

PROVA 1

1) ¿Qué método usaría el candidato / la candidata para reforzar el aspecto discursivo en aprendices de ELE de primer año de un curso del departamento de *Scienze della formazione*?

2) Lea en voz alta y traduzca al español el siguiente fragmento:

2.3. PLURILINGUAL AND PLURICULTURAL COMPETENCE

The CEFR distinguishes between multilingualism (the coexistence of different languages at the social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual user/learner). Plurilingualism is presented in the CEFR as an uneven and changing competence, in which the user learner's resources in one language or variety may be very different in nature from their resources in another. However, the fundamental point is that plurilinguals have a single, interrelated, repertoire that they combine with their general competences and various strategies in order to accomplish tasks (CEFR 2001 Section 6.1.3.2).

3) Risponda in italiano al seguente quesito:

“ Statuto dell'Università degli Studi di Catania: il Rettore.”

4) Busque un texto cualquiera en la red y cópielo en documento de word, formatéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre

UNIVERSITA' DEGLI STUDI DI CATANIA AREA RISORSE UMANE	
Anno <u>2022</u>	Titolo <u>V.L.I.</u> Classe <u>1</u>
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PROVA 2

1) Organice una clase para potenciar las habilidades de escritura destinadas a la redacción de un 'abstract'.

2) Lea en voz alta y traduzca al español el siguiente fragmento:

2.4. THE CEFR DESCRIPTIVE SCHEME

In this section, we outline the descriptive scheme of the CEFR and point out which elements were further developed in the 2014-17 project. As mentioned above, a core aim of the CEFR is to provide a common descriptive metalanguage to talk about language proficiency. Figure 1 presents the structure of the CEFR descriptive scheme diagrammatically.

After an introduction to relevant key concepts (CEFR 2001 Chapter 1), the CEFR approach is introduced in the very short CEFR 2001 Chapter 2. In any communicative situation, general competences (for example, knowledge of the world, sociocultural competence, intercultural competence, professional experience if any: CEFR 2001 Section.

3) Risponda in italiano al seguente quesito:

“ Statuto dell'Università degli Studi di Catania: il Senato accademico.”

4) Busque un texto cualquiera en la red y cópielo en documento de word, formatéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre

PROVA 3

1) ¿Qué técnicas usaría para facilitar la adquisición del léxico del turismo?

2) Lea en voz alta y traduzca al español el siguiente fragmento:

2.5. MEDIATION

As mentioned in discussing the CEFR descriptive scheme above, mediation was introduced to language teaching and learning in the CEFR in the move away from the four skills, as one of the four modes of communication, namely reception, production, interaction and mediation (see Figure 2). Very often when we use a language, several activities are involved; mediation combines reception, production and interaction. Also, in many cases, when we use language it is not just to communicate a message, but rather to develop an idea through what is often called “languaging” (talking the idea through and hence articulating the thoughts) or to facilitate understanding and communication.

3) Risponda in italiano al seguente quesito:

“ Statuto dell'Università degli Studi di Catania: il Consiglio di Amministrazione.”

4) Busque un texto cualquiera en la red y cópielo en documento de word, formatéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre

PROVA 4

1) ¿Cuáles deberían ser las características del material didáctico útil para desarrollar las actividades lingüístico-comunicativas en un debate?

2) Lea en voz alta y traduzca al español el siguiente fragmento:

Background to the CEFR levels

The six-level scheme is labelled upwards from A to C precisely because C2 is not the highest imaginable level for proficiency in an additional language. In fact, a scheme including a seventh level had been proposed by David Wilkins at an intergovernmental symposium held in 1977 to discuss a possible European unit credit scheme. The CEFR Working Party adopted Wilkins' first six levels because Wilkins' seventh level is beyond the scope of mainstream education.

3) Risponda in italiano al seguente quesito:

“ Statuto dell'Università degli Studi di Catania: il Direttore Generale.”

4) Busque un texto cualquiera en la red y cópielo en documento de word, formatéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre

PROVA 5

1) Proponga una revisión crítica de las TICs más difundidas para la enseñanza del ELE.

2) Lea en voz alta y traduzca al español el siguiente fragmento:

Level A1 (Breakthrough) – is considered the lowest level of generative language use – the point at which

the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situationspecific phrases. (CEFR 2001 Section 3.6)

3) Risponda in italiano al seguente quesito:

“ Statuto dell’Università degli Studi di Catania: il Dipartimento.”

4) Busque un texto cualquiera en la red y cópielo en documento de word, formatéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso: CEL_Apellido_Nombre

PROVA 6

- 1) Construya un recorrido didáctico para desarrollar la interacción oral en modalidad *mixta*.
- 2) Lea en voz alta y traduzca al español el siguiente fragmento:

2.7. CEFR PROFILES

Levels are a necessary simplification. We need levels in order to organise learning, track progress and answer questions like “How good is your French?” or “What proficiency should we require from candidates?” However, any simple answer like B2 – or even B2 receptive, B1 productive – hides a complex profile. The reason the CEFR includes so many descriptor scales is to encourage users to develop differentiated profiles. Descriptor scales can be used firstly to identify which language activities are relevant for a particular group of learners and, secondly, to establish which level those learners need to achieve in those activities in order to accomplish their goals.

- 3) Risponda in italiano al seguente quesito:

“ Che cos'è l'ANVUR.”

- 4) Busque un texto cualquiera en la red y cópielo en documento de word, formatéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre

PROVA 7

- 1) Proponga una serie de actividades didácticas para reforzar la capacidad de comprensión oral.
- 2) Lea en voz alta y traduzca al español el siguiente fragmento:

2.8. THE CEFR ILLUSTRATIVE DESCRIPTORS

The illustrative descriptors are presented within descriptor scales. Each descriptor scale provides examples of typical language use in a particular area that have been calibrated at different levels. Each individual descriptor has been developed and calibrated separately from the other descriptors on the scale, so that each individual descriptor provides an independent criterion statement that can be used on its own, without the context of the scale. In fact, the descriptors are mainly used in that way: independently of the scale that presents them. The aim of the descriptors is to provide input for curriculum development.

- 3) Risponda in italiano al seguente quesito:

“ Che cos'è il codice etico di comportamento.”

- 4) Busque un texto cualquiera en la red y cópielo en documento de word, formateéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre

PROVA 8

1) Proponga un recorrido didáctico que prevea el refuerzo de la habilidad de redacción de un texto argumentativo.

2) Lea en voz alta y traduzca al español el siguiente fragmento:

3.1.1.1. Oral comprehension

The expression “oral comprehension” covers comprehension in live, face-to-face communication and its remote and/or recorded equivalent. It thus includes visuo-gestural and audio-vocal modalities. The aspects of oral comprehension included here under reception are different kinds of one-way comprehension, excluding “Understanding an interlocutor” (as a participant in interaction), which is included under interaction. The approach is strongly influenced by the metaphor of concentric circles as one moves out from a role as participant in an interaction towards a oneway role of an overhearer or bystander, to being a member of a live audience, to being a member of an audience at a distance – via media.

3) Risponda in italiano al seguente quesito:

“ Quali sono gli organi dell’Ateneo.”

4) Busque un texto cualquiera en la red y cópielo en documento de word, formateéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre

PROVA 9

1) Proponga un recorrido didáctico que prevea la enseñanza de un tema de cultura o civilización (de elección suya) a través de la modalidad *mixta*.

2) Lea en voz alta y traduzca al español el siguiente fragmento:

Creative writing

This scale involves personal, imaginative expression in a variety of text types in written and signed modalities. Key concepts operationalised in the scale include the following:

- aspects described, from simple everyday information, through a variety of subjects related to fields of interest, to engaging stories and descriptions of experience;
- types of text: from diary entries and short, imaginary biographies and simple poems to well-structured and developed descriptions and imaginative texts;

3) Risponda in italiano al seguente quesito:

“ Che cos'è il Nucleo di valutazione.”

4) Busque un texto cualquiera en la red y cópielo en documento de word, formatéelo y cambie los márgenes. Luego guárdelo con el siguiente nombre: Concurso_CEL_Apellido_Nombre