



**SELEZIONE PUBBLICA N. 2025N9, PER TITOLI ED ESAMI, PER LA STIPULA DI N. 1 CONTRATTO DI LAVORO SUBORDINATO DI DIRITTO PRIVATO, A TEMPO INDETERMINATO, PER COLLABORATORE ED ESPERTO LINGUISTICO (CEL) DI LINGUA SPAGNOLA, 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

- A.1.** ¿Cuáles son, en su opinión, las principales dificultades metalingüísticas de los estudiantes italianos en el aprendizaje del español? ¿Cómo las afrontaría?
- B.1.** ¿Qué tipo de recursos o materiales utilizaría usted para tratar algunos temas relacionados con Hispanoamérica?

#### **Inglese n. 1**

##### **Translation in Language Teaching - The Need for Redefinition of Translation**

Nguyen Thi Thu Huong, University of Da Nang, Viet Nam

- 1)** The translation was well-known in language teaching in the 18th and 19th centuries through the Grammar Translation Method (GTM), which prioritized students' literature reading skills and their grammatical knowledge over oral skills. During the 20th century, a variety of teaching methods stressed oral skills, and translation lost favor in second-language pedagogy. In many classrooms, translation activities associated with the GTM disappeared. More recently, however, the role of translation in language classes has been reconfigured. A myriad of studies have shown that translation can be an effective means of developing students' language knowledge and skills. In the meantime, translation can be considered a worthwhile skill when learners use it in their daily and professional lives. Some authors also argue that translation should be regarded as the "fifth skill" in language learning in addition to speaking, listening, reading, and writing.

#### Elenco n. 2

- A.2.** El tratamiento de las variedades del español en la enseñanza de ELE.
- B.2.** El aula de informática en un curso de ELE. Propuestas e ideas.

#### **Inglese n. 2**

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- 2)** There is a blurred line between translation as a means (to help students improve their language learning) and an end (students knowing how to translate) in language teaching. Several studies conducted in undergraduate language programs have attempted to enhance students' knowledge and skills in Translation (Translation as an end). While there is insufficient research related to the shift from the

traditional view of translation to the more communicative one, this paper attempts to explain this tendency. Specifically, this paper which reviews relevant journal articles and books describes a resurgence of translation in language teaching and re-examines how the role of translation is viewed and how it is taught in different contexts, which calls for the need to redefine translation in language teaching.

### **Elenco n. 3**

- A.3. ¿Qué peso considera que debe tener la gramática en la planificación de los cursos según los niveles?  
B.3. ¿Qué importancia atribuye a la dimensión cultural en la didáctica y cómo selecciona los contenidos y materiales correspondientes a cada nivel?

### **Inglese n. 3**

#### **Translation in Language Teaching - The Need for Redefinition of Translation**

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- 3) Pedagogical Translation vs. Translation Pedagogy A number of scholars have agreed on a clear demarcation between pedagogical translation and translation pedagogy as they differ, mainly in function and audience. Firstly, the former kind of translation is a means of enhancing foreign language knowledge and skills and is a well-known concept in language teaching, while the latter equips students with knowledge, skills, and principles of translation as a profession and relates to professional translator training. Secondly, students who do pedagogical translation do not have to deal with any client or reader who needs to understand the target language; the teacher, however, may use translation to assess students' comprehension and/or translation ability. This kind of translation is not a communicative activity in which a translator should fulfill the task of linguistic and cultural mediation, considering the needs of their readers or clients.

### **Elenco n. 4**

- A.4. Requisitos de una prueba de evaluación y tipología de pruebas que conoce.  
B.4. Cursos de ELE en línea: experiencias personales y prácticas.

### **Inglese n. 4**

#### **Translation in Language Teaching - The Need for Redefinition of Translation**

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- 4) Pedagogical Translation vs. Translation Pedagogy Some researchers advocate that translation in language teaching should reflect the principles of professional translation and enable learners to translate rather than just develop L2 competence: language learners need to be able to translate because translation is "part of everyday bilingual language use" both personally and professionally. The aim of language courses must be to enable all-round language professionals to tackle translation themselves for inhouse and informal purposes, and also to supervise the translation of texts for public and formal purposes. When learners are introduced to a variety of oral and written text types, registers, and styles in translation, they will also develop the skills necessary in second language acquisition and the multilingual world.

### **Elenco n. 5**

- A.5. ¿Qué papel desempeña, en su opinión, el docente en la transición del aprendizaje guiado al autónomo?  
B.5. Recursos lúdicos en la clase de ELE de nivel avanzado.

### **Inglese n. 5**

#### **Translation in Language Teaching - The Need for Redefinition of Translation**

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- 5) Pedagogical Translation vs. Translation Pedagogy The separation of translation to teach languages and translation being taught as an end or a skill/profession is a result of diverging views about translation. Advocates of pedagogical translation see translation as a linguistic activity in which learners learn language features by comparing and contrasting the first language (L1) and the second language (L2). On the other hand, through translation pedagogy, learners should learn to translate a source text, keeping in mind the target reader and the purpose of the translation. This means that translation is seen as an act of communication in translation pedagogy. If we consider translation as a means to language learning and as a skill as two independent activities, we seem to acknowledge the disconnection of translation from its natural goal of communication, which characterized the grammar-translation method.

### **Elenco n. 6**

- A.6. El tratamiento de los marcadores discursivos en una actividad de producción escrita.  
B.6. Las películas como recurso didáctico.

### **Inglese n. 6**

#### **Translation in Language Teaching - The Need for Redefinition of Translation**

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- 6) Language learning and translating Despite such similarities, language learning and translating differ in that the language learner directly produces a speech act in a communicative context, while the translator produces a speech act that is dependent on the context of its translation. In other words, both activities are focused on functional language use or functions of language. In language learning, comprehension may not necessarily be followed by production (reading the job advert is independent of writing a job application). If production does follow comprehension, it is a reaction with a different message, not a reformulation of the same message. The production of a job application letter, which follows the act of reading, has a different message from the advert text. In the meantime, in translating, comprehension and production follow each other systematically and act on the same message. In other words, the main difference between the two activities lies in the mediation of the source text in translating.