

Terna 1

Spagnolo

¿Cuáles son las principales diferencias entre el sistema verbal español y el italiano? Comente algunos casos especialmente problemáticos para estudiantes italianas/os.

Italiano

Qual è la definizione più accurata di "Blended Learning" nella didattica delle lingue? Ne spieghi i vantaggi e svantaggi.

Italiano

Qual è il modo migliore di inserire attività di “forum” e di “wiki” in un corso di spagnolo B2 in Moodle (o in altre LMS che conosce)?

Testo 1

Research into Corrective Feedback (CF) beliefs tends to focus on either learners or teachers, although there are studies examining both (Jean & Simard, 2011; Kainvanpanah et al., 2015). Studies of CF attitudes among L2 learners have reported positive attitudes across different educational backgrounds. For example, Oladejo's (1993) survey of attitudes at secondary and tertiary levels in Singapore showed that 90.4% of participants thought CF to be desirable, while large scale studies by Schulz (1996, 2001) at American and Columbian universities found similar levels of positive attitudes among students. Another large-scale survey at Michigan State University conducted by Loewen et al. (2009) revealed highly positive beliefs towards CF.

Terna 2

Spagnolo

¿Qué papel desempeña la competencia pragmática en la comunicación y cómo puede influir en la actuación de las/os aprendientes italianas/os de español?

Italiano

Quali sono i vantaggi e i limiti della valutazione formativa nell'insegnamento universitario delle lingue?

Italiano

Come utilizzerebbe un Learning Management System (ad esempio Moodle) per gestire attività basate sul modello "Flipped Classroom"? Quale strumento di Moodle (o altro LMS) sarebbe più adatto?

Testo 2

1. Introduction

The internationalization of higher education is linked to EMI (English Medium Instruction) and teaching technology (Helm, 2020). Many universities worldwide offer EMI courses online to attract international students increasingly. Implementing EMI programmes requires successfully adapting contents and teaching practices to work in L2 contexts. The upsurge of EMI has resulted in an urgent need to support EMI lecturers' professional development (Sanchez-Pérez, 2020). Furthermore, there is generally a limited or complete lack of formal training, also to support the transition from face-to-face to online teaching (Jones, 2020). Teaching online is not the same as teaching on-campus.

Terna 3

Spagnolo

Explique la diferencia entre corrección lingüística, adecuación y eficacia comunicativa.

Italiano

Quali sono i descrittori del QCER che ritiene maggiormente significativi per la valutazione della produzione orale?

Italiano

Qual è la differenza tra un'attività "Compito" e un "Quiz" in Moodle (o in altre LMS che conosce)?
Quando userebbe l'una o l'altra?

Testo 3

A four-stage interaction pattern is proposed: initiation – waiting time – response – follow-up/feedback. Unlike Sinclair and Coulthard's (1975) classroom interaction pattern (initiation – response – follow-up/feedback), I considered waiting time an interaction stage in its own right. Our findings reveal the important strategic role of the lecturer's waiting time in promoting participation in a digital environment where the students did not turn on their cameras. Sinclair and Coulthard's pattern fits in classes where educators can see students' facial and postural expressions. In these settings, virtual L2 learning environments included (Sathik & Jonathan, 2013), research has shown the effect of facial expressions on students' comprehension recognition and engagement.

Terna 4

Spagnolo

¿Qué aspectos culturales considera imprescindibles para un estudiante universitario italiano que aprende español?

Italiano

Qual è la differenza tra valutazione diagnostica, formativa e sommativa?

Italiano

Spieghi come mai gli approcci basati sulla didattica online e blended possono essere utili per le classi ad abilità mista (Mixed Ability). Fornisca almeno un esempio concreto di attività utile in questo senso.

Testo 4

One study that attempted to investigate the way in which learners acquire vocabulary through mobile phones was conducted by Chen, Hsieh, and Kinshuk (2008). Learners deemed to have varying verbal and visual learning skills according to an online survey into short-term memory abilities were provided with four different types of annotations for learning English vocabulary depending on their learning preferences determined in the survey. Flashcards were sent to their mobile phones via SMS which included one of four different types of annotation; English word only, English word with written annotation, English word with pictorial annotation, and English word with both written and pictorial annotation.

Terna 5

Spagnolo

¿Qué diferencias existen entre los conceptos de competencia lingüística, competencia sociolingüística y competencia pragmática según el MCER? Explique su importancia en la enseñanza del español a estudiantes italianos.

Italiano

Quali sono i principali vantaggi e limiti dell'utilizzo delle tecnologie mobili (smartphone e tablet) nell'insegnamento e nell'apprendimento delle lingue straniere?

Italiano

Come utilizzerebbe le attività di "Quiz" e di "Lezione" in Moodle per favorire l'apprendimento autonomo degli studenti in un corso universitario di spagnolo?

Testo 5

Mobile-assisted language learning (MALL) has attracted increasing attention in recent years due to the widespread availability of smartphones and tablets. Mobile devices allow learners to access learning materials anytime and anywhere, promoting flexibility and learner autonomy. Research suggests that mobile technologies can support vocabulary acquisition, improve motivation, and encourage frequent exposure to the target language. However, challenges remain, including potential distractions, technical limitations, and the need for pedagogically sound instructional design. Consequently, the effectiveness of MALL depends not only on the technology itself but also on how learning activities are planned and integrated into the curriculum.

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