

In the News

Participation in the ELF9

By Jeová Araújo Rosa Filho



Participating in the 9th International Conference of English as a Lingua Franca was indeed a remarkable experience. This year, the event was held in Lleida, a charming city in the west of Catalonia, Spain, and I was enchanted by its rich historical and monumental heritage. Lleida is one of the

oldest cities in Catalonia, and the local university, *Universitat de Lleida*, was founded in 1297, which makes it the third oldest in the whole Spain.



ELF9 follows the previous eight conferences in the series, which were held in Helsinki (2008), Southampton (2009), Vienna (2010), Hong Kong (2011), Istanbul (2012), Rome (2013), Athens (2014) and Beijing (2015). This year, the conference was organized by the research group *Cercle de Linguística Aplicada*, whose main task is strongly related to ELF in that it focuses on the study of the roles of multilingualism and transculturality in formal education, often with the English language taking a centre stage function.

For three days, the conference brought together important researchers from the five continents of the world, who discussed central aspects regarding multilingual policies and practices of English as a Lingua Franca in many different contexts through the analysis of corpora, the study of transcultural interaction, and also the pedagogical implications that may be derived from the study of ELF.

In addition, the conference also organized a meeting where PhD students attending the conference could share their thoughts, wishes and hopes about their ongoing work, and ultimately exchange questions and ideas about their research projects.

Representing my research group, REALLC, and in particular prof. Gloria Gil and Mayara Volpato, I presented a paper entitled “English as a Lingua Franca: representations and practices of English learners and teachers in Brazil” which aimed at investigating ELF representations and

practices of 104 learners of different proficiency levels and 8 teachers from the Extracurricular Program of the Federal University of Santa Catarina. Fortunately, this article will soon be published in two different books, one in Portuguese by Blucher, and another one in English by De Gruyter.

Curriculum Lattes available [here](#)



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In the News

PPGI Professors Raquel D'Ely and Eliana Ávila share a bit about their Post-Doctoral experience while PPGI Professor Roberta Pires de Oliveira shares her experience as a visiting professor.

Prof. Raquel C. S. Ferraz D'Ely



In March, 2016, I started my postdoctoral experience, in partnership with the Federal University of Ceará, under the supervision of Dra. Maria da Gloria Guará Tavares, who conducts research at POET, a graduation program in Translation Studies. Therefore, considering the niche that my supervisor is inserted in, my postdoctoral research will build an interface with main constructs of Task-Based Language Teaching (TBLT), my field of expertise, and Translation, a brand new field for me. More specifically, the main objective of my study is to analyze, both qualitative and quantitatively, L2 English language learners' performance of an oral translation task under two conditions, pre-task collaborative strategic planning and post-task strategic planning for repetition. This has been a unique opportunity to reflect on what lies behind developing a translation task, to deepen my understanding of strategic planning for repetition, a condition that was operationalized in my doctoral study and; to refine measures of L2 speech performance, presently an issue under debate in TBLT.

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Prof. Eliana de Souza Ávila



A Profa. Eliana Ávila (DLLE) desenvolveu sua pesquisa pós-doutoral junto ao Departamento de Estudos Latino-Americanos e Latinos da Universidade da Califórnia em Santa Cruz. A pesquisa enfocou a concepção de temporalidade queer descolonial na obra de Gloria Anzaldúa, teorizando-a enquanto lente crítica para a leitura de textos migrantes e fronteiriços, bem como para a tradução, ao português do Brasil, de *Borderlands/La frontera* (ANZALDÚA, 1987). Este é reconhecido como o livro que alterou mais profundamente, desde o início do século 20, os parâmetros de interpretação de textos migrantes e latinos de língua inglesa. Sua influência é notória no ativismo contra a criminalização da imigração nos EUA, e é um dos livros atualmente banidos, desde 2012, pelo governo do estado do Arizona. Um dos resultados da pesquisa é completar a tradução do livro ao português, incorporando as primeiras alterações editoriais feitas ao original (Aunt Lute Books). A publicação da tradução completa está prevista para 2017, trigésimo aniversário da obra.

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Prof. Roberta Pires de Oliveira

Formal Semantics/Pragmatics aims at understanding the faculty that allows us to understand each other (to a lesser or greater degree) through language, i.e. natural languages. Compare:

- (1) a. I haven't seen bought any books lately.
- b. Everyone that has read any book by Chomsky, understands what I mean.
- c. * I have read any books.

The explanation for the ungrammaticality of (1c) is a property of sets!

Our brain (mind?) is paying attention to properties of set theory. As a Visiting Professor at Harvard, I taught an undergraduate course, Knowledge of Meaning, and a graduate one, Semantics II. Foi demais!!



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In the News

Two PPGI PhD former students, Claudia Winfield and Vanúbia Moncayo who graduated in 2014, share their testimonials.

Dr. Claudia Marchese Winfield



Ingressei no curso de mestrado pelo PPGI em 2008, vinte anos após o término de minha graduação em Letras pela PC-SP. Fui orientada pela professora Dra. Lêda Tomitch no mestrado e doutorado que sempre compartilhou seus conhecimentos e experiências com muito entusiasmo. Esse foi um período de intensa aprendizagem, pois o programa me proporcionou a oportunidade de voltar a estudar e me atualizar quanto às áreas de estudo possíveis em Linguística Aplicada e Estudos Linguísticos. Durante a pós-graduação, senti forte identificação com os estudos sob perspectiva cognitiva em leitura em L2, bem como com processos de aquisição de L2 porque os estudos aprofundados da área me ajudavam a compreender melhor as complexidades do uso e aplicação da L2. As disciplinas cursadas, leituras e o trabalho de pesquisa empírica na pós-graduação levaram-me a construir novos conhecimentos que hoje me permitem trabalhar como professora no curso de graduação em Letras da Universidade Tecnológica Federal do Paraná. Sendo assim, sinto que sou uma profissional mais informada e reflexiva do que era anteriormente e considero que a experiência no PPGI foi fundamental para meu desenvolvimento profissional e humano. Sou muito grata ao programa e aos professores.

Curriculum Lattes available [here](#)

Dr. Vanúbia Araújo Laulate Moncayo



Taking a PhD Course in Language Studies at the Federal University of Santa Catarina (UFSC) was, in professional terms, one of the most rewarding and fulfilling experiences I have ever had. My engagement with PPGI through UFSC for almost five years, from 2009 to 2014, meant a process of intensive academic qualification, of which almost three years of this period I opted to take disciplines that covered not only the research line chosen, Discourse from a systemic functional perspective, but also the one that focused on disciplines within the field of the process of teaching and learning English as a foreign language and translation studies, such as Brain and Learning and An Introduction to Translation Studies. In truth, I took advantage of every possible learning input being at my service in order to improve and make official a career as an English Lecturer that I have been embracing at Manaus State University, in the North of Brazil, since 2001. In addition, because of PPGI, I had an open door to go to the University of Sydney (USYD), in Australia, where I could be exposed to a world of possibilities that helped me not only improve linguistics skills but also broaden my view towards interdisciplinary studies and other lines of research within which language is included. In sum, UFSC via PPGI and USYD altogether contributed to pave the professional road I have chosen to take for over two decades. My acknowledgement and deepest gratefulness for making part of PPGI history. I am an English Lecturer at Manaus State University.

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Call for papers

B1: Revista Letrônica (v. 10, n. 1, 2017)

Aberta a chamada de artigos para as seções temáticas de Linguística (*Sociolinguística*) e de Literatura (*Narrativa Literária no Século XXI: rupturas, tendências e impasses*). **Prazo:** 21/08/2016 Link available [here](#)

B1: Revista Raído (n.1, 2017)

Aberta a chamada para artigos sobre Escrita na Universidade. **Prazo:** 30/09/2016 Link available [here](#)

Faculty Profile

PPGI Professors Mailce Borges Mota and Celso Henrique Soufen Tumolo share their current research.

Prof. Mailce Borges Mota



My overall research goal is to gain a better understanding of the interaction between language, cognition, and neurocognition. I approach this interaction in two main ways. In one approach, I look at the role that neurocognitive systems and mechanisms (memory, attention, executive functions)

play in typical or atypical learning and processing of morphological, syntactic, and lexical structures, in L1 and L2. In another approach, I look at the effects that the interaction between linguistic subsystems and language skills have on our neurocognitive apparatus. My research is basically curiosity-driven. Therefore, more recently, I have been thinking about two new issues: the effects of social factors, such as poverty, and emotional factors, such as anxiety, on language learning and development (including Portuguese as a heritage language), and the contributions that language sciences can make to school learning in Brazil. To address all this, the experiments my students and I carry out in my lab (the Language and Cognitive Processes Lab) involve a range of paradigms and make use of traditional offline and online behavioral measures as well as more high-tech methods such as eye-tracking, electroencephalography (EEG/ERPs and oscillations), and fMRI. These studies, sponsored by various funding agencies, also involve multiple collaborations both in Brazil (ICE/UFRN, INSCER/PUCRS, UFC, UnB, UFRJ) and abroad (U of Birmingham, U of Bristol, Max Planck Institute for Psycholinguistics/The Netherlands, Macao Polytechnic Institute/China, Harvard University). The ultimate aim of these collaborations is to foster the development of experimental psycholinguistics in our country and to increase the visibility of the good research we do

here. When I'm not thinking of experiments or about the consequences of poverty and anxiety for learning and development, I'm playing the piano, running or gardening.

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Prof. Celso Henrique Soufen Tumolo

I have been a professor at LLE UFSC for almost 10 years, and also at PPGI for some time. My major was in education and my teaching experiences have been in the area of foreign language development. I have always been interested in classroom practices, in reflecting



about educational processes for L2 development. My research for the masters degree was in vocabulary instruction through reading, reflecting my concern, at the time, with the important aspect of vocabulary expansion for effective communication; my research for the doctoral degree was in L2 assessment, with analysis of test items in reading, which incorporated a discussion on the concept of validity for language testing, so as to allow for the development of tests with defensible items; and my post-doctoral studies were in educational videos, with the belief that digital videos increase motivation for learning. More recently, my interest in research lies in the area of computer-assisted language learning - CALL, with a focus on the use of educational videos, specifically digital stories and digital storytelling, and also on other digital resources for L2 development, such as videoconferencing, digital games, mobile apps, web2.0.

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Ongoing Research

The PhD students Priscila Farias and Verônica Constanty explain their academic research at PPGI.

Priscila Fabiane Farias

As an English teacher, I believe that a second/foreign language teaching approach that combines language development and critical growth may offer learners the necessary tools for understanding and acting upon discourse critically, therefore, giving the opportunity for agency. This is what motivated me to understand the intrinsic relationship between Task Based Language Teaching (TBLT) and Critical Pedagogy. Long (2015) points out that education is a political act and TBLT can be seen as an approach to second language that allows for emancipation. Freire (1972) highlights that our main goal as teachers is to teach students how to read the world, not only the word. Therefore, my research, supervised by Prof. Raquel D'Ely, aims at combining language and critical development by implementing a cycle of tasks during the English classes of an Elementary school group. Ellis (1997) calls attention to the fact that little amount of second language research has the real classroom as its object of study, and one can say that even less focus seems to be given to the Brazilian context. Considering the political/social situation we have been experiencing in our country, it is my belief that research that attempts to improve the Brazilian Educational System is urgent. This is also one of the reasons why I chose to discuss gender empowerment with students as the theme of the task cycle. I am currently carrying out my data collection and hope to contribute to various areas such as materials design, Task Based and Critical Pedagogy fields as well as Feminist Education.



Verônica Pereira Coitinho Constanty

The research I have been carrying out in my PhD studies, under the supervision of Professor Viviane Heberle, focuses on children's and teenagers' literature, more specifically on award-winning picture books, as well as on picture books selected by Brazilian Governmental Reading Programs. As a professional concerned with educational issues, I propose to examine the pedagogical potential of picture books to explore concepts of multimodality in the Portuguese and English language classrooms. Following a systemic functional approach, I emphasize that a picture book is made up of two modes: visual and linguistic, and that each mode has its own meaning-making potential. In order to study such potential, I systematize the visual and the verbal aspects of the picture books, drawing on the Systemic Functional Grammar (Halliday and Matthiessen, 2006), the Grammar of Visual Design (Kress and van Leeuwen, 2006), and on notion of intermodal complementarity proposed by Painter, Martin and Unsworth (2013)- specifically oriented to the study of picture books. As this last aspect, intermodal complementarity, is a relatively recent theoretical concept, and the studies of the Portuguese language which adopt a systemic functional approach has grown only in the past few years, there is still a lot to be considered when applying such framework to the corpus analysis. Hopefully, I expect to contribute to elementary school education in Brazil, especially by raising awareness of the great potential of picture books to develop multimodal literacy in everyday teaching practices.



Curriculum Lattes available [here](#)

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August/2016 upcoming events

- ✓ **2-credit mini-course “Plágio e Tradução”** taught by Dr. Rui Sousa-Silva and Prof. Malcolm Coulthard - August 10th to 12th;
- ✓ **Open Seminar “The construction of (inter)cultural issues in the Teletandem model of telecollaboration”** by PhD candidate Rodrigo Schaefer – August 12th, 3pm, room 311 CCE-B;
- ✓ **Open Seminar “Online Interaction for Language Learning”** by PhD candidate Nayara Nunes Salbego – August 15th, 10am, room Machado de Assis CCE-B;
- ✓ **Open Seminar “How Digital Games can Assist Vocabulary Learning”** by PhD candidate Caroline Chioquetta Lorenset – August 15th, 11am, room Machado de Assis CCE-B;
- ✓ **Event “Jornada Internacional de Alfabetização: Alfabetização e Linguística: caminhos para ensinar a ler e escrever”** - August 22nd & 23rd, UFSC – more information [here](#);
- ✓ **Open Seminar “Intercultural competence and their pedagogical implications: The different models and its possible outcomes”** by PhD candidate Mayara Volpato – August 23rd, 2pm, room Machado de Assis CCE-B;
- ✓ **Open Seminar “Additional language teaching in the postmodern world: rethinking concepts and metaphors”** by PhD candidate Jeová Araújo Rosa Filho – August 23rd, 3pm, room Machado de Assis CCE-B;
- ✓ **MA defense “Double-voiced Medievalism: Charles Macready’s Reconstruction of Shakespeare’s King John in Victorian London”** by MA candidate Fernanda Korovsky Moura – August 24th, 2pm, room 117 CCE-B;
- ✓ **1st Wednesday afternoon Research Presentation “O pecado mora aqui: discursos de gênero e sexualidade nas revistas feministas – uma abordagem sociosemiótica e multimodal”** by Dra. Silvana Motta-Ribeiro – August 24th, papers in the morning devoted to aspects of Authorship Attribution and papers in the afternoon, to Women and the Law;
- ✓ **One-day Forensic Linguistics Symposium** – August 26th.

Information about the events may be found [here](#)

Resources

[The ELT event calendar](#): a collection of crowd-sourced ELT conferences & events throughout the world.

[International Linguistics Community Online](#): a forum where academic linguistics can discuss linguistic issues and exchange linguistic information, job positions and research opportunities, as well as calls for conferences and papers.

Creative Corner

Shattered fairy tale

By Paola Biehl



I was so caught up in my own fairy tale,
 That I didn't see him riding away.
 I missed out the absence of laughs, didn't suspect the coy smiles,
 Didn't notice the fainting sparkle in his eyes...
 Refused to admit my love story was coming to an end,
 for I was happy in my make-believe.

Now it's all gone...
 Broken heart, broken dreams,
 Lost in a tale that never was.
 Picking up the pieces of what's left of me, shattered,
 Trying to let go of something that once was my whole life.
 Now just two rings to remind me of my own failure.

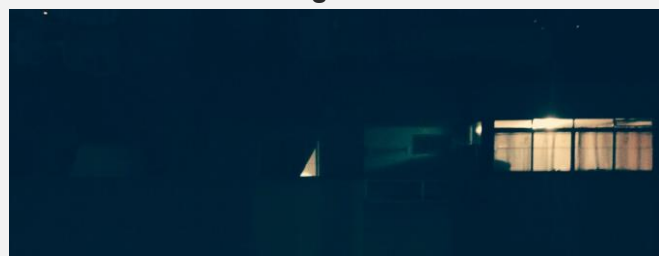
Once upon a time there was a princess,
 who got lost in her fairy tale.
 Will she ever find her way back?

Heavier than Memories

By Ana Raspini



Why not exploding,
 metaphorically, of course,
 for we are pacifists,
 pink expectations?
 Since we have
 already done it
 However on green hope.
 In less recent times,
 (are they?)
 Dark red puddles
 and the brevity.
 What if they were
 just dry wounds round
 our nails?
 Few words
 and so much poetry
 in those gray remains.

Neighbors

They go
 turning off their lights
 waiting for the day to rise
 behind their curtains
 sometimes
 I hear someone laugh
 or cry
 or play the harmonica
 inside one's room
 which isn't mine.
 We share
 the same stars
 the same stairs
 the same nights
 but we never
 share a word
 (nor
 a sight).



By Paula Michels