



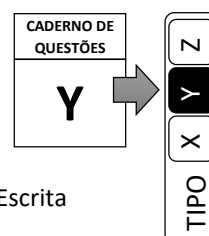
CADERNO DE QUESTÕES	ÁREA DE CONHECIMENTO
C	LÍNGUA INGLESA

INSTRUÇÕES

Este é o **CADERNO DE QUESTÕES** da Prova Escrita do concurso público para o provimento do cargo de **Professor do Ensino Básico, Técnico e Tecnológico, promovido pelo Departamento de Ciências Básicas e Sociais, do Centro de Ciências Humanas, Sociais e Agrárias, Campus III, da Universidade Federal da Paraíba**, regido pelo Edital UFPB nº 88/2018, e contém cinquenta questões objetivas de conhecimento específico, numeradas de 01 (um) a 50 (cinquenta). Onde cada questão vale 02 (dois) pontos, totalizando 100 (cem) pontos.

Confira se a quantidade e a ordem das questões do seu **CADERNO DE QUESTÕES** estão de acordo com as instruções anteriores. Caso o caderno esteja incompleto, tenha defeito ou apresente qualquer divergência, comunique ao aplicador da sala para que o mesmo tome as providências cabíveis.

Cada candidato receberá um **CARTÃO DE RESPOSTAS** no qual deve indicar, no canto superior esquerdo, o tipo do **CADERNO DE QUESTÕES**. O **CARTÃO DE RESPOSTAS** não poderá conter rasuras, emendas ou dobraduras, pois isso poderá impossibilitar sua leitura. O **CARTÃO DE RESPOSTAS** é único para cada candidato e, não haverá substituição por erro do candidato, sendo de sua responsabilidade.



O candidato deverá transcrever as respostas das questões do **CADERNO DE QUESTÕES** da Prova Escrita para o **CARTÃO DE RESPOSTAS** utilizando caneta esferográfica de tinta AZUL ou PRETA.

Para cada uma das questões são apresentadas 05 (cinco) alternativas, dentre as quais apenas uma deve ser assinalada. A marcação de mais de uma alternativa anula a questão.

O candidato deverá assinalar o **CARTÃO DE RESPOSTAS** no local indicado e preencher todo o espaço correspondente a cada alternativa selecionada, não ultrapassando seus limites e evitando borrões.

O candidato com cabelos longos deverá prendê-los, deixando as orelhas à mostra. O candidato deverá guardar, antes do início da prova, em embalagem fornecida pelo fiscal: telefones celulares desligados, relógios, carteiras, chaves de veículos, óculos de sol, bem como, quaisquer outros equipamentos eletrônicos e de telecomunicações desligados. **SERÁ MOTIVO DE ELIMINAÇÃO DO CANDIDATO O FUNCIONAMENTO (EMIÇÃO DE RUÍDOS) DE EQUIPAMENTOS GUARDADOS NA EMBALAGEM.**

Será eliminado do concurso o candidato que:

- Utilizar quaisquer meios de comunicação com outros candidatos após o início da prova;
- Portar e manusear quaisquer materiais ou equipamentos eletrônicos durante a realização da prova;
- Comprovadamente, usar de fraude ou para ela concorrer;
- Atentar contra a disciplina ou desacatar a quem quer que esteja investido de autoridade para supervisionar, coordenar, fiscalizar ou auxiliar na realização das provas;

A Prova Escrita terá a duração máxima de 04 (quatro) horas. O candidato poderá deixar sala da prova somente após decorridas 02 (duas) horas do início da aplicação e, só poderá levar o **CADERNO DE QUESTÕES** ao deixar em definitivo a sala, transcorrido o tempo de 03 (três) horas e 30 (trinta) minutos do início da aplicação.

Aconselha-se que o candidato reserve os 20 (vinte) minutos finais para marcar o seu **CARTÃO DE RESPOSTAS**.

Os rascunhos e as marcações assinaladas no **CADERNO DE QUESTÕES** não serão considerados.

Ao término da prova objetiva, acene para chamar o aplicador e entregue o **CADERNO DE QUESTÕES** e **CARTÃO DE RESPOSTAS**.

Os 02 (dois) últimos candidatos deverão permanecer na sala até que todos tenham terminado a prova, só podendo se retirar da sala concomitantemente e após a assinatura da ata de aplicação de provas.

1. (DCBS/UFPB-Q26E88A18) Brinton (1996) points out that discourse marker (DM) has been the most common name suggested for “seemingly empty expressions found in oral discourse”, however, she proposes the term pragmatic markers, as pragmatic “better captures the range of functions filled by these items”. Although Brinton acknowledges the fact that there has been little agreement on the items that can be called pragmatic markers, she compiles an inventory of thirty three markers that have received scholarly attention and proposes a broad number of characteristics typical of these words. Those characteristics were later taken up by Jucker & Ziv (1998) who reordered them to combine features that pertain to the same level of linguistic description: phonological and lexical, syntactic, semantic, functional and sociolinguistic features. According to Brinton (1996) and Jucker & Ziv (1998) some characteristics of DMs are the following, **EXCEPT**:
 - a) DMs are predominantly a feature of oral rather than of written discourse;
 - b) DMs appear with high frequency in oral discourse;
 - c) DMs are short and phonologically reduced items;
 - d) DMs may occur sentence initially, sentence medially and finally as well;
 - e) DMs are considered to have little prepositional meaning;
2. (DCBS/UFPB-Q27E88A18) The different studies of discourse markers distinguish several domains where they may be functional, in which there are included textual, attitudinal, cognitive and interactional parameters. Accordingly, as stated by Jucker & Ziv (1998) DMs have been analyzed as text structuring devices that serve to:
 - a) Be pragmatically optional or superfluous;
 - b) Be interactional signals such as response elicitors;
 - c) Mark openings or closings of discourse units or transitions between them;
 - d) Be crucial to the collaborative organization;
 - e) Be presented as an understanding of the inventory of functions;
3. (DCBS/UFPB-Q28E88A18) Fraser (1996; 1999) approached DMs from a rather pragmatically-oriented perspective. Following the same line of thought, Muller (2005, p. 20) postulates that “there is a general agreement that discourse markers contribute to the pragmatic meaning of utterances and thus play an important role in the pragmatic competence of the speaker.” (Modhish, www.ccsenet.org/elt English Language Teaching Vol. 5, No. 5; May 2012) To these scholars, the pragmatic perspective of DMs means all aspects mentioned below **EXCEPT**:
 - a) They are to be negotiated by discourse interlocutors;
 - b) They assume different discourse functions depending on the context;
 - c) They have core and procedural meanings;
 - d) They provide structural meanings as they are also known as cohesive devices;
 - e) They provide a powerful clue about the commitment the interlocutors make on the relationship between the message conveyed and the prior discourse;
4. (DCBS/UFPB-Q29E88A18) Fraser (2009) identifies three functional classes of DMs. The first class is _____ which signal that the message conveyed by the discourse segments they introduce contrasts directly or indirectly with the prior segments. (...) _____ constitute the second subclass of discourse markers. (They) indicate that the information contained in the discourse segments that host them is an elaboration on the information represented by prior segments. (...) The third subclass of discourse markers is that where the discourse segment they introduce “provides a basis for inferring” the prior segment (...) identified by Fraser as _____. (Ali and Mahadin *In International Journal of Humanities and Social Science* Vol. 6, No. 3; March 2016). Mark the correct functional classes of DMs below respectively:
 - a) Contrastive discourse markers, elaborative discourse markers, inferential discourse markers;
 - b) Elaborative discourse markers, contrastive discourse markers, inferential discourse markers;
 - c) Inferential discourse markers, elaborative discourse markers, contrastive discourse markers;
 - d) Contrastive discourse markers, inferential discourse markers, elaborative discourse markers;
 - e) Elaborative discourse markers, inferential discourse markers, contrastive discourse markers;

5. (DCBS/UFPB-Q37E88A18) Lexical cohesion is from the aspects of reiteration and collocation. Accordingly, there are two kinds of lexical cohesion devices which are reiteration and collocation. There are mainly four types of reiteration approach, choose the **INCORRECT** sentence:
- a) Repeating the same word; d) Using a general word;
 b) Using a synonym or near synonym; e) Using a pairs of opposites;
 c) Using a superordinate;
6. (DCBS/UFPB-Q39E88A18) The fast track in which one has been inserted regarding the technological use of digital tools has proved to be an asset for:
- a) Allowing the teacher to have more teaching time;
 b) Proving a more focused use of the grammar-translation method;
 c) Collaboration between the learning community while sharing knowledge;
 d) Dismissing the use of mobile phones since they are of no usefulness within the learning environment;
 e) Decreasing usefulness of the teacher-learner relationship;
7. (DCBS/UFPB-Q40E88A18) Rogers (1969) has addressed five key hypothesis on the student-centred approach. Read the statements below and choose the option that best reflect the truth about Rogers (1969) hypothesis.
- i. *We cannot teach another person directly, we can facilitate learning;*
 ii. *People learn significantly only those things that they perceive as being involved in the maintenance or enhancement of the structure of self;*
 iii. *Experience which if assimilated would involve a change in the organization of self tends to be accepted through denial or distortion of symbolization, and the structure and organization of group appear to become more rigid under threat;*
 iv. *Experience which is perceived as convenient with the self can only be assimilated if the current organization of group is relaxed and expanded to include it; and*
 v. *The educational system which most effectively promotes significant learning is one in which threat to the self, as learner, is reduced to a minimum;*
- a) All the statements above follow Rogers (1969) principles about the student-centred approach;
 b) Just items I and III follow the student-centred approach;
 c) None of the statements above adhere to Rogers' approach;
 d) Items III and IV do not follow the approach;
 e) Only items III and V are in accordance with Rogers' hypothesis;
8. (DCBS/UFPB-Q45E88A18) Deeper learning, formative assessment, real-life examples and civic engagement are some of the clusters addressed by 21st Century practitioners. Match the concepts with their definitions and then choose the best option. Some options may be used more than once.
- A. Deeper learning. () Understood to include involvement in activities focused on improving one's community, involvement in electoral activities and efforts to exercise voice and opinion (Zukin, et al., 2006).
 B. Formative assessment. () Connecting topics to students' personal lives and interests.
 C. Real-life examples. () Involve students in self- and peer-assessment.
 D. Civic engagement. () The process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations.
 () Engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing.
 () Continuously monitor, provide feedback, and respond to students' learning progress.
- a) A – C – B – D – C – B; d) B – C – D – A – A – B;
 b) B – A – B – A – C – D; e) A – C – D – A – C – B;
 c) D – C – B – A – C – B;

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9. (DCBS/UFPB-Q20E88A18) Hirvela (2004) claimed that ESL/EFL writing teachers need to understand their students as readers in order to make the reading-writing connection works better. Their understanding of their students as readers involves identifying “their notions of reading” (especially 'good reading'). Hirvela argued that adopting the _____, which focuses on readers and how they read texts, as basis for teaching writing classes can help us to understand “why [our students] read and write as they do” (2004, p. 55). According to the statement above choose the best alternative to complete the gap.
- a) Reader-Interact Approach;
 - b) Reader-Writing Approach;
 - c) Reader-Response Approach;
 - d) Reader-Reiteration Approach;
 - e) Reader-Repetition Approach;
10. (DCBS/UFPB-Q16E88A18) For each statement mark T for true or F for false. According to Eisterhold (1990), “Theoretically, the reading-writing connection can be viewed throughout three hypotheses, or models: (1) directional hypothesis, (2) nondirectional hypothesis, and (3) bidirectional hypothesis”.
- () The directional hypothesis supports a reading-to-write model, that is, reading enhances writing. Within this model, reading and writing share 'structural components'. This reading-to-write model assumes that the transfer of information proceeds in one direction only. For example, readers, after getting to know patterns such as comparison in their reading, would be able to reproduce these patterns.
 - () Eisterhold believed that "the cognitive process of constructing meaning" (1990, p. 90) is what links reading to writing. According to him, explicit instruction is dispensable in order for the non-directional model to occur.
 - () The directional model is the most salient model from a teaching perspective. The non-directional hypothesis assumes that reading and writing derive from a 'single underlying proficiency' (Eisterhold, 1990). Within this model, the transfer of information can occur in either direction: from reading to writing or from writing to reading.
 - () The third hypothesis, bidirectional, posits that reading and writing are both interactive and interdependent. Eisterhold (1990) stated that within this model, which is the most complex and comprehensive model, there are multiple processes and relations between reading and writing that might change as learners' language ability develops.
 - () The phrase **reading for writing** can be understood as referring most specifically to the literacy event in which readers/writers use text(s) that they read, or have read, as a basis for text(s) that they write. Reading for writing can also be understood as acknowledging that reading is often the resultant physical artifact of reading/writing encounters. (1990, p. 85).
 - () Any change in reading would result in change in writing and vice versa. The reading-writing connection concept will be viewed from the reading to-writing directional model point of view since this model suggests the important role that reading must play as information source in the writing class and, moreover, is the model typical of many instructional programs (Eisterhold, 1990). Furthermore, research has shown that instruction in reading can be effective in improving writing (Eckhoff, 1983; Taylor and Beach, 1984).
- a) T – F – T – T – F – T;
 - b) T – F – T – F – F – T;
 - c) F – F – T – T – F – T;
 - d) T – F – F – T – F – T;
 - e) T – F – T – T – F – F;
11. (DCBS/UFPB-Q17E88A18) According to Kroll (2001) using reading in writing instruction provides three stylistic choices. Choose the **CORRECT** answer from the multiple-choice list.
- a) Vocabulary, rhetorical modes, and instruction;
 - b) Cohesion and coherence, methods of development, and grammatical features;
 - c) Vocabulary, Cohesion and coherence, and instruction;
 - d) Grammatical features, vocabulary, and rhetorical modes;
 - e) Comparison, vocabulary, cohesion and coherence;

12. (DCBS/UFPB-Q34E88A18) According to Moita Lopes (2003), if we consider the circulation of globalized ideals, it is of special importance the foreign language teacher's social and political engagement, principally in our current society, when basically a founded discourse in a unique thought, lined in the so called globalization, across the world in discourses mostly built in English, captained by the strong north american capitalism that arrives at virtually all over the world in that this tends to influence what it is to be done and what is to be thought in all places (MOITA LOPES, 2003, p. 31). Regarding the teacher's role in an ESP context where reading is the taught skill, Moita Lopes conveys that:
- ESP teachers should instigate critical thinking in reading classes;
 - ESP teachers should motivate learners' social and political thinking in reading classes;
 - ESP teachers should orient learners' thinking based on the circulation of globalized ideals;
 - ESP teachers should lead learners' reading behavior according to the strong north American capitalism that arrives at virtually all over the world;
 - ESP teachers should orient learners' critical thinking based on the teacher's point of view also;
13. (DCBS/UFPB-Q35E88A18) 'Shadow-reading', also known as a collaborative reading activity, is based on Vygotskyan sociocultural theory (SCT) and, therefore, serves as a basis in ESP reading classes whose focus are on reading as a socio interactive perspective. With this reading view in mind, choose the option that describes how reading comprehension occurs in ESP classes:
- Reading comprehension emerges when L2 readers engage in co-constructed reading activities as opposed to reading independently;
 - Reading comprehension emerges through social mediation in the ZPD;
 - Reading comprehension emerges through social mediation among the participants, involved in co-constructed activities, regarding individual cultural behavior;
 - Reading comprehension emerges when readers, from the same level of knowledge, are engaged in reading activities;
 - Reading comprehension emerges when readers share the same level of knowledge and cultural behavior;
14. (DCBS/UFPB-Q36E88A18) According to Halliday and Hasan, cohesion is a semantic relation that makes a passage as a whole and united one, and it combines all the elements of the text in order to get a single new unit. The cohesive devices are not applied alone sometimes, they can often be used together. This interactive application of both the grammatical devices and lexical devices can be of great help for the students to obtain the right understanding and interpretation of the material. Grammatical cohesion consists of four kinds of cohesion devices which are:
- Reference, substitution, ellipsis and conjunction;
 - Collocation, ellipsis, contribution and reiteration;
 - Reiteration, collocation, ellipsis and contribution;
 - Substitution, contribution, reference and ellipsis;
 - Reference, contribution, ellipsis and collocation;
15. (DCBS/UFPB-Q38E88A18) In Zuhair Abdul Amir Abdul Rahman's *The Use of Cohesive Devices in Descriptive Writing by Omani Student Teachers*, the authors mention Cox, Shanahan, and Sulzby (1990) and Connor (1984) and supported the idea that cohesion is important for the reader in constructing meaning from a text and for the writer in creating a text that can be easily comprehended... and "defined cohesion as the use of explicit cohesive devices that signal relations among sentences and parts of a text." (2013, p.2) According to these authors, choose the alternative that represents the best meaning of cohesive devices:
- Cohesive devices enable readers and listeners to understand what they read and listen to;
 - Cohesive devices enable readers and listeners to comprehend literal meanings of texts;
 - Cohesive devices enable readers and listeners to verify inferential and explicit meanings in texts;
 - Cohesive devices enable readers and listeners to capture the connectedness between what precedes and what follows;
 - Cohesive devices enable readers and listeners to perceive the whole unity of meaning in texts;

20. (DCBS/UFPB-Q30E88A18) Considering the studies of DMs in classroom setting, some scholars have conducted a variety of research and observed that these markers can signal the teachers' role in interactional function in the classroom and to what extent this may affect in the learners' learning and reinforce the teaching function. Among the functions of DMs in the classroom interaction context, which of the ones cited below **DOESN'T** belong to the DMs function:
- a) To introduce a new topic or activity;
 - b) To motivate or encourage the pupils;
 - c) To call the pupils' attention;
 - d) To clarify or rephrase what has been said;
 - e) To mention any information in a statement;
21. (DCBS/UFPB-Q31E88A18) In Douglas Brown's "Teaching by Principles – an interactive approach to language pedagogy", in the chapter designed to Teaching Reading, the author establishes some relevant principles for an interactive reading technique. Which of the principles below **DOESN'T** fit to Brown's suggestions:
- a) Overlook the importance of specific instruction in reading skills;
 - b) Use techniques which are internally motivating;
 - c) Encourage learners' use of different reading strategies;
 - d) Include bottom-up and top-down reading strategies;
 - e) Work with authentic material in classes;
22. (DCBS/UFPB-Q32E88A18) Tierney and LaZansky *in* Kleiman (2011, p. 33), (...) define the relation between author and reader as a mutual responsibility related to the communication objectives, such responsibility implies the establishment of contact point between them, keeping, at the same time, the reader's own charge to get away of the author's objective. There is another author, Orlandi (1982), that argues that "(...) it can be established in reading a relation not between the object and the reader but between the reader and the author, social subjects, in a process that will be necessarily dynamic and mutable". In view of this citation, mark below the most appropriate definition of reading in English in vocational courses:
- a) Reading in English involves the learners' learning objectives and use of specific strategies to comprehend the author's intention in different text types;
 - b) Reading in English involves the learners' learning objectives, the use of specific strategies to comprehend the author's intention in different text types and the ability to develop critical thinking;
 - c) Reading in English involves the learners' learning objective, the use of specific strategies to comprehend the author's intention in different text types, the ability to develop critical thinking and the understanding of linguistic elements to be able to make inferences along reading;
 - d) Reading in English involves the learners' learning objectives, the use of specific strategies to comprehend the author's intention in different text types and the understanding of linguistic elements to be able to make inferences along reading;
 - e) Reading in English involves the learners' learning objectives and use of specific strategies to capture the author's intention in different text types;
23. (DCBS/UFPB-Q33E88A18) About reading in an interactive way, "Kato (1999) affirms that with the incorporation of Pragmatics notion, another view is observed. The focus turns now not to be about what the text mentions in relation to the interaction between the reader and the linguistic textual data, but on what the author wants to convey; i.e., his/her intentions. Under this view, the act of reading starts to be seen as a communicative act." (Kato, op.cit.: 114-115). Based on Kato's citation, the readers need to:
- a) Infer the author's meaning through the analysis of the author's linguistic cues;
 - b) Understand what the author says in the text;
 - c) Infer the author's meaning through the analysis of the author's linguistic cues, considering their background knowledge;
 - d) Verify the author's meanings throughout the text;
 - e) Identify the text meaning;

24. (DCBS/UFPB-Q41E88A18) “Once students went to university for education. Now it’s an ‘experience’” (available at: <https://www.theguardian.com/education/2015/oct/06/students-university-education-experience-customer>). The headline of The Guardian from 2015 reflects a trend in Education the second we entered the 21st century. Which trend does it reflect?
- An instructional approach in which students influence the content, activities, materials, and pace of learning, namely the student-centred approach;
 - An international approach in which teachers influence the content, activities, materials, testing and pace of learning, namely the student-centred approach;
 - An international approach in which students influence the content, activities, materials, testing and pace of learning, namely the teacher-centred approach;
 - An international approach in which teachers influence the content, activities, materials, testing and pace of learning, namely the knowledge-centred learning;
 - An international approach in which principal influence the school, testing and pace of teaching, namely the communicative approach;
25. (DCBS/UFPB-Q42E88A18) Since the Student-Centred Approach (SCA) acknowledges the fact that every learner’s contribution is relevant to the learning-teaching environment, which of the following options reflects examples that could be applied in a vocational course?
- Case study, jigsaw, problem-based learning.*
 - Group work; social media; experiments.*
 - Exclusive individual work; teacher-paced learning.*
- Items I, II and III are examples of the SCA;
 - Only item III presents examples of the SCA;
 - Only items I and III presents examples of the SCA;
 - Only item II presents examples of the SCA;
 - Only item I and II presents examples of the SCA;
26. (DCBS/UFPB-Q43E88A18) “Today’s economic environment demands that our children become the very best they can be. A lot of demands are placed upon us as parents, and whether we like it or not, we need to help our children navigate their way in today’s fast-paced world and build their skills for the future.” (Available at: <https://www.theguardian.com/education/2014/feb/27/musicians-better-language-learners>. Downloaded on: 28th Jan. 2019). With that quote in mind and as a practitioner of a vocational course it is important that:
- We must teach our learners what to think by, as a teacher, determining the best tools for them to learn;
 - We must teach our learner what and how to think by allowing them time to reflect upon the learning process;
 - Learners must focus on developing their own skills individually;
 - Collaboration and learn by doing are skills which are not used under the student-centred approach;
 - The vocational courses should only train for specific jobs disregarding any cultural or social features that it may involve;
27. (DCBS/UFPB-Q44E88A18) Developing 21st Competencies is an important feature of the learning-teaching environment, not only in vocational courses but also in comprehensive environments. That said, complete the following statement with the appropriate lexical choice:
- “Educational attainment — the number of years a person spends in school — strongly predicts adult earnings and also predicts health and civic engagement. Moreover, individuals with higher levels of education appear to gain more knowledge and _____¹ on the job than those with lower levels of education, and to be able, to some extent, to transfer what they learn across occupations. Since it is not known what mixture of _____², intrapersonal, and interpersonal competencies accounts for the labor market _____³ of additional schooling, promoting educational attainment itself may constitute a useful complementary strategy for developing 21st century competencies.” (Pellegrino & Hilton, 2012)
- 1 – skills; 2 – cognitive; 3 – benefits;
 - 1 – learning; 2 – schools; 3 – drawbacks;
 - 1 – skills; 2 – testing; 3 – drop;
 - 1 – inexperience; 2 – cognitive; 3 – dropout;
 - 1 – digitalization; 2 – anti-social behaviour; 3 – benefits;

31. (DCBS/UFPB-Q01E88A18) The genre-based approach is influenced by a modern classroom design where support is given to students at the beginning of the learning process, and the original design of the wheels related to the curriculum introduced by Callaghan and Rothery (1988) is called the Curriculum cycle. According to the statement match the first column with the second.

- | | | |
|-----------------|-----|--|
| A. Stage one; | () | Teachers and learners jointly construct texts. With the help of teachers, learners can finally complete their assignments. As they are writing, teachers gradually withdraw help and provide supports to learners when needed until they reach the final stage. In the final stage, students are expected to finally produce the texts on their own although the writing process involves the help of teachers and peers on drafting, revising, and editing (Derewianka & Jones, 2012, p. 54). |
| B. Stage two; | () | Is the preparation stage, here the teachers negotiated the topic of task or text types with the learners, plan activities and build learners' background knowledge (Gebhard & Harman, 2011). |
| C. Stage three; | () | Students are expected to finally produce the texts on their own although the writing process involves the help of teachers and peers on drafting, revising, and editing (Derewianka & Jones, 2012, p. 54). In this particular study, the curriculum cycle informs the stages the teacher as a researcher plan the study and provide supports and resources that learners need in order to write a letter to an editor and a news report. |
| D. Final stage; | () | Modelling the genre, is concerned with developing students' conscious knowledge of language and how it works. Apart from learning how it works, students acquire knowledge on the patterns of the language from the samples of the finished written texts shown and explained by the teachers (Derewianka & Jones, 2012, p. 48). |

- a) C – A – B – D; b) D – A – C – B; c) C – A – D – B; d) B – A – D – C; e) C – B – D – A;

32. (DCBS/UFPB-Q02E88A18) Upon glancing at a text, a reader is able to trigger all the knowledge s/he has about that text's genre. In vocational courses the use of genre-based approach draws on:

- I. *Merely identifying genre;*
- II. *Different specific strategies to acknowledge the genre and identify its purposes;*
- III. *Knowledge that some texts may be hybrid and one may be faced with a plethora of features from more than one genre in on text;*

After reading the statements above classify them whether they are True (T) or False (F) and choose the best option:

- a) T, F, T; b) F, T, T; c) T, F, T; d) F, T, F; e) F, F, T;

33. (DCBS/UFPB-Q03E88A18) While bringing the genre-based approach to a classroom the practitioner needs to follow a few steps such as:

- a) Choose and place a text within a situational context focused on the learner's needs, observe both author's and reader's background knowledge, the features the text has but ignore the learner's world knowledge;
- b) Choose and place a text within a situational context focused on the teacher's needs, observe both author's and reader's background knowledge, the features the text has and the learner's world knowledge;
- c) Choose and place any text, observe both author's and reader's background knowledge, the features the text has and the learner's world knowledge;
- d) Choose and place a text within a situational context, disregard both author's and reader's background knowledge, the features the text has and the learner's world knowledge;
- e) Choose and place a text within a situational context focused on the learner's needs, observe both author's and reader's background knowledge, the features the text has and the learner's world knowledge;

34. (DCBS/UFPB-Q04E88A18) By reading about genre analysis one learns that throughout the years the approach has undergone a series of changes, improvements and adaptations in order to better fit the learner's need. The only true statement is:
- a) Proposed models that use one discipline only to address genre's features are the most recommended;
 - b) differences in discipline and between formal and informal genres are essential to acknowledge genre features;
 - c) Engineering students should only be allowed to have access to Engineering texts;
 - d) Academic papers from different areas will all share the same features therefore if one reads one academic paper one will master all the features for once and for all;
 - e) Genre analysis should exclusively focus on the identification of key grammatical elements in a text;
35. (DCBS/UFPB-Q05E88A18) While addressing the use of genres the practitioner must bear in mind that the learner might get confused regarding a few other terms such as textual genre and type of text. The following are all examples of the latter but:
- a) Narrative and novel;
 - b) Description and phone bill;
 - c) Narrative and e-mail;
 - d) Religious discourse and horoscope;
 - e) Description and prescription;
36. (DCBS/UFPB-Q06E88A18) The previous research on Teaching and learning of interdisciplinary thinking (IDT) in higher education shows consensus on the need for pedagogical support of learning IDT (Augsburg et al., 2013; Nardone & Lee, 2011). A potential pedagogical tool for the required pedagogical support is the constructive alignment theory of Biggs (Stefani, 2009; Yang, 2009). This theory, firstly published in 1999 (Biggs, 1999a, 1999b), was continuously developed resulting in new editions in 2003 (Biggs, 2003), in 2007 (Biggs & Tang, 2007), and in 2011 (Biggs & Tang, 2011). According to that the two main design principles of this theory are:
- a) outcome-based, and constructively aligned;
 - b) pedagogical support, and outcome-based;
 - c) constructively aligned, and pedagogical support;
 - d) outcome-based, and IDT learning;
 - e) constructively aligned, and IDT learning;
37. (DCBS/UFPB-Q07E88A18) Many of the more prominent challenges in the theoretical vocational classroom are related to lacking motivation for common core subjects, as discussed by Hestnes (2000). It is a common belief among vocational English teachers that this lack in motivation often occurs due to a dichotomy in expectations between the pupils and the teacher, or between the pupils and the curriculum. In all language classrooms, whether in general studies or vocational studies, the individual learners have individual attributes, which they bring to language learning. These can have an important influence on learning. Based on the statement, choose the **CORRECT** alternative related to the attributes in language learning:
- a) They seek recognition in their social environment, and a part of this is taking care of their peers (Strandkleiv, 2006:17);
 - b) Self-determination is a necessary component in the learning of a second language. According to Ellis, "the more self-determined a learner's motivation is the greater the achievement" (Ellis 2012:687);
 - c) learning style preferences (learning in groups or individual learning), affective factors (shyness, anxiety, enthusiasm), motivation (learners' attitude, desire, interest in and willingness to invest effort) and learning strategies (whether able to plan, manage and evaluate own learning) (Richards and Rogers 2014:28);
 - d) This means that pupils have an innate desire to practice and develop, and challenges are what aids this development. In the vocational classroom, the surroundings are different from the general studies classroom;
 - e) The pupils need to be in control of their everyday life, and in order to have control, they need to have a significant influence in what they want to do at school. However, if this need is not met, this could result in passive pupils without a real opportunity to influence their own education (Strandkleiv, 2006:16);

38. (DCBS/UFPB-Q46E88A18) Assessment presents itself sometimes as a barrier when it comes to 21st Century Skills and the practitioner finds him/herself struggling whether to use summative or formative assessment. Knowing the difference between them is a key factor. Analyse the statements below and categorize them whether they are Summative (S) or Formative (F) and choose the appropriate option:

- () Students are involved in the assessment process as assessors and resources to other students.
- () End-of-term or semester exams
- () Helps teachers determine next steps during the learning process.
- () Scores that are used for accountability for schools.
- () Report cards.
- () District benchmark or interim assessments.
- () Informs both teachers and students about student understanding at a point when timely adjustments can be made.
- () Scores that are used for accountability for schools.
- () Practice.
- () End-of-unit or chapter tests.

- a) S – S – F – F – S – S – F – S – F – S; d) F – S – F – S – S – S – F – S – F – S;
 b) F – S – F – S – F – F – F – S – F – S; e) S – F – S – S – S – S – F – S – F – F;
 c) F – F – F – S – F – S – F – F – S – S;

39. (DCBS/UFPB-Q47E88A18) 21st Century Skills are broken in three categories: learning skills, literacy skills and life skills. Complete the following statements so that each of the categories above mentioned meet the statements they belong to:

- i. _____ focuses on how students can discern facts, publishing outlets, and the technology behind them.
- ii. _____ focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.
- iii. _____ teaches students about the mental processes required to adapt and improve upon a modern work environment.
- iv. _____ take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

- a) Learning skills, literacy skills, literacy skills, life skills;
- b) Life skills, literacy skills, literacy skills, life skills;
- c) Learning skills, life skills, literacy skills, learning skill;
- d) Life skills, literacy skills, learning skills, life skills;
- e) Literacy skills, literacy skills, life skills, learning skills;

40. (DCBS/UFPB-Q48E88A18) Developing and enhancing global skills is among the 21st Century Skills which is directly connected to global language teaching. However, global language teaching cannot be fulfilled without linking different subject matters to the teaching of the language, making the learning-teaching process more meaningful for all the participants. This underlined statement entails another skill which is:

- a) Intrapersonal communication; d) Interdisciplinarity;
- b) Digital literacy; e) Educational approach;
- c) Hybrid learning;

41. (DCBS/UFPB-Q49E88A18) The 21st Century and the approaches to teaching English, be it for specific purposes, as a second language or a foreign language, to name a few, go hand in hand due to the fact that there are many 20th Century methods and approaches that could be easily adapted to fit the learners' needs. Analyse the statements below whether they are T (True) or F (False) and choose the best option:

- i. Teachers should resort to methods from the last Century;
 - ii. Collaboration, critical thinking, communication and creativity are among the skills that should be addressed when teaching English;
 - iii. Multiliteracy allows the learner to cope with a plethora of texts, meanings and contexts of situation, culture and social features;
- a) T – F – T; b) F – T – T; c) F – F – T; d) T – T – F; e) T – F – F;

42. (DCBS/UFPB-Q21E88A18) According to the gamification process, two types of motivation process appear:
- Intrinsic motivation and extrinsic motivation;
 - Interior motivation and exterior motivation;
 - Primary motivation and secondary motivation;
 - Framed motivation and unframed motivation;
 - Flexible motivation and inflexible motivation;
43. (DCBS/UFPB-Q22E88A18) Kusurkar, Croiset, and Ten Cate (2011) established twelve tips to stimulate intrinsic motivation in students, in the following statements choose the incorrect sentence:
- Identify and nurture what students need and want;
 - Have students' internal states guide their behavior;
 - Encourage active participation;
 - Acknowledge students' expressions of negative effect;
 - Give a negative feedback as necessary;
44. (DCBS/UFPB-Q23E88A18) Read the following statements and choose the **INCORRECT** option.
- Gamification is the inclusion of game design elements into non-playful contexts. Its main aim is to influence people's behavior, involving and motivating them to achieve different challenges;
 - Gamification as an attitude, a learning strategy and a movement;
 - Gamification is not a movement, it is just a simple learning strategy;
 - Gamification describes a series of design principles, processes and systems used to influence, engage and motivate individuals, groups and communities to drive behaviors and effect desired outcomes;
 - Gamification is the process of using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems;
45. (DCBS/UFPB-Q25E88A18) According to the NMC Horizon Report (2014), Gamification is building support alongside teachers and the time of adoption is around two to three years. Gamification is also appearing more in online learning environments. Kaplan University, for example, gamified their IT degree program after running a successful pilot in their Fundamentals of Programming course. Students' grades improved and the number of students who failed the course decreased. About Gamification, choose the **CORRECT** option:
- Gamification has become a negative tendency in online learning and in professional development for educators;
 - The Gamification of education is gaining support among educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners;
 - Students' grades improved but the number of students who failed the course increased;
 - The objective for integrating Gamification towards education is to unchain a more attractive and effective learning experience for the student, and a very important aspect in Gamification with educational purposes is based on the implication that envisions social media objectives;
 - Gamification offers the learners an opportunity to interact with the online world specific for the student individually;
46. (DCBS/UFPB-Q50E88A18) Hutchinson and Waters (1987) were very focused on anticipating competencies and therefore their focus on the learners' needs and interests were already trendy since they followed the student-centred approach. Another necessary trend to follow was the use of interdisciplinarity while teaching English for Specific Purposes. Nevertheless, in order to make use of such approach it is important to acknowledge that:
- While using interdisciplinarity one must admit that all the disciplines are equal;
 - While using interdisciplinarity it is necessary to allow an appropriate environment of dialogue between the addressed disciplines;
 - Using interdisciplinarity means that one discipline is the most important of all;
 - The interdisciplinary approach does not allow in problem-solving situations;
 - The interdisciplinary approach does not allow the production of knowledge;

47. (DCBS/UFPB-Q18E88A18) EFL/ESP teachers' focus in writing instruction should also be on enhancing reading skills. Kroll (1993) warned that "teaching writing without teaching reading is not teaching writing at all" (p. 75). Choose the **INCORRECT** statement.
- a) Hirvela (2001) argued that students who have writing problems may experience reading problems. He added that difficulties in reading sources impact on writing about them;
 - b) Grabe (2003) claimed that teaching reading strategies and preparing students to become good readers are essential procedures toward making L2 students better writers;
 - c) Hirvela (2004) added that in order for L2 students to benefit from the readings, they should be taught how to read first. For example, the skill of synthesizing information is a reading skill that should be enhanced in order to help L2 students write better writing samples;
 - d) However, when reading is integrated in writing instruction, L2 writing teachers should be aware to concentrate too much on developing reading skills and leave the writing skills unemphasized (Morrow, 1997);
 - e) EFL/ESP writing teachers are encouraged to increase their students' awareness of the importance of reading for accomplishing writing tasks. They also should teach their students that better writing is preceded by good deal of reading and that reading is the basis for writing;
48. (DCBS/UFPB-Q19E88A18) According to Hirvela (2004), reading a text rhetorically promotes the integration of reading and writing. Choose the answer that best describes the "Modeling Approach", by Hirvela.
- a) An approach to using authentic texts especially to serve as models in L2 writing instruction;
 - b) An approach to integrate reading, writing, and technology in reading/writing classes;
 - c) An approach to using reading for learning about writing - as a direct model of reading for writing;
 - d) An approach to incorporate reading into writing courses by using various kinds of texts as source texts that students can respond to in a variety of writing formats;
 - e) An approach to expose EFL/ESP students to texts that are developed especially to serve as models in L2 writing instruction that can help the EFL/ESP writing teachers who cannot find appropriate models;
49. (DCBS/UFPB-Q24E88A18) In Jorge Francisco Figueroa Flores' (2015) article entitled "Using Gamification to Enhance Second Language Learning", a five-step model is presented, taken from Huang's and Soman's work (2013) to apply gamification in education to learn/teach a foreign language. Choose the **INCORRECT** sentence related to the five- step model.
- a) Knowing the group of people to whom the program of gamification is directed and the context in which it will be carried out;
 - b) Defining learning objectives, which are key to success in an educational program. Here, general, specific and behavioral objectives must be taken into account;
 - c) Structuring the experience, decomposing the program into different parts and establishing the main points of the program, which allows to sequence the knowledge and measure the learning that students have to achieve at the end of each stage;
 - d) Identifying the elements of gamification that the students want to apply taking into account the different stages of the program;
 - e) Applying the elements of gamification that the teacher considers more appropriate in each case;

50. (DCBS/UFPB-Q13E88A18) Read the paragraph below about blended learning/technology in the classroom and mark the alternative that represents the blended learning objective in EFL classrooms and its challenge, respectively.

As evidenced in previous studies, some EFL teachers have used the technological tools to help students expand their dedication to the lessons and explore different resources to learn a foreign language (FL). Nevertheless, it is important to highlight how the Face-to-Face classes and the virtual environment interact. In the studies presented, EFL teachers pointed out why Blended Learning could be used as a pedagogical model in the EFL classroom where students can explore different topics and chat with native speakers, as evidenced in the study done by Bañados (2006), and share cultural aspects and complement both the virtual and the face-to-Face environments, as shown in the research by Clavijo et al (2008). The researchers expressed that through the use of a Blended Learning model, students improved their foreign language skills. However, it is important to keep in mind students' insights because although they stated they improved their learning process, they agreed that they needed more teachers' guidance and interaction among them, which are crucial elements in a Blended Learning model. (Alpala and Flórez, Blended Learning in the Teaching of English as a Foreign Language: An Educational Challenge, HOW 18, December 2011, ISSN 0120-5927. Bogotá, Colombia. Pages: 154-168).

- a) Explore learners' dedication to the lessons / increase teachers' guidance and interaction among learners;
- b) Explore learners' dedication to the lessons / increase teachers' guidance;
- c) Motivate learners' participation in classroom activities and use a variety of tools to learn a FL/ increase teachers' interaction and guidance among learners;
- d) Motivate learners' participation in classroom activities / increase teachers' guidance and interaction among learners;
- e) Encourage learners' participation in classroom activities to help them learn a FL better/ increase teachers' guidance and interaction among learners;