PGI News

Editor's Note

We are pleased to announce the September/October 2020 PPGI newsletter edition.

In this edition we present an insider's point of view on presenting in on-line events during this pandemic. With the arrangements for academic events to avoid gatherings and keep social distancing without dismissing academic research, new formats for traditional university events had to be designed; such is the case of this year's edition of SEPEX. We talked with some of the presenters to share their impressions on these new ways of learning and sharing.

In the faculty profile section, we decided to honor all the professors from our program in light of two special days: Teacher's Day (October 15th) and Public Servers' Day (October 28th). This is a small tribute to this essential and arduous profession, constantly attacked and undervalued in our society. Our special gratitude to all the professors and employees at PPGI.

A lot has happened around us in the last months and we are all trying to find the best way to adapt to these abrupt changes. But in times of fear, one thing is certain: when we hold hands, we become stronger!

Enjoy your reading!

Marcelo and Thaís

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NEI DIGITAL ROUND TABLES

Marcelo Trouillet

On October 14th, NEI - *Núcleo de Estudos Irlandeses* - hosted its first Digital Round Table, entitled "How the Story Travels: The Contemporary Irish Short Story". NEI's Digital Round Tables are organised by its members, and counted with the participation of researchers and artists from Brazil and Ireland in discussions regarding the fields of Irish Studies. This first edition focused on exploring the state of the art of the short story in Ireland, as written for the printed media and radio, and the changes that Irish short stories have suffered. The videoconference was opened by professor Beatriz Kopschitz Bastos who welcomed Mr. Eoin Bennis, new consul general of Ireland in Brazil, and who has been greatly supportive of Irish studies in Brazil. The pannelists included Vincent Woods, Irish writer and award-winning broadcaster; Melatu Uche Okorie, Nigerian-born Irish author and a member of the Arts Council of Ireland; Oein DeBhairduin, an Irish writer interested in poetry and the preservation of travelling tales; and Eloisa Dall'Bello, PhD candidate at PGI and founding member of NEI.

On October 28th, NEI hosted its second Digital Round Table, entitled "Shakespeare in Ireland and Brazil: Translation and Performance". The latest edition was centred on the translation and performance of Shakespeare's plays, particularly in the context of modern Irish theatre and Brazilian Portuguese translations, as well as Márcio Meirelles' "Hamlet", performed in Salvador, Bahia, in the year 2015. The discussion was conducted by Patrick Lonergan, Professor of Drama and Theatre Studies at National University of Ireland, Galway, and a member of the Royal Irish Academy. Also in the discussion were José Roberto O'Shea, professor here at PGI and an award-winning translator of Shakespearean works; professor Beatriz Kopschitz Bastos, member of NEI and of IASIL – The International Association for the Study of Irish Literatures; and Janaína Miriam Rosa, who concluded her PhD at PGI in 2019, also a NEI member as well as a visiting researcher at the University of Birmingham's Shakespeare Institute. The two sessions of this event were brodcasted on PPGI's YouTube channel, with more than a hundred people joining the discussions. You can subscribe to PPGI's channel for upcoming events and check the previous events recordings HERE.

SEPEX AT HOME

Marcelo Trouillet and Thaís Marina Martins Kayser Rohden

October 22nd saw the start of the *18th Semana de Ensino, Pesquisa, Extensão e Inovação* – SEPEX–, which lasted until October 24th. It was the first SEPEX since 2018; the 18th edition, which was supposed to have taken place in October, 2019, had to be cancelled due to the budget cuts that affected the university; then, as it was slated for April 2020, it had to be postponed due to the COVID-19 outbreak. The pandemic led to another change in the way the 18th SEPEX had been organised. In order to ensure the safety of participants, and in line with the university's decision to avoid gatherings, all workshops, lectures, and round tables were done entirely through videoconference. For that reason, it was renamed *Sepex em casa* (Sepex at home, our translation).

Having participated in a few workshops ourselves, our experience with this virtual SEPEX, despite a few connection issues that caused some minor disruptions, was good. The dedication of the ones involved, attendees and lecturers alike, in making everything run as smoothly as possible certainly made up for the issues that arose. PPGI also participated of the 18th SEPEX with workshops administered by our professors and Masters/PhD (former and current) students, as listed below:

Refletindo sobre o Ensino de Gramática na Aula de Português para Falantes de Outras Línguas
by professor Dr. Rosane Silveira and alumni student Ms. Ana Flávia Boeing Marcelino

Introdução ao Sistema de Avaliatividade: análise textual para leituras críticas
by master's students Luana Helena Uessler and Jéssica Soares Lopes

Filhos da Noite: Raça, Horror & a Experiência Negra – de Blackeinstein à Lovecraft Country
by phd candidate Yasmim Pereira Yonekura

Abordagem Baseada em Tarefas no Ensino de Línguas Estrangeiras: Possibilidades e Desafios no Cenário Atual
by alumni students Dr. André Luís Specht and Dr. Priscila Farias, professor Dr. Raquel Carolina Ferraz D'ely, and phd candidate Vera Lucia Silveira Caballero Frantz

Desenvolvendo habilidades orais em línguas adicionais na sala de aula virtual
by alumni student Ms. Ana Flávia Boeing Marcelino and undergraduate student Cesar Antônio Teló

Aprendendo a produzir sons em língua inglesa: um guia teórico e prático sobre pronúncia
by phd candidate Robson Ribeiro da Silva, master's students Brenda Perpétua Pereira da Mota and Elisabeth Ann Bunch, and underegraduate student Cesar Teló

Projetos de Pesquisa sob uma Perspectiva Administrativa
by phd candidate Tatiana Koerich Rondon

Utopias, distopias e ficção científica na modernidade industrial: quando alternativas ainda eram possíveis
by post-doctoral intern André Carvalho

Retratos de diáspora no cinema latino-americano do século XXI
by alumni student Dr. George Alexandre Ayres de Menezes Mousinho

Cinema distópico e seus conturbados contextos de produção na União Soviética e Polônia (1979-1986)
by alumni student Dr. George Alexandre Ayres de Menezes Mousinho

ABOUT BEING A LECTURER AT THE FIRST ONLINE SEPEX

As we were curious about the experience of being a lecturer at this first edition of a virtual SEPEX, we talked with a few PGI's students about their feelings about this new version of the event.

"The recent times have not been easy on anyone. I believe that the fact that we are away from the university campus has brought us the feeling – to me, at least – that we don't belong in the university community anymore. *SEPEX em casa* was a way of tightening the bonds back to the universe of research and science from which I was feeling more and more distant. This time, the event was accompanied by the feeling that we could reach even more people who are, in fact, outside UFSC's community. On the one hand, the event surely had its drawbacks. We were not able to feel the energy of knowledge being shared and constructed in person, we did not see those groups of teenagers who would visit the university to decide on their future, and maybe discover a new path they had never thought of. But - and this is a big "but" - on the other hand, we had the opportunity to share what we have been doing here, at UFSC, with people from all parts of Brazil and even from beyond our national frontiers. *SEPEX em casa* allowed us to share practices in TBLT to teach Portuguese with people from João Pessoa and also with people from Uruguay. It allowed us to share our online teaching practices with our colleagues from PPGI and with colleagues from graduate programs from São Paulo, for example, at the same time. Certainly, the online/digital tools available to us and our audiences might not have been the best, or maybe it made people a bit more shy to start their video and/or microphones. But I believe we all did the best we could – given the circumstances, right? – and that this special 2020 edition of SEPEX taught us the lesson that many adverse situations can present at least one tiny little bit of joy."

Ana Flávia Boeing Marcelino *is a former student from PGI and obtained her master's degree earlier this year. Along with colleagues and professors, Ana was a lecturer on three different worshops at this year's SEPEX(workshops information on the previous list).*

"My participation at Sepex 2020, which was entirely through videoconference due to the pandemic, was as the lecturer of the workshop *Filhos da Noite –Horror, Raça e a experiência negra: de Blackstein à Lovecraft Country*. It was a unique experience, for it was my first lecture via digital platforms. The audience's interest was considerable, with all available minicourse vacancies being signed up and with 80% of that number actually attending. During the two-days workshops (October 22nd and 23rd), the participants actively engaged with the discussion through the video chat, so it was a very interactive debate. I really enjoyed this experience, especially because it enabled me to get familiar with a new form of pedagogical interaction."

Yasmin Yonekura *is a Phd candidate at PGI and obtained her master's degree in 2017 also at PGI. She offered one worshop at this year's SEPEX (workshops information on the previous list).*

" This year I administered an English pronunciation workshop with three of my colleagues for UFSC's very first SEPEX online event. I had previously done a similar workshop as a part of other academic event in 2019, however in an in-person format. I had expected adapting to the online format to be more challenging than it ended up being. I think that over the last several months, we all (my colleagues that administered together with me and the workshop participants) have gotten more comfortable with online classes and meetings, and so were better prepared for this event. The "breakout rooms" feature on Zoom, the application that we used for our event, proved to be very helpful in encouraging interaction with the participants. One thing that I noticed however, was the difference in timing. In the online format, transitions (like moving to small groups and back to a big group) can take several minutes. This ends up cutting into the overall workshop time allotted (2 hours) much more than in-person transitions tend to be (in an in-person workshop, for example, participants can simply turn to do an activity with the person sitting nearest to them). However, overall I think that SEPEX online was a successful and enjoyable event, both for my colleagues and myself and for the participants. "

Elisabeth Bunch *is a master's student here coming from USA to study at PGI. Along with her colleaguaes she offered one worshop at this year's SEPEX (workshops information on the previous list).*

" This was my first experience as a presenter at SEPEX, as my previous experiences in academic events here at UFSC were only as part of the audience, and this reality is different from the one in my hometown university where there are no events such as SEPEX so frequently. Maybe, with my experience here, I can bring some ideas to my university and inspire some initiatives. This was also my first experience as a presenter in an online event at all, as during this pandemic, I have participated in online conferences, but always as the watching party. Being far from the classroom environment as well, I am not having opportunities for online teaching experiences and I was nervous with all the gadgets and online arrangements. However, with the help of my colleagues I was able to deliver my talk easily and learn a bit more of this new way to engage in learning and sharing, and I was amazed with the amount of new possibilities. It was so rewarding to see a great number of people (almost 80! we had to open new spots for more people) engaged during the workshop, specially in this era where we see teachers sad about students not opening their cameras and not participating. We were able to have most of the participants with their cameras open and interacting with us until the end of our talk. I value this experience, in special for dealing with this online kind-of-class which gave me various insights for my life as a teacher, I now have a bunch of ideas and strategies to deal with online classes when I return to my job as teacher (not online forever, I hope). All in all, I believe the experience of having an online event was very practical in terms of reaching a great number of people, specially from different places not just Florianópolis, myself included as I moved back to Belém. "

Brenda Mota *is a master's student coming from Belém do Pará to study at PGI. Along with her colleaguaes she offered her first online worshop at this year's SEPEX (workshops information on the previous list).*

" The year of 2020 has been everything but an ordinary year, to say the least. Working from home, watching live streams, and taking other measures of social distancing while maintaining social (and academic) activities has become part of a routine for many. For this *SEPEX em casa*, we decided to organize an introductory workshop on Appraisal, a linguistic analysis framework that is common to our research.

Because we are – as researchers – applying this specific framework to analyse texts and because we – as language users – express affective and behavioral assessments in everyday life, such a perspective presented itself as an interesting topic to the general public, teachers, and other researchers alike. The objective of this course was, besides presenting the resources discussed in the Appraisal system, to engage the participants in practical activities of text analysis. In order not to overwhelm the participants with lengthy theoretical content and also to decenter ourselves as teachers in the learning process, we decided to focus on one of the subsystems of appraisal and propose text analysis activities with the participants, so they could engage and practice using the Appraisal categories discussed.

Our workshop was offered on October 23rd through the Google Meet platform, which allowed participants to open their microphones if they wanted, as well as for us to share screens and show our faces at the same time. Of course, it is different, not to say difficult, to talk and not see people while doing so. All the non-verbal cues that normally guide human interaction are not present when all the participants' cameras are disabled. However, the level of cooperation was something that impressed us, as the participants engaged during the workshop, both through their mics and in the chat, asking questions and participating in the activities proposed. A positive side about SEPEX being online was that it allowed people from different places in Brazil to "attend" the event. This brought together people from different parts of the country interested in the topic, as we had participants from the South as well as from the North of the country.

To conclude, even though this new format demanded new ways of shaping the interaction between presenters and participants, it was a delightful experience, and all the work – as it was not exactly easy to develop a workshop that aimed at being an introduction to such a complex and detailed framework– was definitely worth it. "

Jéssica Lopes and **Luana Uessler** *are master's students at PGI and this was their first time as presenters at SEPEX since they entered the postgraduate program (workshops information on the previous list).*

PGI PROFESSOR NOMINATED FOR PRÊMIO JABUTI

Professor José Roberto O'Shea was nominated for this year's edition of *Prêmio Jabuti* for his translation of the book *Aventuras de Huckleberry Finn: o parceiro de Tom Sawyer* (Editor: Clássicos Zahar). This is the 62nd edition of the award and it received more than 2.000 registrations. This year the award is organized on four axes: Literature, Essays, Book, and Innovation and accounts for the best works in the Brazilian editorial production. The winner of each category will receive the amount of R$ 5.000 along with the traditional statuette. There is also a run for Book of the Year which the winner receives a prize of R$ 100.000 composed by the winners on the axes Essays and Literature. The book translation written by professor O'Shea is among the 10 finalists in the translation category and the results are to be revealed on November 26th on a live streaming event at CBL's (Câmara Brasileira do Livro) social network. You can find more information *HERE*
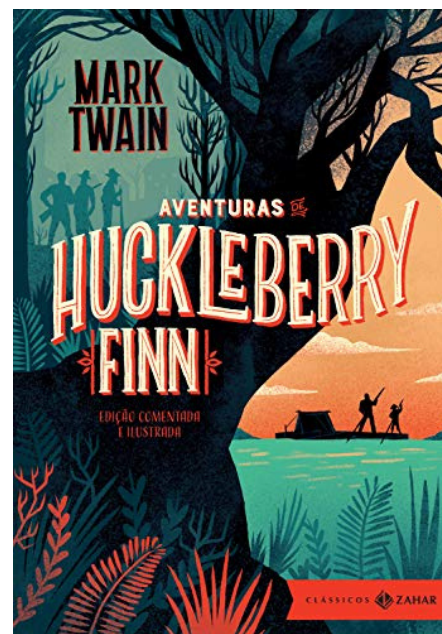
PGI STUDENTS ARE GRANTED CAPES-PRINT SCHOLARSHIP

PPGI students Juliana do Amaral, Andrey Felipe Martins and Eloísa Dall'Bello were granted scholarships from the program CAPES-PRINT (Programa Institucional de Internacionalização from Coordenação de Aperfeiçoamento de Pessoal de Ensino Superior. This program was conceived to develop and implement the internationalization of academic research boosting the exchanges of professors and students therefore aiming at the design of research networks. With this initiative CAPES intends to broad their support to the internationalization of postgraduate programs, and consequently, improve quality in academic research. PPGI students were granted a scholarship to finish their doctorate studies abroad, in a sandwich program. Earlier in June Juliana's study was approved and now in September, Andrey and Eloísa were also granted the scholarships. Juliana is set for Universitat de Valencia in Spain, while Andrey is set for University of California, in Berkeley, USA, and Eloísa is set for Trinity College in Dublin, IRE, all of them for six months scholarships in the first semester of 2021. For more information about official results for the CAPES-PRINT 2020 run, click *here* and *here*.

Finding poems for our professors

Marcelo Trouillet and Thaís Marina

❝This October we had Teachers' Day and Public Server's Day, both of them very present in our lifes here at PGI, we decided to dedicate this faculty profile to all of our teachers. Some might say we have little to celebrate about being teachers in the current social and political situation of our country, when our class is not only undervalued, but, sometimes, even persecuted for our political affiliations. Having had some experience as teachers ourselves, we have some familiarity with the complexities and experiences that certainly are common to us all, and how disheartening it can be, especially when it seems that our carefully planned classes are met with disinterest. But we also believe that a teacher's legacy goes beyond the classroom, and beyond the tight deadlines of exams and essays. As a homage to our teachers, we would like to offer a poem, from an author we studied in our undergrad days, which has stayed with us ever since.❞

FINDING POEMS FOR MY STUDENTS

Mohja Khaf

O my students,
I scour the world of words
to bring you poems like the rocks
my girls dig up in riverbanks
and come running to show me
because the notches in thems
ay something true, something
that an ancient Wisdom
wanted us to see.

I run to you, pockets full of poems.
I select: This poem will help you pass a test.
Here is one that is no help at all,
but it is beautiful; take it, take it.

O my scroungers after merely passing grades,
I bring you poem I have hiked high
and far to find, knowing
they will mostly end up like the rocks
my daughters find, tossed in drawers
with old batteries, mislaid keys,
scraps bearing the addresses
of people whose names
you no longer recognize or need.

Your current glazed-eye indifference
doesn't bother me. One day,
when you are either cleaning house
or moving (and sooner or later
everyone must do one or the other),
you will shake the drawer and the poem
will fall out. And may the poem be for you
the one phone number in the universe
you were looking for, and may it be
for you the mislaid key
to your greatest need.
On that day,
you will read.

From *E-mails from Scheherazade: Contemporary Poetry Series.* University Press of Florida, 2003.

Dr. Maria Rosa da Silva Costa

(IFSC-Garopaba)

Hi everyone!

My name is Maria Rosa and I recently finished a doctorate at PPGI-UFSC. I did my primary degree in English language teaching at UFPI and hold a second honours master's degree in TESOL from UCD. I have been teaching English for over 15 years now, which is almost half of my entire life! Here I will share some of my trajectory as an English teacher.

I did my primary degree in English language teaching at UFPI, and I had my first teaching experience during the program, in a project called *Avança Nordeste*. Still during my undergrad I had the chance to do internships in three public schools, working with kids, teenagers, and adults. After my graduation I moved to Ireland and started working for SEDA College. I worked there for 5 years in the teaching department, where I taught English, developed authentic materials, and prepared students for proficiency examinations. While in Ireland I decided to deepen my academic knowledge and enrolled in an MA in TESOL at University College Dublin. In the program I had the opportunity to improve my teaching skills and to do research in teacher autonomy.

When I returned to Brazil I decided to live in Florianópolis, and that is when my story at UFSC began. I arrived in Florianópolis in the second semester of 2014, and started teaching at a language institute. In order to pursue a place in the PPGI doctorate program at UFSC I did a couple of courses as a special student. My first courses were related to intercultural studies, with Dr. Glória Gil, and second language teacher education, with Dr. Adriana Dellagnelo.

In 2015 I got a new job and started teaching elementary school children in Florianópolis. I did that for a year, and in 2016 I started working at IFSC-Garopaba, where I currently hold a teaching position. That same year I got a place in the English doctorate program at PPGI-UFSC. During the program I had great professors and their contribution went beyond the academic field! I will never forget how much Dr. Débora de Carvalho's classes contributed to my personal growth and Dr. Rosane Silveira will always have my admiration for her professionalism and my gratitude for her kindness. Regarding my supervisor, I could not have chosen a better research mentor. Under Dr. Adriana Dellagnelo's guidance and supervision I was able to achieve amazing things.

At the beginning, I found it very hard to understand Sociocultural theory in practical terms. In fact, there were moments when I would share some of my views and receive the strangest of the looks – indicating that what I was saying made no sense at all.

Eventually, the extensive list of readings I had to do combined with many fruitful discussions led me not only to understand Vygotsky's theory of mind, but also to apply it in my own work in a comprehensive way.

While doing my research I had to make difficult decisions regarding my dissertation, as I had a lot of data to analyze and many important findings I wanted to address. Choices were made, and in 2019, I presented my doctoral research, a sociocultural study in which I investigated the use of a teaching portfolio by undergraduate students as a tool to promote professional development in second language teacher education programs.

During the last 18 months of the doctorate program I took some time off work to dedicate exclusively to my study. So, as soon as I finished my research I returned to my teaching position at IFSC, where I was received with a lot of enthusiasm. Many colleagues were interested in what I did as they came to me with questions regarding my dissertation and even brought some ideas to be explored in future studies. Considering that at the moment the majority of my students are teenagers and the courses I teach are usually related to English for Specific Purposes, I would like to deepen my knowledge in the area in a way that I can do research combining ESP with sociocultural theory.

It would be interesting to see the possibilities and what sort of study could come out of that combination. I also intend to explore some other areas as I have great interest in research related to technology in second language education, genre studies, and critical discourse analysis. It would be great to do some work in these new areas and see how they connect to my current field of research.

All in all, my experience at PPGI was very intense and rewarding. For three and a half years I took buses before the sunrise, had a lot more coffee than my body could handle and met incredible people along the way. I am truly grateful for this opportunity and I am sure it will exceed my expectations in the near future.

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The Influence of Phonological Awareness in L1 and L2 in Vocabulary Learning in L2

Fernanda da Costa Alves

Hello! My name is Fernanda Alves and I am in the first year of my Master's degree. My field of study is Language and Cognition, I am a member of *Laboratório da Linguagem e Processos Cognitivo* (LabLing), and my advisor is Prof. Dr. Mailce Borges Mota. As an English teacher (and also as a late bilingual speaker of English), I have always been interested in how people learn a second language (L2) and in the factors that influence this process, since it seems very "easy" for to some people to develop competence in an L2, and very "hard" for others. This interest in the L2 learning experience led me to try to investigate this in my Master's. During this first semester, I have been working on my project, which is tentatively entitled "The Influence of L1 and L2 Phonological Awareness in L2 Vocabulary Learning", and currently, I am reading the theoretical background of the field and planning the design of the study.

My research is focused on one of the aspects that strongly impacts foreign language learning environments: vocabulary learning. Vocabulary learning is an essential process for first as well as second language development (BARCROFT, 2011; LERVAG; AUKRUST, 2010). Research on vocabulary has not always been in evidence and it was only in the 1990's that it started to emerge as an important factor in L2 learning (GONZÁLEZ-FERNÁNDEZ; SCHMITT, 2017). Furthermore, vocabulary knowledge involves different types of knowledge (pragmatic, grammatical, and phonological knowledge, for instance), the interaction with the knowledge of the learner's L1, and can be deepened or forgotten through time (CAMERON, 2001; SCHIMITT, 2010). As already stated by Cameron (2001), "word knowledge is always then a matter of degree, rather than all or nothing" (p. 76).

In vocabulary learning studies, a distinction is usually made between receptive and productive/expressive vocabulary. Receptive vocabulary is related to recognizing and understanding words while you listen or read, whereas expressive/productive vocabulary refers to being able to use these words in context (GONZÁLEZ-FERNÁNDEZ; SCHMITT, 2017). Many different factors can influence learning a new vocabulary and among these factors are the type of instruction and L2 processing. Regarding the instructional setting, factors such as the approach used by the teacher will affect success in the outcome (the use of explicit instruction, implicit instruction or task-based approach, for example), the words that are being taught, and also the order in which these words are presented to the learner, among other choices that can be made in these environments (BUTLER, 2019; RAHMANI; NASRI, 2013; YEUNG et al., 2020). In relation to L2 processing, some variables that might impact vocabulary learning are long-term memory (LTM), working memory (WM), phonological short-term memory (PSTM), and speech perception (MORRA; CAMBA, 2009; NICOLAY; PONCELET, 2013; SOUZA, 2015). In addition, phonological awareness has also demonstrated to have an influence in vocabulary learning (HU, 2014; SPECIALE et al., 2004).

Phonological awareness (PA) can be defined as the ability to recognize the sounds of a word independently of its meaning (HU, 2003). In the literature, there is strong evidence of the relationship between phonological awareness and reading abilities (ANTHONY; FRANCIS, 2005; DURGUNOĞLU et al., 1993; CISERO; ROYER, 1995; LESAUX; SIEGEL, 2003; QUIROGA, 2002; SCHAARS et al., 2019).

Regarding vocabulary learning, there is evidence showing that PA predicts vocabulary learning in L2 (HU, 2014; KALIA et al., 2018; SPECIALE et al., 2004). For instance, some researchers have found that children with less PA have more difficulty in learning new words in L2 (GOTTARDO et al, 2008; HU, 2003; 2008; LUND et al., 2015). Nevertheless, there is still divergence regarding which phonological awareness (in L1 or L2) has more influence on vocabulary learning, since in some studies L1 PA predicted L2 vocabulary learning (HU, 2003; 2008) and in others, L2 PA predicted L2 vocabulary learning (GOTTARDO et al, 2008).

Having this in mind, the purpose of my research is to investigate the influence of phonological awareness in the first language (L1) as well as in the second language (L2) on vocabulary learning in the L2 in children who are developing literacy skills while they are learning English as part of the curriculum. In other words, my aim is to investigate to what extent L1 phonological awareness and L2 phonological awareness predict vocabulary learning in L2 in children at early literacy. In order to answer this question, I am planning to conduct an experiment with 30 children (7-8 years old) attending the second grade of elementary public schools in Florianópolis. They will be tested regarding their PA in their L1 (Portuguese) and L2 (English) prior to and after a vocabulary training intervention. In order to control for possible individual differences, I also intend to measure children's working memory and phonological short-term memory (which as previously indicated, also have an impact on L2 vocabulary learning). I am hoping to find that phonological awareness (in the L1 and L2) predicts L2 vocabulary learning, based on previous studies. In the next few months, I intend to finish my method (e.g., lay out my hypotheses and decide which tests and tasks I am going to use) and start planning the data collection phase. My study will contribute to a better understanding of how children learn a second language while they are also acquiring literacy, a topic that is being pursued by a body of studies at LabLing.

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Practice-teaching and narrative inquiry: a potential tool for teacher professional development

Thaís Marina Martins Kayser Rohden

Hi everyone, I am a master's student here at PGI under the supervision of professor Adriana Dellagnelo and my research is focused on teacher education. I got my teaching license here at UFSC in the undergrad program, and since then I have been interested in this complex process of becoming a teacher. While going through my own process of learning how to be a teacher during the practice-teaching experience (in Brazil known as *Estágio Supervisionado*), I realized how overwhelming it is when we fully take charge of a classroom. Some of these understandings and insights became clearer and deeper when I had the opportunity to work as a monitor during the following year of *Estágio* after I got through my own. While reliving some situations and experiencing some new ones led me to this piece of research aiming at investigating this complex and rich process of becoming a teacher. All the before and after-class questions, the impressions regarding the planning and the lesson experience itself joined by a reflection activity provided by the report we had to write after each class taught also showed to be very meaningful for my understanding of what teaching entails and were important mediators during this process of development. So why not investigate it?

The theoretical background that bases this study is the Vygotskian Sociocultural Theory (SCT) applied to teacher education, according to which human activity –and above all, human cognition– is mediated, as "humans do not act directly on the world –rather their activities are mediated by symbolic artifacts (for example, language), and material artifacts and technologies" (LANTOLF; THORNE, 2006, p. 19). In this vein, it is possible to infer that teachers' pedagogic practices are also mediated by artifacts, as, for example, lesson plans and after-class reports, the latter representing narratives likely to serve as a mediational tool and space for fostering professional development (JOHNSON; GOLOMBEK, 2011).

Apart from Sociocultural Theory, this study relies on the use of narrative inquiry as a potential powerful tool for transforming teacher education (JOHNSON; GOLOMBEK, 2011) since the data in this study consists of teachers' narratives. According to this perspective, narrative inquiry can be a "mediational tool that makes explicit, in teachers' own words, how, when, and why new understandings emerge, understandings that can lead to transformed conceptualizations of oneself as teacher and transformed modes of engagement in the activities of teaching" (JOHNSON; GOLOMBEK 2011, p. 490). These authors argue that narrative may function as a mediational tool that supports and enhances teacher professional development, and discuss three functions of narrative that mediate and could foster this development - 'narrative as externalization', 'narrative as verbalization', and 'narrative as systematic examination' (JOHNSON; GOLOMBEK, 2011). For time and space constraints this study deals only with the two first movements. To put it simply, narrative as externalization functions as a means to make the teachers' conceptualizations, thoughts, understandings, beliefs and everyday concepts explicit (to themselves and others) and open to social influence and narrative, whereas in narrative as verbalization, the narrating activity works as a means of regulating the thinking process, with deliberate

use of scientific concepts, where teachers are able "to begin to use those concepts to make sense of their teaching experiences and to regulate both their thinking and teaching practices" (JOHNSON; GOLOMBEK, 2011, p. 493).

With that in mind, this research aims mainly at throwing light to the developmental process of student-teachers during their *Estágio Supervisionado* (practice teaching) experience as illustrated in their lesson plans and after-class reports (teachers' narratives). The impression I got when going through the practice teaching (as a student-teacher and as monitor) was that we get more acquainted (or expert) with the teaching experience and environment as we reflect upon it and move towards the end of the year. My hope is that I now get the evidence to show this professional development through a sociocultural analysis of the student-teacher's own narratives during their one-year practice teaching experience. More objectively, my main concern is to investigate whether the student-teachers' narratives both function as a mediational space for unveiling knowledge and constructing meaning via narrative as externalization, and for deepening understanding through scientific concepts via narrative as verbalization. The participants are student-teachers that went through the practice teaching experience at UFSC at *Colégio de Aplicação* during one year, and my data consists of their narratives (the lesson plans and the after-class reports) presented in the mandatory document *Relatório Final de Estágio Obrigatório em Inglês I e II*, where they document all their experience and their own reflections about it.

With this study we wish to tackle the subject of teacher education, and perhaps shed light on the discussion of the practice teaching and narrative inquiry (JOHNSON; GOLOMBEK, 2011) as a mediational space and tool for the development and education of teachers. We believe that teacher education programs such as the one used as context for this study may be considered valuable opportunities to focus on future teachers' (re)conceptualizations and understandings of how theory and practice meet and feed each other in a contextualized and meaningful way (JOHNSON, 2009). Further, we also believe that narrative inquiry is an insightful perspective for this study, and teacher education in general, for it deals with teacher authored narratives taken upon critical reflection and that might provide us with concrete objects of analysis to trace teacher professional development, thus, possibly unveiling relevant insights for teacher education programs in Brazil.

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THE MAKING OF ME

Luana Kramim Kozan

Not often agreeing with each other
My mind and I usually collide.
My mind wants to wonder,
wants to learn, wants to study,
and wants to dream.
But also my mind wants to tear me apart.
My mind says hurtful things,
honest truths, playful jokes,
and places the lies deep within me.

My mind tells me I ain't happy,
screams "you are in distress";
my mind whispers "get a hold of yourself";
my mind forgets how to structure sentences
and I get lost when my mind is just destroyed.

My mind and I walk as one in thoughts,
we want the same simple things,
but I cannot find the key my mind possesses
to create and be as whole as I think I can.
I distrust the honest truths,
the playful jokes make me sad,
and I believe the so obvious lies.
I try to hear and apply it within me,
but all is so much
and so confusing it can be
that I get lost in the lines my mind can see;
that I lose grip of my mind,
I lose sight of my fright,
And I can no longer be...

My body knows more than I and my mind.
While we argue and try to align
the body reacts to what both of us
haven't perceived it to be so far:
the growing pressure in the chest,
the strong grip around the throat,
the crazy twisting in the stomach,
the uncontrollable stretching of the hands,
and the bursting of tears through the eyes.

The body knows what is coming
the body knows already how it will react
but the mind and I are still absorbed
on why one is confused and the other subdued
to acknowledge the circumstances of the whole group.

Luana is a master's student at PGI under the supervision of professor Phd. Débora Figueiredo.
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THE ACADEMIC LIFE

Gabriela Zetehaku

You wake up
to the sound of your own voice.
You have been talking in your sleep again, darling,
dreaming about nineteenth century poetry and
confusing bits of literary theory.

You take off your clothes
and you turn on the water.
You rub
rub rub rub
the stain of not having read
the books you've promised you would
by now.

How do you wash it away?, you wonder.
You ask your friends.
They don't understand your question.

Your mother says,
"You have to learn to turn it off."
And you say, "okay."
You try it for a week or so
but then there's
that essay you have to write
and those texts you have to read
and then

You wake up to the sound of your voice again.

Your friend says,
"You have to learn to turn it off."
And you say, "okay."
You try it for an hour or so,
but then your lunch tastes like
post-structuralist French fries
and
You wake up to
the same nightmare again.
You call it
"The name-dropping terror."

You are getting old.
How come you have never read this book before?
You are running out of time.
You are running out of time.

Everything is okay, you say to yourself.
Remember that literature class
that made you fall in love with discomfort.
Remember the goosebumps you once felt by
that Virginia Woolf letter.
Remember the reason why you started.

Dry your Lacanian tears:
they're not worth it.
Do yoga.
Brush your teeth with mindfulness–
like that video you once saw.
Meditate ten minutes a day,
learn to unhumanize yourself,
and say:
"You are doing great."
Stop trying to answer all the questions.
Stop closing doors and
comparing yourself to others.
Stop making out of your life
a never-ending list of
To do:(s).

In the academic life,
dare to write a poem or two.
Dare to ponder about the exhilarating ability you have
to surrender yourself to a text.
Dare to be
in this continuum of doubts,
of uncertainty,
of not knowing the right answers.

Dare to rest.

And remember, again:
Remember the impermanence of things
Remember that
you are worth
in spite of that author you hate.
Or that essay you didn't finish.

Remember, remember.
You are stardust.

Let yourself be stardust.

Gabriela is a master's student at PGI under the supervision of professor Phd. Maria Rita Viana.
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Revista SYSTEM

PGI's professor Donesca Cristina Puntel Xhafaj and master's alumni student Rafael Zaccaron published their study entitled: "Knowing me, knowing you: A comparative study on the effects of anonymous and conference peer feedback on the writing of learners of English as an Additional Language."

Click *here* to access the article.

Revista de Estudos da Linguagem

Be sure to read the article by PGI's professor Rosane Silveira and doctorate's alumni student and UFPR's professor Alison Roberto Gonçalves, entitled "Orthographic effects in speech production: A psycholinguistic study with adult Brazilian-Portuguese English bilinguals" *(Efeitos ortográficos na produção da fala: um estudo psicolinguístico com adultos bilíngues falantes de Português Brasileiro e Inglês).*

Click *here* to access the article.

Veredas - Revista de Estudos Linguísticos

PGI's professor Rosane Silveira, along with the program's alumni student Mayara Tsuchida Zanfra, also published the article entitled "Voicing and devoicing English alveolar fricatives: an investigation of Brazilian learners' production".

Click *here* to access the article.

ILHA DO DESTERRO

Be sure to check the study by PGI's professor Rosane Silveira and PGI master's student Thaisy da Silva Martins entitled "Avaliação do desenvolvimento da proficiência oral no segundo idioma com escalas holísticas e analíticas" published this October in the newst issue of the journal.

Click *here* to access the article.

Furthermore, check Ilha do Desterro's newest issue - Volume 73, n. 3 - entitled *"English grammar: theoretical and experimental investigations"*, published on October 22, 2020.

Click *here* to access the full issue.

REVISTA ILHA DO DESTERRO

Special Issue on Life Writing
Deadline: December 1st, 2020
Qualis A1
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REVISTA HORIZONTES DE LINGUÍSTICA APLICADA

Thematic issue: *Ensino de línguas em tempos de crise.*
Deadline: February 15th, 2021
Qualis -----
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O EIXO E A RODA: REVISTA DE LITERATURA BRASILEIRA

Special issue on Brazil and Literatures in English: Dialogues
Deadline February 1st, 2021
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Click *HERE* for more information

REVISTA FÓRUM LINGUÍSTICO

Special issue on Languages and multilinguism in pandemic times
Deadline: February 28th, 2021
Qualis A2
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REVISTA ILHA DO DESTERRO

Thematic issue: *Recursos digitais em inglês como L2: planejamentos e potencialidades*
Deadline: March 15th, 2021
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Click *HERE* for more information

REVISTA FÓRUM LINGUÍSTICO

Thematic issue: *História do Português: Cronologias e mudanças linguísticas*
Deadline: December 20th, 2020
Qualis A2
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REVISTA ANTARES

Thematic issue: Feminisms and sexualities in contemporary times
Deadline: March 21st, 2021
Qualis B1
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REVISTA BRASILEIRA DE LITERATURA COMPARADA

Thematic issue: Trans-identities: literature, cinema and other arts in comparative perspective
Deadline: March 30th, 2021
Qualis B1
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REVISTA ENTREPALAVRAS

Thematic issue: Language and Technology
Deadline: January 31st, 2021
Qualis B1
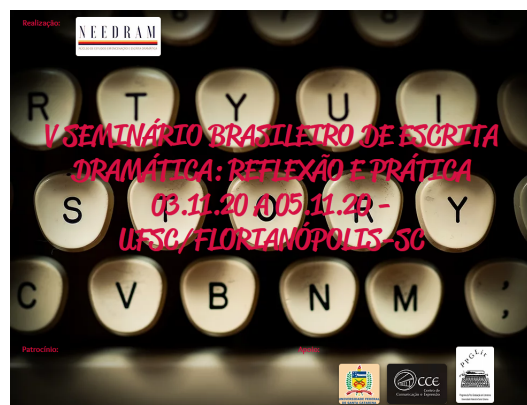Click *HERE* for more information

NYS TESOL 2020

The 50th anniversary virtual conference of NYS TESOL on November 13th and 14th, 2020! Be part of the learning and energy of New York Teachers of English to Speakers of Other Languages!

More informations here

V SBEDR

The NEEDRAM – *Núcleo de Estudos em Encenação Teatral e Escrita Dramática*, together with *Programa de Pós-Graduação em Literatura da UFSC* is honoured to announce the *V SBEDR - SEMINÁRIO BRASILEIRO DE ESCRITA DRAMÁTICA: REFLEXÃO E PRÁTICA*, to be presented via videoconference between November 3rd and 5th, 2020.

More information here

I CONELA

The *I Congresso Nordestino de Linguística Aplicada* (I CONELA). This year the theme is "Panorama dos estudos teóricos e práticos em Linguística Aplicada". The will take place between November 17th and 20th, 2020.

More information here

XII SINPEL

The XII Sinpel is slated to happen between November 17th and 20th, 2020. This edition's theme is "*Desafios e impactos contemporâneos: Linguística em tempos de pandemia*"

More information here

III SIABRALITEC

The *III Seminário Internacional da ABRALITEC* (III SIABRALITEC) is slated to happen from November 25th to 27th, 2020. The event will be entirely through virtual platforms.

More information here

FORMAÇÃO, CURRÍCULO E ESCOLA: OS DESAFIOS DA INTEGRAÇÃO DAS TECNOLOGIAS

We invite everyone to join our event "Formação, Currículo e Escola: Os desafios da integração das tecnologias". The lecture will count with two experts in the area: Prof. Dr. Alaim Souza Neto and Prof. Celso Tumolo, PhD.

The event is slated for Tuesday, **November 10th**, at 16h (Brasília Time)

If you need participation certification, just fill in the form here

OPEN SEMINAR - MARÍLIA TORRES

We invite all to join the Open Seminar presented by our student Marília Camponogara Torres, entitled *Academic literacies: theoretical perspectives and research findings*".

The event will take place on **November 13th**, Friday, at 14h, via Zoom.

If you need participation certification, just fill in the form here

## "PREENCHER O LATTES SEM SOFRIMENTO"

We invite all to join the workshop "Preencher o Lattes sem sofrimento" organized by PGI, professor Atílio Butturi Jr. (Pós-Graduação em Linguística - PPGLIN) and by post-doctorate student Jair Zandoná (also PPGLIN). The event happens online at PPGI's YouTube channel on **November 10th** from 9 a.m. to 12 (Brasilia time). Certificates will be privded for those who enroll in advance.

More information here

XXXV ENANPOLL

This year edition of Encontro Nacional da ANPOLL needs to adapt to to the virtual envrionment due to the COVID pandemic. Entitled *Letras ao Norte: Linguagens e pós-graduação em chão vermelho* the event happens online from December 9th - 11th. You can find all the informations about the program, guest and subscripiotns here.
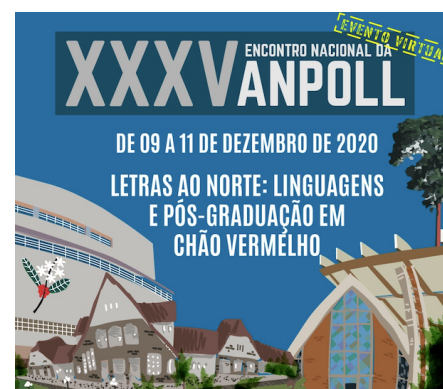
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