

DISSERTAÇÕES RECENTES

DISSERTAÇÕES DE DOUTORAMENTO

DEPARTAMENTO DE ESTUDOS GERMANÍSTICOS
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Linguística Aplicada

Isabel Maria Galhano Rodrigues

Face e Movimentos do Corpo na Interação Face a Face. Estratégias de reparação e de (desfocalização) e co-funções conversacionais na manutenção de vez, Porto, Ed. da Autora, 2004

Abstract

Speech and body movements in face-to-face interaction. Repair and focussing/defocussing strategies as turn-maintaining activities (Ph. D. Dissertation in Linguistics)

Based on Ethnometodological Conversation Analysis, Discourse Analysis, Contextualization Theory and Interactional Linguistics, verbal (linguistic, non-linguistic and prosodic) and non-verbal signals (body and head movements, gestures, gaze and facial expression) were analysed in terms of their turn-maintaining function and other co-functions at different interaction levels.

The theoretical framework used resulted from a synthesis of categories and principles from both Ethnometodological Conversation Analysis and Discourse Analysis. In this way, the categories considered refer to four interaction levels: the interactive (related to the logical-argumentative development of the theme), the topographic (relative to the articulation between utterances), the modal (corresponding to participants attitudes and emotions) and the turn-taking level (the level related to the social roles of speaker and hearer). The signals that have functions at

these levels are respectively the interactive, topographic, modal and turn-taking signals. Turn-maintaining signals are a sub-group of the latter.

The *corpus* analysed consists of video registrations of several interactions in Portuguese, between three participants — students of about the same age — who were asked to discuss three different themes. The *corpus* was transcribed and annotated with software programs developed for this purpose.

It was possible to prove that turn-maintaining strategies consist, above all, of repairs of troubles of speech production and of the orientation of other's attention to that which is important to the speaker. Most of the examples describe repair situations (26 examples) and syntactic, pragmatic, prosodic and non-verbal focussing strategies (11 examples).

It could be stated that changes of regularities (discontinuities) at turn development show that something different is going to happen/happening. These discontinuities — by sentence construction, prosody, gestures, facial expression, gaze, head and body orientation — operate on every interaction level and are important interpretation cues, regarding, above all, participant motivations.

Although they were not described in detail, some aspects were considered and lead to the following conclusions:

- Verbal and non-verbal signals produced simultaneously can have the same or different functions.
- Non-verbal communication can reinforce or give additional information regarding that which is being communicated verbally.
- Verbal communication can be preceded or followed by non-verbal communication related to it.
- Several non-verbal signals that are produced at the same time can have different functions and meanings.

DEPARTAMENTO DE ESTUDOS PORTUGUESES E ESTUDOS
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Cultura

João Carlos Gonçalves Serafim

D. João de Castro, "O Sebastianista" — Meandros da vida e razões da obra, Porto, Ed. do Autor, 2004, 3 vols.

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Abstract

When talking of Sebastianism, or more precisely the origins of Sebastianism, it is immediately clear that there is an evident lack of information about the person who is acknowledged as having a fundamental role in its creation — D. João de Castro (1550?-1628?) grandson of the renowned Viceroy of India. After attending the University of Évora from 1568 to 1578 he followed D. António, Prior do Crato into exile in France and England for many years... Tired of disillusionment and suffering, he decided to break with the exiled court, convinced that the king he had followed was not in a position to defend the best interests of Portugal... While he was in Paris, as he himself revealed, at this stage (1587), he «invented» the idea that D. Sebastian was alive, based on a detailed, sustained prophecy, with the clear objective of diminishing D. António politically...

However, as a result of what seemed clear to him in prophecy; he ended up — believing in this initially manufactured hope, and became involved in the case of the «fourth false king D. Sebastian» — a certain Marco Túlio who declared himself as such in Venice in 1598 and was eventually condemned in 1603.

All of this led him to a long period of exile in Paris that lasted until the end of his days... By 1628 he had produced an enormous unedited work that attempted to prove that D. Sebastian hadn't died, but was «disguised» and would appear to have an imperial, theological and teleological role in the history of humanity...

Of the prophetic strands he is related to there is one that has a very important position: the ideas and works attributed to Joaquim of Fiore... From these he received concepts, methodologies and his own vision of history. It is for this practice — for the consistent, precursive approach he adopted — that his work is of enormous importance in prophetic literature of the «portuguese language»...

Linguística

João Manuel Pires da Silva e Almeida Veloso
Da Influência do Conhecimento Ortográfico Sobre o Conhecimento Fonológico — Estudo longitudinal de um grupo de crianças falantes nativas do português europeu, Porto, Ed. do Autor, 2003

Abstract

On the Influence of Orthographic Knowledge over Phonological Knowledge. A Longitudinal Study of a Group of European Portuguese-speaking Children (Ph. D. Dissertation in Linguistics)

This work discusses the possibility of an interference of orthographic knowledge over certain properties of phonological knowledge.

This discussion is mainly grounded on the arguments from many psycholinguistic studies of two domains: (i) the emergence of phonemic abilities, which appear to be identified in subjects with alphabetic knowledge only; (ii) linguistic processing, within a range of several instances, which appears to show individual differences that can be associated with orthographic knowledge.

One of our main purposes is to bring this discussion (traditionally bounded to Psycholinguistics) into the field of Linguistics, bearing in mind that phonological knowledge is part of the knowledge of language, and that knowledge of language, according to Generative Linguistics, is the main subject of Linguistics.

Given these assumptions and focussing our attention on European Portuguese exclusively, we aimed at investigating the interference of orthographic knowledge in phonological knowledge at two levels: 1) the emergence of phonemic abilities; 2) explicit syllabic segmentation of Obstruent + Lateral and Obstruent /s/ + Obstruent clusters in European Portuguese. In a longitudinal study, the metaphonological abilities and early written productions of a population of 42 children (native, monolingual speakers of European Portuguese) were observed during their first two years of primary school. Our results show that, before these children learn to write, (a) they cannot perform on phonemic tasks and (b) their segmentations of those clusters are generally not in accordance with the correspondent orthographic roles (Obstruent + Lateral clusters are preferably segmented as heterosyllabic, Obstruent /s/ + Obstruent are preferably segmented as tautosyllabic). The same results show, after two

years of schooling, a significant increase of performance in phonemic tasks and that the explicit syllabic segmentations of the same clusters fit in with the correspondent orthographic roles (Obstruent + Lateral clusters are preferably segmented as tautosyllabic, Obstruent /s/ + Obstruent are preferably segmented as heterosyllabic).

On the basis of the discussion of several theoretical arguments, these changes in the subjects' tasks were attributed to their orthographic knowledge and were interpreted as a suggestive hint that phonological knowledge — which is, among other factors, the responsible for the observed manipulations of our subjects — is not immune to cultural experience (which includes orthographic learning).

This work also discusses the role of metaphonological explicit abilities and early spelling as ways of getting into the study of the implicit phonological knowledge of speakers.

Luís Filipe Alvão Serra Leite da Cunha
Semântica das Predicações Estativas: Para uma caracterização aspectual dos estados, Porto, Ed. do Autor, 2004

Abstract

Semantics of Stative Predications: Towards an Aspectual Characterization of State Sentences (Ph. D. Dissertation in Linguistics)

The main goal of this dissertation is to characterize the semantic profile of stative predications, determining the proprieties and linguistic behaviour that allow us to identify such an aspectual class and simultaneously to distinguish it from the other types of situations discussed in the literature.

In order to do that, we must re-evaluate the notion of Aspect, comparing it with other related concepts, such as those of Time and Aktionsart. We also argue in favour of a unified view of Aspect that should be able to distinguish inner Aspect, related with the establishment of basic situations, from outer Aspect, responsible for the eventualities' derivation, not only by means of operators, but also by means of what we labelled aspectual "perspectivizers".

After discussing the most relevant studies about this topic (cf. Vendler (1967), Dowty (1979), Moens (1987), Parsons (1990), Kamp and Reyle (1993), Kratzer (1995) and Chierchia (1995)), we give some important

criteria that enable us to describe the linguistic behaviour of stative propositions. Moreover, we suggest and justify a subclassification of states into individual-level vs. stage-level states (cf. Carlson (1977)), on the one hand, and into "phase states" vs. "non-phase states" (cf. Cunha (1998a)), on the other.

We also explore the different linguistic configurations that convey stative predications: thus, we consider lexical states with verbal, adjectival, nominal and prepositional predicates; states achieved by means of the application of aspectual operators and "perspectivizers", namely progressive states, states related to stative "outputs", states connected with eventive "outputs" and the so-called preliminary states; consequent or resultant states, closely linked to the perfective constructions involving the inflected Past Participle; and habitual and frequentative states.

We also look at the interaction that states establish with other grammatical components, focusing primarily on the role played by tense, by measure and locating adverbials, by frequency and quantificational adverbials, by temporal clauses introduced by *quando* ('when'), *enquanto* ('while'), *antes* ('before') and *depois* ('after') and by structures concerning sentential negation.

We also try to establish and determine the role of stative predications in the discourse temporal structure: we discuss the function carried out by the different subclasses of states in the interpretation of linear ordered sentences and we point out the intimate relation between stativity and the double-access readings.

Finally, we show that the subclasses of states previously put forward can be derived from the involvement of two distinct factors: the first one is a mainly temporal feature and leads up to the opposition between individual-level and stage-level states; the other one is an aspectual feature, related to the difference between phase- and non phase-states.

The different proposals developed in this dissertation aim to account for the variability of the linguistic behaviour and for the diversity of grammatical configurations that convey stativity by means of the dynamic interaction between aspectual and temporal proprieties. We also give a unified characterization of the different kinds of states thanks to the concept of aspectual homogeneity, also labelled "uniformity".

Rosa Porfíria Bizarro Monteiro dos Reis Soares
Autonomia de Aprendizagem em Francês Língua Estrangeira – Contributos para a educação no século XXI, Porto, Ed. da Autora, 2003

Abstract

Learning Autonomy in French Foreign Language — A Contribution to Education in the XXIst Century (Ph. D. Dissertation in Linguistics)

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Taking it for granted that the reflection on education for the XXI century is one of the foremost priorities which will determine the future we plan to build, which in turn implies the need to re-think *what* and *how* to teach-learn, we decided that the aim of our study would be the autonomous learning process of French as a foreign language. The background of our study is the interface of the knowledge and competence, which the didactics of languages allows for within its contents and method. In Part I of this thesis we reflect on the concept of learning autonomy, in the light of behaviourism, following Piaget's heritage, the socio-interactionism represented by Vygotsy, the cognitive point of view, in order to obtain a summary proposal: the auto-regulated learning of the foreign student who must necessarily, not only have some communication competence, but also learning competence as well as language acquisition and control of learning strategies.

In Part II we critically present the syllabus of French foreign language (3.º ciclo do Ensino Básico) which, in spite of insisting on the need of autonomous learners, do not specify the methods and contents suitable to achieve this aim. We have underlined two particularly important aspects for this study on autonomy: the role of the learner and that of the teacher as facilitator.

Part III is about the representations of the teachers of French (3.º ciclo do Ensino Básico) on the notion of autonomy and the practical aspects said to be developed for this effect. We also present, analyse and interpret (in the light of quantity and quality paradigms) the data obtained, following a survey of 214 elements. Among other things, we conclude that the teachers think they know what autonomy is (despite providing a definition of autonomy which is far from the one defined in Part I) and state that they rely on cognitive, socio-affective and, to a lesser extent, meta-cognitive strategies. We analyse the results of the survey on the basis of different hypothesis and the study of *clusters* and conclude that the present situation has a tendency for improvement in the future, in relation to the possibility of teachers getting further involved in the development of their students' autonomy.

In Part IV we have suggested some reflections and working proposals, following autonomy pedagogical practices, for teachers of French as a foreign language (3.º ciclo do Ensino Básico) and promote teaching-learning strategies in the reading of literary-narrative texts, in the hope of developing competent readers and, thus, autonomous learners. We conclude on the importance of re-thinking present fundamental education concepts in order to find a better quality world for the future. We are aware that there is still lots to do and would just like to provide some suggestions for further development in future research-action-reflection studies.

Literatura

Célia Sousa Vieira

Teoria do Romance Naturalista Ibérico e sua Orientação Francesa, Porto, Ed. da Autora, 2003, 2 vols.

Abstract

Theory of the Iberian Naturalist Romance and its French Orientation (1865-1890) (Doctoral dissertation in Literature)

Our dissertation is formed by a 'corpus' of texts of romanesque poetics, produced in the Iberian Peninsula between 1865 and 1890. This study goes beyond the description of those texts. Integrating a maturing moment of criticism, our aim is to question the way in which ideological perspectives that determine an opening or restriction of the literary frontiers permeate those texts of narrative poetics. Our work is based on the premise that, in the Iberian cultural space, the naturalist / realist poetics is rooted in philosophical and ideological intertexts which do not entirely coincide with those that inspire the French naturalist poetics, namely Zola's programmatic texts.

As far as the study of the transmission of the realist / naturalist romanesque poetics is concerned, adopting an interdisciplinary comparative method, we have initially sought to go through the texts that we consider to be the founders in the configuration of the reception, theorization and conception of realist / naturalist aesthetics, i.e. the philosophical intertexts that precede the reception of Zola and will condition the reading of his work. Secondly we have tried to analyse the influence of criticism on Zola's work in the evolution and systematisation of the romanesque genre.

Isabel Cristina Folgado Rio Novo

A Missão Social da Poesia — Teorizações poéticas em Portugal e suas orientações francesas (1850-1890), Porto, Ed. da Autora, 2003, 2 vols.

Luís Fernando de Sá Fardilha

A Nobreza das Letras: Os Sá de Meneses e o Renascimento português, Porto, Ed. do Autor, 2003

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Abstract

The nobility of the letters: the Sá de Meneses family and the Portuguese Renaissance (Doctoral dissertation in Literature)

This dissertation focuses on the relevant role played by different members of the Sá de Meneses family in the Portuguese sociocultural life between 1500 and 1650. Firstly, the author draws a general overview of this family's genealogical, social and political history prior to the 1500's and, in a second stage, describes and analyses each members' contribute for the 16th century society and culture, providing us with a privileged view of the Portuguese Renaissance literature and culture. Such are the cases of João Rodrigues de Sá de Meneses and his contribution for the establishment of the humanist ideals in Portugal; of his son Francisco de Sá de Meneses and his active participation in the literary and cultural renewal which influenced the evolution of those ideals, and, also, of other members of this family — Sebastião, Pantaleão and Garcia de Sá — renowned for being mentioned in different late 16th and early 17th century epic poems. This study will help follow the transformation and evolution of humanist ideals and how they influenced the emergence of innovative cultural manifestations. Combining the study of mentalities and literary history and critique, this dissertation, based not only on the work of the Sá de Meneses' family but also in many other works focussing on them, aims describing the Portuguese Renaissance literature and culture.

Maria de Fátima da Costa Outeirinho
O Folhetim em Portugal no Século XIX: Uma nova janela no mundo das letras, Porto, Ed. da Autora, 2003

Abstract

The Feuilleton in Portugal at the Nineteenth-Century: A New Window in the World of Letters (Doctoral Dissertation in Comparative Literature)

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Mainly influenced by models borrowed from France, the nineteenth-century Portuguese press offers its readers a regular presence of the *feuilleton*. With the collaboration of some intellectuals, the *feuilleton* constituted a part of the newspaper open to a variegated writing, which stimulated literary production and developed new reading needs, thus creating a faithful public. For those reasons, the *feuilleton* turned to be nowadays a useful and fundamental literary *corpus* whenever we need to take into account the literary and cultural field of that period.

In the first part of my study, the aim is to contribute to the rewriting of the history of the *feuilleton*, which has often been reduced to the *roman-feuilleton*.

In the second part, I develop a reflection about the chronicle as a genre largely cultivated by the nineteenth-century writers.

Finally, I intend to show the woman's presence in the *feuilleton* both by way of detecting images of the feminine and by studying the woman as author and as translator.

The study of these different questions will allow me to show how the *feuilleton* turns into a place of visibility of the writing, of the author and of the reader.

Pedro Jorge Santos da Costa Eiras
A Fragmentação do Sujeito na Escrita da Modernidade, Porto, Ed. do Autor, 2004

Abstract

The Fragmentation of the Self in the Writing of Modernity (Doctoral dissertation in Portuguese Literature)

This doctoral thesis (Arts) discusses the ways that four literary texts — *Húmus* by Raul Brandão, *Livro do Desassossego* by Fernando Pessoa,

Photomaton & Vox by Herberto Helder and *Lisboaleipzig* by Maria Gabriela Llansol — consider the constitution or the dissolution of the enunciating subject. Taking into account the fact that this dual effect depends on specific textual strategies, it observes the relationship established between subjectivity and models of totality (moral narrative, the Book) or of fragmentation (irony, metamorphosis). The subject is understood to be the result of a compromise between the proclamation or the abandonment of a holistic text, the recognition or the questioning of the impossible nature of exhaustivity, and the final survival of the I as impotent subject or exaltation at a disintegration that presents it with new experiences of itself.

Thus, two main threads of exegesis run through this thesis. On one hand, the modern subject's awareness of its incapacity to achieve the totality of experience contends with the redefinition of the subject as an ironically indefinable entity or one in continual metamorphosis. If Raul Brandão and Fernando Pessoa lament the end of an I condemned to be a dysfunctional combination of fragments, Herberto Helder and Maria Gabriela Llansol envisage fragmentation as a game that produces meanings for a new kind of subject. On the other hand, the intersubjective formation arising from an ethical perspective whereby the other is elevated to judge stands in opposition to an understanding of the subject defined only by its relationship with the text it writes and which writes it. While Raul Brandão and Maria Gabriela Llansol prefer to define the subject in terms of blame or the acquisition of knowledge that alterity brings, Fernando Pessoa and Herberto Helder consider it to be textual matter in confrontation with textual creation.

Finally, the analysis of these contrasts permits not only the consideration of constants and variables which link together the four authors under examination intertextually, but also the rethinking of the concept of a narcissistic self-awareness of the subject that goes beyond the mourning common to modern models.

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