

LEIA AS INSTRUÇÕES COM ATENÇÃO

- A prova terá duração de **4 horas**.
- O candidato deverá utilizar caneta esferográfica de material transparente, de **tinta preta**.
- O candidato deverá verificar se o Caderno de Questões está **completo**, sem falhas de impressão ou grampeamento. Em qualquer uma das situações citadas, comunicar e solicitar ao fiscal a devida substituição, **antes da realização da prova**.
- Durante a aplicação da prova, o candidato deverá manter na carteira, **exclusivamente** documento de identificação, caneta de material transparente de tinta preta, Cartão-Resposta e Caderno de Questões.
- O candidato deverá transcrever as respostas da prova para o Cartão-Resposta, que será o único documento válido para a correção.
- O preenchimento do Cartão-Resposta é de inteira responsabilidade do candidato, que deverá proceder conforme as instruções contidas nele e na capa do Caderno de Questões
- **Não haverá substituição** do Cartão-Resposta.
- O candidato não poderá amassar, molhar, dobrar, rasgar, manchar ou, de qualquer modo, danificar o seu cartão-resposta, sob pena de arcar com os prejuízos advindos da impossibilidade de realização do processamento eletrônico do mesmo.
- A saída do candidato será permitida decorridos 60 (sessenta) minutos do início da prova, após entregar seu Cartão-Resposta, sem levar consigo o Caderno de Questões ou algum tipo de anotação de suas respostas.
- Será permitido ao candidato levar consigo o Caderno de Questões desde que permaneça na sala até 30 minutos antes do término da prova.

Este Caderno de Provas é formado por 60 questões:

Disciplina	Quantidade	Peso
Língua Portuguesa	10	1
Legislação	10	1
Conhecimentos Específicos	40	2

TEXTO PARA A QUESTÃO 01

A Ética no Cuidado Docente

Tangerinos (fragmento)

Pois não é que a boiada arrancou! Nada de bonito como eu pensava. Chega fiquei me tremendo de medo! Com o coração em tempo de saltar pela boca. O gado vinha dividido não sei em quantas malocas. Mas pareceu que era assim como se uma combina. Que eles vinham de língua passada. A maloca da frente arrancou. As demais arrancaram também a um só tempo. Meteram os peitos na lagoa, que foi uma coisa doida! Parecia que a terra ia virando pelo avesso e a água toda se derramando nos ares. Atravessaram a lagoa e se atufaram na caatinga, lá no outro lado. Nunca vi zoada tão grande! Uma quebradeira de paus, um trovão estremecendo a terra! Tive mesmo a impressão que o mundo ia se acabar daquela vez.

IBIAPINA, Fontes. Trinta e dois e tangerinos. Teresina: Corisco, 2002.

1. Os recursos linguísticos mobilizados no fragmento de Tangerinos, de Fontes Ibiapina, evidenciam uma linguagem predominantemente caracterizada por:

- a) Empregar a norma-padrão da língua portuguesa, pois é a mais adequada a contextos formais.
- b) Recorrer a estrangeirismos para reforçar o realismo narrativo e a universalidade do tema desenvolvido.
- c) Refletir uma variedade marcada pela oralidade, apresentando diversos traços de regionalidade e coloquialismo.
- d) Apresentar vocabulário técnico, com acentuado rigor científico relacionado à análise sociológica e antropológica.
- e) Utilizar linguagem erudita, com construções sintáticas complexas, conforme o tema e a tipologia textual empregada.

TEXTO PARA A QUESTÃO 02

"A prática educativa não se restringe à transmissão de conteúdos; ela exige uma postura de zelo constante. Durante o último semestre, o corpo pedagógico assistiu os estudantes com dificuldades de aprendizagem, oferecendo reforço no contraturno. Sabemos que tal medida implicará melhorias significativas nos índices de aprovação. Afinal, todo educador comprometido aspira a uma escola mais inclusiva e igualitária."

ALMEIDA, R. T. Gestão e Humanização no Ensino Técnico. Curitiba: Editora Acadêmica, 2024. Texto adaptado

2. A regência verbal estuda a relação de dependência entre o verbo e seus complementos. Considerando a norma-padrão da língua portuguesa e os sentidos expressos no texto "A Ética no cuidado docente", analise as proposições abaixo:

I. No trecho "...o corpo pedagógico assistiu os estudantes...", o verbo "assistir" é transitivo direto, pois foi empregado no sentido de "prestar socorro" ou "ajudar", dispensando o uso de preposição.

II. Em "...tal medida implicará melhorias...", o verbo "implicar" tem sentido de "acarretar" ou "ter como consequência". Segundo a gramática normativa, esse verbo é transitivo direto, o que torna incorreta a inserção da preposição "em" (implicará em melhorias).

III. Na oração "...todo educador comprometido aspira a uma escola...", o verbo "aspirar" é transitivo indireto, pois denota "desejar" ou " Almejar", exigindo a preposição "a".

Está(ão) CORRETA(s) a(s) proposição(ões):

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

TEXTO PARA A QUESTÃO 03

Piauí registra segundo tremor de terra em 48 horas; geógrafo explica fenômeno

Os dados foram captados pela estação NBPS do Laboratório Sismológico da Universidade Federal do Rio Grande do Norte (LabSis-UFRN), instalada em Pedro II.

O estado do Piauí contabilizou o segundo tremor de terra em um intervalo de 48 horas. O registro mais recente ocorreu na noite de terça-feira (3), no município de Bocaina, com magnitude de 2,1. O primeiro abalo foi detectado em Castelo do Piauí, no domingo (1º), com intensidade de 1,5 na escala sismológica.

Os dados foram captados pela estação NBPS do Laboratório Sismológico da Universidade Federal do Rio Grande do Norte (LabSis-UFRN), instalada em Pedro II. Segundo o geógrafo Rafael Marques, os casos são considerados de baixa intensidade e não resultaram em danos materiais.

O especialista afirma que os tremores podem ser causados por fatores de acomodação de terreno, devido à presença de falhas geológicas na região e ao planejamento estrutural das bacias do riacho Riachão e do Rio Guaribas.

Marques observa que a região é suscetível a esses pequenos tremores, que se diferenciam de terremotos por não comprometerem a saúde pública ou a estrutura das comunidades. De acordo com técnicos, abalos nessa magnitude geralmente passam despercebidos pela população e não oferecem riscos às edificações.

O diretor de Prevenção e Mitigação da Defesa Civil do Piauí, Werton Costa, explica que esses movimentos são microajustes nas placas tectônicas, processos naturais e comuns no subsolo terrestre.

O climatologista ressalta **que** a instalação de sistemas de monitoramento em solo piauiense agora permite detectar ocorrências **que** antes passavam despercebidas. A Defesa Civil informou que monitora a área continuamente em parceria com o LabSis-UFRN e reforça que não há qualquer risco para os moradores da região.

Disponível em: <https://portalclubenews.com/2026/02/04/piaui-registra-segundo-tremor-de-terra-em-48-horas-geografo-explica-fenomeno/> Acesso em: 04 fev 2026.

3. Com base na leitura e na análise dos recursos linguísticos do texto, que pertence à esfera jornalística, julgue as proposições, assinalando, em seguida, a alternativa correta:

I. A palavra “que”, nas duas ocorrências em destaque no texto, classificam-se como pronome relativo e, além de ligar as ideias de forma mais eficiente, evita repetições desnecessárias.

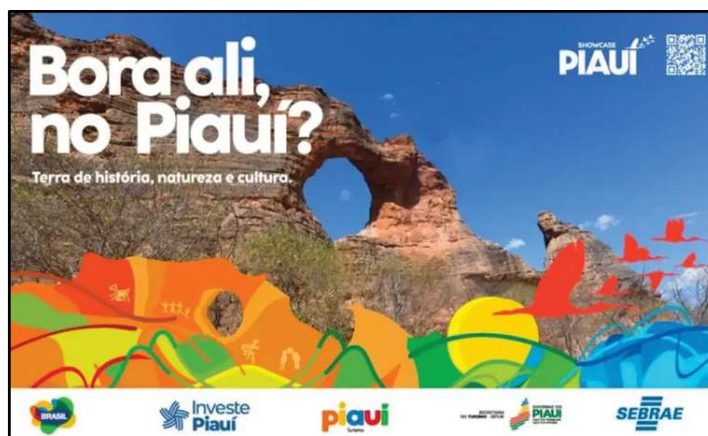
II. No trecho “Piauí registra segundo tremor de terra em 48 horas”, o verbo está flexionado no presente do indicativo, algo comum em manchetes de notícias. O emprego desse tempo e modo proporciona títulos impactantes que conferem atualidade imediata ao fato, simulando que o evento está acontecendo no exato momento da leitura.

III. A locução conjuntiva “De acordo com” (l.26-27) pode ser substituída por outra de valor conformativo, sem prejuízo de sentido.

IV. Em “devido à” (l.20) e “riscos às” (l.29), o acento grave, indicativo de crase, foi utilizado pela mesma regra fundamental, pois ambos são casos de preposição “a” + artigo definido feminino exigido pelo substantivo que o sucede.

- a) Está correta apenas a proposição I.
- b) Estão corretas apenas as proposições I e II.
- c) Estão corretas apenas as proposições II e III.
- d) Estão corretas apenas as proposições III e IV.
- e) Estão corretas apenas as proposições II, III e IV.

ANALISE A PEÇA PUBLICITÁRIA A SEGUIR PARA RESPONDER À QUESTÃO 04



4. A vírgula é essencial para organizar orações e estruturar sintaticamente o texto. Com base na análise do enunciado principal da peça publicitária, que integra uma campanha veiculada para despertar o interesse do público português pelo Piauí, assinale a alternativa que justifica corretamente o emprego da vírgula.

- a) A vírgula foi empregada para separar elementos com a mesma função sintática.
- b) A vírgula pode ser usada para separar orações que se intercalam dentro de uma oração principal.
- c) A vírgula pode ser empregada para isolar uma expressão, funcionando como um aposto ou como um adjunto adverbial deslocado, o que é gramaticalmente aceito para clareza ou ênfase.
- d) A vírgula nunca deve separar o sujeito do predicado, mas pode intercalar o verbo e seus complementos.
- e) Para indicar zeugma, um tipo de elipse utilizado para não se repetir termos de uma oração.

TEXTO PARA AS QUESTÕES 05 E 06

Meu Pequeno Oratório

Minha Nossa Senhora das Graças toda minha.
Das raízes e dos troncos.
Das florestas e das frondes.
Dos rios que correm para o mar e dos corguinhos sem destino.
Dos altares, dos montes e das grunhas.
Dos pássaros sem voo, e das rolinhas bandoleiras.
Nossa Senhora das cigarras imprevidentes que morrem de cantar e das formigas previdentes que morrem sem cantar.
Das abelhas rufionas que vão de flor em flor segredando de amor e acasalando os polens.
Das cobras e dos tigres que também têm direito à vida.
Nossa Senhora dos maus e dos bons.
Profundamente minha porque de todos os

anônimos bichos e gentes.

Nossa Senhora da custódia das sementes, lançadas ao léu da vida germinando, crescendo fluorescentes ou morrendo perdidas na raleira.

Nossa Senhora das sementes...

Ajudai todas elas – boas e más a bem cumprir seu destino de sementes, lançando do seu pequenino coração vital o esporo à raiz fálica que as confirmarão na terra e na sequência das gerações através do tempo.

Nossa Senhora das raízes...

Eu sou a raiz ancestral, perdida e desfigurada no tempo obscura na terra onde lutam, sobrevivem e desaparecem todas no esquecimento e no abandono.

Vigia para mim e guarda em vida longa todas as raízes novas que vivem enleadas às minhas já gastas e amortecidas.

Abençoi, minha Nossa Senhora, todos aqueles que se foram e que se desfizeram na obscuridade e no esquecimento da árvore ingrata que os alimentou.

Disponível em: <https://santatereza.go.gov.br/wp-content/uploads/2025/03/Meu-livro-de-Cordel-Cora-Coralina.pdf>
Acesso em: 30 jan.2026.

5. Meu Livro de Cordel é uma das obras mais emblemáticas da escritora Cora Coralina. No livro, a autora presta homenagem aos poetas populares e cantadores anônimos do Nordeste, reafirmando sua afinidade com a simplicidade e a oralidade dessa tradição literária. Com base na leitura e análise do texto, julgue os itens a seguir:

I. O texto é construído com vários trechos polissêmicos, em sentido figurado, deslocando palavras do contexto religioso para o contexto biológico. Tal peculiaridade fica evidente nos versos da primeira estrofe do cordel.

II. Há um efeito de sentido muito significativo, quando são construídas algumas equiparações de elementos, tais como: “cigarras” (v.8) e “formigas” (v.9), “cobras” e “tigres” (v.13).

III. A palavra “corguinhos” (v.4) pode ser considerada um sinônimo de “pássaros” e “rolinhas” (v.7).

IV. A última estrofe do cordel (v.35 - 38), traz uma imagem ambígua, negativa e muito pesada a respeito dos antepassados da autora.

São verdadeiros:

- a) Apenas os itens I e II.
- b) Apenas os itens I e III.
- c) Apenas os itens II e IV.
- d) Apenas o item IV.
- e) Todos os itens são verdadeiros.

6. Em relação à leitura do texto e estudos sobre Semântica, assinale a única alternativa correta.

- a) No contexto no qual está inserida, a palavra “raleira” (v.20) pode ser considerada sinônimo de estrada abandonada.
- b) A expressão “árvore ingrata” (v.37) é considerada um exemplo de metonímia.
- c) A palavra “oratório”, no título do cordel, pode fazer referência a um pequeno altar doméstico, mas também a uma igreja na cidade.
- d) No contexto do cordel, a expressão “abelhas rufionas” (v.11) pode ser usada de forma genérica para descrever abelhas que andam polinizando flores.
- e) No verso 18, ao citar a “custódia das sementes”, o eu-lírico refere-se às sementes que não vão gerar frutos.

TEXTO PARA AS QUESTÕES 07 A 09

Signos sem significado

Alguém me falou de um anúncio institucional que a Unesco publicou há tempos para uma campanha pela alfabetização. Consistia de uma frase escrita de trás para a frente – ideia talvez tirada de “Alice Através do Espelho” (1871), o livro de Lewis Carroll em que, por estar “do lado de lá” do espelho, Alice vê tudo ao contrário, inclusive um poema num livro sobre a mesa. É como um analfabeto vê um

texto – uma sequência de símbolos cuja ordem não lhe quer dizer nada. Alice resolve o problema botando o poema diante de um espelho. O mundo, no entanto, exige mais: a alfabetização em massa.

No Brasil, 5,2% da população ainda continuam analfabetos. Parece pouco, mas são mais de 10 milhões de pessoas, o equivalente à população de São Paulo. Some a isto os 29%, entre 15 e 64 anos, que são analfabetos funcionais (leem, mas não entendem uma notícia de jornal ou uma bula de remédio), e veja como o Brasil continua longe do século 21. Por sorte, algumas dessas pessoas sabem de sua condição. Elas não querem que se estenda a seus filhos.

Três pessoas que prestam serviços ao meu redor, incapazes de ler ou escrever, são inspiradores exemplos. Uma manicure fez de seus três filhos um advogado, uma psicóloga e uma assistente social. Um porteiro, homem humilde e boníssimo, fez da filha engenheira, e chorou de comoção na cerimônia de formatura dela. E um encanador, que não sabe dizer a chave do seu Pix (mostra um papelzinho com o número), também formou a filha em direito. Dois desses jovens se beneficiaram de bolsas integrais da PUC.

Como pessoas que não sabem ler conseguem viver numa grande cidade, com sua desordem de cartazes, placas, luminosos, indicações, itinerários e manchetes? É um mundo de signos ociosos, para elas sem significado. Que códigos não terão de criar para saber qual ônibus tomar? Como lidar com dinheiro ou cartão? Como receber uma mensagem por celular?

Sempre achei que o momento em que se aprende a ler representa mais que um segundo parto. Talvez seja o verdadeiro ingresso no mundo.

CASTRO, Ruy. Signos sem significado. Folha de S. Paulo, São Paulo, 25 jan. 2026. Disponível em: <https://www1.folha.uol.com.br/colunas/ruycastro/2026/01/signos-sem-significado.shtml>. Acesso em: 6 fev. 2026. (Adaptado)

7. No início do texto, ao mencionar um anúncio institucional da Unesco inspirado em “Alice Através do Espelho”, de Lewis Carroll, o autor evidencia que:

- a) A alfabetização insere o indivíduo no universo social dos signos.
- b) O anúncio publicitário critica a inserção das pessoas analfabetas.

- c) A alfabetização deve ser alcançada por meio de estratégias visuais.
- d) O analfabeto vive uma exclusão simbólica ao não decifrar os signos.
- e) A literatura desempenha papel importante em campanhas de alfabetização.

8. No primeiro parágrafo do texto, a coesão é construída, entre outros recursos, pelo uso de elementos anafóricos, que retomam termos já mencionados. Identifique o segmento em que ocorre emprego de termo(s) com valor anafórico.

- a) “Alguém me falou de um anúncio institucional [...]”
- b) “Ideia talvez tirada de “Alice Através do Espelho [...]”
- c) “Alice vê tudo ao contrário, inclusive um poema no livro sobre a mesa.”
- d) “Uma sequência de símbolos cuja ordem não lhe quer dizer nada.”
- e) “O mundo, no entanto, exige mais: a alfabetização em massa.”

9. Na passagem do texto “Por sorte, algumas dessas pessoas sabem de sua condição. Elas não querem que se estenda a seus filhos”, a relação de sentido construída entre os dois períodos é de:

- a) Finalidade, visto que o segundo período indica o propósito avaliativo do primeiro.
- b) Oposição, já que o segundo período contraria a orientação avaliativa do primeiro.
- c) Adição, porque os períodos acumulam informações independentes que se somam.
- d) Consequência, visto que o segundo período decorre do fato apresentado no primeiro.
- e) Explicação, uma vez que o primeiro período justifica a avaliação expressa no segundo.

LEIA A CHARGE PARA RESPONDER:



CABRAL, Ivan. *Blog Sorriso Pensante: humor gráfico e derivados*. Disponível em: <https://www.ivancabral.com/>. Acesso em: 05 jan. 2026.

10. Na charge, a linguagem visual expressa o sentido crítico do texto por meio da figura de linguagem:

- a) Metáfora, ao representar simbolicamente por meio do abismo o distanciamento entre a escola pública e a universidade.
- b) Metonímia, ao destacar a escola pública e a universidade como parte dos problemas educacionais como um todo.
- c) Catacrese, ao denotar o termo “abismo” como designação necessária para uma realidade sem nome específico.
- d) Hipérbole, ao ampliar visualmente a relação entre as instituições de ensino para intensificar a crítica social.
- e) Eufemismo, ao atenuar a desigualdade educacional por meio de uma imagem simbólica.

11. Nos termos da Resolução CNE/CP nº 1, de 05/01/2021, entende-se por “competência profissional”:

- a) É o atendimento às demandas socioeconômico-ambientais dos cidadãos e do mundo do trabalho.
- b) É a conciliação das demandas identificadas com a vocação e a capacidade da instituição ou rede de ensino, considerando as reais condições de viabilização da proposta pedagógica.
- c) É a possibilidade de organização curricular segundo itinerários formativos profissionais, em função da estrutura sócio-ocupacional e tecnológica consonantes com políticas públicas indutoras e arranjos socioprodutivos e culturais locais.
- d) É o incentivo ao uso de recursos tecnológicos e recursos educacionais digitais abertos no planejamento dos cursos como mediação do processo de ensino e de aprendizagem centrados no estudante.
- e) É a capacidade pessoal de mobilizar, articular, integrar e colocar em ação conhecimentos, habilidades, atitudes, valores e emoções que permitam responder intencionalmente, com suficiente autonomia intelectual e consciência crítica, aos desafios do mundo do trabalho.

12. A Lei nº 9.394, de 20/12/1996, que institui as Diretrizes e Bases da Educação Nacional (LDB), apresenta dispositivos legais em consonância com os direitos e garantias fundamentais previstos na Constituição Federal de 1988. Pode-se afirmar que está de acordo com a previsão constitucional a norma da LDB que:

- a) Assegure a toda criança, a partir do dia em que completar 4 (quatro) anos de idade, a vaga em escola pública de educação infantil mais próxima de sua residência, não se estendendo essa garantia ao ensino fundamental.
- b) Assegure o acesso público e gratuito aos ensinos fundamental, médio e superior para todos os que não os concluíram na idade própria.
- c) Concede ao aluno regularmente matriculado

em instituição de ensino pública ou privada, de qualquer nível, no exercício da liberdade de consciência e de crença, o direito de, mediante prévio e motivado requerimento, ausentar-se de prova ou de aula marcada para dia em que, segundo os preceitos de sua religião, seja vedado o exercício de tais atividades, devendo-se-lhe atribuir, a critério da instituição e sem custos para o aluno, uma das prestações alternativas previstas na Lei nº 9.394/1996, nos termos do inciso VIII do caput do art. 5º da Constituição Federal.

d) Estabelece como dever dos pais ou responsáveis efetuar a matrícula das crianças na educação básica a partir dos 5 (cinco) anos de idade.

e) Garante a educação básica obrigatória e gratuita dos 5 (cinco) aos 18 (dezoito) anos de idade, organizada em pré-escola, ensino fundamental e ensino médio.

13. “Chamamos de vinculação constitucional a previsão de percentual mínimo da arrecadação que deve ser destinada ao financiamento da Educação. No Brasil, historicamente essa vinculação tem sido feita em diferentes patamares de obrigação mínima para o Governo Federal, estaduais e municipais e, em regra, relacionadas especificamente à arrecadação de impostos.

As vinculações constitucionais existem há muito tempo no Brasil, porém, não foram mantidas de forma contínua. Por exemplo, em 1934 a vinculação da União era de 10%; em 1961, 12%; em 1983, 13%. Porém, essa vinculação deixa de existir em alguns momentos da história do Brasil, por exemplo, em 1937 e 1967.

Em 1988, foi definida a vinculação de 18% para a União e de 25% para estados e municípios. Recentemente, embora os 18% não tenham sido alterados, o Teto de Gastos aprovado pela Emenda Constitucional nº 95/2016 gerou a suspensão da vinculação de recursos de impostos da União à Educação.”

Disponível em <https://www.gov.br/mec/pt-br/financiamento-da-educacao-basica/vinculacoes-constitucionais>. Acesso em: 05 fev 2026.

No que diz respeito ao gerenciamento de recursos orçamentários destinados à educação e às vinculações constitucionais, é CORRETO afirmar que:

- a) Os municípios devem atuar prioritariamente na educação básica, desde o ensino infantil até o ensino médio.
- b) É vedado aos estados a atuação na educação profissional e tecnológica, uma vez que sua atuação prioritária é para com o ensino de nível superior.
- c) A União fica responsável por exercer função redistributiva e supletiva de forma a garantir equalização de oportunidades educacionais e padrão mínimo de qualidade do ensino mediante assistência técnica e financeira aos Estados, ao Distrito Federal e aos Municípios.
- d) A Constituição Federal autoriza, excepcionalmente, a utilização dos recursos vinculados para o pagamento de aposentadorias e pensões, desde que dirigidas a beneficiários oriundos das carreiras da educação básica.
- e) Os programas suplementares de alimentação e assistência à saúde são financiados com recursos provenientes das despesas vinculadas.

14. A Lei nº. 8.112/1990 institui regime disciplinar dualista, uma vez que possui um rito ordinário, destinado a casos gerais de irregularidade constatada no serviço público, e um rito sumário, aplicável exclusivamente às hipóteses de acumulação ilegal de cargos e abandono de cargo ou inassiduidade habitual. Entre os aspectos convergentes e divergentes de ambos os ritos, é CORRETO assinalar que:

- a) No rito sumário, em se tratando da hipótese de acumulação ilegal de cargos, caso o servidor opte por um dos cargos no prazo improrrogável de dez dias, contados da data de sua notificação inicial, resta configurada sua boa-fé, implicando, a opção, automático pedido de exoneração do outro cargo.
- b) No rito ordinário, a aplicação da penalidade de suspensão prescinde da instauração de processo administrativo disciplinar nas hipóteses em que a suspensão é convertida em desconto remuneratório aplicado ao servidor.

c) A autoridade instauradora do processo disciplinar pode aplicar medida cautelar de afastamento preventivo ao servidor, com prejuízo da remuneração, de modo a que não venha a influir na apuração da irregularidade. Em caso de arquivamento do processo, sem aplicação de penalidade, o servidor será ressarcido pelo período do afastamento não remunerado.

d) No rito ordinário, declarada a revelia do servidor investigado, presumem-se verdadeiras as acusações, ficando preclusa a apresentação de defesa, a qual, mesmo que venha a ser apresentada de forma intempestiva, será desconsiderada no relatório final da comissão processante.

e) A ação disciplinar prescreve em cinco anos quanto às infrações puníveis com demissão, inclusive nas hipóteses em que a infração constitui também fato típico descrito como crime na legislação penal.

15. A Organização Didática do Instituto Federal de Educação, Ciência e Tecnologia do Piauí (Resolução Normativa CONSUP/OSUPCOL/REI/IFPI nº. 253, de 22 de dezembro de 2025) é o diploma normativo que regulamenta o dia a dia nas relações entre docentes e discentes no que diz respeito à oferta de componentes curriculares, integralização de projetos pedagógicos, disposições do calendário acadêmico, entre outros. A propósito das disposições contidas na Organização Didática sobre as atividades e decisões didático-pedagógicas, é CORRETO afirmar que:

- a) Entende-se por aula toda atividade didático-pedagógica instrumentalizada por um professor, desde que executada dentro do espaço físico do campus.
- b) As visitas técnicas/aulas de campo são atividades didático-pedagógicas que têm como finalidade a complementação, aperfeiçoamento e atualização técnico-científica dos alunos, sendo permitido o registro da visita técnica como 1 (uma) hora-aula exclusivamente pelo(s) docente(s) que ministraria(m) aula na turma no dia e horário necessários à realização da visita.
- c) Projeto integrador consiste em atividade de ensino que integre uma ou mais áreas e que apresente, como resultado, produto, processo, evento ou outra atividade integradora.

d) Dia letivo diz respeito ao dia de efetivo trabalho escolar com a participação discente e docente, constante no calendário escolar, exceto nos casos de feriados, que são considerados dias letivos.

e) Atividade extracurricular deve ser desenvolvida de forma integrada ao currículo e envolver os alunos de forma direta ou indireta.

16. Nos termos da Organização Didática do Instituto Federal de Educação, Ciência e Tecnologia do Piauí (Resolução Normativa CONSUP/OSUPCOL/REI/IFPI nº. 253, de 22/12/25), o IFPI poderá oferecer cursos nos diferentes níveis e modalidades de ensino. A respeito destes cursos, é CORRETO afirmar que:

a) Os cursos de formação inicial e continuada são destinados, exclusivamente, a pessoas que possuem até o ensino médio de nível de escolaridade, uma vez que objetivam a capacitação para trabalhos manuais que não demandam maior aprimoramento.

b) Os cursos técnicos integrados ao médio e concomitantes/subsequentes, inclusive na modalidade da educação de jovens e adultos, possuem periodicidade de avaliação bimestral, assegurada a realização de avaliação de recuperação paralela e contínua aos discentes que não alcançarem a média 6,0 (seis).

c) Os cursos de nível superior ofertados no IFPI abrangem as modalidades de licenciatura e bacharelado, sendo vedada a oferta de cursos superiores de tecnologia e de cursos de pós-graduação.

d) Os cursos ofertados na modalidade de Educação a Distância deverão adotar a mesma base curricular dos cursos presenciais equivalentes ofertados no âmbito do IFPI, garantindo equivalência formativa e a mesma certificação.

e) Embora seja recomendável pela legislação pátria, a Organização Didática do IFPI não prevê medidas de acessibilidade curricular que visem a implementar políticas de educação especial e inclusiva nos cursos ofertados pela instituição.

17. Os adicionais de insalubridade e periculosidade são previstos na Constituição Brasileira de 1988 e objetivam compensar os

trabalhadores expostos às condições nocivas à saúde ou a situações de riscos iminentes em seus ambientes de trabalho. Em diálogo com esta previsão constitucional, a Lei nº. 8.112, de 11/12/1990, também prevê a concessão dos adicionais de insalubridade, periculosidade ou atividades penosas aos servidores públicos federais. Sabendo disso, assinale a alternativa que apresenta uma aplicação CORRETA deste instituto legal:

a) Em respeito às garantias legais, os servidores que trabalhem, ainda que de forma eventual, em locais insalubres ou perigosos terão assegurados os adicionais citados sobre o vencimento do cargo efetivo.

b) Mesmo com o fim das condições ou dos riscos que deram causa à concessão dos adicionais de insalubridade ou periculosidade aos servidores, o direito ao recebimento do adicional permanece.

c) Para os servidores em exercício em zonas de fronteiras, serão devidos de forma conjunta, os adicionais de periculosidade e de atividades penosas, cujas condições de vida justifiquem.

d) Uma servidora lactante que exerça suas atividades em local insalubre ou perigoso poderá ser remanejada para local diverso, desde que apresente parecer médico que comprove sua condição e recomende tal mudança.

e) Haverá permanente controle da atividade de servidores em operações ou locais considerados penosos, insalubres ou perigosos.

18. De acordo com o Censo Escolar 2024, o número de estudantes que conciliam ensino médio juntamente com o ensino técnico chegou a 17,2% em 2024. O Piauí tem maior proporção de matrícula (Inep, 2025). Nesse cenário de crescimento, está entre os objetivos dos Institutos Federais previstos na Lei nº. 11.892, de 29/12/2008:

a) Ministrando educação profissional técnica de nível médio, prioritariamente na forma de cursos integrados, visando à formação do cidadão e a sua inserção no mundo do trabalho;

b) Reduzir o desenvolvimento de programas de extensão, divulgação científica e tecnológica;

c) Estimular o empreendedorismo e o cooperativismo, mas limitar o desenvolvimento

científico;

d) Promover a horizontalização e integração da educação básica à educação profissional e educação superior;

e) Promover a privatização progressiva do ensino técnico através da ampliação das parcerias público-privadas.

19. Os Institutos Federais constituem instituições pluricurriculares e multicampi que, em diálogos com vocações e necessidades locais, promovem a oferta da educação profissional e tecnológica, além de licenciaturas, bacharelados e cursos de pós-graduação. Diante dessa diversidade, a Lei nº. 11.892, de 29/12/2008 apresenta a estrutura organizacional dos Institutos Federais. Sabendo disso, julgue os itens e assinale a alternativa CORRETA:

I. O Colégio de Dirigentes e o Conselho Superior são os órgãos superiores da administração dos Institutos Federais.

II. O Colégio de Dirigentes tem caráter deliberativo e será composto pelo Reitor e pelos Pró-reitores.

III. O Reitor do Instituto Federal exerce as presidências do Colégio de Dirigentes e do Conselho Superior.

IV. A reitoria é órgão consultivo dos Institutos Federais e será composta por 01 (um) reitor e, no mínimo, 10 (dez) pró-reitores.

- a) Está correto apenas o item I.
- b) Estão corretos apenas os itens I e III.
- c) Estão corretos apenas os itens II e IV.
- d) Estão corretos apenas os itens II e III.
- e) Estão corretos apenas os itens III e IV.

20. Nos termos da Lei nº. 9.394, de 20/12/1996 que trata das Diretrizes e Bases da Educação Nacional (LDB), a organização curricular da educação infantil, do ensino fundamental e do ensino médio deve ser formada por uma Base Nacional comum e uma Parte Diversificada. Nesse sentido, a inclusão da Parte Diversificada nos currículos objetiva:

- a) Garantir currículos totalmente independentes, sem a necessidade de seguir diretrizes nacionais.
- b) Promover temas transversais, com conteúdos relacionados a direitos humanos, prevenção de todas as formas de violência contra mulheres, adolescentes e crianças, educação alimentar e nutricional.
- c) Priorizar a educação digital e o ensino de línguas estrangeiras em detrimento das áreas de ciências humanas e exatas.
- d) Padronizar um modelo de ensino nacional, evitando que elementos culturais e sociais possam interferir no processo de aprendizagem.
- e) Substituir, gradativamente a formação básica e comum a todos os brasileiros.

Read the text below and answer question 21.

ESP is not a matter of teaching 'specialized varieties' of English. The fact that some language features may be more statistically common in a particular context does not create a new form of language. Rather, ESP is an approach to language learning which is based on learner need. The foundation of ESP lies in the question: '*Why does this learner need to learn a foreign language?*'. Consequently, the design of a syllabus for a Civil Engineering module must prioritize the communicative demands of the professional field over general linguistic abstraction."

HUTCHINSON, T.; WATERS, A. **English for Specific Purposes: a learning-centered approach.** Cambridge: Cambridge University Press, 1987. p. 19.

21. A professor at a Federal Institute is designing an English module for "Civil Engineering" students. Based on the principles of Hutchinson and Waters, presented in the text, the selection of materials for this course should primarily reflect which underlying ESP principle?

- a) Emphasize the translation of 19th-century literary texts to improve general cultural awareness.
- b) Focus on the learner's specific professional communicative needs and the "why" of their learning process.
- c) Prioritize the statistical frequency of irregular verbs regardless of the students' professional field.
- d) Rely on generic conversational patterns typical of tourism and daily social interactions.
- e) Treat ESP as a separate, specialized language with its own unique and independent grammar rules.

22. Within the framework of Computer-Assisted Language Learning (CALL), the distinction between communication modes is essential for instructional design. According to the structural properties of digital interaction, "Asynchronous Communication" is characterized by:

KERN, R. *Technology and language learning.* In: SIMPSON, J. (Ed.). **The Routledge Handbook of Applied Linguistics.** London: Routledge, 2011.

- a) Exchange of information occurring with a time delay, such as in discussion forums or electronic mail.
- b) Immediate oral feedback provided by the instructor during a live streaming session or webinar.
- c) Real-time video conferencing where participants engage in simultaneous visual and auditory interaction.
- d) Synchronous instant messaging sessions that require all users to be online at the same moment.
- e) Voice-only communication taking place in a traditional language lab during a synchronous lesson.

23. A teacher uses the *flipped classroom* model for a lesson on "Technical Manuals," where students watch video tutorials at home and use class time for collaborative problem-solving. This practice:

- a) Eliminates the teacher's role in the pedagogical process.
- b) Focuses solely on passive listening and translation skills.
- c) Maximizes active learning and social interaction during class.
- d) Prioritizes individual memorization of technical vocabulary.
- e) Reduces the students' autonomy over their own learning pace.

24. Analyze the following excerpt: "*The laboratory implemented a new security protocol. This decision aimed to reduce chemical exposure.*" Following Halliday and Hasan's theory, the bolded term functions as:

HALLIDAY, M.A.K.; HASAN, R. **Cohesion in English.** London: Longman, 1976.

- a) A cataphoric reference introducing a future topic.
- b) A comparative marker between laboratory and protocol.
- c) An anaphoric encapsulation of the previous statement.

- d) An exophoric reference to an external document.
- e) A structural ellipsis of the main verbal group.

The Role of Materials in ESP

In the ESP context, the use of authentic materials is not an end in itself, but a means to an end. Such materials are selected because they provide the 'carrier content'—the technical or professional information - through which the 'real content' (the target language structures and skills) is practiced. According to Dudley-Evans and St John, the authenticity of the task is often more important than the authenticity of the text itself. By using a technical manual in an 'Agroecology' course, the instructor ensures that the classroom environment mirrors the communicative demands of the students' future professional lives."

DUDLEY-EVANS, T.; ST JOHN, M. J. **Developments in English for Specific Purposes: a multi-disciplinary approach.** Cambridge: Cambridge University Press, 1998. p. 115.

25. A teacher selects a technical manual for an "Agroecology" course. According to the framework established by Dudley-Evans and St John (1998), the primary justification for this choice is that:

- a) Authentic materials eliminate the need for the teacher to explain complex sentence structures during the lesson.
- b) Authentic materials are inherently easier to understand than pedagogical texts due to their direct language.
- c) Native-speaker content is the only way to ensure that students learn correct pronunciation of technical terms.
- d) The complexity of the grammar in authentic texts is always superior to that of general English textbooks.
- e) These materials provide the "carrier content" necessary to perform tasks that mirror the students' real-world needs

GenAI and the Future of Literacy

The integration of Generative Artificial Intelligence (GenAI) in education has sparked a debate about the evolution of writing. According to **The Guardian (2024)**, while some fear the erosion of basic skills, a pedagogical approach that seeks to move beyond the mere substitution of traditional tasks focuses on "AI Literacy." In this framework, teachers encourage students to use AI to generate multiple versions of a technical abstract and then critically compare them for stylistic nuances and factual accuracy. This practice primarily aims to develop students' critical evaluative skills and their ability to act as "human-in-the-loop" editors, ensuring that technology serves as a cognitive scaffold rather than a replacement for human agency.

THE GUARDIAN. **GenAI and the Newsroom.** Londres, 15 ago. 2024. Disponível em: <https://www.theguardian.com>. Acesso em: 05 fev. 2026.

26. Based on the text regarding "AI Literacy" and the integration of GenAI in education, analyze the following statements as True (T) or False (F):

- () The "AI Literacy" framework focuses on the complete substitution of traditional writing tasks by automated AI tools.
- () Critical comparison of AI-generated texts aims to enhance students' ability to identify stylistic nuances and factual errors.
- () The pedagogical approach described encourages students to act as passive recipients of machine-generated content.
- () The "human-in-the-loop" model ensures that human agency remains central to the writing and editing process.
- () "Cognitive scaffolding" in this context implies that AI should eventually replace the need for human evaluative skills.

Choose the alternative that presents the correct sequence - from top to bottom:

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

27. The integration of Generative Artificial Intelligence (AI) in English Language Teaching (ELT) has introduced the concept of "AI Literacy." In a pedagogical approach that seeks to move beyond the mere substitution of traditional tasks, a teacher encourages students to use AI to generate multiple versions of a technical abstract and then critically compare them for stylistic nuances and factual accuracy. According to the principles of digital literacies in the AI era, this practice primarily aims to:

- a) Automate the writing process so that students no longer need to learn basic grammar rules.
- b) Develop students' critical evaluative skills and their ability to act as "human-in-the-loop" editors.
- c) Ensure that all technical texts produced in the classroom are identical in tone and structure.
- d) Replace the teacher's feedback with immediate, algorithm-based automated grading.
- e) Restrict students' autonomy by forcing them to rely on machine-generated content for every task.

28. Match the ESP theoretical concepts (Column I) with their respective pedagogical focuses (Column II), according to the framework by Hutchinson & Waters:

HUTCHINSON, T.; WATERS, A. English for Specific Purposes: A learning-centred approach. Cambridge: Cambridge University Press, 1987.

Column I

- (1) Language-centered approach.
- (2) Skills centered approach
- (3) Learning-centered approach.

Column II

- () Focuses on the learner's cognitive processes and mental paths to acquire knowledge.
- () Focuses on the underlying thinking processes and strategies required for professional tasks.
- () Focuses primarily on the linguistic features and lexical items of the target situation.

Choose the alternative below that presents the correct sequence from top to bottom:

- a) 1-2-3
- b) 2-3-1
- c) 3-1-2
- d) 3-2-1
- e) 2-1-3

29. In the process of syllabus design for English for Specific Purposes (ESP), the "Target Situation Analysis" (TSA) functions as a fundamental diagnostic tool. Beyond simple vocabulary identification, a robust TSA is conducted in this framework to:

DUDLEY-EVANS, T.; ST JOHN, M. J. Developments in English for Specific Purposes: A multi-disciplinary approach. Cambridge: Cambridge University Press, 1998.

- a) Analyze the specific communicative tasks and linguistic features the learner will encounter in their future professional environment.
- b) Evaluate the historical evolution of the English language to provide a longitudinal perspective on technical terminology.
- c) Identify the students' general interests in popular culture to increase emotional engagement with non-technical materials.
- d) Prioritize the memorization of irregular verb scales regardless of the specific professional context of the civil engineering field.
- e) Validate the teacher's personal preference for classical literature as the primary source of authentic technical input.

30. According to the reading strategies proposed by Grellet (1981), the process of inferencing is essential for a complete understanding of technical texts. When a reader encounters a sentence like "The algorithm's outputs were biased; consequently, the developers had to recalibrate the training set," the reader performs an inference by:

GRELLET, F. Developing Reading Skills: A practical guide to reading comprehension exercises. Cambridge: Cambridge University Press, 1981.

- a) Identifying the literal meaning of the word "algorithm" in a technical dictionary.
- b) Recognizing that the recalibration was a direct result of the biased outputs.

- c) Counting the number of nouns and adjectives present in the sentence structure.
- d) Translating the entire sentence into the mother tongue to avoid ambiguity.
- e) Memorizing the spelling of "consequently" for future use in writing tasks.

31. Analyze the structural and semantic organization of the complex nominal group: "The recently updated safety protocol guidelines."

I. The head of the phrase is "guidelines", which receives multiple levels of pre-modification, creating a high information density typical of Technical English (ESP).

II. The word "safety" functions as a noun adjunct, but it specifically modifies the compound unit "protocol guidelines", rather than just the word "protocol".

III. The adverbial-adjectival block "recently updated" establishes a temporal boundary that restricts the entire subsequent nominal chain.

Based on the principles of Nominal Groups, choose the correct option:

- a) Only statement I is correct.
- b) Only statement II is correct.
- c) Only statements I and III are correct.
- d) Only statements II and III are correct.
- e) All statements are correct.

32. Analyze the following verbal structure extracted from a technical discussion:

"The anomalous results could not have been obtained without the integration of high-precision sensors."

From a pedagogical and linguistic perspective, the complexity of this verbal group is justified because it allows the author to:

- a) Describe a routine past action using a simple indicative mood to facilitate student comprehension.
- b) Combine modality, perfect aspect, and passive voice to express a counterfactual past possibility centered on the object.
- c) Shift the focus from the scientific process to the researchers' individual skills and personal merits.
- d) Use a future-oriented structure to predict how sensors will behave in upcoming experimental trials.
- e) Simplify the sentence structure by removing the need for logical connectors between the subject and the verb.

33. In the advanced reading of scientific discourse, the ability to perform complex inferences is intrinsically linked to the decoding of specific *verbal and nominal structures*. Associate the linguistic features (Column I) with their respective inferential demands in the teaching-learning process (Column II):

Linguistic Analysis Support

- "The crystallization of the liquid occurred rapidly."
- "The results might indicate a potential failure."
- "The data were collected over a six-month period."

Column I

- 1- Strategic Nominalization
- 2 - Epistemic Modality (Hedging)
- 3 - Passive Voice with Agent Omission

Column II

- () Requires the reader to infer the author's degree of caution and avoid interpreting hypotheses as absolute facts.
- () Requires the reader to infer the objectivity of the report by focusing on the scientific process rather than the individual researcher.
- () Requires the reader to infer complex relationships between processes that have been condensed into abstract noun phrases.

HUTCHINSON, T.; WATERS, A. **English for Specific Purposes: A learning-centred approach**. Cambridge: Cambridge University Press, 1987.

Choose the alternative below that presents the correct sequence from top to bottom:

- a) 1 – 2 – 3
- b) 2 – 3 – 1
- c) 3 – 1 – 2
- d) 2 – 1 – 3
- e) 3 – 2 – 1

34. The word that does NOT complete the sentence in the following text is:

Information and communication technology (ICT) has completely changed many facets of modern life, including education. The way learners study and teachers instruct has changed significantly as a result of the incorporation of ICT into the sphere of education. Language acquisition, especially when it comes to learning the English language, is one of the areas where ICT has had a _____ impact. The environment for developing the English language has changed as a result of information and communication technology. It has improved inclusion, made education more accessible, and offered possibilities for immersion language practice. To effectively utilize the potential of ICT in English language progress, it is crucial to overcome issues like digital distractions and the digital divide. Technology's role in language learning is likely to change as it advances, providing increasingly more creative and efficient ways to improve English language ability.

PARVEEN, S.; FARID, M. F.; FATIMA, S. H. **Impact of Information and Communication Technology Usage on Learning English Language.** In: *Global Social Sciences Review (GSSR) Vol. VIII, No. 1 (Winter 2023) Pages: 608 – 615.*

Available at: <https://www.humapub.com/admin/alljournals/gssr/papers/UiXy3VThdF.pdf>

- a) meaningless.
- b) noteworthy.
- c) remarkable.
- d) significant.
- e) substantial.

Read the following passage from *Passing*, by Nella Larsen, and answer questions 35, 36 and 37.

Stepping out of the elevator that had brought her to the roof, she was led to a table just in front of a long window whose gently moving curtains suggested a cool breeze. It was, she thought, like being wafted upward on a magic carpet to another world, pleasant, quiet, and strangely remote from the sizzling one that she had left below.

LARSEN, Nella. **Passing.** In: *The Complete Fiction of Nella Larsen – Passing, Quicksand and The Stories.* New York: Anchor Books, 2001, p. 164.

35. It is possible to infer that:

- a) The character is eager to have some tea.
- b) The character is seeking refuge on the roof.
- c) The character imagines being on a magic carpet.
- d) The character feels relief upon finding a peaceful place.
- e) The character is amazed by the view from the roof.

36. The pronoun whose refers to:

- a) Curtains
- b) Elevator
- c) Roof
- d) Table
- e) Window

37. The words wafted and sizzling could be correctly replaced by:

- a) Float – blistering
- b) Hold – blistering
- c) Keep – scorching
- d) Take – fiery
- e) Transport – freezing

Text for question 38



EVANS, G.; EVANS, K. Luann. Go Comics, May 10th, 2009. Available at: <https://www.gocomics.com/luann/2009/05/10>

38. Which alternative best summarizes the main idea of the comic strip?

- a) Moms can earn a lot of money if they stay at home.
- b) Moms who stay at home do not deserve a salary.
- c) The girl does not understand why moms deserve a salary.
- d) The girl is excited about becoming a mom to earn a high income.
- e) The mom is calculating her annual salary as a stay-at-home parent.

Read the following text and answer questions 39, 40 and 41.

Spain announces plans to ban social media for under -16s

Spain has become the latest European country to make plans to ban social media for children under the age of 16. The ban, which still needs parliamentary approval, is part of a raft of changes that include making company executives responsible for "illegal or harmful content" on their platforms.

Australia became the world's first country to bring in a ban last year, with others watching - and judging - its success. France, Denmark and Austria have also announced that they are considering their own national age limits.

The UK government has launched a consultation on whether to implement a ban for under-16s. Social media companies have argued that the bans would be ineffective, difficult to implement and could isolate vulnerable teenagers. Reddit is challenging Australia's ban in the High Court.

The new laws would also criminalise manipulating algorithms to amplify illegal content. The European Commission has launched an investigation into Grok [X's AI tool] over concerns it was used to create sexualised images of real people. The UK has announced its own investigation into Grok and on Tuesday in France, the offices of X were raided by the Paris prosecutor's cyber-crime unit as it looked into allegations of offences including unlawful data extraction and complicity in the possession of child pornography.

In response to the announcement, X owner Elon Musk labelled Prime Minister Pedro Sánchez as a "tyrant and traitor to the people of Spain". TikTok, Snapchat, YouTube, Reddit, Discord and Meta, which owns Facebook and Instagram have all been approached for comment. France has led the charge in Europe, with President Emmanuel Macron saying he wants a ban for under-15s in place by the start of the next school year in September.

WERTHEIMER, T. Spain announces plans to ban social media for under-16s, February 4th, 2026. Available at: <https://www.bbc.com/news/articles/c5y2nddvmryo>

39. Which of the following alternatives has a phrasal verb?

- a) Australia became the world's first country to bring in a ban last year (...).
- b) Spain has become the latest European country (...).
- c) The new laws would also criminalise manipulating algorithms to amplify illegal content.
- d) (...) the offices of X were raided by the Paris prosecutor's cyber-crime (...).
- e) The UK has announced its own investigation into Grok (...).

40. Identify the nominal group in the sentence below, extracted from the Text:

"Social media companies have argued that the bans would be ineffective, difficult to implement and could isolate vulnerable teenagers."

- a) difficult to implement
- b) isolate vulnerable teenagers
- c) have argued
- d) social media companies
- e) the bans would

41. Which alternative best reflects Spain's proposition?

- a) Spain is deferring to EU-wide legislation and has declined to pursue any independent national restrictions on youth social media usage.
- b) Spain has irrevocably enacted a nationwide ban on social media for all individuals under 18, eliminating executive liability for user-generated content.
- c) Spain has opted to regulate only foreign-owned platforms, exempting domestic companies from age-based limitations and content oversight.
- d) Spain plans to introduce a ban on social media use for those under 16, subject to parliamentary approval, while extending legal responsibility to company executives for illegal or harmful content and its algorithmic amplification.
- e) Spain's initiative focuses solely on investigating artificial intelligence tools, without addressing age thresholds or corporate accountability.

42. According to the following text, what is the primary role of teachers in ESP courses?

While ESP teachers may have some understanding of the fields in which their students work, these teachers do not have to be knowledgeable in all of these fields. A degree in law or medicine is not required of teachers in ESP courses for lawyers or doctors. In ESP, teachers' and students' roles are different but complementary. Teachers are the language education specialists; they know (about) English in addition to having pedagogical skills. Students, on the other hand, have some knowledge of their professional field (generally in their first language) and usually have a real motivation to learn the language (e.g., communicate with clients, read a manual, be promoted). It is not possible to generalize, however, whether they know English.

SARMENTO, S.; VIANA, V.; BOCORNY, Ana E.

English for Specific Purposes (ESP). TESOL Press: 2018.

- a) To be experts in the students' professional fields.
- b) To ensure students already know English before enrolling.
- c) To evaluate students' professional knowledge.
- d) To replace subject specialists such as doctors or lawyers.
- e) To teach English using their language and pedagogical expertise.

43. About the use of Reference, which of the following statements is **NOT** correct, according to the text?

Reference is a crucial component within semantics. It can be defined as characterising the relationships between language and the world, in particular, specific entities that are being focused upon. Reference is context-dependent, and ascertaining the meaning of particular referents depends entirely upon who is speaking, whom they are speaking with and in what setting the interaction is taking place.

MULLANY, L.; STOCKWELL, P. **Introducing English Language: A resource book for students.** Routledge, 2010

- a) Comprehending reference relies on the speaker, the addressee, and the situational environment.
- b) Reference involves specifying the connection between language and particular entities in the real world.
- c) Reference is a fundamental aspect of semantics.
- d) Reference is sensitive to context.
- e) The interpretation of a referent occurs independently of context.

- a) At – In – On
- b) In – At – On
- c) In – On – At
- d) On – At – In
- e) On – In – At

44. Which alternative completes the sentences in the following text?

UN: Iran using drones to enforce hijab law

A report by the United Nations says Iran is using advanced technology, including drones, facial recognition and a citizen-reporting app to crack down _____ violations of its mandatory hijab laws.

A key element of the effort is the government-backed Nazer app, which enables the police and "vetted" members of the public to report alleged violations by women in vehicles, including those in ambulances, mass transit and taxis.

The report describes the app as allowing users to upload the vehicle license plate, location and time of an alleged violation. It then, according to the report, alerts police. Then, according to the report, the app "triggers a text message (in real-time) to the registered owner of the vehicle, warning them that they had been found _____ violation of the mandatory hijab laws, and that their vehicles would be impounded for ignoring these warnings."

According to the report, authorities are using drones in Tehran and the southern part of the country to monitor hijab compliance in public areas, as well as new facial recognition software said to have been installed last year _____ the entrance of Tehran's Amirkabir University.

(Source: VOA News, March 15th, 2025. **UN: Iran using drones to enforce hijab law.**)

Available at: <https://www.voanews.com/a/un-iran-using-drones-to-enforce-hijab-law/8011563.html>

Read the text below and answer question 45.

Language learning, like any other type of learning, is not a linear process and therefore cannot be deemed as predictable as some of these models of acquisition have hypothesized it to be. Minimal differences in initial conditions can cause very different results. Nevertheless, I consider that the previous attempts to explain SLA should not be disregarded because when they are put together they provide a broader view of the phenomenon. In this new perspective, a SLA model should be considered as a set of connections within a dynamic system that moves in the direction of the "edge of chaos" considered as a zone of creativity with the maximum potential for learning.

PAIVA, V. L. M. O. *Second Language Acquisition: Reconciling Theories. Open Journal of Applied Sciences, 2013, 3, 404-412. Disponível em: <http://dx.doi.org/10.4236/ojapps.2013.37050>.*

45. According to Paiva (2013), despite extensive research in the field, the processes through which languages are learned remain not fully understood; consequently, it is difficult to dismiss theories of Second Language Acquisition, since many earlier explanatory models appear theoretically plausible. From this point of view, one can infer that second language teachers should

- a) consider socioculturally oriented theories of second language acquisition, such as the communicative approach, as the sole legitimate frameworks for classroom practice.
- b) acknowledge the interdependent roles of learners' innate mental structures, emergent patterns of automatization, and peer interaction, since language is understood as a non-linear, dynamic system constituted by interrelated biocognitive, sociocultural, historical, and political dimensions.
- c) avoid structuralist exercises, such as drills, in classroom activities, since language is not a

static object but a dynamic system in constant motion.

d) emphasize the acquisition of syntactic structures, considering language is in constant evolution.

e) view language acquisition as a sequential process considering the gradual development of linguistic habits as integral components of teaching practice.

46. Choose the alternative in which all the theories or hypotheses presented are primarily grounded in an innatist theoretical framework..

- a) Sociocultural Theory and Connectionism.
- b) Connectionism and Output Hypothesis.
- c) Lingualization and Acculturation.
- d) Sociocultural Theory and Lingualization.
- e) Universal Grammar Hypothesis and Comprehension Hypothesis.

47. Which statement is **NOT** accurate regarding the use of infinitives in the following headlines?

Headline 1:

Exclusive: US to issue generallifting some sanctions on Venezuelan oil industry

It's a shift from a previous plan to grant individual exemptions to sanctions for companies seeking to do business in the country.

Headline 2:

US
Border patrol commander to leave Minneapolis after shooting of Alex Pretti

Gregory Bovino, an aggressive promoter of Trump's deportation agenda, said to have been stripped of 'commander at large' title



<https://www.theguardian.com/international>.

a) Using the infinitive with “to” does not indicate purpose, but rather an expected future event, and its expanded form in standard English could be, in the second headline, “The border patrol commander is to leave Minneapolis ...” or “The border patrol commander will leave Minneapolis ...”.

b) With regard to discursive effect, the stylistic device typical of journalistic English manifested in the infinitives “to issue” and “to leave” conveys meanings of objectivity, detachment, and factuality.

c) Considering the discursive genre involved, particularly in newspaper headlines, the infinitive expresses a near future with high probability, and the synonymous forms “will issue” or “is going to leave” are likewise standard and more suitable in headline constructions.

d) The second headline avoids indicating who made the decision, whether it was a dismissal, a resignation, or a removal, and whether it is temporary or permanent, thus leaving this information for the body of the news story.

e) The infinitive keeps the headlines shorter, more direct, and more neutral. This serves three genre-related goals: linguistic economy, visual impact, and apparent neutrality.

Read the text below and answer question 48.

Sometimes when we have talked or written about using ideas from complexity theory, we have been challenged as to whether we are 'just' being metaphorical. There are two ways to answer this question: firstly, to reject the 'just' and to assert the importance of metaphor; and secondly, to discuss what it would mean to say that the comparison between systems in applied linguistics and complex systems is more than metaphor. Our contention, to be supported throughout this book, is that complexity theory offers applied linguistics at least an important new metaphor that brings with it new ways of thinking about issues in the field, and, maximally, may push the field towards radical theoretical change. (...) Metaphors are not just literary tools for ornamenting language; they are indispensable to the human mind. Whenever we have to contemplate the abstract, voice the difficult, or make sense of the complicated, we turn to metaphor. Metaphor enables us to 'see' or understand one thing in terms of another, through analogies or mappings between two conceptual domains.

(Cameron 1999). LARSEN-FREEMAN, Diane; CAMERON, Lynne. *Complex systems and applied linguistics*. Oxford: Oxford University Press, 2008. p. 11.

48. Judge the statements I to V as True (T) or False (F) according to the text and choose the alternative that shows the correct sequence from above to below.

I. The authors argue that complexity theory should be seen primarily as a rhetorical or literary device in applied linguistics.

II. According to the text, one response to the criticism about metaphor is to emphasize the fundamental importance of metaphors in human cognition.

III. The authors claim that complexity theory may contribute not only to new ways of thinking but also to potentially radical theoretical changes in applied linguistics.

IV. The text suggests that metaphors are mainly used to embellish language rather than to support understanding of abstract or complex ideas.

V. Metaphor is presented as a cognitive tool that allows understanding one conceptual domain in terms of another through analogies or mappings.

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

49. According to the following text, which statement best describes the role of the teacher in the learning process?

(...) even when teachers appear to be in control of interaction, they are subject to the dynamics of the complex system of the classroom. Teachers do not control their students' learning. Teaching does not cause learning; learners make their own paths (...). This does not mean that teaching does not influence learning, far from it; teaching and teacher-learner interaction construct and constrain the learning affordances of the classroom. What a teacher can do is manage and serve her or his students' learning in a way that is consonant with their learning processes. Thus, any approach we might advocate would not be curriculum-centered nor learner-centered, but it would be learning-centered – where the learning guides the teaching and not vice versa.

Due to the non-linearity of a complex dynamic system as it moves through state space, small perturbations (teacher interventions) can make a big difference. Of course, it also can happen the other way around. Teachers and students may work very hard on some aspect of language using, with little apparent success. One day, though, the point of criticality may be reached and the system self-organizes in a new way.

LARSEN-FREEMAN, Diane; CAMERON, Lynne. **Complex systems and applied linguistics**. Oxford: Oxford University Press, 2008. p. 199-200

- a) The teacher plays a central role in guiding students' learning outcomes through the careful organization and sequencing of content and classroom activities.
- b) The teacher facilitates learning primarily through efficient knowledge transmission and by promoting consistency in classroom practices, thereby reducing unnecessary variability.
- c) The teacher manages and supports learning by interaction and learning affordances in ways aligned with learners' self-organizing processes.
- d) The teacher should prioritize a learner-centered approach in which students' independence is emphasized and instructional guidance is kept to a minimum.
- e) The teacher's main responsibility is to ensure cumulative and predictable progress through constant intervention.

Text for questions 50 and 51

I believe that on the first night I went to Gatsby's house I was one of the few guests who had actually been invited. People were not invited – they went there. They got into automobiles which bore them out to Long Island, and somehow they ended up at Gatsby's door. Once there they were introduced by somebody who knew Gatsby, and after that they conducted themselves according to the rules of behavior associated with amusement parks. Sometimes they came and went without having met Gatsby at all, came for the party with a simplicity of heart that was its own ticket of admission.

I had been actually invited. A chauffeur in a uniform of robin's-egg blue crossed my lawn early that Saturday morning with a surprisingly formal note from his employer: the honor would be entirely

Gatsby's, it said, if I would attend his "little party" that night. He had seen me several times, and had intended to call on me long before, but a peculiar combination of circumstances had prevented it – signed Jay Gatsby, in a majestic hand.

Dressed up in white flannels I went over to his lawn a little after seven, and wandered around rather ill at ease among swirls and eddies of people I didn't know – though here and there was a face I had noticed on the commuting train. I was immediately struck by the number of young Englishmen dotted about; all well dressed, all looking a little hungry, and all talking in low, earnest voices to solid and prosperous Americans. I was sure that they were selling something: bonds or insurance or automobiles. They were at least agonizingly aware of the easy money in the vicinity and convinced that it was theirs for a few words in the right key.

FITZGERALD, F. S. The Great Gatsby. Charles Scribner's Sons, 1925. p. 41-42

50. The passage employs a range of narrative tenses to organize temporal connections and narrative perspective. When these tense choices and their contribution to the narrator's construction of events are considered, it is NOT accurate to assert that

- a) Past Simple is the dominant tense of the passage. It is used to narrate completed actions and events that move the story forward. It gives the passage its chronological backbone and presents the narrator's experiences as finished, factual events in the past.
- b) Past Continuous appears when the narrator describes background activity or scenes in progress. It gives the reader a sense of what was happening around the narrator rather than advancing the plot.
- c) Past Perfect is used to refer to events that happened before the main narrative moment. It establishes a time shift backwards, clarifying that certain actions or states occurred earlier than the main events being narrated and avoiding ambiguity about what happened first.
- d) Past Perfect Continuous and Past Perfect are used interchangeably in the passage to indicate ongoing past actions, signaling uncertainty or a lack of narrator involvement in the sequencing of events.
- e) Narrative tenses create a layered, controlled

narrative timeline typical of literary prose.

51. Considering the literary context of the excerpt and the details that characterize Gatsby's party, which alternative most accurately explains the meaning of the collocation dotted about and the phrasal verbs wander around, bear out, and call on?

- a) dotted about – invited to move to another room; wander around – to travel to a distant place; bear out – to parade as part of a group; call on – to demand something formally.
- b) dotted about – scattered in different places; wander around – to move aimlessly; bear out – to carry or transport; call on – to visit someone.
- c) dotted about – carefully dressed; wander around – to escape from a place; bear out – to remove someone forcibly; call on – to shout at someone.
- d) dotted about – suddenly disappeared; wander around – travel without a specific destination; bear out – to criticize publicly; call on – to telephone someone.
- e) dotted about – gathered in one specific area; wander around – to march in formation; bear out – to be moved forcibly; call on – to write a letter to someone.

Text for question 52

The notion of Multiliteracies supplements traditional literacy pedagogy by addressing these two related aspects of textual multiplicity. What we might term 'mere literacy' remains centred on language only, and usually on a singular national form of language at that, being conceived as a stable system based on rules such as mastering sound-letter correspondence. This is based on the assumption that we can actually discern and describe correct usage. Such a view of language must characteristically translate into a more or less authoritarian kind of pedagogy. A pedagogy of Multi-literacies, by contrast, focuses on modes of representation much broader than language alone. These differ according to culture and context, and have specific cognitive, cultural, and social effects. In some cultural contexts – in an Aboriginal community or in a multimedia environment, for instance – the visual mode of representation may be much more powerful and closely related to

language than 'mere literacy' would ever be able to allow. Multiliteracies also creates a different kind of pedagogy: one in which language and other modes of meaning are dynamic representational resources, constantly being remade by their users as they work to achieve their various cultural purposes.

COPE, Bill; KALANTZIS, Mary (org.). **Multiliteracies: literacy learning and the design of social futures.** Londres: Routledge, 2000.

52. Regarding the modal verbs used in the context of the passage by Cope and Kalantzis (2000), it is correct to state that:

- a) The use of might in "What we might term 'mere literacy' ..." highlights an epistemic possibility and expresses terminological caution, through which the authors merely suggest a possible naming rather than imposing a conceptual label.
- b) In the excerpt "the assumption that we can actually discern and describe correct usage," the modal can expresses a lack of human ability to identify and describe the "correct" use of language.
- c) The semantic orientation of must in the excerpt "Such a view of language must characteristically translate into a more or less authoritarian kind of pedagogy" is one of obligation and indicates that viewing language as a stable system of rules does not translate into an authoritarian pedagogy.
- d) The use of may in the excerpt "the visual mode of representation may be much more powerful..." helps to universalize the statement, expressing a possibility that is independent of the cultural context in question.
- e) Forming a hypothetical modal construction, would is associated with the expression be able to in the excerpt "than 'mere literacy' would ever be able to allow" to support the claim that "mere literacy" allows the mentioned mode of representation.

Text for question 53

"I always tried to be decent to the warders in my section; hostility was self-defeating. There was no point in having a permanent enemy among warders.

It was ANC policy to try to educate all people, even our enemies: we believed that all men, even prison service warders, were capable of change, and we did our utmost to try to sway them.

In general we treated the warders as they treated us. If a man was considered, we were considerate in return. Not all of our warders were ogres. We noticed right from the start that there were some among them who believed in fairness."

MANDELA, Nelson. **Long Walk to Freedom.** Boston; New York: Little, Brown and Company, 1994.

53. Bakhtin (1986) understands language as a social and dialogic process in which meaning is constructed through interaction. Within this view, each speech genre is characterized by relatively stable linguistic, compositional, and stylistic structures that emerge from specific social contexts and communicative purposes. Considering the perspective of teaching language contextualized by genres and the structure presented in the excerpt, which proposal is more adequate to an English class:

- a) This biography excerpt could be a starting point to present new vocabulary.
- b) This excerpt contextualizes a Historical narrative and its characters.
- c) This excerpt brings the possibility to present autobiography and simple past verbs.
- d) This novel excerpt possibilities to work on comparative structures.
- e) This Historical narrative excerpt offers an adequate material to work on adjectives.

54. If we consider the main theoretical perspectives that have influenced and shaped Second Language Acquisition (SLA) studies – Environmentalism (Skinner), Nativism (Chomsky), Interactionist approaches, and Complexity Theory (Larsen-Freeman) – which statement best reflects a more contemporary understanding of SLA and its agents?

- a) The teacher's role has become progressively less centralized, since more recent SLA theories recognize language learning as a dynamic and non-linear process that cannot be fully controlled

by instruction, unlike what was assumed by Environmentalist Theory.

b) Despite the evolution of SLA theories, language acquisition is still understood as a linear, step-by-step process that follows a predictable sequence of stages developed by the teachers.

c) The learner's role has become more active because language acquisition is now understood mainly as a conscious and explicitly controlled internal process.

d) The learning environment and peer interaction have gained relevance; however, they play only a secondary role in learners' self-regulation and development in SLA.

e) None of the statements above accurately reflect the theoretical development of SLA.

55. According to Marcuschi (2008), texts can be understood through the complementary notions of genre and textual typology. Genres are socially situated and historically constructed forms of language use that circulate in everyday communication. Textual types, in contrast, are abstract theoretical categories defined by linguistic and structural criteria. In real communicative situations, texts usually combine different textual types within a single genre. The definition of textual types is essential to the comprehension of genres, as both concepts are mutually constitutive.

Read the excerpt from *News of a Kidnapping* by García Márquez (1997), a Colombian Nobel Prize-winning novelist and journalist whose significant work includes this book, and identify the relationship established between genre and text types.

After waiting three hours, a man in a mask came in, welcomed them on behalf of high command, and announced that Father Pérez was expecting them but for reason of security the women should go first. This was the first time that Diana showed signs of uneasiness. Hero Buss took her aside and said that under no circumstances should she agree to break up their group. Because she could not prevent that from happening, Diana slipped him her identity card. She did not have time to explain why, but he understood it to be a piece of evidence in the event she disappeared.

GARCÍA MÁRQUEZ, *Gabriel*; GROSSMAN, *Edith* (trad.). **News of a Kidnapping**. 1. American ed. New York: Alfred A. Knopf, 1997

a) The excerpt belongs to the news report genre, since it presents objective language, factual immediacy, and an informative structure, with expository text type predominating.

b) The text is part of a journalist chronicle, as the events are imagined, and the predominant text type is descriptive, focusing on the psychological traits of the characters.

c) The excerpt fits the genre of narrative journalism / journalistic chronicle, because it reconstructs real events using literary resources, and the predominant text type is narrative, marked by actions organized in temporal sequence.

d) The passage can be classified as an autobiographical account, due to the narrator's emotional involvement, and its main text type is argumentative, as it implicitly defends a point of view.

e) The text belongs to the reportage genre, with an injunctive text type predominating, since it provides instructions and behavioral guidance.

Text for question 56

At around 6:30 p.m., I decide I'm not going to sleep at the hospital tonight. I need to shower and eat real food. I call my best friend, Yara, and tell her I'm on my way to her house. Everything in Gaza is within walking distance, but I'm absolutely exhausted. I realize with dread that, if I'm not mistaken, I've left my wallet in mama's bag, and I don't have any money at all. So I do something embarrassing, and ask a taxi driver if he can drive me to Yara's for free. He agrees on one condition: 'When I get killed', he says, 'post a nice picture of me online, and ask people to pray for me.'

Everyone in Gaza knows that they'll eventually die, and that it's only a matter of time. I smile at the taxi driver and assent.

ALAQAD, *Plestia*. **The Eyes of Gaza: A Diary of Resilience**. New York: Little, Brown and Company, 2025.

56. Read the excerpt by the young journalist Plestia Alaqad, "The Eyes of Gaza", and choose the statement that most adequately points out the discourse effect of the verb tense used:

- a) The author uses the simple present because it refers to a sequence of events.
- b) The author uses the simple present to express informality, since the narrative demands the simple past.
- c) The author uses simple present in negative form three times to express uncertainty.
- d) The author uses present simple because she was writing those words at the exact moment, she was remembering them.
- e) None of the options above is adequate.

Text for question 57

When international companies and organizations developed, **English was often chosen as a working language of European Central Bank**, although the bank is in Germany. In Asia and the Pacific, nine out of ten international organizations work only in English.

English is important not because it has more first-language speakers than other languages (Chinese has more) but because it is used extremely widely. Will this situation continue?

VINEY, Brigit. *Oxford Bookworms Factfiles: The History of the English Language: Level 4: 1400-Word Vocabulary*. Oxford: Oxford University Press, 2008.

<https://www.newyorker.com/magazine/2025/07/07/the-argentinean-comic-strip-that-galvanized-a-generation>. Acesso em 04 fev.2026.

57. Read the excerpt and choose which option uses the same passive voice grammar pattern as the highlighted sentence:

- a) Languages are spoken to guarantee human interaction worldwide, indeed, they've guaranteed humankind's survival.
- b) Many countries' governments chose English as an official language not only because it facilitates international communication but because it's been a colonial heritage.
- c) Colonized countries were considered a substantial source of wealth, which turned its end into a relevant issue for colonizing nations.
- d) Colonized peoples still carry the trauma of humiliation they've been subjected to.
- e) None of the options above uses the same grammar pattern.

Read the text and the quote below to answer question 58.

Obama's Speech- 2008

For when we have faced down impossible odds, when we've been told we're not ready or that we shouldn't try or that we can't, generations of Americans have responded with a simple creed that sums up the spirit of a people: Yes, we can. Yes, we can. Yes, we can.

It was a creed written into the founding documents that declared the destiny of a nation: Yes, we can.

It was whispered by slaves and abolitionists as they blazed a trail towards freedom through the darkest of nights: Yes, we can.

It was sung by immigrants as they struck out from distant shores and pioneers who pushed westward against an unforgiving wilderness: Yes, we can.

It was the call of workers who organized, women who reached for the ballot, a president who chose the moon as our new frontier, and a king who took us to the mountaintop and pointed the way to the promised land: Yes, we can, to justice and equality. Yes, we can, to opportunity and prosperity. Yes, we can heal this nation. Yes, we can repair this world. Yes, we can.

<https://www.vpro.nl/zomergasten/artikelen/new-hampshire-primary-2008>. Acesso em 04 fev.2026.

"Meanings are not in words; they are in people, situated in social contexts."

KRAMSCH, Claire. *Language and Culture*. Oxford: Oxford University Press, 1998

58. The modal verb CAN was used in Obama's speech during his 2008 U.S. presidential campaign. Relating Kramersch's quote to Obama's speech, what would be an adequate starting point to understand the use of this modal verb when designing a lesson plan?

- a) When Obama said "Yes, we can", he expressed ability and a request to the American people to keep the status quo.
- b) The use of CAN in this political speech is intended to release Obama from responsibility for his words.
- c) When he used CAN instead of will, he strengthened his discourse by opposing the idea of political speech, which most of the time involves promises.

- d) If Obama had used the modal *MUST*, he would have built a stronger commitment based on obligation to change.
- e) The best way to express the power of change would be the use of the modal *MIGHT*, because it would give people more space to choose whether to be part of the process or not.

Texts for question 59



<https://www.digitaltripathi.com/ad-library/daihatsu-hijet-print-ad-picks-up-five-times-more-women-than-a-lamborghini/>. Acesso em 05.02.2026

“Teaching as a social practice sees education not as the mere transmission of knowledge, but as a set of social, cultural, and political activities in which language is a tool for participation, identity formation, and critical engagement with the world.”

GIROUX, Henry A. Pedagogy and the Politics of Hope: Theory, Culture, and Schooling: A Critical Reader. Boulder, Colo.: Westview Press, 1997.

59. A Brazilian high school teacher develops a classroom activity establishing a relation between

Giroux’s ideas and the 1996 Daihatsu Hijet advertisement. Which activities would be most appropriate for this connection?

- 1- They inform students about the use of the verb without subject, which it is not part of standard English and how language works in an informal context and why it is important to use it in ads.
- 2- They ask students to observe the use of the comparative form without the adjective, provide multiple examples, and then ask them to do a sentence level exercise to show how the students could apply that structure.
- 3- They explain to students why the advertisement compares a Daihatsu Hijet to a Lamborghini and how women are used in many car advertisements.
- 4- They show other car ads and ask students, divided into groups, to identify the humorous effect and which established ideas are subverted in the advertisement.

Check the correct alternative:

- a) Number 1 and 2 are adequate if they are complemented by social ideas explored in the ad.
- b) Number 2 becomes adequate when the teacher ask student's to think critically about the ideological issues explored in the advertisement and its social context.
- c) Number 1 and 3 are adequate because the teacher assumes their role appropriately.
- d) Number 4 offers a complete activity for exploring English learning process, because language structure is not relevant for learning a language as a social tool.
- e) All options are completely adequate.

Texts for question 60.

“The white man is very clever. He came quietly and peaceably with his religion.... He has put a knife on the things that held us together and we have fallen apart.”

ACHEBE, Chinua. The African Trilogy: Things Fall Apart; Arrow of God; No Longer at Ease. New York: Penguin Classics, 2017.

“No pedagogy which is truly liberating can remain distant from the oppressed; nor can it afford to impose the teacher’s cultural patterns upon them.”

*FREIRE, Paulo. **Pedagogy of the Oppressed**. Translated by Myra Bergman Ramos. New York: Herder and Herder, 1970.*

"Once critical pedagogues see schools as cultural arenas where distinct social and ideological forms find themselves in constant conflict, what they shall be seeking is society transformation through education, including language education."

*SIQUEIRA, Sávio. **Critical pedagogy and language education: Hearing the voices of Brazilian teachers of English**. Education Sciences, Basel, v. 11, n. 5, p. 235, May 14, 2021.*

60. It is reasonable to affirm that Freire (1970) is the main author in Brazil to propose Education as a social practice. In the field of English language teaching, there are many approaches and perspectives aligned with Freire’s ideas, such as Siqueira’s (2021) way of rethinking the English teaching process in the context of 21st-century Brazil. Considering the relationship between these two authors perspectives and the quotation from the main author of African literature, it is correct to affirm:

- a) It is fundamental to explore international literature to current English teaching in order to engage students in social practices.
- b) Religion is a fundamental topic in a current world because it is a social practice of the majority of people.
- c) Currently English teaching cannot be apart of a decolonial perspective to assure its understanding as a social practice.
- d) Education can be a violent process and it is necessary to use literature to fight against it, in order to promote English as a social practice.
- e) It is not possible to establish a relationship between those three authors as their ideas come from different perspectives.