

PPGI in Events

By Nayara Salbego, Caroline Chioquetta and Celso Tumolo

Participation in academic events is certainly a chance to get acquainted with what professors and researchers have been investigating. In this sense, Professor Celso Tumolo, along with his doctoral advisees, Caroline Chioquetta Lorenset and Nayara Nunes Salbego, participated in the 6° *Simpósio Hipertexto e Tecnologias na Educação* and 2° *Colóquio Internacional de Educação com Tecnologias*, on December 7th and 8th, 2015, at Universidade Federal do Pernambuco (UFPE), in Recife.

The event included lectures, workshops, round tables, communication and poster sessions, cultural shows, among others. The focus of the event was the presentations of academic research papers related to education and technology, and of pedagogical actions carried out with the aid of digital information and communication technologies, that occurred as coordinated communications and as individual communication sessions.

The theme of the event was Flipped Classroom (*sala de aula invertida*), and Professor Dr. Bruno Campagnolo de Paula, an important researcher in the area in Brazil, in one of the lectures, presented his ideas on this subject. In Flipped Classrooms, students watch videos and video lessons in which the instructional content is presented before the corresponding class, considering that these resources are currently easily accessible via the Internet. Therefore, the homework assigned to students, that is to watch and to reflect on the content of the video, is done before class. The videos used can be produced by the teacher and can be customized to the specific context of those students, made public or not. The class time, therefore, is reserved for activities, projects, discussions with highly collaborative work, rendering it a more active learning process, setting the responsibility of learning also on the students, supervised by the teacher at all times.

As a result, there is more room for developing and deepening themes and contents, discussions and questions, where the pace of the student is respected through mentoring and recording of their learning process.

Professor Celso and his advisees Caroline and Nayara proposed a coordinated communication entitled *Recursos Digitais no Ensino e Aprendizagem de Inglês* within the thematic area *Ensino de Línguas com Tecnologia*, addressing, specifically, three digital resources based on computer use: digital stories, video games and webconferencing, which can be used for teaching and learning of foreign languages. The objectives of their presentation were: (a) to characterize each digital resource, covering theoretical framework in the area; (b) to bring a reflection on how each digital resource can be used for teaching and learning foreign languages; and (c) to present the results of studies carried out in Brazil between 2006 and 2015 on the three digital resources, focusing on the teaching and learning of a foreign language. Besides the presentation of their research main findings, they also enjoyed the event as an opportunity to dialogue with other professionals and researchers in the area of education and foreign language learning through digital resources. Therefore, the event was very fruitful and yielded many ideas, new information and new knowledges that will certainly return to PPGI as it will be applied in their teaching and academic practices.



Editorial Staff

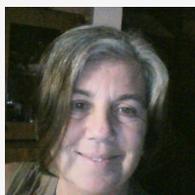
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Faculty Profile

PPGI Professors Gloria Gil and Maria Lúcia Milléo Martins share some ideas about their current research.

Prof. Gloria Gil



The Research on English as an Additional Language-Language, Culture and Identity, **REAL-LCI Group**, aims at carrying out different types of empirical research on the language, culture and identity relationship in the area of English teaching and learning. This focus highlights:

- A greater awareness of the complex and often paradoxical relations of language, culture and identity;
- That **interculturality**, the key concept of our research group, can be defined as the general ability to understand otherness and to be aware of one's own values and perspectives.

Some of the questions that guide our studies are:

- What are teachers' socio-cultural beliefs, representations and identities?
- Are English teachers aware and ready to deal with the complexities of teaching from an intercultural perspective?
- How is interculturality constructed in classroom interaction?
- How can interculturality be included in teacher education?
- How can interculturality be constructed on the internet through, for example, tele-collaboration and social-networking?

Based on those questions, thus, four main lines of investigation can be pursued:

- Investigating the socio-cultural construction of learners', student-teachers' and teachers' identities;
- Investigating the interactive construction of interculturality in the additional language classroom and teachers' beliefs/representations on interculturality;
- Investigating ways to foster interculturality through teacher education;
- Investigating the virtual construction of interculturality.

At this stage, and based on the studies already carried out by the members of the group, we are working on an **intercultural pedagogy**, which aims at the development of an intercultural communicator who can mediate different cultural perspectives instead of substituting one culture for another. Besides, this pedagogy is centered around the concept of

intercultural activity which has three main characteristics: critical, ethnographic and creative. The group is, thus, at present, aiming at creating and applying intercultural activities in real classrooms.

Curriculum Lattes available [here](#)

Prof. Maria Lúcia Milléo Martins



I have always been an *aficionada* for poetry since the old times of nursery rhymes and children's stories in verse. With a good combination of luck and chance, and much work, I could bring this passion to my academic life. It all started in a poetry class on Elizabeth Bishop, when Prof. José Roberto O'Shea said that he would be interested in advising an MA thesis on her. My answer was immediate and this resulted in "a long story that never comes to an end," as Drummond says. Both the MA program at UFSC and doctoral program at UMASS (Amherst) were vital in determining my research choices. Instigated by the Bakhtinian premise of poetry as unitary discourse, alien to history and the petty rounds of everyday life, and a Jurassic concept of poetry as art for sighing (exclusively), I decided to disagree. Since then, my interest in poetry is always related to history, culture and politics. Thus, I have offered courses at PPGI in modern and contemporary poetry in English considering issues of identity/diversity, diaspora and other kinds of displacement, postcolonialism, multiculturalism, poetics of resistance, among others. (The most recent, "Eros, Sexuality, and Gender in Poetry" generated much interest and resulted in excellent papers). More recently, after a post-doctoral program at the University of Toronto, I included contemporary Canadian poetry in my research, especially in its relation to multiculturalism. Besides the theoretical and critical studies on this issue (my own and my advisees'), there was also room for poetry translation. At the moment, I am working on the last revision of a study on Contemporary Canadian Poetry and Multiculturalism that includes eight poets of different cultural backgrounds, and my translations of selected poems. What will be next? A long-awaited study of a poet, *bruxo* of words, yet to be revealed.

Curriculum Lattes available [here](#)

Ongoing Research

The PhD students André Luis Specht, Melina Savi, and Meggie Fornazari explain their academic research at PPGI.



André Luis Specht

Is strategic planning enough? Investigating the impact of two types of strategy instruction on students' oral performance and unveiling students' perception

The role strategic planning may play in impacting learners' (oral) performance has been a niche of research within task based language teaching and learning in its own right (Ellis, 2005). Mostly, research results have signaled that providing students some time to prepare their speech prior to the actual performance is beneficial, with learners being more fluent and complex when they perform. Nevertheless, there is a scarcity of studies which investigated the impact strategic planning would have on learners' performance if one instructed on how to plan (Sangarun, 2005, for instance), and none of them, except for Specht (2014) in a prior attempt, investigated how this movement could be made through pedagogical intervention. Considering this scenario, the ongoing study aims at understanding what the impact of two types of instruction: isolated and integrated has on the pre-task condition and the learners' oral performance. At the moment, the instruments are being designed based on a pilot study conducted in the second semester of 2015, and it is expected that the data collection occurs in the first semester of 2016.

Curriculum Lattes available [here](#)



Melina Savi

Ursula K Le Guin's Otherworldly Literature for Nonhuman times

In my research I analyze three Science Fiction works by Ursula K Le Guin (*The Left Hand of Darkness*, *The Word for World is Forest*, and *The Dispossessed*), focusing on human and nonhuman interactions in light of nonhuman turn theories. My research is especially informed by nonhuman theories that take into account our transition from the Holocene Epoch into the Anthropocene, the age of the world marked by humans. The Anthropocene's most infamous offspring is

Climate Change, whose effects for human and nonhuman bodies call for a more ethical relationship between the two. In the three aforementioned works by Le Guin, the planets are marked by extremes: severe winter, barren lands, water shortage, and the blinding abundance of trees are some of the elements characters have to deal with. These planets' inhabitants thus need to be resourceful in order to both exist as a species and coexist with nonhuman bodies. The argument I make is that Le Guin's otherworldly literature resonates with and reflects this moment of ours, the Anthropocene.

Curriculum Lattes available [here](#)



Meggie Fornazari

A Corpus-Based Study on Metalanguage: "Magic The Gathering" from English into Portuguese

This study observes how a Trading Card Game was localized into Brazilian Portuguese, in comparison to what instructional metalanguage is used by Brazilian YouTube content creators when discussing the game online, when posting tutorials and deck building lists and strategies. My hypothesis is that these YouTubers represent the gaming community and uses their jargon, and their videos will show how a considerable amount of borrowing from the English language occurs when discussing the game, even though there are official translation options for every term in the game. This will show academically how localizations produced with excessive focus on the mere conversion of languages (without considering cultural aspects of the target audience) tend to be ignored by the target audience, who will feel more comfortable with the original terms than with the official translation options available. This study is currently in qualification stage, to be defended by March 2018.

Curriculum Lattes available [here](#)

Creative Corner

(in)Organic/Human/Animal/Machine*

By Arthus Mehanna



My wings creak
to their feathers
and titanium leaves
- quick and sharp –

I spill fresh life blood,
vital oil.

I am (in)organihumanimachine
rooted in the memory
of the once winged ones
dripping their scalding
lush, lava wings,
letal oil,

I am a bird ablaze,
metal and roots,
spring of mundane
fluids, my wings
are slow spirals
seducing reality
through my virtual

flight,

a dancing bolt and swirls
flood the air
with winding blades
of poetry and resistance.

Every watering
bud in my wingspan
is the exiled voice,
the guts spilled

by dismemberment

of (colors, lives, bodies),

every root bathed
in came rivers, wich I carry
replacing my claws,
is resistance in precious

form, it is a sharp desire
telling me, ancestral,
to intervene.

Rooted in the flight
of ethereal times
and pulsing grounds
sown by fumes
to unite the spheres around me,
tunnel of the end of eras,

I am bird
in black flames
and burn the sky
with metal wings
and rooted claws
reaping the privilege
that sustain the pyramid
of the ego.

*This poem is from Arthus' latest project, The Privilege Reaper, which had its pre-launching last December.

WARNING!
WARNING!
language produces meanings
that's what she said
isn't it simple?
it depends on
who
you
ask!
WARNING!
WARNING!
there are meanings
everywhere
hunting you
ready to eat you
and then bring you up from their
stomach
and chew you
again and again
until you become fragmented
and a whole
WARNING!
for impossible
improbable

meanings
for the meanings you evoke
unintentionally
and for the ones you gave life to
although they never existed -
because no one listened
to what you said
WARNING!
for the words you don't read aloud
and for the words you still don't know
because you haven't listened
to others
when others were saying them
undressing them
peeling them to you
chewing them
so that you could make some sense
of the world
WARNING!
for the words you leave inert
without voice
yet they are full of vowels
waiting to be magically
spoken

WARNING!
for the words you don't say
because you fear them
because they might threaten
your moral integrity
or because they control you
silence you
and show you different possibilities
WARNING!

By Pedro Rieger



Recent Publications

Ilha do Desterro v. 69, n. 1 (2016)

The Multiple Facets of Language Studies

Available [here](#)

Linguagem e cognição: processamento, aquisição e cérebro (EDIPUCRS)

Organized by Augusto Buchweitz and Mailce Borges Mota

Given the growing importance of experimental psycholinguistics in Brazil, this timely volume offers an exciting collection of chapters that address central theoretical aspects of language acquisition and processing from both a cognitive and neurocognitive perspective. Its 13 chapters cover a variety of key topics in acquisition and processing, such as epistemological issues related to cognitive neuroscience and the language faculty, processing in translation, the syntax-prosody interface, memory, ADHD, and linguistic and neurocognitive aspects of bilingualism. The volume provides the reader with an overview of the work of Brazilian psycholinguistic laboratories and will also appeal to those interested in state-of-the-art experimental techniques.

Upcoming defenses at PPGI

. February 18th

(Fabiana Vanessa Achy de Almeida/ Doctoral dissertation):

“Reading predictions in early grade literacy development: Effects of multisensory intervention on young low SES at-risk ELLs”

Supervised by Dra. Lêda Maria Braga Tomitch

. February 19th

(Cynthia Bailer/ Doctoral dissertation):

“The neural processing of sentences in bilinguals and monolinguals: The fMRI study of Portuguese-English bilinguals and Portuguese monolinguals reading comprehension effects on brain activation”

Supervised by Dra. Lêda Maria Braga Tomitch

. February 19th

(Leide Daiane de Almeida Oliveira/ Masters thesis):

“I am of Ireland: History and Politics in the Poetry of William Butler Yeats”

Supervised by Dra. Maria Lúcia Milléo Martins

. February 22nd

(Alexander Martins Gross/ Doctoral dissertation):

“The abstracts and brief chronicles” of the city: Shakespear’s globe tragedies and their conditions of performance

Supervised by Dr. José Roberto Basto O’Shea

. February 29th

(Maria Eduarda Rodrigues da Fonseca/ Masters thesis):

“There is always the other side: Displacement and resistance in Jean Rhys’ Good Morning, Midnight and Wide Sargasso Sea”

Supervised by Dra. Susana Bornéo Funk

. February 29th

(Mariane Cechinel Gonçalves/ Masters thesis):

“I don’t speak girl”: portrayals of women in Grey’s Anatomy”

Supervised by Dra. Susana Bornéo Funk

. February 29th

(Joseline Caramelo Afonso/ Masters thesis):

“What role do tasks play in na EFL environment? Unfolding 9th grade learners’ perceptions on the implementation of a cycle of tasks on the first chapter of ‘Harry Potter and the Sorcerer’s Stone”

Supervised by Dra. Raquel Carolina Souza Ferraz D’Ely

. March 1st

(Dayane Evellin de Souza Francisco/ Masters thesis):

“Voices of Resistance: Intersectionality and Agency in Maya Angelou’s I Know Why the Caged Bird Sings”

Supervised by Dra. Susana Bornéo Funk

For further information click [here](#)