

# IDIOMA: INGLÊS

\*Obrigatório

1. ÁREA \*

*Marcar apenas uma oval.*

(4) LINGUÍSTICA, LETRAS E ARTES

2. NOME DO CANDIDATO \*

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3. NÚMERO DE INSCRIÇÃO \*

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4. NÚMERO DO CPF \*

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Leia o texto e responda as questões a seguir em português. Todas as questões devem ser respondidas de acordo com o texto. As respostas digitadas neste formulário eletrônico constituirão o ÚNICO documento válido para correção da prova. Ao finalizar a prova, avise ao fiscal da sala virtual e retire-se da mesma.

### **The use of L1 in English language teaching**

A little less than ten years ago, it was possible to refer to the learners' L1, or first language, as the 'elephant in the room' of English language teaching (Levine, 2011). Teachers could not fail to be aware of this elephant, or its impact on their students' learning, but it was rarely mentioned. Largely absent from teacher training courses and manuals, from conferences, journals and books, the topic was ignored in the discourse of ELT and it was generally held that the L1 itself should be avoided by learners.

The widespread belief that English is best taught through English alone, without the mediation of the L1, can be traced to the beginning of the 20th century when there was a rapid development of private language schools for adults, who wanted to learn a language for practical, rather than academic, reasons. The marketing of these schools often focussed (as it still does) on the difference between their English-only approach and the more traditional methodologies typically used in secondary school classrooms, which were based on the 19th century 'Grammar-translation' approach. In Grammar-translation approaches, the main focus was on grammar, which was explained by the teacher in the L1, and a significant part of classroom time was devoted to translating sentences into and out of the target language. Since then, a policy of English-only has spread, with many different institutions banning the use of the L1.

Times, however, have changed. Since the publication of Guy Cook's *Translation in Language Teaching* (2010), a consensus position has evolved in the academic community (but much less so for the time being in educational institutions) that not only is a policy of English-only unachievable in many contexts, but it may also be undesirable. The lack of research in support of an English-only policy, and a large number of research findings indicating that occasional use of L1 may be beneficial has led to new interest in the role of L1 in learning another language. This is now reflected in revisions to teacher training manuals and the specifications of teacher training qualifications, at conferences and in publications.

In addition to the acknowledgement that the use of L1 in English language classrooms does not necessarily entail the adoption of a traditional Grammar-translation approach, there have been a number of other developments which have challenged the orthodoxy of English-only methodology. Most significant among these is a reconceptualization of the aims of language learning. There is a growing recognition that the objective for most language learners is not to become like a native speaker, since (1) this is not necessary (or even helpful) for what they want or need to do in English, and (2) they are unlikely to achieve it. A more appropriate and realistic objective is to become a communicatively competent bilingual. Described by the Council of Europe (2001: 4) as 'a competence [...] in which languages interrelate and interact', a bilingual approach is likely to be more appropriate and fruitful than a strict policy of English-only.

The updated Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2018) includes mediation (between languages) as a key component in its framework for describing how languages are used. 'Can-do' statements now include competences like translating from one language to another, or explaining, in one language, information that is derived from a text in another. In the perspective of the Council of Europe, plurilingual and pluricultural competence are fundamental parts of the aims of language education.

Like the research into the role of L1 in language learning, the move towards a more comprehensive description of language competences in the CEFR is informed by both a deeper understanding of the language backgrounds of language learners and of the increasing diversity of language classrooms. Many classrooms, especially in large cities, contain students with very varied language backgrounds and learning needs. The rising global popularity of Content and Language Integrated Learning (CLIL) also requires educators to rethink their policies on the language of instruction. CLIL, where school subjects and an additional language are taught in tandem, is a quintessentially bilingual approach. There are many different models of CLIL, but, in most, code-switching (switching from one language to the other) and translanguaging (the process of using all one's language resources to achieve communicative goals) are standard features.

In the light of these changes, it is not surprising that English-only policies in English language classrooms are being rethought in many parts of the world. The rest of this paper explores ways in which the L1 may be exploited in more contemporary and communicative approaches, along with reasons for doing so.

(Adaptado de: [https://languageresearch.cambridge.org/images/CambridgePapersInELT\\_UseOfL1\\_2019\\_ONLINE.pdf](https://languageresearch.cambridge.org/images/CambridgePapersInELT_UseOfL1_2019_ONLINE.pdf))

5. QUESTÃO 01 - Por que se dizia que o ensino da língua inglesa era melhor sem a mediação da primeira língua do aluno e quando se deu o início dessa crença? \*

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6. QUESTÃO 02 - Qual consenso tem sido adotado pela comunidade acadêmica desde 2010? \*

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7. QUESTÃO 03 - Os objetivos para se aprender uma língua têm mudado. Diante dessa informação, quais são essas mudanças? \*

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8. QUESTÃO 04 - Quais as inclusões feitas no quadro comum europeu de referência para línguas, em sua atualização em 2018? \*

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9. QUESTÃO 05 – O que é e quais são as características do CLIL? \*

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