



# Revolução:

## ANTIGOS E NOVOS PARADIGMAS

*II Colóquio Internacional  
de Línguas Estrangeiras*

**12-13 OUTUBRO 2017**



**INSTITUTO POLITÉCNICO DE BRAGANÇA**  
Escola Superior de Educação

Departamento de Línguas Estrangeiras



ASSOCIAÇÃO PORTUGUESA  
DE ESTUDOS FRANCÓFONOS  
**APEF**

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Revolução: Antigos e Novos Paradigmas

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# Índice

<b>The Divine Comedy of Pedro and Inês .....</b>	<b>8</b>
Marisa Neiva AFONSO	
<b>El Desarrollo de la Competencia Comunicativa Mediática a través de Prácticas y Recursos Digitales.....</b>	<b>9</b>
Tamara ALLER Carrera	
<b>Intercultural Communicative Competence – What you need to know to bring it on... ..</b>	<b>11</b>
María del Carmen ARAU RIBEIRO Josilene SANTOS	
<b>Building and Defending a Space for Language Centers in Higher Education in Portugal: The ReCLes.pt story .....</b>	<b>13</b>
María del Carmen ARAU RIBEIRO Manuel Moreira da SILVA	
<b>Do Concílio de Trento ao colégio dos Jesuítas de Bragança.....</b>	<b>15</b>
João CABRITA	
<b>A Revolução cultural do séc. XVI: a Reforma, o Estado e a Educação .....</b>	<b>16</b>
Nazaré CARDOSO	
<b>A nation described in English or how the Portuguese Estado Novo translated propaganda became a tool for acceptance in Europe.....</b>	<b>17</b>
Isabel CHUMBO	
<b>Martin Luther: when a sole word creates a theory.....</b>	<b>18</b>
Isabel CHUMBO Paulo LUÍS	
<b>Teacher-student refolution: exploring Chinese students’ perceptions of differences in their learning experiences in China and Portugal .....</b>	<b>19</b>
Mark DAUBNEY	
<b>La presencia de la lengua y cultura españolas en los archivos del saber portugués en la época de la Contrarreforma: el Archivo Distrital de Bragança...</b>	<b>21</b>
Alexia DOTRAS Bravo	
<b>Towards refolution in EFL classes: on harnessing the potential of blogs .....</b>	<b>22</b>
Alexandra DUARTE Mark DAUBNEY	
<b>Women’s refolution at work.....</b>	<b>23</b>
Cláudia FERREIRA Cláudia MARTINS	
<b>La lengua española actual: el resultado de la revalorización de las lenguas vernáculas en la época de la reforma.....</b>	<b>25</b>
Carmen GARCÍA Flores	

<b>Towards the definition of National Identity: The Elizabethan Reformation and the Growth of Anglicanism.....</b>	<b>26</b>
Carla Larouco GOMES	
<b>Teaching and assessing 21st century skills within a new educational paradigm ..</b>	<b>27</b>
Estefânia GOMES	
<b>“Suddenly there was a tapping”:</b>	<b>28</b>
<b>Edgar Allan Poe in the dawning of speculative fiction ..</b>	<b>28</b>
Cláudia MARTINS	
<b>New Cultural Perceptions: Ecocriticism, Music as a Tool in the British Rock Band “The Cult” ..</b>	<b>29</b>
María Antonia MEZQUITA Fernández	
<b>Lope de Vega, Contrarreforma y reescritura.....</b>	<b>30</b>
José MONTERO Reguera	
<b>Como sobreviver às revoluções tecnológicas em Tradução ..</b>	<b>31</b>
Marco NEVES	
<b>Hispanoamérica en sus símbolos. Una propuesta didáctica.....</b>	<b>32</b>
Carlos PAZOS-JUSTO	
<b>O Eye Tracking na identificação de estratégias de acesso e compreensão de textos literários em língua estrangeira (inglês e espanhol).....</b>	<b>33</b>
Luciana Cabral PEREIRA José Manuel GIMÉNEZ GARCÍA,	
<b>La revolución en la enseñanza de la fonética extranjera: el paradigma visual.....</b>	<b>35</b>
Nuria POLO	
<b>La revolución callada: el exilio interior en la tertulia literaria de Esther de Andreis ..</b>	<b>36</b>
Blanca RIPOLL Sintés	
<b>“The Voice of God was English”. Language and Politics during the English Reformation.....</b>	<b>37</b>
Elisabete Mendes SILVA	
<b>Transcreation – the answer to multimodality and social networks? ..</b>	<b>38</b>
Manuel Moreira da SILVA	
<b>Provincetown Portuguese and the KKK.....</b>	<b>39</b>
Reinaldo Francisco SILVA	
<b>Almeida Garrett exilado: A leitura de Victor Hugo e a (re)criação de si mesmo ..</b>	<b>40</b>
Carlos Manuel da Costa TEIXEIRA	
<b>Antiguos y nuevos paradigmas en la enseñanza de la literatura del Siglo de Oro ..</b>	<b>41</b>
Zaida VILA Carneiro	

## Programa

<b>12 de outubro</b>	
<b>09.00-09.30</b>	<b>Registo</b>
<b>09.30-10.00</b>	Sessão de abertura Diretor da ESEB, Comissão Organizadora
<b>10.00-11.00</b>	<b>Sessão plenária 1</b> <b>José Montero Reguera</b> Lope de Vega, Contrarreforma y reescritura [ <b>moderadora: Alexia Dotras Bravo</b> ]
<b>11.00-11.15</b>	<b>Pausa café</b>
	<b>Sessão 1</b> [ <b>moderadora: María Antonia Mezquita Fernández</b> ] <b>Sala: Auditório</b>
<b>11.15-12.45</b>	<b>Isabel Chumbo &amp; Paulo Luís</b> Martin Luther: when a sole word creates a theory
	<b>Elisabete Mendes Silva</b> ‘The Voice of God was English’. Language and Politics during the English Reformation
	<b>Carla Larouco Gomes</b> Towards the definition of National Identity: The Elizabethan Reformation and the Growth of Anglicanism
	<b>Nazaré Cardoso</b> Revolução Cultural do séc XVI: A Reforma, o Estado e a Educação
<b>12.45-14.00</b>	<b>Pausa almoço</b>
	<b>Sessão 2</b> [ <b>moderador: Elisabete Mendes Silva</b> ] <b>Sala: Auditório</b>
<b>14.00-15.30</b>	<b>Reinaldo Silva</b> Provincetown Portuguese and the kkk
	<b>Cláudia Martins</b> “Suddenly there was a tapping”: Edgar Allan Poe in the dawning of speculative fiction
	<b>Marisa Afonso</b> The Divine Comedy of Pedro and Inês
	<b>María Antonia Mezquita Fernández</b> New cultural perceptions: Ecocriticism. Music as a tool in the British Rock Band “The Cult”
<b>15.30-15.45</b>	<b>Pausa café</b>
	<b>Sessão 3</b> [ <b>moderador: Reinaldo Silva</b> ] <b>Sala: Auditório</b>
<b>15.45-17.15</b>	<b>Carmen García-Flores</b> La lengua española actual: el resultado de la revalorización de las lenguas vernáculas en la época de la reforma

	<p><b>Estefânia Gomes</b> 21<sup>st</sup> century skills and the new educational paradigm</p>
	<p><b>Blanca Ripoll Sintes</b> A Refolução silenciosa: o exílio interno na tertulia literária de Esther de Andreis</p>
	<p><b>Isabel Chumbo</b> A nation described in English or how the Portuguese Estado Novo translated propaganda became a tool for acceptance in Europe</p>
17.15-18.15	<p><b>Workshop</b> <b>Marco Neves</b> Como sobreviver às revoluções tecnológicas em Tradução [moderadora: Cláudia Martins] Sala: Auditório</p>
20.00	<p>Jantar</p>

## 13 de outubro

09.30-10.30	<p><b>Sessão Plenária 2</b> <b>João Cabrita</b> Do Concílio de Trento ao Colégio dos Jesuítas de Bragança [moderadora: Isabel Chumbo] Sala: Auditório</p>
	<p><b>Sessão 4</b> [moderador: Manuel Moreira da Silva] Sala: Auditório</p>
10.30-12.30	<p><b>Alexia Dotras Bravo</b> La presencia de la lengua y cultura españolas en los archivos del saber portugués en la época de la Contrarreforma: el Archivo Distrital de Bragança</p>
	<p><b>Maria del Carmen Arau Ribeiro</b> Building and Defending a Space for Language Centers in Higher Education in Portugal: The ReCLes.pt story</p>
	<p><b>Zaida Vila Carneiro</b> Antiguos y nuevos paradigmas en la enseñanza de la literatura del Siglo de Oro</p>
	<p><b>Carlos Teixeira</b> Almeida Garrett: o exílio, a leitura de Victor Hugo e a (re)criação de si mesmo</p>
	<p><b>Cláudia Martins &amp; Cláudia Ferreira</b> Women's reolution at work</p>

<b>12.30-14.00</b>	<b>Almoço</b>
	<p><b>Sessão 5</b>  <b>[moderadora: Zaida Vila Carneiro]</b>  <b>Sala: auditório</b></p>
<b>14.00-15.30</b>	<p><b>María del Carmen Arau Ribeiro</b>  Intercultural Communicative Competence – What you need to know to bring it on...</p>
	<p><b>Tamara Aller</b>  El Desarrollo de la Competencia Comunicativa Mediática a través de Prácticas y Recursos Digitales</p>
	<p><b>Carlos Pazos-Justo</b>  Hispanoamérica en sus símbolos. Una propuesta didáctica</p>
	<p><b>Mark Daubney</b>  Teacher-student refolution: exploring Chinese students’ perceptions of differences in their learning experiences in China and Portugal</p>
<b>15.30-15.45</b>	<b>Pausa café</b>
	<p><b>Sessão 6</b>  <b>[moderadora: Maria del Carmen Arau Ribeiro]</b>  <b>Sala: auditório</b></p>
<b>15.45-17.15</b>	<p><b>Alexandra Duarte &amp; Mark Daubney</b>  Towards refolution in EFL classes: on harnessing the potential of blogs</p>
	<p><b>José Manuel García Gimenez &amp; Luciana Cabral Pereira</b>  O eye tracking na identificação de estratégias de acesso e compreensão de textos literários em língua estrangeira (inglês e espanhol)</p>
	<p><b>Nuria Polo</b>  La refolución en la enseñanza de la fonética extranjera: el paradigma visual</p>
	<p><b>Manuel Moreira da Silva</b>  Transcreation – the answer to multimodality and social networks?</p>
<b>17.15-17.30</b>	<b>Sessão de encerramento</b>

## The Divine Comedy of Pedro and Inês

**Marisa Neiva AFONSO**

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The timelessness of the theme of Love beyond Death promoted by the romantic couple of Pedro I and Inês de Castro has a tenuous approach to the structure of Dante's *Divine Comedy*, going through the Inês-Pedro-Constança triad. The purpose of this study is based on analogies between both stories, which are still true icons of Literature, and for this we will focus on the sixteenth thesis of Luther, the *Divine Comedy* and the history of Pedro and Inês, keeping the structure of the division in Dante's structure of Hell, Purgatory and Paradise as a way of summarizing, punishing and rewarding human experiences in the earthly world. We will also refer to certain symbologies, such as the triad and the number seven, which we determine as relevant to the theme. Therefore, taking this into account, the division of the story of Pedro and Inês in three parts under the guise of several authors, besides individualizing the earthly world, it associates it with Hell – highlighting Pedro's feelings towards the death of Inês, his Longing and without a doubt the importance of the coronation of Inês, for it was at this moment that Peter distanced himself from his Suffering and avenged Inês. It was in Hell/Night that Pedro walked erratically suffering from the absence of Inês; and where he down went to bring her back to life, rescuing her from an eternity of forgetfulness - like Dante – to calm his Longing/Purgatory and manage to reach Eternity/Paradise together.

**Keywords:** Pedro and Inês, Dante, Hell, Longing.

### Bionotas

**Marisa Neiva Afonso**, portuguesa, doutoranda em Estudos Literários, pela Universidade de Trás-os-Montes e Alto Douro, é docente de Inglês na Escola Superior de Educação de Bragança e colaboradora na Escola Superior de Comunicação, Administração e Turismo de Mirandela, escolas do Instituto Politécnico de Bragança. Licenciada em Português-Inglês (ensino de) pela Universidade de Trás-os-Montes e Alto Douro, e Mestre em Ensino da Língua e Literatura Portuguesas, pela mesma universidade. Docente de Inglês no Agrupamento de Escolas Miguel Torga, em Bragança, fez formação para Cambridge Examiner em 2014, integrando o projeto desde então.



# El Desarrollo de la Competencia Comunicativa Mediática a través de Prácticas y Recursos Digitales

**Tamara ALLER Carrera**

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El estudio y las investigaciones en el área de la didáctica de una lengua extranjera muestra la constante aplicación de diferentes métodos, enfoques y orientaciones para el diseño y la planificación de unas prácticas de aprendizaje y enseñanza más significativas. Sin embargo, debido a la amplia variedad de factores y características que envuelven el proceso de adquisición de una lengua, la búsqueda por encontrar un método ideal se ha desvanecido, manteniéndose en la actualidad la convivencia de diferentes corrientes metodológicas. La competencia comunicativa es considerado el enfoque más influyente en la comunidad educativa, debido a la importancia que se lo concede al alumno como agente social y a la lengua como herramienta y vehículo de comunicación. Sin embargo, la revolución digital y la integración de las nuevas tecnologías como parte de la sociedad ha generado una ruptura con los métodos más tradicionales con respecto al modo de hacer, transmitir y entender la comunicación. Por lo tanto, el desarrollo de la competencia comunicativa debe reformularse y adaptarse a las nuevas reglas de uso de la lengua y a los nuevos medios transmisibles de información. Este artículo sostiene que una de las consecuencias más importantes que caracteriza a la sociedad actual es la dependencia que manifiesta con los nuevos medios, es decir, “todas las representaciones digitales que son exhibidos y distribuidos a través de las pantallas” (Manocivh, 2001). La revolución mediática, caracterizada por la exposición abierta de lo idiosincrásico, la interacción y la participación colectiva debe tomar presencia también en el sistema educativo mediante la recepción de los espacios y los lugares digitales como medio social y de aprendizaje. Las nuevas tecnologías y su vinculación con la sociedad conlleva la remodelación de las prácticas llevadas a cabo en la enseñanza de una lengua extranjera. Por lo que, este artículo se centra en hacer un análisis sobre los procesos y recursos que contribuyen en la construcción de un aprendizaje a través de experiencias comunicativas digitales.

**Palabras clave:** competencia comunicativa mediática, didactización tecnológica, recursos digitales

## Reseña Biográfica

**Tamara Aller Carrera**, Licenciada en Lenguas Extranjeras Inglés/Español por la Escuela Superior de Educación de Bragança y Master en Español Lengua Segunda y Lengua Extranjera por la Universidad de Minho – Braga (Portugal). Doctoranda en Ciencias del Lenguaje en la Facultad de letras de la Universidad de Porto, en el área de especialización de didáctica de lenguas extranjeras. En el ámbito profesional ejerció la docencia en el Instituto Superior de Contabilidad y Administración de Porto (ISCAP) responsable por la unidad curricular de

español de los negocios. Paralelamente, realizó funciones de e-formadora/tutora, responsable por la creación, configuración y monitorización de acciones de formación de español como lengua extranjera en la modalidad e-learning. En la actualidad también ejerce la función de formadora de español en el área del español para fines específicos y de responsable del departamento de traducción, revisión y transcripción de documentos técnicos.

## Intercultural Communicative Competence – What you need to know to bring it on...

**María del Carmen ARAU RIBEIRO**

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While the inseparability of language and culture may seem apparent to foreign language teachers, current research reveals the widespread struggle and adversity inherent in including culture in the foreign language syllabus. Teachers who are determined to challenge the administration and prescriptive schools of language teaching have been mobilizing efforts to clearly demonstrate the benefits of investing in language use for real communication in an intercultural context. The heightened awareness of the place for intercultural communicative competence (ICC) is a relatively and until quite recently silent revolution of individual teachers of foreign languages and other subjects and a concerted effort at reform from within the education system, sustained by UNESCO's Global Goals for Sustainable Development and a number of innovative European Union and international projects that are researching and promoting ICC as a fundamental area of know-how. Whether the motivation is stronger employability for graduates or recognition of the essential pragmatics involved in ICC for a global citizenry, or both, it is unambiguously one of the more pressing requirements in a new paradigm of knowledge that foresees the motivation for using a foreign language beyond getting a good grade on a test based on syntax.

**Keywords:** Intercultural Communicative Competence (ICC), English as a foreign/second language (EFL/ESL), pragmatics, global citizenship, motivation

### Bionotes

**María's** PhD (2011) on metalinguistics, writing and constructive error perception commemorated 20 years in Europe. Her undergrad work in French and Contemporary International Relations (UC Berkeley 1984-88) included an honor's thesis on immigrant language education in the California Community Colleges while her Master's in Applied Linguistics (UC Davis 1989-1991) was based on further work with the California Department of Education. Teaching at UC Davis, in Madrid, and Oporto preceded her current work at the School of Technology and Management at the Polytechnic Instituto of Guarda. She has presided over *Aprolínguas* (2004-2014) and currently the Network Association of Language Centers in Portuguese HE (ReCLes.pt, 2009-present). An expert consultant for the DAAD in Germany on HE (2015-2018), she also participates on the coordinating council

of the European Association of Language Centers in HE (CercleS, 2010-present). Publications in language learning and teaching practice, CLILing, language policy, interculturality, divergent thinking, interdisciplinarity, and metacognition.

**Josilene** is a journalist specializing in Communication and Marketing from the Centro Universitário de Belo Horizonte, with a graduate degree in Strategic Information Management from the Universidade Federal de Minas Gerais. Having just completed a semester abroad studying Beliefs about Language Learning at the Instituto Politécnico da Guarda (IPG), Portugal, under the supervision of Maria del Carmen Arau Ribeiro, she is currently studying Managerial Procedures at the Instituto Federal de Minas Gerais – Campus Ribeirão das Neves. She has experience in integrated communication and marketing and has been the Director of Marketing for IFNeves Consultoria Junior and a researcher for the CNPQ while she was in Portugal at the IPG.

## Building and Defending a Space for Language Centers in Higher Education in Portugal: The ReCLes.pt story

**María del Carmen ARAU RIBEIRO**

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The history of the Network Association of Language Centers in Higher Education in Portugal (ReCLes.pt) reflects the growing activities of this dynamic group of researchers, teachers, and teacher trainers who aim to promote innovative approaches to teaching that most benefit learners of a foreign language. This presentation will cover the current projects and priorities of this association that has 15 member universities and polytechnics (HEIs) and represents Portugal on the Coordinating Council of the European Association of Language Centers in Higher Education (CercleS), which in turn has 350+ members throughout Europe. The official aim of the association is to promote the growth, awareness, consolidation, and promotion of best practices in language centers in higher education as well as offer the best services for the community to contribute to the appreciation of lifelong acquisition of plurilingual competences. Another objective relates to students, their future employment, and the improvement of the quality of language education in general. The concern with linguistic diversification has been a challenge as has the European image of the association, which has been enforced by positioning Portugal's HEIs as forward-thinking and proactive, based on well-examined and productive research.

**Keywords:** Higher Education Institutes (HEIs), teaching foreign languages, ReCLes.pt, Portugal, CercleS

### Bionotes

**María's** PhD (2011) on metalinguistics, writing and constructive error perception commemorated 20 years in Europe. Her undergrad work in French and Contemporary International Relations (UC Berkeley 1984-88) included an honor's thesis on immigrant language education in the California Community Colleges while her Master's in Applied Linguistics (UC Davis 1989-1991) was based on further work with the California Department of Education. Teaching at UC Davis, in Madrid, and Oporto preceded her current work at the School of Technology and Management at the Polytechnic Instituto of Guarda. She has presided over *Aprolínguas* (2004-2014) and currently the Network Association of Language Centers in Portuguese HE (ReCLes.pt, 2009-present). An expert consultant for the DAAD in Germany on HE (2015-2018), she also participates on the coordinating council

of the European Association of Language Centers in HE (CercleS, 2010-present). Publications in language learning and teaching practice, CLILing, language policy, interculturality, divergent thinking, interdisciplinarity, and metacognition.

## Do Concílio de Trento ao colégio dos Jesuítas de Bragança

**João CABRITA**

Na sequência de um trabalho que venho investigando de há uns anos a esta parte, versando a fundação do Colégio do Santo Nome de Jesus em Bragança, de 1561 a 1759, pelos Jesuítas, marco importante na educação e na religiosidade em Trás-os-Montes, não poderia deixar de falar na transformação que a Igreja sofre por força da ação reivindicativa de Lutero, num mundo cristão a braços com uma cisão que não mais sarou. A par da prosperidade dos Jesuítas em Bragança, onde alcançaram grande poder, ocupando o Colégio das Clarissas e, posteriormente, Sé, assiste-se ao protestantismo em crescendo numa Europa cristã com dificuldades por colmatar.

Dezoito anos de Concílio de Trento, numa tentativa de curar brechas que se perpetuaram com a Inquisição a ficar na história pelas piores razões.

**Palavras-chave:** Jesuítas, Concílio de Trento, Bragança, Contra-reforma, Protestantes

### **Bionota**

**João Cabrita** é doutorado em Filologia Portuguesa pela Universidade de Salamanca com uma tese sobre Trindade Coelho. Licenciado em Filologia Românica pela Faculdade de Letras da Universidade de Lisboa. Mestre em Didática da língua e da literatura pela Universidade de Trás-os-Montes e Alto Douro (UTAD). Lecionou em escolas secundárias, no ISLA e no Instituto Superior de Jean Piaget. É professor aposentado. As suas atuais linhas de investigação prendem-se com os Estudos Literários e a História dos Jesuítas em Portugal.

## A Refolução cultural do séc. XVI: a Reforma, o Estado e a Educação

Nazaré CARDOSO

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A Educação e a Igreja sempre foram uma fonte de influência mútua. Desde cedo que a Igreja tomou a seu cargo a Educação e a organização escolar. Apesar dos novos ideais do Renascimento, a Educação continuava a apresentar uma forte vertente cristã. Com a Reforma Protestante, liderada por Martinho Lutero (1483-1546), a Educação sofre uma mudança significativa, em que a conceção de ensino de Lutero passa por alterações a nível social com o conceito de uma Escola para todos. As transformações e destaques da Reforma instigaram o aparecimento de instituições de ensino e a organização de um novo sistema escolar, inicialmente na Alemanha e estendendo-se ao longo do tempo a outros territórios. A nova reorganização escolar passou também pela conceção de novos programas e novos métodos de ensino, entregando a responsabilidade educacional ao Estado, rompendo com o monopólio da Igreja Católica. Apesar de já haver anteriormente iniciativas de uma educação popular, Lutero terá sido “o primeiro a chamar atenção para a criação das escolas públicas de frequência obrigatória sob a tutela do estado” (Luzuriaga, 1959). Pretende-se com este trabalho analisar quais as verdadeiras transformações educacionais que decorreram da Reforma Protestante e verificar se essas transformações se registaram apenas a nível social ou se contribuíram também para uma *Reforma Educacional*. Com este estudo procura-se também encontrar heranças, influências, marcas e conceitos da época no que respeita ao estudo das línguas e literatura que sejam visíveis nos nossos dias.

**Palavras-chave:** reforma, educação, escola pública, organização escolar, línguas e literatura

### Bionota

**Nazaré Cardoso** é licenciada em inglês e alemão pela Universidade de Trás-os-Montes e Alto Douro. Mestre em ensino do inglês e do espanhol no Ensino Básico pela Escola Superior de Educação do Politécnico de Bragança. Doutoranda em Didáticas das Línguas Estrangeiras na Universidade de Valladolid, Espanha. Tem lecionado línguas estrangeiras (alemão, espanhol e inglês), Didática das LE e Literatura infanto-juvenil nos últimos 15 anos. Interesses académicos abrangem a didática das línguas e da literatura.



## A nation described in English or how the Portuguese Estado Novo translated propaganda became a tool for acceptance in Europe

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The 20<sup>th</sup> century was fertile ground for several dictatorships across Europe. Although the main features of these regimes were similar, they had different approaches to propaganda and political discourse with language as the main tool of power. The need for acceptance among peer countries in Europe originated a translation industry born within the *Estado Novo* regime, which can be confirmed by archival documentation containing numerous translations of factsheets, posters, pamphlets, brochures and political speeches into several languages. Targeting these languages and their cultures is the recognition that the *Estado Novo* was aware that language could be used as soft power (Nye, 2014), a concept borrowed from international relations. This paper will firstly analyse the role of translated propaganda during the decades under Salazar's rule with a special focus on the 1930s and 1940s. Then it will focus on the volume *Doctrine and Action*, a compilation of 23 speeches by Salazar, published in London by Faber and Faber as one of many diplomatic strategies to highlight the work carried out by the regime in Portugal. This climaxed, among others, with the award of an honorary degree of doctor to the Portuguese prime minister by the University of Oxford, in 1941. As such, this work will provide an insight into the role of political and propagandistic translations in Portugal until the Second World War by attempting to map and describe the sociological event of translation in itself and its influence in politics in those days.

**Keywords:** Translated propaganda; *Estado Novo*; soft power

### Bionote

**Isabel Chumbo** is the director of the Translation masters at the Polytechnic Institute of Bragança. Her research interests are in the field of translation history, mainly focused on the role of translation emerging from within the Portuguese 20th century dictatorial regime. She is involved in several European projects related to digital learning.

## Martin Luther: when a sole word creates a theory

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The posting of the *Disputatio pro declaratione virtutis indulgentiarum* (best known as the *Ninety-five Theses*) on the doors of churches in Wittenberg, five centuries ago, did not only cause a schism in Christianity but also a revolution in social and political structure, as well as in Western thought. Luther's controversial legacy went far beyond the Theses. In fact, many of his subsequent writings were even more debatable and influential than the document which marks the beginning of the Reformation movement. The first edition of his translation of the New Testament (1522) was the first German bestseller and the complete Bible was published from 1534 onwards in six different parts. His approach to the translation of the Bible originated one of the most relevant historical texts in Translation Studies. A *Sendbrief vom Dolmetschen* was written in 1530 and constitutes Luther's defence around the use of the word *allein* in Romans 3:28. This paper analyses the contents of the letter written in German by Luther and will provide the reasons why the author and his ideas are still valid today, both in the field of Bible translation and in general translation practice.

**Keywords:** Luther's Bible; History of Translation; Modern German language

### Bionotes

**Paulo Luís** is a second-year student of the Translation Master at the Polytechnic Institute of Bragança. His personal research interests are in the field of translating religious texts, especially in the context of Protestantism.

## Teacher-student refolution: exploring Chinese students' perceptions of differences in their learning experiences in China and Portugal

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Research into Chinese students' behaviour in EFL classes favouring communicative approaches reveals a complex mix of expectations and tensions - often arising from contrasting student and teacher beliefs about how learning is best achieved. Such differences are rooted in cultural influences. Observations such as Chinese students speak little and favour vocabulary and grammar exercises are relatively commonplace. Using principles informing 'exploratory practice' - that is, using normal classroom practices as investigative tools - I will present Chinese students' own deliberations on the differences between their learning experiences in China and Portugal. Their voices should remind teachers that whilst acknowledging cultural influences on students, we should also be alert to our own assumptions, our need to acknowledge complexity, cultural influences, and the misunderstandings that can flow from resistant stereotypes - and, perhaps, most importantly, the chance to be instrumental in combatting these. It is from this perspective that I explore the notion of incremental change, with transformational potential for both teachers and students, on two levels: firstly, through the use of 'exploratory practice' to heighten teachers' understanding of their own teaching contexts. Secondly, using classroom activities such as discussions and writing learner histories not only provides a platform to increase student awareness of their own learning beliefs, but also provides a pedagogical chamber, so to speak, where voices - teachers' and students' - come together, possessing the potential to challenge resistant assumptions about culture and learning, constituting a timely challenge in a world where internationalisation and greater student and teacher mobility continue unabated in higher education.

**Keywords:** perceptions; beliefs; English as a Foreign Language (EFL); communicative language teaching; exploratory practice

### **Bionote**

**Mark Daubney** is Adjunct Professor in the Department of Languages and Literatures at the School of Education and Social Sciences-Leiria Polytechnic Institute, Portugal. His research interests broadly focus on teacher education, qualitative research and affective factors - especially anxiety and motivation - in classroom interaction. He is the co-editor, along with Christina Gkonou and Jean-Marc Dewaele, of the recent volume *New Insights into Language Anxiety: Theory, Research and Educational Implications*, which was published earlier this year by Multilingual Matters, as well as being co-editor, with Siân Etherington, of the collection of papers *Developing as an EFL Researcher: Stories from the Field*, published by

IATEFL, which is free to download at: <http://resig.weebly.com/developing-as-an-efl-researcher.html> Presently, he is the coordinator of the English Department as well as the Chinese-Portuguese-English Studies first degree course. His PhD was a longitudinal study of anxiety experienced by Portuguese trainee teachers on their TEFL practicum.

## La presencia de la lengua y cultura españolas en los archivos del saber portugués en la época de la Contrarreforma: el Archivo Distrital de Bragança

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En el Archivo Distrital de Bragança se encuentra conservado un tesoro bibliográfico de más de cinco mil volúmenes en varias lenguas, desconocido por parte del gran público y del estudioso especializado, de los siglos XVI, XVII, XVIII y XIX. Destacan los cientos de títulos en lengua española que versan de muchos y variados temas. En este estudio vamos a poner de relieve aquellos que tienen que ver con el concepto más político-religioso de la Contrarreforma en Portugal, es decir, aquel que impone la disciplina y la confesionalización de la sociedad civil. Algunas de las órdenes que surgen en esta época, como la Compañía de Jesús, está muy presente en el archivo en cuestión, así como vidas de santos y textos doctrinales sobre la conducta adecuada para los religiosos. El carácter fuertemente prescriptivo de gran parte de los fondos bibliográficos antiguos en español arroja datos muy interesantes para el estudio de esta época católica de ambos países ibéricos, poco o nada relacionados con el novedoso concepto de “refolución” que en este encuentro científico se aborda, pero que tanto se relaciona con la conmemoración de la Reforma Protestante, que cumple 500 años de vida.

**Palavras clave:** Contrarreforma, Fondos antiguos, Archivo Distrital Bragança, Península Ibérica.

### Bionota

**Alexia Dotras Bravo** é licenciada em Filologia Hispânica (2000) e Filologia Galega (2002), doutorada europeia em Filologia Espanhola (2006) pela Universidade de Vigo, com uma tese sobre *Los trabajos cervantinos de Salvador de Madariaga. Historia de una idea doble: sanchificación y quijotización* (Alcalá de Henares: CEC, 2008) e máster em Literatura Infantil e Promoção da Leitura pela Universidad de Castilla-La Mancha (2009). Trabalha desde abril de 2012 como professora adjunta da Escola Superior de Educação de Bragança. Foi professora adjunta da Escola Universitaria de Maxisterio de Vigo e trabalhou na Universidade de Coimbra, como investigadora auxiliar, no Centro de Literatura Portuguesa. Publicou uns cinquenta trabalhos científicos, ora artigos em revistas especializadas, ora livros e capítulos de livros; participou em congressos nacionais e internacionais desde 2000 e editou vários livros na área da literatura cervantina, a literatura siglodorista, a literatura infanto-juvenil, as relações literárias e culturais entre Portugal e Espanha –e Galiza e Portugal–, o ensino da literatura para estrangeiros, além de se especializar na obra de Salvador de Madariaga, de tipo cervantino e também literário ficcional.

## Towards refolution in EFL classes: on harnessing the potential of blogs

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We explore ‘Refolution’ through the ever-growing, powerful and inexorable influence of new technologies in society, and how it can inform an approach to using Web 2.0 tools in English as a Foreign Language (EFL) classes – specifically, exploring the potential of blogs. In this paper, ‘Refolution’, the process of incorporating changes – with elements of ‘reform’ and ‘revolution’ – into existing structures, is seen from two perspectives. Firstly, the rapid development of new technologies – a key factor in 4<sup>th</sup> industrial revolution – provides educators with tools to engage disengaged pupils. Secondly, in language teaching, traditional methodologies have shifted to approaches focusing on greater communication and interaction. Yet the traditional four skills no longer suffice, with 21<sup>st</sup> century skills (e.g. creativity, communication, collaboration, critical thinking) being essential for successful careers. Blogs provide an interactive platform to develop both traditional language and 21<sup>st</sup> century skills, and blogging involves exercising responsible citizenship and freedom, and questioning authority – key concerns of the Reformation – still important issues 500 years on. Tools themselves, however, do not guarantee success. It is essential, then, that teachers engage with and use technologies in classes. Engaging students in classes at a time when interest is often greatest outside classes is one of the great challenges facing educators. We therefore present an overview of our research that indicates that whilst EFL teachers recognise the potential of blogs, they also identify constraints – in and outside the classroom – on their use. We end with recommendations for increasing teacher engagement with blogs - a modest contribution to ‘refolution’.

**Keywords:** blogging; EFL classes; 21<sup>st</sup> century skills

### **Bionotes**

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## Women's reolution at work

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The renowned Age of Revolution encompasses the period between the American Revolution (1776) and the so-called Spring of Nations in 1848, this being the height of the revolutionary movements in Europe in the 19<sup>th</sup> century, though it may be considered just the tip of the iceberg as far as civil rights movements for people from all walks of life are concerned. The changes that occurred throughout this timespan intended to move from feudal and absolutist systems, considered old-fashioned and ill-suited, to constitutionalist states and republics that would be able to heed the new values, e.g. liberalism, nationalism and socialism, as well as the demands of the working classes, enduring the harmful effects of industrialisation. Working people had been flowing into large industrial cities for over a century since the onset of the Industrial Revolution, leaving behind their home places and settling in overcrowded, rundown dwellings in appalling living conditions. The shift from working at home to working in factories brought along a number of issues that would be the motivation for setting up trade unions, namely the long working hours (between 12 and 14 hours per day), the low wages, the cruel discipline and the fierce system of fines that was applied, and the numerous accidents and health issues that ensued. Despite the overall negative conditions, women and children were among those who suffered the most, especially because the former's wages were regarded as secondary earnings and thus less important than men's. Consequently, from 1850s onwards, trade unions began to fight for better paid workers and women were initially excluded from these structures be it as members or leaders, being supported by social reformers instead. As a case in point, it is worth mentioning Clementina Black who, in 1888, set forth a demand for equal pay between men and women in the UK and the Bryant and May match factory strike which was held in the same year. Bearing in mind this social and historical context, our aim with this paper is two-fold: not only do we seek to focus on unionist movements in the last half of the 19<sup>th</sup> century in the European context as a means to fight against conservative and slavery-like practices in the workplace but we also wish to emphasise the place and importance of working-class women in this general workers' assertion, particularly in their attempt to gain equal pay, a true reolution that would be the motivational beacon for 20<sup>th</sup> century movements, such as that of the suffragettes.

**Keywords:** industrialisation; workers' struggle; trade unions; strikes; equal pay; women's rights.

## Bionotes

**Cláudia Maria Pinto Ferreira** holds a bachelor's degree in Translation (English and Spanish) at ISTI, Brussels, and master's degree in Terminology and Translation (dissertation on the subtitling of scientific documentaries), at the Faculty of Arts of the University of Oporto. She has been doing research on AVT and is a founding member of Transmedia Portugal. Since 1997, she has been teaching French as FL and LSP, Translation Studies, Audiovisual Translation and CAT tools at the Department of Languages and Cultures in the University of Aveiro. She is a member of the coordination committee for the evening courses at the ForLínguas office, in the Department of Languages and Cultures, since its outset in 2013. Since 2001, she has been working on the production and the organization of the International Meeting of Cinema, Television, Video and Multimedia – AVANCA, Portugal, as well as the International Conference AVANCA|CINEMA, since 2010. She is production editor of the International Journal of Cinema (<https://journal-cinema.jimdo.com/>)

**Cláudia Susana Nunes Martins** holds a bachelor's degree in Modern Languages and Literatures Portuguese and English (teaching branch) and master's in Terminology and Translation (dissertation on terminological metaphors), both at the Faculty of Arts of the University of Oporto. Subtitling course at ISAI. International Program in Translation and Intercultural Studies at the Universitat Rovira i Virgili, Spain, with completion of minor dissertation (analysis of phraseologisms in a subtitled and dubbed documentary). PhD in Translation at the University of Aveiro, with a thesis on audioguides as a museum accessibility tool. Since 2001, she has been teaching English as FL, English Linguistics, Terminology, Translation Studies and Audiovisual Translation at the School of Education in the Polytechnic of Bragança. Founding member of Transmedia Portugal. All work available at [academia.edu](http://academia.edu), [researchgate.net](http://researchgate.net) and the digital library of the IPB.



# La lengua española actual: el resultado de la revalorización de las lenguas vernáculas en la época de la reforma

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La Reforma supuso la puesta en valor de las hablas del vulgo. Los mensajes iban dirigidos a un tipo de público que no conocía la lengua de la cultura, el latín, y por ello se empiezan a considerar las lenguas maternas como herramientas esenciales para la difusión de las nuevas ideas. Merced a todo ello comienzan a surgir las gramáticas de estas lenguas con la intención de sistematizar la lengua para poder transmitir mensajes escritos coherentes. El presente trabajo mostrará un panorama general sobre este fenómeno en lo relativo a la lengua española y cómo favoreció que ésta no se quebrase y que se expandiera de manera exponencial. Aunque España ya tenía dominios más allá de la península ibérica, la lengua española nunca se había consolidado de la manera que lo hizo tras el descubrimiento de América. Y a este hecho contribuyó de una manera decisiva la importancia que habían adquirido las lenguas vernáculas durante la Reforma, la aparición de las gramáticas de estas lenguas, la imprenta y la aparición de libros escritos en estas mismas lenguas. Todo ello favoreció que hoy en día el español sea una lengua materna y cohesionada en veintiún países.

**Palabras clave:** lengua vernácula, descubrimiento de América, sistematización de la lengua, difusión del conocimiento.

## Reseña Biográfica

**Carmen García Flores** es doctora en el programa de Lenguas Modernas, Traducción y Español como Lengua Extranjera de la Universidad Pablo de Olavide. Es licenciada en Filología Árabe por la Universidad de Cádiz. Ha impartido clases de árabe y de español como lenguas extranjeras. Ha sido coordinadora del Departamento de Español Aplicado al Turismo y al Patrimonio en el ISEAH de Tozeur en Túnez. Actualmente da clases de literatura en el departamento de Filología y Traducción de la Universidad Pablo de Olavide en Sevilla, España.

## Towards the definition of National Identity: The Elizabethan Reformation and the Growth of Anglicanism

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Martin Luther's Ninety-Five Theses (1517) officially inaugurated an important historical period in Europe, characterised by a stern criticism of the Roman Catholic Church and by the origin and progressive development of Protestant ideas and Churches. However, England's adherence to Protestantism was neither immediate nor uncontroversial and, despite England's formal break with Rome in 1534, national identity was far from settled. In fact, Calvin's thought was more influential in the development of English Protestantism than Luther's theories, and it later acquired a crucial role in the Elizabethan Church, with the return of the Marian exiles. However, not only was Elizabeth I closer to Luther's theology, but she also rejected the political system defended by the Calvinists, as it was incompatible with the Erastianism she intended to promote. The Church of England's balanced position between Catholicism, on the one hand, and radical Protestantism, on the other, was defined by the Elizabethan Settlement (1559) and The Thirty Nine Articles (1563), even though none of the groups was fully satisfied with the outcome. Such balanced position, or *via media*, represented a distinctive element of the Church of England's identity, later known as Anglicanism. Therefore, the intention of this paper is, firstly, to address Calvin's most relevant reformist proposals and understand how they differed from those of Luther. Secondly, to analyse the characteristics of the Elizabethan Reformation and how it contributed for the definition of the national identity. Lastly, the reaction to such attempts of stabilization will also be addressed, with a specific focus on the Puritan movement.

**Keywords:** Calvin, Elizabethan Reformation, Catholicism, Puritanism, Anglicanism

### Bionote

**Carla Larouco Gomes** is a researcher at the University of Lisbon Centre for English Studies (ULICES) and an Adjunct Lecturer of English Language and Culture at Estoril Higher Institute for Tourism and Hotel Studies. She holds a PhD in Culture and Literature Studies, with a specialisation in the New Liberalism and in L.T. Hobhouse's political thought and her MA thesis was devoted to Richard Hooker and the Reformation in England. She is a member of the *Political Studies Association British Idealism Specialist Group*, and her main areas of interest include Reformation Studies, History of Ideas, History of Political Thought and Liberalism.

# Teaching and assessing 21st century skills within a new educational paradigm

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Information and communication technologies are the vehicle for the latest industrial revolution and the resulting digital era has brought about a shift in the way we work, live and learn. Educational institutions have been striving to adapt to this new reality and technology has slowly been integrated into daily practice. However, old habits die hard and school is still holding to the 20<sup>th</sup> century educational paradigm, to which students can no longer relate. Since information and resources are now available anywhere and anytime, attending content-centred classes is less attractive and requires extensive focus, which is at odds with the current tendency toward hyper-stimulation. Also, considering the pace at which the world is changing, the chances are that whatever is being taught now may be of little or no use when students enter the labour market. Therefore, a new educational paradigm is needed. The time has come to increase and balance the teaching of skills with that of contents and to provide students with competencies they will need to face any future challenge. 21<sup>st</sup> century skills are required to best equip our students. Through a desk review that included the perspectives of a number of authors as well as recommendations by UNESCO and the Portuguese Ministry of Education, this paper aims not only to provide information on what 21<sup>st</sup> century skills consist of and give some examples of how to develop them through project-based learning, but also bring to light some barriers to assessing learning outcomes within the standing educational paradigm.

**Keywords:** 21<sup>st</sup> century skills; new educational paradigm; project-based learning; assessment

## **Bionota**

**Estefânia Gomes** é docente na área das Línguas Estrangeiras desde 2004. Docente integrada no departamento de Línguas Estrangeiras do Instituto Politécnico de Bragança desde 2016. Mestre em Ensino de Inglês e Espanhol no Ensino Básico, pela Escola Superior de Educação do Instituto Politécnico de Bragança. Licenciada em Línguas e Literaturas Modernas, Variante de Estudos Franceses e Ingleses, Ramo Educacional, pela Faculdade de Letras da Universidade do Porto.

## “Suddenly there was a tapping”: Edgar Allan Poe in the dawning of speculative fiction

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Forty years of life were what this hallmark of American literature needed to break a number of boundaries in traditional fiction in the first half of the 19<sup>th</sup> century. Edgar Allan Poe is reputed to be the architect of the modern short story (cf. Dawson, 1909) and a forerunner of the “art for art’s sake” movement in America. According to the Poetry Foundation, Poe formulated strictly artistic ideals based on the calculated use of language through which he expressed a vision of truth and the essential condition of human condition. He rejected the effect of accident or inspiration in the making of both his fiction and poetry, but rather insisted that the tiniest detail should be the result of rational deliberation. As such, Poe wrote over 40 short stories encompassing several fictional types that contemporary critics refer to as speculative fiction. Different classifications have been proposed (e.g. Howarth, 1971; Quinn, 1997), but it is commonly accepted that Poe’s tales are divided into four different styles, ranging from horror to Gothic and science fiction to ratiocination. This paper claims that Poe “tapped on the window of fiction” and brought about major changes in the literary scene of the 19<sup>th</sup> century which would bear fruit in the 20<sup>th</sup> century. By analysing a number of his renowned tales, we intend to demonstrate the full extent of his reformation in the realm of short stories.

**Keywords:** Edgar Allan Poe; speculative fiction; tales of horror; science fiction; detective stories.

## New Cultural Perceptions: Ecocriticism, Music as a Tool in the British Rock Band “The Cult”

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The last decades of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century have brought new changes and cultural perceptions in the music field. Economic, political and social issues have transformed our conception of the world. According to John Felstiner, the earth symbolizes that “we’ve a chance to recognize and lighten our footprint in a world where all of nature matters vitally (...)” (2009: xiii). Besides, the geographer Yi-Fu Tuan asserts that the “attachment to homeland is a common human emotion” (2008: 154); however, “place attachment implies adaptation” and “earth’s woes need instantiation” (Buell, 2005: 66, 68). Given that, it becomes evident the idea that some rock bands express their beliefs through music. They even use music as a tool to denounce social or political injustices and to defend the world, especially the natural universe. In this sense, music may be a powerful instrument to cause an influence on people’s thought. A clear example of the previous statements is constituted by the British rock band The Cult. The four members of the band are extremely interested in social problems and, at the same time, manifest a profound love of nature, to which they feel attached too. Consequently, this paper will be focused on the visions of nature and the world depicted in their lyrics from an ecocritical stance. Through Ecocriticism – and using the concepts of sense of place and environmental justice – we will see that way wild places and local ancient traditions are prevailing elements in their lyrics. We will also observe how the band is aware that we should take care of our world, as “the stream of life is fading / [and] this generation is fading” (Astbury & Duffy, 2016).

### Reseña Biográfica

**María Antonia Mezquita Fernández** holds a PhD in English Philology from the University of Salamanca (Spain). She is Assistant Professor at the University of Valladolid (Spain). She has been Assistant Editor of the Journal *ES. Revista de Filología Inglesa* (English Department, University of Valladolid). As a member of the GIECO research group, her research is centered on the field of Ecocriticism in comparative literature. She has recently edited the book, *Visiones ecocríticas del mar en la literatura* (Instituto Franklin-Universidad de Alcalá), along with Dr. Montserrat López Mújica. In 2008, she published the book entitled *William Blake y Claudio Rodríguez: visiones luminosas* (I.E.Z. “Florián de Ocampo – C.S.I.C.). She is highly interested in the field of Ecocriticism and her contribution to such field is mainly supported by several papers and lectures.

## Lope de Vega, Contrarreforma y reescritura

**José MONTERO Reguera**

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Una serie de adversidades personales conducen a Lope de Vega en torno a 1610-1611 a reorientar su carrera literaria por un camino que, si bien no había estado ausente en fechas anteriores, empieza ahora a ser expresión, si no única, al menos sí primordial; Lope llega a esas fechas en un momento vital caracterizado por el desengaño y el arrepentimiento que se traslada a una serie de obras de contenido esencialmente religioso donde utiliza algunos de los recursos y procedimientos que la literatura contrarreformista usó con profusión: la vuelta a lo divino de materiales previos concebidos inicialmente sin ningún propósito religioso. Dos obras son esenciales a este propósito: *Pastores de Belén*, libro de pastores publicado en 1612, y *Rimas sacras*, una extensa antología poética publicada dos años después. Esta ponencia quiere resaltar alguno de sus elementos fundamentales para mostrar cómo se unen estrechamente, en este caso, contrarreforma católica, experiencia biográfica, transfiguración literaria y reescritura de textos clásicos.

### Reseña Biográfica

**José Montero Reguera** (Segovia, 1967) acabou o doutoramento en 1994 na Universidade Autónoma de Madrid con una tese sobre *Quijote* que mereceu a máxima nota por um júri presidido por D. Alonso Zamora Vicente. Em outubro de 1995 incorporou-se na Universidade de Vigo onde exerce como catedrático de literatura espanhola desde março de 2010. Foi prémio Fernández Abril da Real Academia Española (1995). Vicepresidente (2004) e Presidente (desde 2004 a 2012) da Asociación de Cervantistas. Em junho de 2012 foi escolhido, por votação unânime dos sócios, primeiro Presidente de Honra. É autor de duas centenas de publicações de tema cervantino e sobre outros autores e obras da literatura espanhola dando especial atenção aos pertencentes aos séculos XVI e XVII. Entre os seus livros cabe destacar *El Quijote y la crítica contemporánea* (1997), *El Quijote durante cuatro siglos* (2005), *Lecturas españolas del “Quijote”*, com prólogo de Francisco Rico (2005), *Materiales del “Quijote”*. *La forja de un novelista* (2006), *Miguel de Cervantes. Una literatura para el entretenimiento* (2007) e *Cervantismos de ayer y de hoy. Capítulos de historia cultural hispánica* (2011). Editou as *Novelas ejemplares* (2002) y (2015), *El alcalde de Zalamea* (1996), *La verdad sospechosa* (1999), *La Gitanilla* (2013) e a mais recente edição da poesia de Cervantes (Biblioteca Clásica da Real Academia Española). É o coordenador de *Lecturas del Quijote*, a secção que abre o volume complementar de *Quijote* do Instituto Cervantes nas três publicações (1998, 2004 e 2015).

## Como sobreviver às revoluções tecnológicas em Tradução

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Neste workshop, irei apresentar algumas ideias para evitar as armadilhas que se escondem nas inovações tecnológicas do mundo da tradução. Será uma sessão com perguntas e respostas seguidas de debate e algumas ideias práticas para evitar as tais armadilhas tecnológicas. Os temas incluirão: as memórias de tradução; os bloqueios informáticos; as armadilhas da comunicação à distância; o futuro da tradução automática. Os participantes podem trazer as suas questões e preocupações para discussão em grupo.

**Palavras-chave:** tecnologias de tradução

### **Bionota**

**Marco Neves** é professor de tradução na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa. É tradutor e diretor do escritório de Lisboa da Eurologos, para além de colunista no Sapo 24. É autor das obras “*Doze Segredos da Língua Portuguesa*”, “*A Incrível História Secreta da Língua Portuguesa*” e “*A Baleia que engoliu um Espanhol*”.

## Hispanoamérica en sus símbolos. Una propuesta didáctica

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Se propone con esta comunicación una reflexión acerca de la relevancia y funcionalidad que los símbolos nacionales—específicamente los escudos nacionales—han desempeñado y desempeñan como narrativas que promueven ideas e imágenes en el contexto cultural hispanoamericano. Más allá de las lógicas particulares de cada uno de los símbolos nacionales, se pretende conocer en qué medida los símbolos nacionales hispanoamericanos activan y promueven ideas e imágenes comunes a varias comunidades nacionales, configurándose como un conjunto de productos culturales especialmente aptos para el acercamiento de los alumnos a varias de las líneas de fuerza de los imaginarios hispanoamericanos.

**Palabras-clave:** Hispanoamérica, símbolos, imaginario

### **Bionota**

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## O *Eye Tracking* na identificação de estratégias de acesso e compreensão de textos literários em língua estrangeira (inglês e espanhol)

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O presente trabalho foca-se na problemática dos modos e possíveis estratégias de acesso aos textos literários em língua estrangeira, tal como surgem praticados por alunos do ensino superior português, nomeadamente pelos alunos de cursos do Departamento de Letras, Artes e Comunicação da Universidade de Trás-os-Montes e Alto Douro. Mais concretamente, recorreu-se à ferramenta do *eye tracker* de modo a servir de auxílio para a análise e identificação daquelas estratégias, assim como de possíveis sucessos e/ou insucessos nos meios utilizados para fins de leitura e análise de poemas em língua estrangeira. Do ponto de vista didático, interessou-nos, portanto, perceber os modos pelos quais estes alunos de ensino superior entram nos textos literários (género poético), pelo que várias são as questões que se colocam, nomeadamente as seguintes: -Que comportamento “visual” tiveram os alunos na leitura e análise dos poemas selecionados? É possível definir estratégias de sucesso? Onde falharam? Que partes do texto são as mais procuradas? Conseguem identificar palavras-chave do texto?

**Palavras-chave:** didática da língua e literatura; eyetracker; análise literária; línguas estrangeiras

### Bionotas

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## La revolución en la enseñanza de la fonética extranjera: el paradigma visual

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El desarrollo de las nuevas tecnologías ha supuesto sin duda una revolución positiva en nuestra vida diaria y la enseñanza de lenguas extranjeras también se ha visto beneficiada por este desarrollo. Además, se ha demostrado que recibir feedback visual aporta ventajas al aprendizaje de la pronunciación de una lengua no nativa. Sin embargo, la enseñanza del componente fónico es la gran olvidada del aula y apenas existen estudios que analicen el uso del feedback visual en la enseñanza de la fonética del español como lengua extranjera (ELE). Poder usar los conocimientos de la fonética acústica para la clase de ELE es un logro considerable y supone toda una reforma de la enseñanza de lenguas. Por ello, con este trabajo se pretende mostrar lo que Olson (2014) ha denominado Paradigma de Feedback Visual [*Visual Feedback Paradigm*, VFP] y aplicarlo a la enseñanza de la fonética del español para aprendices lusófonos. El objetivo de esta propuesta es mostrar que con el uso de espectrogramas se pueden visualizar los sonidos que más problemas dan a un hablante de portugués cuando comienza a aprender español. A partir de la representación de la energía acústica de los sonidos en el programa informático Praat – una herramienta gratuita disponible online que – se puede contrastar la fonética segmental del español con la del portugués. Con esta metodología se espera mejorar considerablemente el aprendizaje de la fonética extranjera del español, o cualquier otra lengua, gracias al doble estímulo recibido: auditivo y visual.

**Palabras clave:** feedback visual, ELE, nativos de portugués, Praat, fonética

### Reseña Biográfica

**Nuria Polo** es doctora por la Universidad Complutense de Madrid (premio extraordinario de doctorado) y actualmente es profesora contratada doctora en la UNED. Licenciada en Filología Hispánica por la Universidad de Deusto y en Lingüística General por la Universidad Autónoma de Madrid, tiene un Máster en Estudios Fónicos con especialidad en Ciencia Vocal por el CSIC-UIMP. Su línea principal de investigación es el desarrollo de la fonología en lengua materna en niños menores de tres años, publicando su trabajo en revistas de alto impacto como *First Language*. Relacionado con esta línea de investigación colabora en un proyecto sobre detección temprana del autismo y dirige un Seminario de divulgación para padres. Actualmente le interesa la investigación en fonética y fonología de la lengua española y la ciencia vocal con perspectiva de género. Es miembro fundador del Instituto Español de la Voz.

## La refolución callada: el exilio interior en la tertulia literaria de Esther de Andreis

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En la década de los años cuarenta y cincuenta, la poeta y traductora Esther de Andreis organizó una tertulia literaria semanal que contaba con poetas, intelectuales y periodistas de las dos Españas y, si contamos con la complejidad del territorio catalán, con escritores de los dos campos culturales presentes en la Barcelona de la posguerra. Frente a la rígida doctrina franquista y la actitud sin fisuras del exilio, el íntimo y doméstico espacio creado por Andreis permitió el intercambio de ideas, de paradigmas literarios, entre personalidades tan distintas como Dionisio Ridruejo (antiguo orador de Falange y alejado por entonces del Régimen) y Carles Riba (poeta catalán, helenista depurado de la Universidad de Barcelona, que había regresado del exilio). Una auténtica *refolución* callada que habla de muchos exilios interiores en la España franquista y de una clandestina red de tertulias literarias en la ciudad de Barcelona que, entre otras cuestiones, posibilitaron la impresión y difusión de literatura catalana prohibida en aquellas épocas.

**Palabras clave:** *refolución*, literatura española, literatura catalana, dictadura, Franquismo

### Reseña Biográfica

**Blanca Ripoll Sintes** es Licenciada y Doctora en Filología Hispánica por la Universitat de Barcelona, donde actualmente trabaja como profesora de Literatura Española. Sus líneas de investigación comprenden, desde diversas perspectivas, el estudio de las relaciones entre el mundo editorial, la crítica literaria en prensa y la creación literaria (en especial, en lo referente al género narrativo) durante la posguerra española. En este sentido, ha participado en numerosos congresos nacionales e internacionales, en libros colectivos y ha publicado artículos en diversas revistas.

## “The Voice of God was English”. Language and Politics during the English Reformation

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The Reformation in England placed religion and faith at the centre of the English national feeling. The idea of a nation elected and blessed by God sustained the propagandistic discourse set in motion by Henry VIII and his closest allies, Thomas Cranmer, Archbishop of Canterbury, and Thomas Cromwell, Henry’s vicegerent and chief minister, in an attempt to wipe papist influence in England. The printing press became paramount in the dissemination of this national discourse which introduced a set of measures, namely the dissolution and pillaging of monasteries and the imposition of a Bible in the native tongue in every church. Indeed, the translation of the Bible by Miles Coverdale, based on Tyndale’s original, represents one of the most noteworthy moments of the Reformation. The purpose of this paper is thus twofold. First, we intend to reflect on how cultural history was closely intertwined with religious history during Henry VIII’s reign, as both religion and politics contributed to the English national unity. Not only did the construction of the idea of a nation follow nationalist and erastian criteria, but it was also still largely dependent on the tenets of both Lutheran and Catholic beliefs, originating a clash of opinions and positions between the king, Cranmer and Cromwell. Therefore, we will analyse the Acts passed in 1534 and *The Bishops’ Book* (1537). Secondly, we will highlight the importance of the English language and Englishness through vernacular translations and how they helped to coin a language of devotion in English.

**Keywords:** Protestant Reformation, political language, propaganda, Englishness

### Bionote

**Elisabete Mendes Silva** is Adjunct Professor in the Department of Foreign Languages at the School of Education-Polytechnic Institute of Bragança where she teaches English Language and Culture. In her M.A. studies she specialised in Culture Studies and wrote her thesis on George Orwell’s political Essay. She holds a PhD in Literature and Culture studies, specialising in Isaiah Berlin’s political thought. She is a researcher at ULICES - University of Lisbon Centre for English Studies. At ULICES, she has been involved in the projects on the British Empire and on Victorianism. Her main areas of interest include Culture Studies, English Culture, History of Ideas, History of Political Thought and Liberalism and Teaching English as a Foreign Language (TEFL). She has been publishing in the areas of English Culture and TEFL.

## Transcreation – the answer to multimodality and social networks?

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Translators and localizers are currently facing a reformation and must develop new skills and understand the new environments they work with. The market place for translation is global, specialized, virtual, and truly demanding and translators are increasingly involved in various forms of foreign language corporate communication, including web communication, localization or intercultural mediation and consulting. This means that prospective translators now need to master new ways to prepare and present themselves to the market, perhaps as transcreators. With web texts being instantly available to readers anywhere, the translator's role as a cultural mediator attains a special significance as the texts may be accessed by a diverse audience from different cultural backgrounds. Language is no longer seen as dominant, but as one mode among other potentials for making meaning (Kress, 2010). Meanings are created by the interplay of the semiotic resources, and image and text “interact synergistically in the construction of meaning” (Unsworth and Cléirigh 2011). As Brecht states, reality changes: in order to represent it, modes of representation must change. What is gaining strength is the idea that translators should not only pay attention to non-verbal elements, but actively and creatively use various semiotic resources and be involved in the production of multimodal texts as a whole – as transcreators. In this presentation we will consider this dynamic reality and discuss the roles, skills, environments and concepts we - teachers and students alike - are required to master in order to meet such a fast-paced and technology-driven context.

**Keywords:** transcreation, translation, cultural mediation, multimodality

### **Bionote**

**Manuel Silva** is a senior lecturer at the Porto Business and Accounting School (ISCAP – IPP). He holds a PhD in Linguistics - area of Terminology, coordinates the Unit for Languages, Communication and Education of CEOS.PP and is a researcher at INESC TEC – Institute for Systems and Computer Engineering of Porto. He is currently Vice-president of the ISCAP Pedagogical Council and the Coordinator of the Unit for Innovation in Education at ISCAP (gaie.iscap.ipp.pt). He is also a member of the Executive Committee of the Portuguese Language Centres Association (ReCLes.pt), member of CERCLES. He has participated and is currently involved in different European and national research projects. His research interests range from terminology and translation studies, to localization, project management, knowledge management, ESP, CLIL and e/b-learning.

## Provincetown Portuguese and the KKK

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Within the context of repression and fear in the Portuguese diaspora in the United States of America, this essay aims at revisiting an episode in 1920 where the Portuguese were terrorized because of their Catholicism, especially in Protestant New England. They were the victims of religious intolerance, discrimination, and even burning crosses by the local Ku Klux Klan in Provincetown, Massachusetts. In Mary Heaton Vorse's *Time and the Town: A Provincetown Chronicle* (1942), she writes about this occurrence in the chapter, "The Portuguese of Provincetown": "In Provincetown a fiery cross was burned in front of the Catholic church [...] after which the Portuguese Catholics retaliated by organizing strongly in the Knights of Columbus." This retaliation took place in 1923, at a time when the KKK was in its second phase of terrorist activity, searching for new targets – Catholics and Jews – other than the post-Civil War emancipated blacks. The Klan's agenda of terror, aggression, and anxiety was its physical means of fulfilling its support of exclusionary rhetoric of Progressive politics of the 1920s, which culminated in the immigration acts of 1917-1924 that all but closed America's doors to Southern Europeans. Moreover, the Klan was endorsing the rhetoric of eugenics, voicing America's paranoia about the boundaries of whiteness to these darker southern Europeans who were not-as-white as their WASP hosts. This episode helps us understand how Portuguese immigrants were received there and how Portuguese culture was transmitted to and received in America.

**Keywords:** Portuguese diaspora, religious intolerance, eugenics

### Bionote

**Reinaldo Silva** was educated in both the United States (Ph.D., New York University, in 1998; M.A., Rutgers University, in 1989) and Portugal (*Licenciatura*, University of Coimbra, in 1985) and holds dual citizenship. He has lectured at several American universities and is currently Assistant Professor of English at the University of Aveiro. His teaching and research interests include nineteenth- and twentieth- century American literature and contemporary emergent literatures, with a special focus on Portuguese-American writers. At this point, he has published about seventy essays, sixty of which in international peer-reviewed journals, encyclopaedia entries, chapters in books, and has also authored two books: *Representations of the Portuguese in American Literature*, published by the University of Massachusetts in 2008, and *Portuguese American Literature*, in the United Kingdom, by Humanities-Ebooks LLP, in 2009. He co-authored *Nem Cá Nem Lá: Portugal e América do Norte Entre Escritas*, published by EDLP, in 2016, and has also collaborated in the translation of Adelaide Freitas' novel, *Sorriso por dentro da noite* (*Smiling into the Night*) into English, which is currently being considered for publication in the USA by the Tagus Press.

## Almeida Garrett exilado: A leitura de Victor Hugo e a (re) criação de si mesmo

**Carlos Manuel da Costa TEIXEIRA**

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Pretendemos apresentar um trabalho que, conjugando o âmbito da literatura comparada com o dos estudos sobre a cultura, problematiza a relação de Almeida Garrett com os autores do Romantismo europeu – em particular com Victor Hugo. Numa perspetiva comparativista, será dado particular destaque às questões referentes às teorizações genológicas dos dois autores, nomeadamente a propósito do modo dramático, pela leitura atenta do “prefácio de Cromwell” da autoria do romântico francês e da “Memória ao conservatório Real” (paratexto que acompanha a edição de *Frei Luís de Sousa*) daquele que foi o introdutor do Romantismo em Portugal. O “confronto” destes dois escritores problematizará e dará ênfase aos seguintes aspetos: primeiro, e mais geral, a conceção historicista da noção de género; segundo, a conceção de arte como imitação verosímil da natureza; terceiro, a atribuição à arte de uma função essencialmente instrutiva, moralizadora e pedagógica (sem excluir a finalidade estética); quarto, a busca da miscigenação genológica, motivada pela imitação do real e pela valorização do grotesco; quinto, a opção pela cor local; sexto, e último, a defesa da liberdade criadora.

**Palavras-chave:** Almeida Garret, Victor Hugo, Romantismo, Drama

### **Bionota**

**Carlos Teixeira** é docente do Departamento de Português da Escola Superior de Educação de Bragança, onde tem lecionado nas áreas dos estudos literários, da didática e da cultura. Leitor compulsivo e apaixonado, inquieta-se e comove-se, hoje e sempre, com a singular beleza do imaginário infantil. Licenciado em Português – francês (ensino de) pela Universidade de Trás-os-Montes e Alto Douro, concluiu, na mesma universidade, o “Mestrado em ensino da língua e literatura portuguesas”, com a apresentação da dissertação “Escrever-se” e/ou “Outrar-se”: escrita e revelação em *Páginas do Diário Íntimo de José Régio*. É membro da comissão científica do Mestrado em Educação Pré-Escolar e Ensino do 1.º Ciclo do Ensino Básico e Diretor do curso de Língua e Cultura Portuguesas, na ESEB.



## Antiguos y nuevos paradigmas en la enseñanza de la literatura del Siglo de Oro

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Uno de los periodos literarios que resulta más complejo de llevar al aula en ESO y Bachillerato es el del Siglo de Oro, debido, entre otros motivos, al lenguaje empleado y a la representación de situaciones aparentemente alejadas de las que se observan en la actualidad. A estos obstáculos se les suma el hecho de que, en pleno siglo XXI, los paradigmas de la educación literaria no se reflejan en la realidad del aula, especialmente en los niveles educativos no universitarios, donde el peso del modelo didáctico de la historia de la literatura sigue siendo indiscutible, de manera que se continúa exigiendo la reproducción memorística de datos, que responde a un enfoque tradicional de enseñanza. Se ignora, así, el que debería ser el objetivo principal: que las obras literarias sean asimiladas por el estudiantado como un arte y comprendidas en todas sus dimensiones. En esta comunicación se trazará una panorámica general de la didáctica de la literatura española de los siglos XVI y XVII para proponer, posteriormente, recursos y herramientas que faciliten el proceso de enseñanza-aprendizaje de la producción literaria áurea en las enseñanzas no universitarias.

**Palabras clave:** didáctica de la literatura; literatura del Siglo de Oro; ESO; bachillerato; recursos didácticos.

### Reseña Biográfica

**Zaida Vila Carneiro** es licenciada en Filología Hispánica y Filología Románica y premio extraordinario de doctorado con mención europea en Literatura Española e Hispanoamericana por la Universidade de Santiago de Compostela. Ha sido docente en esta institución y en la University of St. Andrews, y, en la actualidad, trabaja en la Universidad de La Rioja. Pertenece al Grupo de Investigación Calderón de la Barca (GIC) de la Universidade de Santiago de Compostela. Sus líneas de investigación actuales se centran en el teatro del Siglo de Oro y su didáctica, la literatura infantil y la enseñanza de EL2 a inmigrantes en contexto escolar. De entre sus publicaciones destaca la edición crítica de *Amor, honor y poder*, que vio la luz en 2017 en la editorial Iberoamericana / Vervuert.

