

## In The News

### **II Congresso Internacional ALES**

Marília Camponogara Torres and Maria Ester Wollstein Moritz



From October 9th to 11th, we participated of the *II Congreso Internacional ALES - Asociación Latinoamericana de Estudios de la Escritura en Educación Superior y Contextos Profesionales*, which took place at *Pontificia Universidad Católica de Chile*, in Santiago, Chile. The event was organized by a group of professors from five Latin American countries – Brazil, Argentina, Chile, Mexico, and Colombia. This year's theme was: "New directions in writing research". The three-day-conference was divided in two parts. In the first, there were workshops and in the second, plenaries and concurrent sessions. All plenaries had simultaneous translation in English, Spanish and Portuguese and were broadcasted online at the webpage of the conference, available at: <https://www.facebook.com/congresoales2018/>.

The first day of the event was reserved for the workshops. There were nine workshops offered and we attended "*¿Qué es la etnografía y por qué usarla en la investigación de la escritura?*", which was presented by Theresa Lillis, from The Open University, and Natália Ávila Reyes, from *Pontificia Universidad Católica de Chile*. Its focus was on what it means to use/do ethnography and why ethnography is important for researching writing. During the workshop, we had a group work activity to discuss about methodologies of collection, analysis and representation of different types of data.

One the second day, there were two plenaries and many concurrent sessions. It was also the official opening of the conference, with a plenary given by Professor Charles Bazerman, from the University of California, Santa Barbara, who was invited to talk about writing, which, according to him, is a practice and a

practical art. During his talk, he mentioned his own experiences when teaching writing and the different issues, which have been researched about the theme. The second plenary of the day was given by professor Alejandra Meneses, from *Pontificia Universidad Católica de Chile*. She talked about academic language at the level of elementary school in relation to different social contexts.

The third and last day of the event had three plenaries, with professors Bob Broad, Desirée Motta-Roth, and Theresa Lillis. Bob Broad, the first speaker, from the Illinois State University, presented about Large-Scale Writing Assessment; Desirée Motta-Rotta, from Federal University of Santa Maria, discussed about the meanings of authorship and co-authorship; and Theresa Lillis gave an overview of a field of writing research that in the UK has become known as ‘Academic Literacies’. Besides them, during this day, in one of the concurrent sessions, we presented our communication, which was about our current master’s research – an ongoing investigation about academic writing in higher education, focusing on graduate programs in a Brazilian University.

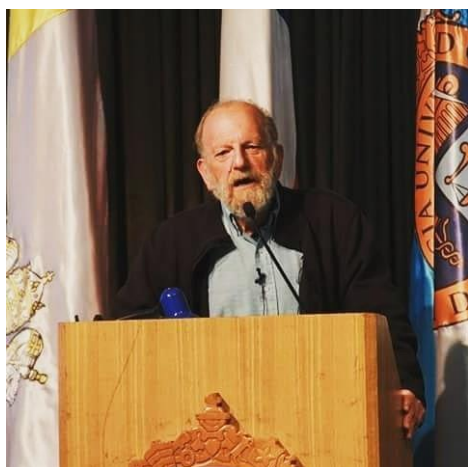
In general, during these three days of the conference, we had a great opportunity to learn and share experiences. We could also talk with the most renewed researchers of the area of writing studies as well as get ideas for future studies. We are delighted to have been part of it and we are looking forward to the next one in 2020, which will probably be held in Brazil.



Picture 1 – Our oral communication



Picture 2 – Closing plenary with Professor Theresa Lillis



Picture 3 – Opening plenary with Professor Charles Bazerman

In The News**Participation in the 3<sup>rd</sup> International Conference Techling**

Luana Garbin Baldissera and Daniel Reschke Pires



From October 2nd until October 4th, the 3rd International Conference Techling took place in Lisbon, Portugal. The event was hosted by Universidade Autônoma de Lisboa and was devoted to the application of technology to languages, with plenary sessions and communications that fell under the topics of translation and interpreting, language teaching, natural language processing, and psycholinguistics.

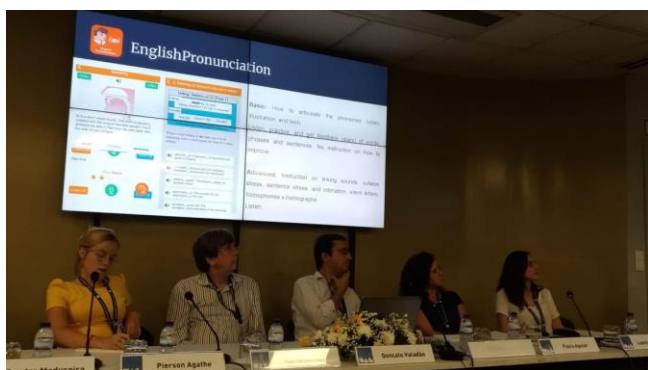
Phd student Daniel Reschke Pires presented a communication entitled "L2 Vocabulary Instruction: an Analysis of Smartphone Applications for English Learning". This communication was based on the results from his MA dissertation and had the goal of presenting an analysis of the development of vocabulary in the four most downloaded applications for English learning in the year of 2017. Daniel argued that these applications, namely *Duolingo*, *Memrise*, *Hello English* and *Babbel*, instruct the spoken and written form of words, but often neglect other aspects of word knowledge. Moreover, he showed that although the applications employ images and videos as nonverbal representations to assist the instruction of vocabulary, these representations are often irrelevant for this instructional goal. Daniel concluded by pointing out that, in spite of limitations mentioned in the presentation, the applications analyzed are free and can be an accessible tool for learners of English.

MA student Luana Garbin Baldissera presented a communication entitled "Using apps to enhance pronunciation learning", where she mapped and described six free/freemium apps which have been developed for pronunciation instruction. The apps are *Sounds*, *SpeakEnglish*, *AccentTraining*, *EnglishPronunciation*, *AccentClear*, and *Elsa*, and are available for download on Google Play and Apple Store.

The apps have different goals and present different activities which can be used to practice perception and production of segmental and suprasegmental features of pronunciation, providing instant feedback. This preliminary research shows that apps seem to be a helpful tool to be used either in and outside language classroom overcoming issues such as different difficulties and goals learners may have.

One of the plenary sessions counted with presentation of Andrea Rauber, a phonetics and phonology specialist who took her MA and Phd degrees at PPGI. Andrea talked about her participation in the development of the application "Tip Top Talk" (available on Google Play). With the help of automatic speech recognition (ASR) and text-to-speech, the application is able to provide users with immediate feedback in both perception and production exercises. Andre also talked about the potential of improving perception and production of L2 sounds via games.

Attending the conference was a great opportunity to share our work with other researchers and language teachers, to learn about what it is being studied in the area, and also to get familiar with the development of new technologies such as intelligent bots, facial expression identification, voice quality identification speech settings and other types of artificial intelligence which are expected to be soon applied to language learning.



## Faculty Profile

### When Personal Research is Just the Start

Maria Rita Drumond Viana



Simpósio Temático do Núcleo de Estudos Irlandeses na Semana de Letras 2018

When Caroline and Vinícius requested I write this piece for PGI News on my work here at UFSC I had to stop and ponder: which part of it? Instead of focusing mostly on the research, which I've done in the past, I've decided to write about "the job" more holistically, so as to give our students a glimpse of the kind of position they might be aspiring to.

What a lot of people and even students don't realise is that as university professors in an institution like UFSC our job includes a whole lot more than the teaching we do in class. Though we may hear a lot of the tripod that supports the Brazilian public university ("ensino, pesquisa e extensão"), in addition to the overlap of these apparently distinct areas (where do supervisions fit, for example? There is a lot of teaching involved for sure, but isn't the main focus the research?) there is a fourth pillar involved: administration. It is something we are, most of us, untrained for and, in a way, we have to learn on the fly, from colleagues, from their experience, but also from other departments, institutions and from possibly the most boring of textual genres: resolutions, normatives, bills of law. Sometimes information circulates and ideas are perpetuated based on practices and opinions that aren't necessarily the only or the best way of doing something. Now more than ever, given in the current political crisis, we need to check our sources, understand the contexts in which decisions are made, evaluate different points of view and try (try!) to see the bigger picture. I can tell you it is very hard.

Our first obligation to the university, the factor that counts the most towards the hiring of new professors, is undergraduate teaching—this is also something I've only recently learnt. Most of us at PPGI are part of a department, in my case Foreign Languages and Literatures (DLLE), which teaches classes in six different undergraduate courses: five modern languages plus Secretariado Executivo. Considering we have professors acting in at least four different postgraduate programmes (Literature, Translation, English, and Linguistics), focusing on undergraduate teaching only sounds counterintuitive to me, but it certainly reveals that, administratively, it is the most important aspect for new vacancies.

As for my experience, I particularly enjoy teaching at the undergraduate level, and I can say in my last almost four years here I have come to know the current curriculum deeply: in the 7 semesters I have finished here, I prepared and taught 14 completely different courses, 11 of which at the undergraduate level. In addition to these 11 different courses, I was happy to teach some repeats, which I saw as an opportunity to improve the course based on experience. My Western Lit 1 course is certainly something I deeply enjoy teaching and one of the most formative experiences in syllabus development for me here at UFSC. I can also say that my coming to terms with our curriculum has also refined my research interests, and showed me the need to highlight certain aspects of the literature that I felt were overlooked.

The other part I'd like to focus on is my work on the "Extensão" pillar. This is a hard one to translate or even to understand in Portuguese. As our Ministry of Education pushes for greater integration of this aspect in the curriculum (check law 13.005/2014 to see how this started), universities all over Brazil are trying to understand how this impacts the current practices. UFSC is a bit a latecomer in this realisation and the central administration has appealed to us, in departments and coordinations, to come up with possible solutions even though we don't completely understand some of the working concepts, including who our "external" public is: external to our courses? To our area? To the university as a whole? My work in "extensão" can be classified in three major groups, again with overlaps: the work I do as coordinator of the Irish Studies Hub, together with Alinne and Beatriz, my work as a translator, and the various activities I develop with other institutions, periodicals, associations, councils, etc.

I'll start with examples of the latter: I am a proud member of the editorial council of one of the most active student-led periodicals in Brazil, *Em Tese*, which is based at the postgraduate programme in literature at UFMG. The current editorial board (each board stays for 3 years; after all, the students graduate!) is doing fantastic work to keep the periodical with a B1 grade by Capes, something the previous group achieved with an overhaul of their procedures and practices. This is a great rating for a periodical that is not only organised by students but that also publishes work by postgraduate students, since it does not require that authors have a PhD—indeed, the opposite is true.

By tying my work as a translator to the university in extension projects, I try to generate learning opportunities for our translators-in-training as well as reach a public that wouldn't be reading the texts I work with in English. There is a considerable overlap with my research here: many of the texts I translate have to do with Irish Studies, being either primary texts (such as the play *Cathleen ni Houlihan* that Alinne and I translated and had staged as a dramatic reading in 2016) or studies of those primary texts (such as the article by Lance Pettit on W.B. Yeats on the screens). Others, such as the project I'm currently working on, are requests by the Irish Embassy and Consulate, who are putting on an exhibition on the historical links between Ireland and Latin American countries, for an audience much broader than the academy. I am coordinating this project with student members of the Brazilian Association of Irish Studies (ABEI in Portuguese) and thus creating collaboration links between UFSC and USP students.

Fostering interinstitutional collaborations is also a job that unites extension and research. One of the ways we can do this is by facilitating agreements with international universities. Because these agreements are initiated by individual researchers, it is often the case that we work with others who have similar research interests. I have recently managed to secure an agreement between UFSC and the University of La Rioja, which I hope will benefit students and scholars of every area, but that only really started because of a Spanish colleague who's also in Irish Studies and who is very active in AEDEI, the Spanish Association of Irish Studies. The same is true for the agreement we've been trying to establish with University College Dublin for quite some time now: the links we (Beatriz, Alinne, José Roberto and I) have with Professor Margaret Kelleher are invaluable in navigating the bureaucracy. And although the formal agreement is yet in the works, two of my own students have already been able to study at UCD: Frandor Marc Machado has just returned from Dublin, where he completed his MA and is on his way to finishing his research master's here at PPGI; and Daiane Oliveria, from PGET, who's at UCD now as a visiting doctoral student. In Daiane's case, contacting Professor Anne Fogarty, one of the most important Joyceans in the world (her title is Professor of James Joyce Studies!) is a mix of what I do for research, teaching, supervising and it could also be said to fall under the "extensão" rubric.

As for research, leaving aside my own focus on W.B. Yeats's creative non-fiction and personal documents (mostly his auto/biographies, letters, and diaries), I am in charge of fostering my students' pursuits as well. It has been my practice, based on the amazing experience I had as an undergraduate doing research with Professor Sandra Goulart, to come up with a project that is wide enough to encompass a variety of possible ways in, including my own personal research, and to give students a chance to define their own foci, even at the undergraduate level. Sometimes, as in the case of Gabriela Araújo, I suggested a reading list, from which she chose the late eighteenth, early nineteenth century Irish writer Maria Edgeworth for her PIBIC. In other cases, such as Gabriel Pinheiro's, the student already had an author he was interested in, and my research provided a



focus, an approach, and a theoretical framework. I find that starting early, as early as their IC (our independent study) or at least the TCC (the undergraduate honours thesis) is the best way to teach students how to do research at the postgraduate level, even if they decide to change the focus or even the area as they progress in their studies. This does mean I end up supervising in many topics that may seem at odds, as is currently the case, with projects ranging from the adaptation of Margaret Atwood's *Alias Grace* for TV (Carolina Milanez, TCC) to Oscar Wilde's *De Profundis* (Luciana do Santos, PIBIC). Therefore, I encourage research that deals with the specificities of so-called non-fictional genres, as is the case of the diaries and letters in *Alias Grace* or the putative letter of *Epistola in Carcere et Vinculis*, *De Profundis*'s title as given by Wilde in prison, respectively for the two students I used as examples.

Finally, one of the administrative duties I have is heading a commission to support students and fellow researchers with their publications. Last year, we held a general meeting with students to explain the aims of the commission and to help them understand some of the concepts involved in a publishing and scholarly culture. I am hoping to schedule another meeting for this year, but as you can see from the examples I brought in this short overview, there aren't enough hours in the day to do all that a university professor needs to do!



Delegação da Associação Brasileira de Estudos Irlandeses em Belfast na IASIL 2013.

## Ongoing Research

### **Linking Task and Technology: Investigating the Effects of Digital Storytelling on EFL Learners' Oral Production**



Juliane Regina Trevisol

Issues related to L2 teaching and learning have permeated my daily routine since 1998, when I first set foot, as a teacher, in an EFL classroom. Back in 2008 I was a Master's student at PGI and my research niche was L2 phonetics and phonology; I was guided by Prof. Dra. Barbara O. Baptista then, who inspired me to love studying about L2 oral production and the 'phon-phon' surroundings. Because of this long concern for understanding the complexities of producing an L2, my current interest has been towards that as well. However now, my research focus is onto the potentials of linking technology and task-based instruction (Ellis, 2003; González-Lloret & Ortega, 2014) for the benefit of L2 learning — or more specifically, for the enhancement of L2 oral production.

This way, in my present study I investigate whether engaging learners in tasks with digital storytelling may impact on their L2 speech. In other words, I try to understand such a link not only by looking into learners' oral productions in a quantitative manner — measuring how complex, accurate, fluent, lexically dense, and communicatively adequate their speech is —, but also by analysing their perceptions throughout the creation process — that is, scrutinizing the tasks done, the use of technology, self-reported effects on L2 learning, challenges and further concerns —, following, thus, a more qualitative perspective. But this is, by no means, a one person's job. My current adviser, Prof. Dra. Raquel D'Ely, has been assisting me in this process since 2015, when I started my doctoral studies at PGI. Also, a great number of collaborators have been essential for this huge task to be accomplished — the participants, the 16 raters in my study, the evaluating committee, friends and colleagues (those from our AQUILES research group, above all) who walk this road with me, sharing the agonies and joys of being a researcher, especially in Brazil (we all know the challenges).

Finally then, taking into account that technology can mediate L2 teaching and learning (Evans, 2009) and that plenty of questions — in terms of how this mediation can indeed happen — still remain unanswered (González-Lloret & Ortega, 2014), I believe this piece is a contribution to the area since it brings evidence of a successful synergic experiment, considering the positive effects found here for L2 oral production. Nonetheless, there is plenty of work to be done still; so, further studies are needed to shed more light on such an issue as a way to inform SLA, L2 pedagogy and the technology-mediated TBLT areas.

### **Characteristics of Online Oral Interaction: a Study of Beginners Using *WhatsApp* Audio-Recorded Messages**



Nayara Salbego

As a teacher of English for over 15 years, I have always noticed how little work and attention research and practice in SLA places on oral interaction among beginner learners. Nonetheless, I acknowledge the importance of working on interaction since the initial stages of language learning. In that concern, I further developed my readings on the topic and concluded that a study regarding interaction amid beginner learners of English could contribute to the area. Moreover, I realized that technological resources could go hand in hand with that, which explains in brief terms why my PhD study focuses on analyzing characteristics of online oral interaction among beginners using the app *WhatsApp*.

Considering the familiarity of my participants with *WhatsApp* and research previously developed by other scholars, I decided that it could be a suitable technological resource to promote oral interaction. Research has shown that interacting online may ease the face-threatening situation that beginners usually may encounter when interacting face-to-face. Also, I learned from previous studies that knowing the technological resource affordances in advance could allocate learners' efforts to the interactional meaning exchange itself and, most importantly, to the language that they were learning. Therefore, these facts supported my choices of investigating characteristics of online oral interaction using *WhatsApp*.

For data collection, I applied an activity in which the participants were supposed to talk to each other through audio-recorded messages. Then, the transcriptions were the main source of data, in addition to a questionnaire and an interview regarding the participants' perceptions. These instruments helped me to understand in a deeper sense the views and the characteristics of the participants' interaction. They were 1<sup>st</sup> year high school students from a public technical school and they were familiar with each other prior to the data collection events, which helped to have as close as proposed.

Almost in the end of the PhD journey, I have come to the thought that the meaning of interaction as it has been long-held in SLA research might be limited and I had the opportunity to propose a broader view on that based on my own investigation. For this reason, I consider that there is still much research in need for comprehending interaction, especially when it takes place with the aid of technological resources, as it is so common nowadays.

As a final thought, I maintain that only by comprehending interaction from a more general and updated perspective it is that we can really help our learners to develop the target language. In this sense, the characteristics identified in my research may enlighten our views of how we see interaction in SLA. Finally, they may contribute to the area of language pedagogy in ways that activity designing and development could attend to the characteristics pointed out in my study.

Book Corner**Review on “*Psicolinguística e Educação: Neurociências, Psicolinguística e Aprendizagem de Línguas Adicionais: um diálogo necessário no contexto da educação do século 21*”**

Bruno de Azevedo

The chapter reviewed here is from the book “*Psicolinguística e Educação*” organized by Professor Marcus Maia from UFRJ. The chapter entitled “*Neurociências, Psicolinguística e Aprendizagem de Línguas Adicionais: um diálogo necessário no contexto da educação do século 21*” was written by Ingrid Finger (UFRGS), Luciana Brentano (IENH), and Ana Beatriz Arêas da Luz Fontes (UFRGS).

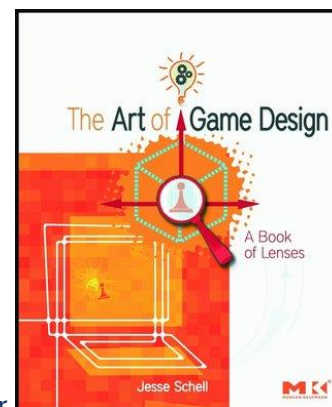
The authors start by illustrating the multilingual scenario in which we are inserted in, moving to demystify the monolingual status Brazil has had. In this section, it is important to highlight the authors’ mentioning that language acquisition/development will depend on the individuals’ personal agenda.

The second section of the chapter approaches how neuroscience has contributed to education. Novice readers on this field may benefit from the straightforward approach on the Executive Functions – inhibition, working memory and cognitive flexibility. The authors point out how learning an additional language might enhance children’s executive functions.

The third section of the chapter brings the contributions psycholinguistics has brought to learning an additional language. Perhaps the most noticeable issue approached in this section is the interactive nature of languages, that is, one’s mother tongue influencing on the addition language and the other way around.

Last and most interestingly is the section in which the authors point out the need for research in neuroscience and psycholinguistics to communicate and therefore contribute with additional language teaching.

## The Art of Game Design – A Book of Lenses



Marinho Bender

For teachers who are interested in working with technology in their classes, more especially working with games, the book by Jesse Schell *The Art of Game Design – A Book of Lenses* published by Elsevier in 2008 is a great option to understand the universe behind games. The author is very explorative in all the stages which take part of the game creation process from the very beginning, in the planning stage through the final stage, where the game is launched. It is important to consider that even when teachers are not directly interested in the game development process itself, this book provides insightful thoughts of how people (gamers) interact with games and what effects this can have on them. One of the main factors in game design is that games are designed in order to create *experiences* to the ones who play. If we are to reflect on this concept, when teachers develop a game, or bring a game to their languages classes, the focus is for their learners to have opportunities to practice the target language. Taking a closer look at how games and the experiences they want to provoke, it becomes easily possible to connect these experiences of the game with the learning of the foreign language (FL). As the author mentions, all games have certain mechanisms for playing, and this concept when combined with the learning of languages, can provide learners with experiences of pleasure and also of enhancement of the language. The book *The Art of Game Design – A Book of Lenses* by Jesse Schell is a must-read for teachers who are interested in providing their learners with different, and why not, fun opportunities and to understand the layers which are underneath the surface of a simple “Let’s play a game”.

Reference: Schell, J. (2008). *The Art of Game Design: A Book of Lenses*. Elsevier Morgan Kaufman Publishers.

Creative Corner**Midnight Kingdom**

Vinícius Horst

Somewhen in December,  
Saturday kisses goodbyes  
Now's a rainy darkness outside  
While Sunday uninvitedly comes in

My pillow hugs me around  
In a moment where nothing is  
It's nothing as it should be  
Soullessly underneath my blanket castle

In my kingdom  
I nominate myself emperor of sorrow  
Diving in the blueness of my fears  
Laying down just waiting for some tomorrow

'Til it comes, when it comes, if it comes  
Nothing nor no one seems to hear  
The pouring of thousands of waterfall tears  
In my wasteland oasis  
Down here, in my midnight kingdom

## Upcoming Events

### *III Jornada de Estudos Irlandeses*

November 7, 2019 – Universidade Federal de Santa Catarina

09:30-18:30

Auditório Henrique Fontes

### *Vocab @ Leuven - International Conference*

July 1 – 3, 2019, Leuven, Belgium

Submission deadline: December 15, 2018

<https://vocabatleuven.wordpress.com/>

### *12º Congresso Brasileiro de Linguística Aplicada (12º CBLA)*

July 9 – 12, 2019, Vitória/ES

Submission deadline: October 31, 2018

<https://alab.org.br/cbla-julho2019>



## Call for Papers

*Revista Calidoscópico (Qualis A2)*

Deadline: November 15, 2018

Theme / edition: Texto, Léxico e Tecnologia

More information: <http://revistas.unisinos.br/index.php/calidoscopio/pages/view/call>

*Revista Leitura (Qualis B2)*

Deadline: Streaming (*fluxo contínuo*)

Theme / edition: Novo retorno a Saussure (Jan/2019) and Estudos linguísticos e literários (Jul/2019)

More information: <http://www.seer.ufal.br/index.php/revistaleitura/index>

*Revista Ilha do Desterro (Qualis A1)*

Deadline: February 01, 2019

Theme / edition: Psicolinguística: implicações para a sala de aula

More information: <https://periodicos.ufsc.br/index.php/desterro/about/submissions>