



EDITAL Nº 25 – CONCURSO PÚBLICO, DE 03 DE JUNHO DE 2016

Processo nº 23116.004228/2016-42

Unidade Acadêmica: Instituto de Letras e Artes – ILA

Programa das Provas¹

1 The construct of identity and its implications for the processes of learning and teaching English as a Foreign Language (EFL).

2 Teaching ESP (English for Specific Purposes) within the context of Brazilian universities.

3 Devising English language classes within the framework of CAAL (Computer Assisted Language Learning): challenges created by New Information Technologies (NTI).

4 The teaching and assessment of Phonetics and Phonology in English language instruction.

5 Teaching reading comprehension and writing skills to learners of English as a Foreign Language (EFL) in higher education.

6 Teaching listening and speaking skills to learners of English as a Foreign Language (EFL) in higher education.

7 Second language acquisition theories and the teaching of English as a Foreign Language (EFL) to prospective teachers enrolled in English Teaching Programs.

8 The evolution of the concept of culture within the field of Applied Linguistics and its implications for the processes of learning and teaching English as a Foreign Language (EFL).

9 Recent perspectives on the social dimensions that shape Teaching of English as a Foreign Language (TEFL) in schools and universities.

10 Concepts of language, text and discourse in the classroom.

¹ As provas do certame serão realizadas em Língua Inglesa.

Bibliografia Sugerida

- ATKINSON, D. *Alternative approaches to second language acquisition*. New York: Routledge, 2011.
- BAUMAN, Z. *Identidade*. Rio de Janeiro: Zahar, 2004.
- BLOCK, D. Globalization and language teaching. *ELT Journal*, v. 58, n. 1, p. 75-77, 2004.
- BLOCK, D.; CAMERON, D. Introduction. In: BLOCK, D.; CAMERON, D. (Eds.) *Globalization and language teaching*. London: Routledge, 2002.
- BLOCK, D. *Second language identities*. New York: Continuum, 2007.
- BRAGA, D. B.; COSTA, L. A. O computador como instrumento e meio para o ensino/aprendizagem de línguas. *Trabalhos em Linguística Aplicada*, n. 36, p. 61-79, 2000.
- BRICE, C.; SILVA, T. Research in teaching writing. *Annual Review of Applied Linguistics*, n. 24, p. 70-106, 2004.
- BROWN, D. *Teaching by Principles: an interactive approach to language pedagogy*. Prentice Hall Brasil, 2007.
- BRUCE, I. *Academic writing and genre: a systematic analysis*. New York: Continuum, 2008.
- BURNS, A.; COFFIN, C. (Eds.). *Analysing English in a Global Context. A Reader*. London: Routledge, 2001.
- CALDAS-COULTHARD, C. R. Da análise do discurso à análise crítica do discurso: introduzindo conceitos. In C. R. Caldas-Coulthard and L. Sciar-Cabral (Eds.), *Desvendando discursos: conceitos básicos*. Florianópolis: Ed. da UFSC, 2008.
- CANDLIN, C. N.; MERCER, N. (Eds.). *English language teaching in its social context. A Reader*. Routledge: The Open University and Macquarie University, 2001.
- CARTER, R.; NUNAN, D. *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press, 2001.
- CELANI, M.A.A. *et al. ESP in Brazil: 25 years of evolution and reflection*. Campinas, SP: Mercado de Letras; São Paulo: EDUC, 2005.
- CHOULIARAKI, L.; FAIRCLOUGH, N. *Discourse in Late Modernity. Rethinking Critical Discourse Analysis*. Edinburgh: Edinburgh University Press, 1999.
- CRYSTAL, D. *English as a global language*. Cambridge: Cambridge University Press, 2003.
- DALE, P.; POMS, L. *English pronunciation for international students*. Englewood Cliffs: Prentice Hall, 1994.
- DIONÍSIO, A. P; MACHADO, A. R.; BEZERRA, M. A. *Gêneros textuais & ensino*. Rio de Janeiro: Lucerna, 2002.

- DUDENEY G.; HOCKLY, N. *How to teach English with technology*. London: Pearson Longman, 2007.
- DUDLEY-EVANS & ST. JOHN, M. J. *Developments in English for Specific Purposes: a multi-disciplinary approach*. Cambridge: Cambridge University Press, 1998.
- EGBERT, J; PAULUS, TM; NAKAMICHI, Y. The impact of CALL instruction on classroom computer use: a foundation for rethinking technology in teacher education. *Language Learning & Technology*. v. 6, n.3, p. 108-126, 2002.
- ELLIS, R. Current issues in the teaching of grammar: an SLA perspective. *TESOL Quarterly*, v. 40, n. 1, 83-107, 2006.
- FOTOS, S.; NASSAJI, H. Current developments in research on the teaching of grammar. *Annual Review of Applied Linguistics*, n. 24, p. 126-145, 2004.
- GRUBA, P. Computer assisted language learning (CALL). In: DAVIES, A.; ELDER, C. (Eds.) *The handbook of applied linguistics*. Oxford: Blackwell Publishing, 2004.
- HARMER, J. *How to teach English*. New York, 2001.
- HARMER, J. *The Practice of English Language Teaching* (4 ed.) Harlow: Longman, 2006.
- HYLAND, K. *Teaching and researching writing*. London: Longman/Pearson, 2002.
- HYLAND, K. *Genre and second language writing*. Ann Arbor: University of Michigan Press, 2004.
- HYLAND, K. *English for academic purposes: an advanced resource book*. London: Routledge, 2006.
- HUTCHINSON, T. & WATERS, A. *English for specific purposes: a learning-centred approach*. Cambridge: Cambridge University Press, 1987.
- JOHNS, A. M. The future of genre in L2 writing: fundamental, but contested, instructional decisions. *Journal of Second Language Writing*, n. 20, p. 56-68, 2011.
- LYNCH, T. Theoretical perspectives on listening. *Annual Review of Applied Linguistics*, n. 18, p. 3-19, 1998.
- MACALISTER, J. Today's teaching, tomorrow's text: exploring the teaching of reading. *ELT Journal*, v. 65, n. 2, p. 161- 169, 2011.
- NORTON, B. Second language Identity. In: BROWN, K. (Ed.) *Encyclopedia of language and Linguistics*. Oxford: Elsevier, 2006.
- NUNAN, D. Teaching grammar in context. *ELT Journal*, v. 52, n. 2, p. 101-109, 1998.
- O'KEEFFE, A.; McCARTHY, M. Research in the teaching of speaking. *Annual Review of Applied Linguistics*, n. 24, p. 26-43, 2004.
- PALTRIDGE, B. Academic writing. *Language Teaching*, n. 37, p. 87-105, 2004.
- RAMOS, R.C.G., Gêneros textuais: uma proposta de aplicação em cursos de inglês para fins específicos. *The ESPECIALIST*, São Paulo, v.25, n. 2, p. 107-129, 2004.

RAMOS, R.C.G., LIMA LOPES, R., GAZOTTIVALLIM, M.A., Análise de necessidades: identificando gêneros acadêmicos em um curso de leitura instrumental. *The ESpecialist*, São Paulo, v. 25, n. 1, p. 1-29, 2004.

RICHARDS, J. C.; NUNAN, D. (Eds.) *Second language teacher education*. Cambridge: Cambridge University Press, 1990.

RICHARDS, J. C. *Beyond Training*. Perspectives on language teacher education. Cambridge: Cambridge University Press, 1998.

SIEGEL, J. Exploring L2 listening instruction: examinations of practice. *ELT Journal*, v. 68, n. 1, p. 22-30, 2014.

SWALES, J. Genre Analysis: *English in academic and research settings*. Cambridge, Cambridge University Press, 1990/1993.

UR, P. Grammar teaching: research, theory, and practice. In: HINKEL, E. (Ed.) *Handbook of research in second language teaching and learning*. New York: Routledge, 2011.

VANDERGRIFT, L. Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, n. 24, p. 3-25, 2004.

VAN LEEUWEN, T. *Introducing social semiotics*. New York: Routledge, 2005.

ZIMMER, M. C.; SILVEIRA, R.; ALVES, U. K. *Pronunciation instruction for Brazilians: bringing theory and practice together*. Newcastle: Cambridge Scholars Publishing, 2009.

Profa. Dra. Elisabete Andrade Longaray

Presidente da Banca Examinadora

Rio Grande, 11 de maio de 2016.

A via original deste documento encontra-se assinada.