

-- CONHECIMENTOS ESPECÍFICOS --**Text 7A1**

Artificial intelligence still has difficulties processing requests in one language, without the additional complications of translation. Michael Housman, chief data science officer at RapportBoost.AI, explained that the ideal scenario for machine learning and artificial intelligence is something with fixed rules and a clear-cut measure of success or failure. He named chess as an obvious example. This happened faster than anyone anticipated because of the game's very clear rules and limited set of moves. Housman elaborated, "Language is almost the opposite of that. There aren't as clearly-cut and defined rules."

I asked Dr. Jorge Majfud, Associate Professor of Spanish, at Jacksonville University, to explain why consistently accurate language translation has thus far eluded AI. He replied, "The problem is that considering the 'entire' sentence is still not enough." He noted that sarcasm and irony only make sense within this widened context. Similarly, idioms can be problematic for automated translations.

Dr. Majfud warned, "We should be aware of the fragility of their 'interpretation.' Because to translate is basically to interpret, not just an idea but a feeling. Human feelings and ideas that only humans can understand — and sometimes not even we, humans, understand other humans." He noted that cultures, gender, and even age can pose barriers to this understanding and also contended that an over-reliance on technology is leading to our cultural and political decline. Dr. Majfud mentioned that Argentinean writer Julio Cortázar used to refer to dictionaries as "cemeteries". He suggested that automatic translators could be called "zombies".

David Pring-Mill. *Why Hasn't AI Mastered Language Translation?*
Internet: <singularityhub.com> (adapted).

Based on text 7A1, judge the following items.

- 51 Despite the advances in technology, translation is still a difficult task for artificial intelligence.
- 52 Michael Housman explains that, for machines, it is easier to translate than to play chess.
- 53 Even though language is everywhere, its rules are not as exact as in games.
- 54 According to Dr. Majfud, we have a positive cultural future if we trust technology.
- 55 Dr. Majfud considers that AI will soon be able to interpret full sentences.

Considering information from text 7A1, judge the following items.

- 56 In the text, there are examples of English-Portuguese cognate words such as "sarcasm", "cultural" and "cemeteries".
- 57 Julio Cortázar would have called automatic translators "zombies".
- 58 Michael Housman is a chess specialist.
- 59 Dr. Majfud warns about the excess of reliance on language technology.
- 60 Several human aspects can be regarded as impediments to correct interpretation of language.
- 61 In "He noted that sarcasm and irony only make sense within this widened context", the adjective "widened" is synonymous with **expanded**.

Concerning the concepts of skimming and scanning, judge the following items.

- 62 To find numbers or dates quickly in a text, we may use the scanning method.
- 63 Reviewing is one of the applications of the scanning method.
- 64 Looking up the meaning of a word in the dictionary is an example of scanning.
- 65 It is important to read the summary of an article to establish an adequate scanning process.

Vale destacar que, no centro de uma pedagogia crítica da linguagem, está a crença de que o objetivo é a conscientização dos alunos tanto da forma como eles existem no mundo quanto do fato de que esse mundo não é estático, mas está em constante transformação, cabendo a eles serem seus protagonistas e agentes transformadores.

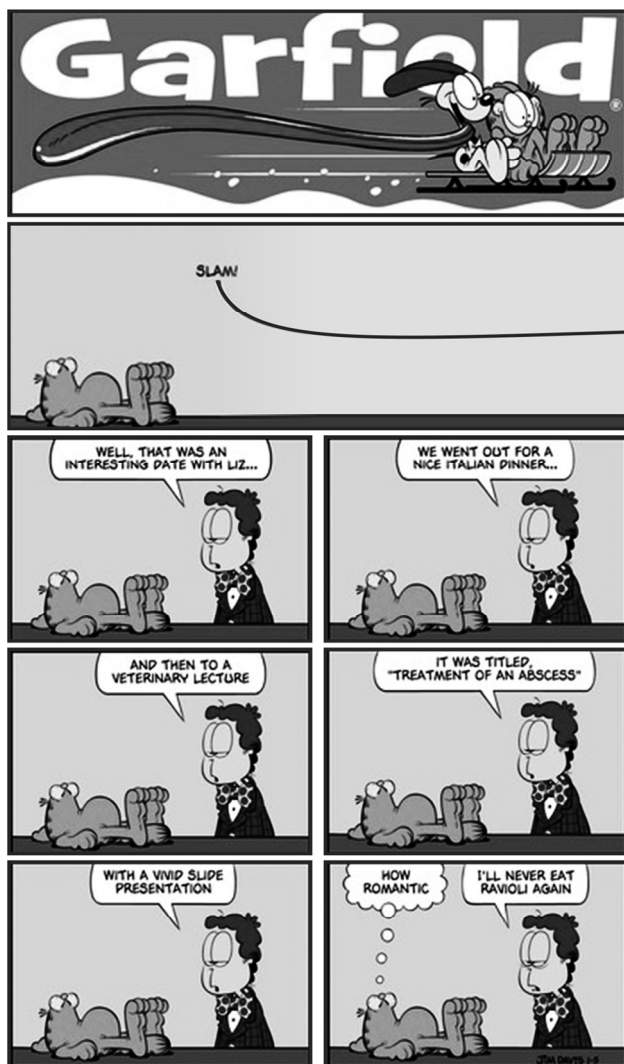
Face a esse deslocamento da concepção de língua como instrumento para a de língua como forma/lugar de interação social, bem como de uma abordagem neutra e instrumental para uma abordagem crítica da língua/linguagem, os desafios postos ao professor não possibilitam respostas fáceis nem receitas prontas ou infalíveis.

Indubitavelmente, as recentes orientações curriculares sustentam a revisão e reelaboração de um currículo escolar que tem se mostrado estéril. Parece cada vez mais evidente que a educação linguística na língua inglesa, necessária à sociedade brasileira contemporânea, inclui desenvolvimento de letramento em discursos multimodais (multiletramentos), percepção crítica do papel da língua(gem) nas diversas práticas sociais, além de capacidade de operar em situações interculturais cada vez mais frequentes. A abordagem crítica da língua(gem) parece devidamente talhada para lidar com silêncio, dúvida, contradição, incerteza, desestabilização de certezas, desnaturalização do lugar comum. O objetivo não é formar alunos colonizados, mas sim questionadores, críticos e agentes transformadores da realidade que os cerca, marcada por desigualdades, violência e injustiças sociais, preconceito, baixa autoestima etc.

Maura Regina Dourado. *Tendências atuais no ensino de língua inglesa e implicações para formação de professores. In: Ariús – Revista de Ciências Humanas e Artes*, v. 13, n. 2, jul./dez., 2007 (com adaptações).

No que concerne ao ensino de língua estrangeira e ao conceito de língua, julgue os itens a seguir, considerando o texto precedente.

- 66 A prática linguística no contexto da língua escrita deve permanecer como foco de ensino.
- 67 Em sala de aula, é importante incentivar a busca pela fluência em uma variante padrão específica.
- 68 O sentido de vocábulos estudados e aprendidos em língua inglesa deve ser negociado de forma dinâmica e contextualizada.
- 69 Os estudantes devem ser incentivados a expressar suas próprias realidades em língua inglesa.



Based on the precedent comic strip, judge the following items.

- 70 The man enjoyed his date very much.
 71 The slide presentation he watched was too realistic for him.
 72 The man wished he had not eaten ravioli.
 73 The cat's only comment is very sarcastic.

Espaço livre

Text 7A2

When it comes to the vocabulary of languages, is it true, as some suppose, that the vocabularies of so-called primitive languages are too small and inadequate to account for the nuances of the physical and social universes of their speakers? The answer is somewhat complicated. Because the vocabulary of a language serves only the members of the society who speak it, the question to be asked should be: Is a particular vocabulary sufficient to serve the sociocultural needs of those who use the language? When put like this, it follows that the language associated with a relatively simple culture would have a smaller vocabulary than the language of a complex society. Why, for example, should the Inuit people (often known by the pejorative term "Eskimo") have words for chlorofluoromethane, dune buggy, or tae kwon do when these substances, objects, and concepts play no part in their culture? By the same token, however, the language of a tribal society would have elaborate lexical domains for prominent aspects of the culture although these do not exist in complex societies. The Agta of the Philippines, for example, are reported to have no fewer than thirty-one verbs referring to types of fishing, while in Munich, the terminology for the local varieties of beer is quite extensive, according to strength, color, fizziness, aging, and clarity, the full list exceeding seventy terms.

However, even though no language spoken today may be labeled primitive, this does not mean that all languages do all things in the same way, or are equally influential in the modern transnational world. The linguistic anthropologist Dell Hymes claims that languages are not functionally equivalent because the role of speech varies from one society to the next. According to Hymes, though all languages "are potentially equal and hence capable of adaptation to the needs of a complex industrial civilization", only certain languages have actually done so (Hymes 1961:77). These languages are more successful than others not because they are structurally more advanced, but because they happen to be associated with societies in which language is the basis of literature, education, science, and commerce.

Zdenek SALZMANN, James M. STANLAW and Nobuko ADACHI.
Language, culture, and society: an introduction to linguistic anthropology.
 Boulder (CO): Westview Press, 2012. p. 6-7 (adapted).

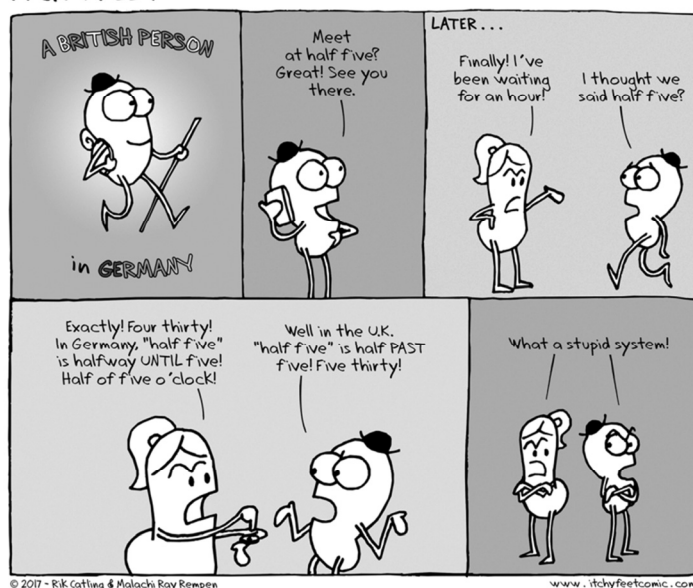
Judge the following items, related to text 7A2 and its subject.

- 74 It is correct to infer that languages in general work the same way because they are structures.
 75 Differences among languages do not allow them to be hierarchically classified according to decontextualized criteria.
 76 It would be correct to infer from the text that fishing and beer production are of great concern both for the Agta people and for the inhabitants of Munich.

Judge the following items concerning text 7A2.

- 77 Because of the complex structures of the first sentence of the text, it would be enough to replace the question mark with a full stop at the end of such sentence to make it into a statement.
- 78 The conjunction “though”, in the third sentence of the second paragraph, indicates that the fact that languages are potentially equal is somewhat surprising or unexpected when compared to the information that only certain languages have adapted to the needs of a ‘complex industrial civilization’.
- 79 In “play no part in their culture?”, the word “part” could be replaced by **role** or **act** without any change in the meaning of the sentence.
- 80 In the last sentence of the first paragraph, using “are reported”, the author means that the Agta people themselves have studied their vocabulary on fishing.
- 81 In the beginning of the second paragraph, the word “this” stands for the information given immediately before about no language spoken today being primitive.

ITCHY FEET



© 2017 - Rik Catling & Malachi Ray Rempen

www.itchyfeetcomic.com

Malachi Ray Rempen. Itchy feet.
Itchy feet: the travel and language comic.
Internet: <www.itchyfeetcomic.com>.

Judge the following items considering the comic strip.

- 82 Cultural differences may lead to problems even between people coming from the same continent.
- 83 One of the characters needs to go back to learn how to read the time on a watch.
- 84 Speaking the same language does not guarantee a cultural conflict-free encounter between people from different communities.

In many parts of the world colonial hegemony has resulted in the dominance of the coloniser's language at the expense of native languages. The suppression of indigenous languages is intricately connected with mental health problems. Indigenous youth with less knowledge of their native language are six times more likely to have suicidal ideation than those with greater language knowledge. Language suppression impairs self-identity, wellbeing, self-esteem, and empowerment.

Just as language extinction can affect mental health, so can reinstating a language. Aboriginal youth who are capable of speaking their native language are less likely to consume alcohol or use illicit substances at risky amounts, and are less likely to be exposed to violence. Moreover, knowledge of indigenous languages is associated with a decrease in youth suicide by 50% a year.

The digital recording of indigenous languages might be useful for documentation, restoration, promotion, and education. Sufficient fund allocation is required to recover and store the alphabets of indigenous languages. Separate indigenous language educational institutes, in which researchers and mental health professionals can work in cooperation, are also extremely necessary. These concerted efforts might help result in the renewal of a given indigenous language and potentially reduce mental health problems.

Omar Faruk and Simon Rosenbaum.
The mental health consequences of indigenous language loss.
In: The Lancet Psychiatry. Internet: <www.thelancet.com> (adapted).

Judge the following items, about the vocabulary and the grammatical features of the text.

- 85 In the first paragraph, if the authors qualified “native language” as Asian, primaeval, guttural and beautiful, the correct order of such adjectives would be: **beautiful Asian guttural primaeval native language**.
- 86 Because the expression “concerted efforts” is used in the last sentence of the text, it can be said that initiatives or measures that were once ineffective, went through improvement, and are presently adequate and successful.
- 87 In the second sentence of the second paragraph, “who are capable of speaking their native language” restrains the meaning of “Aboriginal youth” and cannot be omitted without this changing the meaning of the sentence.
- 88 The excerpt “a decrease in youth suicide by 50% a year” (end of the second paragraph) can be correctly replaced by a **50-per-cent-a-year decrease in suicide among youth**.
- 89 In “Separate indigenous language educational institutions” (last paragraph), the use of “Separate” indicates that the educational institutions should be independent and autonomous educational units.

As new technologies take on increasingly humanlike qualities, there's been a push to make them genderless. Apple's Siri digital assistant unveiled a gender-neutral option last year, and when asked about their gender identities, the AI chatbots ChatGPT and Google Bard each reply, "I do not have a gender."

There have been concerns over gendering technology, since doing so reinforces societal stereotypes. That happens because the stereotypes commonly associated with men, such as competitiveness and dominance, are more valued than those associated with women. That is likely true, says Ashley Martin, a professor at Stanford University. "People are stereotyping their gendered objects in very traditional ways," she says.

Removing gender from the picture altogether seems like a simple way to fix this. Yet, as Martin has found in her latest research, conducted with Malia Mason, of Columbia University, gender is one of the fundamental ways people form connections with objects, particularly those designed to evoke human characteristics.

Throughout the experiments, Martin and Mason found that gender increased users' feelings of attachment to devices such as digital voice assistants — and their interest in purchasing them. For example, participants said they would be less likely to buy a genderless voice assistant than versions with male or female voices.

Hope Reese. *Is That Self-Driving Car a Boy or a Girl?*
In: *Insights by Stanford Business*.
Internet: <www.gsb.stanford.edu> (adapted).

Judge the following items, related to the vocabulary and to the grammar in the precedent text.

- 90 In the first paragraph, the word "humanlike" can be correctly replaced by **humane** without this changing the meaning relations in the paragraph.
- 91 With the passage "unveiled a gender-neutral option", in the first paragraph, the author informs that Apple's Siri had such an option already, but it was difficult for users to find it.
- 92 In the second paragraph, the word "since" determines the use of the present perfect continuous in "There have been concerns".
- 93 The word "Removing" in the beginning of the third paragraph, is an example of how a verb can be turned into a noun in English.
- 94 The pronouns "their" and "them" in "their interest in purchasing them", in the last paragraph, stand for "users" and for "devices such as digital voice assistants", respectively.
- 95 In the third paragraph, "conducted" is used in combination with "research", and may be correctly replaced by **carried out** without this changing the meaning of the sentence.
- 96 In "users' feelings" (last paragraph), because "users" is a plural noun ending in -s, it would also be correct to indicate the relationship of possession with **users's feelings**.

De acordo com a Base Nacional Comum Curricular (BNCC) — área de linguagens (língua inglesa), julgue os itens subsequentes.

- 97 O componente curricular deve garantir que o estudante possa identificar o lugar de si e o do outro em um mundo plurilíngue e multicultural, sendo capaz de refletir criticamente sobre como a aprendizagem da língua inglesa contribui para a inserção dos sujeitos no mundo globalizado, inclusive no que concerne ao mundo do trabalho.
- 98 Uma das competências prevista na BNCC é o reconhecimento da língua inglesa, por parte do estudante, como ferramenta de acesso ao conhecimento, de ampliação das perspectivas e de possibilidades para a compreensão dos valores e dos interesses de outras culturas bem como para o exercício do protagonismo social.
- 99 Um dos objetivos da BNCC é fomentar o desenvolvimento da capacidade de elaborar repertórios linguístico-discursivos da língua inglesa usada exclusivamente em países cuja língua oficial é o inglês.
- 100 As competências previstas na BNCC incluem garantir que os estudantes usem novas tecnologias, novas linguagens e novos modos de interação para pesquisar, selecionar, compartilhar, posicionar-se e produzir sentidos em práticas de letramento na língua inglesa, de forma ética, crítica e responsável.
- 101 O ensino de língua inglesa possibilita ao estudante conhecer diferentes patrimônios culturais, materiais e imateriais, difundidos na língua inglesa, com vistas ao exercício da fruição e da ampliação de perspectivas no contato com diferentes manifestações artístico-culturais.
- 102 Ajudar o estudante a reconhecer a diversidade linguística como direito e valorizar os usos heterogêneos, híbridos e multimodais emergentes nas sociedades contemporâneas é uma das competências específicas constantes da BNCC.

Com base no que dispõe a BNCC, julgue os itens a seguir, relativos ao tratamento da produção escrita em língua inglesa.

- 103 As etapas a serem consideradas quando do tratamento da produção escrita são produção, reflexão, revisão e reescrita.
- 104 Na BNCC, não está previsto, no que se refere à produção de gêneros textuais, o trabalho com o blogue ou a linha do tempo em uma rede social, por exemplo.
- 105 Uma vez que se assume, no trabalho com a produção textual na escola, que o texto é uma prática social, torna-se necessário considerá-lo em conjunto com outros textos.
- 106 Ao trabalhar com diferentes gêneros textuais ou discursivos, não se faz necessário levar em consideração o nível escolar dos estudantes.
- 107 Um exemplo de habilidade prevista para o 6.º ano, conforme a BNCC, é a utilização de recursos verbais e não verbais para a construção da persuasão em textos da esfera publicitária, de forma adequada ao contexto de circulação.
- 108 A chuva de ideias (*brainstorming*) pode ser considerada uma estratégia para a etapa de planejamento no processo de escrita.

Considerando os eixos organizadores propostos pela BNCC para a área de linguagens (língua inglesa), julgue os itens que se seguem.

- 109** O caráter formativo no ensino de inglês prescinde da necessidade de questionar, por exemplo, relações entre língua, território e cultura.
- 110** O eixo oralidade envolve as práticas de linguagem em situações de uso oral da língua inglesa, com foco na compreensão e na produção oral, articuladas pela negociação na construção de significados partilhados pelos interlocutores e(ou) participantes envolvidos, com ou sem contato face a face.
- 111** O eixo leitura aborda práticas de linguagem decorrentes da interação do leitor com o texto escrito, especialmente sob o foco da construção de significados, com base na compreensão e na interpretação dos gêneros escritos em língua inglesa que circulam nos diversos campos e nas diversas esferas da sociedade.
- 112** O eixo dimensão intercultural parte da compreensão de que as culturas estão em contínuo processo de interação e que diferentes grupos de pessoas — com interesses, agendas e repertórios linguísticos e culturais diversos — vivenciam, em seus contatos e fluxos interacionais, processos de constituição de identidades abertas e plurais.
- 113** As práticas de produção de textos propostas no eixo escrita concebem, entre outros fatores, o ato de escrever como prática social, a qual traz, entre outros benefícios, oportunidade de o estudante agir com protagonismo.
- 114** O eixo conhecimentos linguísticos consolida-se pelas práticas de uso, análise e reflexão sobre a língua, de modo contextualizado, articulado e a serviço das práticas de oralidade, leitura e escrita.

No que se refere à avaliação no ensino e na aprendizagem da língua inglesa na educação básica e aos demais aspectos relacionados a esse tema, julgue os itens subsecutivos à luz da BNCC.

- 115** Para a BNCC, a língua inglesa considerada é a do falante estrangeiro, que serve de modelo para a aprendizagem.
- 116** A aprendizagem da língua inglesa representa para o estudante uma oportunidade de acesso ao mundo globalizado.
- 117** Os conteúdos, em sala de aula, devem estar inseridos em diferentes contextos culturais, mas sempre relacionados aos países cuja língua oficial é o inglês.
- 118** O ensino de língua inglesa colabora essencialmente para o desenvolvimento das competências ler, interpretar e resolver problemas.
- 119** A BNCC enfatiza que crianças e jovens devem aprender tanto por meio da prática comunicativa quanto pelo contato com a língua real.
- 120** Estudar vocabulário e estrutura gramatical oferece aos estudantes modos de descobrir o funcionamento sistêmico do inglês intuitivamente.

Espaço livre