249–265. Cambridge University Press.

http://www.uiowa.edu/~linguist/faculty/slabakova/personal/Publications/aral_13_Semantic_Theory.pdf

Ionin, Tania, Silvina Montrul, Hélade Santos An experimental investigation of the expression of genericity in English, Spanish and Brazilian Portuguese. *Lingua* 121 (2011) 963–985.

White, Lydia *Universal Grammar in Second Language Acquisition: the nature of interlanguage representation*. Manuscrito.

http://nflrc.hawaii.edu/networks/nw09/white.pdf

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

Chierchia, Gennaro & Sally McConnell-Ginet. (2000). *Meaning and Grammar: an introduction to Semantics*. MIT Press.

Profª Drª Rosane Silveira

Celce-Murcia, M., Brinton D.M., Goodwin, J.M. & Griner, B. (2010). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages.* New York, NY, CUP.

Derwing, T. M. & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. T*ESOL Quarterly, 39*, 379-397.

Moyer, A. (2011). An Investigation of Experience in L2 Phonology: Does Quality Matter More than Quantity? *The Canadian Modern Language Review*, 67(2), 191-216.

Munro, M.J. & Derwing, T.M. (2008). Segmental acquisition in adult ESL learners: A longitudinal study of vowel production. *Language Learning, 58,* 479-502.

Rauber, A. S.; Watkins, M. A., Silveira, R.; Koerich, R. D. *The acquisition of second language speech: Studies in honor of Professor Barbara O. Baptista*. Florianópolis: Insular, 2010.

Silveira, R., Baptista, B. O. & Koerich, R. D. (2008). R*evista Ilha do Desterro*, 55. http://www.periodicos.ufsc.br/index.php/desterro/issue/view/1369

Profª Drª Viviane Maria Heberle

Caldas-Coulthard, C. R., & Figueiredo, D. d. C. (2004). Análise crítica do discurso. *Linguagem em Discurso, 4* (especial).

Caldas-Coulthard, C. R., & Iedema, R. (Eds.). (2008). *Identity trouble: Critical discourse and contested identities*. London/New York: Palgrave.

Fairclough, N. (2003). *Analysing discourse : textual analysis for social research*. London ; New York: Routledge.

Fairclough, N. (2010). *Critical Discourse Analysis: The critical study of language* (Second ed.). Harlow,UK: Pearson Education Limited.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar* (3rd ed.). London: Arnold.

Heberle, V. M. (2005). Gêneros e identidades no ciberespaço. In S. B. Funck & N. Widholzer (Eds.), *Gênero em discursos da mídia* (pp. 303-328). Florianópolis; Santa Cruz do Sul: Editora Mulheres e EDUNISC.

Kress, G. (2010). *Multimodality: A social semiotic aproach to contemporary comunication*. London/New York: Routledge.'

Martin, J. R., Matthiessen, C., & Painter, C. (2010). *Deploying Functional Grammar* (Vol. 1). Beijing: The Commercial Press.

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

ESTUDOS LITERÁRIOS

Profª Drª Anelise Reich Corseuil

Bordwell, David. *Narration in the Fiction Film*. Madison: The University of Wisconsin Press, 1985.

Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. New York: The McGraw-Hill Companies, Inc. (5th ed), 1997.

Burgoyne, Robert. *Film Nation: Hollywood Looks at U.S History*. Minneapolis and London: University of Minnesota Press, 1997.

Burgoyne, Robert. *The Hollywood Historical Film*. Malden, MA: Blackwell Publishing,

Chatman, Seymour. *Coming to Terms: The Rhetoric of Narrative in Fiction and Films*. Ithaca:

Cornell University Press, 1990.

Prof. Dr. José Roberto O'Shea

Counsell, Colin and Laurie Wolf (eds.). *Performance Analysis***. Routledge, 2001.

Dessen, Alan. *Rescripting Shakespeare: The Text, the Director, and Modern Productions.* Cambridge: Cambridge University Press, 2002.

Halio, Jay. *Understanding Shakespeare's Plays in Performance***. Scrivener, 2000.

Kennedy, Dennis*. Looking at Shakespeare***. Second Edition 2000, Cambridge UP, 1993.

Pavis, Patrice. *Analyzing Performance***. Trad. David Williams. U of Michigan P, 2003.

___. *Theatre at the Crossroads of Culture***. Trad. Loren Kruger. Routledge, 1993.

Worthen, W.B. *Shakespeare and the Authority of Performance***. Cambridge, 1997.

Weimann, Robert & Douglas Bruster. Shakespeare and the Power of Performance. Cambridge: Cambridge University Press, 2010.

Profª Drª Magali Sperling Beck

Anzaldua, Gloria. *Borderlands/La Frontera*. 3rd ed. Aunt Lute, 2007.

Ashcroft, Griffiths and Tiffin. *Post-Colonial Studies: The Key Concepts*. London and New York: Routledge, 2000.

Clifford, James. *Routes: Travel and Translation in the Late Twentieth-Century*. Cambridge, MA: Harvard University Press, 1997.

Grice, Helena, Candida Hepworth, Maria Lauret and Martin Padget. *Beginning Ethnic American Literatures*. Manchester: Manchester University Press, 2001.

Hall, Stuart. "Who Needs Identity." In: Stuart Hall and Paul du Gay (eds.). *Questions of Cultural Identity*. London: Sage, 1996. 1-17.

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

Profª Drª Maria Lúcia Milléo Martins

Brand, Dionne. "Whose Gaze, and Who Speaks for Whom." *Bread Out of Stone.* Toronto: Random House of Canada, 1988, 113-131.

Heaney, Seamus. "The Redress of Poetry." *Poetry in Theory: An Anthology 1900-2000.* Ed. Jon Cook. Oxford: Blackwell Publishing Ltd., 2004, 568-573.

Hughes, Langston Hughes. "The Negro Artist and the Racial Mountain." *Poetry in Theory: An Anthology 1900-2000.* Ed. Jon Cook. Oxford: Blackwell Publishing Ltd., 2004, 139-143.

Rich, Adrienne. "Blood, Bread, and Poetry." *Adrienne Rich's Poetry and Prose.* Eds. Barbara C. Gelpi and Albert Gelpi. New York: W. W. Norton & Company, Inc., 1993, 239-252.

Simic, Charles. "Notes on Poetry and History." *The Uncertain Certainty*. Ann Arbor: The University of Michigan Press, 1985, 124-128.

Simic, Charles. "Poetry and History." The Metaphysician in the Dark. Ann Arbor: The University of Michigan Press, 2003, 35-40.

Wah, Fred. *Faking It: Poetics and Hybridity*. Edmonton: NeWest Press, 2000.

Profª Drª Susana Bornéo Funck

Greene, Gayle. *Changing the Story: Feminist Fiction and the Tradition*. Bloomington: Indiana UP, 1991.

Hennessy, Rosemary. *Materialist Feminism and the Politics of Discourse*. New York: Routledge, 1993.

Hutcheon, Linda. *The Politics of Postmodernism*. London: Routledge, 1989.

Weedon, Chris. *Feminism, Theory and the Politics of Difference*. Oxford: Blackwell, 1999.

Weedon, Chris. *Feminist Practice and Poststructuralist Theory*. Oxford: Basil Blackwell, 1987.