
A Foreword

By Jane Helen Gomes, Robson Ribeiro and Ti Ochôa

In the afternoon of November 20th last year, English language and literature graduate students were invited to join *PPGI Lecture - End of the Year Talks*, a new event hosted by the Graduate Program in English at UFSC in order to reunite its faculty members and student body before the holidays. Everyone who attended was able to enjoy the amazing lectures, delicious food and drinks along with conversation in a very friendly environment. The *End of the Years Talks* was a complete success and we are definitely looking forward to the next one! We would like to thank our dear Valdete and all PPGI staff members for the wonderful afternoon put together on November 28th. You can hear about the impressions from some of the PPGI staff members, professors and students involved in this gathering down below.

End of the Year Talks

By Celso Henrique Soufen Tumolo

In an informal conversation in October last year, Professor Viviane, Valdete and I agreed there were reasons to celebrate the accomplishments by all PPGI professors, students and staff. This idea for the celebration was brought to PPGI *Colegiado*. A new event was then created, a sort of spin-off from the PPGI Lecture: *PPGI Lecture – End of Year Talks* (also called *Year-End Talk*). As the title suggests, it is to be offered at the end of each academic year, with lectures by PPGI



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professors from both areas of concentration, linguistic and literature studies, as an opportunity for exchange of ideas and as a time for celebration. On November 20th, 2018, PPGI students participated in the *End of the Year Talks* event, to which professors Viviane Heberle and Maria Lúcia were invited as keynote speakers. You can find more about the topics approached in the lectures in the texts below.



Applied Linguistics in Brazil: Past, Present and Future Debates

By Viviane Heberle

For me it was a great honor to be able to give a talk to our students and colleagues as one of the first two *End of the Year Talks* hosted by PPGI. I was very happy to see several colleagues and students attending both talks (Maria Lucia Martins' and mine), sharing some food and chatting afterwards. For the talk, I thought that providing some historical background on Applied Linguistics (AL) in Brazil and some of its main debates would be suitable, especially because of the PPGI tradition in the area. Our dear late Professor Hilário Bohn was a key figure in the area and, together with Professor Paulino Vandresen, edited a very important book entitled *Tópicos em Linguística Aplicada: O Ensino de Línguas Estrangeiras*, which was published in 1988 by Editora da UFSC. Some of the chapters were written by Vilson Leffa, John Robert Schmitz, José Luiz Meurer and Leonor Scliar Cabral, among many other important researchers. Professor Hilário was also one of PPGI Coordinators, President of the Brazilian Association of Applied Linguistics (ALAB), and Vice-President of the International Association of Applied Linguistics (AILA). Professor Hilário also held the first meeting here in Florianópolis on national public policies on foreign language teaching (*I Encontro Nacional de Política de Ensino de Línguas Estrangeiras*) in November, 1996. PPGI Professors Mailce and Leda were in charge of two editions of the book *Aspectos da Linguística Aplicada: estudos em homenagem ao Professor Hilário Inácio Bohn* in 2000 and 2008.



In my talk, I mentioned some of the Presidents of ALAB (available at <https://alab.org.br/diretoria/>) and I emphasized their leading role in stimulating research in the area

as well as participation in national and international conferences. I also mentioned how, in the 1980s, many Applied Linguists in Brazil came to work together in the national ESP project (*Projeto Nacional de Inglês Instrumental*) in Brazilian universities, coordinated by Prof. Maria Antonieta Alba Celani from the Catholic University of São Paulo, a very well-known researcher and enthusiast in the area who died last year. Furthermore, ALAB was the convenor for the AILA World Congress in Rio 2017, hosted by the Federal University of Rio de Janeiro (<https://plataforma9.com/congressos/18o-congresso-mundial-de-linguistica-aplicada-aila-2017.htm>). Many PPGI professors and students went to this thought-provoking conference, which was attended by more than 1,500 researchers from many different parts of the world. AL has also been present in the Brazilian Association of English Language Professors (ABRAPUI) events, as well as in the National Association of Post-graduate Programs in Language and Linguistics (ANPOLL) and, in the 2000s, it became the largest group of researchers at ANPOLL, which then had to be split into three or more groups.

Areas of interest within AL are broad and range from a cognitive to a socially-oriented view. From a more socially-oriented perspective, with emphasis on its inter or transdisciplinary nature, applied linguists are concerned with contemporary social issues, manifested in the use of language in different sociocultural practices. In this sense, AL interacts with other areas of research and critical theories, such as Queer Linguistics, Forensic Linguistics, Corpus Linguistics, Critical Discourse Analysis, Multiliteracies, Multimodality and Spatial Discourse Analysis, to name a few.

To conclude this brief report, I would like to mention that the 12th Brazilian Congress of Applied Linguistics (CBLA) will take place in Vitória (<https://alab.org.br/xii-cbla/>), at *Universidade Federal do Espírito Santo* (UFES) in July this year.

Contemporary Canadian Poetry and Multiculturalism

By Maria Lucia Milléo Martins



Twenty years ago, by the end of my doctoral program at UMass / Amherst, I participated in a *Graduate Student Research Festival* and could realize the importance of sharing knowledge in this kind of event. Like me, other professors at PPGI had similar opportunities, and we borrowed this idea to create our *Research Festival*. Students' enthusiasm and the good results have proved that this is something to last. More recently, another event became part of PPGI academic experience: *End of the Year Talks*. Professor

Viviane Heberle and I had the honor to inaugurate the first meeting with our talks. Viviane and I have a long history in the program and could share part of this trajectory with a special audience of former / current students and advisees, and other professors. When I refer to 'history', this means our talks involved years of research and learning from our experience in the classroom with our students and work with our advisees.

My talk *Contemporary Canadian Poetry and Multiculturalism* is the result of a post-doctoral research at the University of Toronto. Since then, I have offered a series of courses on Canadian Literature and have advised seven MA theses and three doctoral dissertations in this area. Also, I could offer two courses in partnership with Professor George Elliott Clarke, from the University of Toronto, and collaborate in the visit of two other Canadian Professors, Ricardo Sternberg and Tomson Highway. Besides various essays related to the topic of my research, two studies were recently published: *Dionne Brand and Afua Cooper: Diaspora and Continuities Shaped by National and*

Regional Cultures (African American Review, 2018), and *Poesia Canadense Contemporânea e Multiculturalismo* (Editora 7 Letras, 2019).

Initially in my talk, I discussed the issue of Multiculturalism in Canada: the dilemma of unity, the motto of diversity - *Multiculturalism: Politics and Polemics, and Multicultural Literature: Commonality and Singularity*. *The Bush Garden* by Northrop Frye and *Survival* by Margaret Atwood were important sources in the discussion of the dilemma of unity. As for diversity, in opposition to the myth of origins (Canada as land discovered and not colonized), there is the record of fifty-five founding nations. Later, Francophones, Anglophones, other European, Asian and African groups have extended this plurality. Multiculturalism in Canada was officially recognized in the *Canadian Multiculturalism Act* (Bill C-93, July 21st, 1988). Since then, politics and polemics go side by side. I briefly presented some critical views on the issue, and on the development of multicultural literature in its features of commonality and singularity. I finally presented the selection of Canadian poets—Cyril Dabydeen, Dionne Brand, Fred Wah, George Elliott Clarke, Jeannette Armstrong, Mary di Michele, Michael Ondaatje, and Ricardo Sternberg—with a reading of their poems by volunteers in the audience.

I have told my students on many occasions that the academic experience cannot be reduced to classes or research. Having the opportunity to attend or participate in events promoted by PPGI is vital for the academic growth of our students. May this new initiative continue to be received with enthusiasm.

Student's impressions



The event caught my attention for being well designed and organized. PPGI staff took the time and effort to organize an event in a period of the year that they themselves were in a hurry with a multitude of responsibilities. A special thanks goes to Professor Celso Tumolo and Valdete for the speakers, the excellent food and especially for having created an environment in which we could talk to our classmates and professors in an informal but instructive way.

Casemiro Partala (MA student at PGI)

It is my pleasure to write a few words about the *End of the Year Talks* event which, besides being really productive, was a huge success. Academic events are a great opportunity for sharing expertise and should happen as often as possible. I would like to thank my supervisor Viviane Heberle, who was a speaker, along with all the other professors at UFSC that I had the privilege to meet, whose ideas had an impact upon my thinking. Congratulations for the very first edition!

Ciléia Alves Menezes (PHD student at UFPA/UFSC)



Having the opportunity to listen to professors Maria Lúcia and Viviane for the first time at the *End of Year Talks* was special for me. Also, the event gathered many students and professors from PPGI, which was a really nice way to finish the year of 2018. It would be nice if the event happened every year!

Luana Garbin Baldissera (MA student at PGI)

The experience of doing a PhD exchange through DINTER in Florianópolis

By Sergio Pinto

I took the chance

I consider the decade of 2010-2020 the golden years of my postgraduate studies. I did my Master's in Linguistics at the Federal University of Pará (UFPA) in 2012-2013. My research was in phonetics and phonology and was aimed at investigating the production of the interdental fricatives of English as a Foreign Language by a group of Brazilian students attending *Cursos Livres* at UFPA. The productions were then analyzed in the light of Feature Geometry phonological theory. I wanted to do my Ph.D. research in the same field, but a different opportunity came to me in such a way that I could not let it go. I was told that an application process for a Ph.D. program in the *DINTER* (*Doutorado Interinstitucional*) format was available through an agreement between UFSC and UFPA, and this gave me the opportunity to do a PHD in translation studies. I had never thought I could possibly get a PHD degree in this area; it was a spontaneous idea, so I decided to learn more about the application process and I started to think about a proposal that would suit the requirements of the program.

The application process took place in Belém and Bragança (The former is the capital and the latter is the oldest city in the state of Pará). I wrote a research proposal, but it was not all, I also had to do another proficiency test and chose my second foreign language (Spanish). I could not do it in my first foreign language (English) because I had already done my Master's proficiency test in this language. The last part of the process consisted of an interview in which I spoke about my interest in taking the course and I explained why I wanted to be part of the group that would participate in the *DINTER* program. I spoke a little about my experience as a professor at UFPA and my great interest for the studies of phonetics and phonology. As soon as I received the result (I passed!), I grabbed the opportunity with great joy and motivation. So, with the help of my advisor, I decided to translate a phonetics coursebook which I considered to be a great idea, in the sense that I would not

have to turn completely away from my extensive experience in this area. Besides, I would also promote an incredibly possible study interface: translation and phonetics.

As our PHD program had a one-year mandatory exchange in the city of Florianópolis as a prerequisite, which corresponded to the third year of my studies, (that seemed to me as a sweet gift, a bonus and it definitely was), I had to think about how to live in another town for one year without having to leave my family behind (more than 3.5 thousand kilometers away).

Before I was accepted into a Ph.D. program, I had never thought of attending graduate school away from my hometown. Moving to another city would be pretty complicated, as it would involve transferring my daughters' school and my wife would have to stop working for a year. I had no idea what to do and how to proceed in this intriguing endeavor. However, the idea of leaving Belém for a year made me reflect on a whole new set of possibilities, new experiences, access to new cultures, behaviors, and accents, besides experiencing a totally different weather from what I am used to, especially between May and September (so cold!) and, of course, an opportunity of leaving my comfort zone.

What I experienced in Florianópolis

Everything is very different from all I was used to. The traffic is more organized (although the horn is a frequently used accessory, in addition to many motorcyclists who always seem to be in a hurry). There are a lot of people from other states of Brazil who have chosen, for different reasons, to live in the city. I suppose the growing number of out-of-towners is due to, most of the times, the quality of life and more job opportunities. This expressive number of immigrants promotes more exposure to different accents and customs, many good and some not that much. The city offers an enviable quality of life, pleasant weather most of the year, and it also has forty-two beautiful beaches, including six with the *blue flag* certification (the best beaches in the world considering infrastructure, cleanliness, and safety). There is also the sense of security that is a plus, something that very few cities of our country can grant us. I won't talk about food because the best food in Brazil is the food of my beloved state of Pará.

I've never studied so much in my whole life

I have learned that it is crucial to write the dissertation on a daily basis, sticking to the goal of producing at least one page a day. Besides the high amount of reading and the need to produce

written material, I had to attend lectures and workshops and I also needed to take a course in order to fulfill the program credits requirement. Strategically, I chose to attend the course given by my advisor so that I could be in contact with him more frequently. It is essential to organize participation certificates, to attend presentations of Master's and PHD candidates and participate in events inside and outside UFSC, as well as publish articles in journals of the area at the end of each semester. Eventually, we needed to forward these documents to the course coordinator.

What I am doing now

Currently, I am in the fourth and last year of the program, with the theoretical courses already completed. I'm translating the book *A Course in Phonetics* by Peter Ladefoged and adjusting the dissertation based on the suggestions made by the qualifying examination committee. As far as possible, I will participate in events and work on the data analysis of my commented translation under the supervision of my advisor.

One suggestion I give to PHD candidates in general is to seek a graduate program that better fits their research goals. It is necessary that the course is not painful and that there is more pleasure in the search for knowledge and focus on the objectives. I never questioned if it was worth all the effort and so many other sacrifices I'm making for the completion of this course. I know, however, that it is not just a title or raise (a well-deserved award after all the effort), but above all, the satisfaction of offering my college and ultimately my beloved students a superior service and the guarantee that they will have a far better teacher than the one who left Belém with a noble dream of becoming a doctor.



Top left to right: Ewerton (DINTER) Lu Miashiro, Sérgio (DINTER), and Alexandre (DINTER).

Bottom left to right: Natália, Domingos, Ciléia (DINTERI), and Lincoln.

ONGOING RESEARCH:

The Use of the European Portfolio for Student Teachers of Languages (EPOSTL) as a Tool to Promote Professional Development

By Maria Rosa da Silva Costa



As an English teacher for 14 years, I have always been fascinated by learning and developmental processes, including my own. Due to teaching and learning experiences I had in Brazil and abroad, I decided to carry out studies in the field of Second Language Teacher Education (SLTE). My PHD research, which is under the supervision of professor Adriana Dellagnelo, intends to contribute to the field of SLTE by presenting innovative means to improve student-teachers practices in teacher education programmes.

Succeeding other contributions developed by the Council of Europe, the European Portfolio for Student Teachers of Languages (EPOSTL) (Newby et al., 2007) is a portfolio for student-teachers undergoing initial teacher education which has been widely used all over the world. It aims to encourage teacher reflection, prepare student-teachers to teach in different contexts, promote discussion between student-teachers, their peers and teacher educators, facilitate self-assessment and track progress.

My research aims to investigate the use of the EPOSTL as a tool to promote teacher professional development in a pre-service SLTE context in Brazil. In order to collect data to answer my research questions, six *Letras-Inglês* undergraduate students at UFSC were asked to fill in some specific parts of the EPOSTL (in order to document their professional development) while doing a teaching practice course, which took approximately four months to be completed. The course, as well as the activities they were asked to do, were strongly related to aspects of the portfolio. They also had their classes video recorded and I had access to all the work they did during the course.

My study is based on Vygotsky's Sociocultural Theory, which describes human learning as a socially mediated process, where social interaction plays a fundamental role in the development of cognition (Vygotsky, 1978). His developmental theory based on the notions of mediation, self-regulation, concept development and the Zone of Proximal Development (ZPD) can help understand teachers' professional growth and their practice within their social contexts. Concepts related to reflective practice, professional development, narratives and portfolios are also discussed in order to better inform the study.

Besides several pedagogical reasons which influenced me to apply the EPOSTL in this context, I was intrigued by the fact that very little research on the documents provided by the Council of Europe has been carried out in Brazil so far. Furthermore, I was driven by a very positive personal experience I had using the portfolio while doing my Master's in Teaching English to Speakers of Other Languages (MA in TESOL) at University College Dublin (UCD). I am currently doing the analysis of the data collected and organizing the dissertation chapters.

Creative Corner

Poem by Ti Ochôa

How would you feel if
you looked around and found
yourself surrounded
being gazed at by
blind violent eyes that can only see
two opposite directions?

You are either a boy
or a girl. - *they say*
You are either born with
a masculine or
a feminine genitalia.
A dick or a pussy. - *they say*

Sex is different
from gender. - *many of us say*

We can't realize how
in trying to show a difference
they are in fact
construction planted roots.

Blind as they see,
Violent as they go,
they smash
- even kill -
the garden of people
made of different blooms that
never cease to grow.

Upcoming Events

There are many events in the areas of Linguistics and Literature to be held this year. The links below offer an extensive account of the ones happening between April and December 2019. For more information, please check:

- http://lintrab.blogspot.com/p/blog-page_22.html
- <https://muraldeeventos.com.br/eventos/tags/linguistica-letras-e-artes/>

Call for Papers

- **REVISTA BRASILEIRA DE LINGUÍSTICA APLICADA** (Qualis A1) of the Federal University of Minas Gerais (UFMG) has open a call for papers related to language teaching for its next issue called *Teorias críticas e Práticas no ensino de línguas*. The deadline is May 30th, 2019.

<http://periodicos.lettras.ufmg.br/index.php/rbla>

- **TRABALHOS EM LINGUÍSTICA APLICADA** (Qualis A1 -Linguistics and Literature; Qualis B1 - Education) invites authors from any field of knowledge, whose research has explicit or explicable interfaces with the problem of meaning-making, to submit articles to compose a dossier entitled *The posthuman is now: posthumanism, action and meaning-making*, to be published in September 2019. The deadline is May 20th, 2019.

<http://periodicos.sbu.unicamp.br/ojs/index.php/tla/about/submisturaions>.

- **REVISTA LETRÔNICA** (Qualis B1) from PUC-RS is open to receive articles on Linguistics for its next issue called *Pragmática da interlíngua e Pragmática Instrucional*. The deadline is on April 24th, 2019.

<http://revistaseletronicas.pucrs.br/ojs/index.php/letronica/about/submissions>

- **REVISTA SCRIPTA ALUMNI** (Qualis B3) from the *Centro Universitário Campos de Andrade – Uniandrade* is open receive articles related to Literature. The deadline is April 20th, 2019.

<https://uniandrade.br/revistauniandrade/index.php/ScriptaAlumni/index>

- **THE JOURNAL OF THE ACOUSTICAL SOCIETY OF AMERICA** (Qualis A1) is open to receive articles for its next issue called *Phonetics of Under-Documented Languages*. The focus includes (but is not restricted to) topics such as an acoustic description of language X and to perception and production of a sound pattern or set of sounds in language X or across Y set of languages. The deadline is May 3rd, 2019.

https://asa.scitation.org/jas/info/specialissues/cfp_050319