



SERVIÇO PÚBLICO FEDERAL
MINISTÉRIO DA EDUCAÇÃO
INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DO AMAZONAS
DIRETORIA DE EXTENSÃO, RELAÇÕES EMPRESARIAIS E COMUNITÁRIAS – DIREC
CENTRO DE IDIOMAS DO IFAM – CIIFAM/CMC

EXAME DE PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

EDITAL Nº 11, DE 21 DE AGOSTO DE 2017

Nome completo: _____

Data: 25/10/2017

Horário: 9:00

Este exame tem como objetivo principal comprovar sua proficiência em leitura e compreensão em língua inglesa, para tanto:

- _ Leia, atentamente, os textos e as questões que a eles se referem.
- _ Responda as questões com base nas informações do texto.
- _ Use o dicionário, se desejar.
- _ Nas questões de múltipla escolha, assinalar uma única opção.
- _ As questões 4,5 e 10 deverão ser respondidas em Língua Portuguesa.
- _ A duração da prova é de 2 (duas) horas.

Para realizar este exame:

- _ Use caneta azul ou preta;
- _ Rubrique todas as folhas da prova;
- _ Não é permitido o uso de dicionários eletrônicos ou qualquer outro equipamento eletrônico;
- _ Não é permitido emprestar dicionários.

Espaço reservado para Avaliação Final

() Proficiente

() Não Proficiente

Leia o Texto I com atenção e escolha a alternativa adequada para as questões de (1) a (3).

TEXTO I

The “Virtual Classroom” Professor

By Donna L. Rogers

Many educators question the legitimacy of online courses (Mendels, 1998; Reich, 1999; Stancill, 1999). They view online courses as inferior to the traditional classroom lecture, because they assume distance courses cannot be rigorous enough to be academic. On the contrary, the instructor, with proper knowledge of how to use technology, can create a cyber classroom equal to – and in some cases, superior to – the traditional “bricks and mortar” classroom (Schulman & Sims, 1999). Interactivity has long been considered to be a key to success in traditional classrooms (Webster & Hackley, 1997).

Students experiencing higher levels of interaction have been shown to have more positive and higher levels of achievements (Fulford & Zhang, 1993). The same applies to successful Distance Learner programs (Gold & Maitland, 1999). California State University at Northridge, for example, found their virtual students tested 20% better across the board than their counterparts who learned in a traditional classroom and spent 50% more time working with each other than people in the traditional class (Black, 1997). It is important to note that a good classroom professor is not necessarily a good online professor. The virtual classroom professor must select and filter information and provide thought-provoking questions to generate discussion. One professor noted that online, in “six months, I have routinely led the level of discussion that I only dreamed of leading as a traditional professor” (Kettner-Polley, 1999).

How can this be? These seven points of educational technologies, using teaching/learning principles that can facilitate interactive learning communities, can foster such results:

1. Asynchronous communication technologies (i.e., email, listservs) provide more frequent and timely interactions between students and faculty.
2. Both synchronous and asynchronous computer-mediated communication (CMC) technologies expand options for working in learning groups and encourage reciprocity and cooperation among students.
3. Well-planned online teaching environments support active learning techniques such as reflective thinking, peer interaction, and collaborative learning activities.
4. Computer-mediated Distance Learner has the capacity to support immediate instructional feedback; it is easy to send out new information, revisions to the syllabus or schedule, or immediate feedback on student work at any time instead of waiting for weekly class meeting.
5. IT can be make studying more efficient by providing immediate online access to important learning resources. Emphasis is placed on meeting instructional goals and performance objectives, rather than spending time in class.
6. Use of IT can assist students in improving their cognitive skills by providing examples of excellence and convenient, accessible, flexible forums for self and peer evaluation.
7. Web-based asynchronous learning programs permit each participant to progress through the program content at his or her own pace, and the wide range of text, images, and multimedia available can support a variety of learning styles (Cravener, 1998; Sorcinelli, 1995).

When higher educational institutions define competencies that state what students are to learn (while incorporating learning styles), criteria for evaluating them, and the standards for how well students and faculty must perform, only then, will higher education take the important step toward becoming learning communities (Angelo, 1996).

Opportunities for real change lie in creating new types of professors, new uses of instructional technology and new kinds of institutions whose continual intellectual self-capitalization continually assures their status as learning organizations (Privateer, 1999, p.72)

Fonte: disponível em: <http://eric.ed.gov/?id=EJ606892>. Acesso em: 11 set.2017

QUESTÕES

- 1) Dentre as palavras a seguir, a que **NÃO** apresenta cognato na língua portuguesa é:
 - a) variety
 - b) mortar
 - c) images
 - d) accessible
 - e) collaborative

- 2) Segundo o Texto I, conclui-se que as oportunidades de mudança real nas instituições de ensino superior, partem:
 - a) do estímulo no uso de computadores.
 - b) da função do professor em salas de aula tradicionais.
 - c) da diferença entre comunicação síncrona e assíncrona em ambiente virtual.
 - d) dos dados percentuais dos alunos virtuais da Universidade do Estado da Califórnia em Northridge.
 - e) da necessidade de se criar novos tipos de professores, novos usos da tecnologia educativa e novos tipos de instituição superior que facilitem a interação das comunidades de aprendizagem.

- 3) Todas as perguntas encontram resposta no Texto I, **EXCETO**:
 - a) Qual a porcentagem de professores que elaboram aulas on-line?
 - b) Quais as formas de comunicação para estimular o trabalho em grupo?
 - c) De que forma a tecnologia da informação torna o estudo mais eficiente?
 - d) Como podemos facilitar a interação das comunidades de aprendizagem?
 - e) Onde foi realizado um teste entre alunos de sala de aula virtual e tradicional?

- 4) Para as palavras e expressões abaixo, do Texto I, escreva o equivalente na língua portuguesa:
 - a) on the contrary (1º parágrafo): _____
 - b) across the board (2º parágrafo): _____
 - c) thought-provoking questions (2º parágrafo): _____
 - d) bricks and mortar classroom (1º parágrafo) _____
 - e) toward (4º parágrafo): _____

- 5) Traduza o seguinte trecho (2º parágrafo do Texto I): “It is important to note that a good classroom professor is not necessarily a good online professor. The virtual classroom professor must select and filter information and provide thought-provoking questions to generate discussion. One professor noted that online, in “six month, I have routinely led the level of discussion that I only dreamed of leading as a traditional professor” ”.

Leia o Texto II com atenção e escolha a alternativa adequada para as questões de (6) a (9).

TEXTO II

**Influences on Teachers’ Use of Technology in Instruction
Inquiry-based Science**

By Tara E. Higgins & Michele W. Spitulnik

In recent years, inquiry-based science has been cited frequently in the literature as a desirable approach to science instruction. Singer et al. (2000, p. 168) explain that inquiry is the “accepted norm in the scientific community for solving problems,” and therefore supports students in developing such skills. This approach to science instruction is desirable because it supports deeper understanding of science than traditional transmission models and builds upon students’ existing ideas (Songer et al. 2002). The inquiry approach supports students in identifying problems, designing experiments, gathering evidence, constructing models, and forming arguments. It also requires students and teachers to think critically about information sources and claims, as well as to make informed decisions about scientific topics (Linn et al. 2004).

Inquiry science may require teachers to modify their existing teaching strategies, some of which can be supported by advances in technology (Linn et al. 2004). Technology can provide pedagogical supports for the classroom teacher, greater access to information, and deepen understanding through the use of models. Linn et al. also argue that technological advances are increasingly part of the science curriculum, particularly in order to understand topics like nuclear power and global warming. Technological tools may also facilitate the use of inquiry in science classrooms, as they can provide additional supports for students’ cooperative work and analyzing information.

As technology becomes an integral part of science and society, students also need technological literacy or fluency with information technology in order to take advantage of technology in their personal and professional lives. Teaching science as inquiry can enhance science, technology and language literacy and prepare students to recognize when their science learning applies to a new problem (Linn et al. 2004, p. 5). Preparing teachers to use an inquiry-based approach to science instruction is a complex task that is compounded by the knowledge needed to effectively integrate technology (Singer et al. 2000). It requires that teachers successfully develop pedagogical content knowledge that supports the integration of science content, pedagogy, and technology as well as basic technological skills (Williams et al. 2004). While technology and inquiry may both require that teachers add new ideas to their repertoires and each raise their own difficulties, they are intertwined too closely to separate.

Fonte: disponível em: <https://link.springer.com/content/pdf/10.1007%2Fs10956-008-9118-2.pdf> / “Supporting Teachers’ Use of Technology in Science Instruction through Professional Development: A Literature Review.” J Sci Educ Technol (2008) 17:511–521 DOI 10.1007/s10956-008-9118-2. Acesso em 02 out.2017.

QUESTÕES

6) Com base no que foi apresentado no Texto II, analise as afirmativas a seguir:

I. A abordagem pela Ciência baseada na investigação vem recebendo menção como a mais complexa para o ensino de Ciências.

II. O uso de ferramentas tecnológicas pode facilitar a investigação nas aulas de Ciências, como proporcionar apoio adicional ao trabalho cooperativo dos alunos e análise de informações.

III. A formação de professores para usar uma abordagem baseada na investigação no ensino de Ciências é a tarefa mais complexa que é composta pela necessidade do conhecimento em integrar a tecnologia efetivamente.

Assinale a alternativa correta:

- a) Somente a afirmativa I está correta.
- b) Somente a afirmativa II está correta.
- c) Somente a afirmativa III está correta.
- d) Somente as afirmativas I e III estão corretas.
- e) Somente as afirmativas II e III estão corretas.

7) No fragmento do Texto II, (2º parágrafo): “(...) inquiry is the “accepted norm in the scientific community form solving problems,” and **therefore** supports students in developing such skills.”, a palavra destacada pode ser traduzida para o português como:

- a) pois
- b) como
- c) portanto
- d) enquanto
- e) conquanto

8) No fragmento do Texto II, (1º parágrafo): “This approach to science instruction is desirable **because** it supports deeper understanding of science than traditional transmission models (...)”, a palavra em destaque indica sentido de:

- a) causa
- b) adição
- c) contraste
- d) comparação
- e) exemplificação

9) Sobre o Texto II, (3º parágrafo), o trecho: “(...) **in order to take advantage of technology in their personal and professional lives.**”, seria melhor traduzido por:

- a) para despertar a tecnologia em sua vida pessoal e profissional.
- b) para usufruir da tecnologia em sua vida pessoal e profissional.
- c) que coloca em ordem as vantagens da vida pessoal e profissional.
- d) cuja tecnologia parece ser vantajosa em sua vida pessoal e profissional.
- e) quando tomam partido da tecnologia em sua vida pessoal e profissional.

10) Traduza o seguinte trecho (2º parágrafo do Texto II): “Technological can provide pedagogical supports for the classroom teacher, greater access to information, and deepen understanding through the use of models. Linn et al. also argue that technological advances are increasingly part of the science curriculum, particularly in order to understand topics like nuclear power and global warming.”

Gabarito Prova de Língua Inglesa

1	2	3	4	5	6	7	8	9	10
B	E	A	Dissertativa	Dissertativa	E	C	A	B	Dissertativa