## In the News

## III SEG - *Seminário de Estudos do Gótico*

Natália Alves and Vitor Henrique de Souza



The research scenario of gothic fiction in Brazil has changed significantly in recent years. The birth of the research group *Estudos do Gótico* (CNPq) celebrated its fifth year in 2019, with the III SEG (*Seminário de Estudos do Gótico*). SEG was hosted in Porto Alegre, at *Universidade Federal do Rio Grande do Sul* (UFRGS), *Campus do Vale*, from the 28th to 30th of August, after two successful editions at *Universidade Federal do Triângulo Mineiro* (UFTM), in Uberaba (MG), in 2014 and 2017.

In addition to bringing together Gothic researchers and enthusiasts, the III SEG was a space for the dissemination and sharing of research that approaches the Gothic through genres such as the uncanny, fantastic and science fiction. SEG was divided in conferences, round-tables, oral presentations and posters. The conferences and round-tables had wide range of themes; from Horace Walpole with the first Gothic story to Brazilian Gothic; from Edgar Allan Poe with the American gothic to parody and dystopia; from horror cinema to female Gothic writers in Latin America.

## In the News

This year, PPGI students presented in different concurrent sessions about the studies they have done related to gothic, or other related genres:

- Natália Alves – *A representação do Lobisomem e a Licantropia como metáfora na série Harry Potter*;

- Natália Pires da Silva – *Burn The Witch: A Sexualidade feminina como Monstruosidade*;

- Vitor Henrique da Silva – O *Vampiro em Cores: Technicolor em filmes de terror e sua importância no Drácula da Hammer Films*; and

- Yasmin Yonekura – "*We Are Americans*": O *Doppelganger e a Identidade Nacional no filme US de Jordan Peele*.

Participating this year in the SEG was a great experience that provided remarkable moments of learning about the many possibilities of research in the gothic genre. We had the opportunity to share a little of what is produced in our programs and also to get in touch with what is being produced in the field of horror and gothic studies in Brazil. The exchange between the presenters was a valuable experience, since we all could somehow contribute to each other's works with suggestions and comments. The overall result was very positive, especially when considering the growth of academic productions in these particular fields.

Additionally, the variety of possibilities within the same field enabled us to expand our views and baggage of the topic. Getting in touch with the gothic in different representations and articulations was particularly enriching for how we perceive the genre, since its plurality was a trait significantly explored in the event.

Access the research group page: http://dgp.cnpq.br/dgp/espelhogrupo/7141559542659122

## *In the News*

# Poliglotar
## An international polyglot conference in Brazil

Robson Ribeiro

Language learners and enthusiasts traveled from far and wide to attend the largest international polyglot conference in Latin America, which took place in São Paulo on September 21$^{st}$ and 22$^{nd}$ of this year. The event has been held annually since 2016 and is organized by Juliano Timbó, a professional translator from the state of Ceará. The first three editions happened in Fortaleza – CE. To date, 73 lectures and workshops have been hosted. Over 500 participants who speak more than 40 different languages have attended the event so far.

This year, *Poliglotar* gathered people from different states in Brazil, mostly from the southeastern and southern regions. A few international guests also took part in this edition, including Elisa Polese, an Italian polyglot who travels many countries every year. She gave a short and interactive multilingual class proving to everyone in the audience that they could learn the basics of Russian, Greek, and Hindi in one hour and speak from day one. The founder of the Polyglot Club Brazil, George Jurobola, was also among the participants.

The lineup comprised 22 lecturers with solid track records in language, literature, and translation, including two Italians, a Russian, a Brazilian-Greek, and an American-Catalan who gave lectures on themes ranging from translation to neuroscience. The event offered two workshops on translation: one on simultaneous interpretation, by Sávio Bezerra, and another one on Computer-Assisted Translation (CAT), by Ricardo Souza. Natasha Gonda and Karine Souto gave the participants tips on how to make a career out of language skills and, particularly, how to advertise it and write a proper CV. The lectures were given in English, French, Italian and Portuguese, and were simultaneously interpreted into these and other languages, including Spanish, German and Libras (Brazilian Sign Language).

All the lectures were outstanding, including, but not limited to, *I gesti e i tranelli dell'italiano* (By Mauro Moser), *De fou, poète, médecin, d'apprenant de langues, nous avons tous un petit brin* (By Cecília Sousa) and *How to transcribe and translate videos on YouTube* (by Rafa Lombardino). In order to

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## In the News

celebrate the International Year of Indigenous Languages, the organizing commission invited Jordi Ferre, an American-Catalan speaker of Guarani who gave the lecture *Guarani Mbya: Tão perto e tão distante*. The lecturer compared the grammar of Guarani Mbya to other linguistic systems, namely Japanese, Quechua, Ainu, and highlighted aspects unique to this indigenous language.

Language professionals and candidates from different graduate programs at UFSC also made it to the event: Joana Mongelo, a Guarani Nhandeva graduate student in Translation; and Thaíse Reboledo, a Japanese Manga translator. The Ph.D. translator Aída Cunha launched the translation into Portuguese of the original text of *La Belle et la Bête (Beauty and the Best),* written by Gabrielle de Villeneuve in 1740. This translation was an outcome of her doctoral research. In addition, she joined Juliano Timbó and Natalie Gerhardt in a discussion about literary translation, the job market and Academia. As a Ph.D. candidate from the Graduate Program in English (PGI), I gave a lecture on my research topic, which is about investigating the correlation between musical talent and pronunciation skills in a second language. Last but not least, the event ended on a high note with a musical performance by Danilo Martelli who entertained the audience by singing in 11 languages as he shared his unconventional language learning path.

*Poliglotar* is a one of a kind, life-sharing experience event that welcomes language-learners and enthusiasts from across the country and around the world each year. It is impossible not to want to take up a new language after the conference, whether out of pure enthusiasm or in order to better prepare oneself to join an ever-competitive job market. For more information on the event, please check out: www.poliglotar.com and be sure to sign up for the next edition coming up in 2020!

## In the News

## A word from the participants

*Poliglotar 2019 was a great experience for me, not only because of the incredible presentations about language learning and translation, but also — and particularly — because of the interesting, curious and resourceful people I met, from all over Brazil and abroad, sharing their passion and experiences. I'll definitely take part in Poliglotar 2020 in Recife!*

**Pedro Guilherme** (Lecturer from Brasília – DF)

*I enjoyed Poliglotar a lot. I have participated in (and organised) many other polyglot events in other parts of the world, and I can say that Poliglotar has its own character, which makes it very special. I met great people truly passionate for their language related jobs. The atmosphere was really friendly, and I listened to very interesting and original talks. Interpreting services were available for all the talks and this, in my opinion, added a very professional touch to the event.*

**Elisa Polese** *(Lecturer from Naples -  Italy)*

*Participating in Poliglotar was an experience that opened new horizons for me. A versatile and plural meeting, where people share their experiences and perceptions, both in the professional and personal areas, which motivates us to give a new direction to our pedagogical practice and renews life. Poliglotar is much more than a meeting for polyglots; it talks and interacts with us, it makes our eyes light up again, it makes us grow and relive.*

**Cassiana Vidal** (*Participant from Niterói – RJ*)

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## Alumni Profile

*Former students at PPGI, Ildney Cavalcanti and Leonardo da Silva, talk about their current careers and interests as professors at UFAL and IFSC, respectively.*

Hello, readers of PGI News!

This year I celebrate my thirtieth MA graduation anniversary from PPGI/Ufsc (yes, 30th!), and it is an immeasurable pleasure to share some of my experiences as an academic who took an MA course there in the 1980s! Having finished my undergraduate course on Languages in 1985, including studying literatures in English with Prof. Irene Dietschi (who had also graduated from PPGI before moving to Maceió to work at Ufal), I took an unforgettable trip: it was the first time I had travelled that far, from Maceió to Florianópolis, and I was in pursuit of a dream. One that did come true!



*Ildney Cavalcanti*

As I was studying languages at undergraduate level, I decided I would become a literary studies academic. And going through the process of becoming a feminist then, I wanted to read women authors and explore the impact of feminist thought and practice on literary criticism. In that pursuit, Irene Dietschi's classes were crucial. We read works by Jane Austen, Emily Dickinson, Margaret Atwood, Marge Piercy… that is, I was initiated into a path that became my research theme at PPGI, and one I pursue to the present time.

My timing for proposing and developing that research topic could not have been more perfect: Professor Susana Funck, my brilliant ex-supervisor and now my colleague and friend, was helping lay the foundations of feminist literary criticism in Brazil by starting her own projects at that same moment. Among the literary works we discussed together, the novels by north-American author and activist, Marge Piercy (1931- ) formed the corpus I selected for critical analysis, with the focus on the representation of their female protagonists and on the utopian dimensions of Piercy's works. Such happy intersections and coincidences provided me with the optimum context in which to begin my studies on a topic I would never leave: feminist utopianism/dystopianism and gender studies.

This initial background gave the expertise I needed to begin my own academic trajectory. After finishing my MA, I got a job teaching literatures in English at the Languages Course at Ufal, in 1991. And 1995-1999 I took my doctoral studies on women's dystopias of the second half of the 20th century,

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at the University of Strathclyde, in Glasgow, a wonderful experience that was facilitated by the foundation I had acquired while studying at PPGI. (Of course I had no idea, then, how much food for thought the feminist dystopias would still be provoking now! And here we are, (re)reading them!) This step consolidated my path as a utopian feminist scholar.

Well, one thing leads to the other, and many bridges have been built since then. During the two last decades I have joined PPGLL (Ufal), GT A Mulher na Literatura (Anpoll) and important societies for critical utopian studies; coordinated a fantastic research group (Literatura & Utopia); taken post-doctoral studies on feminist technoscience and utopianism in Cardiff University, in collaboration with Dr. Joan Haran; carried out my own research on the interfaces of feminism, gender & queer and utopian studies; and supervised under and post-grads. Reading the works by such fabulous feminist authors has led me towards the expansion of my research interests in the direction of feminist translation culture, and some of my recent projects have to do with this field.

Finally, I would like to add that I have met many — too many to be named here — amazing established and young scholars, who have provided me with a growing network of knowledge exchange and mutual support. This has given me the energies needed to survive in such dark times for academic studies in Brazil at the moment, especially in the humanities. And that I am thankful to PPGI, for the initial push... I am still warmly inspired by those years in the 1980s; and, whenever possible, still gladly visit the programme, UFSC, Floripa, this charming island.

My name is Leonardo da Silva and I have concluded both my Master's and my Doctorate studies at PPGI. In my master's thesis (link: http://tede.ufsc.br/teses/PPGI0027-D.pdf), defended in 2014 under the supervision of Professor Eliana Ávila, I analyzed the construction of two characters' identities in the television series "Glee" to understand whether and, if so, how the show subverts prejudiced or stereotypical representations.

*Leonardo Silva*

By conducting my research in the area of Cultural Studies, I became even more aware of the ideological nature of language and of identity issues in general. Perhaps I learned more about myself

Alumni Profile

than about my object of study: by discussing the ways in which our identities are constantly constructed under representational systems of oppression, I also came to terms with my own identity. The realization about the ways in which I was oppressed (and the ways in which I could fight against such oppression) made me develop empathy towards other minority groups as well.

Based on my experience as a learner and as a language educator, I have realized that the purpose of education should be to help us understand ourselves and the power structures that surround us, for without knowledge there is no possibility for change. I came to the understanding that teaching is always a political act – one may work in favor of the status quo, by simply reproducing it, or try to challenge the established forces in our society through critical reflection and dialogue. However, I felt that our discussions regarding identity issues did not cover the language classroom. In other words, I felt the need to engage with discussions that dealt with pedagogical practices involving a critical understanding of power relations, inequality, and oppression.

It was with this aim that I proposed my PhD research[1] , which focused on investigating the ways in which the language class may promote the development of students' linguistic and critical skills. Because I became an English teacher at the Federal Institute of Santa Catarina in 2016, my study also had a direct practical relevance, since I investigated the implementation of a critical cycle of tasks in the context of basic and technological education. Even though my study - conducted from the perspective of action-research - is very situated, I believe it may help advance research in Brazil in the fields of Critical Language Teaching and Critical Pedagogy, especially when we consider the current political and educational scenario in which attempts to promote critical consciousness are often referred to as instances of indoctrination. Perhaps the most important lesson I have learned by reading Paulo Freire's work on Critical Pedagogy and Graham Crookes' publications on Critical Language Pedagogy is that promoting the development of critical consciousness is the very opposite of indoctrination. Critical (language) pedagogy's ultimate goal is social justice - and that implies that teachers and students need to think and reason for themselves rather than reproduce ready-made discourses. As the results of my study (defended in 2018 and supervised by Professor Raquel Carolina Souza Ferraz D'Ely) suggest, in order to be able to promote critical language development, it is not only necessary to approach the teaching-learning process from a methodological perspective that is congruent with a critical perspective, but it is also highly important to understand and consider the micro and macro contexts in which the teaching-learning process takes place. Moreover, it is only through critical dialogue that the

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development of critical consciousness may occur.

As a teacher, I am constantly learning how to be critical and how to promote critical language development. In this sense, I believe my research continues through my practice as a teacher-researcher. In the classroom, I try to approach emergent and up-to-date issues so as to promote discussion and critical reflection. After all, I see language as an instrument that can allow students to become global citizens, who are then able to cross linguistic and cultural frontiers.

Besides teaching high school and technician programs, I currently coordinate extension activities that also aim at promoting critical education and social justice. Such is the case of the project entitled "Nas entrelinhas[2]", in which we promote reflection around gender issues through the discussion of literary works written by women in the female prison of Itajaí. I have also worked in the development of initiatives and projects that focus on teacher education, since I believe the work derived from my dissertation may offer insights on how to go about teaching English critically, especially in the context of public schools.

Links:
1: http://tede.ufsc.br/teses/PPGI0141-T.pdf
2: http://itajai.ifsc.edu.br/index.php?option=com_content&view=article&id=1229:2019-07-17-21-28-43

## Ongoing Research

*Students Dayane Evelin (PhD), Jéssica Da Rós (MA), Jéssica Soares (MA), and Jane Helen (PhD) explain their academic research on PPGI.*

# Race, Hair Politics, Love and Diaspora

My research deals with the novel *Americanah*, written by Nigerian author Chimamanda Ngozi Adichie, discussing the ways in which *Americanah* exposes the social construction of race, focusing more specifically on this construction in the United States and Nigeria. While Ifemelu, the protagonist of the novel, says race is not a problem for her in Nigeria, her view as a narrator says otherwise, revealing that both there and in the United States, "race" is a complex category that intersects with various other categories such as gender, class and nationality.

One of the most interesting topics I bring in my analysis is a discussion on the role of hair in the novel. Considering that hair occupies a central space in the narrative, I argue that hair and, more



*Dayane Evellin De Souza Francisco*

specifically, black hair culture, connects with various issues such as gender, class, diaspora, sexuality, beauty, immigration and politics. Thus, my dissertation offers a discussion on the meanings imposed upon "hair", particularly black women's hair, throughout the novel. There is little work in the field of literary studies on this subject, which makes my dissertation even more relevant.

My research argues that race, gender, and ethnicity are issues that mark Ifemelu's experience as a female immigrant and her love relationships in *Americanah*, demonstrating how race, gender, and class are already intertwined, and arguing that different aspects of Ifemelu's life – such as love relationships, language and even her trips to the hairdresser – are affected by gender differences, racialized social interactions and ethnicity. Currently advised by Prof. Maria Lúcia Milléo Martins, and previously advised by prof. Eliana de Souza Ávila, my research looks at how racial issues, hair, love, and the experience of migration intertwine in the narrative.
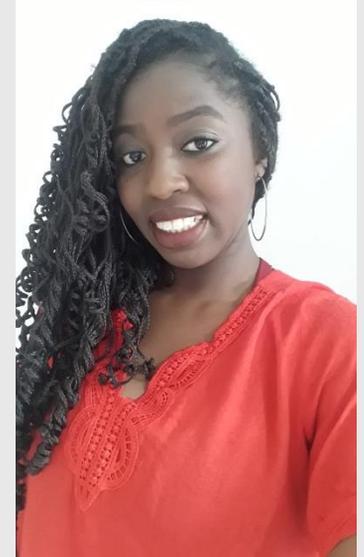
*Ongoing Research*

# Black Mirror and Humans Modified by Technology: posthumanism and memory

Hello! My name is Jéssica and I'm an MA student on my first year at English Studies programme. During this two semesters I have been taking classes and working on the shaping of my project which is titled, at this moment, *"The Cyborg Figure And Memory: An Analysis Of Neural Implants In The Science Fiction Series Black Mirror"*. Under the supervision of professor Alessandra Brandão, I am currently reading the theoretical texts and planning my next steps, especifically how I will develop my analysis in the next months to come. As a reader of science fiction stories and consumer of the genre's cinematic productions, the hybridization of humans and machines, a theme often explored by sci-fi productions, is



*Jéssica Katerine Molgero Da Rós*

something that has always interested me and made me reflect about the way we deal with technology in reality, which is unquestionably becoming more present in our everyday lives. Thus, my main concern is to understand how the close relationship of humans and technology is capable of shaping social relations. To do that, my corpus of study concerns three episodes of Black Mirror that have, as a central plot, characters that are enhanced with memory expansion implants, which are capable to record their memory and reproduce it at their will. Those characters are considered cyborgs in the sense of having technology added to their bodies. My next steps are focused in analysing, in specific scenes, through the lenses of the Posthuman thought, how the interaction of humans and machines affect the characters' relation to memory and, consequently, their social relations. Besides, Posthumanism deals with new ways of acknowledging different kinds of being, and the cyborg would be a different subjectivity in this scenario. I believe that the importance of studying films and series lies on their power for raising questions about ourselves, and, in the case of science fiction, about what the future may bring. That is why I hope that my research may be able to raise awareness about the implications of a technologically mediated society and the constant need of reconfigurations of what it means to be human.

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*Ongoing Research*

# Just like animals: visual analysis of speciesist representations of women in music videos

My name is Jéssica Soares Lopes and I am in the first year of the master's program at PPGI. My field of study is Critical Discourse Analysis, and my advisor is Professor Ph.D Débora de Carvalho Figueiredo. My current research is at the project stage, and it focuses on the analysis of visual representations of women and non-human animals in images, more specifically in music videos. The selected videos for analysis are two: U.S.A pop rock group Maroon 5 music video "Animals", which has more than 615 million views on Youtube as of 2019, and Russian rave band Little Big's music video "Hateful Love", less popular with 45 million views, however similar in regards to representations of women and non-human animals.
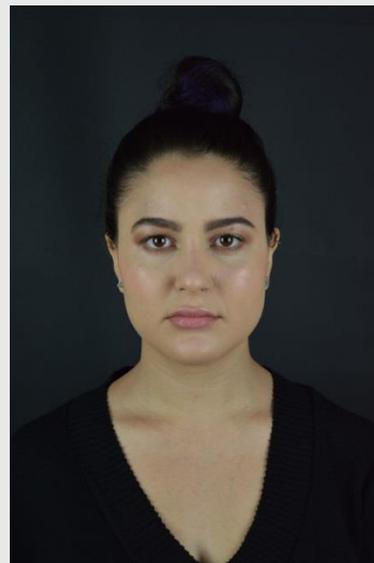
*Jéssica Soares Lopes*

Critical Discourse Analysis was established as an interdisciplinary theoretical and methodological approach to investigate contemporary society, following the principle of multifunctionality of language (HALLIDAY, 1994; FAIRCLOUGH, 2001), in which discourse is part of and also constructs social practices. Through the analysis of relations between representations of women and non-human animals, it is possible to identify the discourses of domination these images potentially challenge, modify or reinforce, and subsequently discuss ideological values that are present in texts – and images can be regarded as such – in relation to the social structures associated with their production. Following the perspective of visual grammar proposed by Kress and Van Leeuwen in Reading Images: The Grammar of Visual Design (2006), represented and interactive participants in the images and their relations are the focus of the analysis. The main argument of the research relies on the hypothesis that the criteria of representation in the production of images of women and non-human animals can overlap in potential dehumanization.

The observation of such criteria gives way to investigations of the ideological functions of naturalization of speciesism, objectification of bodies and violence. With the aid of concepts articulated by Carol Adams in Sexual Politics of Meat (2010) and the theoretical and methodological approaches of CDA and visual grammar, my research aims at observing speciesist and sexist discourses in images and proposing multiliteracy as a way to critically engage with non-verbal media.

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## Ongoing Research

# Tracing the development of the concept of English as a lingua franca in municipal schoolteachers: a sociocultural based study

The doctoral study I have been conducting aims to trace the development of the concept of *English as a Lingua Franca* (henceforth ELF) on in-service municipal teachers who will participate in organized interactions over three days in a professional development course designed to promote the development of the ELF concept. This study is being carried out under the supervision of



**Jane Helen Gomes de Lima**

professor Adriana de Carvalho Kuerten Dellagnelo who works with Second Language Teacher Education.

You might have been wondering: what is ELF? Well, I will have to say that defining it is quite tricky because 1) it is a field of research and 2) also an understanding on the use of English by its speakers worldwide. Nevertheless, I can briefly explain what ELF is using a working definition I like very much given by Mauranen (2018), and borrowing her words I will say that "I take English as a lingua franca to mean a contact language between speaker or speakers groups when at least one of them uses it as a second language" (p. 8).

I decided for this research topic because, in my understanding, ELF is empowering for us, speakers of English as an additional language, as it advocates for the *use of English in our own right*, which means that it claims that we should be seen as le*gitimate users of English*, and *not eternal learners* of "this foreign language", eternal learners destined to always seek to conform to the prestigious idealized native norm.

In my view, the discussions carried out on the field of ELF construct a new meaning (concept) of what the contemporary use of English as a Lingua Franca is, which alone seems important to English language professionals, however, here in Brazil since 2017 the necessity to develop this concept in English language professionals escalated, due to the fact that *Base Nacional Comum Curricular* (BNCC) claims for an ELF approach to the teaching and learning of English in public schools.

## Ongoing Research

So, based on Vygotsky's Sociocultural Theory, which assumes that human learning is a socially mediated process with social interactions playing a central role in the development of cognition (Vygotsky, 1978), and on a Sociocultural Perspective on Professional Development, which claims that Teacher Education should be goal-oriented and responsive to teachers' needs, I will offer a course for municipal teachers who will have to work and apply a concept that they might not be so familiar with, and along this three-day-course I will seek to promote the development of the concept of ELF on the teachers who will participate in this teacher development course and later, in the analysis moment, I will try to trace how this development happened.

## Creative Corner

## Depois da Banda Passar (2005-2006)

### Olegario Da Costa Maya Neto

Tinha uma tal de banda
Que tocava muito mal
Ela faz, ela manda
Cuidado com o general!

Muitos artistas cantaram
O fim da terrível sinfonia.
O povo bem já dizia:
Queremos Democracia!

Brincava a classe média
Com ares doutos
De ser vitória-régia,
Loucura... doidos soltos.

Eis que o sonho se foi,
o Panbrasilismo tropical
Esborrachou-se no chão.

República da espada, bois,
Espiem só,
Hoje tem marcação!

Temos carteira assinada,
Uma casa do BNH,
A liberdade assassinada,
Que conta a se pagar!

Os militares não sabem dançar
Que pena! No samba
Capitalista mundial
Ninguém é bamba,
Muito menos general.

Cai...cai..cai.cai.cai.cai
Vamos brincar de eleição
Vai...vai..vai.vai.vai.vai
Samba sem graça,
Samba-canção.

O povo foi pras ruas
Gritou "Diretas Já!",
A dita não gostou
Tentou se segurar.

Mas não deu não,
Era hora de mudar
Brasil, país são
Vamos "democraciar".

Artistas cantavam
Sutilmente os novos tempos,
A esperança exalava
Da melodia popular.

Aí veio a Anistia
E o pesadelo do exílio
Finalmente acabou.

Engraçado, apesar de
Tudo terminado,
Muita coisa ainda
Havia por falar.

A banda havia passado
Mas o carnaval continuava
A tocar.

A democracia reluz brilhante

Na Constituição Cidadã,
Mas para o povo, distante,
democracia-anã.

A década de prosperidade
Soçobrou em fracasso magistral,
O espetáculo do crescimento
Mostrou-se desastre total.

O pobre passa fome em filas,
Mendigando emprego,
Pão ou ajuda
Na esperança de ser atendido
Em hospitais em ruínas
Vê-se a dor anônima.

Os transeuntes passam
Os telejornais também
A indiferença reina.
Quem se importa? Ninguém!

Se ao menos os poetas
Não tivessem se calado
Conduta vil e covarde
Deixar o povo abandonado.

A banda passou
Mas a música medonha persiste
Indefinidamente...

## Upcoming Events

**IV Jornada do Núcleo de Estudos Irlandeses da UFSC: Where Irish Literature, Theatre and History Meet**
**Date**: November 5th, 2019
**Time**: from 9:30 to 18:30
**Place**: Auditório Elke Hering, Biblioteca Universitária, UFSC

**PPGI Lecture**
Professora Drª Nadia Der-Ohannesian da Universidade Nacional de Cordoba.
**Title:** Technologies of Gender and variations on the Culture/Nature Pair in Re Writings of Little
Red Riding Hood
**Date :** November 11th, 2019
**Place :** Room 307, 3rd floor, Block B, CCE
**Time :** 2:00pm

**Research Festival: Research Proposal presentations by MA candidates 2019 – Language Studies**
**Date:** November 12th 2019
**Place:** Sala Machado de Hassis

**Research Festival: Research Proposal presentations by MA candidates 2019 – Literary and Cultural Studies**
**Date:** November 13th, 2019
**Place:** Sala Machado de Hassis

**Open Seminar**
**Title:** *"Languaging for L2 learning"*
**Presenter:** Dr. Donesca C. Puntel Xhafaj (UFSC)
**Data:** November 13th, 2019, at 2 p.m.
**Place:** 319, CCE-B building, 3rd floor
UFSC – Campus Florianópolis

**End of Year Talk**
**Date:** November 27th, 2019
http://ppgi.posgrad.ufsc.br/arquivo/7529

## Recent Publications

**Ilha do Desterro:** Vol 72, No 3 (2019): Psycholinguistics: implications for the classroom
**Access:**
https://periodicos.ufsc.br/index.php/destrro

# PGINews

## Call for Papers

### NOVEMBER 2019

**Abusões** – B4 em Linguística e Literatura
Issue: A distopia e o gótico
Deadline: November 3rd, 2019
https://www.e-publicacoes.uerj.br/inde.../abusoes/announcement

**Abusões** – B4 em Linguística e Literatura
Issue: O boom da ficção científica
Deadline: November 3rd, 2019
https://www.e-publicacoes.uerj.br/inde.../abusoes/announcement

**Inter-ação** – B1 em Educação; B1 em Ensino; B5 em Linguística e Literatura
Issue: Neoliberalismo e educação: a escolarização pública e democrática sob risco
Deadline: November 8th, 2019
https://www.revistas.ufg.br/interacao

**Gragoatá** – A2 em Linguística e Literatura
Issue: Maurice Blanchot e a literatura em desastre
Deadline: November 10th, 2019
http://www.periodicos.uff.br/gragoata/announcement

**Revista Crítica Histórica** – C em Educação; C em Ensino; C em Linguística e Literatura
Issue: Mídia e poder em perspectiva histórica
Deadline: November 15th, 2019
http://www.seer.ufal.br/index.../criticahistorica/announcement

**Travessias** – B5 em Educação; B2 em Ensino; B2 em Linguística e Literatura
Issue: Identidades sociais de raça em livros didáticos e narrativas autobiográficas
Deadline: November 16th, 2019
http://e-revista.unioeste.br/.../trave.../announcement/view/253...

**Revista Caderno Seminal**
Qualis B2 em Linguística/Literatura
Issue: Literatura para crianças ou jovens
Deadline: November 17th, 2019
https://www.e-publicacoes.uerj.br/.../.../announcement/view/935...

**SOLETRAS** – B1 em Linguística e Literatura; B3 em Ensino; B5 em Educação
Issue: Acidentes na interação : expressão e controle da emoção e do afeto
Deadline: November 18th, 2019
https://www.e-publicacoes.uerj.br/ind.../soletras/announcement

**Interthesis** – B3 em Educação; B4 em Ensino; B5 em Linguística e Literatura
Issue: Amazônia: povos, conflitos e preservação
Deadline: November 20th, 2019
https://periodicos.ufsc.br/index.php/interthesis/index...

**Papéis** – B3 em Linguística e Literatura
Issue: Linguística e Semiótica
Deadline: November 28th, 2019
https://seer.ufms.br/index.php/papeis/announcement/view/123

**Calidoscópio** – A2 em Linguística e Literatura
Issue: Interação e práticas discursivas
Deadline: November 30th, 2019
http://revistas.unisinos.br/index..../calidoscopio/.../view/call

**Humanidades & Inovação** – B3 em Educação; B3 em Ensino; B1 em Linguística e Literatura
Issue: Infâncias e pesquisas: problematizações epistemológicas, metodológicas e éticas
Deadline: November 30th, 2019
https://revista.unitins.br/.../humanidadeseinov.../announcement...

# PGINews

## Call for Papers

**Prâksis** – B2 em Educação; B4 em Linguística e Literatura
Issue: Trabalho, saúde e inclusão social
Deadline: November 30th, 2019
https://periodicos.feevale.br/seer/index.php/revistapraksis

**Matraga** – B1 em Linguística e Literatura
Issue: Análise do(s) Discurso(s) – desafios da contemporaneidade
Deadline: November 30th, 2019
https://www.e-publicacoes.uerj.br/.../m.../announcement/view/996

**A cor das letras** – B4 em Linguística e Literatura
Issue: Estudos Linguísticos e filológicos
Deadline: November 30th, 2019
http://periodicos.uefs.br/.../acordaslet.../announcement/view/20

### DECEMBER 2019

**Leia escola** – B3 em Linguística e Literatura; B4 em Educação
Issue: Jogos, letramentos e ética
Deadline: December 1st, 2019
http://revistas.ufcg.edu.br/ch/index.php/Leia/index...

**Revista diálogos Desenredo** – B1 em Educação; B1 em Linguística e Literatura
Issue: Experiência poética e singularidade
Deadline: December 12th, 2019
http://seer.upf.br/index.php/rd/Chamadas

**Working papers em linguística** – B1 em Educação; B1 em Linguística e Literatura
Issue: Estudos em gramática do uso
Deadline: December 15th, 2019
https://periodicos.ufsc.br/index.php/workingpapers

**Jangada** – B1 em Educação; B3 em Linguística e Literatura
Issue: Coisa de mulher
Deadline: December 20th, 2019
https://plataforma9.com/.../revista-jangada-coisa-de-mulher.h...

**Travessias interativas** – B5 em Ensino; B2 em Linguística e Literatura
Issue 1: Mito e literatura
Issue 2: Entre manuscritos e impressos: estabelecimento, edição e crítica de textos da época moderna
Deadline: December 20th, 2019
https://seer.ufs.br/index.php/Travessias/index...

**Fórum Linguístico** – B1 em Linguística e Literatura; B2 em Educação
Issue: Terminologia, lexicografia e suas interfaces
Deadline: December 30th, 2019
https://periodicos.ufsc.br/index.php/forum/index...

**MATLIT**: Materialidades da Literatura – B2 em Linguística e Literatura
Issue: Ensino da literatura digital
Deadline: December 31st, 2019
https://plataforma9.com/.../matlit-volume-8-1-2020-ensino-da-...

**Revista Maracanan** – B3 em Educação; B4 em Ensino; B3 em Linguística e Literatura
Issue: "A cidade e suas imagens"
Deadline: December 31st, 2019
https://www.e-publicacoes.uerj.br/i.../maracanan/announcement...

**Revista Brasileira de Linguística Aplicada** – A1 em Linguística e Literatura
Issue: Jogos e Gamificação como recurso de aprendizagem
Deadline: December 31st, 2019
http://www.periodicos.letras.ufmg.br/index.php/rbla/index