

CONHECIMENTOS ESPECÍFICOS

In recent years, there has been a dramatic change in the reach of English language teaching all over the world and an increasing demand for competent English language teachers, as well as for language programmes that can offer the English language skills and competencies needed by today's global citizens. The teaching of English consumes a considerable portion of available educational resources in many countries, and English is not necessarily a neutral product offering equal opportunities for all. English teachers, therefore, need to appreciate the special status English has in modern life, what its costs and benefits are to those who try to learn it, the different motivations learners may have for learning English and the different circumstances in which they learn it.

The English language has a complex status in today's world. For some people, it is acquired as a first language. For some, it may be learned at school, and may be essential for academic and professional success. For others, it may represent a subject that they are required to study in school, but for which they have no immediate need. And English means different things to people in different parts of the world. For some, it may arouse positive feelings as the language of pop culture, the media and social networking. For others, it may have associations with colonialism, exploitation, elitism or social and economic inequality.

English today has a unique status, as a consequence of the role it plays around the world and its function as an international or world language. It has been described as the world's lingua franca. Although some 380 million people speak it as a first language in countries like Australia, Canada, the United States and Great Britain, a further 600 million people use it, alongside other languages, as a second language — in countries like Nigeria, India and the Philippines. And another one billion people are studying it, at any one time, as a foreign language, in countries like China, South Korea, France, Germany, Russia and Brazil.

Jack C. Richards. *Key issues in language learning*. CUP, 2015 (adapted).

Based on the ideas and linguistic aspects of the text above, judge the items below.

- 51 The expression “all over the world” (ℓ.2) is synonymous with **worldwide**.
- 52 In the fragment “English teachers, therefore, need to appreciate the special status English has” (ℓ. 9 and 10), “appreciate” means **like** or **enjoy**.
- 53 In the fragment “a unique status” (ℓ.25), the use of the article “a” can be explained by the sound of the semivowel at the beginning of “unique”.
- 54 The sentence: “For some people, it is acquired as a first language” (ℓ.15) can be correctly rewritten as **For some people, it has acquired as a first language**.
- 55 It can be inferred from the text that there should be three distinct approaches to the teaching of English, depending on how and why students acquire this language.
- 56 In terms of word formation, the adjective “international” (ℓ.27) is a case of affixation, as a prefix and a suffix have been added to the root of the word **nation**.
- 57 The word “economic”, in “economic inequality” (ℓ.24), could be replaced by **economical**, without changing the meaning of the text.
- 58 It can be inferred from the text that some students of English resent it because of the negative feelings that colonialism inspires.

59 In the fragment “in countries like Australia, Canada, the United States and Great Britain” (ℓ. 29 and 30) “like” can be correctly replaced with **such**.

60 In “Although some 380 million people speak it as a first language” (ℓ. 28 and 29), the word “some” means **more than**.

The spread of English is often linked to globalization, since it provides for high levels of interconnectedness among nation states and local economies and cultures. The fact that English has become the primary language for communication within international organizations such as the United Nations, the Council of Europe and the European Union is an example of such globalization. However, globalization has contributed as much to the “idea” of English as it has to its actual role in communication. In other words, in many parts of the world, English represents an image in popular imagination, established through the media, advertising and so on, rather than a practical necessity or reality for many people.

Scholars and educationists differ in their attitudes towards the global spread of English. Some think this spread is natural, inevitable, neutral and beneficial, and have been accused of English triumphalism. The British linguist David Crystal suggests that English fosters cultural opportunity and promotes a climate of international intelligibility. Others see the spread of English as threatening local cultures, languages and identities. The phrase “linguistic imperialism” was used to explain how English has come to play a key role in maintaining the economic and political dominance of some societies over others. Because of the role of English as the dominant international language, the theory of linguistic imperialism asserts that other languages have been prevented from going through processes of development and expansion, and have been allocated a secondary status, along with the cultures they represent. Proponents of the theory of linguistic imperialism view the English language teaching industry as contributing to the propagation of the economic, cultural or religious values of dominant world powers.

Idem. Ibidem (adapted).

Concerning the previous text and its linguistic aspects, judge the following items.

- 61 The idea contained in the fragment “since it provides for high levels of interconnectedness” (ℓ.2) can also be correctly expressed as **because it makes profound interconnectedness possible**.
- 62 In the text, the words “primary” (ℓ.4) and “dominant” (ℓ.23) mean basically the same thing, both referring to the current status of the English language in the world.
- 63 The expression “In other words” (ℓ.9) means **besides**.
- 64 According to the text, in some countries, the need to learn, speak or use English is artificially created by powerful ideological means or mechanisms.
- 65 It can be concluded from the text that supporters of the linguistic imperialism view defend the dominant role English plays in the world nowadays.
- 66 The subject of the verbal form “is”, in the fragment “is an example of such globalization” (ℓ. 6 and 7), is “English” (ℓ.4).
- 67 According to the text, it can be said that experts in language seem to hold differing views on the dissemination of English in many parts of the world.
- 68 In the fragment “rather than a practical necessity or reality for many people”(ℓ. 11 and 12), “rather than” means **instead of**.

69 In the passage “The British linguist David Crystal suggests that English fosters cultural opportunity” (ℓ. 16 and 17), the word “that” can be omitted without this making the sentence grammatically incorrect.

70 The fragment “to play a key role in” (ℓ.21) can be correctly rewritten as **to have a leading part in**, without changing the meaning of the text.

1 Motivation is typically defined as the forces that help explain the stimulation, selection, direction, and continuation of behaviour. Nevertheless, many teachers have at least two major mistaken ideas about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do, with the help of the various motivation theories that teachers have developed, is create the circumstances that influence students to do what you want them to do.

19 Many factors determine whether the students in your classes will be motivated or not motivated to learn. You should not be surprised to discover that no single theoretical interpretation of motivation explains all aspects of student interest or lack of it. Different theoretical interpretations do, however, shed light on why some students in a given learning situation are more likely to want to learn than others. Furthermore, each theoretical interpretation can serve as the basis for the development of techniques for motivating students in the classroom.

Internet: <<https://college.cengage.com>> (adapted).

Judge the following items according to the ideas of the previous text and its linguistic aspects.

71 The notions that students have no motivation and that an individual can be directly motivated can make a teacher’s job very difficult.

72 According to the text, the source of motivation is found inside a person.

73 The fragment “prevent them from using” (ℓ. 4 and 5) can be correctly replaced with **prevent them to use**.

74 In “As long as a student chooses goals” (ℓ. 7 and 8), “as long as” means **after a long time**.

75 The deletion of “do” in “Different theoretical interpretations do, however, shed light” (ℓ. 22 and 23) would not change the meaning of the fragment.

1 The Japanese practice of *shinrin-yoku* — literally translated as “forest bathing” — is based on a simple premise: immerse yourself in the forest, absorb its sights, sounds, and smells, and you will reap numerous psychological and physiological benefits. The Forest Agency of Japan launched a campaign to introduce the activity in 1982, and, since then, its popularization there has been matched by a stream of supporting research concerning the role that nature can play in human health. Studies have shown that regular exposure to forest environments can lower blood pressure and anxiety, reduce anger, and strengthen the immune system. The forest-bathing spirit has gained followers in the United States, too: you can now sign up to join the national Forest Bathing Club (whose registration form includes a field for “spirit animal”), or apply to become a certified forest-therapy guide. Or you can simply go to a local greenspace, disconnect, and listen to the trees.

Internet: <www.newyorker.com> (adapted).

Concerning the ideas and linguistic aspects of the previous text, judge the following items.

76 This is an informative text whose main objective is to present the Japanese practice of *shinrin-yoku*.

77 It can be said that practitioners of *shinrin-yoku* go to the forest to take baths in lakes and rivers.

78 According to the text, *shinrin-yoku* is one of the oldest Japanese traditional rituals.

79 The verb phrase “has been matched” (ℓ.7) is an example of a passive voice construction.

80 It can be concluded from the text that the Forest Agency of Japan decided to launch the campaign to popularize *shinrin-yoku* because research has shown the benefits of nature for human health.

81 According to the text, there are several benefits for people who frequently spend time in the forest.

82 In the sentence “Studies have shown that regular (...) and strengthen the immune system” (ℓ. 9 to 11), the verb “have” could be omitted and the sentence would still be grammatically acceptable.

83 If the word “followers” (ℓ.12) were replaced by **adepts**, there would be a significant change in meaning in the sentence.

84 It can be inferred that the mentioning of ‘spirit animal’ (ℓ. 14 and 15) in the registration forms for the American Forest Bathing Club means that members of this Club are allowed to take their pets to the forest with them.



Internet: <<http://tvtropes.org>>.

Based on the cartoon and the vocabulary and language used in it, judge the items below.

- 85 The sentence on the first balloon is an example of informal spoken language.
- 86 In the last balloon, “weird” is synonymous with **strange**, **bizarre**.
- 87 The three verbs in the second square — “watch”, “put” and “push” — are in the imperative form.
- 88 The boy does not understand that a toast is a slice of bread that is exposed to heat from a grill or fire.

1 A man in Britain has ruptured his throat by suppressing a particularly forceful sneeze.

4 This behavior, doctors warn, could damage your ears or even burst a brain aneurysm.

7 The 34-year-old man turned up at an emergency department after pinching his nose and closing his mouth to stop his sneezing. He felt a pop as the sneeze ripped through his throat and made his soft tissue swell. His throat began to hurt when he swallowed, and his voice changed.

10 The rupture was so serious that doctors kept the man in hospital for a week. He was fed by a tube through his nose and treated with antibiotics in case of infection in the chest cavity. He made a full recovery.

13 A ruptured throat is an extremely rare consequence of stifling a sneeze. Holding back a sneeze can cause ear damage and, in some cases, even the rupture of a brain aneurysm. While incredibly unlikely, this side effect could be deadly.

16 Halting a sneeze via blocking nostrils and mouth is a dangerous maneuver and should be avoided, as it may lead to numerous complications.

Internet: <www.newsweek.com> (adapted).

Concerning the previous text and its linguistic aspects, judge the following items.

- 89 The story presented in the article is based on superstition and unscientific beliefs.
- 90 In the phrase “34-year-old man” (ℓ.5), the noun “year” is in the singular because it is part of an adjective.
- 91 In the sentence “This behavior, doctors warn, could damage your ears or even burst a brain aneurysm” (ℓ. 3 and 4), the pronoun “your” could be substituted by **one’s** with no relevant change in meaning.
- 92 The man was unable to eat normally while he was in hospital.
- 93 The man was treated with antibiotics because he caught an infection.
- 94 At the time the article was written, the man was still ill.
- 95 Deadly brain aneurysms caused by holding back sneezes are extremely rare.
- 96 The phrase “should be” (ℓ.19) can be replaced with **might be** without changing the meaning of the sentence.
- 97 There are two modal verbs in the last sentence of the text.

1 An Italian postman has been arrested after 573 kg of undelivered mail was found in the garage of his home in Vicenza. The mail included leaflets from 2010 regional elections, tax forms and utility bills.

4 Police were called to the home of the 56-year-old man to make the arrest. It’s been described as the biggest ever seizure of undelivered mail in Italy.

7 The postal service in the northern city of Vicenza will deliver the mail to the intended recipients.

10 In Italy, the “violation, misappropriation or destruction” of mail is a criminal offence punishable by up to 1 year in prison. In the meantime, the bad postie has been suspended by the postal service.

Internet: <<http://theshortnews.com>> (adapted).

On the previous text and the vocabulary used in it, judge the items below.

- 98 There was less than half a ton of mail in the postman’s garage.
- 99 The postman was arrested and received a one-year prison sentence.
- 100 In the last sentence of the text, “postie” (ℓ.12) is an informal way to refer to the postman.

Os Parâmetros Curriculares Nacionais do Ensino Médio (PCNEM) para a disciplina da língua inglesa orientam educadores acerca de objetivos que garantem aos alunos o direito de usufruir de um conjunto de conhecimentos necessários para o exercício da cidadania relacionados a essa língua. A esse respeito, julgue os itens subsequentes.

- 101 O conhecimento e o uso da língua inglesa devem permitir ao aluno o acesso a diversos tipos de conhecimento sobre outras culturas e outros grupos sociais.
- 102 Ao final do ensino médio, o aluno deve ser capaz de distinguir regionalismos da língua inglesa, gírias utilizadas por diferentes grupos sociais, linguagem formal e informal, e compreender o uso de vocábulos em diferentes contextos.
- 103 De acordo com os PCN, o objetivo do ensino de língua inglesa no ensino médio é permitir que o aluno adquira o conhecimento de nível básico da língua, para comunicar-se de maneira simples.

104 Os PCN são explícitos quanto à necessidade de que o aluno do ensino médio seja capaz de usar os mecanismos de coerência e coesão na produção escrita, devido às avaliações que vai enfrentar, como vestibulares e concursos, mas nada mencionam a respeito do uso desses mecanismos na modalidade oral da língua.

Espaço livre

Julgue os itens seguintes, acerca do processo avaliativo da língua inglesa na educação básica.

105 O aprendizado da língua inglesa deve ser avaliado primordialmente por meio de avaliações quantitativas, de modo a classificar os alunos, preparando-os para os vestibulares.

106 A avaliação qualitativa está associada à aprendizagem significativa e deve ser feita em conjunto por alunos e professores.

107 A avaliação integrada ao ensino não dá ênfase ao processo de ensino-aprendizagem, mas ao produto desse processo.

108 A avaliação formativa possibilita a adequação dos conteúdos às necessidades e aos interesses dos alunos de língua inglesa.

109 A avaliação somativa é pontual, tem caráter institucional e permite classificar o processo de ensino-aprendizagem.

Acerca das competências e habilidades a serem desenvolvidas no ensino da língua inglesa de acordo com os PCNEM, julgue os próximos itens.

110 O ensino de um idioma estrangeiro deve se pautar na formação profissional.

111 Por envolver tanto a gramática da língua quanto seus aspectos culturais e sociais, a aprendizagem do inglês relaciona-se a outras disciplinas.

112 O aprendizado de inglês permite ao aluno inserir-se no mundo globalizado e desenvolver competências que o preparam para o mercado de trabalho.

113 O domínio da competência sociolinguística, da competência estratégica e da competência discursiva é menos importante que o domínio da competência gramatical no ensino da língua inglesa.

114 É obrigatória a adoção dos PCNEM para Línguas Estrangeiras pelos professores de línguas das escolas brasileiras.

Aprender a avaliar é aprender conceitos teóricos sobre avaliação, mas, concomitantemente a isso, aprender a praticar a avaliação, traduzindo-a em atos do cotidiano. Aprender conceitos é fácil, o difícil mesmo é passar da compreensão para a prática.

Cipriano Carlos Luckesi. *Avaliação da Aprendizagem Escolar: Estudos e Proposições*. São Paulo: Cortez, 2011.

Tendo o fragmento de texto precedente como referência inicial, julgue os itens subsequentes, relativos a avaliação.

115 A avaliação engloba testes que servem como instrumento de verificação de conhecimento dos alunos.

116 Avaliar é uma prática que engloba ensinar ao aluno a ser autodidata e a compreender o seu modo de aprender.

117 Na seleção do tipo de avaliação a ser adotado, o professor deve evitar provocar frustrações do aluno, que impediriam o aprendizado do discente.

118 A avaliação permite a coleta de dados que pode guiar as escolhas do professor de línguas quanto aos procedimentos a ser adotados durante o processo de ensino-aprendizagem.

119 A avaliação formativa inclui a autoavaliação dos estudantes.

120 O professor de línguas estrangeiras define as metas e os critérios a serem usados durante a avaliação para distinguir o aluno que tem competência linguística daquele que não a tem; e também para puni-lo caso julgue necessário.