

## CONHECIMENTOS ESPECÍFICOS

### Text for questions from 41 to 44

1 It almost goes without saying that the native language  
of every learner is an extremely significant factor in the  
learning of a new language. Most of the time, we think of the  
4 native language as exercising an interfering effect on the target  
language, and indeed the most salient, observable effect does  
appear to be one of interference. The majority of learners'  
7 errors in producing the second language, especially in the  
beginning levels, stem from the learner's assumption that the  
target language operates like the native language.

10 But what we observe may, like an iceberg, only be  
part of the reality. The facilitating effects of the native  
language are surely as powerful in the process, or more so,  
13 even though they are less observable. When the native French  
speaker who is learning English says, "I'm here since  
January", there is one salient native language effect, a verb  
16 tense error stemming from French. But who is to say that the  
learner's native French did not facilitate the production of that  
sentence's subject-verb-complement word order, the placement  
19 of the locative (here), the one-to-one grammatical  
correspondence of every word in the sentence, rules governing  
prepositional phrases, and the cognate word (January)?

22 In dealing with the native language effect in the  
classroom, interference will most often be the focus of your  
feedback in the classroom. That's perfectly sound pedagogy.  
25 Learners' errors stand out like the tips of icebergs giving us  
salient signals of an underlying system at work.

D. Brown. *Teaching by Principles – An Interactive Approach  
to Language Pedagogy*. Prentice Hall Regents, New Jersey. San  
Francisco State University. USA, 2007 (adapted).

### QUESTÃO 41

From the text, it can be inferred that

- A second language learners can be victims of their own native language.
- B the more you learn a foreign language the more interference you experience.
- C interference is part of a natural process while learning a foreign language.
- D native language influence is a handicap against learners of a second language.

### QUESTÃO 42

According to the text, it can be stated that

- A it is obvious to say that the second language learning may change the structure of the native language.
- B second language interference must be totally avoided.
- C the native language and the second language operate the same way.
- D native and target languages can share some traces.

### QUESTÃO 43

Based on the text, judge the items below.

- A Most foreign language learners make unusual mistakes.
- B Second language interference can be particularly found at the beginner's level.
- C French and English are structurally different.
- D Icebergs give you tips on how to teach a foreign language.

### QUESTÃO 44

The conjunction "even though" (l.13) is synonymous with

- A although.
- B however.
- C despite.
- D in spite of.

### Text for questions from 45 to 47

1 If we are asked whether culture should be part of  
language courses, the answer is an unquestionable "yes".

4 The ideal situation is to develop language classes in  
which basic cultural information is integrated systematically  
and completely into the course content. However, until  
integrated cultural materials become available, language  
7 teachers will have to be responsible for incorporating as much  
culture as possible into their classes while continuing to use  
language-based texts.

10 Given the reality of the present situation, the basic  
decision facing the teacher is how to combine culture with the  
other material to be learned in the class. Learning the language  
13 itself is a full-time task. How can room be made for more  
material? The answer to this question is certainly not an easy  
one, but it is hoped that the teacher will recognize the need for  
16 developing a course in which culture is a basic component.  
Techniques have been developed that can be inserted  
unobtrusively into the class without disturbing the remainder  
19 of the lesson plan. On those days when more time is required  
for lengthy activities, the culture portion of the class can serve  
as a change of pace to the more typical language routine.

22 How much time should be spent teaching culture? In  
this author's opinion, the answer to that question depends on  
the teacher and the students in the class. The type of cultural  
25 material presented and the manner in which it is organized will  
also influence the amount of time spent.

C. Chastain. *Developing Second-Language Skills –  
Theory and Practice*. Harcourt Brace Jovanovich,  
Publishers. University of Virginia. USA, 1988 (adapted).

### QUESTÃO 45

Based on the text, it can be concluded that

- A culture must be taught as much as language.
- B culture and language teaching should be kept apart to a certain extent.
- C integrated cultural materials, as it were, are yet to be published.
- D language teachers ought to be literature teachers as well.

**QUESTÃO 46**

According to the text, it can be said that

- A activities which take a longer time can be coupled with culture portions.
- B time devoted to culture teaching depends on the material available.
- C students have to be entirely familiar with the foreign culture at the end of the course.
- D everyday classes demand as much culture as linguistic knowledge.

**QUESTÃO 47**

The verb “depends” (l.23) can also be collocated with

- A of.
- B upon.
- C with.
- D for.

**Text for questions from 48 to 50**

1 Developing the ability to understand the spoken foreign language is a long, continuous process. It is a skill that must be taught and that does not happen automatically. One of the teachers’ most important tasks is to provide a variety of purposeful listening activities throughout the entire language course.

4 The students must be given a reason for listening to one another. If the teacher requires individuals to respond to each other, the students will make an effort to listen more carefully for the information requested. In order to accomplish this, the teacher must insist that everyone speak up.

7 It is also important that teachers not repeat their questions and comments. Those teachers who repeat each utterance a dozen times find that their students stop listening altogether. Even more boring is the teacher who repeats each student’s response or question. Obviously the teacher cannot react in silence to a student’s utterance, and repeating what has just been said is an easy but unfortunate way to say something. The alternative is for the teacher to develop a large repertoire of responses to students’ utterances. Even the not-too-fluent teacher can practice a list of possible rejoinders in the foreign language, such as: Great. Wonderful.

10 At the intermediate and advanced levels, the teacher must make the effort to find suitable taped material for listening activities. It is not enough for students merely to listen to each other and the teacher. They must also have frequent opportunities to listen to a variety of different speakers talking at a normal conversational speed.

D. E. Allen and R. M. Valette. *Classroom Techniques: Foreign Languages and English as Second Language*. Harcourt Brace Jovanovich, Publishers. The Ohio State University. USA (adapted).

**QUESTÃO 48**

The text above makes clear that

- A oral expression must be learned mechanically.
- B listening activities should be postponed for a later stage.
- C the students must listen to themselves.
- D oral comprehension is as long as well as a continuous learning process.

**QUESTÃO 49**

As found in the text, it can be affirmed that

- A the more listening and repeating drills the better the fixation becomes.
- B it is advisable for the teacher to remain silent while the student is speaking.
- C every single student may be asked to speak up.
- D to repeat utterances is less boring than repeating student’s response or questions.

**QUESTÃO 50**

The relative pronoun “who”(l.8) can be correctly replaced by

- A which.
- B that.
- C whose.
- D what.

## PROVA DISCURSIVA

- Nas questões a seguir, faça o que se pede, usando os espaços para rascunho indicados no presente caderno. Em seguida, transcreva os textos para as respectivas folhas do **CADERNO DE TEXTOS DEFINITIVOS DA PROVA DISCURSIVA**, nos locais apropriados, pois **não serão avaliados fragmentos de texto escritos em locais indevidos**.
- Em cada questão, qualquer fragmento de texto que ultrapassar a extensão máxima de linhas disponibilizadas será desconsiderado. Será também desconsiderado o texto que não for escrito na **folha de texto definitivo** correspondente.
- No **caderno de textos definitivos**, identifique-se apenas na capa, pois não será avaliado texto que tenha qualquer assinatura ou marca identificadora fora do local apropriado.

### QUESTÃO 1

A Lei de Diretrizes e Bases da Educação Nacional (LDB) estabelece regras comuns para o funcionamento da educação básica, no nível fundamental e no médio. Uma dessas regras diz respeito à verificação do rendimento escolar dos estudantes, devendo-se observar, entre outros, o seguinte critério: “avaliação contínua e cumulativa do desempenho do aluno, com prevalência dos aspectos qualitativos sobre os quantitativos e dos resultados ao longo do período sobre os de eventuais provas finais”, conforme dispõe a alínea “a” do inciso V do art. 24 da referida lei.

Considerando o critério acima mencionado, redija um texto acerca do papel da avaliação da aprendizagem na organização do trabalho pedagógico.

### RASCUNHO – QUESTÃO 1

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**QUESTÃO 2**

O acesso a práticas de linguagem de outras regiões e mesmo de outros países ganha sentido justamente quando essas práticas nos levam a pensar sobre as diferenças entre as culturas e a maneira como essas diferenças formam nossa identidade, de modo que, no contato com o outro, aprendemos sobre nós mesmos.

*Orientações curriculares para o ensino médio: linguagens, códigos e suas tecnologias.* Brasília: Ministério da Educação, Secretaria de Educação Básica, 2006, p. 227 (com adaptações).

Considerando o trecho acima como meramente motivador, discorra sobre a importância da valorização da diversidade sociocultural no processo de construção dos sentidos, no desenvolvimento das práticas pedagógicas de comunicação e expressão e representação da realidade.

**RASCUNHO – QUESTÃO 2**

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**QUESTÃO 3**

There is no question that computers have a significant role to play in the teaching/learning process. Although still in a comparatively early stage, computer-assisted instruction (CAI) is already being seen as a work saver and an effective learning strategy.

M. Finochiaro. **English as Second/Foreign Language**. New Jersey, USA: Prentice Hall Regents (adapted).

Based on the text above, write down an argumentative essay, in English, on the following topic.

**The role of computers in the teaching/learning process of a foreign language.**

**RASCUNHO – QUESTÃO 3**

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