

***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





PROGRAMA DE PÓS-GRADUAÇÃO EM ESTUDOS DA LINGUAGEM

Exame de seleção – Mestrado e Doutorado 2016/2

PROVA DE PROFICIÊNCIA EM LÍNGUA INGLESA

Código do(a) candidato(a): _____ Data: ____ / ____ / ____.

Antes de dar início à sua prova, observe as seguintes determinações:

1. É terminantemente proibido o uso de qualquer aparelho eletrônico durante o certame, portanto, os aparelhos celulares devem ser desligados e guardados, assim como os relógios.
2. É vedado o registro da prova por qualquer meio (foto, áudio, vídeo, etc.).
3. O tempo de duração da prova será indicado aos participantes na lousa.
4. Este exame de proficiência em língua inglesa consta de 03 textos e de 10 questões. Confira se seu caderno de prova está assim composto.
5. Cada questão vale 1,0 ponto. As respostas devem ser redigidas integralmente em língua portuguesa.
6. A interpretação faz parte da prova, portanto, não serão aceitas como respostas meras traduções dos textos, exceto se a questão assim o exigir.
7. É permitido o uso de dicionários impressos.
8. As respostas devem ser escritas a caneta, com tinta azul ou preta.
9. Não serão respondidas dúvidas sobre o conteúdo dos textos do caderno de prova.
10. As linhas destinadas em cada questão são suficientes para as respostas, sendo assim, não devem ser ultrapassadas, sob pena de nulidade da resposta que exceder as linhas.

Leia o texto 1, a seguir, e responda às questões de 1 a 3.

- 1) Explique, com base no recorte do texto, a escolha do título “The research we need in teacher education”.

- 2) Por que o termo “innovations” (linha 6) está entre aspas? Justifique sua resposta de acordo com o texto.

- 3) Quais deveriam ser os objetivos da formação de professores?

O texto 1 refere-se às questões 1, 2 e 3:

Editorial

The Research We Need in Teacher Education

Maria Teresa Tatto¹, Gail Richmond²,
and Dorinda J. Carter Andrews²

Prompted by internal and external criticism, demands for accountability, and an authentic desire to better understand processes associated with learning to teach, the field of teacher education—and more specifically, of teacher preparation—is experiencing a vigorous period of change. In some cases, this has resulted in “innovations”—such as current proposals to evaluate and regulate teacher education and preparation programs, reform of the requirements to attain qualified teacher status (QTS), and the creation of systems for evaluating teacher effectiveness—that have been enacted without evidence of potential effectiveness. In addition, because different communities or networks operate using different rules and instruments to achieve intended goals, a persistent problem with respect to teacher education policy and practice is a lack of coherence leading to contradictions in the system.

For instance, in the United States alone, a number of complex networks shape policy and practice in teacher education; these include, but are not limited to, university and non-university-based teacher educators, schools’ policies and practices, including mentoring and induction, educational researchers with diverse scholarly backgrounds (e.g., political science, economics), accreditation agencies such as Council for the Accreditation of Educator Preparation (CAEP), regulatory agencies at the local and federal levels such as the U.S. Department of Education (USDOE), and private advocacy groups such as the National Council on Teacher Quality (NCTQ).

The resolution of contradictions that have emerged out of raising and addressing policy and practice questions in teacher education has in some cases served to move the field forward, but in other cases, has done just the opposite. An international case in point is in England, where the Department for Education has introduced a proposal to reform the current “Qualified Teacher Status” which, if implemented, would effectively transfer the responsibility to judge when a teacher is qualified from university-based teacher education to the school’s headmaster after first undergoing a significant period of school teaching. In some cases, these contradictions are far from resolution as advances in related areas of knowledge and practice (e.g., cognitive science) have revealed the enormous complexity inherent in teaching and in learning to teach. These findings bring into question traditional ways of knowing in teacher education as

well as current notions of what it means to be an effective teacher and by extension, what constitutes an effective teacher education/preparation program.

The role of research at this moment has never been more important as a vehicle that can facilitate learning by examining and reflecting on the “construction and resolution of continuously evolving contradictions” (Engeström, 1987, p. 79).

Contradictions in Teacher Education and the Role of Research

Globally and from a cultural and historical standpoint, teacher education has often involved the resolution of contradictions created by questioning, implementing, and reflecting on the system. The most prominent of these are what the goals and purposes of teacher education should be, who should teach and what should teachers know and be able to do, where and how should teachers be prepared, and how quality can be secured, evaluated, and reported.

In the sections that follow, each of these issues is “unpacked” with respect to the need for research evidence to inform policy and practice directed at improving the preparation and ongoing development of effective teachers.

What Should Be the Goals of Teacher Education?

Much discussion has occurred around whether teacher education’s key goal is to prepare teachers as autonomous professionals able to adapt the curriculum to the diverse needs of students guided by a strong moral compass, whether teacher preparation should be focused on equipping teachers with technical expertise capable of effectively enacting the curriculum and managing classrooms (e.g., differentiating across ability levels), and whether teaching can be considered a craft that evolves through apprenticeship and on-the-job experience. Although many of these goals are not

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As questões 4, 5, 6 e 7 referem-se ao texto que segue

TEXTO 2

Regional Dialects

Regional variation in the way a language is spoken is likely to provide one of the easiest ways of observing variety in language. As you travel throughout a wide geographical area in which a language is spoken, and particularly if that language has been spoken in that area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of words, and in syntax. There may even be very distinctive local colorings in the language which you notice as you move from one location to another. Such distinctive varieties are usually called *regional dialects* of the language. As we saw earlier (p. 28), the term *dialect* is sometimes used only if there is a strong tradition of writing in the local variety. Old English and to a lesser extent Middle English had dialects in this sense. In the absence of such a tradition of writing the term *patois* may be used to describe the variety. However, many linguists writing in English tend to use *dialect* to describe both situations and rarely, if at all, use *patois* as a scientific term. You are likely to encounter it only as a kind of anachronism, as in its use by Jamaicans, who often refer to the variety of English spoken on the island as a 'patois.'

The *dialect-patois* distinction actually seems to make more sense in some situations, e.g., France, than in others. In medieval France, a number of languages flourished and several were associated with strong literary traditions. However, as the language of Paris asserted itself from the fourteenth century on, these traditions withered. Parisian French spread throughout France, and, even though that spread is still not yet complete (as visits to such parts of France as Brittany, Provence, Corsica, and Alsace will confirm), it drastically reduced the importance of the local varieties: they continue to exist largely in spoken forms only; they are disfavored socially and politically; they are merely *patois* to those who extol the virtues of Standard French. However, even as these varieties have faded, there have been countervailing moves to revive them as many younger residents of the areas in which they are spoken see them as strong indicators of identities they wish to preserve.

Wardhaugh, R. *An Introduction to Sociolinguistics*. Malden, MA: Blackwell Publishing, 5th Edition. 2006, p. 43-44.

4) Quais as características no texto de “dialetos regionais da língua”?

5) Segundo o autor, qual o principal motivo para o empreendimento de esforços para a recuperação de variações linguísticas locais?

6) Quais as consequências da expansão da variação linguística padrão em detrimento das variações locais?

7) Explique o uso dos termos patois e dialeto, segundo o texto.

Leia o texto 3 e responda às questões de 8, 9 e 10.

TEXTO 3



PART I

SETTING THE SCENE

This introductory section seeks to provide the context for the topics discussed in this book. It asks: why does qualitative research matter and by whom should it be judged?

In the six years since the third edition of this book appeared, qualitative researchers have increasingly acknowledged that we live in an electronic, digitally mediated age. This new edition, therefore, now devotes a vastly expanded section to the new technologies emerging from the internet. Chapter 1 outlines these and other changes to this book. It also argues that qualitative research is not simply a set of techniques but a theoretically driven enterprise, different from but complementary to quantitative research.

Michael Bloor's chapter locates qualitative research within the wider community. It asks whether we should or can influence how society works. Bloor's concern with the responsibility of researchers is taken up by Anne Ryen's chapter on research ethics. She shows that working in the field involves emergent ethical dilemmas which are different from survey research and cannot be sorted out at the outset. This means that the underlying biomedical model of most guidelines with their 'audit culture' may unduly simplify the social world as understood by qualitative researchers.

SILVERMAN, D. (Ed.). *Qualitative Research*. ¹ Los Angeles: Sage, 2016.

8) Qual a edição da obra?

9) De que se trata o Capítulo 1 da obra?

10) Identifique e explique a tônica do Capítulo de Anne Ryen.

¹ A edição da obra foi omitida por configurar questão da prova.