



**Provas Especialmente Adequadas Destinadas a Avaliar a Capacidade
para a Frequência dos Cursos Superiores do Instituto Politécnico de Leiria dos Maiores
de 23 Anos - 2021**

**Prova escrita de conhecimentos específicos
de Inglês**

Instruções gerais

1. A prova é constituída por 4 grupos de questões obrigatórias.
2. A duração da prova é de 2 horas, estando prevista uma tolerância de 30 minutos;
3. Só pode utilizar para elaboração das suas respostas e para efetuar os rascunhos as folhas distribuídas pelo docente vigilante, salvo se previsto outro procedimento;
4. Não utilize qualquer tipo de corretor. Se necessário risque ou peça uma troca de folha;
5. Não é autorizada a utilização de quaisquer ferramentas de natureza eletrónica (telemóvel, *ipad*, computador portátil, leitores/gravadores digitais de qualquer natureza ou outros não especificados), exceto máquina de calcular para realizar cálculos e obter representações gráficas de funções, devidamente autorizadas.
6. Deverá disponibilizar ao docente que está a vigiar a sala, sempre que solicitado, um documento válido de identificação (cartão de cidadão, bilhete de identidade, carta de condução ou passaporte);
7. A seguir ao número de cada questão encontra entre parênteses a respetiva cotação.

Leiria, 19 de junho de 2021

Part I

Reading comprehension and writing

Read the text below carefully and then answer the questions that follow.

After Covid, will digital learning be the new normal?

1. History is likely to record that Britain's teachers were better prepared for Covid-19 than government ministers. With cases rising in Europe, 14 schools in England had already closed their gates by the end of February 2020. When senior staff at Barham primary school began drawing up contingency plans on 26 February, they realised they needed to up their use of digital technology. [...]

2. Ensuring they could distribute work remotely was just the first of many challenges staff at Barham faced as they turned towards greater reliance on education technology, or edtech, in response to Covid-19. They were, of course, far from alone. By April, the pandemic had forced almost 1.6 billion children and students out of their schools and universities worldwide, putting many of their teachers on a steep edtech learning curve. And now, with UK schools having closed to the majority of pupils again on 5 January, teachers are back to providing mostly remote lessons.

3. For some, the resulting global edtech boom is long overdue. Andreas Schleicher, head of education at the Organisation for Economic Co-operation and Development (OECD), has described the pandemic as creating "a great moment" for learning. In May, New York governor Andrew Cuomo publicly questioned why physical classrooms still exist at all, as he announced that former Google CEO Eric Schmidt and Bill Gates would help rethink education in the state.

4. Sceptics, however, warn that a "digital divide" further widens existing attainment gaps and inequalities faced by disadvantaged children. Others say schools are ill-equipped to protect their pupils' data, and that the growing role of commercial interests both within state education and through a booming direct-to-consumer edtech market amounts to privatisation by stealth. At the end of March, with such short notice of the shutdown, most UK schools turned to their existing digital tools to help their pupils continue learning. For some

this meant simply uploading links to worksheets to school websites, while others gave live lessons via video conferencing. It didn't take long for problems to emerge.

5. "We were putting work on ClassDojo but the children couldn't send me back the work, so they weren't getting the feedback they need," says Alexander, who was teaching 4 four pupils at Barham last spring. In the summer the school began transitioning to Google Classroom, as a more interactive remote learning tool, and set up face-to-face lessons via Google Meet for those unable to return or self-isolating. Pre-Covid, Google had already gained a dominant position in many schools by providing its edtech tools free or at low cost. In the first month of the pandemic, the number of active users of Google Classroom doubled to 100 million. [...]

6. Critics like the writer Naomi Klein say the tech giants were quick to see Covid-19 as an opportunity to accelerate their ambitions in education. In June, for example, Microsoft published a position paper called Education Reimagined. It starts: "The fallout from Covid-19, continuing advances in digital technology, and intensifying pent-up demand for student-centred learning have combined to present an unprecedented opportunity to transform education across whole systems." But will schools continue their digitally enhanced approach, post-pandemic? Investors certainly think so. Global investment of venture capital in edtech more than doubled from \$7bn in 2019 to a record \$16.1bn in 2020, according to market intelligence consultancy HolonIQ.

7. Others too believe the shift will be permanent. "Covid has given an impetus to schools to adopt, roll out and use more of the functionality of edtech tools," says Hannah Owen, of the Nesta innovation foundation. "It's likely, and optimal, that we'll move to blended models, where remote and digital platforms support in-person classroom teaching, and contribute to minimising teacher workload." Many school leaders are concerned that more tech-based teaching may add to the relative advantages already enjoyed by wealthier pupils. Research by the Sutton Trust found, for example, that 30% of middle-class pupils were doing live or recorded online lessons at least once per school day, compared to 16% of working-class pupils. Those at private schools were more than twice as likely to do so than those at state schools.

8. Teachers at Barham provide paper-based home learning packs for the average of three or four pupils per class that don't have digital access. "Most of the children have the tech in some form, but it might be using Dad's mobile phone before he goes to work, or on a flatscreen TV in the living room," says

Karen Giles, headteacher at Barham, where many pupils live in multiple occupancy homes. “The lack of equity in this situation means that those children who are without are more disadvantaged, and children with advantages are more advantaged. I’m determined to close that gap.” [...]

9. Edtech companies, both large and small, have seen major user number growth thanks to Covid-19. Critics fear this could lead to the erosion of some core principles of state provision. “If we understand privatisation as the provision by the private sector of services traditionally provided by the state, then during the pandemic, a vast part of schooling in the UK has been privatised,” says Ben Williamson, an education researcher at the University of Edinburgh. “Getting into schools, at very large scale, positions Google, Microsoft and others to keep rolling out their new model of ever-more digital schooling, based on data analytics, artificial intelligence and automated, adaptive functions.”

Nic Fleming in *The Guardian* 23rd January 2021, available at: <https://www.theguardian.com/education/2021/jan/23/after-covid-will-digital-learning-be-the-new-normal> (abridged)

1. What does the author mean by “For some, the resulting global edtech boom is long overdue”? (paragraph 3, up to 10 marks).
2. What does the author mean by “digital divide”? (paragraph 4, up to 10 marks).
3. According to critics, what could be the risk of involving big tech giants in the education process? (up to 10 marks).
4. According to the text, how can online education increase inequalities between school children? (up to 15 marks).
5. Find words in the text that mean the same as the following. (3 marks for each correct answer: 15 marks).
 - a. sudden increase or growth;
 - b. happening for the first time;
 - c. probable;
 - d. a change in position or direction;
 - e. to reduce to the lowest possible level.

6. Explain in your own words what the author means by “Britain’s teachers were better prepared for Covid-19 than government ministers” (paragraph 4, up to 15 marks).

7. Answer, in your own words, the question asked by the author in paragraph 6: “Will schools continue their digitally enhanced approach, post-pandemic?” (up to 15 marks).

Part II: Use of English

1. Rewrite the following sentences using the word **in bold** at the end of each sentence. The word in bold cannot be altered. Keep the meaning as close to that of the original sentence as far as possible. The letter 'P' and the number in brackets indicate the paragraph in which the sentence can be found. (*up to 10 marks each*).

a) Britain’s teachers were better prepared for Covid-19 than government ministers. (p1) **as**

b) When senior staff at Barham primary school began drawing up contingency plans on 26 February, they realised they needed to up their use of digital technology. (p1) **necessary**

c) Ensuring they could distribute work remotely was just the first of many challenges staff at Barham faced. (p2) **sure**

d) It didn’t take long for problems to emerge. (p4) **started**

2. Put the verbs in brackets into the correct verb tense (affirmative or negative/active or passive) (*up to 5 marks each*)

a) The shift _____ (think) to be permanent.

b) Presently, some tech giants _____ (strengthen) their position with regards to providing digital education in schools.

c) If Covid-19 didn’t exist, schools _____ (invest) as significantly in digital education as they have done.

d) Recently, tech giants _____ (use) Covid-19 as an opportunity to accelerate their ambitions in education.

Part III:

Translation

Turn the last paragraph of the text (“Edtech companies, both large and small...adaptive functions.”) into Portuguese (up to 20 marks).

Part IV

Composition

Please write answers to both questions. You should write a maximum of 60 words for each part (up to 30 marks: 15 for each part).

1st Part:

In your opinion, what are the benefits of technology in education?

2nd Part:

Do you think that digital technology has changed the role of teachers? Justify your answer.

Your composition will be evaluated using the following categories:

Fluency (up to 6 marks)

Relevancy (up to 6 marks)

Organisation of content (up to 6 marks)

Grammar (up to 6 marks)

Vocabulary (up to 6 marks)