

## Editorial Staff

Editors: Caroline Almeida Santos and Jéssica Soares Lopes

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## In the News

### Doctoral Studies in Progress

Jéssica Soares Lopes



On March 12<sup>th</sup> of 2020, gathered in Auditório Elke Hering, Doctoral Candidates Regiane Lelinski, Olegario Da Costa, and Fabio Coura were present to share their ongoing research work. After a brief introduction of the event and the speakers by Dr. Rosane Silveira, the floor was given to Dr. Alessandra Brandão, who opened the event with an informal talk

entitled “Intersections and challenges in researching”, inviting the attendees to contribute.

Dr. Alessandra Brandão opened her talk by first acknowledging the challenges and responsibility in organizing events such as *Fazendo Gênero*, considering the thousands of people expected to attend, coming from around 50 different countries. The importance of approaching the world and “real people” outside the university, which in her words cannot be treated as “exotic objects of study”, was central to the discussion. In a perspective of production of knowledge that should consider intersectionality, a colonialist approach no longer suffices. Citing María Lugones, Dr. Brandão reminds us that as researchers, one should be able to travel to someone else’s world, respect differences and enrich ourselves with different experiences. The pleasurable discussion ended with her reading the titles of the three developing research about to be presented.

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The first was Regiane Lelinski, who opened her presentation by sharing her personal motivations for her study and a poem entitled “The Journey”. A fitting choice, as her research, named “Wandering Women: An analysis of travel, gender and death in the movies *Wild* (2014), *Tracks* (2013) and *Vagabond* (1985)”, deals with women’s travel narratives, both internal and external. Her process of research was presented as deeply connected to her personal journey, as the corpus took shape based on how she felt rewatching one of the films and connecting to its narrative. Aided by professor Alessandra Brandão in the course *Leituras Orientadas*, during her doctoral degree, she was able to complete her corpus. Beyond presenting the emotional sphere of the motivation for the research, the social importance of analyzing what it means to travel as a woman also motivated her study: what are the relations between gender, body and violence when women are in transit? Besides this, the contextualization of the notions of location and displacement are also provided as main concepts that are guiding her analysis. The contributions of her research colleagues was mentioned, specially as a reminder that even when one feels alone and isolated on their journey, there is connection.

The following presentation was conducted by Olegário Da Costa, whose research entitled “El Che Vive: Memory, Art, Cinema and Politics” discusses the images of Che Guevara throughout history and in different media: films, photographs, and literature. Also presenting personal motivations and background, Olegário shared some experiences and challenges that shaped his choices for his research. Presenting distinct, sometimes opposing views on the image of Che Guevara, the authors discussed in his dissertation may contribute in the discussion of Che as a brand, Chesucristo, the political potential, the phantasmagorical, and the fetichised Che.

Last but not least, Fábio Coura presented his research entitled “Musicannibalism: The Aesthetics, Politics and Translocality of Contemporary Hip-Hop and Heavy Metal”, which focuses on song lyrics and images associated with the musical groups that comprise the corpus. Taking into consideration the cultural politics of music, the discussion is first focused on relations of power, “art music” versus popular music – both

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local and global – and musical appropriation, moving then to the specific discussion of music cannibalism, which gives way to articulation of the concepts of the subaltern, re-signification, hybridity, translocality, and decoloniality. As the corpus is comprised of three musical groups from distinct genres and cultural backgrounds – Arandu Arakuaa (Folk metal, Brasília, Brazil); Racionais MCs



(Rap, São Paulo, Brazil); Rage Against The Machine (Rap-Metal, Los Angeles, United States of America) – the textual elements, lyrical contents, aesthetics, group formation, and historical contexts of each group should be part of the investigation. Presenting the hypothesis on musical appropriation, arguing for politicized hybridity and the unsettling of boundaries instead of cooptation. However, Fábio reminds the audience that there is no guarantee of political innocence or progressive politics.

After the presentations, there was the opportunity for the audience to interact more directly with the researchers through comments and questions. The issue of subjectivity in research was once more highlighted as well as the importance of the process of production of knowledge. Many journeys were shared at the event, and certainly all those who attended it learned in the process.

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### **Shedding light into diasporic literature, women, and identity – PPGI Lecture: Políticas do Espaço with Professor Juliana Borges Oliveira de Moraes**

Luana Helena Uessler

Politics of space was the theme approached by Prof. Juliana Borges Oliveira de Moraes (UFSJ), invited by Professor Maria Rita Drumond Viana (PPGI/UFSC), on March 12<sup>th</sup> for the first PPGI Lecture of 2020. To a room full of both graduate and undergraduate students, Professor Juliana presented a comparative analysis of two novels: “Breath, Eyes, Memory” (1994) by Edwidge Danticat and “Geographies of Home” (1999) by Loida Maritza Pérez, in a presentation entitled *“Políticas do espaço: trajetórias identitárias de personagens femininas em literaturas caribenhas”*.

As the books are written by diasporic women and approach the theme in their plots through female protagonists that move from two Caribbean countries (Haiti and Dominican Republic) to the US, the lecturer provided a discussion not only on the African diaspora but also on the process of a “re-diaspora”, the phenomena that happened with both protagonists. The discussions towards “place” and “geography” are not only connected to land in its material sense but also to identification, considering that it is “where one speaks from”, quoting the lecturer. More than that, another important aspect explored by the lecturer is the negotiations of identity and genre in relation to space. The discussion is supported by different authors such as Hall (1994), Clifford (1994), and Davies (1994).

Even though I am working with Critical Discourse Analysis – and not with literature – the transdisciplinary aspect of the lecture matched perfectly with some topics I have been discussing in my thesis – the intersectional nature of being a woman in the African diaspora is one of them. In this sense, the lecture shed light on complex topics, such as the multifaceted characteristic of discussing gender and space, and how they cannot be simplified. It was also an important lecture in the sense that it focused on the writings of

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two racialized women in an area that is not often researched at PPGI, providing paths, ideas, and possibilities for the ones who are interested on spatial politics, and literature.

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### My experience as a researcher in the queen's land

Danielle dos Santos Wisintainer

Hi everyone! I'm Danielle and I am a PhD candidate in Psycholinguistics. Basically, I look at the processing of formulaic language in English by non-native speakers and native speakers of English, using eye-tracking and masked priming techniques. Last year, in September, I had the opportunity to be a visiting PhD candidate at the University of Birmingham (United Kingdom) for 6 months, with a scholarship granted by CAPES-Print/UFSC.

I was supervised by Dr. Gareth Carrol and the main objective of my visit was to improve my knowledge about the procedures for analyzing eye-tracking data and to learn how to conduct high level analyses (linear mixed effects modelling) using R software.

In addition, I presented a poster as part of an interdepartmental research day on the topic of Language and Cognition, and presented my work to other PhD students in the department of Linguistics as part of the regular meetings. I attended events within the department of Linguistics and in general I fully engaged in the academic life.

Moreover, I also had the chance to visit some places in the UK (London, Oxford, Stratford-upon-Avon, Manchester, Liverpool) which have definitely added a lot to this lovely and unforgettable experience.



## In the News

### International Conferences on Migration and Gender

Dayane Evellin de Souza Francisco



In February of this year, PhD candidates Dayane Evellin de Souza Francisco and Maria Eduarda Rodrigues da Fonseca attended two conferences in the United Kingdom, organized by the London Center for Interdisciplinary Research. The first conference was held on 22<sup>nd</sup> February 2020 at St. Anne's College, University of Oxford, and was entitled International Conference "Migrating World: Interdisciplinary Approaches to Migration and Integration". At this event, they presented together the papers "Faking an American Accent: The Apologetic Persona in *Americanah*" and "Unveiling the Hijab: The Experience of Migration in Mohja Kahf's Poems". In "Faking an American Accent", the PhD candidates examined the ways in which, for many African characters in *Americanah*, the process of integration into American culture presupposes a belittling of oneself and a negation of part of their African identity, symbolized in the use of mimicry as observed in the characters' habit of faking an American accent. Their second paper "Unveiling the Hijab" analyzed poems from *E-mail from Scheherazade* (2003) and argues that Kahf's poetry unveils the constructive and destructive power of words by contesting racist cultural associations made about Muslim people.

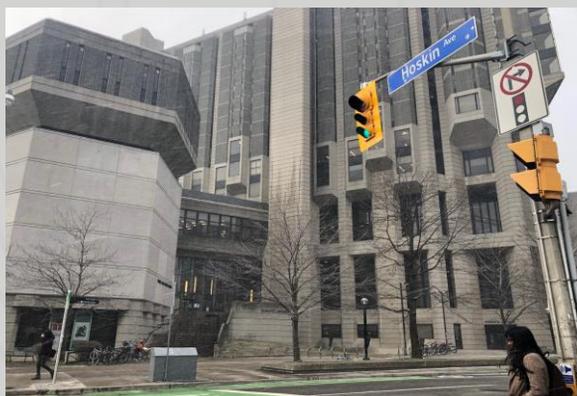
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On 29<sup>th</sup> February 2020, the PhD Candidates attended the **International Conference on Gender Studies “Gender Narratives”**, held at Birbeck College, University of London. PhD Candidate Dayane Francisco presented the paper entitled “The Power of Afro: Hair Politics and Black Pride Celebration in Okechukwu Ofili’s *Afro: The Girl with the Magical Hair*”. In this paper, she examined the social construction of hair politics in Afro from a feminist intersectional perspective, analyzing the narrative’s response to racist and sexist discourses on beauty standards regarding black women’s hair. As for the PhD candidate Maria Eduarda Rodrigues, she presented a paper entitled “ ‘The Queen of the PCT’: Issues of Gender and Traveling in *Wild*” by Cheryl Strayed, in which the issue of woman as a traveler in the memoir is approached. The PhD Candidate’s analysis regards Strayed’s narrative as a form of resistance to the recurrent notions brought by the “rhetoric of peril” by challenging the notion of women as fragile and deconstructing the idea of the road as inexorably threatening to women.

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### Postdoctorate, academic sabbatical, research leave or what was it that I did last year anyway?

Maria Rita Drumond Viana



The first of many snowstorms I faced to go the Robarts Library.

To clear up some terminology issues before I even submit to the request that I relate here the work I did in Canada last year, and given that this text is in English, I should first explain what Brazilian postdoctorates can be. One kind, closer to the more widespread understanding outside Brazil, is research done by someone, typically soon after becoming a doctor, who has no

position at a higher education institution. The other is done by someone like me who visits a different university, or in some (rarer) cases a different department or programme programme in her own university. A pet peeve of mine, which I find particularly relevant given the tendency of our political leaders (and their family members) to inflate their *Lattes* CV, is the description of someone being a “postdoctor” in so-and-so. The postdoctoral research does not lead to a degree and no one is granted a new title after completing it. We often find this misnomer in Brazilian media and social networks, fuelled perhaps by we academics ourselves who sometimes use it for convenience I suppose. When describing to most of my English-speaking colleagues the leave of absence I took, I’m better understood if I refer to it as an academic sabbatical, which anyway encompasses more than just research.

As you know, I’m interested in various aspects of life writing and on writers’ correspondences, diaries, and auto/biographies in particular. As an undergraduate I did research on Virginia Woolf, and when given the possibility of going to Toronto I decided to work under the guidance of one of the most influential Woolfians I know and someone whose 2003 book (*Virginia Woolf, the Intellectual & the Public Sphere*) had really changed

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my understanding of the role of the writer in Modernism and beyond. Professor Melba Cuddy-Keane, despite now being an emerita of the university, is still a very active scholar and agreed to host me at the University of Toronto (UofT) and I was accepted as a visitor at the English Department by Professor Paul Stevens, himself an eminent Miltonian.

The association between UofT and Woolf as a member of “Old Bloomsbury” is longstanding and can partly be traced to the seminal work of the late S. P. Rosenbaum on the dynamics of modernist collaborations. A collection of archival riches also started in the mid-sixties, when Mary Rowell Jackman presented a number of first editions of Virginia Woolf's works to the Women's Residence Library, now the E.J. Pratt Library, where I spent a lot of my time. It seems to me that anything ever published by Woolf and about Woolf was available there – including editions of *Vogue* featuring a nude Tilda Swinton photo essay promoting *Orlando* (1992, dir. Sally Potter). What this daunting access meant for me is that I came back to Floripa with a huge cache of primary materials to work with for the next decade.

Most of my research time was divided between archival work at the Pratt Library and bibliographic work and actual writing at my office in the Robarts Library, a fourteen-storey high library in the brutalist style. The basement also housed the Thomas Fisher Rare Book Room, where I was able to consult other special collections. I also met regularly with Professor Cuddy-Keane to discuss my research, attended many lectures by UofT professors and invited guests, and took part in the activities of the Modernist Reading and Research Group (MRRG).

However, since I was researching Woolf's engagement with the public sphere and her role as intellectual and (ambivalent) activist as recorded in the diaries and letters, I too felt the need to engage with Torontonians outside the university during this sabbatical. One aspect of Canadian society I was very interested in was their culture of institutional volunteerism and I decided to engage with it on two fronts that related to my work: first, at the birth control clinic at the Women's College Hospital (WCH) and then at the Royal Ontario Museum (ROM). These may appear very different concerns, but they were integral

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to the experience I was hoping to achieve when I was able to take some time away from teaching adults at UFSC.

I first learnt about the WCH when doing research on women's education and access to professions as part of Woolf's denunciation of the many limitations historically encountered in England in her book-length essays *A Room of One's Own* (1929) and *Three Guineas* (1939). The division of labour by gender in the health sciences often meant that women were nurses but rarely physicians and even less frequently surgeons, and the WCH was a pioneering institution that focused on training women for the medical professions in North America. Having read about it in the past in connection with the Suffrage Movement (the hospital itself was created in 1883 at a public meeting of the Suffrage Association led by Dr Emily Stowe and her supporters), I knew I wanted to work there.

My objective was to experience the daily operations of this free abortion clinic that even accepted women who were not normally covered by the Ontario Health Insurance Policy. Canada is a country where abortion was made legal (or, technically, not illegal) after a series of acts and trials – one of the first acquittals being for an abortion performed by the very same Dr Emily Stowe before she opened the WCH. While my role at the clinic was purely administrative, I was able to understand the demographics of the women who used the service, including recent and not so recent immigrants whose lack of proficiency in English or French often meant the need to request medical interpreters. As a translator and interpreter myself, I learnt a lot from how this free service works in Canada, as well as about the legal implications and duties of these professionals. It saddened me immensely when, one day in late October during my regular Monday shift at the clinic, I read about the "intervention" by a catholic group at Pérola Byington Hospital in São Paulo who were effectively harassing the survivors of rape trying to access one of the biggest (and few) public hospitals doing legal abortions in Brazil. The inequality made it feel like a parallel universe and now armed with the knowledge of what can be I hope to do more about what is.

As for the ROM, my main aim was to learn more about curatorial practices, restoration,

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The entrance to the hospital makes it very clear whose this place is.

and public engagement. As anyone who has ever been my student knows, I often take an interart approach to my teaching of literature, and my focus on the material traces of cultures is obvious also in my choice of object; letters and diaries are also historical documents and as such issues of provenance also matter to me. An unexpected gain from working at the ROM was their training in techniques of “Discovery Learning,” a kind of problem-based teaching method used for interaction with visitors of all ages. Confronted with a cart whose contents I curated from objects representing all the collections in the Museum, visitors had to be guided in making inferences about the uses of each object, where they came from, who would typically have used them, as well as the relation of all objects with one another. The guided discovery was carried out mostly by open-ended questions that were adapted to the age and level of knowledge and interest of the visitors.



The Canadian Stage Company donated their Shakespearean costumes to the ROM so I here am as Viola-Cesario: a girl dressed as a boy dressed as a girl dressed as a boy, for ROM Halloween event.

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Although I came first place and was selected for the Capes-Print PVE-Jr scholarship in early 2019, the money did not materialise because the selection happened precisely when the 30% cuts were first announced by the Minister of Education. Despite the budget being reinstated later, my window had closed, and I could not adjust my time to receive the scholarship that I had earned, and so I had to leave Canada in December. For this reason, part of my postdoctoral research was concluded at the University of Oxford, where I still have friends and couches to sleep on after accessing the Bodleian's immense collections and resources. But don't worry, you won't see me saying I'm a "Postdoctor in Life Writing from the Universities of Toronto AND Oxford"!



A pedal operated high-resolution scanner for rare books.

## In the News

### Recent Defences



#### March 2020

Dionatan Bastos Cardozo - M.A.

Casemiro Partala Neto - M.A.

Frاندor Marc Machado - M.A.

#### April 2020

José Eduardo dos Santos - M.A.

Kellen Mendes Geremias - M.A.

## Faculty Profile

### Pivoting for the better: From Advertising to Applied Linguistics

Donesca Cristina Puntel Xhafaj

The path that brought me to applied linguistics was somewhat unconventional, since I initially majored in advertising (back in 1996). Soon after, I left to spend some months in London, and only returned to Brazil three and a half years later, with no desire at all to work with advertising. I decided, then, to apply for a position as an English teacher and, to my surprise, I discovered a passion for teaching. However, as the years went by, I felt the need for formal education in this area and decided to apply for an MA in *Letras-Inglês* at UFSC, even though I had never studied applied linguistics or literature before.

Nonetheless, I was successful in the selection and, since then, my primary area of research has always been second language acquisition, a field that allows us to wander and explore many different paths. When I first got in contact with the graduate program at UFSC (as na audient student), the first thing that called my attention was working memory capacity – an individual difference that repeatedly has been found to correlate with people’s performance in a series of complex cognitive tasks (I could have gone for something a little less challenging, but no). In the second course I took – Second Language Acquisition – I became fascinated by how complex speech production (especially in a second language – L2) was. So, after reading some studies linking speech production to differences in one’s working memory capacity, I proposed, in my MA thesis, to verify whether people with more working memory capacity would be better able to sustain L2 speech without having to make so many undue pauses. They did.



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When it came time to choose a research topic for my doctoral studies, I decided to read about *letramento*<sup>[1]</sup> and came across some very interesting articles, which linked both *letramento* and *alfabetização* to the development of metalinguistic abilities (that is, the ability we have to look at language as a system and reflect about it), which seem to have an impact in L2 learning. In my dissertation I hypothesized, then, that the better readers among my participants would also have a higher level of phonological, morphological and syntactic awareness<sup>[2]</sup>; I also suspected that those English learners who had a higher level of metalinguistic awareness in the first language (L1) would also have high levels of L2 metalinguistic awareness; and that those who had a higher level of metalinguistic awareness – be it in the L1 or the L2 – would be more successful when it came to learning English. What I found was that the best readers had the highest level of syntactic awareness. Moreover, this ability seemed to transfer to the L2 and also aided L2 learning since those participants who had a higher level of L2 syntactic awareness were the ones who made the greatest gains in proficiency during one semester. I found this result particularly encouraging for us teachers, since it indicates a role for explicit knowledge in the learning of an L2.

While pursuing my MA and PhD degrees, I also became very interested in the Task Based Approach and conducted two studies in this area. The first one involved designing a task cycle using Skehan's framework for task design and implementation and observing the cycle of tasks as a process in the classroom. In the following study, we were interested in knowing a little more about different possibilities in pre-task planning and looked at the L2 performance of our participants after having planned an oral task alone or with a partner. When no significant differences were found between the speech produced by those who planned in pairs and the ones who planned alone, something that, taking Vygotsky's sociocultural theory into consideration, is counterintuitive, I decided to undertake a replication (and expansion) of this investigation as the object of my undergraduate report in my second undergraduate course – *Letras-Inglês*.

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This time, I wanted to know what happened in the interaction of the pairs while planning. My reason for that was that in a reformulation of her Output Hypothesis, taking the results of Swain and Lapkin (1998) into consideration, Swain argued that the kind of language production that will lead to L2 development will be the one that happens in interaction, and especially when the language itself is the focus of the interaction, a process she termed languaging. By recording the participants interaction in this study, I was able to observe that only very rarely learners focused on language while planning for the oral task. Their main concern, understandably, was to communicate their ideas and to accomplish the task (the same tendency was found in Zaccaron, Xhafaj, and D'Ely (2019), a study in which learners worked in trios rather than pairs).

After three studies in which collaborative planning did not lead to a better performance, and having observed that a focus on form did not naturally emerge in these circumstances, I decided to shift my focus a little and investigate a more focused task: giving/receiving corrective feedback for written texts. My interest was (and is) in investigating the possibility of languaging arising in moments when peers discuss the feedback given to each other for written activities and also whether indirect feedback<sup>[3]</sup> (be it from a peer or an instructor, in writing or during conferences) could lead to moments in which some sort of metalinguistic reflection would occur that not only would impact their last version of a given text, but would actually trigger restructuring and, hopefully, learning. I am also interested in the views of participants in relation to these moments of interaction and to the feedback received.

I have been working with that for about two years now and the method I have been employing is mixed (quali-quantitative), with data having been collected with Extracurricular (English) and Letras - Inglês and Secretariado Executivo students. It's still early days, but we have had some promising results (and others not so promising) in relation to peer feedback so far. One thing we have found out is that most of our participants actually enjoyed engaging in this process (we expected more reluctance); for the ones who don't enjoy the experience as much, their main concern is in giving inadequate feedback to a

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peer, something that shouldn't worry them that much, since most feedback given by peers (in the studies I've been involved) is valid; when it's not, almost always the invalid feedback is disregarded by the writer. Another interesting finding was that participants reported to actually notice more gaps in their knowledge when correcting a peer's essay than when writing/revising their own, and some have also pointed out that the lack of confidence in the feedback received from a peer has led them to further reflect about specific linguistic structures/lexical choices. Still, not everyone liked/likes to work collaboratively, and there are many other avenues I'd still like to explore in the future.

At the moment, I'm still focused on the possibility of seeing languaging happening when learners work with written texts, and I'd like to conduct more longitudinal studies to verify whether these instances of languaging (which can also happen in writing and even with oneself) will have an impact on language development, and also whether different feedback formats (with panels, conferences with the teacher, through online conferencing) have any influence in that. With time I want to expand these possibilities to include other studies about the usefulness of explicit knowledge about grammar for L2 learning. I don't wish to advocate for a return to classes focused on grammar, but if instances of focus on form can lead to a better/faster/more stable learning of an L2, we should study how this can be done and also why it is that these metalinguistic moments are helpful.

### Notes

[1] I'm deliberately using the Portuguese term here for the purpose of clarity, since the English term "literacy" doesn't always refer to what we call *letramento* in our Brazilian context.

[2] Measured through a grammaticality judgement task – a task in which the participant has to judge whether a given sentence is grammatically correct or not and, when any deviation is spotted, this person has to say what a correct 'version' of that sentence would be like.

[3] One in which a deviation is pointed out with some clue and the correction has to be made by the writer him/herself.

## Ongoing Research

### Teachers' strategies to address students' difficulties in learning the English Vowels

Brenda Mota

My name is Brenda Mota and I am a second-year M.A candidate at PPGI and a member of Núcleo de Pesquisa em Fonética e Fonologia Aplicada à Língua Estrangeira (NUPFFALE). My advisor is Prof. Dr. Rosane Silveira and I work with pronunciation teaching.

Pronunciation has a fundamental role because it is related to a complex aspect of the language in which Brazilian learners of English may face great difficulties with certain sounds, sound sequences, intonation and stress patterns, for example (BAPTISTA, 2001; ZIMMER; SILVEIRA; ALVES, 2009).

Research has revealed that one of the most difficult aspects of teaching pronunciation is about the teaching of the English vowels. Brazilian Portuguese (BP) English learners tend to mix up the English vowels because they perceive second language (L2) sounds to the first language (L1) phonemes (PENNINGTON; ROGERSON-REVELL, 2019). A common example is when BP English learners assimilate the vowel pairs /ε-æ/ as /ε/; /i-ɪ/ as /i/; and /u-ʊ/ as /u/. Therefore, it is necessary that teachers have knowledge of the contrasts between the English and Portuguese sound systems, in order to help students to realize early that the sounds of both languages are not exactly the same and that these differences may be relevant to distinguish words in the second language (L2).

Plus, pronunciation teaching is generally absent from the language classroom in Brazil (COSTA, 2016; SILVEIRA, 2004). Previous studies have shown that some English



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teachers avoid pronunciation teaching because they feel they do not have enough background to teach pronunciation (COSTA, 2016; BUSS, 2013), as their degree did not prepare them to teach this language component. Thus, teachers' lack of familiarity with pronunciation topics and teaching techniques can end up making it harder for students to achieve their oral proficiency in the L2.

Based on this discussion, in my research I will investigate how Brazilian teachers of English approach vowel pronunciation teaching when students face difficulties in learning the English vowels /ε/, /æ/, /i/, /ɪ/, /u/, /ʊ/. I will also analyze the challenges that these teachers have when teaching English vowels in the classroom. The participants for this study will be a group of English teachers who are master's students in the *Programa de Pós-graduação em Inglês* (PPGI) at *Universidade Federal de Santa Catarina* (UFSC). Some of them are teachers of the *Extracurricular Language Courses* at UFSC and some are teachers of language schools.

I intend to defend my MA thesis in March 2021 and I expect that this study can bring contributions and reflections to academic studies concerning Brazilian English teachers' classroom practices, as well as help other researchers to investigate the importance of awareness about pronunciation instruction.

If you have any suggestions or are interested in this topic, you can contact me at [brendamota.ufpa@gmail.com](mailto:brendamota.ufpa@gmail.com)

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### The Effect of Perception Training with Synthetic and Natural Stimuli on BP Learners' Ability to Identify the English Vowels /æ-ɛ/

Elisabeth Ann Bunch Oliveira da Rosa



My name is Elisabeth, and I am currently in the second year of PPGI's master's program. My research, under the supervision of my advisor, Professor Rosane Silveira, deals with the use of synthetic stimuli for second language (L2) perception training. Specifically, I will be working with Brazilian learners of English and their identification of the English vowel sounds /æ-ɛ/ (for example, to perceive the difference between the words "bad" and "bed").

Perception is a crucial component in the acquisition of an L2 regarding oral communication. Research has revealed factors that can often predict the specific difficulties for acquiring certain sounds in the L2. The Speech Learning Model (SLM), for example, does this based on phonetic similarity (FLEGE, 1995). This model predicts new phonetic category formation based on the perceived phonetic dissimilarity of the L2 speech sounds from the closest sounds in a learners' native language (L1), category

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formation being more likely for those that are more dissimilar (FLEGE, 1995). Research has identified the merging of L1 and L2 categories for Brazilian learners of English with the vowel pair /æ-ɛ/ (NOBRE-OLIVEIRA, 2007; RAUBER, 2006). The phoneme /ɛ/ exists in the Brazilian Portuguese (BP) phonetic inventory, however /æ/ does not. In accordance with SLM, Nobre-Oliveira found that /æ/ was misidentified as /ɛ/ most of the time (2007).

Research has shown that identification training can be successful in developing learners' L2 perception (CARLET; CEBRIAN, 2015; NOZAWA, 2015). This type of training typically involves participants' exposure to auditory stimuli and their identification of the phoneme (or carrier-word) by selecting from multiple-choice options. These stimuli may be natural (as in, un-altered by the researcher), or synthetic (manipulated in some way by the researcher). Synthetic stimuli have specifically shown to be useful for perception training with L2 vowels (CHENG; ZANG; FAN; ZANG, 2019; NOBRE-OLIVEIRA, 2007). Although synthetic stimuli may encompass many different manipulations of a sound, I am specifically interested in the use of temporal exaggeration.

According to Escudero and Boersma (2004), L2 learners of English tend to rely primarily on durational differences to distinguish sounds. This might explain the tendency I have had myself as a language teacher to encourage L2 English students to listen for the 'longer' vowel in order to tell the difference between English words like "bad" and "bed". However, this way of identifying sounds may not be easily generalizable to new contexts (ESCUADERO, 2004). Native English speakers tend to rely more on formant frequencies rather than durational differences in order to identify sounds (ESCUADERO, 2004), and perception training that aims at helping L2 learners to adopt this system of identification may be helpful in improving their L2 perception, such as with the use of temporal exaggeration in synthetic stimuli. In my study, I plan to control for the duration of the vowels /æ-ɛ/, leading L2 learners away from depending on this durational difference for vowel identification.

My study will involve four sessions of identification perception training for BP learners of English over the course of one week. These learners will be divided into six

## Ongoing Research

experimental groups: 1) beginners with natural stimuli, 2) beginners with synthetic stimuli, 3) beginners as a control, 4) advanced students with natural stimuli, 5) advanced students with synthetic stimuli, and 6) advanced students as a control. I will organize my participants in this way in order to investigate the effectiveness of synthetic versus natural stimuli for BP learners of English at different levels of their L2 acquisition. I will also be looking at the ability of these groups to generalize their learning to new contexts and the long-term effects of the training with the use of a post-test and delayed post-test.

As someone passionate about L2 learning and teaching, I hope that my research may contribute to the field of L2 pronunciation and perception and perhaps provide insight into specific perception training methods for L2 classrooms.

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## Creative Corner

### Night Whispers

Marcelo Vinícius De Souza Trouillet

Dark were those moonless hours before dawn  
 Darker still seemed my days by then  
 When the Present fulfilled less than a promise  
 And future joy was like a fading fantasy.

But as my window was opened wide  
 A breeze blew from the outer blackness  
 Softly, like a sylph's caress  
 Calling me to the cold night whence it came

As I leant on the sill, longing for it  
 Night welcomed me into its wide womb  
 With its scents and shades and silence  
 Calm and kind as mother's comforting lap

And as I watched the silhouette of the swaying trees  
 With the myriad stars above, like a mystic wood full of mystery  
 The leaves' rustle, like the Night's loving whispers  
 Took me through memories of a time of innocent fantasy

And as I lost myself in those long-gone days  
 When fantasy and dream were free of life's facts  
 That lesson of 2012 was learned once more:  
 Even in Present's darkness, Past's dreams can prosper  
 It is in the shadow of Night that stars shine



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Thematic issue: Literature

Deadline: June 15<sup>th</sup>, 2020

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