

LANGUAGE COMPETENCE TEST FOR PROSPECTIVE TEACHERS

January 2017

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ΟΝΟΜΑΤΕΠΩΝΥΜΟ:
ΑΡΙΘΜΟΣ ΕΙΔΙΚΟΥ ΜΗΤΡΩΟΥ:

MARK YOUR ANSWERS ON THE SEPARATE ANSWER SHEET

SECTION ONE: READING

PART 1 (5 items, 5 points)

You are going to read a newspaper article. Five paragraphs have been removed from the article. Choose from the paragraphs **A – F** given at the end, the one which fits each gap (**1 – 5**). There is one extra paragraph which you do not need to use.

What Is Digital Literacy?

Digital Literacy: An Evolving Definition

While the word "literacy" alone generally refers to reading and writing skills, when you tack on the word "digital" before it, the term encompasses much, much more.

Sure, reading and writing are still very much at the heart of digital literacy. But given the new and ever-changing ways we use technology to receive and communicate information, digital literacy also encompasses a broader range of skills — everything from reading on a Kindle to gauging the validity of a website or creating and sharing YouTube videos.

The term is so broad that some experts even stay away from it, preferring to speak more specifically about particular skills at the intersection of technology and literacy.

The American Library Association's digital-literacy task force offers this definition: "Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

More simply, Hiller Spires, a professor of literacy and technology at North Carolina State University, views digital literacy as having three buckets: a) finding and consuming digital content, b) creating digital content, and c) communicating or sharing it.

1

Donald Leu, an education professor at the University of Connecticut and a recognized authority on literacy and technology, describes this sort of digital reading as "offline reading."

"It's not interactive, ... there's one screen, and you just have to read it," he explained. "It's the same as reading a [paper] page."

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In comparison, what Leu calls "online reading," in which a digital text is read through the internet, requires a host of additional skills. For instance, a *New York Times* piece viewed on the web may contain hyperlinks, videos, audio clips, images, interactive graphics, share buttons, or a comments section — features that force the reader to stop and make decisions rather than simply reading from top to bottom.

"The text is designed so that no two readers experience it in the exact same way," said Troy Hicks, a professor of literacy and technology at Central Michigan University.

The reader determines, among other things, when to click on videos or hyperlinks, how long to stray from the initial text, and whether and how to pass the information along to others.

The process of finding digital content to read also necessitates different skills than finding print texts. In seeking print materials, students might flip through magazines or head to the library and search through stacks of books. They learn to use a table of contents and an index to locate information within a book.

3

Digital literacy also refers to content creation. That includes writing in digital formats such as email, blogs, and Tweets, as well as creating other forms of media, such as videos and podcasts. Dr. Hobbs, a professor of communication studies at the University of Rhode Island, talks about digital authorship as "a form of social power." At a weeklong professional-development institute on digital literacy held at URI this past summer, she showed examples of student activists sharing their messages about the 'Black Lives Matter' movement through YouTube videos. Creating digital content is a "creative and collaborative process that involves experimentation and risk-taking," she said. There's more risk-taking than in print writing because digital writing is so often meant to be shared.

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As North Carolina State's Spires and her co-author, Melissa Bartlett, wrote in a 2012 paper about digital literacy and learning, "Web 2.0 tools are social, participatory, collaborative, easy to use, and are facilitative in creating online communities."

That makes digital writing a potentially powerful lever for social good, allowing students to "actively participate in civic society and contribute to a vibrant, informed, and engaged community," as the ALA notes.

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For that reason, learning about appropriate internet behavior is also a part of digital literacy, many say.

"We need to help kids see they can use digital tools to create things and put things out into the world, but there's responsibility that comes with that," said Lisa Maucione, a reading specialist.

Retrieved and adapted from <http://www.edweek.org/ew/articles/2016/11/09>

Paragraphs A - F

- A. It also makes it a potentially dangerous tool — decisions about when and what to share online can have repercussions for a student's safety, privacy, and reputation.
- B. But part of digital literacy is learning to search for content in an online space. Students have to query a search engine using keywords and navigate those results, including assessing the reliability of particular authors and websites.
- C. But for now, digital literacy seems to be the prevailing term among educators. "I understand this is the term that is popular today," Leu said, "just as I understand a newer term will appear in the future that will replace it."
- D. In some formats, "consuming" digital content looks pretty much the same as reading print. Reading a novel on a basic e-reader requires knowing how to turn the device on and flip pages back and forth, but other than that, it isn't so different from reading a book. A PDF of a *New York Times* article looks a lot like the page of a print newspaper, except that it appears on a screen.
- E. While traditional writing can be a personal endeavor, digital writing is generally intended to be communicated with others. And digital-writing tools are designed to make that easy to do.
- F. The added skills needed for this kind of reading take just a few minutes to teach.

PART 2 (10 items, 15 points)

You are going to read paragraphs that outline 6 ways of viewing languages. For questions 1-10 choose from the outlines (A – F). The outlines may be chosen more than once.

WAYS OF VIEWING LANGUAGES

A) Prestige language: The concept of **Prestige** in Sociolinguistics provides one explanation for the phenomenon of variation in form. Prestige varieties are those varieties which are generally considered, by a society, to be the most correct or otherwise superior variety. The prestige variety, in many cases, is the standard form of the language. Sociolinguistic prestige is especially visible in situations where two or more distinct languages are in use, and in diverse, socially stratified urban areas, in which there are likely to be speakers of different languages and/or dialects interacting frequently. The prevailing view among contemporary linguists is that regardless of perceptions held, when dialects and languages are assessed "on purely linguistic grounds, all languages — and all dialects — have equal merit".

B) International auxiliary language: An **international auxiliary language** is a language meant for people from different nations who do not share a common first language. Languages of dominant societies over the centuries have served as auxiliary languages. However, as these languages are associated with the very dominance—cultural, political, and economic—that made them popular they are met with resistance. For this reason, some have turned to the idea of promoting an artificial or constructed language as a possible solution. The term "auxiliary" implies that it is intended to be an additional language for the people of the world, rather than to replace their native languages. It can also refer to the concept of such a language being determined by international consensus, including even a standardized natural language.

C) Heritage language: According to a generally accepted definition by Valdés (2000), **heritage language** is the language someone learns at home as a child which is a minority language in society, but because of growing up in a dominant language, the speaker seems to be more competent in the latter and feels more comfortable to communicate in that language. Polinsky & Kagan (2007) label it as a continuum that ranges from fluent speakers to barely speaking individuals of the home language. In some countries or cultures where they determine one's mother tongue by the ethnic group, a heritage language would be linked to native language. The heritage language learners differ from other types of language learners. The objective of Heritage Language learning is to promote divergent bilingualism and biliteracy.

D) Dominant language: Language imperialism, refers to "the transfer of a **dominant language** to other people" when the transfer is essentially a demonstration of power —traditionally, military power but also, in the modern world, economic power—and aspects of the dominant culture are usually transferred along with the language. Since the early 1990s, linguistic imperialism has attracted attention among scholars of applied linguistics. In particular, Robert Phillipson (1992) found denunciations of linguistic imperialism that dated back to Nazi critiques of the British Council, and to Soviet analyses of English as the language of world capitalism and world domination. As language is part of culture, linguistic imperialism is often manifested in the context of cultural imperialism.

E) Indigenous language: An **indigenous language** is a language that is native to a region and spoken by indigenous people, often reduced to the status of a minority language. This language would be from a linguistically distinct community that has been settled in the area for many generations. Indigenous languages are not necessarily national languages, and the reverse is also true. Many indigenous peoples worldwide have stopped passing on their ancestral languages to the next generation, and have instead adopted the majority language as part of their acculturation into the majority culture. Many indigenous languages are disappearing as there are no longer any young people left to speak those languages, and their remaining speakers are dying.

F) Immigrant language: **Immigrant languages** are languages spoken by immigrant communities whose members have arrived to the country or region relatively recently, while historical minority languages have been spoken in the country for several generations and have a certain official status. Immigrant languages should not be confused with foreign or second languages which are different concepts. Immigrant languages in the United States generally do not survive beyond the second generation. In his study of European immigrants, Fishman (1965) found that the first generation uses the heritage language fluently and in all domains, while the second generation only speaks it with the first generation at home and in limited outside contexts.

Extracts 'A', 'B', 'C', 'D' & 'E' are all from Wikipedia. 'F' is from:

<https://thesocietypages.org/socimages/2013/04/03/the-stigma-of-immigrant-languages/>

Below are 10 situations in which language is used. You must decide which language type is most appropriate for each situation.

1	An office/authority in another country from which an occupying force administers the local
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	government and services in a way that best suits them and their leaders.
2	A group of migrants who no longer wish to use or know the language of the place the elder members of their families originated from.
3	A meeting place in large city where the children of another language community are encouraged to gather regularly in order to remind them of and keep some contact with their roots.
4	A school where the teachers believe that the vernacular or local language the pupils use will damage their future progress and prospects.
5	There are people who believe in the development of a language that is very neutral and lacks expression will improve relations between different countries.
6	An area/region where some older people who can speak and use two or more languages of that area can no longer communicate with other inhabitants in all those languages.
7	A group of people who do not like having to use the main language of the area they live in because doing so forces more than the language on them.
8	People who believe that learning an improved version of the language they use will ensure a better life for them.
9	An international company with staff members working in various branches throughout the world who have to communicate with each other regularly on business issues.
10	These people will not allow the natives of the area they live in to treat as positive the fact that they know more languages than the new one they have to learn.

SECTION TWO: USE OF ENGLISH

Part 1 (10 items, 10 points)

Choose the word that best fits each gap from the following list of twenty words. Only ten of them should be used, each word once. In most cases you also need to produce a derivative (a single word) of the item chosen. Fill in the best fits in the table provided in your answer sheet.

bring care champion daunt drive fascinate fit generate grow
haunt interact lead make press prime produce read recent sit source

15 women who are changing the face of the Philadelphia tech industry

The 3 people listed below are just a small sample of the ambitious entrepreneurs, executives and leaders in the Greater Philadelphia tech industry who are working on impactful, compelling initiatives and who just happen to be women.

Danielle Cohn, Senior Director of Entrepreneurial Engagement, Comcast

Having the heavyweight powerhouse of *Comcast* behind you automatically brings a level of clout, but Cohn's advocacy of entrepreneurs in the region and influence in the city's tech sphere has led her to become a force in her own right. She 1 the city as vice president of marketing for the Philadelphia Convention and Visitors Bureau for more than 10 years and now 2 on the board of *Philly Startup Leaders*, among other endeavors. Her role at *Comcast* is to connect with and engage innovating entrepreneurs, as well as design the accelerator and entrepreneur resource center space coming to the Comcast Technology Center.

Eleni Miltsakaki, CEO, Choosito

The edtech space is another corner of the tech world that's 3 for smart innovations. Miltsakaki's *Choosito*, a search platform that uses machine learning to analyze reading levels and subject categories of websites to deliver the best-4 information to the user, is on its way to 5 its mark. As part of the University Science Center's Port incubator, *Choosito* is linking up with education publishers, schools in the city and suburbs, and connections in the medical sphere.

Brigitte Daniel, Executive Vice President, Wilco Electronic Systems

Being an executive of a cable and broadband company in the home turf of Comcast sounds like a ____6____ proposition, but *Wilco Electronic Systems* has a long tradition of serving private, niche communities. Daniel, executive vice president of *Wilco*, is the second generation to lead the company and is now driving it toward helping bridge the digital divide and further serve communities in need. Her goal is to bring women of color into the tech world, a ____7____ need as Philadelphia's leading forces in technology and inclusion push the combination of the two as a way to tackle its high poverty rates.

Stacey Mosley, CEO and Co-founder, FixList

Mosley's ____8____ with data began with wondering about the status of rundown buildings in the city, and her tenacity led to a role working with open data in the city government before she left to create *FixList*, which provides real estate and data tools to for-profit and nonprofit organizations seeking to redevelop properties in the city. Mosley's ____9____ brought her business partner on board as chief technology officer and she's working to expand *FixList*'s sales and marketing team. It's all led to ____10____ in her clients, product upgrades and big partnerships that are in the works.

Retrieved and adapted from <http://www.bizjournals.com/philadelphia/new>

PART 2 (5 items, 10 points)

Think of one word only which can be used appropriately in all three sentences.

1. Walk through the slums of that town and you soon realize the posh shops and luxurious apartment buildings in the centre are just a _____ to hide the truth from visitors.
Except for the beautiful front of the old tobacco warehouse which they left to be a _____, they knocked down all of it to build the new shopping centre.
You never know when she is angry because she can create a _____ of indifference any time that suits her.
2. In chemistry when you mix two elements together you create a reaction the result of which is a _____.
When we learnt grammar at school we were told a word made from other words was a _____.
I don't want the cows wandering around freely at night, so I collect them together in a _____.
3. Downtown business owners say they want the city's homeless shelter moved to a less _____ location.
These plants flower as a rule above the water surface and, unlike other water plants, they develop more _____ flowers.
It was a small country town, and Lauren looked very _____ in her fashionable New York clothes.
4. People should be encouraged to buy smaller, more _____ cars with fewer toxic emissions.
Her movements were fluid, _____ and beautiful to watch, like those of a good swimmer.
The buffalo is one of the most efficient grass-eating animals in the world, thus it is more _____ to raise than cattle.
5. Eating sensibly and taking regular exercise is a fairly _____ method of losing weight.
In those days there was no _____ system of transportation between Alaska and the rest of the US.
In many offices the most _____ people with the longest service are the secretaries.