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per Stranieri
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Gruppo di quesiti contraddistinti dal numero 1:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Avversativi"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

Advising provides the supportive tools to smooth some of the pathways where learners 'get stuck' and creates the learning spaces where they can experiment with the language, reflect upon their discoveries and review them. Parts of the learning journey may be individual, while others may be collective in the recognition that every discovery may help near the intended goal - and in the process new, unexpected outcomes, or needs, may emerge. If advising is mindful communication work, and advisors are skilled architects of learning spaces (Ní Loingsigh, 2015) how can advisors meet the needs of new and emerging new speakers and support them in the process of personal meaning making in their learning trajectories? How might the skillful interventions of a LLA and collaboration with other language practitioners in group-based learning conversations facilitate a transformation in how new speakers consider anxieties about using Irish as a second language in the professional domain? These underlying questions informed our study.

Gruppo di quesiti contraddistinti dal numero 2:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Sinonimi, omonimi, antonimi"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

3. New speakerness: definition, roles, skills and contexts
The concept of new speaker developed around discussions on minority languages (see O'Rourke and Walsh (2020) on the origins and development of the concept). Much literature relates to lesser-used languages such as Catalan (Pujolar & Gonzalez, 2013), Corsican (Jaffe, 2015), Galician (O'Rourke & Ramallo, 2013) and Irish (O'Rourke & Pujolar, 2015). Their revival, characterized by more or less effective national language policies and the rise of a social tension between first and second language speakers, generated the need to find a new neutral label, that of new speaker. All these studies' definitions of new speakerness converge and describe new speakers as individuals with little, or no, home or community exposure to the language; they have instead learnt it through formal or informal educational settings as adult language learners, in the workplace, through revitalization projects, or because of geographical mobility. The main distinction made between new speakers and language learners is the context. Whilst new speakers are regular and active fluent users of a given language, which is not the language of socialization in early childhood, language learners may primarily acquire the language through education and may never use it in authentic cultural contexts (Walsh, 2019).

Gruppo di quesiti contraddistinti dal numero 3:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Funzioni del modo gerundio italiano"
3. Conoscenze tecniche e tecnologiche	Il candidato illustri le potenzialità della

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sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

5. Methodology Language support interventions and data referred to here are part of a larger PAR 13-month ALL (Advising in Language Learning) study conducted by the LLA (LL Advisors) in the participants' workplace, a university campus. Under the provision of the Official Languages Act 2003, all public bodies in the Republic of Ireland are obliged to increase the amount and quality of services available through Irish to their 'customers', a term used in the public sector to describe service users. This University's response was to name one staff member in eighteen targeted administrative areas as the 'designated contact' for Irish-medium queries. A meeting of these personnel in the preparatory phase of the PAR project prompted the establishment of a Language Support Network (LSN) for the designated contacts, and an interest in mandatory language learning in the workplace as a research topic. The group had not previously met and they did not know each other. Members expressed clear fears of being responsible for legislative compliance, dealing with technical questions through Irish, and anxieties around having to deal with 'native speakers' in their professional roles. It was immediately apparent that these concerns and needs were hitherto unaddressed.

Gruppo di quesiti contraddistinti dal numero 4:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Connettivi"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

The LLA (Language Learning Advisor) manually transcribed all audio files using verbatim transcription in Irish and English as appropriate. The standard of Irish and frequent inaccuracies made transcription and translation challenging. Quotations translated from Irish to English are tagged below. Participants approved these translations, which capture the meaning of a

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participant's comment rather than being word-by-word translations. Data were sorted into two categories, data showing the learning, role and skills of the LLA and data relating to the actions and learning of research participants. In order to protect the anonymity of participants, the corpus is not publicly available. Codes annotated and labelled in preliminary analysis of data […] were: language support requirements; language anxiety; personal learning plans in-group initiative, time constraints and getting to know each other. Early data codes relating to the LLA included inter alia, language advising skills; language learning and dialogue; sharing of strategies; group development; and relieving anxiety. The categories for analysis were reviewed in the group setting at the language advising sessions, workshops and meetings, and privately, in order to draw some relative generalizations relating to the research questions as specified in Section 2. How the mandated and minority-language setting affected what was happening was a key concern.

Gruppo di quesiti contraddistinti dal numero 5:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato illustri compiti e durata del Nucleo di Valutazione dell'Università per Stranieri di Perugia
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

The unearthing of the passion and emotion associated with the language and Gaelic games, in the sociolinguistic context of the community, inspired him. The LLA (Language Learning Advisor) met their needs for minority language practice by designing the three-day program and by facilitating and guiding reflection on these experiences. Through attending to participants' concerns, interrogating and confronting their meaningmaking process, the positive feeling of participants towards communicating in Irish became apparent at the final open forum meeting:

Eoghan: What is most important to me, you mentioned confidence, personal confidence and for all of us, self-confidence. I should be more self-confident and as people mentioned earlier there is more to communication than speaking, you know. There is listening, reading, you know […] when you speak, you express yourself with your hands and with your eyes and so forth […] therefore we shouldn't be worried about not having the words.

LLA: That's it exactly. I think that your feelings of obligation and pressure (to use Irish in professional context) were reduced because these were questioned and explained […]. Would

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anyone like to add anything? […] if anyone wants to add anything in English, don't be reluctant to do that.

Sailí: I'm thinking in Irish now!

[Data Set: Research Cycle 2, Open Forum. Translation]

Gruppo di quesiti contraddistinti dal numero 6:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato illustri la struttura e la funzionalità della categoria grammaticale "Derivazione" in lingua italiana
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

Using empathic language and summarizing strategies in learning conversations the LLA (Language Learning Advisor) helped them make sense of their learning experience and the related positive emotions that the event generated. They were also encouraged to make connections to how they might build on this experience of successful interactions with competent speakers when they returned to their professional roles at the university:

LLA: One of the things that stood out for me most last night was Oisín, in the corner here, speaking to [local musician] in front of everyone; speaking to a Gaeltacht man about music. I was saying to myself, there's no way that might have happened three months ago. […] he'd have had his head down. That was […] the highlight of the program for me.

Oisín: But I was on the tranquilizers! (Hearty group laughter).

LLA: No one knew that! If I was to award a prize [it would be to] Oisín, our language ambassador! (Group laughter & clapping).

Oisín: The reason I sat so close to the door was that if I didn't understand […]

LLA: Nobody knew that you were uncomfortable, that's the thing you see. Music was very central the last two nights, wasn't it? That is what put us all at ease. So, find your comfort zone I suppose, in the workplace also. We have to reflect on this.

Oisín: This was the first time for a lot of us to get our chance to spend three days trying to speak [Irish] and we've all improved. It's made a huge difference.

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Gruppo di quesiti contraddistinti dal numero 7:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato illustri la struttura e la funzionalità della categoria grammaticale "Aggettivi e pronomi" in lingua italiana
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

ALL established the process of skilled pedagogic dialogues (Mozzon-McPherson, 2017a) through which learning strategies were explored and developed. Drawing on the content of the language awareness sessions prior to the immersion program, participants availed of casual opportunities to share their social strategies for language learning while in the community context. They talked among themselves about how they observed their language learning. Ailín, for example, made the following contribution in English at the final review session:

[…] Well, similar to everybody else, I found myself thinking in Irish. I found that if I listened, I learnt a lot by listening

[…] last night […] I was watching an English program but I actually thought they were speaking Irish [laughter]. I spoke to other people at breakfast about that as well and they were saying the same thing - that your brain is trying to adjust to the language almost […]. I found that really strange but I definitely felt that by listening to everybody, and by listening to conversations at breakfast and dinner, that I picked up a lot more.

[Data Set: Research Cycle 2, Open Forum].

Ailín was at a lower language competency level than the rest of the group. In an emotional private exchange with the LLA on the first day, she said that she felt 'guilty' and 'under pressure' as she sensed that she was the only one in the group 'struggling'

Gruppo di quesiti contraddistinti dal numero 8:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta

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2. Discussione delle tematiche previste dal bando	Il candidato illustri la struttura e la funzionalità della categoria grammaticale "Pronomi personali oggetto/soggetto" in lingua italiana
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

Podcasting has just begun to be used in language learning. The popularity of MP3 players among students means that students could easily download podcasts in the target language (e.g., from a newspaper site, blog, radio program) for listening on the go. Several schools have made podcasts available for language students. The PIECasts from Scotland are intended for a variety of uses including vocabulary revision, listening exercises, and interviewing with native speakers. J. van Rose's "Really Learn Spanish" blog includes podcasts. The Bob and Rob Show offers "weekly English lessons from a Yankee and a Brit." Middlebury College has announced support for podcasts in the upcoming version of its StudyDB software, called Crescendo. The University of Missouri's white paper on podcasting highlights language learning as well as many other potential education uses for podcasting. In a recent discussion on Slashdot, prompted by a question about best ways to learn another language, using podcasts was one of the very first suggestions made.

Gruppo di quesiti contraddistinti dal numero 9:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Struttura della frase semplice e complessa"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

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From Audioblogs to Podcasting Podcasting refers to the automatic downloading of MP3 audio files to a computer and, in most cases, subsequently to a mobile MP3 player. It has experienced phenomenal growth in the past year, although the basic enabling technologies have been in place for some time. In recent years some bloggers have been linking recorded audio files to their blogs, a process known as audioblogging. As in text-based entries, audioblogs are cataloged according to time and date and given a title and brief description, with the actual content being the linked audio file. It is possible to post entries to a blog from a mobile device (cell phone or PDA), a process know as moblogging. This can involve sharing not only audio, but photos as well. A number of sites, such as Text America or GoBlogGo are dedicated to moblogging. Another variation on media blogging is the vlog or videoblog, which adds video to the mix. What's new about podcasting as a form of audioblogging is the ability to subscribe to a site for automatic downloads of new MP 3 files.

Gruppo di quesiti contraddistinti dal numero 10:

Numero di sezione	Argomento
5. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
6. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Interfaccia tra grafemi e fonemi"
7. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
8. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

While S2 focuses on the importance of 'tolerance' towards errors, they also prioritise the essential aspect of successfully delivering the message. S2 explicitly notes 'grammar rules' as perhaps not being important as conveying meaning. It might be expected that students who had recently joined the university from a Chinese high school, which tend to have a strong focus on grammatical accuracy, would not hold such beliefs. This may imply experiences with English outside the classroom context where English is used as a lingua franca. This focus on meaning is expanded on by S3, who raises the necessity for correction if an error 'will change the meaning'. Interestingly, the example given by S3 about an error which would impact on meaning is related to word stress rather than grammatical accuracy, which is perhaps derived from their own experience of miscommunication. Jenkins (2000) notes that phonological differences are more likely to lead to miscommunication than grammatical ones, which leads to the question of why there is an Fig. 1. Student composition of group discussions and number in each group. R. Weekly et al. Journal of English for Academic Purposes 59 (2022) 101157 7 overwhelming focus in CF studies on grammatical features. This suggests that greater adherence needs to be paid to

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the context where English is being taught, where a strict adherence to NES grammatical norms may not be appropriate or even desired by students.

Gruppo di quesiti contraddistinti dal numero 11:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Verbi transitivi e riflessivi"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

4.1.2. Accuracy Despite the assertions from some students giving weight to a fluency focus, the students tend to focus on the multiple roles that accuracy has in their English development beliefs. At its most fundamental level, the students identify CF as a key component of their developmental journey. Without CF being offered, the students claim that they would not have a directed base from which to improve. For instance, S2 and S5 are concerned about errors becoming embedded, or fossilized, in their production.

> S2: because if nobody correct (.) correct my errors (.) and I will always be on the wrong way and (.) er (.) maybe in a formal situation I said that and maybe (.) erm (.) it's something that make me feel more embarrassed than I was (.) er (.) correcting at the first time (T1 GD2)

> S5: when I make errors in speaking a second language (.) I like my teacher to correct them (.) because if the teacher didn't correct me (.) I will always make the same mistake (.) and I can't improve my language skills (T1 GD4)

The students indicate that they will 'always' produce errors if they are not identified via CF. While this notion suggests a relationship with the students' concern about potential fossilization, there are also underlying connections with who has the authority in the classroom.

Gruppo di quesiti contraddistinti dal numero 12:

Numero di sezione	Argomento

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1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Onomatopee"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

4.2. Teachers' Corrective Feedback (CF) beliefs

Interviews conducted with the three EAP teachers at the end of the course showed similarity to students' beliefs, with fluency and accuracy being the two main themes related to CF. However, teachers explained that attempts to create a balance on students' levels of fluency and accuracy not only determines decisions on the provision of CF, but also impacts other classroom practices such as class structure, division of classroom time and the identification of a task as being fluency or accuracy focused. While the teachers tend to argue that fluency, and a focus on meaning and communication are the determining factors in whether to provide CF or not, this did not seem to derive from ideological beliefs about language, but instead, from considering students' confidence and wanting them to speak. However, underlying their CF beliefs is that the NES model is the correct variety of the language. In addition, they tend to believe there is a need to provide CF to enable students to successfully pass the assessment, which suggests a belief that CF is an effective tool to modify students' language.

Gruppo di quesiti contraddistinti dal numero 13:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Grammaticalità di una frase"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il

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3.2.2.2. Waiting time stage.

Waiting time seems to be an expected stage when lecturers seek students' participation. If lecturers ask for more contributions, they need to give students enough time to make them. It has been proven in face-to-face contexts that "the average length of student utterances and the proportion of student-reacting moves tended to increase in extended wait time classes" (Tobin, 1986, p. 199). Results showed the effective management of this stage as the students were engaged in writing in the chat or speaking for about 70% of the session. The stage was built up through eight discourse strategies (Fig. 6). Waiting for student response in silence was the most frequent strategy and the one the lecturer invested more time in (70%). The rest were strategies used to repair the students' silence. All except one, which was oriented to the communicative situation, focused on the question and the students. No significant differences were identified between question- and student-oriented repair strategies. Nonetheless, student-oriented strategies were slightly more frequent than question-oriented ones. These findings show the attention paid to the students, not only giving them space during the class with audience-oriented questions and waiting for their responses in silence, but also when trying to repair their silence.

Gruppo di quesiti contraddistinti dal numero 14:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato illustri le funzioni del Direttore Generale presso l'Università per Stranieri di Perugia
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

In the repair strategies focused on the question, the lecturer elaborated, contextualised, or reformulated it. Contextualising the question was the strategy in which more time was invested despite not being the most frequent. The reason could be that it implied formulating descriptions or explanations that required extensive speech.

Example 2 below illustrates three repair strategies related to the question that interwove with waiting for student response in silence. On the other hand, those repair strategies focused on the students showed how important students were to her. The lecturer acknowledged that the

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students were writing in the chat (e.g., "[student's name] is also writing here"), and she elicited student(s) to make their contributions as in examples 3 and 4. In example 3, the lecturer prompts students to participate in the discussion. The students had already made some contributions but while the lecturer keeps an eye on the chat, she prompts students to participate saying "any other idea or thought?" and moves her head down showing full attention to the chat.

Gruppo di quesiti contraddistinti dal numero 15:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Proposizione dipendente e proposizione indipendente"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

In example 6, the lecturer makes a general request. She is looking at the chat and waiting for responses. Suddenly, she uses the discourse marker "okay", which is stressed to attract the students' attention while she is smiling. Then, she looks at the camera frowning and makes a pause so that they can experience her 'eye contact' and notice that what she is about to say is important. This LLA (LL Advisor) shows she refocuses from the action of being silent waiting for responses, to asking students who are writing to use their microphones. She looks at the chat again, possibly to check their reactions, while she smiles and frowns. The lecturer stresses the request "please take the mike" by slowing down her speech and moving her head forward beating each word. She smiles at the onset of the utterance, possibly showing a positive attitude. This is followed by silence. Then, she looks at the camera to justify why they should speak rather than write: "it's gonna be so boring reading all the time".

Gruppo di quesiti contraddistinti dal numero 16:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta

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2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Composizione nominale"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

In example 8, one student starts talking immediately after the lecturer asks a question. She is interrupted by the lecturer who requests her to identify herself. She asks it in two different ways ("who are you?" and "who is talking?"), and then waits for the response. The student says her name and the lecturer acknowledges this saying "okay", repeating it and producing the LLA (LL Advisor) of a gaze shift from the chat to the camera. In so doing, the lecturer reinforces the acknowledgment and shows full attention to the student. As part of the follow-up, the lecturer built up relationships in four ways (Querol-Julian, ´ 2021b): acknowledging student presence, acknowledging their contributions, integrating and praising them. She acknowledged student presence generally with the utterance "[student's name] welcome" (Example 9). In example 9, the lecturer gives a student access to class and sets up permissions to use his microphone. The lecturer is focused on the HLA of monologuing and refocuses upon the HLA of interacting. She produces an LLA to mark it, a gaze shift. The lecturer was looking at the camera when monologuing and suddenly she looks at the screen, possibly because she realises a student has asked permission to enter. She finishes her sentence and acknowledges the student's presence by welcoming him and saying his name. This is followed by a short period of silence which she tries to repair saying "mmm mmm" while checking the microphone settings.

Gruppo di quesiti contraddistinti dal numero 17:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato illustri cosa disciplina il Regolamento Didattico di Ateneo dell'Università per Stranieri di Perugia
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il

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The ubiquity of digital technologies has profoundly changed almost all aspects of our lives: the way we communicate, the way we work, the way we enjoy our leisure time, the way we organise our lives, and the way we source knowledge and information. It has changed how we think and how we behave. Children and young adults are growing up in a world where digital technologies are ubiquitous. They do not and cannot know any different. This does not mean, however, that they are naturally equipped with the right skills to effectively and conscientiously use digital technologies. National and European policies acknowledge the need to equip all citizens with the necessary competences to use digital technologies critically and creatively. The European Digital Competence Framework (DigComp), which was updated in 2016/17, responds to this need, by providing a structure which allows European citizens to better understand what it means to be digitally competent and to assess and further develop their own digital competence.

Gruppo di quesiti contraddistinti dal numero 18:

Numero di sezione	Argomento
1. Discussione sull'elaborato scritto	Il candidato discuta il contenuto relativo ai due quesiti posti per la prova scritta
2. Discussione delle tematiche previste dal bando	Il candidato presenti le caratteristiche proprie della lingua italiana in relazione a "Varietà del repertorio"
3. Conoscenze tecniche e tecnologiche sull'uso di apparecchiature e applicazioni informatiche, comprese le piattaforme di apprendimento e-learning	Il candidato illustri le potenzialità della piattaforma Moodle secondo le indicazioni fornite dalla Commissione
4. Conoscenza della lingua inglese	Il candidato legga traduca e commenti il brano di seguito riportato:

For pupils and students in compulsory education, an ample range of initiatives on European, national and regional levels offers guidelines and advice on how to enable young people to develop their digital competence, often with a focus on critical skills and digital citizenship. In most European Member States, corresponding curricula have been or are being developed to ensure that the young generation is able to creatively, critically and productively take part in a digital society. On international, European, national and regional levels, there is consequently considerable interest in equipping teachers with the necessary competences to fully exploit the potential of digital technologies for enhancing teaching and learning and for adequately preparing their students for life and work in a digital society. Many European Member States have already developed, or are currently in the process of developing or revising frameworks, self-assessment tools and training programmes to guide teacher training and continuous professional development in this area.

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IL RESPONSABILE DEL PROCEDIMENTO
f.to dott.ssa Elena Settimi

PUBBLICATO IN DATA 31/03/2023