



**SELEZIONE PUBBLICA N. 2023L47, PER TITOLI ED ESAMI, AL FINE DI REPERIRE N. 4 COLLABORATORI ED ESPERTI LINGUISTICI (CEL) DI LINGUA INGLESE, DA ASSUMERE MEDIANTE CONTRATTO DI LAVORO SUBORDINATO DI DIRITTO PRIVATO A TEMPO DETERMINATO, A TEMPO PARZIALE (CON IMPEGNO ORARIO PARI A N. 500 ORE SU BASE ANNUA), PER 12 MESI, PRESSO IL CENTRO LINGUISTICO DI ATENEО 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'ATENEО E ALTRE ATTIVITÀ DI SOSTEGNO E SERVIZIO IN CAMPO LINGUISTICO.**

### **QUESITI COLLOQUIO**

#### **QUESITI A**

- 1 Discuss what materials or resources could be useful for university administrative staff who need to learn English to deal with international visitors to the university.
- 2 Discuss what materials or resources could be useful for university administrative staff who need to learn English to be able to communicate with international suppliers.
- 3 Explain how you would use the same film and/or video clip to design materials for classes of different levels.
- 4 Discuss what materials or resources could be useful for B2 learners of English who need to develop their receptive skills for a listening and reading exam.
- 5 Discuss what materials or resources you would use to help members of university staff who need to develop their use of everyday informal spoken English.
- 6 Discuss what resources or materials you would use to teach pronunciation to a class of university professors who teach in English.
- 7 What online resources would you use in a B2 level writing course to implement collaborative writing and/or peer feedback?
- 8 Talk about online resources that you use in your English teaching and that would also be useful for teaching university students.
- 9 Describe some English language learning OR language assessment materials that you produced yourself and that were particularly effective.
- 10 What qualities do you look for in commercially available language teaching materials, such as course textbooks, grammar books or dictionaries?

#### **QUESITI B**

- 1 You have an oral skills class of about 30 B1 level science students. The class is held in a computer lab and the students are reluctant to talk. How would you encourage participation?
- 2 From your experience, what aspects of English grammar do Italian students have particular difficulty with? How would you help them overcome these difficulties?
- 3 Discuss how you might introduce task-based learning or project-based learning into a specialised B2 course.
- 4 Explain how you might teach a B1 level class the types of phrases known as formulaic expressions or set phrases.
- 5 Discuss how you would organise a class on presentation skills in an Academic English course.

- 6 You have a class of 60-70 B2 level students. What difficulties might there be in managing such a big group and how could you ensure that high levels of engagement and motivation are maintained?
- 7 Explain how you would teach vocabulary for a specialised field (for example, science or economics).
- 8 A small B1 level class of members of the university's administrative staff are keen to improve their grammar, but you've been told that they need to develop their speaking skills. How would you combine teaching grammar and speaking skills?
- 9 Explain how you might teach pronunciation in a B2/C1 English course. Consider connected speech, intonation or stress-timing.
- 10 Explain how you might teach pronunciation in an A2/B1 English course. Consider vowel and consonant sounds that learners of English might find difficult.