

## VII TBLT – A View From Inside

By Juliane Trevisol, Leonardo da Silva e Raquel D'Ely

The seventh **International Conference on Task-Based Language Teaching** was held, this year, in Barcelona, more specifically at the Universitat de Barcelona, from 19th to 21st of April. This biennial event is an opportunity for those interested in the construct 'task' to discuss central issues concerning theory, research and language pedagogy. TBLT, for those who might not yet be familiarized with the term, refers to a teaching framework grounded on sound empirical research, which embraces "meaning-based, communicative tasks as the central unit for defining language learning needs, determining curriculum goals, designing activities in the classroom, and assessing language competencies" (TBLT Homepage Website: <http://www.tbtl.org>). The event's central theme this year was *Tasks in Context* and had as plenary speakers, Dr. John Norris, exploring the theme *What do we (and don't we) know about second language task design? A synthesis of syntheses*; Dr. Maria del Pilar Garcia Mayo, highlighting the context of *TBLT for children in Child-supported interaction in an EFL setting: Research and Challenges*; Dr. Marta Gonzalez-Lloret, reflecting on *TBLT in technology-mediated contexts*; and finally, Dr Marita Schocker and Dr. Andreas Muller-Hartmann who explored the contexts that are addressed in *TBLT research in Are we really serious about context?*.

Many eminent scholars in the Second Language Acquisition and TBLT fields - Rod Ellis, Michael Long, Lourdes Ortega, Martin Bygate, Virginia Samuda, Rosemary Erlam, Kris Van den Branden, to mention but a few, contributed to the discussions in the colloquia, workshops, show-and-tell and communication sessions that predominantly span



around the role tasks perform in research and classroom contexts.

Amongst researchers from varied nationalities, we, Juliane Trevisol, Leonardo da Silva and Raquel D'Ely, were honored to represent Brazil, more specifically UFSC. We are participants of the Aquiles research group/PPGI and presented the workshop *Travelling (and learning English) from home: The use of technology-mediated TBLT in a virtual English course*. Our presentation discussed results of a successful extension project conceived by DLLE and PPGI, in which a team of professors, researchers and tutors designed an entire language course to offer UFSC staff members the chance to learn English at an introductory level through task-based activities on the Moodle platform. UFSC was also represented by Professor Rosely Xavier, from the Linguistics Graduate Program, whose presentation focused on two key constructs in TBLT: input flood and explicit focus-on-form.

Participants who registered for the last biennial conference automatically become a member of the International Association for Task-based Language teaching which aims to promote principled approaches to TBLT. This year, its Executive board

granted a research article Award to Andrea Revesz, Monika Ekiert, and Eivind Torgersen, who made a major contribution to the field by discussing a very hot theme - the relationship between CALF (complexity, accuracy, lexis and fluency) measures and communicative adequacy. Also, a distinguished achievement award was granted to two renowned figures in the field specially for having built an interface between task research and pedagogy - Michael Long and Peter Skehan. Considering the need for educational lenses to the TBLT agenda, the outstanding topic that has emerged from the debates

and coffee-break talks, let us now expect to listen to research that discusses tasks in real contexts, implemented by real teachers and the voices of real learners in 2019, in Perth, Western Australia, with the theme "Tasks through Times". Our final words express our gratitude in taking part in such a great event that was certainly an enriching opportunity, not only for the possibility of (co)constructing knowledge, but also for allowing us to put Brazil on the map of TBLT research. Moreover, a special thanks to PPGI and DLLE for the funds provided.



Juliane, Dr. Xavier, Dr. D'Ely and Leonardo representing UFSC at the Conference.



Dr. D'Ely, Dr. Gonzalez-Lloret, Leonardo and Juliane.

## Interview

### Interview with Dr. Brown

By Paula Michels and Priscila Fabiane Farias



*For this issue, Dr. James Dean Brown, a professor at University of Hawaii, talks about research methods in TESOL research, among other relevant aspects in the area. Dr. Brown has spoken and taught courses in more than forty countries ranging from Brazil to Yugoslavia. He has also authored or co-authored a*

*number of books and journal articles on wide-ranging topics including language curriculum development, language testing, language testing in Japan, testing L2 pragmatics, performance testing, criterion-referenced language testing, ideas for classroom assessment, using surveys in language programs, doing quantitative and qualitative research, connected speech, quantitative research methods, mixed methods research, and heritage language curriculum.*

**Newsletter: Could you briefly talk about your research interests and academic background?**

Dr. Brown: One of the most important features of my background is that I flunked out of the Oberlin Conservatory of Music after two years with a D+ grade average. I'm not sure why that happened, but it is probably either because I didn't really want to fulfill my parents' dream that I become a professional French horn player or because I lacked the study skills to compete in academic courses with the excellent students elsewhere in Oberlin College. In any case, after flunking out, I inevitably ended up for three years in the US Army where I found the motivation to develop my study skills, and 11 years later, I graduated from UCLA with a PhD in Applied Linguistics. I am currently a Professor in the Second Language Studies Department at the University of Hawai'i at Mānoa, where, for the past 31 years, I have been doing academic research in language testing, curriculum development, program evaluation, research methods (including quantitative, qualitative, and mixed-methods research), as well as teaching connected-speech. I have published a variety of books and articles in all those areas.

**Newsletter: In your 2014 book entitled *Mixed Methods Research for TESOL*, you talk about the increasing number of researchers in TESOL who make use of a combination of quantitative and qualitative research methods in their study. Could you talk about the use of mixed methods in this area?**

Dr. Brown: Mixed-methods research (MMR) involves the systematic combining of quantitative and qualitative data, analyses, and interpretations in such a way that quantitative plus qualitative equals something much more informative than either alone. In other words, an MMR study as-a-whole should be greater than the sum of the quantitative and qualitative parts. In a sense, we are trying to make  $1 + 1 = 3$ .

From another angle, MMR does not simply mean throwing together a hodge-podge of quantitative and qualitative data, analyses, and interpretations. MMR researchers would snidely call that multi-methods research. Instead, true MMR involves carefully combining various quantitative and qualitative data,

analyses, and interpretations in ways that allow the MMR researcher to further examine how the data, analyses, and interpretations enhance each. This additional step in MMR can be accomplished by examining how the different types of data, analyses, and interpretations converge with and divergence from each other, as well as how each type of data provides clarification, elaboration, or examples that help the researcher understand the other kinds of data (for more on these ideas, see Brown, 2014, pp. 131-137).

**Newsletter: What are some current challenges for conducting research in Applied Linguistics from your perspective?**

Dr. Brown: Young researchers today have too many choices to make, particularly with all the research methodology options that they have in our field. My best advice is to explore your options by reading a book or books that describe a wide variety of research types (e.g., Brown & Coombe, 2015), and only then, knowing your options, decide which research method(s) best fit your abilities, aptitudes, and personality. The next step quite naturally will be to get adequate training in whatever research method(s) you choose and read everything you can get your hands on about the research method(s) you chose. The central mistake that most people make is that they get training and read everything available on their topic of the research, but fail to do adequate training and reading on the research method(s) they will need to use. For example, a young researcher might read extensively about writing pedagogy and then set up an experiment to study the effectiveness of a specific method for teaching writing, but do so without learning enough about the statistical tools needed to successfully conduct that study. That is a big mistake. Another problem that many young researchers may face today is that they tend to rely too heavily on the Internet. Such overreliance on the internet occurs especially in those countries where Western resources like books and journal articles are hard to get ahold of. The potential problem with relying on the Internet is that many of the sources that are readily available online may not be reliable. For example, some online sources may look like legitimate open-source

journals, but in fact be what we call predatory journals that are not controlled by adequate review policies for the quality of the article. To determine if a journal is predatory: (a) check to see if authors must pay to be published, (b) check to see if the journal lacks review policies, (c) look to see if there is no review or advisory board with names that you recognize, (d) check to see if the number of articles per issue is over say 10, and (e) look to see if none of the authors in the journal is well-known to you. If any of (a) to (e) are true, you should be wary that you may have encountered a predatory journal with no quality controls.

The best solution for avoiding too much reliance on the internet is to study abroad where resources are available. Alternatively, you may decide to at least travel to wherever you can get ahold of the books and journals you will need. Unfortunately, without adequate resources, it is next to impossible to do quality research.

**Newsletter: What are some important issues/factors to be considered by a researcher who intends to conduct quantitative research in TESOL?**

Dr. Brown: If you are going to use statistical analyses in your research, I would advise you to avoid relying on others to do your statistics. Instead, you should make the effort to get adequate training yourself so that you know what you are doing. That probably means taking more than one or two courses in statistical research, courses that will teach you how to: (a) select the correct forms of analysis for you research, (b) check, understand, and explain the assumptions and design conditions that underlie whatever analyses you will use, (c) run the statistical analyses using a computer program like SPSS, SAS, or R, (d) read the output that the computer program produces, (e) interpret your statistical results meaningfully, and (f) report your statistical results in a research report. And, you will need to know (a) to (f) for each-and-every form of analysis that you use in

your study. If you rely on others to simply run your statistics, you will still need to do (a), (b), (d), (e), and (f) on your own, so you might as well do the necessary work in advance that will be necessary to insure you will know what you are doing.

Another big mistake that young researchers make in doing quantitative research is that they do not get an adequate sample size (i.e., number of participants) for their study. My best advice? If you are not going to be able to get a decent sample size, don't try to use statistical analyses. What is a good sample size? Many people ask me that question, but what they really mean is what is the minimum sample size that I can get away with. Typically, professors will answer that question by saying a sample of 28 or 30 may be adequate. The problem with that answer is that the adequacy of a sample size depends on a variety of factors like the form(s) of analysis involved, the reliability of the tests or other measurements involved, the strength of the effects being studied, and so forth. My experience has led me to avoid doing the minimum. Instead, I always go for whatever sample size will maximize the probability of a successful study. That means I try to get a sample of at least 100, but I prefer to do studies with hundreds or even thousands of participants. I would not even bother with a study with only 30 participants, because I would not want to bet the success of my research on the minimum. I prefer to go for the best possible result, and so I put a great deal of energy into the all-important process of getting a decent sample size. Shouldn't you do the same?

### References

- Brown, J. D. (2014). *Mixed methods research for TESOL*. Edinburgh, UK: Edinburgh University Press.
- Brown, J. D., & Coombe, C. (Eds.). (2015). *Cambridge guide to research in language teaching and learning*. Cambridge: Cambridge University Press.

### Editorial Staff

**Editors and Design:** Paula Eduarda Michels and Priscila Fabiane Farias



The M.A. students, Frandor Machado, advised by Dr. Maria Rita Viana; Daniel Pires, advised by Dr. Celso Tumolo; and José A. Miranda, advised by Dr. Maria Ester Moritz, explain their academic research at PPGI.



## Frandor Machado

### “Get a Room”: Politics of Homoerotic Expression in Private and Public Spaces in Jamie O’Neill’s and Colm Tóibín’s fiction.

In recent years, Ireland has experienced a great improvement in legal rights for minority groups, such as the LGBTQI people – also referred to under the umbrella term of queer. From the mid-1990s to mid 2000s, Ireland entered a period of economic growth known as the “Celtic Tiger”. During this period, the country advanced immensely in minority rights. Homosexuality, for example, was decriminalized in Ireland in 1993, three years after it was no longer considered an illness by the World Health Organization, although Cuba, Spain, and the United Kingdom had done it more than a decade earlier. In 2015, nonetheless, Ireland entered the forefront of social change as the first country to legalize same-sex marriage by popular vote. Some contemporary Irish gay writers, however, have chosen to explore the lives of queer individuals in Ireland by setting their stories in times preceding this new period of acceptance – often in contexts of social and political repression. In my research, which is only beginning, I investigate the representations of homoerotic and homoaffective relationship between men in two Irish novels: Colm Tóibín’s *The Story of The Night* (1996) and Jamie O’Neill’s *At Swim, Two Boys* (2001). Under the guidance of my advisor, Professor Maria Rita Drumond Viana, I focus my research on the relationship between the spaces in the novels and the queer characterization of homosexual relationships. Although I am still working on the last details of my research project, I draw the theoretical framework to support it from theories of homoerotic representation in literature and the public and private spaces from scholars such as Kathryn Conrad, Joseph Valente, Eibhear Walshe, and others. My aim is to investigate the imbrications between spaces – which are always

## Marc

inscribed in the gendered politics of what is public and what is private – and the expressions of homosexual love and affection in these two novels written by Irish gay men during the “Celtic Tiger” period. Curriculum

Lattes available [here](#).



## Daniel Reschke Pires

### L2 vocabulary instruction: an assessment of mobile device applications

As an English teacher, I have heard this sentence many times: “Teacher, do you know this app? I am learning so much with it!” Because so many students of mine reported using smartphone applications to assist their language learning, I felt it was relevant to investigate them. Under the supervision of Professor Celso Henrique Soufen Tumolo, I am currently analyzing eight applications for English learning, focusing on the activities they provide for vocabulary development. Based on Takač (2008), these two questions guide the analysis of vocabulary activities: a) what are the sources for presenting new lexical items in the selected applications? and b) what are their sources for reviewing and consolidating new lexical items? My study also seeks to understand how they incorporate language learning methods, such as the Audiolingual method, and learning theories, like Behaviorism. So far, I have analyzed two apps: Duolingo and Babbel. The analysis of these two apps shows that they rely on translation and repetition to instruct and consolidate lexical items, suggesting the influence of the Grammar Translation and the Audiolingual method. Moreover, the frequent use of activities that involve echoic responses suggests the influence of Behaviorism. I believe that, in spite of some limitations, the applications can be a valuable source to assist in language learning if learners are instructed on how to use them.

Curriculum Lattes available [here](#).



## José Augusto Miranda

### TED Talks: a genre analysis

TED (Technology, Entertainment and Design) is a nonprofit organization devoted to spreading ideas, in the form of short talks (about 18 minutes or less), and has its motto presented as: Ideas worth Spreading. It began in 1984 as a conference where Technology, Entertainment and Design converged, and today it covers a great number of topics — from science to business to global issues — in more than 100 languages. TED has expanded its audience over the years and became really popular with several activities both online and on site, as it organizes face to face events such as: TED conferences, TED Talks, projects developed by the TED Prize, the global TEDx community, and TED-Ed lesson series. My MA research, supervised by Professor Maria Ester Wollstein Moritz, investigates TED talks as a genre. There are several

genre approaches, some of which are: Systemic Functional Linguistics (SFL), Rhetorical Genre Studies (RGS), and English for Specific Purposes (ESP), to name a few. The orientation to genre theory that my study is carried out is the ESP, which has Swales and Bhatia as two of the most important authors. According to Bhatia (1996), ESP has emerged in the U. K. within the broader framework of discourse analysis for applied linguistic purposes, especially the teaching of English for specific purposes, and it focuses on studying and teaching specialized varieties of English, most often to non-native speakers of English, in advanced academic and professional settings. The investigation of my research is following a similar typical ESP genre analysis, which starts by identifying the communicative purpose of the selected talks, and the genre's organization - its schematic structure - often characterized by the rhetorical moves and steps it undertakes.

Curriculum Lattes available [here](#).

## Book Corner



### Leonardo da Silva's Suggestion "Milk and honey" (Rupi Kaur)

"Milk and honey" (or "Outros jeitos de usar a boca", in the translation for Brazilian Portuguese) is a collection of very short poems by Rupi Kaur. The

young author — she is only 24 years old — became famous as an InstaPoet, that is, through the poems and images that she publishes on her Instagram account. Just like in her online profile, every poem in the book is accompanied by a beautiful drawing that pretty much connects to or even complements it.

The short poems could even be read in one sitting — but this is not what I advise you to do. Take the time to take in each text, read them aloud, digest them... The topics they cover may seem simple, but I'd say there is a lot to be understood from those few words. It's no surprise that Kaur, whose first language is not even English (she was born in India and now lives in Canada), has become one of the New York Times Bestselling books. She has also made both internet users and the academy reflect about gender and sexism, since her poems deal with loss, survival and female empowerment. In this sense, her personal accounts are actually very collective as well, and may serve so as to promote the much-needed empathy in relation to women and their struggles in such an unequal society.



### Sabrina Jorge's Suggestion "Linguagem & Direito: caminhos para linguística forense" (org. Dr. Virgínia Colares)

Forensic Linguistics is an area of Linguistics dedicated to the study of the language of the Law, which encompasses the language of legal texts and of legal processes. One of the most recent publications in the area in Brazil is the book called *Linguagem & Direito: caminhos para linguística forense* organized by Dr. Virgínia Colares, a specialist in the area and Professor at *Universidade Católica de Pernambuco (UNICAP)*. It pays homage to the remarkable Linguist and Discourse Analyst Dr. Richard Malcolm Coulthard, Emeritus Professor of Forensic Linguistics at Aston University in Birmingham (UK) and professor at the English Graduate Program at UFSC. The book is presented in three parts and shows articles of some of the most renowned researchers in the area. The first part brings Prof. Malcolm's valuable contribution with an overview of the main areas of research in Forensic Linguistics. The second one is about legal discourse and the third one is dedicated to language & legal processes. The authors discuss topics such as the detection of texts authorship, plagiarism and oral and written interaction in legal settings. It is a must-read for anyone who wants to become acquainted with Forensic Linguistics and also for those who are willing to discover more about this fascinating area.



### Rodrigo Schaefer's Suggestion "Identidade e diferença: a perspectiva dos estudos culturais". (org. Tomaz Tadeu Silva)

This book deals with specific issues concerning identity from the perspective of cultural studies and focuses on the analysis of world representations and identity within groups marked by differences. In the first chapter, Kathryn Woodward focuses on representation as a symbolic mechanism for classifying the world and the relationships that we maintain within this world. The second chapter, by Tomaz Tadeu, discusses identity as being what "one is" and difference as what "the other is". In this regard, identity would be dispensable without difference, conceptually speaking. Stuart Hall, in Chapter 3, explains that identity is not an essential concept, but rather a positional concept. Established by differences, identities are positionings that individuals must assume in different contexts. In sum, in addition to presenting a historical and conceptual explanation of identity and difference, the book explores the production of identity and difference as well as political aspects concerning this production, ways of marking and fixating identity and the implications that pedagogical practice presents in that sense.

## Upcoming Events

### Master's Thesis Defense:

**PROTESTING GENRES: SEMIOTIC REPRESENTATIONS OF 2015 BRAZILIAN DEMONSTRATIONS**

Pedro Henrique Pereira

Advisor: Carmem Rosa Caldas-Coulthard

14 June at 2 pm – Room 311 (CCE B)

### Doctoral Dissertation Defense:

**'WHAT DO YOU MEAN?' NUCLEAR STRESS IN ENGLISH AS AN INTERNATIONAL LANGUAGE: USES AND INTERPRETATIONS**

Leonice Passarella dos Reis

Advisor: Rosane Silveira

12 June at 9 am – Machado de Assis Room (CCE B)

### Open Seminar

**THE "ROLEZINHOS" IN BRAZILIAN MEDIA: A DISCURSIVE APPROACH**

Paulo Roberto Gonçalves Segundo (USP)

14 June at 5 pm - Machado de Assis Room (CCE B)

### Doctoral Dissertation Defense:

**THE RELATIONSHIP BETWEEN TECHNICAL HIGH SCHOOL BRAZILIAN STUDENTS' WORKING MEMORY CAPACITY, PRE-READING ACTIVITIES, AND INFERENCE GENERATION IN READING COMPREHENSION**

Deise Caldart Roscioli

Advisor: Lêda Maria Braga Tomitch

27 June at 2 pm – Machado de Assis Room (CCE B)

### 2017 Edition of the Research Festival

Yearly event in which first-semester MA students are given the opportunity to present their research projects to the academic community.

**Linguistic studies:** 26 and 27 June, 9 am – 12 pm and 2 pm – 5 pm.

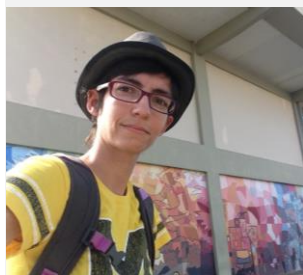
**Literary studies:** 28 June, 9 am – 12 pm and 2 pm – 5 pm.

More information coming soon.

## Former PPGI students share their current projects

By Paula Michels and Priscila Fabiane Farias

For this issue, we asked former students at PPGI to talk about their current projects as professors. **Renata Dalmaso** is a professor at Universidade Federal do Sul e Sudeste do Pará (Unifesspa). She got both her Master (2006-2008) and PhD degrees (2010-2015) at PPGI. **Cyntia Bailer** is a professor at Universidade Regional de Blumenau (CCEAL/FURB). She was a student at PPGI from 2010 to 2016. Her dissertation was defended in February 2016. **Raphael de Boer** works as a professor at Universidade Federal do Rio Grande (FURG). He studied at PPGI from 2006 to 2008 when he defended his Master's Thesis. He was a substitute professor at UFSC from 2009 up to 2010. In 2010, he started his PhD studies and defended his dissertation in 2014.



**Renata** - *The far North welcomes this PGI alumn!*

*Life at the Universidade Federal do Sul e Sudeste do Pará (Unifesspa) has been a lot of things for this young PGI alumn, most of them positive I must say. Challenges have been great and many, from the weather (not exactly friendly to someone coming from the South of Brazil) to the high demands of a small department. There is a lot to be done around here: we are a "young" university (founded in 2013) in a part of the country that has been historically neglected in terms of public policies, in education and in other sectors. One of the first responsibilities handed over to me, upon arrival, was the coordination of the Idiomas Sem Fronteiras program, which I must confess was not in my plans (I am from literature!) and carried with it the burden of being the sole provider of language courses available to the academic community. At times I have felt overwhelmed by the amount of responsibility entailed in such a task, but I've tried to be positive and tackle one thing at a time. At the same time, being in such an environment provides space to develop personal projects that afford me a preeminent role I would hardly have in such a short time in a larger, more established university. I am spearheading a new (and much needed) research group about gender, for example, besides continuing my own research project on autobiography*

*and its discontents. Overall, I have to say it's been a rewarding experience, heat and all.*

**Cyntia** - *Hi, everybody! It is an honor to be invited to write a bit about my professional life at the moment. I have been working at FURB (Regional University of Blumenau) since August*

*2016 and it has been a challenging and rewarding experience. I have been working directly with the Letras course, which at FURB is a dupla licenciatura (Portuguese and English languages and literatures). I teach all English language subjects in Letras. As well, I have been working in the Graduate Program in Education since March 2017. I have also taught a course entitled Academic Writing in English to students from the majority of graduate programs at FURB (Administration, Accounting, Education, Health, Regional Development, Environmental and Forest Engineering). My research interests have changed a bit, since I am not working at a Linguistics Department. I am now more interested in the education of English teachers. Also, I have been coordinating the last two editions of Semana Acadêmica de Letras, that unfortunately has a different style from the one I was used to participating at UFSC. Finally, it has been a very nice opportunity to learn and contribute to the university where I got my undergraduate degree.*







**Raphael** - Since I finished my doctoral studies, my academic life has been a roller coaster (a good one with not so much looping). I promised myself I'd have a one year-gap to breathe. However, things didn't happen exactly that way.

Two weeks as a doctor, I got the chance to apply for a post doctoral position in Curitiba, with a person I do admire, my former advisor José Gatti. Not having even finished the revisions of my doctoral dissertation, I needed to quit the idea of starting a project of such magnitude. Nevertheless, in about a month, I got the news that nobody had been approved for the position. That was the time to embrace the opportunity and say YES! There I was in a post doctoral program. In the midst of this new voyage, I found out about a concurso público in my hometown university, in the extreme south of Rio Grande do Sul. Was it time to come back to the

home I had left more than ten years ago? YES, it was. I was approved in the very first position and the challenge had begun: I started, in 2015, as an English and Portuguese professor at the Universidade Federal do Rio Grande, in a Campus near Uruguay (yes, Uruguay, and I loved the idea!). At first, the adaptation was a bit slow, but as soon as I began my classes I felt the thrill to become a federal professor. Moreover, the students and personnel were (and are) so friendly that I could really perceive the warmth surrounding the institution. I am, now, almost three years here and loving it. The idea of frontiers really suits me well and being a "bi" professor of English and Portuguese makes the experience even better, especially due to the discipline "Produção Textual", which is a course that gives me the chance to share and reflect with my students upon a wide range of topics such as politics, representation, gender, among others. Finally, I can affirm I am glad to be here and, as well, thankful to the previous experiences I had. I can tell they truly shaped who I am today.

## Creative Corner

By Priscila Fabiane Farias

Ciranda,  
 Ciranda,  
 Ciranda,  
 Cabelos soltos dançando ao vento,  
 Ciranda,  
 Ciranda,  
 Ciranda,  
 Olhos atentos à qualquer movimento,  
 Árvore, casa, varanda...  
 Árvore, casa, varanda...  
 Ciranda,  
 Monstros invadem meu pensamento.  
 Ele.  
 Árvore, casa, varanda  
 porão, carro, sala...  
 ciranda.  
 de pesadelos.





### Desertos Internos

By Arthus Mehanna

Posiciono-me incerto  
movido em deslocamento  
e desejo.

Resisto ao eco  
de cada insônia  
que me leva  
ao interior  
de mim -  
a terra é vermelha  
como o sangue  
de uma mãe  
brutalizada –

o pânico cercando  
minha libido  
é o mesmo  
imposto sobre  
o corpo erodindo  
a terra vermelha  
destas veias-raízes  
férteis e letais  
de onde extraio  
a seiva bruta  
que envenena  
o teu poder.

Erosão  
é a avalanche escarlate  
já não suculenta  
soterrando - certa -  
as mãos uma vez brutas  
sob a mente  
e o corpo  
de onde rompi  
o ventre,

abaixo de sete palmos  
já não fazes pó  
deste sangue  
correndo febril.

O sangue da resistência  
é seiva venenosa,  
rio de lava  
consumindo, faminto,  
a força do punho cerrado  
formador de desertos  
internos.

Punho cerrado contra o céu  
não ecoa teu poder,  
mas resiste e recusa  
o pânico das insônias  
sob tua sombra.

Punho contra o céu  
é cravar a bandeira  
no teu peito aberto  
onde o ceifador  
de desertos  
brota sua mata nativa.

This issue is dedicated to the **LGBTI Pride** day, which happens on June 28<sup>th</sup> and is celebrated internationally.

