In the News

PGI members at the NUPFFALE 2018 event at UFRGS last May

By Fernanda Delatorre

The third edition of the *Encontro do NUPFFALE – Núcleo de Pesquisa de Fonética e Fonologia Aplicada à Língua Estrangeira –* took place on May 24th to 25th at *Instituto de Letras, Universidade Federal do Rio Grande do Sul, Porto Alegre*. The event was organized by Professor Ubiratã Kickhöfel Alves and his advisees Jeniffer Imaregna Alcantara de Albuquerque, Ana Carolina Signor Buske and Leonardo da Rosa, who appear with other participants of the event in the following picture.

From left to right in fromt: Reiner Vinicius Perozzo, Ubiratã Kickhöfel Alves, Fernanda Delatorre, Robson Ribeiro da Silva, Denise Cristina Kluge, Jessé dos Santos, Leonardo da Rosa, and in the back, from left to right, Maria Lúcia de Castro Gomes, Jeniffer Imaregna Alcantara de Albuquerque, Ana Carolina Signor Buske, Rosane Silveira, Laura Cristina Pereira Viana, Letícia Pereyron, Rodrigo Soares Ribeiro e Alison Roberto Gonçalves.

Professor Rosane Silveira (PPGI/UFSC), who is the chair of NUPFFALE at *Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq)* was one of the key-note speakers and gave the opening session speech on May 24th which was about comprehensibility and intelligibility of English consonant codas produced by Brazilian learners of English.

Professor Rosane Silveira giving her speech.

Professor Denise Cristina Kluge (UFRJ), who is the vice-chair of NUPFFALE at CNPq, and a former PPGI MA and Doctoral student, gave the closing session speech about methodological challenges and specificities of the research in the field of Phonetics and Phonology applied to foreign languages on May 25th.

Professor Denise Cristina Kluge giving her speech.

PPGI students and NUPFFALE members also participated in the event. Former MA and Doctoral students Fernanda Delatorre and Alison Roberto Gonçalves presented part of their doctoral dissertation results at the event. Fernanda talked about the correlation between intelligibility of regular verbs in the simple past and (a) verb familiarity, (b) language experience and (c) language proficiency for Brazilian learners of English as listeners. Alison discussed the orthographic influence on speech production in a picture naming task.

In addition to former students, currently enrolled PPGI PhD students Jessé dos Santos e Robson Ribeiro da Silva also presented at *III ENCONTRO DO NUPFFALE* and talked about their proposals for their future Doctoral dissertations. Thus, Jessé dos Santos talked about the possible influence of instruction on the production of Brazilian Portuguese nasal consonants in syllable coda position by native speakers of English, while Robson Ribeiro da Silva talked about his initial ideas for his Doctoral research, which should investigate the perception of rhythm in four different languages (e.g., Brazilian Portuguese, French, Japanese and English) for the same learner(s).

Laura Cristina Pereira Viana, an undergraduate student from *Letras Inglês* from UFSC, and also a NUPFFALE member, presented the preliminary findings for her *Trabalho de Conclusão de Curso* regarding the effect of instruction on the production of Brazilian Portuguese *tepe* by Haitian immigrants taking classes of Brazilian Portuguese as a host language in an extension course coordinated by Professors Rosane Silveira e Donesca Xhafaj (PLAM – Português como Língua de Acolhimento)

PPGI former and current students, and UFSC undergraduate student at Instituto de Letras from UFRGS: Jessé dos Santos, Fernanda Delatorre, Robson Ribeiro da Silva, Alison Roberto Gonçalves, and Laura Cristina Pereira Viana.

Núcleo de Estudos em Leitura – NEL
present in the 18th Semana Acadêmica de Letras at FURB/Blumenau

By Sidnei Werner Woelfer

A series of lectures, workshops and cultural presentations were offered to students, teachers and members of the community on the occasion of the 50th anniversary of FURB *Letras* Course in Blumenau - Santa Catarina, held from 14 to 18 of May, current year. The events composed the program of the 18th *Semana Acadêmica de Letras* that was organized by members of the *Centro Acadêmico dos Estudantes de Letras* (CAEL), under the supervision of Professors Cyntia Bailer and Karina Zendron da Cunha, UFSC/PPGI and PPGL former students.

UFSC/PPGI PhD student, Sidnei Werner Woelfer, also member of NEL (*Núcleo de Estudos em Leitura*), which is coordinated by Professor Lêda Maria Braga Tomitch, participated in the event offering a workshop entitled "**The use of songs in EFL Reading Classes: a way to promote cross-talks between Emotion and Cognition**" that was attended by undergraduates and school teachers. The workshop, which was related to Sidnei's current research, involved participants in discussions about, and practice of pre-reading activities using a variety of songs including negro spirituals, popular songs, children's songs, canons and simple choir compositions. The basic theoretical rationale that underlay the design of the workshop is that the arousal of positive emotions evoked by emotionally-salient and task-relevant stimuli enhances online processing, improving readers' performance.

Current behavioral and neuroimaging research have shown that emotional-laden stimuli, when task relevant, enhance working memory processing. As proposed by the Broaden-and-build Theory (Fredrickson & Branigan, 2005), for instance, both, the scope of attention and thought-action repertoires vary as a function of the individual's emotional states. More specifically, the theory hypothesizes that when individuals' emotional state is positive, their focal attention tends to be maximized and their variety of thoughts revealing will to get engaged in activities is augmented. Both gains can be said to be beneficial to learners of English as a Foreign Language reading, given the critical role of attention in determining individual differences in terms of working memory capacity (Engle and Kane, 2004).

All in all, if the arousal of joy caused by songs used as pre-reading activities has the power to amplify

the focus of attention to task-relevant information, to boost online processing, and to make learners feel encouraged to play active roles in the accomplishment of tasks in the classroom, it is possible to hypothesize that interactions between emotion and cognition, in some specific circumstances, are critical for successful learning to take place.

On behalf of PGI and NEL, we thank Ana de Ribamar Goulart Braga, conductor of the Choir *Babel Ensemble*, for the composition of the playbacks used in the workshop.

References:

Engle, R.W., & Kane, M.J. (2004). Executive attention, working memory capacity, and a two-factor theory of cognitive control. In: B. Ross (Ed.) *The Psychology of Learning and Motivation*, 145- 199. New York: Academic Press.

Fredrickson, B. L., &Branigan, C. (2005). Positive Emotions Broaden the Scope of Attention and Thought-Action Repertoires. *Cognition & Emotion*, 19, 313-332. https://doi.org/10.1080/02699930441000238.

BRAZ-TESOL Santa Catarina first chapter movement

By Caroline Chioquetta Lorenset

Back in 2015, a group of enthusiasts got together for a cup of coffee and to talk about what they could do to improve the scenario of teaching English locally. Without higher aspirations, reflecting on our role as educators, we were wondering about how to contribute to teachers' continuing education in our state. In the past few years, Santa Catarina did not have an active and representative association for the English language teachers, which has resulted in a lack of development opportunities for its professionals in the area.

In this sense, our motivation to implement a Braz-Tesol Santa Catarina Chapter was to offer opportunities of professional development in a regular basis for English language teachers coming from different contexts of teaching and to facilitate the access to local events that provide moments of development and sharing of classroom experiences and knowledge building. In our perception, what was missing was a real chance to put these ideas into practice. We believed this to be an important movement that would contribute to the English teaching scenario in Santa Catarina. Our objective, thus, was to create a local community with a focus on continuous teacher development and to create a space where English language teaching experiences could be exchanged amongst its members.

Therefore, in 2016 we had our first event. It has been four major events - in Florianópolis, Criciúma, Blumenau and Chapecó, in which we had inspiring speakers, sponsorship from publishing houses and English schools, and help from monitors. Besides that, there were more than a hundred people attending our events, including contributions of several PPGI alumni and professors. Two years later, now in 2018, our time ahead the board of the SC chapter has come to an end.

All these accomplishments were only possible because of the hard work of the inspired professionals who have been working in Braz-Tesol SC board since 2015: Caroline Chioquetta Lorenset, Denize Nobre Oliveira, Gabriela Cristina Correia, Fernanda Ramos Machado, and Jeová Araújo Rosa Filho. Finally, on behalf of the board, we would like to thank everyone who believed and trusted this work we have been doing; all these achievements were only possible because of you. With the elections happening in the month of June for the next board, we are sure to have the usual support from PPGI academics in Braz-Tesol Santa Catarina chapter events.

#TheMoreWeAreTheStrongerWeBecome

Event in Florianópolis in 2016

Event in Florianópolis in 2017

Ongoing Research

PhD students Marcelo Martinez and Vanessa de Deus Rocha explain their academic research at PPGI.

Marcelo Martinez

War and Displacement in the Works of Charles Simic and MohjaKahf

My research for the M.A. program at PPGI is titled "War and Displacement in the Works of Charles Simic and MohjaKahf." It results from converging interests in war poetry, the role of poetry as historical narrative, and the connection between war and immigration/displacement. I am investigating the way in which those poets explore themes of war and other conflicts, as well as the consequences of those conflicts upon civilian populations. My choice of these poets for the research was influenced by the fact that their work is informed by personal experiences regarding armed conflicts and immigration, as well as their empathetic look on the civilian victims of war.

As a first stage in my analysis, I will offer a reading of selected poems by Simic and Kahf through the lens of Simic's concept of the "history of unimportant events." This is Simic's reaction to what he perceives as a positivistic or monumental mode of historical narrative, where the plight of civilian populations—and also, of isolated individuals—is ignored or suppressed by the writers of history for being considered "unimportant." In Simic's poems and essays, the themes of war and civil conflict are connected to memoir and lyrical poetry as modes of historical narrative, as well as to the role of the poet as a witness and a chronicler of history. A reading of poems by Simic and Kahf from that perspective should reveal interesting aspects of their position within the dialectics of poetry and history. To further that goal, a second stage in my research will involve a comparative analysis of my reading of Simic and Kahf.

Vanessa de Deus Rocha

Digital Stories: Students' perception of feedback contribution during script development

Hello everyone ! It is a pleasure to share a little bit of my ongoing research with you all. Well… as an English teacher for at least ten years, I have always been interested in providing tools that could engage my students into their learning process and I saw in technology one of the alternatives I was looking for. I could say this was the main reason why I decided to work with technology during my master. My advisor is professor Celso Tumolo and I have been working with student's perception of feedback contribution to script development to the production of a digital story, which could be generally defined as a digital resource containing a mixture of digital pictures, text, oral narration, video clips and/or music lasting from 2 to 10 minutes. (TUMOLO, 2015).

In order to develop a digital story, there are some steps learners need to follow. The first one is to define the topic to be approached. The topic is something quite **personal** and it should involve important events, a relationship, someone important, etc. (LAMBERT, 2010) . Once the topic is chosen, learners write the script to be used on the digital story. In this step, they receive written feedback from the teachers as an attempt to improve their texts. (CASTAÑEDA, 2013).This step is my main data source because I am working directly with written feedback, then I will focus on what students actually do with the feedback they received during this step. When the script is ready, students will organize the flow of their video by creating a storyboard, which is the step when they combine the pictures and whatever resources they have selected, with the script. The last step of the digital story production is to actually create the story

using a computer software with then necessary tools to create the video. (CASTAÑEDA, 2013).

At this point of the research, I have been collecting data with students regularly attending the course Compreensão e Produção Escrita em Língua Inglesa III who have developed a digital story as a required activity from the course under the supervision of professor Celso Tumolo. I have already applied a questionnaire and the interview will be realized soon considering that as I intend to investigate their perception of feedback, it is crucial that I interview them right after they concluded the activity.

Creative Corner

Legion

By Eduardo José dos Santos

I am Legion, and for it we are many
As your guide I give you this tip:
"Many lives, many thoughts, many stories
Full of magic, epicness and glories
Built on battles and friendship
Which could be bought by no penny

In the world, no secret place
There is for me, who traveled unstoppable
Without losing faith. Seeking to embrace
Every piece of happiness in my travel

Do not think it was that easy
With losses and pain I had to deal
But I refused to give up. Uneasy
To believe I could ever stop for real"

And now I will advise you:
Never let the spirit give up
There'll always be an adventurer, a mage
a warrior or a writer in a cage
Refusing to be locked up
So let your mind flow through

Mundo perdido, mundo ao contrário.
Serei o avesso do avesso,
a carta fora do baralho.
Procurarei um recomeço

E quando tudo estiver mais avesso que as avessas
Me desdobrarei pra achar mais que depressa
Um fuga dessa rota sem saída

Ainda que a fuga seja o fim da vida
Partirei na direção do vento
Que sopra constante em meu pensamento

Mundo perdido, mundo ao contrário,
Mundo de cabeça pra baixo
Se vire com o baralho
Pois já estou em outro cenário.

- Me -

Upcoming events

Inpla - Intercâmbio de Pesquisas em linguística Aplicada - applications extended until July 31st 2018
When? December 10th to 13th, 2018
Where? Pontifícia Universidade Católica de São Paulo (PUCSP)
More info: http://corpuslg.org/inpla/2018/

ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning,
When? August 27th to 28th, 2018
Where? Universitat Pompeu Fabra, Campus de la Ciutadella, Barcelona, Spain
More info:
https://eurasiaresearch.org/conference/barcelona-icrtel-27-28-august-2018

SEL - Seminário de Educação e Leitura
When? November 13th to 16th, 2018
Where? UFRN - Natal
More info:https://doity.com.br/8-sel/

TechLING'18
When? October 2nd to 4th, 2018
Where? Universidade Autónoma de Lisboa, Lisbon, Portugal
More info:
http://cehum.ilch.uminho.pt/techling2018

Call for papers

Linguarum Arena - Revista de Estudos em Didática de Línguas da Universidade do Porto volume 10 (2019), subordinados ao tema: "Para uma história das ideias didáticas da língua estrangeira e da língua materna"
Deadline: December 31st, 2018
Qualis: B3
More info:
http://ler.letras.up.pt/revistasdaflup/default.aspx?l=1&m=4&s=72&n=0

Revista Texto Livre: Linguagem e Tecnologia
Deadline: August 31 for the second issue and em**fluxocontínuo** about several issues
Qualis: B2
More info:
http://www.periodicos.letras.ufmg.br/index.php/textolivre/

Revista Gragoatá v. 23, n. 47 (set-dez 2018)
Deadline: May 30th to August 31st, 2018
Qualis: A2
More info:
http://www.gragoata.uff.br/index.php/gragoata/announcement/view/37

Revista Matraga 46
Deadline: September 31st, 2018
Qualis: B1
More info: http://www.e-publicacoes.uerj.br/index.php/matraga

Revista Policromias v. 5
Deadline: Fluxo contínuo
Qualis: B5
More info:
https://revistas.ufrj.br/index.php/policromias/announcement/view/53