INSCRIÇÃO	TURMA	NOME DO CANDIDATO

ASSINO DECLARANDO QUE LI E COMPREENDI AS INSTRUÇÕES ABAIXO:	ORDEM

827 – LETRAS INGLÊS

INSTRUÇÕES

1. **Confira, acima, o seu número de inscrição, turma e nome. Assine no local indicado.**

2. Aguarde autorização para abrir o caderno de prova. **Antes de iniciar a prova**, confira a numeração de todas as páginas.

3. Esta prova é composta de 30 questões objetivas de múltipla escolha, com 5 alternativas cada uma, sempre na sequência **a**, **b**, **c**, **d**, **e**, das quais somente uma deve ser assinalada.

4. A interpretação das questões é parte do processo de avaliação, não sendo permitidas perguntas aos aplicadores de prova.

5. Ao receber o cartão-resposta, examine-o e verifique se o nome nele impresso corresponde ao seu. Caso haja irregularidade, comunique-a imediatamente ao aplicador de prova.

6. O cartão-resposta deverá ser preenchido com caneta esferográfica de tinta preta, tendo-se o cuidado de não ultrapassar o limite do espaço para cada marcação.

7. A duração da prova é de 3 horas e esse tempo é destinado à resolução das questões e à transcrição das respostas para o cartão-resposta.

8. **Terá sua prova anulada e será automaticamente desclassificado** do processo de revalidação de diploma o candidato que:

   - se recusar a entregar o material de prova ao término do tempo destinado para a sua realização;
   - não se submeter ao controle de detecção de metal;
   - se ausentar do recinto durante a realização da prova sem o acompanhamento de membro da equipe de aplicação do processo de revalidação de diploma;
   - se afastar da sala durante a realização da prova portando o material de prova;
   - se retirar da sala de prova antes de decorrida 1 hora e 30 minutos do início da prova;
   - se retirar definitivamente da sala de prova em desacordo com o subitem 7.19.8 do edital (os 3 últimos candidatos de cada turma só poderão se retirar da sala de prova simultaneamente).

9. Ao concluir a prova, permaneça em seu lugar e comunique ao aplicador de prova. Aguarde autorização para entregar o material de prova.

10. Após a entrega do material ao aplicador de prova, dirija-se imediatamente ao portão de saída e retire-se do local de prova, sob pena de ser excluído do processo de revalidação de diploma.

11. Se desejar, anote as respostas no quadro disponível no verso desta folha, recorte na linha indicada e leve-o consigo.

DURAÇÃO DESTA PROVA: 3 horas

RESPOSTAS					
01 -	06 -	11 -	16 -	21 -	26 -
02 -	07 -	12 -	17 -	22 -	27 -
03 -	08 -	13 -	18 -	23 -	28 -
04 -	09 -	14 -	19 -	24 -	29 -
05 -	10 -	15 -	20 -	25 -	30 -

01 - Considere o excerto:

"O vasto campo da LA tem investigado as demandas da vida social desde sua origem. Considerando a perspectiva de uma Linguística Aplicada INdisciplinar, como proposta por Moita Lopes desde 2006, ela é uma área do saber que produz e reflete sobre a linguagem-em-sociedade [...]"

MELO, G. C. V.; JESUS, D. M. Apresentação. *In*: ___. *Linguística Aplicada, raça e interseccionalidade na contemporaneidade*. Rio de Janeiro: Mórula, 2022.

Assinale a alternativa que NÃO dialoga com a compreensão de Linguística Aplicada apresentada no excerto.

a) A Linguística Aplicada se articula e se mistura a outras áreas do saber para compreender o mundo que construímos.

b) A Linguística Aplicada ocupa-se em compreender a linguagem em práticas sociais situadas.

c) Faz parte do escopo da Linguística Aplicada questões de raça, gênero, sexualidade, dentre outros marcadores discursivos-corpóreos.

►d) A Linguística Aplicada é uma área dependente de teorias linguísticas, tendo como objetivo aplicar tais conhecimentos em contextos sociais variados.

e) Faz parte dos objetivos da Linguística Aplicada desenvolver ações que diminuam os sofrimentos humanos.

02 - Concerning trends in English language pedagogy, it is correct to affirm:

a) Pedagogical implications are currently gaining attention across the research domains of World Englishes, English as an International Language, English as a Lingua Franca and Global Englishes, offering new possibilities to validate native-speaker norms.

b) The proponents of Communicative Language Teaching (CLT) sought to build a classroom teaching approach based on a structural orientation for guided and drilling practices in the classroom and a communicative orientation that relied on a partial simulation of meaningful exchanges that take place outside the classroom.

c) In the 1990s a few scholars in the area of ELT criticized the notion of teaching method. Prabhu, for example, argued against the idea that it would be possible to find the best method. However, the criticism was met with resistance from most scholars and the post-method discussion ended by the turn of the century, reassuring that method should remain a valuable and viable construct.

d) An offshoot of Communicative Language Teaching, Task-Based Language Teaching is linked to a set of particular methods, in which special attention is given to the design of language-centered tasks, that is, tasks that draw the learner's attention primarily to linguistic forms.

►e) Communicative Language Teaching emphasized "competence in terms of social interaction", being built upon theoretical principles oriented to language communication, particularly Austin's speech act theory, Halliday's functional perspective, and Hymes' theory of communicative competence, which incorporates interactional and sociocultural norms.

03 - Considere o excerto:

"(...) A língua inglesa deve ser obrigatória no Brasil? Se pensarmos que hoje ela é uma commodity, ou seja, representa uma habilidade fundamental para inserção do cidadão nas sociedades, então não há dúvida. Evidentemente, o inglês tem um grande valor no mercado da língua internacional: aquelas que possuem essa commodity querem preservá-la e defender o "Império do ensino de inglês como língua estrangeira", o ELT Empire (Butler, 1996), em seu valor comercial e também moral. Porém, será que precisamos nos submeter a esse Império? Será que o inglês é mesmo assim tão fundamental como instrumento de acesso ao conhecimento e à cidadania, como diziam os ingleses aos indianos? O que dizer, por exemplo, dos europeus que não falam inglês? Eles estão inseridos em suas sociedades? Um alemão ou um francês que não saiba inglês pode se considerar cidadão do mundo? Ou será que há nacionalidades que precisam mais do inglês do que outras? (...)"

JORDÃO, C. M. A língua inglesa como "commodity": direito ou obrigação de todos? *In: VIII Congresso Luso-Afro Brasileiro de Ciências Sociais*, 2004, p. 7.

Considerando as informações apresentadas, assinale a alternativa correta.

a) A autora afirma que a língua inglesa é falada por todos os europeus.

b) A autora defende que é preciso aprender outras línguas.

►c) A autora questiona a importância da aprendizagem da língua inglesa no mundo.

d) A autora afirma que o império do ensino de inglês não existe.

e) A autora destaca a quantidade de pessoas que falam inglês na atualidade.

04 - Read the following excerpt of the short story "The Dead" by James Joyce.

"Generous tears filled Gabriel's eyes. He had never felt like that himself towards any woman, but he knew that such a feeling must be love. The tears gathered more thickly in his eyes and in the partial darkness he imagined he saw the form of a young man standing under a dripping tree. Other forms were near. His soul had approached that region where dwell the vast hosts of the dead. He was conscious of, but could not apprehend, their wayward and flickering existence. His own identity was fading out into a grey impalpable world: the solid world itself, which these dead had one time reared and lived in, was dissolving and dwindling.

A few light taps upon the pane made him turn to the window. It had begun to snow again. He watched sleepily the flakes, silver and dark, falling obliquely against the lamplight. The time had come for him to set out on his journey westward. Yes, the newspapers were right: snow was general all over Ireland. It was falling on every part of the dark central plain, on the treeless hills, falling softly upon the Bog of Allen and, farther westward, softly falling into the dark mutinous Shannon waves. It was falling, too, upon every part of the lonely churchyard on the hill where Michael Furey lay buried. It lay thickly drifted on the crooked crosses and headstones, on the spears of the little gate, on the barren thorns. His soul swooned slowly as he heard the snow falling faintly through the universe and faintly falling, like the descent of their last end, upon all the living and the dead."

JOYCE, J. *The Dead. In*: Dubliners. Disponível em: https://www.gutenberg.org/files/2814/2814-h/2814-h.htm. Acesso em: 2 abr. 2023.

Considering Joyce's technical skills, mark the alternative that presents the device that is NOT present in the excerpt.

►a) Stream of consciousness.

b) Symbolist tendency.

c) Epiphany.

d) Semantic field related to the snow.

e) References to real Irish natural geography.

05 - Regarding the Pedagogy of Multiliteracies, read the following excerpt and observe the figure below.

"Knowledge Processes: the pedagogical moves of Learning by Design

Pedagogy is the design of learning activity sequences. Two key questions arise in the process of pedagogical design: which activities to use and in what order? Learning by Design is a classification of activity types, the different kinds of things that learners can do to know. It does not prescribe the order of activities, nor which types to use. These will vary depending on the subject domain and the orientation of learners. Learning by Design makes several gentle suggestions to teachers: to reflect up the range of activity types during the design process, to supplement existing practice by broadening the range of activity types, and to plan the sequence carefully." (Cope & Kalantzis, 2015, p. 17)

Figure: Knowledge Processes

Source: https://newlearningonline.com/new-learning/chapter-1-new-learning/knowledge-processes
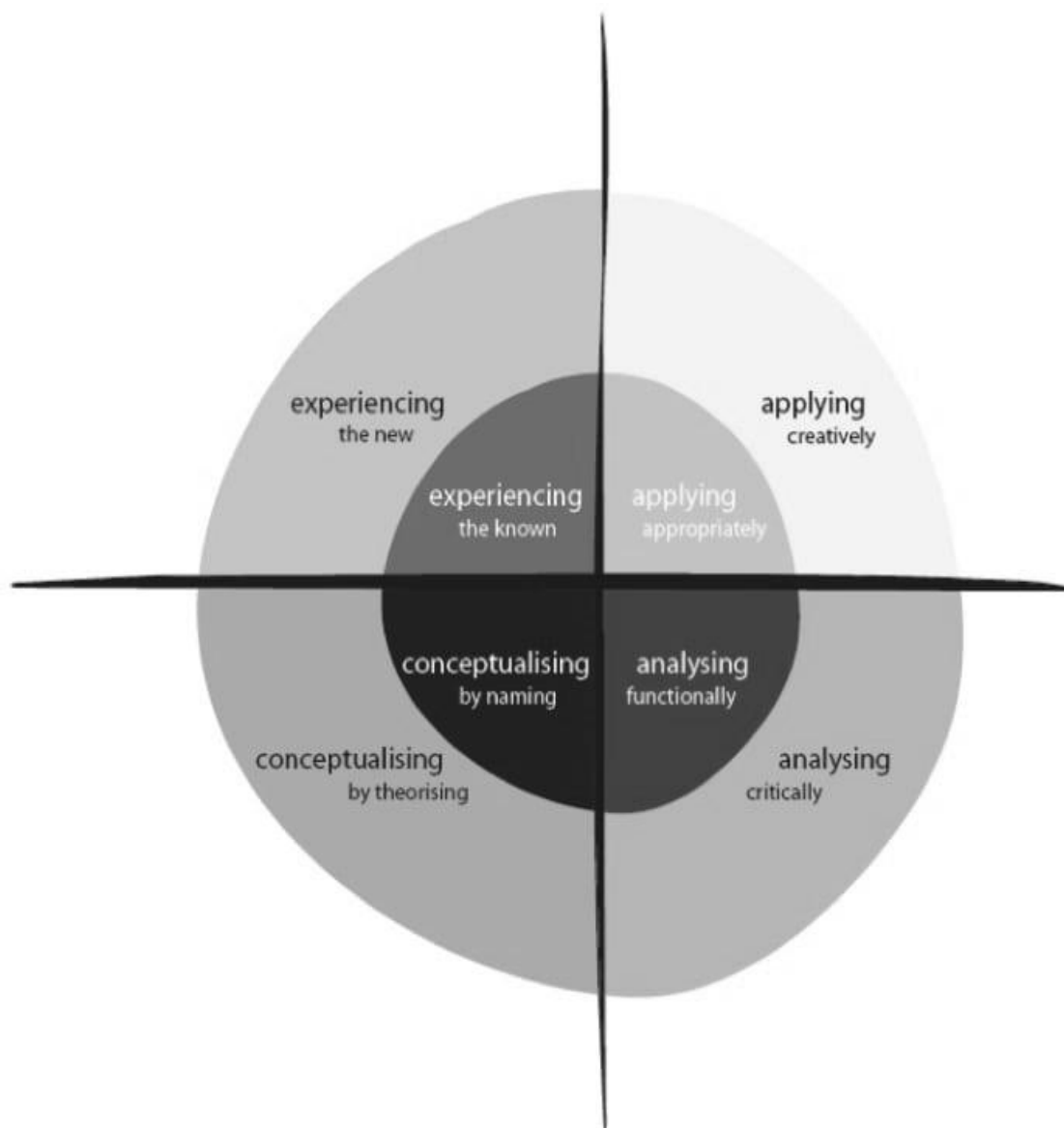
Considering the information given, it is correct to affirm:

a) The knowledge processes are a pedagogical sequence.
b) The Pedagogy of Multiliteracies is a teaching methodology.
c) Multiliteracies sees only teachers as designers of life experiences.
d) Learning by Design tells teachers how to prepare their classes.
►e) The knowledge processes are a repertoire of learning activities.

06 - **Read the following excerpt and study the cartoon carefully:**

"The identification and analysis of discourses is now a preoccupation across the humanities and social sciences. Foucault (1972, 1984) has been a decisive influence. Commenting on his own use of the word 'discourse', he writes:
I believe I have in fact added to its meaning: treating it sometimes as the general domain of all statements, and sometimes as a regulated practice that accounts for a number of statements."

Foucault, 1984.

"The analysis of discourse for Foucault is the analysis of the domain of 'statements' - that is, of texts, and of utterances as constituent elements of texts. But that does not mean a concern with detailed analysis of texts - the concern is more a matter of discerning the rules which 'govern' bodies of texts and utterances. The term 'discourse' is used abstractly (as an abstract noun) for 'the domain of statements', and concretely as a 'count noun' ('a discourse', 'several discourses') for groups of statements or for the 'regulated practice' (the rules) which govern such a group of statements.
I see discourses as a way of representing aspects of the world - the processes, relations and structures of the material world, the 'mental world of thoughts, feelings, beliefs and so forth', and the social world. Particular aspects of the world may be represented differently, so we are generally in the position of having to consider the relationship between different discourses. Different discourses are different perspectives on the world, and they are associated with the different relations people have to the world, which in turn depends on their positions in the world, their social and personal identities, and the social relationships in which they stand to other people. Discourses not only represent the world as it is (or rather is seen to be), they are also projective, imaginaries, representing possible worlds which are different from the actual world, and tied in to projects to change the world in particular directions. The relationships between different discourses are one element of the relationship between different people - they may complement one another, constitute part of the resources which people deploy in relating to one another - keeping separate from one another, cooperating, competing, dominating - and in seeking to change the ways in which they relate to one another."

Fairclough, 2003, p. 123-124.

Considering the information given, it is correct to affirm:

a)   In Foucault's sense, this cartoon materializes the discourse of the law.
b)   In this cartoon, the verbal discourse is less important than the visual discourse.
►c) The discourse portrayed in the cartoon acts towards the change of a cultural belief.
d)   According to Fairclough, discourses refer to the ways our material world is perceived.
e)   Foucault and Fairclough understand "discourse" as a way of relating to people in the world.

07 - Nas últimas décadas, pesquisadores/as dos estudos da linguagem têm destacado que "o trabalho com aspectos culturais tem-se tornado cada vez mais importante nos processos de ensino-aprendizagem de uma língua estrangeira" (Couto; Jovino; Ferreira, 2016, p. 54) e que "há muito o conceito de cultura tem sido considerado essencial para o ensino e aprendizagem de línguas estrangeiras; porém, dificilmente abordado em sua complexidade [...] [uma vez que] pesquisas interculturais persistem em atribuir uma homogeneidade a culturas e línguas nacionais" (Menezes de Souza, 2010, p. 290). "Definições do conceito geralmente giram em torno da concepção de estruturas de conteúdos e valores específicos de determinados grupos sociais, comumente numa dimensão nacional" (Menezes de Souza, 2010, p. 290) e reforçam uma visão de cultura como padrão, normativa, sem variações e diferenças (Couto; Jovino; Ferreira, 2016, p. 58). O estudo, portanto, do conceito de cultura pode promover um "movimento de autorreflexão, [no qual] estão inseridas as questões que perpassam as identidades sociais [dos/das] aprendizes, as quais estão atreladas a aspectos culturais do que aprendemos que significa ser de determinado gênero, pertencer a determinada classe social, fazer parte de determinado grupo étnico-racial na sociedade" (Couto; Jovino; Ferreira, 2016, p. 63).

COUTO, L. P.; JOVINO, I.; FERREIRA, A. Aspectos culturais como conteúdo nas aulas de LE. *In:* COUTO, L. *Didática da Língua Espanhola no Ensino Médio*. São Paulo: Cortez, 2016, pp. 54-63.

MENEZES DE SOUZA, L. M. T. Cultura, língua e emergência dialógica. *Revista Let. & Let*, v. 26, n. 2, Uberlândia, 2010, pp. 289-306.

Considerando o que as autoras Couto, Jovino e Ferreira, bem como o autor Menezes de Souza destacam no trecho lido, assinale a alternativa que descreve o conceito de cultura necessário e significativo para a atualidade na formação docente e no ensino-aprendizagem de línguas.

a) Cultura é um conjunto de condutas, princípios e práticas de pessoas que vivem em lugares geográficos específicos, como, por exemplo, países e continentes; por isso podemos afirmar que "os ingleses são frios" e "os brasileiros são receptivos".

b) Cultura diz respeito a arte, culinária, festivais, cinema e música de lugares geográficos determinados; desse modo, um bom conhecedor de outras culturas pode, por exemplo, dizer que gosta de filmes iranianos, da culinária indiana, da música jamaicana, entre outros tantos elementos.

►c) Cultura é um processo dinâmico e conflituoso de produção de significado sobre a realidade, ou seja, é um processo que se dá em contextos e práticas sociais, por isso se afirma que cultura é um verbo já que trata de comportamentos e entendimentos de mundo.

d) Cultura é um tipo específico de educação relacionada ao conhecimento de grandes obras e autores canônicos, o que em geral é percebida em pessoas que estudaram a literatura, as artes, os clássicos e são frequentemente tidas como pessoas cultas.

e) Cultura reflete os aspectos de conteúdos que são abordados nos materiais didáticos diversos em salas de aula quando indicam, por exemplo, festas populares, comidas típicas, roupas tradicionais, variações linguísticas.

08 - Considere os excertos:

Excerto 1:

"Ante o exposto, é mister compreender a abrangência da Língua Inglesa nos diferentes contextos discursivos (literário/artístico, científico, cotidiano, publicitário, midiático, entre outros) e [...] perceber em diversos momentos as relações com as Competências Gerais elencadas no texto da BNCC, entendidas neste documento como Direitos Gerais de Aprendizagem, sobretudo, a que se refere aos "conhecimentos das linguagens verbal (oral e escrita) e/ou verbo-visual (como Libras), corporal, multimodal, artística, matemática, tecnológica e digital para expressar-se e partilhar informações, experiências, ideias e sentimentos em diferentes contextos e, com eles, produzir sentidos que levem ao entendimento mútuo" (BRASIL, 2017, p. 18). [...] Esse entendimento faz aflorar uma educação linguística que permite a inserção dos estudantes em diferentes espaços sociais e a interação destes com as múltiplas vozes, compreendendo o multiculturalismo, contrastando a sua cultura com outras, afirmando assim, sua identidade cultural. Para tal, há de se considerar na aprendizagem da Língua Inglesa (ou de qualquer outra língua), o conhecimento linguístico articulado ao conhecimento discursivo, tomando "a língua em uso, sempre híbrida, polifônica e multimodal que leva ao estudo de suas características específicas" (BRASIL, 2017, p. 243), a partir das práticas sociais de uso da linguagem concretizadas nos Eixos Organizadores: interação discursiva, intencionalidade discursiva, contexto discursivo, entre outros. Assume-se, portanto, uma perspectiva discursiva da linguagem"

PARANÁ. Secretaria do Estado de Educação. *Referencial Curricular do Paraná*. Curitiba, PR: SEED, 2019, s/p.

Excerto 2:

"[Esse projeto] pode coadunar-se com a proposta de inclusão digital e social e atender a um propósito educacional, pois possibilita o desenvolvimento do senso de cidadania. O projeto prevê trabalhar a linguagem (em língua materna e em línguas estrangeiras) desenvolvendo os modos culturais de ver, descrever, explicar. No que concerne à leitura, contempla pedagogicamente suas várias modalidades: a visual (mídia, cinema), a informática (digital), a multicultural e a crítica (presente em todas as modalidades). Procura desenvolver um leitor como aquele que entende que aquilo que lê é uma representação textual, como aquele que, diante do que lê, assume uma posição ou relação epistemológica no que concerne a valores, ideologias, discursos, visão de mundo. Com esse pressuposto, ensinar requer compreender esses conceitos, e também compreender: 1) como as pessoas utilizam a leitura (e para quê) em sua vida ou no cotidiano; 2) que a leitura tem a ver com a distribuição de conhecimento e poder numa sociedade; 3) que o tipo de desenvolvimento de leitura que se realiza resulta no desenvolvimento de um tipo de leitor".

BRASIL. Ministério da Educação. *Orientações Curriculares Nacionais para o Ensino Médio*: linguagens, códigos e tecnologias. Volume 1. Brasília: MEC, SEB, 2006, p. 98.

Excerto 3:

"Ao adotar esse enfoque, a BNCC indica que as decisões pedagógicas devem estar orientadas para o desenvolvimento de competências. Por meio da indicação clara do que os alunos devem "saber" (considerando a constituição de conhecimentos, habilidades, atitudes e valores) e, sobretudo, do que devem "saber fazer" (considerando a mobilização desses conhecimentos, habilidades, atitudes e valores para resolver demandas complexas da vida cotidiana, do pleno exercício da cidadania e do mundo do trabalho), a explicitação das competências oferece referências para o fortalecimento de ações que assegurem as aprendizagens essenciais definidas na BNCC."

BRASIL. Ministério da Educação. *Base Nacional Comum Curricular*. Brasília: MEC, SEB, 2017, p. 13.

Excerto 4:

"[...] na perspectiva do professor que concebe a língua como discurso, o valor educativo do ensino e aprendizagem de língua estrangeira é o contato com procedimentos alternativos de construção de sentidos, com perspectivas diferenciadas sobre os acontecimentos, com maneiras variadas de entender o mundo. Para este professor, o valor educativo da disciplina língua estrangeira prevalece como critério principal para a escolha de atividades a serem desenvolvidas em sala de aula. Têm primazia sobre as possibilidades de tratamento gramatical as potencialidades *formativas* da atividade, ou seja, a capacidade que se tem, através do desenvolvimento de determinada atividade, para levar os alunos à reflexão sobre o mundo fora da sala de aula, à consciência de seu papel na sociedade, às possibilidades de ação informada que se lhe apresentam".

JORDÃO, C. O ensino de línguas estrangeiras: de código a discurso. *In:* KARWOSKI, A; VAZ BONI, V. (Orgs.). *Tendências contemporâneas no ensino de línguas.* União da Vitória: Kaigangue, 2006, pp. 26-32.

Excerto 5:

"Ao aprender a escutar, o aprendiz pode perceber que seu mundo e sua palavra - ou seja, seus valores e seus significados - se originam na coletividade sócio-histórica na qual nasceu e a qual pertence. A tarefa [...] seria então a de desenvolver essa percepção e entendimento. Isso significa que já não basta entender [a leitura] como um processo de revelar ou desvelar as verdades de um texto construídas e tendo origem no contexto do autor do texto. Entendemos agora que o processo é mais amplo e complexo: tanto o autor quanto o leitor estão no mundo e com o mundo. Ambos - autor e o leitor - são sujeitos sociais cujos "eus" se destacaram de e tiveram origem em coletividades sócio históricas de "não-eus"; isso não apenas cria um sentido de identidade e pertencimento para o sujeito social, mas também uma consciência histórica [...]".

MENEZES DE SOUZA, L. M. Para uma redefinição de Letramento Crítico: conflito e produção de significação. *In:* MACIEL, R.; ARAÚJO, V. A. (Orgs.) *Formação de professores de línguas*: ampliando perspectivas. Jundiaí: Paco Editorial, 2011, p. 131.

Indique quais deles estão diretamente relacionados à perspectiva de ensino-aprendizagem de línguas pautada no conceito de Letramento Crítico.

a)　Excertos 1, 2 e 3.
►b)　Excertos 2, 4 e 5.
c)　Excertos 1, 4 e 5.
d)　Excertos 2, 3 e 5.
e)　Excertos 1, 3 e 4.

09 - **According to Ortega (2008), "Second language Acquisition studies a wide variety of complex influences and phenomena that contribute to the puzzling range of possible outcomes when learning an additional language in a variety of contexts" (p. 2). Each of the examples below depicts an influential factor in second language acquisition:**

I.　**Learners who study English through formal instruction wonder how long it will take them to learn the language and become fluent.**
II.　**Students want to learn the additional language with continuous exposure to language and constant need for interaction with native and non-native speakers through informal opportunities in multicultural neighborhoods, schools and workplaces, without receiving any organized instruction.**
III.　**Teachers debate whether students need to be directly taught grammar and vocabulary in order to start learning the additional language.**

Considering the information presented, mark the alternative that correctly identifies each influential factor.

a)　Age of acquisition; naturalist learning; explicit instruction.
b)　Rate of learning; naturalist learning; route of acquisition.
c)　Age of acquisition; the native speaker model; route of acquisition.
►d)　Rate of learning; naturalist learning; explicit instruction.
e)　Age of acquisition; the native speaker model; explicit instruction.

10 - **Sociocultural theory of mind (SCT) is based on the work of Lev Vygotsky (1978; 1981), and it has been expanded by his Soviet colleagues and by Western scholars in the field of psychology and education. SCT views the development of all complex human cognitive facilities, including the learning of first and subsequent languages, as inherently social and mediated by artefacts (e.g., texts, gestures).**

In the field of L2 teaching and learning, SCT can provide a rationale to explain findings from studies investigating various classroom activities (e.g., pair work) and teacher interventions (e.g., feedback).

STORCH, N. Sociocultural theory in the L2 classroom. *In:* LOEWEN, S; SATO, M. *The Routledge Handbook of Instructed Second Language Acquisition.* Routledge, 2017. p. 69-70, adapted.

In relation to the use of SCT in the areas of language teaching/learning and second language acquisition, it is correct to say that:

a)　SCT was met with enthusiasm from established researchers in the area of SLA because in this theory language learning is viewed as a purely cognitive phenomenon.
►b)　what SCT implies for L2 learning/instruction is the need for two key ingredients: challenge and effective support.
c)　considering the zone of proximal development (ZDP), a learner who studies with the assistance of a more advanced classmate is judged as having a poorer potential for cognitive development than one who does not take advantage of the assistance offered.
d)　it is essential to provide the same level of support to all learners in a group to ensure an equal L2 development.
e)　SCT allows language teachers and SLA researchers to see learners as passive recipients of assistance.

The following text is a reference for questions 11, 12 and 13.

Who's Afraid of ChatGPT?

A recent article discusses the development of OpenAI, the organization behind ChatGPT and explores the implications of AI chatbots for higher education and the future of learning, teaching, and assessment. A chatbot is an artificial intelligence-based software application which can engage in human-like conversations. Users have the ability to inquire or request information, and the chatbot can provide a response in a matter of seconds. ChatGPT managed to accumulate a million users just five days after its first release. Although there has been extensive discussion regarding the impact of AI on education, only a small number of peer-reviewed articles have been published on this matter. The new article in the Journal of Applied Teaching and Learning, points out that some educators have expressed concerns about ChatGPT's potential to replace traditional assessment methods as well as its inability to evaluate the accuracy of information generated. However, the authors suggest a pragmatic approach to managing the challenges presented by ChatGPT may be more productive than resistance.

One of the primary concerns that has been raised about the use of ChatGPT is its potential to undermine the value of essays as an assessment tool. Some educators fear that students may opt to use ChatGPT to complete their written assignments, as it can generate readable text within seconds, bypassing plagiarism detection tools. These concerns, however, may be attributed to instructors' reluctance to adapt to changes in assessment methods, since written assignments are often criticized for being unengaging and ineffective in gauging students' learning. The ability to generate essays using AI technology has created challenges for educators, but some are embracing the opportunities for innovation in teaching and learning that it presents. Engaging students and instructors in shaping and utilizing AI tools to enhance learning is proposed as a better approach than prohibiting their use. In the future, these tools may become a common component of writing, similar to how calculators and computers are now integral to math and science. The potential benefits of Language Models such as ChatGPT include assisting with writing, improving search engines, and answering questions.

Currently, ChatGPT has a significant limitation in that it does not include sources and citations in its responses. While it can recommend books and explain the reasons for these recommendations, it does not provide in-text referencing or a reference list. This is a major drawback when it comes to academic assignments that require a certain number of references. However, OpenAI has developed a prototype called WebGPT, which has the ability to browse the web and access verified sources and quotations, in addition to incorporating the latest information. <u>In the meantime, there is a GPT-3-based tool called Elicit, which markets itself as an AI research assistant that can reduce the time needed to write a literature review and research proposal.</u> Elicit can respond to research questions and suggest academic articles, as well as provide summaries from a vast repository of 175 million scholarly papers.

11 - Choose the correct alternative according to the text.

    a)   ChatGPT struggled to attract users and had a slow adoption rate after its release, resulting in limited user engagement.

►b) The use of AI technology to generate essays has presented challenges for educators, but some are viewing it as an opportunity for innovation in teaching and learning.

    c)   The Journal of Applied Teaching and Learning article suggests alternative assessment methods, such as oral exams or video submissions, to counteract the limitations of ChatGPT.

    d)   Educators are concerned that ChatGPT may replace traditional assessment methods; however, they are unconcerned about ChatGPT bypassing plagiarism detection tools.

    e)   ChatGPT can recommend books and explain the reasons behind them, and can also provide in-text referencing or reference lists, which is an advantage for academic assignments.

12 - In the last paragraph, in the sentence "In the meantime, there is a GPT-3-based tool called Elicit, which markets itself as an AI research assistant that can reduce the time needed to write a literature review and research proposal", underlined in the text, the expression "in the meantime" could be replaced by which alternative, without changing the meaning of the sentence? Mark the correct alternative.

    a)   Even though
    b)   The meaning of time
    c)   Although
    d)   Moreover
►e) Meanwhile

13 - In the second paragraph, what's the meaning of *undermine*?

"One of the primary concerns that has been raised about the use of ChatGPT is its potential to <u>undermine</u> the value of essays as an assessment tool"

    a)   Enhance
►b) Weaken
    c)   Determinate
    d)   Assist
    e)   Build

The following text is a reference for questions 14, 15 and 16.

What ChatGPT means for linguistic diversity and language learning

Yojana Sharma

While students delight in writing essays using artificial intelligence tools such as ChatGPT, hoping to save time and effort, experts in linguistics warn that **widespread** use of ChatGPT around the world could reduce linguistic <u>**as well as**</u> stylistic diversity.

Some have noted that once ChatGPT and other AI-assisted tools are more widely used in education, the gap between the languages where such tools work well and <u>those</u> where <u>it</u> does not will become <u>**larger**</u>, and in some scenarios create a new global educational and digital <u>**divide**</u> based on language.

In particular, as AI-assisted writing **takes hold** in some parts of the world, in other parts of the world – such as some Asian countries with complex writing systems – students could **be left behind** if AI companies do not **swifty** develop other language versions of ChatGPT.

Jieun Kiaer, a professor of linguistics at the University of Oxford, warns that tools such as ChatGPT <u>**could reinforce**</u> the global dominance of English. "ChatGPT is most effective in English and so <u>it</u> is not well suited to becoming a local platform in all countries. Other regions <u>**will be developing**</u> <u>their</u> own AI technology," <u>she</u> quotes ChatGPT as responding at one point.

Kiaer is against **banning** tools like ChatGPT in schools and universities but believes AI developers, teachers and policy-makers need to work together to work out how best to use such tools in education and research.

14 - **Select the correct alternative in regards to language structure (the language forms are in bold type and underlined in the text).**

►a) "<u>**As well as**</u>", in paragraph 1, is a Comparative of Equality.
b)   "<u>**larger**</u>", in paragraph 2, is a Superlative Form.
c)   "<u>**divide**</u>", in paragraph 2, is a Verb Form.
d)   In "<u>**could reinforce**</u>", in paragraph 4, "could" is a Modal Verb of Advice.
e)   "<u>**will be developing**</u>", in paragraph 4, is a form of the Future Perfect.

15 - **Choose the correct alternative in regards to pronoun reference (the pronouns are underlined in the text).**

a)   The demonstrative pronoun "<u>those</u>", in paragraph 2, refers to "ChatGPT and other AI-assisted tools".
b)   The subject pronoun "<u>it</u>", in paragraph 2, refers to "languages".
c)   The subject pronoun "<u>it</u>", in paragraph 4, refers to "English".
►d) The possessive adjective "<u>their</u>", in paragraph 4, refers to "other regions".
e)   The subject pronoun "<u>she</u>", in paragraph 4, refers to "the author of the article".

16 - **Consider the following words and expressions, in bold type, retrieved from the text:**

widespread – takes hold – be left behind - swifty – banning

Mark the correct alternative for these words and expressions:

a)   "**widespread**" has the same meaning as "narrow".
►b) "**takes hold**" has the same meaning as "to become popular".
c)   "**be left behind**" has the same meaning as "to be a part of".
d)   "**swifty**" has the same meaning as "lingering".
e)   "**banning**" is a false cognate word with Portuguese, meaning to prohibit.

17 - **Having studied the introduction section of research papers, Swales (1990) summarized their typical structure in three moves. These moves, shown in the table below, became known as the create-a-research-space (or CARS) model.**

> Moves in Research Paper Introductions
>
> Move 1 Establishing a research territory
> a. by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional)
> b. by introducing and reviewing items of previous research in the area (obligatory)
>
> Move 2 Establishing a niche*
> by indicating a gap in the previous research, or by extending previous knowledge in some way. (obligatory)
>
> Move 3 Occupying the niche
> a. by outlining purposes or stating the nature of the present research (obligatory)
> b. by listing research questions or hypotheses (PISF**)
> c. by announcing principal findings (PISF)
> d. by stating the value of the present research (PISF)
> e. by indicating the structure of the RP (PISF)
>
> * In ecology, a niche is a particular microenvironment where a particular organism can thrive.
> In our case, a niche is a context where a particular piece of research makes particularly good sense.
> ** PISF = probable in some fields, but rare in others.

Source: SWALES, J. & FEAK, C. *Academic Writing for Graduate Students*: essential skills and tasks. 3rd Edition. Michigan ELT, 2012, p. 331.

Consider the model to analyze the introduction of Thierfeld and Stapleton's article below.

[1] Instruction in many classrooms, particularly in contexts where traditional approaches predominate, tends to be based on an oral delivery by a teacher that is received and largely understood by an audience of students. [2] However, students who are deaf do not have full access to instruction provided orally due to their hearing loss, and this, along with other influencing linguistic factors, can have a significant impact on their progress in school. [3] A disproportionate number of deaf students struggle academically compared to their hearing counterparts, especially in school subjects related to language development. [4] Deaf students in Hong Kong, the context for the present study, are no exception to this worldwide situation. [5] In addition to this, while deaf students in English-speaking countries are typically only required to learn to read and write English, those in Hong Kong must learn both written Chinese and English in order to gain access to higher education. [6] This poses an additional challenge for them. [7] Presently, relatively little is known about the linguistic challenges these students face in acquiring literacy in their second written language, English, which is essentially their third language after Hong Kong Sign Language (HKSL) and written Chinese. [8] In the present study, via an exploratory analysis of the written English of five deaf adults in Hong Kong, patterns of errors are investigated in an effort to build a better picture of what specific difficulties they face in learning to write a foreign language.

THIERFELDER, P.; & STAPLETON, P. *Errors in the written English of native users of sign language*: An exploratory case study of Hong Kong deaf students.

Choose the correct alternative. Note: the sentences were numbered (1 to 8) for the analysis.

a) Move 1 is developed between sentences 1 and 5.
b) In this introduction, move 1 includes both item (a) and item (b).
c) Sentence 6 corresponds to move 2, indicating a gap in this area of research.
►d) Sentence 8 corresponds to move 3, with the obligatory item (a).
e) The structure of this introduction is Move 1 (a,b), > Move 2 > Move 3 (a).

18 - In relation to the use of sources in academic writing, it is correct to say that:

►a) one way to avoid plagiarism is to put quotation marks around words or sentences one copies from a text and to include the reference of the quotation.
b) when you paraphrase a text, you rewrite information from an outside source in your words so that you are allowed to change its meaning.
c) if you state the idea of an outside source using your own words, you do not need to cite the source.
d) paraphrases and summaries are shorter than the original text, focusing only on the most important points.
e) using a paragraph from an essay you wrote and had marked the previous semester, without citation, is not plagiarism.

19 - Além de ser um renomado escritor de ficção, Henry James também foi um estimado crítico e teórico da literatura. As inovações formais empregadas na sua escrita, especialmente no que diz respeito ao uso da focalização e suas conceituações sobre o uso desse elemento da narrativa, certamente ajudaram a tornar a obra jamesiana reconhecida até os dias atuais. Com relação às contribuições de Henry James para a moderna teoria da literatura, assinale a alternativa correta.

a) Em seu ensaio "A arte da ficção", publicado em 1884 em resposta a uma conferência homônima de Walter Besant, Henry James propôs definições sobre a função e o valor da obra de arte, advogando a ideia de que a arte deve ter, acima de tudo, um propósito moral.
b) Henry James argumentava que métodos e tipos de experiências específicos deveriam usados na escrita de ficção. Isto é, de acordo com o autor, existiria uma execução mais adequada e assuntos mais interessantes a serem explorados. Desse modo, restaria pouca margem para a liberdade de escolha do artista.
►c) No fim de sua carreira, Henry James optou por estruturar suas narrativas no conhecido modo dramático, por meio do que ele chamava de "centros de consciência", termo cunhado pelo escritor para se referir àquelas personagens que serviriam como refletoras. Curiosamente, seu interesse pelo uso de inúmeros "centros de consciência" coincidiu com as pesquisas de seu irmão, William James, psicólogo de Harvard, que cunhou o termo "fluxo de consciência".
d) Buscando técnicas adequadas para suas ambições estéticas, Henry James demonstrou interesse em discutir a manipulação da focalização. Para o autor, o método mais correto de estruturação de uma narrativa era aquele tradicional, em que o narrador "conta" a história ao leitor, fazendo interferências frequentes e comentários.
e) A última fase da carreira de Henry James, conhecida como *major phase*, apresenta o maior grau de complexidade das narrativas do autor. Isso porque, à medida que James se dedica às inovações formais na manipulação da focalização, mais ele passa a empregar um narrador intrusivo e ambíguo em suas narrativas, o que pode causar confusão em alguns leitores.

20 - Considere o seguinte texto:

A Carafe, that is a Blind Glass

A kind in glass and a cousin, a spectacle and nothing strange, a single hurt color and an arrangement in a system to point. All this and not ordinary, not unordered in not resembling. The difference is spreading.

STEIN, G. *A Carafe, that is a Blind Glass.* Selected Writings of Gertrude Stein, 1946.

A partir da leitura do poema acima, de Gertrude Stein, é correto afirmar:

►a) Ao se referir a objetos cotidianos de forma a desautomatizar nossa percepção sobre eles, Stein se alinha a ideais estéticos e filosóficos modernistas, enfatizando o papel da linguagem não apenas na construção estética, mas também em nossas relações com o mundo que nos cerca.
b) O eu lírico aborda os espetáculos da sociedade parisiense da década de 1920, as relações familiares e os apontamentos morais que decorrem deles, a fim de denunciar a hipocrisia presente em tais contextos.
c) A maior contribuição da autora foi o papel que exerceu como agitadora cultural, sendo sua obra apenas secundária em relação à sua curadoria e incentivo das artes.
d) No excerto, é possível perceber o início de algo que será desenvolvido mais adiante no poema: a defesa que a linguagem é secundária e sua maior importância reside naquilo a que se assemelha: a realidade concreta.
e) O poema representa uma quebra com a estética modernista por não se comprometer politicamente com a realidade concreta, suas mazelas e lutas.

21 - Consider the following fragments and phrases in English:

as dry as a bone - she has the heart of a stone - the flowers begged for water - he is older than the hills

Mark the option that presents what figures of speech they are in the sequence they are provided:

►a) simile; metaphor; personification; hyperbole.
b) hyperbole; simile; personification; irony.
c) irony; alliteration; simile; metaphor.
d) metaphor; alliteration; irony; hyperbole.
e) metaphor; simile; hyperbole; personification.

22 - Read the following poem by the North-American writer Emily Dickinson:

I hide myself within my flower
That wearing on your breast,
You, unsuspecting, wear me too—
And angels know the rest.

I hide myself within my flower,
That, fading from your vase,
You, unsuspecting, feel for me
Almost a loneliness...

Disponível em: https://www.gutenberg.org/files/12242/12242-h/12242-h.htm#I_hide_myself_within_my_flower

Mark the assumption that is true about the poem.

a) The poem does not present a fixed set of rhymes because of the influence of previous literary movements.
►b) The idea that the persona is a flower is an example of metaphor.
c) The first stanza focuses on ideal love while the second revolves around death.
d) Overall the idea presented in the poem is one of seclusion and forbidden love.
e) Punctuation in the poem is randomly used in order to emphasize the impossibility of love as something orderly and logical.

23 - Consider the novel *Frankenstein, or the Modern Prometheus*, written by Mary Shelley, and mark the correct answer.

a) The novel is constructed of four concentric layers, one within the other. In the outermost layer, Robert Walton, in his letters to his sister, describes his voyage towards the North Pole and his encounter with Victor Frankenstein. In the main, middle layer, Frankenstein tells Walton how he created the monster and abandoned it in disgust, how it avenged itself by murdering all those he loved and how he finally turned and pursued it. In the very center, the monster (or creature) himself describes the development of his mind after the flight from the laboratory and his bitterness when men reject him. And the other layer is composed of the letters Robert Walton's sister sends him while he is away on his journey.
b) The novel is about a student of natural philosophy who learns the secret of imparting life to a creature constructed from bones he has collected in charnel-houses. The story is known as a study of the macabre rather than a study of how a man uses science to manipulate his own destiny and is regarded as the first gore gothic novel in literature.
►c) *Frankenstein* was written during the Romantic era, which was an artistic, literary, musical and intellectual movement that originated in Europe toward the end of the 18th century and in most areas was at its peak in the approximate period from 1800 and 1850. Romanticism was characterized by its emphasis on emotion and individualism as well as glorification of all the past and nature.
d) The two main female characters in the novel, Elizabeth and Caroline, who are respectively Victor Frankenstein's wife and mother, shared the same fate in the novel and perished by the hands of Victor's wretched creature.
e) The story that originated *Frankenstein* was initiated in 1816, and first published in 1818. Nevertheless, a revised version came to public in 1831 and became the one best known by the readers. It is in this latest version that Shelley included a bride for the creature.

24 - Read the following excerpt about basic narrative terms:

Story vs. discourse

Any analysis of the structure of narrative texts and films must begin by differentiating between the various levels of communication within the text. Various terms are used to refer to these levels; some approaches are based on a primary opposition between fabula and sjuzhet or 'story' and 'discourse', a binary distinction that goes back to Russian Formalism and Structuralism. Whereas the term 'story' refers to the chronological sequence of narrated events, 'discourse' refers to the shaping of this material by the narrator. This distinction is encapsulated in the basic questions: (1) What is narrated? (2) How is a story communicated narratively (or cinematically), i. e. mediated through narrative?

This distinction between story and discourse takes account of the fact that the same story:

a) may focus on various levels of discourse or narration.
b) can offer only one narrative perspective.
c) depends on a chronologically organized sequence of events.
►d) can be narrated in entirely different ways.
e) is shaped by various narrators.

25 - Read the following excerpt about genre fiction and choose the correct alternative.

What makes a bestseller? What do consumer-readers want? Genre provides some clues: in forgoing any of the challenges, surprises or defamiliarisations of literary technique, genre promotes familiarity, fulfilling preformed expectations from its packaging regarding style, story and reading conventions. Aligned with packaging, therapy, consumption, genre forms one part of the marketability of popular fiction. In what it represents (lifestyles) and its spin-offs, it remains close to a world of commodities. Its interplay of comforting sameness with a small addition of difference is facilitated by a flexible use of generic and literary interrelationships.

BOTTING, F. Bestselling fiction: machinery, economy, excess. *In: The Cambridge Companion to popular fiction.* Ed. By David Glover; Scott McCracken. Cambridge; New York; Cambridge University Press, 2012, p. 164.

Choose the correct alternative:

a)   Genre fiction is imposed upon people by those for whom literature is marketable.
b)   Consumer-readers like genre because of its flexible use of literary interrelationships.
c)   Following the rules of marketability, popular genres combine sameness with the defamiliarization of literary techniques.
d)   Readers of genre fiction like challenges and surprises.
►e) Genre fiction meets the pre-formed expectations of its readers.

26 - Concerning Shakespeare's plays, mark the correct alternative.

a)   The unhappy conclusion of Much Ado About Nothing is the reason the play is classified as a tragedy. All the characters die in the end while in the Shakespearean comedies the characters tend to marry.
►b) King Lear is considered the most complex and analytical of all Shakespeare's great tragedies. Its plot is, nevertheless, simple: an aging monarch who decides to divide his kingdom amongst his three daughters.
c)   The Tempest is a tragedy about reconciliation and forgiveness. The new generation of princess Miranda and prince Ferdinand take the monstrous creature of the island, Caliban, an anagram for cannibal to be shown in fairs and markets as an attraction in their new kingdom.
d)   Othello presents the most famous monologue of all Shakespearean comedies and the philosopher-prince is one of the bard's remarkable characters.
e)   Macbeth is a comedy about murder, betrayal, and lusty ambition. Shakespeare enriches this text with transcendent poetic imagery and the play's resolution, as in all Shakespearean comedies, is marriage.

27 - Consider the titles of the following plays written by William Shakespeare. Mark the alternative that is a comedy.

a)   Hamlet, Prince of Denmark.
b)   King Lear.
►c) Much Ado about Nothing**.**
d)   Macbeth.
e)   Othello, the Moor of Venice.

28 - Mark the correct alternative.

a)   *Pygmalion,* by Eugene O'Neill, has been considered both a comedy and a tragedy.
b)   The most famous American play is Samuel Beckett's *Waiting for Godot.* Beckett himself stated the play's genre in its subtitle: a social play.
c)   Eugene O'Neill, Arthur Miller, Tennessee Williams and Edward Albee are among the most important English playwrights. They mostly wrote about the impact of World War on European lives.
►d) Arthur Miller's definition of tragedy as "the consequence of man's total compulsion to evaluate himself" can be applied to his play *Death of a Salesman* and to his protagonist Willy Loman.
e)   Arthur Miller's masterpiece is *A Long Day's Journey into Night*, the comedy of a family of manual workers who face the crash of 1929.

29 - Consider the following text:

"We suggest that grammar be treated according to the students' real needs, if we are to be coherent with the notion of language as discourse, an idea that emphasizes the unpredictability of language and the flexibility and constant change of meaning-making practices. Rather than aiming at adapting readers to texts, merely leading them to recognize text genres or fixed text formats, our perspective focuses on developing ownership of texts, which implies more than the possibility of "understanding" texts. Above all, it aims at understanding how and why certain meanings are considered legitimate and others are not: the main objective of reading, in this perspective, would be to develop the readers´ ability to see themselves (and others) constructing and attributing meanings to texts (…).
Grammar, therefore, comes to the scene in so far as it is needed in order to construct meaning *with* the text – there is no previous "natural" order of grammar structures to be followed, neither these structures should guide the teacher in her/his choice of texts and topics. Formal grammatical knowledge must be subordinated to discursive knowledge: it is important that students are able to use English in communicative contexts in which meanings and the necessary interpretative procedures to construct them are emphasized, rather than isolated grammatical structures."

JORDÃO, C. M.; FOGAÇA, F. C. *Critical literacy in the English Language Classroom.* Disponível em:
https://www.scielo.br/j/delta/a/hsrcx4LBJZmLpsBjNKsVbvt/abstract/?lang=en

Mark the correct alternative:

a)   The concept of language argued by the authors is based on grammar-translation and audiolingual methods.
b)   According to the authors, grammar is not important to be taught.
c)   The authors claim for a learning based on reading comprehension strategies.
►d) The authors criticize decontextualized grammar teaching and defend a meaning-making process.
e)   The excerpt emphasizes that, without grammar, there's no knowledge.

30 - Read the following excerpt of the short story "The Lottery" by Shirley Jackson.

"The lottery was conducted--as were the square dances, the teen club, the Halloween program--by Mr.Summers. who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him. because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. "Little late today, folks." The postmaster, Mr.Graves, followed him, carrying a three- legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool. and when Mr. Summers said, "Some of you fellows want to give me a hand?" there was a hesitation before two men. Mr. Martin and his oldest son, Baxter. came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.
The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr.Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything being done. The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained."

<div align="right">JACKSON, S. The Lottery. Disponível em: https://www.cusd200.org/cms/lib/IL01001538/Centricity/Domain/361/jackson_lottery.pdf
Acesso em: 02 abr. 2023.</div>

Mark the assumption that is true about the narrator.

a) It is a first person narrator, as noticed in "The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born".

b) Mr. Summers is the narrator who is able to give many details such as these: " Mr.Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box".

►c) The story is narrated from the point of view of someone that is part of that community as we can infer from "The lottery was conducted--as were the square dances, the teen club, the Halloween program--by Mr.Summers. who had time and energy to devote to civic activities".

d) Shirley Jackson narrates the story through a female perspective as shown in "He was a round-faced, jovial man and he ran the coal business, and people were sorry for him. because he had no children and his wife was a scold".

e) The narrator is very critic about the villagers' attitudes toward the event as described in "There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here".