

Domanda 1:

a) What is your preferred approach to teaching ESL?

b) Should the teacher make use of the student's native language (L1) during lessons?
To what extent?

1

Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.

Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

... 'comprehensible input' is the crucial and necessary ingredient for the acquisition of language.

F. to La Commissione

Domanda 2:

a) Do linguistic theories play a role in your approach to teaching ESL? If so, which ones? If not, why?

b) What do you think are the main environmental and linguistic factors affecting Italy's average level of English proficiency when compared to other European countries?

2

The best methods are therefore those that supply 'comprehensible input' in **low anxiety** situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

F. to La Commissione

Domanda 3:

- a) Does translation play a role in your approach to teaching ESL?
- b) In your own experience, what has been the most effective strategy in teaching ESL?

3

According to Krashen there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'.

The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

F. to La Commissione

Domanda 4:

a) Does teaching pronunciation have a role in your approach to teaching ESL? Why or why not?

b) Do you think group activities among students are conducive to language acquisition?

4

According to Krashen 'learning' is less important than 'acquisition':

The "learned system" or "**learning**" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. A deductive approach in a teacher-centered setting produces "**learning**", while an inductive approach in a student-centered setting leads to "**acquisition**".

F. to La Commissione

Domanda 5:

a) How would you introduce the three types of conditional tenses?

b) In your experience, how does L1 interference present itself in language acquisition?

5

The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met:

- The second language learner has sufficient time at their disposal.
- They focus on form or think about correctness.
- They know the rule.

F. to La Commissione

Domanda 6:

- a) What role does culture play in the teaching of ESL?
- b) How would you devise a syllabus to bring students from an A2 to a B2 level?

6

The **Input** hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

F. to La Commissione

Domanda 7:

a) What role does media (Film, Music, etc...) play in teaching ESL?

b) What is the role of language output versus language input in language acquisition from the perspective of an educator?

7

According to Krashen, the study of the structure of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs. Any benefit, however, will greatly depend on the learner being already familiar with the language. It should also be clear that analyzing the language, formulating rules, setting irregularities apart, and teaching complex facts about the target language is not language teaching, but rather is "language appreciation" or linguistics, which does not lead to communicative proficiency.

F. to La Commissione

Domanda 8:

a) Does English literature play a part in your approach to language teaching? Why or Why not?

b) How do you ensure the development of all four of the abilities defined by the CEFR (Common European Framework of Reference for Languages)

8

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F. to La Commissione

Domanda 9:

- a) What are the major obstacles one must deal with in teaching ESL?
- b) What kind of testing system would you use to ensure progress?

9

The only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction. Very often, when this occurs, both teachers and students are convinced that the study of formal grammar is essential for second language acquisition, and the teacher is skillful enough to present explanations in the target language so that the students understand.

F. to La Commissione

Domanda 10:

a) In your experience, what are the main differences in teaching an A2 level course compared to a B2 level course?

b) How do you explain the different types of future tenses in English?

10

Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

F. to La Commissione