



**SELEZIONE PUBBLICA N. 2025N7, PER TITOLI ED ESAMI, PER LA STIPULA DI N. 3 CONTRATTI DI LAVORO SUBORDINATO DI DIRITTO PRIVATO, A TEMPO INDETERMINATO, PER COLLABORATORI ED ESPERTI LINGUISTICI (CEL) DI LINGUA INGLESE, A TEMPO PARZIALE (CON IMPEGNO ORARIO PARI A N. 500 ORE SU BASE ANNUA), PRESSO IL CENTRO LINGUISTICO DI ATENEO DELL'UNIVERSITÀ DEGLI STUDI DI PADOVA. PROFILO PER LO SVOLGIMENTO DI ATTIVITÀ DIDATTICHE INTEGRATIVE FINALIZZATE ALL'APPRENDIMENTO DELLA LINGUA DA PARTE DEGLI STUDENTI, DI ATTIVITÀ DI FORMAZIONE LINGUISTICA NON CURRICULARI PER STUDENTI E PERSONALE DELL'ATENEO E ALTRE ATTIVITÀ DI SOSTEGNO E SERVIZIO IN CAMPO LINGUISTICO.**

### **QUESITI COLLOQUIO**

#### **Elenco n. 1**

- A1.** Explain how you could revise the Present Perfect in a B2 level university course for students.  
What might be some of the difficulties encountered?
- B1.** How would develop a B2 level computerised oral test?  
What tools could be used and what difficulties might arise?  
How might these be dealt with?

#### **Elenco n. 2**

- A2.** Explain how you might raise awareness of the use of the definite/indefinite/zero article in a B1 level English class for administrative staff, discussing the problems students typically encounter.
- B2.** Discuss how Moodle (ora 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?

#### **Elenco n. 3**

- A3.** Explain how you might approach pronunciation in an C1 English course for students, in particular connected speech, rhythm and intonation.  
What are the difficulties that students may face?
- B3.** Discuss the resources (including online resources) and strategies that you might use with a B2-C1 academic writing class.

#### **Elenco n. 4**

- A4.** Explain how you might help a B2/C1 level class of PhD students to incorporate formulaic/set expressions into their spoken and written English.
- B4.** 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.

#### **Elenco n. 5**

- A5.** Explain how you might raise awareness of cohesion in English in a B2/C1 academic writing class, discussing the problems students might encounter.
- B5.** Discuss what resources (including online resources) and strategies could be adopted to teach presentation skills in an academic course.

#### **Elenco n. 6**

- A6.** Explain how you might teach pronunciation in a B1 English class for administrative staff.  
Consider connected speech, intonation or stress-timing.

- B6.** 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.

**Elenco n. 7**

- A7.** Explain how you might help B2 level class of students to revise future forms in English.  
What might be some of the difficulties encountered?
- B7.** Discuss what resources (including online resources) could be offered and which strategies could be developed to guide university academic and administrative staff in learning autonomously, and successfully.

**Elenco n. 8**

- A8.** Explain how you could introduce modal verbs in an B1 level university course for administrative staff.  
What might be some of the difficulties encountered?
- B8.** Describe how technological tools could be used to maximise interaction between peers and with the teacher both inside and outside the classroom in a blended learning course.

**Elenco n. 9**

- A9.** Explain how you might teach pronunciation in an A2 English course for administrative staff.  
Consider vowel and consonant sounds that learners might find difficult.
- B9.** How might Moodle (or a similar platform) be used to manage a distance or blended English course?  
How can technology be used to promote a communicative approach to language learning?

**Elenco n. 10**

- A10.** Explain how you could revise the verb tenses in a B2 level university course for lecturers.  
What might be some of the difficulties encountered?
- B10.** 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?

**Elenco n. 11**

- A11.** Explain how you could introduce conditional form in an B1 level university course for administrative staff.  
What might be some of the difficulties encountered?
- B11.** Discuss what resources (including online resources) you would use to teach presentation skills to a class of university professors who teach English.

**Elenco n. 12**

- A12.** Explain how you could approach the study of phrasal/prepositional verbs in a B2 course for students.  
What might be some of the difficulties encountered?
- B12.** Discuss how you might introduce task-based learning or project-based learning (using technology) into a specialised B2 course.