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UFSCar

**Programa de Pós-graduação em Educação – PPGE – UFSCar
SELEÇÃO 2019**

Identificação do(a) candidato(a)	Código numérico:				
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**AVALIAÇÃO DE PROFICIÊNCIA EM LÍNGUA ESTRANGEIRA – INGLÊS
07/03/2019
DURAÇÃO: 04 HORAS**

A prova terá a duração de quatro horas e consiste na resolução de 10 questões objetivas e 01 questão dissertativa. O candidato deverá demonstrar competência de leitura em língua estrangeira, por meio do desenvolvimento de questões de compreensão de texto. As RESPOSTAS deverão ser redigidas EM PORTUGUÊS.

Para cada questão (de 01 a 10), no **gabarito** a seguir, assinale apenas **uma** resposta, cobrindo a letra correspondente à **alternativa escolhida**. As questões com mais de uma resposta assinalada serão desconsideradas. Ao final da prova, devolva todas as folhas utilizadas, inclusive os rascunhos, antes de sair da sala.

Obs.: É permitido o uso somente de **dicionário impresso**.

Bom trabalho!

GABARITO

Assinalar apenas uma alternativa para cada questão.

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

TEXTO PARA AS QUESTÕES DE 01 A 10

National context and teacher characteristics: Exploring the critical non-cognitive attributes of novice teachers in four countries

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Ken Longden; Riitta-Leena Metsapelto; Anna-Maija Poikkeus; Janos G. Gyori

1. Introduction

Effective teachers across the world share many of the same practices: they interact with students, share ideas and knowledge, and guide student learning. However, the influence of national and cultural context on the practices and attributes of teachers perceived as ‘effective’ is less clear. This lack of clarity may be because most of the research on teacher effectiveness has been conducted in single, usually Western, settings. Although research shows that some teaching practices vary across countries, less is known about cross-national variations in critical non-cognitive attributes (i.e., inter- and intra-personal attributes such as motivation, personality, and beliefs) associated with teaching. Examining the universality of non-cognitive attributes has been deemed “an important question needing attention” by researchers in organizational psychology (Steiner, 2012, p. 762), and is also a crucial question in education (Meng & Munoz, 2016). The purpose of this article is to examine how experienced teachers and teacher educators in four culturally contrasting countries England, Finland, Malawi, and Oman judge the importance of non-cognitive attributes associated with novice teacher effectiveness. By conducting the research in multiple settings that are diverse in a wide range of ways, including cultural dimensions, geographical region, educational attainment, economic status, and national age distribution (a marker of relative demands on an education system), we offer readers insight into the universality of non-cognitive attributes associated with effective teaching.

1.1. Teachers’ cognitive and non-cognitive attributes

For the purpose of this article, we use the term cognitive attributes to refer to the characteristics associated with academic skills, subject-area knowledge, and reasoning ability, typically assessed by measures of educational achievement and capacity (e.g., GPA, secondary school and university transcripts, SAT/GRE scores). Cognitive attributes have long been associated with workplace behaviors and outcomes, including teachers’ classroom practices, but they do not act alone in influencing outcomes. In the cognitive activation (COACTIV) model of teacher effectiveness, cognitive attributes interact with environmental factors such as the availability of professional support, and also with non-cognitive attributes ‘soft’ personal characteristics such as beliefs, interpersonal skills, motivation, attitudes, dispositions, and personality to influence teachers’ professional practices and subsequent student outcomes. Teachers’ non-cognitive attributes represent a variety of constructs that have been linked to teacher effectiveness. For example, teachers’ self-efficacy and personality show significant associations with external measures of effectiveness. Teachers’ personality shows significant associations with student evaluations of teaching in university and in secondary school. Teachers’ epistemological beliefs influence teaching behaviors in primary and secondary school. However, teachers’ non-cognitive attributes may not be endorsed in the same way across contexts. The emic-etic framework from cultural psychology describes how non-

cognitive attributes might be understood differently across countries and cultures. Emic attributes refer to attributes that may be uniquely important in a particular setting, whereas etic attributes are those that apply more broadly across settings. National and cultural differences may play a role in the perceptions of effective teaching, but little is known about how national context and shared cultural beliefs influence the characteristics that are most valued in novice teachers.

1.2. How does national and cultural context influence teachers' beliefs and practices?

Culture refers to the shared beliefs, goals, and values that serve as trans-situational guiding principles in people's lives and that influence how people interpret relationships, expectations, duties, and activities. Differences in shared cultural values emerge between geopolitical entities (e.g., countries or regions within countries) as people interact with their environment over time. 'Nation' is not synonymous with culture: countries and regions are not culturally homogeneous, and much variation exists between people within countries. However, particular cultural beliefs vary predictably across countries, and are more strongly linked to one's country than to religion, employer, or personality. Previous research has shown that national context plays a role in teachers' non-cognitive attributes such as beliefs, personality, commitment, motivation, and emotions about teaching, and influences teachers' interpretations of successful teaching and learning behaviors. Hofstede (1986, 2001) proposed that national context influences a range of teacher and teaching factors, including the social position of teachers, the ways that curriculum is understood and followed, how teachers process information and acquire and use new concepts, and how teachers and students interact with each other. Hofstede's proposed cultural dimensions individualism/collectivism, power distance, masculinity/femininity, and uncertainty avoidance provide a description of how specific aspects of widely held cultural beliefs and practices influence the way that teachers think and act in the classroom in different settings. These cultural dimensions are hypothesized to influence teachers' cognitive processes (i.e., how they interpret new information), their social processes (e.g., how they interact with peers and students), and their motivational processes (e.g., the reasons underlying their behaviors). If education is, at its essence, about relationships, then the dimensions of individualism/collectivism (strength of the ties that people perceive within an ingroup) and power distance (level of societal acceptance of social hierarchy) play an important role in what we consider to be the most important non-cognitive attributes of novice teachers. The four countries in this study show variations on these two dimensions. (...)

1.3. Background to the study

Identifying and assessing the critical cognitive and noncognitive attributes is an important part of selecting candidates for initial teacher education (ITE). Our program of research focuses on using a situational judgment test (SJT) methodology to assess the non-cognitive attributes of applicants for ITE. SJTs present test-takers with teaching-related scenarios where judgment is required to choose expert-derived 'best' responses to the scenarios. SJTs have been used as a selection methodology in a range of professional disciplines, including medicine, business, and law, with increasing popularity due to their predictive validity, low adverse impact, and high level of candidate acceptability. The choice of which non-cognitive attributes to target for SJT

development is determined through a consensus-building process with a group of “expert practitioners”. These attributes, once identified and defined, form the basis for SJT development, typically using a critical incident approach to generate test content that assesses the non-cognitive attributes under consideration. In this article, we investigate how the non-cognitive attributes identified as critically important for successful novice teaching in one setting are evaluated and extended in three other settings.

2. Research questions and methods

The current project began in the United Kingdom (specifically, England), with the work focused on identifying the non-cognitive attributes of effective novice teachers for the purpose of developing SJTs for selection into ITE programs. The three comparison cases (Finland, Malawi, and Oman) were involved in related projects focused on developing SJTs to select prospective teachers into ITE programs in each respective country. As a starting point in each setting, an evaluation of the key non-cognitive attributes associated with novice teacher effectiveness was undertaken, and it is this process that is reported in the current article. The overarching question underlying the research pertains to the universality of teachers’ non-cognitive attributes: How does cultural context influence perceptions of the critical non-cognitive attributes of effective teachers? Two research questions were posed in each comparison case. The first question was, Are the noncognitive attributes identified as critical for novice teacher success in the initial case (i.e., in England) salient in this setting? The second question was related to the first: Which additional non-cognitive attributes are critical for novice teacher success? We did not differentiate between teaching in primary and secondary schools to answer these questions: each setting included participants with primary and secondary teaching experience. Responses to these questions provide new insights into the universality of the factors associated with effective teaching.

2.1. Overall methodological approach

We used a comparative case study approach, which consists of examining the similarities, differences, and patterns across data from groups that are working towards similar goals. This approach is beneficial when an understanding of context is important for the development of culturally sensitive ‘interventions’ (in this case, a teacher selection test) and when an intervention is being implemented across multiple contrasting contexts. We chose the three comparison cases because (a) we were engaged in educational research and development activities in these settings, and (b) the countries provided the highest levels of contrast on multiple indicators to the initial case. The data-gathering methods in each setting varied according to local circumstances and organizational demands, but all included multiple rounds of data collection involving experienced teachers and teacher educators. The development goal in each setting was similar: to identify the non-cognitive attributes that would form the foundation for developing a test to be used for selection into a teacher education program. A group consensus method was used to gather data in England and in each comparison case, using a range of data collection methods (individual and group interviews, workshops, and paper-and-pencil questionnaires). The following steps were followed in each comparison case: (a) Definition of problem: In each comparison case the key purpose was to evaluate the proposed non-cognitive attributes of effective novice teachers initially identified in England, and to consider additional contextually-relevant attributes. (b) Selection of

subject-matter experts to participate in data collection: Experienced teachers and teacher educators involved in prospective teacher selection participated in structured discussions to discuss and evaluate content from the initial case and subsequently to consider local and national contextual factors to adapt the original content from England. (c) Multiple rounds of feedback from panel: Each site included an iterative process that included multiple rounds of feedback, thus supporting the credibility of the findings. (d) Establishment of consensus from concurrent (and sequential) analysis of data: Agreement on the critical non-cognitive attributes was reached following multiple rounds of data analysis at each site, thus supporting the validity of the analysis process. (...)

4. Discussion

Teachers' non-cognitive attributes are associated with teacher effectiveness, but the nature and salience of these attributes may vary across settings. The novel contribution of this article is that we applied a cross-national approach to examining perceptions of non-cognitive attributes of novice teachers. Through the use of a naturalistic comparative case research design which examined the similarities, differences, and patterns across settings (cases) with a shared goal we showed that the three clusters of non-cognitive attributes developed in one setting were perceived as important in settings that contrasted in terms of cultural dimensions, language, economic level, geography, and history. It was agreed that Empathy and Communication, Organization and Planning, and Resilience and Adaptability are attribute clusters that are critical for the success of novice teachers, although with slightly different interpretations in each country. At the same time, important differences were noted across settings, with contextualized definitions and additional key attributes being suggested in each of the three comparison cases. As noted by Markus (2016) and others, most of the world is not WEIRD (Western, Educated, Industrialized, Rich, and Democratic), and assumptions about attitudes, values, and motives may not be shared outside of a particular cultural milieu. In the current study, beliefs about the importance of non-cognitive attributes of novice and prospective teachers developed in one setting were tested across settings, with results showing some support for a core of etic, or universal, attributes, but also a degree of variation between settings, with additional emic attributes emerging in comparison settings. Perceptions of the most important personal characteristics of effective teachers are not universal but vary according to national education expectations and the predominating cultural beliefs. Our model of culture and education proposed that cultural context influences a range of educationally important factors, including how the education environment (e.g., national policies and expectations) evolves and is communicated, how personal characteristics are valued and expressed, and the kinds of teacher behaviors that are perceived to be effective in a classroom. Although considerable cultural variation exists within countries, the results from the current study suggest that beliefs about the attributes of effective novice teachers are expressed in different ways across countries. Agreement was found for core attributes, but there are culturally-relevant variations in the importance placed on key non-cognitive attributes.

4.1. Similarities and differences in non-cognitive attributes between countries

We found that participants in each of the comparison cases endorsed the three non-cognitive attribute clusters developed in England, suggesting that some fundamental

attributes associated with effective teaching are shared across country and cultural boundaries. One finding of the current research stems from the question of whether perceptions of teacher attributes are universal: we posed the question at the conceptual level across contrasting countries and found converging evidence that certain core beliefs span contexts.

The sources of the variations in important non-cognitive attributes stem from a wide variety of factors, including urban-rural split. The relatively high number of proposed new non-cognitive attributes in Malawi may reflect the country's current demand for teachers for rural settings, reflecting the relatively higher level of rurality (84%) in comparison to the other three countries in the study, with England at 17%, Finland at 16%, and Oman at 22%. (...) In Oman, the attribute Professional Ethics reflects the shared value of religious and national beliefs. In each of the settings, participants highlighted the importance of shared community values in a way that teachers in England did not. The four countries in the study also varied in levels of power distance, with England and Finland showing relatively low levels, and Malawi and Oman showing relatively high levels on the dimension. Participants from all four settings noted the importance of the development of professional autonomy in novice teachers, but recognized that the process is developmental, gradual, and varies among individuals.

(...)

4. Conclusion

Teaching is inherently cultural: societal beliefs, goals, and values play a role not only in classroom behaviors, but in the personal characteristics we value in current and prospective teachers. Research based in single settings, or even in multiple settings that share similar cultural dimensions, cannot effectively evaluate the universality of these attributes. The current study posed a question about the universality of the non-cognitive attributes of effective novice teachers. Our response is that although certain attributes of effective teachers such as resilience, empathy, and organization might be considered etic or broadly universal, there is also considerable variation from an emic perspective, with national and cultural context playing an important role. Rather, research that includes a thoughtful combination of contrasting cultural profiles and educational contexts has the potential to increase our understanding of educational universals, and their scope, impact, and importance.

Fonte: KLASSEN, M. R. et al. National context and teacher characteristics: Exploring the critical non-cognitive attributes of novice teachers in four countries. In: **Teaching and Teacher Education**, Vol 72, 2018, p. 64-74. Elsevier Ltd. Disponível em: www.elsevier.com/locate/tate Acesso em: janeiro 2019. Texto adaptado.

QUESTÕES

- 1) Escolha a alternativa que apresenta a leitura CORRETA em língua portuguesa de alguns dos grupos nominais presentes no título do artigo:
“National context and teacher characteristics: Exploring the critical non-cognitive attributes of novice teachers in four countries”
 - a) Características do ensino, explorando a crítica aos atributos não-cognitivos.
 - b) Crítica aos atributos não-cognitivos, professores não experientes, quatro países.
 - c) Contexto nacional; características do professor; professores iniciantes.

- 2) Considerando as assertivas que tratam dos objetivos deste estudo, podemos afirmar que:
 - I. A pesquisa é conduzida em contextos múltiplos e diversos entre si.
 - II. Uma das hipóteses do trabalho indica que a análise de contextos diferentes levaria a um entendimento da universalidade de características não-cognitivas de um ensino eficaz.
 - III. Pesquisas realizadas anteriormente não apontam clareza sobre a eficácia do professor por serem conduzidas em contextos únicos e ocidentais.
 - a) Somente I está correta.
 - b) Todas estão corretas.
 - c) II e III estão corretas.

- 3) Neste artigo, os autores apontam que irão examinar as características não-cognitivas de um grupo específico de professores. Com base nessa informação, escolha a alternativa que traz definições e exemplos CORRETOS dessas características:
 - a) Podem ser associadas com comportamentos e resultados no local do trabalho.
 - b) Podem ser representadas pela realização pessoal e personalidade dos professores, sempre entendidas de modos diferentes entre países e culturas.
 - c) Ligam-se às habilidades acadêmicas, de conhecimento específico e de raciocínio do professor, avaliadas pela medição de êxito escolar.

- 4) De acordo com o texto, os pesquisadores indicam que a identificação de aspectos cognitivos e não-cognitivos é parte importante para a seleção de candidatos para a formação inicial de professores. Para isso, recorrem à metodologia chamada SJT. Escolha a alternativa que descreve e explica CORRETAMENTE tal metodologia:
 - a) Tais testes são usados para uma gama de áreas profissionais, como medicina, direito, administração, por conta de sua validade de predição, aceitação pelo candidato e baixo impacto negativo.
 - b) Neste teste, são apresentados cenários reais e inventados sobre ensino e gestão escolar para que candidatos possam julgá-los e apresentar a melhor proposta de resposta.
 - c) A seleção das características não-cognitivas a serem inseridas no teste é feita por um grupo de pesquisadores especialistas em elaboração e desenvolvimento de SJT para diferentes finalidades.

5) Leia o excerto apresentado e escolha a alternativa CORRETA com relação às explicações dos termos sublinhados e em destaque:

“These cultural dimensions are hypothesized to influence teachers’ cognitive processes (i.e., how **they** interpret new information), **their** social processes (e.g., how they interact with peers and students), and their motivational processes (e.g., the reasons underlying their behaviors). If education is, at **its** essence, about relationships, **then** the dimensions of individualism/ collectivism (strength of the ties that people perceive within an ingroup) and power distance (level of societal acceptance of social hierarchy) play an important role...”

a) *They* – refere-se a “professores”; *their* – refere-se a “professores”; *Its* – refere-se à “educação”.

b) *Its* – refere-se à “professores”; *then* – advérbio que indica resultado; *Their* – refere-se a “estudantes e pares”.

c) *Their* – refere-se a “dimensões culturais”; *then* – advérbio que indica tempo; *they* – refere-se a processos cognitivos dos professores.

6) Considerando as assertivas que tratam de informações sobre a metodologia utilizada na pesquisa relatada neste artigo, podemos afirmar que:

I. O projeto começa na Inglaterra e conta com três casos para comparação em projetos relacionados.

II. O primeiro movimento da pesquisa em cada contexto foi uma avaliação das características não-cognitivas chave associadas à eficácia dos professores iniciantes.

III. A questão de pesquisa mais abrangente revela uma investigação sobre o modo como o contexto cultural influencia a percepção das características críticas não-cognitivas de professores competentes e eficazes.

IV. Para as questões de pesquisa, os pesquisadores identificaram e separaram respostas de sujeitos professores que atuam e têm experiência em contextos de educação primária e secundária.

a) Somente II e IV estão corretas.

b) Todas estão corretas.

c) I, II e III estão corretas.

7) Assinale a alternativa CORRETA com relação às características da abordagem metodológica aplicada aos três casos de comparação deste estudo:

a) Mesas redondas múltiplas: realização de reuniões interativas para estabelecimento de critérios específicos para a análise dos dados em cada contexto e para retorno de avaliação aos sujeitos participantes da Inglaterra.

b) Seleção dos sujeitos para coleta de dados: professores iniciantes e professores formadores foram selecionados para avaliar e adaptar o conteúdo dos dados coletados inicialmente na Inglaterra.

c) Definição do problema: avaliação dos atributos não-cognitivos inicialmente identificados no contexto da Inglaterra e consideração posterior de características adicionais que poderiam ser relevantes no contexto específico.

- 8) Escolha a alternativa CORRETA com relação às assertivas que trazem as características que identificam aspectos importantes da análise dos dados:
- I. A abordagem transnacional usada para analisar as percepções das características não-cognitivas de professores iniciantes tem um aspecto inovador, comparada a outras abordagens.
 - II. Estudo comparativo de casos em quatro diferentes países, com o cuidado de inserir países não ocidentais, uma vez que a maior parte do mundo não é ocidental, formalmente educada, industrializada, rica e democrática.
 - III. Os três agrupamentos de características não-cognitivas desenvolvidas no primeiro contexto foram percebidos como importantes nos contextos diferentes em termos de língua, nível econômico, dimensões culturais, geográficas e históricas.
 - IV. Os três agrupamentos de características presentes na discussão dos dados deste artigo são essenciais para o sucesso do professor iniciante, apresentando diferenças mínimas de interpretação em cada país observado.

- a) Somente II e IV estão corretas.
- b) Todas estão corretas.
- c) I, II e III estão corretas.

- 9) Observe as sequências textuais I e II, abaixo. Com base na numeração atribuída aos seus termos, selecione a alternativa correspondente à sequência numérica que melhor represente a ordem dos termos para sua compreensão em língua portuguesa, de acordo com o contexto de uso.

I - "Similarities and differences in non-cognitive attributes between countries"

(1) (2) (3) (4) (5) (6)

II - "a thoughtful combination of contrasting cultural profiles and educational contexts"

(1) (2) (3) (4) (5) (6) (7)

- a) I- 1, 2, 4, 3, 5, 6 / II- 2, 1, 5, 4, 7, 6, 3.
- b) I- 2, 1, 5, 6, 3, 4 / II- 2, 1, 3, 4, 5, 7, 6.
- c) I- 1, 2, 3, 4, 6, 5 / II- 1, 2, 5, 4, 3, 7, 6.

- 10) De acordo com o texto, assinale a alternativa que traz informações CORRETAS sobre as conclusões deste artigo.

- a) Embora o ensino seja essencialmente cultural, valores e crenças sociais não são partes inerentes de comportamentos dentro da sala de aula, mas de características pessoais dos professores analisados no estudo.
- b) Pesquisas que analisam um único contexto ou contextos múltiplos com dimensões culturais semelhantes não conseguem avaliar com eficácia a universalidade das características não-cognitivas dos professores.
- c) A pesquisa revelou que algumas características de professores competentes como resiliência, empatia e organização podem ser consideradas universais, independentemente dos contextos nacionais e culturais em que estão inseridos.

