N°GRUPPO DI DOMANDE	DOMANDE
Gruppo 1	1) What is a good balance between student and teacher talk time, and how do you facilitate this balance?
	2) How would you use news video clips in a classroom setting?
	3) What are the main difficulties students face in gaining awareness of their self assessment skills, according to the CEFR grid?
	4) How can Excel be useful for course organisation?
Gruppo 2	1) How do you motivate your students? Is the same approach effective in every context?
	2) How can the use of authentic material benefit students?
	3) With reference to the level C1-C2 of the CEFR, what is the relevance of cultural awareness in foreign language learning?
	4) What are the disadvantages of using e-mails with your students?
Gruppo 3	1) What criteria do you use when you choose a textbook?
	2) How important is authentic material for developing cultural awareness in a language course? Give some examples.
	3) What are the advantages of online testing to ascertain students' linguistic competences as defined by CEFR?
	4) Is open data useful in a university teaching environment?
Gruppo 4	1) Many students write using the same language and register they use when they speak – how would you tackle this aspect of discourse?
	2) How would you use news articles in a classroom setting?
	3) What are the advantages of using the Common European Framework for university teaching?
	4) Is Google translator a good tool for language learning?
Gruppo 5	1) What role can translation play in the EFL classroom?
	2) What are the advantages of using video material rather than written texts?

	3) How relevant is it to teach knowledge of regional variants of English considering the CEFR?
	4) What are the advantages of using e-mails with your students?
Gruppo 6	1) To what extent would you agree with the following statement: "grammar is the most important part of the lesson"?
	2) What are the cultural competences that university students look for in a language teacher?
	3) In a B2 level class, according to the CEFR, what teaching strategies would you apply to enhance coherence and cohesion skills?
	4) How would you use Excel for assessment?
Gruppo 7	1) In which circumstances, if any, would you think it appropriate to use Italian in the classroom?
	2) What is the role of intercultural awareness in learning English in a university environment?
	3) Would you recommend fostering students' awareness of CEFR levels to further motivate them to improve their language skills?
	4) What is the digital divide?
Gruppo 8	1) When is a teacher-fronted or a learner-centred classroom more suitable?
	2) How do you use contemporary issues and news in your teaching?
	3) What are the disadvantages of online testing to ascertain students' linguistic competences as defined by CEFR?
	4) When would you encourage your students to use Power Point during language learning?
Gruppo 9	1) How do you deal with transfer from L1 in written or spoken English?
	2) What do you think about the use of literary texts in the EFL university classroom?
	3) What are the disadvantages of using the Common European Framework for university teaching?
	4) How does the digital divide impact classroom management?
Gruppo 10	1) What is the importance of teacher support during the online component of a course?
	2) How would you use podcasts as a source of authentic material?

	3) Which kind of exercises could you use to prepare a C1 level group of students in their writing skills?
	4) What are the most useful functions of Microsoft Word for assessment?
Gruppo 11	1) How do you help your students improve text organization in their written work?
	2) How do you choose authentic material to improve reading and listening skills in the classroom?
	3) What are the advantages and disadvantages of online testing to ascertain students' linguistic competence as defined by CEFR?
	4) How would you encourage students to use online websites for translation?
Gruppo 12	1) To what extent can translation activities in the EFL classroom improve learners' writing skills?
	2) How could you exploit material related to sport in an ESP language classroom?
	3) What, in your experience, are the main challenges faced by students when progressing from a B1 level of the CEFR to a B2?
	4) What are the advantages of using mobile phones in the classroom?
Gruppo 13	1) How would you monitor student progress in an online learning programme?
	2) Choose a piece of current audio-visual material and describe briefly how you would use it in a language classroom.
	3) What is the logic behind the implementation of the Common European Framework of Reference for Languages?
	4) What are the advantages or disadvantages of using Power Point in your classroom?
Gruppo 14	1) With reference to your experience, how do you decide what to teach and in what order?
	2) How would you encourage knowledge of idiomatic expressions to improve students' awareness of cultural diversity?
	3) How would you encourage a student to self-assess her/his CEFR B1 level for spoken production?
	4) How do you evaluate reliability of information on the internet?

Gruppo 15	1) In your experience, how can digital learning enhance and transform classroom teaching?
	2) What does teaching "global English" mean in your experience?
	3) In a CI-C2 level class, according to the CEFR, what teaching strategies would you apply to enhance coherence and cohesion skills?
	4) What is Creative Commons and how is it useful for language teaching?
Gruppo 16	1) How do you feel about having an "English only" rule in the classrooms?
	2) What is the role of cultural awareness in foreign language teaching and learning?
	3) How relevant do you think the current CEFR model is in todays global context?
	4) What are the disadvantages of using mobile phones in the classroom?
Gruppo 17	1) What aspects could be considered unique about teaching university students?
	2) How would you encourage language students to become autonomous learners using authentic material?
	3) What are the limits of the CEFR when teaching language skills for specific purposes?
	4) How do you create effective Power Point slides for your teaching?
Gruppo 18	1) How would you facilitate students whose grammar is very accurate but who lack fluency, or vice versa?
	2) What are the advantages and disadvantages of using songs to teach English?
	3) In a B1 level class, according to the CEFR, what teaching strategies would you apply to enhance student lexical accuracy?
	4) What are the advantages of sharing documents through online clouds?
Gruppo 19	1) How do learner expectations from different disciplinary backgrounds vary?
	2) How would you use authentic audio or video material in your language teaching?
	3) Which kind of strategies would you apply to enhance student's self-assessment skills according to the CEFR grid?

	4) What are the dangers of sharing video-material of students without permission?
Gruppo 20	1) What, if anything, does an online learning programme offer that a traditional classroom based course does not?
	2) Choose one work of 20th century literature and describe briefly how you would use it in a language classroom.
	3) In your experience as a teacher, is the Common European Framework more useful as a reference for entry placement or for summative assessment testing purposes? Why?
	4) What is open data? Give some examples of when it is useful in language learning and teaching.
Gruppo 21	1) What classroom management techniques do you use to ensure your classes offer a positive learning environment?
	2) How can audiovisual translation be exploited as an instrument for language learning?
	3) What are the limits of the CEFR when teaching language skills for specific purposes?
	4) How can you use cloud computing in your teaching?