

# Prova A25\_A24\_EN

## 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** - "The Shakespearian linguistic legacy is not in the number of words he used, but in the way he used them. From Shakespeare we learn how it is possible to explore and exploit the resources of a language in original ways, displaying its range and variety in the service of the poetic imagination. In his best writing, we see how to make a language work so that it conveys the effects we want it to. Above all, Shakespeare shows us how to dare to do things with language" (David Crystal, 2003:77).

Briefly discuss the above statement with reference to how you would introduce Shakespeare to your students. Define how you would use Shakespeare's works and why, the school level and the main focus of your activities.

**Quesito 2** - "It is simple enough to say that since books have classes — fiction, biography, poetry — we should separate them and take from each what it is right that each should give us. Yet few people ask from books what books can give us. Most commonly we come to books with blurred and divided minds, asking of fiction that it shall be true, of poetry that it shall be false, of biography that it shall be flattering, of history that it shall enforce our own prejudices. If we could banish all such preconceptions when we read, that would be an admirable beginning. Do not dictate to your author; try to become him. Be his fellow-worker and accomplice. If you hang back, and reserve and criticise at first, you are preventing yourself from getting the fullest possible value from what you read. But if you open your mind as widely as possible, then signs and hints of almost imperceptible fineness, from the twist and turn of the first sentences, will bring you into the presence of a human being unlike any other. Steep yourself in this, acquaint yourself with this, and soon you will find that your author is giving you, or attempting to give you, something far more definite." (Virginia Woolf, 1932)

Briefly discuss Virginia Woolf's extract and illustrate how you would use it in one of your lessons on English literature. Define the context, the activities and justify your choices.

**Quesito 3** - "Unlike other subjects in the school curriculum, language has this unique characteristic that it cannot be used correctly and appropriately if one does not obey the rules of usage and the conventions of use of the English speaking community, but it cannot be used properly if one does not make it one's own, give it one's voice, so to speak, in one's own unique, that is, proper, situation (Widdowson 1994).

Briefly discuss the relevance of the above statement with reference to the English language classroom and to the activities you would use with your students. Justify your choices.

**Quesito 4** - The following is one of the Common European Framework of Reference - Level A2 - descriptors of the illustrative scales provided for "Overall Spoken Interaction":

"Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord".

Refer to the above descriptor and briefly illustrate the activities you would use in order to develop learners' spoken interaction 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 5** - "Content and language integrated learning (CLIL) has emerged as a significant curriculum trend in Europe. CLIL is an approach to bilingual education in which both curriculum content – such as Science or Geography – and English are taught together. CLIL changes the working relationships within schools, and requires a cultural change of a kind which is often difficult to bring about within educational institutions. English teachers have to work closely with subject teachers to ensure that language development is appropriately catered for (Graddol, 2006:86)

Briefly discuss the above statement and provide an example of ways subject and foreign language teachers may collaborate within CLIL, highlighting the role and functions of the English teacher.

**Quesito 6** - "In recent years, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. Since roughly only one out of every four users of English in the world is a native speaker of the language, most ELF interactions take place among 'non-native' speakers of English.

Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is 'a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication'. Defined in this way, ELF is part of the more general phenomenon of English as an international language' (EIL) or 'World Englishes'. EIL, along with 'English as a global language', 'English as a world language' and 'World English' have for some time been used as general cover terms for uses of English spanning Inner Circle, Outer Circle, and Expanding Circle contexts. However, when English is chosen as the means of communication among people from different first language backgrounds, across linguacultural boundaries, the preferred term is 'English as a lingua franca', although the terms 'English as a medium of intercultural communication', and, in this more specific and more recent meaning, 'English as an international language', are also used.

Despite being welcomed by some and deplored by others, it cannot be denied that English functions as a global lingua franca" (Seidlhofer,2005)

Discuss the above extract. Briefly describe the implications for English language teaching. Provide an example of how you would take ELF into account in your teaching. .

### **Quesito 7 - TASK-BASED LEARNING**

A task has been defined as "a feature of everyday life in the personal, public, educational or occupational domains" (Council of Europe, 2001)

Textbook writers are mostly concerned with ways of constructing language courses based upon the use of tasks, while language teachers are interested in developing tasks that help learners learn (i.e. produce language that will stay with them and will be later used in meaningful ways and contexts).

Rod Ellis (2003: 4-5) illustrates some of the most well known studies of task-based learning and makes a distinction between tasks that can be performed without using language, such as 'painting a fence', and tasks that require language, such as booking a flight. To Ellis, 'tasks' are "activities that call for primarily meaning-focused language use. In contrast, 'exercises' are activities that call for primarily form focused language use"(Ellis, 2003:3). Even if the main purpose in both tasks and exercises is to learn a language, it is the way this purpose is achieved that makes the difference.

Discuss the role of tasks in language learning and briefly illustrate how you would use tasks in your English language lessons. Provide an example of the tasks you would use.

**Quesito 8** - Grammar, an uncountable noun referring to a system of rules, has always been looked at as something separate from the communicative process, to be learnt by means of a grammar, a countable noun referred to those books where grammar rules are contained and explained.

But grammar can be perceived (and learnt) also as a dynamic process, as something that one does in order to understand language whereby learners themselves 'grammar', a verb, i.e. make sense of language . By making

the reasons behind rules 'transparent', students will thus be able to use the reasons and the rules rather than learning the rules by heart. They will be able to see the logic of the language and they will acquire a life-long skill that will empower them. (Larsen Freeman, 2000)

In her book *Teaching Languages: from Grammar to Grammmaring*, Diane Larsen-Freeman introduces the idea of 'grammmaring', i.e. the ability to use grammar structures accurately, meaningfully and appropriately.

Discuss the above statement and briefly illustrate how you would teach grammar in one of your English language classrooms. Define the level, the grammar point and justify your choices.