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REFERENTE AO SEMESTRE LETIVO/ANO
2019/1

IDENTIFICAÇÃO DO SERVIDOR

NOME
Fernando Gonçalves Ferreira junior

CAMPUS
Ouro Preto

ÁREA OU CURSO
Línguas Estrangeiras

MATRÍCULA SIAPE	**E-MAIL**
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TIPO DE VÍNCULO

(X) Efetivo	( ) Substituto	( ) Temporário ou Colaboração Técnica

REGIME DE TRABALHO

(X) 40h D.E.	( ) 40h	( ) 20h

ATIVIDADES DOCENTES DESENVOLVIDAS NO SEMESTRE LETIVO

ATIVIDADES DE ENSINO

Listar disciplinas ministradas, orientações discentes (concluídas no decorrer do semestre ou em andamento), horários disponibilizados para o atendimento ao discente e demais atividades de ensino descritas no Plano Individual de Trabalho Docente (PIT).

Regência, planejamento, produção de material didático, correção de provas, orientação de trabalhos de seis (06) turmas da disciplina Língua Inglesa nos cursos integrados:

OPIADMI.2017.1-3D1;OPIMINE.2017.1-3D1;OPIADMI.2019.1-1D2; OPIEDIF.2017.1-3D1; OPIAUTO.2017.1-3D2; ; OPIMETA.2017.1-3D2

ATIVIDADES DE PESQUISA

Relatar o andamento dos projetos e demais atividades de extensão listadas no Plano Individual de Trabalho Docente (PIT). No caso de projetos, indicar o cronograma de execução (prazos atuais) e as atividades desenvolvidas no decorrer do semestre.

1. Membro permamente de Conselho Editorial de revista internacional (*Theory and Practice in Language Studies*, ISSN 1799-2561), conforme declaração em anexo e informações em http://www.academypublication.com/tpls/editorialboard.htm

2. Parecerista permanente da revista Modern Language Journal (MLJ), publicada pela Wiley, conforme declaração em anexo.

3. Parecerista *ad hoc* para a revista *Language Learning* (Online ISSN:1467-9922). Em maio de 2019 emiti um parecer para a referida revista, uma das mais conceituadas do mundo na minha área de atuação (https://onlinelibrary.wiley.com/journal/14679922)

PONTUAÇÃO Confrontar a pontuação obtida no Plano Individual de Trabalho (PIT) com a produção obtida neste Relatório Individual de Trabalho (RIT).	
Pontuação total do Plano Individual de Trabalho Docente (entregue no início do semestre letivo)	**34,5**
Pontuação total deste Relatório Individual de Trabalho Docente	**22,5**
Caso haja diferença na pontuação, JUSTIFIQUE:	
A Publicação de um artigo (em revista Qualis A1 / A2, cuja pontuação é 12) ainda não se concretizou.	

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Professor(a): Fernando Gonçalves Ferreira Junior

Coordenador de Área/Curso: Prof. Alexandre Delfino Xavier

Diretor de Ensino: Profa. Ana Elisa Costa Novais

Ouro Preto, 04 de outubro de 2019.

Publons Verified Record
PREPARED BY PUBLONS ON OCTOBER 8TH 2019

Fernando Ferreira-Junior

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Peer Review Summary

Performed 1 review for journals including *Language Learning* between May 2019 and October 2019.

1 Language Learning

ACADEMY PUBLICATION
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LETTER OF CERTIFICATION

February 15, 2016

Fernando G. Ferreira-Junior
Instituto Federal de Minas Gerais, IFMG Ouro Preto, Brasil
Email: fernando.ferreirajunior@ifmg.edu.br

To whom it may concern,

I wish to state that Dr. Fernando G. Ferreira-Junior has been a Member of the Editorial Board of *Theory and Practice in Language Studies* since 2011.

Theory and Practice in Language Studies (TPLS, ISSN 1799-2591) is a peer-reviewed international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of language studies.

Started in 2011, the journal has been abstracted or indexed in quite a number of databases, among which are:
Cabell, CrossRef, DOI, EBSCO, Google Scholar, Index Copernicus, ISC, Scopus (twice included, twice excluded), ProQuest, ULRICH's.

Sincerely,

Feng Liu

Mr. Feng Liu
Managing Editor –Theory and Practice in Language Studies
Academy Publication, UK
Email: tpls@academypublication.com

Theory and Practice in Language Studies

(TPLS, ISSN 1799-2591)
http://www.academypublication.com/tpls/

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Prof. Dr. Zhiqiang Zhang
Faculty of International Studies, Henan Normal University, Henan, China

E-mail questions or comments to tpls@academypublication.com

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INSTITUTO FEDERAL
Minas Gerais

Fernando Ferreira Junior <fernando.ferreirajunior@ifmg.edu.br>

Decision for 19-ES-2837 - Language Learning

1 mensagem

Pavel Trofimovich <onbehalfof@manuscriptcentral.com> 18 de maio de 2019 13:38
Responder a: pavel.trofimovich@concordia.ca
Para: language.learning@concordia.ca
Cc: j.kormos@lancaster.ac.uk

18-May-2019

Dear Reviewers,

Thank you for taking the time and making the effort to review the paper entitled "Syntactico-semantic realizations of pronouns in the English transitive construction: A corpus-based analysis" for Language Learning. Associate Editor Prof. Judit Kormos is the lead editor for this submission and I am cc'ing her on this letter.

At the time a decision is made, as a courtesy, Language Learning shares the blind comments and the final editorial decision with all reviewers that worked on a given paper. You will find your review and those of the other experts at the end of this letter. A decision of 'Reject' has been rendered for the manuscript. Prof. Kormos and I would like to take this opportunity to thank you once again for your time and expertise. Your feedback was excellent, and we are sure it will be greatly appreciated by the author(s) of this manuscript. Thank you for your support of Language Learning!

The criteria for publication in Language Learning are extremely stringent, with over 400 submissions per year, many of them excellent, and with space for only about 32 papers yearly. In the context of a very competitive pool of submissions, we must accept only the most outstanding scholarship.

As a token of our appreciation, Language Learning is pleased to extend to you a 30% discount on all Wiley books ordered at www.wiley.com (excluding Higher Education textbooks and WileyPlus materials). When you do your purchase, just enter the code JRREV in the APPLY DISCOUNT field.

On behalf of the Editors and Board of Directors, I extend our sincere thanks to you for your participation in the peer-review process for this manuscript. Your expertise is critical to the journal's success and directly impacts the quality of Language Learning.

Sincerely,

Prof. Pavel Trofimovich
Journal Editor, Language Learning
pavel.trofimovich@concordia.ca

Cc. Prof. Judit Kormos
Associate Editor, Language Learning
j.kormos@lancaster.ac.uk

Associate Editor Comments to Author:

Dear Author(s),

Thank you for submitting your manuscript for consideration by Language Learning. We have solicited three external reviews of your manuscript. The reviews have been received, and I have considered them carefully. The reviewers appreciated the importance of investigating the role of input for learning transitive constructions in EFL contexts. However, as you will see below, the reviewers' recommendations differ. Two of them suggested that the manuscript should undergo major revisions, while the first reviewer provided no comments and recommended acceptance.

The two reviewers whose recommendation was major revisions raise serious issues with research methodology and the analysis of the data. The most crucial problems raised in the reviews are related to methodological and conceptual issues which would be difficult to correct. Therefore, as much as I see the potential of your study, I am compelled to conclude that the current version of the manuscript is not ready for publication in Language Learning at this time and thus should be rejected.

In terms of methodological and conceptual issues, the current draft of the manuscript suffers from several shortcomings. The most important methodological and conceptual problems are outlined by Reviewer 2. The key conceptual issue concerns the use of the L1 child directed language database as a reference corpus as baseline. I agree with Reviewer 2 that instructional L2 input is very different from L1 input children receive at home, and using L1 child-directed language as baseline poses important theoretical questions about the differences between language use domains, functions of language, the nature and type of interactions and instructional input.

Another methodological issue that poses a serious threat to the validity of corpus-based research is the size and representativeness of the corpora. I share the view of Reviewer 1 that the FLC corpus might not represent school-based input adequately in the Korean context. The corpora are also relatively small given that you are interested in specific tokens. Statistical estimation methods will need to be used to ensure the sufficient size of the corpora and the power of statistical analyses. The methods of calculating relevant corpus size and ensuring statistical power will need to be stated explicitly in the paper.

Both Reviewers 2 and 3 question the use of Chi-square tests for statistical analysis. Reviewer 2 suggests analysing the data with mixed-effects Poisson (or negative-binomial) regression models with offset terms. This would overcome all the short-comings of Chi-square tests and would give you confidence in the conclusions that can be made about the distribution of the target features in the different corpora.

Just as the reviewers, I also found the use of PCA inadequately elaborated. Please follow the reviewers' advice on how PCA should be used and reported.

In light of these comments, I would like to encourage you to carefully consider all of the reviewers' points and to submit your revised manuscript for publication in another venue. I strongly believe that a revised manuscript that takes into account the reviewers' comments and suggestion would be an ideal candidate for publication in the International Journal of Learner Corpus Research.

Again, I am sorry about this decision. I hope you will rely on the comments by the reviewers in working on future revisions of this manuscript. With best wishes,

Judit Kormos

INSTITUTO FEDERAL
Minas Gerais

Fernando Ferreira Junior <fernando.ferreirajunior@ifmg.edu.br>

Manuscript ID 19-ES-2837 now in your Reviewer Center - Language Learning

1 mensagem

Judit Kormos <onbehalfof@manuscriptcentral.com> 11 de abril de 2019 10:16
Responder a: j.kormos@lancaster.ac.uk
Para: fernando.ferreirajunior@ifmg.edu.br

11-Apr-2019

Dear Prof. Ferreira-Junior:

Thank you for agreeing to review Manuscript ID 19-ES-2837 entitled "Syntactico-semantic realizations of pronouns in the English transitive construction: A corpus-based analysis" for Language Learning. Please try your best to complete your review by 11-May-2019.

All communications regarding this manuscript are privileged. Any conflict of interest, suspicion of duplicate publication, fabrication of data or plagiarism must immediately be reported to me.

I strongly encourage you to elaborate on your review. Your specific comments will offer valuable feedback not only to me but also for the authors to improve their future work.

When you are ready to submit the review, the system will offer you the option to copy and paste your review in text boxes, or to upload it as a document. I recommend copying and pasting your review, as this is a safer method to protect the blind review process.

You will also be asked to rate the priority for publishing this article (1 is the lowest priority, 10 is the highest priority). This is an informative piece of your evaluation to me, as our criteria for acceptance in Language Learning are extremely stringent and we strive to publish only the most outstanding scholarship among the very competitive pool of submissions we send out for external review.

For easiest access to the manuscript with no need to enter log in details, click the link below:

https://mc.manuscriptcentral.com/langl?URL_MASK=2e53d644893f4f78ba7242196bc2421c.

Alternatively, to login to your account on the Language Learning - ScholarOne Manuscripts site at https://mc.manuscriptcentral.com/langl, your case-sensitive USER ID is fernando.ferreirajunior@ifmg.edu.br.

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Thank you for evaluating this manuscript. I am grateful for your generosity in lending your time and expertise to Language Learning.

Sincerely,

Prof. Judit Kormos
Associate Editor, Language Learning
j.kormos@lancaster.ac.uk

_____
2017 Impact Factor: 1.655; 5-Year Impact Factor: 3.297
ISI Ranking: 2017: 32/181 (Linguistics); 85/238 (Education & Educational Research)
ISI 5-Year Ranking: 2017: 7/176 (Linguistics); 26/228 (Education & Educational Research)
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Heidi Byrnes, Editor-in-Chief

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http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4781

April 14, 2016

To Whom It May Concern:

This letter certifies that Fernando Gonçalves Ferreira Junior has served as a referee for *The Modern Language Journal*. Most recently, he reviewed "A usage-based investigation of L2 lexical acquisition: The role of input and output", MLJ-16-0011-01.

The *MLJ* is an international double-blind refereed journal that is dedicated to promoting scholarly exchange among researchers and teachers of all modern foreign languages and English as a second language. The journal is particularly committed to publishing high quality work in non-English languages. Its publication focus is further defined by linking the findings of research to teaching and learning in a variety of settings and on all educational levels. Article contributions are expected to meet the highest standards of scholarly excellence, advance theoretical knowledge, and explore clearly stated and well supported implications for teaching. To assure that standard it depends on highly qualified referees like Dr. Ferreira Junior to assess the submitted manuscripts and provide candid feedback to the author(s) and to me as editor.

Sincerely,

Heidi Byrnes

Editor-in-Chief
The Modern Language Journal