

Nr.1

- A1. Discuss what resources and strategies could be adopted when planning a writing course for B1 level students in the social sciences. What aspects of writing might be particularly relevant for these students?
- B1. Spiegghi come potrebbe insegnare il vocabolario in un corso universitario di inglese per scopi speciali di livello B2 discutendo inoltre per quale motivo gli studenti italiani potrebbero incontrare delle difficoltà nel padroneggiare i sintagmi composti da più parole e le collocazioni.
- C1. How would you develop a B2 level computerised oral test? What tools could be used and what difficulties might arise? How might these be dealt with?
- D1. Discuss how Moodle (or a similar platform) could be used to carry out peer feedback in writing tasks. How can you ensure that this type of exercise is successful?

Candidates are invited to speak about their own experience where relevant.

Nr.2

- A2. Discuss the resources and strategies that you might use with B2-C1 level Science/Engineering students in order to improve their academic writing. What aspects of academic writing may be particularly relevant for these students?
- B2. Spiegghi come potrebbe insegnare i tempi verbali e l'aspetto verbale in un corso universitario di livello B1. Illustri come potrebbe affrontare questi due elementi del verbo e quali potrebbero essere le difficoltà di apprendimento per gli studenti italiani.
- C2. How would you develop a B2 level computerised writing test? Describe how the test would be evaluated, and the rubric that you might use. Discuss which tools you would use and how the test would be managed.
- D2. How could you use Moodle (or a similar platform) to manage a large class? Discuss which activities might work well and which tools would be necessary.

Candidates are invited to speak about their own experience where relevant.

Nr.3

- A3. Discuss what resources and strategies could be adopted to teach presentation skills in an Academic English course.
- B3. Spiegghi come potrebbe insegnare la pronuncia e la fonologia in un corso universitario di inglese di livello A2/B1, concentrandosi in particolare sul parlato e la prosodia. Quali problemi di prosodia potrebbero avere alcuni studenti italiani?
- C3. How could you develop a B1 to C1 level computerised placement test? What tools could be used and what aspects need to be taken into consideration in managing such a test?

EC

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All

D3. Discuss which tools in Moodle (or a similar platform) could be successfully used to promote collaborative learning. Describe the structure and the intended learning outcomes of a collaborative online learning activity.

Candidates are invited to speak about their own experience where relevant.

Nr.4

A4. Discuss what resources could be offered and which strategies could be developed to guide university academic and administrative staff in learning autonomously, and successfully.

B4. Spiegghi come potrebbe insegnare la struttura dei sintagmi nominali inglesi a studenti universitari di inglese accademico di livello B2. Discuta quali problemi potrebbero avere gli studenti italiani nella produzione di sintagmi nominali in inglese.

C4. Discuss how you would design a B1 level listening test. What tools could be used and what are the important aspects to take into consideration? How would you evaluate students' responses?

D4. Describe how Moodle (or a similar platform) could be utilised to maximise interaction between peers and with the teacher both inside and outside the classroom in a blended learning course.

Candidates are invited to speak about their own experience where relevant.

Nr.5

A5. Explain how the same film and/or video clips can be successfully used in the design of materials for students of various levels?

B5. Spiegghi come potrebbe insegnare l'uso degli articoli a studenti universitari di inglese di livello B1 discutendo in particolari i problemi tipici che gli studenti italiani potrebbero incontrare.

C5. Describe how you would design a B2 level writing test, and how it could be implemented effectively. Explain how you would construct a rubric to evaluate students' work.

D5. How might Moodle (or a similar platform) be used to manage a distance or blended English course. How can Moodle be successfully used to promote a communicative approach to language learning?

Candidates are invited to speak about their own experience where relevant.

Nr.6

- A6. Discuss the resources and strategies which need to be adopted in a B2 writing course in order to successfully implement peer feedback.
- B6. Spieggi come potrebbe insegnare l'ordine delle parole a studenti universitari di inglese di livello B1/B2 discutendo in particolare i problemi tipici degli studenti italiani.
- C6. What could be the advantages and disadvantages - from student point of view - of a computerised oral test compared with a traditional face-to-face test.
- D6. How could Moodle (or a similar platform) be used to promote student autonomy in language learning. What sorts of materials and support would need to be provided for students?

Candidates are invited to speak about their own experience where relevant.

Nr.7

- A7. Discuss the resources and strategies that you might use with A2-B1 level students in order to improve their pronunciation. What English sounds may be particularly difficult for Italian students?
- B7. Spieggi come potrebbe insegnare il vocabolario delle lingue speciali in un corso di Scienze/Ingegneria di livello B2 discutendo i problemi tipici che gli studenti italiani potrebbero incontrare a padroneggiare i sintagmi composti da più parole e le collocazioni.
- C7. Describe how you would design a C1 level writing test for language students, and how it could be implemented effectively. Explain how you would construct a rubric to evaluate students' work.
- D7. How could you use Moodle (or a similar platform) to manage a distance learning class as in Covid times? Discuss which activities might work well and which tools would be necessary.

Candidates are invited to speak about their own experience where relevant.

Nr.8

- A8. Discuss what resources and strategies could be adopted when planning a passive skills course for B1 level students in the social sciences.
- B8. Spieggi come potrebbe insegnare la terminologia specialistica in un corso universitario di livello B2 per studenti di Agraria. Quali difficoltà potrebbe incontrare l'insegnante in questa situazione?
- C8. What are the pros and cons of computerised oral testing? What tools could be used and what difficulties might arise?
- D8. What technologies could be used to carry out peer feedback in writing tasks? How can you ensure that this type of exercise is successful?

Candidates are invited to speak about their own experience where relevant.

Nr.9

- A9. Discuss the resources and strategies that you might use with B2 level Science students in order to improve their academic writing.
- B9. Spieggi come potrebbe insegnare i tempi verbali e l'aspetto verbale in un corso universitario di livello B2. Illustri come potrebbe affrontare questi due elementi del verbo e quali potrebbero essere le difficoltà di apprendimento per gli studenti italiani.
- C9. Describe how you would design a B2 level reading test. What reading skills would you test and how?
- D9. What technologies could be used to manage a large class? Discuss which activities might work well and which tools would be necessary.

Candidates are invited to speak about their own experience where relevant.

Nr.10

- A10. Discuss how you would successfully implement peer feedback in an intermediate level course for Administrative and Technical staff at intermediate level. What difficulties might you come across and how might they be resolved?
- B10. Spieggi come potrebbe insegnare la struttura dei sintagmi nominali inglesi in un corso di livello B2 per studenti di lingue discutendo i problemi particolari che potrebbero incontrare gli apprendenti italiani nella produzione di questi sintagmi.
- C10. What are some of the issues which need to be taken into consideration in designing a computer-based oral test for A2-B1 level students? How can these questions be resolved?
- D10. What technologies could be used successfully to promote collaborative learning? Describe the intended learning outcomes of a collaborative online learning activity.

Candidates are invited to speak about their own experience where relevant.

Nr.11

- A11. Discuss what resources and strategies could be adopted to teach presentation skills in a PhD English course.
- B11. Spieggi come potrebbe insegnare la pronuncia e la fonologia in un corso universitario di inglese di livello B2, concentrandosi in particolare sul parlato e la prosodia. Quali problemi di prosodia potrebbero avere alcuni studenti italiani?
- C11. Discuss how you would design a B2 level listening test. What tools could be used and what are the important aspects to take into consideration?
- D11. What technologies could be used to maximise interaction between peers and with the teacher both inside and outside the classroom in a blended learning course?

Candidates are invited to speak about their own experience where relevant.



Nr.12

A12.What resources and forms of strategy training could be developed to guide university administrative staff in their autonomous learning?

B12.Spieghi come potrebbe insegnare l'uso di sintagmi verbali composti da più parole a studenti universitari di inglese di livello B2 discutendo in particolare i problemi tipici che potrebbero incontrare gli apprendenti italiani.

C12.How would you develop a C1 level computerised writing test? Describe how the test would be evaluated, and the rubric that you might use.

D12.What technologies could be used to manage a distance or blended English course with a focus on the communicative approach?

Candidates are invited to speak about their own experience where relevant.

Nr.13

A13.Explain how videos can be successfully used in the design of teaching materials for students of lower levels.

B13.Discuta i problemi che gli studenti universitari italiani potrebbero incontrare in relazione ai verbi modali e illustri quali aspetti della modalità potrebbero essere affrontati a livello B2.

C13.How could you develop a computerised placement test for English courses for university administrative staff?

D13.What technologies could be used to promote student autonomy in language learning? What sorts of materials and support would need to be provided for students?

Candidates are invited to speak about their own experience where relevant.

Nr.14

A14.How can teaching materials based on the same film or video be adapted for use with an A2 class and a C1 class?

B14.Discuta le differenze di sintassi nelle domande dirette e indirette e spieghi come potrebbe insegnare questi aspetti in un corso universitario di livello B2 per studenti di lingue.

C14.Compare the advantages and disadvantages - from the designer and tester points of view - of a computerised oral test and a traditional face-to-face test.

D14.What technologies could be used to promote reading skills?

Candidates are invited to speak about their own experience where relevant.



Nr.15

A15. Discuss how you would successfully implement peer feedback in a C1 level writing course for students of modern languages.

B15. Spieghi come affronterebbe alcune delle difficoltà che gli studenti universitari di livello B2-C1 incontrano nell'uso corretto degli articoli. Quali problemi incontrano gli apprendenti in relazione agli articoli e come affronterebbe questo problema in un corso di scrittura?

C15. What are the pros and cons of using summative and formative assessment at B1 level in a University setting?

D15. How can group work be promoted in a distance-learning writing skills course?

Candidates are invited to speak about their own experience where relevant.

Nr.16

A16. Discuss how you would successfully implement task-based learning in a 20-hour course for B1 level students of primary school education (Scienze della Formazione Primaria).

B16. Illustri alcune difficoltà che gli studenti universitari italiani possono incontrare nell'uso dell'aspetto perfettivo dei modali. Come potrebbe aiutarli a superare queste difficoltà?

C16. Give an example of a form of assessment that evaluates integrated skills. How would you design such a test for B2 level?

D16. How can distance learning promote group work in a speaking skills course?

Candidates are invited to speak about their own experience where relevant.

Nr.17

A17. Two approaches to writing are: the process approach and the product approach. Which of these approaches have you used? Explain the context and the results

B17. Illustri alcune delle difficoltà che possono incontrare gli studenti universitari italiani nella concordanza soggetto-verbo. Come potrebbe aiutarli a superare queste difficoltà?

C17. What are the pros and cons of using self-assessment and peer assessment at B1 level in a University setting?

D17. What technologies can be used to promote the teaching of pronunciation?

Candidates are invited to speak about their own experience where relevant.



Nr.18

A18. Two approaches to writing are: the text analysis approach and the experiential approach. Which of these approaches have you used? Explain the context and the results.

B18. Discuta perché gli studenti italiani possono incontrare difficoltà a padroneggiare i sintagmi composti da più parole spiegando come potrebbe aiutare gli apprendenti di un corso universitario di inglese per scopi speciali.

C18. Which assessment criteria need to be addressed when designing a test of spoken English for B1 level students of primary school education (Scienze della Formazione Primaria).

D18. Describe some of the features of online learner dictionaries. How can these be successfully integrated into learning activities?

Candidates are invited to speak about their own experience where relevant.

Nr.19

A19. What useful strategies could be taught to help EMI students listen to long stretches of text, such as a lecture?

B19. Discuta alcune delle difficoltà che gli studenti italiani possono incontrare per quanto riguarda la premodificazione (sostantivi e aggettivi) illustrando come potrebbe insegnarla in un corso di scrittura accademica di livello B2.

C19. What is the difference between a placement test and a diagnostic test, and in which situations would you use them?

D19. Describe how you could design a course to be taught online using zoom (or a similar platform) for a large class of B1 level students. How would you guarantee that all students participate actively?

Candidates are invited to speak about their own experience where relevant.

Nr.20

A20. Discuss what resources and strategies could be adopted to help students prepare for high-stakes tests or language certificates (e.g IELTS).

B20. Illustri come potrebbe migliorare l'uso degli articoli in un corso universitario di livello C1 per studenti italiani di lingue.

C20. What are some of the difficulties that you might come across in designing an online computer-based oral test? What type of material is appropriate, and how can it be adapted?

D20. Describe how you could design a course to be taught online using zoom (or a similar platform) for a large class of B2-C1 level students. How would you guarantee that all students participate actively?

Candidates are invited to speak about their own experience where relevant.