

Pró-reitoria de Pós-Graduação
Mestrado Profissional em Linguagem e Docência

e

Curso de Licenciatura em Letras--Línguas Adicionais: Inglês, Espanhol e Respectivas
Literaturas do campus Bagé

Teste de Proficiência em Inglês

14 de novembro de 2014

Número do CPF:
Curso:

O objetivo deste teste é comprovar sua proficiência em leitura e compreensão de textos em língua inglesa. Para tanto:

- 1) Leia atentamente os textos e as questões referentes aos textos;
- 2) Baseie-se somente no texto para responder as perguntas;
- 3) Utilize somente dicionário **impresso**.

Antes de começar o exame, certifique-se de que:

- 1) Desligará seus equipamentos eletrônicos;
- 2) Escreverá com caneta azul ou preta;
- 3) Utilizará somente as folhas de rascunho fornecidas;
- 4) Ao final da prova, entregará ao examinador a prova e as folhas de rascunho.

A duração da prova é de 03 (três) horas.

Leia o texto a seguir. As questões de 01 a 10 referem-se ao texto.

What is motivation and why does it matter?

Alexandra Usher and Nancy Kober
Center on Education Policy, Graduate School of Education and Human Development
The George Washington University

[...] Education reform advocates have dedicated huge amounts of time and energy to improving public schools and raising student achievement. But with attention currently focused on factors like improving teacher quality, overhauling curriculum and standards, and developing new assessments, one major factor is being overshadowed: the motivation of the students themselves. [...] Higher motivation to learn has been linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, and social adjustment, and to lower dropout rates (Gottfried, 2009; Gottfried, 1985; Ryan & Deci, 2009; Ryan & Deci, 2000). Not only is student motivation the final piece of the school improvement puzzle—without it, the rest of the puzzle falls apart. [...] This [...] paper [...] examines two fundamental issues that are necessary to understand [...]: why student motivation matters and how the concept of “motivation” has been defined.

Why Does Motivation Matter?

Motivation affects every aspect of schooling.

[...] Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how much they attempt to engage or disengage their fellow students from academics, how they perform on assessments (and therefore how the school performs), and so on. Hardly any aspect of the school environment is unaffected.

A lack of motivation has important consequences.

[...] Data indicate that lack of motivation is a real problem affecting large percentages of students. Upwards of 40% of high school students, depending on the study, are disengaged from learning, are inattentive, exert little effort on school work, and report being bored in school, according to a 2004 National Research Council report. Unfortunately, **this** report noted, motivation and engagement in school decline steadily as students progress from elementary to middle and high school. “Adolescents are too old and too independent to follow teachers’ demands out of obedience, and many are too young, inexperienced, or uninformed to appreciate the value of succeeding in school” (NRC, 2004, pp. 18-19). Losing motivation to learn has serious consequences that can culminate in students dropping out of school. In a 2006 survey exploring why students dropped out of high school, 70% of dropouts said **they** were unmotivated (Bridgeland, DiIulio, & Morison, 2006).

What Is Motivation?

To understand factors that can diminish or strengthen motivation, one must first grasp what is meant by the complex concept of motivation itself. What motivates students to learn? Is it simply the desire to get good grades, or is it a competitive drive to outperform their peers? Or do they want to satisfy some family demand? Is it a fear of failure? Is it a hope to generally

succeed in life, whether that means being admitted a top college or getting a certain job? Or is it the promise of concrete rewards that drives them to succeed?

Motivation can be intrinsic or extrinsic (or perhaps both).

Researchers who have struggled with questions of what motivates students generally recognize two major types of motivation: intrinsic and extrinsic. Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result (Pintrich, 2003). Some refer to this divide as the difference between true motivation and “engagement,” or simply holding one’s attention. Others see not a divide but a spectrum; any action could be motivated by a combination of intrinsic and extrinsic factors (Rigby et al., 1992; Murray, 2011). [...] Although complex, this concept of intrinsic versus extrinsic motivation creates important questions for the designers of motivation programs.

Students’ beliefs affect motivation.

[...] Researchers have demonstrated that how students think of their own capacity to learn can influence how motivated they are (Barry, 2007; Murray, 2011). If a student believes, for whatever reason, that he or she has a limited capacity for learning or feels unlikely to succeed, that student will not be as academically motivated (Pintrich, 2003). Additionally, how students conceptualize “knowledge” or “learning” can also influence how motivated they are. If a student defines knowledge as a fixed quantity a person either has or doesn’t have, that student is less likely to be motivated to learn than one who defines knowledge as a quantity that can change and grow (Dweck, 2010). Likewise, students need to recognize a correlation between effort and success. Students who feel they have no control over the outcomes of **their** efforts are less likely to put forth any effort to begin with (Murray, 2011; Barry, 2007; Pintrich, 2003). Some scholars feel that only one of these perspectives is an accurate way to look at motivation, while **others** believe it is a combination of such influences that motivates students.

Four major dimensions contribute to motivation.

While researchers use different frameworks for thinking about motivation, they essentially agree on the major factors students need to have in order to be motivated: **competence** (the belief that they’re capable of doing something), **autonomy/control** (the ability to set appropriate goals and see a correlation between effort and outcome), **interest/value** (a vested interest in the task and a feeling that its value is worth the effort to complete it), and **relatedness** (the need to feel part of a group or social context and exhibit behavior appropriate to that group) (Murray, 2011; Pintrich, 2003; Ryan & Deci, 2000). [...]

Usher, Alexandra and Nancy Kober. “What is motivation and why does it matter?” *Center on Education Policy*. The George Washington University. 12 May 2012. 08 November 2013. <<http://www.cep-dc.org/displayDocument.cfm?DocumentID=405>>

Antes de responder as perguntas, leia atentamente todas as perguntas e todo o texto.

Questão 01: De acordo com o texto, quais são os dois motivos para se estudar motivação escolar?

Questão 02: Quais os três critérios que as autoras utilizam para definir motivação?

Questão 03: Cite no mínimo 8 (oito) palavras do texto relacionadas com escola.

Questão 04: De acordo com o texto, quem seriam os interessados em compreenderem o que é motivação escolar? (ou para quem o texto é escrito?) (ou o que argumentam as autoras?)

Questão 05: Escreva a quem ou a que as expressões abaixo se referem no texto.

a) ... this report noted, ... (linha 30)	
b) ... they really mean certain combination... (linha 33)	
c) ... t h e y w e r e unmotivated... (linha 37)	
d) ... their efforts...(linha 69)	

e) ... while others believe ...(linhas 71-72)	
---	--

Questão 06: Faça a correspondência entre as quatro dimensões da motivação escolar: (linhas 73-81).

A. Competence (<i>Am I capable?</i>)	() Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.
B. Control/autonomy (<i>Can I control it?</i>)	() The student cares about the task or sees the worth of completing it.
C. Interest/value (<i>Does it interest me? My effort is not in vain?</i>)	() The student believes he or she can complete the task.
D. Relatedness (<i>What do others think?</i>)	() The student sees a direct a link between his or her actions and an outcome. The student has some choice about whether or how to undertake the task.

Questão 07: Reescreva, em português, o segmento de texto abaixo. Lembre-se de manter o texto claro em português, isto é, que faça sentido e esteja estruturalmente adequado.

“Higher motivation to learn has been linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, and social adjustment, and to lower dropout rates (Gottfried, 2009; Gottfried, 1985; Ryan & Deci, 2009; Ryan & Deci, 2000)” (linhas 9 a 14).

Questão 08: Reescreva, em português, o segmento de texto abaixo. Lembre-se de manter o texto claro em português, isto é, que faça sentido e esteja estruturalmente adequado.

“Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they’re struggling, how much they attempt to engage or disengage their fellow students from academics, how they perform on assessments (and therefore how the school performs), and so on. Hardly any aspect of the school environment is unaffected.” (linhas 20 a 24).

Questão 09: Reescreva, em português, o segmento de texto a seguir. Lembre-se de manter o texto claro em português, isto é, que faça sentido e esteja estruturalmente adequado.

“Adolescents are too old and too independent to follow teachers’ demands out of obedience, and many are too young, inexperienced, or uninformed to appreciate the value of succeeding in school” (NRC, 2004, pp. 18-19). (linhas 31-35)

Questão 10: Reescreva, em português, o segmento de texto a seguir. Lembre-se de manter o texto claro em português, isto é, que faça sentido e esteja estruturalmente adequado.

“Researchers have demonstrated that how students think of their own capacity to learn can influence how motivated they are (Barry, 2007; Murray, 2011). If a student believes, for whatever reason, that he or she has a limited capacity for learning or feels unlikely to succeed, that student will not be as academically motivated (Pintrich, 2003)” (linhas 60 a 63).
