

UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE

**Ficha de Expectativa de Resposta da Prova Escrita (Magistério EBTT)
PROFESSOR DE LÍNGUA INGLESA/LÍNGUA PORTUGUESA**

**Departamento Acadêmico ou
Unidade Acadêmica Especializada**

**UNIDADE ACADÊMICA ESPECIALIZADA EM CIÊNCIAS
AGRÁRIAS - ESCOLA AGRÍCOLA DE JUNDIAÍ**

Questão 01:

Kramersch, in *Culture in Foreign Language Teaching* (Iranian Journal of Language Teaching Research 1(1), (Jan., 2013) 57-78), defines culture as “the meaning that members of a social group give to the discursive practices they share in a given space and time and over the historical life of the group. Learning about a foreign culture without being aware of one’s own discursive practices can lead to an a-historical or anachronistic understanding of others and to an essentialized and, hence, limited understanding of the Self” (p. 69).

Based on this concept of culture, what should be an intercultural approach to the teaching of EFL?
(Valor 0,00 a 2,50 pts).

The discussion should point out that an intercultural approach to teaching does not understand culture as nationalized patterns of lifestyles that are distant from (1) discursive practices of individual groups that speak the target language and (2) the students’ own discursive practices.

Questão 02:

“The novel not only labors, therefore, under the necessity of knowing literary language in all its depth and subtlety, but it must in addition know all the other languages of heteroglossia. The novel demands a broadening and deepening of the language horizon, a sharpening in our perception of socio-linguistic differentiations (BAKHTIN, M., 1981, p. 366)”

Based on the excerpt, what is the relationship between language teaching and literature?
(Valor 0,00 a 2,50 pts).

The discussion should point out that the relationship between language teaching and literature should be one in which language, the material of the literary text, is conceived not only as a system of forms, but also as a social phenomenon. Thus, the literary text, which is permeated by different languages from different social groups, should be studied based on its linguistic and social nature.

Questão 03:

“Parents, teachers, and evaluators often expect students to evolve steadily in their ability to produce a successful piece of writing on a test, as measured by a holistic, analytic, or primary trait scoring system. Many expect smooth progression toward mastery of whatever criteria have been established. Instead, some students – even able ones – perform inconsistently on writing tests, earning high scores one semester and lower ones the next. Or the scores remain the same. Either condition is dismaying, for the evidence of the score seems to indicate either that no development has taken place or that students have gotten worse. However, it is necessary to look beyond the score to determine what is happening” (Ruth & Murphy, 1988).

Based on Ruth & Murphy’s quote above, explain the criteria that should be used in order to better assess students’ development in an EFL high school writing program.

(Valor 0,00 a 2,50 pts).

The criteria to be used in order to assess the writing of high school students should involve a holistic system capable of effectively measuring students' steady progress toward mastery. It is critical, however, to understand that assessment is much more than just a score and to determine what happens when students score is low or when they don't make enough progress in their writing skills.

Questão 04:

Leia o excerto a seguir.

O problema central dos cursos de línguas – materna e estrangeiras – está longe de ser *não ensinar gramática*. É, antes, *não ensinar apenas gramática*; e, muito mais, *é não ensinar apenas nomenclatura e classificação gramatical*. Portanto, não se está propondo menos. Pelo contrário, se está propondo muito mais.

Como Ilari & Basso (2006, p. 234), desejamos que o professor de línguas não faça “do conhecimento gramatical o único fundamento de sua autoridade”, até porque “a língua excede a gramática” (ibidem, p. 226)

Ficam evidentes, então, os fundamentos do que agora sintetizo como expressão desse [...] equívoco: **a gramática, sozinha, é incapaz de preencher as necessidades interacionais de quem fala, escuta, lê ou escreve textos [...].**

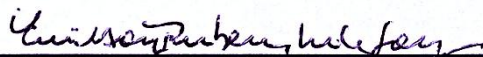
ANTUNES, Irandé. **Muito além da gramática**: por um ensino de línguas sem pedras no caminho. São Paulo: Parábola Editorial, 2007. p. 51-52.

Com base nas ideias do excerto, escreva um texto dissertativo-argumentativo que apresente, em linhas gerais, uma proposta teórico-metodológica, para o ensino de sintaxe do período composto, a ser desenvolvida no Ensino Médio, nas aulas de Língua Portuguesa.

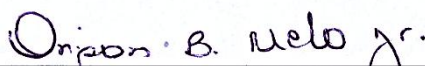
(Valor 0,00 a 2,50 pts).

Espera-se que o candidato apresente, com clareza e objetividade, uma teoria que esteja em consonância com as ideias presentes no excerto mencionado na questão, a qual será base para sua proposta. Com isso, o candidato deve esboçar uma metodologia de abordagem do ensino de sintaxe do período composto nas aulas de Língua Portuguesa do Ensino Médio, demonstrando conhecer aspectos do conteúdo relativos a esse componente curricular.

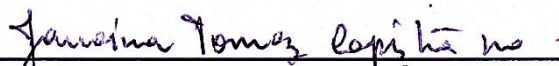
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