

enade2024

licenciaturas

LETRAS INGLÊS

Licenciatura

Conforme o item 3.7.4 do Edital nº 124/2024 do INEP, "a adoção da metodologia ensejará a divulgação dos cadernos de prova e gabaritos (itens públicos) somente após a conclusão das análises dos resultados, omitidos os itens selecionados para edições futuras".

Para montar os cadernos de prova do Enade Licenciaturas 2024, o Inep utilizou a metodologia denominada Blocos Incompletos Balanceados – BIB, que permite que um grande número de itens seja aplicado ao conjunto de estudantes avaliados, sem que cada estudante precise responder a todos eles. Nessa técnica, o total de itens avaliados é distribuídos em blocos e esses são combinados entre si para a elaboração de cadernos de prova que possuem, ao menos um bloco de itens distintos. No Enade Licenciaturas a combinação de blocos gerou 10 tipos de caderno de prova. Essa metodologia possibilita a mensuração de uma mesma habilidade da Matriz de Referência por mais de um item, cada qual aplicado em diferentes posições do Caderno de Prova, para diferentes respondentes de uma mesma turma ou instituição, de modo a tornar a informação produzida mais confiável. Dessa forma, determinados itens aparecem o mesmo número de vezes no conjunto dos cadernos, conforme mapa de prova divulgados.

A seguir, estão listados os respectivos itens deste caderno e suas posições em cada uma das 10 variações de cadernos existentes da prova referida:

Posição no caderno divulgado	Posição no caderno 1	Posição no caderno 2	Posição no caderno 3	Posição no caderno 4	Posição no caderno 5	Posição no caderno 6	Posição no caderno 7	Posição no caderno 8	Posição no caderno 9	Posição no caderno 10
1	45	57	33	33	57	---	---	---	---	45
2	47	59	35	35	59	---	---	---	---	47
3	52	---	40	---	28	28	---	40	52	---
4	---	47	59	---	---	47	35	35	---	59
5	---	---	---	47	47	---	59	59	35	35
6	51	63	39	39	63	---	---	---	---	51
7	---	48	60	---	---	48	36	36	---	60
8	---	49	61	---	---	49	37	37	---	61
9	---	---	---	43	43	---	55	55	31	31
10	---	45	57	---	---	45	33	33	---	57

QUESTÃO 1

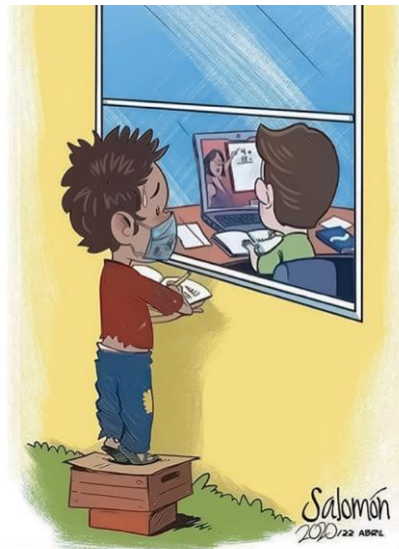
TEXT 1



OPPORTUNITIES IN TWO REALITIES:
THE DIGITAL GAP IN ACCESS TO
ENGLISH LANGUAGE LEARNING.

Available at: <https://saladerecursos.com.br/>. Accessed on: April 8, 2024 (adapted).

TEXT 2



ENGLISH BEYOND THE WINDOWS:
A REFLECTION ON ACCESS AND
OPPORTUNITY IN EDUCATION
THROUGH TECHNOLOGIES.

Available at: <https://petletras.paginas.ufsc.br/>.
Accessed on: April 8, 2024 (adapted).

From the analysis of the images above, nowadays, the use of digital technologies in English learning

- A has gained more space in the educational context with the aim of motivating and providing more tools for the learning process that contribute to the production of written activities.
- B has revealed the extensive historical process of exclusion and disregard for the right to quality learning, which has a negative impact on written school activities.
- C has faced obstacles but has facilitated access to education for economically disadvantaged students and enabled more dynamism in learning.
- D has brought students from different backgrounds closer together, thus encouraging the development of collaborative learning.

QUESTÃO 2

TEXT 1

After the students have repeated the dialogue several times, the teacher gives them a chance to adopt the role of Bill while she says Sally's lines. Before the class actually says each line, the teacher models it. In effect, the class is experiencing a repetition drill where the students have to listen carefully and attempt to mimic the teacher's model as accurately as possible.

LARSEN-FREEMAN, D.; ANDERSON, M. **Techniques & principles in language teaching**.
Oxford: OUP, 2011 (adapted).

TEXT 2

The teacher greets the class and distributes a handout. There is writing on both sides. On one side is a copy of a sports column from a recent newspaper. The reporter is discussing the last World Cup competition. The teacher asks the students to read it and then to underline the predictions the reporter makes about the next World Cup. He gives them these directions in the target language. Then, he and the students discuss which predictions the reporter feels more certain about and which predictions he feels less certain about.

LARSEN-FREEMAN, D.; ANDERSON, M. **Techniques & principles in language teaching**.
Oxford: OUP, 2011 (adapted).

Considering the concept of language learning methods and their characteristics, we can state about text 1 and text 2, respectively, that

- A it reveals the audio-lingual approach, focusing on repetition drills and accurate imitation of language models; it uses the direct method approach, in which reading in the target language is taught from the beginning.
- B it exemplifies the grammar-translation method, as the aim of the class is not to communicate in the target language; it represents the audio-lingual approach, aiming at habit formation through repetition.
- C it relies on the communicative language approach, as students engage in meaningful dialogues to develop fluency; it employs the audio-lingual approach, emphasizing pattern drills and accuracy.
- D it exemplifies the audio-lingual approach, by focusing on repetition and mimicking for language mastery; it employs the communicative language approach, by prioritizing meaning over form.

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QUESTÃO 3




1 Choose all the options that you think are appropriate to answer each question.

a What do you expect to find at an arts festival? *Resposta pessoal. Objetivo: ativar conhecimento prévio sobre o tema do texto.*

- I Live music.
- II Acting workshops.
- III Painting exhibitions.
- IV Dance performances.
- V Round-table discussions.

b What do you think some possible objectives of arts festivals are?

- I Popularizing contemporary, *avant-garde* or classic arts.
- II Teaching visual arts, literature, drama or art history.
- III Selling books, paintings or other artistic products.
- IV Using art to discuss social or community issues.
- V Supporting popular or local artistic production.

2 Discuss and answer the questions. *Resposta pessoal. Objetivo: ativar conhecimento prévio sobre o tema do texto.*

- a** How important is art in your life?
- b** What are your favorite forms of art?
- c** Do you think you or one of your classmates could become artists? Why?
- d** How can art help express the identities and feelings of a group or community?
- e** How can art help create social changes?

Starting point is a pre-reading activity that provides a specific sociocultural context. In our contemporary scenario, the focus of this cultural teaching view is to raise global cultural consciousness.

Considering this, how does this High School textbook activity promote a multicultural approach?

- A Identifying cultural knowledge learners bring to the classroom.
- B Privileging the teacher as the sole cultural informant in the class.
- C Helping teenage learners develop sociocultural knowledge.
- D Internalizing native speaker's sociocultural perspectives.

QUESTÃO 4

TEXT 1

America is a gun

England is a cup of tea.
 France, a wheel of ripened brie.
 Greece, a short, squat olive tree.
 America is a gun.
 Brazil is football on the sand.
 Argentina, Maradona's hand.
 Germany, an oompah band.
 America is a gun.
 Holland is a wooden shoe.
 Hungary, a goulash stew.
 Australia, a kangaroo.
 America is a gun.
 Japan is a thermal spring.
 Scotland is a highland fling.
 Oh, better to be anything
 than America as a gun.

Available at: https://x.com/brian_bilston/. Accessed on: May 29, 2024.

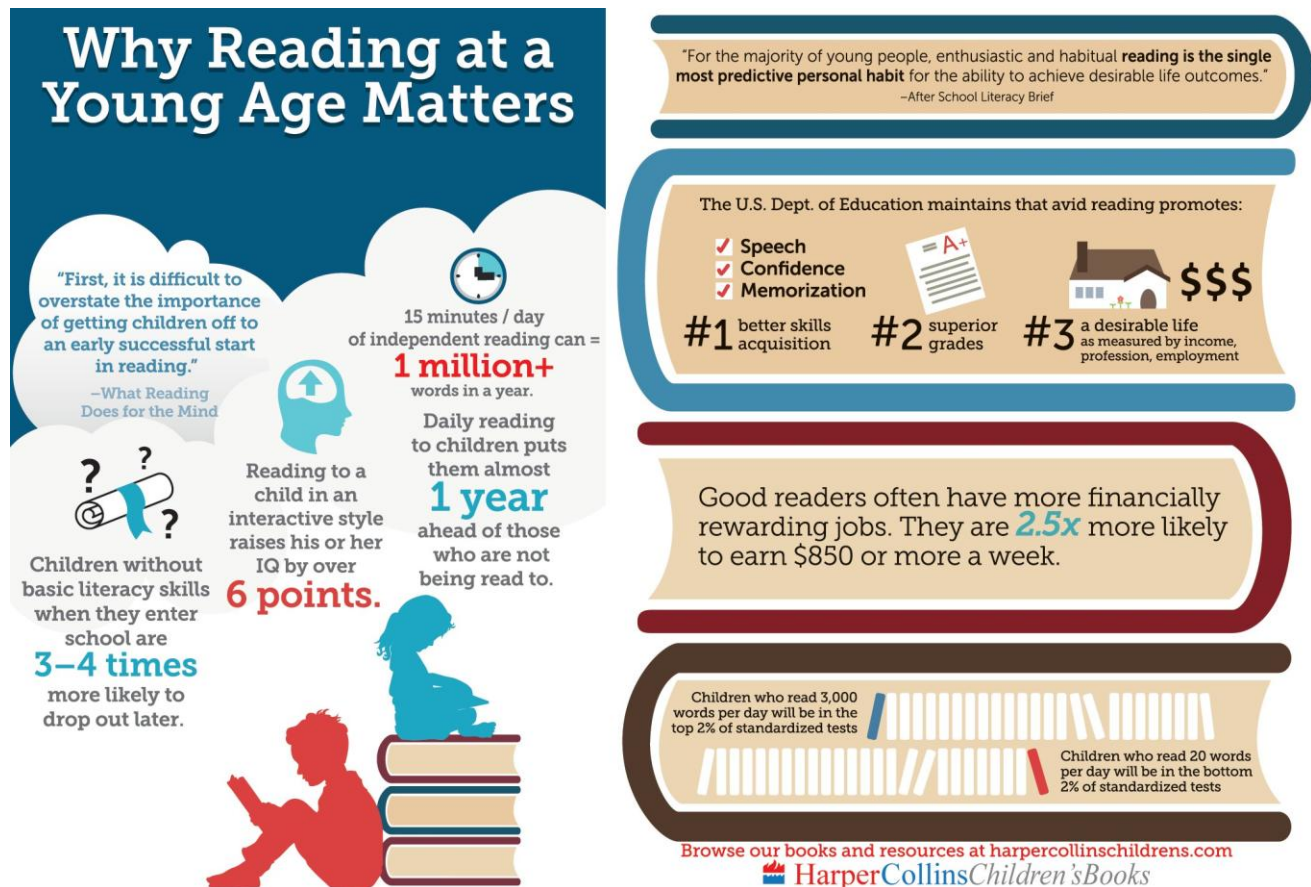
TEXT 2

Brian Bilston is the pseudonym of a British poet who uses the internet to publish his literary texts. He became a social media phenomenon during the 2010s. In "America is a weapon", originally published in 2016, the author uses writing strategies from canonical literature such as metonymy, syntactic parallelism and repetition to construct verses.

From reading texts 1 and 2, it can be concluded that when using these literary construction strategies, Bilston uses

- A metaphors, as a linguistic resource to deconstruct Eurocentrist culture in the Americas.
- B semantic parallelism, to demonstrate an equitable view of the different cultures of the world, in a politically engaged literature.
- C names of different countries, with speakers of different languages, represented by various objects to promote linguistic diversity.
- D repetition, to emphasize the author's point of view about the image that represents the USA, popularly called America, associating it with guns.

QUESTÃO 5



Available at: <https://www.usaid.gov/>.
Accessed on: June 9, 2024 (adapted).

To run a class which proposes problems whose resolution simulates an investigative and scientific approach and fosters the appropriation and assimilation of knowledge, the activities listed in a teacher's lesson plan should be based on

- A direct instruction method: studying the infographic by discussing how much time each student spends reading; answering questions about vocabulary to enhance understanding of the infographic; and sharing knowledge by having each group present their findings to the class.
- B task-based learning approach: analyzing the infographic by discussing how reading impacts academic and life outcomes; investigating questions such as: what are some effective strategies to encourage reading in young children?; and sharing knowledge by having each group present their findings to the class.
- C project-based learning: reading the infographic and discussing why students think reading is important; answering questions about grammar to enhance students' comprehension of the text; and sharing knowledge by having each group present their understanding of the infographic to the class.
- D content-based learning approach: reading the infographic and discussing why students think reading is important; answering questions about grammar to enhance students' text comprehension; and presenting knowledge by having groups present their understanding of the infographic to the class.

QUESTÃO 6

Corrective feedback is any reaction by the teacher to demonstrate incorrect usage of language. There are six types of feedback corrections:

- explicit correction, which refers to the explicit provision of the correct form;
- recast, which involves the teacher's reformulation of all or part of a student's utterance, minus the error;
- clarification requests, which indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way;
- metalinguistic feedback, which contains either comments, information or questions related to the well-formedness of the student's utterance;
- elicitation, where the teacher prompts the students to correct themselves by asking questions or pausing to allow them to complete the teacher's utterance correctly;
- repetition, where the teacher repeats the student's error, often with a change in intonation to highlight the mistake.

LYSTER, R.; RANTA, L. Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, n. 19, p. 37-66, 1997 (adapted).

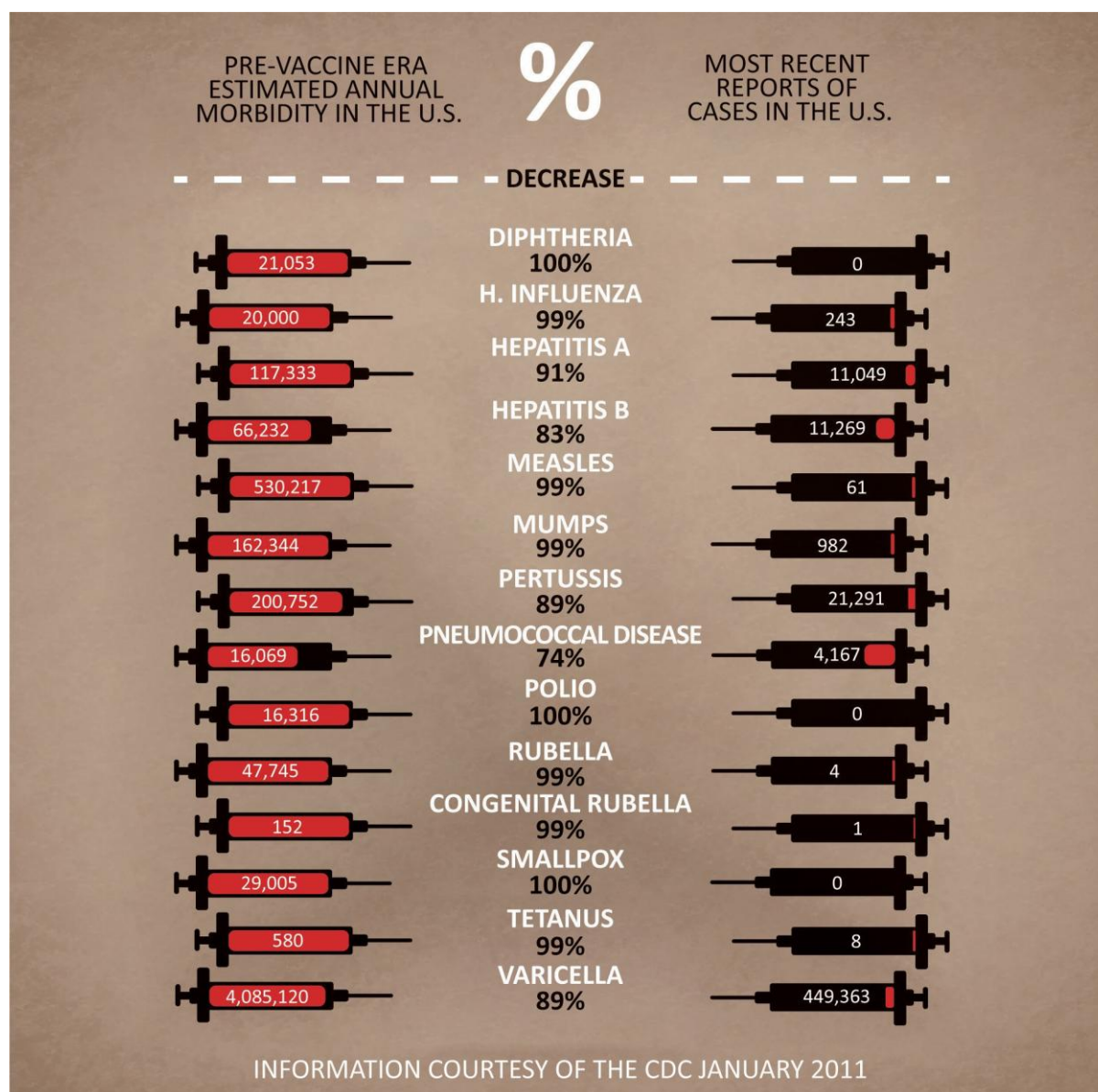
In an Elementary English class, the teacher asks the students to introduce themselves. The first student stands up and says, "Hi, my name is Carlos. I from Venezuela. I have 12 years old." The teacher didn't want to demotivate the students by pointing out the errors because he believes making errors is part of the learning process. So, he used a type of corrective feedback by saying, "I am from Venezuela. I am 12 years old."

Considering this scenario, to correct the student's utterance in Text 2, the teacher used a type of corrective feedback known as

- A recast.
- B elicitation.
- C repetition.
- D explicit correction.

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QUESTÃO 7



Available at: <https://www.behance.net/>. Accessed on: May 27, 2024.

After analyzing this infographic with his/her students, and in order to encourage them to investigate the science behind vaccines and its impact on public health, a teacher could

- A foster critical thinking by organizing a debate where the focus of the activity consists of presenting arguments for the benefits of vaccination and against it.
- B use direct instruction by delivering a lecture on the history of vaccines and their components, followed by a research quiz to assess comprehension.
- C use project-based learning by dividing students into groups and assigning them research tasks on specific issues, so that they can create informative posters to educate their peers.
- D apply task-based teaching by showing a documentary about the development of a particular vaccine and asking students to write a fictional story about a character who receives the vaccine.

QUESTÃO 8

The students have just finished performing a role-play activity in the English class at a Public School. Right after that, one of the students told the teacher about his dream of speaking English. From that moment on, when planning his lessons, the teacher reflected on how he could intensify speaking practices in his classes, keeping in mind that “verbal and non-verbal communication strategies (...) may be called into action to compensate for breakdowns in communication due to performance variables or insufficient competence” (Canale; Swain, 1980, p. 30). He thought of activities to practice speaking skills, considering students’ needs to develop a variety of competencies: problem-solving, cued dialogues, guessing games, finding the differences, questions and answers and opinion exchange.

CANALE, M. SWAIN, M. T. Theoretical bases of communicative approaches to second language teaching and testing. **Applied Linguistics**, v. 1, p. 1-47, 1980.

Considering the information provided in the text, the practices proposed by the teacher will be based on

- A complexity theory applied to EFL, as stated by Larsen-Freeman, which enables students to apply and use their knowledge in a new situation, avoiding the inert knowledge problem.
- B strategic competence, which is part of the communicative competence model, proposed by Celce-Murcia, which engulfs sociocultural, formulaic, interactional and linguistic competencies.
- C phonological awareness, suggested by Lado and Fries, which focuses on oral practices based on written ones, to master phonological and grammatical structures to acquire a foreign language.
- D linguistic competence, introduced by Chomsky, which distinguishes competence from performance, considering competence to be innate and universal linguistic knowledge, and performance the actual use of the language.

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QUESTÃO 9

TEXT 1

General competencies for Basic Education

[...].

4. Use different languages – verbal (oral or visual-motor, such as Libras, and written), bodily, visual, audio and digital languages – as well as knowledge of artistic, mathematical and scientific languages to express themselves and share information, experiences, ideas and feelings in different contexts and produce meanings that lead to mutual understanding.

5. Understand, use and create digital information and technologies in a critical, meaningful, reflective and ethical way in various social practices (including school practices) to communicate, access and disseminate information, produce knowledge, solve problems and exercise leadership and authorship in their personal and collective lives.

BRASIL. **Base Nacional Comum Curricular**. Educação é a base. Brasília: Ministério da Educação, Secretaria de Educação Básica, 2018 (adaptado).

TEXT 2

Still I Rise

By Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.
You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.
Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.
Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?
Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.
Out of the huts of history's shame I rise

Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise I rise.
Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

Available at: <https://www.poetryfoundation.org/>.
Accessed on: May 5, 2024.

An English teacher wants to involve different skills in the planning of his lessons. In one lesson, he wants to develop a reading activity aimed at reading, understanding and discussing the main ideas of Maya Angelou's poem in a High School class.

Considering these informations and following the assumptions of *Base Nacional Comum Curricular*, to fulfils this aim, the teacher should

- A read the poem aloud to act out the emotions expressed by the author and post a video of that performance on social media.
- B decode word by word to achieve a complete understanding of the text and post a critique of the poem on social media.
- C select and translate words from the poem that relate to the students' reality using artificial intelligence.
- D associate images with the themes that are present in the poem using flashcards in the Quizzlet app.

QUESTÃO 10

Students become effective learners when they recognize that the results of their efforts contribute to important and positive decision-making processes. Only when assessment is done with the students and, eventually, by the students, can true independence and learning success be fostered. To succeed in dynamic learning environments where knowledge is constantly evolving, young people must acquire the habit of seeking understanding.

EARL, L.; KATZ, S. **Rethinking classroom assessment with purpose in mind**: assessment for learning, assessment as learning, and assessment of learning. Winnipeg: Manitoba Education, Citizenship and Youth, 2006 (adapted).

Which assessment procedure is coherent with the previous text?

- A Written feedback on students' productions so that everyone can identify their strengths and aspects that need improvement as well as corrections.
- B A diagnostic assessment to identify students' learning needs and, on this basis, make decisions about the best approaches to practicing paragraph writing.
- C Reading and text interpretation activity to be carried out at home, as this will allow each student to do this according to their own learning strategies and in their own time.
- D Peer assessment in which pairs exchange suggestions according to negotiated criteria, allowing them to make any adjustments to enhance the text prior to submission.

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