

BLOCCO N. 1

DIDATTICA

Il candidato/la candidata illustri le modalità di presentazione dei partecipi ai discenti di lingua russa della terza annualità di mediazione linguistica L-12 (B1).

STATUTO

Cosa disciplina il Regolamento didattico d'Ateneo?

INFORMATICA

Che cos'è un browser?

BLOCCO N. 2

DIDATTICA

Il candidato/la candidata illustri le strategie di insegnamento riguardanti la composizione di una lettera commerciale per gli studenti magistrali di Traduzione per la comunicazione internazionale LM-38 (B2).

STATUTO

Il ruolo e le competenze delle Commissioni paritetiche docenti-studenti.

INFORMATICA

Che cos'è la rete wi-fi e come funziona?

BLOCCO N. 3

DIDATTICA

Il candidato/la candidata illustri le strategie di insegnamento riguardanti la composizione di un breve articolo scientifico per gli studenti magistrali di Lingue e traduzione letteraria LM-37 (B2).

STATUTO

Il Regolamento didattico d'Ateneo e i titoli che l'Università può rilasciare.

INFORMATICA

A cosa serve Word?

BLOCCO N. 4

DIDATTICA

Il candidato/la candidata indichi le tipologie e le modalità di utilizzo di materiali audio e video per studenti di lingua russa di livello B2 dei corsi magistrali di mediazione linguistica e lingue.

STATUTO

Il significato di CEL e i suoi compiti.

INFORMATICA

A cosa serve una penna usb?

BLOCCO N. 5

DIDATTICA

Il candidato/la candidata illustri il contenuto approssimativo della prima lezione introduttiva per studenti del primo anno in un corso di principianti.

STATUTO

Il Regolamento didattico d'Ateneo e i requisiti di ammissione ai corsi di studio.

INFORMATICA

Cosa significa fare una scansione?

BLOCCO N. 6

DIDATTICA

Il candidato/la candidata illustri la struttura e gli argomenti di un test grammaticale destinato a studenti della seconda annualità di lingue L-11 (A2).

STATUTO

Lo Statuto e le funzioni e competenze dei Dipartimenti.

INFORMATICA

Qual è la differenza fra una mail e una PEC?

BLOCCO N. 7

DIDATTICA

Il candidato/la candidata illustri i contenuti di una lezione frontale dedicata all'*audirovanie* e destinata agli studenti del primo anno triennale di lingue L-11 (A1).

STATUTO

Lo Statuto e il Consiglio di Dipartimento.

INFORMATICA

A cosa serve Power Point?

BLOCCO N. 8

DIDATTICA

Il candidato/la candidata esponga le modalità con cui organizzerebbe un'unità didattica riguardante l'aspetto del verbo rivolta a studenti di livello A2 iscritti ai corsi di mediazione linguistica L-12.

STATUTO

Il Regolamento didattico d'Ateneo e il “sistema dei crediti formativi universitari”.

INFORMATICA

Cosa significa comprimere un file?

BLOCCO 1

INGLESE

This work presents the results of an experimental piece of research on the acquisition of Russian by native Italian speaking learners that is specifically focused on the acquisitional dynamics of the discourse structure and syntactic hierarchization. Our work is thus limited to this topic, although it touches upon a wider and older argument, while tracing the outlook questions of our research and in the conclusion, for some final reflections. The research installation that hosts our experiment stems from a question that in elementary terms could be formulated as follows: “When Italians speak Russian, do they think in Italian or Russian? Or does the thinking not happen in any language?”

BLOCCO 2

INGLESE

When Russian is the original language, the translation of language-specific words poses a problem that is solved differently by different translators. One of the biggest difficulties is the translation of expressions of the original language whose ‘presumptions’ or ‘hidden meanings’ (presuppositions, connotations, background aspects of meaning, etc.) contain notions that do not lie in the ‘presumptions’ of the expressions of the target language (indeed, these semantic and pragmatic elements are precisely what constitutes the language specificity of a word). These elements are taken for granted by native speakers of the original language but not of the target language.

BLOCCO N. 3

INGLESE

Firstly, we had to renounce the direct measuring of the distance between the thought of the Italian and the thought of Russian native speakers, because, even though it was possible to scientifically identify what we mean by “thought”, there is no “meter” to measure this distance, in the sense that it would require an answer in terms of absolute values, to provide which there are no sufficient points of reference.

Instead, we propose to transform the absolute values question into relative values one: to measure the distance between Russian and Italian, not in the single point (thought) but in two points, corresponding to two linguistic levels.

BLOCCO N. 4

INGLESE

We will compare the distances between Italian and Russian on two different levels, on the discourse structure and on the syntactic hierarchization. One will be measured relative to another, or better, we will compare them with one another, to understand in which of the two the distance between Italian and Russian is the largest. In order to do this, we begin with the commonly accepted idea, that the shorter the distance between the organization of a certain linguistic level in the native language and in the target language (i.e. the more the two levels are similar), the easier and faster the acquisition is.

BLOCCO N. 5

INGLESE

In the miscellany *Rethinking Linguistic Relativity* we find the article by Dan I. Slobin (1996) *From “Thought and Language” to “Thinking for Speaking”* which describes a piece of research in experimental linguistics whose results are relevant to the problem of linguistic relativity, thus proposing a completely new approach to the everlasting problem of the relationship between thought and language. What does the new theoretical turning point that allowed this approach, consist of? Slobin himself describes it as: “a shift from names of abstract entities to names of activities”. Basically such a turning point is one of the results of the transfer from language to speech.

BLOCCO N. 6

INGLESE

It is generally possible to consider the critical points of the functioning of the linguistic system that seem to be opening, a little, the door of the apparent fortress of the relationship between thought and language. More precisely these critical points are: (i) the acquisition of the first language, when the system is in formation, (ii) the linguistic aphasia, in which it is possible to observe some damages of this relationship, (iii) the acquisition of the second language, when the relationship between thought and language established with the acquisition of the first language ceases to be univocal, and begins to include another language.

BLOCCO N. 7

INGLESE

Cognitive linguistics deals with a broader domain of verbs of motion and is concerned, among other things, with how the path and manner of movement are expressed across languages. According to verbs of motion-based

language typology, both Russian and English belong to satellite-framed languages in which the manner of motion (e.g., walking, running...) is encoded in the verbal root, while the path (e.g., the motion in and out of a space) is encoded by an element associated with the root. In English this is a postfix while in Russian this is a prefix. In the verb-framed languages, such as French, path is expressed by the verb root and manner by an element associated with the verb.

BLOCCO N. 8

INGLESE

The starting point for this chapter is the hypothesis that one may regard translation equivalents and paraphrases of a linguistic unit extracted from real translated texts as a source of information about its semantics. This may be especially useful for the so-called language-specific words since the great variety of possible translations is an indicator of the high language specificity of a word. The multiplicity of translations may be used as a quantitative measure of language specificity: the greater the number of different translations of a single lexical unit in existing translations, the higher its language specificity.

F.to la Commissione