

PGI News

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Universidade Federal de Santa Catarina



IN THE NEWS

Interview with Karen E. Johnson

IN THE NEWS

Núcleo de Estudos em Leitura
and its activities during the
quarantine

FACULTY PROFILE

Professor Alline Balduino

ALUMNI PROFILE

Carla Reichmann (UFPB)

ONGOING RESEARCH

M.A. candidate Paulo Thiago Piazza
Ph.D. candidate Yasmim Yonekura

CREATIVE CORNER

Jéssica Lopes
Marcos Neto Cordova

AND MUCH MORE...

EDITORIAL STAFF

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Sociocultural Theory and Second Language Teacher Education: an interview with Karen E. Johnson

Karen E. Johnson is Kirby Professor of Language Learning and Applied Linguistics in the Department of Applied Linguistics at The Pennsylvania State University. Her research interests include narrative inquiry as professional development, teacher learning in second language teacher education, and sociocultural research and perspectives on language teacher professional development.

In this interview, conceded to PGI's Ph.D candidate Andréia Dalla Costa, she talks about the relevance of research on second language teacher education conducted in light of Vygotsky's sociocultural theory and how it can foster professional development.

When and how did the sociocultural turn on teacher education take place?

I was first introduced to Vygotsky's body of work in my doctoral program over 30 years ago. I remember reading both *'Mind in Society'* (1978) and *'Language and Thought'* (1988). In fact, I still have my original copies, filled with 'sticky notes' and tons of notes in the margins. Initially, the notion of a 'sociocultural turn' focused squarely on second language acquisition, originally by Firth and Wanger's 1997 special issue of *'The Modern Language Journal'*, and then followed by Block's 2003 book, *'The Sociocultural Turn in Applied Linguistics'*. In 2006, I wrote the article, *'The Sociocultural Turn and Its Challenges for Second Language Teacher Education'* which appeared in the *'TESOL Quarterly'*.

From your point of view, what are the benefits that a sociocultural perspective brings to the education of language teachers?

Vygotskian sociocultural theory (VSCT) is a theory of mind (not language, although language is considered to be the most powerful cultural tool humans have) – in fact, Vygotsky's ultimate goal was to understand human consciousness which he believed could not be accomplished by looking 'in the head of the individual' or at a 'fully formed adult.' Instead, he argued that all human consciousness has its origins in social life. Thus, if we want to understand and support teacher professional development, we must examine and, to some extent manipulate in constructive ways, the cultural, institutional, and historical situations in which teachers learn to teach. So, a sociocultural perspective enables us to trace the inherent complexities that make up the sum of L2 teachers' learning and teaching experiences and make visible what those experiences ultimately lead to.



By capturing this transformative process, we can expose the rich details of how L2 teacher learning emerges out of, can be supported by, and is co-constructed among teachers and teacher educators within the settings and circumstances of their work.

What has research in this area accomplished so far?

I think this growing body of research has enabled researchers, teacher educators, and teachers to think differently about what language teacher education is all about. We have long known that teachers don't come into teacher education programs as blank slates waiting to be filled with theories about how best to teach.

VSCT both recognizes and values what teachers bring with them. But teacher educators need to help teachers to make concrete connections between their ‘everyday concepts’ and the ‘scientific concepts’ that constitute theoretically and pedagogically sound instructional practices. And this will differ depending on kinds of mediation that are offered and the nature of the instructional contexts in which they learn and teach.

What are the main challenges faced by research on second language teacher education (LTE) within the sociocultural perspective?

Time and Opportunity! Teachers come into teacher education programs with years and years of experience as students watching teachers teach. To overcome the socialization that results from schooling (i.e., teach the way you were taught) takes time. But it also requires that teachers engage with and begin to internalize a whole new set of psychological concepts – concepts that will enable them to garner greater student participation and engagement, shifting their stance from teacher-fronted teaching to teaching as dialogic mediation, and create meaningful learning environments for their students. Yet, teachers can’t just read about these psychological concepts in textbooks, they have to experience them in the activities of teaching-learning. And this takes multiple, sustained, and mediated opportunities to actually participate in the activities of being and becoming an L2 teacher.

What do you believe are the main differences between teachers educated within a sociocultural perspective and those who were/are educated within previous paradigms such as the positivist one?

For me, this comes down to how LTE programs conceptualize teacher learning. From a positivist epistemology, research focuses on what effective teachers do (process) that leads to student achievement (product), and it offers prescriptions for what teachers should do. From a sociocultural perspective, teacher learning is inherently social. It emerges out of participation in external forms of social interaction that become internalized psychological tools for thinking and acting. Thus, the social interactions and activities that make up LTE programs become the internalized psychological tools for teacher thinking and to regulate their teaching-learning activities. This mirrors the often cited Vygotsky quote, “through others, we become ourselves”. For teacher education program, this means we need to look very closely at the sort of practices we ask our teachers to engage in and to empirically document the consequences of those practices on the development of teacher (person) /teaching (activity) expertise.

Considering your vast experience in teaching and researching, as well as lecturing in the Us and many other countries, how spread is the sociocultural perspective on teacher education around the world?

Vygotskian sociocultural theory is widely acknowledged in the fields of Cultural Psychology, Education, and Applied Linguistics. In language teacher education, it is less prominent, in my opinion, because it is fundamentally different from other theories of human cognitive development. More often than not, Vygotskian sociocultural theory is confused with socially situated theories of learning (i.e., Lave & Wenger, Rogoff). These theories argue that knowledge entails lived practices and the processes of learning are negotiated with people in what they do, through experiences in the social practices associated with particular activities. One critique of a situated perspective is that it relies heavily on an apprenticeship model of learning. In other words, humans are socialized into ways of thinking and doing but this perspective doesn’t account for change. VSCT also argues that the way in which human consciousness develops depends on the specific social activities in which people engage but it differs from a situated perspective in that Vygotsky called for intervention in thinking and activity to create social change (and in a radical way for his time!). In addition, while a situated perspective argues that social activity influences cognition, VSCT states that social activity is the very process through which human cognition is formed.

What are your expectations in the area of teacher education for the next few years?

To legitimize the profession of language teacher education, the field must demonstrate the connection between teacher learning (as a result of professional development experiences) and student learning. From a sociocultural perspective, this connection is not causal but a relationship of influence. Capturing this relationship is methodologically tricky because it requires looking at more than what teachers and students learn but how they learn. I believe this will require tracing the internal activity of teacher professional learning as it is unfolding over time and place while simultaneously examining how student engagement within various teaching-learning activities influences both what (content) and how (processes) students learn.



Núcleo de Estudos em Leitura (NEL) - Activities during the quarantine

Lêda Maria Braga Tomitch and Sidnei Werner Woelfer

NEL is a research group that aims at investigating language processing and reading. The studies conducted by the group fit into two major trends: one related to the cognitive aspects of reading, including, for example, its relationship with working memory capacity, or its implementation in the brain, and the other is concerned with studies focusing on teaching and learning strategies which can help develop more proficient readers. Coordinated by Professor Lêda Maria Braga Tomitch, NEL is composed of researchers from some universities in Brazil such as *Universidade Federal de Santa Catarina (UFSC)*, *Universidade Regional de Blumenau (FURB)*, *Universidade Estadual do Centro-Oeste - Paraná (UNICENTRO-PR)*, *Pontifícia Universidade Católica do Rio Grande do Sul (PUC-RS)*, *Instituto Federal do Rio Grande do Sul (IFRS)*, and also post-graduate and graduate students from UFSC. At present, NEL has four doctoral candidates, Bruno de Azevedo, Juliana do Amaral, Sidnei Werner Woelfer, and Tatiana Koerich Rondon, and two master's candidates, Natália de Oliveira Coelho, and Ricardo Wagner.



Equally to what has occurred to other research groups, the quarantine has imposed a challenge on NEL: finding ways to maintain interaction in times of social distancing. This contact, besides being fundamental for the continuity of the academic activities, also has its motivational value. As a research group, there is a co-responsibility among its members for everyone to persevere in their goals. So, although these are harsh times, due to the tragic and deadly virus and its consequences in our so thought 'routine' and 'normality', NEL is trying to find new ways to deal with it and to go on with its research, as best as it can.

To overcome this challenge, the doctoral and M.A. students in the group have held weekly meetings to study relevant texts in the area, and also regular meetings with its coordinator in which goals and deadlines are established, and some implementations are done to update current studies.



In general, the student members have also tried to keep up with the chronogram established in the program by working on parts of their theses and dissertations which do not require data collection with participants. NEL has also taken advantage of the quarantine period to prepare, finalize, and submit articles for publication. The articles result from partnerships with researchers from other universities, both in Brazil and abroad, such as *Universidade do Estado da Bahia (UNEB)*, *Universidade Estadual do Centro-Oeste (UNICENTRO)*, *Instituto Federal do Rio Grande do Sul (IFRS)*, *Shahid Chamran University of Ahvaz*, in Iran, and the *University of Auckland*, in New Zealand.

Given the high availability of webinars and lives on topics investigated by NEL, its members have also taken the opportunity to hear from researchers to whom it would be difficult to have access in other contexts. Among them, the webinars organized by *Associação Brasileira de Linguística (ABRALIN)* deserve to be highlighted. NEL members have also participated in online courses offered by *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES)*, *ELsevier*, and *Universidade Federal de Santa Catarina (UFSC)*, as well as by other institutions such as *Instituto Federal de Santa Catarina (IFSC)*, *Pontifícia Universidade Católica do Rio Grande (PUC-SP)*, and *Governo do Estado de Santa Catarina*. On top of that, they have carried out the activities inherent to the disciplines offered in the current semester by *Programa de Pós-Graduação em Inglês (PPGI/UFSC)*.

Finally, the group has maintained its Instagram ([@nel.ufsc](https://www.instagram.com/nel.ufsc)) and its [webpage](#) with regular posts aiming at socializing their research and other activities. To know more about NEL, watch its [institutional video on Youtube](#).

That's the way the cookie crumbles! (Or is it just mine?)

Alline Balduino

The cookie idiom, and metaphor, is a great one for times of pandemic. A cookie is easy enough to make when one has a sweet tooth and is craving for some sort of desert, especially when experiencing social distancing and not being able to just go around the corner to get some pie from the local café. One always has some flour, baking soda, sugar (whichever kind one uses), eggs, salt, butter, and potential increments shoved somewhere in the cupboard or fridge, and needs not to hurry to the supermarket (which cannot be done hurriedly in a pandemic, let me remind you, as every single movement must be made with a lot of attention). So, you've been spinning plates, what do you want, a cookie?

I've been asked to write about my most current research projects, my academic profile, as well as to bring some sort of reflection about the challenges of being a researcher, supervisor of postgraduate students from both PPGI and PPGET, lecturer, and most certainly last but not least, full-time mother of an 18-month-old toddler and step-mother of a 12-year old child (or teenager?!) in the midst of a COVID-19 pandemic (I won't add 'woman' or 'person' to this list, as sometimes these categories just don't seem applicable to any time slot available). Well, here we go.

During the pandemic, as classes have been interrupted, most of my work time is spent either supervising my MA and PhD students, some of whom have already had their differentiation and viva sessions (respectively, *exames de qualificação* and *defesa*) virtually via the government's platform WebConf, or revising and editing material for publication as well as my students' productions, taking part in faculty meetings, coordinating the *Irish Studies cluster's* (NEI's) readings and discussions, doing admin, and translating a play. I must say that all social interactions that are done remotely, regardless of the platform used and the number of people involved, are a lot more tiring than when done in person. There seems to be an increased level of stress and anxiety in the expectation that you're really being heard and not just talking to yourself or the laptop screen (and Google, of course—but fear not, you're never alone, not even when the system fails you).

But let's get to the real business now.

My research follows a practice-based methodological framework, which means that theory is constantly confronted and enhanced by practical experience.



Meal time!

Roughly speaking, my research involves the study, translation and production of a number of plays written by, mostly but not exclusively, contemporary Irish and Northern Irish women playwrights. It is based on a working model developed in my PhD (Queen's University Belfast, Northern Ireland, UK) that focuses on the dramaturgical agency of the translator. That means that I see the translator as a dramaturg who translates into the complex system of the receiving theatre equipped with awareness of both the local and the foreign theatrical practices, and with the ability to adapt her/his translation according to the contingencies of the receiving theatre group and receiving audience. But what is a 'dramaturg'? I realise now that the term is probably obscure to most of my readers.

The term, brought into English via German in the 1800s, speaks of a professional who used to work in German theatres translating plays when needed, as well as writing and selecting new ones for production, in addition to critically assessing performance and writing. With the evolution of the term and the changes in theatre practice throughout the world, the role began to be understood in a range of different ways. In Brazil, for example, the dramaturg is not an official position, but a function, very often diluted in the figures of the theatre director, set designer, and translator (if so). As theatre practices and traditions widely vary around the globe, and especially in the Brazilian case, where the dramaturg is not deployed officially, the dramaturg stands for, above all, a consciousness, in which the development of the profession ultimately serves as a working framework for the practice of theatre translation.

Translating as a dramaturg (adapting from Patrice Pavis's notion of 'translator-as-dramaturg') means that one translates and carries out dramaturgical interventions in the play text, as well as, ideally, in the rehearsal process, which, in turn, leads to revisions in the translated play text itself, which is 'tested' when voiced by the actors and put on a stage. So the translator's dramaturgical interventions are a key aspect of theatre translation praxis, since theatre translation involves far more than simply translating words, but making theatre happen.

I've worked with professional theatre companies as translator and read-through consultant as well as with drama students, in which case I always act as translator and director (and as actor, if needed!) in productions at UFSC and other local venues. This type of research then contemplates the three main 'pillars', so to speak, that are required of a public university tenured professional in Brazil. Each case study, that is each play that is translated and produced, is done so by means of: an outreach project (projeto de extensão), which contributes to the professional training of students providing them with practical and technical experience, and enriches the cultural life of the local community; a research project, which combined with the outreach project, generates publications, such as articles and book chapters; and materials for classes in various topics, both in literature or translation, which are the modules I cover.

For my PhD (concluded in 2012), I translated Ireland's most celebrated woman playwright Marina Carr's *'By the Bog of Cats...'*, which was published in Brazil in 2017 (as *No Pântano dos Gatos....*, São Paulo: Rafael Copetti). Subsequently, I translated Mary Raftery's documentary play *'No Escape'* (as *Sem Saída*), which was produced by *Cia Ludens* in São Paulo in 2015 as a rehearsed reading; Lady Gregory and Yeats's *Cathleen ni Houlihan*, with Maria Rita Viana, which received a staged reading at *Universidade Federal de Santa Catarina* (UFSC) in 2016; and Patricia Burke Brogan's *'Eclipsed'* (as *Eclipse*, São Paulo: Rafael Copetti, forthcoming), which received four staged readings in 2017, both at UFSC and *Universidade do Estado de Santa Catarina* (UDESC). I am currently working on a translation for a podcast streaming of Northern-Irish playwright Christina Reid's play titled *'My Name, Shall I Tell You My Name?'* (1989). The podcast should be released by the end of this year. Next in line is Stacey Gregg's *'Override'* (2013), to be staged at the sixth edition of *Jornada do Núcleo de Estudos Irlandeses*, hopefully in November 2021. *'My Name'* is the play that wraps up, for now, my studies on the effects of politics and religion in women's lives, and *'Override'* is a futurist play that is part of my newest research project on the impact of the digital world on human relations, and how that is being represented in contemporary drama.

Dear reader, as you read through these lines, you (hopefully) feel as excited as I do about all these ideas and experiences. Nothing, however, is done flawlessly or without impediments and at-times sleepless nights. Due to the current pandemic we're all living through, these enterprises are carried out in a small office in my apartment facing the laundry room with a very domestic and banal soundscape. At times, there's the humming of the washing machine, or *Pingu's* claymation cheerful 'knock, knock!' coming from the TV set, or the clattering of soon-to-be washed dishes, or a desperate 18-month-old banging at my door raring to be breastfed (*'tetê, tetê, tetêeeee! Mamãezinhaaaa!!'*), or a 12-year-old insistently coaxing you into lending him your tablet..., or..., or...

But let's not be hasty about the current mental state of full-time working mothers and fathers though; after all, that's the way the cookie crumbles... And I'm just trying to eat mine while it's still seemingly holding itself together.



One of the rehearsal sessions of *Eclipse*, in 2017, with Kyrtti Kittel (on the left).

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Carla Reichmann (UFPB)

Dear All, hi there!

My name is Carla Reichmann and first of all, I'd just like to say my academic background is rather non-linear – I hold a BA in Journalism (PUC-SP), an MA in Teaching ESL (School for International Training), and a PhD in Letters/Applied Linguistics (UFSC).

I was born in the US of Brazilian parents originally from Poland, and was raised bilingually in a multilingual family, in São Paulo. As a young adult I moved a lot and, in a nutshell, I have settled down in João Pessoa, 'my thirteenth city'... All this to say that many personal, academic, and socioprofessional literacy experiences have shaped my language teacher identity, and affected the teacher I have become.

I lived in Florianópolis from 1996 to 2003. At PGI, I was a PhD student under Dr. José Luiz Meurer's supervision, and researched teacher discourse in a reflective dialogue journal, in light of Systemic Functional Linguistics and Critical Discourse Analysis. I'm grateful for all the support I had from my advisor, Dr. Rosa Konder, and Dr. Viviane Heberle - becoming a teacher researcher was a huge learning experience. Interestingly, for a couple of years I was also very involved with the school council at the 'Escola Municipal Desdobrada da Costa de Dentro', another major learning experience.

During my first semester at PGI my son was born, and we moved to a rural property on the southern tip of the island. At UFSC I taught in the Extracurricular program, and worked as a substitute teacher before and after my PhD. In 2004, I was working as an English Language Fellow at a binational center in Cochabamba, Bolivia, when public 'concursos' started happening again: I applied for a position at UFPB, passed, and thus started working at the Modern Foreign Languages Department (DLEM).

On arriving at UFPB, sixteen years ago, new horizons opened up. Over time, I became more and more involved with PROLING, the Linguistics graduate program, as well as with the supervised internship activities at DLEM. Much of my work as a university professor and researcher has focused on language teacher literacy practices, especially in the internship context. I have continued my research work with teacher discourse and identity which I had developed at PGI, now adopting a dialogic perspective, based on Bakhtin/Voloshinov, Labor Sciences, Sociodiscursive Interacionism, and, in special, the New Literacy Studies. Situated in the field of Applied Linguistics, these perspectives impelled my post-doctoral work at UNICAMP, under the supervision of Dr Angela



Kleiman, and they have grounded my current CNPq research/umbrella project, '*Letters and literacies*'.

Taking into account the supervised internship as an academic/professional literacy practice, I have focused on voice, repositioning and socioprofessional identity unveiled in novice language teachers' texts, such as reflective journals, blogs, internship reports and video analysis, for example.

My current work has involved two theoretical-methodological challenges in terms of the internship context, that is, (i) novice teachers have been doing internship work at the *Instituto dos Cegos da Paraíba*, an amazing experience made possible by two colleagues, Dr. Betânia Medrado (who started inclusive education work at DLEM), and Dr. Rosyclea Dantas, the collaborating teacher at the Institute; and (ii) another front involves the Activity Clinic, as devised by Clot (2007) in '*A função psicológica do trabalho*', addressing professional development by means of self-observation on video.

During these sixteen years at UFPB, due to affirmative action, huge changes have occurred in terms of university access. For example, most undergraduate students in the evening program are workers, coming from their hometowns far away, involving daily trips to and fro; learners' life stories often convey extreme hardship, and being able to listen, share experiences and support professional dreams is beyond words. I also created an extension course, '*Letra em transe*', focusing on film discussions based on movies depicting the rise of fascism before *World War II*. It started as a small discussion group (two graduate and two undergraduate students), and we then moved on to a 9th grade public high school classroom context; we subsequently developed a partnership with the pedagogical division at *Estação Cabo Branco*, a cultural center which works with public schools. In sum, I fondly remember my days at UFSC, crucial for my current work. I love what I do, I love teaching, advising and writing... even in these strange, remote work days. Bearing in mind that this too shall pass, I wish you all the best.



Teaching practices of public school EFL teachers: what mediates their pedagogical decisions

Paulo Thiago Piazza

My research aims at investigating to what extent traditional teaching mediates the professional practices of public school English teachers in Florianópolis, Brazil. This project uses Vygotskian sociocultural theory as the framework to understand teachers' cognition. In other words, I use the lens of sociocultural theory to understand how teachers have learned (and still learn) to work the way they do, as they are not 'blank slates'. This is to say that when someone starts teaching, this person has more than ten years of experience as a student and several hours of experience in pre-service teacher education, along with his/her beliefs on teaching and language. Understanding how these backgrounds and other factors mediate teaching practices is paramount to teacher education.

To achieve the aforementioned objective, qualitative research will be conducted involving questionnaires, classroom observations, and interviews seeking to understand the impact of traditional teaching on teachers' work and their perceptions about such issue. After data collection, the data will be treated using a thematic analysis. Subsequently, the themes generated will be categorized in order to analyze the mediation of teachers' professional practices and answer the proposed research questions:

- To what extent does traditional teaching mediate EFL public school teachers' teaching practices?
- How does the practice of EFL teachers from public schools characterize?
- What are the differences and similarities between the practice of EFL teachers from public schools and the academic knowledge-base they are likely to have gained throughout their teacher education programs?

With this research, I hope to contribute to a better understanding of the teacher education field on how English teachers in public schools develop their cognition concerning their work, what might contribute to better education in general.

Tell my Travelling Shoes: Race, Gender and Class through Displacement and Social Struggle

Yasmim Pereira Yonekura

Under the supervision of Dr. Alessandra Brandão, I have conducted a research, motivated by political and personal issues, on the need to articulate internal conflicts experienced, since childhood, regarding class, race and gender as well as diaspora and displacement. In my research, this materializes through the corpora. The book *'All God's Children Need Travelling Shoes'* was written by Maya Angelou, an American writer, who narrates her journey in different countries on the African continent in search of a home. The book *'Um defeito de cor'* was written by Anna Maria Gonçalves, a Brazilian of multiethnic origins, who narrates the route of Kehinde, a slaver, who comes on a cargo ship to Brazil, forcibly withdrawn from the African continent. Finally, the book *'Americannah'* that was written by a Nigerian writer, Chimamanda Adichie, and tells us the conflicts of a modern Nigerian woman in a Diaspora.

Within the theoretical framework, I include authors such as Gloria Anzaldúa, Lelia Gonzalez, *bell hooks* and Angela Davis to investigate the African diaspora and its multiple facets and the historical, political, cultural and social dimension of these women's narratives. That is not just a matter of researching on displacement, but a way to question what it means to be a black woman in different conditions and how we are constantly rebuilding places to create new homes. I also research on *mestizaje* through a *decolonial* and *feminist* perspective that gives us new tools to reconstruct inter-continental narratives and bonds, to review the history of the American and African continents, and to build new bridges and possibilities for a future, where we can heal the past and come together to face a common horizon of struggle, situated in the ancestry that was previously suffocated by colonialism.

Suspicious fragment found

Jéssica Lopes

No way back when
I had the chance

It's not your fault.
Yet it's on you.

Reach further, breathe
harder
As they breathe down our
necks,
Fear.
Hear.
Here.
Every muscle fiber
interwoven
A sucker punch to the
stomach
A gut feeling: it won't go
away

Steel jaws, glass lies
(A)head,
Severed
Ties

Try again?



Quarentena

Marcos Neto Cordova

santa ignorância seletiva que compara quarentena à quaresma
Como uma praga sanitizante a alvejar a “humanidade”,
funciona de acordo com a cadência da máquina capital,
ritmo que desorienta nossa almejada democracia.

Os que usam de voz de profeta
Amedrontam-se com o menor descompasso em suas máquinas de desumanidades.
Talvez essa liquidez de fé tenha ajudado a deixar tudo organizado
Pro fato vir e ser apenas consumado.

Queda de valores - mas não invisto - nem mercado tem mais.
Do meu lugar a Arte me devolve um pouco, me resgata,
me suspende a dor de respirar agora;
ou me sufoca para o viver.

Para que se desresponsabilizar?
Se no sistema de culpa e perdão
Faltou coragem pra olhar pro diabo doméstico.
O universo não nos deve nada, quem dirá uma lição.

Quem sente, mórbido.
Quem funciona, benigno.
Qualquer relicário é tentativa
de ver vidas a números, na alteridade.

Esse país com cenário neo-fasto
esmorece a mudança.
Nesse pandemônio
temo não o outro, mas o que neste perdura.



Perspectivas em Linguística Forense

Organized by Dayane Celestino de Almeida, Malcom Coulhard and Rui Sousa-Silva.

Professor Débora de Carvalho Figueiredo has contributed with a very interesting chapter in this important book in Forensic Linguistics.

[Click here](#) to download the book.

RELIN - Revista de Estudos da Linguagem

[The role of responsive mediation in the development of a novice English teacher's understanding of the teaching of listening.](#)

Adriana Kuerten Dellagnelo, Maria Ester Wollstein Moritz, Matheus André Agnoletto

[Ortographic effects in speech production: A psycholinguistic study with adult Brazilian-Portuguese English bilinguals](#)

Alison Roberto Gonçalves, Rosane Silveira

Artefatos em gramática: ideias para aulas de língua

E-book organized by professors Roberta Pires de Oliveira (DLLV/PPGI) and Sandra Quarezemin (DLLV/PPGLin).

PPGI alumni Rafael Zaccaron has contributed with a paper.

[Click here](#) to access the e-book.

Revista da Anpoll

[Presentation](#) by professor Mailce Borges Mota.

[Review](#) by Ph.D candidate Bruno de Azevedo and M.A. candidate Marina da Silva Cabral (PPGLin).

[Os Efeitos da Instrução com Alternância do Código no Aprendizado de L2: uma Síntese de Pesquisa](#)

Ph.D candidate Daniel Reschke Pires

[Orthographic Effects in Speech Perception: Evidence from Auditory Lexical Decision Task with Brazilian Speakers of English](#)

Alison Roberto Gonçalves and Rosane Silveira

Revista Organon

[Brazilian learners of English perceptions about oral production on a digital storytelling task cycle.](#)

Fernanda Delatorre and Juliane Trevisol

Fundamentos e Práticas no Ensino de Línguas

E-books organized by PPGI alumni Juliane Regina Trevisol (UNEB) in collaboration with professor Ilauanna Teles Silva (UNEB).

[Click here](#) to download the e-books.

Revista Ilha do Desterro

[Dion Boucicault's Robert Emmet?: the question of authorship and the season premiere at the McVicker's Theatre, Chicago, on November 5, 1884.](#)

Ph.D candidate Fernanda Korovsky Moura

Podcast - Teaching in Critical Times

Podcast with weekly episodes organized by PPGI alumni Leonardo da Silva (IFSC) and Priscila Fabiane Farias (UFSC) in an extension project from UFSC in partnership with IFSC, supported by Associação Alumni USBEA - United States-Brazil Exchange Alumni and U.S. Embassy & Consulates in Brazil.

[Click here](#) to access the Podcast on Youtube.

Declamando Poemas

Youtube channel created by Ph.D. candidate Olegario da Costa.

[Click here](#) to access the channel on Youtube.

DELTA: Documentação e Estudos em Linguística Teórica e Aplicada

Non-thematic

Publication in continuous flow

Qualis: A1

More information: <http://revistas.pucsp.br/delta/index>

Revista Ilha do Desterro

Thematic: CFP: Literature

Deadline: July, 30, 2020

Qualis: A1

More information:

<https://periodicos.ufsc.br/index.php/desterro/announcement/view/1580>

Revista Brasileira de Linguística Aplicada

Thematic: Language and Technology in Pandemic Times

Deadline: December, 10, 2020

Qualis: A1

More information:

<http://www.periodicos.lettras.ufmg.br/index.php/rbla/announcement>

Revista Calidoscópico

Non-thematic

Deadline: July, 31, 2020

Qualis: A2

More information:

<http://revistas.unisinos.br/index.php/calidoscopio>

Revista Investigações

Non-thematic

Publication in continuous flow

Qualis: B1

More information:

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

Revista Olho d'água

Thematic: Literatura, corpo e biopolítica

Deadline: August, 15, 2020

Qualis: B2

More information:

<http://www.olhodagua.ibilce.unesp.br/index.php/Olhodagua/announcement/view/18>

Revista Linguagem em Foto

Thematic: Linguagens e tecnologia: ideias e debates sobre apropriação tecnológica na escola contemporânea

Deadline: July, 31, 2020

Qualis: B2

More information:

<https://revistas.uece.br/index.php/linguagememfoco/announcement/view/30>

Revista escrita - PUC Rio

Thematic issue: Quanto ao futuro, Clarice Lispector

Deadline: August, 21, 2020

Qualis: C

More information: <http://www.periodicosmaxwell.vrac.puc-rio.br/>

Applied Linguistics Q&A Sessions

This event aims to promote the debate and exchange of knowledge in critical issues concerning English language teaching.

There will be six thematic sessions with discussants from different Universities who will address specific questions in resonance with their own academic trajectories and theoretical orientations.

Organized by Rosane Silveira (UFSC) and Alison Roberto Gonçalves (UFPR)

[Click here](#) for more information and registration



**Applied Linguistics
Q&A Sessions**

Organizers:
Rosane Silveira (UFSC)
Alison Roberto Gonçalves (UFPR)

ppgi.ufsc.coord@gmail.com

Attendance is free and open to everyone, but places are limited to the first 100 registrants who enter the Zoom room of each session. [See more](#)

Live on PPGI UFSC Youtube Channel

Logos: PPGI, UFPR, Delem, NAP

IV JORNADA DE LÍNGUA INGLESA E SUAS LITERATURAS

A IV Jornada de Língua Inglesa e suas Literaturas tem como tema central “Democracia, ensino e os desafios das novas tecnologias”. O objetivo geral é fomentar o estudo e o debate nos campos do ensino e da pesquisa em língua e literatura inglesa, numa perspectiva interdisciplinar, para subsidiar estudantes, professores e pesquisadores no que tange à produção de conhecimento acerca da língua inglesa, seu ensino, produções literárias e cultura. Nesse sentido, busca-se contribuir para a formação acadêmica, profissional e, sobretudo, humana dos envolvidos. Trata-se de uma iniciativa do curso de Letras-Ingles da FECLESC/UECE, campus de Quixadá-CE.

[Click here](#) for more information and registration



**IV JORNADA DE LÍNGUA INGLESA
E SUAS LITERATURAS**

DEMOCRACIA, ENSINO E OS DESAFIOS DAS NOVAS TECNOLOGIAS

23 E 24 DE JULHO DE 2020
FECLESC | UECE - QUIXADÁ

LAEL Webinars (PUCSP)

LAEL Webinars are a series of video-conferences hosted by the Graduate Program in Applied Linguistics (LAEL), PUC - SP, to celebrate its 50th anniversary in 2020.

[Click here](#) for information and registration on the upcoming webinars.

[Click here](#) to watch past webinars.



Jornada de Linguística Aplicada - ALAB

To celebrate its 30th anniversary in 2020, ALAB is promoting a series of online speeches and round tables from July 25 to July 31.

40-hour certificates will be available for those who register in the event and participate with comments on the chat and event forum.

[Click here](#) for more information and registration.

