

Prova A25_A24_EN_SUP

AD 5 Ambito Disciplinare 5 - Lingue - AB24 Lingue e culture straniere negli istituti di istruzione secondaria di secondo grado (Inglese) - AB25 Lingua inglese e seconda lingua comunitaria nella scuola secondaria di primo grado (Inglese)

Domande a risposta aperta

Quesito 1 - "He was a comely, handsome fellow, perfectly well made, with straight, strong limbs, not too large; tall, and well-shaped; and, as I reckon, about twenty-six years of age. He had a very good countenance, not a fierce and surly aspect, but seemed to have something very manly in his face; and yet he had all the sweetness and softness of a European in his countenance, too, especially when he smiled. His hair was long and black, not curled like wool; his forehead very high and large; and a great vivacity and sparkling sharpness in his eyes. The colour of his skin was not quite black, but very tawny; and yet not an ugly, yellow, nauseous tawny, as the Brazilians and Virginians, and other natives of America are, but of a bright kind of a dun olive-colour, that had in it something very agreeable, though not very easy to describe. His face was round and plump; his nose small, not flat, like the negroes; a very good mouth, thin lips, and his fine teeth well set, and as white as ivory" (Daniel Defoe, Robinson Crusoe, 1719)

Briefly illustrate how and why you would use Daniel Defoe's description of Friday with your students. Define the school level and the types of activities you would choose.

Quesito 2 - HOW SHOULD ONE READ A BOOK?

* A paper read at a school. (Virginia Woolf, 1932)

In the first place, I want to emphasize the note of interrogation at the end of my title. Even if I could answer the question for myself, the answer would apply only to me and not to you. The only advice, indeed, that one person can give another about reading is to take no advice, to follow your own instincts, to use your own reason, to come to your own conclusions. If this is agreed between us, then I feel at liberty to put forward a few ideas and suggestions because you will not allow them to fetter that independence which is the most important quality that a reader can possess. After all, what laws can be laid down about books?

Discuss the above quote from Virginia Woolf's paper and briefly illustrate how you would encourage your learners to read literary texts. Define the context, the activities and the authors you would choose. Justify your choices.

Quesito 3 - The following is one of the Common European Framework of Reference - Level A2 - descriptors of the illustrative scales provided for "Reading for orientation":

"Can find and understand relevant information in everyday material, such as letters, brochures and short official documents"

Refer to the above descriptor and briefly illustrate the activities you would use in order to develop learners' reading skills at 'Scuola Secondaria di primo grado' level. Define the materials, the types of activities, the topics and the forms of assessment you would use. Justify your choices.

Quesito 4 - In chapter 7 of the Common European Framework of Reference for Languages: Learning, teaching, assessment (2001), 'Tasks and their role in language teaching', tasks are defined as

"...a feature of everyday life in the personal, public, educational or occupational domains. Task accomplishment

by an individual involves the strategic activation of specific competencies in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome".

Briefly discuss the notion of task in foreign language teaching and provide an example of the types of tasks you would use to develop your learners' conversation skills in the first year of 'Scuola Secondaria di secondo grado'.

Quesito 5 - The following is one of the Common European Framework of Reference - Level B1 - descriptors of the illustrative scales provided for "Creative Writing":

"Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story."

Refer to the above descriptor and briefly illustrate the activities you would use in order to develop learners' writing skills in the first year of the 'Scuola Secondaria di secondo grado'. Define the sequence of activities, the topics and the forms of assessment you would use. Justify your choices.

Quesito 6 - "The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates. (Vanderbilt University, Center for Teaching)

Flipped learning has also been defined as

"a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment, where the educator guides students as they apply concepts and engage creatively in the subject matter" (Flipped Learning Network, 2014)

Briefly discuss the above definitions of a 'flipped approach' and describe ways you would use this approach in the English language classroom.

Quesito 7 - Information Communication Technologies (ICT) are widely used in the foreign language classrooms.

"ICTs can expand access to language programmes and improve the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up-to-date materials from the country or countries of the target language, offering learners and teachers a plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible(UNESCO, 2004:6)

Discuss the above statement and briefly illustrate how you would use ICTs in the English classrooms. Define the context, the ICTs and the activities you would use. Justify your choices.

Quesito 8 - "The English language has been so successfully exported around the world that the native speakers no longer have control over it. They are now in a small minority, for a start, and today's learners of English are not learning it particularly to talk to Englishmen, but also to talk to each other. The very features that distinguish native speakers disqualify them from key discussions like 'which is the best English?'"(Crystal, 1988)

Discuss the above statement with reference to World Englishes and the use of English as an International Language. What implications for the English language classrooms in a context where teachers are non-native speakers?