

Questões com chave de correção

- 1) According to the following quotation, write a critical essay about the process of teaching English as a Foreign Language (EFL) in Brazilian Basic Education context, considering the aspects below:

Language learning histories collected by the AMFALE project reveal that hardly ever does language teaching in high school, and even in some university courses, take into account language as a genre. A good example is the inadequate use of dialogues in textbooks. The consequence of the concept of language as a set of linguistic structures isolated from meaningful contexts is a kind of teaching which denies the students authentic and meaningful social practices of language. To overcome the absence of communities of practice and meaning production, the learners use mass media (films, songs, magazines). This finding leads us to hypothesize that, intuitively, learners believe that genre and not isolated structures are the ones which will help them to acquire the language (PAIVA, 2006, p. 26).

- a) A theory of language and a theory of learning/teaching to orient the teacher's practice and learner's needs.
- b) A needs analysis and a genre-based approach to teach English Language.
- c) The teaching of language skills in an integrated perspective.

Chave de Correção da Questão 01

O candidato deverá escrever sobre uma teoria de aprendizagem e de linguagem que orientam a prática docente e as necessidades dos aprendizes, com base na referência indicada. Deverá ainda nortear sua proposta metodológica por uma abordagem de ensino de língua inglesa pela perspectiva dos gêneros discursivos, a partir das necessidades dos aprendizes. Deverá apontar estratégias de ensino das habilidades linguísticas de maneira integrada.

2. The professor and literary critic Harold Bloom stated in his *Shakespeare: the Invention of the Human* (1998) that William Shakespeare “has become a universal canon” and that he will never be replaced by “the anti-elitist swamp of Cultural Studies”. Consider the following quotation.

I have written elsewhere that Shakespeare is not only in himself the Western canon, he has become the universal canon, perhaps the only one that can survive the current debasement of our teaching institutions, here and abroad. Every other great writer may fall away, to be replaced by the anti-elitist swamp of Cultural Studies. Shakespeare will abide, even if he were to be expelled by the academics, in itself most unlikely. He extensively informs the language we speak, his principal characters have become our mythology, and he, rather than his involuntary follower Freud, is our psychologist (Bloom, 1998, p.17).

Taking into consideration Bloom’s problematic statement on William Shakespeare’s universalism in relation to Cultural Studies, write a critical essay, explaining how the literary canon has been revisited, questioned and re-evaluated in decolonial studies. Consider Shakespeare's *Othello* and also explain how gender and race are problematized in the play and how they may be contemporaneously discussed in the English language classroom.

Chave de Correção da Questão 02

Espera-se que o candidato aborde e discuta as seguintes ideias:

- **Shakespeare e seu lugar no Cânone Literário Ocidental;**
- **Uma reavaliação pós-colonial/decolonial de Shakespeare como parte do Cânone Literário Ocidental;**
- **Uma análise da peça Otelo de Shakespeare, com foco em como raça/negritude e gênero são apresentados e debatidos na peça;**
- **Como a referida peça pode ser abordada e discutida contemporaneamente na sala de aula de língua inglesa, levando em consideração abordagens e métodos de ensino decoloniais e críticos.**

Concurso efetivo para área de Língua Inglesa e respectivas literaturas

CONVITE PARA COMPOR BANCA DE CONCURSO EFETIVO **Prazo para envio dos conteúdos: 05/04/2023**

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CONTEÚDOS:

1. Assessment in Teaching and Learning Languages: Critical Issues;
2. Decoloniality in Language Materials Development;
3. Experiences in English Language Teacher Education;
4. Teaching English language with digital technologies;
5. Teacher's practice and the learner's needs in the teaching of English as an additional language into the public school.
6. The English language teaching with emphasis on the four communication skills (listening/speaking/reading/writing);
7. Genre based approach in the process of teaching and learning English language;
8. Elements of poetry in British Literature;
9. The role of drama in British Literature;
10. Contemporary style in the poetry of North American Literature.

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