

CONHECIMENTOS ESPECÍFICOS

1 Teaching beginners is considered by many to be the most challenging level of language instruction. Since students at this level have little or no prior knowledge of English on which to build, the teacher (and accompanying techniques and materials) becomes a central determiner in whether or not students accomplish their goals. This can also be the most tangible rewarding level for a teacher because one can readily see the growth of students' proficiency in a matter of a few weeks.

10 At the beginning or even false-beginning level your students have very little language "behind" them. You may therefore be tempted to go along with the popular misconception that the target language cannot be taught directly, that you will have to resort to a good deal of talking "about" English in the students' native language. Such is clearly not the case, as beginning language courses have demonstrated for many decades. But you do have to keep well in mind that your students' capacity for taking in and retaining new words is limited. Foremost on your mind as a teacher should be the presentation of material in simple segments so as not to overwhelm your students. Remember they are just barely beginning.

B. H. Douglas. *Teaching by principles – an interactive approach to language pedagogy*. Prentice Hall Regents. San Francisco State University, 2007 (adapted).

According to the text above, judge the following items.

- 81 Students' mother tongues play a central role in the teaching of beginners.
- 82 The expression "the most challenging" (ℓ.1-2) is a comparative of superiority.
- 83 The phrase "the target language cannot be taught directly" (ℓ.13-14) can be correctly paraphrased as **the teacher cannot teach the target language directly**.
- 84 Most people agree that no other challenge is as serious as that of teaching beginners.
- 85 Beginners have no knowledge of English whatsoever.
- 86 Goals to be achieved by beginners depend upon three factors.
- 87 Students' proficiency is acquired in a few weeks.

1 One of the most salient, if not relevant, contexts of language teaching is the institution in which you are teaching. ESL/EFL classes are found in a wide variety of educational establishments, such a wide variety, in fact, that text-books publishers have a hard time tailoring material for the many contexts. Even within one "type" of institution, multiple goals are pursued. For example, language schools in many countries are finely tuned to offer courses in conversation, academic skills, English for specific purposes, work-place English, vocational/technical English, test-taking strategies and other specializations.

13 Institutional constraints are often allied to sociopolitical considerations. Schools and universities cannot exist in a social vacuum. Public elementary and secondary schools may be subject to official national issues. In the United States and other countries, for example, the type of second language program offered in schools is a product of legislation and government red tape. Students' purpose in taking English at the higher education level may be colored by institutional policies, certification and degree requirements, instructional staffing, and even immigration regulations.

Idem, ibidem.

Taking into consideration the text above, judge the items from **88** through **93**.

- 88 Educational institutions can be either relevant or effective for language teaching.

89 English as a second language and English as a foreign language teaching classes include a lot of different pedagogical institutions.

90 In the text, the word "may" (ℓ.15) could be correctly substituted by **must**.

91 The expression "red tape" (ℓ.18) means **official routine or procedure marked by excessive complexity which results in delay or inaction**.

92 Text-books have to cope with diversified educational contexts.

93 Seldom are educational institutions linked to sociopolitical policies.

1 The first step in the teaching of culture is increasing the students' awareness of the breadth and the nature of that culture. Slowly this initial awareness will translate itself into a feeling of familiarity, with the result that the culture will no longer appear "strange" and "foreign".

7 The development of cultural awareness consists primarily in the introduction and continued reintroduction of cultural facts of all kinds: geographical information, sociological data, historical personalities and events, contributions in the arts and sciences, and so forth. This cultural material is not simply presented in list form for memorization. Nor is its use limited to a few cultural slides presentations the day before vacation. It must be continually entered and reentered so that it becomes part of the students' general fun of knowledge.

16 Much of the presentation of culture is teacher-initiated. The teacher plans classroom audiovisual material. Students-oriented activities, however, should not be forgotten: frequently students learn more from projects that they themselves have developed. For instance, in an intermediate Spanish class one of the African students prepared a report, with recorded excerpts, on the African influence in Latin American music and presented it with such enthusiasm and authority that the entire class benefited greatly.

D.E. Allen and R. M. Valette. *Classroom techniques: foreign languages and English as a second-language skills*. Harcourt Brace Jovanovitch, 1977 (adapted).

Judge the following items according to the text above.

94 The word "its" (ℓ.12) refers to the expression "list form" (ℓ.11).

95 In the text, the expression "should not" (ℓ.18) could be correctly replaced by **may not**.

96 Students' consciousness of foreign cultures is supposed to be raised as they start to learn them.

97 Foreign culture may sound strange and unfamiliar to students.

98 Introduction and reintroduction of cultural aspects is all that is required for students to become used to them.

99 The teacher is responsible for the initial introduction of other peoples' culture.

100 The pronoun "that" (ℓ.19) could be correctly replaced by **which**.

1 Linguists and anthropologists have long recognized
 4 that the forms and uses of a given language reflect the cultural
 values of the society in which it is spoken. Linguistic
 competence alone is not enough for learners of a language to be
 competent in that language (Krasner, 1999).

7 The National Center for Cultural Competence defines
 culture as an “integrated pattern of human behavior that
 includes thoughts, communications, languages, practices,
 10 beliefs, values, customs, courtesies, rituals, manners of
 interacting and roles, relationships and expected behaviors of
 a racial, ethnic, religious or social group; and the ability to
 13 transmit the above to succeeding generations” (Goode,
 Sockalingam, Brown & Jones, 2000). This means that language
 is not only part of how we define culture, it also reflects
 culture. Thus, the culture associated with a language cannot be
 16 learned in a few lessons about celebrations, folk songs, or
 costumes of the area in which the language is spoken. Culture
 is a much broader concept that is inherently tied to many of the
 19 linguistic concepts taught in second language classes.

Through the study of other languages, students gain a
 knowledge and understanding of the cultures that use that
 22 language; in fact, students cannot truly master the language
 until they have also mastered the cultural contexts in which the
 language occurs.

Internet: <www.cal.org> (adapted)

According to the text, judge the following items.

- 101 In the text, the relative pronoun “which” (l.17) could be correctly replaced by **where**.
- 102 The word “Through” (l.20) is the same as **towards**.
- 103 Language is part of culture as well as it reflects culture.
- 104 Culture is a broad concept which is inherently tied to many of the linguistic concepts taught in second language classes.
- 105 In order to truly master the language students have also to master the cultural contexts in which the language occurs.
- 106 In the text, the preposition “about” (l.16) means **related to**.

1 The two biggest disagreements between teachers and
 students all over the world on how best to study English in
 class are about the amount of error correction and the amount
 4 of pairwork. Although there are exceptions, students usually
 want more correction and less pairwork – and teachers want the
 opposite. There are arguments on both sides, but most teaching
 7 experts agree that pairwork is a good thing if used at the right
 time in the right way. Not all teachers use pairwork in the right
 way all the time, though.

10 Most English teachers are taught that they must use
 pairwork in class and they sometimes get into a routine and
 don’t think carefully about whether it is the best response to
 13 every situation.

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

Judge the following items according to the text.

- 107 The modal “must” (l.10) expresses the idea of obligation.
- 108 The pronoun “they” (l.10) refers to “Most English teachers”.
- 109 Pairwork is the best way to study English in class.
- 110 Students always want to be corrected in class.
- 111 The word “biggest” (l.1) is the comparative of superiority of the adjective **big**.
- 112 The element “if” (l.7) could be correctly replaced by **unless**.
- 113 The word “though” (l.9) is synonymous with **for example**.
- 114 Pairwork can improve student’s accuracy no matter the way it is used in class.

Teacher Training: Too Much or Not Enough?

1 First, the U.S. administration pushes through an
 education bill that calls for guaranteeing a “highly qualified”
 teacher in every classroom. Then the administration releases a
 4 report arguing that the nation’s education schools spend too
 much time on classroom methodology. Mixed messages? More
 like a punch in the jaw, say educators involved in such training
 7 programs.

“We ask policymakers not to lower standards by
 placing unqualified, unprepared individuals into classrooms,”
 10 said Arthur E. Wise, president of the Washington-based
 National Council for Accreditation of Teacher Education.

Education Department officials said that schools need
 13 to spend less time explaining the mechanics of teaching and
 more time making sure educators understand the subjects they
 teach. Indeed, reports show that many teachers do not have a
 16 firm grasp on the subject matter they are assigned.

This debate over content versus method takes on new
 significance now that the federal No Child Left Behind law
 19 requires states to certify in the next three years that all of their
 classroom teachers are highly qualified.

Darling-Hammond cited several studies showing that
 22 students score lower on standardized tests when their teachers
 do not have education training or certification. Reducing
 preparation, she said, may also increase the chance that new
 25 teachers will leave the profession.

Several experts said there was room for improvement
 in both methods and content courses and that education schools
 28 should focus more precisely on the different needs of teachers
 at different grade levels.

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

Taking into consideration the text above, judge the following items.

- 115 No Child Left Behind is a federal law.
- 116 In the future, most teachers will leave the profession.
- 117 The debate over content versus method can be said to be the main idea in the text.
- 118 According to the U.S. administration, too much time is spent on classroom methodology in the nation’s education schools.
- 119 According to some education specialists, both methods and content courses can be improved.
- 120 The modal “should” (l.28) is used to express an idea of conditionality.

PROVA DISCURSIVA

- Nesta prova, faça o que se pede, usando o espaço para rascunho indicado no presente caderno. Em seguida, transcreva o texto para a **FOLHA DE TEXTO DEFINITIVO DA PROVA DISCURSIVA**, no local apropriado, pois **não serão avaliados fragmentos de texto escritos em locais indevidos**.
- Qualquer fragmento de texto além da extensão máxima de linhas disponibilizadas será desconsiderado.
- Na **folha de texto definitivo**, identifique-se apenas no cabeçalho da primeira página, pois **não será avaliado** texto que tenha qualquer assinatura ou marca identificadora fora do local apropriado.

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self rewarding; the teachers' main concern should focus on which are the most motivating factors according to the students' interest.

B.D .Douglas. **Teaching by principles – an interactive approach to language pedagogy**. Ed. Prentice Hall Regents. San Francisco State University, 2007 (adapted).

Using the input provided by Douglas' excerpt, write a dissertative essay in Portuguese on the following topic.

MOTIVATION AND ITS ROLE IN THE TEACHING/LEARNING OF THE FOUR BASIC SKILLS IN A FOREIGN LANGUAGE

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