

Ocupa CCE

By Adriana Rocha Felicio, Dayane Evellin de Souza Francisco, Maria Eduarda Rodrigues & Raimundo Nonato Souza



Ocupação movements have gained force throughout the country both in regular schools and universities as a protest against the law projects PEC241/55, MP746, and Escola Sem Partido. If sanctioned, PEC 241/55 will freeze the investments in education, social projects, and health care for 20 years. Furthermore, it might prevent the creation of jobs and aids or benefits, to mention but a few consequences. Students, servers, and professors of public institutions will all be affected by this amendment. MP 746 will exclude important subjects from the obligatory high school curriculum, such as Philosophy and Sociology, among other effects; and Escola Sem Partido forbids ideologies and political identification inside schools.

Considering these political measures, UFSC students joined the movement and occupied the buildings of five centers. CCE students gathered in assembly on November 10th, where the majority voted for the occupation, which was to last until November 16th. On the 16th, there was a new assembly and students voted for the continuity of the occupation up until November 29th. The students' agenda consisted

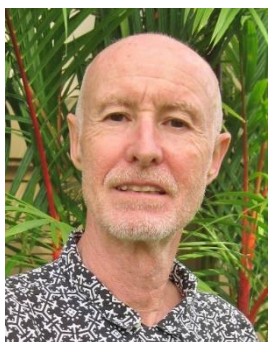
of fighting against the aforementioned projects and also claimed that interdisciplinary approaches should be included in their curricula. The movement Ocupa consisted not only of students sleeping in the buildings, but it also promoted debates, workshops, and art performances for the community. In addition, they negotiated the realization of *concursos* and urgent administrative matters.

The departments arranged meetings with the professors and coordinators to debate their positions regarding the occupation, including the PPGI Colegiado, that majoritarily expressed support to the movement. Moreover, on November 22nd, representatives of postgraduate students gathered in an assembly and voted for suspending the academic activities starting from the 23rd to the 30th. In addition, professors set a camp in front of the Reitoria building to express their support to the movement.

The movement faced controversy, since people affirmed that it prevented classes from happening and some felt deprived of their rights to come and go. As a form of retaliation, some students suffered violence in the form of psychological and physical threats (such as the one perpetrated by a professor who broke in and assaulted a student at CCE). Having lasted twenty days, on November 29th the Ocupa CCE negotiated the liberation of the buildings under the conditions that the board of directors did not criminalize the movement and that a room at the hall of CCE-A was made permanently available for the creation of an atelier. Although the movement decided to leave the building, they have stated that "a resistência só começou". After all, the fight for the right to attend a public university that is of great quality, free, and for all, should never cease.

Interview with Dr. Crookes

By Priscila Fabiane Farias



For this issue, Dr. Graham Crookes talks about Critical Pedagogy, its place in Applied Linguistics and the Second Language Studies department at University of Hawaii – Manoa, of which he is the chair.

Newsletter: How would you define Critical Pedagogy (CP)?

Dr. Crookes: So, in very general terms Critical Pedagogy is a perspective on teaching that is intended to foster social justice. That is a very simple and concise way of putting it. But we can open that out and say this is both theory and practice, perhaps better to use the word praxis. The theory is, amongst other things, a critical theory of education reflecting a critical theory of society. We are looking to understand education systems from top to bottom, from classroom to administration, as probably reflecting the inequities and inequalities of existing societies. Turn that around, when you look at society and you try to understand it with an emphasis on power or democracy, or freedom, justice, then there are plenty of people who would say that most existing societies are pretty inadequate in those terms. And then, we can look at the role of education and structures of education in those societies and we will probably see that education and schools and so on are also inadequate and have a role in perpetuating the inequities of society. We can go on and say “what could be done in school contexts, in education contexts, in language teaching contexts, to push back against those inequities and try somehow to improve matters with a view to racial, gender and social justice and so on?”. So, there is a sort of theoretical analysis there that then leads to a particular perspective on “what can a teacher do with students in classrooms or what can language teachers do?” and “Are there particular ways of doing classroom activities, of constructing syllabuses, of doing testing and assessment and so on, that

would be consistent with moving towards action for social justice?”.

Newsletter: What is the current position CP occupies in Applied Linguistics and SLS? And what are some directions research is taking in the field nowadays?

Dr. Crookes: Well, to answer that question, we have to retreat (or advance) to the term Critical Applied Linguistics. It is a term which, we usually say, was put on the map by Pennycook, around 1990. He wouldn't have been able to write about it at all if there hadn't been some previous discussion of the ideas associated with Critical Applied Linguistics for which we tend to put some weight on other people such as Norton Pierce, for example, and also some crucial work done by Phillipson and the CDA people such as Fairclough. That is going back almost 30 years. So, there has been a great upsurge in what was previously a minority perspective. Now, as something of a specialist in the area, of course I think Critical Applied Linguistics occupies a central place in Applied Linguistics but I am sure that is not what many people think. For most people in Applied Linguistics, it is still a minority viewpoint and it will probably always be because it is opposed to the main stream. But, for a variety of reasons, there are a lot of people in the field who are sympathetic to it, so it occupies a significant place. Now, as to where research is going on and where should research be going on in Critical Applied Linguistics, one could say there is plenty in language policy, there is plenty using the tools of critical discourse analysis to look at text, there is a lot on teacher identity, and if you are looking for implementation of critical perspectives, somehow, there seems to be more on teacher education than as regards the classroom (perhaps because it is probably easier for the researcher to get their hands on teachers-students). There is also a lot of critical work on bilingual education. In practical terms, on the other hand, where I wish there was more, one particular area really important is assessment and testing. We have to work with the very prominent Elena Shohamy, driving this area still. A couple of Australian specialists

McNamara and Roever have done important work as well, but I wish there was more practical guidance to critical language teachers, concerning how they might implement their critical perspectives on assessment in the classroom. And also, what to say to students who are faced with high stakes in English language exams, which really do affect them as part of the real world and which are obviously not critical in nature. So, this is an enormously important area and it needs a lot of work. And then, an area in which I am working at in the moment is materials. Don't get me started on this because you would get a very long account but I think you know that, while there is some considerable ambivalence about pre-made published teaching materials in critical language pedagogy, in the grounds they should be developed very much tailor made with student input to meet specific needs and specific circumstances, on the other hand, on the absence of at least sample materials, it's hard for a busy practical teacher to know what we are talking about. So, I think we need a lot more of that sort of thing and maybe we need more somewhat conventional, at least published materials, with a critical perspective available so then more people can use them as a jumping off point, adapting to their own needs in the classroom.

Newsletter: The SLS department is famous for receiving students and scholars from all over the world. Could you talk about some of these experiences?

Dr. Crookes: Maybe for historical reasons, size and location (in the middle of the pacific), this is a strongly internationally oriented department. I myself, for example, am not originally from the United States, professor Kasper is from Germany, professor Zheng is from China and, in the past, we have had other faculty from other countries. Also, maybe half of the graduate students are either non-US and/or perhaps Americans who spent a lot of time abroad and may be going back abroad. And, most of all of our faculty members would have an international network of colleagues and connections and so, they themselves go off and visit other places. So, that affects our world view, it affects to some extent the population of students who choose to come here and study, it affects the visiting colleagues that we have, so other professors who decide to spend a sabbatical here. I mean, it's a nice place to be but there is also a large number of people to talk to who have an international perspective. I would just say that if people are interested in visiting the department, they can look at our web page and see if they fall in one of the number of categories or they can write to the chair and make inquiries.

For more information, visit <http://www.hawaii.edu/sls/>

Aquiles Research Group

By Priscila Fabiane Farias

In 2014, PPGI-UFSC students, interested in the area of Second Language Acquisition (SLA) and English as a Foreign Language (EFL), decided to get together for discussions about issues related to foreign language learning. It was then that Prof. Raquel D'Ely, eager to encourage foreign language studies that promote an interface between theory and practice, motivated these students to continue their meetings and became the leader of the group since then. After some time, in 2015, the research group Aquiles was born.

The research group *Aquiles – Aquisição de Inglês como Língua Estrangeira: Questões Teóricas, Pedagógicas e de Metodologia de Pesquisa* has as its main focus to promote theoretical/practical research from a cognitive and pedagogical perspective, aiming

at understanding issues that permeate foreign language acquisition, teaching and learning. The studies conducted by the group mostly focus on (1) English teaching making use of the Task Based Approach in virtual and classroom environments with varied groups of participants such as children, young learners, adults, and elderly; (2) individual differences in learning English as foreign language; (3) foreign language processing conditions, with a special focus on the process of individual/peer/group strategic planning and repetition; (4) the interface between implicit and explicit knowledge in foreign language learning; and (5) critical perspectives of second/foreign language pedagogy.

The group currently meets once a month for discussions. Moreover, members of the group have participated in many events such as the VI International Conference of Task-Based Language Teaching, in 2015, the Braz-TESOL SC chapter conference, the X Enal conference and the V Flael conference, in 2016. Additionally, Dr. D'Ely and other

members of the group are currently working on a book entitled *Multiple Perspectives on Language Teaching Research and Pedagogy*, to be released in the first semester of 2017.

For more information about the group or if you are interested in joining it, please contact: ppgi@contato.ufsc.br



Dr. D'Ely, Fabricio, Juliane at the VI Inter. Conference of Task-Based Language Teaching with Dr. Bygate



Dr. D'Ely at the V FLAEL



Members of the Research Group Aquiles during a meeting

Children's Literature in perspective

By Camila Pasquetti and Cybelle Saffa Soares

Another event related to foreign languages and translation that took place in the second semester of 2016 was *Seminário de Literatura Infantil e Juvenil*, together with *Seminário Internacional de Literatura Infantil e Juvenil e Práticas de Mediação Literária*, promoted by research groups of CED (Centro de Ciências da Educação) at UFSC.

The proposal of this event was to gather researchers, teachers, students and art critics to point at poetry spaces and poetic language as parts of the daily life, reinforcing that imagination and fantasy, through childhood and art, are part of the necessary reinvention of the world by adults.

From PPGI, we had four academic presentations

- Cybelle Saffa Soares (member of the organizing committee), O VALOR DA MORAL CRISTÃ NA TRADUÇÃO DOS CONTOS DE FADAS INGLESES NO BRASIL DO SÉCULO XX: UMA ANÁLISE COM BASE EM CÓRPUS
- Domingos Soares de Souza Neto and Cybelle Saffa Soares, LEGENDANDO FILME DE ANIMAÇÃO DE UM MITO INDIANO: ENTRE MULTILETRAMENTO, TÉCNICALIDADES E O PÚBLICO INFANTOJUVENIL,
- Carlos Eduardo da Silva and Professor Lincoln P. Fernandes, COPA-TRAD – UM CORPUS PARALELO PARA PESQUISA EM TRADUÇÃO DE LITERATURA INFANTOJUVENIL
- Maristela Campos, O HÍFEN DA POESIA – NEGRAS INTERTEXTUALIDADES

Besides the poster session, book releases and the rich discussions provoked by these and the many presenters during the event, there were cultural performances like a story telling session with *Cia Mafagafos* (by Aline Maciel) and Maristela Campos and Sandro Rosa's musical duo "Às Próprias Custas".

[Click here](#) for the event website



Highlights on two recent events about Translation Studies

By Camila Alvares Pasquetti

In the 2nd semester of 2016 I had the opportunity to participate in two events in the area of Translation Studies, one abroad and one in Brazil. The first was the [European Society for Translation Studies \(EST\) Congress](#) in Aarhus, Denmark, and the second was the [Encontro Nacional e Internacional de Tradutores \(ENTRAD\)](#), in Uberlândia, Minas Gerais.

The main theme of both events was similar. In Europe “Translation Studies: Moving Boundaries”, and in Brazil “Tradição e Inovação”. Both were concerned with conceptual frontiers, with redefining terms and proposing solutions to new problems related to present-day translation.



Some of the discussions I attended at EST involved community interpreting (such as immigrant

children interpreting for their families), translation revision (Brian Mossop told us that it is still better and faster to revise on paper!), the “ever changing translation technologies” and English as a Lingua Franca (the event was basically in English).

In the panel in which I participated, we discussed the question *Should Translation Studies explore visual representation?* I was particularly intrigued by Judith Inggs’ presentation about the “transliteration”, by Steven Seagle of the book “Den Røde Dagbog”, inspired by images, words shapes and sounds, rather than word meanings. Here and at ENTRAD, I presented my research about the translation of travel books for children.



At ENTRAD, there was the discussion of umbrella terms such as *Ensino de Tradução*, *Estudos da Interpretação*,

Estudos de Tradução e Corpora, *História e Historiografia da Tradução*, *Tecnologias da Tradução*, *Tradução Audiovisual*, *Crítica e Ética*, *Mercado de Trabalho*. One of the best-selling books of the event was Isa Mara Lando’s book “Vocabulando”, an annotated list of difficult terms for translators and language learners, all sold out after her workshop.

During a round table about the translation market, Profa. Beatriz Caldas and Profa. Giovana Campos de Mello warned the young audience that building a CV in Brazil does not mean much if you do not have someone to introduce you to the market. Michael Cronin questioned the material consequences of our dependence on technology. Ariel Novodvorski showed how Argentinean idioms are entering Brazilian newspapers. And did you know there has been a course about *Tupinologia* at USP since 1935?

Face to the diversity of terminology and research currently being carried out in the field, Andrew Chesterman suggested, at the opening of the EST Conference, that conceptual innovations should be tested, “what you call it is not that important; what matters are your hypothesis and claims and how they might increase our understanding.”

Both events in Aarhus and Uberlândia used features of their university campuses on their logos.



Camila Alvares Pasquetti is a PhD candidate at PPGI. Her research is supervised by Lincoln Fernandes.

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Faculty Profile

PPGI Professors José Roberto O'Shea and Lêda Maria Braga Tomitch share some ideas about their current research.



Lêda Maria Braga Tomitch

My main research interests are related to the area of reading comprehension. I can say that the studies carried out in the research group I coordinate – “Núcleo de

Estudos em Leitura” (NEL, at the *Diretório de Grupos de Pesquisa – CNPQ* since 2002) – fit two specific branches: one that involves the teaching and learning of reading in L2/EFL (English as a Foreign Language), and another that concerns cognitive processes of reading comprehension, in behavioral research and/or involving the implementation of these processes in the brain, both in L1 and in L2. In what concerns the teaching and learning of reading in L2/EFL, I am interested in finding optimal teaching strategies that can reach individual learners' and help them maximize text comprehension; the main questions asked being: how can we use the scientific knowledge we have so far in relation to reading comprehension in order to inform what goes on in the English as an L2 classroom? How should a reading lesson be organized and presented to learners, so that different learning styles can be accounted for and learning outcomes achieved? In this sense, the studies include the analysis of reading lessons in EFL textbooks, mainly those part of the PNLD (*Programa Nacional do Livro Didático*), an educational program by the Brazilian government; the design and testing of teaching strategies through experimental studies; and/or the observation of reading classrooms. In relation to my research on the cognitive processes of reading comprehension, the main concern is with how meaning is constructed during the reading of a text and also how these processes are implemented in the brain. The research looks at both textual factors (e.g. genre, text type; rhetorical structure; source language, etc.) and individual traits (e.g. working

memory capacity; motivation; language proficiency; prior knowledge; typical/atypical learners; etc.) and how they impact the process of meaning construction (online) and the product of the mental representation created (off-line).

Curriculum Lattes available [here](#)

José Roberto O'Shea

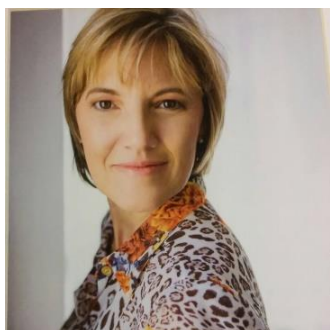
I have a B.A. from The University of Texas-El Paso, an M.A. in Literature from The American University-Washington, D.C., and a Ph.D. in English and American Literature from The University of North Carolina-Chapel Hill. As visiting researcher I have held fellowships at The Shakespeare Institute-University of Birmingham (twice) and at The University of Exeter, both in the UK, and at The Folger Shakespeare Library, in Washington, D.C. I joined The Federal University of Santa Catarina in 1990 as Adjunct Professor and became Professor of English in 1993. My main academic interests have been Shakespeare, Performance, and Literary Translation. I have had a CNPq research grant since the mid 1990s, with a project that contemplates annotated, verse translations of Shakespeare's drama into Brazilian Portuguese, having published translations of *Antony and Cleopatra*; *Cymbeline, King of Britain* (Prêmio Jabuti, *menção honrosa*); *The Winter's Tale* (Prêmio Jabuti, *finalista*); *Pericles, Prince of Tyre*; *Hamlet, The First In-Quarto*; *The Two Noble Kinsmen*; and *Troilus and Cressida* (the last two forthcoming). I have also translated James Joyce's *Dubliners* and *Stephen Hero* into Brazilian Portuguese, as well as another fifty-odd titles, encompassing non-fiction, fiction (short and long), drama, and poetry.

Curriculum Lattes available [here](#)



Ongoing Research

The PhD students Raquel Cristina Mendes de Carvalho and Maristela Campos explain their academic research at PPGI.



Raquel Cristina Mendes de Carvalho

Education demands teachers to be constantly refining their studies on teaching and learning.

Considering the importance of continuing education programs, Paraná State Department of Education (SEED-PR) established, in 2005, the Educational Development Program (PDE). PDE characterizes a partnership among Secretariat of Science, Technology and Higher Education (SETI), SEED-PR and State Higher Education Institutions (IES-PR). The Program of professional development, brings public school teachers together with IES-PR professors, as they form partnerships for a 2-year joint endeavor in which school teachers go about carrying out the following actions under IES-PR professors' supervision: design an educational project to be implemented at their schools, plan a teaching unit (TU), implement the TU at their schools, and report the results of this implementation as a publishable paper. The Program constitutes a partnership marked by mutual collaboration from IES professors and Middle and High School teachers. Through the lights of Vygotsky's Sociocultural Theory (Vygotsky, 1991, 1992, 1995, 1997, 2008; Lantolf and Thorne, 2006), the present study, supervised by Professor Adriana Dellagnello, is set out to generate datasets that will picture the developmental process by which school teachers under my guidance – also a PDE supervisor – go through as they take part in PDE.

Curriculum Lattes available [here](#)

Maristela Campos

African descendants have resisted against exclusion and racism through nerve and astuteness. They have conceived their art from



minimal resources. Music is a major matter in the black communities because it is elaborated with identity. My research approaches the poetics of resistance that applies elements that are present in the blues, jazz and samba in the African- Canadian, African- American and African-Brazilian poetry by George Elliott Clarke, Yusef Komunyakaa and Edmilson de Almeida Pereira. Clarke and Komunyakaa write interweaving repetition, improvisation, and call-and-response lines fusing orality, music, and text. Jazz displays a multiplicity of tones, rhythms, standpoints and significations. Jazz is multicultural and so is jazz infused writing. The same elements are present in the blues poems as well as in the samba poetry. Adelcio de Souza Cruz names the poetical strategy applied by Pereira as "samba-blues". The scholar points out that the African-Brazilian poet has been weaving his work with the orality of African tradition. By displacing meanings in the lines, Pereira grants the verse an unexpected path that discards predictable framings and establishes a remarkable improvising form. Pereira says that "[t]he samba, jazz, and blues are present in my texts because they are, above all, music".

Curriculum Lattes available [here](#)

O Anão Corcunda

J.L. França Junior

Do Livro do Levítico 21, pelos versículos 16 a 23, eu ouço com a devida atenção: “Falou mais o Senhor a Moisés, dizendo: Fala a Arão, dizendo: Ninguém da tua descendência, nas suas gerações, em que houver algum defeito, se chegará a oferecer o pão do seu Deus.

Pois nenhum homem em quem houver alguma deformidade se chegará; como homem cego, ou coxo, ou de nariz chato, ou de membros demasiadamente compridos. Ou homem que tiver quebrado o pé, ou a mão quebrada. Ou corcunda, ou anão, ou que tiver defeito no olho, ou sarna, ou impigem, ou que tiver testículo mutilado.

Nenhum homem da descendência de Arão, o sacerdote, em quem houver alguma deformidade, se chegará para oferecer as ofertas queimadas do Senhor; defeito nele há; não se chegará para oferecer o pão do seu Deus. Ele comerá do pão do seu Deus, tanto do santíssimo como do santo.

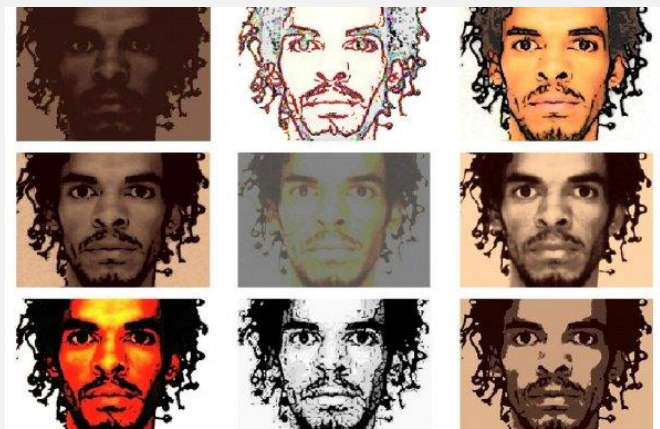
Porém até ao véu não entrará, nem se chegará ao altar, porquanto defeito há nele, para que não profane os meus santuários; porque eu sou o Senhor que os santifico.” E eu... eU... EU... sou o Anão Corcunda. O leproso deformado, dotado de membro demasiadamente comprido, e com testículos mutilados. E eu vou, a ferro e fogo vou, debatendo-me no breu de uma cegueira soturna, levar minha queimada oferenda de galinha da angola ao Senhor Deus.

E se esse Deus —limpinho e ingrato, álcool-gel e não-me-toques— rejeitar meu donativo: pois que passe às mínguas, e que morra de fome. E eis que vinha eu com minha turba de bacantes —cachaceiros irrequietos— voltando de uma noitada farta de whisky e farra, arrastando-nos, errantes, rumo ao romper do dia, quando nos deparamos com a encruzilhada onde jazia a minha humilde oferenda de ave tostada ao Deus ingrato. E eis que nos sentamos, sujos e exaustos, nalgum canto da sarjeta, ouvindo ao redor os cães sarnentos que uivavam à madrugada em agonia, e os galos roucos que cantavam à aurora em algazarra.

E assim foi que aconteceu. Juntando-nos a fome à vontade de comer, caímos matando sobre a dádiva galinácea, saciando a larica de bebuns. E do litro e meio de cachaça à beira da calçada, não sobrou gole sequer. E depois enfim, empanurrados e repousados, seguimos nosso caminho minha turba e eu, a cantar pelos becos insalubres da cidade, mais felizes do que pinto no lixo.

E eis que nos juntamos à entrada do coro de galos-cães imundos. E num brado entoamos os versos de um poeta dos vícios e erros: “Arre, estou farto de semideuses! /Onde é que há gente no mundo?”

Assim falava Frantzã, el guitarrero.



Creative Corner

Umbrella

By Paula Michels



*Se caem alguns respingos,
todos já se armam*

*e se cruzam
sem se ver.*

*Vestem-no diariamente
e nem adianta dizer
que a corrente
intempestiva
não irá lhes desfazer.*

*Que integridade
ou medo
os impede de ver
que há gente,
sim,*

*há passos (curtos),
sonhos (largos),
vozes distoantes,
há vida, sim,
e paredes gastas
pintadas*

*com cores de fuga
de pássaro que alça vôo,
enquanto a maioria, embaixo,
não tem asas
e buscam, alguns, a troca de olhar
esbarrada*

*em um guarda-chuva
na calçada urbana.*

*Seguem
as pessoas*

*de guarda-chuva invisível
mesmo nos dias de sol
que os prédios talvez
escondam.*

Book Corner

By Renata Gomes Luis



The Ignorant Schoolmaster: five lessons in intellectual emancipation, by Jacques Rancière is a must-read title for anyone interested in Education and, although it was written in 1987, it is completely lined up with the current nationwide discussions over the right to Education and the kind of Education Brazil is aiming at for the next decades. The book revolves around the story of Joseph Jacotot, “a schoolteacher driven into exile during the Restoration who allowed that experience to ferment into a method for showing illiterate parents how they themselves could teach their children how to read” (translator’s introduction by Ross, 1991).

The book is no doubt a provocation for teachers and academics when viewed as explicators whose explication and rhetoric introduces inequality. Unlike it, Jacotot’s principle of intellectual emancipation starts with equality, based on the recognition that “every man is born to understand what any other man has to say to him” (Rancière, 1991, p. 97). Through this principle, education, no longer in charge of explicators but of all man with a will for knowing is not given, it is taken. We have recently had many demonstrations by courageous students all over Brazil how education is, in fact, taken. As a teacher, I was particularly touched by this book and I hope you can be too.

This issue is dedicated to the “Red December” campaign, which encourages prevention and supports the fight against AIDS. For more information, [click here](#).

