

**EXAME DE PROFICIÊNCIA EM LÍNGUA INGLESA
MESTRADO / DOUTORADO EM LINGUÍSTICA 2024 – 1º SEMESTRE**

CANDIDATO(A) No: _____

ATENÇÃO!

1. As respostas deverão ser dadas em **português** e **não devem ser uma tradução literal do texto**.
2. As respostas deverão ater-se exclusivamente ao texto e ao que está sendo perguntado.
3. O limite de espaço para cada resposta é de meia página.
4. As respostas deverão ser escritas à tinta.
5. É facultado o uso de dicionários bilíngues e/ou monolíngues, que não poderão ser compartilhados entre os candidatos.
6. O tempo de duração da prova é de 3 (três) horas.

Leia os textos “**Why mother language-based education is essential**” e “**The Stress of Learning a New Language**”, extraídos de <https://www.unesco.org/en/articles/why-mother-language-based-education-essential> e <https://www.psychologytoday.com/us/blog/romantically-attached/202203/the-stress-learning-new-language>, respectivamente, e responda as questões a seguir:

e

Texto 1

Why mother language-based education is essential



Lingkon Serao/Shutterstock.com

18 February 2022 - Last update: 20 April 2023

Every year on 21 February, the world celebrates [International Mother Language Day](#), which was established at the [initiative of Bangladesh](#) by UNESCO's General Conference in 1999. The Day is an essential platform to promote the importance of cultural and linguistic diversity, and multilingualism for peaceful and sustainable societies.

UNESCO has been leading the way and advocating for multilingual education based on the mother tongue from the earliest years of schooling. Research shows that education in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is crucial, especially in primary school to avoid knowledge gaps and increase the speed of learning and comprehension. And most importantly, multilingual education based on the mother tongue empowers all learners to fully take part in society. It fosters mutual understanding and respect for one another and helps preserve the wealth of cultural and traditional heritage that is embedded in every language around the world.

However, there is still a long way to go before guaranteeing all learners their right to education in their mother language. In most countries, the majority of students are taught in a language other than their mother tongue, which compromises their ability to learn effectively. It is estimated that 40 % of the world's population does not have access to an education in a language they speak or understand. There are about 7,000 languages

spoken around the world today. But linguistic diversity is increasingly threatened as more and more languages disappear at an alarming rate. And when a language disappears, it takes with it an entire cultural and intellectual heritage.

Globally, progress is being made in multilingual education based on mother tongue with growing understanding of its importance, particularly in early schooling, and more commitment to its development in public life.

Through its normative frameworks for language policy and education, UNESCO shares good practices in bilingual and multilingual education and mother tongue instruction. It works with Member States to integrate multilingual education into curriculums and education systems. Recent successful initiatives to promote mother language-based education have taken place in Djibouti, Gabon, Guinea, Haiti and Kenya.

The findings from UNESCO's new report [From rights to country level action](#) shows national efforts made by different countries to foster cultural and linguistic diversity.

In addition, UNESCO recently unveiled the [World Atlas of Languages](#), an unprecedented initiative to preserve, revitalize and promote global linguistic diversity and multilingualism.

Impact of COVID-19 on mother language education

School closures due to the COVID-19 pandemic has exposed and deepened pre-existing education inequalities around the world. The closures ranged from a global average of 20 weeks to above 70 in some cases, more than a full school year. As always, it has impacted vulnerable and marginalized learners the hardest, which includes indigenous and speakers of languages from minority groups. According to UN estimates, nearly 500 million students from pre-primary to upper-secondary school were unable to access any remote learning opportunities during the lockdowns.

In many countries, distance teaching and learning tools, programmes and content were not always able to reflect linguistic diversity: They were largely provided in dominant national or international languages. When remote learning content is not available in students' mother tongue, it increases the risk of learning loss, dropouts and exclusion. Many learners lacked the necessary equipment, internet access, accessible materials, content relevant to contexts and needs, and human support that would have allowed them to follow distance learning. Many teachers also didn't have the skills and readiness for using distance teaching. They also struggled with digital tools in languages that they didn't always master.

The massive digital divide shows how connectivity has become a key factor to guarantee the right to education. The lack of access to digital learning content is deepening inequalities, marginalization and exclusion. Another element that exacerbates the digital divide is the fact that many languages are not present on the Internet: There is a major linguistic divide in cyberspace today. The inclusion of languages in the digital world and the creation of inclusive learning content is vital. Remote learning based on the mother tongue should be incorporated into education systems in order for all learners, especially those from linguistic minorities, to access education during school closures and beyond.

This year's International Mother Language Day theme, "[Using technology for multilingual learning](#)," is an opportunity to take stock of the experience of the past two years, to move forward differently and better.

- More on [International Mother Language Day](#)
- More on UNESCO's work around [languages in education](#)

Reference

Why mother language-based education is essential. Unesco, 18 February 2022, Last update: 20 April 2023. Disponível em: <https://www.unesco.org/en/articles/why-mother-language-based-education-essential>. Acesso em: 16 de outubro de 2023.

Texto 2

The stress of learning a new language

What is language learning anxiety and how does it affect people?

Posted March 31, 2022 | _Reviewed by Lybi Ma

Key Points

- Language learning anxiety, or the stress that accompanies classroom language learning, is well-established in research.
- The increased stress found among language learners may be accounted for by one of the three types of allostatic loads.
- Language learners are most likely to be immigrants, who in the majority face significant daily pervasive stressors.

Language learning anxiety, or the stress that accompanies language learning in the classroom, is well-established in the literature (Sparks and Ganschow, 2007; Woodrow, 2006; Truitt, 1995), along with the effect this stress has on academic performance (Coulombe 2000; Saito and Samimy, 1996). Therefore, English language learners may be at an increased risk of higher stress than the average student. This is in accordance with McEwen and Stellar's (1993) theory of stress, known as the allostatic load.

Following Mason's (1971; 1975) suggestion of exploring the psychological components behind the biological stress response, McEwen and Stellar (1993) similarly believed that one's psychological understanding of a situation, whether conscious or unconscious, is the root of all stress and the catalyst for the stress response. In their view, the body's ability to adapt through stressful events, known as allostasis via the stress response is essential to maintaining homeostasis.

But, as noted by McEwen (1998): When these adaptive systems are turned on and turned off efficiently and not too frequently, the body is able to cope effectively with challenges that it might not otherwise survive. However, there are a number of circumstances in which allostatic systems may either be overstimulated or not perform normally, and this condition has been termed allostatic load or the price of adaptation (p. 33).

Perhaps the increased stress found among language learners may be accounted for by one of the three types of allostatic loads (McEwen, 1998): In the first type, the allostatic system is activated too frequently. Language learners are most likely to be immigrants, who in the majority, face significant daily stressors that “are likely to be pervasive, intense, and lifelong” through the process of acculturation (Smart and Smart, 1995). These stressors, as outlined by Caplan (2007) fall into three categories which include: Instrumental or environmental stressors such as financial stress, language barriers, lack of access to health care, living in unsafe neighborhoods, unemployment, and lack of education; social or interpersonal stressors such as loss of social networks, loss of social status, family conflict, intergenerational conflicts, and changing gender roles; and societal stressors, including discrimination or stigma, legal status, and political, historical forces. Thus, one could theorize that engaging in constant acculturative stress could accumulate and cause an over-activation of allostasis.

The two additional types of allostatic loads identified by McEwen (1998) include the inability to reduce allostatic activity (which has been found to lead to obesity and type-II diabetes), and a failure for the proper mechanisms to respond to stress, thus leading to overcompensation by other mechanisms; for instance, inflammation due to an inadequate release of cortisol. These, however, would not be as applicable in accounting for the mass elevated stress found in the data on language learners and anxiety. In line with the nature of these later tenants, the allostatic load is determined by a multi-system measure including 10 biological parameters testing chemicals released from the neuroendocrine system, autonomic nervous system, and immune system in adapting to stress.

Reference

BOCKAROVA, Mariana. The Stress of Learning a New Language. Psychology Today, March 31, 2022. Disponível em: <https://www.psychologytoday.com/us/blog/romantically-attached/202203/the-stress-learning-new-language>. Acesso em: 16 de outubro de 2023.

1. Com base na leitura do título e dos dois primeiros parágrafos do texto 1, explique como o argumento apresentado no 2º parágrafo responde à pergunta lançada no título (20,0 pontos)

No segundo parágrafo, o autor do texto esclarece a importância de que a educação básica, principalmente a fundamental, se dê na língua materna, de forma que os estudantes se sintam incluídos em seu meio e desenvolvam uma educação de qualidade, evitando lapsos no processo de aprendizagem e acelerando esse processo. Em consequência disso, conseguem aprimorar seu desempenho escolar e obter, assim, melhores resultados. Em uma perspectiva mais ampla, a educação na língua materna estimula a compreensão e o respeito mútuos entre os povos, ao mesmo tempo em que mantém vivo o patrimônio cultural inerente as diferentes línguas ao redor do mundo.

2. No tocante ao quadro recente de educação básica na língua materna, comente sobre os dados abaixo retirados do texto 1: (20,0 pontos)

Quarenta por cento é o percentual da população mundial que não tem acesso à educação em uma língua que lhes seja compreensível, considerando que há cerca de 7000 línguas faladas no mundo atualmente. Durante a pandemia da Covid-19, as escolas estiveram fechadas entre 20 a mais de 70 semanas, o que em alguns casos superou o período letivo regular, acentuando as desigualdades, principalmente entre estudantes marginalizados em situação de vulnerabilidade e falantes de línguas de grupos minoritários. A ONU estima que aproximadamente 500 milhões de estudantes entre a educação infantil e o ensino médio não tiveram acesso ao ensino remoto durante o período de lockdown.

3. Com base no texto 2, qual é a relação estabelecida entre aprendizagem de língua e stress? (30,0 pontos)

A relação entre aprendizagem de língua e stress pode ser respondida do ponto de vista psicológico como um caso de sobrecarga alostática. A alostase por resposta ao stress é a capacidade do corpo de se adaptar por meio de eventos estressantes. Os sistemas adaptativos ou alostáticos podem ser excessivamente estimulados ou não funcionar bem, gerando a sobrecarga. No caso de imigrantes, que enfrentam condições estressantes diariamente, isso pode ser de natureza instrumental ou ambiental, como barreiras linguísticas e falta de acesso à educação; de natureza social ou interpessoal, como perda de contatos e de status social; e de natureza societal, como discriminação ou estigma. O processo de aculturação pode gerar stress e, por acúmulo, causar a sobrecarga alostática.

4. Considerando os textos 1 e 2, estabeleça pontos de contato entre eles no tocante à aprendizagem de língua em situações de vulnerabilidade. (30,0 pontos)

Embora o primeiro texto enfoque mais precisamente as questões sociopedagógicas da educação em língua materna em contextos multiculturais e o segundo aborde mais especificamente as questões comportamentais do aprendizado de língua estrangeira em contextos de imigração, ambos enfatizam as especificidades em se lidar com outros povos e suas respectivas culturas, delineando contextos de assimetria cultural e social que podem gerar lapsos de aprendizagem, como apontado no texto 1, ou podem gerar stress, como apontado no texto 2. Em ambos os textos há uma discussão sobre a educação, mais especificamente sobre o ensino de línguas, para estudantes em situações adversas de aprendizagem, o que traduz sua vulnerabilidade cultural e/ou social.
