



II SEMINÁRIO INTERNACIONAL
DE PESQUISAS EM ENSINO E APRENDIZAGEM DE LÍNGUAS:
ABORDAGENS QUANTITATIVA E MISTA



2nd International Seminar of Research on Language Teaching and Learning: Quantitative and Mixed Approaches

Date: October 25th, 26th, and 27th, 2023
1st Circular - June 12th, 2023

The Graduate Program in Letras (Language, Linguistics and Literature), the Letras Program of the University of Passo Fundo, and the Research Group "Teaching and Learning Languages: A Quantitative Approach" from the Federal University of Pampa announce the 2nd International Seminar on Language Teaching and Learning Research: Quantitative and Mixed Approaches which will take place online on October 25th, 26th, and 27th, 2023. The event aims to promote reflections and discussions on scientific research in the field of language teaching and learning, focusing on investigations that cover various teaching contexts from different theoretical and methodological perspectives and will prioritize quantitative-qualitative, qualitative-quantitative, or exclusively qualitative and/or quantitative approaches.

The theme of the 2nd International Seminar of Research on Language Teaching and Learning: Quantitative and Mixed Approaches, "multiple approaches and methods," focuses on stimulating and promoting investigations in the field aforementioned that favor, in some way, different approaches and research methods.

Through the theme "Multiple Approaches and Methods," the event organizers aim to:

- Enable knowledge exchange among researchers and students from national and foreign Higher Education Institutions regarding studies related to language teaching and learning that are currently being developed in these institutions.

- Foster the discussion of relevant themes and methodological procedures within the study of languages on a global scale.

- Promote moments of dialogue among academic studies in the field of languages, ensuring the exchange of knowledge and concrete experiences in teaching both the native language and foreign/additional languages.

- Provide a formative space for researchers interested in equipping themselves, from a methodological perspective, to conduct quantitative and mixed studies in the field of language teaching and learning. The event will include:

a) Opening conference streamed on YouTube (October 25th, Wednesday afternoon)

Title: Integrating non-binary language and trans knowledge in Portuguese as a foreign language classes.

Prof. Dr. Denise Osborne (Cornell University)

Moderator: Dr. Gisele Benck de Moraes (University of Passo Fundo).



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b) Round Table: streamed on YouTube (October 26th, Thursday morning)

Title: Research in debate: round table discussion

Dr. Natália Resende (University of Galway) and Dr. Paulo Fernando Marques Duarte Filho (Unipampa)

Moderator: Dr. Luana De Conto (Federal University of Paraná).

c) Conference: streamed on YouTube (October 26th, Thursday afternoon)

Title: Methodological alternatives to assess oral proficiency in language teaching

Dr. Rosane Silveira (Federal University of Santa Catarina).

Moderator: Dr. Raquel Gomes Chaves (Federal University of Espírito Santo).

d) Closing conference streamed on YouTube (October 27th, Friday afternoon)

Title: Visualizing and modeling data in language acquisition

Dr. Guilherme Duarte Garcia (Université Laval)

Moderator: Dr. Cristina Cardoso (Federal University of Paraná).

e) Mini-courses on statistical tools streamed on YouTube (October 26th, Thursday evening, and October 27th, Friday morning).

f) Thematic symposiums with presentations of research papers from professors, graduate and undergraduate students, scientific initiation scholarship holders, and researchers working in the field of Letters/Languages or related areas. (Evening)

Regarding the submission of papers to the Thematic Symposiums:

a) Papers derived from research and academic studies will be accepted.

b) All participants who want to present papers in thematic symposiums have to send **the abstract via email to the symposium coordinator from June 12th to September 11th. Please refer to the list of symposiums with the coordinator's name and contact details at the end of this circular.**

c) The paper may have up to three authors.

d) The abstract must contain between **200 and 300 words**. It is not necessary to include bibliographic references.



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- e) The following elements should be included in the abstract: title, theme, objective, theoretical framework, research corpus (when applicable), methodological procedures, and possible/main results and/or pedagogical implications.
- f) At the end of the abstract, three to five keywords should be included, preceded by the expression "Keywords," separated by periods, and concluded with a period as well. They should be in the same font and size as the abstract text.
- g) The presence of at least one of the authors is required for the presentation of the paper.
- h) All authors and co-authors listed in the paper must register for the event (<https://secure.upf.br/eventos/eventos/96>) and make the payment within the specified deadline after the acceptance to confirm their presentation. The registration fee for participants with paper presentation is R\$ 25.00. The registration fee for attendees (non-presenters) is R\$ 5.00.
- i) There will be no refund of the registration payment in case of the presenter cancellation of the presentation.
- j) Certificates will be issued only to those who present their papers online, according to the event program.
- k) The evaluation and selection of papers will be conducted by the event's Scientific Committee.
- l) Each accepted paper must be presented within a maximum time of 15 minutes, via Google Meet platform. Access to the platform will be provided through a link to be disclosed later. All thematic symposiums will take place in the evening sessions on October 25th and 27th.
- m) Authors of the papers will receive an acceptance letter by email by October 2nd, 2023.

Note: Abstracts that do not comply with the described guidelines will not be submitted for evaluation.

**Abstract Template
WORK TITLE**

Name and surname of author 1 (institution acronym)

Name and surname of co-author (if applicable) 2 (institution acronym)

ABSTRACT

Text in Times New Roman, size 12, justified, single line spacing, with a length between 200 and 300 words.

Keywords: Word 1. Word 2. Word 3.

1 Brief curriculum and email address

2 Brief curriculum and email address



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EVENT SCHEDULE	
Submissions of abstracts to Thematic Symposia	From June 12th to September 11th
Acceptance of works submitted to the Thematic Symposia	Until October 2nd
Disclosure of the days, times, and links of each Thematic Symposium	Until October 16th
Execution of Thematic Symposia	October 25th and 27th - in the evening (via Google Meet)

THEMATIC SYMPOSIA		
Title and Proposers	Syllabus	Coordinators email
<p>1) Language and literature acquisition/learning: qualitative, quantitative, or quantitative-qualitative studies.</p> <p>Gisele Benck de Moraes (UPF)</p> <p>Mariane Rocha Silveira (UPF)</p>	<p>This thematic symposium intends to receive investigations with qualitative, quantitative, or quantitative-qualitative approaches on the teaching and learning/acquisition of languages and their literature, either from the point of view of investigations related to grammatical and lexical aspects, among others, as well as perspectives linked to the teaching, acquisition/learning and evaluation of Mother Tongue (ML), Foreign Language (FL) and/or close languages, Contrastive Analysis (CA), Error Analysis (EA), and also production, elaboration and/or analysis of didactic materials for the teaching of languages and literature. The</p>	<p>gbenck@upf.br</p>



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	<p>procedures adopted for the research should take into account qualitative, quantitative, or quantitative-qualitative approaches and demonstrate and/or present the expected or achieved results for the study and the resulting pedagogical implications with their possible future perspectives aimed at the teaching and learning/acquisition of languages and literatures.</p>	
<p>2) Novel and society: discursive intersections in the literary text</p> <p>Ivânia Campigotto Aquino (UPF) Edemilson Antônio Brambilla (UPF) Loreci Alves Marins (UPF)</p>	<p>This symposium is aimed at researchers who develop studies about the relations between the novel and society in its most varied theoretical and critical approaches. In this way, papers that deal with the following themes will be accepted: theoretical and critical interpretations of the production and reception of the literary text in their respective historical and social contexts; approaches regarding the formation, development, and circulation of the literary text; analysis of the constitution of literary discourse; in addition, papers that</p>	<p>ivania@upf.br</p>



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	<p>interpret the literary text in its constitutive parts, such as marks of orality and writing, also considering the dialogue with other means of expression and dissemination, will also be accepted.</p>	
<p>3) Literature in/with/from artificial intelligence (AI): market reality and future perspectives in literary texts authorship</p> <p>Ivânia Campigotto Aquino (UPF) Airton Pott (UPF) Gilmar de Azevedo (UPF) Tiago Miguel Stieven (UPF)</p>	<p>This symposium is aimed at researchers who develop reflections on the use of artificial intelligence (AI), or new technologies, with tools such as ChatGPT, increasingly inserted in the daily lives of those who deal with literature, since, in addition to offering advantages for the publishing market to authors, works and readers, it instigates reflections, in these times of media convergence, of how AI, and new technologies, interfere in the creation of reading habits in book recommendations and strategies for personalized reading experiences, on text revisions at the level of grammatical aspects and diversity of vocabulary, offer of linguistic and cultural variations, in translations. And, with more importance and</p>	<p>ivania@upf.br</p>



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	<p>prudence, in the creation of literary texts, as in possibilities of improving writing style with "new" ideas, content generation, more "unique" stories (?), creating "new" characters (?), more engaging and innovative plots (?), in a process of machine-human "collaboration".</p>	
<p>4) The elaboration of <i>consignas</i>/statements/activity commands/tasks for the additional languages teaching</p> <p>Fernanda Silva Veloso (UFPR) Cristina Cardoso (UFPR) Alejandro Nestor Lorenzetti (UEPG)</p>	<p>This symposium is affiliated with Applied Linguistics studies and aims to promote discussion about the statements (oral and/or written) that are used in additional language teaching activities based on the study of the discursive genre "<i>consignas</i>" (RIESTRA, 2004). One of the functions of the <i>consigna</i> is communication with a focus on instruction (RIESTRA, 2004; 2008), and it is precisely this one that interests us. The group aims to analyze the lexical choices that constitute such <i>consignas</i> (in mother tongue or additional language) to verify, mainly, the used instructional verbs, based on Bloom's Taxonomy (1973), in</p>	<p>fernandaveloso@ufpr.br</p>



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	<p>order to observe if the message (s) transmitted to the students is (are) more or less effective and if, indeed, it (they) belongs (belong) to the cognitive process (+ or - superior/inferior) proposed in the activity.</p>	
<p>5) Language teaching and learning based on experimental evidence</p> <p>Graziele Frangiotti (UFSC) Luiz Amaral (Umass - Amherst) Paula Garcia de Freitas (UFPR)</p>	<p>This symposium aims to be a space for discussion on research in teaching and learning that uses the interventionist methodology to collect and analyze data from the productions of learners of different languages. The proposal originates from the chapter entitled "Language learning based on experimental evidence: possible interfaces between psycholinguistics and the Teaching/Learning of Additional Languages" written jointly by professors Luiz Amaral (UMass, Amherst), Raquel Fellet Lawall (UFJF), Graziele Frangiotti (UFSC), Paula Garcia de Freitas (UFPR) and Ricardo Augusto de Souza (UFMG). The text puts into dialog two important paradigms, which have not always</p>	<p>grazielefrangiotti@gmail.com</p>



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	<p>interacted: Experimental Psycholinguistics and Language Learning, discussing central aspects of these two areas of research and mapping points of contact between them. Although the chapter aims to think about the convergences between these two specific perspectives, this symposium is open to research in different areas that are interested in investigating the language teaching and learning process from an experimental perspective.</p>	
<p>6) Semiotics theory: objects and practices</p> <p>Luciana Maria Crestani (UPF) Josiane Boff (UPF) Rafaelly A. Schalleberger (UPF and IFFar)</p>	<p>Constituting itself as a theoretical-methodological framework that seeks to explain the mechanisms of construction of meanings, Semiotics contributes significantly to the analysis of different objects and practices, including the approach to the semiotic multiplicity of texts, in order to guarantee the development of reading competencies and critical multiliteracies, as required by the BNCC.</p>	<p>lucianacrestani@upf.br</p>



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	<p>In order to contribute to studies that are established in this sense, this symposium welcomes proposals related to the analysis of texts-objects and/or teaching practices based on A. J. Greimas's Semiotics.</p>	
<p>7) A quantitative-qualitative look from data collection instruments</p> <p>Vera Lucia Duarte Ferreira (UNIPAMPA) Luciani Salcedo de Oliveira (UNIPAMPA)</p>	<p>This Symposium welcomes works that have as their purpose the development, validation and/or application of data collection instruments in quantitative-qualitative research in the area of language teaching and learning.</p>	<p>veraferreira@unipampa.edu.br</p> <p>lucianioliveira@unipampa.edu.br</p>
<p>8) The inductive teaching of the form in the Spanish as a foreign/additional language classroom.</p> <p>Eduardo de Oliveira Dutra (UNIPAMPA) Carlos Felipe da Conceição Pinto (UFBA)</p>	<p>In this Symposium, we intend to discuss studies that consider both form and communication. From the perspective of the Communicative Approach, explicit instruction can take two approaches: the deductive and the inductive. For this symposium, we focus on the second approach with the intention of identifying and reflecting on the designs of instructional sequences aimed at students, belonging to</p>	<p>eduardodutra@unipampa.edu.br</p>



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	<p>different formal contexts (university, primary, secondary, language institute, etc.), for the teaching of grammatical structures. With this, we will be able to verify the input typologies used in the elaboration of the proposals of an inductive approach to the forms and, at the same time, find out, in the case of experimental or quasi-experimental studies, the possible benefits of this type of intervention for the learning of Spanish as a foreign/additional language.</p>	
<p>9) Teaching and learning Portuguese as a second, foreign, additional, heritage and host language</p> <p>Gisele Benck de Moraes (UPF) Elaine Ribeiro (Instituto Federal Catarinense - IFC)</p>	<p>In this Thematic Symposium we intend to discuss issues, concepts, and understandings related to teaching Portuguese as a Foreign Language, Additional Language, Second Language, Heritage Language, or Host Language. In this sense, investigations, and/or reports of experiences, with qualitative, quantitative, or mixed approaches that seek to discuss the process of learning Portuguese in</p>	<p>gbenck@upf.br</p>



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	<p>different teaching contexts will be accepted.</p>	
<p>10) Teacher action in perspective in reading training in basic education: (multi)literacies and multimodality in language teaching.</p> <p>Ernani Cesar de Freitas (UPF) Daiane Zamoner (UPF)</p>	<p>The BNCC provides the development of reading competencies and critical thinking for students in basic education. In this sense, this symposium aims to promote dialogue/debate with teachers, researchers, and undergraduate students interested in sharing research experiences carried out in the area of teaching and learning languages - mother tongue, foreign / additional - dealing with the analysis of multimodal discursive genres and teaching practices that included the use of digital technologies for the (multi)literacies of students in basic education. As a suggestion, we present some guiding theoretical approaches: Bakhtin (2016) about discourse genres; Rojo (2009, 2012) regarding multiple literacies; Cosson (2014, 2020) on literary literacy; Kress (2000, 2010), Kress and van Leeuwen (2021) and Ribeiro (2021) in</p>	<p>ecesar@upf.br</p>



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	<p>relation to multimodality and technology; Kalantzis, Cope and Pinheiro (2020) with regard to the process of development and knowledge of literacy. However, we do not exclude other possibilities of theoretical-applied approaches that may be relevant to the theme of the proposed symposium. Given this contextualization, we intend to gather and share studies that investigate language teaching from the perspective of multimodality and (multi)literacies, as well as works that promote (multi)literate teaching practices and preferably consider, in the reading training of basic education students, virtual learning platforms using digital technologies.</p>	
<p>11) The teaching and learning of grammar(s) from an inductive perspective: theoretical and applied to Portuguese issues</p> <p>Luana De Conto (UFPR) Taise Simioni (Unipampa) Raquel Gomes Chaves (UFS)</p>	<p>This symposium brings together works that discuss the proposition of tasks and the performance of activities aimed at the practice of linguistic analysis (Geraldi, 1984, 1997), at the discovery of grammar (Lobato, 2015), at the</p>	<p>luanadeconto@ufpr.br</p>



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	<p>teaching of grammar (Vieira, 2018), at active linguistic learning (Pilati, 2017) or at grammar in the teaching of the scientific method (Pires de Oliveira and Quarezemin, 2016). The teaching approach is aimed at Portuguese language classes in elementary and high school, to specifically address the reflection of speakers on a language they already master, with the purpose of understanding the functioning mechanisms of the underlying grammatical structures at their different levels (phonological, morphological, syntactic, semantic, discursive) and their interfaces. We understand this exercise of explicit grammatical reflection in a perspective that distances itself from traditional approaches based on taxonomic labeling so that the demand for the elaboration of tasks that instigate an autonomous practice of the student while thinking about their language. Studies</p>	
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	<p>dedicated to the quantitative approach that are also dedicated to the description of the linguistic resources involved in the formulation of tasks and in the performance of activities in the perspective of inductive teaching of grammar will be accepted (preferably, but not only).</p>	
<p>12) Around Benveniste's theory of language: perspectives</p> <p>Claudia Toldo (UPF-CNPq) Catiúcia Carniel Gomes Bourscheid (UPF)</p>	<p>The aim of this Symposium is to revisit studies by the linguist Émile Benveniste, who has recently been the object of detailed attention in Brazil. These are theses, dissertations, articles, disciplines in undergraduate and graduate courses, lines of research, and research projects that include his name and his reflections. In this perspective, broad approaches to his work appear with greater emphasis – both in relation to the different aspects of his theory of language and in dialogue with fields such as philosophy, psychoanalysis, history, literature, and anthropology, for example. Furthermore,</p>	<p>claudiast@upf.br</p> <p>catiucia@upf.br</p>



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	<p>the recent release of a significant number of manuscripts by the author indicates horizons that have not yet been considered for its reflection. In view of this reality, this symposium is proposed to discuss and broaden perspectives of studies and reflections around the theory of language proposed by Benveniste. In addition to this general objective, there is another one of a more specific nature: it is hoped to bring together works that aim to prospect Benveniste's thought, that is, works that approach it by seeking to design future possibilities for the development of research on linguistic phenomena, epistemological problems of linguistic and/or theoretical-methodological frameworks.</p>	
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Organizing Committee:

- Cristina Cardoso (Universidade Federal do Paraná)
- Denise Kluge (Universidade Federal do Rio de Janeiro)
- Gisele Benck de Moraes (Universidade de Passo Fundo)
- Luana De Conto (Universidade Federal do Paraná)
- Paulo Fernando Marques Duarte Filho (Unipampa)
- Raquel Gomes Chaves (Universidade Federal do Espírito Santo)



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Scientific Committee:

Cristina Cardoso (Universidade Federal do Paraná). Denise Kluge (Universidade Federal do Rio de Janeiro). Denise Osborne (Cornell University). Eduardo de Oliveira Dutra (Unipampa). Gisele Benck de Moraes (Universidade de Passo Fundo). Ivânia Campigotto Aquino (Universidade de Passo Fundo). Luana De Conto (Universidade Federal do Paraná). Natália Resende (University of Galway). Paulo Fernando Marques Duarte Filho (Unipampa). Raquel Gomes Chaves (Universidade Federal do Espírito Santo). Rosane Silveira (Universidade Federal de Santa Catarina). Guilherme Duarte Garcia (Université Laval).