

Prova B02_EN_SUP

Conversazione in lingua straniera (Inglese)

Domande a risposta aperta

Quesito 1 - "'Authenticity' is a frequently invoked and, at the same time, keenly debated notion in ELT which became an issue when the advent of Communicative Language Teaching in the 1970s brought with it a new focus on 'realism' in language learning materials and activities. [...]"

As a technical term in the field of ELT, authenticity has been used to characterize texts (both written and spoken), learning material, tasks, cultural artefacts, multimedia products, forms of assessment, and even types of teacher and audience." (Judith Buendgens-Kosten, 2014)

Discuss the above statement and illustrate how you would use authentic materials and tasks in an English language classroom. Briefly define the context, the materials, the tasks, the learners' groupings, and the possible topics you would use. Justify your choices.

Quesito 2 - The following are two of the Common European Framework of Reference descriptors of the illustrative scales provided for Spoken Interaction: Conversation at Level B1.

- Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.
- Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

Illustrate the activities you would use in order to develop learners' conversation skills at this level. Briefly define the context, the materials, the sequence of activities, the learners' groupings and the topics you would choose. Justify your choices.

Quesito 3 - The following are three of the Common European Framework of Reference descriptors of the illustrative scales provided for Sociolinguistic Appropriateness at Level B1:

- Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.
- Is aware of the salient politeness conventions and acts appropriately.
- Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.

Briefly describe what you would do in an English language classroom in order to promote learners' spoken production and awareness of cultural differences. Define the context, the materials, the activities, the learners' groupings, and the possible topics you would choose. Justify your choices.

Quesito 4 - "Krashen (1981) proposed that learners will acquire language when they are exposed to 'comprehensible input' and are motivated to attend to the input. Long (1983a; 1996) has argued that acquisition is best served when learners participate in the negotiation of meaning (i.e. interactional sequences that arise as a result of some communication problem)". (Ellis, 2005: 6)

Discuss the above statement and provide an example of how English language learners may be involved in effective communicative tasks. Briefly describe the context, the learners' level as well as the tasks and the materials you would use. Justify your choices.

Quesito 5 - "Implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process that takes place naturally, simply and without conscious operations. Explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure." (de Bot, Lowie & Verspoor, 2005)

Discuss the above statement and briefly describe how, as a teacher, you would enhance students' implicit learning while scaffolding their explicit learning. Provide examples of tasks and activities you would use. Justify your choices.

Quesito 6 - "A definition for a pedagogical grammar that is broad enough to accommodate both traditional and newer approaches, and one that can be applied to different languages, is that 'grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints'. Larsen-Freeman has referred to the three dimensions present in this definition of grammar as form, meaning, and use." (Larsen-Freeman, 2001)

Discuss the above statement and describe how you would include grammar teaching in your lessons. Briefly outline how you would introduce grammar and the types of tasks you would use.

Quesito 7 - "The transformation of English from being the language of a few powerful countries (i.e. the UK, USA) to becoming the international language it is today has brought with it many changes in the language teaching profession, which is trying to adapt to the new English as an International Language (EIL) environment and the new demands of its learners. Proposals are currently being made to move beyond the native speaker as the model in language teaching (Cook 1999) since, in the context of EIL, native speakers are only a part of the much larger group of speakers of the language. In fact, as Modiano (1999) argues, proficiency in speaking English is no longer determined by birth but by the capacity to use the language properly, a capacity that is shared by some – but not all – speakers, be they native or non-native." (Llurda, 2004: 317)

Discuss the above statement. Identify implications for English language teaching also in terms of possible advantages or disadvantages for English language learners.

Quesito 8 - "Developing the intercultural dimension in language teaching involves recognising that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; and to help them to see that such interaction is an enriching experience." (Byram et al., 2002)

Discuss the above statement and provide examples of how intercultural competence can be developed in an English language classroom. Briefly describe the tasks and the materials you would use in order to develop learners' intercultural competence.