



**EXAME DE PROFICIÊNCIA DE LEITURA EM LÍNGUA  
ESTRANGEIRA: INGLÊS PARA PROCESSOS SELETIVOS  
DE PROGRAMAS DE PÓS GRADUAÇÃO *STRICTO SENSU***

**Data:**

**No. de inscrição:**

**Responda às questões conforme informações contidas nos Textos 1 e 2.**

**TEXTO 1:**

**THE 21<sup>st</sup> CENTURY AND LITERACY IN THE DIGITAL AGE**

The 21st century offers life in a borderless world, globalization, internationalization and the explosion of information and communication technology (PIPP, 2006). The rapid development of technology and information dissemination will result in the expansion of knowledge that will impact the economy, culture and politics of a country. Current explosion of information and technology and knowledge-based economy have changed the implementation of the education system. The era of digital economy requires a workforce that is knowledgeable and skilled to generate innovation and improve productivity of a country (NCREL & Metiri Group, 2003; Nur Aishah *et al*, 2009). This 21st century students need to be able to solve various problems by thinking creatively and the use of technology. That is why the education sector is undergoing a paradigm shift in which learning should be changed from horizontal to loop of knowledge that combines knowledge, application and continuous contribution (Kamisah & Neelavany, 2010).

The world community in the 21st century has evolved into a new era known as the ‘knowledge age’. The new requirements emphasize the importance of information, creativity and innovation in providing new services to the community (Alimuiddin, 2011). The information age has allowed every individual to pursue lifelong learning, by developing their potential through “technology-powered knowledge”. **THIS** is the main challenge facing the current generation of students and the future. As such, they should be prepared with not only good academic achievements alone but also 21st century skills that are needed in the working environment in this century (NCREL & Metiri Group, 2003).

There are four main domains of the 21st century skills to be acquired by future generation in order to meet the challenges of globalization namely inventive thinking, effective communication, high productivity and digital age literacy. Among **THEM**, the digital-age literacy skills consist of basic literacy, scientific literacy, economic literacy, technological literacy, visual literacy, information literacy and multicultural literacy. Basic literacy means language proficiency and numeracy at

levels necessary to function on the job and in society to achieve one's goals, and develop one's knowledge and potential in this digital age. Scientific literacy means knowledge and understanding of the scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity. Economic literacy means the ability to identify economic problem, alternatives, costs and benefits; analyze the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organize economic evidence; and weigh costs against benefits. Technological literacy means knowledge about what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively to achieve specific goals. Visual literacy means the ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision-making, communication, and learning. Information literacy means the ability to evaluate information across a range of media; recognize when information is needed; locate, synthesize, and use **IT** effectively; and accomplish these functions using technology, communication networks, and electronic resources. Multicultural literacy means the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others, whereas global awareness means the recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe (NCREL and Metiri Group, 2003). Thus, the definition of student's achievements must be broadened to include the 21st century skills that will be required for them to thrive in the future. Students ought to have the ability to apply the knowledge that they have learned to face the challenges of life beyond school. It is a current trend in education where students are able to solve multifaceted problems by thinking creatively and generating original ideas from multiple sources. The sheer magnitude of human knowledge, globalization, and the accelerating rate of change due to technology necessitates a shift in student's education from plateaus of knowing to continuous cycles of learning, applying and contributing (Kamisah & Neelavany, 2010).

Adaptado de: TURIMAN, P.; OMAR, J.; MOHD DAUD, A.; OSMAN, K. Fostering the 21st Century Skills through Scientific Literacy. **Procedia - Social and Behavioral Sciences**, 59, 2012. p. 110-116.

### **1. Analise as seguintes afirmações:**

- (I) As demandas da vida no século 21 têm trazido mudanças para o sistema educacional.

- (II) A expressão '*knowledge age*' está relacionada à evolução da comunidade mundial no século 21.
- (III) O letramento básico é um estágio inicial do letramento científico.
- (IV) A capacidade de aplicar conhecimento aprendido na escola para enfrentar desafios da vida é uma tendência para a educação.

**São VERDADEIRAS:**

- a) Apenas I e IV.
- b) I, II e III.
- c) I, II e IV.**
- d) Todas as afirmações.

**2. Explique a relação que os autores estabelecem entre o século 21 e o letramento na era digital.**

Com vistas à superação dos desafios do século 21, faz-se necessário que os estudantes sejam equipados com habilidades que garantam sua competitividade na era globalizada. Assim, espera-se que, para além de seu desempenho acadêmico, eles dominem tais habilidades, incorporando-as na educação científica e promovendo diversas formas de letramento (básico, científico, econômico, tecnológico, visual, informacional e multicultural).

**3. Os pronomes THIS, THEM e IT marcados no texto referem-se, respectivamente, a:**

- a) aprendizagem vitalícia, domínios, informação**
- b) informação, desafios, habilidade
- c) potencial, letramentos, poder de síntese
- d) indivíduo, habilidades, tecnologia

**4. A que mudança de paradigma na educação se refere o texto?**

O setor educacional está passando por uma mudança de paradigma em que a aprendizagem deixa de ser compreendida de maneira horizontal e tomando uma forma cíclica de conhecimento que combina saber, aplicar e contribuir. Em outras palavras, a mudança de paradigma caracteriza-se

não mais por um saber estável, mas por ciclos contínuos de aprendizagem, finalidade e colaboração.

5. São diversas as habilidades de letramento da era digital. Diferencie três dos tipos mencionados no texto, definindo-as.

As habilidades de letramento da era digital consistem em: letramento básico, letramento científico, letramento econômico, letramento tecnológico, letramento visual, letramento informacional e letramento multicultural. São assim caracterizados: o letramento básico significa proficiência linguística e numérica em níveis necessários à atuação no trabalho e na sociedade, para que se alcance objetivos próprios e sejam desenvolvidos conhecimentos e competências para a era digital. Já o letramento científico é definido pelo conhecimento e compreensão de processos e conceitos científicos necessários à tomada de decisões, participação em assuntos cívicos e culturais, produtividade econômica. O letramento econômico, por sua vez, diz respeito à habilidade de identificar problemas econômicos, alternativas, custos e benefícios; analisar os incentivos trabalhistas; examinar as consequências de mudanças nas condições econômicas e políticas públicas; levantar e organizar evidências econômicas; e ponderar a relação custo e benefício. O letramento tecnológico relaciona-se ao conhecimento sobre o que é a tecnologia, como ela funciona, a que propósitos ela serve, e como pode ser usada de modo eficiente e efetivo para que sejam alcançados objetivos específicos. Entende-se por letramento visual a habilidade de interpretar, usar apreciar, e criar imagens e vídeos por meio de mídia convencional e contemporânea de modo a desenvolver o pensamento, a tomada de decisões, a comunicação, e a aprendizagem. O letramento informacional é a habilidade de avaliar informação midiática; de reconhecer quando a mesma é necessária; de localizá-la, sintetizá-la, e utilizá-la efetivamente; e de realizar tais funções por meio do uso da tecnologia, redes de comunicação, e recursos eletrônicos. Por último, o letramento multicultural significa a habilidade de compreender e apreciar as similaridades e diferenças nos costumes, valores e crenças da própria cultura e da cultura de outros, considerando a conscientização global como o reconhecimento e entendimento das inter-relações entre organizações internacionais, entidades econômicas públicas e privadas, grupos socioculturais, e indivíduos em todo mundo.

6. Assinale a opção que traz, respectivamente, uma possível tradução para as palavras marcadas abaixo:

The definition of student's achievements must be **BROADENED** to include the 21st century skills that will be required for them to **THRIVE** in the future.

- a) contemplada; subjulgarem
- b) desenvolvida; lutarem
- c) centrada; refletirem
- d) ampliada; prosperarem

## **TEXTO 2:**

### **THE SCIENTIFIC COMMUNITY'S NORMS AND VALUES**

Social norms regulate behavior in all human communities. During their many years of schooling and regular interactions with one another, researchers learn and internalize professional norms and values. The norms and values are mutually reinforcing and contribute to the unique role of a social scientist. Professional norms express ideals of proper conduct, yet ideals do not always work perfectly in practice. Researchers are real human beings with prejudices, egos, ambitions, and personal lives. Such factors may influence a few researchers to violate the community's norms. The scientific community does not operate in a vacuum isolated from the "real world"; it is affected by social, political, and economic forces. **NONETHELESS**, the norms and values teach us how the scientific community and the larger research enterprise operate. They also provide a guide for the proper way to conduct a research study and provide the principles of good research practice. The five basic norms of the scientific community are *universalism*, *organized skepticism*, *disinterestedness*, *communalism* and *honesty*, as follows:

1. *Universalism*: Regardless of who conducts research (e.g., old or young, male or female) and of where it was conducted (e.g., United States, France, Harvard, or Unknown University), the research is to be judged only on the basis of scientific merit.
2. *Organized skepticism*: Scientists should not accept new ideas or evidence in a carefree, uncritical manner. They should challenge and question all evidence and subject each study to intense scrutiny. The purpose of their criticism is not to attack the individual but to ensure that the methods used in research can stand up to close, careful examination.
3. *Disinterestedness*: Scientists must be neutral, impartial, receptive, and open to unexpected observations and new ideas. They should not be rigidly wedded to a particular idea or point of view. They should accept, even look for, evidence that runs against their positions and should honestly accept all findings based on high-quality research.
4. *Communalism*: Scientific knowledge must be shared with others; it belongs to everyone. Creating scientific knowledge is a public act, and the findings are public property, available for all to use. The way in which the research is conducted must be described in detail. New

knowledge is not formally accepted until other researchers have reviewed it and it has been made publicly available in a special form and style.

5. *Honesty*: This is a general cultural norm, but it is especially strong in scientific research. Scientists demand honesty in all research; dishonesty or cheating in scientific research is a major taboo.

The aforementioned norms differ from those in other social institutions (e.g., business, government, law) and tend to set professional researchers apart. For example, consistent with the norm of *universalism*, scientists tend to admire a brilliant, creative researcher even if the person has strange personal habits or a disheveled appearance. Scientists may argue intensely with one another and “tear apart” a carefully prepared research report as part of the norm of *organized skepticism*. Following *disinterestedness*, scientists tend to be somewhat detached. They see study results, including those from their own research, as being tentative and subject to external evaluation and criticism. They want other social scientists to read and react to their research. **FURTHER**, a deep belief in openness has led many social scientists to oppose all forms of censorship. This is consistent with the norm of *communalism* or sharing new knowledge without personal ownership, which is like adding an ingredient into a shared soup that we all eat together. However, this does not always work, especially when *communalism* conflicts with the profit motive. **FOR INSTANCE**, the publication of research findings by scientists in the tobacco, pharmaceutical, and computer chip industries often were suppressed or seriously delayed by corporate officials for whom the profit motive overrode the scientific norm of *communalism*. Finally, scientists expect strict *honesty* in the conduct and reporting of research. They become morally outraged if anyone cheats in research.

Adaptado de: NEWMAN, W. L. **Social Research Methods: Qualitative and Quantitative Approaches.**

Essex: Pearson Education Limited, 2014. 599 p.

## 7. O que são as normas da comunidade científica?

São regras informais, princípios e valores – tais como o *universalismo*, *desinteresse organizado*, *desinteresse* (ou *altruísmo*), *comunalismo* e *honestidade* (ou *originalidade*) – que regulam a maneira como os cientistas conduzem suas pesquisas.

## 8. De acordo com o texto, é correto afirmar, EXCETO:

a) normas sociais controlam o comportamento humano;

b) o *ceticismo organizado* determina que instituições desconhecidas devem ser interinamente expostas à análise crítica;

c) o *comunalismo* implica que os resultados científicos são propriedade de toda a sociedade;

d) normas, tais como o ceticismo organizado e o comunalismo, tendem a distanciar pesquisadores profissionais.

**9. Os conectivos NONETHELESS, FURTHER e FOR INSTANCE marcados no texto significam, respectivamente:**

a) para tal; conseqüentemente; por ocasião.

b) portanto; de semelhante modo; por hora.

c) todavia; além disso; por exemplo.

d) então; apesar disso; por um instante.

**10. No último parágrafo, qual é a referência contextual de 'for whom':**

The publication of research findings by scientists in the tobacco, pharmaceutical, and computer chip industries often were suppressed or seriously delayed by corporate officials **FOR WHOM** the profit motive overrode the scientific norm of *communalism*.

a) as publicações de resultados de pesquisa;

b) as cientistas;

c) as indústrias dos ramos tabagista, farmacêutico e da informática;

d) os funcionários corporativos.