



**MINISTÉRIO DA EDUCAÇÃO  
INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DE MINAS GERAIS**

**CONCURSO PÚBLICO DE PROVAS E TÍTULOS - MAGISTÉRIO - EDITAL Nº 153/2014  
CAMPUS PONTE NOVA**

**CARGO:** Professor de Ensino Básico, Técnico e Tecnológico

**ÁREA:** Língua Inglesa; Conteúdos Afins e Projetos

**DATA:** 14 de dezembro de 2014

1. Esta prova é composta de 11 questões, sendo 01 discursiva e 10 de múltipla escolha, separadas por caderno.
2. Cada questão de múltipla escolha está valorizada em 2,0 pontos, e a questão discursiva em 80,0 pontos, somando-se o total de 100 pontos.
3. Este caderno contém 09 páginas.
4. Todas as questões devem ser respondidas à caneta.
5. A prova terá a duração de 4:00 horas. Você será avisado quando restarem 30 minutos para o final da mesma.
6. Tenha em mãos apenas lápis, caneta e borracha. Não é permitido consultar material algum, nem o uso de eletrônicos ou o empréstimo de qualquer tipo de material.



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**SECRETARIA DE EDUCAÇÃO PROFISSIONAL E TECNOLOGIA**  
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**REITORIA - Diretoria de Gestão de Pessoas**  
Av. Mário Werneck, 2590 – Buritis – Belo Horizonte – Minas Gerais – CEP: 30.575-180 –(31) 2513-5210

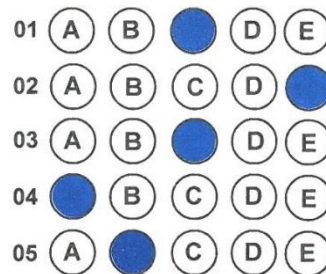
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**CADERNO DE PROVA DE QUESTÕES FECHADAS**

**SÓ ABRA QUANDO AUTORIZADO**

1. Resolva as questões neste Caderno de Prova.
2. Logo após, solicite ao fiscal o seu cartão de resposta para preenchimento das respostas.
3. Transcreva-as a lápis, confira com atenção e então cubra a opção escolhida com caneta azul ou preta.

**OBSERVE COMO SE DEVE PREENCHER O  
CARTÃO DE RESPOSTA**



4. NÃO dispomos de outros cartões de resposta para substituir os errados, portanto, atenção.
5. **Assine o cartão de resposta no local indicado.**
6. A apuração do resultado será feita por leitora ótica, não havendo processamento manual dos cartões.
7. Caso você perceba alguma irregularidade, comunique-a imediatamente aos fiscais.
8. Os três últimos candidatos deverão permanecer na sala para entrega simultânea do cartão de resposta e assinar a ata de regência de prova.

### QUESTION 1

ZPD (Zone of Proximal Development) is a concept most commonly associated with

- a. An identity approach to second/foreign language learning
- b. A cognitive approach to second/foreign language learning
- c. A sociocultural approach to second/foreign language learning
- d. A Universal Grammar approach to second/foreign language learning
- e. A chaos/complexity theory approach to second/foreign language learning

Source: ATINKSON, Dwight. **Alternative Approaches to Second Language Acquisition**. London & New York: Routledge, 2011.

### QUESTION 2

Which concept below “has some characteristics influenced by the learner’s previously learned language(s), some characteristics of the second language, and some characteristics which seem to be very general and tend to occur in all or most” second language learning processes? (Lightbown & Spada, 2006:74)

- a. The Critical Period
- b. The Interlanguage
- c. The Mental Lexicon
- d. The Monitor Model
- e. The Language Acquisition Device

Source: LIGHTBOWN, Patsy & SPADA, Nina. **How Languages are Learned**. 3<sup>rd</sup> ed. Oxford; New York: Oxford University Press, 2006.

### QUESTION 3

Krashen’s Monitor hypothesis is related to awareness and conscious control of some processes in second language learning. However, it may negatively interfere in language speed and fluency, especially for

- a. Monitor practical-users.
- b. Monitor optimal-users.
- c. Monitor under-users.
- d. Monitor over-users.
- e. Monitor non-users.

Source: p.46, in: Mitchell & Myles. **Second Language Learning Theories**. 2004.

### QUESTION 4

The ‘focus on form’ (FonF) pedagogical approach aims to draw the learner’s attention

- a. to language forms in second/foreign language learning
- b. to meaning and form in second/foreign language learning
- c. to language meaning in second/foreign language learning
- d. to grammatical forms in second/foreign language learning
- e. to formulaic language in second/foreign language learning

Source: Pages 13-15 in: ATINKSON, Dwight. **Alternative Approaches to Second Language Acquisition**. London & New York: Routledge, 2011.

### QUESTION 5

Which researcher below adheres to a usage-based perspective to language learning?

- a. Lydia White
- b. Steven Pinker
- c. Noam Chomsky
- d. Stephen Krashen
- e. Michael Tomasello

Source: p.168, in: ROBINSON, Peter & ELLIS, Nick C. **Handbook of Cognitive Linguistics and Second Language Acquisition**. 2008.

### QUESTION 6

Langacker (2008:82) argues that “students tend to do what children presumably do in learning a language natively: the forms they learn first and learn best are those which occur most frequently”. That argument is an empirical evidence for

- a. the poverty of stimulus hypothesis
- b. the universal grammar principles
- c. the usage-based approach
- d. the rule-based approach
- e. the modular theory

Source: ROBINSON, Peter & ELLIS, Nick C. **Handbook of Cognitive Linguistics and Second Language Acquisition**. 2008.

### QUESTION 7

According to Mitchell and Myles (2004:06), deepening our understanding about second language learning is necessary to improve some of its pedagogical and theoretical aspects such as the ones listed below, EXCEPT:

- a. the nature of language
- b. human learning issues
- c. intercultural communication
- d. understanding of human mind
- e. artificial intelligence improvement

Source: MITCHELL & MYLES. **Second Language Learning Theories**. 2004.

### QUESTION 8

About the socio-cultural perspectives on second language acquisition, it is true to say that:

- a. Successful learning involves a shift from collaborative inter-mental activity to autonomous intra-mental activity.

- b. Learning is seen as a cognitive process, that is to say, it is dependent on face-to-face interaction based on shared thoughts and problem solving.
- c. Microgenesis is the domain of knowledge where the learner is not yet capable of independent functioning, but can achieve the desired outcome given the relevant scaffolding help.
- d. ZPD is the process of supportive dialogue, which directs the attention of the learners to key features of the environment.
- e. Private speech does not become inner speech as the latter regulates internal thought without any external articulation, and the first reflects an advance on the earliest uses of language.

Source: pages 193-222, in: MITCHELL & MYLES. **Second Language Learning Theories**. 2004.

### QUESTION 9

According to Pavlenko (1998), language learning “involves a first stage of continuous losses (rather than immediate acquisition), and only later a stage of gains and (re)construction” for immigrant learners. Having that in mind, the losses mentioned by the author are the following, EXCEPT

- a. loss of one’s linguistic identity
- b. loss of all subjectivities
- c. loss of the inner voice
- d. loss of signifier in lieu of signified
- e. first language attrition

Source: pages 249-250, in: MITCHELL & MYLES. **Second Language Learning Theories**. 2004.

### QUESTION 10

According to Larsen-Freeman (2011:49), “language, its use, and its acquisition are mutually constitutive, simply occurring at different levels of ecological scale — individual through speech community — and timescale.” Which approach is this conclusion based on?

- a. Complexity Theory Approach
- b. Sociocultural Approach
- c. Sociocognitive Approach
- d. Identity Approach
- e. Conversation-analytic Approach

Source: ATINKSON, Dwight. **Alternative Approaches to Second Language Acquisition**. London & New York: Routledge, 2011.