PROVA DISCURSIVA DE CONHECIMENTOS ESPECÍFICOS
EXPECTATIVA DE RESPOSTA - P06-LÍNGUA INGLESA

QUESTÃO 1

To answer properly this question, the candidate has to select and explain one the following public policies Brazilian federal government has developed related to the English Language, like the following policies, explaining each one:

- English Without Borders (EwB), part of the Idioms Without Borders (IwB);
- Programa de Desenvolvimento Profissional para Professores de Língua Inglesa nos Estados Unidos (PDPI).

Inglês sem Fronteiras (English Without Borders)
The "English without Borders" (EwB) program was launched in 2013 as an ancillary program to "Science without Borders" (SwB)—an initiative at the federal level to raise the academic profile of the country at the international level. The SwB program offers scholarships to academics (mainly undergraduate students) to complete part of their education abroad in prestigious higher education institutions. The duration of such experience varies, but in general during six months to one year the students develop projects and engage with research groups in strategic areas for development, such as biotechnology, computer science, renewable energy, creative industry, among others. As such, it follows the worldwide trend for the internationalization of higher education, another step towards a globalized academia that draws mainly on English to carry out its teaching/research activities.
http://www.scielo.org.co/pdf/prf/v18n1/v18n1a12.pdf
The main goal of the programme itself was to promote the consolidation and expansion of science, technology and innovation in Brazil by means of international exchange and mobility, specifically by placing 101,000 qualified Brazilian students and researchers in top universities worldwide by 2014. The funding for the programme was significant and gave students the opportunity to study in universities in partner countries, with the largest numbers going to the US, UK, Portugal and Spain.
Adapted from: https://ei.britishcouncil.org/sites/default/files/latin-america-research/English%20in%20Brazil.pdf

Programa de Desenvolvimento Profissional para Professores de Língua Inglesa nos Estados Unidos (PDPI) -
PDPI—Professional Development Program for English Teachers in the United States of America
The goal of improving the teaching of English in public schools, a need which was highlighted by the SwB program, is shared by the PDPI. This program was conceived to create opportunities for public school teachers to improve their skills in a country where English is the first language. It is coordinated by CAPES in partnership with the US Embassy in Brazil and the Fulbright Commission, with the support of the National Council of Education Secretaries (CONSED). Its aims, as expressed in its website7 are:
• To strengthen the teacher's oral and written fluency in English.
• To share teaching and evaluation methodologies to encourage student participation in the classroom.
• To encourage the use of online resources and other tools both in the continuing education of teachers and in the preparation of lesson plans. The objectives of the program hint at what is considered to be deficient: the poor language competence of teachers, methodologies that discourage student participation, and the lack of use of online technologies.
In order to tackle these "deficiencies," in its initial phase, the program selected 70 participants, who were divided into three groups and who attended an eightweek course at the University of Oregon (Eugene, USA) on different occasions (2011 and 2012). During the course, the teachers had classes in English, culture and history, technology, the theory and practice of language teaching methodologies, and pair meetings with tutors. The teachers also had the opportunity of face-to-face class observations during visits to local schools, and participated in cultural events. The American English Institute faculty of the University of Oregon also provided practical workshops on a variety of topics.
http://www.scielo.org.co/pdf/prf/v18n1/v18n1a12.pdf

QUESTÃO 2

To answer properly this question, the candidate has to mention, at least, five common grammatical errors among the following or similar ones, giving examples and methods/approaches to overcome them:

Examples of methods and approaches to error correction on written production of English.

Paiva (2012), in her book *Ensino de Língua Inglesa no Ensino Médio*, discusses about error correction in written production and says it is considered part of the learning process, and there is no way out of it. By experiencing and receiving feedback, students can verify their own mistakes, trying to make sense of what they meant. They use dictionary to check vocabulary, spelling and meanings in order to rewrite if necessary. A checklist can be provided depending on the goal to be achieved. The teacher may use codes to identify the type of error, as WW (wrong word), G (check grammar) or WO (word order), for example. These codes highlight what is wrong, so error could be recognized, and the student be able to rewrite correctly. Other feedback feature that allows students to make progress on their correction is collaborative work. The teacher can use a board or slides to show sentences which are correct and some others which are not, making students to point out what is wrong, and avoiding only constructions with mistakes. Digital writing through web tools (Wiki or Google Docs, for example) is great to develop collaborative writing due to the editing feature.

Jeremy Harmer, author of "The practice of English Language Teaching" also points out about correction. Besides using codes to identify mistakes, the teacher can add notes at the end of the student's production, explaining what has worked and what is in need of correction. An error-spotting activity can be used to show underlined errors in a sentence, using the board. Peer review is another helping task, besides, it creates the opportunity to make people work together, as a team. As a result, students learn self-monitoring. As soon as students start recognizing their own mistakes, they become aware of correcting themselves. Harmer, in his book series "How to teach English (Grammar, Vocabulary, with technology), lists some approaches and methods used to work in written production, such as deductive approach, inductive learning, writing through texts, from rules, from PPP Model, reformulation, influence of the writer's first language (L1 interference), overgeneralization, developmental errors, self-correction, intelligibility, negative feedback, focus on form, peer-correction, among others.

Examples of errors in written production:

- Spelling
    - Students write "co<u>n</u>fortable" (instead of co<u>m</u>fortable).
      Due to Brazilian Portuguese rule about the use of "m" or "n" at the end of syllables (rule: "m" just before "p" or "b"), some students transfer this structure to English (L1 Interference).
    - Methods/approaches to overcome it: the teacher should emphasize and exposure the differences from L1 and L2, by reading activities, vocabulary activities (mixed letters to make up words), researches to compare languages, or games like "The hangman".

- Punctuation:
    - Examples: several possibilities.
    - Methods/approaches to overcome them:
    - Bad punctuation may cause misunderstandings and lead to other meanings. Reading out loud may help people notice that is something wrong with the message. Students could make videos or audios reading a text with punctuation errors (provided by the teacher), reading and grammar exercises also help.

- Word order
    - Examples: Students produce: Car black.
    - Rule: adjectives come before noun in English.
    - Methods/approaches to overcome them: explain nominal groups, explain grammar rules through texts and exercise with students (organize mixed words in order to make up nominal groups or sentences).

- Verb tense
    - Examples: students use Simple Past instead of Present Perfect.

- o Methods/approaches to overcome them: work thematic issues according to the students' interests, to make them motivated and properly acquire the structures through debates, oral exercises, experiencing live situations, and finally compare the difference in meaning for both tenses.
- Pronouns
  - o Students produce:
  - o **I love she.(1)**
  - o **My son goes to school from Monday to Saturday. <u>Your</u> backpack is always heavy.(2)**
  - o o Methods/approaches to overcome them:
  - o (1) Listening to songs (filling in the blanks) and reading authentic texts help to check on this construction. Grammar rules can be used to fix this difficulty. Probably this sentence comes from the student's mother tongue, when it is usual to say in oral and informal Portuguese " Eu amo ela".
  - o (2) The use of "your" is a generalization of a pronoun that comes from Portuguese use. "Your" (sua, seu) in Portuguese can be used referring to "your", "his" and "her'. To avoid the confusing use of possessive pronouns, the teacher should elicit that in English "your" is not suitable for other uses, but to the personal pronoun "you". Possessive pronouns are very specific to the person I am referring to. Oral or online exercises/games, reading, listening or making up sentences can be great materials to explicit each use.