

CONCORSO PUBBLICO, PER ESAMI, A N. 2 POSTI DI CATEGORIA D, POSIZIONE ECONOMICA D1, AREA TECNICA, TECNICO-SCIENTIFICA ED ELABORAZIONE DATI, PER LE ATTIVITÀ STRUMENTALI ALL'APPRENDIMENTO DELLA LINGUA ITALIANA PER STRANIERI, PER LE ESIGENZE DEL CENTRO LINGUISTICO DI ATENEO DELL'UNIVERSITÀ DEGLI STUDI DI NAPOLI FEDERICO II (COD. RIF. 2245) DI CUI N. 1 POSTO RISERVATO ALLE CATEGORIE DI CUI AL D.LGS. N. 66 DEL 15 MARZO 2010, ARTT. 1014, COMMA 1, LETT. A) E 678, COMMA 9, IN POSSESSO DEI REQUISITI GENERALI E DEI REQUISITI SPECIFICI RIPORTATI NEI SUCCESSIVI ARTT. 2 E 3 INDETTO CON DECRETO DEL DIRETTORE GENERALE N. 1224 DEL 14/12/2022 E DEL QUALE È STATO DATO AVVISO SULLA GAZZETTA UFFICIALE IV SERIE SPECIALE - CONCORSI ED ESAMI N. 102 DEL 27/12/2022

PROVA ORALE DEL 06/04/2023

Quesiti non estratti

5.1 Tradizione e sperimentazione nell'ambito della didattica di Italiano L2.

5.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, pp. 55 e 56, Reading for orientation.

5.3 Piattaforme per la didattica a distanza di Italiano L2.

6.1 Idee e proposte per promuovere il dialogo interculturale.

6.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, pp. 56 e 57, Reading for information and argument.

6.3 I sistemi operativi Windows da utilizzare per la lezione di Italiano L2.

D'ordine del Presidente
F.to Il Segretario
Dott.ssa Antonietta Rea

	Reading correspondence
B1	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.
	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
	Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences.
	Can understand standard formal correspondence and online postings in their area of professional interest.
A2	Can understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.
	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.
	Can understand short, simple personal letters.
A1	Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).
	Can understand short, simple messages on postcards.
	Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).
Pre-A1	Can understand from a letter, card or e-mail the event to which they are being invited and the information given about day, time and location.
	Can recognise times and places in very simple notes and text messages from friends or colleagues (e.g. "Back at 4 o'clock" or "In the meeting room"), provided there are no abbreviations.

Reading for orientation

A. 5.2

Reading for orientation – search reading – involves “skimming”: reading at speed in order to judge relevance and “scanning”: searching for specific information. In relation to signed texts, both functions are achieved by putting the video into “fast forward”. Key concepts operationalised in the scale include the following:

- ▶ the types of text (from notices, leaflets, etc. to articles and books);
- ▶ picking out concrete information like times and prices from texts that are visual artefacts, rather than prose text, with helpful layout;
- ▶ identifying important information;
- ▶ scanning prose text for relevance;
- ▶ speed, mentioned in B2.

	Reading for orientation
C2	No descriptors available; see B2
C1	No descriptors available; see B2
B2	Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.
	Can scan quickly through long and complex texts, locating relevant details.
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

	Reading for orientation
	<p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> <p>Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.</p>
B1	<p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Can pick out important information about preparation and usage on the labels on foodstuff and medicine.</p> <p>Can assess whether an article, report or review is on the required topic.</p> <p>Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.</p>
	<p>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language.</p> <p>Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras).</p>
A2	<p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p> <p>Can locate specific information in lists and isolate the information required (e.g. use the Yellow Pages to find a service or tradesman).</p> <p>Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</p>
A1	<p>Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.</p> <p>Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts).</p> <p>Can understand basic hotel information (e.g. times when meals are served).</p> <p>Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).</p>
Pre-A1	<p>Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc.</p> <p>Can find information about places, times and prices on posters, flyers and notices.</p>

Reading for information and argument

Reading for information and argument – detailed reading – involves careful study of a written or signed text that one has judged to be relevant for a purpose at hand. It is often associated with study and professional life. Key concepts operationalised in the scale include the following:

- ▶ types of text, from simple, short, illustrated informational material to complex reports and articles;
- ▶ subjects of text, from familiar everyday subjects of personal interest to topics outside their area of interest;
- ▶ depth of understanding, from getting an idea of the content to understanding the finer points and implications.

	Reading for information and argument
C2	Can understand the finer points and implications of a complex report or article even outside their area of specialisation.
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

	Reading for orientation
	<p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> <p>Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.</p>
B1	<p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Can pick out important information about preparation and usage on the labels on foodstuff and medicine.</p> <p>Can assess whether an article, report or review is on the required topic.</p> <p>Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.</p>
A2	<p>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language.</p> <p>Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras).</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p> <p>Can locate specific information in lists and isolate the information required (e.g. use the Yellow Pages to find a service or tradesman).</p> <p>Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</p>
A1	<p>Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.</p> <p>Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts).</p> <p>Can understand basic hotel information (e.g. times when meals are served).</p> <p>Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).</p>
Pre-A1	<p>Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc.</p> <p>Can find information about places, times and prices on posters, flyers and notices.</p>

Reading for information and argument

Q. 6.2

Reading for information and argument – detailed reading – involves careful study of a written or signed text that one has judged to be relevant for a purpose at hand. It is often associated with study and professional life. Key concepts operationalised in the scale include the following:

- ▶ types of text, from simple, short, illustrated informational material to complex reports and articles;
- ▶ subjects of text, from familiar everyday subjects of personal interest to topics outside their area of interest;
- ▶ depth of understanding, from getting an idea of the content to understanding the finer points and implications.

	Reading for information and argument
C2	Can understand the finer points and implications of a complex report or article even outside their area of specialisation.
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

	Reading for information and argument
	<p>Can obtain information, ideas and opinions from highly specialised sources within their field.</p> <p>Can understand specialised articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of terminology.</p>
B2	<p>Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.</p> <p>Can recognise when a text provides factual information and when it seeks to convince readers of something.</p> <p>Can recognise different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships.</p>
B1	<p>Can understand straightforward, factual texts on subjects relating to their interests or studies.</p> <p>Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).</p> <p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p> <p>Can recognise significant points in straightforward news articles on familiar subjects.</p> <p>Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.</p> <p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p>
A2	<p>Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.</p> <p>Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable.</p> <p>Can pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.</p> <p>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</p> <p>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</p> <p>Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).</p> <p>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.</p> <p>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</p>
A1	<p>Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p> <p>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.</p>
Pre-A1	<p>Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.</p>