

PROVA A

Quesito 1

Sviluppare il seguente tema di natura teorico-metodologica:

- Il rapporto tra lingua e testo disciplinare scientifico nell'insegnamento dell'italiano L2. Caratteristiche linguistiche dei testi accademici, difficoltà per gli apprendenti e implicazioni didattiche.

Quesito 2

Rispondere al seguente quesito istituzionale riguardante lo Statuto dell'Ateneo:

Quali sono i tre organi di governo dell'Ateneo?

Quesito 3

Rispondere al seguente quesito istituzionale riguardante il Regolamento di Ateneo:

Chi propone la mozione di sfiducia nei confronti del Rettore?

Quesito 4

Prova di conoscenza della lingua inglese

Quesito 5

Prova di conoscenza dell'uso dei principali programmi di office automation

A Taxonomy of Embodiment in the AI Era

2. What Does It Mean to Be Embodied?

As mentioned above, there is no universally agreed-upon meaning of the term embodiment, and it is today applied to physical and virtual systems in very many different ways. To support our intention to create a unified taxonomy, this section summarizes and analyzes some of the most relevant attempts to define and characterize embodiment.

The concept of embodiment traces back to René Descartes' influential work in the 17th century [3]. Similar thoughts were certainly expressed much earlier, for example by Plato and Aristotle, but Descartes was arguably one of the first Western philosophers advocating for a clear separation of mind and body. Descartes argued that a human comprises an immaterial spirit inside a mechanical body. The essential attributes of humans, such as thinking, willing, and conceiving, were attributes of the spirit. The role of the physical body was to provide inputs passed from the sensory organs to the immaterial spirit and to receive signals to activate muscles and enable motion. This *mind-body dualism* remained the major paradigm and model in science and Western medicine for the following three centuries.

Some 300 years after Descartes, philosophers such as Husserl, Heidegger, and [4] started to question the mind-body dualism and investigated how the human mind depends on the body and vice versa. The emerging field of *embodied cognition* emphasized that the human body is intertwined with the mind. Cognitive processes depend on not only the mind, but also the physical body, and both sensing and acting are intertwined with the mind, each other, and the environment. A few examples of how this has appeared in research are the following:

- Lakoff and Johnson [5] argued that the development of language, particularly metaphors, is tightly connected to our bodily experiences.
- Humans' fine-motor skills are tightly connected to sensory-motor coordination [6].
- Perception has been shown to directly affects actions. For example, hearing or reading words associated with light, such as "day" or "lamp", causes the pupils to constrict, beyond voluntary control [7].
- The theory on *symbol grounding* describes how formal symbols or representations must be grounded in non-symbolic perceptions through intertwined sensing and acting to create meaning and understanding.
- *Radical embodied cognitive neuroscience* (RECT) proposes that cognition and emotion are inseparable in the brain, and should be studied as a whole brain-body-environment system, fully merging the concepts of body and mind [8].
- The human central nervous system creates several models connecting sensing and acting, for example, "forward models" computing predicted sensory signals as a result of an executed muscle movement (for an overview, see [9]).

In an influential work by Wilson [10], the following claims are made: cognition is situated, we off-load cognitive work onto the environment, the environment is part of the cognitive system, cognition is for action, and (even) off-line cognition is body-based. This points to the importance of a body for sensing and acting, and of a continuous interplay between a cognitive process, sensing, acting, and the environment. This interplay is sometimes denoted as "structural coupling between agent and environment" or "physical/sensorimotor embodiment" [11,12], and is also mentioned by Maturana and Varela [13,14]. Quick and Dautenhahn [15] defined a system as embodied in an environment if the system can perturb the environment and vice versa. They also suggested that

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Stili e formattazione

Compito:

1. applica stile *Titolo 1* al titolo e stile *Titolo 3* al sottotitolo;
2. applica *testo giustificato* al paragrafo e *interlinea 1,5*;
3. applica lo stile carattere *grassetto* e *corsivo* a tre parole a scelta;
4. salva una copia del file aggiungendo nome e cognome.

La metamorfosi (Kafka)

Gregorio Samsa, svegliandosi una mattina da sogni agitati, si trovò trasformato, nel suo letto, in un enorme insetto immondo. Riposava sulla schiena, dura come una corazza, e sollevando un poco il capo vedeva il suo ventre arcuato, bruno e diviso in tanti segmenti ricurvi, in cima a cui la coperta da letto, vicina a scivolar giù tutta, si manteneva a fatica. Le gambe, numerose e sottili da far pietà, rispetto alla sua corporatura normale, tremolavano senza tregua in un confuso luccichio dinanzi ai suoi occhi. Cosa m'è avvenuto? pensò. Non era un sogno. La sua camera, una stanzetta di giuste proporzioni, soltanto un po' piccola, se ne stava tranquilla fra le quattro ben note pareti.

PROVA B

Quesito 1

Sviluppare il seguente tema di natura teorico-metodologica:

- Il ruolo del feedback correttivo nel processo di insegnamento-apprendimento dell'italiano L2: tipologie di feedback, efficacia nei diversi livelli di competenza e implicazioni per la pratica didattica.

Quesito 2

Rispondere al seguente quesito istituzionale riguardante lo Statuto dell'Ateneo:

Tra gli organi di Ateneo, che funzioni svolge il Consiglio di Amministrazione?

Quesito 3

Rispondere al seguente quesito istituzionale riguardante il Regolamento di Ateneo:

Chi indice le elezioni per il Direttore di Dipartimento?

Quesito 4

Prova di conoscenza della lingua inglese

Quesito 5

Prova di conoscenza dell'uso dei principali programmi di office automation

PROVA B – CONOSCENZA LINGUA INGLESE

Foreign Students as Language Brokers

Abstract

This study explored the reflections of Spanish foreign students in Valladolid, Spain on language brokering. Through the use of a Spanish survey questionnaire, the participants reported their interpreting and translating experience in a number of settings, different materials and identified the things they learned and developed as language broker. They also identified some difficulties faced when brokering, shared their feelings about language brokering and some strategies they use in its practice. Further, they recounted having brokered for their immediate family to the least known to them. Focusing on foreign students accounts demonstrate that language brokering is a rich and diverse as well as common phenomenon. It is not limited to children, female and certain ethnic, regional or language group.

Key words: language brokering, language broker, translation, interpretation, foreign students

1. Introduction

"Bilingualism is more common than people generally realize, it is also more complex" (Thompson, 2003, p. 57). One way of understanding bilingualism is through inquire on how bilinguals put into practice their competence in two (or even more) languages to read, write, listen, and speak with other people; which some researchers refer to as "translating" and "interpreting" , "natural translating" or "language brokering" (Orellana, 2003a). Human beings are predisposed to translate, interpret or language broker. This has been supported by a number of authors and has been documented among bilingual children that can and do translate as a consequence of being bilingual (Ronjat, 1913; Leopold, 1949; Grosjean, 1982; Shannon, 1987). According to Harris (1977), "all bilinguals can translate even if not all can translate well" whereas Harris and Sherwood (1978) have referred to "man as a translating animal." On the other hand, Toury (1984) said that he has, "no quarrel with the argument that a predisposition for translating." While Lörcher (1992) hypothesized that every individual who has a command of two or more languages (even with various degrees of proficiency) also possesses a rudimentary ability to mediate between these languages (p. 148).

In this study, the concern is on the practice of language brokering; it deals with the practices of translating and interpreting from one language to another. In addition, it is an informal practice that mainly takes place in the context of everyday activities (Halgunseth, 2003; Harris & Sherwood, 1978). McQuillan and Tse (1995) define it as the action of translating (written language) and interpreting (oral language) which children/ adolescents in immigrant families' perform for their parents, family members, teachers, neighbors, or other adults. Whereas for Tse (1996a), it refers to interpretation and translation between linguistically and culturally different parties and unlike formal interpreters and translators, language brokers influence the messages they convey and may act as a decision maker for one or both parties.

They mediate rather than simply transmit information among the parties involved. In the present study, language brokering is define as the act of translating or interpreting by bi/multilinguals not only for their family members but also for immigrants (who are not yet proficient in the dominant language of the host society) and speakers of the host country (who are not proficient in the language of the immigrants' language) while language brokers refer to bi/multilingual people, regardless of age, who mediate by interpreting or translating for other people, are not professionally trained to do it and do not receive monetary compensation.

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Table e formattazione dati

Compito:

1. applica un bordo visibile alla tabella e un colore di sfondo alla sola riga di intestazione;
2. aumenta la larghezza predefinita della tabella (in percentuale e/o in cm);
3. applica uno stile tabella predefinito;
4. salva una copia del file aggiungendo nome e cognome.

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|-----------------|------------------|-----------------|---------------|
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| Calendario | Regalo | 2 | € 12,00 |
| Borsa | Accessori | 1 | € 25,00 |