

**-- CONHECIMENTOS ESPECÍFICOS --****Text 9A1**

Research into how multilingual people juggle more than one language in their minds is complex and sometimes counterintuitive. It turns out that when a multilingual person wants to speak, the languages they know can be active at the same time, even if only one gets used. These languages can interfere with each other, for example intruding into speech just when you do not expect them. And interference can manifest itself not just in vocabulary slip-ups, but even on the level of grammar or accent. “From research we know that whenever a bilingual or multilingual is speaking, both languages or all the languages that they know are activated,” says Mathieu Declerck, a senior research fellow at the Vrije Universiteit in Brussels. “For example, when you want to say ‘dog’ as a French-English bilingual, not just ‘dog’ is activated, but also its translation equivalent, so ‘chien’ is also activated.” As such, the speaker needs to have some sort of language control process. If you think about it, the ability of bilingual and multilingual speakers to separate the languages they have learned is remarkable. How they do this is commonly explained through the concept of inhibition — a suppression of the non-relevant languages. However, when this control system fails, intrusions and lapses can occur. For example, insufficient inhibition of a language can cause it to “pop up” and intrude when you are meant to be speaking in a different one.

Tamar Gollan, a professor of psychiatry at the University of California San Diego, has been studying language control in bilinguals for years. Her research has often led to counterintuitive findings. She explains that when mixing languages, multilinguals are navigating a sort of balancing act, inhibiting the stronger language to even things out — and sometimes, they go too far in the wrong direction. “When bilinguals are mixing languages, it seems like they inhibit the dominant language so much that they actually are slower to speak in certain contexts. I think the best analogy is: imagine you suddenly become better at writing in your non-dominant hand. We have been calling this reversed dominance.” Reversed dominance effects can be particularly evident when bilinguals switch between languages in a single conversation, says Gollan.

Navigating such interference could perhaps be part of what makes it hard for an adult to learn a new language, especially if they have grown up monolingual. One thing that might help is immersing yourself in the environment of the foreign language. “You are creating a context in which you are strongly holding back this other language, so that gives room for the other (new) language to become stronger,” says Matt Goldrick, a professor of linguistics at Northwestern University in Evanston, Illinois. “When you return from that immersion experience, hopefully you can better manage that competition,” he adds. “That competition will never go away, you just get better at managing it.”

Managing competition is certainly something that multilinguals do tend to have a lot of practice in. Many researchers argue that this brings them certain cognitive advantages — although it is worth noting that the jury’s still out on this, with others saying their own research does not show reliable evidence for a bilingual cognitive advantage. In any case, using languages is arguably one of the most complex activities humans learn how to do. And having to manage multiple languages has been linked to cognitive benefits in many studies, depending on task and age. Some studies have shown bilinguals perform better, for example, in activities when participants have to focus on counterintuitive information. Speaking multiple languages has also been linked to delayed onset of dementia symptoms. And of course, multilingualism brings many obvious benefits beyond the brain, not least the social benefit of being able to speak to many people.

Internet: &lt;www.bbc.com&gt; (adapted).

**Questão 31**

According to text 9A1, bilingual speakers control the languages they speak by

- ☐ A operating both languages on equal levels of access.
- ☐ B using the stronger language to learn the weaker language better.
- ☐ C immersing in the weaker language to the detriment of the stronger one.
- ☐ D inhibiting the stronger language and focusing on the weaker language.
- ☐ E using interference to improve the performance in the weaker language.

**Questão 32**

Based on text 9A1, it is correct to affirm that immersing oneself in the foreign language environment might help because it

- ☐ A develops new cognitive advantages in the foreign language.
- ☐ B creates an opportunity for the foreign language to become stronger.
- ☐ C makes adult learners simulate the method through which bilingual children learn languages.
- ☐ D makes the foreign language win the competition against the native language.
- ☐ E avoids slip-ups in the foreign language’s vocabulary, grammar and accent.

**Questão 33**

The word “juggle”, used in the first sentence of text 9A1, means

- ☐ A know by heart.
- ☐ B retrieve something for daily use.
- ☐ C store several things simultaneously.
- ☐ D refresh something for immediate use.
- ☐ E succeed in dealing with.

**Questão 34**

In the sentence “However, when this control system fails, intrusions and lapses can occur” (end of the first paragraph of text 9A1), the word “However” can be correctly replaced, without changing the meaning of the sentence and without harming its correctness, with

- ☐ A Despite.
- ☐ B Although.
- ☐ C Nevertheless.
- ☐ D Moreover.
- ☐ E Furthermore.

**Questão 35**

The expression “the jury’s still out on this” (second sentence of the last paragraph of text 9A1) means

- ☐ A there has been no final decision or opinion on this matter yet.
- ☐ B the cognitive advantages found were poorly presented by scientists.
- ☐ C there is no consensus that this is a matter of interest for science.
- ☐ D no scientist is willing to defend their point of view on this matter.
- ☐ E a board of scientists is still analyzing recent research on this matter.

**Questão 36**

The word “arguably”, in the excerpt “using languages is arguably one of the most complex activities humans learn how to do”, (last paragraph of text 9A1) could be correctly replaced, maintaining the original meaning and correctness, with

- A hardly.
- B initially.
- C obviously.
- D probably.
- E definitely.

**Questão 37**

The fragment “Speaking multiple languages has also been linked to delayed onset of dementia symptoms” (last paragraph of text 9A1), conveys the idea that

- A speaking multiple languages is related to worsening dementia symptoms.
- B speaking multiple languages is somehow related to anticipating the beginning of dementia symptoms.
- C speaking multiple languages can definitely postpone the diagnosis of dementia.
- D speaking multiple languages can cure dementia symptoms.
- E speaking multiple languages is related to postponing the beginning of dementia symptoms.

**Text 9A2-I**

The words “theory” and “theoretical” evoke a variety of responses in language teaching and research circles, many of them, for different reasons, negative. For some, the negative response they feel is due to their having sat through conference presentations or read journal articles labelled “theoretical” which have consisted of a good deal of rhetoric, however eloquent, and very little substance. “Theoretical” here is mis-used, and just means “data-free”. For others, the particular theories that have received most “air-time” in the second language acquisition (SLA) literature until now have been uninteresting, wrong, or vacuous, leading them to be potentially hostile to any new ones. Still, others have no problem with theory in general (or think they don’t), but simply feel that work in SLA has not advanced far enough yet for theorizing to be productive.

Those who subscribe to the last view — and they include several prominent figures in SLA — hold that because, in their opinion, we know relatively little about SLA, any theory we come up with at this stage is likely to be wrong. Hence, it will be counter-productive, in that many people will waste their time working on a theoretical red herring instead of discovering more facts about acquisition. In our view, while superficially reasonable, this shows that the purpose and value of theories in (social) science are still not widely understood in our field.

Diane Larsen-Freeman and Michal H. Long.  
An introduction to second language acquisition research.  
New York: Longman, 1991.

**Questão 38**

In relation to theory, the authors of text 9A2-I

- A believe that theory is associated with empty rhetoric.
- B believe researchers from their field still don’t understand the importance of theory in social sciences.
- C share the opinion that theory does not apply to the field.
- D refer in the text to three groups of people with positive views on theoretical work.
- E think that the most popular theories in second language acquisition have led to nothing.

**Questão 39**

The expression “theoretical red herring” (second sentence of the last paragraph of text 9A2-I) characterizes

- A a theorization that would take attention away from more important things.
- B a very interesting hypothesis that has yet to be proved.
- C a theoretical standpoint that gets attention for being popular in the media.
- D a theory that has received considerable funding from a government or research institution.
- E an opinion that is agreed upon by many theoreticians but has not been object of articles or books.

**Questão 40**

About the semantic and grammatical features of text 9A2-I, choose the correct option.

- A The word “however” (second sentence of the first paragraph) is an adverb that can be correctly replaced with **nonetheless**.
- B The pronoun “them”, in “many of them” (first sentence of the text), refers back to “language teaching and research circles”.
- C The word “that”, in “hold that” (first sentence of the second paragraph), is a pronoun which is the object of “hold”, and refers back to “those who subscribe”.
- D In “for theorizing to be productive” (last sentence of the first paragraph), the word “theorizing” is used as a noun and, as such, is the object of “feel”.
- E The fragment “(or think they don’t)” (last sentence of the first paragraph) shows that the authors have doubts about some people not having problems with theory.

**Text 9A2-II**

As I was driving, the snow had started falling in earnest. The light was flat, although it was midmorning, making it almost impossible to distinguish the highway. I turned on the radio to help me concentrate on the road ahead; the announcer was talking about the snow. “The state Highway department advises motorists to use extreme caution and to drive with their headlights on to ensure maximum visibility.” He went on. “The state highway supervisor just called to say that one of the plows almost hit a car because the person driving hadn’t turned on his lights.” I checked, almost reflexively, to be sure that my headlights were on.

How can information serve those who hear or read it in making sense of their own worlds? How can it enable them to reason about what they do and to take appropriate actions based on that reasoning? My experience with the radio illustrates two different ways of providing the same message: the need to use your headlights when you drive in heavy snow. The first offers dispassionate information; the second tells the same content in a personal, compelling story. The first disguises its point of view; the second explicitly grounds the general information in a particular time and place. Each means of giving information has its role, but I believe the second is ultimately more useful in helping people make sense of what they are doing. When I heard the story about the plow, I made sure my headlights were on.

In what is written about teaching, it is rare to find accounts in which the author’s experience and point of view are central. A point of view is not simply an opinion; neither is it a whimsical or impressionistic claim. Rather, a point of view lays out what the author thinks and why. The problem is that much of what is available in professional development in language-teacher education concentrates on telling rather than on point of view. The telling is prescriptive, like the radio announcer’s first statement. It emphasizes what is important to know and do, what is current in theory and research, and therefore what you — as a practicing teacher — should do. But this telling disguises the teller; it hides the point of view that can enable you to make sense of what is told.

Donald Freeman. *Series Editor’s preface*. In: P. R. Moran.  
Teaching culture: perspectives in practice. Boston (MA): Heinle, 2001 (adapted).

**Questão 41**

According to the author of text 9A2-II,

- Ⓐ by concentrating on point of view, language-teacher education would show future teachers what they should do and what kind of literature they should read.
- Ⓑ a point of view is too subjective to be taken seriously.
- Ⓒ language-teacher education should be more humane, subjective and personal.
- Ⓓ the telling method in language-teacher education leaves out the point of view on which what is being told is based.
- Ⓔ the language of telling is much more useful in language-teacher education than presenting people with points of view.

**Questão 42**

Choose the option that presents a conclusion which can be correctly drawn from the story reported by the announcer in the fragment ‘one of the plows almost hit a car because the person driving hadn’t turned on his lights’ (sixth sentence of the first paragraph of text 9A2-II).

- Ⓐ If the car driver turned his lights, the plow wouldn’t have hit his car.
- Ⓑ Had the car driver turned his lights on, the plow wouldn’t have almost hit his car.
- Ⓒ The plows wouldn’t have almost hit the car, had the driver kept the car lights off.
- Ⓓ There wouldn’t have been an accident with the plows if the driver had turned his lights on.
- Ⓔ Had the car driver turned his lights on, there wouldn’t have been an accident.

**Questão 43**

In relation to the vocabulary and grammatical features of text 9A2-II, choose the correct option.

- Ⓐ The passage “the snow had started falling in earnest” means that it was the first time it snowed that winter.
- Ⓑ The fragment “enable them to reason” (second sentence of the second paragraph) means the same as **enable them to be correct**.
- Ⓒ The word “whimsical” describes something that is playful, arbitrary or erratic, and not really connected to reality.
- Ⓓ A “compelling story” (fourth sentence of the second paragraph) is a story based on a real life experience.
- Ⓔ The excerpt “grounds the general information in” (fifth sentence of the second paragraph) can be correctly replaced with **bind the general information on**.

**Questão 44**

Choose the option that presents a correct rewriting of the sentence “It emphasizes what is important to know and do, what is current in theory and research, and therefore what you — as a practicing teacher — should do” (sixth sentence of the last paragraph of text 9A2-II), maintaining the original meaning and grammar correctness.

- Ⓐ The telling way of information has to do with things a practicing teacher should know and do, and with what theory and research indicates, notwithstanding what he or she must do.
- Ⓑ The telling shows how important it is to know and do what is prescribed in theory and research, and consequently what a real teacher should do.
- Ⓒ This way of giving information focuses on what is important to know and do, and on what can be found in theory and research, and, thus, on what one — as a practicing teacher — should do.
- Ⓓ By placing the emphases on what a practicing teacher does, because it is a trend in theoretical and research areas, it is telling of what is important to know and to do.
- Ⓔ It shows what one should know and do that is prescribed for theory and research, and consequently, what guidance you, as a practicing teacher, should follow.

**Questão 45**

A língua, como ferramenta essencial da comunicação, não apenas reflete a diversidade cultural, mas também desempenha um papel ativo na construção e expressão da identidade social. Em sociedades multiculturais, a linguagem é frequentemente moldada por influências culturais diversas, refletindo a riqueza e a complexidade das interações sociais. Assim, a dinâmica entre língua, cultura e sociedade é um processo interativo, no qual a língua não é somente um meio neutro de comunicação, mas um reflexo e um agente ativo na construção da realidade social.

Assinale a opção que melhor sintetiza a relação entre língua, cultura e sociedade apresentada no fragmento de texto precedente.

- Ⓐ A língua é uma ferramenta neutra de comunicação, influenciada minimamente pelas diversidades culturais.
- Ⓑ A cultura molda a língua de maneira unilateral, refletindo uma única identidade social dominante.
- Ⓒ A linguagem é uma entidade autônoma, separada das influências culturais na construção da identidade social.
- Ⓓ A sociedade, ao seguir normas linguísticas específicas, limita o papel ativo da língua no que se refere à construção da identidade social.
- Ⓔ A dinâmica entre língua, cultura e sociedade é interativa, de modo que a língua reflete e influencia as diversidades culturais das interações sociais.

**Questão 46**

No contexto do ensino de língua inglesa em escolas públicas, o tratamento da produção escrita como um processo contínuo e reflexivo caracteriza-se por

- Ⓐ ressaltar a correção gramatical como prioridade, mesmo que isso iniba a expressão criativa.
- Ⓑ enfatizar a quantidade de palavras escritas, a fim de aprimorar a velocidade de produção, independentemente da compreensão do conteúdo.
- Ⓒ encorajar a escrita rápida para cobrir uma ampla variedade de tópicos, independentemente da qualidade da produção.
- Ⓓ valorizar a revisão constante e a reflexão sobre o próprio processo de escrita como parte integrante do aprendizado.
- Ⓔ incentivar a cópia de modelos de texto existentes para garantir a conformidade com padrões estabelecidos.

**Questão 47**

No ensino da língua inglesa, o tratamento da produção escrita como processo pode beneficiar os alunos ao

- Ⓐ trabalhar a técnica de *scanning*, que permite abordar na escrita uma ampla gama de tópicos em um curto período de tempo.
- Ⓑ possibilitar que eles tenham contato com registros linguísticos e sotaques próprios dos falantes nativos da língua inglesa.
- Ⓒ priorizar a correção imediata dos erros gramaticais para evitar a internalização de padrões inadequados.
- Ⓓ incentivar a experimentação linguística e a expressão individual, promovendo criatividade e autenticidade na escrita.
- Ⓔ facilitar a memorização de vocábulos rebuscados ou de uso incomum.

**Texto 9A3**

Como defende Hoffmann, a avaliação mediadora consiste no acompanhamento permanente, na observação, no contato direto entre alunos e professores e na real preocupação em mudar a forma de funcionamento das engrenagens da educação. Porém, a interpretação errônea que se tem desse tipo de avaliação a torna descartável logo que citada ou trazida à tona em reuniões, encontros, formações e outros tipos de eventos acadêmicos ou institucionais. O argumento utilizado pelos professores que estão presos às suas práticas conservadoras e positivistas se volta para a superlotação das salas de aula brasileiras, o que supostamente tornaria impossível conhecer cada um dos discentes mais profundamente e mediá-los individualmente durante cada encontro.

Pelo que é apresentado por Hoffmann, nota-se como é vago o conhecimento dos discentes sobre a avaliação mediadora. Quando a prática não é situada, lacunas são observadas, as quais podem prejudicar, de forma considerável, o andamento e até mesmo a permanência dos alunos nas salas de aula. Algo que ilustra bem essa afirmação é o seguinte exemplo: em determinado ano letivo de quatro bimestres, um aluno consegue alcançar a nota máxima nos dois primeiros, em que foram trabalhados os conteúdos, por exemplo, de *present simple* e de verbo *to be*. No entanto, ao chegar ao terceiro e ao quarto bimestres do ano, o aluno se depara com o *simple past* e o *past-perfect*, e não consegue compreender nem produzir conhecimentos efetivos sobre esses tempos verbais. Contudo, conforme a atual lógica matemática das escolas tradicionais, o aluno somente precisa obter determinada nota média ao final do ano letivo. Como ele se saiu bem nos primeiros bimestres, ele é aprovado pela média, porém com certos espaços incompletos, pois os outros dois conteúdos que não foram bem construídos e apreendidos pelo estudante não são retomados. Isso pode ser totalmente danoso, principalmente no que se refere à aprendizagem de um idioma, que requer prática e construção progressiva. Assim, a escola foi imprudente e negligenciou o aprendizado do aluno, simplesmente entendendo que os números conquistados por ele foram suficientes para sua avaliação, o que se mostra totalmente inadequado por desconsiderar as dificuldades que o aluno teve nos últimos bimestres.

Internet: <<https://editorarealize.com.br>> (com adaptações).

**Questão 48**

A principal crítica feita no texto 9A3 à abordagem tradicional de avaliação nas escolas diz respeito à

- Ⓐ falta de clareza nas propostas e nos princípios que guiam as ações docentes.
- Ⓑ ausência de acompanhamento da aprendizagem do aluno ao longo do processo educativo.
- Ⓒ ênfase excessiva na superlotação das salas de aula.
- Ⓓ ênfase na prática situada, que prejudica a compreensão dos discentes.
- Ⓔ falta de conhecimento acerca do dia a dia dos estudantes em encontros pedagógicos esporádicos.

**Questão 49**

Com base no texto 9A3, é correto afirmar que a essência da avaliação mediadora é

- Ⓐ a aplicação de avaliações rigorosas ao final de cada bimestre.
- Ⓑ a realização de eventos acadêmicos e institucionais para discussão.
- Ⓒ a insistência na prática de avaliações tradicionais para garantir a clareza de propostas.
- Ⓓ a tentativa de diminuição da superlotação nas salas de aula para uma avaliação quantitativa mais eficaz.
- Ⓔ o contato direto entre alunos e professores, junto do acompanhamento contínuo e da observação.

**Questão 50**

Segundo o que dispõe a Base Nacional Comum Curricular (BNCC) para o ensino de língua inglesa, o eixo Leitura aborda práticas de linguagem decorrentes da interação do leitor com o texto escrito e promove

- Ⓐ a consolidação de estratégias de compreensão de textos orais, a partir de palavras cognatas e pistas do contexto discursivo.
- Ⓑ a construção de um percurso criativo e autônomo de aprendizagem da língua por meio do desenvolvimento da leitura crítica.
- Ⓒ a análise e a reflexão sobre a língua, sempre de modo contextualizado, articulado e a serviço das práticas de oralidade.
- Ⓓ a memorização de vocabulário específico e a exploração de relações de semelhança e diferença entre a língua inglesa e a língua portuguesa.
- Ⓔ o desenvolvimento do protagonismo estudantil na produção de uma escrita autêntica, criativa e autônoma.

**Espaço livre**