

-- CONHECIMENTOS ESPECÍFICOS --

In Tanzania, the national government assigns teachers to schools, which means that they are often sent to teach in faraway regions and then frequently request transfers, trying to get assignments closer to their hometowns. Ms. Njau is lucky to have been assigned to a school in the community where she grew up, and she has taught there since the start of her career.

At the end of her four years of secondary school, she scored too low on the national exams in mathematics and bookkeeping, which meant she could not study business, as she had intended. However, her results on the English test were better. A teacher encouraged her to follow her strengths and “take the subject that seems simple so you can go far,” advice that Ms. Njau now passes on to her own students. She continued her studies as an English major and passed the difficult national examinations before studying for her teaching diploma.

Internet: <americanenglish.state.gov> (adapted).

Based on the previous text, judge the following items.

- 51 In Tanzania, the national government often request transfers for the teachers.
- 52 It can be inferred from the text that Ms. Njau is happy with the school to which she has been assigned.
- 53 According to the text, Ms. Njau always wanted to become an English teacher.
- 54 In the second paragraph, the word “bookkeeping” could be correctly replaced with **librarianship**.
- 55 The quote “take the subject that seems simple so you can go far” (second paragraph) is a piece of advice from Ms. Njau’s teacher.

As soon as learners step outside the classroom, they act as users of English who communicate with other speakers of English from a wide variety of linguacultural backgrounds. Given the global spread of English and the fact that the majority of users do not speak English as their mother tongue, learners are likely to be involved in interactions with other non-native speakers. These situations then bear the hallmarks of English as a lingua franca (ELF), which is “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”, according to Seidlhofer.

Since ELF speakers represent various cultures and languages, ELF contexts of use are characterized by diversity and the subsequent unpredictability and variability of communication. Therefore, interactions where English functions as a lingua franca require active engagement in the meaning-making process by the participants.

Éva Illés and Sumru Akaan. *Bringing real-life language use into EFL classrooms*. In: *ELT Journal*, Volume 71, Issue 1, 2017, p. 3-12 (adapted).

Based on the previous text, judge the following items.

- 56 According to the text, ELF speakers must be active in making sense of the communication going on for its context of use changes from one person to another.
- 57 The expression **to bear the hallmarks of**, as used in “These situations then bear the hallmarks of English as a lingua franca” (first paragraph), means **to have the typical features of**.
- 58 In ‘any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option’ (first paragraph), the word ‘whom’ could be correctly replaced with **who**.
- 59 In “learners are likely to be involved in interactions with other non-native speakers” (first paragraph), the phrase “are likely to be” could be correctly replaced with **will probably be**.
- 60 The word “functions” (in the second paragraph) is used as a noun.
- 61 If two speakers from the same country need to interact in English to understand each other, they will be using English as a lingua franca.



Internet: <thecomixstrips.com> (adapted).

Based on the comic strip above, judge the following items.

- 62 It can be inferred that Sylvia’s father does not understand what Sylvia means when she says “I’m backing up my files”.
- 63 In ‘never back up any more than you absolutely have to’, the phrasal verb ‘back up’ is synonymous with **back down**.
- 64 In “Where would young people be without the sage advice of their elders?”, the word “sage” means **meaningful**.
- 65 It can be inferred from the comic strip that Sylvia intends to take her father’s advice.

In the old days, we didn’t much write like talking because there was no mechanism to reproduce the speed of conversation. But texting and instant messaging do — and a revolution has begun. It involves the brute mechanics of writing, but in its economy, spontaneity and even vulgarity, texting is actually a new kind of talking. There is a virtual cult of concision and little interest in capitalization or punctuation. The argument that texting is “poor writing” is analogous, then, to one that the Rolling Stones is “bad music” because it doesn’t use violas. Texting is developing its own kind of grammar and conventions.

Internet: <ideas.time.com>.

Based on the previous text, judge the following items.

- 66 Considering language usage in informal registers, in “we didn’t much write like talking”, the expression “much write” could be correctly replaced with **write much**.
- 67 The word “texting” is used in the text as a noun.
- 68 In the sentence “But texting and instant messaging do — and a revolution has begun”, the term “do” is used to avoid repeating the phrase “reproduce the speed of conversation”, expressed in the previous sentence.
- 69 The text exposes the fact that writing nowadays has become less limited by the constraints of punctuation.
- 70 The analogy between Rolling Stones music and texting is used to support the idea that they both succeeded without the assistance of old elements.
- 71 Both “capitalization” and “punctuation” are visual elements related to the syntax of written speech.

Michelle Phan says she had to quit making her popular makeup and beauty YouTube videos because she was burned out. “It became harder and harder for me to pretend to be happy,” she says. “As a result, I had become toxic with my relationships and friendships. I had my threshold.”

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

Based on the text above, judge the following items.

- 72 It can be inferred from the sentence “I had my threshold” that Michelle Phan was unhappy with the situation and things needed to change.
- 73 Michelle Phan could not make any more makeup and beauty videos because she got burned.
- 74 The expression “to pretend” is synonymous with **dissimulate**.
- 75 The verbal phrase “quit making” could be correctly replaced with **quit to make**, without changing the meaning of the text.

The role of pronunciation in non-native language teaching has been in a state of constant change. In the earlier approaches, foreign language pronunciation was either the result of exposure to the target language or of approaches which used complex sets of drills and repetitions. As suggested, to a large extent, the importance of pronunciation has always been determined by ideology and intuition rather than by research. Teachers have intuitively decided which features have the greatest effect on clarity and which are learnable in a classroom setting. Saito claims that while the morphological and syntactical levels of languages are taught in contextualized meaningful exercises, pronunciation practice is decontextualized due to the use of drills and repetition.

Pronunciation is one of the aspects of language both native and non-native teachers of English are not keen on teaching, and a lack of adequate teacher training results in an intuitive use of available materials and techniques. Setting pedagogical goals must be based on knowledge of pronunciation issues. Unqualified teachers may have misconceptions about phonological phenomena, cannot evaluate or use teaching materials accurately, and do not set realistic goals when teaching pronunciation. Furthermore, even teaching materials do not reflect the conclusions of current research, and they can be perceived as boring; however, Baker argues that teachers who complete a pronunciation course have, and apply, a wider range of pronunciation activities in their classrooms.

H. Vančová. *Current Issues in Pronunciation Teaching to Non-Native Learners of English*. In: *Journal of Language and Cultural Education*, Vol. 7, Issue 2, 2019 (adapted).

Based on the text above, judge the following items.

- 76 In “Unqualified teachers may have misconceptions about phonological phenomena” (second paragraph), the word “may” could be correctly replaced with **might**.
- 77 The expression “keen on” (first sentence of the second paragraph) means **skilled at**.
- 78 According to the text, non-native language teachers are unable to assess teaching materials well.
- 79 According to the text, foreign language teachers are unaware of the current research on pronunciation.
- 80 According to the first paragraph, when it comes to pronunciation, foreign language teachers have relied more on gut feelings than on scientific data.

Teachers sometimes assume that more outgoing learners will be able to learn pronunciation better than shy students, and there may be some truth to this. Confident students might speak more and be more willing to try new sounds, and this extra practice could help them improve their pronunciation. However, this improvement is certainly not guaranteed. Some outgoing students may be producing a lot of language, but they may also be jumping ahead without paying attention to the accuracy of their pronunciation. If listeners are impressed by their fluency and accept their imperfect pronunciation, they have no way to know that they need to improve.

Some more introverted students might actually be thinking carefully about sounds and practicing “within themselves,” even if they don’t speak much in class. Don’t underestimate the quiet students. Appreciate the strengths and possibilities of all your students and encourage everyone. All students can learn and improve in their own way.

Another aspect of personality that can affect pronunciation is the degree to which a person is willing or able to change the way they sound. Most of us have been speaking and listening to language in the same, familiar way since we learned to talk. Our voice and our pronunciation are a central part of the way we see ourselves. It can be uncomfortable, and possibly even frightening, to try out unfamiliar sounds and melodies of language. For some people this process seems like a small bump on the road, but for others, it’s a serious roadblock.

M.T. Yoshida. *Beyond Repeat After Me: Teaching Pronunciation to English Learners*. Alexandria: TESOL Press, 2016 (adapted).

Based on the text above, judge the following items.

- 81 According to the text, in order to improve their pronunciation, introverted students should speak more in class and interact with other students.
- 82 In the sentence “Most of us have been speaking and listening to language in the same, familiar way since we learned to talk” (third paragraph), the word “since” could be correctly replaced with **as long as**.
- 83 It can be inferred from the text that our identity is partly tied to the way we speak.
- 84 According to the text, speaking more, and thus practicing more, does not necessarily lead to improvement.
- 85 It can be inferred from the text that being introverted is certainly a disadvantage when it comes to learning pronunciation.
- 86 In the last sentence of the first paragraph, the word “imperfect” could be correctly replaced with **flawless**.

Whatever training is given there should always be a permanent concern about the naturalness and spontaneity of everyday speech rather than an artificial sound production for the sake of preserving a “correct” pronunciation.

This is, in fact, a crucial issue, since if too much care is demanded from the student, this may turn out to be an undesirable blockage to another more important factor, namely, fluency. Perhaps, and even worse, if over-careful pronunciation habits are developed, this will certainly cause difficulties for the oral comprehension, as the students will expect to hear sounds, words and utterances the way they personally produce them.

G.A. Chauvet. *Improve Your Pronunciation*. Brasília: Editora Universidade de Brasília, 2005 (adapted).

Based on the previous text, judge the following items.

- 87 In the first sentence of the text, the word “should” could be correctly replaced with **shall**.
- 88 In the fragment “as the students will expect to hear sounds, words and utterances the way they personally produce them” (second paragraph), the word “as” is a linking particle expressing consequence.
- 89 The expression “for the sake of” (first paragraph) means **for the purpose of**.
- 90 According to the text, excessive demands with regard to pronunciation can inhibit fluency.

The history of language study illustrates widely divergent attitudes concerning the relationship between writing and speech. Written language was the medium of literature, and, thus, a source of standards of linguistic excellence. It was felt to provide language with permanence and authority. The rules of grammar were, accordingly, illustrated exclusively from written texts.

The everyday spoken language, by contrast, was ignored or condemned as an object unworthy of study, demonstrating only lack of care and organization. It was said to have no rules, and speakers were left under the illusion that, in order to “speak properly”, it was necessary to follow the “correct” norms, as laid down in the recognized grammar books and manuals of written style.

There was sporadic criticism of this viewpoint throughout the 19th century, but it was not until the 20th century that an alternative approach became widespread. This approach pointed out that speech is many thousands of years older than writing; that it develops naturally in children (whereas writing has to be artificially taught); and that writing systems are derivative — mostly based on sounds of speech.

D. Crystal. *How Language Works*. London: Penguin Books, 2006 (adapted).

Based on the previous text, judge the following items.

- 91** The word “thus” (first paragraph) could be correctly replaced with **hitherto**.
- 92** In the first paragraph, the word “It” (third sentence) refers to “a source of standards” (second sentence).
- 93** The expression “this viewpoint” (third paragraph) refers to the idea that spoken language should follow the same rules as written language to be correct.
- 94** According to the text, it used to be believed that the everyday spoken language is too anarchic to be used as the basis for grammar.
- 95** The arguments presented in the third paragraph in favor of a greater emphasis on the study of speech are all based on the idea that spoken language precedes written language.
- 96** The predominance of written language was unquestioned until the 20th century.

General observation suggests that it is those who start to learn English after their school years who are most likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age. This difficulty has nothing to do with intelligence or level of education, or even with knowledge of English grammar and vocabulary.

Of course, there is no simple answer to why pronunciation is so difficult to learn — indeed, there is a whole range of theoretical perspectives on the question. What is generally accepted among psycholinguists and phonologists who specialized in this area is that the difficulty in learning to pronounce a foreign language is cognitive rather than physical, and that it has something to do with the way “raw sound” is categorized or conceptualized in using speech.

Many learners of English as a second language have major difficulties with English pronunciation even after years of learning the language. This often results in them facing difficulties in areas such as finding employment. Up to a certain proficiency standard, the fault which most severely impairs the communication process in EFL/ESL learners is pronunciation, not vocabulary or grammar.

A. Gilakjani and M. Ahmadi. Why is Pronunciation So Difficult to Learn? In: *English Language Teaching*, Vol. 4, No. 3. Richmond Hill: Canadian Center of Science and Education, 2011 (adapted).

Based on the text above, judge the following items.

- 97** The fragment “most likely” (first paragraph) is an example of the superlative form.

- 98** According to the text, the difficulty in acquiring intelligible pronunciation in English grows slightly with time.
- 99** Although experts have different perspectives on the causes of difficulties in pronunciation, there is a consensus that these difficulties are linked more to the learning process than to physiological features.
- 100** Pronunciation plays a greater role in limiting communication for EFL/ESL speakers than other aspects of language.

A partir do que estabelece o Referencial Curricular de Alagoas (ReCAL) com relação às competências para língua inglesa no ensino fundamental, julgue os itens a seguir.

- 101** A língua inglesa deve servir como meio para apreciação do patrimônio imaterial de diferentes culturas.
- 102** Uma das competências específicas de língua inglesa destaca a importância desse idioma para a inclusão dos indivíduos numa realidade global multicultural.
- 103** Apesar de abrir possibilidades para novas formas de abordagem do ensino de língua inglesa, as competências descritas no ReCAL ainda prezam por um nível de proficiência específico para cada ano do ensino fundamental.
- 104** As mídias digitais, enquanto instrumentos de expressão de protagonismo social, têm sua importância reconhecida entre as competências previstas pelo ReCAL para o ensino de língua inglesa.
- 105** Reconhecer o aspecto único da língua inglesa, em sua superioridade cultural frente a outras línguas, é competência almejada no ensino-aprendizagem da língua inglesa, conforme descrito no ReCAL.
- 106** A diversidade linguística deve ser reconhecida como um direito pelo estudante de língua inglesa.

Quanto às habilidades descritas no ReCAL para língua inglesa no ensino fundamental, julgue os itens a seguir.

- 107** Estudantes do 1.º ano do ensino fundamental devem aprender vocabulário relativo a assuntos de seu cotidiano.
- 108** Questões relacionadas ao aprendizado de conjugações e formas verbais devem ser abordadas a partir do 2.º ano do ensino fundamental.
- 109** Métodos que prezam pela ludicidade no ensino são recomendados pelo ReCAL para a introdução do componente curricular de língua inglesa.
- 110** Identificar a presença e a importância da língua inglesa na comunidade brasileira é uma habilidade contemplada na unidade temática de comunicação intercultural.
- 111** Pela natureza intrinsecamente formal das práticas de escrita, as habilidades dessa unidade temática têm seu foco voltado para a produção de textos dissertativos e expositivos.
- 112** Espera-se que, no 5.º ano do ensino fundamental, o estudante comece a desenvolver habilidades para o reconhecimento de estruturas poéticas.

Quanto à avaliação no componente curricular de língua inglesa, julgue os itens que se seguem.

- 113** A leitura, em voz alta, de textos em língua inglesa é situação oportuna para a avaliação contínua e construção do processo de aprendizagem.
- 114** Para garantir o sucesso no aprendizado da língua inglesa, os professores desse componente curricular devem utilizar ferramentas de avaliação que identifiquem a proficiência dos estudantes numa variante específica dessa língua.
- 115** Considerando-se aspectos de multiletramento, os estudantes podem ser avaliados a partir da construção de material digital que seja expresso em língua inglesa, mas que contemple suas realidades locais.
- 116** Como atualmente a língua inglesa é falada em todo o mundo por falantes de culturas diversas, é importante que a avaliação do desempenho dos estudantes busque averiguar um padrão normativo específico.

Com relação às competências e habilidades definidas pela BNCC para o componente curricular de língua inglesa no ensino médio, julgue os itens subsecutivos.

- 117** As competências a serem desenvolvidas em língua inglesa durante o ensino médio estão previstas pela BNCC de forma atrelada às competências de linguagens e suas tecnologias.
- 118** Ao final da educação básica, é crucial que o estudante, no contexto da língua inglesa, compreenda a imutabilidade da língua.
- 119** Os textos em inglês devem ser lidos e analisados sob uma perspectiva global, que considere a diversidade de usos dessa língua.
- 120** A BNCC prevê como competência a ser desenvolvida no ensino médio, por meio da língua inglesa, a fruição das mais variadas formas de arte e cultura, a partir da predominância de uma perspectiva canônica.

Espaço livre
