

TRACCIA N.1

1. La/Il candidata/o prenda in esame i modelli che centrano l'attenzione sul rapporto fra acquisizione di una lingua seconda e interazione sociale esaminando prima la questione da un punto di vista teorico e poi fornendo qualche esempio di pratica didattica. Particolarmente opportuno è il riferimento agli studi di Susan Gass.

2. La selezione del testo rappresenta un momento chiave del processo di valutazione linguistica e dovrebbe avvenire, come suggerito dal CEFR (2001), alla luce di criteri trasparenti e condivisi. La/Il candidata/o ne illustri e discuta i principali.

3. Il candidato traduca il seguente brano:

The ongoing increase in diversity in our already culturally and linguistically plural societies offers both a challenge to the 'monolingual habitus' in relation to language and language learning and also an opportunity to rethink education in general and language education in particular. We see this increasingly in the international academic literature since the so-called multi-/pluri-lingual 'turn', with an increasing number of academic articles on plurilingualism and translanguaging over the last decade. Languages are increasingly seen as dynamically created 'composita' that are subject to influences and develop over time, echoing complex dynamic systems theory, as indeed does the linguistic and cultural repertoire of any individual. Essentially, the new vision involves moving away from the 'language myth' of seeing language as fixed code, "*an inventory of determinately identifiable linguistic units, each of which correlates a form with a meaning or meanings*", which just get deployed to convey a message independent of context, "as if what determines the course of the interaction were the meaning and not the dynamics of structural coupling of the interacting organisms". Instead, the contemporary view of language is integrational, seeing language as "*a second-order cultural construct, perpetually open-ended and incomplete, arising out of the first-order activity of making and interpreting linguistic signs*".

4. Su Microsoft Word, redigere un testo di almeno 20 parole e formattarlo con font Book Antiqua, dimensione del testo 14, impostando in corsivo le ultime 4 parole.

TRACCIA N.2

1. La/Il candidata/o, dopo avere descritto brevemente l'analisi della conversazione ne discuta il suo apporto all'approccio interazionale all'acquisizione linguistica e alla didattica della L2.
2. Nella valutazione delle prove aperte o soggettive, l'uso di griglie di valutazione è ritenuto necessario per la validità e l'affidabilità dell'intero processo. La/Il candidata/o illustri il funzionamento delle griglie olistiche e delle griglie analitiche e si soffermi sulla questione dell'affidabilità.
3. Il candidato traduca il seguente brano:

Such a view of language and communication has a parallel in a new conceptualization of the mind. The classic Cartesian view was that the mind and body were completely separate entities, with, in more recent times, a dominant computer metaphor of input, processing and output: "the idea of a mental filing-cabinet – a store of language-like symbols waiting to be retrieved and manipulated by a centralised computational system". Nowadays, the focus is on the collective mind and distributed cognition, with "the mental [being] inextricably interwoven with body, world and action: the mind consists of structures that operate on the world via their role in determining action. Reasoning is situated, carried out by embodied beings acting in a particular physical environment [...] The mind as a controller must generate appropriate actions, in the light of an ongoing interaction between the body and its changing environment". The combination of an integrational view of language and a distributed view of mind provide conceptual tools to reflect on the dynamic, superdiverse and liquid nature of our world and the complexity underlying communication. Language is thus seen not as a collection of interchangeable labels to be applied to objects and concepts, but rather as emerging from complex webs of actions, which all require some form of mediation.
4. Su Microsoft Word, redigere un elenco puntato di almeno 8 punti e formattarlo con font Arial, dimensione del testo 11, sottolineando le ultime 4 parole.

TRACCIA N.3

1. La/Il candidata/o dopo avere definito la nozione di 'negoziazione', ne descriva il ruolo all'interno dei modelli di acquisizione linguistica e di didattica della L2 che si rifanno all'approccio interazionale.

2. Il Volume Complementare al CEFR (2018) propone nuovi descrittori e scale per l'abilità di mediazione. La/Il candidata/o ne illustri le caratteristiche e discuta l'impatto nel processo di valutazione dell'italiano L2.

3. Il candidato traduca il seguente brano:

Language use/learning is a semiotic, non-linear activity nurtured by individuals' (plurilingual) repertoires and trajectories with mediation, from a socioconstructivist / sociocultural viewpoint, being at the centre of understanding, thinking, meaning-making, and collaborating – and thus at the core of acting as a social agent. This mediation may take place in various ways, through the languaging, which is discussed below. It can take the form of internal 'private speech' (talking to oneself silently to think something through) or 'collaborative talk' in a small group, in a community of practice or it can take the more conventional form of scaffolding by a 'significant other'. Whatever form this mediation takes it will involve language and will not necessarily be confined to any one particular language variety. As Dendrinos (2006) and Königs (2015) pointed out, all languages in the repertoires of the different students are always present in the class, even if they are not acknowledged. Once we move on from the reductionist view of languages as collections of labels for objects and concepts that can simply be interchanged (nowadays with a translation tool like Google translate) we can appreciate language use and language learning as semiotic, non-linear activities in which mediation is central. Thus mediation can act as a kind of prism.

4. Su Microsoft Word, impostare i margini come segue: superiore e inferiore 2,5 cm; destro e sinistro 2 cm. Redigere un testo di 20 parole con font Arial, dimensione 9.

TRACCIA N.4

1. La/Il candidata/o dopo avere definito la nozione di 'riparazione', ne descriva il ruolo all'interno dei modelli di acquisizione linguistica e di didattica della L2 che si rifanno all'approccio interazionale.
2. La/Il candidata/o illustri le caratteristiche e le tecniche di costruzione di una prova chiusa o oggettiva, anche soffermandosi sul legame tra tali caratteristiche e quelle dei destinatari, compreso il loro livello di competenza in italiano L2.
3. Il candidato traduca il seguente brano:

As suggested above, language is not an entity; language is an activity, it is something we do but, more importantly, it is something we do together: “[L]anguage (even when written) is first and foremost a dialogical and intersubjective activity. Language is an activity that allows us to coordinate actions, perceptions and attitudes, share experiences and plans, and to construct and maintain complex social relations on different time scales”. Seeing language as an activity allows us to move from language as an entity to language as a process (linguaging). Because language is not just a conduit to communicate a pre-existing thought. Language is an essential part of the thinking process itself, as “linguistic patterns enable the cognitive agent to construct, rely upon and manipulate ‘cognitive niches’: regularities, affordances and constraints that shape and support cognitive processes”. The concept of ‘linguaging’ has been studied by several linguists and in relation to language education, but like mediation, it has also been studied in several other disciplines, such as philosophy and cognitive sciences. Halliday put the focus on the context of situation rather than the ‘competence’ of a person, talking of the ‘meaning potential’ of the situation, which van Lier called “semiotic potential of the affordances”.

4. Su Microsoft Word, redigere un testo di almeno 20 parole, dimensione 14, allineamento giustificato, colore del carattere verde.

TRACCIA N.5

1. La/ll candidata/o descriva il rapporto fra analisi conversazionale e approccio orientato all'azione nella didattica della L2.

2. Il criterio e il costrutto di un test di lingua rappresentano due degli elementi ai quali prestare attenzione nel processo di valutazione linguistica. La/ll candidata/o illustri come la riflessione su tali elementi sia cambiata nel tempo e quale sia stato l'impatto di tale riflessione nelle pratiche di valutazione.

3. Il candidato traduca il seguente brano:

The concept of 'linguaging' refers to the 'action in the making' as opposed to "the image of language as a conveyor of a fixed message (what exists as thought)" (Swain 2006) and can be defined as "a dynamic, never-ending process of using language to make meaning" since "thought is not merely expressed in words; it comes into existence through them" and "undergoes many changes as it turns into speech". The term 'linguaging' has been further developed into 'plurilinguaging,' the dynamic, creative process of 'linguaging' across the boundaries of language varieties. The term first emerged in post-colonial studies, and has been used by Makoni and Makoni (2010) and Lüdi (2015, 2016) to refer to "the ongoing social process which involves a mobilization of diverse linguistic resources". Piccardo (2017, 2018), drawing on complex dynamic systems theory, has further developed the concept, defining it as "a dynamic, never-ending process to make meaning using different linguistic and semiotic resources", which implies a structured series of sub-processes: (a) a cyclical process of exploring and constructing; (b) an agentic process of selecting and (self)organizing; (c) a process of dealing with chaos; (d) an enhanced perception and awareness; and (e) an empowering process in relation to norms.

4. Su Microsoft Word, inserire una tabella di 4 colonne e 5 righe, scrivere poi n.1 parola in grassetto per ciascuna delle 4 celle superiori.

TRACCIA N.7

1. La/Il candidata/o Il candidato descriva la cosiddetta 'svolta multi-/pluri-lingue' 'turn' a partire dai due fondamentali volumi editi nel 2014 da Stephen May e Gabriela Sylvia Meier con particolare riguardo alle riflessioni sulla didattica della L2.

2. La/Il candidata/o descriva ed analizzi la didattica della scrittura nella L2 fra prodotto e processo facendo riferimento ad alcuni testi importanti del dibattito internazionale.

3. Il candidato traduca il seguente brano:

Piccardo, drawing on complex dynamic systems theory, has further developed the concept, defining it as "a dynamic, never-ending process to make meaning using different linguistic and semiotic resources", which implies a structured series of sub-processes:

d) Enhanced perception: Plurilinguaging enhances perception, which contributes to raised awareness. Perception is related to acting. Van Lier considers that real learning, leading to enhanced competence – as opposed to inert learning that cannot be mobilized – succeeds through "perception in action" (2004: 97), so social agents need to be exposed to different affordances. Plurilinguaging multiplies the affordances presented to the social agent by exposing them to different linguistic and pragmatic systems. However, perception, and hence learning, is not automatic as a result of exposure. It is through intersubjective engagement, involving ongoing mediation, that perception and awareness increase.

e) Empowerment vis-à-vis norms: Plurilinguaging encourages social agents to acquire a more flexible, playful view of norms, seeing how they can be stretched or inverted. This creates new spaces "where conventional rules are not upheld, where a point of criticality is reached, [in which] new forms emerge. New forms and patterns then become the resources of the community" (Larsen-Freeman, Cameron, 2008: 102). Through plurilinguaging and mediation the social agent frees themselves from seeing norms just as barriers and constraints.

4. Su Microsoft Word, creare l'elenco numerato con numeri arabi, con parole a scelta, di almeno 6 voci. Il testo deve essere scritto con carattere Calibri Light, dimensione 12, allineamento a destra.

TRACCIA N.8

1. La/Il candidata/o descriva il cambiamento rispetto al ruolo del docente di L2 nel dibattito dell'ultimo decennio facendo riferimento in particolare alla cosiddetta svolta multilingue e ai testi fondamentali.
2. La/Il candidata/analizzi i descrittori fonologici nel Volume Complementare al CEFR (2018).
3. Il candidato traduca il seguente brano:

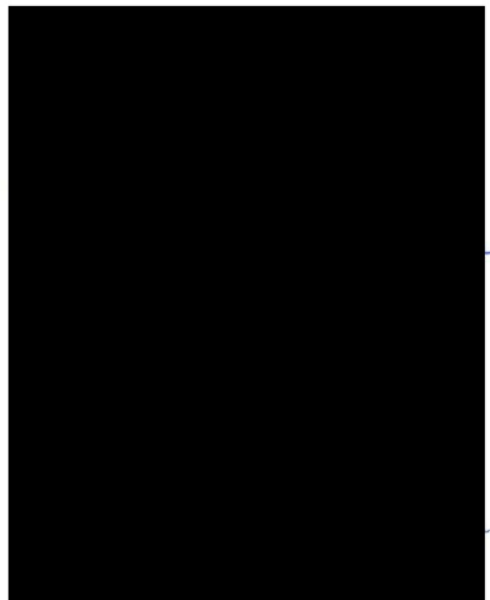
As mentioned above, mediation can be seen as a new prism to make the invisible visible. Through mediation we can see: the interdependence of individual and collective, cognitive and social: higher mental functions are mediated by psychological and cultural tools, especially language; the dynamic process of meaning making through languaging and plurilanguaging both individually and socially, that were discussed above, and the cultural/intercultural dimension that calls for developing symbolic competence and critical-cultural awareness.

The concept of mediation had been introduced to language education in the Council of Europe in a very limited way in Section 4.4.4, an entry of less than a page, following a brief introductory paragraph:

In both the receptive and productive modes, the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly.

Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access.

4. Su Microsoft Word, redigere un testo di almeno 20 parole. Giustificare il testo, impostare un'interlinea di 1,5.



TRACCIA N.10

1. 10. La/Il candidata/o descriva il cambiamento nel dibattito dell'ultimo decennio rispetto alla concezione dell'apprendente nella didattica della L2. Si faccia riferimento in particolare alla cosiddetta svolta multilingue e ai testi fondamentali.
2. Il Volume Complementare al CEFR (2018) fa spesso riferimento al concetto di 'native speaker'. La/Il candidata/o analizzi e discuta questo concetto in riferimento sia al dibattito teorico e a quanto si trova nello stesso Volume Complementare sia alla didattica dell'italiano L2.

3. Il candidato traduca il seguente brano:

Action-oriented/based teaching emphasises the class as an authentic social context and builds on the 'affordances' offered in it, with a focus on learner agency. As van Lier puts it: "language learning-as-agency involves learning to perceive affordances within multimodal communicative events". Learning happens as the social agent perceives an affordance in the immediate environment. As mentioned before, van Lier sees meaning potential as the semiotic potential of the affordances in the particular context concerned – which can be the preparation for and completion of an action-oriented task.

In the action-oriented approach the teaching and learning process is best framed by scenarios in which learners as social agents have a mission to fulfil within defined conditions and constraints. An action-oriented scenario is a task/project for small groups, a didactic sequence covering a series of, say, four to eight lessons, which will be mainly collaborative work in groups and intervention and input from the teacher as and when necessary.

4. Su Microsoft Word, redigere un testo di almeno 20 parole, dimensione 11, allineamento giustificato. Dopo averlo scritto, copiare il testo e incollarlo a seguire. Formattare solo la seconda versione del testo copiato con allineamento al centro.

TRACCIA N.11

1. La/Il candidata/o descriva il cambiamento rispetto alla concezione dell'apprendimento nella didattica della L2 proposto dal dibattito dell'ultimo decennio, facendo riferimento in particolare alla cosiddetta svolta multilingue.
2. La/Il candidata/o descriva i problemi posti dall'insegnamento della pronuncia e prosodia in italiano L2 facendo riferimento da una parte al problema dell'esistenza o meno di uno 'standard' dall'altra a quello del ruolo del cosiddetto 'native speaker' nella didattica della L2.

3. Il candidato traduca il seguente brano:

The scenario is chunked down into series of steps, here seven steps, with the final step being the culminating task. Again, the steps are explained for students in target language they can understand.

Step 1: The Importance of Stories

During your childhood and thereafter, you've probably read or listened to fairy tales. Which stories did you enjoy the most, and why? Why do you think those stories are important? What lessons did you or other children learn from these stories? Tell the class about one of the traditional fairy tales that you remember from your childhood.

In this step, you will use what you already know about stories to see if you and your group can rearrange the scrambled story pieces together. Try to use your knowledge of time signals (e.g. First, Then, Finally) and other narrative clues to help you logically arrange the pieces. Now, listen to the recording of the story to see whether your story is in the correct order. Now listen to the recording again while silently reading the text.

Highlight the time order signals and other common grammatical structures like tense and conjunctions that you commonly find in stories.

For homework, try to dig up some of your favourite childhood fairytales.

4. Su Microsoft Word, scrivere un testo di almeno 20 parole, dimensione 14, poi inserire una "Interruzione di pagina".

TRACCIA N.12

1. La/Il candidata/o descriva come nel dibattito dell'ultimo decennio si contrappongano spesso visioni diversi della stessa nozione di 'lingua' e come questo sia fondamentale nella didattica della L2. Si faccia riferimento in particolare alla cosiddetta svolta multilingue e ad alcuni testi fondamentali.
2. La/Il candidata/o prenda in considerazione i maggiori corpora dell'italiano parlato e il loro possibile uso nella didattica dell'italiano L2.

3. Il candidato traduca il seguente brano:

The scenario is chunked down into series of steps, here seven steps, with the final step being the culminating task. Again, the steps are explained for students in target language they can understand.

Step 2: My Favourite Fairytale

In this step, you will share your favourite childhood fairytale with your classmates. As you read a part of your story aloud, you can use gestures, your voice, and the pictures in the book to help the group understand the story. After each one of your classmates reads their story, can you and your other group members summarize the plot? You can use a dictionary to help you understand any unfamiliar words. Which features do the stories share? Which features are different? At the end of this step, make sure to share your findings with your classmates.

Step 3: Retelling a Story

Now that you have analyzed the narrative and linguistic features of a fairytale, in this step you will learn some vocabulary and grammar to eventually help you write your own story. In your groups, choose a story that we have already read in the class, and retell that story using these grammatical features. As homework, see if you can find a few more grammatical features commonly found in fairytales.

4. Su Microsoft Word, inserire la numerazione di pagina in basso a destra. Formattare il numero di pagina con Arial, dimensione 8.

TRACCIA N.13

1. La/Il candidata/o descriva il ruolo della nozione di 'parlante nativo' nella didattica della L2 e ne analizzi le più significative critiche.
2. La/Il candidata/I dopo avere elencato i maggiori corpora dell'italiano parlato ne prenda in considerazione uno che ha a suo avviso le maggiori potenzialità nella didattica dell'italiano L2.

3. Il candidato traduca il seguente brano:

The scenario is chunked down into series of steps, here seven steps, with the final step being the culminating task. Again, the steps are explained for students in target language they can understand.

Step 4: Rethinking Important Messages

Using the handout your teacher provides, take some time to reflect on the common morals and character traits found in fairytales. Which of these lessons are useful? How might these messages need to be updated for the 21st century? Write down your findings in your notebook and then discuss the similarities and differences you and other groups of students have discovered. What changes could you make to these existing stories? For homework, start thinking about which messages you would develop in your story.

Step 5: Writing our Stories

Now that you have come with new ideas (new moral messages, vocabulary and language features in storytelling), you are ready to write the first draft of your fairytale. To help you, you can refer to the stories and handouts that you have discussed so far in this lesson, and use online dictionaries whenever you want to find or get clarified vocabulary or language features. You can continue with your drafts at home and bring a completed draft for the peer-editing session taking place next class.

4. Su Microsoft Word, redigere un testo di almeno 20 parole, formattare con carattere sottolineato la seconda e la penultima parola. Impostare il colore rosso per la prima e l'ultima parola del testo redatto.

TRACCIA N.14

1. La/Il candidata/o descriva le principali teorie in relazione ai rispettivi tempi di apprendimento linguistico di pragmatica e grammatica e al loro ruolo nella didattica della L2.

2. Nel processo di valutazione linguistica il criterio e il costrutto di un test di lingua rappresentano due degli elementi ai quali prestare molta attenzione. La/Il candidata/o illustri come la riflessione su tali elementi sia cambiata nel tempo e analizzi l'impatto di tale riflessione nelle pratiche di valutazione.

3. Il candidato traduca il seguente brano:

The scenario is chunked down into series of steps, here seven steps, with the final step being the culminating task. Again, the steps are explained for students in target language they can understand.

Step 6: Can you help me with my Story?

In this step, you will use the Peer Editing sheet to give and receive feedback on your fairytales. Working with a partner, provide each other with some comments and suggestions. Once you receive feedback, spend the rest of the class editing your drafts in order to further refine your story.

Step 7: Culminating Task – Traditional storytelling for the 21st Century Child

The time has come to share our stories with the community. Before you do so, you'll have a chance to practice telling your story in smaller groups. Try to use appropriate intonation, facial expression, gesture, and any other movements that can help you convey the meaning of your story and make it more exciting for your audience. When you finally feel ready, gather in a circle to hear your classmates' 21st century fairytales!

4. Su Microsoft Word, creare un'intestazione di pagina di almeno 3 parole, tutte le lettere devono essere maiuscole. Centrare il testo, impostare in grassetto la seconda parola.