

Prova B02_EN

Conversazione in lingua straniera (Inglese)

Domande a risposta aperta

Quesito 1 - "A widely held view is that a teacher working in a heterogeneous (mixed-ability) class should adapt the tasks to individual learner needs. Such individualization turns a lesson into a mixed variety of the individual-fit activities, and is sometimes described by teachers as impractical" (Millrood, 2002:128)

Discuss the above statement and briefly describe how you would teach English in a heterogeneous class. Define the criteria you would use in order to plan your lessons, the learners' groupings, the types of activities, and the materials you would choose. Justify your choices.

Quesito 2 - "In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole" (Common European Framework, 2001:1)

Discuss the above statement. How would you adopt an intercultural approach in your English classes? Briefly describe what you would do, your objectives, the types of activities and materials you would use and possible learning outcomes. Justify your choices.

Quesito 3 - The following is one of the Common European Framework of Reference - Level B1 - descriptors of the illustrative scales provided for Overall Spoken Production:

"Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points"

Describe how you would develop your learners' spoken production at this level. Define the context, and briefly illustrate the types and the sequence of activities you would propose, the learners' groupings, the topics and the materials you would use. Justify your choices.

Quesito 4 - "A basic understanding of the language learning process is essential for anyone who wishes to manage their own learning. Learners can only be autonomous if they are aware of a range of learning options, and understand the consequences of choices they make. Armed with a model of language learning, learners are able to question the role of input texts and tasks, to trial alternative strategies, and to seek feedback on their performance. Without access to such a model, learners are forced into the role of 'consumers' of language courses" (Cotterall, 2000:111)

Discuss the above statement and provide an example of the types of tasks, activities and materials you would use in order to develop your learners' autonomy. Justify your choices.

Quesito 5 - "Communicative language teaching refers to a number of approaches that are based upon the belief that language is not just a system of rules but a resource for creating meaning. A distinction is made between knowing language rules and being able to use them effectively and appropriately in communication" (Mihaljevic Djigunovic & M. Medved Krajnovic, 2005)

Discuss the above statement and briefly describe its implications for enhancing learners' communicative language competence, specifically their listening and speaking skills. Provide an example of types of tasks and activities you would use. Justify your choices.

Quesito 6 - "A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form." (Nunan, 2004)

Discuss the above statement and describe how you would incorporate task-based learning in communicative language teaching. Provide an example and briefly define the context, your learners' level and the types of tasks you would use. Justify your choices.

Quesito 7 - "Culture plays a role in language teaching in two important ways. First, culture is significant in the linguistic dimension of the language itself, affecting the semantic, pragmatic, and discourse levels of the language. Second, culture is operative in a pedagogical sense in that choices need to be made regarding the cultural content of language materials and the cultural basis of the teaching methodology." (McKay, 2003)

Discuss the above statement and illustrate how you would introduce aspects related to culture in teaching English (e.g. arts, food, media etc.) in one of your classrooms. Choose the topic/s, define the context, the learners' level and briefly describe the types of activities and materials you would use. Justify your choices.

Quesito 8 - "The Internet has the potential to provide a new learning environment that has rich digital textual, graphic, audio, video and other interactive features for the language learning approach as well as for culture (Muehleisen, 1997). The Internet is considered a key-factor in enhancing the learner's motivation for both language learning and linguistic proficiency (Lee, 2000). In recent years, language teachers have been exploring ways in which ICT can be employed to make language learning more effective and motivating for students." (Young, 2003).

Discuss the implications of the use of information communication technology (ICT) in the language classroom. Briefly outline how you would integrate ICT in your English language classroom. Provide examples and justify your choices