

Michel Soares do Carmo

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University of Georgia

Athens, GA 30602-1815

EDUCATION

2022 - ongoing: [PhD Student in Romance Languages](#)

Department of Romance Language, University of Georgia

[Brazilian & Lusophone Studies](#)

Courses taken: Brazilian Culture and Society; Black Women's Narratives; Women Short Story Writers of the Portuguese-Speaking World; Intermediate Spanish 1; Literary Theory and Criticism; Poetry of Brazilian Black Women; The Construction of National Identities in Brazilian Literature.

2019 - 2021: [Advanced Graduate Diploma in Text Revision/Proofreading/Editing](#)

Catholic Pontifical University of Minas Gerais (Online Distance Learning)

Work-load for completion: 360 hours.

Courses taken: Text theory; Text and Textualization; Portuguese Language I: orthographic and morphological norms; Portuguese Language II: the construction of the sentence; Review Strategies; Digital Media; Editing; Proofreading in /of translation; Review of Academic, Teaching and Literary Genres.

2015 – 2017: [Master's Degree in Linguistics](#)

[Federal University of Goiás, UFG](#), Goiânia, GO, Brazil

Thesis: [Getting into the metapragmatics of the "gay closet"](#)

Advisor: [Joana Plaza Pinto, PhD](#)

Courses taken: Scientific Methodology in Linguistics Studies (Mandatory); Theories of Linguistic Variation and Linguistic Change; Language, Performativity, and Identity; Mobility, Multilingualism, and Globalization; Anthropology of place.

2011 – 2014: [B.A. in Languages, Concentration in Portuguese Language and Literatures](#)

[Federal University of Goiás, UFG](#), Goiânia, GO, Brazil

Capstone Paper: [Mapping of language ideology studies in Brazil](#)

Advisor: [Joana Plaza Pinto, PhD](#)

Main mandatory study areas: Language teaching theories/methodologies; Portuguese and Brazilian Literatures; Educational History, Sociology and Psychology; Linguistics (including Discourse Analysis); Two years of foreign Language (English).

RESEARCH INTERESTS

Linguistics; Afro-Brazilian Literature; (Meta)Pragmatics; Sociolinguistics; Critical Discourse Analysis; Linguistic Anthropology; Digital Ethnography; Digital Humanities; Digital Studies; Multimodality; Gay/Queer Studies and Queer Linguistics; Articulations amongst Race, Gender, Sexuality and Language; Cultural and Post/Decolonial Studies; Critique of Knowledge; Peace Studies.

RESEARCH EXPERIENCE, GRANTS AND AWARDS

April/2015 – Mar/2017: CAPES Scholarship for master's degree research.

Agency: [Coordination for the Improvement of Higher Education Personnel](#), Brazil.

Thesis: [Getting into the metapragmatics of the "gay closet"](#)

Regime: Full-time.

Advisor: [Joana Plaza Pinto, PhD](#)

Description: 2-year scholarship to develop Master's Degree research and write thesis.

Aug/2012 – July/2013: Volunteer Scientific Initiation Scholarship Institutional Program (PIVIC, UFG/CNPq). Agency: [Brazilian National Council for Scientific and Technological Development \(CNPq\)](#)
Title: [Languaging and counter-hegemonies about language in written productions of black female writers.](#)
Workload: 20 hours per week.
Advisor: [Joana Plaza Pinto, PhD](#)
Description: Search and critical analysis of counter-hegemonic conceptions about language in written literature productions of self-identified black female writers. Linked to the main project "Languages, bodies in crisis and critique of knowledge: contemporary epistemic counter-hegemonies over language", coordinated by Joana Plaza Pinto. Final scientific initiation report required (PIVIC/UFG/CAPEs, 2012/2013).

Aug/2011 – July/2012: Scientific Initiation Scholarship Institutional Program - Affirmative Action (PIBIC-AF, UFG/CNPq). Agency: [Brazilian National Council for Scientific and Technological Development \(CNPq\)](#)
Title: [Languaging and counter-hegemonies about language in written productions of peripheric literature.](#)
Workload: 20 hours per week.
Advisor: [Joana Plaza Pinto, PhD](#)
Description: Search and critical analysis of counter-hegemonic conceptions about language in written literature productions in the periphery. Linked to the main project "Languages, bodies in crisis and critique of knowledge: contemporary epistemic counter-hegemonies over language", coordinated by Joana Plaza Pinto. Final scientific initiation report required (PIBIC-AF/UFG/CAPEs, 2011/2012).

TEACHING EXPERIENCE, TRAINING, GRANTS AND AWARDS

Aug/2022 – ongoing: [Teaching Assistant of Portuguese](#) (Award)
University of Georgia
Department of Romance Languages
Supervisor: [Cris Lira](#)
Workload: 20 hours per week.

Aug/2021 – May/2022: [Fulbright Foreign Language Teaching Assistant \(FLTA\) Program](#) (Award)
Language: Portuguese
Host University: University of Notre Dame
Department of Romance Languages and Literatures
Supervisor: [Alessia Blad-Miller, PhD](#)
Language Supervisor: [Marcio Bahia, PhD](#)
Workload: 20 hours per week.
Role: provide a youthful, up-to-date component to foreign language classes; enhance the teaching by U.S. professors or teach under their supervision; make studying foreign languages in the United States more meaningful and real; share my culture and values outside of the classroom by joining clubs and becoming involved in the community; engage in academic study that will enrich my postgraduate studies and enhance my professional development; return home with a high proficiency in English.

July/2018 – Aug/2022: Portuguese Teacher - Civil Servant (Tenure Position) in Mato Grosso State, Brazil
[State Secretariat of Education of Mato Grosso State](#)
School: Escola Estadual de Período Integral José de Mesquita
Subjects taught: Portuguese Language (Reading and Writing, Grammar, Literature, and Communicative skills); Deu samba na História: analysis of social issues through song
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lyrics (Elective Course): Mesquita on the net: digital communication (Elective Course).

Workload: 40 hours per week.

Tenure position attained through tenure selection in an open public institutional notice.

Other peer-elected internal positions:

2019 - Coordinator for Languages subjects and teachers

2020 - School Pedagogical Coordinator (Role is mostly to support teachers, staff, school community and students solve the problems in the process of learning/teaching).

March – July/2018: Adjunct Professor of Literacy Studies and Portuguese
[Faculty of Education](#), Federal University of Goiás
Courses taught: Alphabetization and Literacy Studies (72h); Academic Reading and Writing (64h).
Workload: 40 hours per week.
Position attained through selection in an open public institutional notice.

March – July/2018: Adjunct Lecturer of Linguistics and Portuguese
[Federal Institute of Education, Science and Technology of Goiás](#)
Courses taught: Semantics and Pragmatics (54h); Sociolinguistics (54h); Academic Reading and Writing (54h).
Workload: 20 hours per week.
Position attained through selection in an open public institutional notice.

2nd semester of 2015: Higher Education Teaching Training Internship
Course: Pragmatics
Duration: 30 hours
Workload: 8 hours per week.
Worked skills: Teaching planning; teaching; seminar planning, execution and evaluation; monitoring of students' seminar planning, research, and execution.
Supervisor: [Rubens Damasceno Moraes, PhD](#)

Out/2013 – Mar/2015: CAPES English Teaching Fellowship - [Idioms without Borders Program](#).
Agency: [Coordination for the Improvement of Higher Education Personnel](#), Brazil.
Examples of courses taught: Academic English: Writing; TOEFL IBT Preparatory; Listening: Academic Lectures; How to Elaborate Effective Abstracts.
Responsibilities: Teaching; elaborating teaching materials; monitoring students; applying TOEFL ITP tests.
Workload: 20 hours per week.
Coordinator: [Maria Cristina Dalacorte Ferreira, PhD](#)

Mar/2013 – Dec/2014: Mandatory Portuguese Teaching Internship at a Public School.
Colégio Estadual Juvenal José Pedroso.
Taught Subject: Portuguese (focus on Textual Comprehension and Production).
Grade: 12 - Senior high school.
Workload: 5 hours per week.
Faculty supervisor: [Margareth Cavalcante de Castro Lobato](#), M.A.
School supervisor: [Teacher Ceila Luz](#).

April/2013 – Sep/2013: Tutoring Fellowship
Faculty of Letters, Universidade Federal de Goiás (UFG)
Course: Academic Reading and Writing.
T.A. Responsibilities: assist professors, tutor students with difficulties; correct/grade essays.
Workload: 12 hours per week.
Supervisors: [Aline da Cruz, PhD](#), and [Joana Plaza Pinto, PhD](#).

Jan/2013 - Jan/2013: Volunteer Teaching Assistantship
[Takinahakỹ Indigenous Higher Education Nucleus](#), Universidade Federal de Goiás (UFG)
Contextual Theme: Intercultural Portuguese I (Curriculum functions through themes)
Degree: Indigenous Intercultural Teaching (Licenciatura)
T.A. Responsibilities: assist professor, tutor students with difficulties; correct essays.
Workload: 20 hours of tutoring condensed in 1 month.
Supervisor: [Joana Plaza Pinto, PhD](#).

Jan/2012 - Jan/2012: Volunteer Teaching Assistantship
[Takinahakỹ Indigenous Higher Education Nucleus](#), Universidade Federal de Goiás (UFG)
Contextual Theme: Intercultural Portuguese IV (Curriculum functions through themes)
Degree: Indigenous Intercultural Teaching (Licenciatura)
T.A. Responsibilities: assist professor, tutor students with difficulties; correct essays.
Workload: 20 hours of tutoring condensed in 1 month.
Supervisor: [Joana Plaza Pinto, PhD](#).

LANGUAGES

Portuguese: Native/Home/First Language.

English: Advanced reading, writing, speaking and listening proficiency.

Spanish: High-intermediate reading proficiency; low-intermediate listening proficiency.

French: Intermediate reading proficiency; Basic listening proficiency.

PARTICIPATION IN COMMITTEES

Final Course Paper

1. Murilo dos Santos Gomes. The intersection between language, race and sexuality in language studies. 2020. Final Course Paper (B.A. in Languages, Concentration Portuguese Language and Literatures) - Federal University of Goiás, UFG, Goiânia, GO, Brazil. Advisor: Joana Plaza Pinto, PhD.

MEMBERSHIPS, REPRESENTATIONS AND CHAIRS

2021 - Current - [Modern Language Association](#) (MLA).

2021 - Current - [Brazilian Studies Association](#) (BRASA).

2021 - Current - [Associação Brasileira de Pesquisadores/as Negros/as](#) (Brazilian Association of Black Scholars).

2021 - 2021 - Board of School Council - Escola Estadual José de Mesquita, Chairman.

2019 - 2020 - Board of School Council - Escola Estadual José de Mesquita, Treasurer.

2015 - 2017 - [APG-UFG](#) (Associação de Pós-graduandas e Pós-graduandos da UFG), Member of Executive Board.

2015 - 2017 - Graduate Student Representative - Programa de Pós-Graduação em Letras e Linguística, UFG.

2013 - 2014 - [Nome Revista de Letras \(Undergraduate Journal\)](#). Board Membership. Article Peer-Reviewer in the field of Linguistics.

PROJECTS

2018 - 2018 Projeto Travessias

[Mariza Fernandes dos Santos, PhD](#) - Coordinator

Role: Volunteer English language teacher and tutor.

The project “Travessia - Preparatory Course for Graduate Studies” was an affirmative action initiative that aimed to facilitate access for students with less favorable competition conditions for graduate studies. The

proposal was to offer a course, consisting of two stages, general academic preparation and tutoring for project elaboration.

2013 - 2018 - Body marks, linguistic marks: metadiscursive intersections between languages and bodies in Brazil

[Joana Plaza Pinto, PhD](#) - Coordinator

Michel Soares do Carmo - Member

Status: In progress; Nature: Research.

Description: In this research, we intend to discuss the articulations between the differentiations of bodies and metadiscursive regimes about languages. To question the way in which body markers and metadiscursive regimes about languages are united and related to one another and how this relationship is articulated with access to linguistic rights in Brazil, it is proposed to articulate feminist studies on the body and studies on metapragmatics and metadiscursive regimes. The body is socially performed, and does not exist unless invented for its control and its potential. Such an invention has real effects on people who act in embodied life, and markers of various discursive regimes are articulated in its construction at a crossroads of a specific time and space. Studies of metapragmatics and metadiscursive regimes comprise a series of questions about the ways in which linguistic resources (idioms, codes, variants, dialects, genres, styles, modalities, communicative skills, etc.) are evaluated and managed as strategies to regulate and manipulate the social domains of social interaction. Linguistic resources are, therefore, part of the historicity of bodies, their past, present and future colonial, national, racial, gendered, sexualized, integrating, rearticulated and creating interconnections with the different systems of body differentiation, producing differences and inequalities. Diverse studies point out the contexts of national and transnational (migratory) mobility as favorable to the investigation of this functioning of the articulations of linguistic and bodily marks. Thus, to understand this functioning in the Brazilian context, the main research question is a double question: how the markers used in the differentiations of bodies apply to metadiscursive and metapragmatic regimes (conceptions of languages and linguistic practices) referring to immigration contexts (national or transnational)?.

2009 - 2013 - Languages, bodies in crisis and critique of knowledge: contemporary epistemic counter-hegemonies about language

[Joana Plaza Pinto, PhD](#) - Coordinator

Michel Soares do Carmo - Member

Status: Completed; Nature: Research.

Description: This research focuses on linguistic productions in non-hegemonic contexts and their relationship with identities in colonial and post-colonial processes. The main question of the research is: How do the conceptions of language participate in the colonial processes, its materiality and its forms of contemporary subjectivation in the bodies of non-hegemonic identities? The main objective is to focus on linguistic productions in non-hegemonic contexts and their relationship with non-hegemonic identities in the post-colonial context. The specific objectives are to analyze the concepts of language built in these productions and their relationship with the traditional conceptions of disciplinary linguistics; discuss the relationship of these conceptions with the ordering of bodies in the regime of contemporary identities; and discuss the role of these conceptions in countering the inequalities to which non-hegemonic groups (minority or minority groups) are exposed. This research focuses on linguistic productions in non-hegemonic contexts and their relationship with identities in colonial and post-colonial processes. The main question of the research is: How do the conceptions of language participate in the colonial processes, its materiality and its forms of contemporary subjectivation in the bodies of non-hegemonic identities? The main objective is to focus on linguistic productions in non-hegemonic contexts and their relationship with non-hegemonic identities in the post-colonial context. The specific objectives are to analyze the concepts of language built in these productions and their relationship with the traditional conceptions of disciplinary linguistics; discuss the relationship of these conceptions with the ordering of bodies in the regime of contemporary identities; and discuss the role of these conceptions in countering the inequalities to which non-hegemonic groups (minority or minority groups) are exposed.

MAIN COMPLEMENTARY EDUCATION

2021 - Workshop: Using a Concordance (Workload: 1h). Navari Family Center for Digital Scholarship - Hesburgh Library, University of Notre.

2021 - Workshop: Using the Distant Reader (Workload: 1h). Navari Family Center for Digital Scholarship - Hesburgh Library, University of Notre.

2021 - Workshop: Introduction to Natural Language Processing with Python (Workload: 1h). Navari Family Center for Digital Scholarship - Hesburgh Library, University of Notre.

2021 - Workshop: Hyperdocs: Designing the Digital Learning Space for Students (Workload: 1h). CSLC, University of Notre.

2021 - Workshop: Decolonizing Your Curriculum II: Syllabus. (Workload: 2h) Kaneb Center, University of Notre.

2021 - Workshop: Shared Processes: Workshop of Podcast Production with Tiago Rogero (Workload: 02h). CCBB Educativo, Brazil.

2020 - Technical Course/Professional Education: [Agent of Social Projects](#) (Workload: 160h). Instituto Federal Sertão Pernambucano, Petrolina, Brazil.

Courses taken: Social Project Marketing (20h); Management Of Social Projects (20h); Fundraising For Social Projects (20h); Preparation Of Social Projects (30h); Third Sector Organization (20h); Entrepreneurship (20h); Professional Ethics And Interpersonal Relations At Work (10h); Professional Orientation And The World Of Work (10h); Hygiene, Health And Safety At Work (06h); Distance Education Environment (04h).

2020 - Continuing Education: Educational and Interdisciplinary Projects (Workload: 30h). IFRS, Brazil.

2020 - Continuing Education: Descriptive Statistics (Workload: 200h). IFB, Brazil.

2020 - Continuing Education: Projects: Preparation and Management (Workload: 60h). IFRS, Brazil.

2020 - Continuing Education: Active Teaching Methodologies (Workload: 24h). Seduc-MT, Brazil.

2020 - Continuing Education: Cultural Projects: How to elaborate, execute, and render accounts (Workload: 15h). IFRS, Brazil.

2019 - Workshop: Teaching Portuguese as Second Language: Where to start? (Workload: 02h). Vila Brasil.

2019 - Workshop: Technological Resources to promote proficiency in FL (Workload: 02h). Vila Brasil.

2019 - Intensive Course: Advanced Academic English. [International Language Academy of Canada - ILAC](#). Duration: 4 weeks. Toronto, Canada.

2018 - Workshop: Table Talk on Critical Ethnography (Workload: 03h). UFG, Brazil.

2017 - Continuing Education: Training on Online Distance Learning Tutoring (Workload: 40h). UFG, Brazil.

2015 - Lecture: The Dynamics of Scientific Production and Assessment (Workload: 4h). UFG, Brazil.

2015 - Workshop: Migration, trajectories and experiences lived through language. (Workload: 5h). Universidade de Brasília, UNB, Brasília, Brazil.

2015 – Lecture: From conception to paper publishing – a practical guide (Workload: 4h). UFG, Goiania, Brazil

2014 - Workshop: Propell Workshop for the TOEFL IBT Test (Workload: 10h). Educational Testing Service, ETS.

2013 – Lectures: I Lecture Series in Linguistics Training (Workload: 8h). UFG, Goiânia, Brazil

2013 - Minicourse: (Mis)matches of Brazilian and Portuguese Modernisms (Workload: 15h). UFG, Goiânia, Brazil

2013 - Minicourse: Why Brazilian Portuguese bothers the Portuguese people? (Workload: 10h). UFG, Goiania, Brazil

2012 – Course: French I. (Workload: 60h). UFG, Goiânia, Brazil

2012 - Minicourse: Social Patterns, Indexicality, and Style: Linguistic variation from a pragmatic perspective (Workload: 16h). UFG, Goiânia, Brazil.

2011 - Table: Combat to Oppressions Round Table. ENEL, UFG.

2011 - Table: Feminine Representations in Literature. ENEL, UFG.

COMPLETE PAPERS PUBLISHED IN JOURNALS AND ANNALS

1. Carmo, M. S. do. (2018). Autonomous, independent and lettered subjectivation: contra-hegemonic language conceptions in written productions of black women writers. *Estudos De Sociologia*, 23(44). <https://doi.org/10.52780/res.11026>

2. CARMO, M. S. do. (2015). Mapping of language ideology studies in Brazil. In *International Congress of Critical Applied Linguistics* (Vol. 19, p. 21). Available: <http://www.uel.br/projetos/iccal/pages/arquivos/ANAIS/LINGUAGEM%20EPIST.%20ONTOLOGIA/MAPEAMENTO%20DOS%20ESTUDOS%20SOBRE%20IDEOLOGIA%20LINGUISTICA%20NO%20BRASIL.pdf>.

3. Carmo, M. S.; Pinto, Joana Plaza. Linguajamentos e contra-hegemonias sobre linguagem em produções escritas de mulheres negras. In: X Congresso de pesquisa, ensino e extensão, 2013, Goiânia. Anais do CONPEEX 2013. Goiânia: UFG, 2013. V. 1.

4. Carmo, M. S.; Pinto, Joana Plaza. Linguajamentos e contra-hegemonias sobre linguagem em produções escritas de literatura na periferia. In: IX Congresso de pesquisa, ensino e extensão, 2012, Goiânia. Anais do CONPEEX 2012. Goiânia: UFG, 2012. V. 1. P. 3613-3622.

ABSTRACTS PUBLISHED IN ANNALS OF CONGRESS

1. Brazilian Repertoires, (anthropological) places and black feminism in "Cinco mil litros," by Jarid Arraes. 26th [Annual Conference on the Americas](#), February 17-18, LACSI, University of Georgia, 2023.

2. CARMO, M. S. Getting into the metapragmatics of the “gay closet”. In: [International Gender and Language Association Biennial Conference. Gaborone, Botswana](#): June 20-22, 2018, paper presentation.

3. CARMO, M. S. Studies on the “Gay closet” and linguistics: relationships, implications, and perspectives. In: VI International Colloquium of Men and Masculinity, 2017, Recife. Abstract book for the VI International Colloquium on Men and Masculinity Studies. Recife: Gema/UFPE, 2017. v. 01. p. 19-19.

4. Subjetivação autônoma, independente e letrada: concepções contra-hegemônicas sobre linguagem em produções escritas de mulheres negras. In: II simpósio internacional discurso, identidade e sociedade, 2015, fortaleza. Caderno de resumos do SIDIS 2015. Fortaleza: faculdade 7 de setembro / universidade estadual do Ceará, 2015. V. 01. P. 171-172.

5. Mapeamento dos estudos sobre ideologias linguísticas no brasil. In: international congress of applied linguistics, 2015, Brasília. Caderno de resumos ICCAL: full programme abstracts. Brasília/londrina:

UNB/UEL, 2015. V. 1. P. 83-83.

- 6.
7. obre o my english online (MEO) e o processo e extensão, 2014, Goiânia. Caderno de resumos do II colóquio nacional de letras e XV colóquio de pesquisa e extensão. Goiânia: faculdade de letras/UFG, 2014. V. 1. P. 195-195.
8. Linguajamentos e contra-hegemonias sobre linguagem em produções escritas de mulheres negras. In: II colóquio nacional e XIV colóquio de letras, 2014, Goiânia. Caderno de resumos do II colóquio nacional e XIV colóquio de letras. Goiânia: faculdade de letras/UFG, 2014. V. 1. P. 16-16.
6. Concepções de linguagem e produção de conhecimento contra-hegemônico na literatura marginal contemporânea. In: XIII colóquio de ensino, pesquisa e extensão da faculdade de letras, 2012, Goiânia. XIII colóquio de pesquisa e extensão, 2012.
7. Carmo, M. S.; Almeida, L. P. Racismo espiritualizado, estigmatização e o não-dito no seriado 'todo mundo odeia o Chris'. In: IX semana de letras CAJ/UFG, 2012, Jataí. Caderno de resumos, 2012.
8. Carmo, M. S.; Gonçalves, C. P. Ferréz: uma escrita de resistência. In: XXXII encontro nacional dos estudantes de letras, 2011, Goiânia. Caderno de resumos do 32o ENEL. Goiânia: faculdade de letras/UFG, 2011. V. 1. P. 162-163.

ORAL PRESENTATIONS IN ACADEMIC EVENTS

1. Brazilian Repertoires, (anthropological) places and black feminism in "Cinco mil litros," by Jarid Arraes. [26th Annual Conference on the Americas](#), February 17-18, University of Georgia, 2023.
2. TESOL PANEL - A conversation with FLTAs Fellow at University of Notre Dame. 2021.
3. CARMO, M. S. Getting into the metapragmatics of the "gay closet". In: [International Gender and Language Association Biennial Conference. Gaborone, Botswana](#): June 20-22, 2018, paper presentation.
4. Mapeamento dos estudos sobre ideologias linguísticas no Brasil. 2015. (apresentação de trabalho/comunicação). In International Congress of Critical Applied Linguistics (Vol. 19, p. 21). Available: <http://www.uel.br/projetos/iccald/pages/arquivos/ANAIS/LINGUAGEM%20EPIST.%20ONTOLOGIA/MAPEAMENTO%20DOS%20ESTUDOS%20SOBRE%20IDEOLOGIA%20LINGUISTICA%20NO%20BRASIL.pdf>.
5. Subjetivação autônoma, independente e letrada: concepções contra-hegemônicas sobre linguagem em produções escritas de mulheres negras. 2015. (apresentação de trabalho/comunicação).
6. Linguajamentos e contra-hegemonias sobre linguagem em produções escritas de mulheres negras. 2013. (apresentação de trabalho/comunicação).
7. Concepções de linguagem e produção de conhecimento contra-hegemônico na literatura marginal contemporânea. 2012. (apresentação de trabalho/comunicação).
8. Concepções de linguagem e produção de conhecimento contra-hegemônico na literatura marginal contemporânea. 2012. (apresentação de trabalho/comunicação).
9. Carmo, M. S.; Almeida, L. P. Racismo espiritualizado, estigmatização e o não dito no seriado 'todo mundo odeia o Chris'. 2012. (apresentação de trabalho/comunicação).
10. A voz que vem da periferia: literatura marginal e suas concepções de linguagem como prática

contrahegemônica. 2012. (apresentação de trabalho/comunicação).

11. Carmo, M. S.; Gonçalves, C. P. Ferréz: uma escrita de resistência. 2011.

PARTICIPATION IN ACADEMIC EVENTS

1. International Congress of Critical Applied Linguistics. Mapeamento dos estudos sobre ideologias linguísticas no Brasil. 2015. (Congress).

2. Fórum de ações afirmativas. 2015. (simposium).

3. II simpósio internacional discurso, identidade e sociedade - SIDIS. 2015. (simposium).

4. II colóquio nacional de letras/ XV colóquio de pesquisa e extensão. 2014. (seminar).

5. I encontro de representantes do programa idiomas sem fronteiras. 2014. (encontro).

6. I seminário internacional história e literatura de África de língua portuguesa. 2013. (seminar).

7. Workshop Prolicen 2013-2014. 2013.

8. IX CONPEEX - congresso de pesquisa, ensino e extensão. 2012. (Congress).

9. I seminário internacional de estudos interculturais. 2012. (seminar).

10. I seminário internacional de linguística do programa de pós-graduação em letras e linguística da UFG. 2012. (seminar).

11. III seminário de dissertações e teses em andamento. 2012. (seminar).

12. 9ª semana de letras-UFG/CAJ. Racismo espírituoso, estigmatização e o não dito no seriado 'todo mundo odeia o Chris'. 2012. (seminar).

13. XIII Colóquio de letras. Concepções de linguagem e produção de conhecimento contra-hegemônico na literatura marginal contemporânea. 2012. (colóquium).

14. Projeto de extensão Canadá em pauta - série de palestras. 2012. (Lectures).

I Seminário Internacional de Estudos Interculturais. UFG. 2012. (Seminar).

15. XII colóquio de letras. 2011. (Congress).

16. A diversidade linguística e ambiental da região Araguaia-Tocantins. 2011.(workshop).

17. XXXII encontro nacional dos estudantes de letras. 2011. (encontro).