

EXAME DE SELEÇÃO – MESTRADO E DOUTORADO 2024/1**PROVA DE PROFICIÊNCIA EM LÍNGUA INGLESA**

Código do Candidato: _____ Data: ____/____/____

Antes de dar início à sua prova, observe as seguintes determinações:

1. É terminantemente proibido o uso de qualquer aparelho eletrônico durante o certame, portanto, os aparelhos celulares devem ser desligados e guardados, assim como os relógios.
2. É vedado o registro da prova por qualquer meio (foto, áudio, vídeo, etc.).
3. Este exame de proficiência em língua inglesa consta de 03 textos e de 10 questões. Confira se seu caderno de prova está assim composto.
4. Cada questão vale 1,0 ponto. As respostas devem ser redigidas integralmente em língua portuguesa.
5. A interpretação faz parte da prova, portanto, não serão aceitas como respostas meras traduções dos textos, exceto se a questão assim o exigir.
6. As linhas destinadas em cada questão são suficientes para as respostas, sendo assim, não devem ser ultrapassadas, sob pena de nulidade da resposta que exceder as linhas.
7. É permitido o uso de dicionários impressos.
8. As respostas devem ser escritas a caneta, com tinta azul ou preta.
9. Não serão respondidas dúvidas sobre o conteúdo dos textos do caderno de prova.

As perguntas de 1 a 4 referem-se ao texto 1:**The queen of Countdown's dictionary corner on the power of positive language and finding joy in 'mubble fubbles'**

Perhaps the world's most famous lexicographer, Susie Dent is certainly one of the most positive people on British TV. For 31 years the queen of dictionary corner on Channel 4's Countdown, she puts just as much energy into her books: from her first, the 2003 Language Report for Oxford University Press, to *Weird Words* (2013), an unapologetic compendium of farting and squelching. She even finds the fun in current events, through her regular "word of the day" posts on Twitter. Recent examples include "'boodlery' (19th century): unprincipled behaviour in public office", and, on the day Donald Trump was arrested, "'mugshot': the use of 'mug' for a face looks back to 18th-century drinking mugs that often represented a grotesque human face ... " We meet in a cafe on a rainy July day, where she is sitting – as is her habit – in a corner, enthusiastically digging into a second breakfast. She often sits quietly on her own in a coffee shop, she says. "It's probably against the law to eavesdrop as much as I do. It really is for linguistic purposes, not for gossip. But you can pick up some gems."

This autumn, Dent will publish two new books full of linguistic jewels. The first, *Interesting Stories About Curious Words: From Stealing Thunder to Red Herrings*, is a book for adults about the weird stories behind some of our most common words and phrases. One of her favourites, to "lick into shape", derives from "the widespread medieval belief that bear cubs are born shapeless and have to be licked into shape by their mothers". The next is *Roots of Happiness: 100 Words for Joy and Hope*, a book for children with beautiful illustrations by Harriet Hobday, which she calls "the happiest thing I've ever written". Dent is on a mission

to revive English's "lost positives" – words such as "feckful", "couth", "ruly" and "full of gorm". In modern English, they survive only in their negative forms, but once, we aspired to be ruthful (full of compassion) or ept.

"Our kids have been through so much recently," Dent says of the book. "Their normality has been taken away. And I just thought, 'Let's celebrate the beautiful.'" Not just obviously appealing words such as "butterfly" and "lovewende" (meaning beloved) – but those that delight in everyday annoyances, such as "thunderplump: the sudden downpour of fat, heavy raindrops that leaves us drenched and dripping in minutes". She was excited to find research, by the psychologist Lisa Feldman Barrett, that showed having the vocabulary to articulate happy feelings can make us better able to manage our emotions. And if we are feeling down, knowing that there is a fun word for that – the "mubble fubbles" – may at least make us feel less alone.

Like many linguists, Dent is positive about linguistic change, and feels that children are its flagbearers. She's excited that non-native speakers of English around the world now hugely outnumber native speakers, and about the "new Englishes" in their hands and mouths. She's not afraid of AI, and doesn't think new technology is going to destroy the way we speak our language – though that fear is nothing new. Victorians were afraid of the postcard, she points out. She has two children and – far from correcting their errors – has always loved it when they get words wrong. "English has always evolved by mistake," she says. "The example I give is the jerusalem artichoke, which has nothing to do with Jerusalem and is not even an artichoke. The plant is a heliotrope – it turns towards the sun – but because we couldn't pronounce the Italian '*gira sol*', we thought 'Jerusalem' would do."

Apparently, Dent has always been this way about words. She was the sort of child who can't sit at a table without reading the label on the ketchup bottle; then studying German and French at A-level really got her "in the groove". She did modern languages at Oxford University and then German at Princeton – and if you think she's blissed out by English etymology, you should see her face when she talks about German. "When I listen to it and speak it, I honestly feel like I'm coming home," she says, lighting up. She thinks it might have been Goethe who compared English to a country garden, French to an ornamental park and German to a deep, dark forest. "And that's how it feels to me. It's thorny and it's dense and it's quite dark sometimes, but I just find such joy within it." So, what three joyous words would she use to describe herself?

"Oh my goodness!" she says. And then, "Do they have to be positive?" The first one she comes up with, because she thought of it when she woke up this morning, is "elf-locked". "It looks back to the supposition that mischievous elves would come out at night and play havoc with your hair." The second, a rediscovered positive, is "feckful" – because "I'd like to think I have some effect". For the third word, she eventually decides on "respairing". Respair is the opposite of despair; it only has one record in the dictionary, and it means to recover from despair. "But I think it also means hoping for better days around the corner. Having fresh hope and optimism." Wrapping up, we step outside the cafe just as an enormous squall of rain gusts down the street. "Oh look," she says, "a thunderplump!" And she breaks into an enormous smile.

Adaptado de: [Susie Dent: 'English has always evolved by mistake' | Countdown | The Guardian](#) . Acesso em 01/11/2023.

1. Por que Dent acredita que o Inglês tenha se desenvolvido por “erros”? Justifique com excertos do texto.

2. Qual o propósito deste texto?

3. Qual a atitude da linguista em relação á mudanças linguística? Justifique com excertos do texto.

4. Como podemos descrever Dent, de acordo com sua própria representação de si mesmo?

Conclusion

This study explored EFL teachers' perceptions and beliefs related to ELF and how they incorporate the ELF perspective into their teaching practices. While the majority of participating teachers have ELF awareness and try to incorporate it into their teaching practices in the classroom in various ways, a small number of them still favor "Standard" English and NS norms in their teaching practices.

In this regard, there is a need for rethinking priorities for teaching and appropriate pedagogical implications in ELT because ELF is the real world outside of the classroom where our learners will be interacting with other speakers of English. Traditional ELT practices may not fulfill the learners' needs in the ELF context. However, changes in the ELT perspective and pedagogical implications of the ELF perspective will help learners to be confident and competent in the local and international context. There is a need to have a broader conception that ELT should go hand in hand with replacing monolingualism with multilingualism, and mono-culturalism with multiculturalism, and targets in teaching should not be NS norm-referenced. There is also a need to develop students' communicative competence for effective communication in the ELF context. In this regard, non-native students' awareness about the linguistic plurality of English and cultural diversity should be raised and they need to be taught strategies that will help them to have effective communication, meaning-making, and understanding as the success of communication is based on mutual understanding. To equip the students with knowledge and skills will help them meet the demands of the globalized world. To that end, teachers need to be pedagogically and linguistically competent and knowledgeable in the current issues and discussions in the field.

To conclude, this study revealed that most teachers aim to equip their students with knowledge and skills to meet the requirements of a global world and not expect them to perform native-like proficiency although there are a number of teachers who are in favor of holding the NS norms in teaching and resist adopting ELF approach. The findings of this study show that most teachers' tendencies for and attempt at adopting the ELF perspective can be thought of as a significant indicator of their assumed roles in teaching English away from traditional norms conceptualized in ELT and promising for promoting ELF-aware pedagogy in their teaching practices. In this regard, the ideas of the teachers who try to implement the ELF approach in their classes can be inspirations for other language teachers. The perceptions of the participating teachers and their reported teaching practices in this study provide a good body of knowledge for further studies which can aim to develop ELF-aware teacher education depending on teachers' needs and promote innovative ELT practices. The study, however, has a limitation that needs to be acknowledged. This qualitative data can be supported through triangulation for the enhancement of the validity of the findings. In addition, classroom practices of the teachers are only reported, but not observed.

In spite of this limitation, the study has its significance in providing in-depth information about the EFL teachers' ELF awareness and perceptions and their way of incorporating ELF perspective into their teaching. Further studies supported with class observations are suggested to investigate EFL teachers' ELF awareness and its pedagogical implications in their teaching practices. The themes and the results of the study should be taken into consideration as hypothesis to be tested in (SENGOLZ & INAL, 2023, p. 249).

SENGOLZ, M. Y.; INAL, D. ELF or EFL: Perceptions, Beliefs, and Teaching Practices of Turkish EFL Teachers. HAYEF: Journal of Education, 20(3); 2023, 240-250

5. Aponte os resultados da pesquisa.

6. Qual a conclusão dos autores do texto frente aos resultados encontrados?

7. Aponte a principal limitação do estudo.

8. Aponte o que os autores defendem em relação ao ensino de inglês como língua estrangeira e ao ensino de inglês pela perspectiva de língua franca.

As perguntas de 9 e 10 referem-se ao texto 3:

Research on teacher educators' teacher identities: critical interpretative synthesis and future directions

ABSTRACT: Research has suggested that teacher educators' profession and the process of identity formation are poorly understood. Moreover, attempts to clarify the terminology are

rare. While research has addressed teacher educators' professional identities holistically, discussion on teacher educators' teacher identities is very rare, even though these specific sub-identities are at the core of their work. In this study we apply meta-ethnography to provide an interpretive synthesis of 30 studies on teacher educators' identities conducted in the past decade. Our findings display how teacher educators' teacher identities are understood in the current literature suggesting teacher identity to be a hidden term in research on teacher educators. Moreover, we provide a critique, challenging prevalent understandings of teacher educators' identities, particularly focusing on the terminology used in the studies and definitions of teacher educators' teacher identities and conclude with future directions for the research in this domain.

Raimo Kaasila, Sonja Lutovac & Minna Uitto (2023) Research on teacher educators' teacher identities: critical interpretative synthesis and future directions, European Journal of Teacher Education, DOI: [10.1080/02619768.2023.2181077](https://doi.org/10.1080/02619768.2023.2181077) - [Full article: Research on teacher educators' teacher identities: critical interpretative synthesis and future directions \(tandfonline.com\)](https://www.tandfonline.com/doi/full/10.1080/02619768.2023.2181077)

9. Aponte a lacuna evidenciada no resumo.

10. Aponte os resultados encontrados.
