

Comunicações Plurilíngues

(inglês, francês e espanhol)

30 de outubro (on-line)



PROGRAMAÇÃO

30 de outubro - 14h às 17h

Link: <https://conferenciaweb.rnp.br/ufu/sala-ppgel-ufu>

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The plurilingual posture and the critical literacy in the context of ‘multilingual teenagers’ outreach project

Kássia Gonçalves Arantes

A TEXTUAL AND DISCOURSE APPROACH TO DOUBLE-BLIND PEER REVIEW

Marcela Henrique de Freitas
Igor Antônio Lourenço da Silva

Given the incipient body of empirical knowledge about proofreading, this ongoing PhD project aims at investigating double-blind peer review of manuscripts submitted to academic journals by considering the hidden dimensions and the role of the reviewer as a gatekeeper, the study will: 1) analyze textual and discourse aspects of articles submitted to the Brazilian journal *Letras & Letras*; 2) investigate how reviewers discursively represent the task; 3) contrast reviews, sayings and texts – comments and suggestions written by reviewers throughout the text file – in relation to the effects of their reviews on the process of transforming a manuscript into a final product to be published. This study will be based on text studies (Bardin, 2002; Ottoni; Lima, 2022), discourse studies (Bakhtin, 1975, 2014[1929]), the perspective of authorship and textualization posited by Salgado (2007), and other authors who address publishing mediation (Clares, 2017; Ribeiro, 2016). This qualitative, descriptive, and interpretivist research will select Portuguese or English language manuscripts of four to six authors and eight to twelve reviewers from 2022 to 2024. Text analysis will focus on meaning and textual competence. Discourse analysis will focus on an Analysis of Discursive Resonances in Open Testimonials (AREDA) (Serrani-Infanti, 1998). This study is expected to contribute to gaining a deeper knowledge of the peer review process and informing researchers in particular and the scientific community in general.

Keywords: Proofreading. Peer review. Textual Linguistics. Discourse Studies.

CORPUS-DRIVEN BILINGUAL AND BIDIRECTIONAL TERMINOGRAPHIC VOCABULARY OF DIGITAL MARKETING SUB-BRANCHES

Lucas Amâncio Mateus

The recent areas of study of Management, Marketing and Digital Marketing are interrelated and have still been little explored scientifically and terminographically. This work is an excerpt from the author's master's research, which aims to serve students in business courses and Translation professionals, with the aim of designing a bilingual (Portuguese/English) two-way online vocabulary proposal of Digital Marketing, aimed at this audience, after its complete taxonomic delineation. Our hypothesis is that a bilingual classificatory and terminographic study like this, free and online, reaches students and translators from different countries where English and Portuguese are spoken and whose consultants need to consult Digital Marketing terms. The methodology and theoretical assumptions of Terminology and Terminography (Barros, 2004; Krieger; Finatto, 2004) and Corpus Linguistics (Berber Sardinha, 2004) formed the theoretical basis that made such a terminographic undertaking viable. The theoretical-methodological framework that supported the taxonomic construction was based on studies of Information Science

(Carlan, 2010) and its intersections between Corpus Linguistics, Translation, Phraseology and Communicative Theory of Terminology (Cabré, 1993). To work with bilingual corpora and their analysis, the software suite called WordSmith Tools 7.0 was used (Scott, 2016). In this work, the domain trees that were previously out of date were updated based on frequency and relevance criteria of the sources. The study subcorpora, in Portuguese and English, were composed of texts from the scientific-academic and instructional genres (blogs). We arrived at the definition of 16 terms to compose the proposed vocabulary, whose microstructure follows the paradigms of the terminological management web environment called VoTec (Fromm, 2007). The definitions are contrastive and based on the definitional contexts analyzed from the study subcorpora and are available online at <http://pos.votec.ileel.ufu.br/>.

Keywords: Terminology, Terminography, Corpus Linguistics, Digital Marketing, Terminographic Works.

DISCOURSES ON EDUCATION IN THE IMPLEMENTATION OF EMERGENCY REMOTE EDUCATION DURING THE COVID-19 PANDEMIC

Rogério de Castro Angelo

In the context of the Covid-19 pandemic, with the need for physical distancing and with the authorization of non-face-to-face teaching activities, a debate began on how to make these activities feasible - which has been called Emergency Remote Education (ERE). This research is justified by the need to investigate the discourses that have guided the implementation of the ERE in public schools, since this can help us outline an overview of the objectives and priorities of education in times of crisis. In this sense, we set out to investigate whether the discourses on education that have guided the implementation of the ERE are inscribed in a technical perspective or in a discursivity that privileges the integral formation of the students. As an investigative locus, we list the Federal Institute of Triângulo Mineiro (IFTM). In order to investigate the discourses on education that guided the implementation of the ERE, we analyze: a) official documents that made such implementation possible; b) normative instructions produced by IFTM and which directed the actions on the different campuses of the institution; c) testimonials from managers and teachers involved in the ERE; d) clippings of activities worked on in class. We seek to answer the following research questions: which discourses on education have guided the implementation of the ERE? How do these discourses materialize in the professional performance of managers and teachers involved in this process? To answer these questions, we analyze our corpus adopting a discursive perspective of language, investigating its relationship with history, ideology and meaning production processes, in an interface between Franco-Brazilian Discourse Analysis, especially from the theoretical constructs by Michel Pêcheux (1993, 1997, 2015), and Applied Linguistics (AL), in a transdisciplinary approach, as advocated by Pennycook (2006), keeping the social relevance of our work on the horizon.

Keywords: Discourse. Education. Emergency Remote Education. Pandemic.

EXPERTISE AND DELIBERATE PRACTICE: UNDERSTANDING THE SIMULTANEOUS INTERPRETING PROCESS

Cecília Franco Morais

Scholars in many fields, including in Translation and Interpreting Studies (Dragsted; Hansen; Sørensen, 2009; Shreve, 2021; Tiselius, 2006), are interested in investigating what turns someone into an expert. The present research was driven by the same interest and presents as its main objective to investigate the production of professional interpreters, from a cognitive perspective. The specific objectives are: (a) to identify aspects of professional interpreters' performance that may characterize them as experts, and (b) to verify if there is a correlation between these aspects and deliberate practice. To reach these objectives, two research questions were raised: (1) What characterizes the expert's performance in interpreting? and (2) Is there a correlation between the interpreting experts' performance characteristics and deliberate practice? The works of Da Silva, 2021; Herring, 2015; Hild, 2011; Moser-Mercer, 2008; Shreve, 2021; Tiselius, 2018, 2013 e Tiselius; Jensen, 2011 are part of this study's theoretical background. To answer the research questions, an applied, empirical, qualitative, and exploratory research (HALE; NAPIER, 2013) will be carried out. The participants are two professional interpreters, selected through the snowball sampling methodology (Handcock; Gile, 2011). Each participant will perform five simultaneous interpreting sessions (25 minutes each), from English to Brazilian Portuguese, followed by verbal protocols (Dimitrova; Tiselius, 2009). In the data analysis, a triangulation of the data found on the recordings and on the protocols will be performed. There are no preliminary results yet, as the research is still in the experimental design development phase. It is expected that the results might answer the research questions and contribute to professional interpreters' work, to interpreting students' training, as well as to the Cognitive Translation and Interpreting Studies field.

Keywords: Cognitive Translation and Interpreting Studies. Simultaneous Interpreting. Adaptive Expertise. Deliberate Practice. Verbal Protocol.

EXPLORING THE TEXT-AS-WORLD METAPHOR

Raphael Marco Oliveira Carneiro

This talk reflects on the role of the text-as-world metaphor in our understanding of reading. This conceptual metaphor forms the basis of a cognitive stylistic framework known as Text World Theory, which is virtually unknown in Brazil. This is a discourse processing model premised on ideas from Possible Worlds Theory, Cognitive Psychology, Cognitive Linguistics and Stylistics. Its main claim is that human beings process all kinds of discourse by building rich and complex mental representations called text-worlds. Text-worlds are conceptual spaces made up of world-building elements (time, space, objects and enactors) and function-advancing propositions. While world-builders provide the conceptual backdrop of a discourse, function advancers (clauses) act in the development of actions, states and relations amongst the entities of a conceptualisation. Departures from the matrix text-world, called word-switches, are frequent, and can be generated by deixis, modality, negation, hypotheticals, and direct-

speech. The talk examines two discourse extracts linguistically (news and advertising discourse) in order to verify the world-building power of language and its implications for the comprehension of discourse. It is concluded that the text-as-world metaphor provides relevant analytical insights into discursive practices.

Keywords: Cognition. Discourse. Cognitive Stylistics. Text-Worlds. Text World Theory.

LANGUAGE TEACHERS NEED TO BE QUALIFIED IN ORDER TO TEACH ADDITIONAL LANGUAGES IN EARLY CHILDHOOD EDUCATION

Brenda Mourão Pricinoti

This work, is ongoing the research conducted for my master's degree in the postgraduate program in language studies at the Federal University of Uberlândia. The purpose of this abstract is to consider how teachers should be prepared in modern language's major to teach languages in early childhood education. In order to better prepare future professionals to work in early childhood education, Rao and Tonelli (2022) emphasize the need for curriculum components designed to teach languages to children. The authors support implementing an approach to teaching languages that reorganizes language as more than just a means of communication and instead considers it as an effective tool that transforms our capacity for comprehension and interaction in the world. Furthermore, playing and overcoming content-based approaches are necessary for teaching in early childhood education. The authors also advocate for adopting a critical and affective linguistic education, which is in accordance with the idea of translanguaging proposed by Canagarajah (2013), García and Li Wei (2014). According to these scholars, while interacting with languages, people use all the semiotic and linguistic tools at their disposal in order to create meanings. García and Li Wei (2014) investigate translanguaging as a perspective that broadens our comprehension in the study of languages and modern communication. This idea implies the recognition that people use their linguistic skills in an integrated way and that language plays a crucial role in their social interactions and integration in society. Translanguaging enables students to use a translingual natural instinct to study languages, and it must therefore, be included in the curricula of modern language's major. The dissertation employed ethnographic research and demonstrated children do not use languages in a linear and isolated way, highlighting the significance of including child education and translanguaging in undergraduate languages' courses.

Keywords: Children; Modern language's major; Language teaching; Translanguaging.

MEMORY AND LANGUAGE TEACHER EDUCATION: TEACHER REPRESENTATIONS IN PIBID

Lara Cristina Batista Souza

Regarding the field of language teacher education, the discourse studies developed in Brazil have been addressing the teacher-subject position, attempting to comprehend the meaning effects produced by subjection and the interpellations that occur throughout this process. In virtue of these studies, I present this master research in process, which aims

to investigate the effects in and of taking part in the foreign languages subproject of the Program of Initiation to Teaching Scholarship (PIBID), concerning the identity constitution of the participants of the program. Hence, the *corpus* consists of the Institutional Project (IP) of the subproject mentioned above and the transcription of interviews made with five participants, which were guided in two different moments: the first one in their enrollment in the program; and the second one, a semester after their participation. My hypothesis is that the program presents itself as a favorable and relevant instance that enables changes in the identity constitutions of the participants in favor of the appreciation of the teaching career. Therefore, I analyze the corpus based on three axes of representations: (i) teacher representations, (ii) foreign language representations, and (iii) foreign language teaching-learning representations. To perform my gestures of interpretation, I reach for the Franco-Brazilian Discourse Analysis's theories, as well as the crossings of Freudo-Lacanian Psychoanalysis in these studies. As a partial result of the analysis, my gestures of interpretation focus on the axis of teacher representation in the Institutional Project of PIBID's foreign languages subproject (edition 23/2022); I point out the paradoxical meaning effects on/in the IP, concerning three representations of the teacher-subject position, as follows: a devalued professional; a professional who always lacks in something; a critical-reflective citizen, agent of their practice.

Keywords: PIBID. Teacher Education. Language and Identity.

THE PLURILINGUAL POSTURE AND THE CRITICAL LITERACY IN THE CONTEXT OF 'MULTILINGUAL TEENAGERS' OUTREACH PROJECT

Kássia Gonçalves Arantes

This communication aims to share my ongoing PhD research, which consists of an ethnographic case study carried out from data generated during the first semester of 2022 edition of the outreach project 'Multilingual Teenagers'. This project consists of a course in Spanish, French and English languages and cultures aimed at teenagers attending the final years of elementary school. Based on the premise that plurilingual initiatives such as the project in focus can favor students' critical literacy and foster a posture of respect for diversity, which our society so badly lacks, the research has as its main objective to analyze the development of a plurilingual posture and its relationship with the critical literacy of the project participants. The theoretical frame of reference of this work is predominantly formed by studies on the teaching and learning of languages/cultures, plural approaches to language teaching, language education, plurilingual posture and critical literacy. The empirical data were generated from questionnaires and online asynchronous activities answered by the students and remote interviews conducted with the other participants of the project, namely, the undergraduate students who taught the lessons of the course, the then coordinator and the creator of the Multilingual Teenagers. In addition, the workbook used as didactic support material in the course is also analyzed to investigate and discuss to what extent a plurilingual posture and criticality are fostered by it. For the analysis of the interviews and questionnaires, the methodology of analysis adopted was the Discursive Textual Analysis (DTA), or ATD in Portuguese, and for the analysis of the didactic material, two analytical matrices were elaborated, based on the theoretical assumptions about plurilingual posture and criticality that underlie the research. This is a work in progress, but considering the analyses carried out so far

regarding the perceptions of the project participants, the data seem to indicate that they identify signs of the promotion of a plurilingual posture and the development of critical literacy within the Multilingual Teenagers project, as well as a certain relationship between these two aspects. As it is still at a very early stage, I do not believe it is possible to draw conclusions about the results found in the analysis of the course's didactic material.

Keywords: Plurilingual posture. Criticality. Language education. Outreach project

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