

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:

1. Promotora Cristiane Angulski da Luz, (Ministério Público): A linguagem na atuação jurídica.

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

3. Prof Dr Rui Sousa Silva (Universidade do Porto): Linguística Forense: a nova arma na luta contra o cibercrime.

(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 Maurício 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 Linguística 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 Florianópolis 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 Fröhlich 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.



From left to right: Rui Souza Silva, Malcolm Coulthard, Silvana Mota, Carmen Caldas Coulthard, Maria Gonçalves and Lais Natalino.



From Left to right: Luciane Fröhlich, Sabrina Jorge and Silvana Aguiar (PGET)

International Conference for the Continuous Improvement of the Quality of Teaching Portuguese as a Foreign Language to Native Speakers of Chinese

By Monica Monawar

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.



Professor Monica at the International Conference

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?



Professor Monica presenting her research.

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>

Ongoing Research

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**

(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



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 extent 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

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 Lêda 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.

Creative Corner

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)

When? July 24th to 27th, 2018.

Where? Brasília – DF.

More info: <https://gecal-unb.com.br/cielin/>

III SILETTRAD – 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>

21° InPLA – Intercâmbio de Pesquisas em Linguística Aplicada

When? From December 10th to 13th, 2018.

Where? PUCSP – São Paulo

More info: <http://corpuslg.org/inpla/2018/>

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

More info:

<http://erevista.unioeste.br/index.php/linguaseletras/announcement/view/214>

REAA – Revista de Estudos Anglo-Americanos

Deadline: May 15th, 2018.

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 anglófonos”

Deadline: June 10th, 2018.

Qualis: A1

More info: <https://periodicos.ufsc.br/index.php/desterro/index>

Editorial Staff

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