

Domande

AB24

LINGUE E CULTURE STRANIERE NEGLI ISTITUTI DI ISTRUZIONE DI II GRADO (INGLESE)

Prova SR20_AB24

Quesito 1

That English has extended beyond the frontiers of its inner circle heritage is beyond dispute. We now have a multitude of different varieties of English. We have Asian and African literatures in English. We have English being used interculturally and internationally, in what Pennycook has described as "transcultural flows" though the medium of "translingua franca English" (Pennycook 2010: 685). We have hybridity and the use of English in computer-mediated and electronic media. We would expect that the complexity and plurality of Englishes will continue into the foreseeable future. But a question people commonly ask is: will we be able to understand each other with so many different varieties and uses of English? (Kirkpatrick, 2014)

Discuss the above statement highlighting pros and cons of introducing samples of World Englishes into the English Language classrooms. Illustrate at least one example of lessons where you used samples of World Englishes or of English as a Lingua Franca, describe the rationale for your choice, the materials you used and your learners' responses. Provide information about the learners' language level and the expected outcomes.

Quesito 2

Your students probably consider not having a big enough vocabulary is their main problem in reading. It has been suggested that moderate L1 readers can recognize about fifty thousand words, yet foreign language syllabuses present only a few hundred words a year. Even granted different interpretations of a "word", "knowing a word" and so on, the difference is enormous. (NUTTALL C. (1996), Teaching reading skills in a foreign language, MacMillan

Heinemann, London, p. 62.)

Briefly discuss the statement above. Then illustrate how you can teach your students to deal with unknown words when reading a text. Decide the class and the average CEFR level of language competence of the students you are preparing the materials for.

Quesito 3

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter – even if they understand the message, the input will not reach that part of the brain responsible for second language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike 'deeper'.

(Krashen S. (1982), Principles and Practice in Second Language Acquisition, Pergamon Press, Oxford, p. 31.)

Briefly illustrate Krashen's theory of second language acquisition. Then discuss the statement above by suggesting possible ways of lowering your students' level of Affective Filter.

Quesito 4

At the global level European communities both individually and collectively have had to address the complex specificities of linguistic and cultural diversity. CLIL is central to this diversity whilst remaining constant in its drive to integrate both subject and language learning. Integration is a powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself. (Coyle, 2002b: 27)

CLIL is being more and more used in Italian schools both by non-language teachers using English to teach content and by foreign language teachers in their language classrooms. Briefly comment Do Coyle's statement, underline CLIL pedagogical advantages for language learning and for teamwork, refer to your readings and experience.

Quesito 5

REPORTS AND ESSAYS LEVEL B2

Can write an essay or report which develops an argument, giving reasons in support of, or against, a particular point of view and explaining the advantages and disadvantages of the various options. Can synthesise information and arguments from a number of sources.

(Council of Europe (2001), Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press, Cambridge, p.62.)

Use the descriptors provided to illustrate how you would develop your students' ability to write reports and essays and to assess them. Then outline the plan of a lesson on essay writing. Decide the class and the average CEFR level of the students for whom you are preparing the materials.

Quesito 6

Any authentic material exposes students to some 'real English' and can be very motivating for your students, provided they are supported throughout the task. The other great thing about poems is for students to have the opportunity to see the language work creatively and freely. Poems can be used in many different ways and the more you use them the more uses you'll find for them (British Council). Poems can be used also in non-literary courses. How would you use the poem below to elicit learners' awareness of the language used and their personal responses? Indicate the learners' language level, the type of school you would use it and illustrate the main steps of your lesson including the materials you'd use.

"The Road not taken"

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.
(Robert Frost, 1916)
