

# 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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Luana Garbin Baldissera  
Vitor Henrique de Souza

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# PGI News

Newsletter of the Graduate Program in English/Programa de Pós-Graduação em Inglês – PPGI  
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## Editor's Note

We are very pleased to announce the March/April 2021 edition of the PPGI Newsletter!

We open this edition with a celebratory report by professor Rosane Silveira regarding the 50th Anniversary of the program.

Covering the **In the News** section, MA students Gabriela Zetehaku Araujo, Janaina Fernanda de Almeida, and João Luiz Coelho talk about the Research Festival, an event entirely organized by them and with its first-time online edition because of the COVID-19 pandemic. Ph.D. student Tatiana Koerich Rondon shares her experience as a mediator of this event.

In addition, Ph.D. student Eloísa Dall'Bello shares her experience as a mediator in the event Doctoral Studies in Progress, in which Ph.D. students presented their ongoing research.

In the **PPGI Alumni** section, Alison Roberto Gonçalves shares his trajectory at PPGI, and Mônica Deitos Stedile grants us an interview about her experience at PPGI and current activities as a professor at Macau University of Science and Technology, in China.

We also present a special report by MA candidate Marcos Neto de Córdova about his experiences as an exchange student in the **PPGI Abroad** section, and Ph.D. candidate William Weber Wanderlinde talks about his Ongoing research.

Finally, in our **Creative Corner** section, Jéssica da Rós tells us about the challenges of publishing fiction.

We hope you enjoy the material!

Kindly,  
Luana and Vitor.



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## PPGI 50 ANOS – CELEBRATING GRADUATE EDUCATION AND RESEARCH

In 2021, PPGI celebrates its 50th anniversary. The program was created in 1971, with the Master's degree being offered; in 1986, the creation of the Doctoral Degree was approved. The first accreditation by the regulatory agencies came in 1976. Over the past 50 years, PPGI has had different names, and unfortunately, thanks to the COVID-19 pandemic, I cannot search the PPGI files to recover all of them. But I remember well that when I joined the program as an MA student in 1996 it was called Programa de Pós-Graduação em Letras /Inglês e Literatura Correspondente. In 2013, the current name became official, and I remember the good times when I joined the other experienced faculty members in the discussions to change the name of the program and its areas of research.

By the time PPGI was celebrating its 40th anniversary, Susana Funck read the books containing the Faculty meeting minutes from 1980 to 2011 (*História e Memória: 40 Anos do Programa de Pós-Graduação em Inglês*, 2011). In the introductory chapter, she explains how the program was created by a group of international scholars, mostly funded by Fulbright, and the Brazilian Professors Mario Feiten and Hilário Bohn. Professor Hilário was brave enough to take over the double role of PPGI Coordinator and Chief of Staff in the early years of the program.

With her well-known sense of humor, Susana narrates important events that were recorded in the minutes: the initial struggle to hire faculty members and administrative staff; the growing number of students coming from all over Brazil and abroad; the hiring of the first chief of staff; the shortage of funding and staff; the creation of CAPES and the never-ending rules of the accreditation cycles; polite and desperate requests for faculty members to update their CVs and release course grades; the arrival of the first computer; students' demands for access to technology and scholarships, the student representatives who often became faculty members after graduating...

In the past 50 years, PPGI has pursued its mission of providing high-quality education to teachers and researchers who specialize in the English language, investigating linguistic, literary, and cultural themes. More importantly, PPGI has contributed to Brazilian education by preparing high-quality professionals who work mostly at universities, federal institutes, regular schools, or language institutes. We keep track of our alumni and former faculty members and are proud to list their names on our website. Many of our alumni have contributed to the creation of undergraduate and graduate programs all over Brazil, thus boosting the development of higher education. By 2020, PPGI had awarded 549 Master's Degrees and 176 Doctoral Degrees. I hope that our students who are now witnessing the celebration of PPGI golden anniversary will remember the program fondly in the future, just like I do.

Rosane Silveira is the Coordinator of the Program (2019-2021), as well as an alumni (1996-1998; 2001-2004) and a faculty member since 2010.



## RESEARCH FESTIVAL: 2020 EDITION



The Research Festival, an event from and for the master's students at PPGI to share their readings and research projects, customarily occurs at the end of the first year. The 2020 edition, however, went through some major changes, as it was held remotely for the first time. The date of the event was rescheduled for March 10th, 2021, on account of the adjustments in the 2020 academic calendar of the program. Therefore, the presenters and audience gathered on the Web Conferencing platform Zoom to exchange knowledge and discuss the research being currently carried out at the master's course. The event took place from 10 am to 5 pm, and it was arranged with literature studies in the morning and language studies in the afternoon.

In addition to the students' presentations, there was the illustrious participation of Dr. Melina Pereira Savi, who opened up the literature section with an insightful talk. Melina is currently doing her postdoctoral research at PPGI, and her academic areas of interest are cultural studies and cinema, ecocriticism and environmental issues, and the Anthropocene in the humanities. In her presentation, entitled 'Powering Through: Literary Works as Field Guides to Resilience in the Anthropocene', Melina brought some reflections on how ecocriticism and literature can give us hope during the harsh times we are living in.

### RESEARCH FESTIVAL 2020

By bringing into discussion writers and scholars such as Ailton Krenak, Donna Haraway, Ursula K. Le Guin, among others, Melina proposed ways for taking refuge in literature and cultivating resilience. Some ideas included seeking solace in the lessons of the wild and deepening our understandings of our experience with nature, class, gender, and race. Her talk was followed by the presentation of the two MA candidates on literary and cultural studies, Gabriela Zetehaku Araujo (autobiography and life writing) and Romulo de Sousa Silva (cinema and adaptation studies).

Each student had twenty minutes to present his/her research, and the presentations were followed by a Q&A section. In the morning, the event was conducted by Marília Leite, who is also a Ph.D. candidate at PPGI, and kindly accepted participating in the Research Festival as the moderator of the literature studies section.

The guest speaker for the language part was Dr. Alison R. Gonçalves, who inaugurated the language studies section in the afternoon. Alison is an adjunct professor at the Federal University of Paraná (UFPR) and holds a Ph.D. degree in English Language Studies at PPGI. His academic areas of interest are language and cognition, applied linguistics, bilingual education, and language acquisition and processing. His talk, entitled 'Bilingual education: language, diversity, and the self', brought important and critical reflections on the context of bilingual education in Brazil. To manage the time allotments for each presentation and the Q&A sessions, Tatiana Koerich Rondon was the moderator, who kindly accepted the invitation to take part in the event. She is a Ph.D. candidate at PPGI and her research is inserted in the area of language and cognition, with a focus on reading.

For the students' presentations, the linguistics segment was separated into four categories of studies, with 20-minute Q&A sessions between them. The first one, vocabulary acquisition, contained the studies presented by the MA candidates Fernanda da Costa Alves and Rayla Rocha dos Santos. The second category, language and cognition(s), included the studies presented by the MA candidates João Luiz Coelho and Natália Pinheiro de Angeli.

The third subgroup was L2 phonetics and phonology, including the studies presented by the MA candidates Thaisy da Silva Martins and Janaina Fernanda de Almeida. Finally, the last category was discourse analysis and counted on the presentation of the MA candidate Luana Kramin Kozan.

The Research Festival 2020 edition was organized by Janaina Fernanda de Almeida (MA candidate on language studies), João Luiz Coelho (MA candidate on language studies), and Gabriela Zetehaku Araujo (MA candidate on literary and cultural studies). However, we could not have organized the event without the help and advisorship of Dr. Alinne Balduino Pires Fernandes, professor of the course *Pesquisa em Estudos Literários e Culturais* and Dr. Lêda Maria Braga Tomitch, professor of the course *Pesquisa em Estudos Linguísticos*. We would also like to thank everyone who participated in this event. During this harsh period we are living in, a time marked by insecurity, instability, and the constant fear for our loved ones, having all students gathered together, contributing with their research in our country, surely gives us a sense of hope. We can only dream, then, that the next edition of the Research Festival finds us in health and in a more fortunate time.

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Gabriela Zetehaku Araujo,  
Janaina Fernanda de Almeida, João Luiz Coelho

## MY EXPERIENCE AS A MODERATOR IN THE RESEARCH FESTIVAL 2020 EDITION

“

I was invited to moderate the language students' presentations at the Research Festival 2020 Edition, a yearly event held by *Programa de Pós-Graduação em Inglês*. I was honored to receive the invitation to be part of this special moment in their academic achievement. In an earlier opportunity, back in 2010, I had the chance to be one of the students in charge of organizing this event. However, I believe that, at that time, no one thought each student, presenter, professor, and supporting staff member would be participating from their own houses. Besides the challenges of conducting the presentations remotely, the masters-to-be must reveal their projects to the academic community, which can be intimidating.

With this in mind, as the moderator, I tried to create an amicable atmosphere where everyone could feel comfortable either asking or answering questions about future studies. I was incredibly happy to hear a colleague say she was relieved when she discovered I would be the mediator. Another important aspect of the Research Festival is that the academic community can help students polish their projects by pinpointing possible limitations. This is where asking questions is of utmost significance. That is why, at the end of each presentation, I motivated the audience to interact with questions and comments, while thinking of how I could contribute as well. I believe that this should be the guiding spirit of research, an enterprise in which we share our knowledge.

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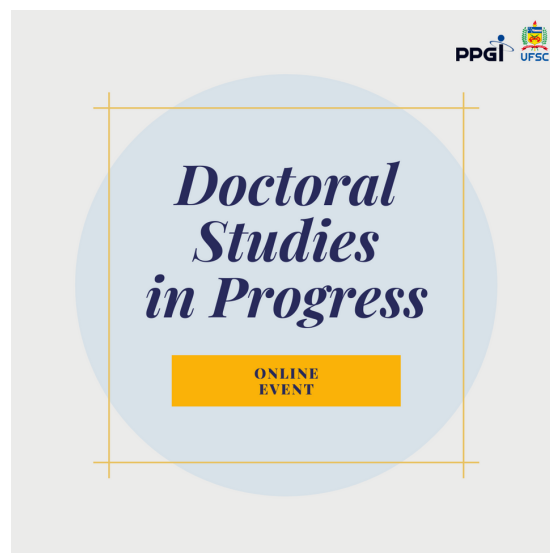


Tatiana Koerich Rondon

## DOCTORAL STUDIES IN PROGRESS: 2020 EDITION



The first online Doctoral Studies in Progress took place on the 11th and 12th of March, 2021, and counted on several talks delivered by candidates who joined PPGI's Ph.D. course in 2018. The main goal of this event is to offer these students an opportunity for sharing the developments of their research. The challenges of carrying out research in such a current state of affairs have also been commented on by some of the speakers, who had, and still have, to find new strategies to adapt their work due to the pandemic and its outcomes.



Dr. Rosane Silveira opened the event and then gave the floor to the speakers. On the first day of the event, on March 11th, Bruno de Azevedo delivered the talk entitled “Does Working Memory Capacity Predict Multitasking Performance? An Investigation of Digital Reading Comprehension While Listening to Music”. Eloísa Dall’Bello, the second speaker, presented a preliminary analysis as regards the corpus of her research in the Irish short story, multiculturalism, and social agency, under the title “‘That’s some hardcore storytelling!’: Multiculturalism and Women’s Agency in Contemporary Irish short Fiction”, whilst Hellen Jane Lima closed the first day with the presentation “Tracing the Development of the Concept of English as a Lingua Franca in In-service Schoolteachers of a Municipal Public Basic Education Network: A Sociocultural Based Study”.



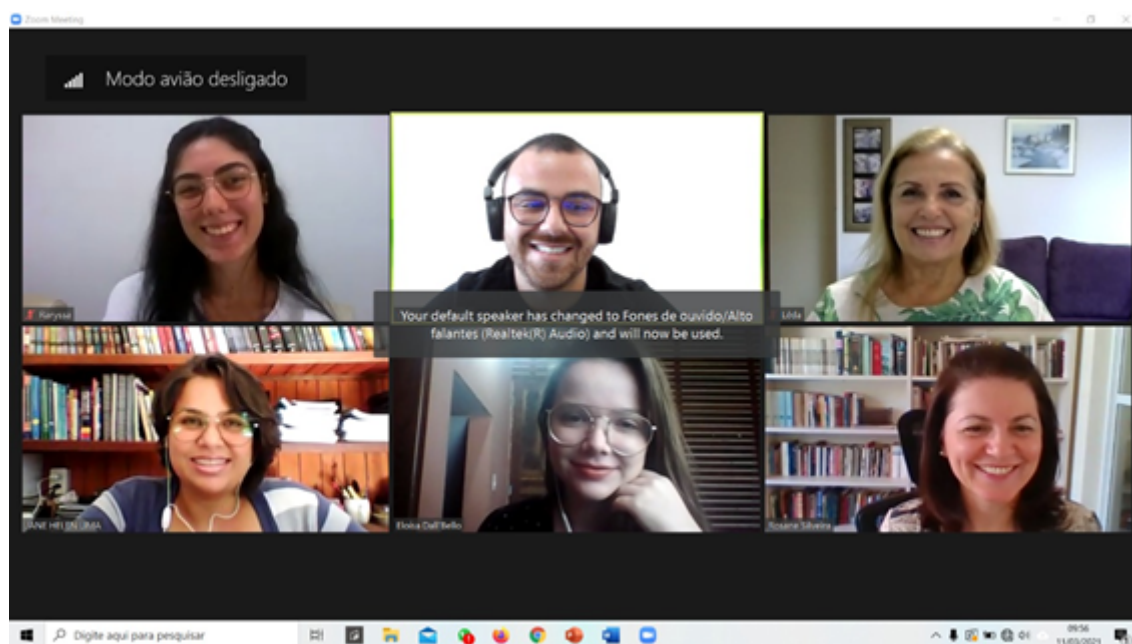
March 12th, the second and last day, was filled with compelling talks delivered by literature and linguistic students. Opening the ones in the literature area, Fernanda Korovsky Moura updated the attendees on the current status of her research with a talk entitled “The Theatre as a Political Sphere: Shakespeare’s Richard II” and Thayse Madella presented “Cartography of Xicana Desire”.

These lectures were followed by the linguistic Ph.D. candidates’ presentations which started with Bruno Coriolano delivering the talk “Belief Systems about L2 Pronunciation Teaching and Learning in English and French Language Classes in a Brazilian Context”, which was followed by the presentation “The interplay between musical aptitude and Second Language Acquisition”, conducted by Robson Ribeiro da Silva; the floor, then, was given to Marinho Cristiel Bender’s “Educational Videos: Assessment of Their Design Features for L2 Learning”. Last but not least, Daniel Reschke Pires closed this year’s edition with the lecture “The Effects of the Use of a Mobile Application on Speech Intelligibility”, also putting the audience in the picture of his ongoing research.

The attendees were invited to take part in the discussions by making questions, suggestions, and comments after the presentations, which resulted in a great exchange of experiences and points of view. As a speaker myself in this year’s edition, I can state that these dialogues and enriching discussions were truly motivating, inspiring, and a breath of fresh air for carrying on in such difficult times.

”

Eloísa Dall’Bello





## ALISON ROBERTO GONÇALVES



Whenever I take the time to reflect on my academic career, I notice how important these introspection exercises are as they lead me to perceive how blessed I am for receiving encouragement from and being able to count on many people throughout this journey. When I was an undergraduate student, back in Cascavel (PR), I remember being encouraged by a language professor, Rose Motter, to go to Floripa to take the admission exams for PPGI. I remember seeing myself as a teacher of English at that time and wanting to pursue an academic career in the field. As I started to prepare for the exams, I was introduced to Nadia, who knew PPGI for having done her Master's at the program. Right after, Nadia introduced me to Fernanda, who also helped me with reading recommendations and tips for my initial research proposal. I didn't do well at the admission exams, but I passed and I was welcomed to PPGI by a loving advisor, Professor Rosane Silveira.

As you may notice, I had the friendship of people who showed me kindness and helped me surpass the daunting challenges of academic life since the beginning. During my master's research, when I studied intelligibility, lingua franca, and pronunciation teaching, I fell in love with bilingual language acquisition and decided to delve into that topic for my Ph.D. Being immersed in the academic experience at PPGI for two years resulted in intellectual growth, which helped me be approved in the first place when I applied for the Ph.D. program.



Alison Gonçalves is a Professor of English language at Universidade Federal do Paraná (UFPR).

When I talk about my Ph.D., I am reminded of a sentiment of easiness, which does not diminish how demanding my Ph.D. was. I believe that by then I had adapted to life in Floripa, had already developed a consistent community of friends who were present and loving, and, of course, was able to count on the steady hand of my advisor, Rosane again, for the challenges a different research piece would bring. I think this feeling also comes down to the academic environment I had at PPGI, with support from the staff and guidance from the faculty. During this time, I learned immensely from Professor Mailce, with whom I engaged in valuable academic exchanges, and from Professor Hanna, who was also generous in sharing the expertise she had to help with the experimental tasks my study required.

My research dealt with bilingual language processing, in which I observed whether orthographic knowledge was used strategically by bilinguals for speech perception and production. Overall, I believe my Ph.D. gave me a more nuanced outlook on the pursuit of academic life. I understood that one not only needs to be skilled in different research techniques but also to have the expertise in the orientation their research will follow. If I could offer some advice, I'd tell Ph.D. candidates to read more amply, expand academic points of view and develop frames of reference in socially-oriented perspectives.

Today, I'm a Professor of English language at UFPR. I teach courses on Applied Linguistics, Bilingualism and Bilingual Education, and Perspectives in English teaching (such as EIL, WE, and ELF). I'm also the editor-in-chief of Revista X. In the courses I teach, I try to conduct discussions about the ideologies and ontological beliefs that create our frames of mind and permeate our actions. I believe that, with discussions such as these, we might start reading ourselves, i.e., we might start submitting our beliefs and points of view to more critical scrutiny and engage in the quest of overturning unequal and binary relations that certain types of education might reinforce.

Our pedagogical efforts, which are always a result of the timeless relations we have had, can promote the democratization of different voices and provide more dialogical interchange, whereas echoing the consideration and affection we were once given. This text is dedicated to everyone who has shown me these.



## INTERVIEW: MÔNICA DEITOS STEDILE

Mônica Deitos Stedile completed her undergraduate course in Letras Inglês at PUC/RS in 2007, where she also got her MA (2011) and PhD (2015) degree in linguistics. Today she is a professor at Macau University of Science and Technology (MUST).



### **Could you share a little about your experience at PPGI?**

I was a post-doctoral research fellow (Capes PNPD) at PPGI between mid-2016 to mid-2018, under the supervision of Professor Dr. Roberta Pires de Oliveira. Before that, I had been to UFSC on several occasions throughout the previous ten years to attend conferences, talks, and workshops – the diversity and depth of those not only kept me interested but made me want to participate more actively.

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

My time at PPGI definitely contributed immensely to my personal and professional growth. I was provided with the necessary support to continue to develop my research and teaching practices, having taught courses with my supervisor and other professors, participating in outreach programs, and also being part of an organization committee for an international conference. Even though in reports and CVs my time at PPGI is quantifiable by publications, events, classes, and others, the immeasurable contributions are more varied, and I have been lucky to have lasting friendships and collaborations with former students, colleagues, and professors I met during that time.

### **You became a professor at Macau University of Science and Technology (MUST), in China, right after the time spent at PPGI. What motivated you to look for opportunities abroad? Can you talk a little about your activities at the university?**

During my time at PPGI, I was invited by MUST to talk about my research and teaching experience at a conference they were hosting on teaching Portuguese as an additional language. I had never been to Asia and it was a life-changing experience, to start a conversation with people from completely different linguistic and cultural backgrounds, in another former Portuguese colony. When a spot opened there, I didn't think twice and applied. Moving abroad was never a priority for me, and I had started to apply for jobs in Brazil, but this felt like a once-in-a-lifetime opportunity. And I have had a wonderful experience, personally and professionally, while working at MUST.

There, I've taught English and Portuguese as foreign languages in many different courses and contexts, ranging from academic purposes to intercultural communication, linguistics, and cultural studies in the undergrad and graduate programs. I've organized and participated in international events, coached the university's debate team in Portuguese, supervised students, collaborated with colleagues, and participated in outreach and internationalization programs organized by the university.

**Can you cite some challenges and opportunities in working in a university abroad?**

Everyone will have their own challenges and opportunities when it comes to any work experience. In my case, I believe some cultural differences in the teacher-learner relationship were at first one of my biggest challenges. It was also one of the greatest opportunities to revise my references and to get to know my students and myself in this new context and build our connections from there. Through open communication and empathy, we've been able to bond and learn together and from each other.

**What do you do now?**

I moved to Australia in 2020, and I'm still teaching at MUST via Zoom. This semester we are working with Introduction with Linguistics and Second Language Acquisition courses. I've also been involved in other projects, writing educational content for the English in Brazil online course and investing in my professional development in Australia.

**How has the pandemic affected your life? Are things getting back to normal where you live?**

I've experienced the pandemic in two places – I was in China in January 2020, and back then nobody knew much about how it spread and what should be done to contain it. They were very difficult and uncertain times. Then the second time was when a big wave hit Australia and we were in a strict lockdown for many months. Fortunately, the restrictions have been consistently eased as the virus is more under control and life is starting to look more and more like it used to.

**What message would you like to give to PPGI students?**

No two roads are the same and allowing myself to pursue varied knowledge, experiences and connections have definitely benefitted me in many ways. To see learning opportunities everywhere, to always seek meaningful collaboration, and to be willing to change are not only features of a good researcher and teacher, but also of a learner – which we will always be. Take the opportunities and challenges as they come, and trust you will, as Maya Angelou said, "Do the best you can until you know better. Then when you know better, do better."



## LEIDEN UNIVERSITY: MARCOS' REPORT



Almost two years ago, while working on my thesis qualification booklet, a very dear friend of mine texted me about a call for applications for a scholarship offered by the Office of International Relations at UFSC. I instantly thought of dismissing this opportunity, as I had internalized that it would not be financially likely for me to go abroad at that moment. However, due to my friend's earnest encouragement, I considered working on my application.

Today, I write from the Netherlands, almost concluding my research master's in Literary Studies at Leiden University. The University of Leiden carries a history that dates back to 1575. The famous university's motto: *praesidium libertatis* –the bastion of freedom– refers to its commitment to freedom in times when Europe was threatened by tyrannical regimes. In the school of humanities, my study track is one of the branches at the "Leiden University Centre for the Arts in Society" (LUCAS): a multidisciplinary academic community that investigates cultural, artistic, historical, and social aspects of the past and present human life. The research undertaken at LUCAS is divided into three era-focused clusters: Classics (800 BCE–600 CE), Medieval and Early Modern (600–1800), Modern and Contemporary (1800–Present), the latter being the cluster to which my current research interest associates.

As I had expected, due to the pandemic, my education here took place in a hybrid format: Although I have had some in-person classes, remote teaching predominated on my schedule. That did not, by any means, stop me from having a grand time here. The ample range of disciplines offered by my program –e.g: Critical Theory and Cultural Analysis: Foucault, Lacan, Kittler; LUCAS Seminar: Cultural Theory for the 21st Century; Interculturality 1: Key Concepts– prompted me to advance my academic positioning within my research cluster. This new intellectual environment also propelled me to defend Brazilian academic excellence and to further recognize how well our federal universities prepare us for research within the realms of humanities.



Apart from these stimulating academic discussions, the city of Leiden has become a cherished place to me. Here I have found living standards that I truly yearn for our people back in Brazil. In my first week here, I made sure to get a bicycle and move around on the Dutch way –which implies biking under the most dreadful weather conditions. In fact, the entire Netherlands is so flat that it coaxes you to keep biking endlessly along with the most magnificent landscapes. As I get more acquainted with the Dutch language and its culture, I continue to convince myself that this is a lovely place to be. Despite my flattering remarks towards this country, I have to confess that, at times I feel homesick, and most often miss our delicacies such as *paçoquinha* and *coxinha*, and most importantly a decent-sized avocado.

Besides these minor "downfalls" of living and studying in the Netherlands, I sincerely have to thank this friend for persuading me, my professors at DLLE/PGI for their long-held commitment towards our education, and the existent politics of internationalization in our university. If it weren't for these aspects and some others, I do not see how a son from a working-class family –the first of my household to get to uni– would be experiencing what I do today.

Marcos Neto de Córdova is a MA candidate in the  
Literary and Cultural Studies field since 2019.





## EDITORIAL CHOICES AND THEIR IMPACTS ON THE PRESENTATION OF WILLIAM BLAKE'S WORKS

William Weber Wanderlinde

My research is an analysis of some editions of the works of William Blake. Right now, the *corpus* consists of one edition of the end of the nineteenth century, edited by W. B. Yeats and E. J. Ellis; two editions from the twentieth century, the first edited by Geoffrey Keynes, and the other (which is the current standard edition of Blake's works) edited by David V. Erdman; finally, the website *The William Blake Archive*, edited by Morris Eaves, Robert N. Essick, and Joseph Viscomi.

My aim is to understand how these different editions were affected by the reception of Blake in each of the editions' times, as well as by the editorial practices common in the different periods. Furthermore, I also want to understand the impact of several editorial choices in the subsequent reception of Blake's works. The idea is to work with the paratexts present in each edition (such as Yeats's preface, and Harold Bloom's notes), as well as with editorial choices such as correction (or not) of punctuation and spelling. The presentation or absence of the plates with Blake's designs, a vital part of Blake's composite art, will also be analyzed.

If three of the editions to be analyzed are books, the website *The William Blake Archive* brings another dimension to the discussion, since it is available digitally. This will raise questions as to how Blake is received nowadays, how do readers approach and use the website, and how *The William Blake Archive* fosters a different, hypertextual, multimodal reception of Blake.

I am in the second year of the Ph.D. program at the moment, and right now I am still reading and understanding the basic theory of editorial studies, which will ground most of my research.

William Weber Wanderlinde is a Ph.D. candidate at PPGI since 2020, the same year in which he concluded his Master's Degree, also at PPGI, in the Literary and Cultural Studies field.



## IT ALL STARTED WITH A BLANK PAGE AND THE FEAR OF BEING READ...

Jéssica Katerine Molgero Da Rós

When I was asked to write about the experience of being published, I was stuck without words at first and I thought to myself: “Do I have anything relevant to say?”. I was also stuck with some kind of fear, just like I was before giving my texts to be read by unknown readers, before I realized that letting people read my work would be a point of change in my process of writing. I’ve recently co-authored, with other thirteen women, a book of short stories of horror entitled “Coven”<sup>1</sup>. It was at the beginning of the pandemic when the publishing house opened the submissions for the horror genre, and I decided to send my short story for evaluation. Whether the pandemic influenced my decision, I don't really know, but I just felt it was the right time to let some of my writings out to be read. I didn't show anyone, I didn't tell anyone, and even when I was sending the text to the editor I still had that fear of being read.

Then, my short story “*A morte de algo belo*” was chosen to be part of the book, and suddenly I had people reading my story and coming to me to talk about it. The fear wasn't gone, but it disappeared gradually. A turning point of that was the process of working with an editor, which is pretty much the same we face in academic writing in which our advisors tell us how the text might be improved in order to have a better reception from the readers. It was my first time having someone criticizing some of my fictional writing and the experience of being read and the possibility of exchanging ideas about creative writing changed me completely. Now I look forward to sending my texts to my close friends and asking them what they think about the story.

<sup>1</sup> Coven (2020) was published by Editora Desdêmona. You can check more information about the book in the following website: <https://www.loja.editoradesdemonas.com.br/produtos/coven/>

The whole process of being part of a published book, and participating in the book's release and Q&A sessions was like living my dream. If I tell you I always knew I wanted to be a writer it might sound a little cliché, but I can tell you I always sought writing as a way out of troubles, as a successful way to calm down the mind... Someone very dear to me once said: "You should say you're a writer, if you write frequently, no matter the purpose, you are a writer. But to be a writer, you should let people read and see what you write about". And I would like to pass this advice on: don't be afraid of being a writer! don't avoid the readers! I used to write a lot of fanfiction under a pseudonym back in the day when I was obsessed with some fictional characters... Wait! I will rephrase that: I still write a lot of fanfiction because I am always obsessed with some fictional characters. But because of the writing of fanfiction and the use of a pseudonym, the struggle to show my writings and to say "I wrote that" was much bigger. For a long time, I was hiding behind pseudonyms and I thought I was not capable of creating a character or a scenario, and this blocking did not let me experiment with my own characters until five or six years ago. I think I was afraid of receiving a negative response, of course, even knowing that writing was what made many of my days worth living.

The fact that I wrote a horror short story also helped me deal with that initial fear because depicting other fears made my fear of being read less important. I have another horror short story chosen to be published in a different publishing house, the anthology "*Rituais de Colheita, Morte e Sacrifício*" will be the home of my new story, and the book is to be released in the first half of 2021. Right now, I'm going through that amazing feeling of having someone reading and commenting on my text. If I am to give a message to everyone who writes fiction: we are not supposed to be completely alone in the journey, isolated with our Google Drive full of unshared writings folders. We should definitely be exchanging ideas and start being each other's readers rather than keeping our worlds locked to ourselves. It will always start with us against a blank page, but after the page is full of words, let it be read.

Jéssica Katerine Molgero Da Rós obtained her Master's Degree in the Literary and Cultural Studies field in March, 2021, at PPGI.  
You can contact her at [jesskmd@gmail.com](mailto:jesskmd@gmail.com)



**CHECK SOME OF THIS YEAR'S PUBLICATIONS:****Revista Aletria**

Maria Rita Drummond Viana (UFSC)  
Vinicius Valim (UFSC)

"A recepção crítica do projeto editorial da Field Day Anthology of Irish Writing".

The article composes the dossier regarding Editorial Studies organized by Sérgio Antônio Silva and Sônia Queiroz. io Silva e Sônia Queiroz, and it can be read [here](#).

**Revista de Estudos da  
Linguagem**

Adriana Dellagnelo (UFSC)  
Jane Helen de Lima intitulada (UFSC)

"A BNCC e o Inglês como língua franca (ILF): consolidando saberes."

The article is part of *Educação, Linguagens e Ensino: Saberes Interconstitutivos - Vol. 2*, organized by Wilder Kleber Fernandes de Santana and Éderson Luís Silveira. You can read the article [here](#).

**Livro Reflexões sobre  
cinema, literatura e  
outras artes**

Chapter entitled "*O Tango Literário e Fílmico em El Dia Que Me Quieras (1997)*",  
by alumnus Olegario da Costa Maya Neto, recently published in the book "*Reflexões sobre  
Cinema, Literatura e Outras Artes*".

**Revista Opiniões (USP)**

Thematic issue: *O fictício literário amazônico*.  
End of subscriptions: May 30th, 2021. You can access the information [here](#).

**Revista Conexão Letras (UFRGS)**

Thematic issue: *Memória e Esquecimento*.  
End of subscriptions: July 30th, 2021. You can access the information [here](#).

**Revista Letras (UFSM)**

Thematic issue: *Poéticas Interartes e Cultura Brasileira*.  
End of subscriptions: September 15th, 2021.  
You can access the information [here](#).

**Revista Teresa**

Thematic issue: *História e ficção na literatura brasileira*.  
End of subscriptions: July 31st, 2021. You can access the information [here](#).

**Revista X (UFPR)**

Thematic issue: Research agendas in second language speech: acquisition and pedagogy / *A pesquisa sobre a fala em L2: aquisição e ensino*. End of subscriptions: May 2nd, 2021. You can access the information [here](#).

**Revista REVELL (UEMS)**

Thematic issue: *Ficção contemporânea e arquivos: o documento ressignificado pela arte*.  
End of subscriptions: July 15th, 2021. You can access the information [here](#).

**Linguagem e Ensino (UFPEL)**

Thematic issue: *Aquisição fonológica: questões teóricas e empíricas, desafios e perspectivas*.  
End of subscriptions: May 31st, 2021. You can access the information [here](#).

**REEL (Sorbonne Nouvelle)**

Thematic issue: *Educação, opressão e liberdade no mundo lusófono: uma homenagem a Paulo Freire (1921-1997)*.  
End of subscriptions: May 24th, 2021. You can access the information [here](#).

## Online event