TESTE DE PROFICIÊNCIA EM LÍNGUA INGLESA

Edital 001/2023 - PRPPG / CALE / UNESPAR
Data: 28/07/2023
Duração: 2 horas

INSTRUÇÃO:
Leia o texto abaixo e responda às 05
(CINCO) questões de interpretação. As questões discursivas deverão ser
respondidas em língua portuguesa. As respostas deverão ser elaboradas com
coesão e coerência, atendo-se para a construção de sentido do texto em língua
inglesa.

* Indica uma pergunta obrigatória

1.   NOME DO(A) CANDIDATO(A): *

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2. **The unrelented technological revolution in the contemporary world**   *

The digital changes we are living through are thrilling, jarring, full of opportunity and, at the same time, terrifying. Over the course of my career, I have witnessed at least four digital revolutions: the advent and proliferation of personal computers; the expansion of the internet and search; the rise and influence of social media; and the growing ubiquity of mobile computing and connectivity.

The sweeping changes brought by these revolutions can feel sudden and sometimes uninvited. They dramatically change the ways we live and how we teach and learn. Remarkably, many of us, and youth especially, now spend significantly more time immersed in digital spaces and interactions than in offline and offscreen exchanges – a proposition that seemed like science fiction just a generation ago.

Developments with digital technology often seem only to accelerate, and the new worlds they create can feel unfamiliar and disorienting, even as we understand their potential to enrich our lives, improve our relationships, and open new horizons for education. Not all people and not all countries have felt these recent technological revolutions in the same way, nor have they necessarily unfolded in a step-by-step progression.

In many places, the mobile revolution has been the vehicle of personal computing, internet access, and social media –   all four revolutions at once. A major disruption, however full of possibility. Although most of us are all still trying to come to terms with the sweeping social and educational implications of these earlier revolutions which are still unfolding, we have, in the past several months, awoken to find ourselves abruptly entering yet another digital revolution – one which may make the others look minor by comparison. This is the AI revolution.

Using improved computing power, synthetic neural networks, and large language modelling, AI technology is, if not cracking, at least feigning with remarkable dexterity the 'linchpin' of human civilization: language. My formal academic training is in linguistics, so I have had ample opportunities to think about the structure, form, meaning, and power of language. Language matters. It is what distinguishes us from other animals. It is at the heart of identity and cultural diversity. It gives meaning to the world around us and inspires our actions. It is the basis of everything we do in education and in almost every other sphere of life. It lies at the root of love and of war. It can empower, and it can manipulate.

Until very recently, we had almost exclusive use and control of language. The fact that machines are now crossing so many language thresholds and so quickly should make us think and reflect. The processes that make these developments possible are important and deserve scrutiny, but their result is

undeniable: machines can now simulate sophisticated conversation beyond narrow tasks. We are coming to understand that our monopoly on advanced language – a natural ability, cultivated through education, and our species' most defining social trait – is no longer something we can take for granted. Recognizing this fact is forcing us to revisit the beliefs and assumptions that uphold our current education systems and, indeed, our wider societies.

AI applications that generate human-like language raise fundamental questions that concern education but spread far beyond: How will this technology change notions of who we are as humans? How will it reframe our understandings of human intelligence? How will it impact our relationships with each other?We are also forced to consider the new technologies that study our languages and generate them, without explicit human direction and therefore unpredictably. Is it possible for technology that is proficient in language and learning to, at some point, develop sentience, knowledge of its own existence and desire greater autonomy? Is it wise to hand over millennia of knowledge to machines that appear to be capable of learning and performing beyond boundaries set by humans? And what about our interactions with these machines: How should we 'treat' them? Is it appropriate for a non-human machine to speak to an adult as if it is another person? Is this appropriate for a child? What should we think when a chatbot assumes the voice of a living or long-dead historical figure on demand and without hesitation?

Technology is never ideologically neutral. It exhibits and privileges certain worldviews and reflects particular ways of thinking and knowing. New generative AI models and utilities are no exception. AI chatbots like ChatGPT enable a fundamentally different user experience than the AI technologies that support standard Google or other web searches. Search technology curates and ranks a menu of largely human-produced content in response to user queries.

 Large language model chatbots, by contrast, generate singular and, as such, much more authoritative-seeming responses using machine-produced content. AI chatbots function, therefore, like all-knowing oracles. The answers provided by these AI chatbots do not trace to human minds. Rather, they stem from a maze of calculations so complex that it is not fully comprehensible even to the people who develop the technology. We have, in effect, an invention that gives human users singular responses to questions, but these responses cannot be traced to other people. Definitionally then, the responses lack humanity. Machines that offer immediate, concise and seemingly definitive answers to knowledge questions can be helpful to learners, teachers, and others.

 All in all, developments in generative AI raise fundamental questions for the future of education. What will be the role of teachers with this technology in wide circulation? What will assessment look like now that AI utilities can perform very

well on examinations that were, until very recently, widely considered un-hackable, such as tests to demonstrate mastery of specific subject areas, and exams to credential skilled professionals, including doctors, engineers, and lawyers?

1. Como o(a) autor(a) do texto classifica as transformações tecnológicas digitais que têm nos afetado?

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3.   2. Conforme o texto, qual é a revolução digital mais recente e o que ela pode   *
criar e controlar?

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4.   3. Segundo o texto, a tecnologia é ideológica? Por quê? *

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5. 4. De acordo com o texto, analise as afirmações abaixo como Verdadeira (V) *
ou Falsa (F).

a) Testemunhou-se, pelo menos, três revoluções digitais: o advento e a proliferação dos computadores pessoais; a expansão da Internet e da pesquisa; e o surgimento e a influência das redes sociais. ( )
b) Os jovens passam, agora, muito mais tempo imersos em espaços e interações digitais. ( )
c) Até pouco tempo, tínhamos o uso e o controle, quase que exclusivamente, da linguagem.( )
d) A evolução da IA generativa levanta questões fundamentais para o futuro da educação. ( )
e) Nem todas as pessoas e nem todos os países sentiram estas recentes revoluções tecnológicas da mesma forma. ( )

Assinale a alternativa correta:

Marcar apenas uma oval.

○ a) F - V - F - V - F
○ b) F - V - V - V - V
○ c) V - F - V - V - V
○ d) V - V - F - V - V
○ e) V - V - V - V - F

6.   5. Selecione <u>os excertos traduzidos para o Português que correspondem ao</u>   *
      <u>sentido</u> do texto em Inglês.

      I. Tive poucas oportunidades para refletir sobre a estrutura, a forma, o
      significado e o poder da linguagem.
      II. As máquinas, que oferecem respostas imediatas, concisas e aparentemente
      definitivas para questões sobre conhecimento, podem ser úteis para alunos,
      professores e para os demais.
      III. Em muitos lugares, a revolução automotiva tem sido o veículo da
      computação pessoal, do acesso à Internet e das redes sociais
      IV. Qual será o papel dos professores com esta tecnologia em grande
      circulação?
      V. O fato de as máquinas estarem agora ultrapassando tantos limiares
      humanos e, tão rapidamente, deve nos levar a questionar e pensar.

      Assinale a alternativa correta:

      Marcar apenas uma oval.

      ( ) a) I e II
      ( ) b) I e III
      ( ) c) II e IV
      ( ) d) I e IV
      ( ) e) I e V

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