

CIDADE DE BAGÉ
INSTRUÇÕES GERAIS

- 1 - Este caderno de prova é constituído por 40 (quarenta) questões objetivas.
- 2 - A prova terá duração máxima de 04 (quatro) horas.
- 3 - Para cada questão, são apresentadas 04 (quatro) alternativas (a – b – c – d).
APENAS UMA delas responde de maneira correta ao enunciado.
- 4 - Após conferir os dados, contidos no campo Identificação do Candidato no Cartão de Resposta, assine no espaço indicado.
- 5 - Marque, com caneta esferográfica azul ou preta de ponta grossa, conforme exemplo abaixo, no Cartão de Resposta – único documento válido para correção eletrônica.

a c d
- 6 - Em hipótese alguma, haverá substituição do Cartão de Resposta.
- 7 - Não deixe nenhuma questão sem resposta.
- 8 - O preenchimento do Cartão de Resposta deverá ser feito dentro do tempo previsto para esta prova, ou seja, 04 (quatro) horas.
- 9 - Serão anuladas as questões que tiverem mais de uma alternativa marcada, emendas e/ou rasuras.
- 10 - O candidato só poderá retirar-se da sala de prova após transcorrida 01 (uma) hora do seu início.

BOA PROVA!

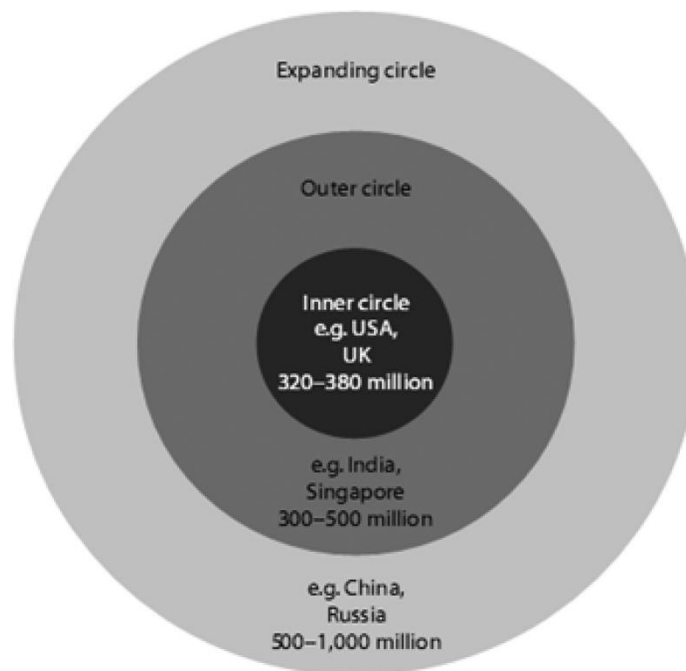
CONHECIMENTOS ESPECÍFICOS

1. All teachers have a theory of how teaching assists learning. Teachers may base their teaching on intuitive notions of what works rather than on explicit principles of how they can best promote learning in their students (Celce-Murcia, 2013). Rod Ellis wrote 12 principles of instructed language acquisition to help teachers _____ their own _____.

The words that complete the sentence correctly are:

- a) evaluate - teaching
 - b) organize - life
 - c) dominate - teaching
 - d) explicit - life
2. English is used as an intranational and international language, rather than as a native language only (B.B. Kachur, 1985). The author's well known representation of three concentric circles of English is the following:

Figura 1



Fonte: Celce-Murcia, 2013

The expanding circle is related to

- a) countries and regions where English is the native language of the majority of the population.
- b) countries where English is a dominant foreign language used in limited domains but is beginning to become or has become a lingua franca.
- c) countries where English has had a long history of use and where local L2 varieties have developed and become codified through extensive use.
- d) countries where English is a dominant language for reading and writing for the majority of the population.

- 3.** Listening skills are acquired abilities that enable a person to listen without great deal of deliberate effort or conscious planning.

Listening strategies are ways of _____ that are _____ and consciously _____ to improve _____ and _____ as well as cope with listening _____.

The words that complete the sentence correctly, from left to right, are

- a) hearing - planned - adapted - comprehension - difficulties -communication
 - b) hearing - observed - better - communication - comprehension - difficulties
 - c) listening - planned - adopted - comprehension - communication - difficulties
 - d) listening - spontaneous - adopted – difficulties - comprehension - communication
- 4.** The correct sequence of True and False statements, concerning H. D. Brown (2007) concrete principles for teaching speaking skills, from top to bottom, is:
- () Focusing on both fluency and accuracy.
 - () Providing intrinsically motivating techniques.
 - () Providing appropriate feedback and correction.
 - () Giving students the opportunities to initiate oral communication.
- a) F - T - T - F.
 - b) T - T - T - T.
 - c) T - F - F - T.
 - d) F - T - F - T.

- 5.** “After students read a text, going back to highlight vocabulary, look at various literacy techniques the author used (as a model for writing) and notice how grammatical structures were used for various purposes can serve as important steps in developing language competence.” (CELSE-MURCIA, 2013).

When teaching L2 literacy, there are many benefits to teaching reading and writing together.

It is possible to establish that the statement above corresponds to

- a) writing for themselves.
- b) writing as a response to reading.
- c) bringing together oral language, reading and writing.
- d) reading as a model for writing.

- 6.** An effective reading curriculum can be built based on a general set of 9 principles, to assist teachers, material writers, and curriculum developers in translating research findings into instructional practices appropriate for English for Academic Reading.

The correct sequence of True and False statements about Celce-Murcia's principles for an effective reading curriculum, from top to bottom, is

- () Integrate reading skills instruction with extensive practice and exposure to print.
- () Use reading resources that are interesting, varied, attractive, abundant and accessible.
- () Don't build expectations about reading that occurs in every lesson.
- () Connect reading to students' background knowledge.

- a) T - F - T - T
- b) T - T - F - T
- c) F - F - T - T
- d) F - T - F - F

- 7.** According to Celce-Murcia (2013), when using the term "mechanics of writing", we usually refer to the very early stage of the letter recognition and basic rules of spelling. Just beyond this early stage, we continue to expand the spelling rules, focus on punctuation and capitalization, and cover the comprehension and production of sentences and short paragraphs. The time devoted to developing the mechanism of writing serves the acquisition of both reading and writing.

What is the goal of teaching the mechanism of reading and writing?

- a) To help the learner move from letters and words to meaningful sentences and larger units of discourse.
- b) To help the learner build a good grammar acquisition and a better vocabulary in the target language.
- c) To help the learner build a strong sense of pragmatics and improve the ability to write messages.
- d) To help the learner practice sound correspondence specially when this person comes from a different writing system.

- 8.** Celse-Murcia (2013) brings a brief example is a figurative episode where English is taught as a foreign language to beginner students. The teacher has introduced the grammatical topic of question formation explaining that Yes - No Questions are made in English by inverting the subject of a sentence with the operator in the sentence. In this initial lesson, she defines the operator as some form of the verb to be, here ARE. She has provided the class with examples, and she now gives them practice in forming Yes - No Questions. She makes a statement and tells the students to transform it into a question.

Teacher: We are studying English.
Students: Are we studying English?
Teacher: Yes, we are. We are using a book.
Students: Are we using a book?
Teacher: No, we aren't. We are making questions.
Students: Are we making questions?

Later in the morning, a girl turns to the teacher and asks:

We are going outside for recess?

The teacher silently takes note of the students' failure to invert the subject with the operator.

According to this example, it is correct to say that for the teacher,

- a) vocabulary is about the form of the language.
 - b) speaking accurately is about the form of the language.
 - c) learning to form questions is about the form of the language.
 - d) grammar is about the form of the language.
- 9.** The way to form possessives in English is to add 's to regular singular nouns and noncount nouns and irregular plural nouns not ending in s or to add an apostrophe after the s ending of regular plural nouns and after singular/noncount nouns ending in the sound /s/ to form 's.

Celse-Murcia (2013) affirms that, besides possession, the genitive form can indicate:

- a) amount, relationship, part to whole, description.
 - b) description, amount, relationship, part to whole, origin.
 - c) origin, amount, relationship, part to whole.
 - d) relationship, description, part to whole, origin.
- 10.** Considering vocabulary learning in L2, there are many words to know and many details to be known about each word.

Celse-Murcia (2013) establishes that word knowledge includes the mastery of its:

- a) spoken form, meaning, grammar behavior, origin.
- b) written form, spoken form, grammar behavior, origin, meaning.
- c) meaning, written form, spoken form, grammar behavior.
- d) origin, meaning, grammar behavior, written form.

11. The role of vocabulary in L2 Instruction has changed over time. There are 6 historical approaches to vocabulary learning, according to Celse-Murcia (2013), which are:

- a) Grammar translation approach, Reform approach, Direct method, Reading approach, Audiolingualism, Communicative Language Teaching.
- b) Reform approach, Grammar translation approach, Direct method, Writing approach, Communicative Language Teaching, Audiolingualism.
- c) Teaching words, Communicative Language Teaching, Reform approach, Direct method, Audiolingualism, Reading approach.
- d) Writing approach, Reform approach, Direct method, Audiolingualism, Teaching words, Communicative Language Teaching.

12. According to Celse-Murcia (2013), the theoretical basis for the use of digital technology in the classroom comes from various second language acquisition theories.

The use of _____ in English language teaching and learning can also encourage the development of strategies necessary for modern survival: _____, _____, _____ and _____.

The group of words that best completes the sentence above is

- a) speaking - technology - collaboration - information gathering - retrieval
- b) technology - communication - collaboration - information gathering - retrieval
- c) artificial intelligence - collaboration - communication - retrieval - information gathering
- d) collaboration - speaking - information gathering - retrieval - artificial intelligence

13. Celse-Murcia (2013) presents six principles related to a specific teaching methodology. Read the principles below:

- I. The point of departure for developing courses and materials is the development of an inventory of learner needs rather than an inventory of phonological, lexical and grammatical items.
- II. Learners develop the ability to communicate in a language through using the language rather than studying and memorizing bits of the linguistic system.
- III. Learners' own personal experiences are central to the learning process.
- IV. There is a focus on learning processes and strategies as well as on language content.
- V. Classroom language learning is systematically linked to learning outside the classroom.
- VI. Learners are exposed to authentic listening and reading texts.

According to the author, the statements above refer to the methodology known as

- a) Task Based Learning and Teaching.
- b) Task Authenticity.
- c) Based Instruction.
- d) Content-Based Instruction.

14. English for Specific Purposes experts are in considerable agreement about its core characteristics.

Celce-Murcia (2013) establishes that an absolute characteristic related to English for Specific Purposes is that it is

- a) thought according to any pre-ordained methodology.
- b) in contrast with Specific English.
- c) designed to meet the specific needs of the learner.
- d) not related in content to particular disciplines, occupations and activities.

15. Using literature as content in ESL/EFL classes has a variety of benefits. While _____ literature should be primarily an enjoyable _____ experience, using literature in L2 classrooms can also develop students' language _____.

The sequence of words, from left to right, that best completes the sentence above is

- a) reading – unattractive – accuracy.
- b) writing – listening – expertise.
- c) writing – biological – unawareness.
- d) reading – aesthetic – awareness.

16. Compared to young learners, adult learners have several advantages and a few disadvantages. Read the following characteristics (numbers) and explanations (letters):

- 1. Cognitively mature
- 2. Self directing
- 3. Focused on career paths
- 4. Psychologically vulnerable

- A. Many go to school even though they may feel embarrassed.
- B. This is based on the life and school experiences which help them understand the context and rules of language learning.
- C. Learn best when learning something that has clear importance for future financial goals.
- D. Adult learners need to select their own literacy goals to maintain interest and motivation.

Which is the correct association between numbers and letters?

- a) 1-A, 2-B, 3-C, 4-D.
- b) 1-B, 2-D, 3-C, 4-A.
- c) 1-C, 2-A, 3-D, 4-B.
- d) 1-D, 2-B, 3-A, 4-C.

17. Speech is a complex system and not a complicated system. In fact, this system is organized in the service, not of meaningless bits of sound, but meaningful words and phrases, intended for symbolic communication between embodied, socially situated agents. This view is compatible with current thinking across a range of _____ of language.

The group of words that best completes the blank is

- a) sociocognitive theories
- b) generative theories
- c) behaviorist theories
- d) genetic theories

18. Saussure, considered the “father” of Applied linguistics, establishes, in the beginning of the XIX century, four pairs of linguistic concepts, which he calls dichotomies.

The option that names his four dichotomies is

- a) Langue/Parole, Syntagmatic/Paradigmatic, Signal/Signified, Synchronic/Diachronic.
- b) Synchronic/Diachronic, Syntagmatic/Paradigmatic, Langue/Parole, Signifier/Signified.
- c) Signifier/Signified, Langue/Parole, Synchrony/Diachrony, Syntagm/Paradigm.
- d) Language/Parole, Syntagmatic/Paradigmatic, Signifier/Signified, Synchronic/Diachronic.

19. The agenda in language acquisition studies was set by Noam Chomsky’s assertion (1965) that language is an innately acquired faculty. Chomsky’s arguments were based upon aspects of acquisition which are difficult to account for unless genetic transmission gives the child a head start.

The correct sequence of True and False statements, according to Chomsky’s considerations on language acquisition, from top to bottom, include:

- () the short period of time within which a child achieves grammatical competence.
- () the lack of correction or explicit teaching by adults.
- () the ‘poverty of the stimulus’ available to the child in the form of natural speech with its hesitations, false starts and syntactic errors.
- () the fact that not all normally developing children acquire full competence, regardless of differences in their intellectual capacity.

- a) F - T - T - T.
- b) F - T - F - F.
- c) T - F - T - F.
- d) T - T - T - F.

20. It requires meaningful interaction in the target language, natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to it, but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the process (KRASHEN, 1981).

Which process is Krashen (1981) stating about?

- a) Language acquisition.
- b) Language learning.
- c) Monitor Model Theory.
- d) Aptitude.

21. The vowel system, the consonant system, and the syllabic and accentual patterns of the English language present differences and similarities in relation to those of the Portuguese language (ALVES et al., 2020). With this in mind, mark T for True statements and F for False ones.

- () There are more vowels in the Portuguese language compared to the English language.
- () Regarding the consonants of the English language, there is phonetic variability depending on the syllabic position occupied by such segments within the word.
- () The stress is distinctive in both English and Portuguese. In both languages, it can be used to differentiate verbs from nouns, for example.
- () In the English language, words can be stressed on any syllable, unlike Portuguese, where words are stressed on one of the last three syllables.

The correct sequence of True and False statements, from top to bottom, is

- a) F - T - T - T.
- b) T - F - F - F.
- c) F - T - F - T.
- d) T - F - T - F.

22. According to Alves (et al., 2020), considering teaching pronunciation in English as a Foreign Language class, mark T for True statements and F for False ones.

- () Learners have more difficulty learning sounds that are phonetically closer, because they tend not to perceive them as different.
- () The goal of learning pronunciation is to teach learners to speak like native speakers.
- () It is important to highlight specific differences in the vowel systems of the native language and the target language in order to avoid intelligibility problems in communication.
- () Students need resources to be able to understand speakers with different profiles, as well as to make their speech more intelligible.

The correct sequence of True and False statements, from top to bottom, is

- a) T - F - F - F.
- b) F - F - T - T.
- c) T - F - T - T.
- d) F - T - F - F.

23. According to Leffa and Guimarães and Silva (In: SILVA & DIAS, 2020), the teaching of English in Integrated High School with Technical Education in the Federal Institute of Education, Science and Technology has its own particularities.

Select the statement that best elucidates its objective:

- a) Development of only instrumental command of the language, with the objective of reading technical texts in the area of training.
- b) Maintenance of the dualistic heritage of professional education in Brazil.
- c) Articulation between the skills necessary for the profession and the development of critical citizenship education.
- d) Use of coercive methodology, with a focus on teaching grammar.

24.Leffa (2016) proposes analyzing the lexical development process through three dimensions, namely quantity, depth and productivity.

Regarding these three dimensions, associate the items, using the following code:

I. Quantity

II. Depth

III. Productivity

- () Considers the evolution that goes from superficial knowledge to complex knowledge of the word.
- () Considers lexical development along a continuum of words known by the learner.
- () Considers the ability to establish paradigmatic, syntagmatic and collocational relationships.
- () Considers the opposition between receptive knowledge and active knowledge of the lexicon.

The correct association, from top to bottom, is

- a) I, II, II, III.
- b) II, I, II, III.
- c) III, II, I, I.
- d) III, I, II, I.

25.According to Leffa (2016), there are different strategies to increase both the student's cognitive and affective investment in intentional vocabulary learning in L2. With this in mind, mark T for True statements and F for False ones.

- () Students should learn new words within a meaningful context. The subjects in the student's curriculum can represent the ideal context for lexical development, making learning more authentic and communicative.
- () There are words that are more frequent and others that will rarely be encountered by students. Considering the ease with which the most frequent terms can be identified, priority should be given to teaching and analyzing less frequent words.
- () Regarding retention strategies, the most pertinent proposals involve a conscious effort to retain both the form and content of the word.

The correct sequence of True and False statements, from top to bottom, is

- a) F - T - F.
- b) F - F - T.
- c) T - T - F.
- d) T - F - T.

26.Regarding the teaching of foreign languages in the era of cyberculture, Leffa (2016) presents four challenges for teachers. Make the correct association between numbers and letters, relating the type of challenge and its meaning.

1. Generation of knowledge
2. Encouragement of collective intelligence
3. Development of planetary consciousness
4. Re-literacy

A. The challenge for the teacher is to find the balance between preserving our individuality and accepting the diversity of others.

B. The teacher must have a good level of proficiency in not only the mediation processes through which access to knowledge is given, but also the social practice implicit in this knowledge.

C. Society needs new knowledge to face the countless challenges of everyday life and the teacher is the professional who, par excellence, is able to meet this need.

D. There are cross-cutting themes and tasks that can only be performed by bringing together the knowledge of different people and areas of knowledge.

What is the correct association between numbers and letters?

- a) 1-C, 2-D, 3-A, 4-B.
- b) 1-B, 2-C, 3-A, 4-D.
- c) 1-A, 2-D, 3-C, 4-B.
- d) 1-B, 2-A, 3-D, 4-C.

27.According to Christine Goh (In: RENANDYA & WIDODO, 2016), speaking activities that foster real communication among learners can be divided into three broad categories: communication-gap tasks, discussion tasks, and monologic tasks. With this idea in mind, read the following statements:

- I. Communication-gap tasks can take various forms, often involving missing information or details that one student must describe, narrate, or explain to their partner.
- II. In discussion tasks, learners are expected to present their ideas individually to either one listener or an audience of listeners. Students may also speak extensively on a topic without interruptions.
- III. Monologic tasks are interactive activities in which learners exchange ideas, opinions, or information on a particular topic, typically in a pair setting. When a consensus is required, students should also negotiate with one another.
- IV. Monologic tasks may be done in small groups, but presenting them to the entire class is preferable, as it lowers speaker anxiety and allows peers to ask questions and offer feedback in a more spontaneous manner.

The **INCORRECT** affirmatives are only

- a) I and II.
- b) I, III and IV.
- c) II, III and IV.
- d) II and III.

28.Christine Goh (In: RENANDYA & WIDODO, 2016) examines three strategies that can improve the speaking abilities of L2 learners. Make the correct association between numbers and letters, relating the type of strategy and its exemplification.

1. Pre-task Planning
2. Task Repetition
3. Metacognition Enhancement

- A. Teachers need to offer support and direction, both in terms of content and language, to assist learners in successfully completing a speaking task.
- B. Teachers should promote self-assessment, encouraging learners to evaluate their own speaking performance and the effectiveness of the tasks.
- C. Teachers should inspire learners by having them do the task in its original format again with different speaking partners.

What is the correct association between numbers and letters?

- a) 1-C, 2-B, 3-A.
- b) 1-B, 2-C, 3-A.
- c) 1-A, 2-C, 3-B.
- d) 1-B, 2-A, 3-C.

29.Lawrence Zhang (In: RENANDYA & WIDODO, 2016) examines the process of reading. Considering it, mark T for True statements and F for False ones.

- () Top-down processing refers to understanding a text or information by starting with smaller components, such as letters, words, and sounds, and building up to a broader understanding of the meaning.
- () Bottom-up processing involves using prior knowledge, context, and expectations to make sense of the information.
- () Critical reading involves actively engaging with a text or media in a way that goes beyond surface-level understanding. This process involves looking for implied meanings, questioning the purpose of the author, and assessing the credibility of the arguments.
- () The concept of reading and literacy now includes digital forms, where understanding the internet and intertextuality is crucial. Digital texts often link to additional meanings on other websites and feature multimedia elements like sounds, images, and videos.

The correct sequence of True and False statements, from top to bottom, is

- a) F - F - T - T.
- b) T - T - T - F.
- c) F - T - F - T.
- d) T - F - T - F.

30. According to Lawrence Zhang (In: RENANDYA & WIDODO, 2016), three key factors influence the success of reading: (1) the features of the text, (2) the traits of the reader, and (3) the social context. This applies to both first and second language contexts. With this information in mind, mark T for True statements and F for False ones.

- () Text characteristic is an important variable which affects the reading process. Narrative and expository texts, for example, have very similar organizational structures and linguistic features.
- () Different readers engage with the same text in varied ways due to their unique individual traits. Given these diverse factors, teachers should consider such differences when creating lesson plans for reading activities.
- () Readers interpret meaning based on their cultural models and knowledge. While these sociocultural frameworks can enhance understanding if used effectively, they may also hinder comprehension if they distort the process.

The correct sequence of True and False statements, from top to bottom, is

- a) T - F - F.
- b) T - F - T.
- c) F - T - T.
- d) F - T - F.

31. Understanding coherence is crucial for students to produce coherent texts. Yin Cheung (In: RENANDYA & WIDODO, 2016) points out that teachers should guide students in grasping coherence, from the narrow view of sentence connection to the broader idea of linking ideas at the discourse level to create meaning for readers. About two common features of coherence, read the text that follows:

_____ help establish relationships between different sentences, with examples including pronouns, conjunctions, repetition, superordinates and hyponyms (like animals/cats), as well as synonyms and antonyms. Another tool for enhancing coherence in writing is _____, which help readers structure, interpret, and assess information. Examples include logical connectives (e.g., therefore, but), sequencers (e.g., firstly, finally), certainty markers (e.g., certainly), among others.

The noun phrases that correctly fills in the text, from left to right, is

- a) cohesive devices – metadiscourse markers
- b) metadiscourse markers – cohesive devices
- c) macro-structure – proposition development
- d) proposition development – cohesive devices

32. Studies on Needs Analysis have been conducted to investigate the needs of various learner groups in academic, professional, occupational, and survival contexts. In terms of teaching, needs analysis serves several distinct functions.

Which of the following is **NOT** a purpose of Needs Analysis?

- a) To identify the language skills a learner requires to perform a specific role.
- b) To determine which students in a group require most training in certain language skills.
- c) To pinpoint the gap between what students can currently do and what they need to be able to do.
- d) To prepare students for standardized tests like TOEFL or IELTS.

33.In any language teaching, materials play a pivotal role in shaping the instruction. Concerning English for Specific Purposes (ESP) materials, according to Widodo (2016), mark T for True statements and F for False ones.

- () Authenticity in ESP materials involves various factors, such as real-life users or participants, communicative and social purposes, settings, and social practices.
- () For ESP students with low proficiency, authentic materials can be adapted based on the language and content they aim to learn. Learners can engage with shorter texts, easier vocabulary, and simpler sentence structures.
- () To design ESP materials, teachers should include texts from different and varied vocational domains, so that students will become familiar with how to understand and produce texts in as many professional areas as possible.

The correct sequence of True and False statements, from top to bottom, is

- a) T - F - F.
- b) T - T - F.
- c) F - T - T.
- d) F - F - T.

34.Effective listening skills can enhance language learning. Consequently, teaching L2 listening effectively has become a crucial responsibility for language educators. Anna Chang (In: RENANDYA & WIDODO, 2016) outlines a theory-driven listening lesson, consisting of three stages: pre-listening, while-listening and post-listening. Connect each stage with its purposes, using the following code:

- I. Pre-listening
- II. While-listening
- III. Post-listening

- () Verify understanding, clear up any confusion, and consider challenges faced during listening.
- () Engage in straightforward tasks that require minimal writing or reading.
- () Complete tasks of various difficulty levels, focusing on different elements of the information.
- () Define the objectives for listening exercises.
- () Stimulate relevant prior knowledge and provide language support.

The correct association, from top to bottom, is:

- a) III – II – II – I – I
- b) II – I – II – III – I
- c) II – III – III – I – II
- d) III – II – III – I – II

35. Read the texts below about two different language learning approaches:

The _____ Approach involves students drawing conclusions about a rule or generalization based on a collection of examples. This method enables teachers to evaluate students' existing knowledge of a specific structure and make any necessary modifications to their lesson plans.

In contrast, the _____ Approach presents students with the rule first, which they then apply to examples. Clearly stating a rule can lead to valuable linguistic insights more effectively, provided that the rule is neither overly simplified nor overly complex in its explanation.

What is the correct sequence of words, from left to right, to fill in the gaps?

- a) Sociocultural – Behaviorist
- b) Inductive – Deductive
- c) Deductive – Inductive
- d) Behaviorist – Sociocultural

36. Sandra Lee McKay (In: CELCE-MURCIA, 2013) points out that using literature as content in EFL classes provides three major benefits.

Which statement **DOES NOT** represent adequately one of those benefits?

- a) Literature often uses specific structures and styles to convey meaning effectively.
- b) Literature allows for the combination of reading, writing, listening, and speaking skills.
- c) Literary texts help increase cross-cultural awareness for both students and teachers.
- d) Literary texts motivate all kinds of learners since they are inherently engaging and stimulating.

37. Different teaching approaches confer distinct roles to language teachers. Make the correct association between numbers and letters, relating the type of teaching approach and its example.

- 1. Knowledge Transmission
- 2. Constructivism
- 3. Socioculturalism

A) Practices linked to this approach involve students actively engaging through experimentation, problem-solving, and discussions. They are also encouraged to reflect on these experiences by discussing their actions and the insights they gained.

B) Teachers are viewed as responsible for conveying their knowledge to students. A knowledgeable teacher's structured presentation of information can assist students in comprehending and retaining what has been taught.

C) More skilled peers (and teachers) support or "scaffold" learners, providing a socially focused justification for interactive and collaborative work in pairs and groups.

What is the correct association between numbers and letters?

- a) 1-C, 2-A, 3-B.
- b) 1-B, 2-C, 3-A.
- c) 1-B, 2-A, 3-C.
- d) 1-A, 2-B, 3-C.

38. According to Lourdes Ortega (2011), there are different approaches to explaining variability of L2 learning across individuals. The following excerpt is related to a critical approach:

"As Norton and Toohey (2001) explain, in this perspective constructs such as motivation, aptitude, and other individual differences are reconceptualized as stemming from the interplay between people's understanding of themselves in the world and the constraints, material and symbolic, that their worlds afford them. These understandings are dialectically shaped by the hopes and aspirations of individuals and by the power structures of the societal milieus that they inhabit"

ORTEGA, 2011, p. 179. In: SIMPSON, J. (Ed.) **The Routledge Handbook of Applied Linguistics**. London: Routledge, 2011).

Which statement best exemplifies the critical perspective in language learning?

- a) A student who prefers visual aids will excel when the teacher uses videos, diagrams, or written notes in the lesson.
- b) In a classroom, a teacher might notice that students with higher aptitude scores tend to grasp grammar rules faster or acquire vocabulary more easily.
- c) A student might correctly use the past tense in one conversation but struggle with it the next day. This variability is not seen as a failure but as a sign that the learner's system is adjusting and adapting as they process more input.
- d) An immigrant child learning the language of the host country might experience both motivation and demotivation based on their experiences of inclusion or exclusion.

39. Read the following excerpt about the Communicative Methodology:

"This redefinition of goals had a knock-on effect in terms of methodology: the focus on communicating messages – as opposed to rehearsing structural patterns – created the need for activities that encouraged some kind of meaningful exchange, as in information-gap tasks, and, in order to practice functional language, role plays and simulations became standard practice. And since communicative competence implies the capacity to communicate one's meanings irrespective of formal accuracy, fluency was prioritized, reinforcing the trend towards incorporating less-controlled production activities within the PPP format. For similar reasons, the use of authentic reading and listening materials was promoted, and classroom procedures for minimizing the difficulties of these – such as the use of skimming and scanning strategies – became commonplace "

THORNBURY, 2011, p. 188-189. In: SIMPSON, J. (Ed.) **The Routledge Handbook of Applied Linguistics**. London: Routledge, 2011.

Which statement best exemplifies this methodology in language learning?

- a) Students are given a list of sentences in their native language and asked to translate them into English.
- b) The teacher provides a sentence, such as "He plays football," and asks students to conjugate the verb for different subjects: "I play football," "She plays football," etc.
- c) Students are given a scenario, such as planning a holiday or organizing an event, and must work together to create a dialogue, acting out situations they might face in real life.
- d) Students are given a list of vocabulary words and their definitions and are asked to memorize them for a quiz.

40. Read the following excerpt:

“ELF is now the most common use of English in the world (Jenkins 2007), so a study of its linguistic features and the ways it allows people to achieve successful intercultural communication offers insights about international communication and also guidelines for English language teaching. (...) Although ELF shares some grammatical and phonological features with New Englishes (Deterding and Kirkpatrick 2006), ELF speakers generally avoid the use of local lexis and idioms (Kirkpatrick 2007b). This is a key distinction between World Englishes and ELF, as one fundamental role of World Englishes lies in their ability to reflect local phenomena and cultural values, often through the use of borrowings from local languages. In contrast, this is avoided in ELF communication, where the fundamental role is to facilitate cross-cultural communication”

Kirkpatrick and Deterding, p. 382. In: SIMPSON, J. (Ed.) **The Routledge Handbook of Applied Linguistics**. London: Routledge, 2011.)

In relation to New Englishes and English as a Lingua Franca (ELF), it is correct to state that

- a) New Englishes are localized varieties of English that develop in specific regions, while ELF is used as a common language between speakers from different language backgrounds.
- b) English as a Lingua Franca (ELF) is spoken exclusively in former British colonies, just like New Englishes.
- c) New Englishes and ELF aim to replicate Standard English as closely as possible to ensure uniformity across speakers.
- d) New Englishes must follow the grammar and vocabulary of British or American English to be considered correct, whereas ELF allows more flexibility.

FOLHA DE RASCUNHO

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