

Fondamenti Di Glottodidattica Apprendere E Insegnare Le Lingue Oggi

Il volume offre una panoramica meditata di buone prassi dell'insegnamento della lingua Latina e della lettura di testi letterari per studenti liceali con Dsa. In maniera narrativa, con esemplificazioni concrete, il testo propone innovatrici piste di lavoro, alla luce sia delle più aggiornate risultanze della ricerca scientifica sia delle più accreditate sperimentazioni didattiche attive sul tema. La miscellanea si completa anche di un contributo di due esperte in psicopedagogia che inquadrano l'argomento nel più ampio problema delle disabilità in una scuola davvero inclusiva. MARCO RICUCCI, La cultura de? f?or?: lo "sbocc?are" degl? student? con DSA nell'apprend?mento della l?ngua lat?na, pp. 1-9 DANIELA VENTURINI, Essere referente per allievi con DSA e insegnare latino al liceo classico vuol dire essere sempre in autoaggiornamento, pp. 10-25 ROSSELLA IOVINO, "Flipped perspective". I DSA come risorsa e non come uno ostacolo per la didattica del latino, pp. 26-43 ELISA VERONESI, L'insegnamento del testo latino d'autore ad allievi con DSA, pp. 44-56 GAIA IMBROGNO, Latino e DSA: l'importanza dello stile cognitivo, pp. 57-74 VALERIA FRANCO, L'inclusività del latino senza etichette. Un laboratorio di stimolo cognitivo e di approccio visivo-esperienziale, pp. 75-92 ALESSANDRO IANNELLA, Comprendere il valore di una progettazione digitale inclusiva, pp. 93-105 ELEONORA DANIELLI, ILARIA PERRUCCI, DSA e apprendimento delle lingue straniere: quali sfide possibili? Un contributo psicopedagogico a uso dei docenti, pp. 106-128 ELENA SCARPANTI, Appendice dei concetti notevoli di psicologia cognitiva, pp. 129-138 MARIA DI PUORTO, Insegnare con il gioco e imparare con la curiosità nell'apprendimento: strumenti in classe per un ambiente inclusivo, pp. 139-147

The theme of the conference this year was Critical CALL, drawing inspiration from the work carried out in the broader field of Critical Applied Linguistics. The term 'critical' has many possible interpretations, and as Pennycook (2001) outlines, has many concerns. It was from these that we decided on the conference theme, in particular the notion that we should question the assumptions that lie at the basis of our praxis, ideas that have become 'naturalized' and are not called into question. Over 200 presentations were delivered in 68 different sessions, both in English and Italian, on topics related specifically to the theme and also more general CALL topics. 94 of these were submitted as extended papers and appear in this volume of proceedings.

Featuring remarkable people communicating passionately and persuasively, TED Talks provide the ELT classroom with inspiring ideas and an unparalleled source of authentic language input.

This book provides an overview of topics related to the language learning processes of learners with special needs including students with learning disabilities as well as Deaf language learners and methods of teaching foreign languages

to them. The chapters written by authors in a wide variety of educational settings discuss individual learner characteristics and profiles, diagnosis and assessment issues and instructional programs.

The Latin course is written entirely in Latin. It consists of two parts: I: Familia Romana -- the fundamental or elementary course. II: Roma Aeterna -- the advanced course, with Indices covering both parts. The direct method is based on the inductive principle of learning. In the text every sentence is intelligible per se, or self-explanatory, because the meaning and function of all new words and grammatical forms are made clear by the context in which they occur, or if necessary, by illustrations or marginal notes using vocabulary already learned. This demands a carefully graded text, but in order to make learning efficient the content should stimulate interest and curiosity and make it easy for the reader to visualise the scenes and situations described. To meet these demands the chapters of Lingua Latina I form a continuous narrative, a sort of Latin novel, which captivates the students so that they look forward to reading the continuation of the story. While reading this story and learning facts about the Roman life and traditions, the students pick up the vocabulary and grammar that will enable them to go on, in Part II, to read a representative selection of Latin literature, both prose and poetry. Here, too, all new words and structures, if not immediately intelligible from the context, are explained by marginal notes or illustrations. In addition, factual information is given in the margin. Part I covers the essentials of Latin grammar and introduces a basic vocabulary of some 1600 words. The 35 chapters form a sequence of scenes and incidents from the life of a Roman family in the second century A.D. Each chapter is divided into 3 or 4 lessons (lectiones) and consists of several text pages followed by a section on grammar, three exercises, and a list of new words. At the end of the volume there is a survey of inflexions, a Roman calendar, and alphabetical word-list and a grammatical index.

Explores new ways to enliven your classroom by opening 'the mind's eye, ear and heart'.

Considers the philosophical debates surrounding special educational needs and inclusion. >

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available

at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

The concept of university language centres has changed in recent decades. Initially conceived as laboratories for practical and autonomous language-learning, they are now considered as places with more specific and complex functions in language teaching and learning. University language centres now constitute networks for exchanging knowledge and know-how in order to respond to ever-changing, multilingual and multicultural contexts. At the same time, the availability and acquisition of new technologies is contributing to the creation of new tools for the provision of appropriate services and training. This collection covers a wide range of topics related to the activities, experiences and applied research carried out in Italian university language centres. It provides further evidence of the important role university language centres play in promoting language expertise, developing tools and adopting digital resources, and providing support and training for language teaching. Technology, creativity, methodologies and plurilingualism are key topics in the book as they constitute the essential ingredients for effective and successful language teaching and learning. The volume's thirty-three chapters provide multi-perspective approaches, showing how the real contexts of current language education need the integration of theoretical backgrounds with the best practices resulting from practical experience.

Fondamenti di glottodidattica. Apprendere e insegnare le lingue oggi L'Analisi Linguistica e Letteraria 2015-1 EDUCatt - Ente per il diritto allo studio universitario dell'Università Cattolica

Il volume Didattica dell'arabo e certificazione linguistica: riflessioni e iniziative nasce dal convegno tenutosi a Roma Tre il 10 gennaio del 2018 in collaborazione con l'Università per Stranieri di Siena. Esso affronta le principali problematiche legate all'inserimento della lingua araba nel Quadro Comune di Riferimento delle lingue europee (QCER). A differenza delle lingue europee, la didattica dell'arabo appare un ambito ancora poco esplorato e gli orientamenti nell'insegnamento della lingua sono spesso il risultato del lavoro del singolo docente. L'importanza di inserire l'arabo accanto alle lingue europee nasce da fattori di ordine economico, politico e sociale legati ai mutamenti che la società europea sta affrontando, ormai da diversi anni, in conseguenza del fenomeno immigratorio. Grazie al contributo di docenti di arabo di università e istituti di lingua impegnati in Italia nell'ambito della glottodidattica e della certificazione linguistica, il volume propone approfondite riflessioni sulla prassi didattica della lingua araba alla luce della sua natura diglossica e soluzioni percorribili e condivise nell'ambito della certificazione linguistica dell'arabo.

This book presents a practical and easy-to-follow guide to develop and deliver an online language course successfully. It

provides language teachers across the globe with useful insights and strategies to effectively teach language online. It offers suggestions on designing, developing, delivering, and improving online courses, and provides ideas on engaging and motivating students by making learning relevant to them. The book focuses on the importance of collaborative and cooperative learning and empathy in improving students' learning experience online. While taking the reader through the essential steps of course development and delivery, the text also shares the personal experiences that have helped the author develop some of her most successful teaching techniques for online courses.

L'Analisi Linguistica e Letteraria è una rivista internazionale di linguistica e letteratura peer reviewed. Ha una prospettiva sia sincronica che diacronica e accoglie ricerche di natura teorica e applicata. Seguendo un orientamento spiccatamente interdisciplinare, si propone di approfondire la comprensione dei processi di analisi testuale in ambito letterario come anche in ambito linguistico. La rivista è organizzata in tre sezioni: la prima contiene saggi e articoli; la seconda presenta discussioni e analisi d'opera relative alle scienze linguistiche e letterarie; la terza sezione ospita recensioni e una rassegna di brevi schede bibliografiche riguardanti la linguistica generale e le linguistiche delle singole lingue (francese, inglese, russo, tedesco). La rivista pubblica regolarmente articoli in francese, inglese, italiano e tedesco, e occasionalmente anche in altre lingue: nel 2010, ad esempio, ha pubblicato un volume tematico interamente in russo.

Im Zuge der Kompetenzorientierung ist die Relevanz der sprachlichen Mittel – Aussprache, Wortschatz, Morphosyntax – als Voraussetzungen für fremdsprachliche kommunikative Kompetenz vor allem in der deutschen Fremdsprachendidaktik mitunter aus dem Blick geraten. Es scheint daher an der Zeit, ein neuerliches Augenmerk auf die Funktion und Bedeutung der sprachlichen Mittel für eine effiziente Ausbildung der interkulturellen kommunikativen Handlungsfähigkeit zu richten. Diese Aspekte hat die hier in Auswahl publizierte Sektion des XXXIV. Deutschen Romanistentags in Mannheim untersucht.

In un momento cruciale dell'evoluzione sociale e culturale italiana e internazionale, nel quale il tema dell'integrazione multilingue e multietnica sfida lo storico etnocentrismo occidentale e attraversa pesantemente le responsabilità delle agenzie educative, prime fra tutte la scuola, si colloca la necessità di una preparazione specialistica di addetti e insegnanti. Lauree magistrali, specializzazioni, master in glottodidattica e discipline affini, conseguiti nelle università italiane e nei centri di ricerca accreditati, sollecitano manuali specifici che proponano insieme la dimensione scientifica e la prospettiva applicativa dell'insegnamento/apprendimento di lingue e culture, materne, seconde e straniere. Glottodidattica: dalle scienze del linguaggio all'educazione plurilingue si pone in questa prospettiva e ripropone una visione costitutiva della glottodidattica, nella quale la visione linguistica dei problemi non oscura la dimensione psico- e sociopedagogica degli stessi. In tal senso, la via indicata nel volume rispecchia, anche attualmente, il retroterra scientifico delle discipline interessate allo specifico glottodidattico e propone una traduzione metodologica frutto di sperimentazioni condotte da chi scrive in un arco ventennale di progetti. La trattazione di nozioni complesse quali i processi educativi di autorealizzazione, culturizzazione e socializzazione attraverso il linguaggio, sono sostenute da una trattazione essenziale delle principali scienze del linguaggio, dalla linguistica del testo, alla sociolinguistica, dalla pragmalinguistica, alla psicolinguistica, presentate nelle loro implicazioni didattiche. Metodi e tecniche glottodidattiche sono richiamati e proiettati nella prospettiva di pianificazione dell'educazione plurilingue. Programmazione glottodidattica, mete e obiettivi educativi e didattici, unità didattiche disciplinari e interdisciplinari, sono trattati ed esemplificati nella prospettiva di un'integrazione plurilingue e pluriculturale, destinata agli addetti e alle istituzioni scolastiche.

Mastering the language of schooling is essential for learners to develop the skills necessary for school success and for critical thinking. It is fundamental for participation in democratic societies, and for social inclusion and cohesion. This handbook is a policy and working document which promotes convergence and coherence between the linguistic dimensions of various school subjects. It proposes measures to make explicit – in curricula, pedagogic material and teacher training – the specific linguistic norms and competences which learners must master in each school subject. It also presents the learning modalities that should allow all learners, and in particular the most vulnerable among them, to benefit from diversified language-learning situations in order to develop their cognitive and linguistic capacities.

Nuova Secondaria è il mensile più antico d'Italia, dedicato alla formazione culturale e professionale dei docenti e dei dirigenti della scuola secondaria di secondo grado. Gli abbonati vi possono trovare percorsi didattici disciplinari, inseriti che in ogni numero affrontano un tema multidisciplinare, discussioni mirate su «casi» della legislazione, presentazioni critiche delle politiche formative e della cultura professionale. IN QUESTO NUMERO... EDITORIALE: Claudio Citrini, La memoria FATTI E OPINIONI Il futuro alle spalle, Carla Xodo, Che cosa ci insegna il COVID19. La lanterna di Diogene, Fabio Minazzi, La lettura dei classici e del Vangelo, in particolare. Percorsi della conoscenza, Matteo Negro, La burocrazia e il futuro del mondo Asterischi di Kappa, Asfissia infoburocratica e miraggio dell'efficienza. Osservatorio sulle politiche della formazione, Maurizio Sacconi, Buone e cattive notizie per il sistema educativo. Un libro per volta, Giorgio Chiosso, I due popoli PROBLEMI PEDAGOGICI E DIDATTICI Mauro Ceruti, Evoluzioni senza fondamenti. Soglie di un'età nuova Franco Cambi, L'italiano insegnato a scuola... "fa acqua"? Annamaria Poggi, Perché abbiamo bisogno di un diverso Stato sociale, meno assistenzialistico e più promozionale STUDI Carla Xodo, Sessantotto pedagogico. Passioni, ragioni, illusioni. Giorgio Chiosso, Il Sessantotto in Italia. Anti autoritarismo, utopia e rottura della tradizione Andrea Porcarelli, Il rinnovamento religioso del Concilio Vaticano II a confronto con il milieu sessantottino: traiettorie pedagogiche Giuseppe Zago, Il Sessantotto nell'Università e nella Scuola pedagogica di Padova PERCORSI DIDATTICI Giacomo Scanzi, Il grande fiume: un'esperienza narrativa novecentesca. Antonio Ligabue e Giovanna Daffini Angelo Angeloni, Il canto dei trionfi di Cristo, di Maria e della Chiesa (2). Paradiso, XXIII Alice Locatelli, Il dialogo tra Roma e il mondo ellenico (1): dall'età arcaica all'età imperiale Patrizia Fazzi, Studiare l'Europa contemporanea tra crisi e processi di integrazione (2) Chiara Andrà, Domenico Brunetto, Alessia Pini, Differenze di genere, tecnologie digitali e conoscenza matematica. Una fotografia degli studenti immatricolati ai corsi universitari in Ingegneria (1). Silvestro Sannino, I mondonauti della nave Victoria e la prima navigazione intorno alla Terra (15191522) (2). Saverio Mauro Tassi, Educare allo spirito di ricerca: una proposta di didattica multidisciplinare integrata (1). LINGUE Nazarena Fazzari, Soldi in regalo. Hongbao e fenzi: differenze semantiche. Nataliya Stoyanova, Laila Paracchini, La piattaforma didattica Revita per l'insegnamento del russo a livello universitario.

CLIL (Content and Language Integrated Learning) has emerged since the millennium as a major trend in education. Written by Do Coyle, Philip Hood and David Marsh and drawing on their experience of CLIL in secondary schools, primary schools and English language schools across Europe, this book gives a comprehensive overview of CLIL. It summarises the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice. This book acknowledges the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge, while providing theoretical and practical routes towards successful practice for all.

This book provides specific support to teachers who need to accommodate learners with dyslexia in their ELT

classrooms – guiding them through the main steps of the process with clear explanations, suggestions, and practical tools. Areas covered include:

- the nature and causes of dyslexia
- emotional, cognitive, and linguistic factors connected to dyslexia and English as a foreign, second, or other language
- methodological guidelines for making English language teaching accessible for learners with dyslexia
- strategies for phonological and orthographic work
- developing communicative skills in oral and written language
- accessible language testing and assessment in classroom-based and official contexts.

Extra resources are available on the website: www.oup.com/elt/teacher/supportingdyslexia

How to Analyse Texts is the essential introductory textbook and toolkit for language analysis. This book shows the reader how to undertake detailed, language-focussed, contextually sensitive analyses of a wide range of texts – spoken, written and multimodal. The book constitutes a flexible resource which can be used in different ways across a range of courses and at different levels. This textbook includes: three parts covering research and study skills, language structure and use, and how texts operate in sociocultural contexts a wide range of international real-life texts, including items from South China Morning Post, art'otel Berlin and Metro Sweden, which cover digital and print media, advertising, recipes and much more objectives and skill review for each section, activities, commentaries, suggestions for independent assignments, and an analysis checklist for students to follow a combined glossary and index and a comprehensive further reading section a companion website at www.routledge.com/cw/goddard with further links and exercises for students. Written by two experienced teachers of English Language, How to Analyse Texts is key reading for all students of English language and linguistics.

The European Portfolio for Student Teachers of Languages (EPOSTL) is a document intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education. It was developed for the European Centre for Modern Languages of the Council of Europe by a team of teacher educators from Armenia, Austria, Norway, Poland and UK, assisted by student teachers and teacher educators from all 33 member states of the ECML. Building on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Commission-financed project European Profile for Language Teacher Education - A Frame of Reference (Profile), it seeks to help prepare students for their future profession in a variety of teaching contexts. Further, the EPOSTL can facilitate discussion of aims and curricula between teacher educators working within different national or European contexts.

This volume presents a collection of research papers investigating how to foster the learning and teaching of pragmatic

phenomena, as well as how to administer tests that assess pragmatic competence in second/foreign language education with regards to several target languages. The topics investigated include: speech acts; computer-mediated communication; conversation analysis; pragmatic, intercultural, and emotional competence; native and non-native performance; data collection and instructional methods; needs analysis; and syllabus design and materials development. The contributions will be of particular interest to linguists, language learners and teachers, teacher trainers, and communication experts.

British culture today is the product of a shifting combination of tradition and experimentation, national identity and regional and ethnic diversity. These distinctive tensions are expressed in a range of cultural arenas, such as art, sport, journalism, fashion, education, and race. This Companion addresses these and other major aspects of British culture, and offers a sophisticated understanding of what it means to study and think about the diverse cultural landscapes of contemporary Britain. Each contributor looks at the language through which culture is formed and expressed, the political and institutional trends that shape culture, and at the role of culture in daily life. This interesting and informative account of modern British culture embraces controversy and debate, and never loses sight of the fact that Britain and Britishness must always be understood in relation to the increasingly international context of globalisation.

'Speakout' is a 6-level general English course for adults developed in association with the BBC; bridging the gap between the classroom and the real world helping students express themselves in English.

An investigation into the possibility of impossible languages, searching for the indelible “fingerprint” of human language. Can there be such a thing as an impossible human language? A biologist could describe an impossible animal as one that goes against the physical laws of nature (entropy, for example, or gravity). Are there any such laws that constrain languages? In this book, Andrea Moro—a distinguished linguist and neuroscientist—investigates the possibility of impossible languages, searching, as he does so, for the indelible “fingerprint” of human language. Moro shows how the very notion of impossible languages has helped shape research on the ultimate aim of linguistics: to define the class of possible human languages. He takes us beyond the boundaries of Babel, to the set of properties that, despite appearances, all languages share, and explores the sources of that order, drawing on scientific experiments he himself helped design. Moro compares syntax to the reverse side of a tapestry revealing a hidden and apparently intricate structure. He describes the brain as a sieve, considers the reality of (linguistic) trees, and listens for the sound of thought by recording electrical activity in the brain. Words and sentences, he tells us, are like symphonies and constellations: they have no content of their own; they exist because we listen to them and look at them. We are part of the data.

Questo lavoro trae spunto dai moduli n° 9 e n° 10 del corso progredito (delle 130 ore) nell’ambito del Progetto Ministeriale “Italiano L2: lingua di contatto, lingua di culture”, in corso di sperimentazione e quindi di stampa a cura del MIUR, in convenzione con ventuno Università del nostro Paese. L’Università Cattolica di Milano ha avuto mandato di elaborare due dei tredici moduli di

secondo livello, in particolare il primo dedicato ad Approcci e metodi glottodidattici e il secondo relativo al Quadro comune europeo di riferimento per le lingue. Tali moduli sono stati elaborati in collaborazione con le Università di Bari e di Trieste e sono qui presentati per un uso interno all'Università Cattolica ed in particolare alle cattedre di Glottodidattica e di Didattica dell'italiano come seconda lingua. Cristina Bosisio, titolare del secondo di tali insegnamenti presso la nostra Università e principale autrice dei moduli, è l'ideatrice unica delle attività e delle esercitazioni relative ai due capitoli, che trasformano un testo storico-teorico in un "laboratorio" di sperimentazione sul campo. Il lavoro è dunque affidato non solo agli sperimentatori nazionali, ma anche agli allievi dell'Università Cattolica in questa prima fase di studio e di sperimentazione dei materiali. Con l'augurio che le pagine che seguono possano essere utili per l'affermazione di una giovane disciplina nel nostro Paese, Bona Cambiaghi, responsabile scientifico dell'Università Cattolica e membro del Comitato Tecnico Scientifico del Progetto nazionale "Italiano L2: lingua di contatto, lingua di culture" consegna riflessioni e considerazioni linguistico-pedagogiche agli allievi dell'Università Cattolica e attende riscontro e valutazione. Milano, 4 luglio 2005

The European Portfolio for Student Teachers of Languages is a tool for reflection and self-assessment of the didactic knowledge and skills necessary to teach languages. It builds on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Profile for Language Teacher Education. Four years after its initial publication it has been translated into twelve European and Asian languages. To meet widespread demand this ECML publication provides materials which support its implementation in teacher education. The book entitled Using the European Portfolio for Student Teachers of Languages presents examples, discussions and research findings of how the EPOSTL is used in initial teacher education courses, in bi-lateral teacher education programs and in teaching practice. The accompanying folder and flyer feature, amongst other things, guidelines for strategic measures for introducing the EPOSTL in a particular institution.

Over the years, various types of experimental projects have been carried out in Italy at different levels of education. CLIL practices have moved from limited small-scale experiments to elaborated projects involving technology, materials design and the creation of CLIL networks. This volume is a collection of works by both language and content teachers at all levels of education who have, in the past six years, embarked on a CLIL-type journey. The book is organized into two sections; the first part highlights some considerations that are more theoretical in nature. The purpose is to provide moments of reflection on these issues and/or bring to light other matters that merit further discussion. The second part is more pragmatic in nature dealing with proposals and projects already implemented in schools and at University. The chapters extol the numerous studies that have been going on in this field in the past decades. They contribute to the existing research in terms of small-scale explorations that highlight the development of CLIL over the years, a cautious progress that has led professionals to move from initial steps or simple trials to more complex tangible CLIL learning objects. A testimony of diversity in approaches showing how rich and vibrant the field of CLIL studies is and will continue to be in the future.

Individuelle und gesellschaftliche Mehrsprachigkeit steht in den letzten Jahren angesichts der Lebensbedingungen in

mehrkulturellen Gesellschaften sowie der anhaltenden Migrationsbewegungen vermehrt im Fokus von Forschung, Lehre und Bildungspolitik. Die Beiträge dieses Bandes setzen sich aus wissenschaftlicher und didaktischer Perspektive mit Aspekten von Mehrsprachigkeit auseinander und beachten dabei in besonderem Maße die Ausbildungssituation an italienischen und deutschen Schulen und Hochschulen. Alla luce delle condizioni di vita nelle società pluriculturali nonché dei costanti movimenti migratori, il plurilinguismo individuale e sociale si trova sempre più spesso al centro di dibattiti legati al mondo della ricerca, della didattica e delle politiche formative. I contributi contenuti in questo volume si occupano di aspetti del plurilinguismo da un punto di vista scientifico e didattico, considerando in modo particolare la situazione formativa nelle scuole e università italiane e tedesche.

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