

ATENÇÃO: Este modelo é composto por um texto acadêmico e 10 questões.

Ele **NÃO** representa uma prova integral, apenas parte dela.



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**CENTRO DE LÍNGUAS – EXAME DE PROFICIÊNCIA EM LÍNGUA INGLESA
LETRAS
MARÇO/2016**

NOME:.....

- Duração da prova: 2h.
- Só será permitida a consulta a dicionários monolíngues impressos.
- O aproveitamento mínimo para obter o conceito “Suficiente” é de 70%, o que equivale ao acerto de 14 (quatorze) questões.
- Assinale apenas uma alternativa para cada questão.

O exame é composto por dois textos. Um deles é:

I – ‘Interesting Post, but I Disagree’: Social Presence and Antisocial Behaviour in Academic Weblogs

PROVA A

TEXTO I

‘INTERESTING POST, BUT I DISAGREE’: SOCIAL PRESENCE AND ANTISOCIAL BEHAVIOUR IN ACADEMIC WEBLOGS

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Academic weblogs have recently emerged as a new form of scholarly communication which harnesses the affordances of the digital environment. Since they are becoming increasingly popular as tools for personal publishing and scholarly interaction, it is necessary to reflect on their place within the system of academic genres and analyse how academics use language in this genre to construct social meaning, create their social identities, and engage with each other. Already in 2002, Hyland and Hamp-Lyons stressed the need to understand and address the changes that computer-mediated communication (CMC) genres imply for academic literacy practices. This involves research on ‘the implications of computer-mediated interactions for the authorial identities we assume online and the ways we engage with readers’. However, although some studies have explored interpersonal discourse in different types of

weblogs, to date little research has been done on the discursive features and interpersonal strategies of academic blogs.

The aim of the research reported here is to study the interpersonal behavior of participants (i.e. the blogger and the readers who contribute comments) in academic weblogs and determine what this behaviour reveals about how identity is constructed in this genre and about the relationships among the members of the online community who use the weblog. For this purpose, I will analyse the interaction that takes place through postings and comments, focusing on those features that act as markers of relational behaviour (i.e. both social and anti-social behaviour), that is, on the features that provide cues as to the participants' relational orientation towards one another. The questions I will address in this study are: (i) which are the markers of relational behavior in academic blogs and which is their incidence?; (ii) is the incidence and the type of markers of social and anti-social behaviour the same (or similar) in the various blogs analysed; (iii) how do blogs compare with other academic genres in the type and incidence of markers of relational behaviour?; and (iv) what is the function of these indicators in academic blogs? The knowledge that we gain from research on the social and discursive practices engaged in by academics when participating in virtual communities can be used to inform our practices both as teachers and researchers. It can help to understand the nature of online academic literacy and to explore the potential of blogs as spaces for EAP students to become aware of interpersonal issues in academic writing.

The weblog is an online genre that enables self-presentation and usually incorporates social tools which support participation and conversation. Although the various types of weblogs in the blogosphere (e.g. personal blogs, corporate blogs, campaign blogs, journalistic blogs, academic blog) share distinctive formal features (e.g. dated entries, reverse chronology), and technical affordances (e.g. possibility to comment), they vary widely in terms of purpose, content or participant features. Academic weblogs are blogs about academic and discipline related topics written by a person with some expertise in an academic field. However, the term academic blog is an elusive and broad one, which includes several different subtypes (Walker 2006), such as blogs for political debate, pure research blogs, or blogs about academic life. Most academic blogs are in fact hybrid texts with different types of entries. Research on academic blogs has revealed that they are used, among other purposes, to manage personal knowledge, to disseminate information and valuable research, to test ideas and share them with a broad audience, to collaborate and interact with other like-minded scholars, and thus establish and reinforce links within a virtual community, and to increase the bloggers' visibility and develop respect and reputation. The steady growth of academic blogging could be related to the new perspective on scientific research, communication and publishing brought about by the emergence of Science 2.0: online sharing of theories, ideas, etc., and collaborative knowledge construction through open debate are promoted. The content and purpose of posts in academic blogs suggests that they allow academics to engage in discursive practices and activities not supported by other existing genres, thus filling a gap in scholarly communication. Academic blogs are therefore a new form of scholarly writing with some medium-afforded attributes that distinguish them from conventional genres: openness, shorter communication time, highly social nature, potential for networked research. Weblogs offer scholars an open digital arena to interact with members of a discipline but also with academics in other research areas and non-academic interested public. In addition, academic blogs defy the control of peer reviews and enable timely and fast publication of content inappropriate for other written genres, for example, nascent ideas, intuitions, negative results. The weblog also provides a space for more personal content, which often blurs the distinction between the blogger's academic/professional and personal identity. Boyd (2003) characterizes blogs as a good example of 'social software', that is, software supportive of conversational interaction, social networks, and social feedback. They support the desire of individuals to affiliate in order to achieve their personal goals and allow for the creation of new social groupings, not necessarily overlapping with in-person communities, and for the emergence of new social conventions. Their interactive features (i.e.

linking and comments) facilitate networked research, which contributes to the creation of these new virtual communities.

Academics who interact through a specific weblog form ‘communities of blogging practice’: ‘groups of people who share certain routines and expectations about the use of blogs as a tool for information, identity, and relationship management’ (Schmidt 2007). Relations of social power among the members of a blogging community are defined in a different way from face-to-face communication. The unrestricted membership of most of these blogging communities invites interdisciplinary knowledge construction, and minimizes offline power/status differences. The sense of anonymity also contributes to the equalization process that tends to take place in CMC.

Baym’s (2006: 69) characterization of online groups as ‘normatively regulated, hierarchical and often very supportive’ can help to explain the relational behaviour among participants in academic blogs. Members of online groups share a set of social meanings, **which** include identities, relationships, group-specific forms of expression, and behavioural standards, all this contributing to a strong sense of belonging to the group (Lea et al. 1992; Baym 1993). Online social hierarchies are not based on offline power relations but on patterns of participation and communal evaluation (Bruns 2008), with light users and heavy users, who use a variety of ways (e.g. sharing knowledge, showing excellence in some skills) to gain status.

➤ As questões de 1 a 10 referem-se ao texto ***‘Interesting Post, But I Disagree’: Social Presence And Antisocial Behaviour In Academic Weblogs***

1. O aparecimento dos blogs no meio acadêmico
 - a. desencadeou reflexões em torno da linguagem utilizada.
 - b. afunilou a demanda de publicações.
 - c. obteve grande repercussão popular.
 - d. criou identidades nunca antes imaginadas.

2. Uma das carências nos estudos dos blogs acadêmicos
 - a. deve-se à falta de recursos das áreas.
 - b. é a ausência de mais pesquisas no gênero.
 - c. se dá pela dificuldade da atribuição de autorias.
 - d. tem, como causa, a análise prioritariamente discursiva.

3. O estudo em questão
 - a. analisa somente o comportamento social das interações.
 - b. faz com que os pesquisadores acadêmicos revejam as suas práticas.
 - c. discute o uso dos marcadores sob a ótica da Análise do Discurso.
 - d. inclui os gêneros jornalísticos a título de comparação.

4. Leia os enunciados abaixo.

Segundo o texto,

- I. de uma maneira geral, os blogs compartilham de características comuns.
- II. o formato digital desobriga os blogs acadêmicos dos moldes convencionais da escrita acadêmica.
- III. o hibridismo encontrado nos blogs acadêmicos é apontado como desvantagem.

Está (ão) correta (s)

- a) Apenas a I.
- b) I e II.
- c) Apenas a II.
- d) II e III.

5. Aponte um fim **NÃO** citado no estudo para os blogs acadêmicos.

- a. a disseminação virtual da informação
- b. o enfoque pesquisador
- c. exposição de ideias e visibilidade
- d. a seleta aceitação dos participantes

6. Segundo o texto, os blogs acadêmicos

- a. permitem o engajamento nos debates.
- b. seguem formato convencional.
- c. trazem potencial para todo o ambiente digital.
- d. são prejudicados pela extensão dos textos.

7. Uma particularidade apontada sobre os blogs acadêmicos é

- a. a linha divisória entre a identidade pessoal e a acadêmica do blogueiro.
- b. o espaço propício para arriscar conteúdos apenas aceitos pela comunidade.
- c. o acesso a uma mídia cujo caráter interativo permite a formação de novos grupos.
- d. a participação ilimitada a todos como acontece na comunicação presencial.

8. O conceito de comportamento relacional definido no texto

- a. submete-se a padrões regidos pelas regras herdadas na sociedade.
- b. segue a hierarquia de valores estabelecida pelas outras mídias.
- c. advém do significado social que as práticas nos blogs possibilitam.
- d. proporciona alcançar status como resultado da inclusão social.

9. A palavra ***which*** no trecho “*Members of online groups share a set of social meanings, which include identities, relationships, group-specific forms of expression, and behavioural standards, all this contributing to a strong sense of belonging to the group*” refere-se a
- a) *academic blogs.*
 - b) *online groups.*
 - c) *social meanings.*
 - d) *participants.*
10. Segundo o texto, nos blogs acadêmicos os participantes
- a) reproduzem na vida real as mesmas relações de poder.
 - b) fazem uso do espaço de diferentes maneiras.
 - c) são usuários contumazes com acesso permanente.
 - d) usam o espaço unicamente para demonstrar conhecimento

GABARITO

01. *A*

02. *B*

03. *B*

04. *B*

05. *D*

06. *A*

07. *C*

08. *C*

09. *C*

10. *B*