

**CONCURSO PÚBLICO DE PROVAS E TÍTULOS PARA O CARGO EFETIVO DE PROFESSOR DA  
CARREIRA DE MAGISTÉRIO SUPERIOR**

**EDITAL Nº 04/2016 – PROGRAD**

**PROVA ESCRITA**

**Área de concurso:** \_\_\_\_\_

**Número de Identificação do (a) Candidato (a):** \_\_\_\_\_

## **Orientações Gerais**

1. A prova escrita tem **caráter eliminatório e classificatório**;
2. A prova escrita **está sendo realizada simultaneamente** por todos os candidatos;
3. O horário de realização da prova escrita é das **8h às 12h** (horário oficial do Acre);
4. O **candidato deverá permanecer obrigatoriamente** na sala de realização da prova escrita por, **no mínimo, uma hora** após o seu início;
5. Quando autorizado pelo Fiscal de Sala o candidato deverá preencher a área de concurso e o número de identificação do candidato na folha de rosto do caderno de resposta definitivo;
6. Será **anulada a prova que contiver assinatura**, rubrica, qualquer palavra ou marca que identifique o candidato, exceto o número de identificação fornecido pela Comissão Geral de Concurso no local indicado;
7. Nenhuma folha desta prova ou do rascunho poderá ser destacada, sob pena de desclassificação do candidato;
8. Utilize a (s) **folha (s) definitiva (s) de resposta** para responder a (s) questão (s) formuladas;
9. A prova escrita será feita pelo próprio candidato, à mão, em letra legível, com **caneta esferográfica de tinta de cor azul ou preta, fabricada em material transparente, em espaço destinado para tanto**;
10. As **anotações que estiverem em desconformidade** com este Edital ou com as instruções da prova escrita serão consideradas indevidas e não serão consideradas para efeito de correção;
11. O candidato **não deverá amassar, molhar, dobrar, rasgar, manchar** ou, de qualquer modo, **danificar a sua prova escrita**, sob pena de impossibilitar a leitura por parte dos membros da banca examinadora;
12. **Em hipótese alguma haverá substituição** da prova escrita por erro do candidato;
13. Não serão distribuídas folhas suplementares para transcrição das respostas definitivas ou para rascunho.
14. **Não serão permitidas consultas e a utilização de qualquer equipamento eletrônico, durante a realização da prova escrita**, exceto aquelas solicitadas pela banca examinadora e autorizadas pela Comissão Geral de Concurso, em edital específico, no endereço eletrônico <www.ufac.br>.
15. Será desclassificado o candidato que, durante a realização da prova escrita, for surpreendido portando, em local diverso do indicado pelos fiscais, equipamento eletrônico e/ou material de uso não autorizado, ainda que desligado.
16. De igual forma, será desclassificado o candidato cujo equipamento eletrônico e/ou material de uso não autorizado emitir qualquer tipo de ruído, alerta ou vibração, ainda que o mesmo esteja no local indicado pelos fiscais.
17. Após o término de sua prova, o candidato deverá entregar a (s) folha (a) definitiva (a) de resposta e as folhas de rascunho ao fiscal de sala.
18. O candidato que **entregar a prova não poderá retornar** ao local de sua realização em hipótese alguma;
19. Os **três últimos candidatos deverão permanecer na sala de prova** e somente poderão sair juntos do recinto, após acompanhar o lacre dos envelopes e apor em Ata suas respectivas assinaturas;
20. Os resultados da prova escrita serão publicados pela Comissão Geral de Concurso, no **dia 31 de maio de 2016**, em edital de resultado preliminar, juntamente com as chaves de correção das provas;

Written Exam

1. Analyze this poem by William Wordsworth, considering the following aspects:
  - a. Language and style;
  - b. Sound and structure;
  - c. Theme, imagery and interpretation.

**1. "I wandered lonely as a cloud"**

2. I wandered lonely as a cloud
3. That floats on high o'er vales and hills,
4. When all at once I saw a crowd,
5. A host, of golden daffodils;
6. Beside the lake, beneath the trees,
7. Fluttering and dancing in the breeze.
  
8. Continuous as the stars that shine
9. And twinkle on the milky way,
10. They stretched in never-ending line
11. Along the margin of a bay:
12. Ten thousand saw I at a glance,
13. Tossing their heads in sprightly dance.
  
14. The waves beside them danced; but they
15. Out-did the sparkling waves in glee:
16. A poet could not but be gay,
17. In such a jocund company:
18. I gazed--and gazed--but little thought
19. What wealth the show to me had brought:
  
20. For oft, when on my couch I lie
21. In vacant or in pensive mood,
22. They flash upon that inward eye
23. Which is the bliss of solitude;
24. And then my heart with pleasure fills,
25. And dances with the daffodils.

2. Considering the novel in American Literature, especially the works – *The Scarlet Letter* by Nathaniel Hawthorne and *Moby Dick* by Herman Melville - choose one of the masterpieces and discuss the following aspects:
  - a. The construction of the hero;
  - b. The mythic aspects;
  - c. The construction of the national identity.

3. 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 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).

- a) A theory of language and a theory of learning/teaching to orient the teacher's practice and learner's needs.
- b) The development of linguistic, communicative and pedagogical competences by English language teacher during teacher training course.
- c) A needs analysis and a genre-based approach to teach English Language in Brazilian Basic Education Context.

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**ANSWER KEY**

**Área de concurso: Língua Inglesa e respectivas literaturas**

**Question 01**

The candidate should mention the main elements of poetry: the theme, the tone, diction, syntax – the structure of the sentence, its phrases, clauses and sentences – the imagery – metaphors and symbols – the sounds, meter, rhyme and alliteration.

In the analysis, the candidate should mention the main theme of the poem that is the relation between nature and the poet, by mentioning this, he/she should also comment that Wordsworth was a representative of Romanticism, poets at this literary period would search in nature and in simple life a refuge from the complexities of the Industrial Revolution in England. Wordsworth uses simple language to describe the simplicity of life in nature, as for him, poetry should mirror nature, as it is shown in this poem.

**Question 2**

a. The construction of the hero in Hawthorne and in Melville is different from the English hero, they come from the low social status and change it along the plot. They go through a rite of passage, a hard situation, a struggle between their social environment and nature, between the social rules and their own convictions and they find strength in nature.

b. The mythic aspects are represented in both novels in the symbolic elements, might it be the white whale in Moby Dick or the letter A in The Scarlet Letter. The mythic aspects also imply their struggle between the social environment and nature or between the social rules and their own convictions.

c. In the search of their own national identity, American writers wanted to escape from the English literary tradition in order to create their own models, might it be through the construction of their characters and their struggle with the new world. The awakening of the national consciousness, during the Romantic movement, increased the sense of nationalism in denial of the tradition and of the European inheritance. The Romantic writers explored the infinite mysteries of nature and its unexplored continent and they had the task to create the American myth.

**Question 3**

- a) The candidate should answer the question following the step suggested with coherence, cohesion and textual organization. In this question the candidate must discuss about a language conception and a teaching and learning design which should guide the teaching practice and be able to meet such needs of Brazilian Basic Education Students. In contemporary times, it is expected that the candidate should reflect about language as a social practice. The teaching and learning process also is a social action and are mediated by language. In this way, it is possible to change from the language as a system view to language in use. Candidate should emphasize the theoretical perceptions which argue that oriented teaching practice is one of the great challenges of teacher training program. Also it is necessary to mention students' needs and remark that an appropriate methodology brings to class the context of culture and situation.
- b) The candidate should consider the importance of a Language Education which means being a critical professional who can position himself in relation to their reality and be able to identify the students' needs, the role of foreign language in contexts where students act, also his political position. The candidate should argue that linguistic knowledge is necessary but is not enough. English language teachers must not only have a deep understanding of the content they teach, but also of the social and cultural issues that impact teaching and learning. Critically, the candidate should mention that teacher training course must treat language teaching and learning as a social interaction process. With this in mind, language teaching and learning must consider theoretical support related to this process.
- c) Continuing with the discussion, going toward the citation highlighted by Paiva (2006) it is expected that the candidate should position himself critically about genre-based teaching. The question intends to perceive the candidate's attitudes towards the implementation of genre based approach in English Language teaching context. The candidate should emphasize on the process of creating didactic sequences in consonance with the language and teaching-learning conception.