

LÍNGUA INGLESA

Text 1

1 Most people would agree that learning a second language in a natural acquisition context or “on the street” is not the same as
2 learning it in the classroom. Many believe that learning “on the street” is more effective.
3 The traditional instruction environment is one where the language is being taught to a group of second or foreign language learners.
4 In this case, the focus is on the language itself, rather than on information which is carried by the language. The teacher’s goal is to
5 see to it that the students learn the vocabulary and grammatical rules of the target language. The goal of learners in such courses is
6 often to pass an examination rather than to use the language for daily communicative interaction.
7 Communicative instruction environments also involve learners whose goal is learning the language itself, but the style of instruction
8 places an emphasis on interaction, conversation, and language use, rather than on learning about the language. The topics which
9 are discussed in the communicative instruction environment are often topics of general interest to the learner. In these classes, the
10 focus is not selected on the basis of teaching a specific feature of the language, but on teaching learners to use the language in a
11 variety of contexts. Students’ success in these courses is measured in terms of their ability to ‘get things done’ in the second
12 language, rather than on their accuracy in using certain grammatical features.

(How Languages Are Learned, Oxford University Press, 1998)

41 - Which of the following is the most appropriate title for the text?

- a) Beliefs on how people learn
- b) Students’ success in learning history and mathematics
- c) Comparing natural and instructed environments for language learning
- d) Stages in second language learning
- e) Guidelines for learning a second or foreign language in a natural context

** Após análise de recurso, questão anulada e pontuada a todos os candidatos

42 - Consider the following statements:

1. Learning a language in a natural environment is similar to learning it in a traditional classroom.
2. Traditionally, learning a language in the classroom means focusing on the language itself, that is, its grammar and vocabulary.
3. Communicative instruction environments focus on using the language.
4. In communicative instruction environments, learners’ mistakes are often corrected.

According to the text:

- a) Only statement 1 is correct.
- b) Only statement 2 is correct.
- c) Only statements 2 and 4 are correct.
- *d) Only statements 2 and 3 are correct.
- e) Only statement 4 is correct.

43 - According to the text, lessons taught in communicative instruction environments focus on:

- a) instruction and learning of specific grammatical structures.
- *b) communicating successfully.
- c) error correction.
- d) talking about the language itself.
- e) developing learners’ knowledge in order to pass an examination.

44 - In the text, the expression *target language* (line 5) means:

- *a) The language being learned
- b) The learner’s native language
- c) A subject, such as history and mathematics
- d) The teacher’s goals
- e) Accuracy in using certain grammatical rules

45 - In the sentence “The traditional instruction environment is one where the language is being taught to a group of second or foreign language learners” (line 3), the word *environment* can be replaced with:

- a) focus
- b) goal
- *c) setting
- d) exposure
- e) target

Text 2

1 Learner training aims to provide learners with the alternatives from which they can make informed choices about what,
2 how, why, when and where to learn. This is not to say that they have to make all of these decisions all of the time. They may,
3 indeed, choose to be teacher-dependent.

4 In order to be able to make such choices about their learning, it follows that the learners need to be informed about the
5 language itself (through language awareness activities), about language learning techniques and processes (through
6 experimentation and reflection) and about themselves as language learners (through regular self-assessment and introspection).
7 We may hypothesize that as learners become more informed, so they will be in a better position to make such decisions. They are
8 then also more likely to be more effective and better motivated as learners.

9 Learner training is, then, related to the concept of autonomy in that it aims to provide learners with the ability, that is,
0 strategies and confidence, to take on more responsibility for their own learning. In other words, its aim is to prepare learners for
1 independence. It recognizes, however, that some people prefer not to be independent at all times in their learning.

(*How Languages Are Learned*, Oxford University Press, 1998)

46 - What information is in the text?

- *a) The goal of learner training
- b) The advantages of teacher-dependence
- c) The characteristics of self-evaluation
- d) The effect of experimentation
- e) Types of learning techniques

47 - According to the text, one expectation of learner training is:

- a) to make learners more teacher-dependent
- *b) to prepare learners to become independent
- c) for learners to make decisions about what, how, why, when and where to learn all the time
- d) for learners to be independent at all times
- e) that effective learners cannot make informed choices

48 - In the second paragraph, the word *through* (lines 5 and 6) may be replaced with:

- a) as
- b) since
- c) over
- *d) by means of
- e) the same as

49 - Consider the following characteristics:

1. becoming independent.
2. lacking self-assurance.
3. becoming more responsible for his/her learning.
4. being aware of other foreign languages.

Which of the characteristics above include the concept of autonomy present in the text?

- a) 1 and 2 only.
- *b) 1 and 3 only.
- c) 2, 3 and 4 only.
- d) 2 only.
- e) 3 and 4 only.

50 - In the sentence "from which they can make informed choices about what, how, why, when and where to learn" (lines 1 and 2), the underlined word refers to:

- a) learner training
- *b) alternatives
- c) choices
- d) decisions
- e) learners

Text 3

1 In second language acquisition research and theory, Krashen has consistently argued that pleasure reading is an important source
2 of comprehensible input for acquisition. The only requirement "is that the story or main idea be comprehensible and the topic be
3 something the student is genuinely interested in, that he would read in his first language" (Krashen, 1982, p. 164). To encourage
4 light reading in a foreign language, foreign language departments can provide a library or resource where students can browse and
5 take out reading materials of interest. Over the course of a semester, students can be asked to perform one self-selected reading
6 and report on it in oral or written form. While the reporting task turns the activity into work, the important element of self-selection is
7 still retained. Alternatively, students can work with magazines and newspapers in the classroom or library to create a portfolio of
8 texts on a topic of interest. In the portfolio, students identify the source and briefly summarize the gist of each text. In addition, they
9 write a paragraph explaining their interest in the topic, reactions to certain articles, and questions they may have. The instructor
10 responds in writing with comments on both the topic itself and the text collection.
11 Because reading is valuable input for language acquisition, it makes sense to take advantage of the fact that many students in
12 elementary courses are capable of reading far beyond the level at which they speak. Strong language learners and good readers
13 can benefit from reading longer, narrative texts at earlier levels of instruction. Unfortunately, readings in elementary textbooks for
14 commonly taught languages are generally limited to short, informational texts. Literary and cultural readings in intermediate
15 textbooks are often only excerpts. As a supplement to introductory textbooks, instructors can assign universally known stories or
16 tales, or longer authentic texts on topics with which students are already familiar. Intermediate-level students can read detective
17 stories or other formulaic fiction.

(*How Languages Are Learned*, Oxford University Press, 1998)

51 - The focus of the text is:

- a) The advantages of libraries in language teaching
- *b) Reading for pleasure in order to learn a foreign language
- c) The benefits of short informational texts
- d) Activities that focus on language structure
- e) How language teachers can explore detective stories in their classes

52 - The author of the text claims that:

- *a) talented elementary language learners can read extended narratives.
- b) textbooks used at elementary level courses contain a wide range of reading material.
- c) Krashen's texts are suitable sources for pleasure reading by language learners.
- d) textbooks used at intermediate level courses contain full versions of literary texts.
- e) learners should be encouraged to choose readings that they can fully understand.

53 - In the text, the word *input* (line 11) means:

- a) previous knowledge of the language being learned
- b) the learner's native language
- *c) data that comes directly from the language being learned
- d) interaction between two learners using their native language
- e) learning techniques

54 - According to the text, when reading for pleasure in school:

- *a) students should select readings that interest them.
- b) students should read a lot of texts without having to report on them.
- c) all elementary students should restrict their reading to short, informational texts.
- d) intermediate-level students get better results than elementary-level ones.
- e) instructors rarely intervene in what students read.

55 - According to the text:

- a) Foreign language learners must bring magazines and newspapers to read at school.
- *b) Instructors may write comments in the students' portfolio.
- c) Over the course of a semester, every text that the student reads should be accompanied by an oral report.
- d) Foreign language learners should be monitored closely as to what they can or cannot read.
- e) Introductory textbooks often contain full versions of universally known stories.

Texto 4

Social contexts for literacy

1 The United Nations Educational, Scientific and Cultural Organization (UNESCO) has drafted the following definition: "Literacy is the
2 ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with
3 varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her
4 knowledge and potential, and to participate fully in the wider society."

5 In order to provide English Language learners with effective English literacy instruction and incorporate their prior knowledge into
6 instruction, teachers need to become familiar with and build on the literacy experiences and knowledge that these learners bring to
7 school (Alvermann, 2001; McCarty & Watahomigie, 2001; Moje, Young, Readence, & Moore, 2000; Moll & González, 1994). One
8 way to connect home and school experiences is to integrate spoken and written narrative forms and to draw narrative content from
9 the culture of the community. To do this, teachers can have students write about themselves in journals. Students can also conduct
0 interviews with each other and with their parents (in English or the native language, whichever is appropriate) and write biographies
1 in English based on the interviews. If possible, teachers can spend time with the students outside of school, observe what they are
2 able to do in a variety of contexts, and center instruction around projects that focus on meaningful content in authentic, real-world
3 situations (Moje et al., 2000). One example of such a project would be to develop a unit around food, where students bring in
4 recipes from their cultures, talk to their family members about their favorite recipes, go to a grocery store to look for needed items,
5 and publish a class cookbook.

6 Many researchers argue that the relationship between English Language learners and their teachers is also central to the
7 development of English literacy. For example, García (1994) posits that effective programs for these learners show evidence of a
8 highly informal, almost familial social and collaborative relationship between students and teachers. Au (2000) stresses the
9 importance of strong teacher-student relationships that build students' trust in the teacher and enhance their learning. Moll and
0 González (1994) argue that the relationships between teachers and students influence students' engagement with the content and
1 skills taught.

(<http://www.cal.org/resources/archive/news/2003summer/making.html>)

56 - What information is in the text?

- a) The need to develop fluency and accuracy in English
- *b) Examples of projects in which learners can develop literacy in English.
- c) The questions that learners can use in their interviews
- d) What learners should write in their journals.
- e) The difficulties of implementing literacy instruction in the English language classroom

57 - According to the text, effective English literacy programs are based on:

- *a) the prior experience that learners bring to school.
- b) the type of food that students prepare.
- c) the length of time that teachers can spend outside of school with their learners.
- d) the relationship between teachers and parents.
- e) the access learners may have to samples of biographies.

58 - The word *engagement* in "Moll and González (1994) argue that the relationships between teachers and students influence students' engagement with the content and skills taught" (lines 19, 20 and 21) can be replaced with:

- a) reaction
- b) intuition
- *c) involvement
- d) appointment
- e) work

59 - In the sentence "...they are able to do in a variety of contexts" (lines 11 and 12), the word *they* refers to:

- a) teachers
- b) contexts
- c) projects
- *d) students
- e) real-world situations

60 - In the sentence "Students can also conduct interviews with each other and with their parents" (lines 9 and 10), the word *conduct* can be replaced with:

- *a) carry out
- b) take
- c) imagine
- d) drive
- e) share