

themes, that is, being a poet and publishing in the nineteenth, another question little explored when it comes to Florbela's critical fortune: what were the author's favorite readings? Based on bibliographic research and having in mind, in a special way, the author's epistolary production, it is possible to find out how such readings influenced Florbela Espanca's literary production.

**Keywords:** Florbela Espanca; Poetry; Epistolary genus; Reading Woman.

### **Resumo**

Pode-se afirmar que Florbela Espanca foi no século XIX uma das grandes vozes da poesia portuguesa, num momento em que poucas obras de escritoras eram publicadas. Além do viés poético, Florbela também foi responsável por colocar em cena a luta das mulheres pelo direito de se expressar por meio da palavra escrita e, de modo particular, por meio da poesia. Este trabalho trará para discussão além dos temas elencados, ou seja, ser poeta e publicar no dezanove, uma outra questão pouco explorada quando se trata da fortuna crítica florbéliana: quais eram as leituras prediletas da autora? A partir de pesquisa bibliográfica e tendo em vista, de modo especial, a produção epistolar da autora, enseja-se averiguar como tais leituras influenciaram a produção literária de Florbela Espanca.

**Palavras-chave:** Florbela Espanca; Poesia; Gênero Epistolar; Mulher Leitora.



### **DIARY OF A WIMPY KID: READING PRACTICE PROPOSAL FOR TEACHING ENGLISH WITH TEXT GENRE**

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### **Abstract**

In the beginning of the 21st century several trends have shaped the nature of reading and its practice. The research community started to look at the reading practice in classrooms and at the actual function of this activity in an everyday basis. The present study proposes activities for teaching reading in English using the diary genre. Based on the psycholinguistic perspective of reading (SNOW, 2002;

CARRELL, 1983) and on the Brazilian official documents that recommend the use of a variety of textual genres as a means to promote reading as a social practice, the activities hereby proposed aim at stimulating and increasing students' interest on reading, considering the importance of it in the teaching/learning process of English as an L2. The book utilized to present the proposals is *Diary of a Wimpy Kid* vol. 1 and the activities contemplate pre-reading, while reading and post-reading stages. In conclusion, the book choice and theme need to be related and connected to the context of the students, once difficulties on learning an L2 and memory constraints can be minimized if pre-reading activities as a scaffolding could be provided beforehand.

**Keywords:** “Diary of a Wimpy Kid”, reading practice, teaching English, text genre.



## **THE USE OF ADEQUACY AS AN EXTRA DIMENSION IN A STRATEGIC PLANNING STUDY**

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### **Abstract**

This article presents the results of a study that aimed at scrutinizing adequacy adopted in Specht and D'Ely (2020)'s study as a speech dimension and measure to tackle more discourse-oriented features of speech performance. The composition of the measure was the sum of raters' scores to five criteria: structure, appeal, clarity, lexical choice and fluency. However, it was not analyzed whether all criteria had an impact on participants' speech performances individually. For that, statistical analyses were run (a) to examine whether adequacy may be considered a separate speech dimension different from other speech dimensions used in the study, complexity, accuracy and fluency (CAF) and (b) to understand whether all criteria had an active role in the measure and if not which one(s) did. The results have