

# PGI News

Newsletter of the Graduate Program in English/Programa de Pós-Graduação em Inglês – PPGI  
Universidade Federal de Santa Catarina



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Fernanda Alves and Thaisy  
Martins

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## Editor's Note

In the November-December edition of the PGI Newsletter we bring a special focus on PPGI's remote experiences. We asked professors and students to express how they are dealing with the changes and we covered some of the online events that happened this year.

In the section Remote Learning, professors Hanna Kivisto de Souza and Maria Rita Viana described how they adapted their teaching to the new class modality. They discuss the positive and negative aspects, and highlight the challenges. MA Student Janaína de Almeida brings her view on remote learning and represents the students' experience.

This issue features Prof. Malice Mota and PhD Student Matheus Agnoletto discussing their experience regarding organizing and presenting on online seminars this year. Online Seminars In Psycholinguistics and TBLT at Issue are some of the examples that changed the way we perceive academic events.

In Ongoing Research, MA Student João Luiz Coelho presents his research project to be conducted next year.

On Creative Corner, we have two poems, one by Emily Brontë and the other by Emily Dickinson, both about hope for us to keep our hope even in such hard times.

This year represented a change in the way we are used to live, in many aspects. We tried to bring a few glimpses of the impact it had on PPGI's professors and students. Enjoy the reading!

Fernanda and Thaisy



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## Every black square has a silver lining: Teaching in the pandemic

Prof. Hanna Kivisto de Souza (UFSC)

“iPhone 4109, would you mind turning on your camera or changing your name?”. The online class has started 5 minutes ago. I’m staring at a grid of black squares with my students names (and occasional cellphone brands). I share my screen and start the class. The 40 minutes go fast, but I don’t really know if the students are following or if they are experiencing any problems (if they’re sitting on the other side of the screen, to begin with!). No one has their camera on and most of them feel uncomfortable turning on their microphones, so the feedback I get from them is through the chat. Sometimes someone turns on their mic and I remember they’re still there, on the other side of the black squares.

I miss teaching in the pre-pandemic era when we’d all be physically in the same space, and we could see each others’ faces, interrupt, share knowledge, discuss and address problems easier. The pandemic has changed the social component of teaching entirely. We still interact, we still solve doubts and we still learn, but it’s not the same, especially in the undergraduate level. The best part of teaching is the students, there’s no way around it. When the ‘face to face’ contact with students is reduced and limited to few synchronous meetings per month and most of our interaction takes place through writing, something fundamental changes. Many of us on the teaching end feel discouraged and worried. Even though my research is within psycholinguistics and focuses on the individual learner rather than on the interaction among learners, I can’t stop thinking about the importance of the social aspect on teaching and learning.

We’ll survive. 2020 will end, the vaccine will come. Years will pass and we will (hopefully!) partly forget how learning and teaching was during the pandemic. But it’s not all negative. We’ve lacked in the traditional face to face setting, but we’ve gained a set of new skills and new ways of learning. We’ve learned to use our time more efficiently as we’re now studying and working from home with all possible distractions imagined. We know that when we get a moment of peace and quiet (or good headphones and a lock on the door), we must use it wisely.



Prof. Hanna Kivisto de Souza

We’ve learned to turn off the wifi on the cellphones and other appliances to maximize our connection while we’re in a Zoom class with many people. We’ve studied our neighbors home deco schedules so that we know when not to record a video lesson or a presentation with hammering in the background. We’ve learned to express our opinions more diplomatically as we know that we can’t engage in similar negotiation with our interlocutors through a forum or email as we’d do if we were in the same physical space. We’ve learned more from those colleagues and students who in a pre-pandemic classroom setting would feel discouraged to participate. We’ve become quite skillfull with using technology as a teaching and learning tool, although, occasionally we still leave the mic or the camera on when we think no one’s seeing or hearing (and we really should remember to check what’s on our screen before we share it with a class full of colleagues or students!), but we’re learning.

In a way, the pandemic has brought us closer. My students visit my house now regularly through our online classes. They’ve met my cat who likes to parade in front of the camera. They’ve heard my kids crying and laughing in the background. They know that I live next to a very noisy quero-quero commune. I’ve heard about their problems in more ways than I ever did back in the ‘good old pre-pandemic days’. Teaching and studying in the pandemic humbles us. It makes us value the human contact more than ever before. So can I really say that the social aspect of teaching has been reduced? It has changed; that’s for sure. I can’t wait to encounter students in the hallways and the classrooms. But until that happens, I remind myself that everything has a silver lining, even the black squares.

## Try again, fail again, better again, or better worse, fail worse again, still worse again: a report on two experiences in the first semester of emergency remote teaching at UFSC

Prof. Maria Rita Drummond Viana (UFSC)

Those who know me, know that I can do lots of things on the fly and putting out fires but I'm primarily a planner. So, while UFSC had suspended all face-to-face activities and was making administrative and pedagogical decisions for the upcoming remote semester, I planned. I enrolled or took various online courses to experience what being a student during the pandemic was like (thank you UFSC for Coursera!). I already had some experience with not only online learning but also online course design from my time as an undergraduate at UFMG but not only did I need some updating, I also needed to think about the specifics of teaching literature and during a period of large-scale social isolation. From March to August, I kept a routine with my undergraduate and postgraduate supervisees: every Wednesday, and sometimes Friday, we'd meet via WebConf and I'd ask them the same question: how was this week compared to the last? Only after this pulse-check we'd engage with the readings assigned for each week. In addition to trying to keep ourselves minimally sane and intellectually active, I was also aware that I could test, in the relatively safe environment of this group different strategies for remote teaching that I could then develop for my classes. When the calendar was finally voted on and the general guidelines issued (with consideration to synchronous: asynchronous ratio, attendance, etc.) I already had a solid plan for my two undergrad Literary Studies III courses and for my postgrad Theory course.

My biggest mistake with the undergrads was to adapt the course I've taught a few times already under its old denomination of Western Lit I as if it had always been a remote course. I modelled it on online/MOOC courses I'd taken but that, of course, took for granted people actually wanted to be there and were willing to learn the technology. I planned the course in modules, with each lesson made up of a series of short, pre-recorded video-lectures interspersed with research prompts and writing activities so as to keep the students engaged and in charge of following their interests.



Rita reads from *Don Quijote de la Mancha* by Cervantes at Praça da Liberdade in Belo Horizonte during a video-lesson for Literary Studies III

That model was very successful with some of the students, particularly with the younger, more tech-savvy ones but was a real challenge for others. The optional activities created a high level of anxiety because they were not perceived as optional and doing all of them was indeed very time-consuming. After a first feedback session (built into every of the five modules on my syllabus from the start), I decided to stick to longer videos, embedded onto a Moodle lesson but also available on YouTube for those who needed more control over content and could pause, change speed, rewatch many times, etc. I limited the number of optional activities to just one per lesson. Dealing with anxiety was definitely one of the biggest challenges – but then again, it always is.

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## Try again, fail again, better again, or better worse, fail worse again, still worse again: a report on two experiences in the first semester of emergency remote teaching at UFSC

Prof. Maria Rita Drummond Viana (UFSC)

For my theory course at PGI, I took a very different route, considering the different profile of postgraduate courses, of the students I knew were enrolled and the fact that courses on LitCrit are very much a staple in most English degrees – even if they're not at DLLE. I'd already started "piloting" the ENGL 300 Yale Open Course with my supervisees, who said they'd liked the first few lectures they'd watched. Our readings and discussions of the assigned texts had also been fantastic so instead of generating completely new videos for the course as I'd originally planned, with the readings I'd already selected, I decided to make use of the Creative Commons 3.0 license under which Yale Open Courses are made available as a basis for my adapted remote course. Instead of videos of me, my students watched Prof. Paul Fry teaching in 2009 for his course at Yale. The lectures were professionally close-captioned, there are full transcripts available for each one of them, so students less proficient in listening could more easily follow the written text in addition to Fry's verbal explanations, if they wanted. The videos were treated as further text and used as springboards for synchronous and forum discussions.

After reading the texts and watching the Fry lectures, students were required to produce their own 20min video-lectures. This was an adaptation from the seminar structure I often use with postgrads. The time-limit is set so that students get used to delivering conference papers– I don't think a sprawling seminar, without a clear thesis, and that just rehashes the material everyone has (in theory) read really works. Students were also required to review their classmates' videos on the various module fora and we met via WebConf at least roughly every two to three weeks to discuss the reading assignments, the Fry lectures and the videos they had produced.

Upon receiving the mid-semester feedback from them, rather than reacting to their doubts and questions, I tried to develop a more structured approach so that time would be allotted more equitably to the topics covered – I didn't always succeed, however.

I am still processing these experiences and I think this can be seen in the amount of words it's taken me to report them. It is still very much grounded on my point of view and what it was like for me to plan these courses and to teach them. This year has been a whirlwind and I've had many personal and family issues to address, which meant I was never really fixed in one place. I still have to read the postgrads' evaluations but the undergrads mostly described the semester as a positive experience. I certainly have learnt a lot from it.

## What About the Students' Experience?

Janaína Fernanda de Almeida

My name is Janaina Fernanda de Almeida and I am a first-year MA student. This year has brought lots of surprises for me, as it certainly has for everyone. First, I was full of expectations regarding the beginning of a new course in a different city. However, after having only a week of classes, the activities were suspended at the university, making the initial months very unstable. It was particularly hard because I did not know the other students well, and I was struggling to establish a new routine and organize myself in order to make the best use of time. Therefore, it was great when the classes were resumed and, despite not being in the face-to-face format that everybody was eager for, the online classes have provided a manner to be in contact with professors and students. Likewise, having a schedule for formal classes and activities has been very helpful for keeping a proper study routine.

The classes were initially very tiring as everybody was trying to get used to this new learning context, and some of the activities certainly require more effort than if in the normal format. For instance, many of the discussions happen through fora, which demands more time for interacting. Yet, there is also the benefit of having all the information registered and available for recapping whenever necessary. The same applies to the video classes and readings: it is possible to manage when to watch or read the material and to have further access to them during the semester.

Therefore, time can be well optimized by means of attending all the events from a computer. But, on the other hand, it is necessary to deal with disturbance and lack of privacy at home, and it is especially difficult to keep focused after several hours in the same spot.

As a result, I have adopted different strategies such as headphones and studying songs, and I usually arrange some breaks between the activities to refresh the ideas.



I also try to settle down daily goals to meet the deadlines, although it is sometimes frustrating to depend on technology for completing almost every task, as the day planning might be affected by the internet connection or technological issues in general. The professors, however, have been rather concerned with all these limitations, and their effort to adjust the classes must be remembered. The course plans were adapted to have most of the activities asynchronously with fairly good deadlines, and we have access to extra material and resources. Likewise, their feedback has been essential for the learning process, as well as the online meetings, which provide opportunities for better discussing the content.

In brief, it is possible to affirm that, despite the circumstances, it was a very profitable year, and I learned as much as I could learn not only about the content itself but also to be more autonomous in the learning process. Besides, we all had to develop new skills such as getting used to video recordings and discovering how to use new platforms and websites. My main frustration at the beginning was the feeling that I was not improving as much as expected. However, after completing the first semester, I can say that this was not the case, and my first year at the course has been a great experience so far!

# A few words about my experience giving online talks during the pandemic

PhD Student Matheus Agnoletto

Hello, everybody. I was invited to write a little bit about my experience with giving online oral talks during the pandemic. I have delivered two online presentations so far: the first one was about some common misconceptions of Vygotsky's Sociocultural Theory, which I did together with my advisor, Professor Adriana Kuerten Dellagnelo; and the second one was my Open Seminar.

Both experiences were great since many people from different universities were able to watch due to the online format. I believe this is the greatest advantage of online presentations: you can reach people from different universities who share the same interests – both within and outside Brazil. Without a doubt, this allows us to establish connections that we usually do not when presenting locally to a specific audience, as well as gives us opportunities to share – on a larger scale – what we have been doing at UFSC.

On the other hand, I must say that such an online format also has its disadvantages: I faced connection issues in the first talk I gave, and I was only able to work around them due to my cell phone data. If there is one good piece of advice I could give, I would say: have a backup plan. Thankfully, I had enough cell phone data in order to give my talk (and I kind of saw the connection issue coming, so I had my cell phone ready to be used).

Besides that, it can become problematic to interact with peers that are giving the talk with you if your connection is unstable. When professor Adriana and I gave our talk, I noticed some delay between the two of us, which made our presentation less interactive than it could have been.

Another point is that, more often than not, you cannot see people while speaking. Although online presentations allow us to share knowledge with people from different parts of the country (and the world), I do not feel as enthusiastic as when I deliver face-to-face presentations.



I know we have all been going through different and challenging times, so the need to adapt has become more evident than ever. With this in mind, I must say we should all remember this is temporary and that we have been doing the best we can with what we got.

I am very grateful for having the tools I need to keep studying and sharing knowledge from home, which – as you all know – is not the reality of many people in Brazil. However, nothing compares to looking people in the eyes and seeing how they both understand and feel what you say. Just like face-to-face classes, face-to-face presentations bring into the scene fascinating aspects of human communication: face-to-face interaction allows us to see both intellect and affect unravel and intertwine before our eyes. I cannot wait to experience this again!



# The Online Seminars in Psycholinguistics

Prof. Mailce Mota (UFSC/CNPq)

In the language sciences, psycholinguistics is the field that is interested in the cognitive mechanisms and processes underlying our ability to learn and use language. Combining methods and theories from psychology and linguistics, it is a highly interdisciplinary field that draws heavily on a number of areas, including biology and computer science, to describe and explain, from a developmental or processing perspective, how we produce and comprehend language and how language is instantiated in the brain. In Brazil, psycholinguistics is a dynamic area of research and is well represented both at ANPOLL, as a working group, and at ABRALIN, as a scientific commission.

Aiming at contributing to the dissemination of knowledge about psycholinguistics in the Brazilian community of linguists and looking for ways to engage and motivate our students, who were starting to feel the negative effects of the COVID-19 pandemic on their academic life, Pâmela Toassi (UFC) and I decided to organize a series of online talks related to language learning and processing. The Online Seminars in Psycholinguistics were run from July through November 2020, once a week, on Thursdays. In total we had 18 invited speakers, from Brazil and abroad, who addressed contemporary issues in experimental psycholinguistics or in its interfaces. In an informal but very competent manner, the speakers covered methods (e.g., virtual reality, eye-tracking, EEG), open science, lexical access, bilingualism, syntactic and semantic processing, literacy, writing, translation, and language comprehension, among other relevant topics. The talks were live-streamed on PPGI Youtube channel and will be permanently stored there.



Prof. Mailce Mota

Planning and running the seminars was a great experience that has taught us important lessons. First, we were impressed by the speakers' willingness to participate in the seminars and share their knowledge with us. Given the official time slot for the seminars, many of them had to move things around to fit the invited lecture into their tight schedule. Rather than focusing on very specific issues of one particular study, most speakers chose to give an overview of their research program, clarifying conceptual issues, revisiting classic theories and hypotheses, offering clear takeaways, and showing how psycholinguistic research can translate into and inform effective actions in the school context. We were lucky to welcome the following researchers: David Peeters, José Gonçalves, Natália Resende, Bernhard Angele, Cândido de Oliveira, Tim Slattery, Marcus Maia, Roberta Pires de Oliveira, Fábio Alves, Ana Schwartz, Miguel Oliveira Jr., Gareth Carrol, Érica Rodrigues, Dennis Driegher, Marcio Leitão, Christina Bergmann, Peter Ecker and Leonor Scliar-Cabral.

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## The Online Seminars in Psycholinguistics

Prof. Mailce Mota (UFSC/CNPq)

Second, despite the difficulties caused by social distancing, the team in charge of the logistics (Carolina da Costa, Raryssa da Silva, Fernanda Alves, Pedro Bin, João Luiz Coelho, Pamela Toassi, and myself) worked in great harmony – it was our first time together in the universe of live streaming and there was so much to learn. The full support of the members of LabLing and Plibimult, throughout the season, was also remarkable.

Finally, and more importantly, the seminars gave us an opportunity to make psycholinguistics more accessible to those who have an interest in the field, but are in contexts where courses or labs are not easily available. It was beautiful to see that, through the PPGI Youtube channel, these talks on psycholinguistics attracted students and researchers from different regions in Brazil.

In retrospect, I believe that holding the Online Seminars in Psycholinguistics helped us, the organizers, gain greater awareness of the role of social media in the dissemination of scientific knowledge, of our responsibility in reducing inequality in science to make it more diverse, inclusive, and transparent, and of the importance of giving priority to the collective over the individual. I hope that in the post-pandemic world this awareness continues to increase.

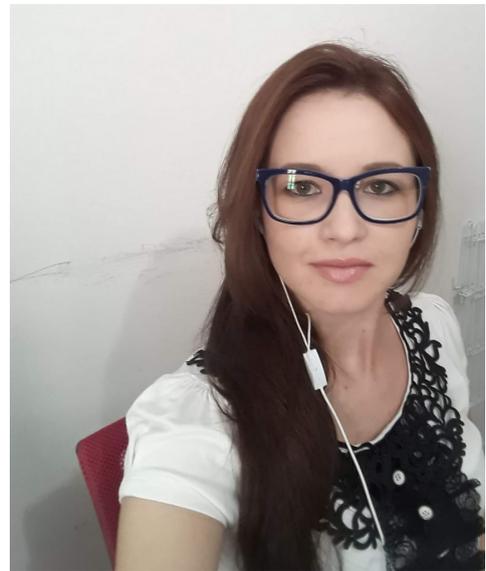
On behalf of the organizing committee, I would like to thank the invited speakers for joining us in these extraordinarily difficult times, the PPGI for unconditional support, and all those who followed us throughout 18 weeks.



## An Interview with Pâmela Toassi

Pâmela Toassi is a linguist, she completed two undergraduate programs, first in *Chemistry* at FURB (2008) and then in *Letras - Inglês* at UFSC (2013).

Now she is an *adjunct Professor* at the Federal University of Ceara, a *Permanent Member* of the Post Graduation Program in Translation Studies (POET/UFC), *Coordinator* of PLIBIMULT (Bilingual and Multilingual Language Processing Research Group), *Member* of the Ethics Committee in Research involving Human Beings of the Federal University of Ceara, and *Member* of the ABRALIN Commission of Psycholinguistics and Neurolinguistics.



Prof. Pâmela Toassi

### How was your trajectory at PPGI?

In the second semester of 2009, I enrolled myself “as a special student” in a course called “The Bilingual Brain”, taught by Professor Dr. Mailce Mota. During that period I wrote my master project. In December that same year, I took part in the M.A. selection at PPGI and was approved. I was advised by Professor Dr. Mailce Mota and finished my master thesis in June 2012. A week before my defense I took part in the Ph.D. selection process at PPGI and was approved. I finished my Ph.D. in July 2016, also being advised by Professor Dr. Mailce Mota.

### Which experiences were the most meaningful to you while you were a student at PPGI?

Being part of LabLing, and being able to help new students who entered the lab. I always tell my advisees that this experience at LabLing, in which more experienced students have the chance to help the new ones, that is, work collaboratively, made me confident in advising students as soon as I entered UFC. Since 2017 I have been advising students who have PIBIC scholarships, who are doing their TCCs and/or master thesis.

### How was it after you defended your dissertation? Were you able to get a job right after you finished your studies?

It took me 4 months to be approved at 1st place in a contest. It might seem that it was fast but it was very stressful. The whole preparation and process of a contest in our area is really hard.

## An Interview with Pâmela Toassi

**What do you do now? And do you think that your studies at PPGI helped you to get where you are now?**

I am a Professor at the Federal University of Ceara. I teach at the Department of English Studies and its Translation and at the Post Graduation Program in Translation Studies (POET/UFC). And definitely, they built me as the professional I am.

**Did you have any challenges to insert yourself in the job market?**

The main one is that during the 6 years of master's and Ph.D. we tend to focus only on one specific area of knowledge and this is not necessarily the topic of the contests you will face. So, you have to study a lot about many different topics for the contests you decide to take. Also, as a Professor, you may have to teach courses that were not so much related to your expertise.

**And now with the pandemic, do you feel that things are harder or easier being a “new” Ph.D.?**

It was a difficult year for everyone. Working “remotely” has been difficult for all of us. We had to be creative and reinvent our work methodology, including both teaching and research.

**To finish, if you could give any advice to the students who are at PPGI now, what would you say?**

Embrace all the opportunities you have to take part in events, to be part of a research group, to publish, and to learn everything you can. Try to learn the most you can from your field of expertise but also from other areas, mainly if you will try a contest afterward.

**If you want to know more about what Professor Pâmela does in her Lab you can follow them on Instagram:**

**[@plibimult](#)**

**Or visit their website:**

**<https://plibimult.ufc.br/pt/quem-somos/>**



## Forty-One Plus Vinte e Quatro: An investigation on arithmetic processing in low and high proficient late bilinguals

João Luiz Coelho

Hey there! My name is João Luiz Coelho, I am a first-year master's student at PPGI/UFSC, supervised by professor Mailce Borges Mota. I did my undergraduate course in Letras Inglês here at UFSC from 2016 until 2020, when and where I could get my teaching license and had the opportunity to conduct research through PIBIC (Programa Institucional de Bolsas de Iniciação Científica), also advised by Prof. Mota. The experience of being involved in psycholinguistic research during my undergraduate years and also the encouragement from my valued advisor sparked curiosity in me regarding language and other cognitions. Hence, from personal experience, I was inspired to conduct a research on the interface between numerical cognition and bilingualism, more specifically, the role of proficiency in the L2 on arithmetic processing in late bilinguals, presented below.

Humans and non-human animals share the ability to perceive quantities. You can think about a chimpanzee discerning which tree branch has more fruit, so less physical effort is required to fulfill nutritional needs, or about a human choosing the cookie with more chocolate chips. According to Beran and Parish (2016), researchers have focused on this matter for more than 100 years and there is a consensus in the area that the capacity of discerning quantities and choosing between small and large quantities are “likely as evolutionarily old and phylogenetically broad as almost any other perceptual or cognitive capacities.” (BERAN; PARISH, 2016) This area of research is known as Numerical Cognition, which not only studies the ability to count but also the underlying mechanisms that allow it. For humans, evolution helped create a more complex system to communicate these quantities and manipulate them in abstract forms, not necessarily relating to real things.



A common example is the ability to add two numbers, known as mental arithmetic. Humans have created a complex system of symbols and meanings that can represent quantities, so they can share information between them. If you try to add twenty-one and thirty-four, what mechanisms would you use to get to fifty-five?

We can dive even further into numerical cognition: when traveling or living in an L2 environment, speakers have to deal with more than just conveying meanings in their second language. They also have to account for other tasks, such as calculating the tip amount after eating in a restaurant. Would they rely on such mathematical computation on their L1 or their L2? Probably, as Grosjean (2010) states, most people that come across situations in which they have to perform simple mathematical problems while in an L2 environment would prefer to switch to their L1 to do so. Several studies suggest that we heavily rely on language to process arithmetic problems (DEHAENE, 1995; DEHAENE et al., 2004; SAALBACH et al., 2013; HAGOORT, 2019)

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# Forty-One Plus Vinte e Quatro: An investigation on arithmetic processing in low and high proficient late bilinguals

João Luiz Coelho

Dehaene, Spelke, Pinel, Stanescu e Tsivkin (1999) found, in a study with monolinguals, that exact arithmetic processes (such as the multiplication table) are language-dependent. Also, some studies suggest that additional languages might influence speed and accuracy in processing arithmetic in the L2. Firstly, Spelke and Tsivkin (2001) demonstrated that when participants need to solve an arithmetic problem in a language that they were not taught mathematics, performance is worse for exact than for approximate problems. Additionally, L2 proficiency may be related to people's ability to solve arithmetic problems in the L2 (RINSVELD; BRUNNER; LANDERL; SCHILTZ; UGEN, 2015). Having this in mind, my research project aims at investigating the role of proficiency in late bilingual adults' processing of arithmetic problems in the L1 and L2. This study is significant for two main reasons. First, understanding the interface between language and mathematical thinking could lead to new interdisciplinary approaches/methods to either language or mathematical teaching and learning. Also, little is known about how mental calculations are processed if compared with what we know about language, so understanding the processes involved in mental calculations would lead us one step closer to understanding the neurological basis of human thought as a whole.

With this particularly brief introduction in mind, I intend to conduct a psycholinguistic experiment with 30 bilingual adults with Brazilian Portuguese as L1 and English as their L2 at LabLing.

Laboratório da Linguagem e Processos Cognitivos, coordinated by Prof. Mailce Borges Mota. Check out our website ([labling.ufsc.br](http://labling.ufsc.br)) and instagram (@labling.ufsc).

The experiment will be an adaptation of Lin, Imada and Kuhl (2019). One group will be composed of high-proficient speakers of English and the other, of low-proficiency speakers of English. Participants will be screened by a language and mathematical background questionnaire, a proficiency test, and a working memory capacity test. In the experimental task, participants will perform an arithmetic task in which they will be seated in front of a computer screen with an earphone to hear the stimuli and a keyboard to capture the reaction time and accuracy. For each stimulus, they will hear a simple ( $2 + 3$ ) or complex ( $22 + 14$ ) addition or subtraction problems, either in Portuguese or English, all of them previously recorded with two different narrators (one male and one female). Two possible answers will appear in the written form (e.g. "twenty-three - thirty-four") on the screen and they must choose the correct one by pressing their respective keys on the keyboard. I am currently working on the finishing of my research project, the organization of the Research Festival that will happen in March 2021, and on the research proposal that will be submitted to the Conselho de Ética em Pesquisas com Seres Humanos da UFSC (CEPSH-UFSC). Thank you for taking your time in reading this, and happy holidays!

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## And for the future... A little bit of hope!

### Hope (1846)

Emily Brontë

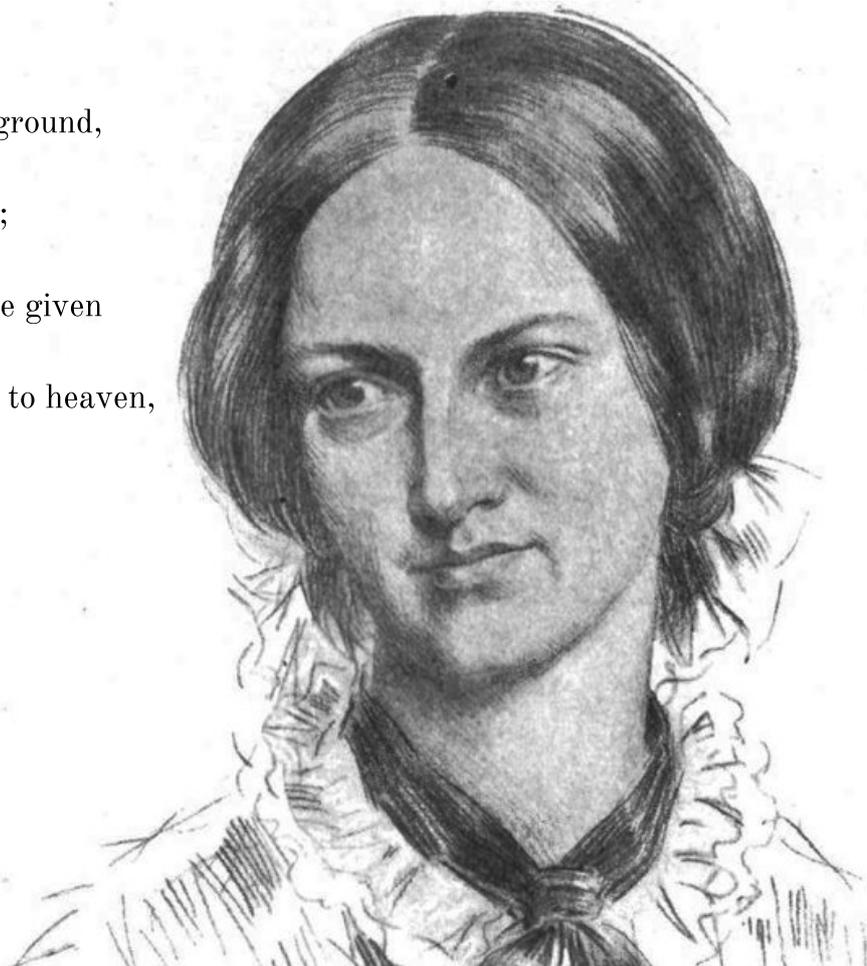
Hope Was but a timid friend;  
She sat without the grated den,  
Watching how my fate would tend,  
Even as selfish-hearted men.

She was cruel in her fear;  
Through the bars one dreary day,  
I looked out to see her there,  
And she turned her face away!

Like a false guard, false watch keeping,  
Still, in strife, she whispered peace;  
She would sing while I was weeping;  
If I listened, she would cease.

False she was, and unrelenting;  
When my last joys strewed the ground,  
Even Sorrow saw, repenting,  
Those sad relics scattered round;

Hope, whose whisper would have given  
Balm to all my frenzied pain,  
Stretched her wings, and soared to heaven,  
Went, and ne'er returned again!



## And for the future... A little bit of hope!

### "Hope" is the thing with feathers (1891)

Emily Dickinson

"Hope" is the thing with feathers -  
That perches in the soul -  
And sings the tune without the words -  
And never stops - at all -

And sweetest - in the Gale - is heard -  
And sore must be the storm -  
That could abash the little Bird  
That kept so many warm -

I've heard it in the chillest land -  
And on the strangest Sea -  
Yet - never - in Extremity,  
It asked a crumb - of me.



## Entrepalavras

Theme: Language and Technology

Deadline: January, 31, 2021

Qualis: B1

More information:

<http://www.entrepalavras.ufc.br/revista/index.php/Revista>

## Antares

Theme: Feminismos e Sexualidades na Contemporaneidade

Deadline: March, 31, 2021

More information:

<http://www.ucs.br/etc/revistas/index.php/antares/index>

## O Eixo e a Roda

Theme: Brazil and Literatures in English: Dialogues

Deadline: February, 1, 2021

Qualis: B1

More information:

[http://www.periodicos.letras.ufmg.br/index.php/o\\_eixo\\_ea\\_roda/index](http://www.periodicos.letras.ufmg.br/index.php/o_eixo_ea_roda/index)

## Revista Ilha do Desterro

Thematic issue: Digital resources in English as L2: designs and affordances

Deadline: March, 15, 2021

Qualis: A1

More information:

<https://periodicos.ufsc.br/index.php/desterro/announcement/view/1605>

## Revista da Abralin

Thematic issue: Procedures and methods for the assessment of speakers of Portuguese as an additional, host, and heritage language.

Deadline: October, 15, 2020

Qualis: A2

More information:

<https://revista.abralin.org/index.php/abralin/announcement/view/11>

## Revista Investigações

Non-thematic

Publication in continuous flow

Qualis: B1

More information:

<https://periodicos.ufpe.br/revistas/INV/announcement/view/525>

## Revista Diversidade e Educação

Dossiê "Sexualidades, Currículos e Cinema"

Deadline: April 30, 2021

Qualis: B5

More information: <https://periodicos.furg.br/divedu>