



SELEZIONE PUBBLICA N. 2024L46, PER TITOLI E COLLOQUIO, AL FINE DI REPERIRE N. 1 COLLABORATORE ED ESPERTO LINGUISTICO DI LINGUA FRANCESE, 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 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. Discutez les ressources et les stratégies à adopter dans des séances de production écrite de FLE B2 pour stimuler l'évaluation par les pairs.

B.1. Come organizzerebbe un'unità didattica finalizzata ad introdurre le vocali nasali del francese e rivolta ad un pubblico di livello A1?

C.1. Expliquez comment la plateforme Moodle (ou la plateforme que vous utilisez) pourrait être exploitée dans une unité didactique développant les compétences orales.

Inglese n. 1

The dialogue of plays is the primary focus of this book. Most recent research on characterisation has dwelt on prose fiction. In two fairly recent special journal issues on literary character, *Poetics Today* (1986) and *Style* (1990), only one article addressed the issue of character in drama. A number of books have theorised about character in the novel, but none about character in drama. This is surprising, since it is in drama the characters are particularly salient. Unlike typical prose fiction, in drama there is usually no narrator who intervenes and guides our perception of a character: we are exposed in a direct way to their words and actions, and, of course, on stage we are exposed to their very physical presence.

Jonathan Culpeper, *Language and Characterisation. People in Plays and Other Texts*, Pearson Education Limited, 2011, p. 1-2

ELENCO N. 2

A.2. Dans l'enseignement-apprentissage de l'orthographe française, est-il possible de tirer parti de la langue maternelle italienne pour rationaliser cet apprentissage? Si oui, sur quelles bases linguistiques et selon quelles stratégies?

B.2. Come organizzerebbe un'unità didattica finalizzata a potenziare le competenze di interazione orale in una classe di livello B2?

C.2. Expliquez comment la plateforme Moodle (ou la plateforme que vous utilisez) pourrait être exploitée pour la correction des erreurs de prononciation d'apprenants de niveau A1.

Inglese n. 2

It has often been noted that a key trait of minor characters in Austen's novels is distorted or improper speech. Tony Tanner writes that "the overriding concern of Jane Austen's novels - and many of the heroines - is the nature of true utterance". For *Pride and Prejudice* he proposes a typology based on the "different ways in which people use language". "Some people", he continues, "employ it unreflectively as an almost automatic extension of their other behavior; they are unable to speak, as they are unable to think, outside their particular situation."

Others, by contrast, are capable of using language reflectively and not just as an almost conditioned response to a social situation”

Alex Woloch, *The One vs. the Many. Minor Characters and the Space of the Protagonist in the Novel*, Princeton University Press, 2003, 87

ELENCO N. 3

A.3. Vous préparez un laboratoire B2 axé sur l'apprentissage des langues spécialisées en contexte de vulgarisation. Exposez vos modalités didactiques et les stratégies mises en oeuvre pour faire mémoriser les lexies complexes typiques des langues de spécialité.

B.3. Come svilupperebbe un test scritto di livello B2 efficace. Illustri altresì il tipo di valutazione.

C.3. Expliquez comment la plateforme Moodle (ou la plateforme didactique que vous exploitez) pourrait favoriser l'auto-apprentissage de la langue française. Quel type de matériel didactique rendriez-vous disponible?

Inglese n. 3

Corpora are an unparalleled source of quantitative data for linguists. It is hardly surprising, therefore, that corpus linguists often test or summarise their quantitative findings through statistics. It is possible to use a corpus and, quite legitimately, not engage in statistical analyses. For example, to establish that a particular phoneme exists in a given language, all we have to do is find one good, well-attested example of that phoneme occurring. This is not an all-or-nothing assessment - finding a thousand examples does not necessarily help us any more than finding one. Of course, not finding an example does not necessarily count as evidence of non-existence (though it may count as evidence of rarity).

Tony McEnery and Andrew Hardie, *Corpus Linguistics*, Cambridge University Press, 2012, 48