

## Exame de Proficiência

2023.2

Inglês

Ciências Humanas e Sociais

### Instruções

1	Confira se os dados contidos na parte inferior desta capa estão corretos e, em seguida, assine no espaço reservado para isso. Se, em qualquer outro local deste Caderno, você assinar, rubricar, escrever mensagem, etc., será excluído do Exame.
2	Este Caderno contém 5 questões discursivas referentes à Prova da Língua Estrangeira escolhida pelo candidato. Não destaque nenhuma folha.
3	As respostas às questões deverão ser redigidas <b>em PORTUGUÊS</b> .
4	Se o Caderno estiver incompleto ou contiver imperfeição gráfica que impeça a leitura, solicite imediatamente ao Fiscal que o substitua.
5	Será avaliado apenas o que estiver escrito no espaço reservado para cada resposta, razão por que os rascunhos não serão considerados.
6	Escreva de modo legível, pois dúvida gerada por grafia, sinal ou rasura implicará redução de pontos.
7	<b>Só será permitido o uso de dicionário INGLÊS/INGLÊS.</b>
8	A Comperve recomenda o uso de caneta esferográfica, confeccionada em material transparente, de tinta preta. Em nenhuma hipótese se avaliará resposta escrita com grafite.
9	Utilize para rascunhos o verso de cada página deste Caderno.
10	Você dispõe de, no máximo, três horas, para responder as 5 questões que constituem a Prova.
11	Antes de retirar-se definitivamente da sala, devolva ao Fiscal este Caderno.

Assinatura do Candidato: \_\_\_\_\_

As questões de 01 a 05, cujas respostas deverão ser redigidas EM PORTUGUÊS, referem-se ao texto abaixo.

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## **SPEAKING IN NOBODY'S MOTHER TONGUE: ENGLISH IMMERSION AT HOME AS A FAMILY LANGUAGE POLICY**

*Ana Belén Alarcón Utrera, Esther Nieto Moreno de Diezmas*

At the present time, and more than ever before, English proficiency has emerged as one of the most essential qualities to obtain a good position in the labour market. In this context, aware of the importance of English as a vehicle for social and economic mobility (Ricento, 2015), more and more families feel school is not enough (Nieto Moreno de Diezmas and Custodio Espinar, 2022) and, as 'linguistic entrepreneurs' (De Costa et al., 2020), they need to take responsibility for their children's English language learning and invest their personal and economic capital (Alarcón Utrera & Nieto Moreno de Diezmas, in press). This linguistic enterprise promotes a specific type of child bilingualism that is exogenous to the acquired language. It is a deliberate choice that is being made in their usage, also intentional use (Babatsouli, 2022). In fact, this linguistic entrepreneurship is becoming a new facet of 'good parenting', since 'good parents' spare no effort to provide their children with the necessary tools to have better experiences in their educational and professional life, and in this vein, to acquire English proficiency plays a central role in the collective imagination of the families.

The aspiration of families in this regard is for their children to acquire a strong command of English, and to attain this goal, they mobilise several practices to create immersion environments at home. These include the use of English as the language for communication at home (and in some cases, also outside), even if it is not the mother tongue of any of the family members and it is not a society language either. This phenomenon has been labelled as non-native bilingualism (Nieto Moreno de Diezmas and Alarcón Utrera, 2022), and has also received other denominations such as intentional bilingualism (Hurajová, 2020), and elective bilingualism (Valdés and Figueroa, 1994), terms that highlight the intentional effort and election to use a non-native language in the children upbringing, and to prepare them for integration into an increasingly multilingual and multicultural society (Babatsouli, 2019). Thus, this study aims at exploring different facets of this increasing trend of intensified involvement of families in their children language education.

### **Language strategies**

The study reflects the different bilingual strategies followed by families to support bilingualism. The most popular strategy among participants is "time & place" (T&P), which consists in using English regularly at a specific time or place (for example during the meals, during playtime, for the story before bedtime, etc.). Other techniques are "OPOL" (one parent, one language), i.e., one parent speaks in Spanish, the native language, and the other one in English, and the so-called strategy "bilingual siblings" (BS), in which older siblings communicate in English with the younger ones.

### **Conclusion**

As the study reflects, in a society marked by the importance of individual competitiveness, English proficiency has become a consumer good which produces profitable outcomes. Consequently, it is becoming quite popular in Spain that families intensively involve in their children's English learning by creating immersion environments at home and exposing their children to English at an early age, even if none of the parents are native speakers of this language. Thus, to ensure a brighter future for their children, parents take a decisive step and act as linguistic entrepreneurs, thereby providing enriched immersion scenarios at home, including non-native bilingualism. Families follow different bilingual strategies such as time and place (T&P), "bilingual siblings" (BS) and "one place one language" (OPOL), which parents combine

with different bilingual practices such as storytelling, listening to songs, doing attractive activities with the children, or using apps. All this, to integrate and maximize the exposure to the target language, to strengthen motivation and self-confidence as well as children's enjoyment of languages and other cultures. All the bilingual practices implemented by parents make up a family language policy which entails considerable personal and, in some cases, financial investment, but are nevertheless adopted, since parents feel this is what “good parents” are expected to do, in order to offer their children a prosperous future in an increasingly multilingual and multicultural society.

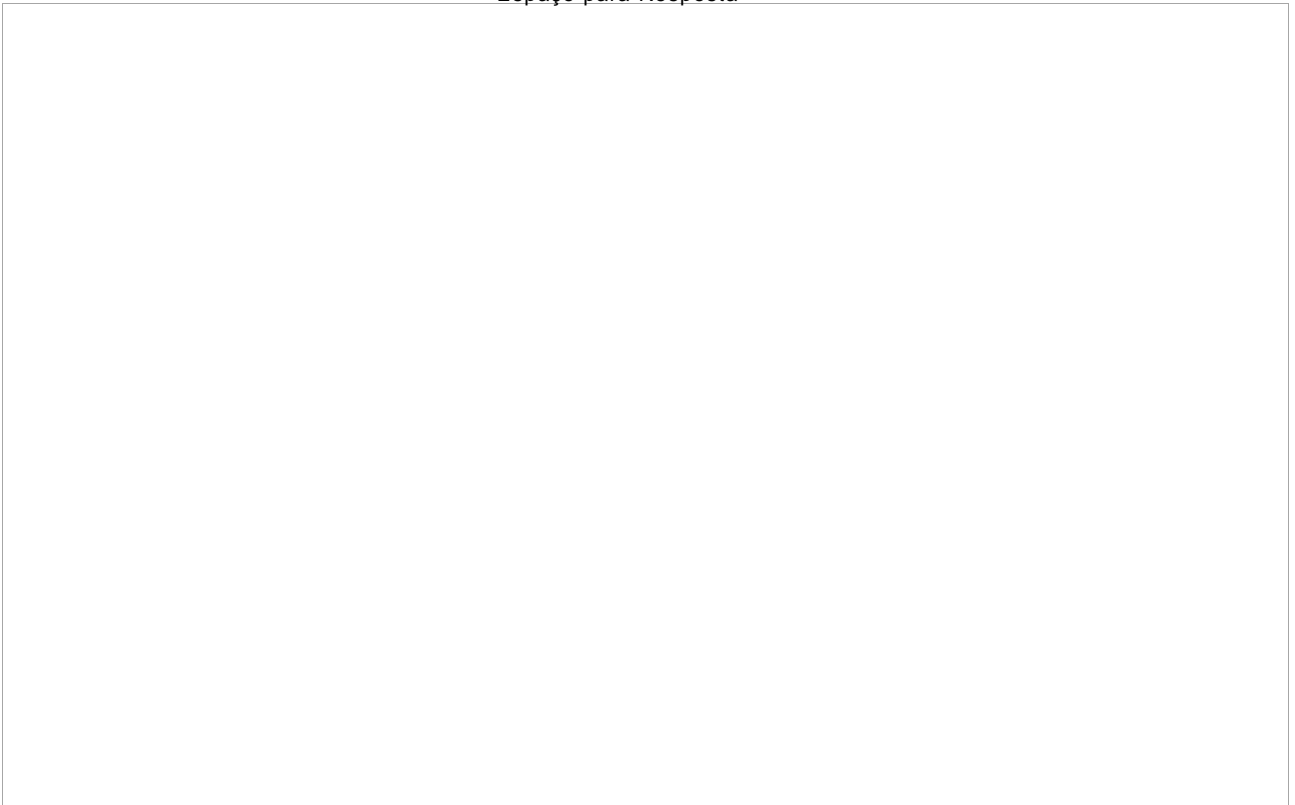
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**Question 1**

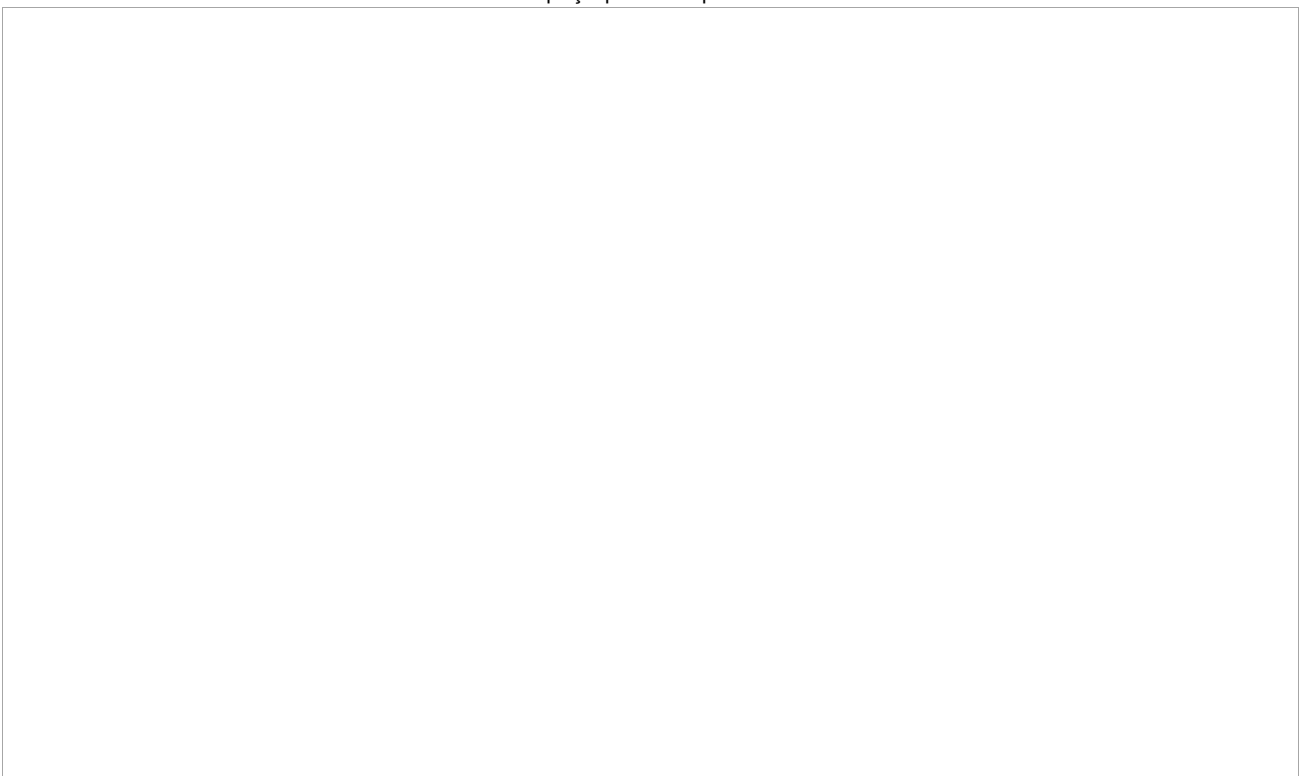
Present the objective(s) of the present research.

Espaço para Resposta

**Question 2**

Discuss, according to the text, what the term non-native bilingualism emphasizes in the context of “good parenting.”

Espaço para Resposta



**Question 3**

Based on the text, explain the three language strategies used by families to support bilingualism.

Espaço para Resposta

**Question 4**

Write about the reasons, according to the results of the research, why families follow different language strategies and language practices in this bilingual context.

Espaço para Resposta

### Question 5

Translate the excerpt below. The translated text should be clear and accurate in terms of structure and meaning.

*At the present time, and more than ever before, English proficiency has emerged as one of the most essential qualities to obtain a good position in the labour market. In this context, aware of the importance of English as a vehicle for social and economic mobility, more and more families feel school is not enough and, as 'linguistic entrepreneurs', they need to take responsibility for their children's English language learning and invest their personal and economic capital. This linguistic enterprise promotes a specific type of child bilingualism that is exogenous to the acquired language.*

Espaço para Resposta