

## In the News

### Language Use and Language Processing across the Lifespan

By Danielle Santos Wisintainer

The event organized by Prof. Dr. Mailce Borges Mota, the seminar on Language Use and Language Processing across the Lifespan, was sponsored by FAPESC and the Newton Fund and took place on August 24th at UFSC – Machado de Assis room.

Newton Fund, which is a program in the British Academy, supports Brazilian projects regarding education, health, and other areas.

A presentation by Dr. Katrien Segaert from the School of Psychology at the University of Birmingham opened the discussion. Dr Katrien Segaert presented her most recent paper on syntactic priming. The results are in line with the Two-stage Competition model, suggesting that common mechanisms underpin structural priming observed in the choice and latency of sentence generation.

The second presenter was the researcher from Instituto do Cérebro-PUC-RS, Dr. Augusto Buchweitz, who provided results from the research on reading disorder with children with dyslexia. The study has been carried out in Porto Alegre, Florianópolis, and Natal. Reading disorder in the brain, a longitudinal study was discussed in terms of learning to read, how language is processed, and how the brain has to adapt.

The last presentation, by Dr. Ali Mazaheri from the School of Psychology at the University of Birmingham, provided a discussion on issues related to cognitive disorders. Specifically, the presentation focused on Alzheimer's disease using EEG (electroencephalography) to examine brain activity.

According to Dr. Mazaheri, Alzheimer's disease affects language processing. Following, Dr. Roberta Pires de Oliveira presented her research area and discussed the presentations.

At last, Dr. Oliveira posed questions to the presenters regarding syntax, lexicon, and dyslexia. The last question addressed to all three researchers was about their view on whether language is autonomous or language is dependent on cognition. All of them agreed that language is part of cognition and relies on working memory, attention, among other areas.



The presenters Dr. Roberta Pires de Oliveira, Dr. Ali Mazaheri, Dr. Katrien Segaert, Dr. Augusto Buchweitz and Dr. Mailce Borges Mota.

## On Being a Fulbrighter

The PPGI alumni **Renata Dalmaso** and **Joseline Caramelo** and the student **Priscila Fabiane Farias** describe their experience as Fulbrighters



### Priscila Fabiane Farias

2016-2017 Fulbrighter (Doutorado Sanduíche)

I am moving to Honolulu, HI on August 29th. I will spend 9 months there as a visiting scholar, working with Prof. Graham Crookes as part of my doctoral sojourn. This was only possible because of a partnership between Fulbright and Capes. In December, last year, I applied to one of the 24 scholarships they offered for 'Doutorado Sanduiche' and on March, this year, I received the letter of acceptance from the program.

Filling in the application forms and meeting all the requirements they had was a two-month hard-working experience to which I dedicated myself daily. The selection process is very thorough and detailed, so much attention has to be given to it as you include personal documents, essays about professional and academic work, plan of intentions, among many other items. After sending all the information, there is also an interview in which the candidate has to talk about his/her research project and the goals to be accomplished in the host university.

Although the whole process can be a little stressing and time consuming, it is definitely worth it and rewarding. As soon as the selection is over and the candidates are chosen, the experience becomes real and it is time to organize yourself for the new life. Fulbright's team is very helpful when it comes to documentation and any other doubts or needs one

may have. There is also the fun part of Orientation, which this year happened in São Paulo, in July. This is when you meet all the other Fulbrighters and have the chance to learn more about the program, their expectations and other kinds of research being conducted all over Brazil.

Each Fulbrighter will then have a different experience in USA, depending on the University's and the international advisor's needs and requirements. In my case, during the 9 months, I will be focusing on my data analysis and complementing my review of literature. I will also take a course on Critical Pedagogy with prof. Crookes and be part of his Research Group. Having the opportunity to study abroad seems to be a wonderful and exciting experience and having the chance to work with Prof.

Crookes and other colleagues from the area of Task Based Approach and Critical Pedagogy is certainly an honor. I hope I can contribute to both areas of study I work with and reinforce the international partnership between UFSC and UHM.

Being able to talk about the program is certainly great because I believe this is a unique and special opportunity for PPGI and UFSC students. Therefore, I am more than pleased to answer questions and share my experience with anyone who is interested in applying for the scholarship this (or any other) year. I would also like to use this space to thank PPGI and my advisor Prof. Raquel D'Ely for all the support during this process. Aloha and see you all next year!



Fulbrighters' pre-departure orientation in São Paulo

Priscila's e-mail address: [priscilafabianefarias@yahoo.com.br](mailto:priscilafabianefarias@yahoo.com.br)

The team of Fulbrighters also has a blog for sharing their

experience! Have a look at it: <http://fulwriters.blogspot.com.br/>



## Joseline Afonso Caramelo

2016-2017 Fulbrighter (FLTA)

This year I was one of the very lucky Brazilians selected to take part in the Fulbright Foreign Language Teaching Assistant (FLTA) Program here in the United States. The program was created in order to provide Americans with knowledge of foreign culture and languages by supporting teaching assistantships.

This year, 20 Brazilians from different parts of the country were select to act as Brazil's cultural ambassadors. The selection process for the program, which happens in two phases (national and international) is long and somewhat tedious or overwhelming, but completely worth it. There are forms to fill out, questions about teaching and culture, an essay showcasing who you are and your objectives, and an interview. Once you are accepted both by the national and international Fulbright offices, university selection begins. This whole process takes from 7 to 8 months, and every single email is another excitement. I was given 5 universities to rank, and I was lucky enough to be placed in my first choice, Fisk University, in Nashville, Tennessee.

Fisk is a Historically Black University, and ranked as the seventh in its category (HBCUs). Fisk has only a Spanish department, so the Portuguese one consists of me. Thus, I will be teaching intensive Portuguese throughout the next 9 months here at Fisk. At the moment, I have 27 students and I am loving the experience! The city is welcoming and the university makes me smile every single day. There's so much beauty around here that I am always mesmerized. And it is true what they say, people from southern US are just amazing. And I am learning so much being at a HBCU and living in a black neighborhood.

There are moments of homesickness, but I am blessed to have an amazing supervisor here at Fisk, Nancy, amazing students and innumerable people trying to help me feel comfortable, happy and make the most of the time I have here. I could not be happier with the opportunity that Fulbright has given me, and I hope I

can come back to Brazil with a bag full of knowledge and a heart full of friends and experiences!

**Joseline's e-mail address:** [joseline.afonso@gmail.com](mailto:joseline.afonso@gmail.com)

**A new selection for Fulbright Foreign Language Teaching Assistant is available until 17<sup>th</sup> October. For further information, have a look at Fulbright's website:** <http://fulbright.org.br/edital/programa-para-ensinar-portugues-nos-eua-flta/>



## Renata Dalmaso

2012-2013 Fulbrighter (Doutorado Sanduíche)

On my acceptance to the Fulbright scholarship I had little idea about what was the actual difference between this and other types of grants for the "Doutorado-sanduíche" but what became clear from the start is the level of care with which you are treated as an aspiring member of the Fulbright community. A very practical bonus with Fulbright is the ease with which you get your J-1 Student Visa to the United States. As many colleagues related this as one of the most trying parts of bureaucracy in going to an American university, for me the whole process was basically taken care of and my only obligation was to show up for the appointment at the embassy—where I was actually greeted at the gate and escorted ahead of the line to the formality of the interview.

Besides that, what I can say for Fulbright is that they work hard to create the idea that you are a part of a larger academic community, composed of leading scholars from all over the world. Discounting the obvious imperialistic overtones of their agenda (which surface from time to time during workshops and paperwork), it really was a privilege to interact with academics from all disciplines from across the Globe during orientations, local encounters, and national seminars. I am glad to have made connections with people whose countries I sometimes did not know existed, let alone consider them to be conducting advance research in their fields. I cannot oversell this enough, it was simply amazing to interact with these fellow scholars.

Furthermore, I cannot fail to mention the impact of the brand “Fulbright” within the context of American universities. The prestige of being a Fulbrighter is perceived in every conversation in which the subject comes up, so much so that I sometimes felt undeserving of such high esteem.

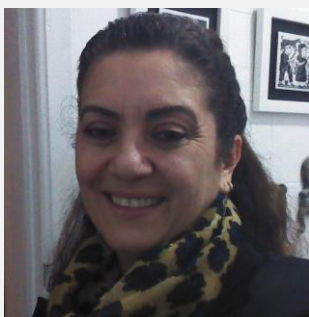
In any case, it was an honor to be a part of this program and I would certainly recommend it to

anyone interested in pursuing their “sanduíche” in the United States. As a Fulbright and PGI alumni, I would also like to offer my assistance and experience in any way, from clearing doubts to giving tips on practical issues.

Renata's e-mail address: [rldalmaso@gmail.com](mailto:rldalmaso@gmail.com)

## Faculty Profile

PPGI Professor Débora de Carvalho Figueiredo talks about her current research.



### Prof. Débora de Carvalho Figueiredo

My main research interest is the intersection between discourse and society, looked at from the perspectives of critical discourse analysis (CHOULIARAKI; FAIRCLOUGH, 1999; FAIRCLOUGH, 2003, 2006), systemic functional linguistics (HALLIDAY; MATHIESSEN, 2004; EGGINS, 2004), gender studies (CAMERON, 1990; BUTLER, 1990), social studies (GIDDENS, 1991; HARVEY, 1990; AGAMBEN, 2002) and feminist legal studies (EDWARDS, 1981; SMART, 1989; MACKINNON, 1989). From

this interdisciplinary viewpoint, I investigate the semiotic aspects of social events, that is, the construction and negotiation of ways of acting/relating (actional meanings), ways of being/narrating the self (identificational meanings), and ways of representing (representational meanings) enacted in the semiotic elements (or texts) of social practices from the judiciary, the legislative and the media. In short, my focus of interest are issues of power, oppression, gender and identity in legal and media discourses, always departing from a social problem and with the view of raising awareness, producing critical intelligibilities and fostering resistance and reactions to the problems under investigation.

Curriculum Lattes available [here](#)



## Call for papers

**Revista ilha do Desterro (Maio-Agosto, Vol. 70, N.2, 2017.)** Aberta a chamada de artigos para as questões sobre ‘Pós-humano/Pós-humanismo’ sob diversas perspectivas, tais como, por exemplo, perspectivas feministas, estudos de gênero, teoria queer, estudos sobre deficiência, estudos sobre animalidade, estudos pós-coloniais e desconstrução. Prazo: 15/Novembro/2016 Link available [here](#)

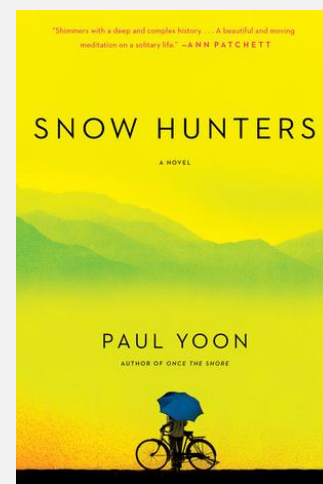


## Book Corner



## Avital Gad-Cykman's Suggestion

Snow Hunter, the amazing debut novel of Paul Yoon, is, above all, beautiful. There is a dreamy quality to the novel, while there is also a very strong grounding. After the Korean war and the horrors in North Korea Yohan leaves his country and heads to Brazil. His process of recovery from the past explains the unique rhythm of the story and the sense of a slow awakening. The narrative depicts his developing relationships with the people he meets in the new land, the man who first takes him in, a Japanese tailor with a harrowing past of his own, young and homeless sister and brother, and a groundskeeper at the local church. All of them are on the margin of society, but at the center of Yohan's world. Slowly but constantly the intense connections break into Yohan's shell until he is finally able to live fearlessly.



## Creative Corner



## Teaching my students how to misbehave

By Pedro

Right after the news reporter had said  
"O Brasil é o primeiro no mundo em mau comportamento em sala de aula"  
blaming us, professors

as if all of us were the same fanatic Christian stupid assholes who make prayers at 6am a mandatory task for every student -

based on a whole new postmodern concept of intellectual torture

as if we're the Heads of the system and not workers trying to survive with rages which barely pay our rents and meals, electricity, school, specialization, our every morning coffee to stay talkative and active for 10 hours a day or more

I myself teach students how to misbehave

and together we challenge the status quo

our intellectual settings are full of critical awareness

I love teaching girls that we're the only owners of our bodies

and that misbehaving patriarchy empowers us whenever we mis-the-fuck-behave!

I love teaching viadas, sapatonas, mujeres negras y transviadas that misbehaving is the only way to drown the white-heterosexual-cisgendered-male-oriented matrix that kills us everyday

that misbehaving is like in Alice the only key to worlds of findings and identities unseen, but unravelled

that misbehaving is artistry and it makes our blood run faster and warmer and that if we don't misbehave eventually we'll be raped or killed

I do encourage students to misbehave in class

I say "Forget these rules by now, let's think of how this poem is in dialogue with this other" or "forget about this sexist grammar focus, let's watch a performance on YouTube and talk about intersectional feminism, it will add more grammar and more value to your lives"

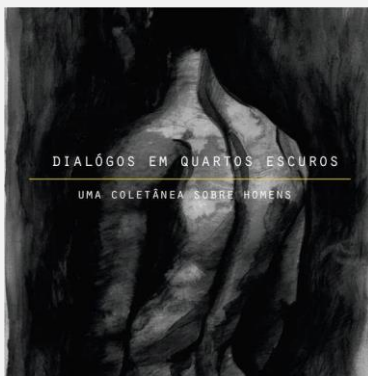
and we all misbehave the impositions that the conservative patriarchy wants us to swallow in class  
 and we misbehave together  
 and we confront!  
 there is confrontation to the white-male-oriented system that wants to rape our states of mind and fertilize  
 them with obedience  
 there is confrontation to the system that kills us everyday, every second, every corner, trapping us in dark  
 rooms and jails with no future ahead!  
 there is confrontation and we laugh, we split, nós sambamos na cara do patriarcado!  
 and one more day we misbehave as it should be!  
 so we can survive.



## Interviewing Arthus Mehanna

I have started writing poetry when I was 15 years old, mainly about dark thoughts

and feelings in a childish manner. My poems, as well as my research, changed when I became politicized, during my masters at PPGI. My first attempt at a political writing was with the series *Journal of Pyrokinesis*, its images would usually bring fire as a destructive force that changed the nature of the subjects and objects it encountered. The most recent series that represents my political positioning as a feminist is *The Privilege Reaper*, in which I deconstruct privileges of class, race, gender, sexuality, and desire through the poems. The deconstruction occurs not only in regard to situations and people surrounding me but it leads to the deconstruction of my own privileges as a middle-class man. The poem



that gave life to *The Privilege Reaper*, “Thorny Orchidary,” was recently published in Portuguese in the digital book *Diálogos em Quartos Escuros* (*Dialogues in Dark Rooms, A Collection About Men*), and had its launching party last August at Blues Velvet Pub, in Florianópolis, SC, Brazil. The collection brings texts by gay men about dialogues in a

private space. The exercise proposed by the editor consisted in writing a piece that brought the interaction of men in a dark room, which resulted in many confessional, emotional, and political testimonials. When I wrote “Thorny Orchidary” I was in a phase when I felt the need to express myself and to channel the rage that oppression grew inside of me. *The*

*Privilege Reaper*, as well as *Journal of Pyrokinesis*, bring many references to the kind of poetry that I have been researching lately, so it is possible to notice a surrealist and posthuman realm in the poems. To read *Dialogues in Dark Rooms* please access [www.dialogosemquartosescuros.com](http://www.dialogosemquartosescuros.com)

## Upcoming Events

### Open Seminar

September 16<sup>th</sup> 2.30 p.m – Doctorate Candidate Juliane Regina Trevisol: “The ‘potential for synergies’ between tasks and digital technology: the interface and its research possibilities”  
Room: 309

### Open Seminars and Workshops

O Núcleo de Pesquisa em Fonética e Fonologia Aplicada à Língua Estrangeira (NUPFFALE) promoverá dois seminários e oficinas voltadas para o estudo do desenvolvimento da fala em segunda língua. Convidamos os interessados para se inscreverem em um ou mais eventos até o dia 28/09/2016.

Ministrante	Título	Data e horário
		<b>29/09/2016</b>
Dra. Hanna Kivistö-de Souza (Universidade de Barcelona)	<b>Seminário:</b> Speech rate affects the production and the intelligibility of non-native vowels	9h-9h40
	<b>Workshop:</b> Using Praat in L2 speech research	10h-12h
		<b>06/10/2016</b>
Dra. Denise Kluge (Univ. Federal do Paraná)	<b>Seminário:</b> Perception of Brazilian nasal vowels by Danish and Haitians	9h-9h40
	<b>Workshop:</b> Developing speech perception tests with the free software TP	10h-12h

- ✓ Para participação nos workshops, é essencial trazer um laptop e instalar dois aplicativos gratuitos, que podem ser obtidos nos links abaixo:

**PRAAT** - Software para análise acústica da fala: <http://www.fon.hum.uva.nl/praat/>

**TP** - Software para testes de percepção da fala: [http://www.worken.com.br/tp\\_regfree.php](http://www.worken.com.br/tp_regfree.php)

- ✓ Para quem desejar receber certificado de participação pelo sistema UFSC, é necessário que sejam enviados o nome completo e o número e CPE.

**Local:** Prédio CCE-B, 4º. andar, sala Machado de Assis

Envie sua inscrição para: [rosanesilveira@hotmail.com](mailto:rosanesilveira@hotmail.com)

For more information about our upcoming events, please contact us at [ppgi@contato.ufsc.br](mailto:ppgi@contato.ufsc.br)

## Recent Publications

### *Coletânea Cinema, chá e cultural*

Organized by Anelise R. Corseuil, Brígida de Miranda, Maria Cecília Coelho, Maria Lúcia Milléo and Martins Maria Teresa Collares.

Link [here](#)