Quesiti colloquio della Selezione pubblica n. 2020L11 per titoli e colloquio per la formazione di una graduatoria per la stipula di contratti di lavoro subordinato di diritto privato a tempo determinato per Collaboratori ed Esperti Linguistici di lingua inglese a tempo parziale (con impegno orario pari a 500 ore su base annua) per 12 mesi presso il Centro Linguistico di Ateneo dell'Università degli Studi di Padova.

NR.1

A.1. Discuss what resources and strategies could be adopted when planning a passive skills course for 81 level students in the social sciences.

8.1. Explain how you could teach specialised terminology in a BZ level university course for agriculture students. What could be some of the difficulties that the teacher might encounter?

0.1. What are the pros and cons of computerised oral testing? What tools could be used and what difficulties might arise?

D.1. 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. 2

A.2. Discuss the resources and strategies that you might use with BZ level Science students in order to improve their academic writing.

8.2. Explain how you could teach tenses and aspect of verbs in a B2 level university course. What might be some of the difficulties that ltalian students encounter?

0.2. Describe how you would design a BZ level reading test. What reading skills would you test and how?

D.2. 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. 3

A.3. Discuss what resources and strategies could be adopted to teach presentation skills in a PhD English course.

B.3. Explain how you could teach the structure of English noun phrases to a BZ level course for language specialists. Discuss problems Italian students may have in producing noun phrases.

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

US. 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. 4

A.4. What resources and forms of strategy training could be developed to guide university administrative staff in their autonomous learning?

B.4. Explain how you might teach pronunciation and phonology in an BZ English university course; in particular connected speech and stress—timing. What are the difficulties that some Italian students face with stress—timing?

0.4. Discuss how you would design a BZ level listening test. What tools could be used and what are the important aspects to take into consideration?

D.4. 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. 5

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

8.5. Explain how you might teach the use of multi—word verbs to a BZ level English class; discussing in particular the problems Italian students typically encounter.

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

D.5. 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. 6

A.6 How can teaching materials based on the same film or video be adapted for use with an A2 class and a C1 class?

8.6. Discuss what problems Italian students may have with modal verbs and explain which aspects of modality could be dealt with at BZ level.

0.6. Compare the advantages and dìsadvantages - from both the designer and student points of view — of a computerised oral test and a traditional face—to-face test.

D.6. 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. 7

A.7. Discuss how you would successfully implement peerfeedback in a BZ level writing course for students of modern languages.

B.7. Discuss the differences in syntax between direct and indirect questions, and explain how you might teach this to a BZ level course for language specialists.

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

D.7. What technologies could be used to promote reading skills?

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

NR. 8

A8. Discuss how you would successfully implement task-based learning in a 20-hour course for Bi level students of primary school education (Scienze della Formazione Primaria).

8.8. Explain some of the difficulties that Italian students may have using modals with perfect aspect. How might you help them overcome these difficulties.

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

08. How can group work be promoted in a distance-Iearning writing skills course?

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

NR. 9

A9. 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.

B.9. Explain some of the difficulties that Italian students have with subject — verb concord. How

might you help them overcome these difficulties?

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

D.9. How can distance learning promote group work in a speaking skills course?

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

NR. 10

A.10. 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.

B.10. Discuss why Italian students may have difficulties mastering muiti—word units and collocation. Explain how you might teach these to a BZ ESP university class.

0.10. 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).

D.10. What technologies can be used to promote the teaching of pronunciation?

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

NR. 11

A.11. What useful strategies could be taught to help EMI students listen to long stretches of text. such as a lecture?

B.11.Discuss some of the difficulties that Italian students may have with premodification (nouns and adjectives). Explain how you might teach these to a 82 level academic writing class.

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

D.11. 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.