



INSTITUTO FEDERAL DE ALAGOAS

CONCURSO PÚBLICO MAGISTÉRIO DE ENSINO BÁSICO, TÉCNICO E TECNOLÓGICO
EDITAL Nº 03/2026/IFAL

PROVA TIPO

2

Cargo (Nível Superior – NS):

17. LÍNGUA INGLESA

PROVAS ESCRITAS (OBJETIVA E DISSERTATIVA)

CADERNO DE QUESTÕES

INSTRUÇÕES GERAIS

1. Este **Caderno de Questões** somente deverá ser aberto quando for autorizado pela/o Fiscal.
2. Antes de iniciar a prova, confira se o tipo da prova do **Caderno de Questões** é o mesmo da etiqueta da banca e da **Folha de Respostas** de questões objetivas.
3. Ao ser autorizado o início da prova, verifique se a numeração das questões e a paginação estão corretas. Verifique, também, se contém **50 (cinquenta)** questões objetivas com 5 (cinco) alternativas cada, o **Caderno de Rascunho** para **questão dissertativa** e se o conjunto de **Folhas de Texto Definitivo** é composto por **5 (cinco) Laudas**. Caso contrário, comunique imediatamente à/ao Fiscal.
4. O tempo disponível para esta prova é de **5h (cinco horas)**. Faça-a com tranquilidade, mas **controle seu tempo**. Esse tempo inclui a marcação da **Folha de Respostas** de **questões objetivas** e a **transcrição da resposta da questão dissertativa para as Laudas/Folhas de Texto Definitivo**.
5. Você somente poderá sair em definitivo do Local de Prova depois de decorridas **2h (duas horas)** do início da aplicação.
6. Na **Folha de Respostas** de questões objetivas e nas **Laudas/Folhas de Texto Definitivo** da questão dissertativa, confira seu nome, número do seu documento de identificação, área de atuação e tipo de prova.
7. Em hipótese alguma, ser-lhe-ão concedidas outra **Folha de Respostas** de questões objetivas e outra **Laudas/Folhas de Texto Definitivo** da questão dissertativa.
8. Preencha a **Folha de Respostas** de questões objetivas, utilizando caneta esferográfica de tinta azul ou preta. Na **Folha de Respostas** de questões objetivas, preencha completamente o círculo correspondente à alternativa escolhida, conforme o modelo:

	A	B	C	D	E
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Será atribuído o valor ZERO à questão que contenha na **Folha de Respostas** de questões objetivas: dupla marcação, marcação rasurada, emendada ou com "X", não preenchida totalmente ou que não tenha sido transcrita.
10. A correção da prova objetiva será efetuada de forma eletrônica, considerando-se apenas o conteúdo da **Folha de Respostas** de questões objetivas.
11. Caso a Comissão julgue uma questão como sendo nula, os pontos serão atribuídos a todas/os as/os candidatas/os.
12. Não será permitida qualquer espécie de consulta.
13. O Tema para a Prova Dissertativa consta de **10 pontos temáticos** sobre matéria da Área de Atuação objeto do concurso, de acordo com o previsto no edital do certame.
14. **O sorteio do ponto a ser utilizado nesta Prova Escrita será realizado perante candidatas/os e a equipe de fiscalização/supervisão.**
15. **A/O candidata/o deverá estar atenta/o ao tema sorteado, utilizando este ponto para elaborar a sua dissertação.**
16. Ao terminar a prova, **devolva** à/ao Fiscal de Sala este **Caderno de Questões**, junto à **Folha de Respostas** de questões objetivas, **Folha de Resposta/Laudas Definitivas da questão Dissertativa** e **assine a Lista de Presença**.
17. Na sala que estiver com apenas 1 (uma/um) Fiscal, as/os 3 (três) últimas/os candidatas/os somente poderão ausentar-se da sala juntas/os, após a **assinatura da Ata de Encerramento** de provas.
18. **Assine** este Caderno de Questões e **coloque** o número do seu documento de identificação (RG, CNH etc.).

Boa prova!

Nº do doc. de identificação (RG, CNH etc.):

Assinatura da/o candidata/o:

FUNDAMENTOS DA EDUCAÇÃO PROFISSIONAL E TECNOLÓGICA

QUESTÃO 01

A curricularização da extensão, no âmbito da Educação Profissional e Tecnológica, decorre de diretrizes nacionais que determinam a inserção de atividades extensionistas nos currículos dos cursos superiores, assegurando percentual mínimo da carga horária total. Essa orientação busca fortalecer a indissociabilidade entre ensino, pesquisa e extensão, promovendo interação dialógica com a sociedade e formação crítica dos estudantes.

Considerando-se esse contexto, dadas as afirmativas,

- I. A curricularização da extensão implica integrar ações extensionistas ao projeto pedagógico do curso, com objetivos formativos explícitos.
- II. A extensão curricularizada deve restringir-se à prestação de serviços à comunidade, independentemente de articulação com ensino e com pesquisa.
- III. A inserção da extensão no currículo pressupõe processos avaliativos que considerem impactos formativos e sociais das ações desenvolvidas.
- IV. A curricularização da extensão pode contribuir para a formação integral, ao articular saber acadêmico e demandas sociais concretas.

verifica-se que estão corretas apenas

- A) II, III e IV.
- B) I, III e IV.
- C) II e III.
- D) I e IV.
- E) I e II.

QUESTÃO 02

O Projeto Político-Pedagógico Institucional (PPI) constitui documento orientador das práticas educativas e da identidade institucional no âmbito da Rede Federal de Educação Profissional, Científica e Tecnológica. No caso do Instituto Federal de Alagoas (Ifal), o PPI expressa princípios, fundamentos teóricos, diretrizes formativas e compromissos sociais que orientam a organização curricular, a gestão democrática e as ações de ensino, pesquisa e extensão.

Considerando-se a função e a natureza do PPI no contexto do Ifal, entende-se que esse documento deve

- A) limitar-se às diretrizes nacionais, sem explicitar a identidade institucional e as especificidades regionais e locais explícitas no PPI.
- B) priorizar, exclusivamente, indicadores quantitativos de desempenho acadêmico, sem considerar princípios formativos.
- C) restringir-se à descrição administrativa da estrutura organizacional da instituição, sem abordar fundamentos pedagógicos.
- D) estabelecer normas fixas e imutáveis, desvinculadas das transformações sociais e das demandas educacionais contemporâneas adotadas pela instituição.
- E) explicitar a concepção de formação humana integral, orientando as práticas pedagógicas e a organização curricular em consonância com sua função social.

QUESTÃO 03

Na Educação Profissional e Tecnológica, o planejamento e a avaliação da aprendizagem não se restringem a procedimentos técnicos, mas envolvem dimensões éticas e políticas relacionadas ao projeto formativo institucional. Assim, a organização do trabalho pedagógico deve assegurar coerência entre objetivos formativos, práticas avaliativas e princípios da formação humana integral.

Nesse contexto, dadas as afirmativas,

- I. A avaliação da aprendizagem deve estar alinhada aos objetivos formativos previstos no planejamento e no projeto pedagógico do curso.
- II. A dimensão ética da avaliação implica transparência, critérios explícitos e compromisso com a aprendizagem dos estudantes.
- III. A avaliação deve priorizar, exclusivamente, resultados quantitativos, como médias e índices de aprovação.
- IV. O planejamento pedagógico na EPT deve considerar a articulação entre formação geral e formação profissional.

verifica-se que estão corretas apenas

- A) I e III.
- B) II e III.
- C) II e IV.
- D) I, II e IV.
- E) I, III e IV.

QUESTÃO 04

As Diretrizes Curriculares Nacionais Gerais para a Educação Profissional e Tecnológica orientam a organização dos cursos, a articulação entre níveis e modalidades de ensino e a concepção pedagógica que fundamenta a formação profissional no Brasil. Essas diretrizes reafirmam o princípio da integração entre trabalho, ciência, tecnologia e cultura, além de defenderem a flexibilidade curricular e a indissociabilidade entre teoria e prática.

À luz dessas Diretrizes, considera-se que a organização da Educação Profissional e Tecnológica deve

- A) articular fundamentos científicos e tecnológicos às dimensões sociais do trabalho, promovendo formação que ultrapasse o treinamento para tarefas específicas.
- B) restringir-se ao atendimento imediato das demandas do setor produtivo local, sem considerar fundamentos científicos mais amplos.
- C) separar, rigidamente, os momentos de formação teórica e prática, priorizando a prática como etapa final do curso.
- D) organizar-se, exclusivamente, por competências operacionais, sem diálogo com a formação geral.
- E) adotar currículo padronizado nacionalmente, sem possibilidade de contextualização regional.

QUESTÃO 05

A consolidação da curricularização da extensão exige reorganização do trabalho pedagógico, revisão de práticas avaliativas e redefinição do papel docente na Educação Profissional e Tecnológica. Nesse processo, a extensão deixa de ocupar lugar periférico e passa a constituir componente estruturante da formação.

A esse respeito, dadas as afirmativas,

- I. A curricularização da extensão exige planejamento articulado entre docentes, superando ações isoladas e eventuais.
- II. A extensão curricularizada dispensa fundamentação teórica, pois sua centralidade reside na prática social.
- III. Projetos extensionistas podem configurar-se como espaços de produção de conhecimento, articulados à pesquisa aplicada.

verifica-se que está/ão correta/s

- A) I, II e III.
- B) I e III, apenas.
- C) I e II, apenas.
- D) III, apenas.
- E) II, apenas.

QUESTÃO 06

A Educação Inclusiva, no âmbito da Educação Profissional e Tecnológica, exige que as instituições promovam condições de acesso, de permanência e de êxito para estudantes com deficiência, transtornos globais do desenvolvimento e altas habilidades/superdotação. Isso implica não apenas adaptações arquitetônicas, mas também reorganização pedagógica, flexibilização curricular e formação continuada de docentes.

Nessa perspectiva, compreende-se que a inclusão na Educação Profissional e Tecnológica

- A) implica redução automática do nível de exigência acadêmica para estudantes com deficiência.
- B) limita-se à matrícula do estudante público-alvo da educação especial, independentemente de adaptações pedagógicas.
- C) depende, exclusivamente, do atendimento educacional especializado, desvinculado do trabalho docente em sala comum.
- D) consiste na criação de turmas separadas para estudantes com deficiência, como forma de garantir atendimento especializado.
- E) requer a adoção de estratégias pedagógicas diversificadas e recursos de acessibilidade que assegurem igualdade de oportunidades formativas.

QUESTÃO 07

A organização do trabalho pedagógico na Educação Profissional e Tecnológica exige compreensão crítica das relações entre currículo, planejamento e avaliação, considerando-se as especificidades da formação técnica integrada. Nesse contexto, a prática avaliativa deve contribuir para a consolidação da formação integral e para a autonomia dos estudantes.

Desse modo, dadas as afirmativas,

- I. A avaliação formativa pode subsidiar a reorganização do ensino ao longo do processo educativo.
- II. A dimensão política do planejamento refere-se às escolhas pedagógicas que expressam determinada concepção de sociedade e de formação.
- III. A organização do trabalho pedagógico na EPT requer coerência entre princípios institucionais e práticas de sala de aula.

verifica-se que está/ão correta/s

- A) I, II e III.
- B) II e III, apenas.
- C) I e III, apenas.
- D) II, apenas.
- E) I, apenas.

QUESTÃO 08

A integração da Educação de Jovens e Adultos (EJA) à Educação Profissional e Tecnológica representa estratégia de ampliação do direito à educação para sujeitos historicamente excluídos do sistema escolar. Essa integração busca articular escolarização básica com formação profissional, considerando-se trajetórias interrompidas, experiências de trabalho e especificidades socioculturais dos estudantes.

Nesse âmbito, constitui desafio para a EJA integrada à Educação Profissional e Tecnológica

- A) adotar currículo idêntico ao ensino regular, desconsiderando-se as especificidades do público jovem e adulto.
- B) organizar a formação profissional de modo desvinculado das experiências de vida dos estudantes e de acordo com o PPI da instituição.
- C) desenvolver proposta curricular que reconheça os saberes prévios dos estudantes e articule formação básica e profissional de forma integrada.
- D) reduzir a formação geral para ampliar a carga horária técnica, pois os jovens e adultos precisam de questões mais práticas para a vida do trabalho.
- E) priorizar, exclusivamente, certificação rápida para inserção imediata no mercado de trabalho, já que se trata de um público, majoritariamente, adulto.

QUESTÃO 09

A formação de professores para a Educação Profissional e Tecnológica (EPT) constitui temática estratégica nas políticas públicas educacionais contemporâneas, especialmente diante da expansão da Rede Federal, da diversificação de ofertas formativas e da complexidade da integração entre formação geral e formação técnica. Nesse contexto, os debates atuais enfatizam tanto a necessidade de sólida base pedagógica quanto o domínio de saberes específicos das áreas profissionais, além da compreensão crítica do trabalho como princípio educativo.

Considerando-se os desafios e as possibilidades da formação docente para a EPT à luz das políticas públicas atuais, dadas as afirmativas,

- I. A formação de professores para a EPT demanda articulação entre saberes pedagógicos, conhecimentos específicos da área profissional e compreensão das dimensões sociais do trabalho.
- II. A experiência profissional no setor produtivo é suficiente, por si só, para garantir atuação docente qualificada na EPT, dispensando-se formação pedagógica específica.
- III. A consolidação da formação docente para a EPT pode favorecer práticas integradoras, alinhadas à concepção de formação humana integral.

verifica-se que está/ão correta/s

- A) I, II e III.
- B) II e III, apenas.
- C) I e III, apenas.
- D) II, apenas.
- E) I, apenas.

QUESTÃO 10

No contexto histórico brasileiro, a Educação Profissional foi marcada, durante longo período, por uma dualidade estrutural. Essa dualidade caracterizou-se pela

- A) separação entre formação propedêutica destinada às elites e formação profissional destinada às classes trabalhadoras.
- B) predominância exclusiva da formação tecnológica em detrimento da educação básica.
- C) universalização do acesso à formação técnica de nível médio para toda a população.
- D) integração plena entre ensino acadêmico e formação técnica desde o período imperial.
- E) inexistência de políticas públicas voltadas à formação profissional.

FUNDAMENTOS DA ADMINISTRAÇÃO PÚBLICA

QUESTÃO 11

A um servidor público federal de órgão do Poder Executivo foi concedida licença por motivo de doença de seu cônjuge, por um período de 45 dias consecutivos. Descobriu-se que, durante esse período, o servidor público realizou atividade remunerada de divulgação em suas redes sociais para uma empresa que explorava ilegalmente jogos de apostas em uma plataforma digital na internet, inclusive já havendo notícias de condenações da referida empresa pelo Poder Judiciário, em razão da prática de crimes de lavagem de dinheiro, evasão fiscal e concorrência desleal.

Dadas as afirmativas quanto a essa situação hipotética,

- I. A espécie da licença concedida ao servidor público federal, incluídas as prorrogações, poderá ser concedida a cada período de doze meses por até 60 dias, consecutivos ou não, mantida a sua remuneração.
- II. A licença somente será deferida se a assistência direta do servidor for indispensável e não puder ser prestada simultaneamente com o exercício do cargo ou mediante compensação de horário, inexistindo vedação ao exercício de atividade remunerada durante o período da licença.
- III. O servidor público federal violou o Código de Ética Profissional do Servidor Público Civil do Poder Executivo Federal, notadamente quanto à vedação ao exercício de atividade profissional aética ou a ligar o seu nome a empreendimentos de cunho duvidoso.
- IV. A Comissão de Ética do órgão público a que pertence o servidor público federal, integrada por três servidores ou empregados titulares de cargo efetivo ou emprego permanente, poderá aplicar, após a emissão de parecer fundamentado assinado por todos os seus integrantes, com ciência do faltoso, a pena de advertência ou suspensão.

verifica-se que estão corretas apenas

- A) I e III.
- B) I e IV.
- C) II e IV.
- D) I, II e III.
- E) II, III e IV.

QUESTÃO 12

Dadas as afirmativas quanto ao Plano de Carreiras e Cargos do Magistério Federal e à Rede Federal de Educação Profissional, Científica e Tecnológica,

- I. O ingresso na Carreira de Magistério Superior ocorrerá mediante aprovação em concurso de provas e títulos, tendo como requisito de ingresso o título de doutor na área exigida no concurso, no primeiro nível de vencimento da Classe A, com a denominação de Professor Adjunto.
- II. Os docentes ocupantes de cargo efetivo do Plano de Carreiras e Cargos do Magistério Federal serão submetidos ao regime de trabalho de 40 horas semanais de trabalho, em tempo integral, com dedicação exclusiva às atividades de ensino, de pesquisa, de extensão e de gestão institucional; ou tempo parcial de 20 horas semanais de trabalho, não podendo os docentes submetidos a este último regime de trabalho, ainda que temporariamente, serem vinculados ao regime de 40 horas sem dedicação exclusiva.
- III. Os Institutos Federais de Educação, Ciência e Tecnologia são instituições de educação superior, básica e profissional, pluricurriculares e *multicampi*, especializados na oferta de educação profissional e tecnológica nas diferentes modalidades de ensino. Eles possuem natureza jurídica de autarquia, detentores de autonomia administrativa, patrimonial, financeira, didático-pedagógica e disciplinar, inclusive para criar e extinguir cursos, nos limites de sua área de atuação territorial, bem como para registrar diplomas dos cursos por eles oferecidos, mediante autorização do seu Conselho Superior.
- IV. Não está dentre os objetivos dos Institutos Federais de Educação, Ciência e Tecnologia ministrar, em nível de educação superior, cursos de pós-graduação *lato sensu* de aperfeiçoamento e de especialização, visando à formação de especialistas nas diferentes áreas do conhecimento.

verifica-se que está/ão correta/s

- A) I, II, III e IV.
- B) III e IV, apenas.
- C) I e II, apenas.
- D) IV, apenas.
- E) III, apenas.

QUESTÃO 13

Uma aluna preta, portadora de visão monocular, matriculada no curso de educação profissional e tecnológica de nível médio, na forma articulada, optou pela realização da formação técnica em mecânica. O coordenador do curso do Instituto Federal de Educação, Ciência e Tecnologia, compreendendo que a aluna em questão teria dificuldades práticas no desenvolvimento e no aprendizado, devido a sua limitação física, redirecionou essa aluna para o curso técnico subsequente de cozinha ou de enfermagem, argumentando, ainda, que os referidos cursos seriam mais adequados à sua condição pessoal, já que o mercado de trabalho do setor absorve em maior proporção pessoas do seu gênero e raça.

Dadas as afirmativas quanto a essa situação hipotética,

- I. A atitude do coordenador em redirecionar a aluna para outros cursos, em razão de sua limitação física, é compreendida como capacitismo, uma vez que discrimina a aluna, ao subestimá-la em sua capacidade e habilidades, em virtude de sua deficiência; mas a oferta dos cursos, em função da lógica de melhor inserção no mercado, não possui viés discriminatório, inexistindo interseccionalidade com os marcadores sociais de gênero e raça.
- II. O caso revela uma barreira atitudinal, assim compreendida a atitude ou o comportamento que impeça ou prejudique a participação social da pessoa com deficiência em igualdade de condições e oportunidades com as demais pessoas, incumbindo ao poder público assegurar, criar, desenvolver, implementar, incentivar, acompanhar e avaliar o acesso à educação superior e à educação profissional e tecnológica em igualdade de oportunidades e condições com as demais pessoas.
- III. São objetivos da Política Nacional de Educação Especial Inclusiva assegurar a educação ao longo da vida, até aos níveis e às etapas de ensino mais elevados, e fomentar as medidas de combate à discriminação e ao capacitismo no âmbito educacional, inclusive mediante atividade pedagógica de caráter complementar à escolarização de pessoas com deficiência – Atendimento Educacional Especializado (AEE) – para, dentre outros objetivos, promover condições para a continuidade de estudos dos estudantes que são o público da educação especial até os níveis e as etapas de ensino mais elevados.
- IV. A transversalidade permite a abordagem da situação de discriminação, levando-se em conta sua relação com a organização, a gestão do trabalho e as suas dimensões sociocultural, institucional e individual, de sorte que a restrição da aluna a cursos, a partir da perspectiva de gênero e raça no mercado de trabalho, é reflexo da desigualdade de gênero e raça, que corresponde à assimetria existente no âmbito da sociedade, acentuando a distância social entre mulheres negras e os demais segmentos sociais.

verifica-se que está/ão correta/s

- A) I, II, III e IV.
- B) II, III e IV, apenas.
- C) I e IV, apenas.
- D) I e II, apenas.
- E) III, apenas.

QUESTÃO 14

A respeito do Estatuto do Instituto Federal de Alagoas (Ifal) e do Núcleo de Gênero, Diversidade e Sexualidade (Nugedis), do Ifal, é correto afirmar que

- A) o Conselho Superior, de caráter consultivo, é órgão de apoio ao processo decisório da Reitoria.
- B) a Reitoria é o órgão máximo do Instituto Federal de Educação, Ciência e Tecnologia de Alagoas.
- C) não poderão integrar o Núcleo de Gênero, Diversidade e Sexualidade (Nugedis), do Instituto Federal de Alagoas, representantes da comunidade externa.
- D) só haverá um único Núcleo de Gênero, Diversidade e Sexualidade para todos os *Campi* do Instituto Federal de Educação, Ciência e Tecnologia de Alagoas.
- E) são atos normativos que regem o Instituto Federal de Educação, Ciência e Tecnologia de Alagoas o Estatuto, o Regimento Geral, as Resoluções do Conselho Superior e os Atos da Reitoria.

QUESTÃO 15

O Núcleo de Gênero, Diversidade e Sexualidade (Nugedis), do Instituto Federal de Alagoas (Ifal), foi instituído pela Resolução nº 116/2023.

Dentre as diversas regras vigentes sobre o Núcleo, assinale a alternativa correta.

- A) A composição da equipe do Nugedis dar-se-á por meio de eleição, devendo ter, no mínimo, sete integrantes, dos quais dois assumam, obrigatória e respectivamente, a Coordenação e a Vice-Coordenação.
- B) O Nugedis atuará de forma impositiva, estimulando, promovendo e executando ações voltadas às temáticas de gênero, de diversidade e de sexualidade nos *Campi* do Ifal.
- C) Após a constituição do Nugedis, os/as integrantes deverão eleger o/a Coordenador/a, o/a Vice-Coordenador/a e o/a Secretário/a, que não poderão ser servidores/as do Ifal.
- D) Para a consolidação e o fortalecimento da atuação dos Núcleos, anualmente, deve ser reservado 1% (um por cento) do orçamento do *Campus*, e destinado ao Nugedis.
- E) O Nugedis atuará, exclusivamente, no âmbito institucional interno, assessorando, quando solicitado, os setores do Ifal.

CONHECIMENTOS SOCIOECONÔMICOS DE ALAGOAS

QUESTÃO 16

A partir dos dados do Censo Demográfico 2022 sobre pertencimento populacional de cor ou raça, Alagoas tem a maior porcentagem nacional (em relação ao total estadual) de população de autorreconhecimento autodeclarada

- A) quilombolas.
- B) indígenas.
- C) brancos.
- D) pardos.
- E) pretos.

QUESTÃO 17

A crise geotécnica em Maceió, decorrente da mineração de sal-gema, trouxe consequências profundas e multifacetadas para Alagoas. Além do visível deslocamento populacional e da destruição de imóveis, seus impactos se estenderam a esferas econômicas, ambientais e de governança.

Considerando-se a complexidade desse evento, dadas as afirmativas,

- I. A atividade mineradora que deu origem à crise era a base do Polo Cloroquímico de Alagoas, um dos principais arranjos industriais do estado, afetando diretamente cadeias produtivas estratégicas.
- II. Estudos técnicos independentes atestaram que os impactos foram restritos aos bairros sobre as cavidades subterrâneas, não havendo riscos de contaminação dos aquíferos ou de comprometimento de outras infraestruturas urbanas.
- III. Um dos efeitos indiretos da crise foi o abalo na confiança de investidores e na imagem de Maceió como cidade sede de grandes empreendimentos industriais, com reflexos negativos na atração de novos capitais.

verifica-se que está/ão correta/s

- A) I, II e III.
- B) II e III, apenas.
- C) I e III, apenas.
- D) II, apenas.
- E) I, apenas.

QUESTÃO 18

A cultura caieira refere-se a um conjunto de saberes e de práticas tradicionais associados à extração artesanal de calcário e à produção de cal, atividades históricas que marcaram a identidade e a economia de algumas comunidades alagoanas. Atualmente em declínio, devido a conflitos ambientais e a pressões regulatórias, essas atividades são características de municípios alagoanos localizados, majoritariamente, no/a

- A) Região Metropolitana de Maceió.
- B) Baixo São Francisco.
- C) Zona da Mata.
- D) Agreste.
- E) Sertão.

QUESTÃO 19

O turismo é um dos pilares da economia de Maceió, mas sua dinâmica está intrinsecamente ligada aos processos de urbanização e à divisão regional de Alagoas. A concentração de investimentos e de infraestrutura no litoral, enquanto o interior enfrenta carências históricas, ilustra as desigualdades territoriais do estado.

Considerando-se essa relação, dadas as afirmativas sobre os impactos do turismo em Maceió no contexto alagoano,

- I. Os fluxos turísticos para o litoral sul, com destaque para praias como Praia do Francês e Barra de São Miguel, têm fomentado a descentralização da oferta hoteleira e a integração econômica dessa região com o polo de confecções do Agreste.
- II. A demanda turística por artesanato e por gastronomia local tem permitido a revitalização econômica e a preservação do patrimônio histórico no centro urbano de Maceió, revertendo o processo de esvaziamento comercial da área central.
- III. A priorização do turismo de sol e mar consolida um modelo de desenvolvimento regional que desconsidera o potencial do sertão alagoano, cujas atrações culturais e naturais permanecem à margem dos circuitos turísticos oficiais e dos investimentos públicos.

verifica-se que está/ão correta/s

- A) I, II e III.
- B) I e III, apenas.
- C) I e II, apenas.
- D) III, apenas.
- E) II, apenas.

QUESTÃO 20

A persistência do baixo Índice de Desenvolvimento Humano Municipal (IDH-M) de Alagoas, historicamente o menor entre as unidades federativas brasileiras, é frequentemente analisada à luz de seus componentes e de dinâmicas históricas e geográficas específicas.

Considerando-se a evolução temporal e a estrutura multidimensional do IDH-M de Alagoas, qual a caracterização do aspecto fundamental associado a essa posição estadual no *ranking* nacional?

- A) A dimensão renda apresenta o maior atraso relativo, sendo, majoritariamente, determinada pela concentração fundiária urbana, que limita o acesso a empregos formais na capital.
- B) A componente educação do índice foi a que mais progrediu na última década, principalmente devido ao expressivo aumento no número de matrículas em cursos técnicos federais.
- C) A baixa performance no IDH-M decorre, principalmente, da estagnação demográfica e do rápido envelhecimento populacional, que sobrecarregam os sistemas previdenciário e de saúde.
- D) Os valores municipais do índice mostram homogeneidade territorial, com os piores desempenhos concentrados nas regiões metropolitanas devido à superpopulação e à violência urbana.
- E) A dimensão longevidade, apesar de avanços na expectativa de vida, ainda é impactada por taxas de mortalidade infantil e materna superiores à média nacional, refletindo lacunas na cobertura e na qualidade da saúde pública.

CONHECIMENTOS ESPECÍFICOS

QUESTÃO 21

Colonization in reverse

Louise Bennett-Coverley

1919 - 2006

(original poem in Jamaican patois)

Wat a joyful news, Miss Mattie,
I feel like my heart gwine burs
Jamaica people colonizing
Englan in reverse. ...

[...]

For wen dem ketch a Englan,
And start play dem different role,
Some will settle down to work
An some will settle fe de dole...

[...]

Me say Jane will never fine work
At de rate how she dah look,
For all day she stay pon Aunt Fan couch
An read love-story book.

Wat a devilment a Englan!
Dem face war an brave de worse
But me wonderin how dem gwine stan
Colonizin in reverse.

[...]

("translated" poem)

What joyful news, Miss Mattie,
I feel like my heart is going to burst
Jamaica people colonizing
England in reverse. ...

For when they get to England,
And start to play their different role,
Some will settle down to work
And some will settle for the dole

I say Jane will never find work
Given how she is looking,
For all day she stays on Aunt Fan's couch
And reads a love-story book.

Goodness me, England!
They faced war and braved worse
But I am wondering how they are going to stand
Colonizing in reverse.

Available in: <https://www.poetrybyheart.org.uk/poems/colonization-in-reverse>. Access on: Jan. 30, 2026.

From a decolonial perspective, select the correct interpretation of the poem.

- A) The non-use of standard English can be read as a decolonial posture by the lyrical subject towards English colonization.
- B) The new independent Jamaican people want to wage war on England in order to reverse the effects of colonization.
- C) The non-use of standard English indicates that the lyrical subject is not familiar with grammatical and spelling rules.
- D) The title suggests that the lyrical subject is attempting to overpower the English and reverse the colonial process.
- E) The lyrical subject is sorry at the thought of a possible reversed colonization of England by the Jamaican people.

QUESTÃO 22

CHAPTER 2

Adult Literacy and Popular Libraries

To speak of adult literacy and popular libraries is to speak of the problems of reading and writing: not reading and writing words in and of themselves, as if the reading and writing of words did not imply another reading, anterior to and simultaneous with the first, the reading itself. The critical comprehension of literacy, which involves the equally critical comprehension of reading, demands the critical comprehension of reading, demands the critical comprehension of the library. However, upon speaking of a critical vision, authenticated in a practice of the same critical form of literacy, I not only recognize but also emphasize the existence of a contrary practice, an understanding that, in an essay published a long time ago, I called naive.

It would be tiresome to insist on points referred to on other occasions when I discussed the problems of literacy. Nevertheless, at the risk of repeating myself, I will try to clarify or reclarify what I call the critical practice and understanding of literacy, as opposed to the naive and so-called “astute” practice and understanding. The naive and astute, while identical from the objective point of view, differentiate themselves with respect to the subjectivity of their agents.

The myth of the neutrality of education — which leads to the negation of the political nature of the educational process, regarding it only as a task we do in the service of humanity in the abstract sense — is the point of departure for our understanding of the fundamental differences between a naive practice, an astute practice, and a truly critical practice.

From the critical point of view, it is as impossible to deny the political nature of the educational process as it is to deny the educational character of the political act. This does not mean, however, that the political nature of the educational process and the educational character of the political act drain the understanding of that process and this act. Just as a neutral education that claims to be at the service of humanity, of human beings in general, is impossible, so is a political practice devoid of educational meaning.

FREIRE, Paulo; MACEDO, Maldonado. *Literacy: Reading the Word and the World*. London: Routledge, 2005, p. 46. (Adapted).

After reading this excerpt from chapter 2 of the book titled *Literacy: Reading the Word and the World*, select the correct alternative that completes the sentence: Reading is

- A) not being naïve to political parties as they are hidden in the word meanings.
- B) a political educational act which entails positioning oneself in the world.
- C) a neutral act of understanding which does not require taking stands.
- D) an educational act alone for politics should be restricted to parties.
- E) becoming astute in facing words for they are all-time political.

QUESTÃO 23

1. _____ familiar with diverse research methods in social sciences.
2. _____ speech acts associated with racist ideologies in different sociolinguistic situations and samples, including films, news, music, daily interactions and textbooks.
3. _____ through some samples of cultural and sociolinguistic contexts such as academia to identify stigmatized markers of racist cultural linguistic materiality.
4. _____ that antiracist fight is possible through reflecting, relating, comparing and contrasting different perspectives.
5. _____ on their own linguistic awareness development and agency throughout the course.

MAGRO, José L. *Language and Antiracism. An Antiracist Approach to Teaching Language in the USA*. Jackson: Multilingual Matters, 2023. (Adapted).

The items mentioned have to do with the outcomes of a foreign language class of which objective is to teach L2 language viewing antiracist practices. The verbs “become”; “identify”; “go”; “demonstrate”; “reflect”, have been extracted from the items. After reading the topics, choose the alternative that presents the verbs that fit the items, respectively.

- A) Reflect, Become, Identify, Go, Demonstrate
- B) Go, Become, Identify, Demonstrate, Reflect
- C) Become, Identify, Go, Demonstrate, Reflect
- D) Identify, Become, Go, Demonstrate, Reflect
- E) Demonstrate, Identify, Become, Go, Reflect

QUESTÃO 24

Even if a foreign language student is an able decoder in English, the level of effort required to read for meaning in real time academic situations can be a monumental task. Look how author Richard Rodriguez (1982) describes his own reading in English as a new language: “Most books, of course, I barely understood. While reading Plato’s Republic, I needed to keep looking at the book jacket to remind myself what the text was about”. One might ask how Rodriguez could be reading a book at such an advanced level in English but still not reading with comprehension. How could he read and yet not read? And what is it that makes reading in a new language so overwhelming? Perhaps part of the answer can be found in the less extensive listening vocabulary upon which foreign language students can draw when reading written words, they have never seen before. Part of it may result from incomplete knowledge of the syntax and grammar patterns of English. When we struggle with sentences in a new language, reading takes a great deal of cognitive energy. As a result, retaining the gist of the previous sentences in a paragraph or of previous paragraphs in working memory is hard to do as we move through a text. Even when decoding is no longer very effortful, it is still much harder to move along through a text and construct meaning from it as we read in a new language. We might describe this as a real-time “delay”, which has to do with discursive practices. When the rate of processing discursive meaning from text can’t “catch up” with the rate of our decoding, the result may be the strange phenomenon of decoding but not comprehending, as lamented by Richard Rodriguez above.

LEMS, Kristin; MILLER, Leah D.; SORO, Tenema M. *Teaching Reading to English Language Learners*. Insights from Linguistics. New York and London: 2010, pp. 171-2. (Adapted).

The excerpt discusses what the author calls ‘real-time delay’ in English as a foreign language students’ reading ability. After reading this passage, choose the best alternative that may define this real-time delay.

- A) Real-time delay is a distance between decoding the words and discursively understanding a text.
- B) Real-time delay means that foreign language students do not possess the ability to read as natives.
- C) Real-time delay helps identify proficient foreign language readers from basic ones in language classes.
- D) Real-time delay is a measure used by foreign language teachers to grade their students when reading.
- E) Real-time delay has to do with discursive characteristics of a text in terms of recognizing grammar parts.

QUESTÃO 25

In the book titled *Literacies* by Mary Kalantzis and Bill Cope, the authors mention the roles of teachers and students facing the challenges of reading in a technological environment. According to the authors, “Communication is rapidly changing. With the rise of new technologies and media, the way we make and transmit meaning is shifting significantly”. For this reason the profile of students have changed considerably from passive actors in the reading and interpreting information to more active meaning-makers, considering the various forms of access to information. New media environment “focuses not only on reading and writing, but also on other modes of communication, including oral, visual, audio, gestural and spatial”.

Below you will find a list of actions related to reading and interpreting texts both in the new and old environments. Read the actions and decide which action relates to which kind of environment. Then choose the correct alternative that corresponds to the right choice.

1. Appreciating texts of prestige ‘literary’ value must be the rule for right interpretation.
2. Innovations, risk-taking and diversity in meaning-making are aspects to be regarded by teachers.
3. It must be considered that a wide and diverse range of texts exists and should be valued.
4. Reading means decoding messages transmitted by written texts.
5. Teaching students to read means dealing solely with canonic British and American production.
6. The fundamentals of literacy should be understanding messages beyond messages.
7. The many social languages and variations in communication must be considered.
8. There are multiple forms of reading a word in multimodal communication.
9. Understanding and using correct spelling and grammar is good communication.
10. We should read only standard, educated English used in homogeneous situations.

KALANTZIS, Mary; COPE, Bill. *Literacies*. Melbourne: CUP, 2012, p.19. (Adapted).

- A) Old environment: 6; 7; 8; 9; 10 / New environment: 1; 2; 3; 4; 5.
- B) Old environment: 2; 4; 5; 9; 10 / New environment: 1; 3; 6; 7; 8.
- C) Old environment: 1; 4; 7; 9; 10 / New environment: 2; 3; 5; 6; 8.
- D) Old environment: 1; 4; 5; 9; 10 / New environment: 2; 3; 6; 7; 8.
- E) Old environment: 1; 4; 5; 9; 8 / New environment: 2; 3; 6; 7; 10.

QUESTÃO 26

It is often a delicate decision as to how to provide learners with feedback on their errors when their attention is primarily focused on the content of what they are saying, rather than on the way they are saying it. Interrupting learners 'in full flight' to give them corrections seems to run counter to the need to let them experience autonomy. If the teacher is constantly intervening to assist their performance, whether by providing unknown words or correcting their errors, they can hardly be said to be self-regulating. And it may have the counterproductive effect of inhibiting fluency by forcing learners' attention on to accuracy. Nevertheless, many teachers feel uncomfortable about 'letting errors go', even in fluency activities, and there is support for the view that maintaining a **focus on form** – that is, on formal accuracy – is good for learners in the long run. It is important, therefore, that such a focus should be effected at minimal cost to the speaker's sense of being in control. What is agreed is that in cases of correction of oral fluency, the teacher's corrections, while explicit, are unobtrusive, and these are picked up by the learners with no real loss of fluency: In the above extract, the teacher's interventions should be economical and effective, and the conversational flow should not be threatened. However, it could be argued that such overt monitoring deprives the learners of opportunities to take more responsibility for their own monitoring and self-repair. This is especially the case with regard to their mistakes, as opposed to their errors. By **mistake** is meant the learners' momentary failure to apply what they already know, due mainly to the demands of online processing. An **error**, on the other hand, represents a gap in the speaker's knowledge of the system. Mistakes can usually be self-corrected, but errors cannot. A deft hint to the learner that they have used a present verb form instead of a past one, for example, may be all that is needed to encourage self-correction. And self-correction, even if prompted by the teacher, is one step nearer self-regulation and the ultimate goal of full autonomy. Sometimes, however, the learner's message is simply unintelligible, and some kind of more obtrusive intervention is necessary to repair the breakdown. In this case, an intervention that is perceived by the learner as **repair** is likely to be less inhibiting than one that is perceived of as correction. Repair is facilitative, while correction can be construed negatively, as judgmental. In repairing, the teacher's intervention takes the form of a conversational repair, one that is consistent with the meaning-orientation of the interaction

THORNBURY, Scott. *How to Teach Speaking*. Cambridge: Longman, 2005, pp. 91-2. (Adapted).

One of the main problems when dealing with oral fluency is to know if a student should be corrected when interacting or after it. After reading this passage about feedback and correction in fluency, select the alternative that agrees with the point of view discussed in the passage.

- A) An error in oral fluency is a very complicated problem as it entails breaking the flow of conversation and consequently interrupting interaction which may hinder the contents of the message viewed by the student.
- B) Teachers should be concerned about oral fluency and interaction in classroom when we are talking about mistakes as when students talk, they are prone to produce wrong sentences as this is typical for non-natives.
- C) Dealing with mistakes and errors is a very controversial matter as it has to do with autonomy of the students in their oral production, that is, if students do not produce correct sentences, the interaction is not successful.
- D) In oral interaction during classroom instruction, teachers should be concerned about two different forms of correction for, if a student repeatedly makes the same mistake, that means that it is time to focus exclusively on form.
- E) When talking about oral fluency and oral interaction, teachers should be concerned about what kind of fluency problem they are dealing with for there is a difference between mistakes and errors which demand diverse forms of correction.

QUESTÃO 27

You and your whole race

Langston Hughes (1901-1967)

You and your whole race.
Look down upon the town in which you live
And be ashamed.
Look down upon white folks
And upon yourselves
And be ashamed
That such supine poverty exists there,
That such stupid ignorance breeds children there
Behind such humble shelters of despair —
That you yourselves have not the sense to care
Nor the manhood to stand up and say
I dare you to come one step nearer, evil world,
With your hands of greed seeking to touch my throat, I dare you to come one step nearer me:
 When you can say that
 you will be free!

Available in: <https://www.poetryfoundation.org/>. Access on: Feb. 3, 2026.

Given the statements regarding plausible interpretations of poem,

- I. The lyrical subject calls attention to segregation and social differences.
- II. The lyrical subject believes people should not have any more children.
- III. The lyrical subject appears to reject passivity and embrace resistance.
- IV. "Hands of greed" can be read as a metaphor for dominant groups.

it appears that only the following are correct

- A) I, III and IV.
- B) I, II and III.
- C) II and IV.
- D) II and III.
- E) I and IV.

QUESTÃO 28

Read the passage adapted from the introduction of a book titled *Language and Antiracism* that reflects upon antiracist language education in universities.

INTRODUCTION

This book’s twofold goal integrates theory and praxis in an attempt to decolonize the curriculum. On the one hand, these pages aim to inform about theoretical aspects of racism and how it manifests in language programs. In this sense, this book is interested in establishing a conversation about topics that may help educators reflect on an antiracist approach to language teaching while providing the fundamental concepts necessary to be familiar with before attempting to implement it. On the other hand, from a more practical approach ‘concerned with the functional process of how the process of decolonization might happen’ (Ade-ojo, 2021: 1), this book aims to provide a theory-based pedagogical rationale and strategy to fight racism in the language classroom through instruction that integrates research-based contents related to the sociopolitical dimension of language (also referred to as sociopolitical contents [SPCs]) aiming to raise critical linguistic awareness (CLA) in relation to racism. The purpose of this book, then, is to combat racism within one institution that has historically perpetuated it: the university.

US educational institutions – and their educators – have the moral duty to transmit ethical beliefs framed within the national, or rather a-national, self-concept of a pluralistic, democratic, egalitarian ideology, as well as the knowledge and skills necessary to thrive, or at least survive, physically, psychologically and socially in our society and across societies in this globalized world. It is our duty as educators to break a system that echoes beliefs such as, quoting Princeton President Woodrow Wilson, ‘[T]he college is not for the majority who carry forward the common labor of the world [but] it is for the minority who plan, who conceive, who superintend’ (Veysey, 1970: 245, cited in Cabrera et al., 2017).

MAGRO, José L. *Language and Antiracism. An Antiracist Approach to Teaching Language in the USA*. Jackson: Multilingual Matters, 2023, pp. 15-6. (Adapted).

Choose the alternative that best completes the sentence: The objective of the book is to decolonize curriculum by

- A) teaching teachers to pedagogically fight racism in their day-to-day life and work activities.
- B) challenging university deans and rectors in their way of facing university lives and practices.
- C) proposing a pedagogical perspective that critically challenges racism in classroom practices.
- D) proposing that all US educational institutions fight racism by changing their curricular activities.
- E) teaching students how to physically, psychologically and socially in US educational institutions.

QUESTÃO 29

The humanistic approach to boost self-confidence in English as a foreign language (EFL) students' oral skills

[...] Oral communication skills are crucial in the process of learning English as a Foreign Language (EFL), with many students wrestling with a lack of self-confidence when it is time to speak in English, whether in academic or personal situations. Speaking is a skill that requires a high level of self-confidence. Lack of confidence will affect students' learning process because talking in English requires not being shy or rude.

Grammar and vocabulary are tools that are often used over fluency and proficiency in traditional methods, which has resulted in this problem. When in educational environments there is a neglect of the socio-emotional part at the time of the teaching-learning process, there is a series of negative consequences, such as introversion and lack of motivation to participate in classes [...].

The central question that this research aims to address is how the Humanistic Approach can be used to enhance learners' self-confidence in EFL contexts. This research work explores the potential of the humanistic approach to increase the self-confidence of English as a foreign language learner, focusing specifically on the development of their oral skills. By investigating the theoretical underpinnings, methodologies, and teacher perceptions, this study aims to provide educators with information about a type of teaching that will help them approach learners and foster a supportive learner-centered environment that can lead to significant improvements in both confidence and oral skills [...].

In the past, when emphasis began to be placed on teaching English as a foreign language, traditional methods were used, which did not produce results in the emergence of meaningful knowledge, as there was no emphasis on interaction with students and the use of appropriate strategies for teaching a new language [...].

The humanistic approach, based on the principles of empathy, individualization and self-realization, offers a transformative way to address these challenges. By placing the learner at the center of the educational process and fostering an environment of trust and encouragement, this approach emphasizes emotional well-being in language acquisition [...].

Humanistic Approach, rooted in the principles of Carl Rogers (1969), emphasizes a holistic teaching methodology, focused on fostering a supportive, inclusive and learner-centered learning environment. This approach focuses on students as the authors of their own knowledge, with students having the agency to explore and acquire meaningful knowledge according to their experiences, with the teacher being more of a guide who provides instructions and creates an appropriate and harmonious environment for an effective teaching and learning process, taking into account the affective and social needs of each individual [...].

Available in: <https://repositorio.upse.edu.ec/items/5caf2c50-6627-4f44-87f2-9220acfb1cc8>. Access on: Jan. 25, 2026.

According to the text,

- A) traditional methods in EFL focused on the student as the center of the learning process.
- B) lack of confidence and shyness stem from poor grammatical and vocabulary knowledge.
- C) in ELF, mastering grammar and vocabulary ensures successful communication in English.
- D) humanistic approach focuses on the autonomy of educators to engage students in interaction.
- E) traditional EFL methods were not effective as far as orality and communication are concerned.

QUESTÃO 30

The application of Bakhtinian theories on Second Language reading comprehension: a qualitative case study

[...] Reading comprehension has been recognized as one of the most important areas in second and foreign language research. Due to the dominance of behaviorism, applied linguistics, and cognitive psychology since 1960s, many research studies focused on the accuracy and speed required for successful comprehension. The epistemological assumptions behind these studies regarded reading as merely a skill-getting process. Readers have to be equipped with the skills and strategies required for successful comprehension, which is mainly based on their performance on multiple-choice tests. Applied linguist Koda (2005) believes that reading depends mainly on the decoding of textual cues: "Successful comprehension is heavily dependent on knowledge of individual word meanings. The widely recognized relationship between vocabulary and reading comprehension attests to the crucial role word knowledge plays in text understanding among both L1 and L2 readers" [...].

This viewpoint is also supported by Hauptman (2000), who mentioned that grammar, vocabulary, and the length of the text determine the level of difficulty of the reading task. According to Mackey's (1997) definitions of "good enough reading", good readers have to strike "a balance between the need for accountability to the text and the need for momentum". It seems that all it takes to be a good reader is to read accurately with a reasonably fast speed and to have a large vocabulary size.

I do not object the importance of speed, accuracy, and vocabulary knowledge in second language reading. However, I argue that there are individual differences which are deterministic toward the comprehension of a text. The meanings that readers created from texts and the depth of the meaning actively constructed by them are also critical in the reading comprehension processes. Second language reading comprehension used to acquire a deficit model, which asked questions like "What do learners need to do in order to decode the sentence?" and "What is required to correctly understand the passage?" Alderson's famous question on second language reading was raised in 1984, "Is reading in a foreign language a reading problem or a language problem?" But my question is, "Are there any other factors influencing the second language reading process, other than the language barrier and the reading strategies?"

On an ideological level, the reason for the emphases on accuracy, speed, and vocabulary size is based on the belief in "abstract objectivism" that

- i) Language is a stable, immutable system of normatively identical linguistic forms...;
- ii) The laws of language are the specifically linguistic laws of connection between linguistic signs within a given, closed linguistic system...;
- iii) Specifically linguistic connections have nothing in common with ideological values...; and
- iv) Individual acts of speaking are, from the viewpoint of language, merely fortuitous refractions and variations or plain and simple distortions of normatively identical forms (Voloshinov, 1986, p. 57).

Researchers in traditional reading studies believe that there is (1) a correct or incorrect interpretation of meaning and (2) a generalized speed that a non-native speaker of English should achieve, and that (3) word meanings are fixed meanings which are traceable in dictionaries. They conclude that, when reading a text in another language, the plight of the reader is to master speed, accuracy, and vocabulary knowledge. All research methods or pedagogies are rooted in certain philosophies. I take on an alternative perspective by referring to the Bakhtin Circle that there can be no correct or incorrect interpretations of a text, and that the dialogic process involved in reading comprehension is crucial toward the active construction of meaning by the reader. By "Bakhtinian theories", I refer here to the ideas and thoughts proposed by "the principal members of the Bakhtin Circle during the 1920s — Valentin Voloshinov, Pavel Medvedev, and Mikhail Bakhtin".

It is true that for beginning second language readers, language barriers can be an obstacle in constructing meaning. However, this case study was conducted with a native speaker and an advanced learner of English with near native proficiency, and thus the language issue is not the most prominent concern; rather, the research focused on the depth of meaning constructed by the two readers, and the dialogic interactions between the readers and the author of the text [...].

Available in: <https://www.readingmatrix.com/>. Access on: Jan. 27, 2026.

Based on the text, it is correct to affirm that

- A) the author of the article believes that texts have a univocal meaning, to be achieved through close reading.
- B) abstract objectivism disregards ideology in the study of the laws of language, understood as unchangeable.
- C) the author of the article acknowledges that meanings are stable and traceable in dictionaries and in grammar.
- D) abstract objectivism is in line with the author's position regarding reading comprehension in Second Language.
- E) the author of the article takes for granted that vocabulary and grammar accuracy are enough for comprehension.

QUESTÃO 31

Read this excerpt from the introduction of a book dealing with communicative approach and communicative language teaching. With the exception of the first and the last sentence of the paragraph, the others have been scrambled. Choose the option that best reorganizes the whole paragraph in a logical way.

1. One reason for this divide is that while the communicative approach drew its initial inspiration from linguistics, it now looks increasingly related to educational theory, psychology and ethnography.
2. In other words, nowadays, although linguistics is still necessary as it has a part to play in communicative language approach, for many practitioners it has only a supporting role.
3. About fifteen or twenty years ago applied linguists and language teaching specialists thought they had found the great overarching principle that would guide the development of the subject into the twenty-first century: the communicative approach.
4. We do not agree with this present status of linguistics, so we aim in this book to show that linguistics does indeed have the potential to be a star, to match the performance of those players at present strutting the stage.
5. Yet today it seems that there is a deep and uncomfortable divide in the field of communicative approach which relates to linguistics.

But first we need to look at the linguistic origins of the communicative approach, then trace its drift away from its parent discipline.

MELROSE, Robin. *The Communicative Syllabus. A Systemic-Functional Approach to Language Teaching*. London and New York: Printer, 2015, p. 01. (Adapted).

This book is directed at two readerships who, until a few years ago, used to be one (or virtually one): applied linguists and language teaching specialists.

- A) 5; 3; 2; 1; 4
- B) 4; 2; 3; 5; 1
- C) 3; 5; 2; 1; 4
- D) 3; 5; 1; 2; 4
- E) 1; 3; 5; 2; 4

QUESTÃO 32

In the end, weaving a meaningful narrative using music, images, video, text, and voice really made the assignment worthwhile. The video editing and text creation were important aspects of that process, but it is the people who watch the film — those who may not already love martial arts or understand why or how it came to the States — whom I kept in the forefront of my mind during the composition process. The struggle to accurately represent the views of others forced me to think critically about the way the film would be received and therefore I had to think critically about the various media I was collecting and composing for the documentary. As part of being able to choose my own topic and interview people I knew (and some I didn't know that well), I learned that it's important to frame others' comments in ways that are fair to them while still choosing clips that are interesting to read or see. Ethics became a bigger concern when I knew the people whose words were being represented in my documentary. That's something that may be more difficult to relay (to students, to audiences) when you're dealing with impersonal texts. The creation of a research proposal for the documentary — while not a lot of people's idea of a good time — was a great learning experience that helped me foresee the ethical choices I had to make in the media I used. The proposal allowed me to put what were just ideas down on paper in a way that could be systematically useful to both my professor and me. Even in a narrative text, the research you do can and should change the direction of that text. If I had been unflinching in my drive to sell my message, it is likely that the significance of the message itself would be lost. One of the biggest lessons I took away from this project was that being given more power over my education (i.e., choosing the genre, focus, and media for my assignments) gives me more motivation to perform. It's something that I knew before but that was emphasized by this assignment. I liked all the other classes I took that semester, but I found myself worrying and working on the documentary in preference to other classes. Also, the assignments that led up to the documentary work focused on one aspect of the documentary process and were great preparation for the final project. For me, the introduction to technologies (such as the audio-editing software) was unnecessary because I've worked with them my whole life, but I can see how it was important to other members of the class, and I was able to help others who needed it if I already knew how to do a particular assignment or task. In the end, the sequence of individual media assignments leading up to our documentary research proposal, storyboard, interviews, and choices in editing the media clips provided me with a process in which I could understand how to ethically compose a multimedia text for a specific audience and purpose.

BALL, Cheryl E.; BOWEN, Tia Scoffield and FENN, Tyrell Brent. Genre and Transfer in a Multimodal Composition Class. In: BOWEN, Tracey; WHITHAUS, Carl (Eds.). *Multimodal Literacies and Emerging Genres*. Pittsburgh: University of Pittsburgh Press, 2013 pp. 20-1.

In this fragment of text you will find a report from an English student named Tyrell about his report on ending a course in digital genres. After reading the report, choose the sentence from the text that may represent the concept of 'agency' in practice as it relates to digital genres, multiliteracy and technology.

- A) Ethics became a bigger concern when I knew the people whose words were being represented in my documentary.
- B) In the end, weaving a meaningful narrative using music, images, video, text, and voice really made the assignment worthwhile.
- C) I liked all the other classes I took that semester, but I found myself worrying and working on the documentary in preference to other classes.
- D) One of the biggest lessons I took away from this project was that being given more power over my education (i.e., choosing the genre, focus, and media for my assignments) gives me more motivation to perform.
- E) For me, the introduction to technologies (such as the audio-editing software) was unnecessary because I've worked with them my whole life, but I can see how it was important to other members of the class, and I was able to help others who needed it if I already knew how to do a particular assignment or task.

QUESTÃO 33

Can the subaltern speak?

Gayatri Spivak

Some of the most radical criticism coming out of the West today is the result of an interested desire to conserve the subject of the West, or the West as Subject. The theory of pluralized 'subject-effects' gives an illusion of undermining subjective sovereignty while often providing a cover for this subject of knowledge. Although the history of Europe as Subject is narrativized by the law, political economy, and ideology of the West, this concealed Subject pretends it has 'no geo-political determinations.' The much-publicized critique of the sovereign subject thus actually inaugurates a Subject. I will argue for this conclusion by considering a text by two great practitioners of the critique: 'Intellectuals and power: a conversation between Michel Foucault and Gilles Deleuze.

I have chosen this friendly exchange between two activist philosophers of history because it undoes the opposition between authoritative theoretical production and the unguarded practice of conversation, enabling one to glimpse the track of ideology. The participants in this conversation emphasize the most important contributions of French poststructuralist theory: first, that the networks of power/desire/interest are so heterogeneous, that their reduction to a coherent narrative is counterproductive – a persistent critique is needed; and second, that intellectuals must attempt to disclose and know the discourse of society's Other. Yet the two systematically ignore the question of ideology and their own implication in intellectual and economic history.

Although one of its chief presuppositions is the critique of the sovereign subject, the conversation between Foucault and Deleuze is framed by two monolithic and anonymous subjects-in-revolution: 'A Maoist' (FD, p. 205) and 'the workers' struggle' (FD, p. 217). Intellectuals, however, are named and differentiated; moreover, a Chinese Maoism is nowhere operative. Maoism here simply creates an aura of narrative specificity, which would be a harmless rhetorical banality were it not that the innocent appropriation of the proper name 'Maoism' for the eccentric phenomenon of French intellectual 'Maoism' and subsequent 'New Philosophy' symptomatically renders 'Asia' transparent.

Deleuze's reference to the workers' struggle is equally problematic; it is obviously a genuflection: 'We are unable to touch [power] in any point of its application without finding ourselves confronted by this diffuse mass, so that we are necessarily led... to the desire to blow it up completely. Every partial revolutionary attack or defense is linked in this way to the workers' struggle' (FD, p. 217). The apparent banality signals a disavowal. The statement ignores the international division of labor, a gesture that often marks poststructuralist political theory. 3 The invocation of the workers' struggle is baleful in its very innocence; it is incapable of dealing with global capitalism: the subject-production of worker and unemployed within nation-state ideologies in its Center; the increasing subtraction of the working class in the Periphery from the realization of surplus value and thus from 'humanistic' training in consumerism; and the large-scale presence of paracapitalist labor as well as the heterogeneous structural status of agriculture in the Periphery. Ignoring the international division of labor; rendering 'Asia' (and on occasion 'Africa') transparent (unless the subject is ostensibly the 'Third World'); reestablishing the legal subject of socialized capital – these are problems as common to much poststructuralist as to structuralist theory. Why should such occlusions be sanctioned in precisely those intellectuals who are our best prophets of heterogeneity and the Other? [...].

Available in: https://archive.org/stream/CanTheSubalternSpeak/Can_the_subaltern_speak_djvu.txt. Access on: Jan. 25, 2026.

Considering the sentences, regarding the highlighted (underlined) discourse marker,

- I. [...] first, that the networks of power/desire/interest are so heterogeneous, that their reduction to a coherent narrative is counterproductive [...]
- II. Although one of its chief presuppositions is the critique of the sovereign subject, [...]
- III. [...] moreover, a Chinese Maoism is nowhere operative [...]
- IV. Intellectuals, however, are named and differentiated [...]
- V. Why should such occlusions be sanctioned in precisely those intellectuals who are our best prophets of heterogeneity and the Other?

it is found that only the following are correct

- A) I, II, III and V.
- B) I, II, III and IV.
- C) II, IV and V.
- D) III and V.
- E) I and IV.

QUESTÃO 34

BECAUSE,
TOGETHER
WE CAN!

LET'S MAKE
A BETTER WORLD.

World Center for Humanist Studies presents

RESPECTING PERSONAL & CULTURAL DIVERSITY

NATIONAL TALENT COMPETITION 2017

Last Date for submission:
10/01/18

Final results to be announced on:
26/01/18

How to participate?

- Register with your school for joining the competition.
- Category I – Std VIII to Std X, Category II – Std XI and Std XII
- Reflect, discuss and present the theme in any form of talent – skit, painting, song, poetry, essay etc.
- Do not worry about the perfection of the presentation. What matters is the insights and clarity in your thoughts

WIN:

- Amazing prizes for top three National Winners
- Special certificates for top three from each school
- Certificate for participation for acceptable quality
- Selected entries published on website for | worldwide viewing




World Centre for Humanist Studies
To promote understanding of Humanist Attitude by forming local chapters to work with weekly rhythm.

Contact us at:
1/14, Blossom, Military Road,
Marol, Andheri East, Mumbai 400 059.
Email : naxmerc@gmail.com
Mobile : 09320896084
www.respecting-diversity.org

Available in: <https://www.pressenza.com/2017/12/respecting-personal-cultural-diversity-national-talent-competition-2017/>. Access on: Jan. 20, 2026.

According to the brochure,

- A) certificates will be issued to all participants who sign up for the National Talent Competition.
- B) registrations should be done via email, in the electronic address informed at the brochure.
- C) the selected works will be published in the websites of the schools involved in the project.
- D) in order to sign up for the National Talent Competition, one needs to be enrolled in a school.
- E) there will be prizes for all participants who sign up for the National Talent Competition.

QUESTÃO 35

Current Perspectives on Teaching World Englishes and English as a Lingua Franca

[...] There are three possible interpretations of the expression “World Englishes”. Firstly, it serves as an “umbrella label” covering all varieties of English worldwide and the different approaches used to describe and analyze them. Secondly, it is used in a narrower sense to refer to the so-called new Englishes in Africa, Asia, and the Caribbean (Kachru’s outer circle). [...] Thirdly, it is used to represent the pluricentric approach to the study of English associated with Kachru and his colleagues, and often referred to as the Kachruvian approach, although there is considerable overlap between this and the second interpretation of the term. The first use is also sometimes represented by other terms, including World English (i.e., in the singular), international English(es), and global English(es), while the second is in fact more commonly represented by the terms nativized, indigenized, institutionalized, and new Englishes or English as a second language. And still other terms are currently in circulation [...]. Despite the range of interpretations of the term “World Englishes” and its alternatives, the links between them are so strong, and the field now so well established, that there seems to be little confusion over the intended reference.

The same cannot be said, by contrast, for ELF, despite Larry Smith’s visionary work on English as an international language dating way back to the 1970s and 1980s. One complication for ELF is the fact that “International English” is sometimes used as shorthand for “English as an international language”, or EIL, itself an alternative term for ELF. Used in this way, it can be misleading because it suggests that there is one clearly distinguishable, codified, and unitary variety called International English, which is certainly not the case. “International English” is used to refer to the local Englishes of those non–mother tongue countries where it has an intranational institutionalized role, although some researchers also include the mother tongue English countries (Kachru’s inner circle) in their definitions. On the other hand, “International English” is also used in another sense to refer to the use of English as a means of international communication across national and linguistic boundaries (primarily, but not exclusively, across the countries of Kachru’s expanding circle). These two meanings, as Seidlhofer (2004) observes, are therefore in “complementary distribution”. It is because of the potential for confusion of the word “international” that ELF researchers prefer the term “English as a lingua franca” to “English as an international language”, although to add to the confusion, both terms are currently in use.

There is considerable overlap between ELF (English as a Lingua franca) users and EFL (English as a Foreign Language) learners, partly because many of those who start out thinking they are learning English as a foreign language end up using it as a lingua franca.

A further problem relates to the so-called phenomenon of “World Standard (Spoken) English” (W(S)SE). This is a hypothetical, monolithic form of English that scholars such as Crystal (e.g., 2003), Görlach (e.g., 1990), and McArthur (e.g., 1987, 1998) believe is developing of its own accord, although Crystal (2003) considers that US English does seem likely to be the most influential in its development. This form recalls Quirk’s (1985) “single monochrome standard form”, based on the native speaker English that he advocates for nonnative speakers of English regardless of their communicative context [...].

Available in: https://www.researchgate.net/publication/255669551_Current_Perspectives_on_Teaching_World_Englishes_and_English_as_a_Lingua_Franca. Access on: Feb. 3, 2026.

The text states that

- A) the expressions “International English” and “English as an International Language” can be interchangeable.
- B) because of several expressions which can be alternatives to “World Englishes”, there are misunderstandings.
- C) the inner circle, according to applied linguist Kachru, refers to countries where English is not a native language.
- D) the terms EFL and ELF are imbricated, once the language may be treated as foreign and then as lingua franca.
- E) Crystal (2003) believes that US English speakers do not like the influence of the World Standard (Spoken) English.

QUESTÃO 36

The effect of teaching Structural Discourse Markers in an EFL classroom setting

[...] Recent studies in corpus linguistics have examined specific aspects of spoken grammar particularly in unplanned speech. According to McCarthy and Carter (2001), spoken grammars have uniquely special qualities that distinguish them from written ones [...]. In spoken discourse, according to Fung and Carter (2007), the amount and frequency of DM use is significant in comparison to the use of other forms because they serve important interpersonal functions.

Therefore, DMs act as influential interactional features rather than having a purely grammatical function. One of the most important features of DMs is to constitute and organize talk [...]. There is acknowledgement that DMs have a pragmatic meaning in discourse and consequently play a significant role in speakers' pragmatic competence because they contribute to the pragmatic meaning of utterances. Thus, there is the view that DMs contribute to the interpretation of an utterance rather than to its propositional content [...].

There are a limited number of studies conducted on the instruction of DMs in EFL contexts. All studies revealed similar findings, namely explicit instruction has a positive impact on learners' production. The main difference being that each study focused on a different genre: writing skills, oral production and listening comprehension, respectively. In all these studies the addition of a post-test would have been beneficial to measure the long-lasting effects of teaching DMs on learners' acquisition.

Rahimi and Riasati (2012) stated that using DMs will help learners to perform better in spoken skills. In English as a Second Language context (ESL) Jones (2009) carried out a small-scale study with two groups, both of which were given the same DMs using two different teaching approaches: illustration, interaction and induction (III) and presentation, practice and production (PPP). The results demonstrated that PPP had a considerable effect on learners' use of the taught DMs [...].

Available in: <https://files.eric.ed.gov/fulltext/EJ1101735.pdf>. Access on: Feb. 2, 2026.

According to the text's perspective,

- A) the importance of discourse markers lies primarily in their pragmatic functions for oral interaction.
- B) DM studies presented a post-test, which was important to assess their long-lasting effects in EFL.
- C) all kinds of utterances, oral and written, must have discourse markers in order to be intelligible.
- D) the importance of discourse markers lies in their accurate structure and grammatical functions.
- E) the major contribution of DMs lies in their propositional content rather than in their grammar.

QUESTÃO 37

Attitudes to classroom conversation and casual chat have varied over the years. In the heyday of audiolingualism, one writer, Louis Alexander, warned that the traditional conversation lesson is of no value at all if the student is not ready for it. The student must first be trained to use patterns in carefully graded aural-oral drills. Only in this way will he finally learn to speak. The chat stage of the lesson, if it occurred at all, was simply there as a curtain raiser to the main event – the controlled practice of sentence patterns. Until recently, one London language school was still advising its students that the teacher and the student must not chat during the lesson. They must only ask and answer the questions in the book. Chatting is a waste of time. Such a view sits uncomfortably with the finding that conversation, i.e. casual talk that is primarily interpersonal, is by far the most common and the most widespread function of speaking. Moreover, there is a school of thought that argues that, in L1 acquisition, the development of conversational skills precedes the development of language itself. As Evelyn Hatch put it, language learning evolves out of learning how to carry on conversations, i.e. out of learning how to communicate. By extension, it has been argued that conversation in English as second or foreign language is not the *result* of language learning, but it is the site where learning occurs. It is also, of course, a fact that many language learners feel that their most urgent need is to develop conversational competence, and they regularly choose conversation as their principal objective when answering needs analysis surveys. For this reason, many language schools offer conversation classes as a way of complementing more traditional, grammar-focused, classes. However, these offer a challenge to teachers and course designers since it is difficult to plan or programme something as inherently unstructured and spontaneous as casual conversation. As one writer puts it, genuine conversational interactions cannot be the outcome of planned lesson agendas, they have to *emerge* - and so, by definition, cannot be planned. One way that teachers get round this is to organize conversation classes around a set of themes. Ideally, these should be negotiated with the learners in advance, through the use of a questionnaire or by means of a consensus debate. Theme-related texts can be used to trigger conversation, either in open class or in groups. Or individual students take turns to make a short presentation on the pre-selected topic, which is then followed by open discussion. Pre-planned lesson content can take the form of teaching useful conversational formulas and routines, such as how to open and close conversations, how to interrupt, change the subject, ask for clarification, and so on.

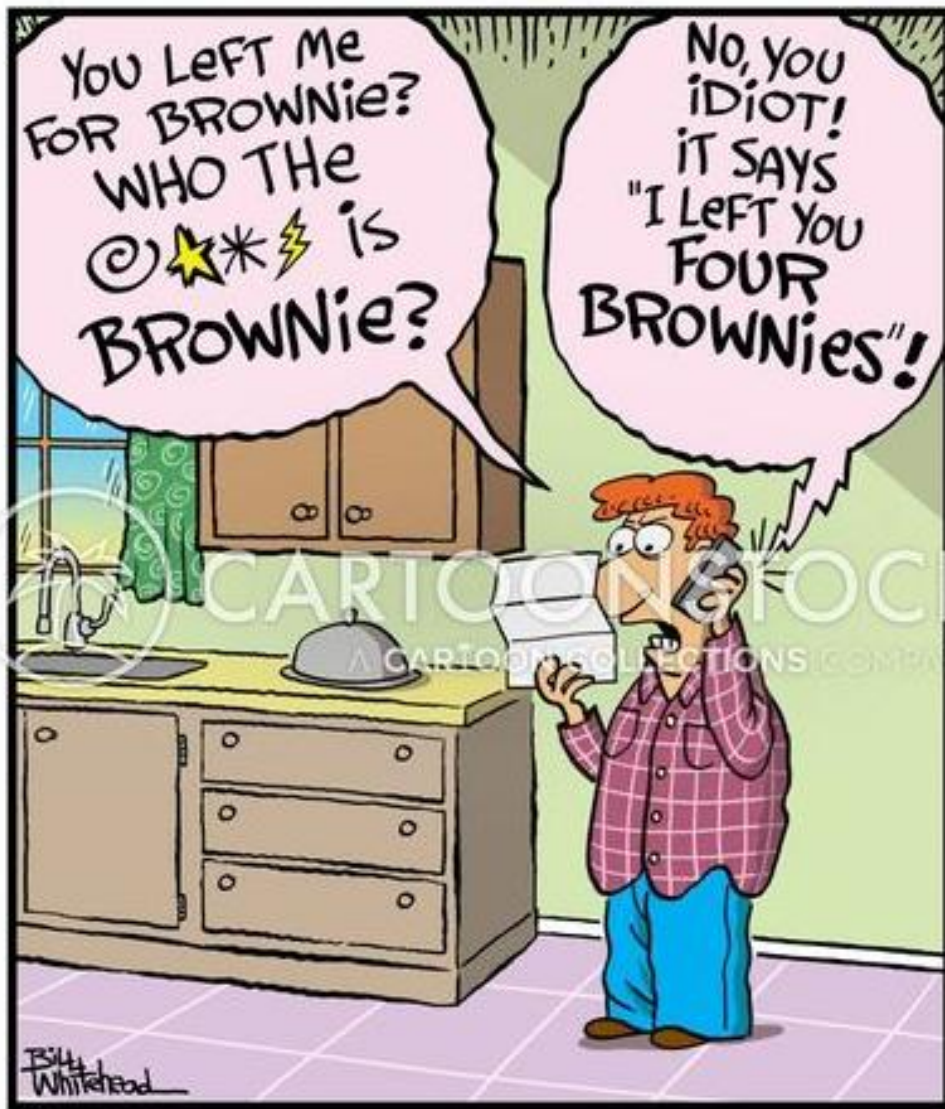
THORNBURY, Scott. *How to Teach Speaking*. Cambridge: Longman, 2005, pp. 110-1. (Adapted).

In this excerpt, the author states that “By extension, it has been argued that conversation in English as second or foreign language is not the *result* of language learning, but it is the site where learning occurs”.

After reading the passage as a whole, choose the best alternative that explains how to cope with this matter.

- A) To achieve oral fluency in English it is not enough to learn language as it was thought before; nowadays things have changed considerably and no-one else believes that language is solely structure.
- B) It is widely accepted that conversation in foreign language classes is an important part of oral practice, but this perspective is not completely regarded as important by teachers and by most language students.
- C) Although there is a great effort from the part of language English teachers and schools to promote the use of orality in class interactions, there is a general agreement that orality only emerges from contact with natives.
- D) Although it is agreed among students that conversation is an essential part of learning English as a foreign language, teaching conversation demands a good deal of preparation as it is hard to control the flow of interaction.
- E) Using conversation is one of the great challenges in oral practice, because teachers do not know how to control the flow of conversation and consequently teachers avoid at all costs conversation practices in their classrooms.

QUESTÃO 38



Available in: https://www.cartoonstock.com/directory/m/marriage_misconceptions.asp?srsId=AfmBOoo13-VO8MyPlb8Kuv7orn0VhJe8xm_I8yXx6joeNsbQt3DXwTh. Access on: Jan. 15, 2026.

According to the cartoon,

- A) there was misunderstanding because the character thought that Brownie was a person.
- B) the misunderstanding was due to the improper use of the homophones "four" and "for".
- C) the misunderstanding was due to the incorrect use of the word "left", which is not a verb.
- D) there was misunderstanding because "I left you four Brownies" needs another preposition.
- E) the misunderstanding was due to the incorrect use of the plural form of the word "brownies".

QUESTÃO 39

Excerpt 1

We are interested in communication between native and non-native speakers for one very important reason: this is the kind of communication for which all teachers are essentially preparing students. Regardless of the level of our students, whether they are beginners or already near-native speakers, if they want to use their second language, they need to enter this type of communication. We need to help them to participate in this communication with dignity and power, and to close the gap between their language skill and those of the native speakers. In order for us to prepare our students in this way, we must be knowledgeable about the specific nuances of verbal communication between native and non-native speakers.

The most obvious distinction between the language performance of native and non-native speakers is the dramatic difference in levels of language accuracy and fluency. While native speakers usually talk effortlessly, naturally and correctly; non-native speakers consistently experience difficulties in expressing their thoughts, struggle for the right words, and typically lack confidence in their communication. When trying to speak a foreign language, non-native speakers think extensively in their own native language and, worse, they often translate directly from their native language into the foreign language. This frequently leads them to create utterances that do not make sense to native speakers, further diminishing their confidence in their speaking ability and often causing them to dread native speakers' questions that they are then likely to answer very abruptly and awkwardly.

SHEKHTMAN, Boris; KUPCHANKA, Dina. Teaching Foreign Language on the Basis of the Native Speaker's Communicative Focus. California: MSI Press, 2007. (Adapted).

Excerpt 2

From a sociocultural perspective, language phenomena reflect contextual needs, which, together with learner needs, have implications for language teaching. These phenomena pertain to both language use and language learning; the former is a function of an interaction of attitude, function, context, and competence; the latter has to do with language educational systems, institutional practices, and learner beliefs and attitudes. Understanding these components that inform language use and learning is a prerequisite to any pedagogical innovation. To understand English language use and learning within the context of Taiwan, a study delineated a sociolinguistic profile of English use and learning within a four-dimensional framework: attitude, function, pedagogy, and learner beliefs. Data were both quantitative and qualitative and included teacher, learner, and parent questionnaire responses and interview accounts.

This chapter presents only a small part of the study concerning teacher educators' perceptions of English language teaching and learning in Taiwan. The interview accounts contribute to a fuller understanding of present day English teaching and learning in Taiwan, where curricular innovation has been both encouraged and challenged. Another reason for presenting this qualitative part of the much larger study is that it provides rich information necessary for in-depth analysis and addresses research questions for which quantitative methods alone are insufficient.

SAVIGNON, Sandra (Ed.). Interpreting Communicative Language Teaching. Contexts and Concerns in Teacher Education. New Haven and London: Yale University Press, 2002. (Adapted).

In these two excerpts of texts, there is a discussing teaching non-native speakers to communicate. According to their reading, choose the alternative that best presents the views carried out by the texts.

- A) Although both texts belong to about the same period, they show opposing views on foreign language teaching. The former views English language communication from the perspective of native speakers while the latter views it on the basis of student's needs.
- B) Although both texts belong to the same period and propose reflections upon related topics, they differ in terms of voices, which makes us reflect the former was produced by a teacher and the latter was probably produced by a researcher doing their research.
- C) Both texts deal with teaching non-native speakers but in different perspectives: the former seems less formal as it uses active voice and first-person plural pronouns whereas the latter seems more formal as it uses third person and passive voice to convey ideas.
- D) Both texts belong to the same period, so it is obvious that they have related views on communication and communicative language teachers. Both want students to be fluent and communicate adequately with native speakers, which was common sense in the period.
- E) It seems that there is no relevant difference between both texts: they were produced in about the same period, and they deal with communicative language teaching regarding non-native speakers. The only difference is that they were produced by distinct authors.

QUESTÃO 40

Exploring digital multimodal text in EFL classroom: Transformed Practice in Multiliteracies Pedagogy

[...] In the twenty-first century, education is faced with the sophisticated technology and advance communication because people are now living in a global society with increasingly different local contexts. Students have discovered various ways of using media to communicate, collaborate, and create in the digital space. Much research has been done on multiliteracies pedagogy and a substantial number of studies have investigated multimodal texts [...].

This new environment changes the concept of text from reading and writing to be multimodal. Consequently, education needs to improve the quality of learners that have high level of creativity to understand multimodal text. Multimodalities are always integrated with the advanced technology where information comes from many sources in different forms [...]. Not only do English teachers need to include the students with all their diversities in situated contexts, but they also need to engage them in multiliteracies.

Multiliteracies pedagogy concerned with the use of multimodal layers of learners' world in the classroom to engage students with the tools and technology that they are already familiar with. It has been considered that multiliteracies pedagogy is a meaningful way that can effectively engage students in teaching and learning practice by offering four benefits. First, it strengthens the relationship between teacher and students. Second, it increases the inclusivity for multiplicity. Third, it develops performances of literacy practices. Last, it creates positive classroom community. The concept of multiliteracies pedagogy is has four major components which can be implemented in teaching practices. Those components are situated practice, overt instruction, critical framing, and transformed practice. Every component has its important role in teaching and learning practice. They do not stand in linear hierarchy, but each of them can happen repeatedly, randomly, or simultaneously in complex ways [...].

Situated practice means the involvement of meaningful practices that able to relate to students' experience and background. Through situated practice, teacher needs to construct the students' life world experience and putting the meaning-making process in the real-world context. Overt instruction is defined as an active interaction between teacher and students that helps students to understand what they learn. Critical framing is similar with analyzing the social and cultural meaning of texts by assessing particular designs of meaning. Transformed practice is transferring the previous design to create a new design of text in a different context and cultural site. With transformed practice, students are expected to apply the knowledge they gained (from situated practice, overt instruction, and critical framing) appropriately and creatively. This involves activities such as writing, drawing, problem-solving [...].

Available in: <https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/1416>. Access on: Feb. 10, 2026. (Adapted).

The article affirms that

- A) situated practice is the major component of multiliteracies pedagogy and, therefore, it needs to be applied first.
- B) educators need to work with situated contexts, consider students' differences and involve them in multiliteracies.
- C) working with multimodalities entails globalization and, therefore, teachers need to standardize learners' contexts.
- D) multiliteracies pedagogy entails teaching students new technological tools, compatible with the new reality today.
- E) with globalization and technology, traditional texts should be eradicated in teaching English as a Foreign Language.

QUESTÃO 41

Read these definitions of global and multicultural education.

Chapter 3

Theoretical Foundation of Critical Literacies and Global and Multicultural Education

In this chapter, I invite the reader to a more in-depth discussion on critical literacies from global and multicultural perspectives by presenting important theoretical constructs of each field. I first provide a historical and theoretical review of global and multicultural education, followed by the literature review of critical literacies, including relevant definitions. Overall, this chapter serves as the literature review of the three areas. Through this review, I attempt to answer the question on why global and multicultural perspectives matter in the field of critical literacies.

Global Education

The notions of “global” and “multicultural” are different in their theoretical orientation. The former was developed in response to international issues, while the latter was developed in response to national minority struggles in the U.S. This difference of visions and orientations is important as it highlights the difference in scope: global education traditionally is concerned with educational dilemmas that are relevant across nations and continents. It, therefore, covers a broader spectrum of issues such as intercultural relations. Rapid globalization driven by the Internet and human migration highlighted the need for global education and propelled scholarly attention to such matters. Philosophically speaking, global education is based on recognizing core human rights and it pertains to the notion of moral universalism. Namely, it is based on the view that human beings are created equal.

Multicultural Education

Research on multicultural education has flourished around the globe. In particular, in the U.S. historical context, it emerged with the American Civil Rights Movement. Unlike global education, multicultural education focuses more on national issues, specifically learning about cultures within the state. With its original purpose from the early 1960s and 1970s to address racism in schools and societies, early discussions on race and ethnicity focused on African Americans and were spearheaded by African American scholars. This type of ethnic studies has been the first phase in the development of multicultural education as a field. Since then, more multicultural theorists began to analyze the power issues underlying race and inequality, as well as other topics such as social class gaps and economic discrimination.

YOON, Bogum. *Critical Literacies. Global and Multicultural Perspectives*. New York: Springer, 2016, pp. 26-29. (Adapted).

We could define the idea of global and multicultural literacies respectively as

- A) civil rights; racial problems.
- B) African perspective; equality.
- C) philosophical approach; equality.
- D) situated learning; ethnical issues.
- E) international issues; local issues.

QUESTÃO 42

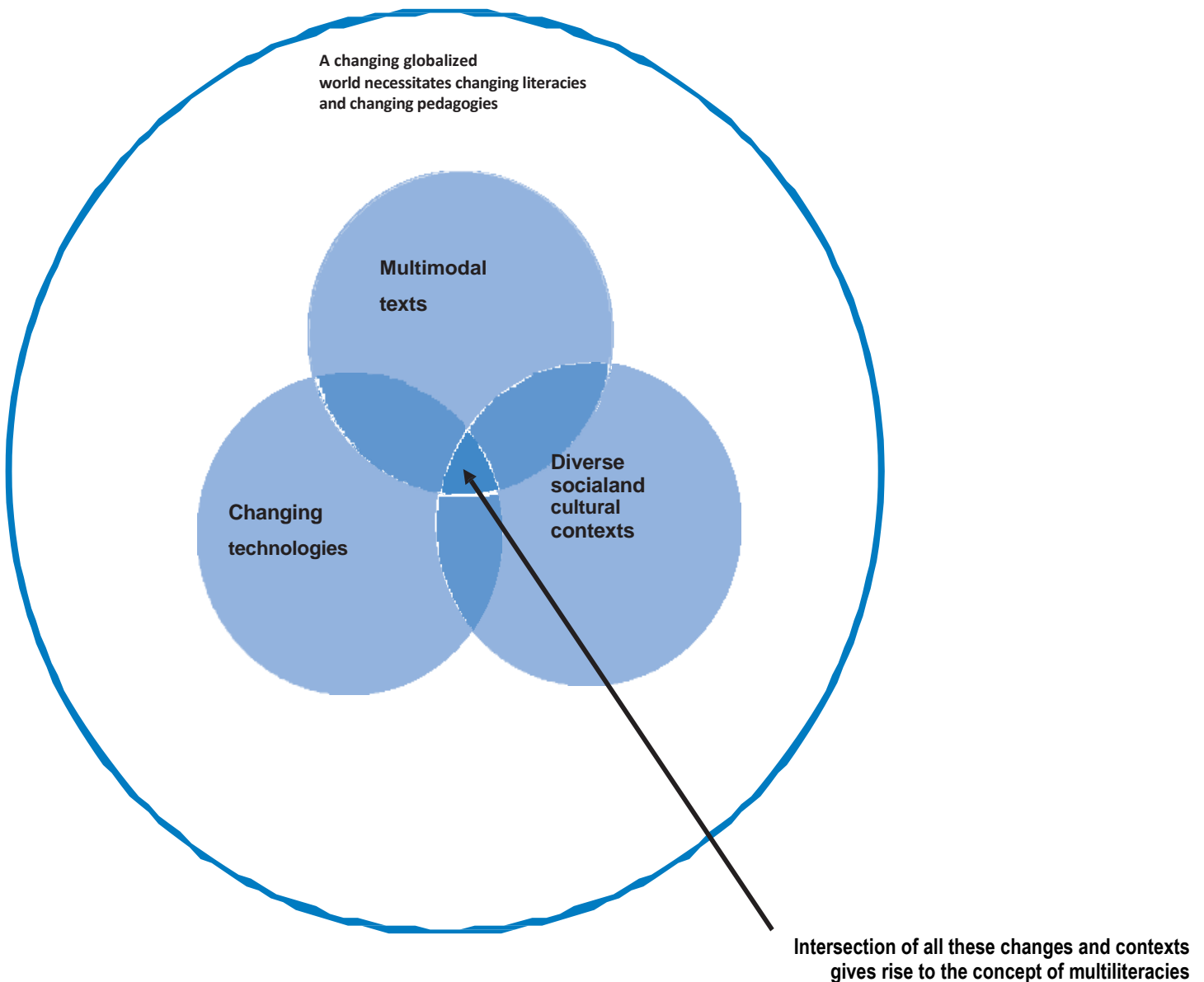


Available in: <https://www.coachingexpatriates.com/why-miscommunication-happens-in-global-work-environments/>. Access on: Feb. 2, 2026.

According to the text, there is misunderstanding because

- A) the character is embarrassed to swim because she has not practiced for twelve weeks.
- B) miscommunication takes place because of the improper use of the word “embarrassed”.
- C) the woman says she does not know how to swim, after having said she is a fine swimmer.
- D) miscommunication takes place because of the improper use of the cognate word “excellent”.
- E) the character is embarrassed to swim because she is not dressed in an appropriate manner.

QUESTÃO 43



The chart taken from the chapter “The rise of multiliteracies” from a book titled *Foundations of Multiliteracies* visually conceptualizes multiliteracies. Observe the chart and then choose the definition that best completes the sentence: Multiliteracies is

- A) effective literacy, intrinsically purposeful, flexible and dynamic and involves the integration of speaking and listening and critical thinking skills with reading and writing.
- B) a state of being and a set of capabilities through which the literate individual is able to utilize the interior world of self to act upon and interact with the exterior structures of the world around him in order to make sense of self and other.
- C) the way in which literacies (for example speaking, listening, reading or writing) are used in a particular social or cultural group. This includes, the purposes for using literacy, the ways of using literacy and the contexts in which literacy is used. Membership of a particular social or cultural group may influence what aspects of literacy are valued most (for example oral language over written language, images over words).
- D) recognised, agreed upon and accepted behaviour (acting and interacting), talking and valuing among a social or cultural group. The social or cultural group will use these ways of behaving and talking in particular contexts. They may have a shared language (for example, slang) and ways of dressing or ways of wearing clothes. They may also share ways of viewing or acting toward particular social or cultural groups.
- E) a concept of literacy as being multimodal rather than language dominant, being made up of multiple literacies and multiple literate practices that continuously evolve as local and global society, culture and technology change the contexts in which literacy is practiced. Multiliteracies enable capacities to cope with change and effectively participate and contribute to all aspects of society: workplace, leisure, social, cultural and civic environments.

QUESTÃO 44

Certain people from certain places (the Global North) in certain languages (overwhelmingly English) produce the vast amount of knowledge about language, second language learning, education, language policy, and so on, and make universal claims to the applicability of that knowledge to the rest of the world. This is not just vaguely inappropriate knowledge, but rather knowledge that seeks to colonize. To oppose this requires several kinds of action that can bring a strong element of renewal to a discipline that all too often speaks only to itself, and largely in English. A central part of this is a process of decolonization of knowledge and practices, of language and theories of second language acquisition, of language policies, and language in education. We need to systematically and thoroughly deconstruct cultural hegemony in our own discipline and beyond and enlist more and more scholars from especially developing Third World societies to participate in the construction or re-invention of various cultural frameworks of research including both aboriginal, native cultural and intellectual resource and local specific conditions, needs and aspirations.

Decolonizing applied linguistics suggests first of all the need to decolonize ‘language’ – or the way that language is framed in linguistics and applied linguistics – as part of any reclamation project. We can identify several key northern ideas about language that are at best inappropriate when applied to southern contexts and at worst are downright harmful. These include a legacy of considering languages in terms of cognitive, literate systems rather than embodied and embedded cultural processes; a tendency to reify languages as if they exist outside of human relations; and a set of assumptions about languages as repositories of knowledge that once lost, lead simultaneously to the loss of shared forms of culture and knowledge. Language reclamation itself can be understood as a process of decolonization both in terms of giving new life to a language that has been cast aside by processes of coloniality and modernity, and in terms of changing the ways in which language is understood (resisting the colonial archives of linguistic modernity). Decolonization from this point of view involves community needs and goals rather than top-down assumptions about grammatical fluency, and above all, community ontologies of language.

PENNYCOOK, Alastair; MACONI, Sinfree. *Innovations and Challenges in Applied Linguistics from the Global South*. London and New York: Routledge, 2019, pp. 126-7.

After reading the excerpt, think about the possible relation between applied linguistics and language reclamation and choose the alternative that best associates them.

- A) Language reclamation in applied linguistics is a process of combating colonization of languages as it is promoted by the so-called institutionalized structuralist scientific perspectives, for instance, linguistics.
- B) Language reclamation in applied linguistics is a way to complain about the models that come from the Global North viewing colonizing local languages and local cultures in favor of global perspectives.
- C) Language reclamation in applied linguistics is the process of decolonization of language learning and culture that emphasizes locality in opposition to general concepts about language coming from the Global North.
- D) Language reclamation in applied linguistics is a process of decolonization of language and culture promoted by linguistics as a way to claim for the knowledge that is institutionalized and which should be applied to education.
- E) Language reclamation in applied linguistics views at decolonizing knowledge by teaching languages and culture from a perspective that emphasizes modernization of the processes of dealing with the life of languages.

QUESTÃO 45

The EFL Students' Critical Reading Skills across Cognitive Styles

[...] Considering the importance of having critical reading skills for English as a Foreign Language (EFL) students, the topic of developing of the students' critical reading always has a prominent place among the researchers and educators. Numerous studies have been conducted to investigate the students' critical reading ability in English language teaching (ELT) [...].

All of the studies reveal significant roles of critical reading ability on students' success in academic study and its powerful effect on students' critical thinking. More specifically, a study by Sultan et al. (2017) reveals that critical literacy approach had a significant effect on the pre-service language teachers' critical reading skills, which include interpretation, analysis, making an inference, evaluation, explanation, and self-regulation [...].

Moreover, a study conducted by Karabay (2015) finds that, when reading texts, critical readers are always analytical; especially when they take critical notes and underline important information in the texts. Similarly, Kobayashi (2007), far before the study conducted by Karabay (2015), also indicate that critical readers substantially produce critical notes while reading expository texts, comparing to the less-critical readers who relied much on making a summary of the texts.

Critical reading is a skeptical, careful, active, reflective, and analytical activity to judge the value of the text [...]. It is true that when reading texts, critical readers do not only grasp what is explicitly stated in the text but also go far beyond it using their high order thinking skills (HOTs) to tackle and evaluate the content of reading texts.

These skeptical and analytical skills are required because of the emergence of the internet and other media [...]. This suggests that critical reading should become a part of foreign language teaching and learning. The English teachers or instructors should design appropriate teaching activities which encourage the students to develop their critical skills in reading [...]. The critical reading skills are important for the students because it affects their critical thinking abilities which are required nowadays, and in turn, helping them to be critical citizens and critical readers.

A study by Zin & Eng (2014) indicates that critical reading ability can foster the students' critical thinking habits. This is because reading is thinking and one cannot read without thinking [...]. Nevertheless, it is still difficult for the students to acquire the critical reading ability and big efforts and time are necessary to train the students to be critical. It is because the freshmen are sometimes not ready for the college academic tasks which require their critical thinking. Research carried out by Lisa (2008) confirms that many of the freshmen at the university level are not prepared for the demands of college reading, however, their critical reading skills are developed throughout the semester [...].

Available in: <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/jeels/article/view/72>. Access on: Jan. 30, 2026.

According to the article,

- A) reading with high thinking skills (HOTs) means having the capacity to quickly apprehend the content of the texts.
- B) critical reading is connected with making summaries of texts, which entails value judgment, as stated by Karabay.
- C) being a critical leader entails a certain level of skepticism, and needs careful, active considerations in the process.
- D) critical reading is important and required exclusively for the processes of teaching and learning a foreign language.
- E) 1st-year students have less difficulties with critical thinking, as they are familiar with the internet, as affirmed by Lisa.

QUESTÃO 46

Read the excerpt.

The standard-language ideology has been under attack for some time. Two discourses were active in the 1960s in opposition to it. One was centred around the Idea that what would later be called outer-circle varieties should be treated as valid and encouraged to be endonormative. Through the work of Kachru and Smith in the 1980s, this developed into the World Englishes position, arguing for teaching varieties independent of inner-circle culture and appropriate to the needs of local users. World Englishes focuses on and celebrates the differences between and individuality of varieties, as used on their home ground within a community of speakers. The other development of the 1960s was what came to be called 'Real English', which focuses on the actual spoken usage of inner-circle native speakers of all varieties and is critical of the status that is granted the minority of standard-language users and written grammar. A critique of these positions argues that, in fact, in any country, the standard language and the prestige accent are associated with power, and worldwide it is Standard English with an American or RP accent that is 'powerful' in this way. To fail to teach these is to deprive learners of the power that might accrue to them from having the standard. Such an argument serves to maintain established power relations, although this does not mean that it outlines a bad strategy for an individual.

MELCHERS, Gunnel; SHAW, Philip; SUNDKVIST, Peter. *World Englishes*. London and New York: Routledge. Taylor & Francis Group, 2019, p. 205. (Adapted).

On reading the excerpt, we can infer that, according to the text, that

- A) World Englishes is a norm nowadays for second and foreign language education as a symbol of power.
- B) nowadays World Englishes and Real English are in dispute with a tendency to the latter as it entails power.
- C) World Englishes and Real English do not compete anymore as it is up to the teacher to decide what to teach.
- D) it is agreed that celebrating differences might be a norm in the teaching of English as a foreign or second language.
- E) it is common knowledge that American standard accent and RP should not be favored in relation to 'World Englishes'.

QUESTÃO 47

Read the abstract from an article titled "Social media pedagogy: Applying an interdisciplinary approach to teach multimodal critical digital literacy".

Abstract

Social media permeates the daily lives of millennials, as they use it constantly for a variety of reasons. A significant contributing factor is the availability of social media through smartphones and mobile apps. This kind of immersive and complex media environment calls for a literacy pedagogy that prepares students to understand, engage with, and adapt to social media that are inevitably going to remain a part of their lives. Research into digital literacy/literacies has sought to address the development of tools and methods to aid college students in becoming more situated and adept digital citizens. This article extends the conceptualization and application of digital media literacy through the inclusion of a critical, multimodal, and interdisciplinary pedagogical approach. The paper illustrates that critical digital literacy drawing upon multimodal and interdisciplinary analysis is imperative in preparing students to manage the predominance of social media in their lives.

TALIB, Saman. *Social media pedagogy: Applying an interdisciplinary approach to teach multimodal critical digital literacy*. In *E-Learning and Digital Media*. Sage, 2018. Available at: journals.sagepub.com/home/ldm. Access on: Feb 12, 2026. DOI: 10.1177/2042753018756904.

This objective of the article as stated in the abstract is to

- A) make it easier for students to use social media environment.
- B) show millennials the importance of critical literacy in media.
- C) involve millennials and teachers in social media activities.
- D) approach literacy pedagogy in a multimodal way in media.
- E) present a critical approach to critical social media literacy.

QUESTÃO 48

Multiliteracies and multimodal literacies are a comprehensive response to the mobile semiotics of contemporary society. Flows of people, images and ideas, have meant the impact is experienced globally as well as locally and contextually. Along with New Literacy Studies, multiliteracies framework has as its central focus a socially just and culturally inclusive curriculum. Further, informed by critical pedagogy and critical literacy, multiliteracies has, at its conceptual centre, a transformative pedagogy aimed at effective learning across social and cultural differences, and across different learning styles. To attend to the change in social futures, multiliteracies has, at its nexus, student knowledges, lived experiences and student centred resources.

Central to multiliteracies is the concept of Design. The New London Group indicates the numerous ways by which signification occurs. More recently, as Kalantzis and Cope (2005) describe it, “there is a nice ambiguity in the word ‘design’. Design can denote morphology or the sense of invisible inner structures or inherent relationships of cause and effect” (p. 41). Kalantzis and Cope (2005) use Design in a comprehensive manner to denote “agency” as the “stuff of the characteristically self-conscious pedagogical moves, teaching frameworks and organisational forms of education as we currently understand it” (p. 41). In brief, as Falk (2001) observes, for the New London Group, Design expresses “the active role of the literacy learner in constructing new meaning from existing resources” (p. 314). Because Design rejects isolated, abstract and decentralised learning, it demands “production of the new rather than replication of the old” (Kress, 2000, p. 141). In Design, the learner is actively creating and re-creating while having choices in learning that did not exist in traditional print-based models of literacy.

The modes or Design concepts are: linguistic, visual, audio, spatial and gestural; however, the New London Group do not perceive each of these literacies as singular and isolated from other literacies. For students who engage with the four knowledge processes there is deep understanding and proactive learning:

- Experiencing: through the known and the new, where the evidence data from the prior knowledge and life experience of the learner is combined with immersion in new knowledge and new experience in meaningful settings.
- Conceptualising: abstract concepts and theoretical synthesis by the process of naming and theorising. This enables the learner to define, apply concepts and comprehend the abstract generalised meanings in concepts and visual representations.
- Analysing: analysing, interpreting functions capably, through the comprehension of the role of knowledge and critically by analysing purpose and intentions.
- Applying: knowledge appropriately and creatively by understanding suitable situations to apply knowledge and extending it to create new knowledges.

IYER, Radha; LUKE, Carmen. Multimodal, Multiliteracies: Texts and Literacies for the 21st century. In: PULLEN, Darren L.; COLE, David R. *Multiliteracies and Technology Enhanced Education. Social Practice and the Global Classroom*. Hershey and New York: ICI Global, 2010, p. 22. (Adapted).

After reading this passage on multiliteracies and design, choose the alternative that best conceptualizes those two words.

- A) Multiliteracies can be defined as means of communication in the form of written texts that circulate in contemporain society and design is the way texts are produced and put into circulation as they relate to consumerism.
- B) There is no relationship between multiliteracies and design, and that can be confirmed by the various definitions provided by the various scholars mentioned. The former has to do with technologies and the latter with students.
- C) We can say that multiliteracies and design are two of a kind. Both deal with knowledge production and lead to the same response, that is, production and interpretation of texts in their various modes and forms of communication.
- D) Multiliteracies and design are related in certain ways but they are not closely linked as the former deals with circulation of knowledge through texts viewing social justice and equality, and the latter has to do with ways of tackling those texts.
- E) Whereas multiliteracies can be defined as knowledges students possess in relation to the various forms of communication students have in their hands, design has to do with ways students’ acting as meaning makers facing knowledge challenges.

QUESTÃO 49

Communication Strategies in English as a Second Language (ESL) Context

[...] Foreign language learners may encounter various communication problems when their interlanguage is limited. In order to convey their messages and remain in a conversation until their communication goal is achieved, [...] learners need to employ communication strategies, which have been defined generally as device used by second language learners to overcome perceived barriers to achieving specific communication goals [...]. Language learning cannot be separated from its culture. Language is a clear manifestation of culture. A word can have both cognitive meaning and cultural meaning. Cultural meaning refers to words and expressions which represent cultural perception, values and behavior. At discourse level, the link between language, communication and culture is virtually inseparable.

Miscommunication occurs when one interprets communicative rules of one culture in terms of the rules of another culture. In the process of learning a second language, learners make some errors due to first language interference. By knowing strategies to avoid misinterpretation between different backgrounds of speakers, the problems mentioned before shall be avoided easily. Language teaching at school has traditionally been aimed at developing linguistic competence. Teachers tend to teach grammar and linguistic features without letting their learners practice and improve their communication in English. Probably this is one reason that cause some learners are good in English but they cannot use English orally. This problem may be solved by introducing communication strategies to learners in order to avoid communication problems and equip them with strategies to overcome the problems of speaking that they are dealing with [...].

Communication strategies are usually associated with spoken language and research has shown that students tend to use various communication strategies when they are unable to express what they want to say because of their lack of resources in their second language (L2) [...]. When learners experience that fluency in their first language (hereafter L1) does not follow the same pattern as their L2, a gap is created in the knowledge of their L2. These gaps can take many forms: a word, a phrase, a structure, a tense marker or an idiom [...]. In order to overcome that gap, learners have two options: they can either leave the original communicative goal or they can try to reach alternative plans and use other linguistic means that they have at their disposal [...]. It is also important to know that culture and language cannot be separated. Therefore, in the context of language teaching, the knowledge of language and its culture need to be taught as well. The role of teachers in introducing communication strategies to students could determine learners' successfulness in facing problems of communication [...].

Despite the fact that many [...] researchers lend support to communication strategies training, some opposition to it has been expressed. Bialystok (1990) and Kellerman (1991) argue that one should teach the language itself rather than the strategies. Schmidt (1983) believes that L2 learners develop their strategic competence at the expense of their linguistic competence. According to Skehan (1998), using communication strategies by skilled learners may hinder the development of their interlanguage knowledge resources [...].

Available in: <https://files.eric.ed.gov/fulltext/EJ1129727.pdf>. Access on: Jan. 30, 2026.

According to the text,

- A) communication strategies refer to linguistic resources that separate language from culture, for clearer oral interaction.
- B) there is a consensus among researchers on ESL. They all defend the teaching and practice of communication strategies.
- C) students' difficulties in using orality in the English language stem from their lack of familiarity with grammatical structures.
- D) teaching culture should not be dissociated from teaching language, as such associations extrapolate linguistic meanings.
- E) in ESL, learning words, phrases, verb tenses etc. are part of the goal one needs to achieve to speak like a native speaker.

QUESTÃO 50

Language Pedagogy and Teacher Identity:

A Decolonial Lens to English Language Teaching from a Teacher Educator's Experience

[...] Identity is a central category in ELT (English Language Teaching). For instance, several studies have been conducted to document English language teachers' identities (ELTIs) and how they are constructed [...]. However, identity continues to be seen and researched within what Mignolo (2009) labels as the colonial difference. The colonial difference operates by converting differences into values and establishing a hierarchy of human beings ontologically and epistemically. Ontologically, it is assumed that there are inferior human beings. Epistemically, it is assumed that inferior human beings are rationally and aesthetically deficient.

In this respect, the ELT field has witnessed how colonial constructions of ELTIs have been combined with factors such as race, gender, ethnicity, class, language, and others [...].

Therefore, ELP (English Language Pedagogy) is a remnant of coloniality. In particular, ELP in ELT has separated the subjects from their bodies/identitary features and their geographical location regarding the teaching practice [...]. This attempt is evident in the insertion of the notion of competence as the only discourse mostly reproduced in teaching and teacher education. This unidirectional/dimensional discourse is what has caused that "English language teaching and learning identities are more oriented towards that goal of identifying decontextualized forms of being in the field of teaching" (Castañeda-Peña, 2018, p. 18). For instance, Grosfoguel (2010), when discussing coloniality, claims that: "By breaking the link between the subject of enunciation and the ethnic/racial/sexual/gender/epistemic place, Western philosophy and science manage to create a myth about a real universal knowledge that masks, that is, conceals not only the speaker but also the epistemic, geo and body-political place of the structures of colonial power/knowledge from which the subject speaks [...]."

In line with decoloniality by Mignolo and Walsh (2018), we think of ELP otherwise – as "the ongoing serpentine movement toward possibilities of other modes of being, thinking, knowing, sensing, and living"; a movement only possible if those who enact ELP name it, reclaim it, and commit to "changing, disrupting, and dismantling the hegemonic relations" [...].

Therefore, I would like to resort to intersectionality – the intersection of different identitary features – to allow the recognition of whom we are based on what we do, as "who we are and from where we speak is highly relevant for the intellectual projects we are likely to pursue" (Moya, 2011, p. 79). Intersectionality can assist in claiming agency (Stone-Mediatore, 2003) in spaces and territories where colonial histories have been present [...].

Intersectional narratives are then discursive representations of experience in which there is conceptual integration among those conversing. In fact, intersectional narratives serve this study to ground concepts and interpretations for "knowledge co-creation, in which researchers and participants develop shared understandings and develop new ideas" (Galafassi et al., 2018, p. 9). This is why intersectional narratives in this study comprise a relevant theoretical construct indispensable to investigating epistemological ruptures [...].

Available in: <https://revistas.unal.edu.co/index.php/profile/article/view/90754>. Access on: Feb. 10, 2026. (Adapted).

The article states that

- A) globalization entails standardization, so it prevents EFL instructors to break with epistemologies.
- B) the colonial posture in ELT entails the association between the subject and his identitary features.
- C) the colonial posture hierarchizes humans; those deemed as inferior are thought of as more rational.
- D) intersectionality is in line with decoloniality, as subjects claim their agency and affirm their particularities.
- E) the effects of globalization demand a kind of universal knowledge, to be disseminated among educators.

INSTRUÇÕES QUESTÃO DISSERTATIVA

1. A questão dissertativa será realizada sobre 01 (um) ponto temático sorteado dentre os constantes no Edital.
2. Será realizado um sorteio de ponto por local de prova, contando com a presença de 1 (um) candidata/o de cada sala, testemunhando o procedimento de sorteio, junto à equipe de fiscalização/aplicação/supervisão da FUNDEPES e da COPEVE/UFAL.
3. O procedimento de sorteio será registrado em Ata, indicando-se as testemunhas e o Ponto sorteado, o qual deverá ser utilizado por todas/os as/os participantes da área de atuação de concorrência.
4. A resposta da questão dissertativa deverá ser redigida, utilizando-se o conjunto de Laudas Definitivas entregues, devendo a/o candidata/o observar, ainda, os seguintes parâmetros, sob pena de eliminação:
 - a) elaboração de texto manuscrito em letra legível, com caneta esferográfica de tinta azul ou preta;
 - b) a questão dissertativa deverá ser respondida em Língua Portuguesa, ressalvadas as ofertas de Língua Estrangeira, para as quais a resposta deverá ser apresentada no respectivo idioma;
 - c) o conjunto de Laudas Definitivas da questão dissertativa não poderá ser assinado, rubricado ou conter, em outro local que não o apropriado, qualquer palavra ou marca que identifique a/o candidata/o, sob pena de anulação da questão dissertativa.
5. A detecção de qualquer marca identificadora no espaço destinado à transcrição do texto definitivo acarretará a anulação da questão dissertativa.
6. A questão dissertativa deverá ser redigida em, no mínimo, **2 (duas)** e, no máximo, **5 (cinco) Laudas/Folhas de Texto Definitivo**.
7. As folhas destinadas ao rascunho, constantes neste caderno de provas, são de preenchimento facultativo e não serão consideradas para fins de avaliação da questão dissertativa.
8. O conjunto de **Laudas Definitivas não será substituído** por motivo de erro de preenchimento pela/o candidata/o.
9. Todas as **Laudas/Folhas de Texto Definitivo** possuem um código de barras. A/O candidata/o não poderá danificar, sob qualquer hipótese, o código de barras.

PROVA DISSERTATIVA

Código/Área de Atuação

17. LÍNGUA INGLESA

Pontos da Área de Atuação para sorteio:

1. World Englishes and the Politics of Language Learning.
2. Critical Literacy and Cultural Diversity in English Teaching.
3. Decolonial Approaches to English Language and Cultural Education.
4. Communicative Language Teaching and Interaction in EFL Contexts.
5. Reading Comprehension Strategies and Critical Interpretation of Texts.
6. Multiliteracies and Multimodal Texts in the English Classroom.
7. Working with Digital Genres in Contemporary English Teaching.
8. Promoting Speaking Fluency, Confidence and Oral Interaction.
9. Antiracist and Inclusive English Practices in the Classroom.
10. Textual Studies and Discourse Markers in English Language Teaching

ATENÇÃO!

A/O **candidata/o** está **proibida/o** de **destacar** esta folha com o **gabarito**, sob pena de **eliminação** do processo. Somente a/o **Fiscal de Sala** está autorizada/o a fazer isso no momento da saída da/o candidata/o em definitivo do Local de Prova.

Gabarito da/o Candidata/o

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	

EDITAL Nº 03/2026/IFAL, DE 19 DE JANEIRO DE 2026

12.57 O Gabarito Preliminar das questões objetivas, juntamente com as Provas Objetivas, será publicado nos endereços eletrônicos da COPEVE/UFAL (www.copeve.ufal.br) e da FUNDEPES (www.fundepes.br), na data provável especificada no ANEXO III, a partir das 17h00.

GABARITO OFICIAL

www.copeve.ufal.br

REALIZAÇÃO

