1. Outline a lesson plan to teach and practise the pronunciation of regular verbs in the past tense to a group of 25 international university students (B1 level). Specify the phonemes, the activity and the task(s), and also describe how you would foster 'noticing' the differences between the main features of this aspect of phonology.   (Max 15 PTS)

Max 3.500 caratteri

2. In the last decades, various scholars have acknowledged the significant role of translation as a useful tool for Foreign Language Learning (FLL). Discuss this issue with reference to the pedagogical benefits of teaching and learning translation in a university context. (Max 3PTS)

3. Define the concept of Action-oriented Approach (AoA) in the CEFR Companion volume (Council of Europe, 2020) and specify its main activities and tenets. (Max 3PTS)

4. How would you set up and administer a diagnostic test to determine the learners' level(s) in the context of ESP? (Max 3PTS)

5. How would you teach an advanced group of 20 international post-graduate students (from different academic fields) to write better research articles? (Max 3PTS)

6. How would you foster learner motivation when teaching remotely and asynchronously using a platform such as TEAMS or Moodle? Provide a brief example of how you would use technology to monitor the students' motivation, predict any relevant issues that might arise, and detail an appropriate solution or solutions.   (Max 3PTS)

Max 1.300 caratteri per ciascuna domanda da 3 punti

Accertamento della conoscenza delle applicazioni informatiche più diffuse, con particolare riferimento al pacchetto Office.

7. What are the most useful functions of Microsoft Word for formative feedback?

Max 600 caratteri

TRACCIA 1

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1. Outline a learner-centred and 'materials light' lesson plan aimed at increasing awareness of lexical collocation and frequency among a group of 25 international university students (B2 level) preparing to take an international exam (e.g. IELTS, Cambridge First etc). Specify any useful and relevant tools and resources as well activities and tasks. (max 15 PTS)

Max 3.500 caratteri

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2. Illustrate the main theories on language acquisition in TESOL today and include brief examples to illustrate your points as appropriate. (max 3 PTS)

3. Illustrate the concept of "mediation" in the CEFR Companion volume (Council of Europe, 2020) specifying its main principles, applications and tenets. (max 3 PTS)

4. What parameters would you consider when assessing pronunciation in spoken English? (max 3 PTS)

5. How would you deal with error correction on an advanced academic writing course (specifically on research articles) for a group of 15 international post-graduate students? (max 3 PTS)

6. How would you approach pair- and group-work when teaching remotely and synchronously using a platform such as TEAMS or Zoom? Provide a brief example and state how you would use technology to monitor the students' progress and deal with error correction. (max 3 PTS)

Max 1.300 caratteri per ciascuna domanda da 3 punti

Accertamento della conoscenza delle applicazioni informatiche più diffuse, con particolare riferimento al pacchetto Office.

7. When would you encourage your students to use Power Point during language learning?

Max 600 caratteri

TRACCIA 3

1. Outline a lesson plan to teach and practise writing a 'pros and cons' essay to a group of 25 international university students (C1 level). Specify learning objectives, lesson contents, activities and tasks. (Max 15 PTS)

Max 3.500 caratteri

2. What approach would you employ to identify and prioritise course topics, discrete items and pedagogical activities, and when and how would you implement it?   (Max 3 PTS)

3. Explain the concept of "didactic audiovisual translation" (DAT) and say how it can be connected to the CEFR Companion volume (Council of Europe, 2020). (Max 3 PTS)

4. What are the pros and cons of formative versus summative assessment? (Max 3 PTS)

5. Choose and specify one written academic genre (research article, report, essay etc) and one spoken academic genre (presentation, Ted talk, seminar etc). Which features of spoken and written English would you help learners notice in order to raise awareness of the differences between the conventions in the context of English for Academic Purposes? (Max 3 PTS)

6. What I.T. tools/programmes/apps/websites can be used to foster and promote learner autonomy among international university students? Provide a brief example of an activity or task using the technology identified, say why it would be appropriate for a specific level / aim and how you would monitor learner interaction and progress. (Max 3 PTS)

Max 1.300 caratteri per ciascuna domanda da 3 punti

Accertamento della conoscenza delle applicazioni informatiche più diffuse, con particolare riferimento al pacchetto Office.

7. What are the advantages or disadvantages of using Power Point in your classroom?

Max 600 caratteri