*Seu modelo de prova está na página seguinte

Curso de Inglês Instrumental Online

preparatório para Provas de Proficiência do Mestrado e Doutorado com Certificado de Proficiência

SAIBA MAIS

ufjf | PROGRAMA DE PÓS-GRADUAÇÃO EM LINGUÍSTICA

SELEÇÃO DE DOUTORADO EM LINGUÍSTICA –TURMA 2020

EXAME DE PROFICIÊNCIA EM LÍNGUA INGLESA

GABARITO

Candidato 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 que está sendo perguntado, com base no conteúdo do texto.
3. Procure expressar-se de maneira clara e eficiente.
4. O limite de espaço para cada resposta é de meia página.
5. As respostas deverão ser escritas à tinta, na folha de almaço entregue juntamente a essa prova.
6. É facultado o uso de dicionários bilíngues e/ou monolíngues, que não poderão ser compartilhados entre os candidatos.
7. O tempo de duração da prova é de 3 (três) horas.

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Leia o texto *"Research Foundations"*, de autoria de Paul G. Zimbardo, extraído de Richard-Amato, P. A. **Reading in the content areas**: an interactive approach. NY: Longman, 1990 e responda as questões a seguir:

Many of us have read studies about what humans tend to do in certain situations. They may react to stress in a laboratory environment or respond to hypothetical questions about dating habits. However, we may not have given much thought to the means by which these studies were accomplished. Read this selection to get a bird's-eye view of the research that currently is being carried out to discover more about human behavior.

RESEARCH FOUNDATIONS

PHILIP G. ZIMBARDO

Research in science is a systematic search for information. It is based on the scientific method, which is a set of attitudes and procedures for gathering and interpreting objective information in such a way as to minimize sources of error and yield dependable generalizations. Scientific knowledge is built on a base of empirical evidence—that is, evidence obtained through the observation of perceivable events, or *phenomena,* rather than just from opinions or beliefs or statements by an authority.

Psychological research is the *how* of what is known in psychology. Basic to research in psychology, as in other sciences, are (a) keeping complete records of observations and data analysis in a format that other researchers can understand and evaluate; (b) communicating one's findings and conclusions in ways that allow independent observers to replicate (repeat) the findings; and (c) building knowledge as new findings are integrated into previous ones.

Psychology is a *behavioral* science because what is observed is either actual behavior, as when the speed of responding to a stimulus is measured, or the products of behavior, as when the drawings of children are observed. But behavior occurs in many forms and guises that often elude any ready explanation. Researchers ideally will insist on adequate supporting evidence for any conclusion while being open to the possibility that what is already "known" may turn out to be inaccurate. . . .

Definitions and Clues

stimulus: Anything that causes or is thought to cause a response. (Stimuli is the plural).

guises: (pronounced guys-es) Outward appearances (similar to disguises).

BASIC METHODS FOR GATHERING DATA

All research methods in psychology are based on observation of behavior. They range from observation of natural, ongoing behavior in unrestricted settings to observation under focused, highly controlled, artificial conditions where the researcher changes the stimulus conditions and limits the responses that are possible. The five methods often used in psychological research are naturalistic observation, surveys, interviews, tests, and controlled experiments . . .

Naturalistic Observation

Observing some naturally occurring behavior with no attempt to change or interfere with it is called naturalistic observation. For example, you might sit behind a one-way glass and observe preschoolers' play without their knowing you were there. You might simply record the ongoing behavior you noticed and considered worth recording. Or you might focus on particular factors in the situation, such as how often each child initiates an interaction with another or how often each child is chosen as a play partner. Any such factor that varies in amount of kind is called a variable. You would find that the children differ greatly regarding these variables. From your observations of each child's interaction patterns, you might make inferences about popularity or social isolation. Or you might look for other variables in the situation—for example, other behaviors or stimulus conditions that were often associated with initiating play behavior or being chosen.

Naturalistic observation can be conducted in the laboratory or in the "field," which is any setting outside the laboratory where there is ongoing, "natural" behavior to be observed . . .

Naturalistic observation is especially useful in the early stages of an investigation for discovering the extent of some phenomenon or getting an idea of what the important variables and relationships might be. The data from naturalistic observation often provide clues for the investigator to use in formulating a hypothesis to test by other research methods.

Surveys

A survey is a method of gathering information from a large number of people. Self-report information is gathered in response to a list of questions that follows a fixed format. Questioning may be done face-to-face or by mail or telephone. The information gathered is fairly superficial and easily scorable. Questions may be about the individuals' knowledge, attitudes, opinions, feelings, expectations, or behavior.

Surveys can be helpful in establishing how strong a particular reaction is among a given population of people, how widespread a problem is, or what the significant issues are from the viewpoint of the public. A summary of survey data on what types of people and situations make college students feel shy is shown in the table.

Interviews

An interview is a face-to-face dialogue between a researcher and an individual for the purpose of obtaining detailed information about the individual. Interviews conducted for research purposes are interactive, in that the researcher varies the questioning to follow up on what the individual says; nonverbal behavior such as fidgeting, hesitation, or emotionality are also part of the data recorded. The interviewer is sensitive to the process of the interaction as well as to the information revealed.

Good interviewers are able to establish *rapport,* a positive social relationship with the interviewee that encourages trust and sharing of personal information. In some cases, data may be accumulated over many interviews.

Psychological Tests

Psychological tests are measuring instruments used to assess an individual's standing relative to others on some mental or behavioral characteristic, such as intelligence, vocational interests, values, aptitudes, or scholastic achievement. Each test consists of a set of questions, problems, or activities, the responses to which are assumed to be indicators of a particular psychological function. Where feasible, group tests permit information to be obtained quickly from large numbers of people without the cost of trained individuals to administer the tests.

Typically, test performance is used to predict how the person will probably behave in a particular later situation. For example, SAT scores are predictors of grades in college; scores on a test of mechanical ability indicate which individuals are highest in the abilities needed for mechanical work . . .

The Controlled Experiment

A controlled experiment is a research method in which observations are made of specific behavior under systematically varied conditions. The investigator manipulates one or more stimulus variables and observes the effects on one or more behaviors. Controlled experiments are used for testing hypotheses. They help determine how two or more variables are related and whether there is a cause-effect relationship between them—that is, between a particular condition and a later response.

In the simplest experiment, the form or amount of one stimulus variable is changed systematically under carefully controlled, often quite restrictive, conditions, and a response variable is observed to see if it changes, too. The stimulus that is changed and used to predict the response is called the independent variable. The response is the unit of behavior whose form or amount is expected to *depend* on the changes in the independent variable; it is called the dependent variable . . .

To determine that it is *only* the independent variable, and not other factors, that is causing the behavioral change, the experimenter attempts to control or at least account for the effect of all extraneous conditions. This can be done in three ways: through the use of experimental and control groups, random assignment, and controlled procedures.

The subjects in an experiment are the individuals whose behavior is being observed. They are assigned to either the experimental group—the group exposed to the independent variable—or to the control group—the group exposed to all the conditions of the experiment *except* for the independent variable. Subjects are assigned to a group by a chance procedure called random assignment (similar to flipping a coin). Each subject thus has an equal chance of being in either the experimental or the control group. The purpose of random assignment is to make the different groups in the experiment as similar as possible before they are exposed to the independent variable. In this way, if behavioral differences are found between these groups, the differences can be attributed to the presence or absence of the independent variable and not to some initial difference in ability or experience, for example.

Another aspect of control in scientific experiments is the use of *controlled procedures,* procedures that attempt to hold constant all variables and conditions other than those related to the hypothesis being tested. Instructions, temperature, time allowed, how the responses are recorded, and so on need to be as similar as possible for all subjects to ensure that their experience is the same *except for* the difference in the independent variable.

An example of a controlled experiment is outlined in the *Close-up* below . . .

Although we learn about behavior from a number of sources, the cornerstone of scientific psychology is the controlled experiment. Yet it is not always possible to perform experiments to test hypotheses. Sometimes the phenomenon is too broad to be reduced to specific variables that can be manipulated (e.g., mob behavior or the effects of excessive environmental overload). Or the independent variable cannot be manipulated for practical reasons (e.g., the effects of being in love or of being divorced) or for ethical reasons (e.g., heredity in humans or reactions to extreme stress).

1. Com base na introdução do texto, no título e nos dois primeiros parágrafos, responda: qual é o tema discutido pelo autor do texto? (10)

O texto busca discutir as bases para as pesquisas científicas, questionando-nos sobre como tais estudos são conduzidos/realizados, visto que tendemos a nos ater aos resultados ou benefícios de tais pesquisas, sem nos questionar sobre os processos ou métodos utilizados, para, por exemplo, observar o comportamento humano. Dessa forma, o conhecimento científico é produzido com base em evidência empírica, por meio da observação de fenômenos. Na pesquisa em psicologia, por exemplo, como em outras ciências, é preciso (i) manter registros de observações e análise de dados em formatos que possam ser acessados e avaliados; (ii) divulgar achados e conclusões de modo que outros possam replicar/repetir os resultados; (iii) consolidar conhecimento

que se integre aos estudos já divulgados.

2. Com base no texto, é correto afirmar que a Psicologia é uma ciência comportamental? Discuta. (20)

   Embora a Psicologia seja considerada uma ciência comportamental, no sentido de que o que é observado é um comportamento de fato, como a velocidade com que se responde a um estímulo, ou o produto de um estímulo, como o desenho de uma criança, o comportamento em si é algo que exibe manifestações diversas, as quais inibem/coibem qualquer explicação pronta e simplista. Sendo assim, embora baseado em evidências adequadas, pode haver imprecisões que exijam do pesquisador maior rigor em suas conclusões.

3. Caracterize e exemplifique o método denominado "Naturalistic Observation", segundo o texto. (30)

   A observação naturalista/em ambiente natural, que pode ser realizada em laboratório ou "em campo", é um método que não pressupõe qualquer tipo de mudança ou intervenção no comportamento observado. É o caso de se observarem crianças brincando através de uma parede de vidro, sem que saibam que estão sendo observadas. O pesquisador poderia gravar o comportamento observado e desejado, ou se concentrar em aspectos da interação. Assim, ao iniciar uma brincadeira, escolhendo seu par, a criança irá fornecer ao pesquisador uma variável a ser considerada, possibilitando ao pesquisador realizar inferências sobre o padrão de interação, por exemplo, se a criança é popular ou tende a se isolar. Finalmente, tal método tende a ser usado em estágios iniciais da pesquisa, para se determinar as variáveis relevantes e suas relações para o estudo, bem como fornecer pistas para a formulação de hipóteses a serem testadas por outros métodos.

4. De que forma(s) este método difere do "Controlled Experiment"? (20)

   Diferentemente da observação naturalista, que não pressupõe controle ou intervenção no ambiente observado e, por consequência, no comportamento analisado, prestandose, desse modo, a fornecer insights sobre o comportamento e possibilitar o levantamento de hipóteses, em um experimento controlado, as observações sobre um dado comportamento são realizadas sob condições sistematicamente variadas em que cada uma das variáveis é manipulada pelo pesquisador de forma a observar os seus efeitos sobre os distintos comportamentos. O experimento controlado é um dos métodos usados para testar hipóteses, determinando se há – e qual é - a relação causal entre as variáveis envolvidas, isto é, entre uma condição específica e sua consequente resposta.

5. Compare e contraste os métodos "Surveys" e "Interviews". (20)

   As pesquisas estatísticas (surveys) reúnem informações de um grande número de pessoas. Tais informações são relativamente superficiais e facilmente computáveis. As questões podem versar sobre o conhecimento, as atitudes, as opiniões, os sentimentos, as expectativas ou o comportamento do indivíduo. Elas podem ajudar a definir a intensidade com quem uma determinada reação ocorre em uma população de participantes, a frequência com que um determinado problema ocorre e quais as questões relevantes sob um dado ponto de vista por parte dos participantes. As entrevistas, por outro lado, são um diálogo face-a-face entre o pesquisador e o indivíduo, com o objetivo de se obter informação detalhada. As entrevistas são interativas e dependentes das respostas do entrevistado, levando o entrevistador a reagir à informação fornecida.