

Domande

AB25

LINGUA INGLESE E SECONDA LINGUA COMUNITARIA NELLA SCUOLA
SECONDARIA I GRADO (INGLESE)

Prova SR20_AB25

Quesito 1

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 (Crystal 2003), 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' (Firth 1996: 240). (Barbara Seidlhofer, 2011)

Seidlhofer's statement unveils a scenario where English is a language mostly used for communication by non-native speakers of English. What do you foresee as the implications for English language teaching in terms of learners' awareness of and exposure to authentic language use? Respond and make reference to at least one example of how you'd introduce ELF awareness in your classroom activities. Provide the context, information about your learners' language level, the materials and the expected outcomes.

Quesito 2

Language teachers are inevitably involved in teaching vocabulary, even though, nowadays, many syllabuses and textbooks state their aims, not in terms of vocabulary, but in terms of skills, functions, grammar or topics. I am not suggesting that these aims are wrong – our aims must be to enable our students to function accurately, appropriately and fluently in the situations they will find themselves in –

but one of the tools that enables them to do just this is the ability to recognize and produce a wide range of vocabulary items.

(SPRATT M. (1985), "Consolidating vocabulary", in MATTHEWS A. (a cura di), SPRATT M. (a cura di), LES DANGERFIELD (a cura di), *At the Chalkface*, Longman, Londra, 1985.)

Briefly discuss the statement above. Then illustrate how you organize vocabulary teaching and give three examples of activities that you would use to develop vocabulary. State the age and CEFR level of the students you would use your examples with.

Quesito 3

There is an obvious motivational element in learning songs in a foreign language. In English, which is the language of popular music, this motivational tug is self-evident.

(MALEY A. (1987), "Poetry and songs as effective language learning activities in Interactive Language Teaching" (a cura di) RIVERS W., *Interactive Language Teaching*, Cambridge University Press, Cambridge, p. 95.)

Give three reasons why songs work well in the foreign language classroom. Then provide an example of the use of a song with a class of your choice: illustrate the learning objective(s) and the activities you would use. State the age and CEFR level of the students you would use your examples with.

Quesito 4

Listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister: speaking. [...] Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening. As Rost (1994, p. 141-142) points out, listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking. (David Nunan, 1997)

Briefly discuss this statement and state whether you agree or disagree on the basis of your experience. Read the CEFR descriptor of Listening at A2 level. Illustrate at least two examples of activities you may use in your classrooms to develop your learners' listening, making reference to the descriptor below. Provide

the context, the materials used and the expected outcomes.

A2 Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. CEFR (Common European Framework of Reference, 2016)

Quesito 5

Remember, remember the Fifth of November,
Gunpowder Treason and Plot,
I know of no reason
Why the Gunpowder Treason
Should ever be forgot.
Guy Fawkes, Guy Fawkes, t'was his intent
To blow up the King and Parli'ment.
Three-score barrels of powder below
To prove old England's overthrow;
By God's providence he was catch'd
With a dark lantern and burning match.
Holla boys, Holla boys, let the bells ring.
Holloa boys, holloa boys, God save the King!
And what should we do with him? Burn him!

How would you use the rhyme above to teach your students about Guy Fawkes Day celebrations, which is also called Bonfire Night? Briefly outline the historical event the celebration commemorates and explain the significance of the event.

Quesito 6

Fundamentally, we hold the view that the ability to communicate and do things with language should lie at the heart of language learning. We need to develop certain skills in learners and these skills will help to make our language learners better communicators and 'users' of the language. It is therefore these skills that we need to focus on assessing. They all need to be assessed if we are to effectively evaluate a student's overall language ability (Stannard & Basiel, 2013). "In our view the main purpose of language testing is to provide opportunities for learning both for the students who are being tested and for the professionals who are administering the tests." (Tomlinson, 1995: 39)

Briefly discuss the statement above and illustrate at least two examples from your own teaching experience of forms of assessment that have proved successful for

evaluating your students' language abilities and that have provided learners opportunities for learning. Provide the context, information about your learners' language level, the materials and the expected outcomes.
