

SEPEX (Seminário de Ensino, Pesquisa e Extensão), which occurred at the end of October, had the participation of many PPGI professors and students. They held workshops and spread nice ideas. Next, you can read a text of Sidnei Werner Woelfer reporting his experience in the workshop he conducted along with PPGI former student Cyntia Bailer.

Núcleo de Estudos em Leitura e Escrita (NEL) present at SEPEX 2016

By Sidnei Werner Woelfer



Sidnei Werner Woelfer



Cyntia Bailer

Under the supervision of Dr. Lêda Maria Braga Tomitch, the research group in reading and writing (NEL: Núcleo de Estudos em Leitura e Escrita) offered a workshop entitled *Writing Summaries in Academic English: from Theory to Practice*, representing PPGI in the 16th edition of SEPEX. Entirely delivered in English, the 4-hour workshop theoretically built on the reading model of comprehension and production developed by Kintsch and van Dijk (1978), aimed to present a proposal on how college students can build good summaries from academic texts. Being guided by fundamental questions facing the reading of scientific texts and conceiving summary writing as the result of

a comprehension process, the textual genre in focus was debated, and special attention was driven to production issues. Basically structured around a sequence of hands-on activities, the workshop provided participants with the opportunity to move from theory to practice by constructing their own summaries using specific strategies. According to Sidnei Werner Woelfer (PPGI doctoral student) and Dr. Cyntia Bailer (FURB English Professor) who were in charge of this task, the goals previously set for the workshop were achieved due to the engagement of all its subscribers.



Participants of the workshop

Editorial Staff

Editors: André Luís Specht and Juliane Regina Trevisol

Design: André Luís Specht and Patricia Bronislawski

III Simpósio de Pós-Graduação: O Gótico em Literatura e Cinema

By Yasmin Yonekura

The third encounter on the Gothic in Literature and Cinema of PPGI took place on October 31st, in the auditorium Henrique Fontes in CCE. The encounter was the result of a course taught at PPGI by Professor Daniel de Sá Serravalle and featured presentations of studies and roundtables on the Gothic as multidimensional discourse from Ancient English Literature to Contemporary Brazilian Cinema.



Faculty Profile

PPGI Professor Raquel Carolina Souza Ferraz D'Ely shares her trajectory and some ideas about her current research.

Prof. Raquel Carolina Souza Ferraz D'Ely



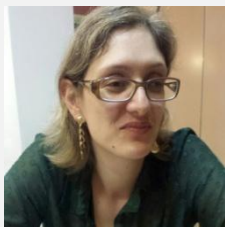
It has not been a long time since I were a doctoral student at the PPGI Program at UFSC, as I restarted my academic career in 2001 when I was admitted as a regular student of this program, under the supervision of Dr. Mailce Borges Mota. I do really miss the time I was a student (so for you who are still on students' shoes, take the most out of it!), but I am certainly very proud of all that I have conquered, specially about the fact that I was admitted as a full time professor at this institution in 2009. Regarding my research interests, and considering the type of theme I chose both for my master and doctoral studies, I am certainly the type of researcher who is interested in unveiling what lies behind teaching/learning English in instructional settings, always with the purpose of strengthening the relationship between theory and practice. In my master, whose advisor was Professor Martin Bygate, I developed a series of materials under

the communicative approach rationale for the first phase students of UFSC Letras Programme – this was at the early eighties, when the communicative approach was blowing. Then, in my doctoral, in 2006, inspired by the TBLT framework, I was interested in understanding the impact of different performance conditions on learners' oral performance when telling a story. These conditions implied, predominantly, two metacognitive process strategic planning, that is, having the opportunity to organize your speech prior to its performance, and repetition, that is, having the opportunity to redo the task. Thus, my research interest spins around the processes implied in Second Language Acquisition, from a cognitive perspective, with a special focus on the concept of tasks. All in all, conducting research, for me, is social practice which aims at questioning and systematizing specific issues with the purpose of generating knowledge, and most importantly, transforming the contexts in which the research is inserted in.

Curriculum Lattes available [here](#)

Ongoing Research

The PhD students Fernanda Delatorre and Leonilda Procailo and the Master students Regiane Maria Lelinski and Adriana Rocha Felicio explain their academic research at PPGI.

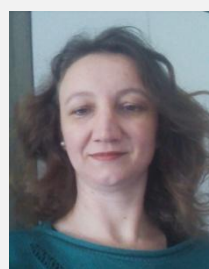


Fernanda Delatorre

I have been studying Phonetics and Phonology since the beginning of the 2000s when I was a Letras/Inglês undergraduate student at UFSC and professor Barbara Baptista introduced me to this area of research and advised my TCC. After that, I entered the MA program at PPGI and got my Master Degree in 2006 studying English pronunciation by Brazilians. Now that I am taking my PhD also at PPGI, I am again studying English Phonetics and Phonology despite a change in its focus from final clusters production in my Master Thesis to a broader focus in language intelligibility in my PhD. Currently, I am investigating the intelligibility of English sentences by Brazilian learners of English advised by professor Rosane Silveira. My decision to study intelligibility comes from the necessity to propose an investigation to PPGI PhD program that was considered new to field as well as my personal interest to try to possibly understand how Brazilian learners of English listen to English language or understand it produced by other speakers. The study of intelligibility takes into account listening of words or sentences, not only individual sounds or clusters, and their transcription. Thus, my research involves production of sentences by different talkers and sentence transcription by Brazilian learners of English who are the listeners and, the participation of listeners' teachers who provide some teaching information. All participants also answer a profile questionnaire. As I am proposing to investigate intelligibility of English sentences by Brazilian learners in three different data collection moments, this study follows a longitudinal perspective in which the learners' English sentences intelligibility development is observed along a period of time. Also, the study design allows both the quantitatively and qualitatively data analysis within each time of data collection and among them, connecting the quantitative analysis

tradition in the field to qualitative analysis, which is a new perspective in the data analysis to the Phonetics and Phonology field.

Curriculum Lattes available [here](#).



Leonilda Procailo

The need to look at different occurrences of texts and at new reading situations and social practices of readers demanded to consider multiple informational texts such as digital linear and non-linear hypertexts. According to previous research, readers select and adjust their attention according to what they want to accomplish and to the importance of some information in detriment of others in the text (Linderholm & van den Broek, 2002; van den Broek, Rapp, & Kendeou, 2005). Research considering linear printed texts has informed most inference generation investigations in the last decades. It is still an arena of much debate to consider that the relation between text and reader is mediated by several intervenient aspects, among which lie reading purpose, text mode, text type, and others. In what follows, considering that research on digital reading still needs further analysis, the relations I intend to develop in this study, supervised by Prof. Lêda Tomitch, are how individual differences such as working memory capacity can be related to aspects that unfold in the process and product of digital linear and non-linear reading comprehension in English as an L2 regarding different reading purposes. As a teacher educator, I also expect this research to offer some insights on teaching practice so as to consider that the reading comprehension process encompasses individual differences as well as other equally important aspects that permeate the nature of reading contexts.

Curriculum Lattes available [here](#).

Ongoing Research



Regiane Maria Lelinski

It is a well known fact that travel is a valuable way for people to open up their minds. In fact, Mark Twain said that “travel is fatal to prejudice, bigotry, and narrow-mindedness”. We probably agree to that because it is hard to find someone who does not enjoy travel as a topic for all sorts of conversation. Perhaps that is why Travel Literature has been a fascinating research field for me since my master thesis broach travel through the perspective of a woman. I chose the bestseller *Eat, Pray, Love – One Woman’s Search for Everything* (2006) by Elizabeth Gilbert as my research subject, and I have been working with some topics that I find most interesting such as: the (re)construction of her identity while traveling, her cultural encounters in such different environments and the travel as a transforming agent for the narrator. So far, I have been analyzing these elements in the narrative and can affirm that contemporary books such as *EPL* have much to add to the modern travel literature, especially because it brings issues that still need to be addressed regarding the woman’s place in the society. I am heading towards the end of my analysis and believe there is much to be said about travel literature as a genre, which impels me to keep on boosting my knowledge in this area.

Curriculum Lattes available [here](#)



Adriana Rocha Felicio

Under the supervision of Professor Mailce Borges Mota, I am conducting a MA research regarding the undergoing process in relation to L1 and L2 syntactic systems and whether they interact. It is a psycholinguistics study that aims to shed light on the view of shared representations in bilinguals and the effects of repetition in the brain. For this study, I start with the view that authors claim that L1 and L2 processing occurs in separate different systems, whereas some studies have shown evidence for the shared account view of syntax. For the latter, and also in my research, the paradigm of syntactic priming has been used to investigate this question. Syntactic priming occurs when speakers reuse a structure that they have recently heard. In the experiments I am working on at LabLing (the Language and Cognitive Processes Lab) bilinguals are primed with sentences both in their L1 and their L2 during behavioral and neural experiments. I work with Event Related Potentials using the EEG technique, for that, under the proper literature, we discuss the effects of repetition in the brain by looking at the neural changes to linguistic stimulus. It is a fascinating research and I am glad to be working with professor Mailce and the people from our Lab. This academic journey has been very rewarding in so many ways, I am glad to be taking the master program at UFSC.

Curriculum Lattes available [here](#)

Recent Publications

Revista Dramaturgias has now available its first issue with publications from professors and students (José Roberto O’Shea, Marina Martins Amaral, Janaina Mirian Rosa, Ketlyn Mara Rosa, Alexander Martin Gross, Fernanda Moura and Filipe Avila) from PPGI. Click [here](#) to have access to the articles.

If you are interested in publishing in the journal, the next issue will be about Musical Dramaturgy.

Creative Corner

By Claudia Mayer

eu disse que não tinha mais medo, mas tenho,
sobrou um tanto, debaixo da pele
(logo abaixo da memória física do calor da tua mão).
veio o estômago fundo, a vontade de fugir,
de nunca mais comer e de nunca mais amar.

da negação do afeto, da esquiva,
do desejo, da norma, do silêncio,
tenho um buraco no peito.
cheio de medo.

(concentrado na garganta, nas mãos, e nas pernas inquietas)

quanto demora pra escoar cada lembrança
se tenho tempo e tenho medo,
mas o medo não me tem

PPGI agenda

Jornada de Estudos Shakespearianos ***“Shakespeare e seus Contemporâneos”***

The event is an interinstitutional project among UFSC, UDESC, UTFPR, UNIFESP and USP and it will take place at UFSC on November 7 and 8 in the Auditorium Henrique Fontes – CCE. For more information, you can access PPGI website, clicking [here](#).

X Encontro Nacional de Aquisição da Linguagem

The encounter will take place at UFSC (CCE) during November 9, 10 and 11. It is an important event in the area to learn about studies on acquisition, bilingualism, and much more. For more information, you can access the event website, clicking [here](#).