



PRÓ-REITORIA DE DESENVOLVIMENTO E GESTÃO DE PESSOAS  
DEPARTAMENTO DE DESENVOLVIMENTO DE PESSOAS

**Concurso Público – Edital 058/2018/DDP**

**PROVA OBJETIVA**

## **Campo de conhecimento: Línguas Estrangeiras Modernas – Inglês**

**Atenção: NÃO ABRA este caderno antes de autorizado pelo fiscal.**

### **INSTRUÇÕES**

1. O tempo total concedido para a resolução desta prova é de **três horas**, incluindo o tempo destinado ao preenchimento do cartão-resposta.
2. Confira, no cartão-resposta, seu nome, número de inscrição e o campo de conhecimento para o qual se inscreveu e registre essas informações nos espaços abaixo. Assine no local indicado. Verifique, no cartão-resposta, se há marcações indevidas nos campos destinados às respostas. Se houver, reclame imediatamente ao fiscal.
3. Depois de autorizado pelo fiscal, verifique se faltam folhas neste caderno, se a sequência de **trinta** questões está correta e se há imperfeições gráficas que possam causar dúvidas. Comunique imediatamente ao fiscal qualquer irregularidade identificada.
4. Cada questão objetiva é apresentada com **cinco** alternativas diferentes de respostas (de “A” a “E”), das quais apenas **uma é correta**.
5. A interpretação das questões é parte integrante da prova, não sendo permitidas perguntas aos fiscais. Se necessário, utilize espaços e/ou páginas em branco para rascunho. Não destaque folhas do caderno de prova, **exceto** a grade constante da última folha.
6. Transcreva as respostas para o cartão-resposta com caneta esferográfica de tinta de cor **preta** ou **azul**. O cartão-resposta será o único documento válido para efeito de correção; em hipótese alguma ocorrerá sua substituição por erro de preenchimento ou qualquer dano causado por você.
7. Durante a realização da prova não poderá ocorrer comunicação entre candidatos, consulta a material didático-pedagógico, porte/uso de telefone celular, relógio (qualquer tipo), controle remoto, fone de ouvido, *pen drive*, chave eletrônica de veículos, armas, boné, óculos escuros, calculadora, *MP-player*, *tablet*, iPod ou qualquer tipo de aparelho eletrônico.
8. Caso esteja portando algum dos objetos mencionados acima, eles deverão ser embalados, identificados e deixados à frente na sala, em local visível, antes do início da prova. Embalagens para tal fim serão fornecidas pela COPERVE/UFSC. Objetos eletrônicos deverão estar desligados.
9. Ao terminar, entregue ao fiscal o seu caderno de prova e o cartão-resposta. Você só poderá entregar este material e se retirar definitivamente do local de prova **uma** hora após seu início.
10. Os três últimos candidatos deverão retirar-se do local simultaneamente após entregar os cadernos de prova, os cartões-resposta e assinar a ata.
11. Para conferir suas respostas com o gabarito oficial, anote-as na grade disponibilizada na última folha. Essa grade poderá ser destacada e levada com você.

\_\_\_\_\_  
ASSINATURA DO(A) CANDIDATO(A)

INSCRIÇÃO

CAMPO DE CONHECIMENTO

NOME DO(A) CANDIDATO(A)

### Text 1

“Literacy acquisition never occurs in a vacuum, and the development of academic literacy skills is no exception. ESL writers in schools, colleges and universities read and write for specific purposes, all of which involve the attainment of some combination of academic and/or professional goals. Ultimately, academic ESL instruction should enable learners to acquire skills, develop strategies, and master the spoken and written conventions (i.e., discursive patterns) of the academic community in general and of the individual disciplines they will pursue.” (Lynch & Hudson, 1991; Spack, 1988, 1993 apud Ferris & Hedgcock, 1998, p. 36)

**01)** Choose the alternative that **does not** corroborate the idea conveyed in Text 1.

- A ( ) Writing develops naturally as writers extensively interact with print and participate in authentic literacy events. It is therefore a set of unteachable skills.
- B ( ) Practice alone does not enhance the emergence of writing skills. The ability to write depends on the knowledge of forms, patterns, and purposes of written language.
- C ( ) Even though ample input is axiomatic in the area of learning and teaching how to write, instruction is paramount for the formation of writers.
- D ( ) One must learn to write before one can write.
- E ( ) In order to turn nonwriters into writers it is necessary to teach them to write.

**02)** Imagine that you are a teacher in a Brazilian public middle/high school and you are about to select the textbook to be used with 9<sup>th</sup> graders. Based on your knowledge about interculturality and social identities in the classroom, choose the alternative that represents the item that you perceive as most relevant.

- A ( ) Activities that focus on lexical development.
- B ( ) Books that present modern layout and graphic design.
- C ( ) Activities that lead learners to reflect upon their realities and their own selves within those realities.
- D ( ) Texts that aim at minimizing social differences and inequalities.
- E ( ) Multimodal aspects that represent the use of technology in the classroom.

**03)** In relation to the speaking skill, it can be affirmed that:

- A ( ) the ability of speaking in a foreign language is peripheral to what it means to be able to use a foreign language.
- B ( ) because speaking is done in real-time, learners' ability to plan, process and produce the foreign language are taxed greatly.
- C ( ) speaking is a sociocognitive skill which goes hand in hand with writing in terms of time to plan and monitor what is produced.
- D ( ) considering the challenges students face in developing their speaking skills, learners should always speak without concern for formal aspects of the language.
- E ( ) teachers' focus on the development of grammatically accurate speech should be the goal so that the learners' desire to communicate and be understood is accomplished in classroom settings.

### Text 2

Reading might be perceived as a simple skill that is taught once and for all in the first years of school. [...] But this is not our understanding of what reading is. Think for a moment about the last thing you read. An essay? A newspaper analysis of rising conflict in another part of the world? A novel? If you could recapture your mental processing, you would notice that you read with reference to a particular \_\_\_\_\_ and experiences related to the text. The text evoked voices, memories, knowledge, and experiences for other times and places – some long dormant, some more immediate. Thus, although at first glance reading may seem to be passive, solitary and simple, it is in truth active, populated by a rich mix of voices and views – those of the author, of the reader, and of others the reader has heard, read about, and otherwise encountered throughout lifetime. Irrespective of the stance taken to perceive this \_\_\_\_\_, there is agreement as regards the fact that as experienced readers read, they begin to generate a \_\_\_\_\_ or gist of the text, which serves as an evolving \_\_\_\_\_ for understanding subsequent parts of the text. As they read further, they test this evolving meaning and \_\_\_\_\_ their understanding, paying attention to inconsistencies that arise as they interact with the text. If they notice they are losing the meaning as they read, they draw on a variety of strategies to readjust their understandings.

(Adapted from *Reading for understanding: a guide to improving reading in middle and high school classrooms* by Schoenbach, Greenleaf & Murphy, 2012)

**04)** In relation to reading, read Text 2 and choose the correct sequence of the words deleted from it.

- A ( ) word – experience – specific ability – organization – neglect
- B ( ) context – endeavor – ideal image – overview – ignore
- C ( ) setting – metacognition – mental picture – loss – observe
- D ( ) idea – knowledge – draft – asset – forget
- E ( ) world of knowledge – cognitive skill – mental representation – framework – monitor

### Text 3

Although non-native English-speaking teachers (NNESTs) comprise the vast majority of teachers of English to speakers of other languages (TESOL) worldwide (about 80 percent according to Canagarajah, 1999), many qualified NNESTs struggle to assert and negotiate an identity as legitimate English-as-a-second/foreign-language (ESL/EFL) instructors in the contexts where they teach (Canagarajah, 1999). This is due in large part to the pervasive “native speaker myth” (Phillipson, 1992) and an idealized notion of what constitutes a native speaker. Underlying these myths is the assumption that native speakers (NSs) are inherently better language teachers than non-native speakers (NNSs). Although this assumption has been challenged by applied linguists who have proposed alternatives to the NS/NNS dichotomy (V. Cook, 1999; Rampton, 1990), the NS myth and ideology continue to marginalize NNESTs and thus work to undermine their professionalism. (Reis, 2011)

**05)** What aspect related to L2 teaching is **not** implied in the context mentioned in Text 3?

- A ( ) Teacher identity.
- B ( ) Professional legitimacy.
- C ( ) Sociopolitical context.
- D ( ) Critical pedagogy.
- E ( ) Multiliteracy.

06) Analyze the assertions that follow as regards the “native speaker myth” and choose the correct alternative.

- I. Qualified non-native English-speaking teachers are likely to have a sense of professional inadequacy.
- II. Non-native English-speaking teachers will position themselves as legitimate English teaching professionals.
- III. The chances of getting a job as an English teacher are influenced more by accent than by professional qualifications.
- IV. Native speaker proficiency in the target language per se may be taken as a sufficient requirement for teaching positions.
- V. The field of teaching English to speakers of other languages (TESOL) is seen by many L2 learners and language institute owners as a professional area that demands specialized education.
- VI. Unqualified teachers are hired on the basis of their status as native speakers.

- A ( ) Only I and VI are correct.
- B ( ) Only III and IV are correct.
- C ( ) Only I, II, III and IV are correct.
- D ( ) Only I, III, IV and VI are correct.
- E ( ) Only III, IV and V are correct.

#### Text 4

“English language learners, whether in an English as a second language (ESL) or English as a foreign language (EFL) setting, have the right to be taught by qualified and trained teachers. Native speaker proficiency in the target language alone is not a sufficient qualification for such teaching positions; the field of teaching English to speakers of other languages (TESOL) is a professional discipline that requires specialized training.” (*Teachers of English to Speakers of Other Languages*, 2003)

07) Text 4 conveys a ‘Position Statement on Teacher Quality in the Field of Teaching English to Speakers of Other Languages’ stated by the international professional organization TESOL, on its website. According to this position statement, it is **not** right to affirm that:

- A ( ) an effective language teacher needs skills other than language proficiency in order to function as a teacher of English to speakers of other languages.
- B ( ) qualified ESL/EFL educators not only should demonstrate written and oral proficiency in the English language (regardless of native language), but also should manifest teaching competency.
- C ( ) institutions should provide resources for teachers to be able to portray their cultural values within English-speaking contexts with the purpose of strengthening their own cultural identity.
- D ( ) employment opportunities for non-native teachers of English to speakers of other languages should not be influenced by native-likeness, but rather by professional qualifications.
- E ( ) teachers of English to speakers of other languages need training in teaching.

08) Considering the myriad of research and the discussions that have been conducted on the field of ‘Teacher Identity’, it is right to affirm that teachers’ identities:

- A ( ) are intricately connected to their linguistic background.
- B ( ) are multiple, dynamic, relational, situated and embedded in relations of power.
- C ( ) are not influenced by language and discourse.
- D ( ) are static, single and uniform.
- E ( ) are not negotiable.

**09)** Analyze the assertions that follow and, considering the landscape of literacy teaching and learning, choose the correct alternative.

- I. The concept of multiliteracy emerged in the 1990s and was coined by the New London Group who met to think through the current state and future of literacy pedagogy.
- II. A pedagogy of multiliteracies is one that teaches how to read and write multimodal texts which integrate two or more semiotic systems.
- III. The pedagogy of multiliteracies emerged out of the understanding that if the world and the communications environment were changing, literacy teaching and learning would have to change as well.
- IV. The conception that making meaning is a multimodal process that integrates the linguistic, the visual, the audio, the gestural, and the spatial modes of meaning permeates the notion of multiliteracy.
- V. A pedagogy of multiliteracies includes a balanced range of pedagogical moves that integrate Situated Practice, Overt Instruction, Critical Framing and Transformed Practice.

- A ( ) Only I and II are correct.
- B ( ) Only II, III and IV are correct.
- C ( ) Only IV is correct.
- D ( ) Only I, II, III and IV are correct.
- E ( ) I, II, III, IV and V are correct.

**10)** According to Jorge (2014), in the article *Livros Didáticos de Línguas Estrangeiras: Construindo Identidades Positivas*, “[t]extbooks of English as a foreign language are produced in a global industry. Therefore, cultural matters in relation to local context are usually neglected”. Taking into consideration your experience as an English teacher and the discussion that permeates Jorge’s quote, which of the options below would you choose having in mind the intercultural dimension of communication in foreign language teaching?

- A ( ) Books that are produced to be used internationally and that lead the learners to speak with accuracy and fluency.
- B ( ) Books that provide the learners with acquaintance with the target culture even if they will never experience living in a country where the target language is spoken.
- C ( ) Books that focus on the target culture of one or two English speaking countries such as England and the USA.
- D ( ) Books that present cultures from diverse countries where English may be the first or the second language, or even used as an international language.
- E ( ) Books that target the academic success of the learners in international proficiency tests.

### Text 5

A língua estrangeira moderna – inglês e espanhol –, no ensino médio, deve contribuir para a compreensão de que as línguas nos constituem como sujeitos, expressam valores construídos nas práticas sociais, favorecem a formação de cidadãos engajados com o seu entorno e com o de outras realidades sociais. Esse engajamento deve pautar-se em princípios e valores éticos que preparem para o exercício da cidadania. Dessa forma, o livro didático de língua estrangeira moderna deve atender à visão de ensino médio proposta pelos documentos oficiais orientadores da educação nacional. Deve, ainda, estar comprometido com um ensino que supere uma visão tecnicista da língua, limitada a explicações gramaticais ou repetições descontextualizadas. (Brasil, PNLD, 2018)

11) Taking Text 5 – extracted from the document *Plano Nacional do Livro Didático* – as contextualization for the discussion of foreign language textbooks, it is correct to say that these resources must be oriented by learning goals. Analyze the assertions that follow and identify such goals. Then choose the correct alternative.

- I. Build room for socially relevant discussions.
- II. Offer grammar explanations and exercises.
- III. Focus on the formation of critical readers.
- IV. Promote the development of speech and writing based on social and cultural dimensions of discourse.

- A ( ) Only II is correct.
- B ( ) Only I and III are correct.
- C ( ) Only II and IV are correct.
- D ( ) Only I, III and IV are correct.
- E ( ) All of the assertions are correct.

12) English as a Foreign Language textbooks are selected according to a set of criteria listed in the specific official documents (Editais PNLD). Textbooks cannot allow the liberal multicultural approach that naturalizes and neutralizes differences (Kubota, 2004). Instead, textbooks must follow an approach based on critical multiculturalism in order to go beyond the celebration of differences or the primary understanding that people are equal (Jorge, 2014). Bearing in mind the relation between critical multiculturalism and textbooks, mark **(T)** for the **true assertions** and **(F)** for the **false ones**. Then choose the correct alternative.

- ( ) The simple display of pictures, illustrations, paintings, and other visual texts aimed at overcoming stereotypes and prejudice does not grant the necessary treatment of the representation of diverse racial groups.
- ( ) Critical multicultural education is an area that postulates that certain thoughts, educational practices, and texts (visual representations, description of different cultures etc.) are socially constructed.
- ( ) The promotion of multiculturalism is inherent to language teaching.
- ( ) The use of pictures and allusions to Black Brazilian people as musicians, sportspeople, and actors, and indigenous people as artisans are enough to provide the representation of Brazilian racial diversity and its sociopolitical implications.
- ( ) Black Brazilian and indigenous students, who usually come from low-income families, need to find their social and cultural experiences and aesthetics represented in textbooks.

- A ( ) F – T – T – F – F
- B ( ) F – F – F – T – T
- C ( ) T – T – F – F – T
- D ( ) F – T – T – T – F
- E ( ) T – F – T – F – T

13) Analyze the following real class episode and identify the correct assertions related to it. Then choose the correct alternative.

In a 6<sup>th</sup> grade classroom, the EFL teacher presents a lesson whose topic is “Skin”. After contextualizing it, the teacher proceeds with the lesson introducing the primary function of the skin in humans and animals: protection. Further, using realia and TPR (Total Physical Response), the teacher invites the group to recognize the characteristics of the skin showing that it can be rough, soft, furry, ticklish, and that it can have scales. When asked to perform tickles, children laughed out loud, when suddenly a boy came in front of the group and raising his arms in a bodybuilder manner, he said: “I am gonna show you that a man’s skin is not ticklish!” The teacher replied: “And don’t men have fun?!?”

- I. Gender refers to a set of representations that societies construct along historical periods granting meaning, symbols and characteristics to sexes.
- II. Since their birth, children are exposed to the first characterizations of gender that will shape their insertion and participation in society.
- III. Teachers must be aware that gender issues may arise at any time in the classroom, independently of the lesson plan. Thus, they must be ready to respond to students’ reactions accordingly.
- IV. In our society, being male or female involves an identity that confronts the opposite one, both denying it and distancing from it.

- A ( ) Only I is correct.
- B ( ) Only III is correct.
- C ( ) Only I and IV are correct.
- D ( ) Only I, II and III are correct.
- E ( ) All of the assertions are correct.

#### Text 6

#### The Burning of Paper Instead of Children

[...]

27 from this tongue this slab of limestone  
28 or reinforced concrete  
29 fanatics and traders  
30 dumped on this coast wildgreen clayred  
31 that breathed once  
32 in signals of smoke  
33 sweep of the wind  
  
34 knowledge of the oppressor  
35 this is the oppressor’s language  
36 yet I need it to talk to you”

RICH, Adrienne. “The Burning of Paper Instead of Children”. Available on: <<http://sccc.swarthmore.edu>>. Accessed on: August 20<sup>th</sup>, 2018.

14) The lines 35-36, “this is the oppressor’s language / yet I need it to talk to you”, in a context of English as a Foreign Language teaching, can convey the notion that:

- I. there are power relations involved in language learning.
- II. learning the language of a dominant culture can reveal an act of resistance.
- III. it is impossible to learn the language of the oppressor because asymmetrical relations prevent acquisition.
- IV. teaching a foreign language is unavoidably oppressive.
- V. learning English as a Foreign Language can be a way through which students from oppressed social groups can empower themselves inside a context of domination.

- A ( ) Only II and V are correct.
- B ( ) Only III and IV are correct.
- C ( ) Only I, II and V are correct.
- D ( ) Only I, II and III are correct.
- E ( ) Only II is correct.

**15)** Teacher identity has been gaining attention of scholars and researchers in the field of TESOL for nearly two decades. The discussions over this theme have claimed that:

- A ( ) research on teacher identity these days reflects paradigms of teachers as technicians.
- B ( ) teacher identity is no longer connected to power relations in any ways.
- C ( ) the general move has been away from identity in terms of contextualized social processes towards psychological processes.
- D ( ) language teachers are very constant regardless of the setting in which they are functioning.
- E ( ) teacher identity is relational, interactional, contingent, and contextually bound.

**16)** English language teaching has gained various insights from research in intercultural communication. Among the aspects that English teachers have learned from intercultural communication studies, it can be claimed that these professionals now recognize the importance of:

- A ( ) the cultural dimensions of social interaction.
- B ( ) the cultural background of teachers.
- C ( ) focusing on the communication needs of equivalent cultures only.
- D ( ) neglecting languages and cultures.
- E ( ) displacing students from their individual cultures.

#### Text 7

“Quanto à aprendizagem da língua inglesa como LE/L3 por surdos, esse contexto multilíngue traz muitas vantagens. Além das transferências advindas da primeira língua (LIBRAS), o surdo pode contar com mais uma língua-suporte: a língua portuguesa. É provável que os sujeitos da presente pesquisa tenham usado também a língua portuguesa como apoio no aprendizado do inglês devido ao fato de as duas possuírem bastantes semelhanças. Além de as duas serem de modalidade oral-auditiva, ambas são línguas não maternas para os surdos (o que pode promover a transferência de estratégias de aprendizagem e de comunicação em L2) e possuem escrita (o que pode proporcionar a transferência de estratégias de letramento). Essas semelhanças podem ter gerado transferências positivas entre as duas línguas [...]” (Sousa, 2008, p. 55)

**17)** Based on Sousa’s research, partly reported in Text 7, it is correct to affirm that:

- A ( ) the researcher’s findings meet Brown’s (2000) claim that positive transfer occurs when the knowledge of a previously acquired language benefits the learning of another language.
- B ( ) the learning of English as an FL/L3 by deaf people is prevented by the transference of previously acquired strategies.
- C ( ) Portuguese as a second language is the only support that deaf people have to learn English as an FL/L3 language.
- D ( ) the deaf community may also experience negative transfer when the Brazilian Portuguese language is the only support they can rely on.
- E ( ) success in learning English as an FL/L3 depends on the equivalences and/or differences between individual learners.

**18)** Considering theoretical and empirical issues concerning research in the field of reading, it is correct to affirm that teachers should select texts:

- A ( ) whose topic is motivating irrespective of pedagogical concerns.
- B ( ) taking into account learners’ age, level of proficiency, and relevance of topic.
- C ( ) that are short and easy.
- D ( ) bearing in mind the grammar and vocabulary they want to teach.
- E ( ) on the basis of teachers’ proficiency.

Read Text 8 in order to answer questions **19** and **20**.

### Text 8

John is a conscientious student. When he is told he will be tested on the content of Chapter 2 in the textbook, he looks up every unknown word in the dictionary in an effort to retain the information in his memory. He reads the chapter many times. Despite his extended preparations, he does not do very well on the test. Mary, on the other hand, excels on the exam, but she has approached the text in a very different way. Before reading the chapter, she looks at the subheadings, and graphics so as to give herself a general idea of what the text will be about. As she reads through it, she connects the material in the chapter to what she already knows. She frequently asks herself questions about the text, looking back or ahead to link one part of the text to another. When she is puzzled by the content, she searches for clues in the context, and tries to paraphrase or consider what she knows about the genre. (Adapted from Janzen, Joy, 2001, p. 287)

**19)** Considering the strategies used by the two readers and the (lack of) success in their results, it is possible to infer that:

- A ( ) time plays a definite role in determining successful reading comprehension.
- B ( ) repeated readings facilitate comprehension.
- C ( ) skillful and less skillful readers can be determined by the set of strategies they use to approach texts.
- D ( ) the use of top-down reading strategies is contingent on the text type.
- E ( ) successful reading depends solely on the ability of readers detecting the text genre.

**20)** Considering Mary's strategic behavior, it is **not** correct to affirm that she:

- A ( ) put into play her knowledge about text structure.
- B ( ) engaged in inferencing making.
- C ( ) made use of bottom-up vocabulary strategies.
- D ( ) made use of skimming as a reading strategy.
- E ( ) engaged in a set of comprehensive actions such as activating schemata.

**21)** L2 reading models have been influential in determining approaches to the teaching of reading. Considering the knowledge you have about reading models and how they reflect approaches to the teaching of reading, it is **not** correct to affirm that:

- A ( ) a bottom-up view of the reading process (Gough, 1972) reflects phonic-based approaches to reading in which the sequence of instruction is intended to reflect the assumed sequence of processing, that is: from letters, to sound, to words, to sentences and finally to meaning.
- B ( ) a top-down model (Goodman, 1988) includes thinking and meaning at a very early stage, thus, highlighting the role of prediction, guessing and going for the gist at the expense of attention to letters and words.
- C ( ) the interactive model first proposed by Rumelhart (1977) does not predict any predetermined direction for, or sequence of processing, being the reader able to simultaneously draw upon a range of sources of information: visual, orthographic, lexical, semantic, syntactic and schematic.
- D ( ) the interactive model was amplified (Rumelhart, 1984) with a further focus on higher-level processing, and schema, defined as a unit of knowledge, was proposed as a basic construct.
- E ( ) the three models that depict the reading process, namely top-down, bottom-up and interactive, have given room to the emergence of a memory-based model.

Consider the following hypothetical situation.

You teach in a public high school where you adopt a critical pedagogy in your classroom by encouraging your students to approach texts in a questioning mode and challenge received knowledge and ideas. You realize however that when students arrive they are not used to critical reading mainly because they have traditionally not gone beyond reading for comprehension.

**22)** Considering your knowledge of critical literacy/pedagogy, which of the actions below would **not** be fruitful to foster its development in EFL contexts?

- A ( ) Have students understand that texts, mainly scientific ones, are neutral and do not aim at persuading or manipulating people.
- B ( ) Be aware of students' interests and the relevance and significance of topics to students' lives.
- C ( ) Match the readings to students' proficiency level and sociocultural background.
- D ( ) Model the kind of questions that move beyond comprehension-based questions.
- E ( ) Provide learners with opportunities to share and discuss their ideas about readings with each other.

Continuing with our hypothetical situation.

Year after year, you notice that as the school year progresses your students indeed become more critical and develop intellectual skills, but they use their mother tongue more often than not to carry out in-depth discussions.

**23)** What appears to be appropriate in relation to the use of L1 versus L2 in the classroom?

- A ( ) Legitimizing the use of the L1 in order to promote critical literacy is what has to be done.
- B ( ) The use of students' L1 has to be forbidden, so those who cannot contribute to the discussion in English should not be given voice.
- C ( ) The text in discussion being in English is enough for students to develop their linguistic abilities in the L2.
- D ( ) The use of simpler reading materials and critical tasks that do not demand advanced language skills could be a solution.
- E ( ) Demanding the use of the L2 is the only way to enable students to think at a highly abstract level.

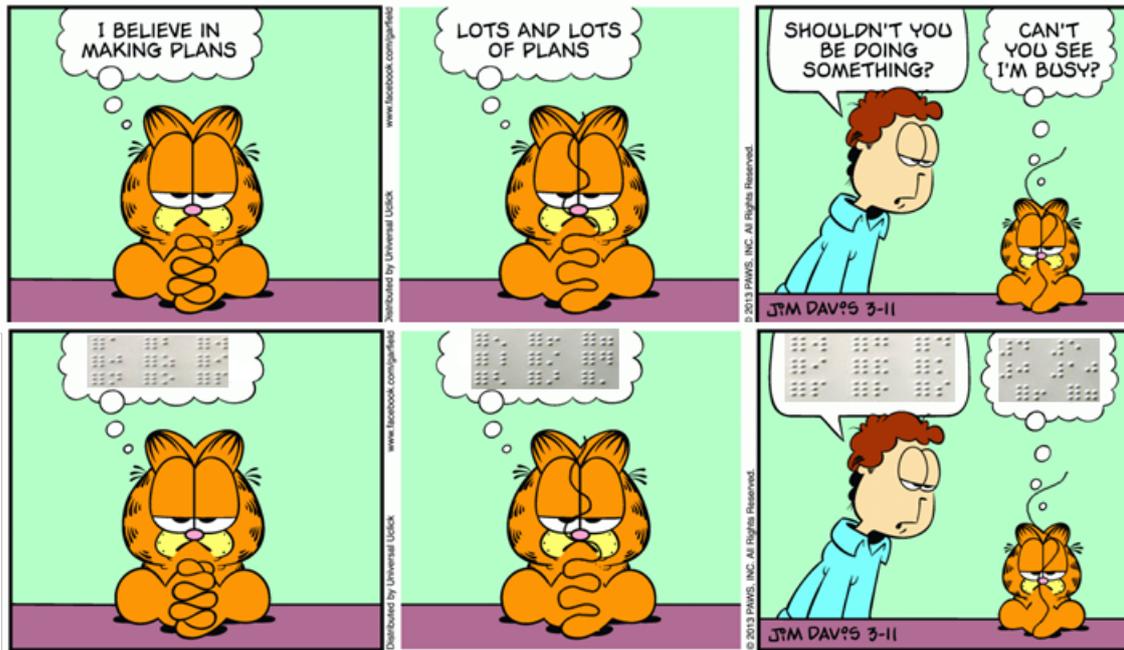
Moving on with our hypothetical situation.

You observe that the teacher who has just entered the high school you work at does not approach the teaching of English from the same perspective. Rather, they say that their main concern is with the language skills required by official exams and international tests such as IELTS and TOEFL.

**24)** What would you do?

- A ( ) Advise the teacher against the development of knowledge of students' lexicogrammar.
- B ( ) Remind the teacher of the significance of being critical to one's citizenship and success in different realms of life such as family, school and workplace.
- C ( ) Prevent the teacher from enhancing communication in the classroom.
- D ( ) Show to the teacher that they may feel alleviated by working with students' limitations.
- E ( ) Help the teacher to benefit from the understanding that language learning demands may differ from language learning strategies.

### Text 9



Available on: <<http://www.mezzacotta.net/garfield/?comic=2926>>. [Adapted]. Accessed on: September 5<sup>th</sup>, 2018.

“Na adaptação realizada para uma turma de língua inglesa com crianças e adolescentes no Instituto dos Cegos da Paraíba, as características da tirinha original são preservadas, sendo os quadros, balões e desenhos adaptados para a leitura tátil dos alunos (foram usadas imagens em alto-relevo, barbante e texto em braille). A adaptação tátil se constitui, nesse cenário, como fundamental para que os alunos tenham acesso a alguns gêneros, haja vista que esses devem ser compreendidos como a estrutura que nos organiza socialmente.” (Marcuschi, 2008 apud Dantas, 2014).

25) Considering Text 9, it is correct to affirm that:

- A ( ) genre specificities represent a hindrance to visually impaired or blind students to learn English as a Foreign Language.
- B ( ) educational arrangements conferred to visually impaired or blind students are irrelevant in the process of learning English as a Foreign Language.
- C ( ) by means of tactile adaptation, blind students are provided with a concrete perception of the structure and constituent elements of a genre thus helping to promote their social inclusion.
- D ( ) tactile adaptation is a learning strategy developed by visually impaired or blind students to learn a foreign language.
- E ( ) before working different genres, it is important that visually impaired people become good decoders of braille.

### Text 10

Gloria: Men need their hobbies. Manny's father had many hobbies like hiking in the desert, that kind of skiing where they drop you from the [...], how do you say in English? [Makes helicopter sounds]

Jay: Helicopter.

Gloria: Yes. Once on a dare, he even boxed with an alligator.

Jay: Wrestle, you wrestle... you can't box with alligators.

Gloria: You sure?

Gloria: Aren't they like tiny little hands?

Jay: No! Okay, now I forgot what we were talking about.

Available on: <<http://www.tvfanatic.com/quotes/shows/modern-family/episodes/come-fly-with-me/#ixzz1ORIVCiwI>>. Accessed on: September 3<sup>rd</sup>, 2018. (Quotes from the TV series Modern Family (Season 1, Episode 3 – Come Fly With Me). Gloria, who is a native Spanish speaker, talks to her American husband, Jay)

26) The scene portrayed in Text 10 shows that a request to elicit the name of something is genuine in the course of interaction. In Text 10, the interaction between the characters evidences that such request involves oral production strategies. By analyzing the scene, it is correct to say that:

- A ( ) the phrase “How do you say in English” and the imitation of sounds are linguistic resources used to overcome a difficulty in oral production in ESL.
- B ( ) Gloria attempted to make herself understood by drawing the object and pointing at it.
- C ( ) Gloria used onomatopoeia because both Gloria and Jay knew the word in English.
- D ( ) Gloria made use of paraphrasing as a speaking strategy.
- E ( ) Gloria should have used the strategy ‘appeal for assistance’ in order to be successful in her attempt to make herself understood.

### Text 11

“O eixo Conhecimentos Linguísticos consolida-se pelas práticas de uso, análise e reflexão sobre a língua, sempre de modo contextualizado, articulado e a serviço das práticas de oralidade, leitura e escrita. O estudo do léxico e da gramática, envolvendo formas e tempos verbais, estruturas frasais e conectores discursivos, entre outros, tem como foco levar os alunos, de modo indutivo, a descobrir o funcionamento sistêmico do inglês. Para além da definição do que é certo e do que é errado, essas descobertas devem propiciar reflexões sobre noções como ‘adequação’, ‘padrão’, ‘variação linguística’ e ‘inteligibilidade’, levando o estudante a pensar sobre os usos da língua inglesa, questionando, por exemplo: ‘Essa forma de usar o inglês estaria adequada na perspectiva de quem? Quem define o que é correto na língua? Quem estaria incluído nesses usos da linguagem? Quem estaria silenciado?’ De modo contrastivo, devem também explorar relações de semelhança e diferença entre a língua inglesa, a língua portuguesa e outras línguas que porventura os alunos também conheçam. Para além de uma comparação trivial, com vistas à mera curiosidade, o transitar por diferentes línguas pode se constituir um exercício metalinguístico frutífero, ao mesmo tempo em que dá visibilidade a outras línguas.” (BNCC – Linguagens – Língua Inglesa – Ensino Fundamental – p. 243)

27) The *Base Nacional Comum Curricular – 2018* establishes *eixos organizadores* for the teaching of English as a Foreign/Additional Language. Such *eixos* are permeated by implications explicated in the official document, as illustrated in Text 11 above. Based on the excerpt from the official document, it is correct to affirm that:

- A ( ) expressions such as “ain’t” shall not be considered in the classroom because learners of ESL in Brazil must be taught standard English.
- B ( ) paralleling the systemic functioning of students’ first language and the target language can only serve the purpose of doing contrastive tests to assess grammar knowledge.
- C ( ) the social and political function of English as *língua franca*, multiliteracies, and the teacher’s attitude towards teaching and learning of a foreign/additional language are implications that permeate the development of linguistic knowledge in the classroom.
- D ( ) diverse uses of English must be considered as local curiosities or exceptions that escape the standard.
- E ( ) the official guidelines establish that English as *língua franca* should be taught as an ideal model by means of correction and accuracy as well as by considering students’ background/linguistic knowledge.

28) Official documents like *Parâmetros Curriculares Nacionais* (PCNs) (Brasil, 2000) and *Orientações Curriculares Nacionais* (OCNs) (Brasil, 2006) claim the importance of interdisciplinarity due to aspects such as its potential in:

- A ( ) promoting connections between EFL and other areas of the curriculum.
- B ( ) integrating teachers from different disciplines.
- C ( ) achieving unity within professionals from different areas.
- D ( ) enhancing proactive migration between public and private schools.
- E ( ) sharing new technologies.

29) The cartoon illustrates the role that technology plays in the context of teaching and learning foreign languages.



"Try to think of each sentence as a tweet sent by a celebrity named William Shakespeare."

Available on: <[www.glasbergen.com](http://www.glasbergen.com)>. Accessed on: September 6<sup>th</sup>, 2018.

Considering your readings and what research has been informing about this theme, it is correct to affirm that:

- A ( ) the need of integrating computer and information technologies in education is still disputed nowadays.
- B ( ) the interplay of technology and teaching has been specially motivated by the new internet-connected devices and digital technologies that have become embedded in life and learning processes of students of the new millennium.
- C ( ) the use of technological devices in foreign language classrooms suffers from the problem known as the 'digital divide', which is solely at play in South American countries.
- D ( ) the new multimodal and interconnected technological life has played a minor role in shaping students' ways of being, their literacies and their approach to learning.
- E ( ) learners will learn faster if technology is used.

30) Speaking in the last decades has been a niche of research on its own right in Second Language Acquisition, more specifically in the field of Task-Based Language Teaching. Considering research results in this field, it is **not** correct to affirm that:

- A ( ) there are systematic ways of treating speaking in the classroom, and there should be concern for controlling the cognitive load that tasks might impose on learners.
- B ( ) speaking tasks should draw on real-world processes of language use, integrating form-function-meaning.
- C ( ) allowing students to prepare prior to the actual oral performance has been perceived as an effective speaking strategy.
- D ( ) narrative tasks should be prioritized because narratives are a worldwide genre.
- E ( ) there should be an understanding that the content, the type and the structure of tasks that teachers choose to bring to classes in order to develop learners' speaking skills impact upon students' performance.

✂----- **GRADE DE RESPOSTAS** (Somente esta parte poderá ser destacada) -----

<b>QUESTÕES</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>RESPOSTAS</b>															
<b>QUESTÕES</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>RESPOSTAS</b>															