



CONCORSO PUBBLICO, PER TITOLI ED ESAMI, PER IL RECLUTAMENTO DI N. 1 COLLABORATORE ED ESPERTO LINGUISTICO (CEL) DI LINGUA INGLESE, CON CONTRATTO DI LAVORO SUBORDINATO A TEMPO INDETERMINATO ED IMPEGNO ORARIO PARI A 750 ORE SU BASE ANNUA, PER LE ESIGENZE DEL CENTRO LINGUISTICO DI ATENEO (CLA) DELL'UNIVERSITA' DI PARMA

Traccia n. 1

Imagine that you are an English language assistant at the University of Parma doing practical language lessons with a group of 50 students who need to reach a B2 level. The lessons take place in person in the classroom, but with the aid of technology and a Moodle platform for support. Imagine you have to plan a 90-minute practical language class focusing on oral production. Draw up a lesson plan proposal, containing the following information:

- learning objectives (these must be stated according to the CEFR categories and from the point of view of the student);
- linguistic requirements (indicate whether the students should have previously developed any particular skills/knowledge before this lesson);
- the different phases/steps of the lesson (illustrate the types of activities proposed, specifying the estimated time for each activity, describing what the instructor will do and what is required of the students);
- final comment in which you must justify your choices in the light of the most recent TEFL approaches and methodologies.



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Traccia n. 2

Imagine that you are an English language assistant at the University of Parma doing practical language lessons with a group of 50 students who need to reach a C1 level. The lessons take place in person in the classroom, but with the aid of technology and a Moodle platform for support. Imagine you have to plan a 90-minute practical language class focusing on writing skills. Draw up a lesson plan proposal, containing the following information:

- learning objectives (these must be stated according to the CEFR categories and from the point of view of the student);
- linguistic requirements (indicate whether the students should have previously developed any particular skills/knowledge before this lesson);
- the different phases/steps of the lesson (illustrate the types of activities proposed, specifying the estimated time for each activity, describing what the instructor will do and what is required of the students);
- final comment in which you must justify your choices in the light of the most recent TEFL approaches and methodologies.



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Traccia n. 3

Imagine that you are an English language assistant at the University of Parma doing practical language lessons with a group of 50 students who need to reach a B1 level. The lessons take place in person in the classroom, but with the aid of technology and a Moodle platform for support. Imagine you have to plan a 90-minute practical language class focusing on a B1 grammar topic. Draw up a lesson plan proposal, containing the following information:

- learning objectives (these must be stated according to the CEFR categories and from the point of view of the student);
- linguistic requirements (indicate whether the students should have previously developed any particular skills/knowledge before this lesson);
- the different phases/steps of the lesson (illustrate the types of activities proposed, specifying the estimated time for each activity, describing what the instructor will do and what is required of the students);
- final comment in which you must justify your choices in the light of the most recent TEFL approaches and methodologies