The International Conference, Linguagem e Direito, Construindo Pontes II

By Malcolm Coulthard
President of the Organising Committee

The International Conference, Linguagem e Direito, Construindo Pontes II, a follow-up to the one we hosted in 2013, took place at UFSC from April 2-4. It was generally considered to be a great success. Plenary lectures were given by:

2. Prof Dr Paulo Gago (UFRJ): Análise da Conversa Aplicada na mediação familiar judicial: construindo pontes.

(Their abstracts in Portuguese can be found at https://alidi18.wordpress.com/sessoes-plenarias/)

For the detailed programme, which includes all the abstracts of the Paper Sessions and Round tables, see https://alidi18.wordpress.com/programa/. Some of the papers presented were:

- Análise crítica do discurso e teorias jurídicas feministas: um olhar sobre a cidadania das mulheres, by Débora Figueiredo (PGI)
- A Linguagem dos BOS: Uma tradução de relatos em texto escrito by Sabrina Jorge (Dra PGI)
- A (In)Eficiência das Bulas de Medicamentos: Uma Análise Forense, by Caroline Hagemeyer (Dra PGI)
- Relatos de um ofício solitário, by Luciane Fröhlich (Dra PGET)
- A marca CHICLETS vs XCLÉ: a análise multimodal da marca no processo de disputa legal, by Elizete de Azevedo Kreutz & Carminda Silvestre
- "Mas e aí, o quê que essa viatura pode fazer?": Reflexões sobre o mandato institucional do 190, by Márcia Del Corona
- ACOLHE-BR - Banco de dados de fala de refugiados no Brasil: contribuições no campo da fonética forense, by Jael Sânera Sigales
- A dimensão ideológica na construção de identidades em uma audiência de conciliação no Procon, by Mauricio Silva & Amitza Torres Vieira-
- Tradução Judicial:
- Um panorama dos tradutores de Libras-Português na esfera jurídica, by Silvana Aguiar.

Among the participants were Dr Ricardo Molina, who worked on the PC Farias case when Fernando Collor de Mello was President and most recently analysed the ‘garage’ tape with Joesley talking to President Temer. There was also a delegate from the Ministério Público, with a PhD in Linguistics, who is employed as an ‘Analista em Letras’ and who hopes to invite the UFSC GP de Linguistica Forense group to participate in joint research.

Viviane Heberle and I have invited participants to submit written versions of their papers for a special issue of our international electronic journal Language and Law – Linguagem e Direito.

The Conference was one more step in establishing Florianopolis as a, (if not the), Brazilian Centre of Excellence for Forensic Linguistics. Another step was that members of the GP took over the running of ALIDI, the Brazilian Association for Language and Law. Dr Luciane Frohlich was elected President, Dra Débora Figueiredo Vice President, Dra Sabrina Jorge Secretary and, as joint
Treasurers, the PGET doutorandas Lais Natalino and Marina P. Gonçalves.

This conference was very much a PGI success: the organising committee was composed of two ex-Heads of PGI, Carmen Rosa Caldas-Coulthard and Viviane Heberle, plus pós-doutorando Rui Sousa Silva, recém-doutora Sabrina Jorge and three present and past students supervised by Carmen Rosa: Doutorandas Marina Gonçalves and Lais Natalino and myself Dra Luciane Frohlich. In addition, three of the six excellent monitores were PGI students - many thanks to them: Luana Garbin, Maria Luisa Sampaio De Baez and Yasmim Pereira Yonekura.

We also want to acknowledge the fact that the Conference was very fortunate to have strong backing from PGI which not only provided plane tickets and hotel accommodation for two of the participants, Dr Paulo Gago and Dra Virginia Colares, but also funded an excellent coffee break.

Finally, we were very fortunate to have invaluable support from Valdete and Karolina in the PGI Office. If the rest of the university (and indeed the country) functioned as efficiently it would be a very different place to work and live in.

Many thanks to everyone who contributed to the success of this event.
What is the profile of the Portuguese as a Foreign Language (PFL) teacher? Who are our students and what are their needs? What should we teach them? How and why should we teach it? These are frequent questions discussed from different perspectives concerning teaching practices for foreign languages here at PGI.

Last June I received an invitation to discuss these questions as well as my research at the annual International Conference for the Continuous Improvement of the Quality of Teaching Portuguese as a Foreign Language to Native Speakers of Chinese, hosted by the Macao University of Science and Technology (MUST) and sponsored by their government in October.

My MA and PhD theses discuss English and Brazilian Portuguese cross-linguistically – modals in the former and conditionals in the latter. Moreover, my post-doc research at PGI, supervised by Professor Roberta Pires de Oliveira, contrasts native and nonnative readings and uses of modals and imperatives. In that way, discussing these two languages contrastively was not new to me. However, even though I have had experience teaching Portuguese to foreigners in Brazil, this was the first time I needed to conceive teaching it abroad. How could I contribute?

The Conference hosted communications and talks by Portuguese, Brazilian and Chinese teachers of PFL, debating their experiences. They were three days laden with critical debates on didactic materials, teaching methodologies and practices. There is a strong movement of moving beyond traditional translation methods into more interactive, multimodal, communicative practices.

My talk concerned bridging research and teaching practices, bringing academia closer to the classroom in which sometimes prescriptive approaches still rule.
out structures and uses that are grammatical in Brazil, for example. By discussing about how giving advice and orders work differently in English and Brazilian Portuguese, we could talk about real language use, aiming at an intercultural interaction with an interlocutor that is real and complex.

I left China extremely motivated and changed, having realized how far and wide our work at PGI can influence discussions and the teaching of PFL everywhere.

For further information about the teaching of PFL at MUST, access this link: http://www.must.edu.mo/images/GSO/files/Postgraduate_Prospectus_2018_For_Local_and_International_applicants.pdf
The PhD student Caroline Chioquetta Lorenset, the Master’s students Matheus André Agnoletto and Juliana do Amaral explain their academic research at PPGI.

Caroline Chioquetta Lorenset

Foreign Language Acquisition and Digital Games Playing: A Focus on Vocabulary Development

As an English teacher for almost 10 years, I have always heard from my students that they learned English by playing digital games. As part of my teaching practices, especially after I became an English teacher at IFSC, I have always enjoyed including games whenever possible. Teaching English for teenagers has posed a range of challenges that caught my attention. I realized, then, that I needed to research how and to what extend digital games trigger learning for English as a Foreign Language (EFL) learners, especially vocabulary acquisition. This would unite my personal, teaching and academic interests to a motivational learning aspect of my teenager students as well. Under the supervision of professor Celso Henrique Soufen Tumolo, I am currently in the fourth and last year of my doctoral research. Currently, I am focusing my efforts in concluding the analysis of data collected from 21 participants during 8 gaming sessions. My data consists of both quantitative and qualitative data taken previous and after the gaming sessions. The game the participants played, The Sims, is a digital game that had been chosen due to its free version and its design that integrates daily routine vocabulary (hygiene, eating & sleeping actions; school / work environments; social life; etc.) to the characters actions. So far, I believe that my research may contribute to the area of digital resources for learning / teaching by showing that digital games can be included in the classroom environment triggering vocabulary acquisition in EFL contexts.

Matheus André Agnoletto

Teacher development: a collaborative process

Hello, everyone. It is a pleasure to share a little bit of my research with you all.

My study focuses on teacher development, emphasizing its collaborative nature. Basically, I am interested in investigating the impact of mediation provided by a more experienced peer teacher to two novice teachers of English as a foreign language of the Extracurricular Program. To do so, I will attend these teachers’ classes – once a week for each of them – and observe their practice when teaching the activities presented in the textbook Interchange and bringing extra material. After each class observation, an interview will be conducted so as to inquire into these teachers’
practice, allowing them to externalize the reasoning behind their actions. From a Vygotskian sociocultural perspective, such moments are of great value to teachers’ professional development since by externalizing their reasoning, teachers revisit what they have done and are able to make sense of their pedagogical choices, possibly allowing them to develop a better understanding of what, why, and how they have been teaching in a particular way (Johnson & Golombek, 2016). Besides that, by externalizing what is in their mind, the study’s participants will open their reasoning to the influence of a more experienced peer, who can then inquire into these teachers’ practices so as to mediate – and possibly foster – more robust reasoning upon what they do. Since not every sort of mediation results in development (Lantolf & Thorne, 2006), it becomes essential for the peer teacher to stay “attuned” to these teachers’ “attunement”, providing mediation that is responsive to these teachers’ Zones of Proximal Development.

In other words, when taking a sociocultural perspective towards teacher education, the mediation provided should be contingent and responsive to teachers’ developmental levels, which can be accessed by continuous inquiry into their practice (Johnson & Golombek, 2016). It seems fair to mention that both the participants and the peer teacher (me) will benefit from this study, since the teachers will have opportunities to reflect on their practice while being mediated by a more experienced peer, possibly developing a better understanding of their professional activity, and I will be able to develop sensitivity and expertise in relation to the quality of mediation I provide, contributing to my professional growth as a teacher educator. All in all, I believe that my study will contribute to the area of teacher education by showing the importance of having teachers continuously reflect upon what they do, while placing the role of social interaction on human cognitive development at the center of this process.

Juliana do Amaral

Highlighting, note taking, rereading: comparing the effectiveness of study strategies on comprehension, retention and learning from ESL texts

Reading has always fascinated me, but before I entered this master’s program my interest was mainly in literature; so I confess I am taking my first steps into a cognitive approach of reading. Having worked as an English teacher in language institutes for 6 years, I started wondering what students could do to overcome difficulties in their reading comprehension process – and work with strategies seemed promising. In my MA study, advised by professor Leda Maria Braga Tomitch, I decided to investigate what ESL students do when they need to learn from a text in English, and more specifically which study strategies, among rereading, highlighting and note taking, might be more helpful in this process. I use the term study strategies departing from the assumption that studying a text goes beyond comprehension and involves analyzing and reorganizing text information – active processes that are closely related to learning. I intend to check whether the use of study strategies promotes comprehension, retention and learning of content from texts in English. Another secondary but also crucial aspect of this study is the instruction on strategies, which will take place before data collection and aims at ensuring that all students know about the strategies they will be required to use. Such metacognitive knowledge is believed to have a positive role in students’ reading behavior. I am currently developing the instruments for data collection as I write and organize my method.
The gentlest flower

By Francineide Fatima Davies dos Santos

It was not something I expect,
Thee just appear.
Like a sunrise in a common day,
Heartbeat and my eyes get bright.
My soul rejoins full of grace to look at thee.
A heart in my chest,
Which is not mine.
Like an unexpected gift,
Thee have gotten it for granted.
I let it be, because life is big
And it is not just thee.
A proverb says:
“If you love someone, set them free”.
And indeed love is the gentlest flower,
Which can bloom in the most infertile land.
However, we know,
Broken love is not a perfect flower.

Dressed in roots

By Arthur Mehanna

I was caught
as an outlaw
for having the Sun
under my tongue for good
before a long track
achieved across
oneself,

I am unable to write
of anything but a
smoldering grayness
in overtones

I urge and burn
this Sunny mouth while
detaining light,
I depart and leave
no color free,
sentence shade to
a grayful blending
of suppression,

I burn my
Sunny mouth shut,
I burn my lines so
torches of words
lead you to a garden
of delicious chaos

Let one's joyful
inertia land Spring
in its undressed trees,
water my dress
roots with change,
I shall be dressed
in roots,
unchained.
Upcoming events

CIELIN – Conferência Internacional de Estudos da Linguagem (UnB/IfB – Brasília – DF)
Where? Brasília – DF.
More info: https://gecal-unb.com.br/cielin/

III SILETRAD – Simpósio sobre Léxico, Lexicografia, Terminologia e Tradução
When? June 7th and 8th, 2018.
Where? Florianópolis – UFSC
More info: https://silettrad.wixsite.com/2018

XIII CELSUL – Círculo de Estudos Linguísticos do Sul
When? November 5th, 6th, and 7th, 2018.
Where? UNICENTRO – Guarapuava – PR
More info: https://evento.unicentro.br/site/celsul/2018/1

21º InPLA – Intercâmbio de Pesquisas em Linguística Aplicada
When? From December 10th to 13th, 2018.
Where? PUCSP – São Paulo

Call for Papers

GRADUS – Revista Brasileira de Fonologia de Laboratório
Deadline: June 30th, 2018.
Qualis: B2
More info: https://gradusjournal.com/index.php/gradus

LÍNGUAS E LETRAS – Issue on “teorias linguísticas contemporâneas: superação e ruptura”.
Deadline: July 31st, 2018.
Qualis: B1

REAA – Revista de Estudos Anglo-Americanos
Qualis: B4
More info: http://reaa.ufsc.br/index.php/reaa/index

Revista Ilha do Desterro
Issue on: “Literatura, cinema e estudos culturais em contextos anglofones”
Deadline: June 10th, 2018.
Qualis: A1
More info: https://periodicos.ufsc.br/index.php/desterro/index

Editorial Staff

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