

3rd EISSI - *Encontro Internacional Sintaxe, Semântica & Interfaces*

Roberta Pires de Oliveira and Monica Monawar



During the last week of June, in Florianópolis, the 3rd EISSI took place at the conference hall-EFI, UFSC. Those who participated in the event had the unique opportunity of meeting professor Angelika Kratzer (University of Massachusetts) and professor Luigi Rizzi (University of Siena/University of Geneva). Ina Emmel (DLLE/UFSC), in her opening remarks to the debate, on June 28th, wisely said that if there were Field Medal or Nobel Prizes in Linguistics, they would have gone to the two of them! Kratzer opened the field of modality in natural language semantics and gave an important contribution to Logics by proposing a new calculus: Ordering Semantics. Rizzi had a very important role in the recent development in Minimalism, which started with Chomsky highly influenced by Rizzi's studies on wh movement and the notion of parameter.

The event was organized by Roberta Pires de Oliveira, Monica Monawar, both from PPGI, Sandra Quarezemin from PPGL, Ana Ibanos, from PUCRS and the founder of EISSI, and Ani Marchesan, from UFFS, and started on June 25th with the Syntax and Semantics School. Kratzer and Rizzi alternated turns of Lectures. Kratzer lectured on "Attitude Ascriptions and Speech Report" to 62 participants from all over Brazil (Rio Grande do Sul, Paraná, São Paulo, Rio de Janeiro, Bahia, and Pará) and several countries (Argentina, Belgium, Germany, USA, and Portugal). Rizzi lectured on "Cartography and Explanation" to the same audience. Each course was a 12-hour Graduation credit. The slides and handouts can be found on the website <https://3eissi.wixsite.com/2018>.

Editorial Staff

Editors: Eloísa Dall'Bello and Marília Camponogara Torres

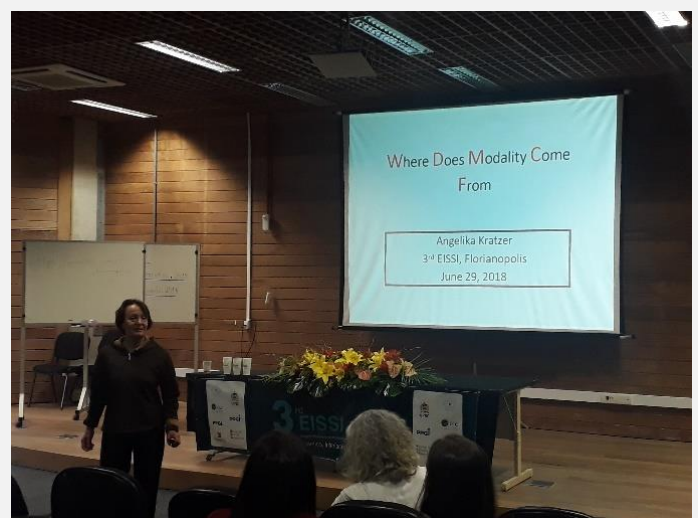
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At 8:30am, on June the 27th, the Conference was opened by professor Hugo Moreira Soares, Graduation prorector, and professor Silvana de Gaspari, vice-director of Centro de Comunicação e Expressão, UFSC. It was immediately followed by Rizzi's conference "The cartography of the left periphery: the role of grammatical and interface principles". The conference had 25 communications (two more than it was first planned due to the number of abstracts, 87!), and 30 posters. The Conference was closed by Kratzer's "Where does modality come from?". In the Debate, on June 28th, the invited speakers made questions to each other, and answered questions from the audience or sent via virtual technology. It was organized by Ina Emmel (DLLV / UFSC) and Monica Monawar (PNPD / PPGI / UFSC). The debate was a great success and we plan to publish it. The plenary conferences and the debate were filmed, and the videos will be released soon on the website of the conference. The abstracts from the communications and the abstracts were published in Abstracts, on the following website

https://docs.wixstatic.com/ugd/21b69c_e0b46a93a218495988c336d3de6f4833.pdf.

There were more than 100 participants in the Conference from different regions and countries. It was a great success. Now we are organizing the videos and the publications. Monica Monawar, who has moved to the Macau University of Science and Technology will organize the next meeting! We are all very grateful to PPGI and PPGL for their support. The project was financially supported by CAPES and FAPESC.

Check our photo gallery!



PPGI Members at the IASIL Conference in the Netherlands

Eloísa Dall’Bello and José Eduardo dos Santos



Radboud University Nijmegen hosted the 2018 annual conference of the International Association for the Study of Irish Literatures (IASIL), counting on lectures, round-tables and panels that approached the theme “Reimagining Traditions.” The importance of such a theme was and continues to be unarguable in the field, especially when it comes to the so-called “Decade of Centenaries” which has been revisited and revised in Irish Studies. The range of topics discussed comprised from explorations on how traditions were invented, reinvented and subverted to reflections on the (re)positioning and (re)thinking of Irish identity within new literary and social landscapes. From the 23rd to the 27th of July, the delegates could attend a range of lectures given by the keynotes, amongst whom we would like to praise professor Guy Beiner’s speech on the issues of social and cultural memory and, especially, on the conceptualization of the term “social forgetting.” In the area of gender studies, professor Page Reynolds delivered an acclaimed speech on contemporary Irish women’s writing, activism and advocacy – which was, fundamentally, a discussion on how one can employ forms of activism, through the critical consideration of women’s writing, into scholarship and teaching.

Panels, round-tables and a well-thought social programme also composed the busy schedule which gathered scholars and post-graduate students from all over the world. **Professor Beatriz Kopschitz Xavier**

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Bastos, member of PPGI, took part in the panel “Transnationalism and the Stage,” in which she discoursed about her work as a theatre producer and scholar at Cia. Ludens, theatre company based in São Paulo and that has been adapting Irish works to the stage for 15 years. In her speech, professor Beatriz also discussed the issues of language and culture when adapting an Irish work to the Brazilian setting, which ended up raising a proficuous discussion, amongst the speakers, regarding the issues of national and cultural specificities in such theatrical enterprises.

José Eduardo dos Santos, MA candidate at PPGI, presented in the panel “Revisiting the Gothic: The Late 20th and 21st Century”. He delved into the gothicism present in Eugene McCabe’s trilogy *Christ in the Fields*, in which the author explored the representation of the conflicts of the Irish Troubles in mid-twentieth century, drawing attention to its Gothic elements and to how the Gothic genre is intrinsic to Irish postcolonial writings and, in particular, to McCabe’s work. The debate was valid not only to pinpoint McCabe’s approach to the trilogy, which showed his way of walking both postcolonial and classic Gothic styles while dealing with the haunting situations based on real events of the Irish borders during the Troubles period, but also to illustrate the tension lived on the border area. A situation that can once again rise and haunt the borderlands.

Eloísa Dall’Bello, PhD candidate at PPGI, discussed the issues of multiculturalism and female agency in twenty-first century Irish short fiction in the panel “Interculturality and the Short Story.” By analyzing the short story “The Pram,” by Roddy Doyle, she counterposed the positioning of the Irish and the New Irish within the economic boom context, brought about in Ireland’s golden years: the Celtic Tiger period. Not only was such a discussion meaningful in terms of disclosing the *modus operandi* of this new reality in the Republic, but it was also relevant to expose and question the extent to which a national identity, the *Irishness*, might cross invisible borders and set the tone of relations between locals and immigrants. At a time in which differences, and the condition of being different, have become a source of instability and crisis, the investigation of such relations serves the purpose of finding possibilities for mediation rather than alienation.

After a week of intense involvement in the aforementioned academic discussions and having had the opportunity to become acquainted with the researches being carried out in the most diverse strands, the conference presented itself as an immensurable opportunity for learning and exchanging experiences. We are tremendously grateful for having been part of it!

XII Semana Acadêmica de Letras

Marília Camponogara Torres

The XII *Semana Acadêmica de Letras* (SdL) happened from the 11th to the 15th of June 2018, at *Centro de Comunicação e Expressão*, UFSC. This year, its theme was Language, Literature and Translation: pluralities. During the five-day-event, there were round-tables, workshops, poster sessions, symposiums, among others, which counted on the participation of professors and students. The discussions were also enriched by the participation of renewed speakers, among them, Prof. Dr. Kanavillil Rajagopalan (UNICAMP), Prof. Dra. Rosimeri Ferraz Sabino (UFS), Prof. Dra. Ronice Muller (UFSC), Prof. Dra. Tânia R. Oliveira Ramos (UFSC), Prof. Dr. Markus J. Weininger (UFSC), and Prof. Dr. Xóan Carlos Lagares Diez (UFF).

Many students from PPGI participated and presented their research studies and interests during the XII SdL. Bellow you can find the testimonials of some students who attended the event:

Apps and Digital Games: Differences and Similarities at *Semana de Letras*

Caroline Chioquetta Lorenset and Daniel Reschke Pires



Participating in academic events is certainly a chance to get acquainted with what professors and researchers have been investigating. In this sense, last June we participated by presenting orally some differences and similarities among digital games and apps at the *XII Semana Acadêmica de Letras*, at UFSC. This annual event included lectures, round tables,

communication and poster sessions, where academic research papers related to education were presented. The purpose of our presentation was to provide reflections on the use of digital technology resources for teaching and learning English as a foreign language (EFL), since this is the area of our doctoral research.

Based on discussions in the areas of Computer Mediated Communication (CMC) and more specifically Mobile Assisted Language Learning (MALL), we contextualized the uses of digital games and mobile language learning applications as resources for learning English. In addition to being entertaining for learners, these resources also support cognitive learning processes, according to several studies (Squire, 2006; Ramos et. al, 2013; Yunditseva, 2015). Furthermore, the similarities and differences that exist between both digital resources were explored taking into consideration either how they can be integrated into the EFL classroom or how they

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can be used autonomously by English learners. We argued that both digital games and language learning applications feature game-like mechanics, such as levels, rankings, and badges. Nevertheless, the gamification of language learning applications does not make them as entertaining as digital games (also known as entertainment games), partially because the investments on the latter are much more substantial.

During our oral communication session, some interesting pinpoints were held by many PPGI colleagues that attended and participated in the discussion. With the presentation of the prominent characteristics of apps and digital games, a reflection and discussion on their use, we hope to have contributed to the area of technology for teaching and learning EFL.

Language, Gender and Law: a look into the judicial discourse

Luana Garbin

Semana de Letras is an event in which we, students, have the opportunity to present our academic productions. We can participate with or without our advisors. Since it is an event open to all publics (graduate, undergraduate, community in general), discussions can be very rich, and exchanging knowledge is always gratifying.

This year was my sixth *Semana de Letras*, but the first as a student of PPGI. Along with my colleague, Maria Luisa Baez, and my advisor, Débora de Carvalho Figueiredo, we decided to present a workshop. Maria Luisa and I could present some of our ongoing researches and Débora, then, presented an introduction to our area of study - Critical Discourse Analysis.

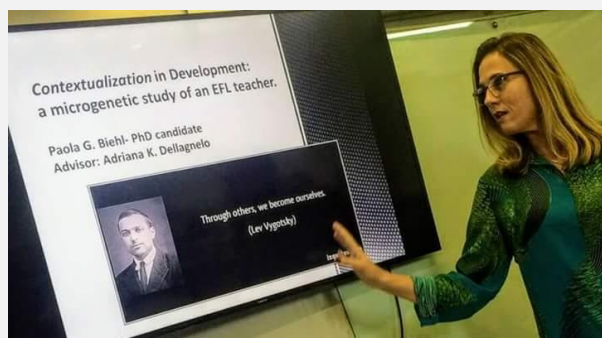
It was a very nice experience to present all my readings in the subject. At the time, I had few analyses on the data, so my presentation was mostly based on my Review of Literature. I brought numbers, graphics, theories, hypothesis and other materials considering my main theme of research, which is the representativeness of women in the political scenario. My research takes into consideration the Brazilian Law nº 12.034, which establishes an electoral gender quota of 30% to political parties. Since my area of interest dialogues with others such as law studies, some of the participants who have been studying Law at UFSC had many contributions to the discussion and have demonstrated interest in continuing the discussion in further meetings and also interest concerning the possibility of creating a group of studies that embraces the two areas of Law and Linguistics.

Finally, it is important to be part of such events, but even more important is to continue the work and seize the academic opportunities to exchange and deepen our knowledge.



*In the News***“Contextualization” in development: a microgenetic study of an English as a foreign language teacher**

Paola Gabriella Biehl



During the *XII Semana Acadêmica de Letras* from UFSC, I had the opportunity to present an oral communication at the Thematic Symposium (TS): *(Res)Significando a Docência: Repercussão da Mediação na Prática Pedagógica*. The title of my presentation was “‘Contextualization’ in Development: a Microgenetic Study of an English as a Foreign Language Teacher”, which aimed at showing part of my master thesis,

whose goal was to trace the development of a novice teacher’s pedagogical concepts, as far as her practice and naming of concepts were concerned. In this communication, the focus was on the concept of contextualization, being understood as an initial moment in a lesson, creating a context that enables the emergence of the topic to be studied/ discussed, so as to lead students to get in the mood for what will be dealt with in a specific task. Under the Vygotskian tenets of Socio-cultural theory, namely mediation, concept development, internalization and ZPD, this study consisted of a teacher educator’s attending and providing feedback of the novice teacher’s classes, being the process of mediation, underlying the dialogic interactions between the teacher educator and the novice teacher, the means through which the development of the concept contextualization could emerge, which was perceived in both the teacher’s naming the pedagogical aspect, as well as in her practice. Qualitative research methods were used to analyze data, which were collected through classes observation and mediating sessions, both videotaped. The findings suggested the importance of the teacher educators’ intentional and goal-oriented mediation for the participant teacher. Along with my research group, this TS displayed how we understand the realm of teacher development, having the Socio-cultural theory as its basis, which, to the best of my knowledge, is pioneer in Brazil, as far as ESL is concerned, but of paramount pedagogical significance.

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Jornadas Internacionais de Histórias em Quadrinhos

Renato Muchiuti Aranha

Took place at USP, in São Paulo, between the 22nd and 24th of August, the 5th *Jornadas Internacionais de Histórias em Quadrinhos*. This was my second experience at this congress, also being a participant in the previous edition. It is always interesting to see how researchers from other areas and/or universities deal with the media, which theories are more fashionable at the time and to watch colleagues' presentations.

It is a habit of this event sharing materials and experiences. At its arrival, all participants received the latest books produced or translated by the professors associated with *Observatório de Quadrinhos* from ECA (Escola de Comunicação e Arte). In the previous year, three books were given to us, and this year, we received two books about comics theory. Besides that, in this year's edition, the organizers also made available thesis and dissertations produced during the last thirty years in comics studies in Brazilian universities.

During the panels, it was possible to see research within a great variety of use of comics analysis – gender studies, art studies, social history approach or even discourse analysis in theology. Besides conferences and panels, some spaces were as productive as the classrooms, such as the entrance lobby, the cafeteria and the snack's lounge, providing space to talk to other researchers, enthusiasts and familiar faces from other events, including researchers and professors from UFSC.

This year I presented in two panels: one of them dedicated to sexuality, as co-author in a gender and sexuality study for an article I am developing with a former PGI student – Paola Nichele; the other panel was a miscellaneous of works on Batman and of fanzine, in which I was able to present one of my thesis chapters and I met one professor whose dissertation is going to help me develop my thesis.

As a person who had two satisfactory experiences in the congress, my plan is to return, with my participation next year almost guaranteed to present the results of my thesis!



Ongoing Research

M.A. Students Francineide Fátima Davies dos Santos, Emanuelle Schok Melo da Silva, and Kellen Mendes Geremias explain their academic research at PPGI.



Francineide Fátima Davies dos Santos

Syntactic priming in oral sentence production in English as L2

Hello, everyone. I am happy to share a little bit of my ongoing research, for the M.A. program at PPGI, with you all.

My M.A. study is placed in the psycholinguistics field, under the supervision of Professor Mailce Borges Mota. In my research, I'm investigating syntactic priming effects during the oral production of sentences in English as L2, in the light of Bock (1986), Branigan (2007), among others. This study focuses on L2 language processing within a syntactic priming paradigm, which refers to the tendency speakers have to reuse syntactic structures that have been recently used when producing new utterances. It is believed that syntactic priming in L1 reveals automatic processes and implicit knowledge. However, it is not well known how syntactic priming effects occur in L2, at least not to late learners. Thus, this research intends to fill in this gap.

During my research, I had the pleasure to work with a research assistant who is also a member of LabLing-UFSC: João Luis Coelho. He is my right hand in this study and helped me to code the stimuli for the pilot, besides teaching me a little bit of programming with the *E-prime* software, which is used in the experiment. We have already conducted two pilot experiments with 14 participants, whose productions were recorded for later transcription, coding and analysis. Due to the large amount of sentences produced by the participants in the pilot experiments, totaling 254 sentences, I could also count on the help of two volunteer assistants from the Letras undergraduate program: Paulo de Tarso da Silva Pereira and Pedro Ricardo Bim. Both were in charge of transcribing the participants' oral production.

Currently, I am collecting data for further analysis. By the end of this study, I hope the results can shed some light on syntactic priming effects during L2 speech production.

Ongoing Research**Emanuelle Schok Melo da Silva****“Everything is illuminated” as a third-generation narrative: trauma, identity and memory**

My research is about the third generation of the Holocaust and how it is represented in the narrative “Everything is Illuminated” by Jonathan Safran Foer (2002) and its film adaptation by Liev Schreiber (2005). I am analyzing how the identity of the main characters is developed and changed after their trip to a town named Trachimbrod, in Ukraine. Also, I am investigating how memory and inherited trauma are dealt within the book and the film. The characters Jonathan and Alex are the narrators of the story and they represent both sides of the same coin. Jonathan is a Jew who lives in America and wants to know more about his family’s past, he is the one that envisioned the trip in order to find out more about his grandfather’s past. While Alex, his guide and translator, has the dream of moving to America, since he suffers abuse from his violent father, as well as his brother. He discovers that his grandfather, also their driver, was somehow a perpetrator as he had to choose to betray his friend in order to save his family. This discovery triggers a series of events, which lead Alex to set himself and his brother free from the abusive situation they were living. Throughout their journey, memories from the horrors of the Holocaust are represented and the way it continues to haunt the descendants of the survivors is discussed within the narratives. Critic Zygmund Bauman will guide the investigations discussing the representation of identity, while on the topic of memory and inherited trauma the author Marianne Hirsh is the main source. A lot has been written about the Holocaust, however the discussion is never over as the consequences of the happenings over seventy years ago continue to be felt until today.

**Kellen Mendes Geremias****Digital Video for foreign language learning: a study on learner’s perception of its motivational features**

Among the diversity of digital resources for teaching and learning languages, digital videos have gained prominence due to their mobility and accessibility. According to Moran, (1995) videos are sensorial, visual, and indicative of several senses, seducing,

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informing, entertaining, and combining sensory-kinesthetic communication with audiovisual, involving reason and emotion. The educational video, according to Mayer (2009), may be considered a multimedia learning, that is, learning from words and images also represented through multimedia, visualizing words and images that aim to stimulate learning, an integrative process, as it involves a connection between verbal and pictorial portions. As an English teacher for almost 10 years, I have always heard from my students that they learned and improved their English by watching videos on online platforms such as YouTube. Due to this experience, I have always been interested in understanding what motivates learners of English to seek for videos on online platforms and also the characteristics of the design of videos that make them attractive as a resource for educational purposes. Under the supervision of Professor Celso Henrique Soufen Tumolo, I am conducting an MA research regarding the perception of learners of English as a foreign language with the use of the digital video as a motivational resource to learn and improve English. My qualitative and exploratory study seeks to discuss through the analysis of the data collected (questionnaire and interview) digital video as a resource in the process of learning English as a foreign language and the characteristics of the design of videos that make them attractive. This academic journey has been very rewarding in so many ways; I am very glad and grateful to be taking the master program at UFSC.

Creative Corner

Cena

Andrey F. Martins



Sebastião e Fernando haviam chegado do serviço, e tão logo entraram no pátio de casa se esticaram no chão de terra batida, protegidos pela sombra da laranjeira. Não tinha dado cinco minutos e Nando já estava roncando feito um bicho; Sebastião simulou dormir para satisfazer o primo, imitando-o. Era como se durante o dia o seu eu houvesse estado ausente e agora as sensações tornassem, como quem desperta à consciência de manhã cedo. O engraçado, entretanto, é que o ritual que antecipara o trajeto todo, como o sentimento que alguém *devia* sentir ao ir à igreja, consistia justamente em *cerrar* os olhos para conseguir vislumbrar imagens vibrantes. “É o diabo que a gente possa saber tudo sobre a natureza,” pensava ele, e desde o colégio havia assistido uma mudança efetuar-se em si. Quando menino vagava pelos campos como quem oferece uma devoção. A desgraça era que o mundo não precisava mais que ninguém acreditasse nele!

Mas o mundo não se desencantara tanto que ainda não lhe pudesse oferecer algum conforto. Ali no vazio da sua consciência o calor evocava cenas prosaicas, detalhes que subsistiam na memória justamente pela sua qualidade elusiva. Tião encontrando Eliza, que vinha da cidade na sua bicicleta, sob um arbusto onde rosas floriam cujo branco vinha ali até o presente e o cegava de prazer. O rádio de seu pai chiava ao longe dentro de casa, e, de olhos fechados, ele não podia dizer se era o som de uma cigarra ou de um riacho deslizando. Aquele ruído que não chegava a ser música o animava e arrepiava como o vento que move a relva a seu bel-prazer. Embora muito daquilo fosse repetido, sentia certo consolo em achar motivo de novidade na repetição.

Abriu os olhos, revigorado; o mesmo mundo era outro. Fernando dormia ao seu lado. De quando em quando coçava a barba cheia de falhas no rosto suado, não muito diferente de um cão pulguento. O revolver na relva rala sujava a camisa que contava a história de vários dias de trabalho pesado de sol a sol, como a roupa matizada de um artista da terra. E não é que aquele desgraçado finalmente ia se casar! Sebastião ficou fitando por vários minutos o seu rosto irrequieto mesmo dormindo, numa mistura de admiração e do sentimento que um pai deve sentir ao ver o filho crescer.

Estava tão feliz que pudera ter aquele momento de puro ócio, em que a máquina cega da rotina dava lugar a algum brilho esconso na realidade, que uma ideia excêntrica lhe cruzou a cabeça. Olhou para a mão ressequida como pedra do primo. As suas unhas tinham aquela cor verde-escura de quando estão cheias de terra, ou, como chamavam quando eram crianças, “cobrinhas.” Tomou da mão maciça e começou a limpar-lhe as unhas, sentindo uma sensação reconfortantemente estranha, não sem certo prazer, em poder cuidar da sujeira dele naquele fim de tarde cálido, em que a última luz intensa do sol parecia estar em tudo. Como se fossem guris de volta, quando sempre estavam brincando de dar soco ou cutucar um ao outro. [...].

Upcoming events

CELSUL 2018 - XIII Encontro do Círculo de Estudos Linguísticos do Sul: Linguística e suas Interfaces - Memórias e Desafios

When? November 5th to 7th, 2018

Where? Unicentro (Guarapuava-PR)

More info:

<https://evento.unicentro.br/site/celsul/2018/1>

I Congresso Poéticas da Proximidade - Literatura, Arte, Política

When? November 28th to 30th, 2018

Where? UFMT - Cuiabá

More info:

<https://doity.com.br/congresso-poeticas-da-proximidade/>

Simpósio Internacional de Linguística, Cognição e Cultura (LCC)

When? March 13th to 15th, 2019

Where? UFMG – Belo Horizonte

More info:

<http://www.letras.ufmg.br/simposiolcc/>

ABRALIN50

When? May 2nd to 9th, 2019

Where? Ritz Lagoa da Anta (Maceió-AL)

More info: <https://www.abralin.org/abralin50/o-evento/>

Language in the Media 8: Mediatizing Resistance

When? July 23rd to 26th, 2019

Where? Forte São João – Rio de Janeiro (RJ)

More info: <http://languageinthemediacom/>

Call for papers

Revista Letrônica v.12, n.2 (2019), número temático de Linguística. Tema: Semânticas: interfaces e desdobramentos em pesquisa aplicada.

Deadline: November 10th, 2018

Qualis: B1

More info:

<http://revistaseletronicas.pucrs.br/ojs/index.php/letronica/index>

Revista Todas as Letras v.21, n.1 (2019)

Dossiê – Quadrinhos: fronteiras e interfaces.

Deadline: November 13th, 2018

Qualis: A2

More info:

<http://editorarevistas.mackenzie.br/index.php/tl/index>

Revista Signo v. 44, n. 80 (2019), número temático: Leitura, escrita e enunciação.

Deadline: February 28th, 2019

Qualis: B1

More info:

<https://online.unisc.br/seer/index.php/signo/announcement/view/246>

Caderno de Letras da UFF n. 59 (2019)

Tema: Discurso político: processos de significação em tempos de fake News

Deadline: May 31st, 2019

Qualis: B1

More info:

<http://www.cadernosdeletras.uff.br/index.php/cadernosdeletras/announcement/view/8>

Scripta v. 23, n. 47 (2019)

Tema: Performances da Escrita

Deadline: January 31st, 2019

Qualis: B1

More info:

<http://periodicos.pucminas.br/index.php/scripta/announcement/view/243>