



**SELEZIONE PUBBLICA N. 2024L72, PER TITOLI E COLLOQUIO, AL FINE DI REPERIRE N. 1 COLLABORATORE ED ESPERTO LINGUISTICO 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 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:**

- 1) Describe the main features of English tenses. Discuss how you would teach a tense of your choice to a group of Italian political science students at B1 level.
- 2) Describe how you would organise a class on presentation skills in an Academic English course.
- 3) How would you use Moodle (or a similar platform) to promote interaction between students?

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

- 1) Describe vowel and consonant sounds that Italian learners may have difficulty with. How would you teach some of these to Italian students at A2 level?
- 2) Discuss how you would integrate task-based learning into a B2-level course for STEM students (they may be students of engineering, science, agriculture, maths etc.).
- 3) What are some of the advantages of a computer-based listening test as opposed to a traditional paper-based listening test?

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

- 1) Describe some aspects of English word order that learners find challenging. Discuss how you would teach these to Italian language students.
- 2) How would you implement a flipped-classroom methodology in a B2 level speaking class? What might some advantages and disadvantages be?
- 3) How can computers facilitate language testing with high numbers of students?

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

- 1) Describe some features of intonation and rhythm in English. How would you teach them to B2/C1 level Italian students?
- 2) You have been told to use a textbook designed for a lengthy course with a 30-hour B1 level course. How would you select materials for your classes?
- 3) Discuss how you would use Moodle or other technologies to promote autonomous learning outside of the classroom.

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

- 1) Describe how you would teach cohesion, encouraging students to use linking adverbials (sentence connectors). Discuss how you would teach B2 level language students to identify and make good use of them in their writing.

- 2) Discuss how you would use video in a class designed to prepare students for an EMI (English-medium instruction) degree course (B2/C1 level).
- 3) How would you use online resources to help learners improve their pronunciation?

**Elenco n. 6:**

- 1) Describe the main features of English multi-word or phrasal verbs. Discuss how you would teach some to a group of Italian language students at B2 level.
- 2) Discuss how you would deal with specialised vocabulary in a course for STEM students (they may be students of engineering, science, agriculture, maths etc.).
- 3) Discuss the main advantages and disadvantages of online oral testing compared to face-to-face oral testing.

**Elenco n. 7:**

- 1) Describe the main features of modal verbs. Discuss how you would teach modal verbs of obligation to B2 level Italian students.
- 2) How would you manage a B1 level oral skills class for university administrative staff who are reluctant to speak?
- 3) How would you encourage students to use online learner dictionaries as opposed to Google translate or AI?

**Elenco n. 8:**

- 1) Describe some features of connected speech in English pronunciation. How would you teach this to Italian students at B2 level?
- 2) How would you teach listening skills in a mixed level class (A2-B2)?
- 3) Discuss how Moodle or other technologies can be used to promote peer feedback activities.