



Ca' Foscari
University
of Venice

Master's Degree programme
Second Cycle (*D.M. 270/2004*)
Scienze del linguaggio

Final Thesis

**Creating accessible materials for
foreign students: the process of
simplification of the texts**

Supervisor

Ch. Prof. Graziano Serragiotto

Assistant supervisor

Ch. Prof. Paolo E. Balboni

Graduand

Sara Pretera

Matriculation Number: 838511

Academic Year

2015/2016

INDICE

INTRODUCTION	6
FIRST PART: Key-aspects for a simplified text	8
CHAPTER I	11
THE PROCESS OF COMPREHENSION	11
1.1 Introduction	11
1.2 A new idea about the role of comprehension	11
1.2.1 New studies on <i>legibility</i> and <i>comprehensibility</i> of the text	12
1.2.2 New studies on graphic and auditory perception	13
1.2.3 A new model for comprehension: il <i>modello circolare</i>	14
1.2.4 The importance of the cognitive approach	15
1.2.5 Piaget and the importance of the <i>expertise</i>	16
1.3 The features of a text	17
1.3.1 Cohesion and coherence	17
1.3.2 An informative and plausible text	17
1.3.3 The importance of the context	18
1.4 The process of comprehension	18
1.4.1 The role of the knowledge of the world in the comprehension	19
1.4.2 Bottom-up and Top-down models	20
1.4.3 The relation between the text and the reality	21
1.4.4 The importance of the mechanism of memorization	22
1.4.5 The mental representation	27
1.4.6 Kintsch and van Dijk's model	30
1.5 Conclusion	36
CHAPTER II	38
WRITE ACCESSIBLE TEXTS FOR FOREIGN STUDENTS	38
2.1 Introduction	38
2.2 The teacher works on two sides: the student and the language	39
2.2.1 The teacher	39
2.2.1.1 The role of the teacher	39
2.2.2 The student	40
2.2.2.1 <i>Hardware</i> and <i>software</i> . Two components of learning process	40

2.2.2.2	Student's internal and external features.....	42
2.2.2.2.1	Internal features.....	42
2.2.3	The language.....	57
2.3	Make texts accessible for the students: <i>facilitation</i> and <i>simplification</i>	57
2.3.1	Some reflections on the term <i>facilitation</i>	58
2.3.2	The process of <i>facilitation</i> . A focus on the student	59
2.3.3	The importance of <i>cognitive</i> and <i>meta cognitive</i> abilities	59
2.4	Conclusion	61
	CHAPTER III.....	62
	THE PROCESS OF SIMPLIFICATION	62
3.1	Introduction	62
3.2	What does the verb <i>simplify</i> mean?	63
3.4	Different methods of simplification	65
3.5	How to simplify a text	66
3.6	The role of the <i>pictures</i> in the lesson.....	67
3.7	How to do a lesson using a simplified text.....	67
	SECOND PART: Simplified materials.....	70
	CHAPTER IV	73
	ANALYSIS OF THE SIMPLIFIED MATERIALS	73
4.1	Introduction	73
4.2	First lesson: LA PASTA- CIBO TIPICO ITALIANO.....	74
4.2.1	The different moments of the lesson.....	75
4.2.2	The structure of the power point presentation	75
4.2.3	The techniques of simplification.....	83
4.2.4	The comprehension activity.....	83
4.2.5	The results of the activities	85
4.3	Second lesson: GIOVANNI BOCCACCIO-IL DECAMERONE.....	86
4.3.1	The different moments of the lesson.....	87
4.3.2	The structure of the power point presentation	87
4.3.3	The simplification techniques	92
4.3.5	The results of the comprehension activity	96
4.4	Conclusion.....	102
	CHAPTER V.....	103

THE RESEARCH	103
5.2 Analysis of the graphics	138
5.3 Conclusion.....	141
CONCLUSION	142
APPENDIX	146
REFERENCES	155
WEBIBLIOGRAPHY	159

INTRODUCTION

In this paper I will explain different aspects which concern the creation of accessible materials for foreign students and in particular I will focus my attention on the process of simplification. I have decided to talk about this topic because there are many foreign students in schools and their presence creates some problems to the teachers. In fact, these students come from another country so they speak a different language from Italian and they have a different culture. For this reason it is important to educate them in order to make them feel part of the Italian country.

During my internship I have observed that not all the teachers take into consideration some students' features such as motivation or personality. In addition to this, students follow the same lessons and use the same teaching materials of their Italian colleagues, that are difficult for them. Therefore, they obtain unsuccessful results in the texts and this influence their motivation. For this reason I have tried to make my lessons motivating and comprehensible for foreign learners.

My paper is divided into three parts. The first part deals with some theoretical aspects that concern the process of simplification and it is composed of three chapters. In the first one, I will analyse the mechanisms under which the comprehension is realized. In the second one, I will explain the aspects that the teacher has to take into consideration to create accessible materials. In particular I will focus my attention on students' internal and external features. In the third chapter, I will discuss about the process of simplification, explaining the aspects that the teacher has to modify to create comprehensible lessons.

In the second part I will present my experience as an Italian teacher for foreign students. I will speak about my internship in a professional High School in Venice. I will show some materials that I have created and I will comment them. In particular I will focus on the

techniques of simplification that I have employed in the lesson but also I will describe the kinds of exercises that I have used in the comprehension activity.

In the last part of my paper, I will show my research about the most useful techniques of simplification. In fact, during the internship I have given to students and to teachers a questionnaire which is the different techniques of simplification and it wants to understand the most useful technique according to foreign students' and teachers' opinion. After that I have collected and I have analysed the data of the questionnaire using several graphics; I have commented them and I have drawn a conclusion according to the results that I have obtained.

At the end of the paper, there is the appendix where I will show the authentic teaching materials that I have used to create my simplified lessons and also there are the other lessons that I have created during the internship. In addition to this, there are the references that I have used to write my paper.

FIRST PART: Key-aspects for a simplified text

INTRODUCTION

In this first part of my paper I will explain some aspects which concern the process of simplification of the text. Simplifying a text is a mechanism which undertakes many aspects which are not directly referred to the text but that collaborate with it. It is a process which can be employed when there are foreign students in class because it allows them to follow the same syllabus of their colleagues, even if it has been simplified by the teacher.

One of the main important aspects when a teacher simplifies a text is to define the process of comprehension. Therefore, in the first chapter, I will describe the different phases of the process of comprehension and the several studies which have tried to describe it. In addition to this, I will explain the main features of a text, in order to understand what the starting point of the process of comprehension is. In the second chapter, I will describe the three main elements of the so called *spazio di azione didattica* (Balboni, 2014:69), which are: the teacher, the student and the text. All of them are related the one to the other and the teacher, in particular, have the role of making in contact the student and the text, which includes both the language and the culture of a country. I will describe students' internal and external features, but also I will explain the foreign students' internal and external features because the condition of a foreigner has got particular aspects that teachers have to consider. In the third chapter I will analyse the process of simplification in order to understand the different techniques that the teacher can use to simplify a text. It is important to distinguish between the content and the language of the text, because they are two independent aspects. In addition to this, I will explain the risks of the process of simplification and how the teacher should face a simplified lesson. Besides this, I will discuss about the role of the pictures and the role of the technological devices in a simplified lessons. In fact, these are important aspects that a simplified text can required.

CHAPTER I

THE PROCESS OF COMPREHENSION

1.1 Introduction

The comprehension is the most important among the several abilities because it is the starting point of all of them. According to Krashen, the Language Acquisition Device (LAD) works only when the student understands the language of the texts, which can be oral or written. For this reason, the teacher, and all the people who are included in the Language Acquisition Support (LASS) should select and create materials or activities which can be understood by students.

Before the 70's the importance of comprehension was not taken into consideration because it was given more importance to the production of the texts or of the discourses.

In the 70's, the process of comprehension starts to be studied, but in particular the mechanisms that this process includes. In 1985 in Rome, the XXIX Congress of the Italian linguistic society takes place and it was entitled "Dalla parte del ricevente: percezione, comprensione e interpretazione"(Piemontese, 1996:28). This title makes clear the importance that the addressee has in the process of comprehension.

In fact, there are few situations in which the result of communication is questioned, such as a different language or a specific text, but in many other situations the comprehension is taken for granted.

1.2 A new idea about the role of comprehension

According to the previous models of comprehension, the comprehension is a process which can have only two possible results, "0" which means that the comprehension has not taken place and "1" which means that the comprehension has taken place. (Piemontese, 1996). Thanks to De Mauro and Job-Rumiati, this simple linear model was replaced by

another model that is more complex and articulated. This change has taken place due to some factors, such as: the psychoanalytical theory by Freud and Jung, the problems which emerge in the communication which Sassure has taken into consideration; the new international contexts and the large development of the mass-media but also new studies on the graphic and auditory perception. Firstly, Sassure has analyzed the relationships between the words in the text or in the discourse and the relation that they have with the speaker or the writer. This research has shown that the comprehension is related to a process that the addressee has to do to understand the speaker's or writer's message.

1.2.1 New studies on *legibility* and *comprehensibility* of the text

The second aspect which has encouraged the change is the new cultural and linguistic "panorama". There are new people who take with them new cultures and new languages, and this change brings the necessity of educating them. During these years, the comprehensibility of the texts has been discussed and new researches and studies have emerged. The first researches about the legibility and comprehensibility of the texts have been made by Vogel and Washburn; in addition to these, lists of the most common words in the languages have been created, like *The teacher's Word Book* by Thorndike, *Basic English* by Ogden and Richards, *French word book* by Vander Beke, and so on. Besides these books, there are the studies of linguistic statistic made by G.K.Zipf and his important laws. (Piemontese, 1996).

The first scientist who was interested in readability is R. Flesh. He created a text, which is called "Reading Easy Score" and it takes into consideration two aspects: the length of the words and the medium length of the words in a sentence. Flesh calculated the level of difficulty for the reading to read a written text using mathematic formulas. He made his research in an elementary school using some comprehension tests for the reading. In the past, Zipf showed that there is a correspondence between the length of the words and the

number of syllables in the words. According to the famous Zipf's law, which is called "Harmonic Law", the humans' behaviour wants to do the minimum effort to get the best result. This principle can be applied also to the language, because it wants to be the cheapest as possible but at the same time the clearest as possible. In addition to this, it is important to mention Guirad's studies. He said that shorter words appear more frequent than longer words. According to Zipf-Guirad's law, the number of phonemes in a word is related to the class of the words. So, the words which contain many phonemes are less frequent than the words which contain fewer phonemes. Long words contain more information than short words but they require more effort to be decoded for a person, so they are more difficult to be understood.

Thanks to Zipf Guirad's and Mandrelbrot's researches, vocabularies and lists of the most frequent words spread out. In particular, it is significant to mention the one written by Tullio di Mauro, in 1980, which is called "Vocabolario di base della lingua italiana (=VdB)".

In the United States, Flesh's formula was used for texts, and articles and it was used to understand the difficulty of them in terms of readability. This formula arrived in Italy in the 70's, thanks to Roberto Vacca who adapted it for the Italian language. New formulas to calculate the readability of the texts spread out. For example, Lucisano and Piemontese created the "Gualpease" formula for Italian language.

1.2.2 New studies on graphic and auditory perception

Besides these researchers, another important aspect which has developed a change in the process of comprehension is the studies about the graphic and auditory perception made by Tullio di Mauro. He has showed that both the visual and auditory perceptions are the result of a mixture of elements, which belong to different fields, such as: psychology, language and culture. These aspects are related to a person's previous knowledge and experiences,

which influence the process of memorization and the mechanism of the expectancy grammar, which allows a person to make hypothesis.

The comprehension is defined as a *problem solving* which needs the cooperation of the addressee, which starts from the language but then he/she needs other elements. (Piemontese, 1996).

1.2.3 A new model for comprehension: *il modello circolare*

Tullio De Mauro created a model to make clear the mechanism of the process of comprehension. This model is defined as *modello circolare o a intreccio*. (Piemontese, 1996:38). The feature of this model is the circularity which is represented by the fact that every sentence to be understood needs to be considered by the speaker or the writer and also by the addressee, in relation to some elements. The aspects involved are: other possible sentences; other possible sentences which have the same meaning; other addressees; other meanings which the expression can have. The relationship between the expression and the other elements is compared by De Mauro (1990:183) to “a una ragnatela, fili che vanno e vengono dalla situazione d’utenza ad altri sensi di un’espressione, ad altre espressioni d’un senso, ad altri possibili enunziati: e al centro della ragnatela sta sospeso, infine l’enunziato cercato e prodotto”. This definition explains the fact that every sentence that the addressee has to analyze needs to be related to other elements which are part of it, in fact, without them, the comprehension does not take place. The idea that the process of comprehension has changed and has become an active process rather than a passive one, has modified also the role of the addressee. He/she is not a person who has a passive role in the process of comprehension, but he/she needs to activate some cognitive mechanisms to understand the text.

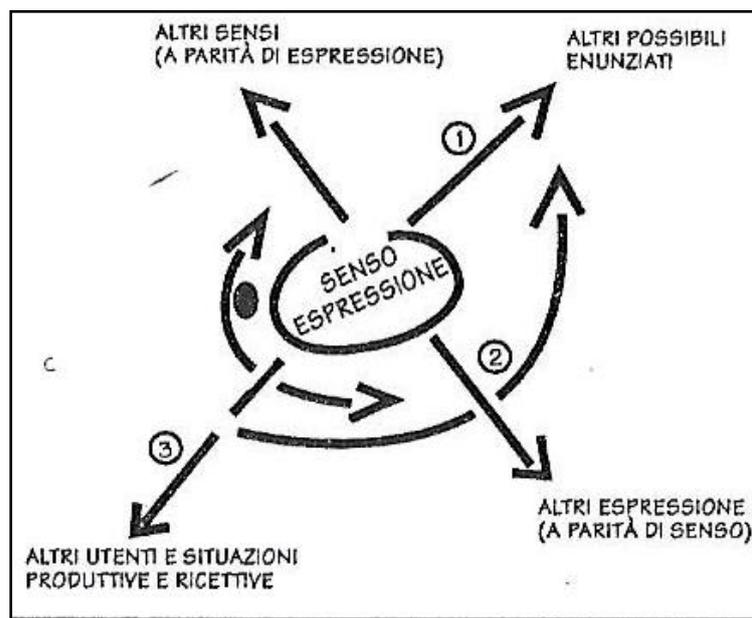


Fig.1. *Modello circolare o a intreccio.* (De Mauro, 1982:181)

1.2.4 The importance of the *cognitive approach*

In addition to this, the *cognitive approach* has contributed to the new studies on the process of comprehension. In fact, it takes into consideration some aspects which are important to realize that process, such as: the memorization, the representation of the knowledge, the comprehension of the texts and the cognitive process used in the language. According to the cognitive theory, there are some stages that follow one to another when a person has to understand a text or a discourse which lead to its representation. Among these phases, the previous knowledge has a significant role, in fact more the student knows about the topic better will the result of the comprehension. Another significant aspect is the information in the contexts, such as titles, pictures, the situation and the author's aim.

The importance of the process of comprehension is shown through the reviews which have studied the texts and their comprehension, such as "Discourse Processes", "Journal of Memory and Language" and so on. It is significant to mention also the collections, such as

“Handbook of Discourse Analysis” edited by van Dijk, which is the most recent one; there is also another historic collection “New Direction in Discourse Processes” edited by Freedle. (Levorato, 1988).

According to Levorato (1988), the reasons why the interest in the process of comprehension has increased are various and deal with different aspects. First of all, the process of comprehension does not belong only to a specific area but it involves many abilities, processes and student’s previous knowledge about the structure of the texts and their subjects. In addition to this, the studies which have been carried out on the process of comprehension make in contact different academics such as psychologists and linguistics. Besides this, the interest in the process of comprehension has aroused because the academics have related it to the educational aspect. Therefore, the comprehension is the ability that leads to the acquisition and the learning of the language. For this reason it is important for the student to understand completely both oral and written texts.

1.2.5 Piaget and the importance of the *expertise*

According to Piaget (Levorato, 1988) there is an important aspect which needs to be taken into consideration, which is the *expertise*. This feature is different in every human being and it deals with the process to understand a text. An *expert* person has got particular skills which lead to better results in the comprehension of a text. Among these skills there is the expectancy grammar, the selection of the important and useful information rather than the useless one and the interaction between the new information and the old one. In addition to this there are other competences such as: the reason why a person is reading a text, so the purpose, and the distinction between what is explicit and what is non explicit, and also what the real content of the text is and the reader’s interpretation.

In conclusion, it can be said that the difficulty of the process of comprehension, as the production one, can be found in the complexity and specificity of the verbal language,

because many elements are involved in this process, and they need to be considered by the person who transmits the message and the addressee.

1.3 The features of a text

Before explaining the processes under which the comprehension takes place, it is important to describe briefly the main features of a text. (Levorato, 1988).

1.3.1 Cohesion and coherence

A text has two important features: the *cohesion* and the *coherence* and they concern different aspects. The first one deals with superficial aspects of the text, such as the elements which compose a language: the grammar, the morphology, and the syntax. If all these elements are balanced, the text is cohesive. The second one, the *coherence* deals with deeper aspects of the text, such as the meaning. A text is coherent when its content discusses about the same subject and when the relationships between the different parts of the text are in the correct order, according to the meaning of the text.

1.3.2 An informative and plausible text

In addition to the cohesion and the coherence, there are other features that are related to a text, and in particular to the relationship between a text and the knowledge of the addressee. In fact, a text should be *informative* and at the same time *plausible*. The first aspect deals with the fact that a text has to give information which the addressee does not know yet, because its function is to inform someone about something. The second aspect refers to the fact that the text has to speak about things full of sense, that is to say, it has to give information that are not in contrast with the reader's knowledge of the word. Both these features are influenced by the background of the student, his/her culture, his/her school organization and his/her language.

1.3.3 The importance of the context

Another important aspect is the pertinence of a text, which leads to the importance of the *context* for a text. In fact, every text is written for a particular and specific situation and occasion, so it has to respect some rules. If this does not happen, the text seems to be inappropriate for that context. A text can be defined also as an act of communication and this takes other two features, which are related to its inter-personal and its communicative function. In few words, it can be said, that there is an intention from the person who writes or speaks to create a coherent and cohesive text which is informative, plausible and pertinent for the addressee. On the other hand, the addressee accepts the fact that he/she is going to read an informative, plausible and pertinent text, according to his/her knowledge of the world.

1.4 The process of comprehension

The process of comprehension has been defined in several ways according to what competences and abilities involve.

According to Levorato, the comprehension can be explained as the “risultato della forma più elevata di interazione tra la realtà e sistemi conoscitivi dell’individuo”. (Levorato, 1988:35). This definition takes into consideration some aspects such as the expectancy grammar and the concept of the *expert reader* which was theorized by Piaget. In particular, the words *sistemi conoscitivi* of a person refer to a person’s knowledge about the words, which is divided into different fields. Among these, there are the relationships with the others, the rules and the social organizations, but also there is the cultural world and the linguistic world, which deal with a person’s knowledge about the traditions and habits and the language processes. This knowledge increases thanks to the interactions with other people and to the different experiences.

To date, some mechanisms are still obscure to the academics, in particular the processes which deal with the growth of a person's knowledge. Piaget gave the best definition to the comprehension which makes clear this aspect. He said that “nella comprensione dei testi lo sviluppo può venire inteso come il prodotto di due tendenze complementari. La prima, che corrisponde alla tendenza all'assimilazione, consiste nell'attribuire significato alla realtà attraverso l'applicazione ad essa di sistemi di conoscenza. La seconda corrisponde all'accomodamento di questi sistemi che vengono adeguati sotto la pressione delle informazioni nuove” (Levorato, 1988:36-37).

According to this definition, the development of a person's knowledge is the result of the research of balance between two words: assimilation and arrangement of the new information. So, when new information comes in mind, the process of assimilation starts its function and gives a meaning to the new element revoking the person knowledge; after that, the new aspects are arranged under the person's knowledge. Therefore, the comprehension is the ability to re-elaborate information using the previous knowledge and at the same time to decode these new elements thanks to the new experiences that a person has.

1.4.1 The role of the knowledge of the world in the comprehension

The process of comprehension requires two different conditions which deal with the language of the text and also with the knowledge of its subject. Thanks to these two aspects the student can build his/her mental representation.

Levorato says that “conoscenza del mondo e conoscenza del linguaggio costituiscono pertanto i prerequisiti per la comprensione dei testi e per la costruzione di una rappresentazione mentale.” (1988:63). This definition given by Levorato explains the fact that the process of comprehension starts only when the student knows the mechanism of the language of the text but also if he/she has a previous knowledge about the subject of

the text. These are the two requirements that make possible the process of comprehension. So, it can be said that text and previous knowledge are the elements that collaborate together to create a mental representation which is the final result of the process of comprehension.

1.4.2 Bottom-up and Top-down models

The process of comprehension is the transformation of the input in a scheme which is suitable for its conservation in a person's memory. According to Frederiksen there are two different approaches, one based on the text and the other one based on the scheme.

The first ones are called *bottom-up* models because the process of comprehension starts from the text, and in particular from its vocabulary, its syntax and grammar structure and also its cohesion. The student tries to understand the text starting from these aspects, which are identified as the superficial ones. They are defined as *bottom-up models* because the process of comprehension starts from the bottom, which is represented by the text.

On the contrary, *top-down* models are based on the mental schemes which the reader creates for the comprehension of the text. These approaches take into consideration the meaning of the text and also the previous knowledge of the student who makes some hypothesis about the content of the text.

These two approaches collaborate in the process of comprehension, even if sometimes there is the predominance of one of these. It is important to say that, the top-down approaches are important to understand some kinds of texts because they employ student's previous knowledge and his/her skill to make hypothesis about the content of the text. According to Levorato (1988), the mind can be defined as a system which is based on two elements, the *loyalty* and the *moderation*. Both of these are important for the process of comprehension, because the first one employs the fact that the mind needs to create a representation which is similar to the reality and the second one explains the necessity of

understanding the aims and the purpose of a reader's knowledge. These two aspects can be identified respectively with the bottom-up models and the top-down models.

1.4.3 The relation between the text and the reality

The text can be identified as the representation of something else because it reflects another reality. It explains about something and for this reason the representation which is done by the reader draws what the text speaks about. According to this perspective, the process of comprehension is the interaction of three different aspects: the text, the knowledge and the world. They collaborate together and also they are related the one to the other. Even if the text represents a reality, it is a mistake to consider the text as copy of the reality because of two different reasons. The first one is related to the fact that the text is the result of the student's knowledge about a subject, so even if the text is objective, its representation will not be exactly the same as the text. The second one is related in particular to the narrative texts and it explains the fact that these kinds of texts speaks about a reality which is only in the author's mind, so it does not exist in the real life.

It is important to underline the fact that a text is considered an act of communication and so it involves some people who have different roles: the person who creates the text and the addressee. Between these two people there is a relation, who can be identified by two key-words: intention and acceptance; if these features lack in a communication, the process of comprehension requires more efforts and it does not have successful results. Another important aspect which has to be taken into consideration is the addressee, in fact, the people who creates the text needs to know yet the person who receives the message. This can improve the results of the comprehension.

1.4.4 The importance of the mechanism of memorization

Memory is the system which is responsible for the elaboration of the information in the mental representation; it is both the place where the information is stored and also it is the place where the process of representation is realized.

According to the new studies about the comprehension, the definition and the function of memory have been changing. In fact, in the past, memory was considered only a magazine of the material which was acquired by a person, therefore no one of the cognitive process was implied. First of all, it is important to distinguish between the mechanisms of memorization of lists of words and the mechanism of memorization of a text. In fact, the second one implies a huge knowledge which makes possible the transformation of the input in a semantic and organized structure. On the contrary, the process of memorization of a list of words deals with a group of signifiers which are not related the one to the other.

According to the new studies about the memorization, it is important to underline the fact, that only the information which has been understood becomes part of the memory and therefore it can be caught up in the future. So, the efficiency of the memory is due to the interaction between the information.

Comprehension and codification

It is important to make a difference between two terms: *comprehension* and *codification*. The first one deals with a process which takes place in memory and its function is to create a semantic representation of what has been perceived. On the contrary, the second one is the process which is responsible of the transformation of the external events into external representations and it concerns with the analysis of the input when it is perceived. According to this aspect, the analysis belongs to different fields: phonetic and phonology, which is the most superficial one towards the deepest one which concerns the semantic area through the aspect of the syntax. The semantic analysis is the most important one

because it explains the meaning of the text starting from the relation between the sentences and studying the coherence according to the subject.

Il modello a stadi e il modello dei livelli di interazione

The modality which is used to analyze the texts is still discussed and in particular the way in which the mind passes through the different areas. There are two different models which tries to explain this process: *il modello a stadi* and *il modello di interazione dei livelli di elaborazione*. (Levorato, 1988:93).

Il modello a stadi was theorized by Atkinson and Shiffrin (1968) and it hypnotizes that the information starts from the most superficial analysis towards the deepest one. So, the analysis of the input follows specific stages.

Il modello di interazione dei livelli di elaborazione was theorized by Craik and Lockhart (1972) and it hypothizes that all the analyses from the superficial to the deepest one work together and at the same moment. For this reason, different from the previous one, there is an interaction between the analysis of the input, and they influence each others.

Working memory and long term memory

The *working memory* or *short-term memory* checks and coordinates the processes of the elaboration of the input and also the temporary conservation of the information. This memory is important because it represents a temporary place where the information is settled before being transferred to the long-term memory where it is conserved for an unlimited time. The role of the working memory is important because it recognizes the input which comes from outside and in particular the elements of which it is composed. The working memory is called also *short-term memory* because it has two important features. Firstly it stores the information for a limited period of time until the input enters in the long-term memory and also it can include and elaborate only a small quantity of information because it has some restrictions in its structure. Therefore, the working

memory organizes the information into chunks and gives a semantic representation of each of these. So, the meaning of the text is built joining together all these semantic representations.

The *long-term memory* is the place where the information is stored for an unlimited period of time and in case of necessity it is extracted from the student in some cognitive processes, such as in the process of comprehension or in the mechanism of memorization. This is due to the fact that the process of comprehension involves both the new information and the previous knowledge. The long-term memory includes the deepest analysis of the input and the result of this analysis is the integration of the information into a jointed structure, which has more probabilities of being recovered. According to some studies, it is significant to underline that as deeper is the elaboration of the input as wider is the possibility that this input is being transferred to the long-term memory.

The process of memorization has the role of keeping the results of the deepest analysis and the working memory is like a *filter* which decides the information that has to be analyzed deeply in order to be kept in the long-term memory.

The process of comprehension interacts with the memory and they influence each other. It is important to underline that the depth of the analysis has a significant role in the process of the recovery of the information and also in the comprehension.

The transfer of the information from the working memory to the long term memory causes the loss of the superficial features of the input. This process of losing information has been explained through two hypotheses. The first one concerns the limit structure of the working memory, therefore some information are lost because the short memory has limited capacities. The second hypothesis explains that the loss of the superficial features is due to the fact that the aim of the process of comprehension is to create a coherent semantic representation. So, the superficial features of the input represent the starting point

of the process, and then a more join representation is created, so the superficial information are not available yet in its original shape because they have been suffered a change. (Levorato, 1988).

The long-term memory is composed of two different systems which can be identifying as two places where the information is stored. They are the *episodic memory* and the *semantic memory*. The distinction between these two memories was given by Tulving (1972) and then it was taken into consideration by other academics. The *episodic memory* is identified as the autobiographical memory because it refers to the episodes and events of a person's life, so it deals with his/her personal experiences. This memory has got some particular features: the events are placed in a chronological order; the episodes are arranged in their context of place and time and also the order of the events is associative and idiosyncratic rather than logical and causal, so it is easy to recover information thanks to these relationships.

On the other hand, the *semantic memory* is a system which makes possible the use of the language, because it deals with the knowledge of the words and the relationships between them. In addition to this, it is identified also as *conceptual memory* because it contains the representation of the concepts and their logical and causal relationships; it makes the event and the situation recognizable for a person, because they belong to the culture and the traditions of a country. Another important element which is included in the semantic memory is the knowledge about the human actions, the causes and the consequences, the reasons and the purposes that qualify them.

In the semantic memory the knowledge are organized as unitary structures which are related the one to the other. These structures are defined with several words such as: *frame*, *script* and more often as *schemes*.

The *episodic memory* and the *semantic memory* work in two different ways. The episodic one can store the information through some conscious strategies that are useful to recover the material. On the contrary, the semantic one uses automatic processes both in the comprehension and in the recovery of the information. In fact, it is not necessary a mental work to recognize the meaning of the words that a person reads. Different from this, the episodic memory uses conscious strategies to recall a situation and remember an episode of a person's life.

Tulving (1985) explained that the episodic memory can be included in the semantic memory. In fact, these memories work and collaborate together. Shank (1975b) took the distinction between episodic and semantic memory and applies it to the process of comprehension of the texts. To understand a story it is important the knowledge of the *events*. The academics proposed the distinction between a general memory of the events which is stable and it contains the features of a specific class of events and another one more specific. To understand the difference between the two groups it could be useful making an example. The event "going to the restaurant" contains a sequence of actions, like: enter in the restaurant, order, eat and others which characterized this event. In addition to this, there is another memory which contains both the general events and the most specific ones. To recall the previous example, it can be added for example the name of the restaurant, or the dishes in the menu. (Levorato, 1988). The process of memorization of the texts joins together these two memories (episodic and semantic), in fact the information are stored in the episodic memory and the building of the semantic representation takes place in the semantic memory, so it guides the process of comprehension.

Studying the process of comprehension related to the process of memorization, some academics have analyzed the role of the previous knowledge which is included in the

semantic memory and how it interferes in these processes. According to Ortony (1978) there is a difference between the comprehension and the memory. He said that usually only what has been understood can be memorized, and it is important to distinguish between the cognitive processes which are specific of the two activities. The comprehension is responsible of the employment of the knowledge; on the contrary the memory concerns the recovery and the reproduction of them. Therefore, during the process of comprehension the semantic memory activates all the linguistic and non linguistic competences which are related to the text and it gives them to the working memory to realize the process. The result is the building of a representation which contains not only the explicit information given by the text, but also all the information which are associated to that subject and can be inferred from the text. This representation becomes part of the episodic memory. (Levorato, 1988).

1.4.5 The mental representation

In the previous paragraphs it has been said that when a person understands a text he/she builds a mental representation of its meaning which does not contain all the words and the sentences of the text but it deals with its general content. It is important to keep in mind that not all the input that a person perceives can be understood because only the information which can be changed and transformed leads to the process of comprehension. So, for example a telephone number cannot be transformed so the process of comprehension does not begin; on the contrary, a text can be understood because it can be transformed. Therefore, according to this, the process of comprehension is analyzed under the changes that an input suffers. The aim of the process of comprehension is not reproducing the input but building a representation which expresses its meaning.

Anderson and Bower (1973) (Levorato, 1988) proposed a formal theory of the mental representation and they gave its main features:

- It is not related to a particular kind of contents but it can express any idea;
- It has to be available in order to recover it, and this represents its ability of adaptability;
- It contains the main information of the input but it is not represented in the same shape of it, because it contains only its meaning;
- It is thrifty and simple;
- It can be linked to other representations in order to build hierarchic structures of representation.

So, according to this theory the representation is the analysis of the input which leads to the definition of its meaning. It is stored in memory in a simple shape and it can be recovery in case of necessity.

The propositional representation

The semantic representation is stored in the memory in the shape of a *proposition*. It is composed of an *argument*, which is the object of the text, and a *predicate* which is the subject or what it is said about the argument. This scheme is applied to the linguistic information where the subject of the sentence is the argument and the verbs, the adjectives, the adverbs are the predicates and represent the way though which the speaker expresses his/her opinion.

The first step in the process of comprehension is the recognition of the propositions which represent the meaning of the text. This process takes place in the working memory. Within the process of creating the proposition of a text, there are other two stages. The first one is the formation of *lists of propositions* related to sequences of sentences; on the contrary the second one is the formation of *prepositional structures* which represent the content of the text and its meaning.

- Lists of propositions

To understand the meaning of a sequence of sentences a person creates a list of propositions which expresses the meaning of each sentence, through the relationship between the predicate and its arguments. This list of propositions explains the linguistic information given by the text. The sentences of a text are coherent the one to the other, so they refer to the same argument. If a text is coherent the mental representation will respect these criteria. The coherence of the lists of proposition is important because if they do not respect this feature the process of memorization will be difficult and the information will not be easily recovered. So, since the beginning, memory tries to establish the correct semantic relationship between the information included in the input.

- Propositional structures

It is important to remember the fact that the text has a structure which is more complex than a simple sequence of sentences. In fact, it can be described as “struttura gerarchica in cui elementi o unità semantiche si dispongono in una rete di interrelazioni reciproche: alcune sono più essenziali alla definizione dell’argomento, e quindi costituiscono i nodi superiori della struttura gerarchica che rappresenta il testo, altri sono meno rilevanti e perciò si trovano nei nodi inferiori”. (Levorato, 1988:138).

This definition which has been given by several grammars of linguistics explains the fact that the text has got a hierarchic structure which is well organized. At the top of the scheme there are the most important features of the argument which are essential for its description; on the contrary, at the bottom, there are some arguments which are not significant for the identification of the argument. This organized structure has some consequences in the process of comprehension, in fact, when a person creates his/her mental representation of the text, he/she has to take into consideration the hierarchy that there is between the elements of the text. The process of comprehension overcomes the

representation of every sequence of sentences but it takes into consideration the whole content of the text and its meaning.

Frederiksen (1977b) explained three ways according to which the lists of proposition could become a global semantic structure. The similar propositions assimilate each other to avoid the redundancy; the propositions which has different structures joint together to build global structure and finally the propositions make themselves in a hierarchic order creating relations the one with the other.

1.4.6 Kintsch and van Dijk's model

Kintsch and van Dijk, a psychologist and a linguist, have created a model to understand and to explain the different stages of the process of comprehension. In 1978 they published a book called "Toward a model of text comprehension and production" which is considered the best one to express the processes under which the comprehension is realized. After this, in 1983, they published another volume which is called "Strategies of Discourse comprehension" which concerns the same subject of the previous one.

They theorized a model which explains the mechanisms of the process of comprehension of the texts and takes into consideration only the semantic structures. Two very important components are excluded: the grammar aspect and the details of the inferences processes and knowledge use.

One of the characteristics of their model is that it assumes a multiplicity of processes occurring sometimes in parallel, sometimes sequentially. Comprehension is considered a very simple operation, but when its mechanisms are analyzed at the psychological and linguistic level, it consists of many sub processes.

The semantic structure of a discourse is characterized at two levels: *microstructures* and *macrostructures*.

They assumed that the surface of a text is interpreted as a set of propositions. This set is ordered by various semantic relations among the propositions. Some of these relations are explicitly expressed in the surface structure of the text or the discourse; others are inferred during the process of interpretation thanks to the context and the general knowledge. Another important features that the sets of propositions respect is the coherence, and in particular the referential coherence. This operation takes place in the working memory which contains the previous information in addition to the new one. Therefore, the memory is able to create the coherence between the old information and the new one in order to understand the subject of a small part of the text. The cognitive processes which lead to the representation of the meaning take place in the *system of central elaboration* which analyzes the input. It is a structure of the memory which does not work voluntarily, different to the working memory; in addition to this, it is unlimited and it contains the semantic representation which has been shaped until that moment. This system is important because it helps the working memory to find the propositional coherence and to choose the information.

The microstructures

The *microstructure* is identified as the local level of the discourse, which is the structure of the individual propositions and their relations. Microstructures organizes the propositions in a linear or hierarchical system, where some of them are connected straight to the main subject, on the contrary, others are related to the main subject through others propositions.

Kintsch and van Dijk assumed that a text is processed sequentially from left to right in chunks of several propositions. The lists of propositions are ordered according to their appearance in the text, therefore the process of the formation of the microstructures is cyclic. In fact, once a chunk of propositions is processed, a new one enters and so a new microstructure is created. In this way, the previous microstructure is stored in the short

memory and it is available establish the coherence with the new chunk of propositions. The cyclic process of the microstructure represents the change of the topic in the text; when the subject a new microstructure is created.

In conclusion, microstructures are not copies of the text and also they cannot be considered as an elaborate product of the process of comprehension

The macrostructures

Macrostructures are represented as propositions sequences but they refer to a more global macro level. The transformation of the text in macrostructures is guided by some rules, which are called *macro rules*. The basic constraint of the *macro rules* is that no propositions may be deleted, so the coherence and the connection in the macro structure are guaranteed. These macro rules are: deletion and generalization. They are applied under the control of a schema, which contains their operations.

- The deletion refers to the fact that semantic information which is redundant or included in other information is erased. The reader is able to judge if information is important or additional without damaging the coherence of the discourse. In this rule the context is important because it determines the information that enters in the macro structure and the one that are excluded.

- The generalization states that each sequence of propositions may be substituted by the general proposition. Through this mechanism all the propositions which belong to the same category are jointed together. To do this it is necessary to identify the common features between the propositions.

In addition to this, world knowledge is required to the operation of the macro rules. In particular, the processes which are used to recall the previous knowledge are three: *macro-rules, frames and super-structures*. Each of them is referred to a specific knowledge and it contributes to the creation of the macrostructure.

- *Macro-rules* include some mechanisms which use the previous knowledge to transform the input that a person receives;
- *Frames* represent the thematic knowledge, that is the ability of recognizing a common situation in the real life or a particular event. They influence the macrostructure because they make clear which information represent the main semantic content of the text according to a specific situation;
- *Super-structures* are knowledge that concerns the structural organization of the texts. They take into consideration the structural features and they delineate the general scheme: the organization and the sequence of the different parts. This knowledge does not concern with the meaning of the text, as the previous ones.

Therefore, macrostructures are identified as the main content of a text because they summarize it and they represent its global meaning. The semantic information which is extracted from the microstructures through the macro rules is included in the macrostructures. At the end of the reading or of the listening of the text lots of information is stored and each of them explains the meaning of a part of the text. The macrostructures, as the microstructures, are organized in hierarchical structures: the main important propositions are located in the upper levels while the less important propositions are located in the lower levels and they are related the one to the others according to their subject. The relationship between the propositions is based on the referential coherence which settles the distance or the closeness between a proposition and the main subject of the text. The structures which are located in the upper levels probably will be better remembered than the ones located in the lower levels.

In conclusion, the Kintsch van Dijk's model is based on the collaboration between two different processes: the local ones, or micro-processes, which concern the comprehension of every single sentence and the global ones, or macro-processes, whose function is to find

the main topic and the significant information. The micro-processes transform each sentence in a semantic representation, in a shape of propositions. After that, the propositions are related to the others in a coherence structure. The macro-processes analyze the information given by the micro-processes and reduce the range of information choosing the main subject through a process which analyzes and selects the information given by the working memory and decides the propositions which are relevant to remember.

The confirmation of Kintsch and van Dijk's studies

The Kintsch and van Dijk's theory has been confirmed by some studies. Just and Carpenter (1980) created a model for the comprehension of the text during the reading which is similar to the Kintsch and van Dijk's theory. Just and Carpenter have shown that the process of comprehension takes place during the perception of the verbal input. This happens both for the micro processes, the micro structures and for the macro processes, the macro structures. It has been proved that according to the different category of the words the time that they require to be fixed is different. In fact, *content words* take more time to be fixed than *functional words* which express only grammatical functions. In addition to this, the research has proved that the main information of the text takes more time to be read than the less considerable one. This can be explained by the fact that the working memory needs more time to elaborate the significant information in order to create the macro structures.

Therefore, according to Just and Carpenter's study, the process of comprehension is divided into three stages. In the first one, the words are identified; in the second one the meaning of the word of each sentence is hypothesized and finally the main themes of the text are identified. Each of these operations contains some processes which happen at the same time, during the perception of the input and one influences the other.

The importance of the strategy in the Kintsch and van Dijk's model

Strategies are one of the most important aspects of the Kintsch and van Dijk's model because they control and influence the process of comprehension. A strategy is a process which is used to reach a purpose; it includes the knowledge that a person has at the moment, the knowledge of the aim that he/she wants to reach and the means by which he/she can reach that aim. As the rules, strategies consist of methods but they have some differences. In fact, rules are fixed, they do not change according to the situation, and they can be right or wrong. On the contrary, strategies can be adapted to the different situations and they are not correct or wrong but they can be more or less expensive and faster or slower. According to Kintsch and van Dijk, strategies are present in every moment of the process, in the microstructures and macrostructures and they represent the knowledge that a person has got to understand the content of a text or a discourse, so the methods that he/she uses to understand the meaning of the text or the discourse. For example, it can be considered a strategy the use of the previous knowledge to make hypothesis about the meaning of a text or the use of the use of the previous knowledge about the structure of a text. Strategies are used in several contexts, such as the comprehension and the production of texts but they do not belong all to the same fields. There are more general strategies which represent the prerequisites of the process of comprehension. They can be classified into: linguistic strategies, cognitive strategies and socio-pragmatic strategies.

Linguistic strategies deal with the analysis of the text and all the elements of which it is composed. Cognitive strategies concern the use of the previous knowledge and its use during the process of comprehension. Socio-pragmatic strategies deal with the relationship between the text and the situation which it describes.

Besides these strategies there are others which interact with the previous ones and which deal in particular with the micro and macro processes. They can be classified into: propositional strategies, macro-strategies and schematic strategies.

Propositional strategies, as the noun suggests, concern the formation of the propositions. Starting from the simple sentence, they create a micro structure which contains all its meaning.

Macro strategies deal with the macro-structures and they collaborate with the macro rules. They are more flexible and they adapt to the different features of the text.

Schematic strategies concern with the knowledge that a person has about the different kinds of texts and all their features.

A strategic process is a process in which a person makes hypothesis and then confirms it according to several factors, such as: the features of a text, the knowledge about the subject, the context which is described in the text and the reasons why the process starts.

The strategic approach applied to Kintsch and van Dijk's model is important because it hypothesizes that the comprehension takes place at various possible levels: the one of the micro and macro processes, the bottom and top down mechanisms. Every moment of the process works individually but at the same time interacts with the others. In addition to this, the strategic approach completes the complexity of Kintsch and van Dijk's model.

1.5 Conclusion

In this chapter I have explained the mechanisms which underlie the comprehension and I have made reference to the Kintsch and van Dijk's model because it is the most important because it makes clear the processes under which the comprehension is realized. This model does not take into consideration the grammar aspect and also the operations that the knowledge of the person influences the process. It explains only the different kinds of knowledge that are employed according to the situation which the text or the discourse described.

It is important to question if the process of comprehension is realized because it is the first step to develop the knowledge. In addition to this, if we take into consideration the focus of

this paper, the comprehension of the text is the starting point to adapt and modify didactic materials for the foreign student. After having understood the importance of the comprehension, the teacher can analyze the materials and adapt them according to student's level.

CHAPTER II

WRITE ACCESSIBLE TEXTS FOR FOREIGN STUDENTS

2.1 Introduction

Over the last few years schools have been changing because there are many foreign students in the classes. This represents a problem for the teachers because there is the necessity of modifying the teaching syllabus. The role of the teacher is very important in the class because he/she is the person who mediates between the Italian students and the foreign ones. He/she has to help the non –Italian students to integrate into the class in order to create a good atmosphere for the learning. Foreign students are people who take with them the knowledge they have about different values, habits, culture, language and rules, so the teacher needs to consider all these aspects to prepare a syllabus *ad hoc* for them.

According to some studies we can observe that students learn easier and faster the language which they use to communicate at home, in their family, and with their friends. On the contrary, the language that they find at school or in the books is difficult to learn and it takes time.

A Canadian psychologist and linguistic, Jim Cummins distinguishes between two different language situations, the BICS and the CALP. They deal with different fields and they require different abilities.

The CALP, Cognitive Academic Language Proficiency, concerns the competences that the student needs to have at school, to interact with the teacher, to understand lessons and didactic materials. It takes time, between five and seven years, so the student could have problems of comprehension during this period.

On the contrary, the BICS, Basic Interpersonal Communication Skills, concerns the competences that the student should have to communicate at home, in his/her family and with his/her friends. It takes less time than the CALP, between one or two years.

2.2 The teacher works on two sides: the student and the language

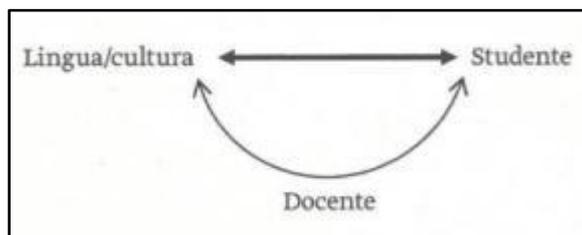


Fig.2: Diagram of the *spazio di azione didattica* (Balboni, 2014:69)

The process of creating accessible materials involves three different aspects: the teacher, the student and the text.

2.2.1 The teacher

We can define the teacher as a mediator between the student and the text, because he/she allows him/her to understand the subject and to integrate in the class. His/her role is to prepare a syllabus and to hand-down its contents to foreign students.

2.2.1.1 The role of the teacher

There are several definitions which have been given to define the teacher since the 70's. He/she has been identified as the person who facilitates the language learning, a counsellor, a tutor and also a director. Balboni(2015) defines the teacher as the person who makes in contact the student and the language without having a primary role, but staying in the background. For this reason it is called *director*. It is important to keep the balance between the two sides, otherwise the risk is to damage one part or the other. He/she gives suggestions, helps the students to understand the lesson and the materials, and chooses the best methodology to make the student comfortable in his/her process of learning. During the lesson, the communication is important to develop a good learning, but there are two critical aspects. The first one is the *teacher's talk time* and the second one is the *TTT*, *Teacher's talking time*. (Balboni, 2014:70). The first one deals with the language that the teacher uses in class to be understood by the foreign students during the lesson. It has a

simple syntax, it is full of coordinated sentences instead of subordinated ones, and it employs the use of the gestures, which are more immediate than the verbal language and make the information clearer. However, this “simplified” language does not represent the authentic Italian language and can be taken as a model by the students. The *TTT, Teacher’s talking time*, concerns with the time that the teacher speaks in class during the lesson. This represents a problem because more the teacher speaks less the students speaks, and the lack of practice influences the results of the learning process. Another significant aspect is the language that has to be used in class among the foreign students. Italian language is important and they have to learn it, so more language they heard more improve their learning. Moreover, sometimes it could be useful to come back to the students’ mother-tongue or another language which students know, usually it is English, to simplify the comprehension of some concepts. (Balboni, 2014)

In this chapter I will give attention to the student, while in the next one I will explain the strategies to make a text accessible and the different techniques of simplification.

2.2.2 The student

The foreign student is a person who takes his/her a specific knowledge about his/her language, culture, habits and the scholastic organization. All these aspects need to be considered by the teacher in order to create understandable and interesting materials for the students. In fact, all the elements that distinguish an Italian student and a foreign student influence the process of learning.

2.2.2.1 Hardware and software. Two components of learning process

There are two important sciences, the neurolinguistics and the pshycolinguistics which have an important role in the process of learning a language. In fact, the first one analyzes the structure of the brain defined as the hardware and the other one studies how the LAD

(Language Acquisition Device) works, defined as the software. It is a mechanism that we have to acquire languages and it was discovered by Chomsky (Balboni, 2015).

The hardware: the structure of the brain

The term *neurolinguistics* is composed of two words: neurology and psychology and they deal with different fields.

Neurology describes the structure of the brain, in particular the fact that we have two different cerebral hemispheres: the right one and the left one. They work in different ways because they are specialized in different activities.

Psychology describes the kind of activities that every hemisphere carries out. The left one deals with the analytic and logic task. On the contrary, the right one concerns the global and simultaneous tasks. In addition to this, psychology studies the mechanism of memorization and how it influences the learning of a language.

It is significant to mention that even though the two hemispheres deal with different aspects they collaborate together to solve the tasks. In particular, there are two key-words that describe how they work: *bimodality* and *directionality*.

- The term *bimodality* means that both the hemispheres work together to develop the linguistic communication, and also to create the language acquisition.

The principle of bimodality is based on the structure: motivation-analysis-synthesis and both the hemispheres are involved in every moment of the process.

- The term *directionality* means that the direction of the process is fixed and it cannot change. In fact, following the principle of bimodality, the process starts from the right hemisphere and continues towards the left one. The process starts from the global part to the analytic one.

The software: the LAD

The psycholinguistics and in particular Chomsky expresses the idea that there is a mechanism which leads the acquisition of a language. This mechanism needs to be supported and encouraged and it is called : LAD, Language Acquisition Device. In addition to this, there is the LASS, Language Acquisition Support System, which includes the family, the teachers and all the people who allow the student to learn the language.

The mechanism of the LAD follows several passages: the observation of the linguistic input; the creation of hypothesis based on the input; the verification of the hypothesis through the adults' correction or the teacher; the fixing of the hypothesis through activities and exercises and finally the reflexion on the topic which is guided by the teacher or the adults.

The description of the hardware and the software is important to understand all the internal features related to the students. In particular the studies on the structure of the brain influence the results in the process of learning the language. This happens because every student is different from the other due to a different structure of the brain. According to this fact, in some students there is the predominance of the left hemisphere and in others the right one, so strategies that they use to learn the language are different.

2.2.2.2 Student's internal and external features

Before explaining the methodologies to make texts more accessible, it is important to make a reference to the factors that the teacher has to take into consideration to obtain successful results. Caon (2010) divides these features in two groups: internal and external.

2.2.2.2.1 Internal features

We refer to internal features when we speak about student's individual characteristics, which are different in all the learners, such as: motivation, personality, age, aptitude, multiple intelligences, cognitive and learning styles, and learning strategies. All of these

are important to get good results and to understand what the best approach to use is. In the next paragraphs every feature will be explained according to its role in the learning process.

Motivation

It can be defined as “configurazione organizzata di esperienze soggettive che consente di spiegare l’inizio, la direzione, l’intensità e la persistenza di un comportamento diretto ad uno scopo” (De Beni e Moè, 2000:37).

According to this definition we can say that motivation is influenced by previous experiences of the students, and also by the aim that they are trying to achieve. A motivated student is the one who is learning in order to reach a specific aim, and he/she is following a determined route.

Balboni (2014) refers to two different models to describe psychological motivation in the student. The first one has been created by Renzo Titone and the other one has been created by Balboni.

- Ego-dynamic model



Fig.3: “Ego-dynamic model”, Titone
(Caon, 2006:14)

Renzo Titone created a model based on a person who is studying a language. He says that every person has a project about his/her life. If it deals with the learning of a new language, he/she finds a strategy to do this. After that, he/she comes in contact with the strategy and

practise it. If it leads to good result in the learning, so the student gets a positive feedback, he/she keeps the learning process on; on the contrary, if he/she gets a negative feedback he/she gives up the learning process. If the student is obliged to learn some languages, there will be no motivation or efforts if the teenager has not the project to study that languages, to have a contact with the languages' countries and their people, he/she does not makes effort to learn it. He/she does not find a reason why he/she has to learn the languages.

- Tri-polar model

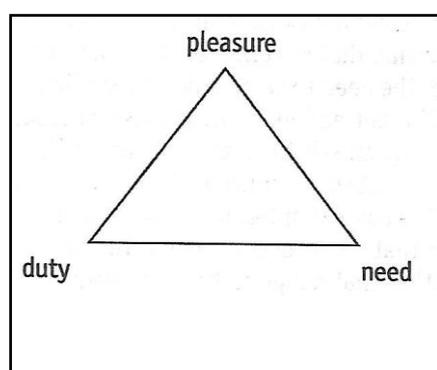


Fig.4: Tri-polar model, Balboni
(Caon, 2006:18)

Balboni has created a model which is based on three significant aspects for motivation: duty, need and pleasure.

- Duty. It does not lead to acquisition because it involves the affective filter which keeps information in short term memory.

- Need. This is related to the left hemisphere and it works but it has two obstacles: the first one refers to the consciousness of the need, because the reason why the student is learning the language, for example, it has to be understood by him. The second one concerns the duration. In fact, when the student has satisfied the need, he/she interrupts the learning.

- Pleasure. It is considered the most important and significant aspect that keeps motivation on. It is related to the right hemisphere but in part also to the left one. It concerns the pleasure of learning a new language, and in particular the pleasure of learning, the pleasure of variety, the pleasure of a new thing, the pleasure of the competition, the pleasure of organization and the pleasure given by the sense of duty. According to these aspects, the input should be various but comprehensible from the student. Another important aspects is the mistake. The teacher should discuss with the student about that. To make a mistake is good to improve the learning and solve the doubts, not something to punish and to judge.

Extrinsic and intrinsic motivation

We can distinguish between two different kinds of motivation: extrinsic and intrinsic. (Caon, 2010)

The extrinsic motivation is related to external factors, such as the family or the teacher. On the contrary, intrinsic motivation is related to a student's personal need to know about something.

We give our attention to intrinsic motivation because it influences the process of learning a new language. The teacher needs to create motivation in student, and to do this he/she has to take some aspects into consideration: contents, methodology, materials, places and relationships. All these aspects are significant to motivate a student. We insist on the importance of motivation because it leads to autonomy and self-confidence in student's study. The teacher has to choose the subject of the lesson in order to encourage students' curiosity and interest, but also to bring back students' previous knowledge about the topic. Not only the contents, but also the methodology has its importance. New methodologies stimulate student's motivation and involve different cognitive processes. In particular, we make references to activities and projects where students have an active role and not a

passive one, in fact they need to be protagonists in the lesson. We can define materials as the means with which the teacher hands-down the contents to the students. Some studies showed that the use of books or electronic devices influences the learning results. Some students prefer using traditional books, others feel more comfortable with technological instruments. The place has the same influence as the materials. In fact, it can get good or bad results in the process of learning. (Caon, 2010).

Personality

It can be defined as the student's behaviour. It includes features which are not related to the learning activity, but considered important to outline the student's profile. Balboni (2015) identifies the main personality features, such as: cooperation/competition, introversion/extroversion, and optimism/pessimism.

- Cooperation/Competition. The word *cooperation* refers to students who collaborate with the others, helping the ones that have problems. On the contrary, the word *competition* refers to students who want reach the best, using strategies that can damage the other students.

- Introversion/Extroversion. They are significant feature of students' personality because they influence the learning process. An introverted student is damaged than an extroverted in some kinds of activities, such as the oral production. In fact, he/she finds difficult speaking with the teachers or with the other friends in a different language. This aspect can damage the student because he/she does not build a good language mastery.

- Optimism/Pessimism. When the student starts learning a new language needs to be positive and sure of what he/she is doing. He/she needs to be in control of the language process, and at the same time needs to encourage himself/herself, having a positive opinion towards the learning process.

Age

It is a significant feature that the teacher has to take into consideration. In fact, students' influence some aspects, such as the linguistic one, the methodological one, the social one and also the brain's structure. (Balboni, 2015).

- Linguistic aspect. It deals with the knowledge of the language and the syllabus that the teacher needs to prepare. But also, his/her ways of teaching and speaking with the students.

- Methodological aspect. It deals with the methodology and the activities that the teacher prepares for the students. For examples, when the teacher teaches to a class of children, he/she can use more play activities than in a class of teenagers.

There are different categories of students according to their age: Children, teenagers and adults. They have different features and so different needs when they learn a new language.

- Children learn more easily than the other two categories. This happens because there are several periods in which the child can learn a new language. They are the so called, *critical periods*. The first one is until three years old, where the child acquires a perfect pronunciation and develops the linguistic abilities. The second one is between the four and eight years old. In this period the acquisition of the pronunciation is still perfect (as in the first one) but it is required more effort to speak in a foreign language than in the first period. After those periods, there is a so called, sensitive period, between the eight and twenty-two years old. During these years the learner can develop a good linguistic competence but his/her performance is not similar to a mother-tongue's one. In fact, as the student grows, the accent and the pronunciation of a foreign language are difficult to imitate and there is an interference with student's mother-tongue.

Teaching a language to a group of children needs to take into consideration some aspects, as the methodology. In fact, the key-word is *sensory learning*. This means that activities and lessons should be characterized by the use of the senses. For example, the teacher

starts from what the child touches and smell. There is another key-word in this kinds of didactics, which is *movement*. The teacher should take into consideration the pragmatic and functional nature of the language. In fact, it should be used to play, to do or to give instructions. The last key-word is *play*. Some activities should be structure as plays, where some rules are present. This is very important because though a play, the child does not feel the sensation of a failure because it is only a play, so there are people who win and other who loose. In addition to this, the play develops the sense of competition. A child wants to win and for this reason he/she commits himself/herself completely.

- Teenagers. The situation of this age is different from the previous one because some things have changed. Children build a particular relationships with their teacher, on the contrary the teenager create this relation with his/her classmates. Due to this fact, the affective filter changes and the student needs to be appreciated not by the teacher but by his/her friends. The mistake is not accepted as before, because if a student makes a mistake he/she is afraid of his/her friends' opinion. Another important aspect is the student' aim. It is not the excellence but the minimum. The student does not want to be considered a so called "swot" by the others, so he/she makes the least effort to pass the texts. A teenager wants to be an adult, so it is important not using activities that he/she considers only for children. If the teacher decides to use them, it could be useful discuss with the student about the psychological and cognitive nature of the activities.

- Adults. The approach that the teacher should use is different from the previous ones. Teacher and adult student need to be at the same level, where the student explains his/her interests and aims; at the same time the teacher makes clear his/her purposes and methodology. So, he/she becomes a person who facilitates the learning process.

Aptitude

It can be defined as “...talento specifico per l’apprendimento delle lingue, indipendentemente dalle capacità in altri campi e piuttosto stabile nel suo operare, cioè relativamente non insegnabile.” (Skehan, 1994: 25-26). So, *aptitude* can be identified as a predisposition towards the learning of a language. Not all the academics think that in some people there is a predisposition toward the learning of a language. In fact, according to them, the different results in the process of learning are influenced by the acquisition support given to the students and also by the teacher. Moreover, some personal features can help or damage the student in his/her process of learning the language. These aspects are related to the structure of the brain. In fact, brain is composed of two different cerebral hemispheres: left and right. According to this, in some students the left hemisphere predominates over the right one. For this reason there are some students who analyze the language and all its rules, they want to understand all without any kinds of doubt. On the contrary, some others prefer the fluency of the language, so they speak and use the language without keeping all the rules under their control. They do not give importance to grammatical mistakes or to the whole comprehension of a subject.

These aspects do not deal completely with a student’s aptitude but they influence it, because the teacher needs to provide materials which should not facilitate some students and damage the others. He/she needs to take into consideration the students’ brain structure, and the hemispheres dominance.

Multiple Intelligences

These deal with Gardner’s *Multiple intelligences theory* which establishes that there are seven (or nine, according to other studies) kinds of intelligences. They are present in every person but in different ways. The difference depends on the person him/herself, the place where the student has been educated and his/her native culture. The multiple intelligences are (Torresan, 2010):

- The linguistic intelligence. It is the ability of understand the different meanings of a word and choose the best alternative to represent it. A person who has got this type of intelligence is able to express his/her feelings or thoughts, and also to understand other people, as the lawyer or the writer.

- The logical-mathematical intelligence. It concerns the language grammatical aspects, the intolerance to ambiguity and to inaccuracy. Due to these features, when this kind of intelligence predominates, the student finds difficult the learning of a new language because he/she is not able to fling himself/herself in the communication. In fact, he/she is more concentrated on the mistakes than on the fluency of the language.

- Spatial-visual intelligence. It deals with the ability of modifying mentally the position of the objects in the space. This kind of intelligence is important in the process of learning because it allows the student to memorize easily the vocabulary of a new language. In particular, this learner finds useful the relation between the words and the context. It is important to learn the word in its context, for example.

- Musical intelligence. Music and language belong to two different fields. In fact, these students find useful the learning of the language through poems, songs and nonsense rhymes. They appreciate rhythm, pitch and timber.

- Intrapersonal intelligence. It is the capacity of being self-aware and in tune with inner feelings, values, beliefs, and thinking processes.

- Interpersonal intelligence. It is the capacity of being easily in others' shoes, and helping the interlocutor in trouble, though the cooperation to create a text together.

Among them, there are other intelligences that are not notable for the language learning process. Moreover, we mention those intelligences: the body kinaesthetic, the naturalist and the existential one.

Gardner (Balboni, 2015) focused his attention to the linguistic and logical-mathematical one, because they are the most significant for the process of learning. In fact, the first one concerns the social aspect of the language, the communication and the fluency of the language; the second one is more concentrated on the formal and grammatical aspect.

It is important to take the multiple intelligences theory into consideration because the teacher should not privilege some students and damages the others.

Cognitive and learning styles

They belong to different fields but they can be discussed using one word, learning styles. Cognitive styles deal with the processes of acquisition of new words. On the contrary, learning styles concern with the modality that we use to memorize information in our mind. Among the learning styles, Balboni (2015) mentions:

- Analytical and global style. It is related to the student's brain structure and it depends to the dominance of a certain type of hemisphere. The process of learning a language is both analytical and global, so the teacher should encourage the student to use his/her learning style but also to overcome it and learn new learning styles. If the student keeps his/her styles will get bad results in his/her process of learning.
- Ideational and executive style. The ideational student prefers the theory than the practice; on the contrary the executive student gives more importance for the learning of the language, to the practice than to the theory. In addition to this, he/she considers mistakes as something positive, from which he/she can start the process of a new language.
- Intolerance/tolerance for ambiguity. There are some students who do not tolerate an ambiguous and inaccurate comprehension of the text. In fact, they want to understand all the information and the details that the text gives. On the contrary, there are other students who tolerate these aspects and they feel comfortable even if they do not understand all the details of a text. In fact, they prefer a global comprehension than a more detailed one.

- Independence/dependence from the context. In doing an exercise or reading a text, there are some students whose attention is easily distracted when there are useless information or information that do not belong to that subject. They are learners who depend from the context, because their attention decrease when there are other insignificant input. On the contrary, there are students whose attention is not easily distracted when there are useless information in the text. For this reason they are students independent from the context. In fact, they keep their attention in the activities that they are doing even if there is a new input.

- Ability/difficulty to foresee the contents of the text using the context: this is the *expectancy grammar*. There are some students who are able to foresee the contents of the text using both the knowledge of the world which they have and the redundancy. On the contrary, there are students who have difficulty to foresee the contents of a text. For this reason they prefer the activities where the sentences are autonomous and not related to a text.

- Tendency/difficulty of learning from mistakes. This aspect is related to student's personality and also to student's education experience. According to the first point, a student can be optimistic or pessimistic, for example, and this influence his/her process of learning, in which mistakes are included. According to the second point, it is important to consider student's personal experiences at schools because they influence his/her success. In fact, some teachers consider the mistake something terrible and judge him/her for this. Others consider the mistake something important to understand what the problem is and start from this to improve the learning.

- Autonomy/dependence in the study processes. Not all the teachers appreciate autonomous students because they make lots of questions which are not part of the syllabus. But, it is significant to say that autonomy is important and leads to a successful

learning. The teacher should teach not only the contents but also the autonomy in the study processes.

External features

We define as external the features which do not depend on students' personality and behaviour, but depend on external elements, such as: the linguistic input, the interaction, the teaching style, the relationships between teachers and students, the familiar and social influences. The quality of the linguistic input is important to get good results in the process of learning. It should be comprehensible for the students and balance in the quantity of information that it gives. In addition to this relationships and interaction are important. Creating a good atmosphere in the class, between the Italian students and the foreign ones stimulates motivation and leads to a successful results in the learning process. The role of the teacher is to help foreign students to become part of the class and integrate in it. The interaction between the students and the teacher improves not only the linguistic competences but also the social aspect. (Caon, 2010).

2.2.2.3 Foreign student's internal and external features

Among the general features which I described above, we can distinguish some aspects related in particular to foreign students. (D'Annunzio, Luise, 2008).

In this paragraph I will explain the main difficulties that a foreign student can have studying a different language which is not his/her mother-tongue. The difficulties deal with different fields, such as the language, the organization of the lesson, the rules of the school and the culture.

The linguistic problem is the most evident one, because the didactic materials are not written in students' mother-tongue. Not only the books creates problems, but also teachers' language is difficult to understand, as the Italian students' language. The difficulty deals with a specific and a technical vocabulary but also with syntax of the sentences. In addition

to this, the structure of the books can create problems because they are written for schools, so they are full of pictures, exercises and activities that follow some rules according to their position. Besides this, they contain too many information concentrated in a little space, so they create confusion to students who have a limited Italian language knowledge. Another aspect to which we can focus our attention is the cultural one. This is related to the didactic materials and books that the foreign student can find at school. The content of the books is related to Italian cultural, habits, traditions, uses, and so it entails a knowledge that a foreign student is not supposed to know. Besides this, there are the organization and the rules of the school. Every country has its own rules, and its school organization, that a foreign student does not know when comes to Italy. It is important to explain him/her the correct behaviour that is required at school. Furthermore the rules and the organization of Italian school system.

Caon (2010) divides foreign students' features in two categories: internal and external.

Foreign student's internal features

In the group of the internal ones he includes the distance between student's mother-tongue and the Italian language, how the inter language develops, the expectations related to the foreigner condition, the learning style influenced by the original culture, the knowledge influenced by the original culture and the possible psychological conflicts related to the foreigner condition.

- The distance between the mother tongue and Italian language. This aspect influences the results of the student's learning process, in fact, if his/her mother – tongue is very different from the Italian language he/she needs to make a huge cognitive effort to learn the syntax or the vocabulary of the Italian language. There are two different obstacles which the student has to face in learning a new language, a more variable and objective one, which is related to the language in particular and another one more subjective, which

is related to the student. In fact, Kellerman has backed up the idea that the student has a personal perception of the language that he/she is learning, which concerns the distance between his/her mother-tongue and the other language. This influences the learning process because according to this personal perception the student carries only some elements to the second language from his/her first language. This damages the development of the inter language and so the learning process.

- The development of the inter language. The process of learning a process can be described not as the imitation of models but as the discovery of some rules. For this reason, learning a language concerns the construction of a system which has precise communication functions. The inter language is the language created by the student who is learning a new language and it has some features of the student's mother tongue, of the second language which he/she is learning and also independent of these languages.

- The learning style which has been influenced by the native culture. Students build a personal learning style which is related not only to their personality but also to the culture that they belong. For this reason, it is important and useful for the teacher to enquire about students' styles of their native culture.

- The knowledge which has been influenced by their native culture. It concerns some aspects, such as: teaching methodologies, teaching methods, schools rules and organization which students take from their native culture and bring to a new country. For example, in China, schools give importance to memorization, so students learn by heart most of the thing. This does not happen in Italian schools which employ a completely different methodology to teach. So, when a Chinese student arrive in Italy bring this aspect, he/she thinks that memorization is the best method to learn new things. The teacher needs to help him/her to understand and use other kinds of method to study. This knowledge that foreign students bring from their native culture influences their results.

- The psychological conflicts generated by foreigner's condition. Leaving the native country and move to another one is difficult and creates many difficulties. They concern with different aspects: linguistic, affective, emotional and cultural. All these obstacles influence and change a person's identity because at the beginning are difficult to face and to overcome.

Foreign student's external features

On the contrary, in the group of the external features he includes the native culture, the social and familiar influences, the resources that students have at their disposal and the opinion about education. All these aspects, both internal and external, should be taken into consideration by the teacher because they influence learning process results.

- The native culture. This is important because with the word *culture* we refers to all the rules, habits and values of a society. The student grew up in a culture which has its values, its traditions and he/she takes all these aspect in his/her identity. Culture is the elements which builds a person's identity.

- The resources. This words refers to the possibilities which the student have to learn and practise the second language. Caon (2010) distinguishes between objective and inter subjective resources for the foreign students. the first ones include the materials, the books, the dictionaries, and the library which students have at their disposal. On the contrary, the second ones include the people with whom students can be in contact with, for example, the teacher, the family, classmates and friends outside schools but also extra school contexts.

- The opinion about education. This refers to all the concepts that the student has when he/she comes to Italy about the rules and the correct behaviour that the school requires. For example, in the past children used to be rapped on the knuckles, and this habit is still present in some countries. So, if the student arrives in Italy needs to be informed

about the correct behaviour and school, if this does not happen, he/she will behave as he/she is used to in his/her country, and it can be right or wrong according to Italian school system.

- The social and familiar influences. They can influence students' opinions about the foreigner and his/her culture. Sometimes, they can damage the foreign student because he/she is excluded from the group or in the worst cases he/she is laughed by the other students. This condition of exclusion might influence the student's learning process and it might damage it.

2.2.3 The language

The text is important because it is the mean through which the student learns the language. Teachers need to adapt the text and change it in order to make it more comprehensible for the foreign students. To do so, it is necessary to modify two aspects: the language and the contents of the texts.

Teachers create the accessibility to the text taking into consideration the student and the language of the text.

2.3 Make texts accessible for the students: facilitation and simplification

According to D'Annunzio e Luise (D'Annunzio, Luise, 2008), we can distinguish between two terms: *facilitation* and *simplification*.

The term *facilitation* refers to all the aspects that the teacher takes into consideration when he focuses on the student. On the contrary, the term *simplification* defines the techniques and the methods to make the text more understandable for the foreign students.

2.3.1 Some reflections on the term *facilitation*

Before explaining the strategies of simplification we reflect on the term *facilitation*. Balboni, (Caon,2010) explains about the importance of the meaning of the term *facilitation* in order to avoid any ambiguities.

First of all the teacher, according to Balboni, has to put himself/herself in students' shoes, because what is simple for him/her might not be simple for the students. Then, the term *facilitation* has two meanings, an objective and a subjective one. It takes the first one, when it means *simple*. So, what is simple is easier to understand. For this reason, it is necessary to make the text simpler. On the contrary, when it takes the second one, it makes references to students' language and culture, and he distinguishes two different aspects: student's familiarity and student's aptitude. For example, a learner can be more familiar with Italian language than another because his/her language has some feature in common with the Italian one. On the other hand, the aptitude refers to learning strategies, styles and motivation. They are different in all the students, so the teacher should consider these differences in order not to damage some learners and help others.

In addition to this, Balboni (Caon, 2010) suggests that if the teacher wants to make a text accessible for the students it is important to start from what the student yet know and then continue to improve student's knowledge. The students know at least a language, their mother-tongue, so they know that a language has got some features that are present in all the languages. For example, it could be useful, not giving the grammar rules to the students, but leaving them to discover the rules by themselves. Besides this, there are some elements, such as: pictures, titles and schemes, that are closed to the text and facilitate the learning process and memorization. In fact, they give to the students the main ideas of the text.

2.3.2 The process of facilitation. A focus on the student

In the process of facilitation, it is important to take into consideration some aspects: (D'Annunzio, Luise, 2008).

- The didactic methodology. It is important to choose the right methodology to create a good atmosphere in class in order to stimulate students' motivation and interest in learning. Among these we can mention: play activities, peer tutoring, and the cooperative learning.
- The relationships in the class. They are important to create a good atmosphere for a successful language learning. In fact a good relationship between students and teachers improves the quality of the learning and arouses students' motivation and interest in the subject.
- Meta-cognitive strategies and studies abilities. According to this features, it is important to teach to students the correct strategies to make them autonomous in their learning. In this way the student becomes more conscious of what he/she is doing and his/her motivation and interest increase. Finally he/she obtains good results. The teacher has to help the student to find his autonomy, explaining what he has to do and makes him conscious of the strategies that he uses to solve the task. An autonomous student learns a subject and he is able to explain what strategies he/she uses to learn the subject.

2.3.3 The importance of cognitive and meta cognitive abilities

Ferrari and Pallotti (2005) explain the most important competences that students use when they learn a new language. Some of these competences are developed at schools, in Italy or in their country, and others are developed at home, in their family. They are divided into some groups, such as: textual competences, language competences, cognitive and meta cognitive competences. But also, motivation. According to the places where students have developed these abilities(at home, at schools, in Italy or in their country), teachers have to

prepare a syllabus for the foreign students taking into consideration these aspects. In this way, the approach to Italian language for foreign students is gradual and personalized to their experience and their abilities.

Caon (2010) writes about the importance of meta-cognition for the learning of a new language. This aspect regards the autonomy of students in the process of learning, in particular the strategies that they use and their previous knowledge about a specific subject. To obtain better results, it is significant for the student to be conscious of the strategies that he uses to solve the task.

D'Annunzio and Luise (2008) have identified the profile of a good student and they have said that “ il bravo studente non è colui che “sa” più degli altri, che ha un più ricco bagaglio di conoscenze, ma colui che sa meglio degli altri come imparare, come sfruttare le sue risorse e le risorse esterne per portare a termine un compito.” (D'Annunzio, Luise, 2008:16). So, according to this definition, a good student is a learner who is able to understand his/her learning strategies and how to exploit them in the learning process.

They delineate a scheme giving all the features of a good student and they relate them to cognitive and meta cognitive aspect. Among the characteristics of a good student, there are: the linguistic aspects, the importance of relationships with the others and the beliefs about student's personality and the motivation towards the subject. The teacher needs to make the student conscious of his/her learning strategies through activities. For example, thanks to dialogue and communication with other people, the student understands his/her way of learning, the strategies that he/she uses to solve a task. This happens because speaking with the others he/she reflects on what he is doing and what method he/she is using.

2.4 Conclusion

Foreign students, when they arrive in Italy, take with them a luggage full of knowledge that needs to be discovered by the teachers and by the Italian students. The foreign student who arrives in a different country is not an empty vase to fill, but he is full of new traditions and values to share with the other people. The teacher has to take into consideration all the aspects that can create problems to the foreign students and try to solve them, starting from what they yet know. It is significant for a successful learning process not only to consider the language but also the foreign student, as a person with his knowledge and his difficulties, in order to help his integration in the class and in the country.

To create accessible texts for the students the teacher needs to work on two sides: the student and the text. In the next chapter I will focus on the techniques that the teacher can use to make a text accessible for foreign students, making some transformations on the language and on the contents.

CHAPTER III

THE PROCESS OF SIMPLIFICATION

Many classes have some foreign students, who do not speak Italian properly. For this reason, teachers need to find a method to help foreign students to integrate in the class, to become part of the class and to learn Italian language.

Teachers can follow two different routes, one focused on the students and the other one focused on the language. These two actions take two different names. “Facilitation” is the word that we use to refer to the projects on the students and “simplification” is the word that we use to refer to the transformations on the language.

In this chapter I analyze the process of simplification and its own rules. I give a definition of the term *simplification*, I explain the techniques that teachers should employed to create a simplified text and I discuss about the risks of this process.

3.1 Introduction

When the teacher works on the text and transforms it, the process is called *simplification*. This term was criticized for some reasons. First of all, some academics say that it makes reference to something *simple* and which does not reflect authentic language. Secondly, it transmits the idea that the process of simplification is simple to realize. To justify these opinions we can reflect on the meaning of the term *simplification*. Simplified texts help foreign student to understand and to learn Italian language. These texts do not represent authentic Italian language but they are *bridges* that make foreign students in contact with a language which is not their mother-tongue.

Strategies of simplification deal with two different aspects: the language of the text and the content. Working on the language means make some changes both in the texts used by the students and at the same time in teachers’ oral language. In fact, the teacher needs to adapt

his/her oral language to be understood by foreign students. Simplify a text means make it the most comprehensible as possible. So, teachers should modify syntax, vocabulary and organization of the text.

On the other hand, working on the content means choosing what is important and what is useless. So, teachers select and adapt the content to create a new text.

3.2 What does the verb *simplify* mean?

The verb “simplify” does not have the same meaning of the verb *sum up*. Sometimes the two words are considered the same, but it is not true. In fact, when you write a summary, you select information, the ones that you consider important to understand the meaning of the text; and, after all you create a new text which has not the same features of the simplified text.

Simplify a text does not mean make a summary, or make the text shorter or substitute the text with schemes or pictures. The process of simplification has its own rules which should be respected.

When we use the term *simplified text* we are not referring to a text which is a model for Italian language, because it lacks all the features of the language. On the contrary, we are speaking about a text which is adapted for foreign students and represents a *bridge* for them to understand and to learn a different language. In fact, simplified texts represent the begin of the learning in order to prepare the students to use the authentic materials.

3.3 How to create a simplified text

The process of simplification helps foreign students to understand the text and to understand other students' syllabus.

Simplify a text is a process that takes time for the teacher. The first rule to write clear is to think clear (Piemontese). First of all the teacher has to read the text carefully and understand it. Then he/she has to choose the best strategy to make the text the most comprehensible as

possible. The text has to be clear for the students, so the level of simplification depends on their knowledge. The teacher can choose to modify only the structure, the syntax, the vocabulary or the content. Finally, the teacher writes the new text and reads it again. During the lesson, it could be helpful using some technological instruments to make the subject more interesting and clearer. And, in particular, to explain better some concepts that could be difficult for the students. For example, the teacher can use: videos, presentation, schemes, and others. After all, the teacher should prepare some activities to get a feed-back from the students. In this way he/she understands if they have understood the lesson, and if they had any doubts.

In the process of simplification the teacher takes into consideration three different aspects: the organization of the text, the vocabulary and the syntax (D'Annunzio, Luise, 2008).

- The organization of the text. The teacher has to make the text comprehensible for the students, that is to say, help students to understand the meaning of the text, find out the relations between the different parts of the text, and make references to students' previous knowledge about the topic.

- The vocabulary. The first years in Italy could be a problem for a foreign student because he/she does not know many Italian words or he/she knows only the most common ones. For this reason, in the text it is important to use familiar words which the student can find in every-day life.

There is a vocabulary which contains the most frequent and common Italian words, called "Vocabolario di Base", written by Tullio di Mauro.

- The syntax. Syntax is one of the aspects that create many obstacles in the process of comprehension of the text. Short sentences are better than long ones. Also the structure should respect the traditional word order: Subject-Verb-Complement.

3.4 Different methods of simplification

There are several simplification methods that teachers can use to make the text more comprehensible. In this paragraph we will explain three of them. The teacher can modify the text making some changes in the text, adapt the text or rewrite the text completely (D'Annunzio, Luise, 2008).

- Modification of the text directly in the text. It requires less work for the teachers than the others. In the text the teacher deletes the elements that he/she considers useless or difficult for the student. He can do the notes directly in the text or on a different paper. Also he/she can use different colour to underline important words or to make clear some passages. Furthermore he/she can add something new. We can consider this way of simplification as “home-made” but useful for the student to have an idea about the meaning of the text.

- Adaptation of the text. This technique takes more time for the teacher because it is divided into different passages. The first thing to do is to read the text and try to find all the linguistic difficulties that it contains and the analysis of the content. There are some features that create more problems than the others: the length of the sentences and of text, the vocabulary, the metaphoric use of the language, the syntactic structure of the sentence, the use of implicit linkers, the presence of too much information in the text, the complex organization of the information in the text, the presence of different styles in the same text and the presence of elements which belong to the culture. These elements are present in all the didactic texts but they could create problems to foreign students. To make the text clear and understandable the teachers should use different supports such as: schemes, graphics, and activities that can guide the comprehension of the text.

- Creation of a new text using the original one as a support. This is the most difficult way of simplification but it should be taken into consideration when there are not texts

suitable for the students and the class. The teacher has to write the text using specific and strict rules of writing. Morphology, syntax and organization of the text should be modified if it is necessary.

3.5 How to simplify a text

We said that simplify a text means change it or modify it, it depends on the situation. In general, we can say that when you make a text simpler, it is necessary to adapt three aspects: the content, the form and the language.

- The content. Adapting the content means use didactic strategies which are based on student's previous knowledge, concentration on the task and motivation to do the task. It is important to know student's background in order to create activities that make references to student's previous knowledge.

- The organization of the text. Adapting the form means modifying the structure of the text in order to make it clear. Paragraphs are useful to organize the text; titles are important to give an anticipation of the topic of the text. They need to respect the traditional word order, Subject Verb Object and they have to sum up the main idea of the text. Other important strategies are highlight specific terms, some key-words and make clear the change of the topic in the text. It could be useful a little glossary to explain the new words and the specific terms.

- The language. Adapt the language takes more time because it deals with different aspects: syntax and vocabulary. Syntax is one of the aspects that create more problems. Modify syntax means use short, simple and clear sentences, and also prefer coordinate sentences instead of subordinate ones. Teachers should evidence and underline the relations in the text, in order to make the text clearer. On the other hand, vocabulary deals with verbs and nouns. It is better to use the present tense and active verbs; use common words and avoid terms that have more than one meaning, use explicit subject,

repeat some words, in fact, it is better the repetition than the use of several synonyms and avoid idiomatic expressions.

3.6 The role of the pictures in the lesson

Pictures are important because they are a support for students. In fact, they help the comprehension of the text, improve students' knowledge and are useful for the process of memorization. In particular, for a foreign student who does not know the language properly, pictures are the best way to make the lesson comprehensible. Foreign students through pictures understand faster and memorize the concepts in a better way. They have to be related to specific elements in the text, otherwise the student feels lost and make confusion. But, teachers should pay attention because they can have negative effects. A lesson should not be full of pictures because they can create confusion to the students and they do not help memorization. In fact, the foreign student is not able to recognize what the pictures stand for, what they represent or who they represent because he do not know many words. So, we obtain the contrary effect, because instead of helping students, they make more confusion.

It is important to take into consideration that pictures are one of the best support to make the lesson and the text more clear. Pictures have a specific task in the text, which teachers have to identify, and it must be clear for the students in the lesson.

On the contrary, pictures alone are not instruments to teach new concepts, to give the students new information. They are a support for the written or the oral text, they do not take the place of it.

3.7 How to do a lesson using a simplified text

When the teachers have to give to the students a simplified text he has to prepare them to receive it. In fact, using the simplified text without the context does not create any kind of learning or memorization of the concepts. The teacher should work on the topic of the

lesson, ask students some questions and after all he can give the simplified text to the students. At last the teacher should evaluate if the students understand the lesson and the simplified text. He can give a test with some exercise of comprehension.

We can divide the lesson in three parts: before the simplified text, during the reading of the simplified text and after the reading of the simplified text. (Grassi R., Valentini A., Buzzone Costa R., 2003).

- Before the reading. In this part of the lesson, the teacher has to involve the students in the topic, motivate them and make them curious. He can use pictures, film, and he can do a brainstorming, where every student shares his idea with the class. It is important to make reference to previous students' knowledge about the topic in order to make hypothesis.

- During the reading. The teacher gives the students the simplified text and explain it. It could be useful read the titles, focus on key-words which are underlined, understand the main ideas of the text and explain the meaning of the new words. During this part of the lesson the teacher has to make the text comprehensible for the students.

- After the reading. The teacher needs to understand if the students understood the text, and its content. For this reason, he can help them to say the text with their own words. Maps and schemes are instruments to guide students' comprehension.

3.8 Risks of simplification

Simplify a text is a useful method to make it clear simple and comprehensible for the students, but the teacher has to pay attention because there are some risks in this process of transformation. The risks deal with: the length of the sentence, the length of the text and the authenticity of the text.

- Length of the sentence. One of the criteria that the teacher has to respect to simplify a text is to make the sentences shorter. He has to pay attention when he does this operation, because he can make the sentences poor of meaning. Make a sentence shorter does not mean

make it simpler, on the contrary the length can be an obstacle for the process of comprehension. In some cases, it is better to keep subordinate clauses because they help students to understand the relationships between the sentences in the text. In fact, some linkers make the text clearer and more comprehensible for the students.

- Length of the text. Make the text shorter is good and can help students, but teachers have to modify the content of the text. In fact, a shorter text with too many information obstacles the process of comprehension. This happens, because short paragraphs contain much information, so teachers need to adapt the content to the text.

- Authenticity of simplified texts. Teachers take from the didactic material an authentic text and change it for foreign students to make it clearer and comprehensible. So, teachers create a new text with specific features. This new text is not an authentic product, because it does not represent the authentic language. Some academics think that simplified texts do not help students because they show not the real language but a modified one. This is true, but our aim is to make texts comprehensible for foreign students, so we need to adapt the original one. We can say that simplified texts are the bridges with which students can understand and learn the language. Teachers' aim is to leave simplified materials and use authentic ones.

SECOND PART: Simplified materials

INTRODUCTION

I did my internship in a Professional High School, called “Andrea Barbarigo”. It prepares students to work as receptionists, cooks and waiters. Every year the school hosts some Chinese students thanks to a project called “Progetto Milione”. According to this project, some Chinese students spend three years in this high school and attend the same lessons as the Italian ones. They start from the third year and they continue until the last one. After the final exams, their experience finishes and some of them decide to study in Italy; on the contrary, the others come back to China.

During my internship I was the foreign students’ Italian teacher and I collaborated with some of their teachers. My tutor assigned me four different classes: some students attended the third year and the others attended the last year. Among them, there were differences in their Italian language level. This was due to two important aspects: the time that they have spent in Italy and the class in which they were. In fact, two of them were alone in the class, without any Chinese student, so they need to learn Italian language better and faster than the other to be understood by the Italian colleagues. This effort got good results, in fact their Italian level was better than the other Chinese students. These two students attend the third and the last year. The girl in the third year was alone and she was well integrated in the class, and also the teachers tried to help her to understand and follow the syllabus. She was really motivated to study in Italy even if she was very shy so she had difficulty in the oral texts.

Besides them, in another class of the third year, there were three Chinese students. Their Italian level was good but they have some problems in understanding and speaking Italian language because among them they use Chinese and they practise Italian only with their colleagues and with the teachers. In addition to this, they were not well integrated in the class, so they had not a strong motivation to study Italian. On the contrary, the students of

the last year were really motivated and they wanted to continue to study in Italy, at University. In particular, she was the only Chinese student in the class, and she was very well integrated, so her Italian language was close to a mother-tongue one. I do not simplify any lesson to her, but I helped her with the final exams to study and repeat, and also to write the final paper and to find the sources to do it.

In this chapters I analyze the materials that I created and I decided to focus my attention on the lessons for the students in the third year, because there was the necessity of helping them with the syllabus and also with the language.

CHAPTER IV

ANALYSIS OF THE SIMPLIFIED MATERIALS

4.1 Introduction

In this chapter, I will analyse the simplified lessons that I have created for the foreign students of my internship.

Serragiotto in his article explains some activities that can help the comprehension according to the different moments of the lesson. In fact, every lesson is divided into three parts: before the reading of the text, during the reading of the text and after the reading of the text.

- Before the reading. The teacher could give the students some materials in their mother tongue, or discuss the subject of the text in order to motivate the students. In addition to this, it could be useful the selection of the key words in order to make clear the main subject of the text but also pictures and translations can help students to understand the general meaning of the text.

- During the reading. The teacher could use pictures, or gestures to help the students to understand what the text is saying. Besides this, the tone of the voice is important. In fact, changing the volume of the voice is useful to make clear the changes in the text. It is important also to use graphics or diagrams to show the relation between the different parts of the text.

- After the reading. The teacher should prepare some activities related to the text to test the level of understanding of the students, such as questions and answers which concern the text, or can ask students to make a summary of the text with their own words. In addition to this, it could be useful, to link the text with other texts which are similar in the themes or in the structure.

According to Balboni (2013), students who have a limited competence in the language of the text that they have to analyse, are not able to understand the whole text and so the teacher has to start from an *extensive comprehension* to reach the *intensive comprehension*. The first one begins with an observation and a comment of the external elements of the text such as: pictures, titles and subtitles. This part of the lesson stimulates students' motivation who make hypotheses about the meaning of the text with their colleagues in the class. The external information of the text is called *para-text*. Another moment of the *extensive comprehension* is the *skimming*, which is the understanding of the global meaning of the text. The *scanning* follows it, and it is the comprehension of the most specific information of the text. At the end of the process, as the student is able to understand both the global meaning of the text, and the most detailed information, the teacher asks students to focus on some specific aspects that he/she decides. This process is called *modal focusing* by neuro- linguistics.

At the beginning, it has been said that the teacher starts from the *extensive comprehension* to reach the *intensive comprehension*. If in the class there are students with a limited knowledge in the language, the *intensive comprehension* does not take place because it is deeper than the *extensive* one and it concerns socio-cultural and pragmatic aspects. They are not said directly in the text but they can be considered a part of it.

In the next paragraph I will show some lessons and I will analyse the structure, the comprehension activities and the results.

4.2 First lesson: LA PASTA- CIBO TIPICO ITALIANO

This is a food lesson and it explains a typical Italian food: *pasta*. The technology device that I use to create the lesson is the *power point* presentation. In this way, I can make in contact pictures and text at the same time.

4.2.1 The different moments of the lesson

I can divide my lesson into three parts: before the reading, , during the reading and after the reading of the simplified text.

- Before the reading

In the first part, I make the students comfortable with the topic and I motivate them; I ask them about their habits in China and their typical food: the rice. I explain them what pasta is and how much important it is for Italian people. At the same time, they explain me the importance of the rice for the Chinese country. I give them the meaning of the new words and I help them to understand the relations between text and pictures;

- During the reading

In the second part, I explain the simplified lesson to them and I answer to their questions and doubts about the meaning of the words that they do not know. In addition to this, I make clear the relation between the different parts of the text;

- After the reading

I ask them to summarize the lesson with their own words to understand if they have understood the text. I prepare some comprehension activities and we discuss about the importance of rice and pasta, not only because they are respectively the typical food of China and of Italy, but also they represent a strong tradition in these countries.

4.2.2 The structure of the power point presentation

The power point presentation is composed of several slides, which concern different aspects of the main topic, the *pasta*. In each slide, I am going to employ some simplification techniques according to students' level and skills. This lesson has been made for students of the third year.

Slide 1

UN PIATTO DI PASTA



LA PASTA

Cibo tipico italiano

PASTA



www.vesuviolive.it; www.ricettein30minuti.it

In the first slide, I am going to write the topic of the lesson and around it, I am going to put some images in order to be clearer. We have said that one of the techniques of simplification is showing words and pictures together to make the comprehension more effective. The student will understand better the topic you are explaining.

Slide 2

Che cos'è la pasta?

La pasta è un prodotto che si ottiene dalla

TRAFILAZIONE, LAMINAZIONE ED ESSICCAMENTO

di alcuni prodotti:

- LA **SEMOLA DI GRANO DURO** + L'ACQUA
- IL **SEMOLATO DI GRANO DURO** + L'ACQUA



SEMOLA DI GRANO DURO

SEMOLATO DI GRANO DURO

www.adimana.co.uk; www.blog.saporideisassi.it; cristine89.blogspot.it

I am going to give a definition of pasta using some key words that I put in capital letters, because they have to be memorized by the students. I am going to explain the two main ingredients that are used to make pasta and I am going to write them both in capital letters and in bold, because they are the most significant words of the lesson. As in the previous slide, I am going to include some pictures to be clearer.

Slide 3

Esistono due principali tipi di pasta:

1. LA PASTA SECCA
2. LA PASTA FRESCA

<p>PASTA SECCA</p> 	<p>PASTA FRESCA</p> 
---	---

www.blog.giallozafferano.it; www.panificiocupioli.it

I am going to list the two main categories of pasta. I am going to write few words and I am going to include some pictures. *Pasta* can be classified into two main categories: *secca* and *fresca*. In the next slides, I will explain the differences between the two kinds.

Slide 4

La **PASTA SECCA** è un tipo di pasta che viene fatta solo con SFARINATI di GRANO DURO.

Per fare la pasta secca ci sono diverse fasi:

1. Impastamento
2. Gramolatura
3. Trafilatura
4. Essiccamento
5. Confezionamento



PASTA SECCA

www.ingrossosilcos.wordpress.com

I am going to write some words in bold to make clear what the main subject of the slide is. In this slide I am going to speak about *pasta secca* and I am going to list the phases of the process with which it can be made. I am not going to describe each of them it would be difficult for foreign students to understand. I am going to write the different phases in capital letters to show the importance of those words.

Slide 5

LA **PASTA FRESCA** è un tipo di pasta che viene fatta con la FARINA DI GRANO TENERO.

Si chiama FRESCA perché, a differenza della secca non viene essiccata.



PASTA FRESCA



PASTA FRESCA

www.salepepe.it; www.storci.com

I am going to focus my attention on the second category of pasta: *pasta fresca*, which I am going to write in bold to show that it is the main subject of the slide. I am going to explain the difference between the two categories. There are some pictures of this category.

Slide 6

PASTE SPECIALI
Sono paste fresche o secche che contengono altri ingredienti come gli spinaci, le noci, o la carne.
Ci sono diversi tipi di paste speciali: le paste ripiene e le paste colorate, ad esempio.



UN TIPO DI PASTA COLORATA UN TIPO DI PASTA RIPIENA

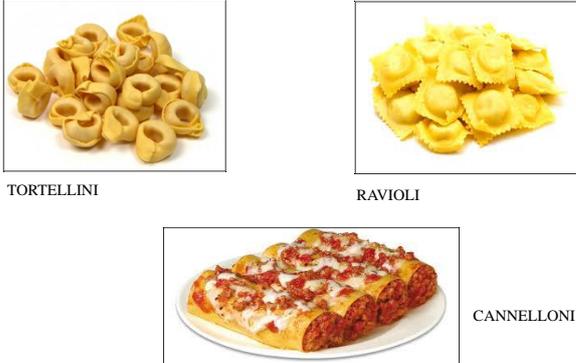
www.lascodella.it

Between the two big categories of *pasta*, it can be curious knowing that there is a group, which is called *paste speciali*. They are called like this because they have different shapes or they contain some ingredients. In this slide, I am going to speak about this group and I am going to include some pictures to be clearer.

Slide 7

LE PASTE RIPIENE

Le paste ripiene sono paste speciali che contengono alcuni ingredienti come la carne, le noci, gli spinaci. Sono paste ripiene: i tortellini, i ravioli e i cannelloni....



The image contains three separate photographs of pasta. The top-left photo shows a pile of small, ring-shaped tortellini. The top-right photo shows a pile of larger, semi-circular ravioli. The bottom-center photo shows a rectangular cannelloni pasta filled with meat and cheese, topped with a tomato sauce.

TORTELLINI RAVIOLI

CANNELLONI

(Source of the pictures: www.gustiditalia.com; www.saporitogroup.it; www.giallozafferano.it)

I am going to describe the first group between the special kinds of pasta: *le paste ripiene*. They are called like this because they contain some ingredients, such as the meat or some vegetables.

Slide 8

LE PASTE COLORATE

Sono delle paste speciali che invece di avere il colore tradizionale, hanno un colore diverso, tipo verde, arancione, o altri.



The image contains three photographs of colorful pasta. The top-left photo shows several multi-colored bow-tie pasta pieces on a dark blue background. The top-right photo shows a large pile of multi-colored fusilli pasta. The bottom-center photo shows a single multi-colored bow-tie pasta piece.

PASTA COLORATA PASTA COLORATA

PASTA COLORATA

www.ilovesestocalende.it; www.bucataras.ro; www.theartofeatingitalian.wordpress.com

I am going to speak about the second group : *le paste colorate*. They are called like this because they are of different colours and they are beautiful to see.

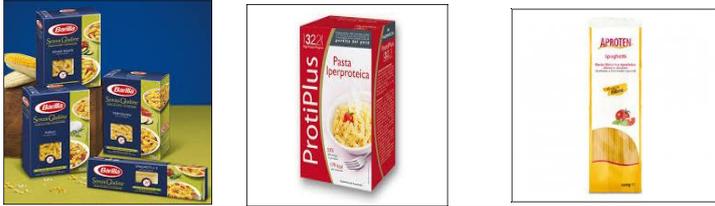
Slide 9

LE PASTE DIETETICHE

Sono tipi di pasta che hanno particolari proprietà dietetiche. Sono fatte per persone che hanno dei problemi, come le persone diabetiche, oppure persone celiache. Le persone celiache sono persone allergiche al glutine. Sono di tre tipi:

1. PASTA SENZA GLUTINE: per le persone celiache
2. PASTA IPERPROTEICA: un tipo di pasta che ha tante proteine
3. PASTA IPOIODICA: un tipo di pasta che ha poco sale

PASTA SENZA GLUTINE PASTA IPERPROTEICA PASTA IPOIODICA



www.opinioni.it; www.protiplus.ddo.net; www.aproten.it

I am going to explain some kinds of pasta, which are made for people who have some health problems, so they cannot introduce in their diet sugar or gluten. These kinds of pasta are divided into three categories: pasta without gluten for the people who suffer from celiac disease; pasta with lots of proteins and pasta with a less quantity of salt.

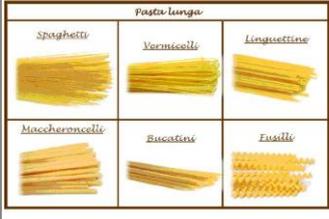
Slide 10

I FORMATI DELLA PASTA

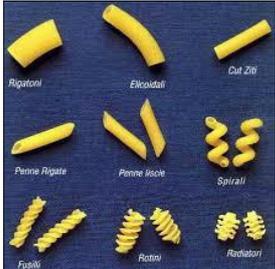
Esistono tre principali tipi di pasta:

1. PASTA LUNGA: spaghetti
2. PASTA CORTA: penne
3. PASTA STAMPATA: stelline

DIVERSI TIPI DI PASTA LUNGA



DIVERSI TIPI DI PASTA CORTA



PASTA DISEGNATA-LE STELLINE



www.members.aon.at; www.pastapernoster.altervista.org; www.itdepositphotos.com

I am going to speak about different shapes that pasta can have. They are divided into three categories: long, short or *stampata*. The last group includes some particular kinds of pasta that have different shapes, such as: stars or wheels.

Slide 11

VALORE NUTRITIVO DELLA PASTA

La pasta:
È ricca di AMIDO (70%)
Contiene le PROTEINE (10%)
Dà molta ENERGIA

AMIDO



AMIDO

www.ciaomamme.it

I am going to speak about the importance of eating pasta in our diet. In fact, pasta is rich of starch, proteins and it gives energy to our organism in order to work or study and other important activities in every-day life.

Slide 12

PASTA e PANE

La pasta è migliore del pane per alcuni elementi:

- Viene preparata con grani duri
- Quando viene cotta la pasta aumenta di peso, quindi la fame non si sente per tanto tempo
- Si digerisce più facilmente
- È migliore per l'attività cerebrale

PANE



PASTA



www.vesuviolive.it; www.campaniasuweb.it

In this slide, I am going to compare pasta and bread, and I am going to explain the reason why pasta is better than bread according to some elements. They are both important foods in our Mediterranean diet, and they have similar characteristics. To help the students in the explanation I put some pictures that show the two foods.

4.2.3 The techniques of simplification

The techniques of simplification that I employ in this lesson are:

- Pictures related to the words;
- Use of the Present tense in most of them;
- Use of the Active form in most of them;
- Use of the bold and capital letters to distinguish some important words;
- Use of lists to make the explanation clearer.

4.2.4 The comprehension activity

After having explained and analysed this lesson with the students I have prepared some comprehension activities to understand if the lesson has been clear or if there are some doubts. I have given them a paper with some exercises to solve and I have verified their skills and their knowledge about the topic. The activities are various to motivate them and to test the vocabulary, because it is an essential part of this subject:

- **FILL IN THE GAPS.** It is a short text, which lacks of some words. Students have to complete the text with the correct word. The words that need to be replaced are meaning words and not grammatical ones, because I want to test if the students have understood the vocabulary of the lesson. I give them the words to fill in to facilitate them;
- **JIGSAW.** In this, students have to connect the word with its explanation. It shows if they have understood the meaning of the words given;

- **JIGSAW.** In this exercise, students have to connect the pictures with their definition. This is a different way of doing the jigsaw and it tests students' ability of recognizing the correspondence between a word and its image, which represents and defines it. I have used the same pictures of the lesson to facilitate them;

- **MULTIPLE CHOICES.** In this exercise, students have to choose the right alternative to complete the sentence. I have decided to give them the different alternatives to help them in the solving. This is a kind of exercise which can have many variants and this is one of them.

I have decided to give these kinds of exercises according to students' language level and students' knowledge. I do not take into consideration exercises of production because they have still a limited competence in the language that they are using. In addition to this, in the exercises, I have used the same words as in the lessons to facilitate them.

I gave this comprehension activity to the students. As the lesson, it respects some techniques of simplification

LA PASTA

1. Completa con la parola che manca. Scegli tra quelle scritte sotto.

Attenzione: non sono in ordine!!

Prodotto, secca, farina, colorata, fresca, acqua, semola, semolato

La pasta è un _____ ottenuto dalla trafilazione, laminazione, ed essiccamento di impasti preparati con: _____ di grano duro insieme ad _____ e _____ di grano duro insieme ad _____.

Ci sono due tipi principali di pasta: _____ e _____.

2. Collega le parole alle definizioni

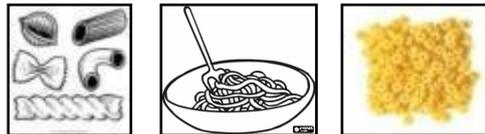
PASTA SECCA È un tipo di che contiene ingredienti aggiunti come carne o spinaci

PASTA FRESCA È prodotta con la farina di grano tenero e non viene essiccata

PASTA COLORATA È molto bella da vedere perché è di tanti colori

PASTA RIPIENA È prodotta con la farina di grano duro e viene essiccata

3. Abbina i disegni alle parole. Scrivi sotto il disegno la sua definizione



PASTA LUNGA PASTA CORTA PASTA DISEGNATA

4. Cerchia l'alternativa corretta

- a. La pasta è ricca di amido/glucosio
- b. La pasta contiene i glucidi/le proteine
- c. La pasta ha un basso/alto valore biologico
- d. La pasta dà molta/poca energia

4.2.5 The results of the activities

Students understand and complete all the exercises. The answers were correct and after all, we repeated the lesson together. In addition to this, they used the activity as a scheme to study and they were able to say the lesson with their own words.

This is the comprehension activity that a student has done. I will call her L. She has a good language level and she answers correct to all the questions; she writes the words correctly without any mistakes.

Molitura 5

LA PASTA

1. Completa con la parola che manca. Scegli tra quelle che ci sono

ATTENZIONE: ci sono alcune parole in più. Metti solo quelle giuste!!!

Secca, prodotto, farina, semola, prodotto, colorata, acqua, fresca, semolato

La pasta è un prodotto ottenuto dalla trafilazione, laminazione, ed essiccamento di impasti preparati con: semola di grano duro insieme ad acqua e semolato di grano duro insieme ad acqua.

Ci sono due tipi principali di pasta: Pasta secca e Pasta fresca.

2. Collega le parole alle definizioni

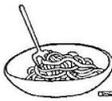
<input checked="" type="checkbox"/> PASTA SECCA	<input checked="" type="checkbox"/> È un tipo di che contiene ingredienti come carne o spinaci
<input checked="" type="checkbox"/> PASTA FRESCA	<input checked="" type="checkbox"/> È prodotta con la farina di grano tenero e non viene essiccata
<input checked="" type="checkbox"/> PASTA COLORATA	<input checked="" type="checkbox"/> È molto bella da vedere perché è di tanti colori
<input checked="" type="checkbox"/> PASTA RIPIENA	<input checked="" type="checkbox"/> È prodotta con la farina di grano duro e viene essiccata

4/4

3. Abbina i disegni alle parole. Scrivi sotto il disegno la sua definizione



Pasta Corta



Pasta Lunga



↑
STELLE Pasta Disegnata

PASTA LUNGA

PASTA CORTA

PASTA DISEGNATA

3/3

4. Cerchia l'alternativa corretta

- La pasta è ricca di amido/glucosio
- La pasta contiene i glucidi/le proteine
- La pasta ha un basso/alto valore biologico
- La pasta dà molta/poca energia

4/4

4.3 Second lesson: GIOVANNI BOCCACCIO-IL DECAMERONE

In this lesson, I will speak about Giovanni Boccaccio's life and the importance of his masterpiece, "Decameron". This lesson was one of the last ones that I did with them, so

their language level has improved therefore I have decided to include new elements in the lesson and in the comprehension activity.

4.3.1 The different moments of the lesson

I can divide my lesson into three parts: before the reading, during the reading and after the reading of the simplified text.

- Before the reading

In this part of the lesson, I try to motivate students to study this topic. I ask them if they have studied a Chinese author, who is considered very important in order to compare him/her to Boccaccio. I start asking them some questions to understand the main theme of the lesson and I help them to find out the key words of the text;

- During the reading

In this part, I give to students the meaning of some unknown words, and I guide the reading using pictures, which then I have included in the slides. I help them to understand the chronological order of the events of Giovanni Boccaccio's life through the employment of the dates that I have emphasized in the text;

- After the reading

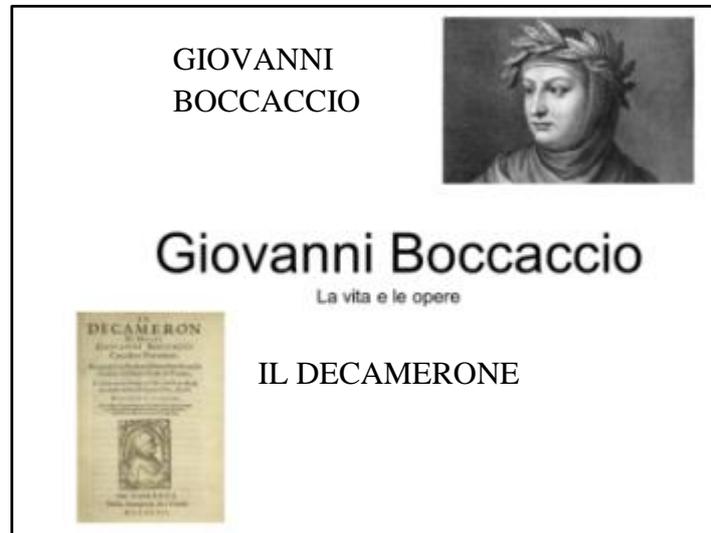
In this moment of the lesson, I give them some comprehension activities to verify their level of knowledge about the topic and to make clear if there are some doubts. In addition to this, I ask them to summarize the lesson very briefly using their own words.

4.3.2 The structure of the power point presentation

The lesson is composed of several slides, which focus on different aspects of Giovanni Boccaccio's life. I have selected the most significant information of his biography because they are important to understand his masterpiece "Decameron". In all of these parts, I have employed some techniques of simplification according to their language level and their

knowledge. I have decided to divide the lesson into two parts: the first one, describes Boccaccio's life, and the second one explains the main feature of his masterpiece.

First slide



www.letteraturaitaliana.altervista.org; www.umbertocantone.it

I am going to write only author's name and surname "Giovanni Boccaccio" and other two words "La vita e le opere". These few words show the main topics of the lesson to the students. I am going to include two pictures, one refers to the author and the other one refers to his major work.

Second slide

A slide with a white background and a black border. At the top left, the title 'LA VITA' is written in bold, black, uppercase letters. Below it, there are three paragraphs of text in a black sans-serif font. The first paragraph says: 'Giovanni Boccaccio nasce a Certaldo nel 1313. È figlio illegittimo (=nato fuori dal matrimonio) di un ricco mercante.' The second paragraph says: 'Studia a Firenze, e nel 1327 si trasferisce a Napoli con il padre.' The third paragraph says: 'In questo periodo conosce la famiglia d'Angiò. È molto importante perché grazie a lei Boccaccio si appassiona alla letteratura. In particolare, il Re Roberto d'Angiò è un uomo che aveva molta cultura e la sua corte è un centro molto importante per gli studi letterari.' Below the text, there are three images. On the left is a photograph of a stone archway with a wooden door, labeled 'Casa di Boccaccio' in black text below it. In the middle is a photograph of a narrow street in Certaldo. On the right is a painting of King Robert of Anjou, labeled 'Roberto D'Angiò' in black text above it.

www.freevax.it; www.testbarga.it; www.storiadifirenze.it

I am going to tell about the author's life with very simple words and the present tense. I am going to use some new words, such as "Illegittimo" and so I am going to put into brackets the meaning of the words. I am going to include some pictures that describe the people and the places that appear in the biography.

Third slide

A Napoli, Boccaccio, conosce la figlia del re, Maria d'Angiò. Questa donna la troviamo in tante opere dello scrittore, compreso il Decamerone, però con un nome diverso: **FIAMMETTA**.

Nel 1340 Boccaccio e suo padre tornano a Firenze e lo scrittore inizia a frequentare gli ambienti politici.

Nel 1348 il padre muore a causa della peste.

Nel 1350 conosce Petrarca, che lo aiuta ad approfondire gli studi classici.

Tra il 1360 e il 1365 Boccaccio viene allontanato dalla vita politica così decide di tornare a Certaldo, la sua città natale, dove muore nel 1375.



Firenze

Napoli

Maria d'Angiò

www.it.m.wikipedia.org; www.italia.it; www.wikipedia.it

I am going to continue speaking about Giovanni Boccaccio's life. I am going to use few words and the present tense as in the previous slide. I am going to write in bold some words, which are important, such as "Fiammetta", "1348" and "peste". I have emphasized these words because they are important to understand the "Decameron". As in the slide before I am going to include some pictures that are followed by a title which describes the places and the people that are represented.

In the second part of the lesson, I am going to analyse the main features of the "Decameron".

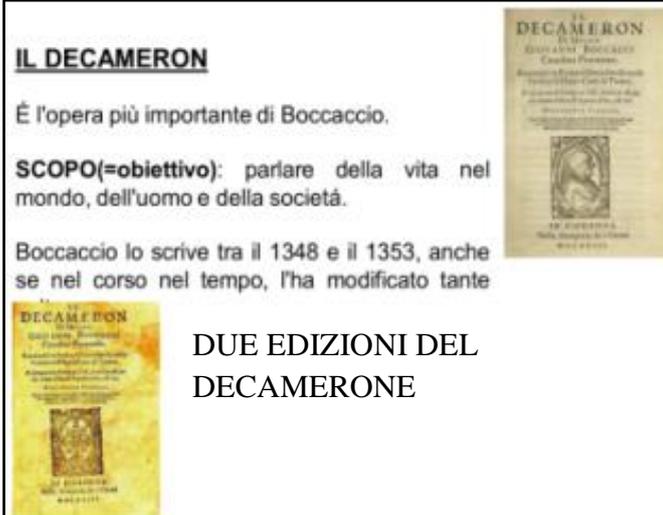
First slide

IL DECAMERON

È l'opera più importante di Boccaccio.

SCOPO(=obiettivo): parlare della vita nel mondo, dell'uomo e della società.

Boccaccio lo scrive tra il 1348 e il 1353, anche se nel corso nel tempo, l'ha modificato tante



DUE EDIZIONI DEL DECAMERONE

www.umbertocantone.it

In this slide, I am going to describe the years between which Boccaccio has written the masterpiece and its aim. There are some pictures that represent the cover of the book.

Second slide

LA STRUTTURA

L'opera contiene 100 novelle (=storie, racconti) che vengono raccontati in 10 giorni.

Il titolo DECAMERON significa 10 giorni.

È ambientato nel 1348. È un anno molto importante perché c'è stata la PESTE NERA che ha causato tante morti in tutta Europa.

Le parti in cui si divide il DECAMERON sono:

- PROEMIO (=introduzione). Boccaccio parla in prima persona e dedica l'opera alle donne che soffrono (= stanno male) per AMORE.
- LE STORIE DEI PERSONAGGI. Ogni giorno i giovani raccontano 10 storie.
- CONCLUSIONE. Boccaccio saluta il suo pubblico femminile.



RAGAZZI CHE NARRANO LE STORIE

www.schoolworkhelper.net

Slides have a title which anticipates the main subject. This one is entitled “struttura” because it is going to explain the structure of the “Decameron”.

Third slide

COME INIZIA L'OPERA?

Un martedì mattina del 1348 a Firenze si incontrano 7 ragazze e 3 ragazzi.

Per non ammalarsi di peste decidono di andare in campagna per un po' di tempo sperando di vivere felici.

Per passare il tempo, una delle ragazze, ha un'idea: scegliere ogni giorno un re o una regina che decidono come organizzare la giornata.

I giovani (=ragazzi) raccontano a turno una novella (=racconto, storia). Ogni giorno 10 ragazzi raccontano una storia. In questo modo passano 10 giorni.

In tutto le novelle sono 100.

RAGAZZI CHE RACCONTANO LE STORIE



www.schoolworkhelper.net

It is entitled “Come inizia l’opera?” because it is going to explain the beginning of the story.

Fourth slide

I PERSONAGGI

I nomi dei personaggi sono importanti perché ci dicono qualche caratteristica del loro carattere.

Per esempio, **FIAMMETTA**

Il nome FIAMMETTA deriva da FIAMMA (=fuoco). Questo significa che FIAMMETTA è una ragazza che brucia d'amore, come una fiamma.



Per esempio, **PANFILO**.

Questo nome deriva dal (=viene dal) greco e significa "quello che ama tutto".



www.wikipedia.it; www.decameron.dodurodon.org

It is entitled “I personaggi” but it is not going to list all the name of the protagonists of the masterpiece. On the contrary, it is going to explain the reason why people's names are important. I am going to exemplify this concept through two people, a woman and a man, and I am going to include their portraits.

Fifth slide

I TEMI (= gli argomenti) del Decameron
Il tema principale è l'AMORE.
Ci sono altri temi:
DIFETTI (=cose sbagliate/brutte) delle persone
PREGI(=cose belle/giuste) delle persone.



LA LINGUA CHE BOCCACCIO USA
La lingua che Boccaccio usa è il dialetto FIORENTINO.
IL FIORENTINO è un dialetto che si parla in Toscana, nella città di Firenze.

www.it.m.wikipedia.org

It is going to explain two important aspects of the masterpiece: the theme and the language that Boccaccio has used. I am going to list the three main themes that Boccaccio has developed: love, qualities and flaws. According to the fact that love is the main one, I am going to represent it with a big heart. In addition to this, the slide are going to speak about the language of the masterpiece.

4.3.3 The simplification techniques

The simplification techniques that I have employed in this lesson are:

- Use of the present tense and the active form;
- Use of a simple vocabulary that students can found in everyday life;
- Use of capital letters and bold;
- A short explanation of the unknown word, in brackets;
- Underline the sentences that I consider important to understand the author and his work;
- Pictures and words together to make clearer the concepts;
- Titles at the beginning of the slides to anticipate the main subject.

4.3.4 The comprehension activity

When I have finished to explain the whole lesson about Boccaccio I have decided to prepare some activities to verify if students have understood the topic. In the exercises the words that can create some problems of understanding are explained in brackets.

The exercises belong to different categories:

- **FILL IN THE GAPS.** In this exercise, students have to complete the sentences with the correct word. I do not give to the students the box with the words that they have to write to facilitate them;
- **MULTIPLE CHOICE.** In this exercise, students have to read carefully the sentence and they have to decide if it is true or false. The sentences concern both Boccaccio's life and the "Decameron";
- **QUESTIONS AND ANSWERS.** I give to the students some questions to answer which do not require "open" answers but they focus on specific aspects. In this way, I do not make them confused and they know how to answer in a correct way;
- **MULTIPLE CHOICES.** In this exercise, they have to recognize the correct answer among the different alternatives. At the same time, the exercise contains a JIGSAW, so to choose the right alternative they need to put in order the words of the sentences;
- **FILL IN THE GAPS.** In this exercise, students have to complete a text where some sentences are missing. This is more difficult than the others are, so I have helped them during the exercise. They wrote what they remembered using the language competence that they had;
- **PRODUCTION.** This is an exercise where students have to write the right words in the circle. It is difficult because they have to think about the way in which the word is written.

This is the comprehension activity:

ATTIVITA'

GIOVANNI BOCCACCIO

VITA E OPERE

Adesso TOCCA A TE!!

Leggi la presentazione sulla vita e le opere di Giovanni Boccaccio e fai queste attività.

1. Completa le frasi con la parola o il numero che manca:

Giovanni Boccaccio nasce a Certaldo nel _____. E' un figlio illegittimo (=nato fuori da matrimonio) di un ricco mercante.

Studia a _____ e nel 1327 si trasferisce a Napoli con il padre.

A Napoli conosce la _____ grazie alla quale si appassiona alla letteratura.

In particolare, il Re _____ è un uomo di grande cultura (= che ha studiato molto) e la sua corte è un centro importante per gli studi _____.

2. Decidi se le seguenti frasi sono vere(V) o false(F)

- A Napoli, Boccaccio conosce Maria d'Angiò V F
- Fiammetta è un personaggio del Decamerone V F
- Nel 1340 Boccaccio torna a Firenze e lascia il padre a Napoli V F
- Nel 1348 il padre di Boccaccio muore a causa della peste V F
- Boccaccio nel 1350 conosce Dante Alighieri V F
- Boccaccio muore a Firenze nel 1375 V F

3. Rispondi a queste domande

a. Qual è lo SCOPO del Decameron?

b. In quale anno Boccaccio scrive il Decameron?

4. Scegli la risposta corretta tra le varie alternative che ci sono:

a. L'opera contiene:

- 100 novelle
- 10 novelle
- 1 novella

b. Quanti sono i giorni in cui i ragazzi raccontano le novelle?

- 100
- 1
- 10

c. In quale anno è ambientato il Decameron?

- 1448
- 1348
- 1548

d. Quali sono le parti del Decameron?

ATTENZIONE!!! Leggi bene le risposte. Solo una risposta ha le parti in ordine esatto!!

- Conclusione, Proemio, Storie dei personaggi
- Proemio, Storie dei personaggi, Conclusione
- Storie dei personaggi, Proemio, Conclusione

5. Completa le frasi

Un martedì mattina del _____ a Firenze si incontrano 7 ragazzi e 3 ragazze.

Decidono di andare in campagna per un po' di tempo per non

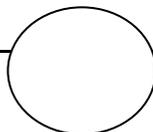
Ogni _____ giorno _____ i _____ giovani _____ raccontano

In _____ tutto _____ le _____ novelle _____ sono

I _____ nomi _____ dei _____ personaggi _____ sono _____ importanti _____ perché

La _____ lingua _____ che _____ Boccaccio _____ usa _____ nel _____ Decameron _____ è _____ il _____ dialetto

6. Scrivi dentro il cerchio i temi(= gli argomenti) del Decameron



4.3.5 The results of the comprehension activity

The majority of the students has answered to all the questions. Some of them are wrong because the answers are not related to the questions; some others are wrong because they have made mistakes like names, places or dates. This is important because it shows the fact that the global meaning of the lesson has been understood and only some specific parts are confused. Another important thing is that the instructions have been understood because no one of the students has made a mistake because she/he does not know how to solve the exercise.

This is a comprehension activity that has been done by a student who I will call G. As I said, she has answered to the majority of the questions and she has completed all the exercises. Moreover, It is significant to observe that in the exercises where she had to write something, she has copied the same words of the lesson because she has memorized them. On the contrary, in the exercises where she had to complete the sentence with one word, she has not made many mistakes. The exercises where she has got the best results are the multiple choices because she had not to write anything but only she had to choose the right alternative. In addition to this, it is significant to observe the use of the student's mother tongue to understand some words which are not common as the others.

RE = fare qualcosa per qualcuno

ATTIVITA'

GIOVANNI BOCCACCIO

VITA E OPERE

mettiamo

scardiamo

Adesso TOCCA A TE!!

Leggi la presentazione sulla vita e le opere di Giovanni Boccaccio e fai queste attività.

1. Completa le frasi con la parola o il numero che manca:

Giovanni Boccaccio nasce a Certaldo nel 1313. E' un figlio illegittimo (=nato fuori da matrimonio) di un ricco mercante.

Studia a Firenze e nel 1327 si trasferisce a Napoli con il padre.

A Napoli conosce la famiglia d'Angiò grazie alla quale si appassiona alla letteratura.

In particolare, il Re Roberto è un uomo di grande cultura (= che ha studiato molto) e la sua corte è un centro importante per gli studi letterari.

2. Decidi se le seguenti frasi sono vere(V) o false(F)

5/5

- A Napoli, Boccaccio conosce Maria d'Angiò ~~X~~ F
- Fiammetta è un personaggio del Decamerone ~~X~~ F
- Nel 1340 Boccaccio torna a Firenze e lascia il padre a Napoli V ~~X~~
- Nel 1348 il padre di Boccaccio muore a causa della peste ~~X~~ F
- Boccaccio nel 1350 conosce Dante Alighieri V ~~X~~ Chi conosce
- Boccaccio muore a Firenze nel 1375 V ~~X~~ Dove muore

5/6

3. Rispondi a queste domande

a. Qual è lo SCOPO del Decameron?

Lo scopo dell'opera è proprio quello di parlare della vita nel mondo, dell'uomo e della società.

b. In quale anno Boccaccio scrive il Decameron?

Il Decameron fu scritto tra il 1348 e il 1353, anche se Boccaccio apportò in seguito vari ritocchi

2/2

4. Scegli la risposta corretta tra le varie alternative che ci sono:

a. L'opera contiene:

1

100 ^{短篇小说} novelle
 - 10 novelle
 - 1 novella

b. Quanti sono i giorni in cui i ragazzi raccontano le novelle?
 - 100
 - 1
 10

c. In quale anno è ^{置于历史环境中} ambientato il Decameron?
 - 1448
 1348
 - 1548

d. Quali sono le parti del Decameron?
ATTENZIONE!!! Leggi bene le risposte. Solo una risposta ha le parti in ordine esatto!!
 - Conclusione, Proemio, Storie dei personaggi
 Proemio, Storie dei personaggi, Conclusione
 - Storie dei personaggi, Proemio, Conclusione

4/4

5. Completa le frasi

Un martedì mattina del 1348 a Firenze si incontrano 7 ragazzi e 3 ragazze.
 Decidono di andare in campagna per un po' di tempo per non
 peste ammalarsi di peste
 Ogni giorno i giovani raccontano NARRANO a turno una novella.
 In tutte le novelle sono cento.
 I nomi dei personaggi sono importanti perché Ci dicono qualcosa del loro carattere.
 La lingua che Boccaccio usa nel Decameron è il dialetto FIORENTINO.

3/6

6. Scrivi dentro il cerchio i temi (= gli argomenti) del Decameron.

il tema dominante è
 l'amore, ma sono presenti
 anche i difetti e le virtù
 dell'essere umano.
 L'amore, Difetti, pregi

3/3

TOT 23/26

I NOMI DEI PERSONAGGI sono importanti perché
 ci dicono qualcosa del carattere (- qualche caratteristica del

This is the comprehension activity, which has been done by another student who I will call L. She is in the same class of the previous one but her language level is better. She has answered correctly in all the exercises and even if she has used the words that I have

written in the lesson, she has been able to choose the correct information that the text required. In addition to this, different from the previous student, she has not translated some words in her mother tongue and this aspect shows that her competence is more developed than the previous student. In the exercise number two, which is a multiple choice with true or false, she has answered correctly in all the sentences and she has decided to the wrong information and to substitute it with the right one. This is important for my research because it shows that this student has understood the lesson. In addition to this, there is another important thing to underline. In the last exercise, she had to fill the circle writing the themes of the “Decameron”. The student has completed it correctly, but besides this, she has understood that the main theme of the masterpiece is “love” because it takes more space in the circle than the other themes.

ATTIVITA'
GIOVANNI BOCCACCIO
VITA E OPERE

esso TOCCA A TE!!

eggi la presentazione sulla vita e le opere di Giovanni Boccaccio e fai queste attività.

1. Completa le frasi con la parola o il numero che manca:

Giovanni Boccaccio nasce a Certaldo nel 1313. E' un figlio illegittimo (=nato fuori da matrimonio) di un ricco mercante.

Studia a Firenze e nel 1327 si trasferisce a Napoli con il padre.

A Napoli conosce la famiglia d'Angiò grazie alla quale si appassiona alla letteratura.

In particolare, il Re Roberto d'Angiò è un uomo di grande cultura (= che ha studiato molto) e la sua corte è un centro importante per gli studi letterari.

2. Decidi se le seguenti frasi sono vere(V) o false(F)

- A Napoli, Boccaccio conosce Maria d'Angiò ~~X~~ F
- Fiammetta è un personaggio del Decamerone ~~X~~ F
- Nel 1340 Boccaccio torna a Firenze e lascia il padre a Napoli V ~~X~~
- Nel 1348 il padre di Boccaccio muore a causa della peste ~~X~~ F
- Boccaccio nel 1350 conosce Dante Alighieri Petrarca V ~~X~~
- Boccaccio muore a Firenze nel 1375 V ~~X~~

3. Rispondi a queste domande

a. Qual è lo SCOPO del Decameron?

Lo scopo dell'opera è quello di parlare della vita nel mondo, dell'uomo e della società.

b. In quale anno Boccaccio scrive il Decameron?

Il Decameron fu scritto tra il 1348 e il 1353.

4. Scegli la risposta corretta tra le varie alternative che ci sono:

a. L'opera contiene:

- 100 novelle
- 10 novelle
- 1 novella

b. Quanti sono i giorni in cui i ragazzi raccontano le novelle?

- 100
- 1
- 10

c. In quale anno è ambientato il Decameron?

- 1448
- 1348
- 1548

d. Quali sono le parti del Decameron?

ATTENZIONE!!! Leggi bene le risposte. Solo una risposta ha le parti in ordine esatto!!

- Conclusione, Proemio, Storie dei personaggi
- Proemio, Storie dei personaggi, Conclusione
- Storie dei personaggi, Proemio, Conclusione

5. Completa le frasi

Un martedì mattina del 1348 a Firenze si incontrano 7 ragazze e 3 ragazzi
Decidono di andare in campagna per un po' di tempo per non

ammalarsi di peste.

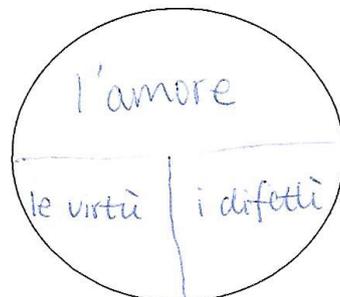
Ogni giorno i giovani raccontano a turno una novella.

In tutto le novelle sono cento.

I nomi dei personaggi sono importanti perché dicono qualcosa del loro carattere.

La lingua che Boccaccio usa nel Decameron è il dialetto fiorentino.

6. Scrivi dentro il cerchio i temi(= gli argomenti) del Decameron



4.4 Conclusion

As the results of the comprehension activity have shown, the students have learnt the subject and they have acquired new knowledge. This is important for many reasons, both linguistics and psychological. On one hand, from a linguistics point of view, they have reached a part of the competences that they need to follow the syllabus as the Italian students do. In fact, now they are able to understand the global meaning of the lessons and also they are able to have a discussion with their teachers or their colleagues using the knowledge they have. On the other hand, from a psychological point of view, they feel more motivated to study and to spend their time in Italy because they feel part of their class and they have the possibility of interacting with the other students. The collaboration between our role and the teachers has improved foreign students' language competence because we work together with a focus on the problems that foreign students have. In fact, I have followed teachers' syllabus and I have prepared the simplified lessons for foreign students' necessities. In this way, they have understood the subject of the lesson and they have studied the same program of their colleagues. In addition to this, from a psychological point of view, they had a referee who has helped them and has solved their doubts. This is an important aspect, because besides the difficulties that they have as foreigners, to have a person as a referee helps to overcome any problem.

In the next chapter I will show a research that I have done in order to understand the most useful simplification techniques according to teachers and foreign students.

CHAPTER V

THE RESEARCH

5.1 Introduction

In this section of my paper I will explain the results of my research about the most useful techniques of simplification according to students' and teachers' opinion. At the end of the internship I have given to teachers and students with whom I have collaborated a questionnaire that is structured as a multiple choice. It is composed of 16 questions and each of them refers to a simplification technique. The questionnaires have 4 different alternatives as answers: *molto*, *abbastanza*, *poco*, *no*.

The answer *molto* refers to a technique which is very useful in a simplified text in order to understand well the text and get a good result. The answer *abbastanza* refers to a technique which is useful but not necessary in all the texts, but it can be considered as an important strategy.

The answer *poco* refers to a technique which is useful but it does not help the understanding of the text and it does not make it clearer; moreover, it can be taken into consideration, it depends of the students and of the kind of text.

The answer *no* refers to a technique which is not useful and it does not help the comprehensibility of the text. It depends on the text and of the students, and it can "damage" the student instead of helping him/her. The teacher has to pay attention when he uses the different techniques.

The questionnaire has been anonymous in order to avoid affective filter or anxiety by the students or by the teachers of being criticized and judged. The questions in the two questionnaires are the same both for students and for teachers, in order to make a comparison between the two roles.

I have given questionnaires to 7 students and 3 teachers, with whom I have collaborated during my internship. The students belong to different classes. Some of them were attending the third year and the others were attending the last year of high school. The teachers teach in the same class of the students and they were specialized in Italian literature and Food. The majority of the teachers have justified their answers with a short explanation next to them in order to make clear the reason why they have answered in that way.

These are the questionnaires that I have given to students and teachers.

QUESTIONARIO PER GLI INSEGNANTI

LA SEMPLIFICAZIONE DI MATERIALE DIDATTICO.

QUAL È LA TECNICA PIU' UTILE?

Il questionario ha l'obiettivo di capire qual è la tecnica più utile nella semplificazione di materiale didattico.

Risponda alle domande mettendo una croce sulla risposta che ritiene corretta.

1. Secondo lei è utile scrivere le parole più importanti più grandi rispetto alle altre?

No- poco – abbastanza – molto

2. Secondo lei è utile nel testo sottolineare le parole più importanti?

No – poco – abbastanza – molto

3. Secondo lei è utile scrivere nel testo le parole più importanti in grassetto?

No – poco – abbastanza – molto

4. Secondo lei è utile spiegare nel testo le parole che lo studente non conosce?

No – poco – abbastanza – molto

5. Secondo lei è utile che lo studente abbia alla fine del testo un vocabolario con le parole nuove, che non conosce?

No – poco – abbastanza – molto

6. Secondo lei è utile sottolineare con un colore diverso le parole che lo studente non conosce?

No – poco – abbastanza – molto

7. Secondo lei è utile mettere insieme il testo con le immagini?

No – poco – abbastanza – molto

8. Secondo lei è utile utilizzare nel testo parole semplici, che lo studente può ritrovare anche nella sua vita quotidiana?

No – poco – abbastanza – molto

9. Secondo lei è utile prediligere le frasi brevi a quelle lunghe?

No – poco – abbastanza – molto

10. Secondo lei è utile prediligere l'uso dei verbi attivi piuttosto che quelli passivi?

No – poco – abbastanza – molto

11. Secondo lei è utile prediligere nel testo l'uso del presente piuttosto che del passato?

No – poco – abbastanza – molto

12. Secondo lei è utile usare schemi e tabelle per spiegare alcune cose?

No – poco – abbastanza – molto

13. Secondo lei è utile l'uso di una presentazione power point piena di immagini?

No – poco- abbastanza – molto

14. Trova utile dividere il testo in paragrafi con titoli e sottotitoli quando si cambia argomento?

No – poco – abbastanza – molto

15. Trova utile utilizzare un soggetto esplicito, piuttosto che un soggetto nascosto?

No – poco – abbastanza – molto

16. Trova utile abbinare le immagini alle relative definizioni?

No – poco – abbastanza - molto

QUESTIONARIO PER GLI STUDENTI

LA SEMPLIFICAZIONE DI MATERIALE DIDATTICO.

QUAL E' LA TECNICA PIU' UTILE?

Il questionario ha l'obiettivo di capire qual è la tecnica più utile nella semplificazione di materiale didattico.

Rispondi alle domande mettendo una croce sulla risposta che ritieni corretta.

1. Hai trovato utile vedere nel testo le parole più importanti scritte più grandi rispetto alle altre?

No – poco – abbastanza – molto

2. Hai trovato utile vedere nel testo vedere le parole più importanti sottolineate?

No – poco – abbastanza – molto

3. Hai trovato utile nel testo vedere le parole più importanti scritte in grassetto?

No – poco – abbastanza – molto

4. Hai trovato utile nel testo avere la spiegazione delle parole che non conoscevi?

No – poco – abbastanza – molto

5. Hai trovato utile avere un vocabolario delle parole che non conoscevi sotto il testo?

No – poco – abbastanza – molto

6. Hai trovato utile sottolineare le parole che non conoscevi con un colore diverso?

No – poco – abbastanza – molto

7. Hai trovato utile avere il testo insieme alle immagini?

No – poco – abbastanza – molto

8. Hai trovato utile l'utilizzo nel testo di parole semplici, che usi anche nella vita quotidiana(= di tutti i giorni)?

No – poco – abbastanza – molto

9. Hai trovato utile vedere nel testo le frasi brevi invece che le frasi lunghe?

No – poco – abbastanza – molto

10. Hai trovato utile nel testo l'uso dei verbi attivi e non di quelli passivi?

No – poco – abbastanza – molto

11. Hai trovato utile nel testo l'uso del presente invece che del passato?

No – poco – abbastanza – molto

12. Hai trovato utile l'uso di schemi e tabelle per spiegare alcune cose?

No – poco – abbastanza – molto

13. Hai trovato utile l'uso di una presentazione power point piena di immagini?

No – poco – abbastanza – molto

14. Hai trovato utile la divisione in paragrafi con titoli e sottotitoli quando si cambiava argomento?

No – poco – abbastanza – molto

15. Hai trovato utile l'utilizzo di un soggetto sempre scritto invece di un soggetto nascosto?

No – poco – abbastanza – molto

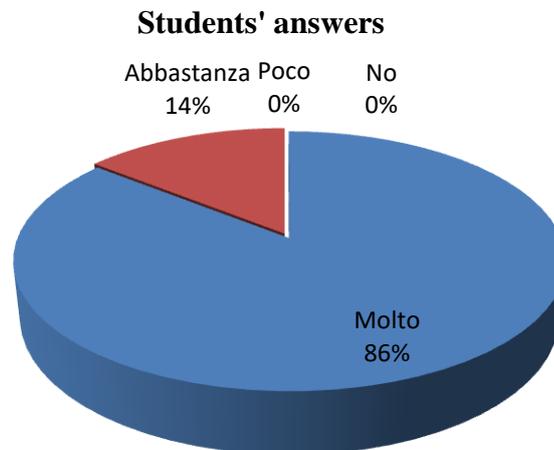
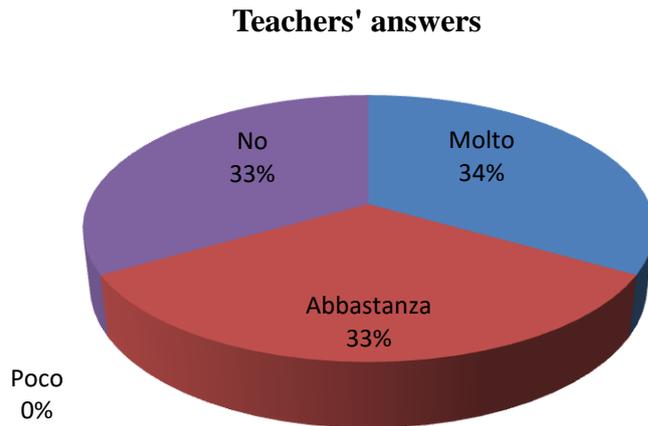
16. Hai trovato utile avere le immagini insieme alle definizioni di quello che rappresentano?

No – poco – abbastanza - molto

Question 1

Secondo lei è utile scrivere le parole più importanti rispetto alle altre?

Hai trovato utile vedere nel testo le parole più importanti scritte più grandi rispetto alle altre?



Technique of simplification

WRITING THE MOST IMPORTANT WORDS BIGGER THAN THE OTHERS

As we can infer from the diagram, this strategy is considered more useful by students than by teachers. In fact, 86% of the students have answered “molto”, so it means that they have

found this strategy very useful. No one of the students has answered “no” or “poco”. Only one student has answered “abbastanza”, but it is not a negative result.

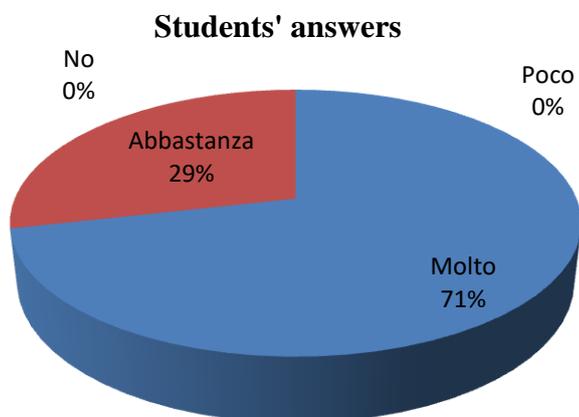
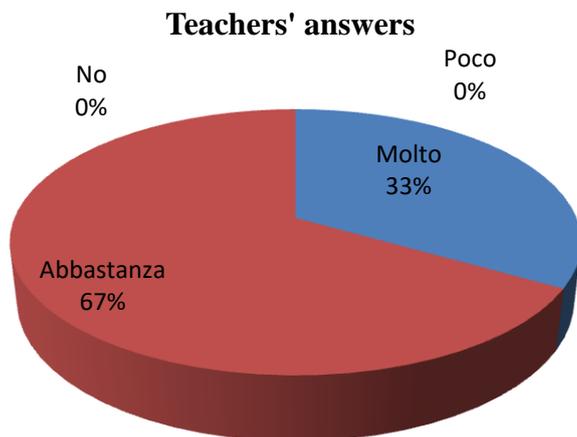
On the other hand, teachers’ diagram is different from students’ one. One of them has answered “no”, so he/she does not find this strategy useful in a simplified text. Another teacher has answered “molto”, so he/she finds this strategy very useful and the last one has answered “abbastanza”, so he/she thinks that the strategy is important, but not in all the situations. No one has answered “poco”.

If we compare the two diagrams we can say that the majority of them find this strategy useful in a simplified text.

Question 2

Secondo lei è utile nel testo sottolineare le parole più importanti?

Hai trovato utile nel testo vedere le parole più importanti sottolineate?



Technique of simplification

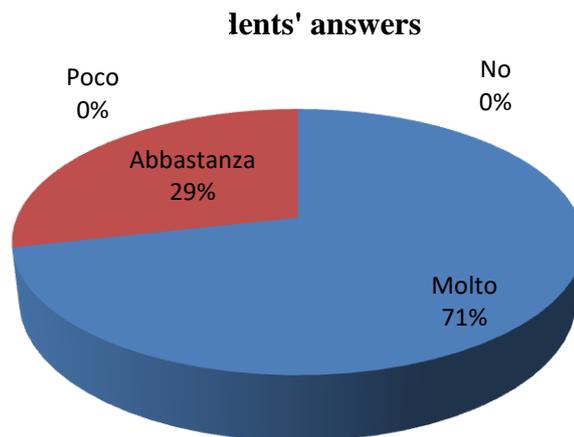
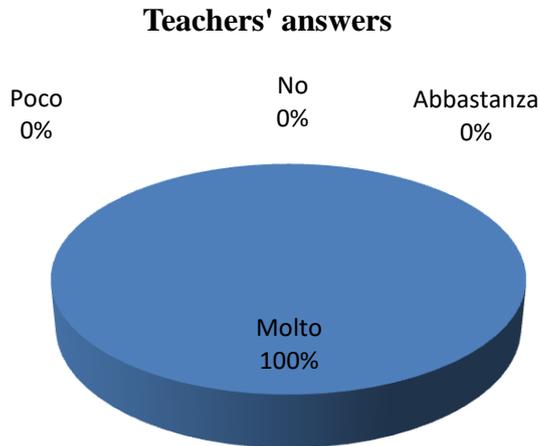
UNDERLINE THE MOST IMPORTANT WORDS

As we can deduce from the diagram we can say that both students and teachers find this technique very useful. Some of them have answered “abbastanza”, and the others have answered “molto”. We can consider “abbastanza” a positive result. No one has answered “no” or “poco”.

Question 3

Secondo lei è utile scrivere nel testo le parole più importanti in grassetto?

Hai trovato utile nel testo vedere le parole più importanti scritte in grassetto?



Technique of simplification

WRITE THE MOST IMPORTANT WORDS IN BOLD

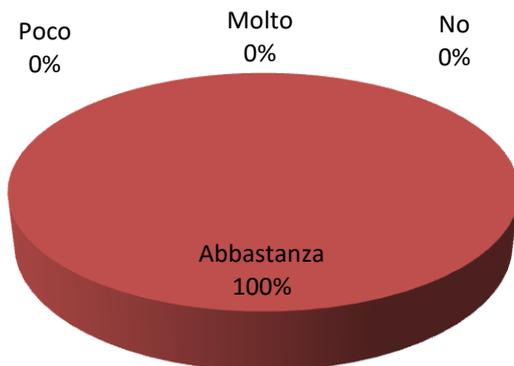
What we can infer from the diagram is that this technique is considered very useful by students and by teachers. In particular, all the teachers have answered “molto”, so they recognize that this technique can help foreign students to improve the language and to understand the lesson. As teachers, students have answered “abbastanza” e “molto”, so they consider this technique very useful for the comprehensibility of the text.

Question 4

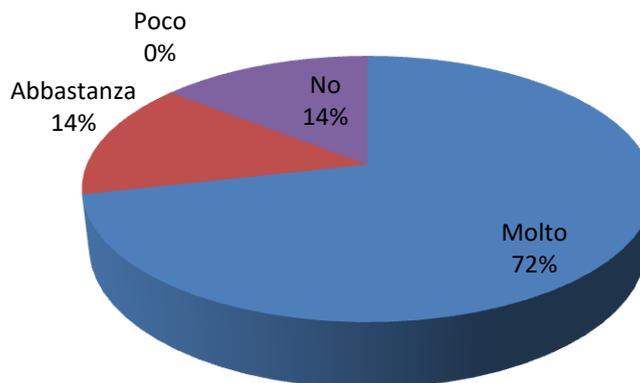
Secondo lei è utile spiegare nel testo le parole che lo studente non conosce?

Hai trovato utile nel testo avere la spiegazione delle parole che non conoscevi?

Teachers' answers



Students' answers



Technique of simplification

EXPLANATION OF THE NEW WORDS IN THE TEXT

If we compare the two diagrams we can observe that there are several results. Teachers' diagram shows that all of them have answered "abbastanza". Some of them has commented on the questionnaire, and they have said that it is important for students to look for themselves unknown words. Moreover, the explanation of the new words has to be

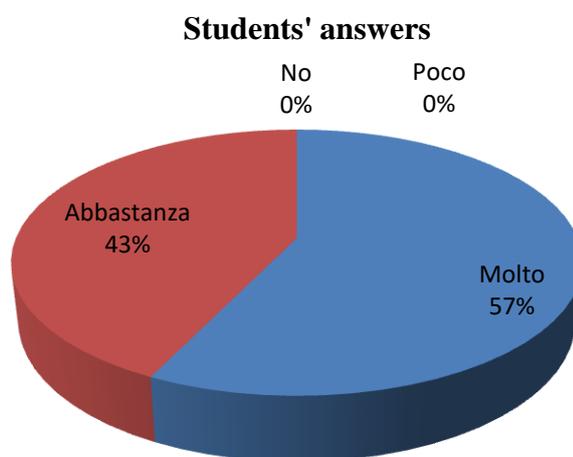
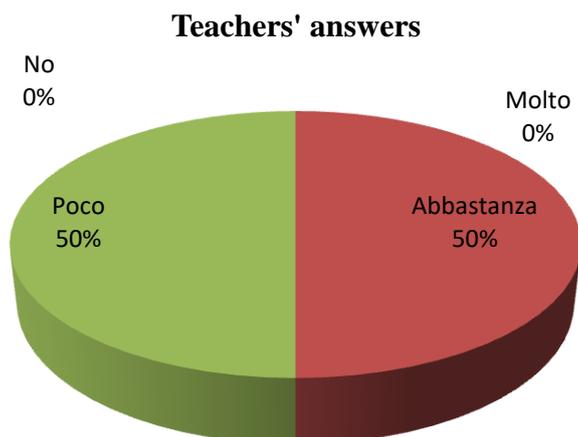
taken into consideration as a technique for the foreign students who have a very limited language knowledge.

On the other hand, if we observe students' diagram, we can say that the majority of them has answered "molto", so they consider this technique very useful. The others have answered "abbastanza". It is important to notice that few of them has answered "no", so they do not consider this technique important in a simplified text.

Question 5

Secondo lei è utile che lo studente abbia alla fine del testo un vocabolario con le parole nuove che non conosce?

Hai trovato utile avere un vocabolario delle parole che non conoscevi sotto il testo?



Technique of simplification

TO HAVE A LITTLE VOCABULARY UNDER THE TEXT

As we can infer, the diagrams show different results. Teachers' diagram is divided into two parts: some of them have answered "poco" and the others have answered "abbastanza". This means that half of them considers this technique important, in particular when students have a limited language competence. On the contrary, there are teachers that

consider this technique not significant in a simplified text because they think that students have to look for the new words by themselves to have the pleasure of discovering the meaning of the words, but also to memorize the words better.

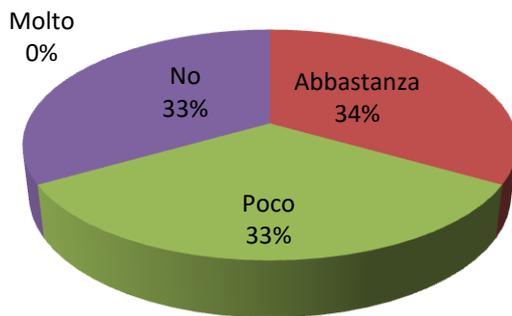
Students' diagram is divided into two parts: the majority of them has answered "molto" and the others have answered "abbastanza". In general, we can say that students find this technique very useful, different from what teachers think.

Question 6

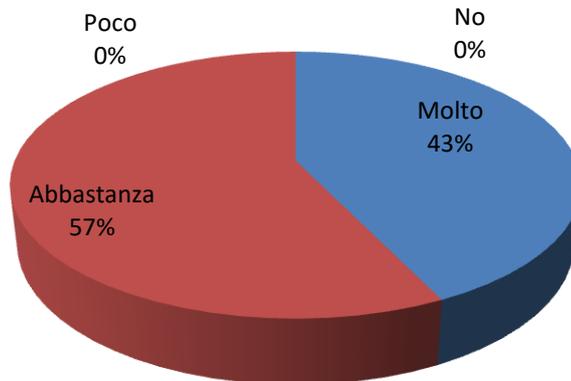
Secondo lei è utile sottolineare con un colore diverso le parole che lo studente non conosce?

Hai trovato utile sottolineare le parole che non conoscevi con un colore diverso?

Teachers' answers



Students' answers



Technique of simplification

UNDERLINE WITH DIFFERENT COLOURS THE UNKNOWN WORDS

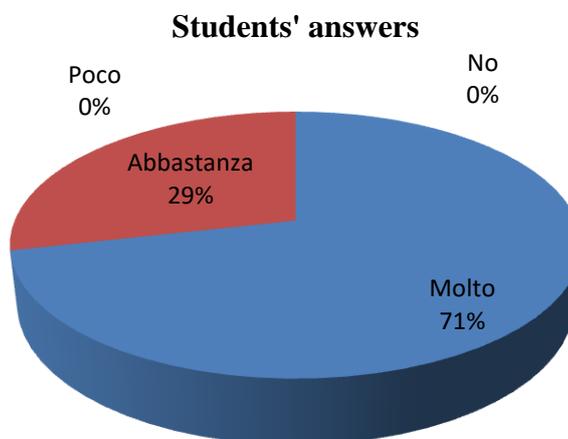
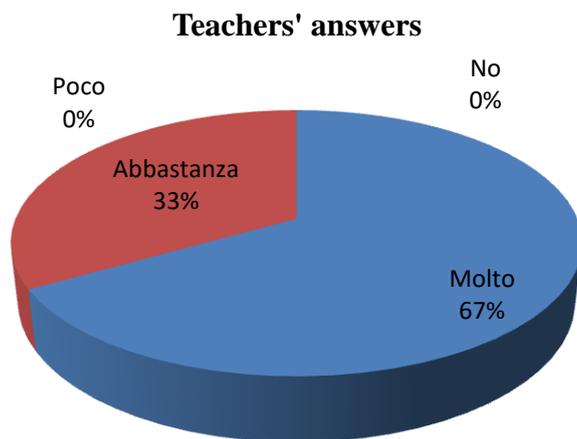
Teachers' diagram show three different results because each of them has answered in a different way: "no", "poco", "abbastanza". Nobody has answered "molto" because they think that many colours in a text can make the student confused, in particular the ones who have a limited competence in the language of the text.

On the other hand, students consider this technique useful because they have answered “molto” and “abbastanza” which are positive results. Underlining new or unknown words with different colours helps students to recognize the words clearer in the text.

Question 7

Secondo lei è utile mettere insieme il testo con le immagini?

Hai trovato utile avere il testo insieme alle immagini?



Technique of simplification

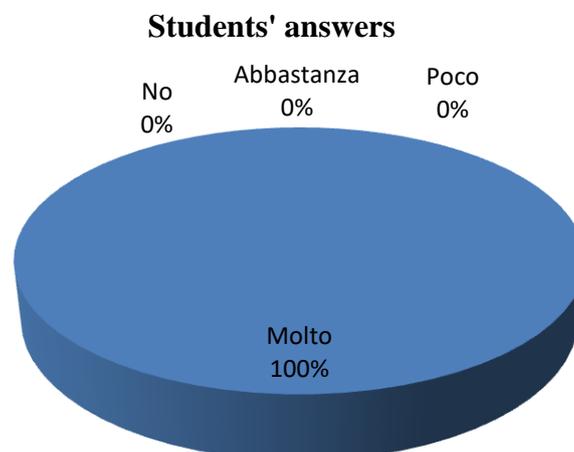
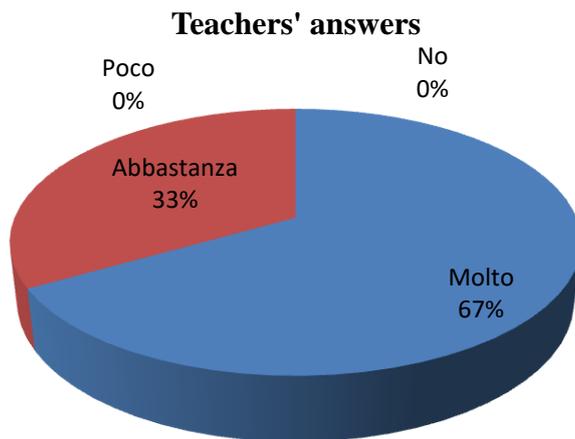
TEXT AND PICTURE TOGETHER

The two diagrams show that students and teachers have the same opinion. Both of them consider this technique important in a simplified text. In particular, some of them have answered “molto” and the others have answered “abbastanza”. Therefore, to put picture and text together is considered very useful both by the students and by teachers.

Question 8

Secondo lei è utile utilizzare nel testo le parole semplici, che lo studente può ritrovare anche nella sua vita quotidiana?

Hai trovato utile l'utilizzo nel testo di parole semplici, che usi anche nella vita quotidiana? (= di tutti i giorni)?



Technique of simplification

USE WORDS OF EVERY DAY LIFE IN THE TEXT

This is another technique which is considered very useful both by students and by teachers.

In fact, as we can deduce from the diagram, we can say that the majority of the teachers

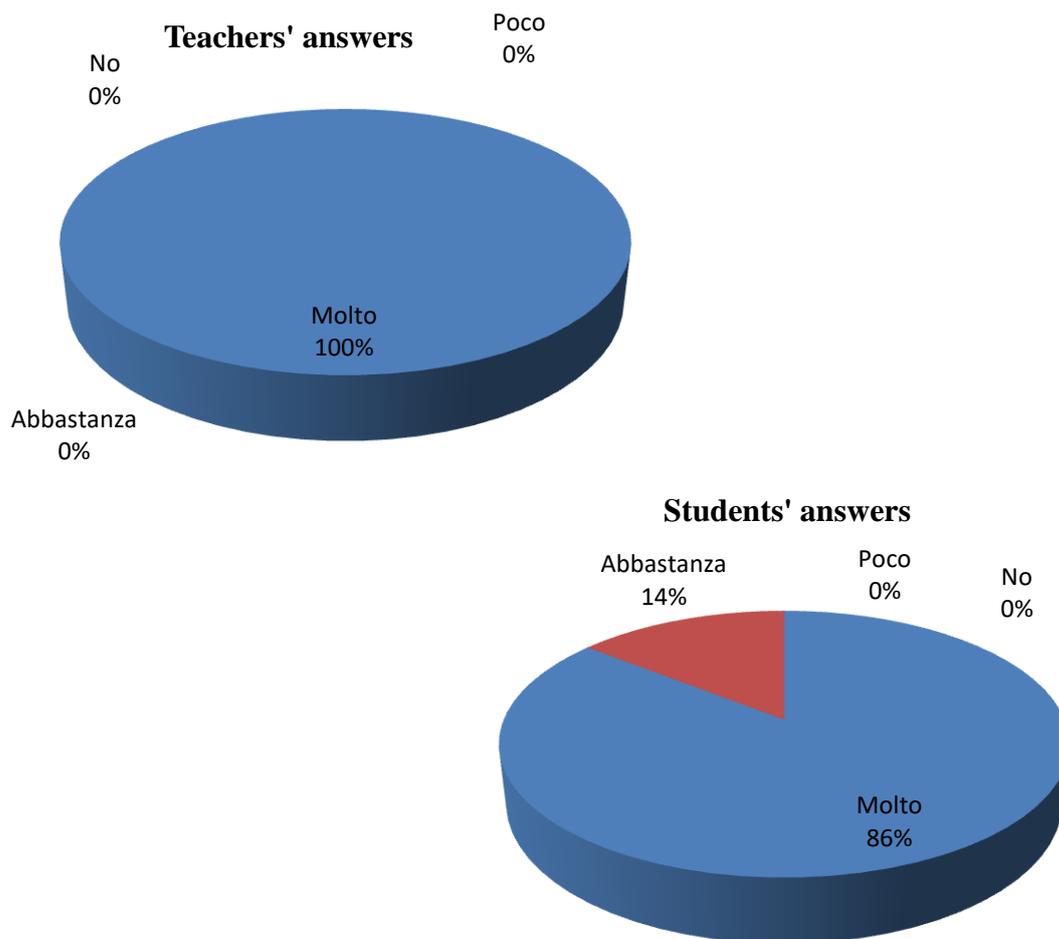
has answered “molto” and the others have answered “abbastanza”, so we have both positive results.

On the other hand, students’ diagram show that all the students have answered “molto”, so they consider this technique of simplification very useful in a simplified text. In fact, the use of common words, that they can find in every- day life makes the text more comprehensible.

Question 9

Secondo lei è utile prediligere le frasi brevi a quelle lunghe?

Hai trovato utile nel testo vedere le frasi brevi invece che frasi lunghe?



Technique of simplification

THE USE OF SHORT SENTENCES INSTEAD OF LONG SENTENCES

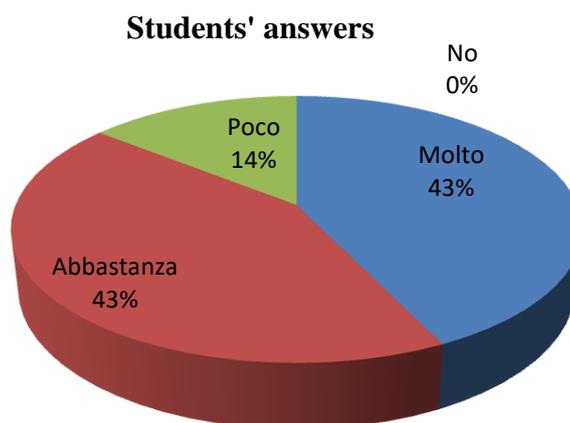
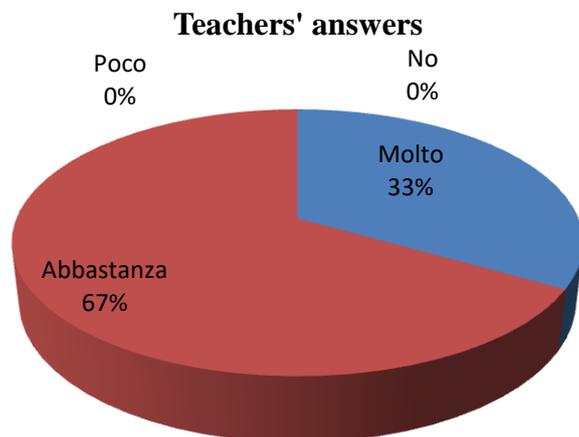
As the previous technique, this is considered very important both from students and from teachers. In particular, all the teachers have answered “molto”. On the contrary, the majority of the students has answered “molto” but few of them have answered “abbastanza”. The results of these diagrams show that this is one of the most appreciated

technique by students and by teachers. According to their opinion, it is better to use short sentences instead of long sentences in order to make the text clearer and simpler.

Question 10

Secondo lei è utile prediligere l'uso dei verbi attivi piuttosto che quelli passivi?

Hai trovato utile l'uso dei verbi attivi e non di quelli passivi?



Technique of simplification

THE USE OF ACTIVE VERBS INSTEAD OF PASSIVE VERBS

These two diagrams show different opinions. As we can deduce from teachers' diagram, using active verbs instead of passive ones can help the students in a simplified text, in fact some of them have answered "molto" and the others "abbastanza". According to the teachers, it is better to use active verbs because they are easier and more comprehensible; on the contrary, passive verbs are more difficult to be understood.

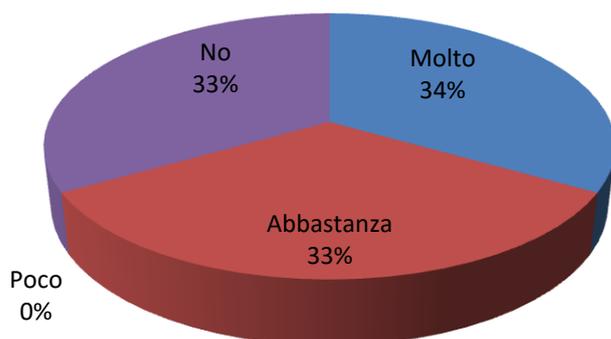
On the other hand, students have a different opinion. As we can deduce from the diagram, some students have answered “molto” and “abbastanza”; the others have answered “poco”. This is due to the fact that in the schools, during the lessons, teachers use many passive voices and the students get used to this form and it can infer the meaning even if he/she has a limited competence in Italian language. Moreover, as the diagram shows, the majority of them have answered “molto” and “abbastanza”, so it is better for teachers to employ this technique of simplification in the simplified texts.

Question 11

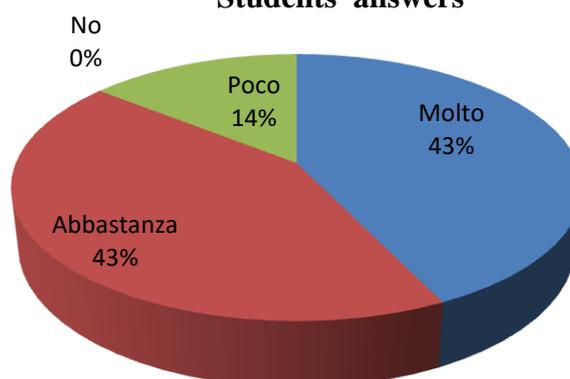
Secondo lei è utile prediligere nel testo l'uso del presente piuttosto che del passato?

Hai trovato utile nel testo l'uso del presente invece che del passato?

Teachers' answers



Students' answers



Technique of simplification

THE USE OF THE PRESENT TENSE INSTEAD OF THE PAST

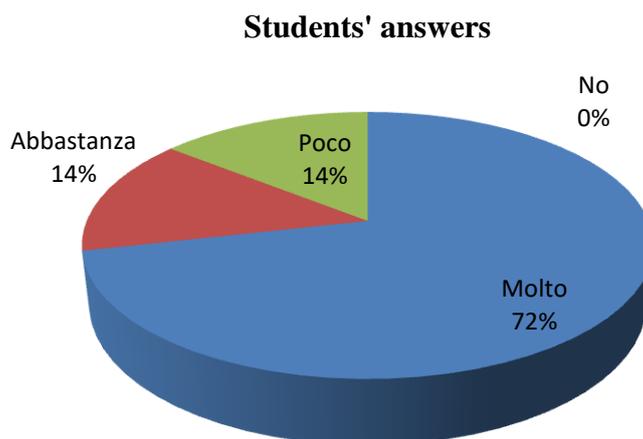
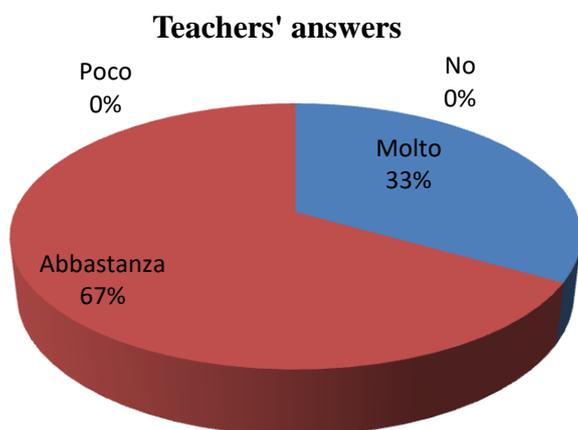
Diagrams show very similar results. As we can see in teachers' graphic they have several opinions about this technique of simplification. In fact, they have answered "molto", "abbastanza" and "poco". This means that one of them thinks that the use of the present tense instead of the past tense does not influence the understanding of the text. In fact, as it happens for the passive and active verbs, teachers during the lesson use the past tense and students get used to this form. Moreover, as the majority of the students have answered

“molto” and “abbastanza” teachers should employ this technique in their simplified lessons.

Question 12

Secondo lei è utile usare schemi e tabelle per spiegare alcune cose?

Hai trovato utile l'uso di schemi e tabelle per spiegare alcune cose?



Technique of simplification

THE USE OF SCHEMES AND TABLES TO EXPLAIN THE TEXT

These two diagrams show similar results. Both students and teachers find this technique useful in a simplified text. In particular, from teachers' diagram, we can infer that the majority of them has answered "abbastanza" and "molto" so, they would employ this technique in a simplified text.

On the other hand, the majority of the students consider this technique useful to understand better the text and they have answered "molto" and "abbastanza". Only few of them have

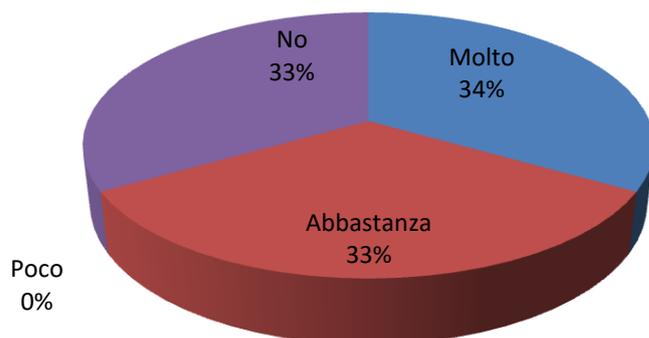
answered “poco”, so they do not consider this strategy significant for the comprehensibility of the text. This could be due to the fact that schemes and tables can help students with a certain kind of personality and damage the others. In addition to this, according to some students, schemes and tables can make the students confused if they do not understand how they are composed and structured. Moreover, the majority of them has answered “molto” and “abbastanza”, so teachers should employ them in their simplified lesson in order to make clearer the relation between the different parts of the text and also to show what the main theme of the text is.

Question 13

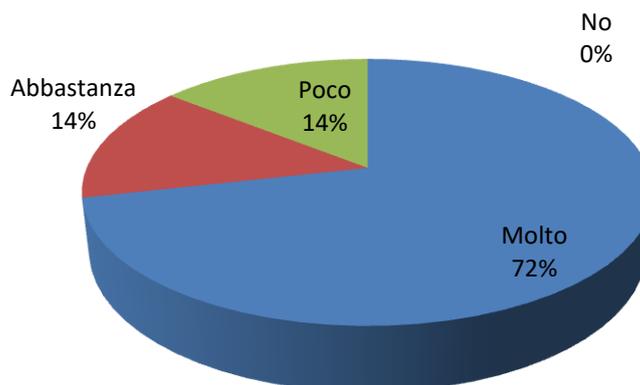
Secondo lei è utile l'uso di una presentazione powerpoint piena di immagini?

Hai trovato utile l'uso di una presentazione powerpoint piena di immagini?

Teachers' answers



Students' answers



Technique of simplification

THE USE OF A POWERPOINT PRESENTATION FULL OF PICTURES

If we compare the two graphics, in general, we can say that both students and teachers think that the use of a power point presentation is a useful device when you simplify a text. Although the majority of the people have answered “molto” or “abbastanza”, we can notice that there are some people that have answered “poco” or “no”. In fact, as a teacher has commented in his/her questionnaire, the use of too many pictures in the power point presentation, and so in the lesson, makes the students confused and it dangers them instead

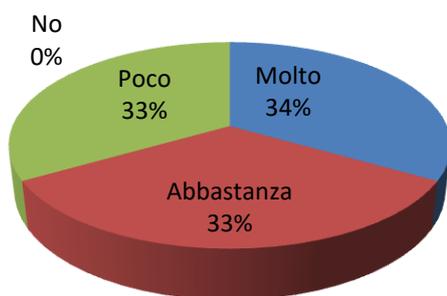
of helping them. For this reason, it is better a presentation with few pictures with a little explanation. In addition to this, we can notice that also some students have answered “poco”, and that means that they do not appreciate the use of too many pictures, otherwise they get confused.

Question 14

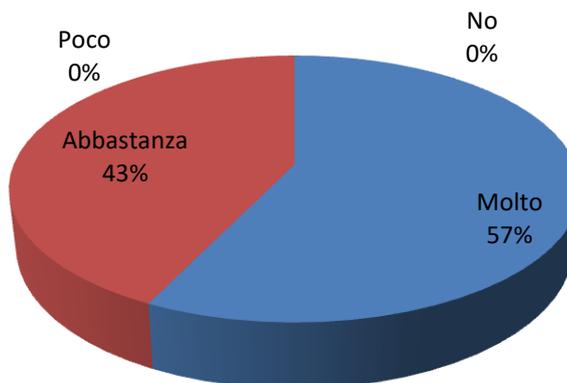
Trova utile dividere il testo in paragrafi con titoli e sottotitoli quando si cambia argomento?

Hai trovato utile la divisione in paragrafi con titoli e sottotitoli quando si cambiava argomento?

Teachers' answers



Students' answers



Technique of simplification

THE DIVISION OF THE TEXT INTO PARAGRAGHS USING TITLES AND SUBTITLES

If we notice the teachers' graphic we can say that there are several opinions, in fact they have answered "molto", "abbastanza" and "poco" We can deduce that some of them

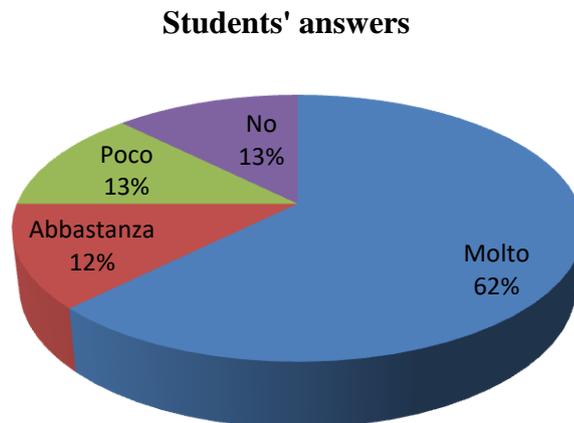
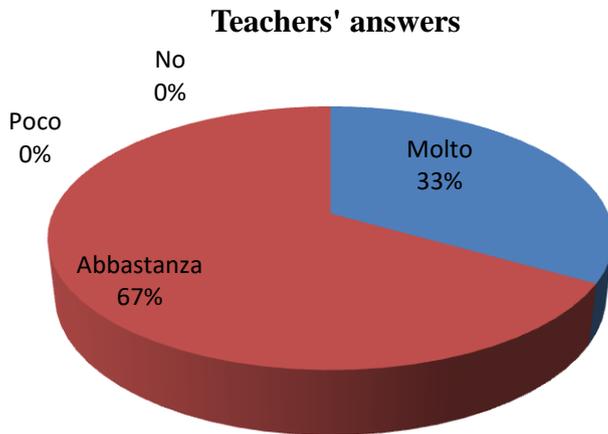
consider this aspect important in a simplified text, but not all of them have the same opinion. In fact, the teacher who has answered “poco” has commented his/her answers in the questionnaire saying that the division of the text into sections is important but it is dangerous to create too many fragments of the text, because the students cannot understand its meaning. So, giving to students a text organization is important but the risk of this technique is to make them confused if the text is divided into too many sections with their titles.

On the contrary, students’ opinion is different because all of them have answered “molto” or “abbastanza”; nobody has answered “poco” or “no”. According to this fact, they consider useful the division of the text into paragraphs with titles and subtitles; in fact, in this way the text appears more structured and for this reason more comprehensible for them.

Question 15

Trova utile utilizzare un soggetto esplicito, piuttosto che un soggetto nascosto?

Hai trovato utile l'utilizzo di un soggetto sempre scritto invece di un soggetto nascosto?



Technique of simplification

THE USE OF A CLEAR SUBJECT INSTEAD OF A HIDDEN SUBJECT

If we compare the two graphics we can deduce that teachers find this technique more useful than students. In fact, if we have a look to teachers' answers we can see that all of them have answered "abbastanza" and "molto".

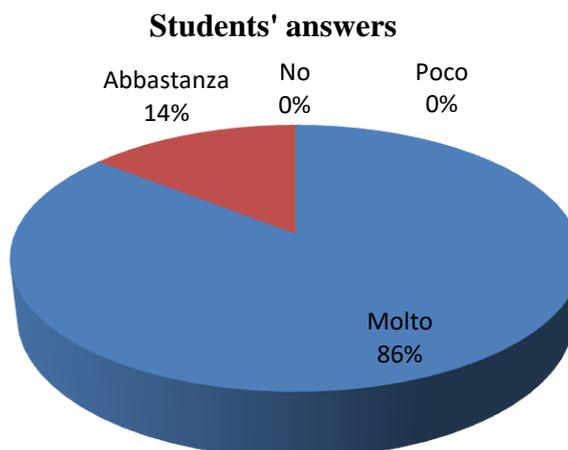
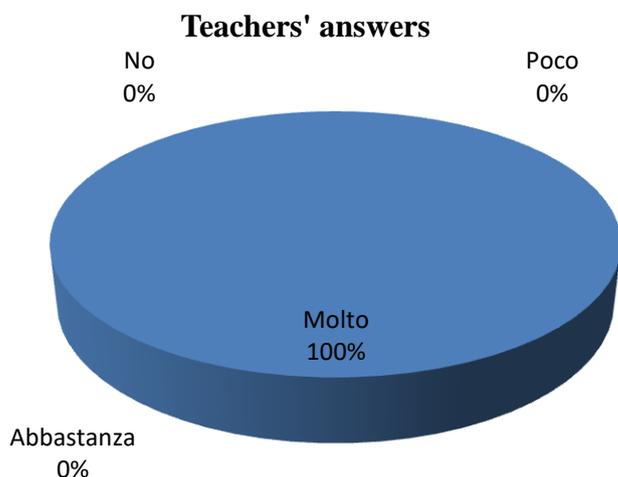
On the contrary, if we have a look to students' answers we can see that not all of them have answered "molto" or "abbastanza", because some students have answered "no" or "poco".

I think that this happens, because foreign students do not understand well this important aspect of a language. English does not have this problem because the subject is compulsory in the sentence, otherwise it is considered wrong. Italian language, as many other languages, allows the hidden subject, and this can create some problems, in particular when the students have a limited competence in the language.

Question 16

Trova utile abbinare le immagini alle relative definizioni?

Hai trovato utile avere le immagini insieme alle definizioni di quello che rappresentano?



Technique of simplification

THE USE OF THE PICTURES WITH THEIR DESCRIPTION

We can say, without any doubts, that all the teachers have the same opinion because this is probably the most important aspect in a simplified lesson. All the teachers have answered “molto”. They know the importance of the pictures and the fact that they help students if they not know the language very well. Pictures are the faster mean to understand things easier.

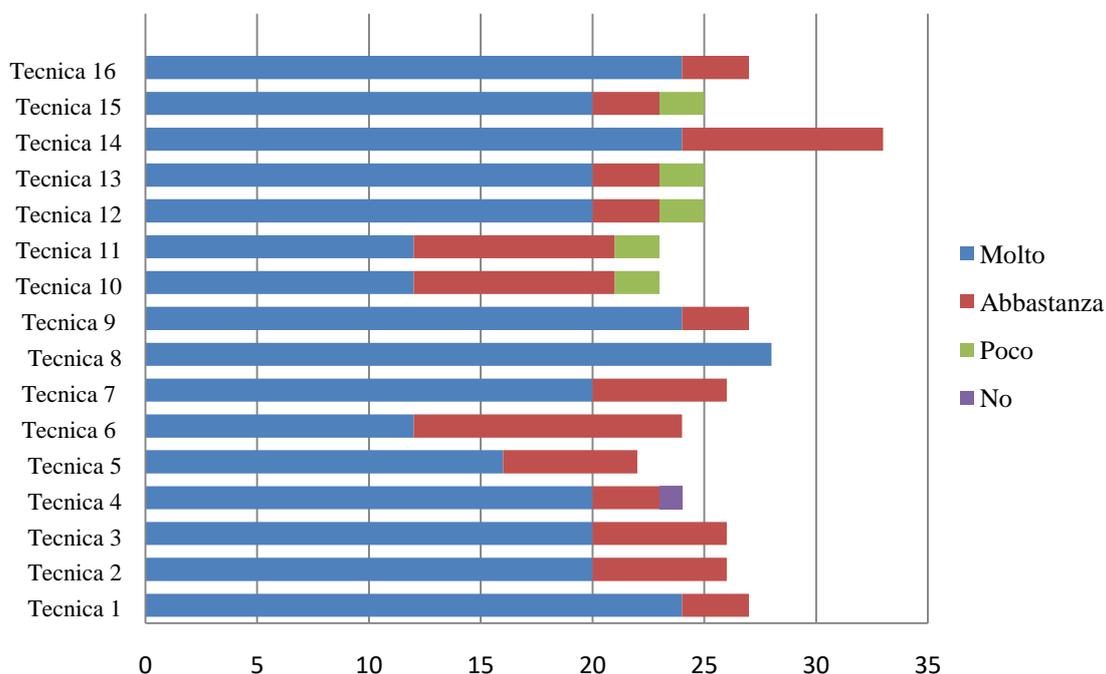
On the other hand, students' graphic shows that they find this techniques very useful because the majority of them has answered "molto" and only few of them have answered "abbastanza". Therefore, students recognize the importance of a little explanation next to the pictures to know what it is referred to.

5.2 Analysis of the graphics

Student's graphic

In order to analyse the results that I have obtained, I have decided to assigned a point to all the answers. I have assigned 4 points to the answer “molto”; 3 points to the answer “abbastanza”; 2 points to the answer “poco” and 1 point to the answer “no”.

Students' graphic

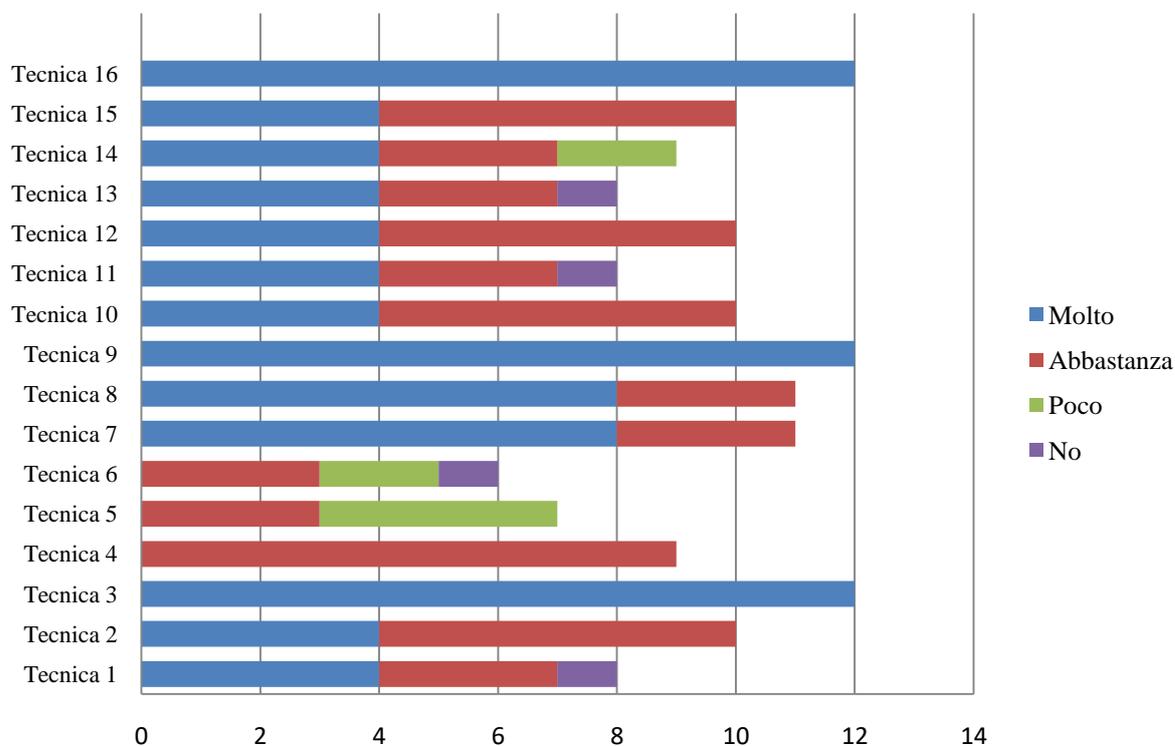


The graphic shows the best techniques of simplification according to students' opinion. The best ones are the technique number 14, and the number 8. If we observe the results, we can say that technique number 14 has obtained two different answers, “molto” and “abbastanza”. Different from this one, it is the technique number 8, because all the students have answered “molto”. So, according to students' opinion, in a simplified text there should be simple words, which they can find in everyday life, that is technique 8 and, the text has to be divided into different paragraphs, that is technique 14. These are the techniques that get the highest points, but also the others are important.

The results show that there are only two questions where students have answered “no”, which are technique number 4 and number 15. They correspond respectively to the explanation of the words in the text and the use of a explicit subject rather than a hidden one. We can make some examples of techniques that receive less points than the others, such as technique number 5, the use of a vocabulary under the text, technique number 10, the use of active verbs instead of passive verbs, and technique number 11, the use of the present instead of the past. Although these techniques have obtained less points than the others we cannot say that they are not useful, but students prefer other techniques than these ones.

Teachers' graphic

Teachers' graphic



If we observe teachers' graphic we can see that there are three techniques that are considered more useful than the others: technique number 3, number 9 and number 16. They are respectively the use of the bold for the most important words, the use of short sentences instead of long ones and the use of the definitions to describe the pictures. According to the teachers, these are the most important and useful techniques that should be employed in a simplified text, in fact all of them have answered "molto".

On the other hand, the strategy which receives less points than the others is number 6, that is the use of different colours to underline unknown words. According to some teachers, this technique does not help foreign students because the number of words that a student knows is different in each person, so underlining words with different colours can create confusion.

5.3 Conclusion

If we compare the two graphics we infer that only few of them, both students and teachers, have answered “poco” or “no”, in fact the majority of them has answered “molto” or “abbastanza”. In addition to this, teachers and students have not the same opinion about the most useful strategies of simplification in a text. According to the students, the use of simple words and the division of the text into paragraphs are important and makes the text clearer and comprehensible. On the contrary, some teachers think that dividing the text into sections is useful but there is the risk of creating too many fragments in the text and the students get confused. On the other hand, according to the teachers, writing the most important words in bold can help students to recognize them clearer in the text and memorize them better. In addition to this, teachers consider important the use of short sentences instead of long sentences because they are clearer and easier for foreign students who have a limited competence in Italian language. Another important aspect, according to teachers is the use of a short explanation next to the picture which represents it.

In conclusion we can say that all the strategies are important and can help a foreign student to improve its language but also to understand a text. The use of simplified strategies is important both from a linguistic point of view and from a psychological one. Teachers with multicultural classes should give importance to the integration of the foreign students helping them to improve their language and to become part of the class.

CONCLUSION

In this paper I have focused my attention on the process of simplification of the texts because during my internship I have observed that foreign students did not understand the materials that they used at schools. This problem can damage students both from a psychological and a linguistic point of view. To explain the process of simplification I have started my paper discussing the process of comprehension of the texts and its mechanisms. The ability of comprehension is one of the most important because it represents the starting point for the other abilities. In the 70's new studies have shown that there are many situations in which the comprehension is taken for granted therefore some academics have started to investigate about the mechanisms that the comprehension includes. In addition to this, in the second chapter, I have described the importance that the student has and the aspects that the teacher has to take into consideration. Students' features can be divided into internal and external, but it is significant to consider foreign students' internal and external features, because the situation of a foreigner is worth considering. Besides the student, in the process of simplification also the text has its importance. When the teacher works on the text, he/she employs specific techniques which make the text more comprehensible for foreign students.

In the second part I have described some materials that I have created during my internship. I have analyzed them describing the techniques of simplification that I have employed according to students' language level. In the last chapter there are the results of the research that I have done to find out the most useful techniques of simplification according to students and teachers. Different from what I thought, the results have demonstrated that teachers and students have different opinions. In fact, the majority of the students consider important the use of common words and the division of the text into paragraphs with titles and subtitles. In addition to this, as the graphic has shown, students

prefer a little vocabulary under the text with the meaning of the new words instead of the explanation of the words in the text.

On the other hand, teachers' graphic has shown that there are three techniques of simplification that stand out among the others, such as the use of bold for unknown words, the use of short sentences instead of long ones and the use of the pictures with their definition or description. In addition to this, some of the them do not consider useful the use of different colors to underline unknown or new words, because, as one of the teachers has commented in his/her questionnaire, not all the students have the same knowledge, so this technique can create confusion in the text. In addition to this, according to teachers, the fragmentation of the text into many sections is useful but also dangerous at the same time. In fact, too many sections of the text can make confusion in the students who are reading it. According to the results of my research I would like to underline the fact that only few answers have received negative responses and this proves that both foreign students and teachers consider these techniques useful to make the text more comprehensible. The success of the simplified lessons is demonstrated through the positive results of the comprehension activities that I have included in my paper. As we can see, the majority of the exercises were completed correctly and only few of them have mistakes which are not related to the contents of the lessons but to grammatical elements.

In conclusion I can say that the process of simplification has been appreciated by students and by teachers because both of them consider it useful to make the text more comprehensible. It is important to develop this process in order to help foreign students to become part of the class, because it is important both for their language and their motivation. As I have explained in the second chapter, if the student loses his/her motivation, the learning process does not take place and there is a failure. Besides this,

motivation is supported by different elements, both psychological and linguistic, which they collaborate together to get successful results.

Serragiotto, at the end of his article, said that there is the necessity of using simple text rather than simplified text in order to respect students' needs. According to Serragiotto, it is better to use simple texts instead of simplified ones. I agree with this reflection, moreover at school simple texts are not employed and so there is the necessity of modifying them according to students' needs, experiences and language competences. For this reason, teachers should take into consideration the process of simplification and all its techniques.

APPENDIX

This part of my paper is divided into two sections. In the first one I will show all the simplified lessons that I have prepared for the foreign students; on the contrary, in the second one, I will make references to the authentic materials that I have used to simplify my lessons.

SIMPLIFIED LESSONS

In this section I will show the simplified lessons that I have created for the foreign students. They belong to different fields, such as: Italian literature and Food, which is a very important subject for they kind of studies.

Lesson: LA BIRRA



www.m.ilgiornale.it; www.casalelabarca.it; www.tuttobaviera.it; www.cartolinagratis.com

QUALI SONO GLI INGREDIENTI PER FARE LA BIRRA?

ORZO: è il cereale più importante. In particolare si usa l'ORZO DISTICO.

ACQUA: è importante per preparare il malto e la birra. Deve avere delle caratteristiche specifiche: deve essere PURA, quindi non deve avere batteri e deve essere DOLCE.

IL LUPPOLO. È una pianta rampicante che si coltiva nell'Europa centro-settentrionale. Dal luppolo si ottiene la LUPPOLINA. Questa è la sostanza che dà alla birra il sapore amaro.

IL LIEVITO. sono particolari funghi microscopici. Sono di diversi tipi e in base alla birra che si vuole fare, si sceglie il tipo di lievito.



ORZO



LUPPOLO

www.acinoparlante.it; www.greenme.it

COME SI FA LA BIRRA?

Il processo per fare la birra si chiama BIRRIFICAZIONE.

Ci sono diverse fasi:

1. **MALTAGGIO.** La fase in cui si fa il malto. L'ORZO si trasforma in MALTO.
2. **AMMOSTAMENTO.** La fase in cui si prepara il mosto.
3. **AROMATIZZAZIONE.** Si chiama anche LUPPOLAMENTO. In questa fase si aggiunge il luppolo al mosto.
4. **FERMENTAZIONE DEL MOSTO.** In questa fase i lieviti trasformano il glucosio (un zucchero semplice) in alcol e anidride carbonica.
5. **CONDIZIONAMENTO.** In questa fase si rende la birra limpida e brillante.
6. **CONFEZIONAMENTO.**

• QUANTI TIPI DI BIRRA ESISTONO?

La birra possiamo dividerla in base a due cose: il colore e il tipo di fermentazione.

In base al COLORE la birra può essere di tre tipi:

- Chiara o bionda
- Rossa
- Scura o bruna



BIRRA
BIONDA



BIRRA
ROSSA



BIRRA
SCURA

www.italia.eu; www.it.123rf.com; www.blogvinum.de

In base al tipo di **FERMENTAZIONE** la birra si divide in:

- Birre a bassa fermentazione. Di solito sono chiare, dal sapore più delicato.
- Birre ad alta fermentazione. Di solito sono scure, molto più forti, dal sapore fruttato e fiorito.
- Birre a fermentazione spontanea. Sono birre che fermentano spontaneamente, grazie alla MICROFLORA AMBIENTALE. Sono poco alcoliche e hanno un sapore più acido.

COMPOSIZIONE CHIMICA DELLA BIRRA

La composizione chimica della birra cambia in base al tipo di birra. In generale contiene:

85-90% di acqua

Alcol etilico: dipende dal tipo di birra

3-8% di estratto, anidride carbonica

La birra di solito contiene molte calorie.

VALORE NUTRITIVO DELLA BIRRA

La birra ha:

- Proprietà DISSETANTI
- Azione DIGESTIVA
- Azione DIURETICA

Lesson: FRANCESCO PETRARCA



www.holidayhomestuscany.com

La vita

Francesco Petrarca nasce ad Arezzo nel 1304.

Insieme a tutta la sua famiglia va ad abitare ad Avignone. Il padre di Petrarca, viene mandato via dalla sua città per motivi politici.



CASA DI FRANCESCO PETRARCA



www.fotoeweb.it; www.villevete.net

6 aprile 1327: incontra per la prima volta LAURA, la donna a cui dedica le sue opere in volgare.

Ha due figli: Giovanni e Francesca.



LAURA

www.it.m.wikipedia.org

Francesco Petrarca studia legge alla facoltà di Montpellier e di Bologna.

Studia legge perché viene obbligato dal padre.

Abbandona gli studi di legge dopo la morte del padre.

Dopo aver finito di studiare viaggia in tutta l'Europa.

Muore a 70 anni, nel 1374, ad Arquá, vicino a Padova

Lesson: IL RISO



www.lagazzettadiviareggio.it; www.benesserenergia.it; www.comefare.com;
www.gustapedia.it

Il riso è un cibo tipico dell'Asia che arriva in Europa grazie agli Arabi durante il Medioevo.



PIATTO DI RISO CON BACCHETTE

www.donnaclick.it

Ci sono due tipologie di riso che vengono coltivate:

1. Una tipologia tipica delle zone equatoriali umide dell'Asia sud-orientale.
2. Un'altra tipologia che si coltiva nelle zone che hanno un clima temperato, in Occidente ed in Italia.

Le zone migliori per coltivare il riso sono nella Pianura Padana nelle regioni Piemonte, Lombardia e alcune zone del Veneto.

Il riso si ottiene dal **RISONE**. Ci sono diverse fasi nella lavorazione del risone:

1. PULITURA
2. SBRAMATURA
3. SBIANCATURA
4. SPAZZOLATURA
5. LUCIDATURA
6. BRILLATURA

Ci sono 4 grandi categorie di riso:

1. **Comune o originario**
2. **Semifino**
3. **Fino**
4. **Superfino**

**SCHEMA DEI TIPI DI RISO
CON DESCRIZIONE DEL
CHICCO**

COMUNI	SEMIFINI	FINI	SUPERFINI
			
TONDO	SEMIFINO	FINO	SUPERFINO
(chicchi piccoli e tondi). Cottura 12-13 min.	(chicchi tondi di media lunghezza o semi lunghi). Cottura 13-15 min.	(chicchi lunghi affusolati e semi affusolati). Cottura 14-16 min.	(chicchi grossi lunghi e molto lunghi). Cottura 16-18 min.

www.gentileschi.it

AUTHENTIC MATERIALS

In this section I will include the authentic materials that I have used to write my lessons for the foreign students.

To prepare the lessons of “Food” I use this book:

MACHADO A., 2015², *Scienza e cultura dell'alimentazione: Accoglienza turistica*, Milano, Poseidonia scuole.

This is a well done book, which I used to create the simplified lessons. It is made for students of the third year and it is divided into different chapters. Each of them describes an important food or drink in our diet, such as: pasta, bread, rice, cereals, wine and beer. Every section gives a definition of them, explain the main categories and the different phases of the process with which they are produced. In addition to this, there are many pictures which makes the concept more understandable and more charming to motivate students. It is a book made for Italian students, but it can be adapted to create lessons for the foreign ones.

The chapters that I analyzed to create simplified lessons are:

- Chapter 4: *Cereali e derivati, tuber*, pp.90-107

We did not studied the whole chapter, but only some sections, such as: *Cereali* (pp.90-91), *Fruento* (pp.92-95), *Pane*(pp.95-99), *Pasta* (pp.100-104), *Riso* (pp.105-107).

- Unit 3.5: *Bevande*,

In this unit, there is the classification of some drinks, and we have studied only two of them: *La birra* (pp.216-219) and *Il vino* (pp.220-225).

On the contrary, to prepare the lessons of Italian literature, I used this collection of books:

SAMBURGAR M., SALÀ G., 2016, *Letteratura Viva*, Firenze, La Nuova Italia.

It is a collection of three volumes, which concern different historical and literary periods.

- The first volume is made for the third year. *Dalle origini all'età della Controriforma.*
- The second volume is made for the fourth year. *Dal Barocco al Romanticismo.*
- The third volume is made for the fifth year. *Dal Positivismo alla letteratura contemporanea.*

As the foreign students were in the third year, I used the first volume. It is divided into different sections which deal with a different historical period where the most important writers are included. For example, the first chapters concern the Middle Ages and it includes Dante, Petrarca and Boccaccio. The different sections are well organized and they explain the concepts using simple and comprehensible words. In addition to this, the whole biographies are divided into sections and each of them has got a title and some subtitles; also, the main words in the paragraphs are written in bold in order to be remembered easier. Before these, there is a scheme which summarizes the main aspects of the author or of his masterpiece.

REFERENCES

- ANDERSON J.R., BOWER G., 1973, *Human Associative Memory*, Washington DC, Winston.
- ATKINSON R.C., SHIFFRIN R.M., 1968, "Human Memory: A Proposed System and Its Control Processes", in K.W. SPENCE, J.T. SPENCE (a cura di), *The Psychology of Learning and Motivation: Advances in Research and Theory*, vol. II, New York, Academic Press.
- BALBONI P.E., 2006, *Insegnare la letteratura italiana agli stranieri*, Perugia, Guerra.
- BALBONI P.E., 2013, *Fare educazione linguistica: Insegnare italiano, lingue straniere e lingue classiche*, Torino, UTET Università, pp. 95-117.
- BALBONI P.E., 2014, *Didattica dell'italiano come lingua seconda e straniera*, Torino, Bonacci.
- BALBONI P.E., 2015, *Le sfide di Babele: Insegnare le lingue nelle società complesse*, Torino, UTET Università.
- BOZZONE COSTA R. (a cura di), *L'italiano per lo studio nella scuola plurilingue: Tra semplificazione e facilitazione*, Perugia, Guerra, pp. 85-110.
- CAON F., 2006, "Pleasure in Language Learning: A Methodological Challenge", Documents in *Language Acquisition and Learning* n.3, Department of Language Sciences Ca' Foscari University, Perugia, Guerra .
- CAON F., 2010, *Facilitare l'apprendimento dell'italiano L2 e delle lingue straniere*, Torino, UTET Università.
- CRAIK F.I.M., LOCKART R.S., 1972, "Levels of Processing: A Framework for Memory Research", in *Journal of Verbal Learning and Verbal Behaviours*, n.11, pp.671-684.
- D'ANNUNZIO B., LUISE M.C., 2008, *Studiare in lingua seconda: Costruire l'accessibilità ai testi disciplinari*, Perugia, Guerra, capitoli 1-3.
- DE BENI R., MOÈ A., 2000, *Motivazione e apprendimento*, Bologna, Il Mulino.

DE MAURO T., 1982, *Minisemantica dei linguaggi non verbali e delle lingue*, Roma, Laterza.

DE MAURO T., 2007, *Guida all'uso delle parole*, Torino, UTET Università.

DELLA CASA M., 1989, *La comprensione dei testi: Modelli e proposte per l'insegnamento*, Milano, Angeli.

FAVARO G., "L'italiano L2 per lo studio: i bisogni degli apprendenti, le risorse e i modelli organizzativi delle scuole", in GRASSI R., VALENTINI A., BOZZONE COSTA R. (a cura di), *L'italiano per lo studio nella scuola plurilingue: Tra semplificazione e facilitazione*, Perugia, Guerra, pp.13-20.

FERRARI S., PALLOTTI G., 2005, "Favorire lo studio delle discipline scolastiche da parte di alunni con limitate competenze in italiano", pubblicato in B. IORI (a cura di), *L'Italiano e le altre lingue: Apprendimento della seconda lingua e bilinguismo dei bambini e dei ragazzi immigrati.*, Milano, Franco Angeli, pp.49-64.

FRATTER I., JAFRANCESCO E., "Selezione, facilitazione e comprensione dei testi scritti e parlati delle discipline di studio in ambito scolastico", in GRASSI R., VALENTINI A., BOZZONE COSTA R. (a cura di), *L'italiano per lo studio nella scuola plurilingue: Tra semplificazione e facilitazione*, Perugia, Guerra, pp.39-58.

FREDERISKEN C., 1977, "Semantic Processing Units in Understanding Text", in FREEDLE R.O. (a cura di), *Discourse Production and Comprehension*, Norwood, NJ, Ablex Publishing Corporation.

JUST M. A., CARPENTER P.A., 1980, "A Theory of Reading: From Eye Fixation to Comprehension", in *Psychological Review*, n.87, pp.329-354.

LEVORATO M.C., 1988, *Racconti storie e narrazioni: I processi di comprensione dei testi*, Bologna, Il Mulino.

- MARIANI L., 1994, *L'autonomia nell'apprendimento linguistico*, Scandicci(Firenze), La Nuova Italia .
- ORTONY A., 1978, "Remembering, Understanding and Representation", in *Cognitive Science*, n.2, pp.53-69.
- PIEMONTESE E.,1996, *Capire e farsi capire: Teorie e tecniche della scrittura controllata*, Napoli, Tecnodid.
- PLAZZOTTA A., "Il testo semplificato: Sua utilità e utilizzabilità", in GRASSI R., VALENTINI A., BOZZONE COSTA R. (a cura di), *L'italiano per lo studio nella scuola plurilingue: Tra semplificazione e facilitazione*, Perugia, Guerra, pp.59-84.
- SHANK R.C., 1975, "The Role of Memory in Language Processing", in C.N. COFER (a cura di), *The Structure of Memory in Human Language Processing*, Hillsdale, NJ, Laurence Erlbaum Associates.
- TORRESAN P., 2010, "The Theory of Multiple Intelligences and Language Teaching", Documents in *Language Acquisition and Learning* n.6, Department of Language Sciences Ca'Foscari University, Perugia, Guerra .
- TULVING E., 1972, "Episodic and Semantic Memory", in E. TULVING E W. DONALDSON (a cura di), *Organization of Memory*, New York, Academic Press.
- TULVING E., 1985, "How Many Memory Systems Are There?", in *American Psychologist*, n.40, pp.485-398.

TEACHING AUTHENTIC MATERIALS

MACHADO A., 2015², *Scienza e cultura dell'alimentazione: Accoglienza turistica*, Milano, Poseidonia Scuole.

SAMBURGA M., SALÀ G., 2016, *Letteratura viva: Dalle origini all'età della Controriforma*, Firenze, La Nuova Italia

WEBIBLIOGRAPHY

www.barbarigo.it: website of the school that hosts the Chinese students.

www.win.istruzioneveneto.it/usr1/pubblicazioni/cd/res/testo_Serragiotto.pdf: website of Serragiotto's article about the techniques of simplification.

Images are taken from the following websites:

www.vesuviolive.it

www.ricettein30minuti.it

www.adimana.co.uk

www.blogsaporideisassi.it

www.cristine89.blogspot.it

www.bloggiallozafferano.it

www.panificiocupioli.it

www.ingrossosilcos.wordpress.com

www.salepepe.it

www.storci.com

www.lascodella.it

www.saporitogroup.it

www.giallozafferano.it

www.bucataras.ro

www.ilovesestocalende.it

www.theartofeatingitalian.wordpress.com

www.opinioni.it

www.protiplus.ddo.net

www.aproten.it

www.members.aon.at
www.pastapaternoster.altervista.org
www.itdepositphotos.com
www.ciaomamme.it
www.campaniasuweb.it
www.letteraturaitaliana.altervista.org
www.umbertocantone.it
www.freevax.it
www.testbarga.it
www.storiadifirenze.org
www.it.m.wikipedia.org
www.italia.it
www.wikipedia.it
www.forum.tntvillage.scambioetico.org
www.schoolworker.net
www.decameron.dodurodon.org
www.m.ilgiornale.it
www.casalelabarca.it
www.tuttobaviera.it
www.cartolinagratis.com
www.acinoparlante.it
www.greenme.it
www.wwwitalia.eu
www.it.123rf.com
www.bloguvinum.de

www.holidayhomestuscany.com

www.fotoeweb.it

www.villevete.net

www.it.m.wikipedia.org

www.lagazzettadiviareggio.it

www.benesserenergia.it

www.comefare.com

www.gustapedia.it

www.donnaclick.it

www.gentileschi.it

