

Fondamenti Di Glottodidattica Apprendere E Insegnare Le Lingue Oggi

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'Universit   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 societ   europea sta affrontando, ormai da diversi anni, in conseguenza del fenomeno immigratorio. Grazie al contributo di docenti di arabo di universit   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.

Nuova Secondaria    il mensile pi   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, inserti che in ogni numero affrontano un tema multidisciplinare, discussioni mirate su casi di legislazione, presentazioni critiche delle politiche formative e della cultura professionale. IN QUESTO NUMERO... EDITORIALE: Claudio Cirini, 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'et   nuova Franco Cambi, L'italiano insegnato a scuola... "ta acqua"? Annamaria Poggi, Perch   abbiamo bisogno di un diverso Stato sociale, meno assistenzialistico e pi   promozionale STUDIO 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'Universit   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'et   arcaica all'et   imperiale Patrizia Fazzi, Studiare l'Europa contemporanea tra crisi e processi di integrazione (2) Chiara Andr  a, 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, Solidi insegnare, valutare e certificare italiano L2

An International Perspective
A Reflection Tool for Language Teacher Education
Digital Resources, Creativity and Innovative Methodologies in Language Teaching and Learning
Teorie linguistiche e glottodidattica
Le tecnologie digitali per l'educazione linguistica
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.

This highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition.
L'Analisi Linguistica e Letteraria    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    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.
Teaching the Chinese Language Remotely
Sprachliche Mittel im Unterricht der romanischen Sprachen
Waystage English
Flotsam

Didattica dell'arabo e certificazione linguistica: riflessioni e iniziative
Impossible Languages
The new edition of Key Terms in Second Language Acquisition defines the key terminology within second language acquisition, and also provides accessible summaries of the key issues within this complex area of study. The final section presents a list of key readings in second language acquisition that signposts the reader towards classic articles and also provides a springboard to further study. The whole book has been updated and expanded to take into account a wider range of theories and developments since the first edition. It remains at the top of its field.
Key Terms in Second Language Acquisition is an essential resource for students.
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 attraverso pesantemente le responsabilit   delle agenzie educative, prime fra tutte la scuola, si colloca la necessit   di una preparazione specialistica di addetti e insegnanti. Lauree magistrali, specializzazioni, master in glottodidattica e discipline affini, conseguiti nelle universit   italiane e nei centri di ricerca accreditati, sollecitano manuali specifici che propongano insieme la dimensione culturale, materno, seconde e straniere. Glottodidattica: dalle scienze del linguaggio all'educazione plurilingue si pone in questa prospettiva e rifonda 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 pr culturale 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, unit   didattiche disciplinari e interdisciplinari, sono trattati ed esemplificati nella prospettiva di un'ir scolastiche.

Im Zuge der Kompetenzorientierung ist die Relevanz der sprachlichen Mittel – Aussprache, Wortschatz, Morphosyntax – als Voraussetzungen f  r 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 f  r eine effiziente Ausbildung der interkulturellen kommunikativen Handlungsf  higkeit zu richten. Diese Aspekte hat die hier in Auswahl publizierte Sektion des XXXIV. Deutschen Romanistenkongresses in Berlin 2015 zum Thema "Sprachliche Mittel im Unterricht der romanischen Sprachen" aufgegriffen.
Annali di Ca' Foscari
Syntactic Structures
English Medium Instruction
Latino e dislessia: riflessioni, buone pratiche, esperienze

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 linguists: 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 progetto (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 Universit   del nostro Paese. L'Universit   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 Universit   di Bari e di Trieste e sono qui presentati per un uso interno all'Universit   Cattolica ed in particolare alle cattedre di Glottodidattica e di Didattica dell'Italiano come seconda lingua. Cristina Bosio, titolare del secondo di tali insegnamenti presso la nostra Universit  ,    l'ideatrice unica delle attivit   e delle esercitazioni relative ai due capitoli, che trasformano un testo storico-teorico in un "laboratorio" di sperimentazione sul campo. Il lavoro    dunque affidato non solo agli sperimentatori nazionali, ma anche agli allievi dell'Universit   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 Cambiagli, responsabile scientifico dell'Universit   Cattolica e membro del Comitato Tecnico Scientifico del Progetto nazionale "Italiano L2: lingua di contatto, lingua di culture" consegna riflessioni e considerazioni llinguistico-pedagogiche agli allievi dell'Universit   Cattolica e attende riscontro e valutazione. Milano, 4 luglio 2005

A bright, science-minded boy goes to the beach equipped to collect and examine flotsam-anything floating that has been washed ashore. Bottles, lost toys, small objects of every description are among his usual finds. But there's no way he could have prepared for one particular discovery: a barnacle-encrusted underwater camera, with its own secrets to share . . . and to keep.

Fondamenti di glottodidattica. Apprendere e insegnare le lingue oggi
Supporting Learners with Dyslexia in the ELT Classroom
La Didattica dell'Italiano L2
Catalogo dei libri in commercio
Aussprache, Wortschatz und Morphosyntax in Zeiten der Kompetenzorientierung

An Introduction
"this is a timely book to help teachers of Chinese as a second language to deal with the challenges of emergency remote teaching with more confidence. Its unique value lies not only in the careful studies of experiences of Chinese students and teachers during the pandemic, but also in the truly global perspectives brought by researchers in 10 countries around the world within different educational and cultural contexts. With the continuation of online education to a certain extent in the post-COVID era, this book will continue to be a useful reference." –Chengzhi Chu, University of California at Davis, USA
"A timely and invaluable contribution to Chinese language teaching (CLT). With its panoramic coverage of integrated use of technologies since and before the pandemic across five continents, the book combines practices with theories from the perspectives of both learners and teachers, offering many practical tips and rich food for thought. A highly useful reference for CLT teachers and students." –George Xinsheng Zhang, Richmond, The American International University in London, UK
This edited book brings together global perspectives and case studies from five continents to provide an international picture of teaching Chinese remotely. It consists of 15 original chapters by 21 authors from 10 countries. Addressing both practice and research, these chapters collectively offer a comprehensive view of how Chinese language courses worldwide were urgently moved to fully online during the early stages of the Covid-19 pandemic. This edited volume reports fresh and first-hand experiences of Chinese language instructors and students in different countries as well as their perceptions of issues regarding remote teaching and learning in an emergency situation. The book will be of interest to Chinese language teachers and students, as well as scholars with a focus on language education and online teaching and learning more broadly.
Shijuan Liu is Associate Professor in the Foreign Languages Department at Indiana University of Pennsylvania, USA. She has over 20 years' teaching experience and numerous publications on language education and technology integration, and has received multiple teaching awards and research grants.

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 pi   aggiornate risultanze della ricerca scientifica sia delle pi   accreditate sperimentazioni didattiche attive sul tema. La miscellanea si completa anche di un contributo di due esperte in psicopedagogia che inquadrano l'argomento nel pi   ampio problema delle disabilit   in una scuola davvero inclusiva. MARCO RICUCCI, La cultura dei fiori: lo "sbocciare" degli studenti con DSA nell'apprendimento della lingua latina, 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 ROSELLA 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'inclusivit   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 SCARFANTI, Appendice dei concetti notevoli di psicologia cognitiva, pp. 129-138 MARIA DI PUORTO, Insegnare con il gioco e imparare con la curiosit   nell'apprendimento: strumenti in classe per un ambiente inclusivo, pp. 139-147

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.

The Role of the First Language in Foreign Language Learning
L'Analisi Linguistica e Letteraria 2015-1
Interlingua e profilo d'apprendente
Granting Our Students an Engaging Learning Experience Online
Applied Linguistics for Language Teachers
Principi di glottodidattica

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 book 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.

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.

This third edition of Teaching and Researching Writing continues to build upon the previous editions' work of providing educators and practitioners in applied linguistics with a clearly written and complete guide to writing research and teaching. The text explores both theoretical and conceptual questions, grapples with key issues in the field today, and demonstrates the dynamic relationship between research and teaching methods and practice. This revised third edition has been reorganized to incorporate new topics, including discussions of technology, identity, and error correction, as well as new chapters to address the innovative directions the field has taken since the previous edition's publication. Boxes throughout, including "Concepts" and "Quotes", help to both reinforce readers' understanding of the topics covered by highlighting key ideas and figures in the field, while the updated glossary and resource sections allow readers to further investigate areas of interest. This updated edition of Teaching and Researching Writing is the ideal resource for language teachers, practitioners, and researchers to better understand and apply writing research theories, methods, and practices.

Glottodidattica. Dalle scienze del linguaggio all'educazione plurilingue

Uno sguardo diacronico tra linguistica acquisizionale e glottodidattica

Aprile 2020

Teaching and Researching Writing

Speech and Brain Mechanisms

SILTA

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.

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 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

Approcci teorici e orientamenti applicativi: Facetten der Mehrsprachigkeit aus theoretischer und unterrichtspraktischer Sicht
Dagli approcci tradizionali al Quadro comune europeo di riferimento

A New Look
Special Educational Needs

Nuova Secondaria 8

This book is concerned with the foreign language learner's underlying processes. The book analyses the different ways in which the learner's knowledge of the first language and other languages affect the processes of comprehension and production.

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

The outcome of ten years' work, this book is a carefully planned study of brain dominance, aphasia, and other speech disturbances, and includes a discussion of the cerebral mechanisms of speech and the learning and teaching of language. Originally published in 1959. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press.

These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

From Design to Teaching

Using the European Portfolio for Student Teachers of Languages

Key Questions in Second Language Acquisition

Language Learners with Special Needs

Tell Me One More. Manuale Di Glottodidattica. Lo Storytelling

Global Cases and Perspectives

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 Beitr  ge dieses Bandes setzen sich aus wissenschaftlicher und didaktischer Perspektive mit Aspekten von Mehrsprachigkeit auseinander und beachten dabei in besonderem Ma  e die Ausbildungssituation an italienischen und deutschen Schulen und Hochschulen. Alla luce delle condizioni di vita nelle societ   pluriculturali nonché dei costanti movimenti migratori, il plurilinguismo individuale e sociale si trova sempre pi   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 universit   italiane e tedesche.

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

Key Terms in Second Language Acquisition

Manuale di glottodidattica

La questione della lingua per gli immigrati stranieri

European Portfolio for Student Teachers of Languages

Rivista della Facolt   di lingue e letterature straniere dell'Universit   di Venezia

CLIL in progress. From theoretical issues to classroom practice