

PROGRAMA DE PÓS-GRADUAÇÃO EM ESTUDOS LINGÜÍSTICOS

PROCESSO SELETIVO 2017

PROVA DE PROFICIÊNCIA EM LÍNGUA INGLESA

Instruções Gerais:

- Você tem **3 (três) horas** para concluir a prova e entregá-la.
- Você recebeu duas folhas de papel almaço rubricadas: uma em branco e outra com uma etiqueta personalizada com seu número de protocolo. Para compor a versão final de seu texto, utilize apenas a folha etiquetada e reserve a outra para o rascunho. **As duas folhas deverão ser entregues ao examinador no final da prova.**
- Não se identifique nominalmente na folha de respostas!**

Proposta e Instruções Específicas:

- Esta prova é composta por instruções e seis questões elaboradas a partir de dois textos-base. Escolha **04 (quatro) questões** para responder dentre as 06 (seis) apresentadas. Não responda mais do que quatro questões. Cada questão respondida vale 2,5 (dois e meio) pontos.
- Responda em português, nas folhas de respostas, às **quatro questões** da prova que você escolheu, indicando o número da questão no início de cada resposta.
- Evite responder às questões apenas citando partes do texto ou traduzindo-as.
- É permitida a utilização de um dicionário impresso durante a prova.

TEXTO 1 (Para as questões 1, 2 e 3)

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[<http://www.cambridgeenglish.org/images/23161-research-notes-43.pdf>]

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Editorial Notes

Welcome to issue 43 of *Research Notes*, our quarterly publication reporting on matters relating to research, test development and validation within Cambridge ESOL. The use of technology in language testing dates back to 1985 when the Language Testing Research Colloquium (LTRC) chose this theme for its annual conference. The very first *Research Notes* issue, published in 2000, contained an article on

the use of computers in the Local Item Banking System at Cambridge ESOL. The theme of the use of technology was continued in issues 12 (2003) and 23 (2006) which addressed the relationship between technology and language assessment within Cambridge ESOL examinations. This issue of *Research Notes* is dedicated to the latest developments in technology harnessed for the purposes of language assessment at Cambridge ESOL. The opening article by Sharon Jordan, Glyn Hughes and Cris Betts provides a broad overview of the use of information technology at Cambridge ESOL, discussing the associated benefits, issues and practices. The following three papers discuss the technological systems which support and facilitate the work of the external professionals who work on Cambridge ESOL examinations. Chris Hubbard outlines the development and impact of the Cambridge ESOL Professional Support Network (PSN), currently used for the co-ordination and standardisation of Speaking Examiners. Juliet Wilson and Murat Velioglu's article on Connect, a system through which computer-based tests are run, shares with us the benefits of the system from the perspective of test centres. Margaret Cooze's article on scoris[®] discusses the advantages of onscreen marking as well as the issues considered and addressed. The remaining papers are concerned with validation activities of computer-based (CB) and computer-adaptive tests from a variety of perspectives. Picking up a thread from Cooze's paper, Ardeshir Geranpayeh investigates onscreen marking via scoris[®] from a different angle, examining the comparability between onscreen and paper-based marking. Lucy Chambers and Kate Ingham outline the aspects of development of the *BULATS Online Speaking Test*, focussing on a proof-of-concept trial and alignment to the Common European Framework of Reference (CEFR). Following that, Lucy Chambers investigates the composition and revision strategies of a cohort of candidates who took the *Business English Certificate (BEC) Vantage Test* of Writing in the CB mode. Using an innovative method of data collection – the capture of the writing process through snapshots over the course of the test – Lucy explores the extent to which the assets of the CB medium are utilised during writing and how composition and revision strategies relate to the writing score achieved. Last but not least, Laura Cope and Andrew Somers discuss the challenges of paper-based pretesting and show how these challenges are addressed through a system of online pretesting in the context of computer-adaptive testing. We finish this issue by reporting on the conference season and events Cambridge ESOL has supported. Ardeshir Geranpayeh reports on the *HR Magazine* conference (Hong Kong, July 2010), while Evelina Galaczi briefs us on the BAAL TEA SIG conference (Nottingham, November 2010). Angeliki Salamoura and Martin Nuttall report on the English Profile Project and ALTE events respectively. Finally, Lynda Taylor provides a brief on the latest volume in the SiLT series.

QUESTÕES:

- 1) De acordo com o texto do editorial, qual a similaridade entre os conteúdos do segundo, do terceiro e do quarto artigo do volume 43 das *Research Notes* de Cambridge ESOL?
- 2) Lucy Chambers e Kate Ingham tratam de aspectos do desenvolvimento do *BULATS Online Speaking Test*. Qual o enfoque desse artigo?
- 3) De quais desafios trata o artigo de Cope e Somers? Como a tecnologia se insere na discussão sobre testagem feita por esses autores?

TEXTO 2 (Para as questões 4, 5 e 6)

PHO, Phuong Dzung. Research article abstracts in applied linguistics and educational technology: a study of linguistic realizations of rhetorical structure and authorial stance. **Discourse Studies**, v.10, n.2, p. 231-250, mar. 2008.

Abstract

The abstract found at the beginning of most journal articles has increasingly become an essential part of the article. It tends to be the first part of the article to be read and, to some extent, it ‘sells’ the article. Acquiring the skills of writing an abstract is therefore important to novice writers to enter the discourse community of their discipline. Based on 30 abstracts from three journals, the present study aims at exploring not only the rhetorical moves of abstracts in the fields of applied linguistics and educational technology, but also the linguistic realizations of moves and authorial stance in different abstract moves. The results show that there are three obligatory moves in abstracts in these two disciplines – Presenting the research, Describing the methodology, and Summarizing the results. The results also indicate that a combination of certain linguistic features such as grammatical subjects, verb tense and voice can help distinguish moves in the abstract. The findings of the study have some pedagogical implications for academic writing courses for graduate students, especially students from non-English backgrounds.

QUESTÕES:

- 4) Quais os objetivos do estudo de Phuong Dzung Pho?
- 5) De acordo o autor, quais as três partes comuns em *abstracts* nas duas disciplinas analisadas?
- 6) Quais as possíveis implicações dos resultados do estudo?