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**I see, I understand, I speak.  
How the dependency model with vulnerable  
adult learners supports oral skills.**

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## Introduction

The objective of this research is to demonstrate how the application of the dependency model in a literacy course aimed at migrant adults at Pre A1 level, is not only possible (if modelled in a way that respects the learners' level of proficiency and timing), but can better support language acquisition processes.

Specifically, as will be explained in detail on page 71, the design of the activities presented in this thesis was carried out by pursuing layered goals of metalinguistic reflection: to introduce students to understanding the idea of word, sentence, and text; to enable learners to recognize the basic elements of the SVO sentence; and to give students the skills necessary to respect the order of the elements of the SVO sentence when producing sentences and texts independently. The research began with a few questions:

- a) Is it possible to support metalinguistic reasoning with classes of Pre-A1 students?
- b) Can the dependency model assist this type of pathway? Can the use of color-coded radial schemes facilitate understanding of SVO sentence structure by stimulating noticing?
- c) Reasoning about L2 language with the dependency model can sustain the reception and oral production of sentences?

However, a brief terminological clarification about the definition of Pre A1 level is necessary. In the *Companion Volume* of the CEFR (Council of Europe 2018), the explanation provided for the Pre A1 level identifies a fairly generic category and, as highlighted by Casi and Minuz (2019: 3), is used to describe a pathway-focused on language learning for “people who are already schooled”. In contrast, the Pre A1 level proposed in the Syllabus edited by the Certifying Bodies (2016) refers to adults who are poorly schooled and functionally illiterate, that is, people who “need to strengthen their general reading and writing skills while learning to read and write in Italian” (Casi, Minuz 2019: 3).

Pre A1 level courses should provide, primarily, activities that develop different skills, focusing on interaction, in order to make students able to satisfy their linguistic-communicative needs (ibidem). In addition to these essential activities, it would be necessary to add activities of a metalinguistic nature. These, however, require special attention considering that learners have not yet developed the capacity for metalinguistic reflection (Minuz et al., 2016). As Vedovelli (2010: 144) reminds us, in

the design of an educational path, work on texts must always be associated with this type of reflection, which is an essential element for the development of linguistic-communicative competence:

The text alone cannot guarantee that interlingual competence is structured in a functional and balanced way [...]. Each activity must be accompanied by a constant phase of monitoring, of reflection on the structures of the linguistic-communicative uses, on the communication strategies implemented, on the attitudes and behaviors of the actors of the communication process, etc... (Vedovelli, 2010:144).

In constructing courses for students with little or no schooling, the moments of “grammar study” are actually “grammar orientations and directions”: learners must be gradually approached to “discover the possibility of describing a language in terms of constant or recurring phenomena” (Minuz et al, 2016: 161).

The research took place in this context and it is believed that the model of the dependency grammar designed by Sabatini can be used effectively. The model benefits several advantages that satisfy at the same time the needs of teaching grammar and the needs of learners in the literacy course. Here are some elements that have been considered as valid resources applicable to literacy courses:

- a) the graphic representation in which the use of color allows the visualization of the structure of the sentences creating challenging activities for the students;
- b) a repetitive use of the radial patterns allows to refine the noticing ability of the learners, who will be able to identify the segments of the language, i.e. syntagmas, and to recognize some linguistic regularities;
- c) the importance is given to the relationship between syntax and semantics and between sentence and text (see §3.1): starting from the centrality of the verb, the learner can reflect on the elements necessary to fulfil its meaning.

As will be mentioned several times within the text, poorly literate students' thought depends on the concrete dimension and reconstructs linguistic reality in the form of successions of images. That is the reason why it was thought that the use of dependency grammar, and its valency model, could be perfectly adaptable to this audience. The use of images to support meaning is the principal technique used in literacy courses and in this case, it will be used to facilitate the understanding of the meaning

of the verb. In fact, the image that represents a verb contains all the elements it needs to complete its meaning.

Without losing sight of the indications of the Syllabus and considering the students' level of language proficiency, the primary objective was to create UdAs that would lead to an improvement in oral proficiency, through a gradual discovery of the structure of the language. As expounded by Gilardoni (2020) within the VAL-ITAL2 project “Grammatica VALenziale per l'ITALiano L2”,

in the case of courses for poorly educated adults, grammatical reflection can be functional to the development of the awareness of language as something that can be observed and manipulated. This can contribute to the development of the linguistic-communicative competence of the learner. In the field of Italian L2, the model of dependency grammar can be considered as a valid tool available to the teacher to support and guide students in the discovery of language and sentence structure.

The development of language skills should not be proposed just for the sake of it but as a tool for richer participation in social and intellectual life (GISCEL, VIII thesis). Paulo Freire, the very well-known Brazilian pedagogue, is strongly opposed to a ‘depository’ education, according to which the educator is the only active subject who leads the students to learn mechanically by heart. An undeniable feature of this education is asymmetry, which distinguishes reality into two opposite parts, in ‘vertical’ relationships (Freire, 2018: 79):

- a) the educator educates, the students are educated;
- b) the educator knows, the students do not know;
- c) the educator speaks, the students listen meekly;
- d) the educator acts, the students have the illusion of acting;
- e) finally, the educator is the subject of the process, the students are mere objects.

In this perception of education, men remain “simply in the world, and not with the world and with others. Men spectators and not re-creators of the world” (Freire, 2018: 87-88). Translated into the world of literacy, students passively receive information and do not seek to create it.

‘The authentic educator’ must stand in opposition to this approach. With the term ‘authentic educator’ Freire defines who, through love, humility, hope, and creativity, can give the word to all; only a dialogical education can be effective.

It is believed that Dependency Grammar fits perfectly into this humble and democratic vision of education. As we will see better later, the valency model manages to create a positive environment where lessons became moments of dialogue and exchange of knowledge.

The object of teaching is the language that everyone uses every day and through which subjects converse, characterize themselves as persons, and have experiences. It is necessary, therefore, to give students all the necessary tools to build solid skills in a new language.

It is not the intention of this research to be prescriptive: the teaching of grammar, or rather the presentation and accompaniment in metalinguistic paths, cannot be approached by limiting oneself to applying procedures suggested. This text is an analysis of data collected during the experimentation of a 'new' method.

The activities that will be presented below were built following the indications of the *Sillabo per la progettazione di percorsi sperimentali di alfabetizzazione e apprendimento della lingua italiana a livello Pre A1* drawn up by the Italian L2 Certifying Bodies. The literacy aims of the Syllabus have allowed the creation of a path that could respect the learners' 'development readiness'. According to Pienemann's hypothesis of teachability, teaching is effective only if it includes the linguistic forms for which learners are 'ready', that is, all those structures that do not require much more complex procedures than those already mastered. For this reason, it was decided to focus on monovalent verbs, bivalent verbs with direct object, and, only at the end, bivalent verbs with an indirect object (§ 3.3.2).

## Chapter 1

### *The Foreign Adult and Italian learning as L2*

#### *1.1. Adult learning: Andragogy*

According to many neurolinguistic studies, age is a determining factor in learning foreign and second languages. Studies prove that babies show predisposition to language learning as early as their first months and that it declines at the age of puberty. Therefore, scholars have assumed the existence of a critical period, from birth to adolescence, when the brain is supposed to be more prepared to language learning. As a matter of fact, following studies have shown how this phase is organized in various critical periods (the first one going from 18 months to 3 years and the second from 4 to 8 years), followed by a sensitive period going from 8 to 20 years (Balboni, 2012: 91-92).

With increasing age, the possibility to perfectly acquire a language declines; as Begotti says (2019), this does not mean that adults cannot learn new languages, but that a bigger effort is required. In fact, if encouraged, adults can reach excellent results, in particular if teaching is «extracurricular reality oriented; considers adults' plurality of roles and social skills; takes into consideration their knowledge acquired both inside and outside the class [...]; [...] satisfies needs aroused in the social context of immigration; aims at learners' autonomy [...]; supports motivation» (Minuz, Borri, Rocca, 2016: 41-42). That is why, in teaching Italian L2 to adults, approaches based on meaningful learning (everyday life oriented) are particularly important to globally engage students. In this way, learners can start a process of renovation of their own knowledge based on their new competences.

According to this approach, learning can go on throughout adulthood. However, when speaking of andragogy, that is to say adult learning, we need to find a definition for the term "adult", which is not as easy as one could think.

Until recently, adults were considered those who had reached the final stage of their psychological and cognitive development, when nothing could be learnt anymore: adults were those who had specific responsibilities (such as self-reliance and procreation) and could therefore prove to have reached to peak of development, characterized by maturity and stability. But today, adults have the chance to go back in the game and re-direct or refine their skills at any moment; this is due to many different reasons: increase of life expectancy, continuous training experiences, political, social and



economic changes pushing entire generations to rewrite their future far away from their homeland (Begotti, 2019).

The adult age is the longest phase of our life and goes from childhood/adolescence to the so-called “third age”. However, these three stages are difficult to define: when does a boy turn into an adult? How do we define “adulthood”? Knowles (*The Adult Learner: A Neglected species*, 1973), Léon (*Psychopédagogie des adultes*, 1974), Demetrio (*L'età adulta. Teorie dell'identità e pedagogie dello sviluppo*, 1990) have tried to define criteria to divide life in stages. Nevertheless, as Duccio Demetrio writes (1990), it is not possible to provide a universal definition of adulthood, as individuals must constantly keep up and adapt to social transformations. Moreover, different cultures and communities show huge differences for what concerns the definition of “adulthood” - further evidence that the notion is strictly interconnected and depends on historical and geographical factors; the definition is therefore fluid and unstable and evolves according to the demands of a community.

Today, the main steps in the development of a person, the “rites of passage”, are not any longer related to the passing of time: finding a job, getting married and starting a family do not belong to young age, but they can be faced in any moment of life. Social obligations are not anymore factors that can define the status of an adult person. According to Begotti (2010), the idea of maturity is nothing but « [...] the expression of a personal path; people establish the parameters of their psychological age for themselves».

Therefore, as they go through constant psychological and social changes and re-definitions, individuals need an education that has to be seen as a continuous and long-lasting learning process that cannot end with school.

The Fifth International Conference on Adult Education in Hamburg states that:

Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them

in a new direction to meet their own needs and those of their society.  
(UNESCO/CONFINTEA, 1997)

Adult education aims at starting a wide range process of adults development to obtain qualitative individual changes: it is not a simple summing up of knowledge or skills (Alberici, 2002: 24). Regardless of the context, when adults realize they have acquired new knowledge, they will undergo a double change: a social change, as they modify their role within society, and a material change, as cognitive modifications enable them to better manage new events.

The debate about the development of adult learning is based on P. B. Baltes and H. W. Reese (1987) studies about life-span psychology - the science studying human development (ontogeny) from conception to old age. The life-span theory has originated from the study of human development and suggests that human development is not concluded in adult age: ontogeny develops throughout a lifetime and requires adaptive processes. The idea of permanent education, or better of lifelong learning, is based on these studies.

Begotti says (2010):

[...] The expression includes any activity undertaken in different steps of life to adapt one's knowledge, competences, and skills according to a personal, civic, social, and occupational perspective.

The idea of lifelong learning has been developing since the 70s when the Unesco report *Learning to be* defined it as:

the set of tools offered to people, regardless of age, gender, social and professional condition, for them to keep on learning in order to achieve the full development of their skills and the full participation to the progress of society.

This education model takes into consideration the connections of individual learning in everyday life. The theory of andragogy by Malcom Knowles is based on this idea and it is therefore very

different from the idea of pedagogical education - conceived for children<sup>1</sup>. Knowles distinguishes six main differences between the two types of learning:

- a) *motivation*: defined by Balboni (2012: 86) as the energy sustaining hardware and software, it is one of the main factors in the learning process. You have motivation when learning inputs (Krashen' input) satisfy a personal need or desire;
- b) *self-concept*: the main difference between children and adult learning probably lies in the fact that adult students decide autonomously to reintegrate a learning process, while children are forced by parents (or tutors) to attend school. The self concept in children is based on the dependence on others. Instead, adults are autonomous and independent and, as such, they want to decide autonomously and be involved in the project. The involvement makes the students feel more comfortable within the learning process, thus developing and strengthening their "learning to learn" skills;
- c) *need of knowledge*: adult learners need to give a meaning to their actions and efforts, they have to immediately understand the relationship between the contents and the possible employ of what they are learning. A mostly practical approach of activities will be useful to sustain the main spur to learning (motivation) as it connects what is learnt to everyday tasks;
- d) *readiness to learn*: adults are readier to acquire new skills that are useful in everyday life;
- e) *orientation to learning*: adults are more motivated to invest time, energy and sometimes money in learning if it can be useful to face everyday problems. That is why we have to stress one more time the importance of contextualizing the learning process, showing the chances to apply knowledge outside the classroom;
- f) *experience*: the acquired knowledge in previous experiences deeply affects the way students approach novelties. The teaching of any discipline should offer a reorganization of acquired knowledge and should use personalized tasks to enhance students and put them at ease.

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1 Adult learning, which was named andragogy in 1833 thanks to the German scholar Alexandre Krapp, was the first form of education based on a rigorous method. The Great thinkers of ancient times (Aristotele, Plato, Confucius...) did not teach children, but adults, following the idea of learning as an active process. The idea of andragogy forged by Kapp was often questioned and was taken back into consideration only in 1920s by the German sociologist Rosenstock. We will have to wait until 1970s to see the birth of the expression "adult learning" thanks to the importance of one the most famous scholars on the subject: Malcom Knowles. (<http://glossario.invalsi.it>; <http://www.formazioneesperienziale.it/catalog/images/knowles.pdf>)

The initial assumption of andragogy (1981) lies in the idea that adults are learners, and each of them has specific needs, experiences and expectations. The final aim of andragogy is helping adults to acquire autonomy. In this context, the role of the teacher is to facilitate learning. According to Knowles any learning/teaching process involving adults must provide a learning contract, which means a direct involvement of the adult-learner in defining aims.

According to Knowles' theory, students must feel comfortable both with the learning process and the group. Feeling comfortable with the learning process means that students find what is studied both useful and expendable, and this is possible only when the teacher identifies the linguistic needs of the class submitting, as suggested by Minuz (2005: 37- 42), questionnaires or entry forms. Once students' general needs are identified, the teacher has to negotiate the content of the course with the students, sharing their aims. The following step concerns the way the program is implemented through activities, materials and techniques that are suitable to receivers - tools that confront students with their competences without endangering their image (Balboni, 2012: 100-104). The teacher, whose approach has to be facilitating and not judging, must ensure moments of verification at the end of each path, in order to sustain motivation and update students on what they have acquired and what needs to be revised.

### ***1.2 Education of foreign adults: Italian as L2 in a context of migration***

The features identified by Knowles' model must be (1981) integrated to our context: poorly educated foreign adults.

As a matter of fact, this research is addressed to

[...] adult women and men (neither children nor teenagers) who learn Italian in Italy (and not abroad) in order to integrate to Italian society in the medium and long term (in contrast to those who learn it for cultural or personal growth or other reasons).  
(Minuz 2005: 37)

We are talking about the category of people we call “foreign adults”. As Balboni reminds us (2000), the word *foreign* in Italian is *straniero* and comes from the Latin *extraneus*: identity of foreign people is defined on the basis of what distinguishes them from Italians. Social, genetic, and communicative differences represent obstacles in establishing relationships as foreign people can be unable to understand others and to be understood. The inability to express themselves, to decipher messages and situations is often the precondition for social exclusion. It may seem pessimistic, but success or failure in finding a house, a job, friends and relationships depend on immigrants' knowledge of our language. Comments such as “They do not integrate” or, worse, “They do not want to integrate”, “They always keep to themselves” are more and more frequently used to justify more and more restrictive measures concerning foreign citizens entries and permits in Italy. We could say that the “obligation to adapt” is the precondition for specific categories (Africans, Muslims, Albanians...) to receive an appropriate welcome. A very poor knowledge of Italian language is the clearest signal of a lack of integration. Therefore there is no doubt that learning Italian is the first and essential step towards integration. Sharing a language favours a culture of coexistence and cohabitation and can overcome the well rooted idea of emergency connected to immigration. According to Chiara Peri (2009), responsible for the projects of the Associazione Centro Astalli in Rome:

[...] the real possibility to learn Italian is strictly connected to the idea of equal possibilities. Language knowledge affects the opportunities of career progression, integration into society, personal relationships.

Today<sup>2</sup> in Italy there are 5,306,548 foreign residents, amounting to 8,8% of the population. According to ISTAT, Italian language is used to communicate at home by 38,5 %, and there is a strong gender based distinction (45,7 % by women and 29,7% by men). The use of Italian, particularly by women, in everyday contexts like family life, is a clear sign of a progressive stabilization of migratory flows. Women who have sent children to school have had the need to take part to their children's educative process. There is also evidence that there is a connection between early exposition to a language and its use at home: foreign immigrants who have arrived in their adolescence show a stronger attachment to their native language in family contexts if compared to children and teens who were born in Italy

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2 Data were extracted on 10/22/2020 and updated to 12/31/2019, <https://www.istat.it/it/archivio/245466>

or have arrived when they were babies (Appendix 1, Table 1). When we come to friendship relationships, as shown in Table 2 in Appendix 1, the use of Italian is inversely proportional to age (both chronological and migratory): as proved by the study, Italian is spoken by 89,6% of foreigners between 6 and 17 years old, and by 45,2% of those who are 55 years old and over.

Following the Decreto Ministeriale dated June 4<sup>th</sup> 2010, in order to obtain a long term residence permit, immigrants who are residents in Italy must reach an A2 level in Italian, as established by the Common European Framework of Reference for Languages<sup>3</sup>.

Most foreign citizens who attend Italian classes are between 25 and 44 years of age, a range where motivation is made stronger by social and professional aims. As stressed by Minuz (2016:42), immigrants are lead to attend an Italian class mainly by two motivations: integration – they want to play an active role in the new society, and need – they need to acquire a new expendable skill. Therefore Italian language is the key element to promote integration, communication and professional fulfillment.

Political and socioeconomic developments – enlargement of Eu; transformation of emigration countries into immigration countries; trade globalization; long term crises and poverty in many non European countries; climate changes – have caused a diversification of migratory flows and immigrants profiles: legal or illegal immigrants, family reunification, asylum applications, political refugees, students (Adami, Leclercq, 2012). It is therefore clear that teachers often have to deal with classes consisting of students of different ages who have heterogeneous linguistic and learning needs and motivations.

Quoting Borri (2019) and Minuz (2015), literacy programs are addressed to adult women and men who:

- a) live, work, are socially active and take part in civic life; they have rights and duties (for example they must obtain a linguistic certification) or they are waiting for international protection status;
- b) they learn the language as part of adaptation/integration in the hosting society;

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3 «To obtain a Ce long-term stay permit, foreign citizens must have a level in the knowledge of Italian that allows them to understand everyday sentences and expressions corresponding to a A2 level of the Framework of Reference for Language approved by the European Council» (DM 4 June 2010, art.2, c.1)

- c) they primarily learn Italian in a “natural” context, through interaction with Italians, in specific fields and conditions which are often very different from traditional language teaching situations in a multilingual and multicultural society; asylum seekers often don't use Italian but in formative situations;
- d) they differ in age, biography, life conditions, education, job, migratory projects, involvement in Italian society, native culture and linguistic repertoires; motivations;
- e) they speak languages that are very different from Italian or they are poorly educated;
- f) they have different formative needs.

In the end, to be successful, teaching Italian in a migratory context must be strictly connected to everyday exposition to the language and, secondly, it must provide students with tools that can speed up the learning process.

The aim of this research is to demonstrate how the application of the Dependency model to a literacy course can speed up language learning processes and therefore integration. Such a meta-linguistic attention to well known and contextualized linguistic portions could ease an inductive approach thus showing regularities through experiences; it could encourage the ability to segment language into significant and discrete parts through graphic representation; using the chromatic codification of radial schemes by professor Sabatini, it could facilitate the understanding of non marked sentences structures in a SVO language to stimulate learners to replicate and autonomously produce new sentences.

Therefore, the aim is reasoning about language to better use it and achieve self-fulfillment.

### ***1.3 Education of poorly educated adults***

The most recent migratory phenomena have stressed the problem of illiteracy and forced facilitators to re-plan linguistic education in integration and welcome plans. Poorly or no educated adults are at high risk of dropping out: their poor familiarity with school dynamics and their unstable and transforming situation can often weaken their motivation to attend classes. Encouraging motivation is one of the first aims of linguistic courses that have to provide students with useful keys to act in the society they live.

Since 2018 the Council of Europe has added an integration to CEFR (Common European Framework of Reference for Languages) focusing on a Pre-A1 level, which had not been considered in the previous versions, and has written the Companion Volume. Following CEFR and Companion Volume indications, certifying bodies (Università per Stranieri di Siena, Università per Stranieri di Perugia, Società Dante Alighieri and Università Roma Tre) have designed a Syllabus for pre-A1 level. The Syllabus is addressed to functional illiterate or poorly educated adult migrants, as they are particularly vulnerable in education in general and therefore need dedicated teaching actions. At the beginning of the Syllabus learners are divided into four macro-groups: adults with no education whose native language has no written support; illiterate; poorly educated or semi-illiterate; educated (§ cap. 3.1.1).

It is crucial to stress that literacy teaching does not simply consist in providing tools to learn how to read, write and count, but it is a social practice as the final aim should be the ability to use those skills.

### ***1.3.1 Levels and definitions of Illiteracy***

Quoting a metaphor by Casi (2014), poorly educated or illiterate adult migrants are:

[...] a wide often invisible adult audience, who, in the agenda of educational politics inspired by the Italian Constitution, should be ensured priority in diagnosis, prompt action and resource allocation as it happens in the Emergency Room for red-band patients.

Many adults attending literacy programs come from places where you can spend your family, working, social and cultural life without being able to read and write. But in most European countries, this condition is anachronistic: in general, illiteracy means social and professional exclusion.

For what concerns Italian teaching, the definition of 'illiterate' – “those who cannot read nor write” - is too generic and limited. It is therefore necessary to distinguish the kinds of illiteracy in order “not to compare oranges and apples”.

According to Rocca, Grego Bolli, Minuz, Borri, Sola's Syllabus, for people who are defined *vulnerable*, literacy means the chance to belong to a highly textualized society, a society where writing dominates everyday life and - unfortunately - substitutes most of direct interpersonal



relationship (Borri, Minuz, Rocca: 2016, 91). As Minuz points out (2005), the meaning of the Italian word *analfabeta* is “without alphabet”, the *analfabeta* does not know the alphabet letters and therefore cannot write. The primary skill of writing must not be considered a transcription of spoken language, but an autonomous, complex, unnatural and arbitrary system that can produce meanings.

In general, those who have never attended an education program and have never acquired reading-writing skills are considered “primary”, “total” or “instrumental” illiterates. Even if total illiterates are very few in the native population of Western countries like Italy, and even if Unesco data show a considerable improvement in writing and reading skills in young people and a continuous decrease of gender gap, illiteracy still concerns quite a big part of the world population: according to the latest available data for 2016, 750 million of adults – two-thirds women – are still illiterate<sup>4</sup>.

Primary or instrumental illiteracy is generally due to the lack of education as in most countries reading and writing are skills you achieve in primary school. But schooling in childhood does not always imply full reading and writing skills in adulthood: giving up writing and reading after school causes a reduction of literacy skills. In these cases, we speak of returning illiteracy.

In Unesco reports the definition of literacy has changed over time, as it has had to adapt to sociopolitical changes and to new economic and technological changes. In the end, literate has been defined as the person who «[...] can read and write and is able to comprehend a short simple statement on everyday life». Previous definitions were focused on writing and reading skills, regardless of their possible use in everyday life and of the learning context. Literacy training techniques were therefore inefficient, as they were based on hierarchic teaching structures where there was a mere transmission of knowledge, which proved to be often unsuitable and useless for students.

The interconnection among reading and writing skills and their employ in society clearly shows how literacy and illiteracy are not absolute categories, but they are phenomena changing in time, place and according to society.

So, in the mid-1950s, Unesco proposed the definition of “functional illiterate” stating that:

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4 Data were extracted on 10/11/2020 and uploaded to september 2017 in [http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017\\_0.pdf](http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017_0.pdf)

Functional illiteracy means that a person cannot take part in activities requiring literacy and cannot use reading, writing, and calculation skills for his/her own and the community's development<sup>5</sup>.

This meaning of illiteracy focuses on the ability of the person to consciously act and interact in society: the functional illiterate is the person who cannot understand and produce documents or written texts (school justifications for his/her children, instructions...) nor cannot obtain everyday life useful information reading a written text (Minuz, 2005:21).

In today's society, where communication is mainly mediated by technology and where people need to be able to interpret new linguistic and counting codes to reach their goals, the definition of functional illiteracy need to be updated and expanded, it cannot concern exclusively writing and reading skills. That is why now we can speak of "multiple literacies" with two different but very close meanings. On one side there is the need to learn the codes used in everyday communication, which means a person must learn how to "read" even nonlinguistic texts. On the other side, it is used to refer to a literacy strictly connected to different contexts, social functions and writing spaces in a single community. This latter meaning, revealing a more "anthropological" vision, has been at the root of a dispute on the notion of literacy training.

Illiterate people in general, and those whose native language has no written form in particular, live and act exclusively through orality. Language, in oral cultures, is the only way of action and thought. In the Unesco report at Teheran conference, it was said that:

[...] the illiterate thought is practical. Illiterate people use images to think. Their thinking is made up of a series of images that are one next to the other or one after the other and it does not lead to induction or deduction. As a result, something that has been learnt in a given context is hardly transferred to a different situation where it could be applied<sup>6</sup>.

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5 UNESCO- Institute for Statistics, Literacy, <http://www.uis.unesco.org>

6 UNESCO, 1965, *World Congress off Ministers of education on Eradication of Illiteracy*, Teheran

Lurija's studies (1974) on the concreteness of thinking have been particularly meaningful as they have shown how illiterate people have poor abstraction skills and their cognition is linked to experience. This means that an illiterate person cannot apply a same rule to a different context.

### *1.3.2 Profiles of learners*

Definitions of “literate” and “illiterate”, as regarding competences, must not be seen as completely separated as they are over-crossing and communicating. In literacy training classes there will probably be learners who have poor alphabetic skills, but good or very good oral skills. The two terms identify very different conditions: learners who cannot read and write Latin alphabet could be familiar with another alphabetic writing (like Bengali or Arabic) or a logo-graphic writing (like Chinese): students will have a disadvantage in using our system, but cannot be considered “illiterate”. As for what concerns writing, we can distinguish four main learners' profiles who are within the continuum of linguistic and alphabetic skills (Minuz, Borri, Rocca, 2016) <sup>7</sup>.

#### *Pre-literate*

People whose native language does not have a writing system or is not the education language in their country. These learners have not developed the notion that writing can be a system of communication and have difficulties in understanding that a written text, or a word, can have a meaning. Pre-literate students need to acquire basic techniques (use of writing tools, tracing, space and writing conventions) and basic literacy training (approach to writing and iconic representations).

#### *Illiterate*

Illiterate students are adults whose native language has a system of written representation but they have never learnt it for lack of school or other reasons. In this case, native language writing system must be taken into consideration and confronted to L2. However illiterate, these learners are in touch with the system of writing and recognize its communicative function. Subcategories of this profile depend on the native language: non educated adults speaking a language that is written in logograms; non educated adults speaking a non-Latin syllabic or alphabetic language; non educated adults

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<sup>7</sup> This categorization was taken from Borri A., Minuz F., Rocca L., (2016), *I Quaderni della Ricerca. Progettare percorsi di L2 per adulti stranieri. Dall'alfabetizzazione all'AI*, Loescher Editore, Torino, p 102-112

speaking a language written according to the Latin system. In this case action must focus on a basic tool literacy training (sound-graphic sign relationship; ability to write letters; combination sign-sound and reading syllables), and on the development of the communicative intention of words.

### *Poorly literate*

Poorly literate adults have received a basic education in their native language (usually less than 5 years) or have partly lost their skills as they have not used them for a long time and now they are not able to use them in everyday life. Also in this case you need to distinguish between those who have received an education including a logo-graphic system, a Latin or non-Latin alphabet to develop a different learning path.

### *Literate*

They represent a wider type, depending on the level of education, age, native language, motivation; they do not need a preliminary class and the process of learning can immediately start with linguistic-communicative aims through reading and writing processes.

### ***1.3.3 Educational features***

Before proceeding with the analysis of some of the didactic characteristics of literacy courses, it is necessary to reflect on the concept of writing itself. From its invention to the present day, writing is not understood as the decoding of speech but is a process of designing a system of representation. Existing types of writing (both alphabetic and ideographic scripts) are characterized by the union of meaning, signifier, and referent of the linguistic sign (Nitti. 2019: 60). Paolo Nitti, professor at the University of Insubria in Turin, recalls how these reasonings are necessary to describe how literacy can be perceived: the first is related to the exercise of the ability to discriminate meanings (phoneme-grapheme) without questioning the meanings themselves; the second is based on the global understanding of the system of writing by focusing on the elements of orality that are maintained in the written language. In this sense:

Literacy, then, can mean learning a technique or appropriating a new object of knowledge. Reading and writing are not only the vehicle of school teaching, but they correspond to a

precise process of conceptualization of reality, of organization of thought; they are themselves the object of knowledge. To start from this assumption is to consider literacy not as an instrumental process for school practice, but as a key to access a significant object of culture (Nitti, 2019:60).

A literacy course primarily aims at making learners acquire the necessary linguistic-communicative skills to immediately act in different contexts and conditions. When planning educational literacy actions, different factors must be taken into consideration: the level of illiteracy of learners, the type of learners the class is addressed to, the learning contexts, the needs and contexts of students. Teaching must keep a strong relationship with everyday life in order to satisfy the real needs of students. As it is not possible to use any writing system nor abstract representations, teachers must start from oral language accompanying it with visual and audiovisual materials, which are more realistic and stimulating, and real objects to touch, smell and taste, like food.

There are two main methodological approaches when teaching writing and reading: the analytic-synthetic method and the global method. The first one - more traditional - is based on the acquisition of the capacity to convert graphemes into phonemes connecting them so as to form meaningful unities. In this case, the starting inputs are the letters first, and then the syllables. In contrast to this method, the global method is instead based on the presentation of single words, or short meaningful texts, that are later analyzed and segmented. When teaching writing and reading, a double method is often preferred in order to develop global writing and reading on one side<sup>8</sup> and, on the other, to encourage decoding skills. The mix of these two methods (analytic-synthetic as for decoding and global as for writing and reading through semantics) has proven to be particularly useful for a language with orthographic transparency like Italian (Minuz, 2016: 117).

Suggested activities for an illiterate audience follow the hierarchy of skills - understanding, speaking, reading, writing - and uses as much as possible authentic materials. The course starts with a motivational stage where, through elicitation exercises - using pictures, videos o realia - the subject

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8 Besser S., Brooks G., Burton M., Parisella M., Spare Y., Stratford S., Wainwright J. 2004, *Adult literacy learners' difficulties in reading: an exploratory study*, NRDC – National Research and Development Centre for adult literacy and numeracy, London.

of the unit is introduced while previous knowledge and acquired linguistic structures are verified.

The following step<sup>9</sup> consists in presenting letters and key words, using imagine-word exercises, or activities where you have to recognize sounds in a combination of grapheme-phoneme to improve phonological awareness. In the following analytic step, contents previously seen are studied in detail using exercises to reckon letters, syllables or words in authentic texts; in the end, there is a synthesis where writing, reading and speaking skills are put into practice. During the four steps, the repetition of contents and the variety of the senses involved are crucial to memorize the studied structures.

Literacy lessons have a very specific aim - for example developing oral interaction and learning a communicative function. The course will have to foresee specific oriented tasks and practical projects (like writing up a Cv). In this way, students attention is moved from the linguistic form to the task. This does not mean that in literacy training classes activities on specific linguistic aspects must be neglected. Project works and purely linguistic activities are the two extremities of activities: from a maximum to a minimum of interactivity. The choice will depend on the step of the lesson and on the educational aims.

After these general premises, we will focus on meta-linguistic activities. As Minuz says (2016), thinking about language represents a crucial moment in language classes, also with illiterate students, so much that «the most natural communication in a language class is certainly about language itself»<sup>10</sup>. As referred to the writing-reading skills presented in the Syllabus by Borri, Minuz, Rocca, Sola (2014), as soon as Pre-A1 students start reading short familiar sentences, the meta-linguistic reflection can start, preferring real language as main topic for grammar description.

After defining the topic, it is time to deal with methodology. Language teaching literature has distinguished two ways of treating it: implicit, by induction, or explicit, by deduction. By induction, the meta-linguistic observation follows the presentation of a series of examples that enable to see

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9 The globality phase

10 Courtillon J., *La grammaire sémantique et l'approche communicative*, in «Le Français dans le monde – Recherches et application», num. speciale, 1989, pp.113- 122; Ciliberti A., *La grammatica: modelli per l'insegnamento*, Carocci, Roma 2015, p. 84

regularities and gradually extend them. Dealing with discussion in an explicit way, teachers can present the rule which will be then applied in activities. Modern teaching approaches adhere to the first modality as it connects the study of language to its use and it requires the learner an effort ensuring the acquirement of the rule. Grammar presentation to this kind of learners does not need the use of grammar terms.

## Chapter 2

### *Grammar*

Historic-natural languages are seen by language sciences - that is to say sciences dealing with communication, linguistic education and verbal interaction - as structured and organized codes making possible the exchange of information; according to Duranti (2008) they are «logical-formal systems offering conceptualization of experience». According to another point of view, languages are powerful means of social action. In the first case, grammar is taken as a immutable entity, regardless of the context. In the second, instead, grammar is a complex system that changes according to contexts and roles.

The first is a formal and abstract system describing the way a language is, while the second stresses what it does, the social practices it implies.

The word grammar can mean different realities, both in common language and, as we have seen, among scholars. Reflecting on the meaning of grammar is very important for language teachers who deal with many points of view, definitions and descriptive models. Every approach provides a range of specific teaching materials. The choice of the best reference model for each course is therefore really difficult.

According to different language vocabularies, the notion of ‘grammar’ in Italian can change. It can be:

- a) “The complete description of a language, of the principles it follows in its organization. In this case, it includes the principles and the rules of the levels a language is articulated in: sounds (defined by phonetics and phonology), words (described by morphology), sentences (described by syntax) and meaning (analyzed by semantics)<sup>11</sup>. This definition includes different categories: Port-Royal grammar; functional grammar, generative grammar; dependency grammar... (Luise M.C., 2003: 4);
- b) “Set of conventions ruling a particular language system: Italian g.”; <sup>12</sup>
- c) “The book dealing with this discipline”; <sup>13</sup>
- d) “Set of basic rules of a science, of an art”;<sup>14</sup>

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11 Dubois J. Et alii. 1993, *Dizionario di linguistica*, Zanichelli: 140

12 [https://dizionari.corriere.it/dizionario\\_italiano/G/grammatica.shtml](https://dizionari.corriere.it/dizionario_italiano/G/grammatica.shtml), dizionario di italiano Sabatini-Coletti

13 Zingarelli N. 2007, *Lo Zingarelli. Vocabolario della lingua italiana*, Zanichelli

14 *Ibidem*



e) The linguistic competence of a speaker.<sup>15</sup>

This polisemy could be due to the ancient origin of the word. As said by Tullio De Mauro (2011), the origin of the word dates back, through Latin [*ars*] *grammatica*, to the ancient Greek *grammatikè* [*tekhne*], that is to say “art of writing”.

In Greek, *grammata* were the alphabetic characters used in written language, and in ancient Rome the *grammatista* taught children to read and write, while the *grammaticus* taught to older pupils the theory of language through classical authors (Adorno, Ribotta 2000: pp. 16-17).

It is necessary to point out how the scientific literature (Nitti 2017; De Mauro 2007; Andorno, Ribotta 1999; Berruto 2010; Pinker 1994; Bertocchi et al. 1990; Dardano, Trifone 1990) prefers a broader definition of the term, thus speaking of “grammars”, thus including research on phonology, graphemics, text, sociolinguistics and everything that can go to build communicative competence (Ballarin, 2019).

Beyond these definitions, grammars are generally divided in two big groups: reference grammar and pedagogical grammars. Reference grammars describe forms and structures of a language and are therefore defined as “systemic” (Lo Duca, 2003). They show the “straight and narrow” and the backbone of a language system (Sabatini, 2019) you must respect if you want to be understood. In this case, grammar is said to be normative or prescriptive and defines what use is correct on the basis of acceptable models (Adorno, Ribotta 2000). Offering a systematic analysis of the parts of the discourse, normative grammar does not consider contexts but codifies rules of an almost abstract entity. The other half of the “grammar-apple” is instead the descriptive grammar which shows how mechanisms work in a given moment, presenting them as cultural elements that change in time, space and situation.

Pedagogical grammars are suitable for teaching as they are an answer to practical needs of those who have to learn a language, explaining linguistic structures according to their real use. The dependency model we analyze in this research develops within pedagogical grammars: the creator, the French linguist Tesnière, aimed at creating a model that could explain the way linguistic systems work to enable learners to find necessary and sufficient elements (Sabatini 2019, Sabatini 2012).

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15 This definition refers to Noam Chomsky's generative grammar. The American linguist says that grammar is a natural competence of speakers who can form an endless number of clauses. This theory is based on the idea of an innate knowledge (belonging to human biological heritage) of universal principles ruling language.

## 2.1 Doing Grammar

*Tell me, show me, involve me:*

*'Tell me and I will forget, show me and I may remember; involve me and I will understand.*

(Confucio)

You cannot partially speak a language: being able to pronounce sounds does not mean speaking a language, just like you need more than simple words to express yourself. All languages are complex systems formed by different levels which are interdependent and governed by rules. Grammar competence includes the principles that rule sounds, words, sentences and meaning of the language. Grammar competence is the ability of a speaker to form sentences respecting those rules. Grammar, then, is part of the broader language competence, which is part of communicative. However, the general knowledge of a language also includes the ability to insert those sentences in communicative contexts: this is called “Pragmatic knowledge”.

When we think back to grammar classes (from high school to university), we usually think of long, boring hours. Grammar is usually taught - and learnt - in frontal lectures where textbooks are the only source of knowledge. Antinucci (2001) says that there are two ways to learn grammar: you can learn it from a book trying to memorize what it contains, or you can learn it from experience based on “repeated cycles of perception-action. [...] Through perception and action on reality” (Antinucci, 2001). The first method is defined ‘symbolic-reconstructive’ because students decipher symbols to build up their meanings without any exchange with the outside world.

In symbolic-reconstructive learning, everything happens inside your mind: the only outside spur is the input of linguistic symbols. It is an aware and explicit process: I am aware of the passages my mind goes through. For this reason, if I get distracted - if my awareness is focused on something different, like another input – “I get lost”. You need constant attention and concentration which causes a sensation of effort and, in the long time, becomes tiring. Studying is tiring (Antinucci, 2001: 13).

The second method, instead, starts from experimental perception and is defined ‘perceptual-motor’.

Perceptive learning is the result of a continuous exchange between input and output. It is mainly unconscious. I am aware of what I do and what I see, but I am not aware of the passages connecting the two nor I know the motivations: knowledge emerges from a more and more

focused repetition. The attention we need in this process is also different: it is more similar to monitoring, it is more like an interested participation than a coercive effort. The result is that the process is often pleasant, like if we were playing; it not tiring (ibidem).

A perceptive-motor learning method has deeper effects as the development of the brain itself depends upon experience. Neuroscience provides evidence.

Eric Kandel, Nobel Prize in Medicine in 2000, has discovered neuroplasticity, the ability of the brain to change structure according to experience. In particular, neuroscientists have understood that a repeated stimulus (experience) triggers a specific gene that increases connections between sensorial and experience neurons. These biochemical developments are crucial in learning as they assure representation and elaboration of new experiences.

In the ancient so-called “reptile brain”, the perceptive-motor system is activated by actions and movements allowing experiences to be stored in a much deeper way in our memory. That is why learning a second or foreign language is faster and deeper when you "do", like when you dramatize or you play: the elaboration of linguistic inputs, usually perceived and absorbed by the left hemisphere of the brain, takes place in the right hemisphere, the one used to work out visual inputs.

In neurolinguistics, the ability of the two hemispheres to work in a different and specialized manner is called lateralization: the left hemisphere manages analytical, logical and sequential tasks, while the right hemisphere manages analogical, simultaneous and global tasks. This phenomenon has consequences in the application of teaching sciences. When providing students with activities, you have to involve their whole mind, both the analytical and global areas, and you have to remember that the two hemispheres must be stimulated according to a very precise direction. At the beginning of a lesson, you have to activate motivation and curiosity involving the right hemisphere before using a logical approach (analysis of the linguistic needs about the specific topic). After this first stage, you need another global moment where materials are presented in a sensorial and contextualized way. Finally, global analysis is formalized through exercises encouraging awareness.

Stimulating both hemispheres of the brain when teaching grammar is therefore crucial, in particular in classes where you teach Italian L2/LS, because it enables students to easily monitor their production and correct it in an informed way (Dulay, Burt, Krashen, 1982), it helps them to notice phenomena in inputs and catch their meaning (see the Noticing Hypothesis by Schmidt, 2001: an input becomes intake when it is noticed, that is to say it is registered in an informed way).

When teaching grammar, also timing has to be taken in great consideration: you have to respect the students' steps of evolution and maturation of abstract thinking. For teaching to be really facilitating, you need to teach grammar structures learners are ready to learn. Remembering Krashen's theory (i+1), the input is acquired if it is set in the step naturally following the one it has already been acquired (Balboni 2012, 40).

“Doing grammar” in class can then follow two practices: an explicit approach, deductive, and an implicit approach, inductive. As specified in *Nozionario di glottodidattica* by Laboratorio ITALS, this is one of the main dichotomies in the psycho-pedagogical debate. The deductive approach is based on rationality: language is acquired through explanation, memorization and reproduction of information - linguistic behaviours are deduced from given rules (symbolic-reconstructing learning). In the inductive approach, instead, teachers are guides who stimulate the discovery of linguistic regularities starting from experience (perceptive-motor learning). The “clash” between these two approaches has caused a gradual abandon of deductive modalities in favor of inductive ones, thus going from explicit teaching of grammar to language awareness.

This is why dependency grammar is a valid model for classes with very basic linguistic competences: the possibility to use different channels and ways of learning (the creation of colourful tables, the "dramatization" of verbs and the use of images) stimulates the different learning styles of students and promotes an inclusive e motivating teaching (see §4.3); knowledge is actively built through meta-linguistic awareness and discovery through experience; it stimulates students' visual-perceptive channel enabling them to memorize faster and more deeply even when there are verbal difficulties (Pona, 2019).

## **2.2 Difference between grammar and linguistic awareness**

The history of approaches to language teaching has seen a continuous alternating between *focus on form* and *focus on meaning*<sup>16</sup>. This ancient *querelle* involving language teachers - whether language has to be taught “as a system” favouring its analysis or it has to be taught “in action” thus promoting its use - has been defined as the "Pendulum Syndrome" and, in time, there have been periods when rule has been privileged and others where use has been prominent.

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16 *Focus on form* is an approach in which the teacher provides comprehensible input and stimulates student interaction in order for students to acquire language naturally. The characteristic of *focus on form* is to bring students' attention to particular decontextualized linguistic forms. *Focus on meaning*, typical of the communicative approach, is equivalent to a total omission of attention on the linguistic form.

As a matter of fact, thanks to the spreading of communicative approaches in the 1960s (suggesting an implicit acquisition of grammar), the pragmatic value of language has been preferred to metalinguistic awareness. At that time, language was not classified on its form (the parts of the discourse), but following its aims (Balboni 2012). Thanks to Austin and Searle' Speech act theory (1962-69) - the essential of language lies in the actions it makes possible and has nothing to do with its formal features - new methods were developed to enhance students' communicative competence: the ability to use language to achieve a goal. However, since 1990s linguistic consciousness has recovered ground, not in its grammar-translation meaning, but as a process to facilitate the development of linguistic competences (Matthiae, 2012), as you can see in the Common European Framework of Reference for Languages (CEFR) elaborated between 1989 and 1996. The document considers grammar competence not only as the knowledge of the grammar of a language but mostly as the ability to use it. It is therefore clear how contexts are crucial to present grammar before discovering and studying the rules.

In Italy, traditional language schemes have been criticized since the Seventies. In 1975 GISCEL (*Gruppo di Intervento e Studio nel Campo dell'Educazione Linguistica*) published its founding document, *Le Dieci Tesi*: for the first-time linguistic teaching was separated from traditional linguistics. Even if they authors supported the idea of abolishing explicit grammar teaching, they admitted the importance of metalinguistic awareness which, they said, had to start as soon as possible (thesis VIII point 9):

In the general frame of different linguistic skills, it is necessary to develop, since the very first school experiences, the ability, strictly connected to verbal skills, to self-definition and self-analysis.

Since the Seventies “thinking about the language” has replaced “grammar teaching”. The change of terminology shows how the new mentality has been more student-directed than teacher-oriented.

Reflection about language, beside developing linguistic skills, helps students' self-promotion and empowers cognitive skills (Sabatini 1995): if well addressed, learners' mind is stimulated to work more consciously, asking questions and solving problems through mental operations like observing the phenomena, formulating hypothesis, and comparing languages. It is one of the teacher's tasks to lead students to "inspect the language" providing them with the necessary information to formulate hypothesis on the way the language works (Lo Duca, 2004). Students are guided by the teacher to create mental representations of the way the “language-mechanism” works starting from open

schemes to fill after reasoning. When it comes to L2, providing very understandable, pre-analysed and in ascending difficulty order data is crucial for the students to be able to develop generalizations and verify hypothesis.

The idea of *language awareness* in the anglo-saxon world or *éveil au langue* in France refers to the development of «an enhanced consciousness and sensitivity to the forms and functions of language» (Carter 2003, 64). Language awareness activities should therefore aim at discovering the mechanisms of another language. To stimulate metalinguistic awareness you can use specific activities like noticing, comparison, manipulation, hypothesis formulation and verification. Such activities will be able to stimulate the capacities of observation, de-construction, interpretation both of the source and target languages (and therefore cultures) (Ciliberti, 1995).

### **2.3 Grammar in the history of language teaching**<sup>17</sup>

Since ancient times (Middle Age and Renaissance) up to the XVI century, non-native language learning had been mainly “communicative”, based on orality and the use of language rather than on its form. In Latin world, there were no grammars (books containing grammar rules) to teach Greek: pedagogues used to speak Greek and then read classical texts (in Ancient Rome they were Greek slaves). When Latin stopped being a living language and became a "school" language, it also became the object of new studies all over Europe: the *Accademia della Crusca* in Italy, the *Academy of Port Royal* in France and the *Royal Society* in London were founded and they created the first dictionaries and reference grammars. Latin was not any longer a lingua franca, it entered school curricula and became an exercise to develop students' logical skills: the language crystallized as classical language had lost contact with physical and oral reality.

In the same period (second Renaissance and XVII century) Italian and French became, together with Latin, international languages. In school there was therefore the necessity to teach living and modern languages, but the method was the same used for Latin: it was the origin of the so called formalistic approach. The formalistic approach used to identify language in its written form and to consider languages and rules as if they were unchanging. Attention was completely focused on grammar, providing students filled tables. The grammar-translating method came by consequence - written dimension was favoured as students had to read and translate classical foreign texts. The translating-grammar method did not enable students to develop any communicative skill, as they had a passive

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17 The chapter has been structured on Balboni P.E. 2012, *Le sfide di Babele. Insegnare le lingue nelle società complesse*, Torino, Utet.

role and studied literary texts instead of everyday language. That method was based on the idea that rules can produce language, and that, therefore, you could learn a language studying and applying its grammar rules.

In the XIX century, the first reactions to this approach came from United States where "knowledge of languages does not simply concern the education of higher classes children, but it has to respond to communicative needs of a rapidly increasing multicultural society" (Balboni: 2012,14). In the first half of the century, a new vision stressed out how languages had to be spoken. George Ticknor, Harvard teacher of French and Spanish, stated that teaching had to be individualized; had to take into consideration age and characteristics of each student; and had to follow an inductive process. In 1873 Maximilian Berlitz founded a German school in Rhode Island. Berlitz's schools have soon become famous for their natural approach called Direct method. The key point of the Direct Method stated that, in order to know a language, you had to think in that language, as it happens in native language; in class you could only use L2 or LS to communicate. Following the direct method, language is learnt without paying too much attention to grammar, which is nothing but the end point of the learning path. Berlitz Schools arrived also in Italy but they were closed during Fascism as they did not use manuals and therefore could not be censored.

XX century dictatorships were a dark period also for foreign language teaching: languages were not anymore used to communicate, but they were a mere instrument to read scientific, historical or literary foreign works. Consequently, oral competences were excluded by the new approach: the Reading Method. Being born in a period where speaking foreign language was impossible, the non-native teacher could only help students to solve some comprehension problems, blindly following the textbook.

After wars, closings and isolation, in the 1940s and 1950s there was a renaissance of language teaching. The structuralist approach imposed itself in the 1950s; it was based on Skinner's behaviour theory dating back to 1930s. The structuralist approach is the result of the cooperation of taxonomic linguistics, a theory developed at the beginning of the 1940s which reduces language to micro-structures; of behaviour psychoeducation, stating that knowledge is the result of repeated sequences of "stimulus-response-reinforcement" that create unconscious reactions to stimulus; and of the availability of new technologies allowing to register chunks of language to be provided as stimulus. The pattern drill - the structural exercises - consists in sequences that are provided at a rapid pace to avoid awareness and favour spontaneous memorization. For the first time a language teaching approach ends in a more general learning theory: language teaching becomes a scientific discipline.

From Skinnerian behaviorist studies, which argue that the individual learns through imitative processes, various direct methods developed, including audio oral; these privilege skills related to spoken language, where students are considered a *tabula rasa* and have to repeat and imitate decontextualized materials. However, these methods are shown to be rigid and mechanical in that they primarily focus on known patterns and not new structures or inputs (Nitti, 2019).

In 1960s focus was on what you could do with language: *How to do things with words* published by Austin in 1962 and Searl's *Speech Act* in 1969 show a different way to conceive language as a communicative and social action tool. Communicative approaches appeared in the 60s as an open criticism to Chomsky's theories when applied to language teaching. According to foreign language teaching techniques based on cognitivism, students needed to acquire the deep rules that could enable them to produce a small number of grammarly correct sentences. As it focused on the “linguistic competence” of learners - their knowledge of an abstract system of rules that would allow them to understand and create grammar correct sentences that could therefore be accepted by their speakers' community - it had stressed the linguistic product at the expense of the learning process itself: the emphasis on competence (perfect knowledge of language) had brought to a very unsatisfying performance (the use of language in social contexts). The dualism between language and practical use of language is overcome by the sociolinguist Hymes, who broadens the idea of linguistic competence into communicative competence, which includes both knowledge and employ of a language according to its three basic parameters (grammar, psycho-linguistic and socio-cultural). Communication according to the sociolinguist represents a complex and contextual act within which not only instrumental aspects but also sociolinguistic and interactional ones are considered (Nitti, 2019): in this sense, grammatical competence corresponds to the Chomsky's idea of competence to which psycholinguistic and sociocultural factors are added. According to communicative approaches, formal correctness is functional to pragmatic correctness. The first development of the communicative approach has been the situational method, which was developed as an alternative to the audio-lingual method. According to this method, students had to learn how to communicate in L2 through a repeated simulation of real communicative exchanges. In contrast to the audio-linguist method, the situational approach included a gradual presentation of grammar as the core of specifically created realistic situations. This method, though, ensured only a very narrow use of grammar structures and made it difficult to foresee – and therefore measure the intensity – of linguistic items and grammar structures. As a response to this inadequacy, the notional-functional method emerged. It was developed at the beginning of the 1970s within an adult linguistic education program and has later brought to the creation of “Threshold levels” - a series of interconnected but separate units, corresponding to students' real needs (Survival level, Threshold level...). Language was seen



as a set of notions, functions and situations and was not described in terms of nouns and verbs, but in terms of linguistic actions (to greet, to introduce oneself...). The notional-functional method takes into consideration the communicative needs of students and it is mainly based on the pragmatic approach, even if it does not exclude structuralist techniques.

In that same period, also in Italy Italian teaching started to change. In 1962 Junior High School was unified and the need to offer students the linguistic competences they needed to fully integrate became stronger than ever. The translating-grammar approach based on the rules of a literary language had revealed completely useless when confronted to the wide use of dialect among students and it could not be used to provide a mass education (Baratter, 2013: 14). Between the 60s and the 70s, the *Società Linguistica Italiana* (SLI) and GISCEL stressed the failure of traditional pedagogical methods and proposed a new approach to favour the full achievement of basic language skills, which were considered a crucial tool to integrate into society.

In the 70s and 80s, language teaching was more and more connected to psychological and neurological sciences. Attention was focused on the importance of students in the learning process. A very famous example is Krashen's natural method. It was based on the monitor theory, whose assumption was that students could learn a second language as they had learnt their native language. This is why provided inputs were made understandable and the attention of activities was focused on meaning. Grammar was not considered fundamental as the aim was enhancing students to communicate in their L2 or LS in real situations without forcing them to learn grammar rules. Nevertheless grammar structures were provided in the input and acquired through communication activities as they were useful to activate monitoring, the awareness mechanism enabling students to use their competences and verify outputs. To avoid anxiety in students (and activate the affective filter) and since focus was on meaning, no importance was given to the correction of mistakes; it is easy to understand the risk for some uncorrected structures to fossilize.

Since the 80s, language teaching has got more and more in touch with psychological dimensions and has focused on the personality of each student, considered as unique and unrepeatable in their active interaction with the outside world. This point of view has given origin to many applications where psychology is predominant. In USA, trends of this kind have brought to teaching methods like the ones by Curran (his model recreates the same structures of therapy sessions, the Community Language Learning, where teacher has the main role of counsellor/therapist), by Asher (inventor of the TPR, Total Physical Response; a structured method based on instructions provided by the teacher requiring a motor-response), and by the pedagogist Gattegno (whose silent way almost completely

silenced the teacher).

At the same time, in Europe language teaching was instead seen as a cognitive and affective process: in the Balkans you had the *suggestopedia*, in France you would find the notion of *éveil au langue*, and in Italy we had Giovanni Freddi and Renzo Titone, fathers of the humanistic-effective approach in language teaching (Balboni, 2000b: 14).

This short overview of the most used and influential methods shows how the role of grammar has changed: at the beginning it was considered an essential starting point in learning, later on it has been completely ignored; we have seen how some of those methods were fully based on grammar information, while others focused on communicative competence only.

## Chapter 3

### *Dependency Grammar*

*I verbi [...], dei fanatici del lavoro. Non smettono mai di darsi da fare. [...] Quelle formiche, quei verbi, [...] stringevano, scolpivano, rodevano, riparavano; coprivano, levigavano, limavano, avvitavano, segnavano; bevevano, cucinavano, mungevano, pettinavano, crescevano. [...] Sembrava un'officina di matti, ognuno sgobbava freneticamente senza curarsi degli altri. Un verbo [...] lavora ventiquattr'ore su ventiquattro.*

(Orsenna (2012), *La grammatica è una canzone dolce*, 108-109)

### **3.1 Difference between sentence and utterance and between system and text**

Learning how to use a language is one of the main aims of literacy classes<sup>18</sup>. Teaching Italian does not simply mean to help students developing the four basic skills (reading, writing, speaking and listening), but also to promote a progressive awareness of the language system itself. This is possible through a textual perspective: reading texts, understand the way they work, recompose elements to obtain new meanings.

According to Noam Chomsky - the main proponent of generative grammar - any speaker has an innate grammar competence and is therefore able to understand regularities in the language and use them in new contexts<sup>19</sup>. If language is an innate competence each speaker can investigate his/her knowledge of competences and experiences and compare it to others'. The meaning of every verb can be found considering the competence of each speaker in his/her L1. As Jezek says (2005), a L2 learner necessarily has a L1 competence and is therefore aware of syntactic structures associated to a verb expressing different events. An L2 learner must learn the meaning of verbs and the structures these meanings require and the way they are connected to other components of the sentence.

The verb-dependency is the reference model used in this research as it can connect the “pure” linguistic plan, the syntax analysis, to the plan of contents and practice, the field of semantics. Quoting the inventor of Dependency grammar, Lucien Tesnière:

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18 Referring to the more complete meaning of linguist competence which include both grammar and practical competence.

19 The generative model by Chomsky and the Dependency model by Tesnière share some key notions such as the importance of the verb, the distinction between optional and compulsory elements and the use of tree diagrams (in this research the reference visual codification is by Professor Francesco Sabatini and it is not the original one introduced by Tesnière in *Éléments de syntaxe structurale*).

[...] the structural and semantic planes are independent of each other. But this independence is merely a theoretical construct of the mind. In practice, the two planes are in fact parallel because the structural plane has no other purpose than to render the expression of thought possible, that is, to render the expression of the semantic plane possible. While they are not identical, there is parallelism between the two planes. (Tesnière 2015: 35)

These aspects correspond to what the linguist Ferdinand De Saussure had defined in *Cours de linguistique générale*<sup>20</sup> as signified (the idea) and signifier (acoustic image, the form). In the Dependency model, the sentence - what is studied by syntax - is seen as a structure whose elements are hierarchically interconnected. One of Tesnière's innovative theories lies in the distinction between the linear order of the sentence, that you can perceive in the phonic production and transitional writing, and the hierarchical order (De Santis, 2019: 18), given by the connections due to the verb.

Before describing the features of the model and its application, we must focus on the definition of sentence. A sentence is what is said, a linguistic expression pronounced with a unique voice emission (De Santis, 2019: 35). Each sentence has a structure, a form given by different combinations of words. The analysis of those combinations enables us to build the meaning of 'sentences'. Sentence means "a linguistic expression containing all the necessary elements to have a meaning and in which words are combined according to language rules. It is therefore autonomous even if it is isolated from the context" (Lovison, 2019: 267), like in the examples:

(1) *Alan cammina.*

(2) *Simona mangia una pizza.*

These expressions, however generic and poor, are the core of dependency model and of this research as their meaning is completely contained in the words they consist of. Also 'utterances' are series of words, but to grab their meanings we need to know the context: you can define utterance as a reworking of a sentence in the concrete communicative act (De Santis, 2019: 36), for example:

(3) *Avanti!*

(4) *La pizza!*

If you want to understand the way a language works you must not consider the elements connected to the *hic et nunc* of communication. You can see how the verb is present in (1) and (2) but it is

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20 De Saussure F. 1967, *Course in General Linguistics* (ed. orig. *Cours de linguistique générale*, Paris, Editions Payot, 1922). As a matter of fact, the text of the work has been built by Bally and Sechehaye putting together notes taken by students during the three courses of general linguistics taught by Saussure. The *Cours* is therefore the most complete collection of Saussure's thought.

missing in (3) and (4). The verb can be missing because it emerges from other background information (the utterance *La pizza!* requires the context of a situation: the delivery boy has delivered the pizzas and mum calls her children for dinner saying “La pizza!” and meaning “The delivery boy has brought the pizzas: we can have dinner!”).

Another (temporary) distinction between words concerns system and text. Sabatini in *Grammatica dell'italiano secondo il modello valenziale* (2012) considers them two perspectives that, although separated and far away, integrate and complete each other. The first is the virtual or grammar perspective, which considers language as a general system explaining how a language works. In this respect, the word virtual takes the meaning of something that can be potentially used in any kind of communication regardless of a situation or a context. The second perspective, instead, considers the language in practice, in the context it is used. Texts are preceded and followed by other pieces providing missing information.

Assuming that the main tasks of linguistic education is developing the language skill to communicate with other people, the analysis of messages that are produced to communicate (real texts) does not allow to grab useful information to understand language structures not even at a basic skill level. Let's see an example:

(5) A: “*Cosa fai oggi?*”

B: “*Dormo*”

In this communicative exchange it's clear that speaker A is speaking to B and the latter does not have to explicit the grammar subject in Italian saying *io dormo*<sup>21</sup>. The typically Italian “fall” of the subject is an example of ellipsis: an element of the sentence is implied as it can be understood through the context. When you have ellipsis, the level of interpretative cooperation is very high: the receiver must cooperate in the construction of the meaning. It is now clear the importance of observing and understanding the «hidden object [...] in verbal language the language system» (Sabatini, 2019: 254) to be able to use and understand texts.

Even if it necessary to discover the language system, separating system from text removes the concreteness of language. In a second moment, the two perspectives must reunite to enable students to recognize the specificity of each text.

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21 Italian is a *pro-drop* language where the expression of subject is optional or it depends on the context (for example where the verb does not provide the necessary information to interpret what is said, the subject must be explicit).

### 3.2 *The model*

Being able to use linguistic products (utterances) in a useful way implies a knowledge of the structure to which they refer to. The analysis of the language must start from a theoretical model that allows us to find the necessary and sufficient elements to define what we observe. That model is what is scientifically defined «a theoretical scheme describing one or more phenomena underlying or assuming the most important features» (De Mauro, 2000 in De Santis, 2019: 30). Quoting De Santis (2019), it has to explain the highest number of phenomena (powerful), using the lowest number of symbols and formulas (economic) and allow to make assumptions and predictions (predictive). The Dependency model has all the scientific features to be the best possible candidate to be used in classes (L1 and L2):

- a) the Dependency model, through continuous reference to the semantic level, enhances learners to use their knowledge;
- b) it offers a unified explanation for many aspects of Italian language and it proposes knowledge targets that can sum up according to a progressive order;
- c) working on complete sense linguistic expressions, it gradually brings the observer's mind to textual dimension;
- d) the representation of sentence structures in schemes representing the fundamental hierarchical structures facilitate the understanding of those structures. The chromatic codification (innovation by prof. Sabatini) has great visual impact and it respects not only the peculiarities of the analytical cognitive style (analysis of each syntagm) but it also stresses the global style features in the final analysis of the whole structure (Iannacci, Marinetto: 2019, 453);
- e) it can be used to describe other languages and enhances interlinguistic comparisons.

The notion of verbal dependency was coined by the French linguist Lucien Tesnière (1893- 1954) in his main work, which was published posthumous in 1959: *Éléments de Syntaxe Structurale*<sup>22</sup>. The subject of study of the structural model is the clause or sentence, a set of words linked by connections:

It is moreover by way of pure abstraction that we isolate the word from the sentence, the latter being the natural environment in which the word resides, like a fish in water. (Tesnière 2015:3)

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22 The French linguist had already designed the project at the beginning of the '30s. In 1934 he published the article "Comment construire une syntaxe" in *Bulletin de la Faculté des Lettres de Strasbourg* (Swigger P., 1994: 211) where he outlines the most important aspects of his theory.

Tesnière uses metaphors to explain these connections between words. Scientific language often uses metaphors for they can ease the transmission of new and complex ideas. So, also in Tesnière's theories we find many metaphors and some of them are borrowed from scientific microlanguage, in particular chemical language. The most famous metaphor used to explain the dependency relation of verbs is the “valence” (see §3.3.1): in chemistry it represents the capacity of atoms to bond with other atoms; in the linguist model we analyze, valence (or dependency) is the predisposition of each verb to bond, according to its meaning, to a number of other elements (necessary and sufficient) to form a minimal sentence, called a verbal node (Sabatini, 2004: 3).

The verb may therefore be compared to a sort of atom, susceptible to attracting a greater or lesser number of actants, according to the number of bonds the verb has available to keep them as dependents. The number of bonds a verb has constitutes what we call the verb's valency. (Tesnière, 2015: 239)

Using an example from chemistry, the oxygen, which combines with hydrogen atoms to form a water molecule, is defined bivalent. In the same way, the node of the sentence (the molecule) is formed by the verb (its atom) whose valencies must be filled by a certain number of necessary elements.

In another famous metaphor the French linguist used to explain the Dependency model, the sentence is compared to a theatre scene, where the verb represents the event, the plot of the action which can or cannot need the presence of other elements, the “actants”, to enact the idea (see § 3.3.1). In addition to actants, in the play enacted by the verb there can be extra information describing details about the scene (temporal, local, causal and so on), that are defined by Tesnière as “circumstants” (see § 3.4).

§ 1 The verbal node, found at the center of the majority of European languages, is a theatrical performance. Like a drama, it obligatorily involves a process and most often actors and circumstances. §2 Transferred from the theatre to structural syntax, the process, the actors, and the circumstants become respectively the verb, the actants, and the circumstants. §3 The verb expresses the process. Thus in the sentence *Alfred hits Bernard*, the process is expressed by the verb *hit*. § 4 The actants are the beings or things, of whatever sort these might be, that participate in the process, even as simple extras or in the most passive way. § 5 Thus in the sentences *Alfred gives the book to Charles*, *Charles* and *the book* are no less actants than *Alfred*, although they do not actually act. (Tesnière, 2015:97)

As we have said, the sentence is the object of study and observation of Dependency model. The order of the elements in the sentence is very important to ensure its efficiency:

(6) *Il medico scrive una ricetta.*

(7) *Medico il una scrive ricetta.*

If sentence (6) is a sentence as the elements follow each other according to a hierarchic order, number (7) is not. Words bond with each other according to specific rules. In Italian noun and article form a single element as the article precedes the noun and agree with it by gender and number. The analysis of the structure of the sentence is based on the acknowledgment of these micro-groups called “syntagms”. Not only single words bond according to very precise rules, but syntagms bond according to the function they have within the sentence. Let's see two examples:

(8) *Il gatto rincorre il topo.*

(9) *Il topo rincorre il gatto.*

Sentences (8) and (9) are both consistent, but they show two different scenes: the meaning of the sentence is not the sum of the meanings of single words, but it depends on how words, or better syntagms, are laid down and bond with the verb. The ability to acknowledge the syntagms of a sentence to understand the underlying meaning is crucial in functional reading, as reading, De Sanctis explains (2019:42),

[...] is not limited to decipher signs, but it reaches the understanding of the meaning of the text starting from immediate decodification of syntactic relations. (Monighetti, 1994 in De Santis, 2019)

As we have said, the verb has the main role in the sentence, it is the director deciding how many and what “actants” must be brought on the scene. It is therefore necessary to recognize it not only from a formal point of view (paradigm, regular and irregular verbs), but also to understand the way it works inside the sentence. A useful experiment is the distinction between complete and incomplete sentences (see § 4).

In paragraph 3.3 we will better see the notions of minimal and nuclear sentence and how to classify verbs.



### 3.3 The verbal node

In school we use to define “minimal sentence” (*frase minima*) the structure containing all and only the information required by the verb. The definition was coined by the French linguist André Martinet who divides the sentence into a predicate, acted by a subject, and everything is added is considered an expansion. Here some examples:

(10) *Il cane abbaia.*

(11) *Il ragazzo corre.*

(12) *Il bambino dorme.*

These expressions are sentences of full sense formed by a subject and a verb. However, sticking to this definition, you can create sentences that can question the previous explanation, such as (13), (14) e (15):

(13) *La mamma regala*

(14) *Davide accompagna*

(15) *Il babbo è*

This model does not take into consideration the type of verb. In these cases, verbs do not say anything of full sense. In (16) *un libro* and *a suo figlio* are not extra elements (expansions) as they are needed by the verb *regala* and they are necessary to complete the meaning to form a "minimal sentence".

(16) *La mamma regala un libro a suo figlio.*

To avoid these misunderstandings, we will use here the term “verbal node” (*frase nucleare*), as suggested by De Santis (2019) to mean any structurally complete sentence.

In the end, the node of the sentence is formed by the verb that can or cannot need to be completed by other elements called dependencies or arguments of the verb. (Lovison, 2019: 270)

#### 3.3.1 The verbal node: verbs and arguments

As we have said (see §3.2), Tesnière gives the verb a crucial role: it represents the central core of the sentence. Going back to the chemical metaphor (see §3.2), the French linguist stresses how the verb

can attract a number of elements, necessary and sufficient to saturate its meaning. These elements are called “actants” and are represented by nouns or their equivalents.

It thus becomes clear the notion of the basic structure called node of the sentence.

The number of actants depend on the verb itself which can have different structures (as it can have different meanings) and can therefore require a different number of arguments. Most of Italian verbs has a main meaning and one or more secondary meanings. The change in meaning can imply a loss of valencies. Take for example the verb *studiare* in (17) and (18):

(17) *Celine studia italiano.*

(18) *Celine studia.*

In the first case (17) Celine is acquiring a knowledge in a specific discipline; in (18) the meaning is more general and wider. We can find the same difference in the other way round, as in (19) and (20):

(19) *Ada vive.*

(20) *Ada vive a Venezia.*

(21) *I ragazzi hanno vissuto una brutta esperienza* .

In the first case, (19), we find the verb *vivere* in the meaning of “being alive”; but we have “stay, have a home” in (20) and to “go through” in (21).

The explicitation of all the arguments is valid for the sentence itself (see § 3.1). In real communication, you do not always need to explicit all the actants.

### **3.3.2 Classification of verbs: predicative verbs**

Before classifying verbs according to the Dependency model, it is necessary to deal with a big primary distinction in Italian verbs: “predicative” and “non predicative”. Predicative verbs are characterized by a complete meaning, they attach qualities, they provide the “plot” and they determine the number of arguments. Non predicative verbs are light or empty, like modals *potere* and *dovere*, or the phraseological verbs *stare per*, *iniziare a...* In addition, we have verbs forming predicative structures where the element of predication is nominal that are called “copulative verbs” and “helping” (see §3.3.3).

Predicative verbs are the majority. If we classify predicative verbs depending on the number of actants (in square brackets), we can distinguish many Dependency structures:

*Avalent verbs*, verbs that do not need any argument to complete their meaning. They are traditionally called *impersonali* because they don't distinguish number and subject. It is the case of weather verbs:

(22) *Piove!*

*Monovalents* verbs, which need just one actant:

(23) *[Il gatto] miagola*

*Bivalent verbs*, verbs that need two arguments. Within this group we can distinguish verbs with direct object (24) and with indirect object (25) and (26):

(24) *[Alan] mangia [la pizza]*

(25) *[Susanna] va [dal medico]*

(26) *[A Cristina] piace [la matematica]*

The relation between the verb and its arguments (except for the subject) is said “dependency” (it. *reggenza*) and it can be either direct (24) or indirect (25) and (26). Verbs that can have a direct object can change their active diathesis in a passive diathesis. These verbs are said transitive, the others are intransitive<sup>23</sup>.

*Trivalent verbs*, verbs with three actants:

(27) *[Marco] ha detto [una bugia] [agli amici].*

Professor Sabatini also introduces the category of *tetravalent* verbs like in (28):

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23 In this research we will not dwell on the further and interesting difference within intransitive verbs. The two undercategories have been defined by Burzio (1986), who distinguishes between intransitive verbs with the auxiliary *essere* (unaccusative) and intransitive ones with auxiliary *avere/have* (unergative) on the basis of semantic and syntactic features. Let's see some of them:

The subject of unaccusative verbs when it is in a post-verbal position has some common properties with the direct object of transitive verbs: they can both use the pronouns *ne* through the clitic *ne* partitive when accompanied by a quantifier:

- *Ne vedo tre.* (transitive)
- *Ne nasceranno tre.* (unaccusative)
- *\*Ne parlano tre.* (unergative)

The difference between unaccusative and unergative can be told by a semantic point of view: unaccusative verbs have a non agent subject

- *La nonna è guarita* (inaccusativo)
- *Il vaccino ha sconfitto il virus del vaiolo* (inergativo)

(28) *[Gabriele] traduce [un libro] [dall'arabo] [all'italiano].*

In the examples, actants are necessary and self-sufficient to saturate valences, that is to say to complete the meaning of the verb. In every example, though, you can add one or more optional element to describe circumstances (temporal, spatial, modal) as long as they are not in contrast with each other. These optional elements are mostly adverbs, or their equivalent, and are called circumstantial elements (see § 3.4).

(29) *Piove [da giorni].*

(30) *A Cristina piace [tantissimo] la matematica.*

In chapters 3.4 and 3.5 we will see more in detail the elements rotating around the verbal node: circumstantial elements and expansions.

A very useful tool to solve doubts about valences and structures of verbs is the dictionary by Sabatini, Coletti (2003) which has been conceived according to a dependency point of view - available also on line<sup>24</sup>.

Professor Francesco Sabatini is one of the scholars who has done the most to valorize and spread the ideas of the dependency model, trying to promote its use in school practice. In fact, he wrote a manual of Italian language for secondary schools published for the first time in 1984 (Sabatini, 1984). In 2011 he also wrote, in collaboration with Carmela Camodeca and Cristina De Santis, a manual for the secondary school of II grade (Sabatini, Camodeca, De Santis, 2011) and a manual for the secondary school of I grade (Sabatini, Camodeca, De Santis, 2014) always following the valency model. One of the characteristics of Sabatini's recent manual is the use symbolic of colors, which have a precise communicative role within the sentence.

When you write or utter a sentence, it is given a linear, consequential order which does not take into account the internal argumentative structure. The graphical representation favors comprehension of the division of sentences in syntagms and their connections. The role of a visual support is therefore crucial to understand and acknowledges categories. In dependency grammar, the sentence can be represented in two ways: using a tree (invented by Tesnière) or using concentric circles and ellipses.

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<sup>24</sup> [http://dizionari.corriere.it/dizionario\\_italiano/](http://dizionari.corriere.it/dizionario_italiano/).

We will use the radial pattern scheme by Sabatini, as we think it is the most suitable for the aim of this research for its chromatic codification. In Sabatini's model the simple sentence is constituted by the verbal node, that is to say by the verb and its arguments, by circumstantial elements and expansions. At the very center of the scheme, we have the verb and the necessary arguments connected by lines.

As Sabatini said in *Lettera sul "ritorno alla grammatica"*. *Obiettivi, contenuti, metodi e mezzi*:

A scheme like this has the great advantage of transposing the "linear" form of the sentence structure (as we realize it in phonic sequence or written "on the line") into a constellation to be observed schematically. The elements that have different function in the structure of the sentence are placed in different position of the scheme (the three concentric areas). [...] we will have a clear idea of the centrality of the verb and, therefore, of the verbal node: in this area are planted the pillars of the whole building of the sentence.

Let's see an example of a graphical representation of a nuclear sentence with a predicative verb.

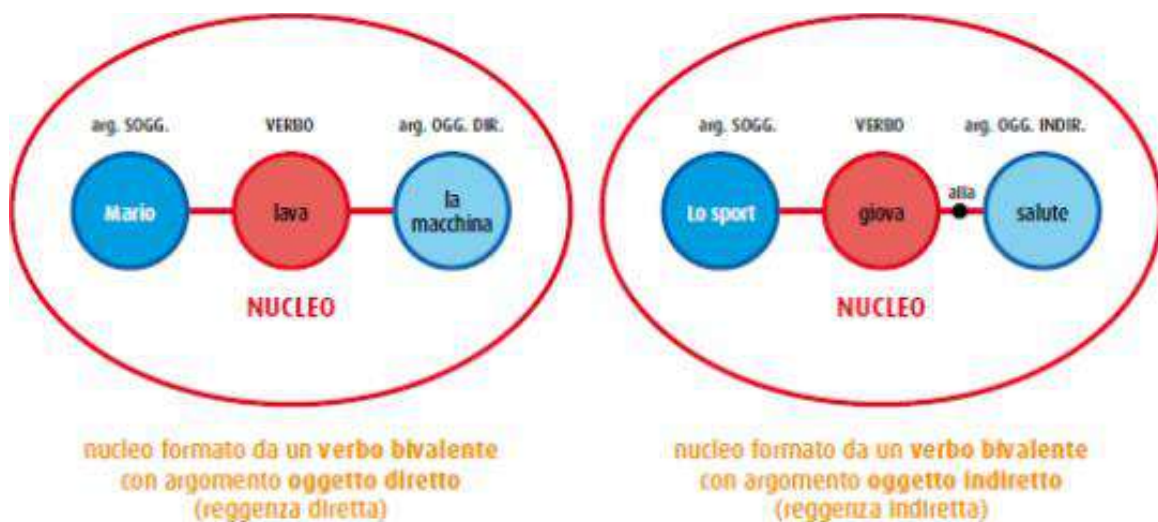


Figure 1: Graphical representation of a verbal node with bivalent verbs

Taken from Sabatini F., Camodeca C., De Santis C., (2011), *Sistema e testo. dalla grammatica valenziale all'esperienza dei testi*, Loescher, Torino.

In Picture 1 there are two bivalent verbs, *lavare* and *giovare*, the first having a direct valency and the second with indirect valency. As you can see, the verb expresses the connection between elements and it is at the center of the scheme. Once again, you can see how the semantic and syntactic spheres are separate: the central verb modifies its structure according to the meaning. This kind of

representation allows to visualize the position of each element in the sentence making the syntactic-semantic connections within the verbal node explicit (De Santis, 2019: 65).

The importance of visualizing an abstract entity is stressed by Tesnière himself: visual representations allow to transform the linear order of spoken language into a structured order. These representations ensure a global vision of the structure and of the disposition of elements.

[...] the deep understanding of a text can take place only through the reconstruction of the micro-structures of meaning in wider and wider macro-structures. [...] the correct reconstruction of such hierarchy through a visual representation is useful to cognitive development and it is a great teaching tool to help students acquire linguistic structures. (Iannacci P., Marinetto P., 2019: 452)

The representation modality invented by Sabatini transforms grammar into a "visual" activity stressing its cognitive value. In radial patterns, forms, colours, thickness and directions of lines correspond to a precise meaning and help to develop and consolidate not only the skills of noticing (through the segmentation of sentence in minimal units, syntagms), but they clarify the complete structure of the sentence, starting from the verb.

With these tools, the observation of linguistic data is based on the identification of regularities by students themselves.

At this point, defining a "predicate" is quite easy: we can speak of predicate when we have a subject, when the verb can give information about someone (or something): in the case of an aivalent verb (22), there is no subject nor predicate, because all the content is in the verb; in the case of a monovalent verb (23) predicate is formed by the verb only; if we have verbs with more valences (from two to four), the predicate is formed by the verb and the other necessary arguments.

In this research we have analyzed only predicative monovalent or bivalent verbs with direct and indirect dependencies. To complete the study, it is useful to shortly consider copulative verbs and extra elements that modify the nuclear sentences like circumstantial elements and expansions.

### ***3.3.3 Classification of verbs: copulative and helping verbs***

In contrast to the category of predicative verbs that have a complete meaning and can be used by themselves in the absolute meaning (Pietro legge/Pietro reads), as we have seen in 3.3.3, there are

"copulative" verbs. These verbs<sup>25</sup> have the function to create connections between an element, the subject, and a second element that adds information to it.

Sabatini identifies the nominal predicate as the union between a copulative verb and a noun or adjective.

Among these "string" verbs, in addition to *essere*, we have *sembrare*, *parere*, *diventare*, *divenire*, *risultare*, *chiamare*, *eleggere*. We have here two examples where verbs need an adjective (31) and (32) and an example where the verb needs a noun (33) to predicate something about the subject:

(31) *Ginevra è diventata bella.*

(32) *Giulia e Nicoletta sembravano felici.*

(33) *Andrea è stanco.*

In these cases, adjectives - or nouns - describes a feature of the subject and therefore, in Italian, they agree on number and gender. Information about the subject is contained in *bella*, *felici* and *un ragazzo* while verbs offer a very generic piece of information ("process", "appearance", "effectiveness").

Let's see how Sabatini would represent a sentence with nominal predicate:

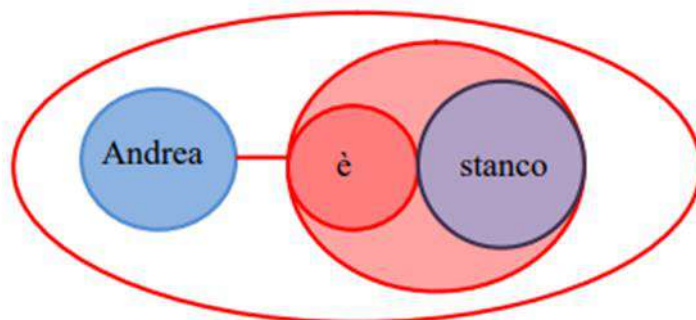


Figure 2 Graphical representation of nuclear sentence with copulative verb

Taken from Sabatini F., Camodeca C., De Santis C., (2011), *Sistema e testo. dalla grammatica valenziale all'esperienza dei testi*, Loescher, Torino.

The nominal predicate is placed within the red circle indicating the verbal unit formed by the copulative verb and the adjective, in purple.

Some verbs, normally used in their predicative sense (34), in Italian can take a copulative structure as in (35)<sup>26</sup>:

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25 The word *copula* comes from late Latin and means «string, link».

26 The same thing can be said about *essere* that takes a copulative meaning like in (31), but it can have a predicative representation like in the sentence *Sono a casa*.

(34) *Debora è rimasta [a casa].*

(35) *Debora è rimasta delusa.*

Quoting De Santis (2019: 70), we could say that a copulative verb can be defined as a (prevalent or occasional) use of predicative verbs.

There is also a category of semantically light verbs called "helping verb" including to have, to do, to give, to put. They are so generic that they are often used in context where they take their meaning from the words they depend on. These expressions often have a single meaning and they can often, but not always, be replaced by a single verb:

(36) *Davide ha dato un bacio a Martina.*

(37) *Davide ha baciato Martina.*

Helping verbs can be used in structures called "syntagmatic", where the combining of light verbs is made through an adverb instead of a noun, like in *mettere sotto* meaning *investire*.

### **3.4 Beyond the sentence: the circumstantial elements**

Verbal node can be enlarged. In this chapter and in the next one (see § 3.5) attention will be focused on the adjacency ("the circumstantial elements of the verbal node", using Sabatini's terminology) and to the periphery ("expansions") of the sentence. The difference between these two categories of modifiers emerges when you transform expressions into sentences: the circumstantial elements become relative clauses (38), while expansions become circumstantial clauses (39) describing the context where the sentence takes place and add information about time, place, cause, etc... (De Santis, 2019: 82). Let's see some examples:

(38) *Caterina legge libri di avventura > Caterina legge libri che parlano di avventura.*

(39) *Caterina legge libri a scuola > Caterina legge libri quando è a scuola.*

The first elements external to the verbal node are called "circumstantial elements" and they are connected to the single parts of the verbal node. In this first periphery of the sentence the meaning of the expression is crucially important as they specify the verb or the single actants. In sentence (40) all the underlined elements are expansions:



(40) *Il mio amico Giulio legge lunghi romanzi di fantascienza di autori russi.*

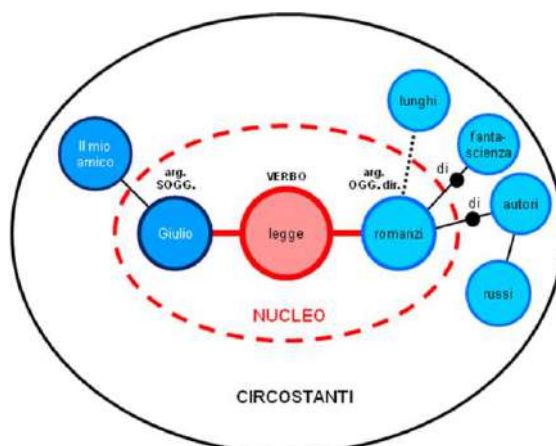


Figure 3: The circumstantial elements of the verbal node

Taken from Sabatini F., Camodeca C., De Santis C. 2011, *Sistema e testo. dalla grammatica valenziale all'esperienza dei testi*, Loescher, Torino.

As you can see in Picture 2, in Sabatini's scheme, every added element is directly connected to one of the main constituents of the verbal node but it is set in an external strip. These elements, working as modifiers, can be linked either to the verb or to the actants.

The verb can be accompanied by adverbial expressions. Very often verb and specification can be replaced by another verb (41). Also *non* is to be considered a verb modifier, that gives the verb an opposite meaning (42).

(41) *Piove a dritto! > Diluvia!*

(42) *Valentina non ha accettato l'invito > Valentina ha rifiutato l'invito*

Actants are mainly adjectives (40: *lunghi*) and past participles (43). Also nouns used as in apposition to other nouns belong to this category (40: *il mio amico*)<sup>27</sup>.

(43) *Il pacco, ben confezionato, è arrivato a destinazione.*

### 3.5 Beyond circumstantial elements: expansions

Beyond circumstantial elements, it is possible to add extra elements to the sentence. If you start from the sentence (40), *Giulio legge romanzi*, you can add information concerning, for example, when and where and how Giulio reads.

<sup>27</sup> There are some expressions that are formed by more words but define a single object. In this case they have to be considered like a single word because they contain a single idea: *fine settimana, sala da pranzo, carta d'identità, foglio di carta...*

(44) *D'inverno, in una comoda poltrona, vicino alla stufa, il mio amico Giulio, nei giorni di bufera, legge lunghi romanzi di fantascienza di autori russi.*

One peculiarity of expansions is their mobility within the sentence. Let's now see how sentence (45) is represented. It is important to note that the linear sentence shown here is only one of the possible representations:

(45) *Gino, il nuovo gestore del bar Aurora, di mattina presto, su un alto sgabello, prima dell'apertura, pulisce le vetrine del suo locale, con molta cura e abilità.*

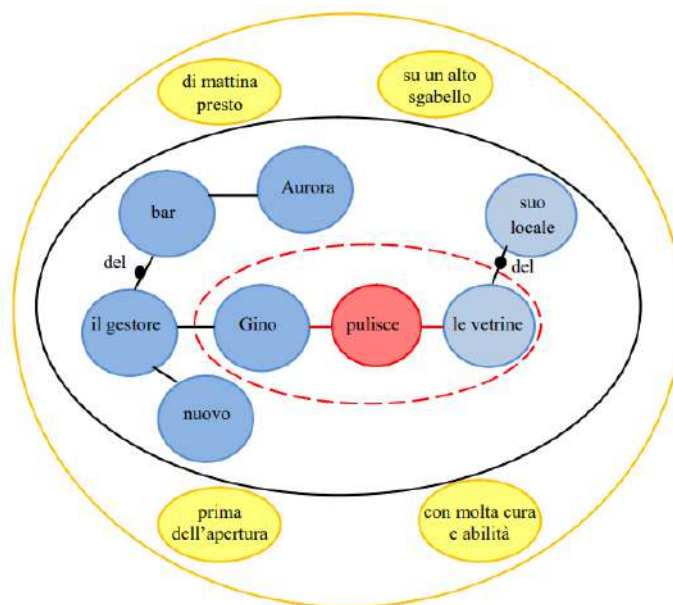


Figure 4 Expansions

Taken from Sabatini F., Camodeca C., De Santis C. 2011, *Sistema e testo. dalla grammatica valenziale all'esperienza dei testi*, Loescher, Torino.

Not being connected to one specific element of the verbal node, they can move to different positions. Aiming at expanding the scene, they take the name of “expansions”. Further modifications of the context have not got neither syntactic nor morphological relations to the main structure; the only connection that keeps them together is semantic. Their "freedom to move" in the linear order is given by their lack of specific connections.

In Sabatini's representation in the CD-ROM of the DISC, these elements are included in yellow circles that freely move in the external ellipsis of the pattern.

## Chapter 4

### *The research*

#### *4.1 The context and the learners*

Below we report the experience carried out in two classes Pre-A1 of foreign adults between November and December 2020 and January 2021. The research was developed within the CPIA of Verona in the San Bonifacio location, where lessons were only in presence, until January 2021 and in distance-learning lessons at the Cooperative RUAH of Bergamo until December 2020<sup>28</sup>.

The Italian language and culture courses offered by the CPIA are aimed at obtaining qualifications certifying the level of competence in the Italian language. At the CPIA of Verona, there are courses from the level Pre-A1 to B2 level. The class involved in the research was made up of nine female students, between the ages of 25 and 43, from sub-Saharan Africa (Ghana, Senegal), Morocco, and India. The hours of research were 12.

The Cooperative RUAH of Bergamo, founded in 1991, aims to meet the linguistic needs of migrants employing volunteer teachers. The courses are developed in three-month modules and, at the end, provide participants with an attendance certificate.

Bergamo was one of the most affected cities by the Covid-19 outbreak. Due to the government's restrictive measures to contain the pandemic, classes were conducted remotely, through the Google Meet platform. The class consists of six women and one man ranging in age from 35 to 57. The students are from sub-Saharan Africa (Nigeria and Burkina Faso) and Morocco. The research took place in a three-month course. Although it began in October, the succession of ministerial decrees forced the Cooperative's teachers to reorganize almost weekly, so the research could only start in November. For this reason, the hours of research at RUAH were limited to 7.5.

The Covid-19 epidemic emergency, that has devastated Italy since February 2020, not only did not permit the research to be carried out for a longer period but also put teachers, students and researchers to the test. Therefore, it is deemed necessary to make explicit that the experimentation of the Dependency model in distance learning has been very challenging: there were problems related to connection and audio (turning microphones on and off, background noise, late arrival of audio), the

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<sup>28</sup> We would like to take this opportunity to thank the RUAH Cooperative and the CPIA of Verona who made it possible to carry out the research presented here. In particular, the experimentation was possible thanks to the interest and participation of Elisabetta Aloisi, Didactic Coordinator of the Italian courses at the RUAH Cooperative, and to the teacher Giulia Locatelli, who welcomed the researcher and the research with great enthusiasm and curiosity.

We would also like to thank Nicoletta Morbioli, school director at the CPIA of Verona, and Francesco Marchetto, facilitator at the San Bonifacio site for making the lessons possible by guaranteeing a climate of positive exchange.

types of support were not always suitable, and it was also more problematic to manage the material in a stratified way, i.e. depending on the students' skills. These were just some of the obstacles: we must also consider the introduction of an original method that required reasoning and approaches to the language far removed from the school “routine”.

In the next chapters, we are going to analyze the curricular designs of the schools where the research was conducted. Analysis of the syllabi and materials will help to understand how Dependency Grammar, when incorporated into the teaching “routine”, can foster improvements in L2 use.

#### ***4.1.1 Textbook analysis sheet***

Before examining the curricular plans and the programming carried out by the contexts in which the experimentation took place (see §4.1.2 and §4.1.4), it is necessary to describe how curriculum, syllabi and textbooks were analyzed. The analysis of the syllabi of the two literacy courses was made following the indications of the Council of Europe, with particular attention to the Common European Framework of Reference for Languages (CEFR) and to the Council of Europe's Toolkit.

The audience of learners to whom these materials were addressed does not fall within the Framework definitions: it was, therefore, necessary to consult other specific documents such as the *Sillabo per la progettazione di percorsi sperimentali di apprendimento Alfa*. The *Sillabo* is for illiterate or poorly educated adult migrants who are beginners in learning Italian.

The basis of every didactic action is the presence of a reference syllabus. Choosing a syllabus means making explicit the objectives, the contents and, consequently, the choices to be operated within a training context. Each syllabus takes into consideration the characteristics and linguistic-communicative needs of the learners in each context.

The *White Paper on Intercultural Dialogue* (2008) recognizes that learning the language of the host society is crucial in order to achieve social cohesion and integration. Social cohesion is meant as "the capacity of a society to ensure the welfare of all its members, minimizing disparities and avoiding polarization ". The word integration is understood as “a two-sided process and as the capacity of people to live together with full respect for the dignity of each individual, the common good, pluralism and diversity, non-violence and solidarity, as well as their ability to participate in social, cultural, economic and political life” (COE, 2008: 11). The integration of migrants cannot take place if is not present a dialogue with and in the host society: language is the first, and main, useful channel for the construction of that dialogue.

To provide solid language integration, literacy courses should carefully examine:

- a) The languages that migrant learners already know, i.e., the migrant language repertoire: giving proper space to one's linguistic roots helps migrant learners learn a new language (noting similarities and/or differences) and encourages them to value the language of origin, seen as a cornerstone of their identity;
- b) The language needs of adult migrants;
- c) The diversity of migrant populations and the nature of their migration, and leads to the creation of training programs tailored to individual classrooms;
- d) The domains<sup>29</sup> of the host country language, i.e. in what areas learners will find themselves acting and what relationships they will create within the host society.

In order to analyze the materials used in the classes, an analysis sheet <sup>30</sup> has been designed (Appendix 2).

The main purpose of observing the materials used during teaching practice is, on the one hand, to detect the formal, i.e. normative level, which language structures and varieties are taken as models; on the other hand, to assess the effectiveness of the tools adopted to conduct metalinguistic reflection and whether the teaching techniques proposed in the manuals lead to the development of a functional metalinguistic consciousness for learning (Benucci, 2018: 254).

The first part of the document, from question 1 to 7, concerns general information about the volume analyzed. This information concerns the title of the volume, the author and publisher, the year of publication and the students' level of proficiency (CEFR).

Questions 6,7 and 8 are used to determine the profile of learners targeted by the manual, focusing on the age, the occupation and the mother tongue of the learners. To enrich the description of the target learners, the ninth question investigates whether there are other details about the learners' profile: the reason why learners come into contact with L2 has an important impact on the creation of the manual, as it turns into choices that will allow the target learners to achieve certain language goals.

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<sup>29</sup> Domains are the areas of interest in which language is used. Referring to the CEFR (2002), four domains can be identified: *personal*, it concerns relationships within the family and the individual's own social practices; *public*, it concerns everything related to normal social interaction; *educational*, it concerns the learning context; *professional*, it concerns activities and relationships in the exercise of the profession.

<sup>30</sup> The analysis sheet was created following the guidelines in Begotti P., (2007), *Insegnare italiano a stranieri: dalla didattizzazione di materiale autentico all'analisi dei materiali in commercio*, Università Ca' Foscari [http://www.provincia.bz.it/cultura/download/Articolo\\_2\\_Begotti.pdf](http://www.provincia.bz.it/cultura/download/Articolo_2_Begotti.pdf) and in Cortés Velásquez D., Faone S., Nuzzo E., (2017), *Analizzare i manuali per l'insegnamento delle lingue: strumenti per una glottodidattica applicata*, Italiano LinguaDue, n.2.

The last four questions of the first section (10-13) focus instead on the textbook structure: whether it includes, for example, supplementary materials and whether it is part of a cycle of texts. Questions 12 and 13 focus on the textbook “foundations” by referring to the glottodidactic approach. With the term “approach” we refer to the definition provided by Balboni (2012: 6-7) “the underlying philosophy, the dominant thought, the idea one has of a language, of culture, of communication, of student, of teacher, of teaching”.

The “Organization of the Volume” section presents a more analytical description of the material. This section focuses on the syllabus, the sequence in which the activities are offered, the teaching techniques used, and what skills are involved. Question 16 is about the structure of the table of contents in order to observe the criteria behind the distribution of the materials.

Questions 17-22 analyze the structure of the units that make up the manual: it is asked if the units respect the subdivision Motivation- Globality- Analysis- Synthesis- Reflection. For each step, it is requested to identify which activities are used and what skills are involved.

Another element considered in the analysis of the material is the presentation of grammatical content, in particular how grammar is presented. “Explicit learning” refers to learning the grammar in language materials by memory and grammar analysis, which is a conscious and controlled process. This goal can be achieved deductively, i.e., by providing the explanation of the rules, or inductively, i.e., by leaving the students discover the rules by themselves. By contrast, “implicit learning” is a kind of unconscious behavior, namely the learners do not know the content they are learning in the process of learning.

The analysis of the materials continues by focusing on the instructions given to the students. As the assignments should be appropriate and should give the right indications for the correct execution of the activity.

Questions 28-30 concern the overall layout of the book and some specific details. The graphics adopted have not only to be pleasing but also appropriate to the learners' profile (using too large fonts for adult learners could be demotivating because it is typical of materials dedicated to children). Furthermore, we'll try to understand the usefulness of the images, whether they are functional or just decorative, i.e., without any link to the linguistic objective. Question 30 refers to the density of the content placed on the page. The structure of the pages contributes to the overall readability, influencing its usability.

The last section is devoted to the -possible- cultural aspects and how they are presented.

#### 4.1.2 Didactic planning of RUAH cooperative <sup>31</sup>

The Italian Language School of the RUAH Cooperative is a place where cultural exchange and confrontation are open to all citizens, both native and migrant. The school offers opportunities for intercultural and language training, as well as various meeting events.

Both the curriculum and the syllabus are outlined by the Educational Coordinator, while the operational design is drawn by individual facilitators-volunteers.

As made explicit in the Educational Offer Plan (POF. Appendix 3), the school has as its purpose the teaching of Italian to migrants in the territory of Bergamo and four objectives:

- a) To concretely promote the social inclusion of migrants, asylum seekers and refugees, through the enhancement of education and learning of the Italian language as L2, within formal and non-formal training contexts;
- b) Teaching words and structures of the language to communicate, enriching vocabulary, taking care of grammar and form, enhancing the ability to express, write, and understand texts;
- c) Create the best conditions to support a concrete integration and social inclusion of migrants in the area and offer an opportunity for meeting and cultural exchange;
- d) Promote digital literacy of migrants.

In the Educational Offer Plan emerges the course's philosophy: the learning path must be meaningful for each student. Course contents have to be perceived as relevant for the students. Furthermore, the relationship between teacher and students, built through explicit attention to the needs and complexity of the student, can boost students' learning process. We report some points of the POF that reveal this approach:

- a) "Try to propose diversified exercises (you can prepare worksheets divided into two: those who are better/faster do both parts, those who are not, will do only the first part). Always start with common input, doing the first part of the lesson in plenary (understanding, talking), and

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<sup>31</sup> Every didactic course presumes preliminary moments, in terms of *course design* and *activity planning*. *Planning* is the moment in which the course curriculum is defined. According to Balboni's definition (<https://www.italis.it/nozion/nozc.htm#anchor542466>), the term curriculum refers to the "operational model that defines the educational profile and therefore indicates the goals, objectives and contents that define the object of a course". Curriculum designers must consider the several needs, educational backgrounds, and multilingual repertoires of adult migrants to provide courses that assist their language development and support the integration process (COE, <https://www.coe.int/it/web/lang-migrants/curriculum>). The curriculum identifies the needs of the learner group, describes the educational goals necessary to meet those needs, and finally defines the appropriate syllabus, teaching method, instructional materials, and evaluation criteria. After identifying the overall goals, we move on to a more analytical design of the content: the syllabus, i.e., the list of specific course content. Programming is the distribution of the contents into specific lessons (Balata N., 2018: 6-7).

then differentiate the reading and writing assignments. It is fundamental trying to involve everyone because learning has to be socialized”.

- b) “Importance of the mother tongue: recalling the mother tongue facilitates the memorization and creates a bond between the two languages and relaxes the atmosphere by having fun together with the teacher who tries to repeat the words in the students’ languages, etc”.

The textbook, *Ataya Prima. Manuale multilivello per immigrati giovani e adulti analfabeti (PreAlfa-Alfa A1)*, declares the importance of a humanistic affective approach giving importance to the students' individuality.

The language we propose to practice is both aimed at the concreteness of everyday life, is the language of integration (from school registration to the organization of a party, from the search for a job to the rules of the use of the bicycle) and the ability to **tell the one’s story**, offering linguistic input to express desires, expectations, past experiences and memories of one's own country. (Ataya Prima, 2019:3)

The course is attended by a heterogeneous group, not only from the point of view of origins, but also in terms of biographical paths, aspirations and type of immigration, so that identifying the linguistic needs of the future learners is a crucial moment during the planning of a course. Detecting linguistic needs is possible through the “Questionnaire for detecting communicative needs” (Appendix 4). Providing a questionnaire to analyze students' language needs fits into a vision of teaching that sees the learner as the center of the learning and teaching process. Questionnaires are used in order to define students' psychological characteristics, socio-cultural conditioning, and background of experience and knowledge (Aquilino, 2011: 422).

The questionnaire is structured following a temporal tripartition: past, present and future. The first part (“*Condizioni di vita in Italia*”) provides information on the students' background, analyzing both their experiences of emigration to different countries and their life in Italy (length of stay, the scale of needs felt as most urgent and their social relations).

It is also fundamental to understand the motivation in students learning the second language. Motivation is the keynote in the analysis of needs, in the definition of the course objectives, in the structuring of the syllabus and in the choice of approaches and teaching methodologies to be used: it drives learners in reaching learning goals. The central part of the module (“*Apprendimento della lingua italiana*”) focuses attention on the present (the learner's experience), specifying the relationship with the Italian language, inside and outside the learning environment. Respecting the characteristics of learning paths aimed at adults, the questionnaire, by expressly asking what the



expectations are concerning the course, lays the groundwork for what is defined by Minuz (2005: 38) as the “formative agreement”. The formative agreement is the moment in which the user's learning needs meet the learning offers.

Another variable to be taken into account concerns future plans. Knowing whether the learner intends to stay permanently in Italy or return to his/her country or move to another nation can also give the facilitator important information about his/her attitude towards learning and the host community. The final section (“*Progetti*”) turns to the future, with the expression of long-term needs and aspirations (work projects and life projects).

The school provides all teachers with guidelines in which they list the topics to cover in their courses. They are summarized as follows: Introducing oneself (good morning, good evening, hello, my name is..., I come from, etc.); Living (the house, objects in the house, notices, recycling); Working (trades, tools, time and job search, resume, past work experience, formal and informal skills); School (schedules, school subjects, services, training courses, etc.); Family (family members, documents, the role of the parent, etc.); Health (symptoms, medications, the health system, experiences of treatment in Italy and in one's own country, etc.); Food (shopping, cooking, favourite foods, etc.); Moving around (places in the city, means of transport, etc.); Health (body parts, does it hurt, hospital, pharmacy, doctor, etc.); Traveling (past experiences, reasons for traveling, future expectations, etc.).

The RUAH Cooperative divides the school year into trimesters. The course in which the research was conducted includes six hours per week of face-to-face lessons.

The syllabus can be defined as an integrated model<sup>32</sup>, presenting both grammatical structures and communicative functions that each student should acquire. All four domains are touched, with particular attention to the private and the public aspects of life.

The Cooperative designs lessons' planning from the manual *Ataya Prima. Manuale multilivello per immigrati giovani e adulti analfabeti (PreAlfa- Alfa A1)*. Appendix 5 shows the index of the manual used in the Pre-A1 courses. Teachers use many materials: the textbook provided to all students, the Ataya app (created by the Cooperative itself and designed for illiterate or weakly educated migrants) and, when needed, activities taken from other sources.

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<sup>32</sup> A syllabus is defined according to its structure and the most emphasized element. There are *structural* syllabi, based on a representation of language as a finite set of rules and interchangeable items to be learned. The goals that this type of syllabus proposes are formal accuracy and correctness of linguistic production. There are *functional* syllabi, in which language is presented following a circling path based on linguistic acts, that is, on "knowing how to do" with the L2. There are also *process-based* or *task-based* syllabi, which focus on the application of tasks, rather than on a list of contents to be learned. Finally, we find *integrated* syllabi, which combine two or more approaches.

### 4.1.3 Analysis of materials and observation of teaching activities in RUAH cooperative

In order to follow a guideline in the analysis of materials, the textbook analysis sheet found in Appendix 6 has been completed.

The Cooperative's reference material is the text created by Aloisi Elisabetta and Perna Adriana (2019), *Ataya Prima. Manuale multilivello per immigrati giovani e adulti analfabeti (PreAlfa- Alfa A1)* published by Sestante Edizioni. The title makes explicit the level of competence of the students and declares the target for which the manual has been designed: young people, adults, illiterate. A peculiarity of the manual is the presence of a digital extension: Ataya App, the first app created for students with no or little schooling, that follows the educational modules of the course. The activities are divided between Let's Understand, Let's Talk, Let's Read, Let's Write, respecting the hierarchical and gradual order of skills: understanding, speaking, reading and writing.

Although there is no reference to a specific glottodidactic approach, it can be inferred from the introduction of the manual

It is a multilevel manual that offers exercises of different levels of difficulty, to allow each student to work at his/her speed. The structure helps the teacher to work with the class group while respecting the linguistic needs of each. [...] The language that we propose gears up for the concreteness of everyday life: is the language of integration (from school registration to the organization of a party, from the search for a job to the rules of use of the bicycle) than at the story of the self, offering linguistic input with which to express desires, expectations, past experiences and memories of their country (Ataya, 2019:3).

but also from the title itself: *Ataya* in Wolof (one of the languages of Senegal) means “tea”, and “it represents an idea of a school that takes the time to be welcoming, that alongside linguistic objectives also sets relational and educational objectives”. This information permits the identification of the communicative approach as the one of reference, in which maximum attention is paid to the student and his communicative needs. From these few lines it is clear that *Ataya Prima* is in line with the approach used -and recommended- in the CEFR. The “action-oriented” approach (CEFR, 2001: 11) considers learners as “social actors” who utilize and learn a language as members of society. Each social actor has tasks (not only linguistic) to complete in a specific environment and within a specific field of action.

An interesting element within the book is its closeness to the Montessori method: the vowels and consonants are presented in two different colors, associating the former with red and the latter with

black, as well as in the method invented by the pedagogue Maria Montessori. This method stimulates all the students' senses so that they can learn using all (or almost all) learning channels.

The book is organized into ten Units. The last two pages are self-assessment questionnaires. “Reflection for the learners” is focused on the acquired skills, while “Reflection for us teachers” concentrates the consideration on the methods that have been used.

The table of contents is very comprehensive and divides the Units into six parts: “Vocabulary”; “Reading and Grammar”; “Functions and Skills”; “Numeracy”; “What about your country?”; “Educational Outputs and Group Work”.

The Units respect the phenomenon of lateralization (see §2.1) according to which learning proceeds from the right hemisphere to the left, from the context-general to the text-particular. The book respects this phenomenon subdividing the Units into Motivation, Globality, Analysis, Synthesis. The Motivation phases present visual inputs or short videos, through which the students recall their inner knowledge. In *Ataya* photographs are largely used to support discussions.

The Globality phases approach the students to the text, and then the students complete some multiple-choice questions. The second part of the globality phase focuses on the presentation of keywords and the study of their syllables and letters. This is followed by activities to reuse the same syllable within other words. The Globality phases offer activities that stimulate oral and written comprehension and written production. Whereas the Analysis phases focus on specific language features. Throughout the book, syllable manipulation activities (breaking down and recomposing words) are proposed to discover new vocabulary, focusing on production and reading comprehension skills. The final part of the units aims at re-elaborating the acquired contents: the authors of the book propose simulations of real situations in which students must immerse themselves and reuse the acquired structures (implicitly) during the Uda.

The activities are introduced and explained by assignments, as made explicit in the introduction, “differentiated by the degree of difficulty” (Ataya, 2019: 6). However, the differentiation occurs only at the graphic level, without changing the structure of sentences: capital letters, for the simplified version, and lowercase letters for more proficient students. Besides, each indication for the student is accompanied by instructions for teachers: therefore, pages appear too dense.

Graphical aspects determine the choice of a handbook: the readability of the material conveys the linguistic input, hence can facilitate (or not) the learning of the Italian language. Images in *Ataya Prima*, mainly color photos and drawings, are functional and support learning. With the word “functional” we refer to illustrations necessary to complete the activity (image-text combination;

search for elements within a photo...). Images with a functional value (Photo 1) are therefore linked to the activity and represent the visual input. “Supporting images”, on the other hand, (Photo 2) allow the students to contextualize the linguistic input.



Photo 1: Functional photos. Ataya Prima, page 115



Photo 2: Supporting photos. Ataya Prima, page 114

The book presents icons that precede each assignment to distinguish the skill to practice.

Concerning the last section of the analysis form, “Cultural References”, the manual addresses cultural and intercultural aspects in a non-explicit way, as shown in Photo 3.



Photo 3: (Inter)cultural aspects. Ataya Prima, page 78

Pictures and dialogue activities, such as “What about in your country?” transmit the (inter)cultural aspect. Indeed, drawings support intercultural communication and promote sharing experiences and learning about the habits of classmates (Photo 3).

After the Cooperative's textbook analysis, it is necessary to reflect on the didactic practice used, the school “routine”.

Those who bring the students' world closer to the language of study and maintain a balance between these two poles are the teachers: the “directors” of language acquisition (Balboni, 2012:108). The role of teachers has greatly developed over the years: from the *magister*, who is superior and imparts knowledge, to the *facilitator* and *director*, who accompanies students in their discovery of the language.

The teaching staff of the Cooperative has been created thanks to the extraordinary participation of volunteers. As written in the first point of the Charter of Values:

The teachers at the Italian School are **volunteers** who make their time available for free. They are committed to acquiring the professional skills necessary to teach the Italian language to immigrants by participating in meetings and training organized by the school.

Putting one's time and knowledge at the service of others without asking for anything in return, in a period governed by the *quid pro quo*, is highly commendable and to be respected. Volunteering matures a sense of conscious solidarity and develops the idea of active citizenship, which is in danger of being forgotten in our society. The group of volunteers is made up of former teachers, trainees, civil servants and “employees” prepared with a course of training cycles offered by the Cooperative (presentation of teaching methods; specific training on methodologies and teaching; teaching Italian to illiterate adult students <sup>33</sup>).

Below we report and analyze some of the activities proposed by the teachers <sup>34</sup>. We will focus more on the practices used to deal with grammatical topics.

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<sup>33</sup> These are the training cycles offered by the Cooperative: <http://www.cooperativaruah.it/diventa-un-volontario-della-scuola-di-italiano/>

<sup>34</sup> It is important to stress that the analysis of teaching practice is based on the author's personal opinions. The activities did not belong to the entire team of volunteers but were created by the two teachers who managed the classroom where the research took place.

As previously analyzed, the material is suitable for the type of users attending the courses, and extra activities created for the Motivation and Globality phases are motivating and effective in achieving the objectives.

As can be seen in Photo 4, the use of images to elicitate the students' knowledge is a technique also used in the materials created by teachers.

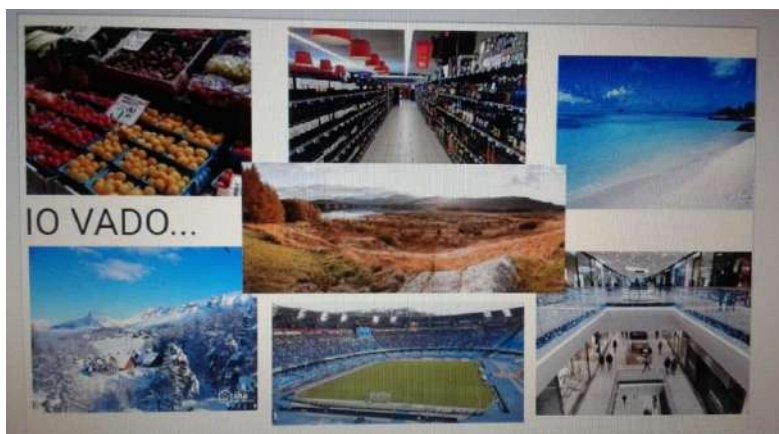


Photo 4: Knowledge elicitation\_ Photo shared on the course WhatsApp group.

Presenting a sequence of pictures is fundamental for the process of anticipation. Through this technique, teachers make students aware of what they already know and what they can rely on to add new input (Nozionario di Glottodidattica, <https://www.itals.it/nozion/nozindic.htm>).

Another activity used extensively by teachers is image-word matching. This type of technique is based on the use of images as a mediating tool between the spoken word and the written word that becomes meaningful.

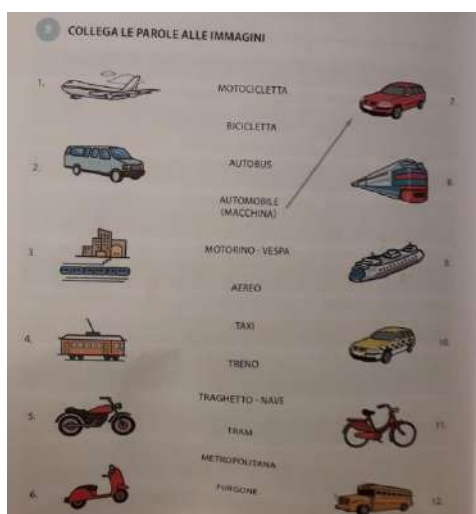


Photo 6 a.\_ Photo shared on the course WhatsApp group.

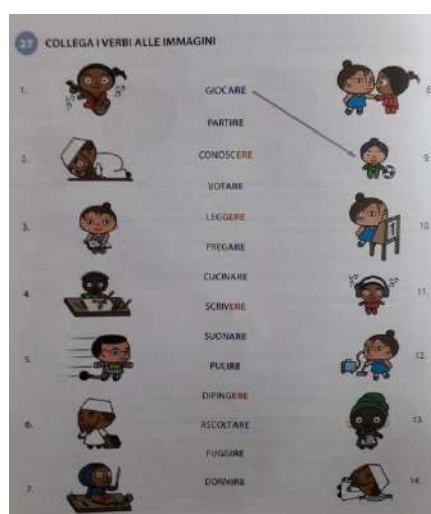


Photo 6 b\_ Photo shared on the course WhatsApp group.

Picture 6a. is motivating and challenging for students because they work only on comprehension without spending any productive skills, while picture 6b. shows the same technique combined with grammar topic. The exercise doesn't have motivational substance, and the words are just an empty list. The infinitive mode of verbs does not represent the basic form<sup>35</sup>. The basic form of the verbal system, Italia, corresponds to the present indicative, usually the 3rd person singular (*mangia, dorme*). This, coinciding with the verbal root, shows itself as an anchor, as the lowest common denominator of the different verb forms.

The order of acquisition of verb tenses has been outlined by Banfi and Bernini (2003:90) and follows this succession:

Present (and infinitive) > (auxiliary) past participle > imperfect > future > conditional > subjunctive (Banfi, Bernini, 2003: 90)

Considering the infinitive mode of Italian verbs as the basic form reflects a naïve view of the concept of "facility". Rastelli, a research fellow at the Department of Theoretical and Applied Linguistics of the University of Pavia, defines the concept of "easy" as follows:

[...] The concept of "easy", however, should not be understood naively, but from a strictly cognitive point of view, that is, from the point of view of the number and type of mental processes that must be activated for the form to be noticed, understood and used. "Easy" in linguistics can mean at least six things: *a*) most frequent; *b*) most salient (which is noticed first); *c*) simplest; *d*) most regular; *e*) most similar to L1; *f*) least typologically marked (i.e., common to many languages of the world). (Rastelli, 2009: 48).

Nitti (2019) points out that the succession of acquisition of linguistic elements in a second or foreign language range, at the level of complexity, "from what is more natural - in linguistics, less marked - to what is more complex" (Nitti, 2019: 21). As Rastelli also points out, in fact, the most salient features, namely those characteristics and central that are to the language to be acquired, are easier to learn; for Italian as a second language, it seems that verbal morphology is acquired more quickly than morphologically simpler languages such as English (Nitti, 2019).

Moreover, presenting non-flexed verbs to this target student (foreign adults who are weakly literate) and then seeing their full declension (Photo 7a) may cause fossilization of some structures. For instance, during the trial lessons, analyzed in §4.4, the students tended to use verbs only in the

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<sup>35</sup> It is especially true for foreigner talk. The term foreigner talk refers to a simplified variety of a language and is used by native speakers in the territory to interact with non-native speakers, to facilitate communication.

infinitive form. We report part of a transcript of UdA 1, the Synthesis phase, carried out with the Cooperative students:

MG: C. cosa fai oggi dopo scuola?

C: Io mangiare, poi fare la spesa, poi tv, poi dormire [...] eeh tante cose!

In exercise number 27 shown in Photo 6 b., the verb *fuggire*, not only is not useful for everyday communication, but also does not provide the information required to use it (someone running away from something or someone).

Given that students are used to the infinite form that conveys meaning, they remained anchored to this habit.

In the words of Rastelli (2009), this attitude gets stronger because the final parts of the word (the suffixes) are noticed -therefore learned- before the important parts at the beginning (the prefixes). Teaching grammar in this way, unfortunately, reflects a formalistic approach that focuses on written skills and "bare-bones" grammar.



Photo 7 a.: Verb "andare" \_Photo shared on the course WhatsApp group

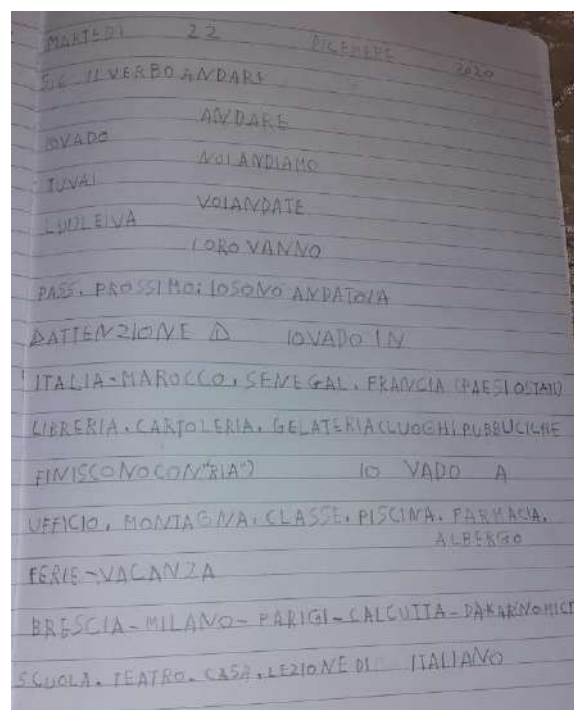


Photo 7b.: Student's N notebook., the verb "andare" \_Photo shared on the course WhatsApp group

Photo 7 a. is an example of approaching the rules of language according to the explicit and deductive teaching method. In this case, students "undergo" the assignments and the language becomes a list of rules. Considering the target students, it is clear how students understood this page as "full of signs" but of little meaning, where the symbol of attention has the same value as any printed word (picture



7b.). The chart shows not only the conjugation of the present tense but also the participle in its abbreviated form (*pass. prossimo*). On the same page, another grammar rule is presented: the correct use of the preposition *a* in front of public places ending with *ria*. Is it necessary and productive to provide all this information to a class of weakly literate people?

Student N. posted on the WhatsApp group photo 7b to demonstrate that she correctly copied the material provided by the teacher.

To verify that the use of prepositions had been mastered, a “complete the gaps” exercise was finally provided (Photo 7c).

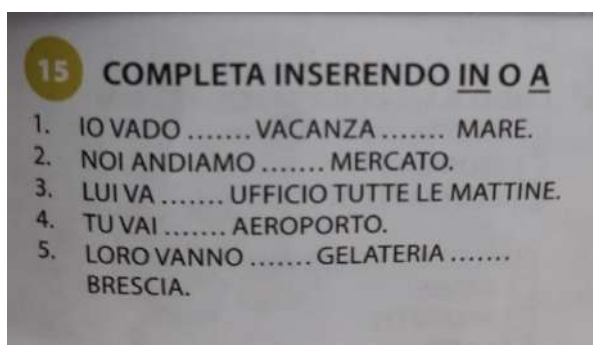


Photo 7c: complete the gaps, prepositions Photo shared on the course WhatsApp group.

In this case, the assignment is not coherent with the actual request of the exercise: to complete the exercise is necessary to insert an articulated preposition, not previously addressed. Also, this exercise seems to forget its designated audience: weakly literate students.

#### **4.1.4 Didactic planning of CPIA San Bonifacio**

The CPIA (Provincial Centers for Adult Education), established by Presidential Decree 263 of October 2012, promotes adult education.

They constitute a type of autonomous school education and are endowed with their own personnel and a specific didactic and administrative structure. Each CPIAs represents the structure of reference for the scholastic integration of foreigners: in fact, in addition to providing literacy courses and learning the Italian language, the CPIAs play a central role in immigration policies, issuing, with the support and coordination of the Certifying Agency, the certificates of knowledge of Italian language level A2 that is valid for the issuance of the long-term residence permit.

The Adult Education Centres carry out the functions that were once carried out by the Permanent Territorial Centres (ex CTP). In terms of educational offerings, the CPIAs offer services and activities for adult education and are aimed at Italian and foreign citizens over 16 years old. Taking into account the nature of the users, these educational institutions organize significant didactic proposals structured

according to levels of competence. These courses are aimed at early literacy, orientation for job placement, empowerment skills to become active citizens. Each path is connected to the person considering their experience and their past, often traumatic, marked by stories of war, hunger, persecution, or extreme hardship (Ceccherelli, 2015). Indeed, the MIUR website reads:

Adults enrolling in education pathways are allocated specific reception and orientation activities. These activities are aimed at producing the Individual Formative Pact, which allows customizing the course.

Hospitality, orientation and education are the key-words of the vision of the CPIA:

The CPIA wants to promote the raising of the level of education in order to facilitate entry into the world of work. The CPIA is an open place of encounter, exchange and comparison between different worlds and cultures, and promotes ideas and practices of citizenship<sup>36</sup>.

The CPIA, as specified in the Three-Year Plan of the Educational Offer (PTOF), in order to create quality training courses that provide adults and young adults with the skills and knowledge necessary to integrate into the community, ensures an educational offer consistent with the National Guidelines for Adult Education. The reference Syllabus for preparing these courses is, as made explicit in the PTOF, the Pre-A1 Syllabus of the Certifying Bodies. The Syllabus indicates the significant linguistic-communicative competencies for those who learn a foreign language, especially an illiterate learner or one with a low level of schooling:

- a) linguistic competencies, i.e., morphosyntactic structures and vocabulary;
- b) sociolinguistic competencies through which is possible to select the appropriate forms to the communicative context;
- c) pragmatic competencies, namely the communicative value that linguistic forms assume in a context (personal, public, professional, educational).

The Syllabus echoes the action-oriented approach adopted in the CEFR. This approach sees the student as an active participant in the learning process and a user of the language. In this context, communication is a social activity designed to fulfill precise tasks. Within this global structure, the basic language skills (listening, reading, writing and speaking) are intertwined so that they must be developed harmoniously.

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<sup>36</sup> [http://www.cpiaverona.gov.it/wp/wp-content/uploads/2019/02/PTOF\\_CPIA\\_Verona\\_2019-2022.pdf](http://www.cpiaverona.gov.it/wp/wp-content/uploads/2019/02/PTOF_CPIA_Verona_2019-2022.pdf)

#### 4.1.5 Analysis of materials and observation of teaching activities in CPIA San Bonifacio

The didactic planning follows the national reference texts and the CPIA indications, while teachers project the single UdA.

In the San Bonifacio branch, the literacy course in which the research was carried out was born “a bit by luck”. Due to a lack of teachers and students, it was impossible to create a Pre-A1 class, so weakly literate students were placed in an A1 level course. After two weeks from the beginning of the lessons, it was possible to create an *ad hoc* class.

The course and the planning of individual lessons are structured starting from the adopted reference manual: *Facile Facile A0* by Nina Edizioni, a manual designed for students “A0 absolute beginners”, analyzed in Appendix 7. This definition is not scientifically acceptable. The title indicates “A0” imitating the subdivision of the levels proposed by the CEFR (A1, A2, B1, B2, C1, C2).

In any literacy textbook, the level preceding A1 is defined with Pre-A1 or Alf 1, Alf 2, Alf 3, Alf 4, according to Paola Casi's categorization. Moreover, as we will see later, although in the introduction of the book the authors have specified that the recipients of the book are learners “with a poor command of the competence of our alphabet” and “coming from ideogrammatic linguistic cultures, without a good knowledge of Western languages”, the activities require the exclusive use of reading and writing. The recipients of *Facile Facile A0* are both adults and secondary school children attending CPIAs.

The authors do not dwell on any glottodidactic approach, but a deeper analysis of the material reveals that the textbook takes up many elements from the formalistic and structuralistic approach. The interest is on the morphosyntactic aspects of the language that is an immobile entity to be learned by heart<sup>37</sup>. The structure of the index (reported in Appendix 8) reflects this approach: in the five units, the presentation of vocabulary alternates the grammatical activities, without any reference to the gestalt partition (Motivation, Globality, Analysis and Synthesis phase). Each unit opens with dialogue and comprehension exercises (true or false; open-ended questions; multiple-choice questions or targeted cloze). The units are aimed primarily at developing comprehension and written production, leaving aside the interaction skills, essential to be able to act in everyday life. Underlying this formalistic view of language teaching is the belief that grammatical precision leads to communicability in L2.

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<sup>37</sup> [...]in each unit there are little clouds with "key questions", to which the trainee will have to pay particular attention and effort of memorization". Taken from the introduction of the manual *Facile Facile A0*.

Photo 8 shows an example of a presentation of grammar rules:



Photo 8: Explicit and deductive grammar: verbs -ere\_ Facile Facile A0, page 54.

This page reflects the manual approach and the idea of the teacher, the student and the language. Giving maximum attention to the structural regularities of the language is, in this case, the starting point of the teaching action. The teacher, who is the active subject of the lesson, presents the rules and proposes activities in order to fix and reuse the structures. The presentation of grammar in a deductive way is certainly faster and easier for the teacher, but it does not promote student autonomy and the discovery (noticing) of regularities in the language.

Moving on to the graphical aspect, the density of the pages is medium to high: each page has three exercises that propose to insert, on average, ten items. The pages are very colourful, but colours as well as the few images do not have any functional role. Below is an explanatory photo:



Photo 9: Images and icons\_ Facile Facile A0, page 46.

The pictures, used exclusively in association with the vocabulary, are not taken from real environments but are childish drawings. Another feature of the manual is the use of icons during the explanation of grammar rules. In this context (poorly educated students and adults from cultures and languages that are very different from Italian) the presence of icons depicting a man and a woman to explain the gender of nouns could be misleading and -probably- useless. Not all languages have a system of gender assignment of nouns like the Italian one (masculine and feminine). We must then consider that there are nouns with animate referents (*ragazza, ragazzo, amica, amico*) for which the

masculine and feminine semantic traits are relevant, but there are nouns with non-animated referents for which the semantic trait of gender is difficult to imagine (*armadio* or *finestra*, for example). See, for example, English, one of the most widely spoken language by CPIA trainees, in which this differentiation is present only in the personal pronoun system (she, he, it). The presentation of morphological traits in this guise is inadequate, especially in texts designed for students “without any prior contact with the Italian language, with little mastery of our alphabet and coming from ideogrammatic linguistic cultures, without a good knowledge of Western languages” (Facile Facile A0, 1).

Unfortunately, cultural and intercultural aspects are never exposed or addressed in the chosen textbook.

As we have already said, language is the tool that everyone has to communicate their moods, their needs, their aspirations and to represent themselves and others. The purpose of every course (and manual) should be to put students in a position to express themselves using language and to encourage the encounter “with the other”. As it specified in the MIUR document of 2014, *Linee guida per l'accoglienza e l'integrazione degli alunni stranieri* the school, of any order and grade,

[...] is a central place for the construction and sharing of common rules, as it can act by activating a practice of daily life that refers to respect for democratic forms of coexistence and, above all, can transmit the knowledge essential to the formation of active citizenship. In fact, intercultural education rejects both the logic of assimilation and the logic of coexistence between closed ethnic communities and is oriented towards fostering dialogue, mutual recognition and enrichment of people while respecting the different identities and belonging and the plurality of experiences, often multidimensional, of each person, Italian or not.

The Facile Facile A0 textbook was the main reference used in the class even if, especially in the first period, was supported by the supplementary materials of *Pari e dispari - PRE A1* by Borri A., Caon F., Minuz F., Tonioli V., *Lettere e parole*. These materials were used above all for the activities of pre-graphism and recognition of some target words.

Similarly, the teacher's approach reflects the formalistic features already presented in the analysis of the book. The lessons started from the reference book. The presentation of grammar, the main element of the lessons, occurs explicitly and deductively. The observation made in the Pre A1 class focused on the teaching methodologies adopted for the teaching of grammar.

In the last weeks of December, the CPIA was provided with some technological tools. The presence of the IWB (interactive whiteboard) allowed teachers to experiment with different methods and

include digital literacy in the usual practice. Nevertheless, the interactive whiteboard was used as a larger slate where coloured characters could be written by a single click.

The first part of the lessons is dedicated to the review of the topics dealt with. During the observation, the three conjugations were resumed through the compilation of summary tables. The purpose of the activity was to point out the similarities and differences of the verbal endings between the three outputs *-are, -ere, -ire*. All students were able to correctly conjugate verbs, in all three outcomes, with speed and autonomy. The students demonstrated that they had fully learned<sup>38</sup> the verb forms. After the plenary compilation of the tables, the students were asked to copy the three conjugations in their notebooks. From the approach used in class, we can see that the teacher pays a lot of attention to the grammatical definitions and the completion of the exercises proposed by the book. We report the transcript of a part of the lesson:

F.M: Quindi...questi sono tutti i verbi REGOLARI italiani, forma presente. Ok? Se non vi ricordate come vanno scritti alla fine...qui, vedete? C'è ARE ERE IRE e qui infondo ci sono scritte le cose rosse che noi abbiamo scritto qua (*indica LIM*). Così se non vi ricordate potete sempre guardare...ok? [...] Adesso quando abbiamo finito possiamo andare a pagina 58. [...] Perché abbiamo fatto questo? (*indica LIM con tabelle riassuntive*) Perché questo ci aiuta a fare l'esercizio 13 a pagina 58.<sup>39</sup>

The lesson then continued with the completion of exercise number 13 shown in Photo 10.



Photo 10: Conjugation\_Facile Facile A0, page 58.

Although the students had been able to conjugate the verbs, this activity produced some trouble. The type of exercise requires a very high level of abstraction: the sentences are decontextualized; the

<sup>38</sup> Here, the concept of "learning" refers to Krashen's definition, which distinguished the two fundamental processes through which a language is learned. The acquisition is an unconscious process, which leads to internalizing a language in a stable and lasting way. Learning, on the other hand, is a rational and conscious process, typical of the school environment.

<sup>39</sup> Capital letters indicate emphasis in pronunciation.

thirteen verbs proposed do not present the necessary elements to understand their meaning and the personal pronouns are used as empty references. More than one student needed help in completing the exercise.

After memorizing the rule for the structure of regular verbs with manipulative (*Scrivi il verbo nella forma giusta*) and error hunting (*Sottolinea e riscrivi il verbo giusto*) exercises, we moved on to the next page devoted to the study of *Aggettivi in e-i* (Photo 11).

F.M: “Ora andiamo a pagina 59, gli aggettivi. Gli AGGETTIVI sono delle PAROLINE che servono per dare informazioni in cui su quello di cui si sta parlando, cioè il nome. Cosa significa? Facciamo un esempio...scrivo una frase. *L'esercizio è facile*. La parola facile è un AGGETTIVO. Cioè cosa fa? Ci dice qualcosa in più sull'esercizio, cioè come è l'esercizio. Questa parolina è un AGGETTIVO.

As it can be seen from the reported transcript, the “grammar time” is the transmission of knowledge from the teacher to the *tabula rasa* students. Students, despite the level of schooling, are expected to memorize paradigms and rules. Correctness prevails and is the only parameter of evaluation thus overriding pragmatic effectiveness and socio-cultural appropriateness (Balboni, 2012:12). Language is therefore understood as a set of rules, although it can convey meanings. The teacher felt it was right and useful to provide an academic definition of the term “adjective”, even though the class consisted of illiterate and weakly schooled female students. The photos below are other examples that reveal the view of language adopted by the textbook and the teacher.



Photo 11: Adjectives in e-i\_Facile Facile A0, page 59.



Photo 12: Phonology and vocabulary: pronunciation rules and word list\_Facile Facile A0, page 52.

During the observations, it was noted that the “skeleton” of the courses for immigrant adults with low literacy levels, that is, the curriculum and the syllabus, respects the European indications and values the individuality of the students by proposing personalized and differentiated paths. As we have seen, however, the materials and approaches adopted are far removed from these instructions and the image that emerges of the student is that of a “vase to be filled” and not that of “a flower to be cultivated”. What is relevant is the written grammatical correctness.

As Photos 7 a, 8, 9 and 11 show, after the theoretical explanation, the manuals propose exercises aimed at testing immediately after the explanation a skill that the initial learners cannot have developed in such a short time. The difficulty, in fact, lies in the high cognitive commitment that is necessary to transform abstract knowledge into a complex automatism. Although a rule (the declensions) has been learned - perhaps by heart - students need time to process and automate it and therefore, for a long time, they will not even be able to use it.

In this context, we must ask ourselves whether teachers are right to present an input overloaded with information, difficult to process and to dwell at length on specific linguistic material (*aggettivi in -e*). Presenting a language made up of simple structures, purposely constructed and repeated to accustom the learners, little by little, to the characteristics of a language could be more effective.

#### ***4.2 Objectives and teaching materials***

Reflection about language is a central point in every language course, even in those of literacy. The matter is not whether students should reflect upon language, but what should be the object of reflection, and how this delicate subject can be conducted.

Using as reference the *Sillabo per la progettazione di percorsi sperimentali di alfabetizzazione e apprendimento della lingua italiana a livello Pre-A1*, in this research we designed activities that could support the oral and written production of very short statements and routine sentences. Figure 5 and Figure 6 show the Syllabus references for oral and written production skills. The focus of the training was on the personal and social domains.



<b>Produzione orale – Pre A1</b>
<p>I risultati di apprendimento costituiscono gli obiettivi in uscita del percorso formativo in quanto forniscono le coordinate linguistiche di base e contribuiscono allo sviluppo delle potenzialità comunicative orali e scritte, nonché di interazione.</p> <p>Nell'ambito della progettazione il docente organizza la propria attività per consentire il raggiungimento dei seguenti risultati di apprendimento, relativi alla produzione orale, espressi in termini di <b>competenza</b>:</p> <ul style="list-style-type: none"> <li>• <b>produrre enunciati molto brevi, in genere in risposta a domande;</b></li> <li>• <b>formulare espressioni semplici, prevalentemente isolate, su persone e luoghi.</b></li> </ul> <p>Nel progettare il percorso formativo il docente tiene presenti gli aspetti legati ai quattro domini previsti dal QCER: personale, sociale, professionale ed educativo.</p> <p>L'articolazione in conoscenze e abilità del percorso di alfabetizzazione e apprendimento, afferente alla produzione orale, è di seguito indicata quale orientamento per la progettazione didattica del docente in relazione alle scelte compiute nell'ambito della programmazione collegiale.</p>

Figure 5: Italian L2 Certifying Bodies, *Sillabo per la progettazione di percorsi sperimentali di alfabetizzazione e apprendimento della lingua italiana a livello Pre-A1., oral production.*

<b>Produzione scritta – Pre A1</b>
<p>I risultati di apprendimento costituiscono gli obiettivi in uscita del percorso formativo in quanto forniscono le coordinate linguistiche di base e contribuiscono allo sviluppo delle potenzialità comunicative orali e scritte, nonché di interazione.</p> <p>Nell'ambito della progettazione il docente organizza la propria attività per consentire il raggiungimento dei seguenti risultati di apprendimento, relativi alla produzione scritta, espressi in termini di <b>competenza</b>:</p> <ul style="list-style-type: none"> <li>• <b>iniziare a scrivere brevi frasi isolate di contenuto familiare o brevi frasi di routine, purché supportato;</b></li> <li>• <b>iniziare a scrivere brevi liste ad uso personale con espressioni di routine.</b></li> </ul> <p>Nel progettare il percorso formativo il docente tiene presenti gli aspetti legati ai quattro domini previsti dal QCER: personale, sociale, professionale ed educativo.</p> <p>L'articolazione in conoscenze e abilità del percorso di alfabetizzazione e apprendimento, afferente alla produzione scritta, è di seguito indicata quale orientamento per la progettazione didattica del docente in relazione alle scelte compiute nell'ambito della programmazione collegiale.</p>

Figure 6: Italian L2 Certifying Bodies, *Sillabo per la progettazione di percorsi sperimentali di alfabetizzazione e apprendimento della lingua italiana a livello Pre-A1., written production.*

Considering each classroom not as a sum of different people but as an active system that depends on the nature of each individual that operates in it (Caon, Tonioli, 2016: 140), literacy activities should support the different skill levels and learning styles of students to achieve the common goal.

For this reason, the design of the activities presented in this essay was carried out by pursuing layered metalinguistic reflection goals: to begin to understand the idea of word, sentence, and text; to recognize the basic elements of the SVO sentence; to respect the order of the elements of the SVO sentence, and to produce sentences and texts independently.

In this research, we wanted to test the effectiveness of the dependency method on classes of Pre-A1 students.

Specifically, the study began with few questions:

- a) Is it possible to support metalinguistic reasoning with classes of Pre-A1 students?
- b) Can the dependency model assist this type of pathway? Can the use of color-coded radial schemes facilitate understanding of SVO sentence structure by stimulating noticing?
- c) Reasoning about L2 language with the dependency model can sustain the reception and oral production of sentences?

In order to answer these questions, 3 UdAs were developed (“My daily routine”; “The places of my day: at the supermarket”; “The doctor”. See § 4.3) and a final UdA. Each UdAs respect the gestalt model of Motivation-Globality-Analysis-Synthesis. The process from a general scene (Motivation and Globality) to a particular one (Analysis) governs not only the acquisition of a language but is the natural process of any kind of acquisition (Balboni, 2012).

The topics chosen are closely related to everyday life to arouse students' interest and stimulate the elicitation of their knowledge.

### ***4.3 UdA e Dependency Grammar***

For the purposes of this research, the activities created following the valency model were presented in the three UdAs during the Analysis phase. The description and purpose of these activities are outlined below.

#### ***4.3.1 Sentence and non-sentence identification***

**Description:** as a first valency activity, students tried the “sentence non-sentence”. The teacher showed the classes some images related to the theme of the lesson. Each image had been previously introduced and analyzed in the Motivation and Globality phases. Each photo had a description of the event. In order to recognize the syntagms, it was considered useful to present them according to Sabatini's color-coding (blue for the subject, red for the verb, and blue for the object). The sentences were proposed in three versions: complete with linear order respected; complete with linear order not respected; incomplete.

Students had to describe the picture orally and then produce utterances. At this point, the teacher read the reported sentence. This first moment was intended to confirm, or correct, the descriptions provided by the participants. The students had to decide whether or not the proposed sentence was correct. If it was incorrect, they were to give reasons for their answer and provide the right sentence.

Due to the students' proficiency level, it was necessary to include an image next to each sentence that would help them understand the meaning and identify more easily the actants and, therefore, syntagmas.

**Purpose:** The purpose of the sentence non-sentence identification activity was to help people discover the concept of “sentence” and the information needed to complete its meaning. As a matter of fact, this activity helps to familiarize with the order of the SVO structure of the Italian sentence. The color-coding also aims at making the syntactic groups visible. Moreover, the images stimulate what De Santis (2019: 42) defines as “functional reading”: the reading that reaches the comprehension of a text starting from the syntactic relations, which therefore does not stop at the decoding of the signs.



Figure 7: Uda 1\_ La mia giornata. Sentence non-sentence identification

Students were confused when reading the verbless sentences, so much so that they often wrinkled their brows. Seeing their uncertainty, they were asked to explain what was wrong. The answers given were always the missing verb. This is shown in the transcript of the Ruah Cooperative students' responses:

MG: Cosa vedete qui? Vedete Mr Bean? N. vedi?

N: Eh Mr Bean...[ride]

MG: Eh sì, Mr Bean! Cosa fa Mr Bean?

N: ...in macchina

MG: Eh sì! Mr Bean è in macchina! Che cosa fa Mr Bean in macchina? Guarda la foto...

N: Lui... la denti...lavaggio la denti

MG: Esatto. Lui si lava i denti.

N: Lui si lava i denti

MG: Io che cosa ho scritto qua? ... lui...i denti...va bene così?

C: Sì [parla contemporaneamente a MG]

MG: O manca qualcosa?

C: Mancare qualcosa...

MG: Che cosa manca C?

C: Lui...si lava...i denti

#### 4.3.2 *Transcoding*

**Description:** This technique translates a message from one code to another code. In this context, it was decided to use known images that had to be transformed into nuclear sentences.

The activity was presented in two variants. The first variant, later abandoned because it was not effective, showed radial diagrams with images instead of syntagmas (Figure 8). Students have to translate the pictures into words so as to create a sentence. Since the information useful to create a sentence was presented separately without making clear the link between the parts, this first version cognitively overloaded the students. The level of abstraction was, therefore, too high for the target students.



Figure 8: Uda 1\_La mia giornata. First variation of transcoding.

In contrast, the second version (Figure 9) presented a series of previously analyzed images. After looking at the picture, students were to describe the image with a sentence. The teacher transcribed

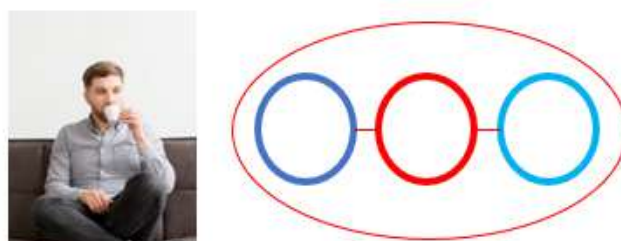


Figure 9: Uda 1\_La mia giornata. Second variation transcoding.

the students' utterances in sentence form in order to provide analyzable material. After reading the sentence together, the students had to hypothesize how to fit the sentence within the radial graphs.

**Purpose:** The main purpose of transcoding is to discover, inductively and through pictures and colors, the structure of sentences and recognize their regencies, stimulating students' noticing ability. Repeatedly presenting similar structures and supplemented by schemes allows students to notice regularities: a linguistic element or, in our case, a linguistic structure, can be acquired only if it is brought to the selective attention of the learner. As Schmidt (1990) states “noticing is the necessary and sufficient condition for converting input into intake”.

**Observations:** The activity was very appreciated and understood by the students and during the lessons in presence, some students completed the diagrams autonomously. Besides, the taught class allowed them to “touch” the language and experiment with it. When the teacher showed a sentence with a bivalent verb and an indirect argument, the students wanted to try to fill in the radial graph on the blackboard and discuss possible solutions together.

The drawings made during the lesson of the “reverse sentences” constructed with the bivalent verbs with a direct object (*La ragazza beve la tisana* and *La tisana beve la tisana*) were very helpful. This type of activity helped them understand the importance of syntactic order.

#### 4.3.3 *Create a sentence*

**Description:** The teacher divided the class into teams and then drew a card. Inside each card was written a word (or a verb) discussed in the previous UdAs. Each group received a pair of scissors, three sheets of paper with printed radial graphs addressed in class, and some shreds of paper. Each team has to create a sentence with the only constraint that it contains the chosen word.



Photo 3: Student L. A. explains the choice of the scheme.

When the students planned the sentence, each group had to write it on a strip of paper. Each group then read their sentence and the teacher redraft it on the board so that errors could be corrected collectively. After emending the sentences, each team divided the sentence into syntagmas by physically separating them with scissors. After separating them into syntagmas, students had to choose which pattern the sentence belonged to and insert the sentence pieces in the corresponding pattern.

**Purpose:** the main objective of the activity was to train the formulation of new sentences that are bound to fixed data elements. The exercise allowed the student to reflect on the valence of verbs based on the number of elements that are essential to creating sentences with a sense of the task.

**Comments:** This activity was submitted to CPIA students in the concluding UdA. The original version of the activity involved passing, from one group to another, the sentences created. But, in order to respect the distancing between the students and not to pass material between the groups, the activity was modified and the subdivision into syntagms and the insertion of the same into the diagrams took place within the individual groups.

#### 4.3.4 Matching: look at the picture and choose the scheme

**Description:** The technique consists of matching different elements, in our case, images with the corresponding radial scheme. Students hypothesized what pattern the images on the left side of the sheet corresponded to. Each image had been viewed and analyzed in the previous three UdAs.

Under each picture, there was a caption that helped the students choose the corresponding radial pattern. After identifying the radial pattern, they were asked to write the sentence within the pattern.

  1. GUARDA LE FOTO E SCEGLI LO SCHEMA GIUSTO

 IO VADO IN FARMACIA	
 IO PRENDO LE MELE	
 IO ASPETTO	

Figure 10: Last UdA. Matching

**Purpose:** The activity aimed at verifying whether the radial patterns can support a deeper understanding of the SVO structure of Italian through the enhancement of the noticing ability. The purpose was to make people reflect on the valence of verbs observing the number of essential elements, and recognize similarities of structures between different verbs.

**Comments:** The CPIA facilitator, at the end of the UdA, was enthusiastic because he noticed that some of the students, who normally have more difficulties, were able to carry out the activity by themselves.

#### 4.4 UdA

The UdAs presented during the research are described below. The lessons presented to students are in the Appendix.

##### 4.4.1 UdA 1\_ *La mia giornata (Ruah)*

The first UdA at the Ruah Cooperative was developed in three lessons: the first meeting concerned the Motivation and Globality phases; in the second meeting, ample space was given to the Analysis phase and in the third lesson, the Synthesis was completed. All students participated in the first meeting (7); the second meeting was attended by 5 students, and the third class only by 4. The whole UdA can be found in Appendix 10.

The language objective of this UdA was to narrate one's day.

PHASE	ACTIVITIES	DEVELOPMENT
<b>MOTIVATION</b>	1. What do you see?	Some images of daily routines are presented. Elicitation phase of the vocabulary already known by the students. Description of images.
	2. Put in order the images	A few frames from the video Getting up late for Mr Bean <a href="https://www.youtube.com/watch?v=IacjiYGj9l4&amp;ab_channel=MrBean">https://www.youtube.com/watch?v=IacjiYGj9l4&amp;ab_channel=MrBean</a> are presented. Students are asked to hypothesize what is the exact order in which the events happen.
	3. Confirmation	Viewing the video to confirm the hypothesis
<b>GLOBALITY</b>	1. Skimming: what did you see? What do you do?	Stimulate a conversation about what students have just seen and compare it to their daily routine. At this stage it is very useful to ask students to translate some sentences into their mother tongue (especially those that will be analyzed during the UdA).
	2. Scanning: matching	Activity created on LearningApps ( <a href="https://learningapps.org/view15401053">https://learningapps.org/view15401053</a> ). Match each sentence to the right image.

	3. Scanning: Multiple choice question	Activity created on WordWall platform ( <a href="https://wordwall.net/it/resource/7386419">https://wordwall.net/it/resource/7386419</a> ) as a structured multiple choice question exercise. Questions are placed inside "boxes" and each student, in turn, chooses one of the boxes numbered from 1 to 9. After reading together the sentence contained in the chosen "box", students had to indicate which picture corresponded to the proposed sentence.
<b>ANALYSIS</b>	1. What's going on?	In order to resume the structures analyzed previously, some images were inserted in different contexts and with different actors ("lei dorme" became "il gatto dorme"). Students were asked to describe the images.
	2. Identification sentence non-sentence	The sentences were constructed with monovalent and bivalent verbs with direct argument. See § 4.3.1 Sentence-non-sentence identification for a complete description of the activity.
	3. Transcoding	For a complete description of the activity, see § 4.3.2 Transcoding, first variant.
<b>SYNTHESIS</b>	1. Interview	Re-elaboration and creatively reuse phrases and structures seen during the UdA. Stimulate a dialogue among students.

#### 4.4.2 UdA 1\_ *La mia giornata (CPIA San Bonifacio)*

The first UdA at the CPIA of San Bonifacio was held in a single lesson of three hours. In the first hour and a half the phases of Motivation and Globality were addressed, while in the second part Analysis and Synthesis. The whole UdA can be found in Appendix 12.

Five students attended the lesson.

<b>PHASE</b>	<b>ACTIVITIES</b>	<b>DEVELOPMENT</b>
<b>MOTIVATION</b>	1. What do you see?	Some images of daily routines are presented. Elicitation phase of the vocabulary already known by the students. Description of the images.
	2. Put in order the images	A few frames from the video Getting up late for Mr Bean <a href="https://www.youtube.com/watch?v=IacjiYGj9l4&amp;ab_channel=MrBean">https://www.youtube.com/watch?v=IacjiYGj9l4&amp;ab_channel=MrBean</a> are presented. Students are asked to hypothesize what is the exact order in which the events happen.
	3. Confirmation	Viewing the video to confirm the hypotheses.



<b>GLOBALITY</b>	1. <i>Skimming</i> : what did you see? What do you do?	Stimulate a conversation about what students have just seen and compare it to their daily routine. At this stage it is very useful to ask students to translate some sentences into their mother tongue (especially those that will be analyzed during the UdA).
	2. <i>Scanning: matching</i>	Matching phrases to the right image.
	3. <i>Scanning</i> : Multiple choice question	Structured multiple choice question exercise. The question consisted of one sentence, read by the teacher or students with higher proficiency, and students had to choose, from the three images offered, the correct one.
	4. What do you see? Talk to your companions	Activity focused on daily routines. They were provided with 9 images (taken from <a href="http://www.midisegni.it/">http://www.midisegni.it/</a> ) and positioned to describe their day. Students described the images by answering stimulus questions (What do you see? What do you think her/his name is? What is s/he doing in picture 2? What does s/he wash in picture 3? etc.).
<b>ANALYSIS</b>	2. Identification sentence non-sentence	The sentences are constructed with monovalent and bivalent verbs with direct argument. See § 4.3.1 Sentence-non-sentence identification for a complete description of the activity.
	3. Transcoding	For a complete description of the activity, see § 4.3.2 Transcoding, second variant.
<b>SYNTHESIS</b>	1. Interview	Re-elaboration and creatively reuse phrases and structures seen during the UdA. Stimulate a dialogue among students.

#### 4.4.3. UdA 2\_ I luoghi della mia giornata: al supermercato (Ruah)

UdA 2 (see Appendix 11) at Ruah Cooperative was proposed in two lessons. Due to a lack of participants, the researcher proposed the UdA a second time.

The attendance factor in literacy courses has always been an issue. With distance learning, the difficulties in attending increase: poor connection, problems with the audio device that is not always adequate. In addition to these technical difficulties there are the daily commitments of the students.

In fact, many of them work or have children.

PHASE	ACTIVITIES	DEVELOPMENT
<b>MOTIVATION</b>	1. What do you see?	The teacher shows images of places in the city (a post office, a bar, a supermarket, a library, a gym). Elicitation of vocabulary and connection with reality through stimulus questions: do you know these places? Do you go there? Where are they located?

	2. Video "Dove vai?"	The video "Where are you going?" was specifically created for this UdA. The video is an interview with six people who answered the question "Where are you going?".
<b>GLOBALITY</b>	1. Do you remember?	The exercise showed few frames of the video with the faces of the interviewees. The exercise aimed at repeating the linguistic content present in the video: the students were asked if they remembered what people had said.
	2. <i>Matching</i>	Matching sentence to the right image. Activity created on LearningApps <a href="https://learningapps.org/watch?v=pf6dasfrj20">https://learningapps.org/watch?v=pf6dasfrj20</a> The phrases to be matched were those said by the individual respondents.
	3. <i>Skimming</i> : image-sentence matching	The activity was presented on PowerPoint. The sentences were given in the third person singular.
	4. How about you? Where do you go shopping for groceries? What about in your country?	Oral activity supported by pictures (supermarket, market, store). Survey of where each student does his shopping, in Italy and in their country of origin.
	5. <i>Scanning</i> . What do you do in the grocery shop?	Oral activity supported by pictures. Description of pictures representing actions that occur in the supermarket.
<b>ANALYSIS</b>	1. Syntactic group identification	Starting with already known images, students had to describe the action. The teacher transforms the statement into a sentence correcting any errors. The exercise permits to reflect on the amount of important information in the sentence. Activity stimulated by guiding questions, such as: what happens in picture 2? What is he doing? What is she washing?
	2. Transcoding	For a complete description of the activity, see § 4.3.2 Transcoding, the second variant. The chosen images came from the context "at the supermarket".
<b>SYNTHESIS</b>	1. Description of the day	Creative reuse of the phrases and structures seen in the first two UdAs. Description of students' day.

#### 4.4.4. Uda 2\_ I luoghi della mia giornata: al supermercato (CPIA San Bonifacio)

Uda 2 – shown in Appendix 13 – was presented to the class in a three-hour lesson. There were five students participating.

PHASE	ACTIVITIES	DEVELOPMENT
<b>MOTIVATION</b>	1. What do you see?	The teacher shows the class some pictures of places in the city (the post office, the bar, the supermarket, the library, the gym). Elicitation of vocabulary and connection with reality through stimulus questions: do you know these places? Do you go there? Where are they located?
	2. Video "Dove vai?"	The video "Where are you going?" was specifically created for this UdA. The video is an interview with six people who answered the question "Where are you going?".
<b>GLOBALITY</b>	1. Do you remember what they say and where they go?	Matching Activity. Matching had to occur between frames from the video and statements made by individual respondents.
	2. <i>Matching</i>	Image-phrase matching
	3. What about you, where do you shop? What about in your country? Where do you like the most?	The class group, stimulated by some guiding questions, shares their experiences in Italy and in their country of origin, noting how habits have changed. At the end of the sharing, they are asked to write down their preference using the vocabulary they have learned.
	4. Interview the classmates and complete the chart.	To use the learned structures again, each student interviewed a companion. Students had to complete a table by entering the classmates' names and place an X under the correct box "at the supermarket", "at the market", "in a store".
	5. <i>Scanning</i> : What do you see?	Oral activity supported by pictures of the supermarket. Description of pictures representing actions that occur in the supermarket.
<b>ANALYSIS</b>	1. Sentence non-sentence identification	The sentences were constructed with monovalent, bivalent verbs with direct argument and bivalent verbs with indirect argument. They echo the descriptions provided by the students in the previous activity. See § 4.3.1 Sentence-Non-Sentence Identification for the full description of the activity.

	2. Transcoding	For a full description of the activity, see § 4.3.2 Transcoding, second variant. The chosen images came from the context "at the supermarket".
<b>SYNTHESIS</b>	1. Day description and interview	Interviewing students and creative reuse of phrases and structures seen during the first two UdAs. Description of students' own day from visual input.
	2. Creating a text. Optional activity	Students were required to write about their day using the structures learned in the UdAs just presented.

#### 4.4.5. Uda 3\_ Dal dottore (CPIA San Bonifacio)

The entire lesson presented to CPIA students can be viewed in Appendix 14.

<b>PHASE</b>	<b>ACTIVITIES</b>	<b>DEVELOPMENT</b>
<b>MOTIVATION</b>	1. What do you see?	Elicitation of knowledge (How do these people feel? What are they doing?) supported by visual input (pictures of people being sick: headache, backache, sore throat, toothache)
	2. Cosa si può curare in questi modi?	Activity inspired by Borri A., Caon F., Minuz F., Tonioli V., (2017), <i>Pari e Dispari. Italiano L2 per adulti in classi ad abilità differenziate. Pre A1</i> , Loescher Editore, Turin. By showing images of different healing methods (Ayurvedic methods, massages, a client in a pharmacy and surgeons in an operating room), an intercultural conversation is stimulated after briefly describing the images, even simply with key words. When you are sick, what do you do? What about in your country?
	3. Put in order	Presentation of some frames from the video published by Loescher " <i>Samira va dal dottore</i> " <a href="https://www.youtube.com/watch?v=3R4psFA_YPU&amp;t=171s&amp;ab_channel=PreziosaScordo">https://www.youtube.com/watch?v=3R4psFA_YPU&amp;t=171s&amp;ab_channel=PreziosaScordo</a> . Students are asked to hypothesize what is the exact order in which the events happen.
	4. Confirmation	Viewing the video to confirm the hypothesis. In order not to cognitively overload the students, it was decided to show the video without audio and up to minute 3:04.

<b>GLOBALITY</b>	1. Skimming: <i>Matching</i>	The matching had to take place between the frames taken from the video and the descriptions of the actions
	2. Scanning: <i>Matching</i> with new structures	Four pictures representing people who are sick (headache, stomach-ache, toothache, cough) were provided. Students were asked to read the sentences and find the picture to which the sentence corresponded.
	3. Scanning: new vocabulary	Several pictures depicting the specific vocabulary of the UdA (syrup, prescription, herbal tea, tablets, doctor) were provided. Next to each picture, the words were broken down into syllables. Students, after hearing the word correctly, had to reconstruct it.
<b>ANALYSIS</b>	1. Sentence non-sentence identification	The presented sentences are constructed with monovalent, bivalent verbs with direct argument and bivalent verbs with indirect argument. See § 4.3.1 Sentence Non-Sentence Identification for a complete description of the activity.
	2. Transcoding	For a complete description of the activity, see § 4.3.2 Transcoding, second variant.
<b>SYNTHESIS</b>	1. Tell what you see (transcoding)	Transcoding Activity: From visual input, students were to create an oral text. The same images seen within the UdA were presented. Transcription of the text was offered as an optional activity.

#### 4.4.5. *UdA di controllo (Ruah)*

Because of the limited time available, the difficulties encountered during the online lessons, and the low attendance at classes, the last UdA solely provided a transcoding activity with images from both UdAs, and a dialogue between students. They were asked to interview each other and describe their day, from morning to evening.

Unfortunately, due to well-established teaching habits, students failed to present sentences with subject-verb agreement instead they used verbs in the infinitive form. Despite this, the teacher noted a remarkable production of sentences in L2: verbs were used within new structures and with new topics, and the saturation of valences was respected. We report below an excerpt from the last lesson at the Cooperative:

G.L: Cosa fate domani ragazzi?

C: Io cucinare.

G.L: Ah bene! E dopo cosa fai?

C: Dopo lava i piatti. Dopo mangia.

G.L: Poi nel pomeriggio cosa fai?

C: Pomeriggio, dopo...eh...vai lezione e dopo vai camminare, dopo cucinare, dopo guardare la televisione, dopo studiare, dopo dormire.

G.L: Ok grazie, C.! Tu Kingley cosa fai?

K: Domani mattina alle 8 io portare bambini a scuola. dopo ritornare e fare colazione...brioche e latte. Anche pomeriggio mangiare riso o spaghetti. Io cucinare. Poi alle quattro prendere mio bambino a scuola. dopo guardare la televisione.

#### 4.4.6. Uda di controllo (CPIA San Bonifacio)

For the in-person follow-up lesson, the teacher proposed activities that repeated the methods addressed during the previous Uda to make students feel at ease. In order to check new linguistic competencies, new exercises were used (see Appendix 15).

ACTIVITIES	DEVELOPMENT
<b>Create a sentence</b>	Group Activity. Starting with a common word, each group invents a sentence. After creating the sentence, the team divides it with scissors into its constituent parts. Once the syntagmas have been found, the students inserted the words into the radial schemes (see § 4.3.3).
<b>What is the correct scheme?</b>	Matching activity: five images from the three UDA must be matched to the correct radial pattern. Under each photo, there is an explanatory sentence.
<b>Elmo's day</b>	Description from visual input: ask students to choose only three pictures and describe them orally telling Elmo's day.
<b>Describe your day</b>	Recount your day from morning to night.

#### 4.5 Analysis of collected data

In order to accurately report and analyze what happened in the literacy classes, the researcher decided to create observation forms. The characteristic of direct observation is the ability to grasp the processes and attitudes of the object of observation from an internal perspective. "Observing" is an intentional act that aims to "preserve, cherish" what one has seen. Researchers must be able to describe as accurately as possible the characteristics of an event, situation, or behaviour. How an observation can be even-handed insofar as it is conducted by a person who has beliefs and values? In order to avoid filtering the reality of the classroom from the beliefs, opinions, and needs of the researcher, it was decided to let the teachers collect the data and record each lesson. The plurality of viewpoints provides a richer and more objective description of the situation; the use of recording tools

allows the researcher to distance himself from the teaching action and builds a new knowledge of the didactic environment.

As part of this research, data analysis and evaluation occurred in two different ways: quantitative and qualitative. Quantitative research uses controlled and unambiguous tools to count and classify what is observed. Qualitative research provides accurate descriptions of the event being studied and uses more introspective tools such as interviews and open-ended questions. The forms will be analyzed both quantitatively, referring to the score totaled by each item of the checklist, and qualitatively by making use of content analysis. As explained in Coonan (2000), through content analysis it is possible to identify recurring and salient concepts or events. These are noted and can be counted (thus becoming quantifiable matter) and interpreted.

Below we present the tool (shown in Appendix 9) used by teachers to observe the researcher's teaching action.

#### ***4.5.1 Observation forms, checklist***

The main purpose of the forms was to investigate whether the materials were both suitable for the students' level of competence and whether they could support the learners' comprehension and oral production. The form of the checklist was chosen because of its simplicity of compilation: the checklist is structured as a list of behaviours, selected by the researcher, whose presence is to be ascertained or, as in our case, their frequency measured. The structure of this analysis tool restricts the number of behaviours to be observed. The checklist was designed in such a way to allow an affective-psychological and linguistic analysis of students' attitudes. In order to investigate these behaviours, the checklist is sectioned into four parts. Each section consists of items that in turn specify student behaviours:

- a) Reactions: includes the behaviours that students have during the presentation of the activity, their degree of attention and participation;
- b) Activities: this section gathers the characteristics that define an effective activity and that allow it to achieve the established educational objectives;
- c) Oral L2 language comprehension: in this part, we research whether the students understand the L2 used in class;
- d) Oral L2 language production: this last section analyzes students' L2 production during the presentation of a specific activity.

The form was filled in for each “valency activity” so as to identify a possible progression of oral skills (comprehension and production) and which activity could be the most effective.

With regard to data collection, at the CPIA of San Bonifacio, it was possible to perform, and then analyze, the following activities: sentence-non-sentence identification; transcoding (including the Matching activity: choose the right pattern, see §4.3.4) and, to analyze the improvement of oral competence in production, the synthesis phases in which students had to tell their stories or interview their peers. At the RUAH Cooperative, the short duration of the research, the fluctuating frequency of the students and the difficulty of managing the material drove the teacher to present in each UdA only the transcoding and story-telling-interview activities in the synthesis phase; the "sentence non-sentence" activity was presented explicitly only in the first lesson.

Below are the results of the data collected during the activities in order of presentation.

#### **4.5.2 Sentence and non-sentence results**

As previously mentioned, the sentence non-sentence activity was submitted to the CPIA students during three lessons (see §4.4.2; §4.4.4 and §4.4.5), while in the cooperative only during the first UdA (see §4.4.1). At the first meeting with the students of Bergamo, the researcher noticed that the participants had difficulty recognizing the main and necessary "information" within an utterance. The activity was explained with the class teacher's help, and this allowed the student with higher language skills to fully understand (see transcript given in §4.3.1). The whole class was able to understand the meaning of the incomplete sentences through to the presence of the visual support but the students do not identify in the written form the lack of the verb: the sentence "*Lei il cappuccino*", for example, was flanked by a picture in which a girl is drinking a cappuccino. The image was sufficient to understand the meaning of the "mutilated" sentence<sup>40</sup> as a graphical reproduction of the "text" (with this term we refer to the definition provided in §3.1), everyday reality. However, it was not possible to link the concrete level (that of reality, of the picture) with the abstract one (the language system) and identifying in the latter the absence of the central information, that is, the verb. This confirms how the thought of the target students is extremely practical and anchored to tangibility (UNESCO, 1965). For this reason, it was decided to focus the metalinguistic attention of the online class on the segmentation of the sentence into its salient parts, the syntagma.

We will now dwell on the situation in the CPIA, reporting graphs that will allow us to compare the results of the observation forms filled out during the three lessons. Each proposed sentence, whether it was complete with linear order respected, complete with linear order not respected, or incomplete,

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<sup>40</sup> M.G: "B., "lei il cappuccino" va bene così?"

B.: "No. Lei UN cappuccino"

M.G: "Ok...Lei un cappuccino, così va bene? Hai capito cosa fa?"

B.: "Sì, lei beve un cappuccino"



was introduced by a brief moment of reflection, through stimulus questions, in which it was possible to identify the problem (order not respected, lack of arguments or verbs). This allowed answers to be developed with more confidence. In order to then build language acquisition, we tried to stimulate a connection between the new language and what the students already knew, especially by asking for a translation into the language spoken in their country of origin.

As can be seen in Chart 1, attention, participation, and production of new L2 were not only present in all three meetings but increased between the first and third meetings.

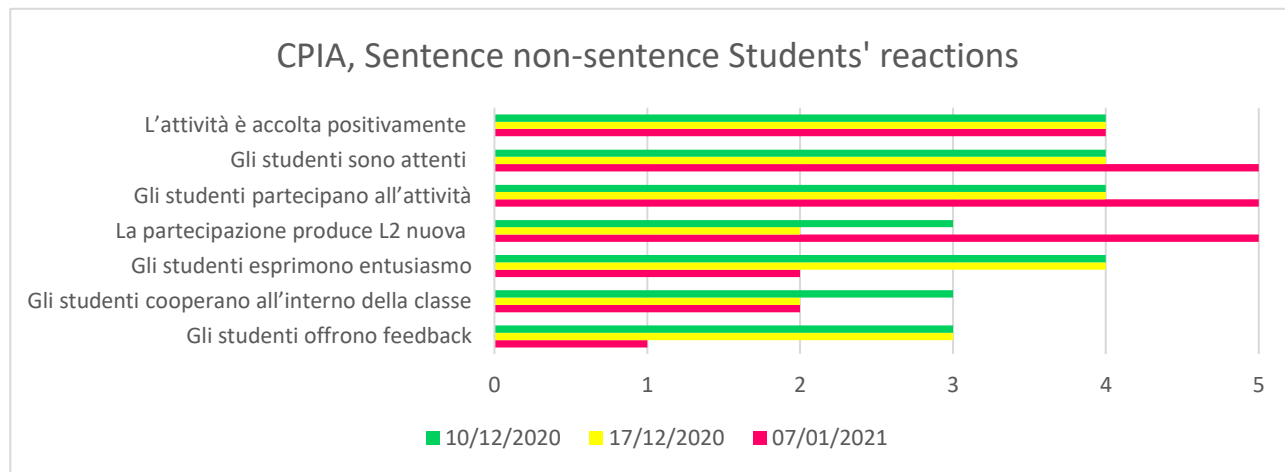


Chart 1. CPIA, Sentence non-sentence. Student's reactions

The students produced new L2 both from the point of view of positive feedback towards the researcher-facilitator and (especially in the meeting of January 7, 2021) during the activity. Student S., who, as confirmed by the teacher, has more uncertain oral production skills than other students, after observing and commenting on the second picture of exercise 6 (see UdA 3 in Appendix 14), read the reported sentence (“*La ricetta scrive il dottore*”) and, without any hesitation, commented: “*Non va bene. Il dottore scrive la ricotta*”.

The activity arose the ability to analyze, and then manipulate, the L2 linguistic material. The linguistic analysis was possible also through an interlingual comparison. These steps were supported through the presentation of sentences in which some components had been eliminated or modified. In order

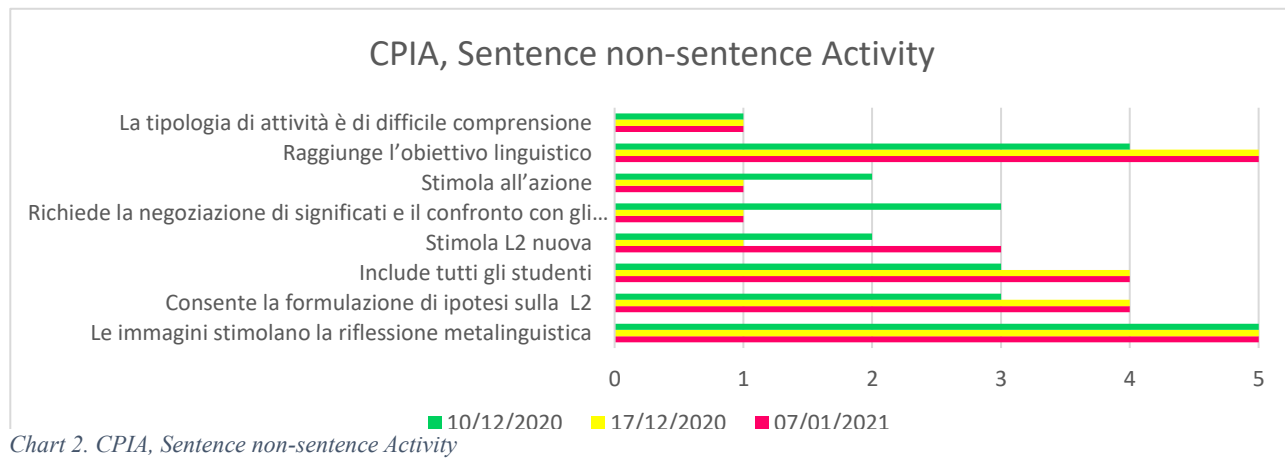


Chart 2. CPIA, Sentence non-sentence Activity

to better observe the order of the syntagmas, great use was made of images. Images enable to contextualize each sentence, to identify more quickly which actors were missing and, in the case of sentences without a verb, which was the connecting element between the elements present. In this way, the images supported and stimulated metalinguistic reflection and allowed the formulation of hypotheses about the L2, as reported in Chart 2.

One activity that fostered metalinguistic reasoning was the representation of a “reverse sentence” (the teacher drew what was the object argument in the original sentence as the subject argument). Bivalent verbs with direct object allow for this type of representation while retaining all linguistic elements. The goal was to make students think, albeit implicitly, about the relationships that link the different parts of the sentence, passing through the representation of the meaning of the verb, which is the centre. The “reverse sentence” shows, in fact, a different scene than the first one: the understanding of the functioning of a language passes, as Agata Gueli states (Camizzi et al., 2017, p.28), “through the ability to identify the function that each element of the sentence plays in it, according to a chain of connections. In such a scenario, the understanding of a language comes from knowing how to grasp the structural order”. The activity allowed us to understand how the meaning of sentences depends on how elements are connected to the verb, in the order in which they are arranged.

The greatest improvement was noted, as can be seen in Chart 3, at the level of comprehension: compared to the first contact with the exercise that caused some initial doubts, the students were able to understand not only the way the exercise itself was carried out (very different from the routine, see § 4.1.5) but also the global meaning of the linguistic elements shown. The improvement was perceived above all by the spontaneity with which the learners responded to the stimuli, especially in the January 7 meeting.

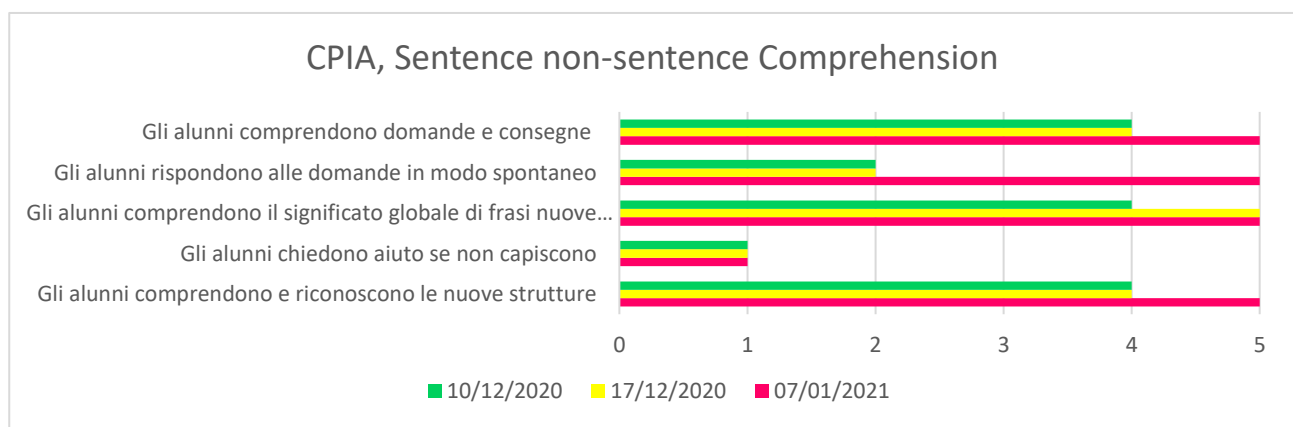


Chart 3. CPIA, Sentence non-sentence Comprehension

As far as L2 production is concerned (Figure 4), the students always communicated in Italian with the teacher, trying to use all the vocabulary known and reusing the structures learned together.

It can be observed that comprehension and autonomous production of L2 are closely interconnected: a greater understanding of structures supported and facilitated linguistic production, reducing requests for help from the teacher.

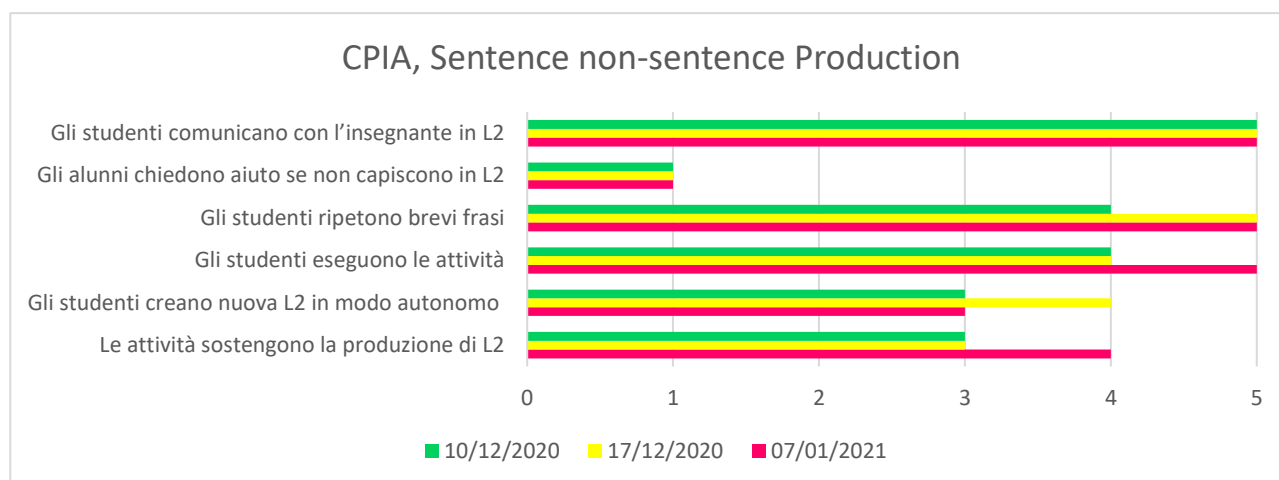


Chart 4. CPIA, Sentence non-sentence Production

The activity allowed us to begin metalinguistic reasoning in a completely intuitive way: the distinction between sentences and non-sentences, and their subsequent completion, initiates the recognition of sentence structure in an SVO language. As we have seen (§ 3.3), the verb represents the foundation from which it is possible to build a grammatically complete sentence: the verb, as director, decides how many and which elements are needed to complete its meaning. Recognizing the central role of verbs, it is fundamental to train students to identify it, and not just to memorize paradigms of regular and irregular forms. A useful test to reflect on its centrality was precisely the presence of incomplete sentences.

#### 4.5.3 Transcoding results

One of the most powerful elements of the valency model is the completion of radial patterns. Indeed, diagrams can make explicit links between elements (Camizzi, 2020) by stimulating the use of the visual-perceptual channel of students, thus supporting linguistic reflection, memorization, and

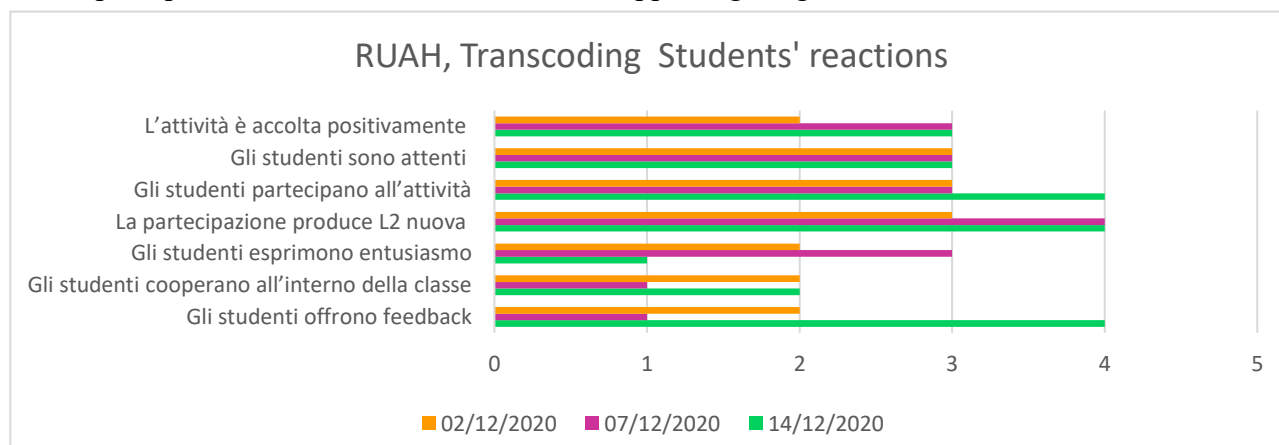


Chart 5. RUAH, Sentence non-sentence. Student's reactions

observation of linguistic regularities. Moreover, the use of diagrams allows not only to “see” grammar but also to cognitively stimulate students, presenting itself as a problem-solving activity (Pona, 2019:8).

The transcoding activity was proposed in both classes and, comparing the results shown in the graphs (Graph 5 and Graph 8), we can see the first differences in the students' reactions. We want to remind the reader that the lessons in the Cooperative have been held remotely and this brought with it a series of technical problems that could have conditioned the complete success of the activity. Even though the teacher used colors and animations, the exercise lost its peculiarity, namely that the students can manipulate the linguistic elements.

During the first meeting with the Cooperative, the transcoding activity was proposed in its first version. Figure 11 and Figure 12 show two extracts, one taken from the first UdA carried out in the Cooperative and the second carried out at the CPIA.

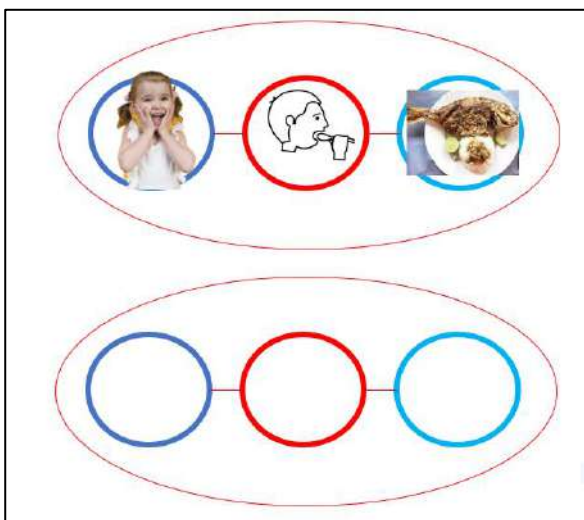


Figure 11. Transcoding RUAH, first version UdA1

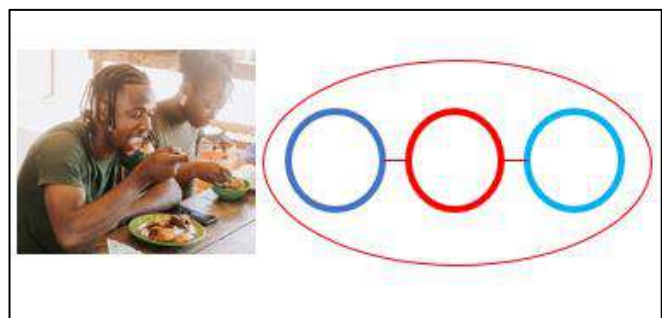


Figure 12. Transcoding CPIA, second version UdA1

As you can see the verb represented is the same but in the first version, the images used do not “inform” because they are not linked. With this version, students were cognitively overloaded: in addition to transforming a picture into a word, the individual words had to form a complete sentence. Difficulties were encountered soon:

M.G.: Ok ragazzi! Cosa vedete nel cerchio rosso?

B.: Cantare

The icon chosen did not trigger the meaning of eating. The image was downloaded from the ARSAAC website (<https://arasaac.org/>) that offers a set of stylized symbols. The ARSAAC pictograms are designed to build a didactic based on augmentative and alternative communication (AAC), that is, to

simplify and increase communication in people with difficulties in using communication channels. A great weakness of these icons, especially if used in these contexts, is the possibility of being misunderstood because they are very culture dependent. The students who participated in the lessons come from North and Sub-Saharan Africa where eating with hands, and usually from one large sole plate, is an ancient tradition that reflects the cultural identity of many communities.

B.: Bambina felice. Canta. Pesce

M.G.: Ma tu, B., canti col pesce?

B.: [ride] No! Cucinare, mangiare...

M.G.: [ride] Eh sì! Allora...cosa fa la bambina?

B. e C.: Mangia il pesce.

It was only after widening the gaze and observing the other elements that accompanied the verb that it became clear that the reported action was “*mangia*”.

Bringing back disconnected images and claiming to formulate a united text (and consequently a concept) was a programming error. Through this error, the teacher was able to modify the activity and create the second version, as seen in Figure 12: a real complete scene. As can be seen in Figure 5 during the second and third lessons, the students from Bergamo received the exercise more positively, were more attentive, and participated more actively, describing and breaking down the sentence into its main parts. In order not to further overload the activities and not to provide too difficult input and risking the raising of the students' affective filter, the teacher decided to present the noun group (the nouns or proper names) of each sentence in its complete form, without dwelling explicitly on the concept of agreement. Unlike the proper noun, which by itself identifies a unique referent, common nouns need to be determined, that is, accompanied by elements that specify some properties (known/unknown: the, a boy; quantity: two books, some books). Article and noun, then, form a single group united by the rule of agreement, creating a syntagm. As previously stated (see §4.5.2), participants had difficulty recognizing these elements. Many students reasoned by word number or, sometimes, syllable count.

Before proceeding with the activity, the teacher prepared the students for the necessary reasoning by showing some printed pictures and asking some stimulus questions. The teacher showed a picture of a girl writing, and students K. and C. immediately produced the sentence “*La ragazza scrive*”.

M.G: Benissimo ragazzi! “*La ragazza scrive*”. Quante informazioni ci sono secondo voi?

K.: Per me uno. Lei scrive uguale, uno.

C.: Sono due.

N.: Tre. C'è la penna.

B.: Tre. "Lei scri- ve". Tre.

C.: No sono due. Lei uno, scrive uno...due!

It is clear from this brief transcript that concreteness remains the point of reference for weakly literate students. Student K. identifies the subject as an integral part of the action, as an agent. The sentence "*La ragazza scrive*" is the representation of an event in which the relationship between the subject argument and the verb is such that the elements cannot be considered as separable: first, because the subject argument is agent, that is, at the semantic level, the one who copies the action; then, at the syntactic level, the subject plays a privileged role with the verb in that it necessarily agrees with it. It is also interesting the observation of student N. who includes in the scene also the object through which the action can be carried out in reality, the pen. Her consideration brings us back to the concreteness necessary for vulnerable students to be able to conceive of linguistic reality through abstract elements such as metalinguistic reflection.

At first, one might think that student C. answered "*Due*" because she considered the number of words; actually, the student demonstrated on several occasions that she was able to separate the semantic level from the syntactic level <sup>41</sup>.

Finally, student B. represents what the school routine is: in fact, her answer shows the importance given to the written dimension and the shape of words rather than to their meaning. The word "*scrive*" is pronounced "chopped" in its syllables, and, being used to work and analyze the word decontextualized, this triggered the student to hear the syllable separated from the word and to consider it as one of the information required by the verb.

Therefore, considering all and each student, it was decided to set as the first metalinguistic goal the identification of the syntagma as a minimal unit carrying meaning. To support this reasoning, with each proposed sentence the teacher invited students to reflect on the sense of the verb by asking the

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<sup>41</sup> In the second UdA, a picture of two ladies coming out of the supermarket was shown.

M.G.: Ok C., cosa vedi in questa foto? Cosa fanno queste due signore

C.: due signore...prendi spesa e voglio andare a casa.

M.G.: Benissimo! Vanno a casa! E dove sono le due signore?

C.: Supermercato

M.G.: Esatto! Le due signore ESCONO dal supermercato. Come si chiamano le due signore?

C.: Elisabetta e Elisa.

M.G.: Ok! Elisabetta e Elisa escono dal supermercato.

C.: E va a casa.

M.G.: Esatto! Escono dal supermercato [Scrive la frase al pc] e poi vanno a casa. In questa frase quante informazioni ci sono secondo te?

C.: [legge la frase e pensa] Elisabetta e Elisa due, escono tre, dal super[incomprensibile] quattro!

M.G.: Ok, ti faccio una domanda: se io ti dico "Le due signore escono dal supermercato" chi esce dal supermercato?

C.: Due signore

M.G.: Benissimo! E quante informazioni ci sono?

C.: ...tre...le signore, uno, escono, uno, supermercato uno...tre.

following questions: what happens? Who does the action? How many informations are there? Thanks to the stimulus questions, using at the same time the empty radial graphs, students saw the activity as a challenge: how could they fit all these words into coloured circles? The stimulus questions guided students first in recognizing the elements, then in completing the diagram.

It was noted how the reasoning became intake, supported the autonomous production in L2 (Chart 6), and initiated a path of deeper and more conscious metalinguistic reflection. Sentences were presented as contextualized so as to be perceived as meaningful for the learners (Chart 7).

However, it should be remembered that participation in the online lessons was lacking: the average number of students present in class never exceeded 3 students. These considerations, therefore, refer to a tiny number of students so that is not possible for us to generalize the students' reactions.

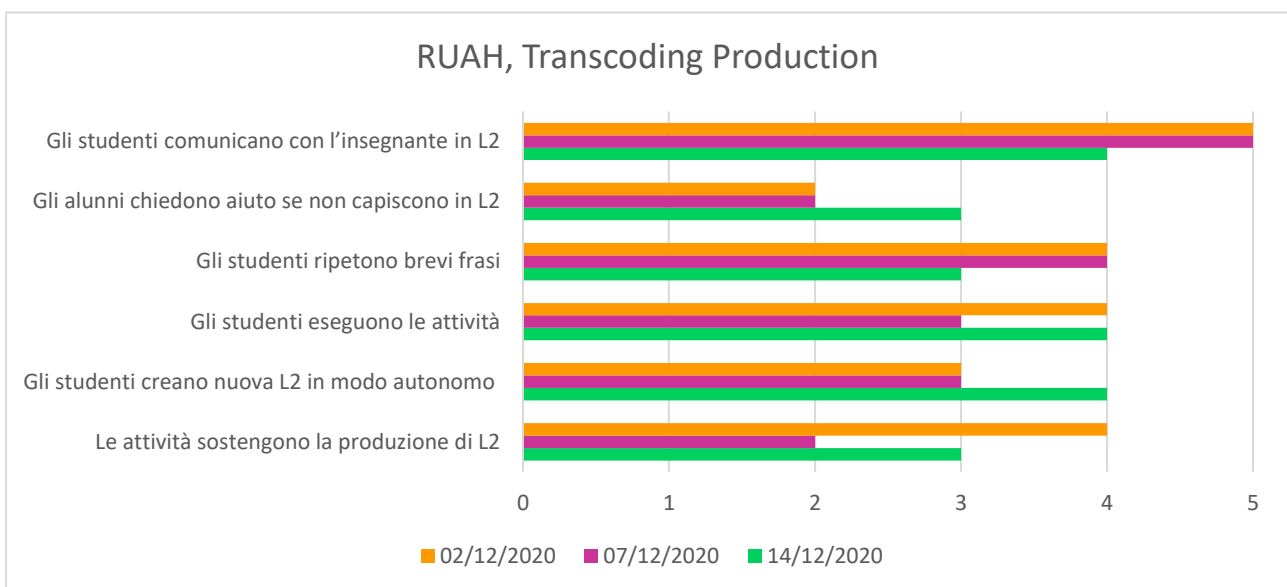


Chart 6. RUAH, Transcoding Production

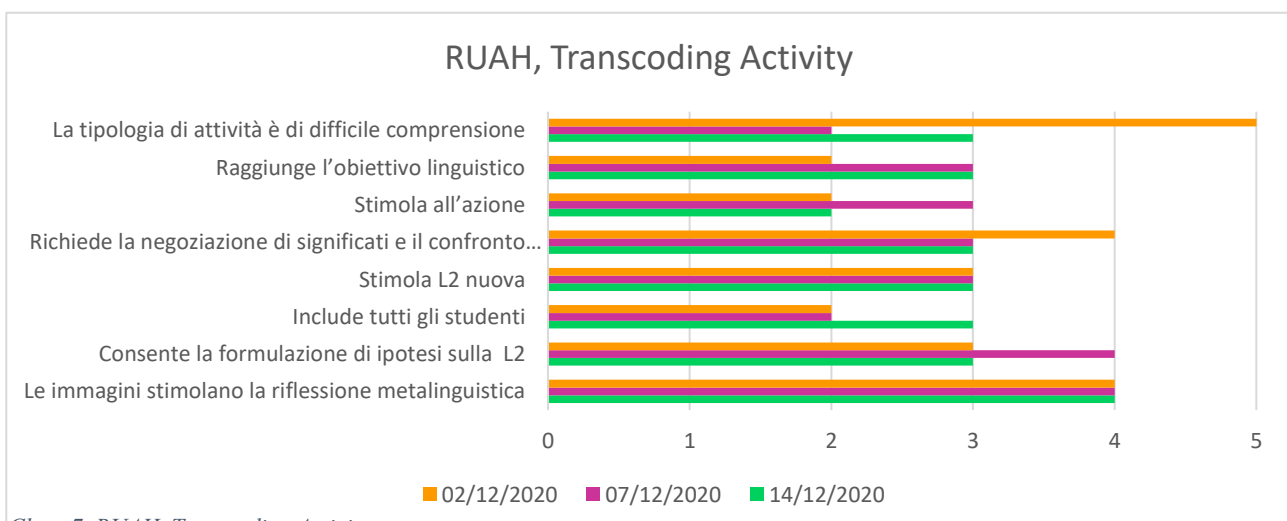


Chart 7. RUAH, Transcoding Activity

Moving now to the CPIA of Verona, the response of the students has been, from the beginning, surprising. The lessons in presence allowed the creation of a very relaxed and stimulating atmosphere for everyone. The students felt so involved that they wanted to undertake the activity independently, first on their material and then on the blackboard. This allowed them to touch the language, hypothesize about its portions by writing them down, erasing them, and correcting their classmates' hypotheses.

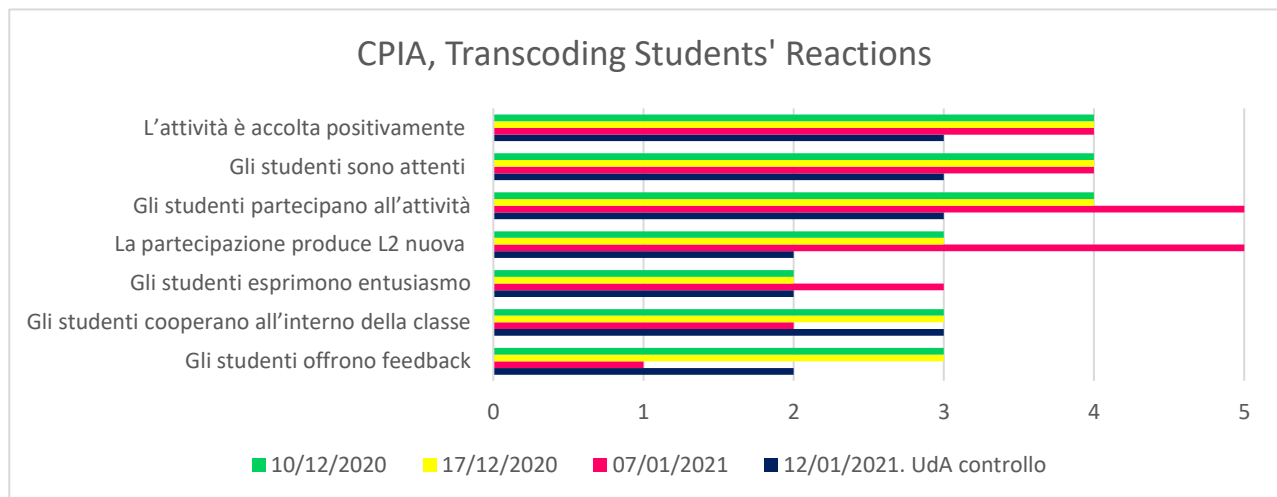


Chart 8. CPIA, Transcoding Students' Reactions

Students' participation and collaboration greatly stimulated the production of new L2. The teacher noted that the type of activity created a positive environment in which each student was able to cooperate in the creation of common (i.e., the entire class discovering and learning) and individual knowledge. The activity allowed the students to become the centre of the learning journey. In this situation, the teacher is a support and a guide in the discovery of language regularities.

During the presentation of the daily routine (UdA1\_ La mia giornata) the teacher showed a picture of a child getting dressed. The students described the photo using a bivalent verb with a direct object, "Marco si mette i vestiti". The proposed pattern, however, was monovalent. It is precisely this passage that allowed the students to engage in their first metalinguistic reasoning, challenging themselves and consciously reusing their L2 knowledge. The students had to find a solution to the problem: either modify the pattern or modify the sentence.

M.G.: Ok ragazze, benissimo, Marco si mette i vestiti! Perfetto! Guardate ora lo schema sotto...come facciamo a mettere questa frase qui dentro?

[si vede che le studentesse pensano e cercano di trovare una soluzione]

C.: No...Marco si mette i vestiti. Marco si veste.



The activity “forced” the students to use their problem-solving skills (thus inserting the element of the challenge) by investigating their knowledge. The stimulus given by the pattern triggered the activation of what the student already knows, allowing her to produce synonyms.

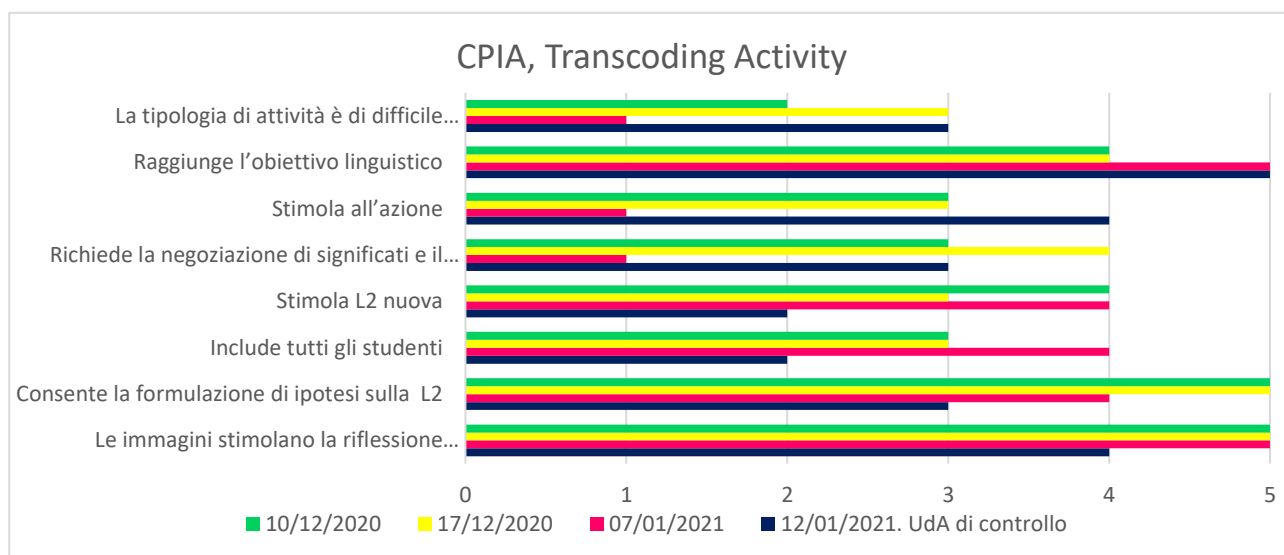


Chart 9. CPIA, Transcoding Activity

As can be seen in Chart 9, also in this case the use of images supported and facilitated metalinguistic reflection, making the parts that “enter the scene” more visible. Respecting the guidelines of *Sillabo per la progettazione di percorsi sperimentali di alfabetizzazione e apprendimento della lingua italiana a livello Pre-A1*, comprehension and production of simple texts, created on the model of spoken language, were the final objectives of the project. Introducing an analysis, albeit guided and collaborative, of typical sentences helped to develop the idea of language as a system.

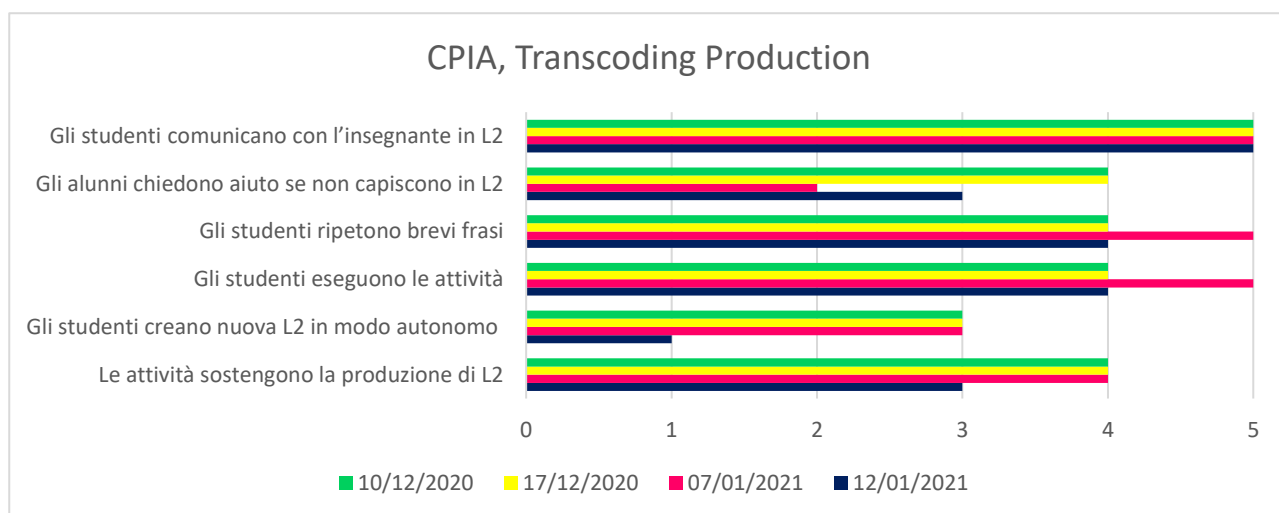


Chart 10. CPIA, Transcoding Production

Transcoding allows the analysis of linguistic elements created by the students themselves (utterances produced by the students transformed into sentences by the facilitator), developing and consolidating noticing skills. The application of the valency model was presented not as an alternative to the

homework, but as a new way to practice the language, having as its ultimate goal textuality, that is, the creation of texts.

The development of the activity brought to light a difficulty, both at the Cooperative and in Verona, namely the compilation of the bivalent pattern with indirect object: the scheme shows a dot on the link between the verb and the indirect object, in order to show the place of the preposition. The students approached the spot in two ways: ignoring it or giving it the task of supporting the article. The level of difficulty did in fact score the highest.

#### 4.5.4 Narrative and interview results

In planning the UdAs, the synthesis activities were organized as moments to fix the structures learned and reuse them through the creation of very short statements of a personal domain. The technique chosen, considering the students' competence level, was that of the monologue. In order to give the students the central role in the teaching action, each of them, after having presented its monologue to the class, indicated which companion should take the floor: this allowed to practice the oral interaction between peers (interview). As expressed in the *Sillabo*, speakers realize their linguistic competence through linguistic actions that involve processes such as reception, production, interaction, and mediation, through the use of oral and or written texts. The positive interaction between students was possible because the affective filter, which would be activated when the teacher "points the finger" and chooses, was not involved. Besides, especially in the CPIA class, this activity created empathy among the students who took the moment of "choosing the interviewee" as a game.

These moments of oral interaction permit each student to produce questions related to the private domain and to answer with a personal narrative. As can be seen in Chart 11 and Chart 12, students were, on average, attentive and participatory at both the CPIA and the Cooperative.

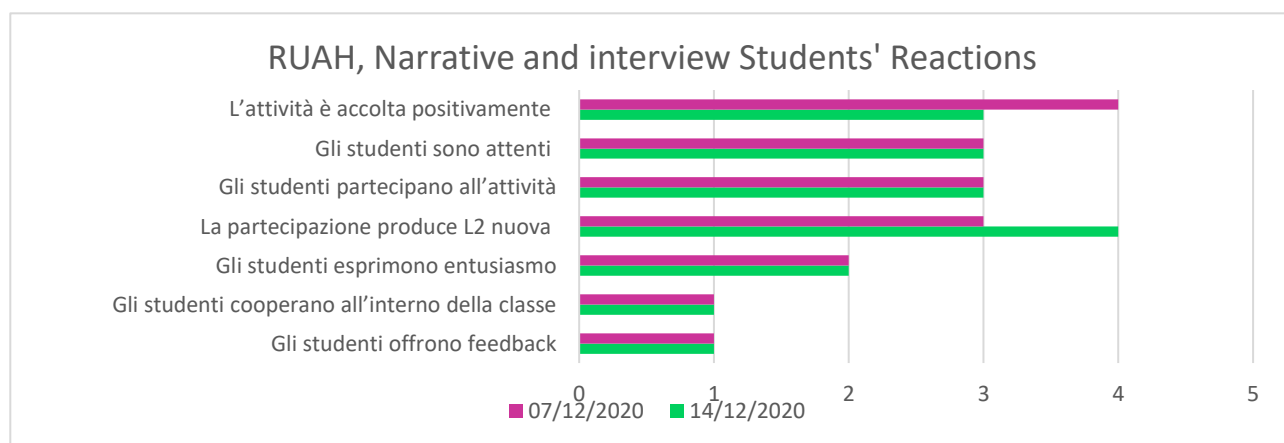


Chart 11. RUAH, Narrative and interview Students' Reactions

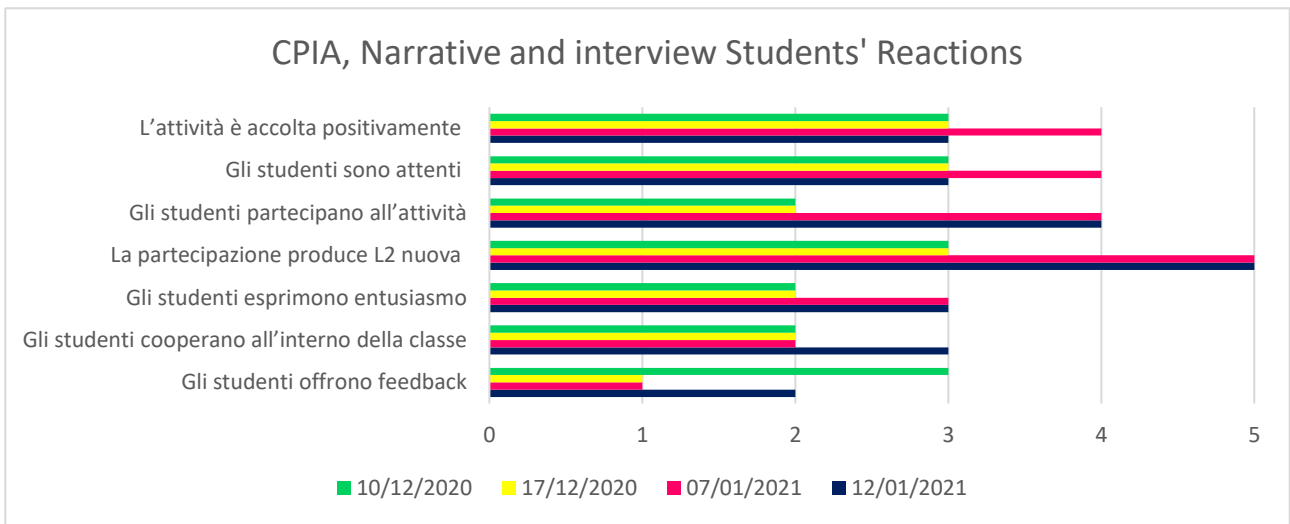


Chart 12. CPIA, Narrative and interview Students' Reactions

At the CPIA there was also a significant increase in the production of new L2, both oral and written. In order to stratify the task according to skills, the activity proposed to the students of Verona in the second Uda was divided into two parts: the first part, oral, to be carried out together with the class group, while the second part, optional, involved the creation of a written text. To give them time to re-elaborate the contents, the written activity was assigned as a homework assignment. The purpose was to drive the students from the oral dimension to the textual one and give the first impulses to the development of textual competence, understood as the ability to produce coherent and clear texts to achieve a communicative objective. Achieving textual competence is one of the goals of Italian L2 and literacy courses. This definition refers to the ability to effectively interpret and produce texts, whether written or spoken. Cerruti and Cini (2007: 3) define a text as anything that “is a linguistic

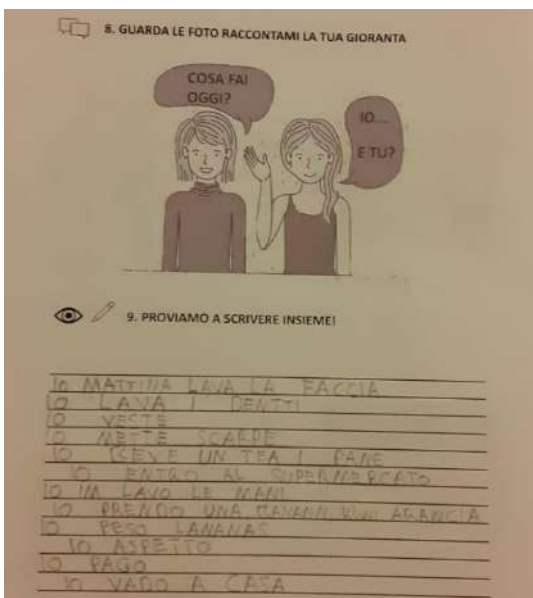


Figure 13. Student C. Synthesis Activity.

IO MATTINA LAVA LA FACCIA  
 IO LAVA I DENTTI  
 IO VESTE  
 IO METTE SCARPE  
 IO BEVE UN TEA I PANE  
 IO ENTRO AL SUPERMERCATO  
 IO IM LAVO LE MANI  
 IO PRENDO UNA BANANA, KIWI  
 ARANCIA  
 IO PESO LANANAS  
 IO ASPETTO

Figure 14. Transcript

production created with the intention and effect of conveying a particular communicative content to one or more recipients”.

However, the CPIA teacher has been very sceptical and thought that no one would perform the required task. However, two students completed the activity and took a picture of the page and send it to the teacher.

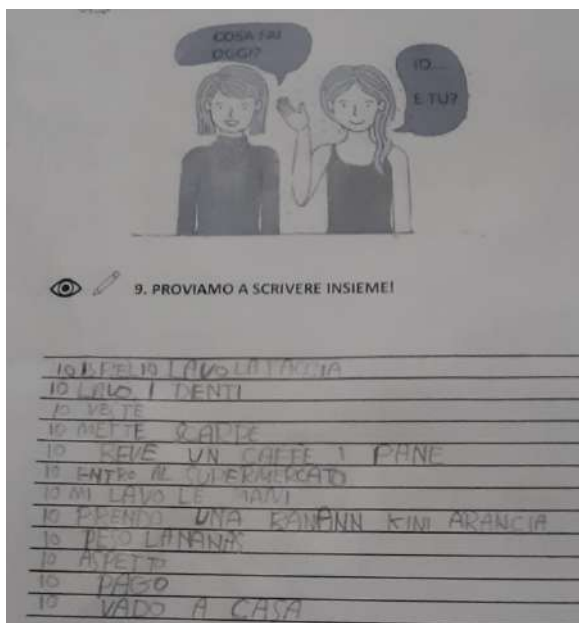


Figure 15. Student S. Synthesis Activity.



Figure 16. Transcript

Although some sentences presented were taken from the previous activities, both students attempted to incorporate personal elements into the story. The words highlighted in the transcripts are the new L2 elements. Student C. inserted the temporal specification “*mattina*” necessary to mark the beginning of the story, while student S. began her story from the moment of waking up (IO ISPELIO). The form could derive from the activation path of the verb: it was brought back to memory, probably in its correct version (IO MI SVEGLIO), repeated orally and subsequently transcribed. The oral repetition hypothesis comes from the presence of the vowel “*i*” in the opening of the word, and the final part of the pronominal particle merges with the node (*sveglio*), not recognizing its separate structure. The other lexemes were chosen by the students based on their preferences (*io beve un tea i pane; io beve un caffè i pane*) or based on their knowledge (*banana, kiwi, arancia*). Stratifying the activity and planning a written synthesis allowed the first foundations of text creation to be laid. As Pona (2019) states, dependency grammar can be a useful tool for language facilitators in learning Italian as a non-mother tongue: it allows the facilitator to contribute to the gradual development of written texts, starting from simple nuclear sentences juxtaposed and gradually “stitched” together.

In the third UdA, the use of images allowed the students of Verona to reuse with greater ease the notions learned during the learning process. The activity of linguistic reuse was, in this case, structured as transcoding: starting from a series of images placed in succession, the students had to guess and then tell the hidden sentence (Figure 17 shows an example). The use of well-known figures made not only easier to remember the necessary elements required by the verb but also permit the learner to create more quickly an oral text.



Figure 17. Transcoding during synthesis phase, CPIA

The image-oral language-written language transition can more easily facilitate one of the literacy goals at a semiotic level, namely that written language produces (and carries) meaning.

As can be seen in Chart 13, L2 autonomous production increased over the four lessons reaching the highest scores (4 and 5 in the last UdA). Unlike the first encounters in which language reuse was based solely on the repetition of structures, the control UdA allowed us to verify how these were acquired and transformed into “intake”.

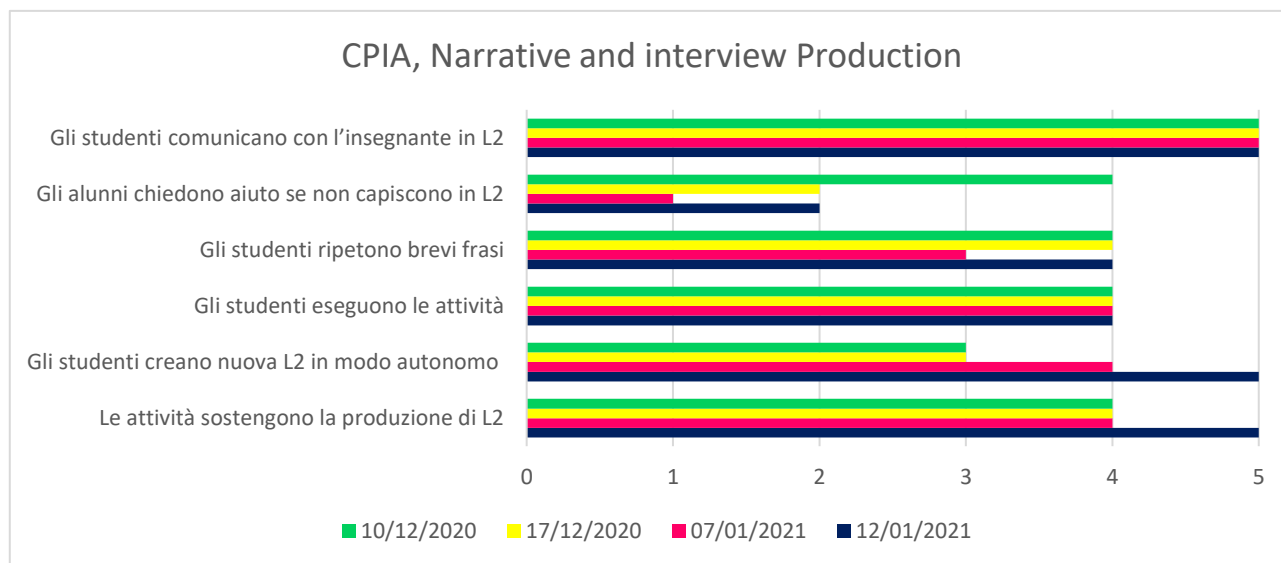


Chart 13. CPIA, Narrative and interview Production

The synthesis phase in the last meeting at the CPIA was, also in this case, divided into two moments: the first aimed at recalling the learned structures and reusing them in the form of the third person singular (*La storia di Elmo*), and the second to stimulate an autobiographical narrative. In order to clear up any possible doubts in the development of the activities, each exercise was carried out first by the teacher and then the students were given the floor. In this way, especially in the second synthesis phase, the climate was further relaxed because the students saw the teacher not as a detached and judgmental *magister*, but as an integral and active part of the class group. The following is a transcript of the students' communicative exchanges after listening to their teacher's story.

M.G.: Ok ragazze, chi vuole iniziare?

S.: [*she raises her hand*]

M.G.: Scusa, mi ripeti come ti chiami? (*The student had never attended class. This final Uda was her first one*).

S.: Mi chiamo S...eh scusa, come ti chiami? [*she points to a companion*]

H.: H.

S.: Ok. H. Tu...a casa...cosa fai?

Tutte: [*they all laugh*]

M.G.: Ahhh! Furba! Va bene! Bravissima!! [*they all laugh*]

S.: Parla! Parla H.!

H.: io mi sveglio cucin\* per mio bambino e marito il pane, caffè e latte i bambini. Dopo vesto con mio bambini e anche io mi vesto. Prendi il bambino e scuola. Dopo vieni qua. Dopo prendo il bambino all'asilo i andata a casa. Dopo fatto la pulizia a casa e cucinare per mio bambina e dopo fatto pausa e guarda televisione. Alle quattro vado a scuola e prendo mio bambino e dopo cucinare ancora...cucino per mio marito. Mangiato e dopo vado a letto.

Tutte: [*they all clap and laugh*]

M.G.: Ok grazie H.! Chi vuole adesso?

C.: [*she laughs*] io...io mattina cucina mangiare...io cucino e mio marito mangia.

M.G.: Ok! Ma tu non mangi?

C.: Pasta con pomodoro, carote, funghi...tutti. Io [*she laughs*] mangia, io mangia, mio marito...

H.: Lavoro?

C.: Lavora. No no no, non lavora. Io entro al supermercato. Iperfam. Prendo...arancia, mela, insalata...tante tante. E pago.

Tutte: [*they all clap and laugh*]

As we can see, the students have gained confidence in themselves and in their skills, in fact, they take the floor independently and interact positively with each other. Compared to the first lessons, cooperation within the class group has increased and, among the "extralinguistic" skills that have been accentuated in the students, we notice S.'s problem solving and a shy hint of scaffolding in H: the student S., decides to take the floor and, in order not to have to expose herself, relaunched the interview to a classmate. No one would have expected this attitude, neither the teachers nor the classmates who, in fact, laugh a lot about it. The term scaffolding refers to the intervention of student H, who has A1 oral interaction skills and is therefore much better than her classmates, during the presentation of C. to help her reach the linguistic objective, that is, to tell what her husband does.

At the RUAH Cooperative, there were two moments of focused oral production. We report the results in Chart 14. During the online lessons, the teachers use the students' narrative of their own day as a starting point. In contrast, the classes developed for the research primarily devoted the final part of the hour to tell the students about themselves and their day.

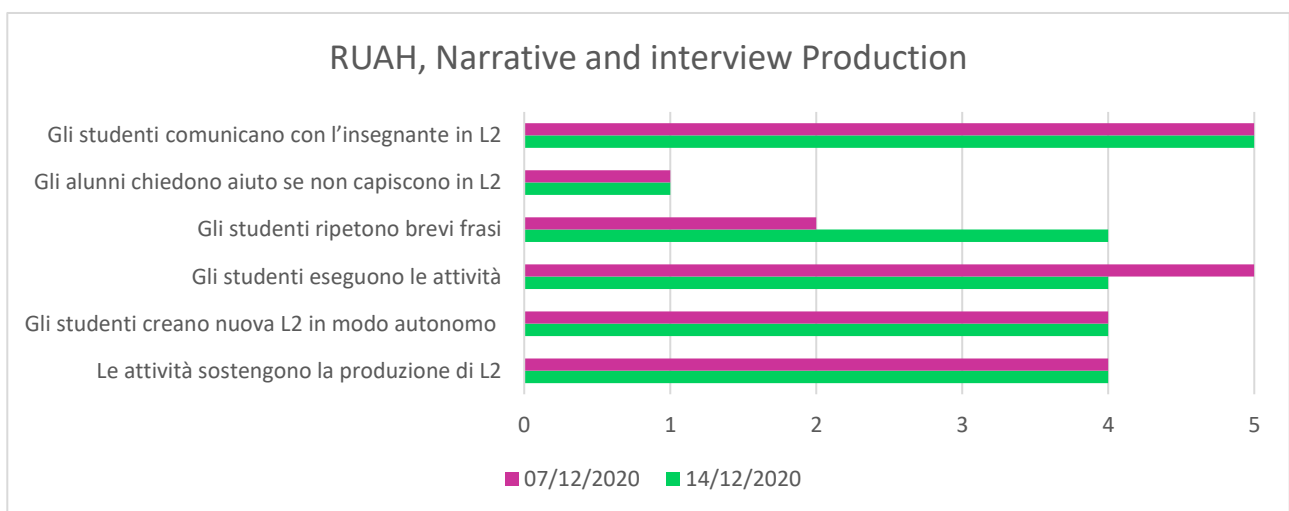


Chart 14. RUAH, Narrative and interview Production

It was interesting to see how the students, and teachers, were able to maintain a positive climate within the hour. Each participant, for example, felt free to include their religious customs within the stories of everyday life.

## *Conclusions*

The role of grammar is a critical point of courses dedicated to foreign students, of any level: how to teach it? What to teach? When to teach what? What to dwell on? As Adorno (2012) pointed out, these questions are even more relevant for courses aimed at students who live in a context of "immersion". By "immersion" we mean in close contact with the language studied: in this circumstance, the input of native speakers could already be a source of natural learning. Therefore, didactic actions must find their specific role (Adorno in Corrà, Paschetto, 2012: 36).

Before proceeding, we will briefly focus on two fundamental theoretical concepts: the distinction between implicit (or procedural) competence and explicit (or declarative) competence. Explicit competence constitutes the general (cultural and experiential) background of individuals and concerns the ability to recall - consciously - a knowledge: a child who knows that to tie his shoes he must tie his laces following a specific order. Implicit knowledge, on the other hand, is built on connections formed through the frequent use of the same paths and concerns the ability to perform a specific activity: the child who knows how to tie shoes by tying his laces in a precise order. Explicit competence is created with consciousness (and often commitment) through intense attention to what is to be "sent to memory"; implicit knowledge is acquired mechanically without using focused attention. These two skills deal with different material, depend on distinct brain structures, and reflect the activity of two independent systems. However, this does not mean that they cannot interact (Paradis, 1994). The same distinction occurs within grammatical skills: if one does grammar by learning the declension of a verb, it does not mean that it is transformed into procedural memory so as to be correctly and automatically used by students. Explicit metalinguistic knowledge cannot be transformed into competence, that is to say - using Krashen's terms - the transition from simple learning to acquisition does not take place.

The ultimate goal of a teaching program is the development of implicit competence, in other words, the ability to be able to use rules when using language in everyday interaction. From the teaching point of view, it is necessary to find the appropriate equilibrium between the development of explicit (i.e., grammatical rules) and implicit skills. As Paradis (1994) argues:

This does not mean that metalinguistic knowledge cannot be useful in the process of learning another language, whether by **focussing attention** on some aspect of the linguistic data that would otherwise have gone unnoticed, or by allowing one to check one's output <sup>42</sup>. (Paradis, 1994: 12)

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<sup>42</sup> The bold has been inserted by the author, it does not belong to the original text



Thus, although the two competencies are distinct and separate, they can communicate and support each other through focused attention: learners must participate and notice the linguistic features present in the input, especially if these forms are to become intake (Schmidt, 2010). However, for metalinguistic competence to have positive effects on production, it must develop from independently produced sentences, i.e., sentences created by learners' implicit - unconscious - competence<sup>43</sup>.

Schmidt (1990) indicated that the term unconscious is commonly used in three different ways: to describe learning without “intention”; learning without metalinguistic “understanding”; and finally learning without attention and “awareness”. While it is possible to learn a second language without intention or metalinguistic understanding, there can be no acquisition without attention, without the experience of “noticing”. Richard Schmidt formulated the Noticing Hypothesis in the 1980s, defining it as an experience of linguistic forms that allow for potential verbalization. In fact, the American linguist argues that the learning of a second language can occur if, and only if, the input is noticed at a conscious level.

Teachers' objective is to provide input that can point out linguistic regularities, from which learners can develop metalinguistic reflection: only what has been noticed in the input has the potential to become acquisition. Input is the sine qua non for allowing students to acquire new skills. Dealing with the input becomes essential to provide learners with the right clues from which create hypotheses: this must not only be contextualized and meaningful to learners, but it must also be handled in a way that allows them to notice a particular item and its frequency.

The manipulation techniques used within the UdAs presented here were able to facilitate students' noticing skills. The segmentation of the sentence into its constituents, through transcoding activities supported by Sabatini's images and radial graphs, was also posed - and understood - as a challenging activity. Being able to segment the nuclear sentence, formulated by the participants themselves, allowed them to bring their problem-solving skills into play, giving the teaching method a more active role than in everyday teaching experience. After overcoming the initial difficulties due, probably, to the usual splitting of the language according to a “traditional” method, the students were able to identify the syntagmas. In fact, during this brief journey, the learners were accustomed to identify the minimal portions of sentences loaded with meaning, through some stimulus questions (What happens? Who does the action? How many informations are there?). The questions not only permitted to identify the syntagmas but also the links that bind them, so as to make possible the gradual

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<sup>43</sup> This is why each activity opened from students' productions, and only afterward moved on to a more in-depth analysis.

development of the awareness of the concept of a sentence as a linear and hierarchical succession. The visualization of sentence structure through diagrams also demonstrated how it is possible to enrich the lexical repertoire and bring students closer to synonymy. Indeed, we recall how student C. was able to interrogate her pre-knowledge by adapting it to the scheme presented.

M.G.: Ok ragazze, benissimo, Marco si mette i vestiti! Perfetto! Guardate ora lo schema sotto [a monovalent scheme is shown] ...come facciamo a mettere questa frase qui dentro?

C.: No Marco si mette i vestiti. Marco si veste.

The student's response demonstrated how bringing focused attention to a structure can activate the structure itself in the learner's mind: C.'s monitor<sup>44</sup> allowed her to control her production and "correct" it, thus expanding her linguistic repertoire.

The graphic representation of the linear order of the sentences makes visually explicit not only the centrality of the verb but also their inner structure. In order to be able to discover the importance of the verb, the researcher devised the "non-sentence" activity. Identifying incomplete sentences and integrating them with the mandatory elements (see §4.3.1) was necessary to recognize the central role of the verb. Providing students with pictures flanked by sentences such as:

(46) LUI I DENTI

gradually led learners to abstract reasoning. As we know, illiterate and weakly literate students tend to link reference categories (nouns, verbs, adjectives...) to concrete situations. In the proposed activities, the connection with reality was ensured with the use of meaningful images. The presence of sentences such as (46) induced the participants to separate from the concrete dimension and reach the more abstract one: the level of language as a system. The first attempts were, understandably, unsuccessful. Sentences such as the one shown in the example were perfectly understood through images: the semantic and syntactic levels were still separated. After dwelling on the sentence, separated from the picture, the students were able to understand the importance and necessity of the verb.

G.L.: B. se io ti dico "lui i denti" tu capisci cosa sto dicendo?

B.: Sì sì certo. Lui si lava i denti.

G.L.: Se tu dici "lui si lava i denti" io capisco che lui sta facendo questa azione. Capisco che si lava i denti. Se invece dici solo "lui i denti" io non capisco se lui si sta lavando i denti, o ha

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<sup>44</sup> Monitor is one of the five principles developed by Krashen about second language acquisition (Second Language Acquisition Theory). The monitor is a factor within each learner that serves to correct language execution and is used whenever he or she performs conscious language processing.

mal di denti o ha qualcosa nel dente...

B.: Aaah! Hai ragione! Sì, lui lava la denti. Hai ragione.

G.L.: Esatto così io capisco cosa sta facendo.

M.G.: Adesso B. hai capito?

B.: Eh sì adesso ho capito

M.G.: ...quindi lui i denti...

B.: Non capisco niente, è vero!

The proposed sentences could, moreover, show all the necessary elements, but in a non-linear order, as in (47):

(47) IO LE COMPRESSE PRENDO

These sentences were designed to clarify that a sentence is not a simple sequence of words, but there is a precise order to be respected in order to convey a meaning. This concept was explained by proposing orally, and with the help of drawings, some "reverse sentences": *Lucia beve la tisana* and *La tisane beve Lucia* use the same words, but order and meaning change. In fact, as De Santis (2019: 35) states, every sentence has, in addition to the content (meaning), a form (structure) given by combination between words: the sense should be reconstructed by analyzing its organization, that is, the arrangement of words within the sentence. Sentence's structure has to be complete: around the verb there must be all the information that the verb can convey. That's why we decided to submit to the analysis also incomplete sentences, such as (48):

(48) IO PRENDO

The "cropped" sentences were used to interrogate the verb and, through the supporting images, identify the missing and necessary parts, i.e., the actants.

Considering the development of oral skills as the principal aim of a literacy course, activities were designed that could, through an introductory path of metalinguistic reflection, improve the skills of oral production and comprehension. The moments of "grammar orientation" were articulated in precise phases, through the activities presented in the previous chapters (§4.3 and §4.4):

- a) the observation (noticing) of linguistic phenomena, through the activities of "Phrase not-phrase" and the options of sentences with respected linear order;
- b) the comparison, thanks to the modified sentences in "Non-phrase";
- c) the manipulation, during the moments of "Transcoding";
- d) the formulation of hypotheses, within the manipulation activities;

- e) the verification of the validity of the hypotheses, by stimulating the creation of a complete text.

The crux of the activities is to bring students to the "highest" level of noticing, i.e., understanding (Schmidt, 2010): as demonstrated, visualization through diagrams, the heart of Sabatini's valency model, can allow them to notice and understand verb and sentence structure.

Remember, however, how metalinguistic competence does not necessarily lead to implicit language competence; in fact, it is necessary to reinsert the L2 nuclear sentences studied within a meaningful (con)text. In fact, as De Marco and Mascherpa (2011) remind us, it is possible to move from explicit/declarative knowledge to implicit/procedural knowledge through practice that relies on declarative knowledge. The path is divided into three stages: declarative knowledge; knowledge proceduralization, i.e., practicing the object of declarative knowledge; and automating and fine-tuning procedural knowledge. Procedural knowledge can be fine-tuned through the reuse of structures and, in teaching practice, this translates into the use of language in communicative examples that serve to convey meaning.

The references kept in mind during the programming were the indications present in the *Sillabo PreA1*:

Understand simple oral directions and short dialogues expressed clearly and slowly; read and understand simple words of common use, isolated sentences, or very short texts with several sentences; produce orally short sentences and simple expressions about places and people; write isolated short sentences on familiar topics, routine sentences or lists for personal use; interact orally in simple communicative exchanges of questions on familiar topics (Enti certificatori dell'italiano L2: 2016).

The research period was not long enough to exactly verify that the prolonged use of the valency method can have repercussions on oral production and comprehension. In fact, in order to create procedural knowledge, it is necessary to operate for a continuous period. It is also believed that, in order to confirm the effectiveness of the method with students with PreA1 skills, it would be appropriate to include the activities presented within the teaching routine: in this way, both literacy skills and cognitive aspects (such as abstraction and decontextualized thinking, categorization, etc.) would be developed simultaneously. A common feature of L2 courses is the shift in focus from language as a communication tool to language as an object of study (Minuz, 2018: 64). In the case of poorly educated learners, it is necessary to work from the language of communication to build metalinguistic skills.

The steps that gave rise to the “grammar suggestions” were repeated in every UdA, so as to accustom students to new teaching practice and draw them closer to unusual reasoning. Bringing students to recognize the syntagmas within a meaningful sentence, and created by themselves, is a step towards the complete understanding of the idea of the sentence and towards the achievement of functional reading, that is, the one that understands the meaning of the text and is not limited to deciphering the signs that make it up. Subsequently, giving way to the synthesis phase, structured as a “story-interview”, allowed for progress in literacy skills and approach the learners to the idea of the text.

This dissertation was structured by considering literacy not as a neutral technique but as intrinsically linked to socialization and as a form of communication to act in the world. Indeed, Minuz et al. (2016) argue that literacy for foreign adults means empowering them to actively interact within

a highly textualized society, in which writing is “an imperative medium” that largely replaces direct interpersonal relationships, and a powerful means of production, mediation, and circulation of social and cultural meanings. It also allows, more specifically, access to schooling, which is grounded in written language and pivots on written texts (Minuz et al., 2016).

The use of the valency model, adequately modelled and dosed, can support the development of semantic competence, that is, the relationship between meanings and signifiers; syntactic competence, that is, being able to recognize the constituent elements of the sentence, starting from the verb and its meaning; textual competence, that is, the creation of coherent and cohesive texts.

Now, if there were more time available to improve the results of the research and if there were the possibility to carry out the teaching activities in presence, the work would continue and would be used throughout the course. It would be interesting to carry out the experimentation at the same time with upper-level students (A1) so that it would be possible to compare the results obtained at the end of the courses.

Since I think the method just presented could be a valid tool, it would be interesting to utilize it for a longer period. It could be interesting for researchers to investigate students' ability in creating more and more complex sentences by themselves, starting from the verbal node sentence, focusing both on the characteristics of the sentence expansions, that is the fact that they can occupy a fairly free position within the sentence and on the circumstances of the verbal node, which remain in a more rigid position.

It is hoped that the experimentation can continue while respecting the needs of the students and helping them to achieve greater linguistic and, consequently, social autonomy.

## Appendix 1

	Lingua parlata prevalentemente in famiglia (a)		Totale
	Italiano	Altra lingua	
<b>Classi di età</b>			
6-17 anni	47,3	52,7	100,0
18-24	27,0	73,0	100,0
25-34	36,1	63,9	100,0
35-44	39,2	60,8	100,0
45-54	39,8	60,2	100,0
55 e più	39,4	60,6	100,0
<b>Totale</b>	<b>38,5</b>	<b>61,5</b>	<b>100,0</b>
<b>Classi di età all'arrivo</b>			
Nati in Italia	53,2	46,8	100,0
Arrivati in età 0-5	49,1	50,9	100,0
Arrivati in età 6-12	41,7	58,3	100,0
Arrivati in età 13-17	27,4	72,6	100,0
Arrivati >18 anni	37,1	62,9	100,0
<b>Totale</b>	<b>38,5</b>	<b>61,5</b>	<b>100,0</b>

Fonte: Istat, Indagine Condizione e Integrazione Sociale dei cittadini stranieri. Anno 2011-2012  
(a) sono esclusi i cittadini stranieri che hanno dichiarato di non avere familiari in Italia

Chart 1- Foreign citizens aged 6 and older according to language predominantly spoken in the household by age group and age of arrival in Italy (percentage compositions)

	Lingua parlata prevalentemente con amici		Totale
	Italiano	Altra lingua	
<b>Genere</b>			
Maschio	58,2	41,8	100,0
Femmina	61,5	38,5	100,0
<b>Totale</b>	<b>60,0</b>	<b>40,0</b>	<b>100,0</b>
<b>Classi di età</b>			
6-17 anni	89,6	10,4	100,0
18-24	62,1	37,9	100,0
25-34	53,1	46,9	100,0
35-44	56,4	43,6	100,0
45-54	54,6	45,4	100,0
55 e più	45,2	54,8	100,0
<b>Totale</b>	<b>60,0</b>	<b>40,0</b>	<b>100,0</b>
<b>Lingua di origine</b>			
Rumeno	63,9	36,1	100,0
Arabo	49,5	50,5	100,0
Albanese	61,8	38,2	100,0
Spagnolo	73,9	26,1	100,0
Italiano	96,3	3,7	100,0
Cinese	27,9	72,1	100,0
Russo	67,1	32,9	100,0
Ucraino	56,5	43,5	100,0
Francese	71,7	28,3	100,0
Serbo, Croato, Bosniaco, Montenegrino	62,9	37,1	100,0
Altre lingue	54,3	45,7	100,0
<b>Totale</b>	<b>60,0</b>	<b>40,0</b>	<b>100,0</b>
<b>Classi di età all'arrivo</b>			
Nati in Italia	92,0	8,0	100,0
Arrivati in età 0-5	90,8	9,2	100,0
Arrivati in età 6-12	84,3	15,7	100,0
Arrivati in età 13-17	62,9	37,1	100,0
Arrivati >18 anni	52,5	47,5	100,0
<b>Totale</b>	<b>60,0</b>	<b>40,0</b>	<b>100,0</b>

Fonte: Istat, Indagine Condizione e Integrazione Sociale dei cittadini stranieri. Anno 2011-2012  
(a) sono esclusi i cittadini stranieri che hanno dichiarato di non avere amici in Italia

Chart 2- Foreign nationals aged 6 years (a) and older by language spoken predominantly with friends, gender, age groups, language of origin, and age groups at arrival - Year 2012 (percentage compositions)

(a) foreign citizens who have declared that they have no friends in Italy are not included

## Textbook analysis sheet

### 1) Title

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### 2) Author

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### 3) Publisher

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### 4) Publication Year

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### 5) Level (CEFR)

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### 6) Target group (age)

- Children
- Teens
- Adults
- Seniors
- Not specified

### 7) Target group (employment)

- School students
- University students
- Workers
- Not specified
- Other: \_\_\_\_\_

### 8) Target group (L1)

- Sinophones
- English-speaking
- Francophones
- Arabic-speaking
- Not specified
- Other: \_\_\_\_\_

### 9) Is the profile of the target group further specified?

(Erasmus student, immigrant, etc...)

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**10) How is the material structured? Is it accompanied by other materials? (CDs, DVDs, online media...?)**

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**11) Is the textbook part of a tiered course? Which ones?**

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**12) Does the textbook refer to a glottodidactic approach?**

- Yes
- No

**13) If Yes, which one?**

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## **ORGANIZATION OF THE TEXTBOOK**

**14) The textbook is divided into:**

- Units
- Lectures
- Modules
- Parts
- Other: \_\_\_\_\_

**15) Are there additional sections?**

- Appendices
- Glossaries
- Exercise solutions
- Grammar summaries
- Culture documents
- Other: \_\_\_\_\_

**16) INDEX: What content is being explicated?**

- Grammar
- Vocabulary
- Functions
- Situations
- Textual typology
- Culture
- Phonetics and phonology
- Skills



Other: \_\_\_\_\_

**17) Is the content of the book organized according to the succession of steps? of Motivation, Globality, Analysis, Synthesis, Reflection? If so, is it always complete? If not, how are the activities organized?**

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**18) If the sequence of phases is followed, what techniques are involved in the Motivation step? What SKILLS are involved?**

- Language-image matching
- Brainstorming
- Visual input presentation (paratext analysis)
- Open questions
- Closed questions
- Multiple choice
- True / False
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**19) If the sequence of phases is followed, techniques are involved in the Globality step? What SKILLS are involved?**

- Open questions
- Closed questions
- Multiple choice
- Grids
- Charts
- Transcoding
- Language-image matching
- Cloze
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**20) If the sequence of phases is followed, techniques are involved in the Analysis step? What SKILLS are involved?**

- Error hunting
- Exclusion

- Inclusion
- Manipulation
- Pattern drill
- Cloze
- Language-image matching
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**21) If the sequence of phases is followed, techniques are involved in the Synthesis step?**

**What SKILLS are involved?**

- Dramatization
- Role-taking
- Role-play
- Dialogue
- Summary
- Cloze
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**22) If the sequence of phases is followed, techniques are involved in the Reflection step?**

**What SKILLS are involved?**

- Cloze
- Pattern- drill
- Blank schemes to be completed
- Summary
- Dialogue
- Written composition
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**23) How is the grammar presented?**

- Explicit
- Implicit

**24) If it is presented explicitly, in which way is it proposed?**

- Inductive

- Deductive

**25) If it is presented explicitly, in what forms is it proposed?**

- Specific exercises
- Blank schemes to fill in
- Full schemes
- Summary at the end of the unit
- Other \_\_\_\_\_

**26) The assignments in the units are formulated...**

- ...in the language of the volume (L2)
- ...in the learners' L1
- ...in both languages

**27) Are the assignments understandable? (1= are not understandable; 5= very understandable)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## GRAPHICAL ASPECTS

**28) How pleasing and appropriate to the learners' profile is the graphic appearance? (1=minimal; 5=high)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Pleasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate to the learners' profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29) Are the illustrations functional in carrying out the activities, supportive or just decorative?**

	Functional	Decorative	Supportive	Absent
Black and white photos				
Color photos				
Black and white drawing				
Color drawing				
Texts (post-it; postcards; e-mail...)				
Icons				

**30) Density of contents in a page:**

- High
- Medium
- Low

**CULTURAL REFERENCES**

**31) Are there activities or sections dedicated to (inter)cultural aspects?**

- No
- Yes, through readings
- Yes, through videos and/or listening
- Other: \_\_\_\_\_

**32) Are there extralinguistic elements related to Italian culture?**

- Yes
- No

**33) If they are present, what are they?**

- Proxemics
- Chronemic
- Kinesics
- Vestemics
- Other: \_\_\_\_\_

**34) Are there references to the students' culture?**

- Yes
- No

**35) Is Yes, in what way?**

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## PIANO DELL'OFFERTA FORMATIVA PERIODO \_\_\_\_\_

### OBIETTIVI

La scuola d'italiano ha come finalità primaria l'insegnamento della lingua italiana a tutti i migranti del territorio di Bergamo.

I suoi obiettivi sono:

- Offrire ai propri studenti gli strumenti linguistici necessari per affrontare la vita quotidiana.
- Fornire ai migranti un luogo d'incontro e di socializzazione.
- Offrire un'occasione di incontro e di scambio culturale tra persone portatrici di diversa cultura al fine di creare un dialogo costruttivo e buone relazioni volte all'inclusione sociale.
- Accogliere i migranti facilitando il loro inserimento nella realtà socio-culturale nel rispetto della loro dignità personale.

### LA CARTA DEI VALORI

1. Gli insegnanti della scuola di Italiano sono dei volontari che mettono a disposizione gratuitamente il proprio tempo. Si impegnano ad acquisire le competenze professionali necessarie ad insegnare la lingua italiana agli stranieri, partecipando ai momenti di riunione e formazione organizzati dalla scuola.



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2. L'apprendimento è un diritto, la cui realizzazione ristabilisce delle condizioni di giustizia.
3. L'insegnamento riguarda prioritariamente la lingua italiana, ma anche un modo di vita socio-culturale.
4. L'insegnante è un facilitatore di processi: riconosce bisogni, fa leva sulle competenze, orienta e informa rispetto ai servizi disponibili sul territorio.
5. La regola fondamentale delle relazioni in classe è il rispetto della persona, su questa base vanno valutati tutti i comportamenti.
6. Il gruppo classe è una realtà multiculturale, al suo interno tutte le culture hanno pari dignità.
7. La relazione insegnamento-apprendimento sul piano culturale è paritetica orizzontale e reciproca, cioè basata sullo scambio.
8. L'insegnante è perciò anche un facilitatore culturale, favorisce l'incontro della propria cultura con quella degli apprendenti, favorisce l'incontro delle varie culture fra di loro.

## ATTIVITA'

1. CORSI DI ITALIANO TRIMESTRALI E INTENSIVI PER ADULTI
2. CORSI DI ITALIANO PER MINORI (scuole elementari, medie e superiori)
3. CORSI DI ITALIANO INDIVIDUALI
4. CORSI DI CONVERSAZIONE E SCRITTURA PER LIVELLI A1-B2
5. CORSI DI ITALIANO PER DONNE CON SERVIZIO BABYSITTING



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## 6. CORSI DI ITALIANO ONLINE (DIDATTICA A DISTANZA)

7. CORSI DI ITALIANO SUL TERRITORIO se richiesto da Comuni, Parrocchie, Biblioteche...

8. CORSI per preparazione Esame livello A2 per permesso di soggiorno di lunga Durata

9. CORSI PER LA PREPARAZIONE ALLA CERTIFICAZIONE dell'Università di Roma 3 (anche livello B1 per la cittadinanza)

10. CORSI DI ITALIANO propedeutici per la Patente di guida e per il lavoro

11. LABORATORIO DIDATTICO DI LINGUA ITALIANA CON IL CINEMA

12. CORSI DI INFORMATICA DI BASE per italiani e stranieri

13. CORSI DI LINGUE STRANIERE: INGLESE, FRANCESE, ARABO per italiani e stranieri

14. USCITE DIDATTICHE SUL TERRITORIO

15. INCONTRI INFORMATIVI DI EDUCAZIONE ALLA CITTADINANZA (Consultorio, Cgil casa e lavoro,...)



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Altre attività possono venire attivate durante l'anno anche su proposta degli insegnanti.

## CORSI D'ITALIANO TRIMESTRALI

### LIVELLI

Si prevedono i seguenti livelli:

- 1°= Livello ALF2 (durata 9 mesi, tre trimestri).
- 2° Livello ALF4 (durata 9 mesi, tre trimestri)
- 3°= Livello A1 – elementare (durata 6 mesi, due trimestri)

Per i primi tre livelli, dove possibile, è prevista un'ulteriore divisione in parlanti e non parlanti.

- 4°= Livello A2 – intermedio (durata 6 mesi, due trimestri)
- 5°= Livello B1 – avanzato (durata 6 mesi, due trimestri)

### FASCE ORARIE:

Le lezioni sono attivate in diverse fasce orarie comprese tra le 8.30 e le 22.00 per rispondere a diverse esigenze orarie.

E' possibile, per i turnisti, scegliere più fasce orarie.

### QUOTA DI ISCRIZIONE





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Per i corsi di italiano trimestrali è prevista una quota differente per gli studenti lavoratori e per gli studenti disoccupati in possesso di dichiarazione di disponibilità al lavoro.

La quota di iscrizione comprende il materiale didattico: libro, quaderno, penna, matita, cartolina.

Alcuni corsi sono gratuiti, grazie a finanziamenti europei o privati.

Diversi utenti accedono ai corsi gratuitamente, poiché inseriti in progetti sociali.

## IL CONTESTO E GLI AMBIENTI

La scuola di italiano ha a disposizione **11 aule** per i corsi di lingua, di cui una dotata di **LIM** (lavagna interattiva multimediale) e un'aula per il **corso di informatica**. Un bagno per uomini e donne è presente a piano terra.

La segreteria è il luogo di incontro tra gli insegnanti e il gruppo di coordinamento e tra gli insegnanti e gli altri insegnanti. E' anche il luogo nel quale gli studenti e in generale i migranti chiedono informazioni per la scuola di italiano e non solo.

E' richiesta agli insegnanti e agli studenti collaborazione per un buon mantenimento degli spazi: le aule vanno lasciate in ordine, così come i servizi igienici.

Una **sala da tè**, spazio dove le classi possono sedersi comodi per una lezione in confidenza bevendo un tè.

La scuola di italiano è all'interno del patronato San Vincenzo, una fondazione che svolge diverse attività: *corsi di formazione professionale, centri di formazione, accoglienza, orientamento per ragazzi e altro*. Nel cortile si può trovare un bar.

## USCITE DIDATTICHE SUL TERRITORIO

Alla fine di ogni corso, nelle ultime due settimane, il gruppo classe può partecipare gratuitamente ad un'uscita didattica sul territorio, a scelta tra:



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- Visita in città alta, con la possibilità di visitare i musei della città
- Visita guidate alla biblioteca Tiraboschi
- Visita ai servizi della città: ufficio postale, stazione, mercato, ospedale, con l'utilizzo di materiale didattico a disposizione di tutti gli insegnanti
- Altre visite verranno organizzate a partire dalle proposte degli insegnanti.

### **INCONTRI INFORMATIVI DI EDUCAZIONE ALLA CITTADINANZA**

Quando c'è la possibilità la scuola organizza incontri informativi per tutti gli studenti legati all'utilizzo dei servizi e, in generale, all'educazione civica in Italia.

Negli anni sono stati attivati i seguenti incontri: il sistema scolastico italiano, il sistema sanitario, il lavoro e le sue leggi, i sindacati. Per gruppi di donne un incontro con un'ostetrica sui principali servizi del consultorio.

### **MATERIALE DIDATTICO E MULTIMEDIALE**

La scuola ha a disposizione degli insegnanti una libreria aggiornata dove è possibile consultare diverso materiale dedicato all'insegnamento dell'italiano L2. Oltre a vari manuali è a disposizione materiale didattico cartaceo creato dagli insegnanti e archiviato dalla segreteria, oltre materiali multimediali, giochi e oggetti utilizzabili nelle classi.

È disponibile una fotocopiatrice per gli insegnanti, un pc su cui lavorare per preparare il materiale didattico, 20 tablet per gli studenti.



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## **NUOVI INSEGNANTI**

Si prevedono cicli di appuntamenti informativi/formativi rivolti agli aspiranti volontari, organizzati in orario serale.

## **TRE INCONTRI FORMATIVI**

Temi che verranno affrontati:

1. Presentazione delle modalità d'insegnamento rispetto al Quadro Comune di riferimento Europeo ed alla formazione del Cis dell'Università di Bergamo.
2. Formazione specifica per prepararsi all'entrata in classe, programmazione, strumenti, facilitatori per un buon insegnamento; Unità di lavoro, come preparare Unità di ascolto e parlato.
3. Insegnare l'italiano a studenti adulti analfabeti totali o altri alfabeti

## **UN INCONTRO INFORMATIVO**

Per presentare la Cooperativa Ruah, i suoi servizi, l'organizzazione della Scuola d'italiano e l'impegno richiesto ai volontari.

AFFIANCAMENTO con insegnanti esperti:

Le settimane successive l'incontro informativo i nuovi volontari inizieranno l'affiancamento in classe con insegnanti esperti aiutandoli nelle attività.



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**INCONTRO FORMATIVO** per diventare insegnante titolare

Un incontro della durata di tre ore, dove vengono affrontate alcune questioni didattiche e organizzative, prima di prendere un corso come titolare.

### **TIROCINANTI**

E' possibile svolgere presso la scuola diversi tirocini. Per l'esame Ditals, le università o le scuole superiori (se approvati dagli enti)

### **REGOLAMENTO SCOLASTICO**

La scuola ha un regolamento che va rispettato da tutti gli studenti e gli insegnanti e che viene qui riportato.



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*Il presente regolamento è sottoscritto all'atto dell'iscrizione da parte degli studenti della scuola e dei genitori degli studenti minori. E' sottoscritto anche dagli insegnanti.*

*Ogni modifica al presente regolamento deve essere tempestivamente comunicata agli interessati.*

#### *art 1 - Entrata e uscita*

*La puntualità deve essere rispettata da tutti, salvo gravi impedimenti che devono essere comunicati alla Segreteria.*

*Per i minori è garantita l'accoglienza nei locali della Segreteria 5 minuti prima dell'inizio delle lezioni, sotto la sorveglianza del docente o del personale di Segreteria.*

#### *art. 2 - Assenze e ritardi*

*Gli studenti hanno il diritto e il dovere di frequentare le lezioni. Entrate in ritardo ed uscite anticipate devono rimanere casi eccezionali, così come le uscite dall'aula durante le ore di lezione.*

*Per i minori le assenze e i ritardi devono essere motivati con comunicazione scritta dei genitori o di chi ne fa le veci. Il minore può uscire anticipatamente solo se accompagnato da un genitore o suo delegato. La Segreteria si impegna a comunicare ai genitori o ai tutori eventuali irregolarità nella frequenza.*

#### *art. 3 - Norme di convivenza*

Mod. POF Piano dell'Offerta Formativa

20/08/2019

*Ogni studente deve dimostrare senso di responsabilità, buona educazione e rispetto per le persone e le cose. Ogni classe è responsabile dell'ordine e della pulizia del locale.*

*La scuola non risponde di beni e oggetti personali lasciati incustoditi o dimenticati.*

*Non è consentito usare il cellulare durante le ore di lezione, se non per cause eccezionali.*

#### *art. 4 - Informazione agli studenti*

*Le comunicazioni sono esposte all'entrata della scuola, inserite nel Registro o illustrate alle classi dal personale della Segreteria. Gli studenti a fine corso sono chiamati ad esprimere la loro opinione sul servizio scolastico mediante un questionario o altra modalità ritenuta proficua.*

#### *art. 5 - Attestati di frequenza*

*Lo studente che ha frequentato almeno il 70% delle lezioni riceve a fine corso un Attestato di frequenza.*

#### *art. 6 - Uscite sul territorio*

*Le uscite sul territorio sono iniziative complementari all'attività didattica. Per esse valgono le regole previste agli artt. 1, 2, 3 del presente Regolamento.*

#### *art. 7 - Biblioteca e laboratori*

*La biblioteca e i laboratori funzionano secondo propri regolamenti specifici.*

#### *art. 8 - Sicurezza*



ABITARE CULTURA ECONOMIE DI SOLIDARIETÀ RICHIEDENTI ASILO E RIFUGIATI

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*All'interno della scuola di italiano si applica quanto previsto dalla normativa vigente in materia di sicurezza nelle scuole, pertanto:*

- *sono stabilite delle procedure da mettere in atto in caso di emergenza e sono previste delle prove di evacuazione a cui parteciperanno gli studenti. La persona di riferimento in caso di emergenza di varia natura, in particolare quella sanitaria, è il docente che si occuperà di chiamare i soccorsi, se necessario in collaborazione con il responsabile delle emergenze interno.*

*Al fine di favorire il rapido intervento dei soccorritori, nel caso in cui venga richiesto di evacuare dell'edificio, tutti i presenti dovranno rimanere nel luogo sicuro di ritrovo segnalato all'esterno dell'edificio finché non verrà consentito, da parte del responsabile delle emergenze, di rientrare nella struttura o di sospendere le attività.*

- *è richiesta la sospensione della frequenza della scuola da parte di volontarie e delle docenti durante la maternità e fino a tre mesi dopo il parto.*

IL PRESIDENTE DELLA COOPERATIVA RUAH  
COORDINATRICE DELLA SCUOLA

LA

Daniela Meridda  
Elisabetta Aloisi



ABITARE CULTURA ECONOMIE DI SOLIDARIETÀ RICHIEDENTI ASILO E RIFUGIATI

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### **SEGRETERIA**

L'accesso alla segreteria al momento è possibile SOLO SU APPUNTAMENTO.

Per iscrizioni e informazioni chiamare

**349 9848584:** LUNEDÌ - MARTEDÌ - MERCOLEDÌ - GIOVEDÌ, dalle 9 alle 12.30 - dalle 13.30 alle 15.00

**347 0917234:** LUNEDÌ 14-18, MARTEDÌ 20-22, VENERDÌ 10-14

### **IN ALTRE FASCE ORARIE:**

WHATSAPP (347 0917234 / 349 9848584)

MAIL [scuolaitaliano@cooperativaruah.it](mailto:scuolaitaliano@cooperativaruah.it)

### **INDIRIZZO**

Scuola d'Italiano

Via M. Gavazzeni, n. 3 Bergamo

(all'interno del Patronato San Vincenzo)





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### **COORDINATRICE ED EQUIPE:**

- Elisabetta Aloisi– coordinatrice scuola di italiano
- Federica Premoli e Federica Nozza– insegnanti e gruppo di coordinamento
- Due volontarie in servizio civile
- Inserimenti lavorativi: durante l'anno possono essere attivati inserimenti lavorativi a supporto dell'attività di segreteria

### QUESTIONARIO DI RILEVAMENTO DEI BISOGNI COMUNICATIVI

Da quanto tempo sei in Italia? \_\_\_\_\_

Sei stato/hai vissuto in altri paesi europei? Quali? \_\_\_\_\_

#### CONDIZIONI DI VITA IN ITALIA

**1. Arrivato in Italia, quale è stato il tuo primo bisogno? (perché sei venuto in Italia?)**

- Trovare un lavoro
- Trovare una casa
- Fare i documenti
- Imparare la lingua
- Famiglia
- Altro

**2. Chi sono le persone che frequenti abitualmente?**

- Amici connazionali/parenti
- Amici/ parenti italiani
- Colleghi di lavoro
- Altri.....

**3. Chi sono le persone che frequenti abitualmente?**

- Amici connazionali/parenti
- Amici/ parenti italiani
- Colleghi di lavoro
- Altri.....

**4. Quando hai del tempo libero, cosa fai?**

- Leggi
- Guardi la televisione italiana
- Guardi la televisione del tuo Paese
- Incontri amici/conoscenti
- Internet, computer
- Altro

**L'APPRENDIMENTO DELLA LINGUA ITALIANA**
**1. Per quali motivi ti sei iscritto a questo corso di italiano?**

- Per riuscire a comprendere e a parlare italiano
- Per imparare a leggere e scrivere
- Per poter acquisire un titolo di studio
- Per trovare più facilmente lavoro
- Per fare Test A2 per carta di soggiorno
- Altro

**2. Di solito, leggi in italiano?**
 Sì     No

**Se sì, cosa leggi?**

- Libri/Quotidiani
- Lettere, email, social network
- Libri di scuola
- Libri religiosi
- Altro.....

**3. Qualche volta scrivi in italiano?**
 Sì     No

**Se sì, cosa scrivi?**

- Moduli, domande
- Lettere, sms, email, social network
- Note, appunti personali, diario
- Compiti dei figli
- Compiti di scuola
- Altro

**4. Quante ore al giorno parli italiano?**

- Tra 1 e 4 ore al giorno
- Tra 4 e 8 ore al giorno
- Mai/Quasi mai
- Sempre

**5. Quali sono gli argomenti che vorresti discutere durante il corso?**

- Famiglia
- Casa



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Questionario rilevamento bisogni comunicativi

20/08/2019

- Lavoro
- Salute
- Spesa
- Trasporti
- Cura dei figli
- Scuola dei figli
- Tempo Libero
- Test A2
- Tutto

**PROGETTI**

**Rispetto al tuo lavoro, pensi di**

- Trovare subito un lavoro qualsiasi
- Trovare il lavoro che desideri
- Cambiare lavoro
- Continuare il mio lavoro/studi
- Altro.....

**Rispetto al tuo futuro, pensi di:**

- Tornare nel tuo Paese
- Stabilirti in Italia
- Conseguire un titolo di studio in Italia
- Non lo so

**PROVA DI SCRITTURA**

**GRIGLIA DI VALUTAZIONE (vedi allegato nel faldone)**

PARLATO = _____	SCRITTO = _____
<b>Questionario:</b> <input type="checkbox"/> 0 /20 <input type="checkbox"/> 10/20 <input type="checkbox"/> 5 /20 <input type="checkbox"/> 20/20 <div style="text-align: right;">/20</div>	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Corrispondenza orale/scritto</li> <li style="margin-left: 20px;"><input type="checkbox"/> 3</li> <li style="margin-left: 20px;"><input type="checkbox"/> 5</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Scolarizzazione                      /5</li> <li>• Lingua europea                      /2</li> <li>• Lingua italiana                      /2</li> </ul> <div style="text-align: right;">/5</div> <p><i>Assegnare al massimo 5 punti</i></p> </div>
<b>Immagine A1/A2:</b> <input type="checkbox"/> 0 /20 (A1 np) <input type="checkbox"/> 10/20 (A1 p) <input type="checkbox"/> 5 /20 (A1 np) <input type="checkbox"/> 20/20 (A2) <div style="text-align: right;">/20</div>	
<p style="text-align: center;"><b>TOTALE ORALE                      /40</b></p> <ul style="list-style-type: none"> <li>• punteggio minore di 30: <b>LIVELLO A1</b></li> <li>• punteggio uguale o maggiore di 30: prosegue con l'immagine A2/B1</li> </ul>	
<b>Immagine A2/B1:</b> <input type="checkbox"/> 0 /20 (A1p) <input type="checkbox"/> 10/20 (A2 p) <input type="checkbox"/> 5 /20 (A2 a) <input type="checkbox"/> 20/20 (b1) <div style="text-align: right;">/20</div>	
<p style="text-align: center;"><b>TOTALE ORALE                      /20</b></p> <ul style="list-style-type: none"> <li>• punteggio minore o uguale a 10: <b>LIVELLO A2</b></li> <li>• punteggio uguale a 20: <b>LIVELLO B1</b></li> </ul>	<p style="text-align: center;"><b>TOTALE SCRITTO                      /10</b></p> <ul style="list-style-type: none"> <li>• punteggio minore a 6: <b><u>svolge il test ALF</u></b></li> <li>• punteggio maggiore o uguale a 6: <b><u>svolge il test corrispondente al livello dell'orale</u></b></li> </ul>

**Iscritto nei seguenti corsi:**

LIVELLO	CODICE CORSO	€ CORSO	€ LIBRO	€ CARTELLETTA	TOT	N. RICEVUTA

Ai sensi e per gli effetti Regolamento Generale sulla Protezione dei Dati, regolamento n. 2016/679, il sottoscritto, come sopra individuato: dà il consenso alla raccolta e al trattamento dei dati acquisiti tramite il presente modulo, anche attraverso l'inserimento in banche dati e l'elaborazione mediante procedure informatizzate, per finalità connesse esclusivamente ai compiti statistici o in esecuzione agli obblighi di legge. Dichiara di essere a conoscenza che i suddetti dati non saranno oggetto di diffusione o comunicazione fuori dai casi sopra citati e dai casi previsti dalla legge e con le modalità al riguardo consentite; dichiara di essere a conoscenza della propria facoltà di esercitare, riguardo all'esistenza ed al trattamento dei dati, il diritto di accesso ai dati personali e gli altri diritti secondo le modalità contemplate dalle relative disposizioni.

Ai sensi di legge si sottoscrive separatamente la seguente clausola: "La Scuola di Italiano Ruah e la Cooperativa Ruah sono responsabili degli/delle alunni/e minorenni solo allorquando gli/le stessi/e sono all'interno dei locali ove si svolge la lezione scolastica. Nel momento in cui i/le minori si allontanano dall'aula la Cooperativa Ruah e la Scuola di Italiano Ruah declinano ogni responsabilità di qualsiasi natura e titolo per i fatti che potrebbero occorrere di qualsiasi natura e titolo ai/alle minori, rimanendo responsabili solo i genitori e/o gli esercenti la patria potestà sui/sulle minori medesime".



ABITARE CULTURA ECONOMIE DI SOLIDARIETÀ RICHIEDENTI ASILO E RIFUGIATI

Questionario rilevamento bisogni comunicativi

20/08/2019

Si dichiara di aver preso visione del regolamento della scuola affisso nell'albo della scuola.

FIRMA ISCRITTO \_\_\_\_\_

DATA \_\_\_\_/\_\_\_\_/\_\_\_\_

Se minorenne FIRMA DEL GENITORE o di chi ne fa le veci \_\_\_\_\_

Cognome(genitore) \_\_\_\_\_ Nome(genitore) \_\_\_\_\_

Telefono \_\_\_\_ / \_\_\_\_ (allegare documento del genitore o di chi ne fa le veci)

UNITÀ	LESSICO	LETTOSCRITTURA E GRAMMATICA	FUNZIONI E SAPER FARE
1 ACCOGLIENZA Pag. 7	Oggetti della scuola. Alfabetiere. Presentarsi, salutare. Nazionalità: Abilità: ascoltare, parlare, leggere, scrivere. Sono capace/non sono capace. Sì, così così, poco, no.	S, A, E, I. SA, SE, SI.	Dire e chiedere il nome. Dire cosa sono capace e cosa non sono capace di fare. Dire cosa vorrei imparare. Dire quale lingua conosco e quanto la conosco in base alle quattro abilità. Compilare un modulo con i propri dati anagrafici.
2 A SCUOLA Pag. 27	Segreteria/segretaria. Nome, scrivere, leggere, lingua, modulo, firma. Supermercato, tabacchi, centro commerciale, negozi di telefonia, ufficio.	L, M, O, U. MA, ME, MI, MO, MU. LA, LE, LI, LO, LU. Il ritmo delle parole: dividere in fonemi attraverso l'ascolto e la ripetizione scandendo le parole battendo le mani. L'iniziale della parola.	Chiedere e dare informazioni su: nome, indirizzo, lingua madre e lingue conosciute, nazionalità. "Come si dice?" "Non sono mai andato a scuola". "Vorrei iscrivermi a scuola". Firmare. Rispondere alla domanda: "Cosa vorresti fare nella tua vita?"
3 IL LAVORO Pag. 45	Le professioni, azioni legate ai lavori. Mi piace/non mi piace. Attrezzi e strumenti di lavoro. Mezzogiorno/mezzanotte. Mattina, pomeriggio.	BA, BE, BI, BO, BU. FA, FE, FI, FO, FU. La posizione della sillaba nelle parole.	Chiedere e dire che lavoro piace/non piace. Leggere l'orologio analogico e digitale. Leggere e compilare un'agenda. Scrivere il CV. Affrontare un colloquio di lavoro (esperienze professionali, dispo- nibilità, patente, stipendio). Parlare e descrivere il proprio lavoro o il lavoro desiderato.
4 AL MERCATO Pag. 63	Il mercato, cibi e vestiti. I colori. Centimetri. Taglie.	RA, RE, RI, RO, RU. PA, PE, PI, PO, PU. Inizio, centro, fine: la posizione delle sillabe nelle parole. Lettura e riordino di sillabe.	"Quant'è in tutto?" "Ecco il resto" "Quanto costa?" Leggere sconti e percentuali.
5 IL TEMPO LIBERO Pag. 81	Le attività del tempo libero. Sempre, spesso, a volte, mai. Facile/così così/difficile. Parti del corpo e azioni. Giochi d'infanzia. Luoghi della città.	LUI/LEI. CIA, CE, CI, CIO, CIU. CA, CHE, CHI, CO, CU. Completamento di parole con le vocali.	Leggere una tabella oraria settimanale. Intervistare i compagni e riportare le risposte in una tabella. Chiedere e dire da quanto tempo si è in Italia. Chiedere e dire la data di nascita. Invitare un amico. Chiedere e dare informazioni relative al tempo libero e ai propri interessi e abitudini.
6 LA SALUTE E LE EMOZIONI Pag. 99	Bene/male. Le emozioni. Mi fa male/mi fanno male. Sintomi e rimedi. Medici specialistici. Descrizione fisica	GA, GHE, GHI, GO, GU. GIA, GE, GI, GIO, GIU. Completamento di parole con le vocali. Scrivere dallo stampato minuscolo allo stampato maiuscolo. Verbo essere: le prime tre persone.	"Come stai?" Chiedere e dire cosa fa male. Andare dal dottore e spiegare i sintomi. Parlare dell'abbigliamento. Leggere la mappa di un ospedale.
7 LA BICICLETTA Pag. 117	Luoghi e servizi della città. Le parti della bicicletta.	Fare lo spelling. TA, TE, TI, TO, TU. Inizio, centro, fine: la posizione delle sillabe nelle parole. Verbo andare: prime tre persone. Prima persona dei verbi: aspettare, scendere, telefonare, prelevare, chiedere, fare, camminare.	Posso/non posso. Leggere i cartelli di divieto e di obbligo. Leggere un regolamento. Scrivere il regolamento della classe.
8 IL VIAGGIO Pag. 135	Tipi di permesso di soggiorno. Mezzi di trasporto. Lessico del viaggio: luoghi, oggetti, mezzi di trasporto, vestiti.	BA, BE, BI, BO, BU. DA, DE, DI, DO, DU. Ascolto e riconoscimento dell'iniziale nella parola. Lettura stampato maiuscolo e minuscolo. Calco sonoro. Lettura con memorizzazione e scrittura. Collegare maiuscolo a minuscolo.	Orientarsi sulla cartina del mondo. "Quanti anni hai?" "Quando sei arrivato in Italia?" "Come sei venuto in Italia?" Mettere in ordine alfabetico. "In bocca al lupo".
9 LA FORMAZIONE PROFESSIONALE Pag. 153	I corsi di formazione professionale. Teoria/pratica. Base/avanzato. Azioni e utensili da cucina.	VA, VE, VI, VO, VU. NA, NE, NI, NO, NU. Posizione delle sillabe nelle parole.	Compilare un modulo di un bonifico online. Dettare e scrivere i codici IBAN. Leggere una ricetta. Scrittura collettiva. Compilare un modulo di iscrizione a un corso di formazione professionale. Fare il tiramisù.
10 LA FESTA Pag. 171	Le feste. Lessico della festa e del matrimonio.	ZA, ZE, ZI, ZO, ZU. QUA, QUE, QUI. Leggere maiuscolo, minuscolo e corsivo. Calco sonoro. Verbo avere: tutte le persone.	Parlare della propria famiglia. Usi del verbo avere. Fare gli auguri. Scrivere un biglietto regalo. Leggere un calendario.



NUMERACY	E NEL TUO PAESE?	USCITE DIDATTICHE E LAVORI DI GRUPPO
Numeri da 1 a 10. Contare da 1 a 10.	I numeri con le dita. Io (gestualità). I saluti in Italia e nel Paese d'origine.	Tornando a casa fotografare oggetti e luoghi che cominciano con S, A, E, I.
Numeri da 11 a 20. Mettere in ordine crescente. Unità e decine.	La scuola nel Paese d'origine. "Come ti chiami?" in diverse lingue.	Fotografare per le vie della città i mestieri che si desidera fare (in preparazione all'unità successiva).
Le decine. Le ore, i minuti. Calcolare gli intervalli di tempo (ore).	Mezzogiorno e mezzanotte: abitudini legate alle ore. Orari di apertura e chiusura dei negozi.	Andare a visitare un luogo di lavoro e raccogliere informazioni e materiali da usare in classe.
Leggere i prezzi. Contare i soldi e i resti (addizioni e sottrazioni). Le taglie. Misurare i centimetri.	Le abitudini alimentari. Chiedere uno sconto al mercato.	Andare al mercato, esercitare le funzioni imparate e filmare l'attività.
Calcolare gli intervalli di tempo (anni). Centinaia e migliaia. La data.	Giochi d'infanzia nel Paese d'origine. Il gatto nero: superstizione, fortuna e sfortuna.	Intervista ai cittadini su interessi e abitudini.
Calcolare peso e altezza. Equivalenze m/cm, kg/g.	Curarsi nel proprio Paese.	Andare in ospedale.
Numeri pari e numeri dispari.	L'uso della bicicletta nel Paese d'origine. Comportamenti giusti o sbagliati.	Riportare in tabella gli indirizzi di alcuni esercizi commerciali.
Calcolare gli intervalli di tempo (anni). Utilizzare la linea del tempo.	Condividere esperienze e idee di viaggio.	Programmare una gita di classe.
Equivalenze: g/kg, ml/l. Calcolare il costo in base al peso. Prezzo del prodotto/prezzo al kg.	La ricetta di un dolce tipico del Paese d'origine e l'occasione in cui si mangia.	Andare al centro di formazione professionale, chiedere informazioni sui corsi e appuntare quelle principali.
Mettere le date in ordine cronologico.	Le feste tipiche e le abitudini legate alle feste. Fare gli auguri. Viaggio di nozze, luna di miele.	Organizzare una festa e poi realizzarla in classe.

## Textbook analysis sheet

### 1) Title

ATAYA PRIMA. Manuale multilivello per immigrati giovani e adulti analfabeti (PreAlfa-AlfaA1)

### 2) Author

Elisabetta Aloisi e Adriana Perna

### 3) Publisher

Sestante Edizioni

### 4) Publication Year

2019

### 5) Level (CEFR)

Pre Alfa- Alfa A1

### 6) Target group (age)

- Children
- Teens
- Adults
- Seniors
- Not specified

### 7) Target group (employment)

- School students
- University students
- Workers
- Not specified
- Other: \_\_\_\_\_

### 8) Target group (L1)

- Sinophones
- English-speaking
- Francophones
- Arabic-speaking
- Not specified
- Other: \_\_\_\_\_

### 9) Is the profile of the target group further specified?

(Erasmus student, immigrant, etc...)

Immigrants

**10) How is the material structured? Is it accompanied by other materials? (CDs, DVDs, online media...?)**

The textbook has additional materials that can be downloaded from the website <http://bit.ly/AtayaPrima>. On the publisher's YouTube channel (Sestante Edizioni) there are 10 videos that further supplement the textbook. The RUAH Cooperative has also created an APP that follows the structure of the textbook.

**11) Is the textbook part of a tiered course? Which ones?**

Yes, *Ataya Prima* is the follow-up project to the *Ataya. Manuale multilivello per adulti con bassa o nulla scolarità progressa*.

**12) Does the textbook refer to a glottodidactic approach?**

- Yes
- No

**13) If Yes, which one?**

Communicative approach, because pays attention to communicative need and stimulates the development of communicative competence: the Italian language is seen as the “tool for experiencing everyday life and services in the city, is used to express one’s emotions, tell one’s story and create relationship” (Ataya Prima, 2019: 3). The student, with all his/her characteristics, is at the centre of the learning process.

**ORGANIZATION OF THE TEXTBOOK**

**14) The textbook is divided into:**

- Units
- Lectures
- Modules
- Parts
- Other: \_\_\_\_\_

**15) Are there additional sections?**

- Appendices
- Glossaries
- Exercise solutions
- Grammar summaries
- Culture documents
- Other: “Spunti di riflessione per gli studenti” and “Spunti di riflessione per noi insegnanti”, pages structured like self-analysis questionnaires.

**16) INDEX: What content is being explicated?**

- Grammar
- Vocabulary
- Functions
- Situations
- Textual typology
-

- Culture
- Phonetics and phonology
- Skills
- Other: Numeracy

**17) Is the content of the book organized according to the succession of phases of Motivation, Globality, Analysis, Synthesis, Reflection? If so, is it always complete? If not, how are the activities organized?**

Yes, is present but not complete: the Reflection step is absent.

**18) If the sequence of phases is followed, what the techniques are involved in the Motivation step? What SKILLS are involved?**

- Language-image matching
- Brainstorming
- Visual input presentation (paratext analysis)
- Open questions
- Closed questions
- Multiple choice
- True / False
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**19) If the sequence of phases is followed, what techniques are involved in the Globality step? What SKILLS are involved?**

- Open questions
- Closed questions
- Multiple choice
- Grids
- Charts
- Transcoding
- Language-image matching
- Cloze
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: Games \_\_\_\_\_

**20) If the sequence of phases is followed, what techniques are involved in the Analysis step? What SKILLS are involved?**

- Error hunting
- Exclusion
- Inclusion
-

- Manipulation
- Pattern drill
- Cloze
- Language-image matching
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**21) If the sequence of phases is followed, what techniques are involved in the Synthesis step? What SKILLS are involved?**

- Dramatization
- Role-taking
- Role-play
- Dialogue
- Summary
- Cloze
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: Games \_\_\_\_\_

**22) If the sequence of phases is followed, what techniques are involved in the Reflection step? What SKILLS are involved?**

- Cloze
- Pattern- drill
- Blank schemes to be completed
- Summary
- Dialogue
- Written composition
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**23) How is the grammar presented?**

- Explicit
- Implicit

**24) If it is presented explicitly, in which way it is proposed?**

- Inductive

- Deductive

**25) If it is presented explicitly, in what forms it is proposed?**

- Specific exercises
- Blank schemes to fill in
- Full schemes
- Summary at the end of the unit
- Other \_\_\_\_\_

**26) The assignments in the units are formulated...**

- ...in the language of the volume (L2)
- ...in the learners' L1
- ...in both languages

**27) Are the assignments understandable? (1= are not understandable; 5= very understandable)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GRAPHICAL ASPECTS**

**28) How pleasing and appropriate to the learners' profile is the graphic appearance? (1=minimal; 5=high)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Pleasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appropriate to the learners' profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**29) Are the illustrations functional in carrying out the activities, supportive or just decorative?**

	Functional	Decorative	Supportive	Absent
Black and white photos				<input checked="" type="checkbox"/>
Color photos	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Black and white drawing	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Color drawing	<input checked="" type="checkbox"/>			
Texts (post-it; postcards; e-mail...)				<input checked="" type="checkbox"/>
Icons			<input checked="" type="checkbox"/>	

**30) Density of contents in a page:**

- High
- Medium
- Low

**CULTURAL REFERENCES**

**31) Are there activities or sections dedicated to (inter)cultural aspects?**

- No
- Yes, through readings
- Yes, through videos and/or listening
- Other: through the illustration used and the dialogues proposed

**32) Are there extralinguistic elements related to Italian culture?**

- Yes
- No

**33) If they are present, what are they?**

- Proxemics
- Chronemic
- Kinesics
- Vestemics
- Other: \_\_\_\_\_

**34) Are there references to the students' culture?**

- Yes
- No

**35) Is Yes, in what way?**

Each Unit presents activities entitled “What about in your country?”. These activities stimulate a dialogue between students. “Is where comparing and sharing experiences is possible. Through these activities, students can learn about the habits and the cultures of all the people in the classroom.

## Textbook analysis sheet

### 1) Title

Facile Facile. Libro di italiano per studenti stranieri. A0. Principianti assoluti

### 2) Author

Cassiani Paolo, Mattioli Laura

### 3) Publisher

Nina Edizioni

### 4) Publication Year

2016

### 5) Level (CEFR)

---

### 6) Target group (age)

- Children
- Teens
- Adults
- Seniors
- Not specified

### 7) Target group (employment)

- School students
- University students
- Workers
- Not specified
- Other: \_\_\_\_\_

### 8) Target group (L1)

- Sinophones
- English-speaking
- Francophones
- Arabic-speaking
- Not specified
- Other: \_\_\_\_\_

### 9) Is the profile of the target group further specified?

(Erasmus student, immigrant, etc...)

Foreign students. Ideal for CPIA students



**10) How is the material structured? Is it accompanied by other materials? (CDs, DVDs, online media...?)**

It is accompanied by audio materials that can be downloaded from the publisher's website <http://www.ninaedizioni.it/audio/index.php>

**11) Is the textbook part of a tiered course? Which ones?**

Yes, *Facile Facile A0-Principianti assoluti* precedes the volumes A1 and A2

**12) Does the textbook refer to a glottodidactic approach?**

Yes

No

**13) If Yes, which one?**

Although it does not refer to a specific glottodidactic approach, the textbook has an obvious formalistic approach.

**ORGANIZATION OF THE TEXTBOOK**

**14) The textbook is divided into:**

Units

Lectures

Modules

Parts

Other: It is possible to understand the division only by listening to the audio materials: in the index there is no reference to the word "Unit"

**15) Are there additional sections?**

Appendices

Glossaries

Exercise solutions

Grammar summaries

Culture documents

Altro: \_\_\_\_\_

**16) INDEX: What content is being explicated?**

Grammar

Vocabulary

Functions

Situations

Textual typology

Culture

Phonetics and phonology

Skills

Other: \_\_\_\_\_

**17) Is the content of the book organized according to the succession of phases of Motivation, Globality, Analysis, Synthesis, Reflection? If so, is it always complete? If not, how are the activities organized?**

The contents of the book do not follow the phases. Each unit starts with a dialogue, then follow a pair of reading comprehension exercises. The remainder of the unit consists of the presentation of grammar and structural exercises. The textbook devotes most of the space to the reading comprehension and to the written production.

**18) If the sequence of phases is followed, what techniques are involved in the Motivation step? What SKILLS are involved?**

- Language-image matching
- Brainstorming
- Visual input presentation (paratext analysis)
- Open questions
- Closed questions
- Multiple choice
- True / False
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**19) If the sequence of phases is followed, what techniques are involved in the Globality step? What SKILLS are involved?**

- Open questions
- Closed questions
- Multiple choice
- Grids
- Charts
- Transcoding
- Language-image matching
- Cloze
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**20) If the sequence of phases is followed, what techniques are involved in the Analysis step? What SKILLS are involved?**

- Error hunting
- Exclusion
- Inclusion
- Manipulation
- Pattern drill

- Cloze
- Language-image matching
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**21) If the sequence of phases is followed, what techniques are involved in the Synthesis phase? What SKILLS are involved?**

- Dramatization
- Role-taking
- Role-play
- Dialogue
- Summary
- Cloze
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**22) If the sequence of phases is followed, what techniques are involved in the Reflection phase? What SKILLS are involved?**

- Cloze
- Pattern- drill
- Blank schemes to be completed
- Summary
- Dialogue
- Written composition
- LISTENING COMPREHENSION
- READING COMPREHENSION
- ORAL PRODUCTION
- WRITTEN PRODUCTION
- INTERACTION
- Other: \_\_\_\_\_

**23) How is the grammar presented?**

- Explicit
- Implicit

**24) If it is presented explicitly, in which way it is proposed?**

- Inductive
- Deductive

**25) If it is presented explicitly, in what forms it is proposed?**

- Specific exercises

- Blank schemes to fill in
- Full schemes
- Summary at the end of the unit
- Other: pattern-drills, gap-filling

**26) The assignments in the units are formulated...**

- ...in the language of the volume (L2)
- ...in the learners' L1
- ...in both languages

**27) Are the assignments understandable? (1= are not understandable; 5= very understandable)**

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- Chronemic
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- Vestemics
- Other: \_\_\_\_\_

**34) Are there references to the students' culture?**

- Yes
- No

**35) Is Yes, in what way?**

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 **SCRIVERE E COMPLETARE**

 **COMUNICARE ORALMENTE**

 **LEGGERE CON ATTENZIONE**

 **ASCOLTARE TRAMITE INSEGNANTE O**  
[www.ninaedizioni.it/audio](http://www.ninaedizioni.it/audio)

SCHEDA DI OSSERVAZIONE **\_STUDENTI**

DOCENTE OSSERVATORE: \_\_\_\_\_ DATA: \_\_\_\_\_

SCUOLA: \_\_\_\_\_ DURATA DELLA LEZIONE: \_\_\_\_\_

MODALITA' LEZIONE: \_\_\_\_\_ N° STUDENTI \_\_\_\_\_ ATTIVITA' \_\_\_\_\_

OBIETTIVO LINGUISTICO: \_\_\_\_\_

**1. REAZIONI**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
L'attività è accolta positivamente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti sono attenti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti partecipano all'attività	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La partecipazione produce L2 nuova (Come? _____ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti esprimono entusiasmo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti cooperano all'interno della classe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti offrono feedback (Come? Verbale L1; verbale L2; non verbale? _____ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. ATTIVITA'**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
La tipologia di attività è di difficile comprensione (Se 3, 4, 5 descrivere brevemente per quali aspetti è risultata difficile _____ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raggiunge l'obiettivo linguistico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raggiunge l'obiettivo cognitivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimola all'azione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Richiede la negoziazione di significati e il confronto con gli altri studenti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimola L2 nuova	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include tutti gli studenti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consente la formulazione di ipotesi sulla L2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le immagini stimolano la riflessione metalinguistica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3. LINGUA L2 ORALE: COMPRENSIONE**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gli alunni comprendono domande e consegne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli alunni rispondono alle domande in modo spontaneo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli alunni comprendono il significato globale di frasi nuove con elementi di facilitazione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli alunni chiedono aiuto se non capiscono	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli alunni comprendono e riconoscono le nuove strutture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. LINGUA L2 ORALE: PRODUZIONE**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gli studenti comunicano con l'insegnante in L2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli alunni chiedono aiuto se non capiscono in L2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti ripetono brevi frasi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti eseguono le attività	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli studenti creano nuova L2 in modo autonomo (1 non producono; 2 producono con molto aiuto; 3 producono con aiuto; 4 con poco aiuto; 5 autonomi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le attività sostengono la produzione di L2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 **1. COSA VEDI? COSA FANNO QUESTE PERSONE?**



 **2. SECONDO TE, COSA SUCCED E NEL VIDEO? METTI IN ORDINE LE IMMAGINI**



 **3. GUARDA IL VIDEO E CONTROLLA**



**4. ASCOLTA E COLLEGA COME NELL'ESEMPIO**

ANNA SI SVEGLIA



LUCA SI LAVA I DENTI



SUSI BEVE IL CAPPUCCINO



MARI DORME



SIDI SI VESTE



AMINA SCRIVE





5. ASCOLTA E SCEGLI L'IMMAGINE COME NELL'ESEMPIO

1. SIDI GUIDA LA MACCHINA

A   C  

B  

6. AMIR CUCINA LA PASTA

A   C  

B  

2. ANNA DORME

A   C  

B  

7. LUCA PULISCE

A   C  

B  

3. SIDI SI LAVA I DENTI

A   C  

B  

8. ANNA SI SVEGLIA

A   C  

B  

4. NICOLA SI VESTE

A   C  

B  

9. LISA SI LAVA LA FACCIA

A   C  

B  

5. AMINA SCRIVE

A   C  

B  



6. COSA VEDI? PARLA CON I TUOI COMPAGNI

1



2



3



4



5



6



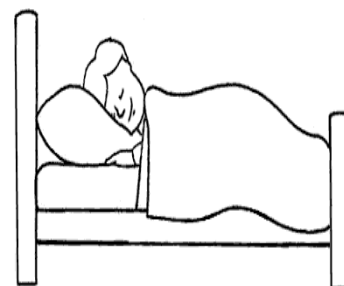
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8



9

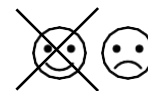




## 7. CORREGGI SE LE FRASI SONO SBAGLIATE COME NELL'ESEMPIO



ANNA SI SVEGLIA



-----



LUI I DENTI



LUI SI LAVA I DENTI

-----



LISA SI LAVA LA FACCIA



-----



LUI SI VESTE



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LEI IL CAPPUCCINO



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SCRIVE LEI



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LEI

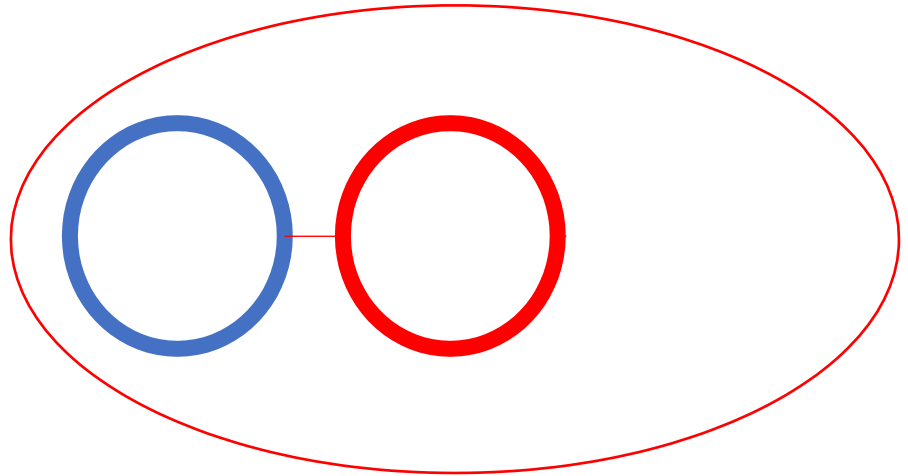


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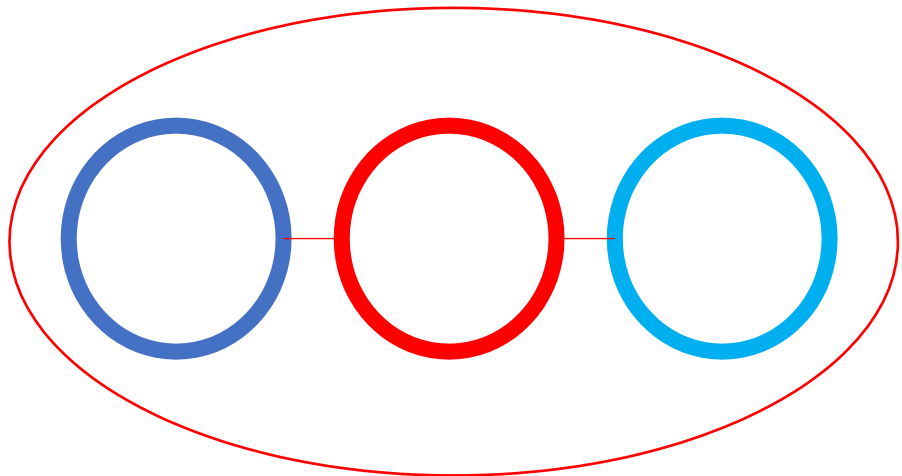


8. GUARDA LA FOTO E DIMMI COSA VEDI. POI SCRIVI NEGLI SCHEMI

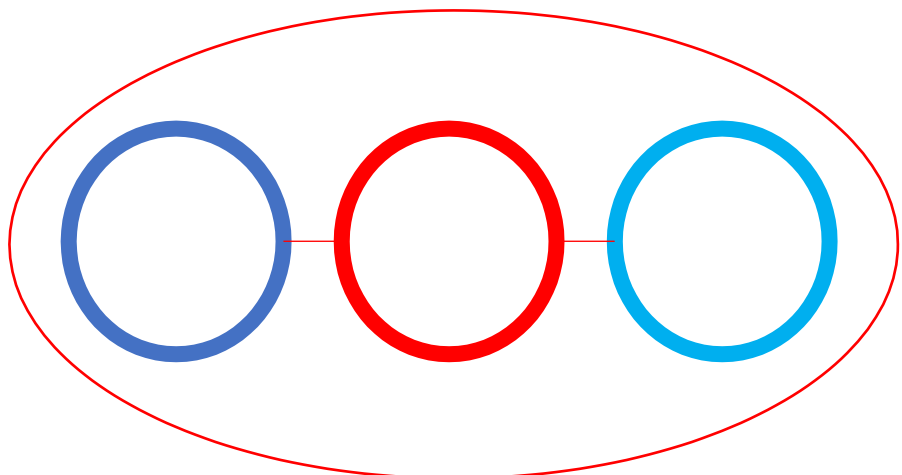
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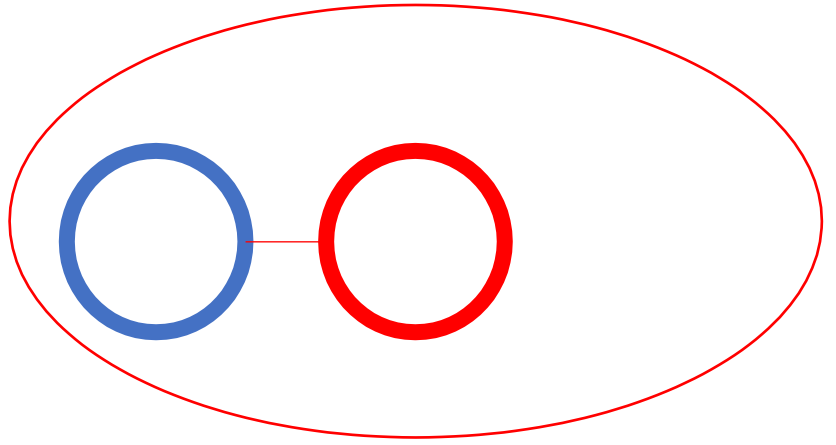


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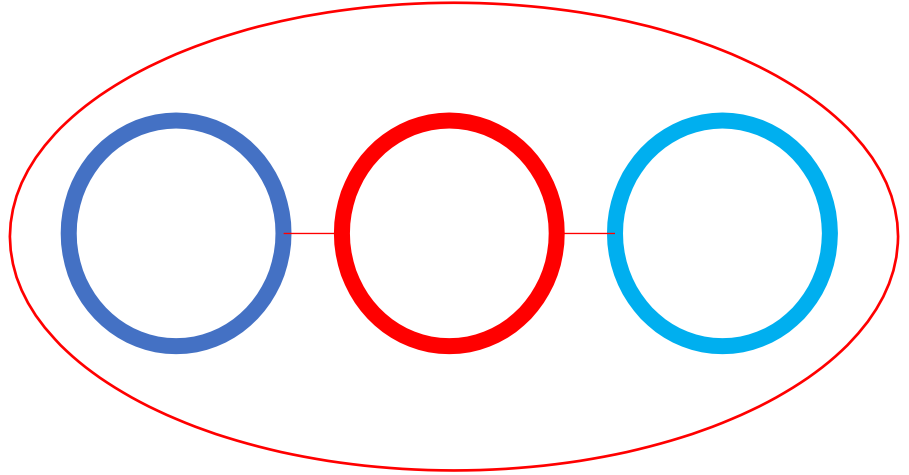




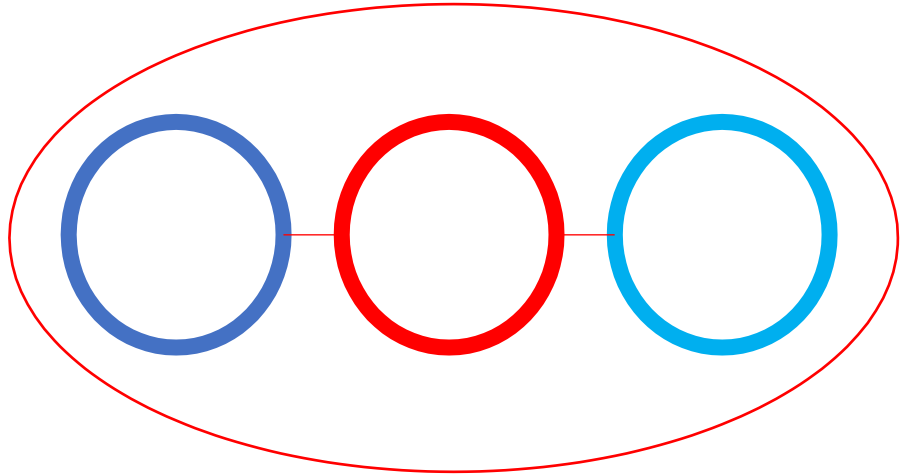
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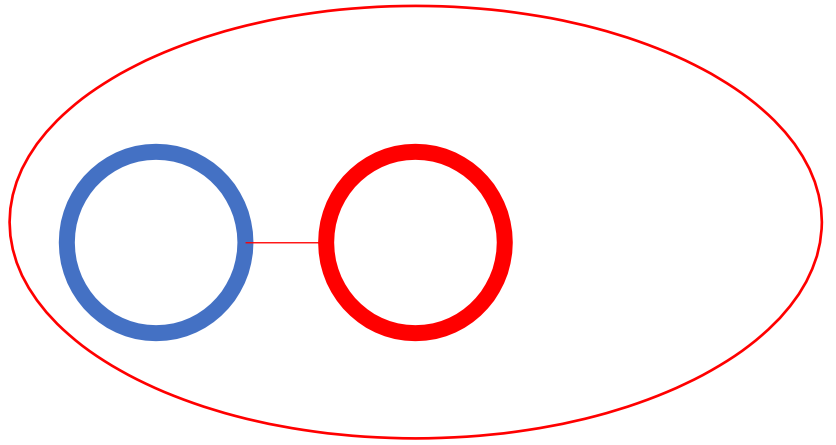
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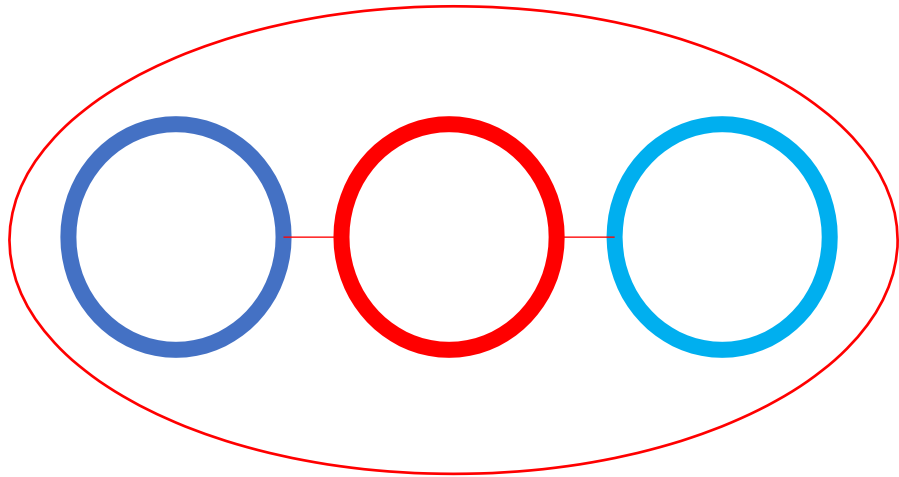
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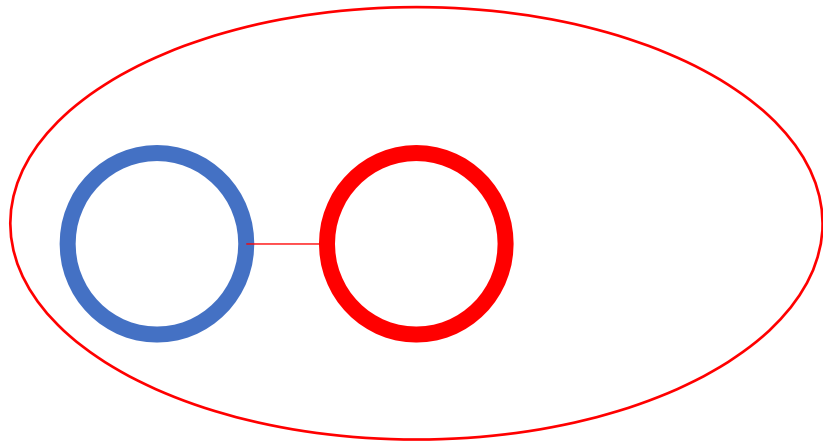
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5



6





### 1. TI RICORDI COSA DICONO QUESTE PERSONE?



VADO DAL VETERINARIO



VADO AL BAR



VADO AL CENTRO COMMERCIALE



VADO IN PALESTRA



VADO A SCUOLA



VADO AL SUPERMERCATO



### 3. ASCOLTA E SCEGLI L'IMMAGINE GIUSTA

PEDRO VA IN PALESTRA

NICOLA VA IN FARMACIA

LA MAMMA VA AL SUPERMERCATO

SIDI VA IN POSTA



1



2



3



4



**4. TU, DOVE FAI LA SPESA? E NEL TUO PAESE? DOVE TI PIACE DI PIU'?  
CHIEDI AI TUOI COMPAGNI**



VADO AL SUPERMERCATO



VADO IN UN NEGOZIO



VADO AL MERCATO



TU, DOVE FAI LA SPESA? \_\_\_\_\_

\_\_\_\_\_

NOME	AL SUPERMERCATO	AL MERCATO	IN UN NEGOZIO



5. COSA VEDI? PARLA CON I TUOI COMPAGNI





6. CORREGGI SE LE FRASI SONO SBAGLIATE COME NELL'ESEMPIO



IO ENTRO AL SUPERMERCATO

---



IO LE MANI



IO



IO PRENDO





L'ANANAS PESO IO



-----



IO PAGO



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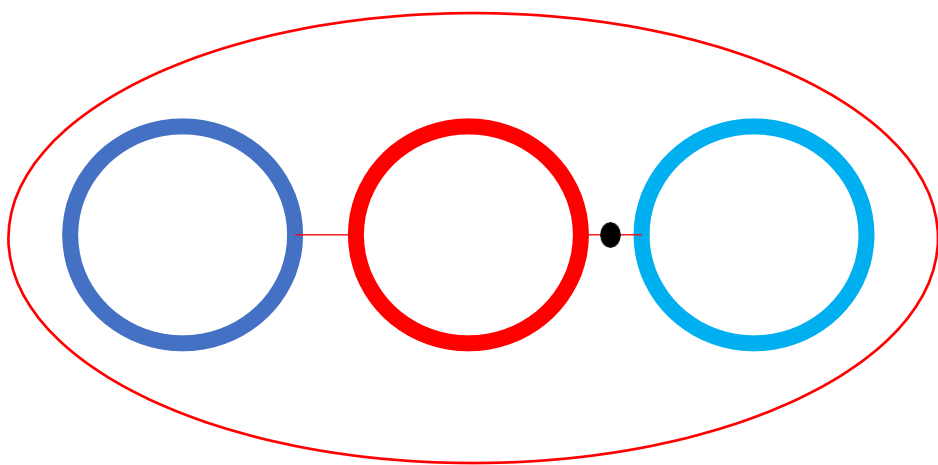
IO VADO



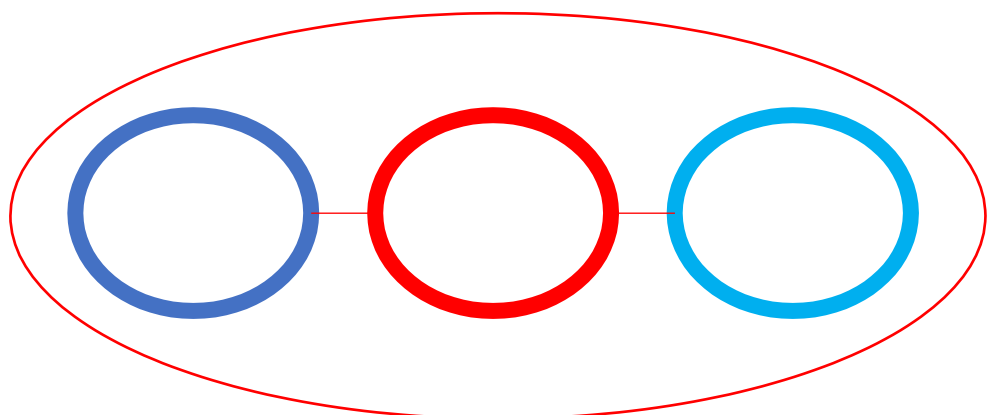
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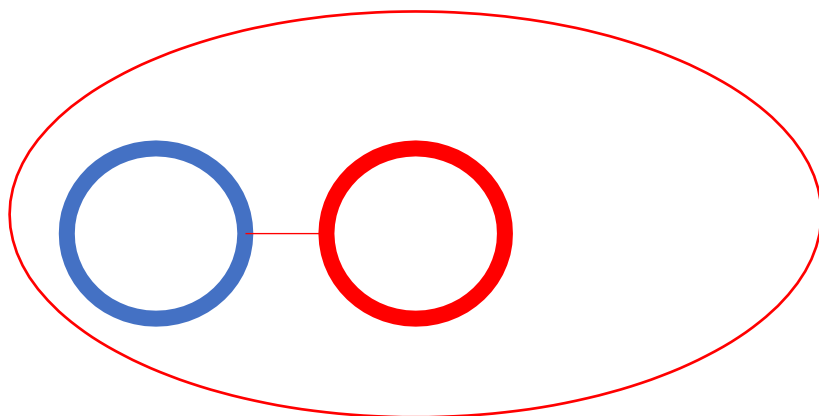
7. GUARDA LA FOTO E DIMMI COSA VEDI. POI SCRIVI NEGLI SCHEMI



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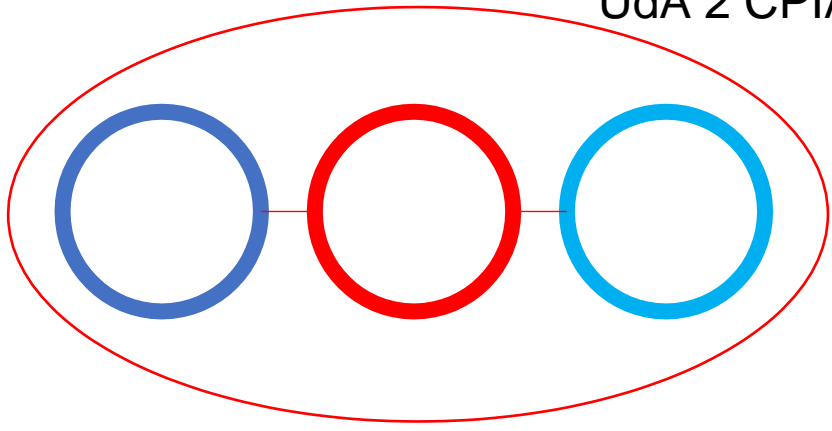
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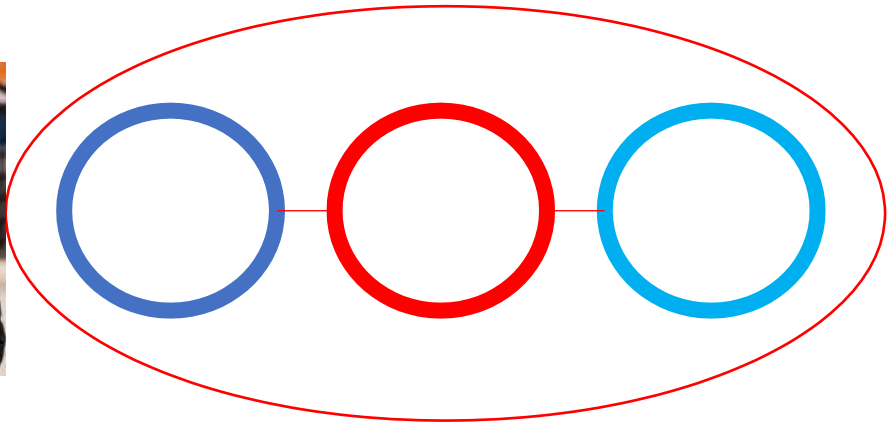
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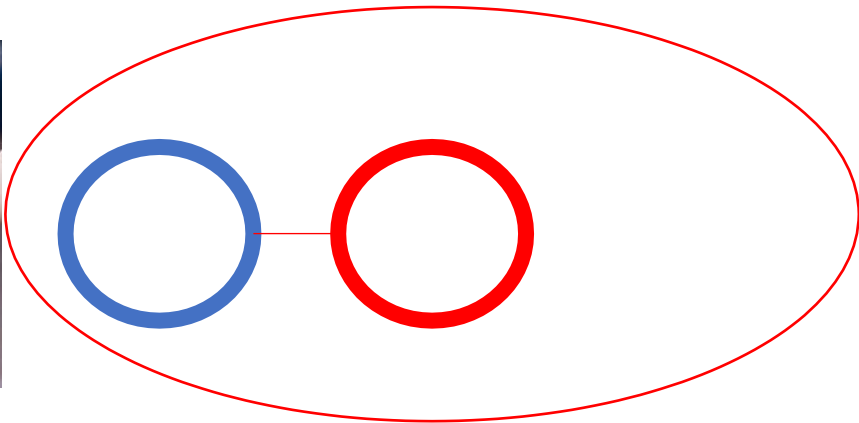
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5



6







## 1. SECONDO TE, COSA SUCCEDDE NEL VIDEO? METTI IN ORDINE LE IMMAGINI



## 2. GUARDA IL VIDEO E CONTROLLA



## 3. COSA FA SAMIRA? ASCOLTA E COLLEGA LE FRASI ALL'IMMAGINE

SAMIRA VA DAL DOTTORE



SAMIRA PRENDE IL PARACETAMOLO



IL DOTTORE VISITA SAMIRA



IL DOTTORE SCRIVE LA RICETTA





**4. QUESTE PERSONE STANNO MALE. QUALE PROBLEMA HANNO?**

1. SAMIRA HA MAL DI TESTA

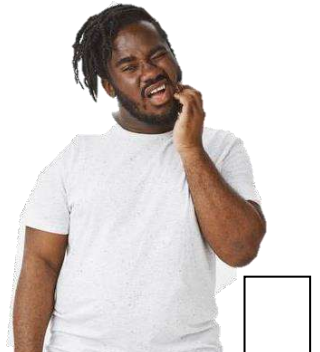





2. NICOLA HA LA TOSSE

3. ANNA HA MAL DI PANCIA






4. KING HA MAL DI DENTI



**5. ASCOLTA E SCRIVI LE PAROLE IN MODO CORRETTO. LE CONOSCI? QUANDO LE USI?**



ROP  
SCI  
PO

\_\_\_\_\_



SA  
TI  
NA

\_\_\_\_\_





## 6. CORREGGI SE LE FRASI SONO SBAGLIATE COME NELL'ESEMPIO



DAL DOTTORE VADO IO



\_\_\_\_\_

IO VADO DAL DOTTORE

\_\_\_\_\_



LA RICETTA SCRIVE IL DOTTORE



\_\_\_\_\_



IO BEVO UNA TISANA



\_\_\_\_\_



IO PRENDO



\_\_\_\_\_



IO LE COMPRESSE PRENDO 😊 😞

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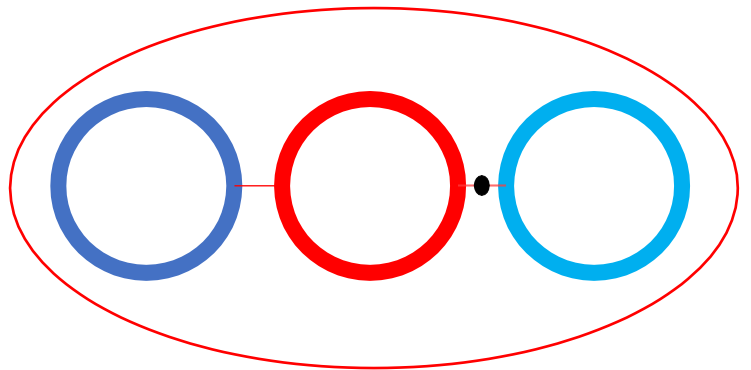
IN FARMACIA VADO IO 😊 😞

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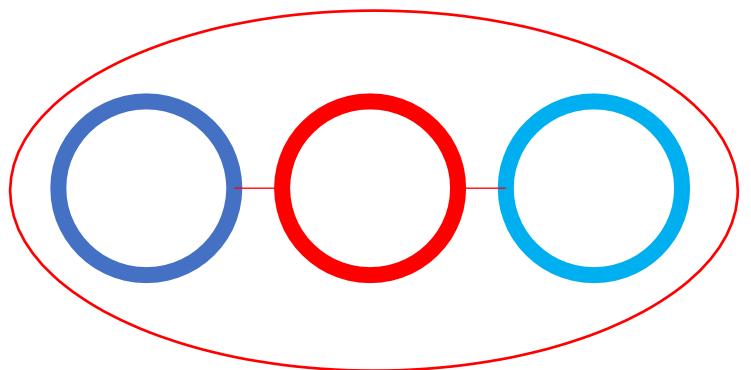


7. GUARDA LE FOTO E DIMMI COSA VEDI. POI SCRIVI NEGLI SCHEMI

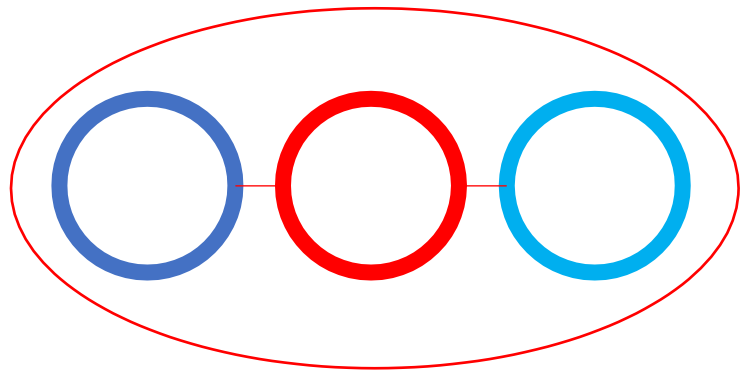
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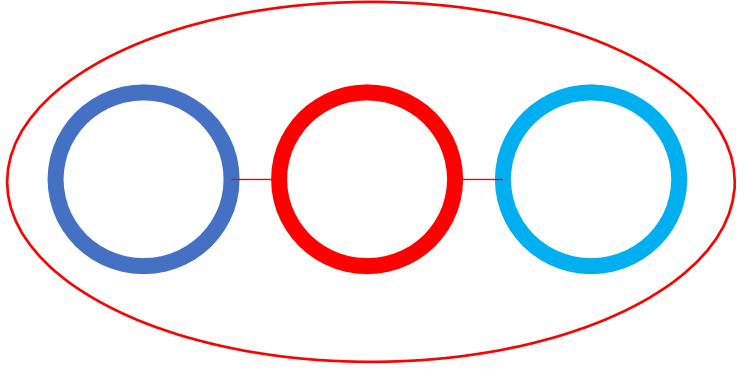
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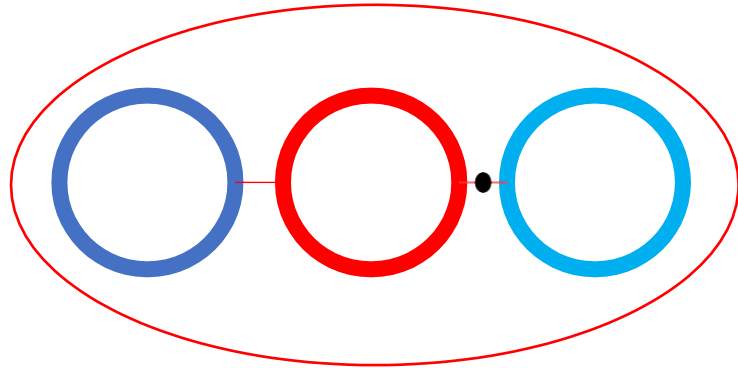
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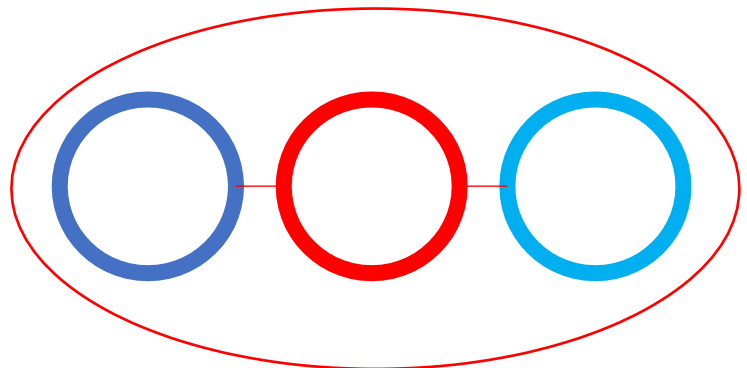
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8. GUARDA LE FOTO E POI RACCONTA COSA VEDI COME NELL'ESEMPIO



IO HO MAL DI PANCIA. IO VADO IN FARMACIA.  
IO COMPRO LE MEDICINE

1



2



3

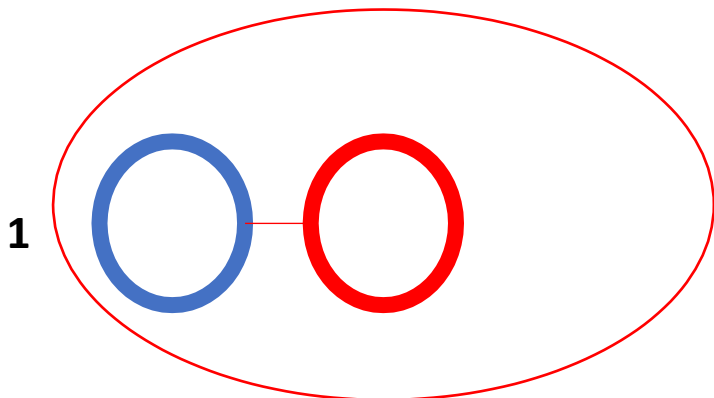




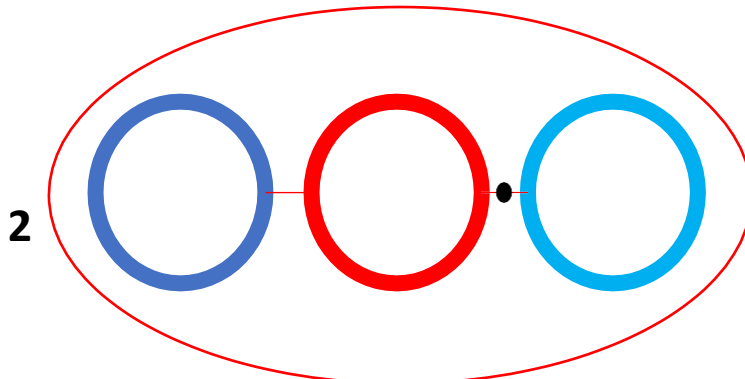
# 1. GUARDA LE FOTO E SCEGLI LO SCHEMA GIUSTO



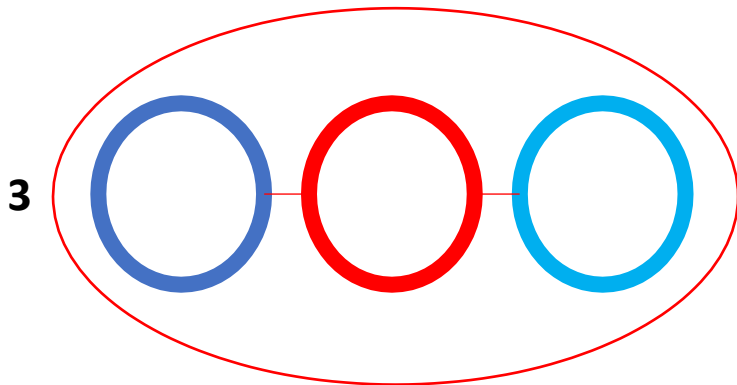
IO VADO IN FARMACIA



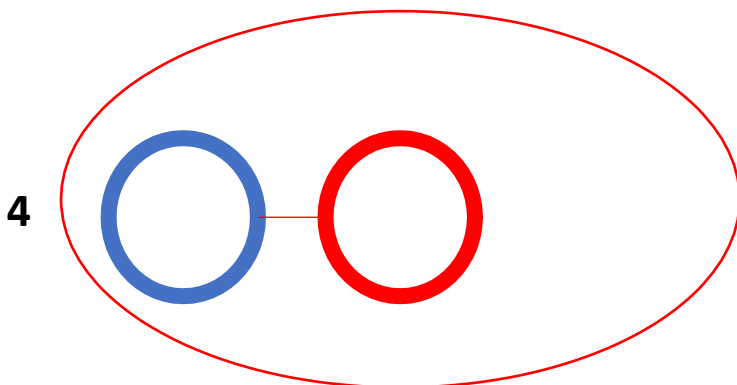
IO PRENDO LE MELE



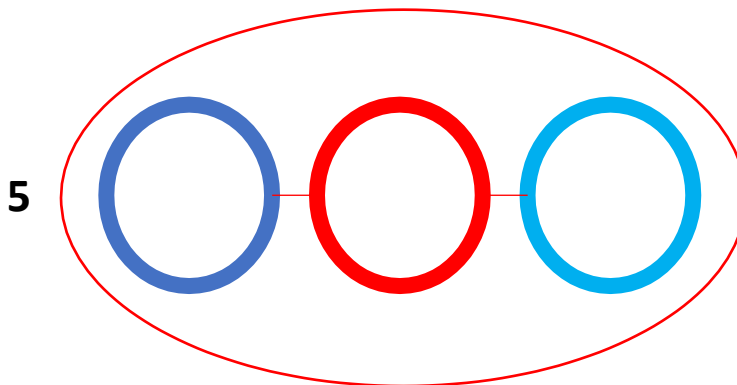
IO ASPETTO



IL DOTTORE SCRIVE LA RICETTA



IO MI VESTO



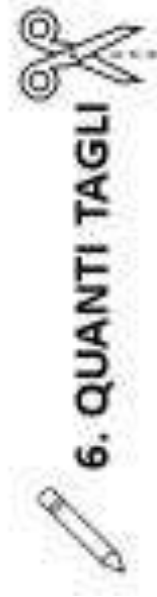


2. GUARDA E SCEGLI 3 FOTO. POI RACCONTA LA STORIA DI ELMO









**6. QUANTI TAGLI SI POSSONO FARE? PROVA A FARE COME NELL'ESEMPIO**

**1. LUCA/SI LAVA/I DENTI**



**2. SIMO/SI SVEGLIA**



**3. IL CANE BEVE L'ACQUA**



**4. IL GATTO DORME**



5. IL BAMBINO MANGIA LE VERDURE



6. LA RAGAZZA SCRIVE



7. IL CUOCO CUCINA LA PASTA





LEI SI SVEGLIA



LEI SI LAVAVA LA FACCIA







LUI I DENTI



SI VESTE LUI





LEI IL CAPPUCCINO



SCRIVE LEI





LUI GUIDA LA MACCHINA



LEI



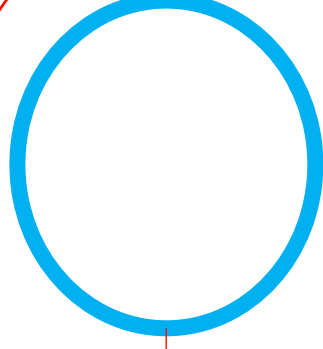
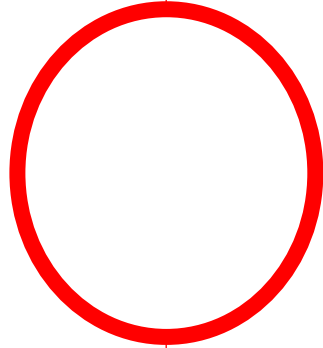
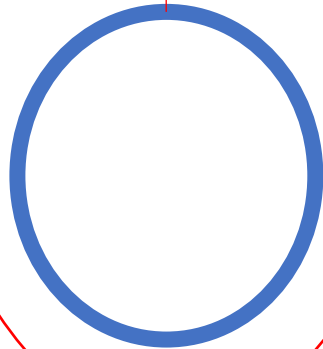
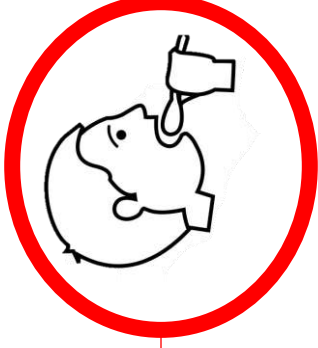


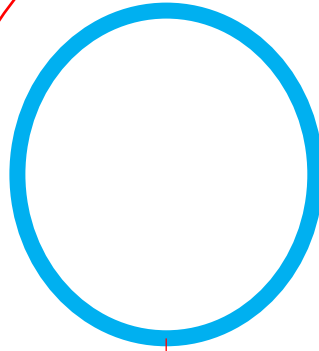
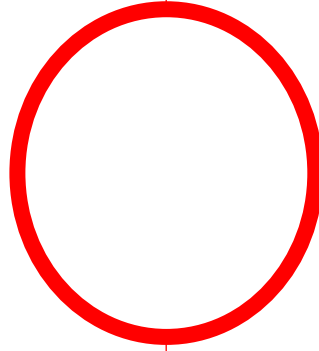
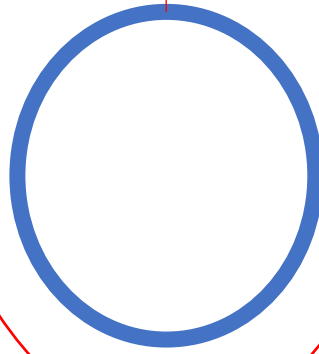
**PULISCE LUI**

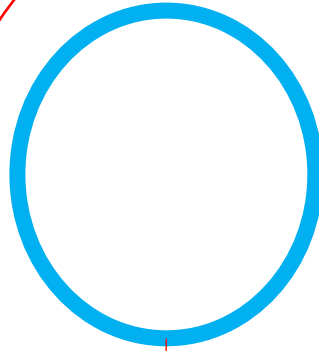
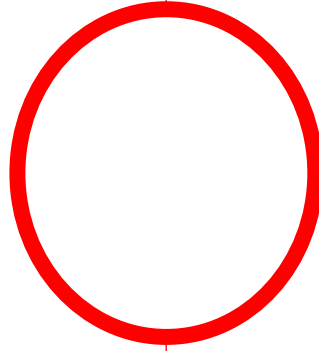
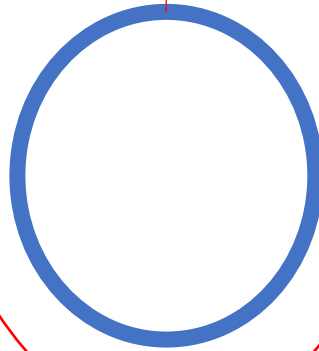
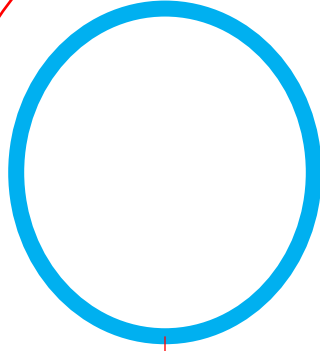
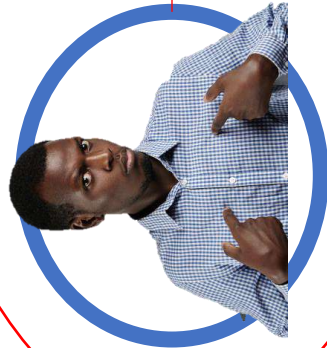


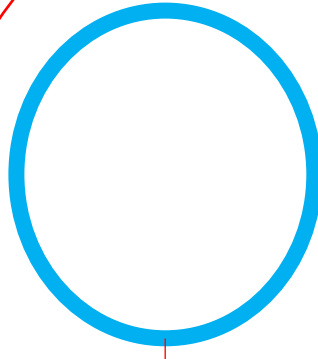
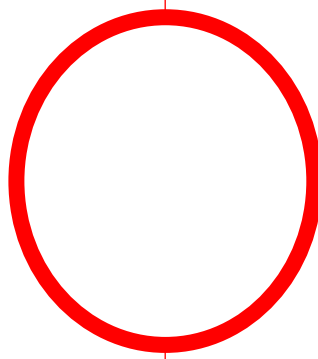
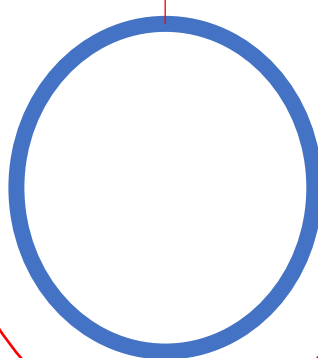
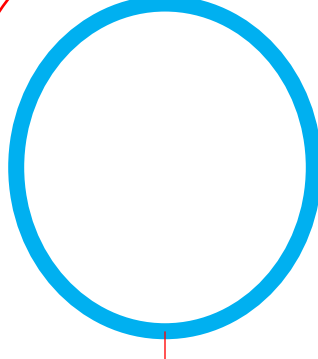
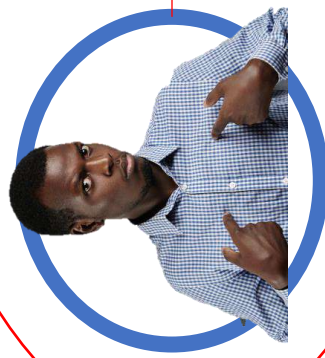
**LUI CUCINA LA PASTA** 😊 😞



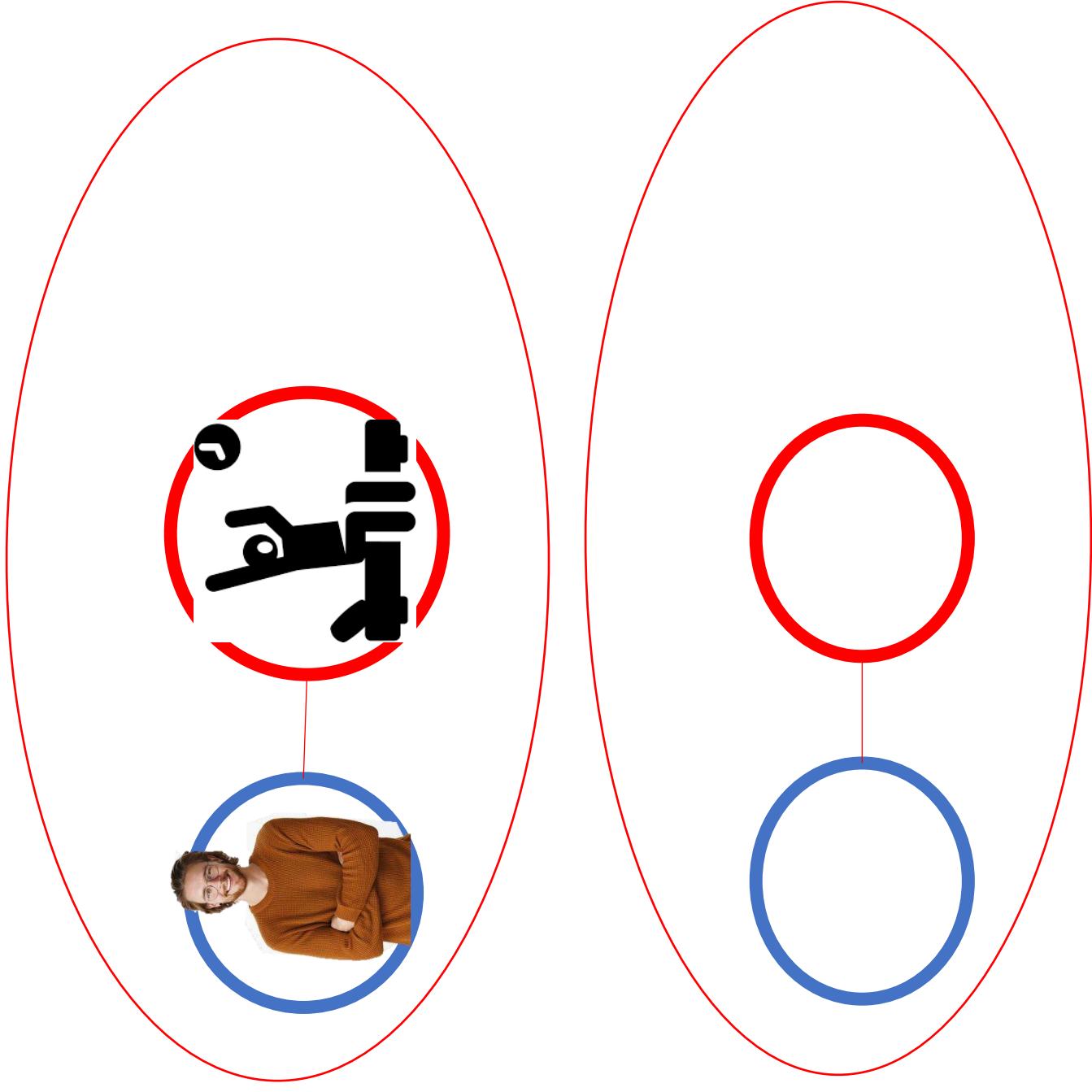


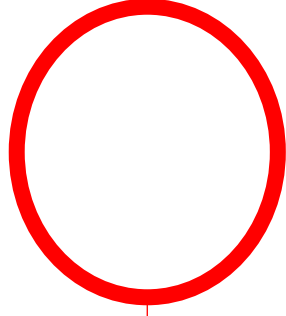
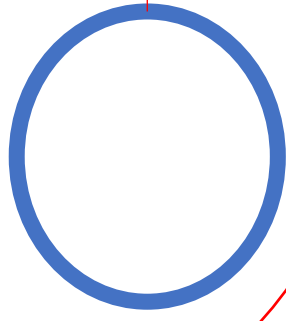


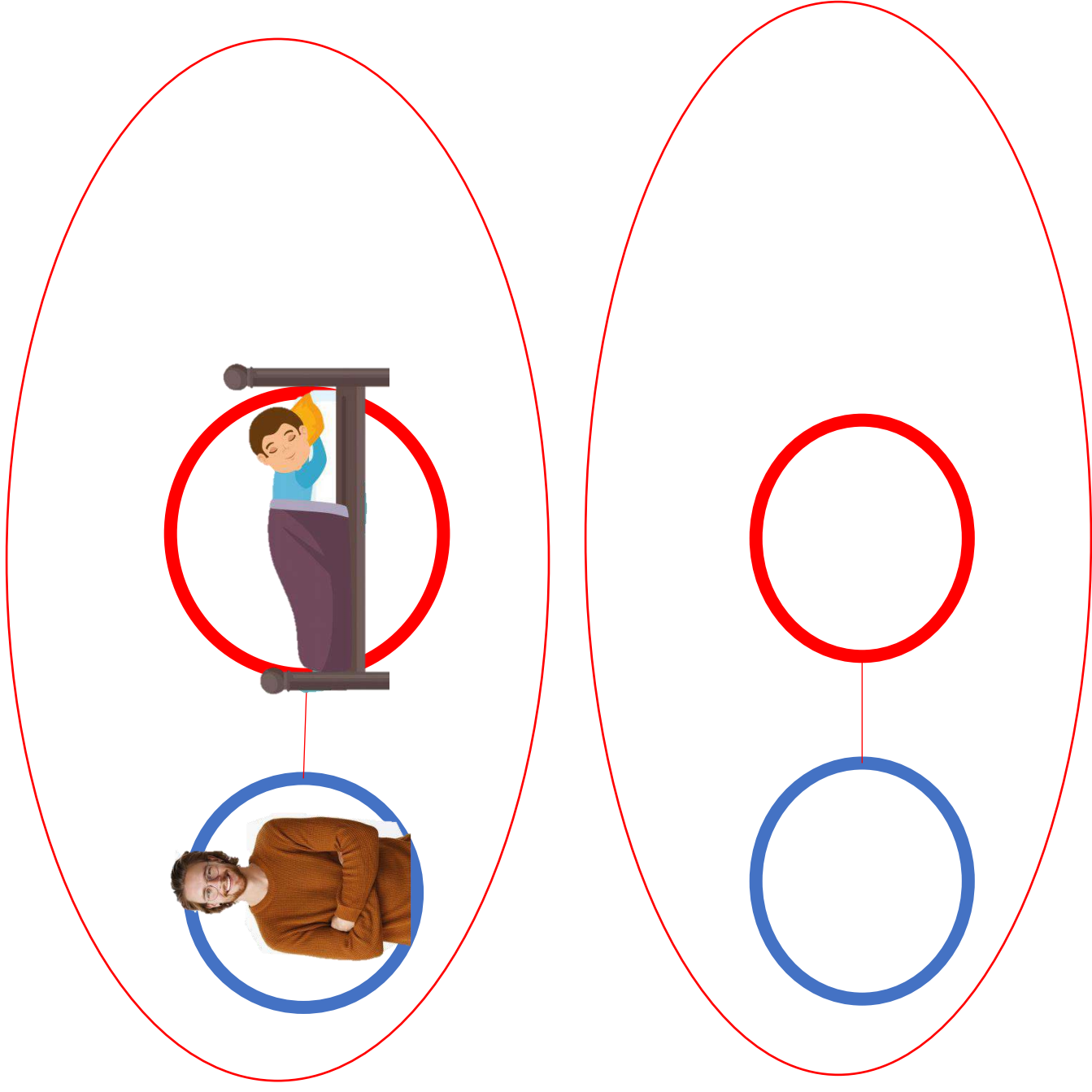


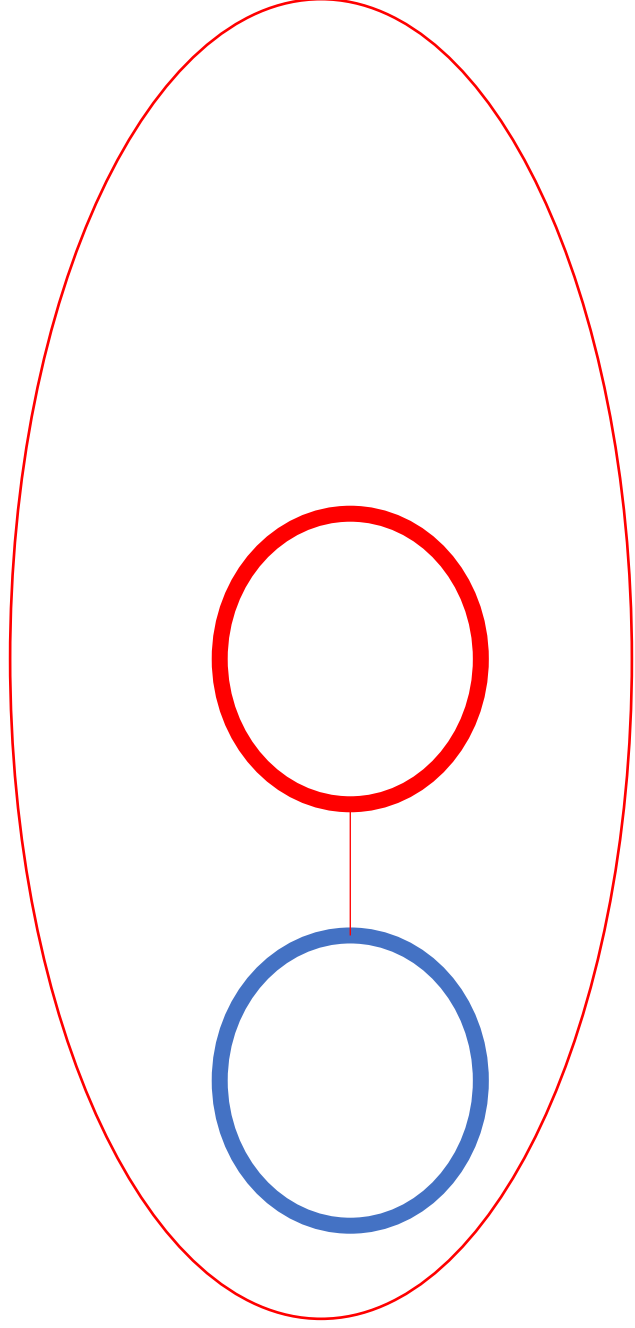
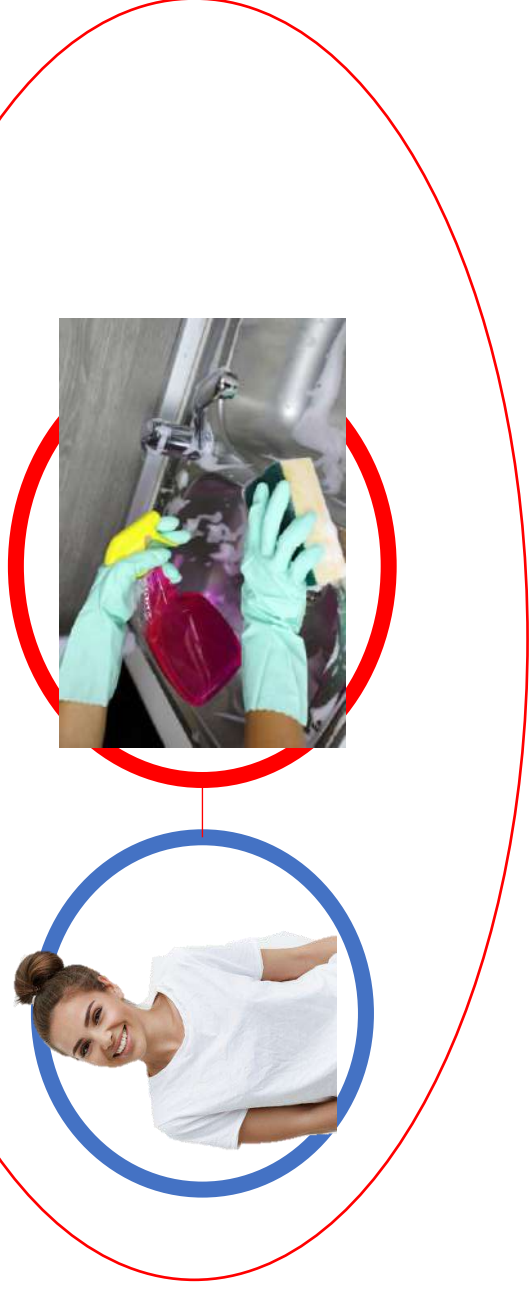


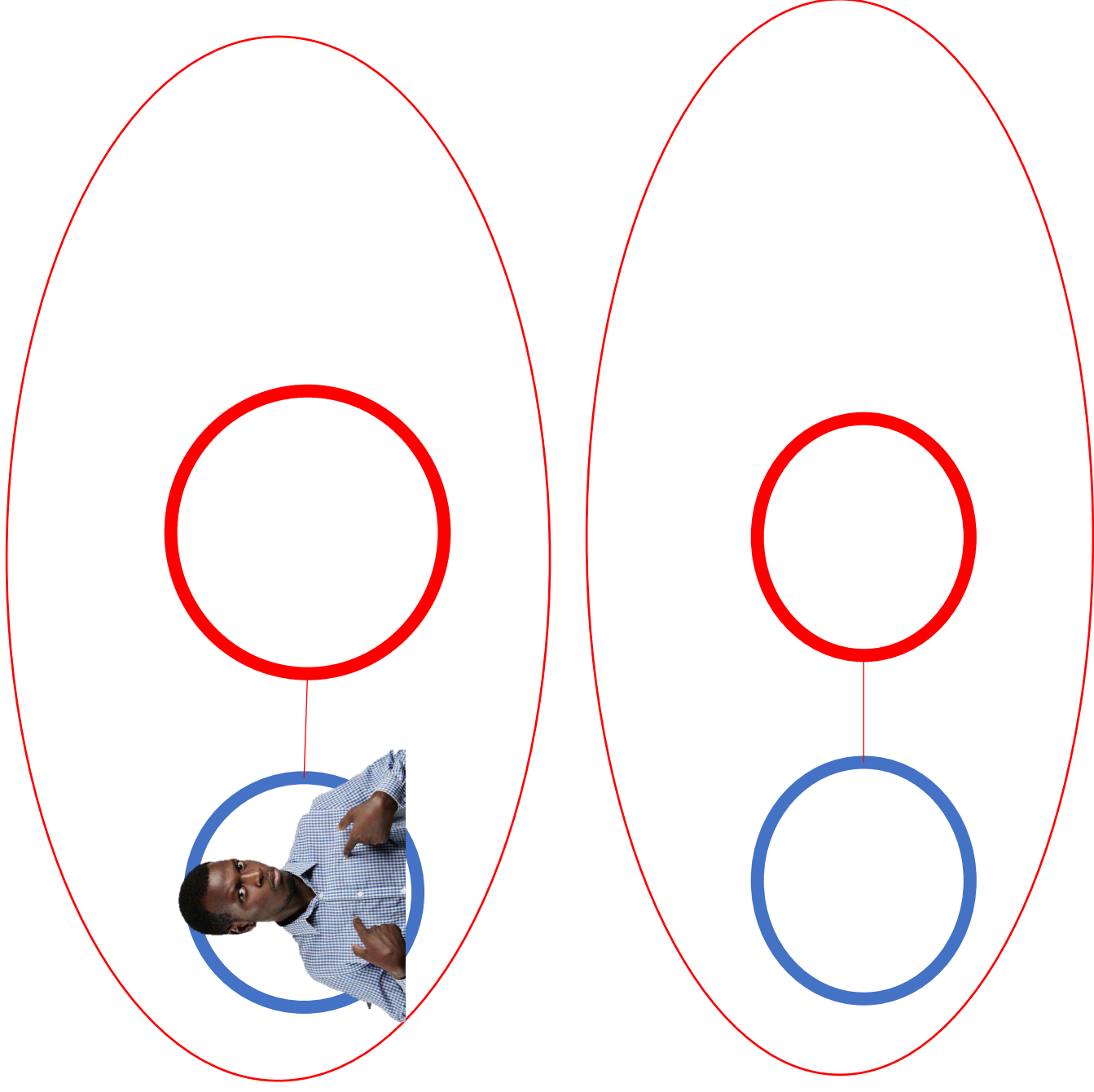


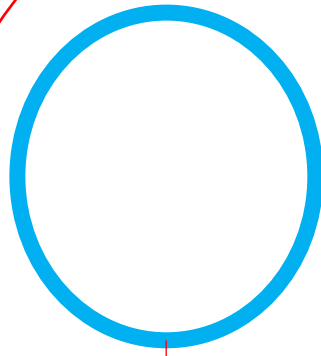
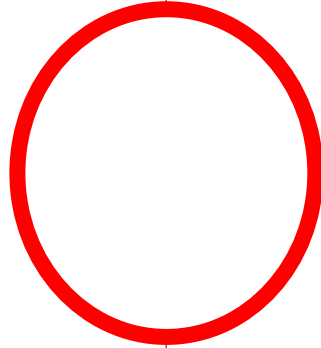
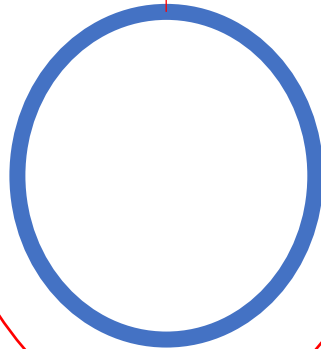


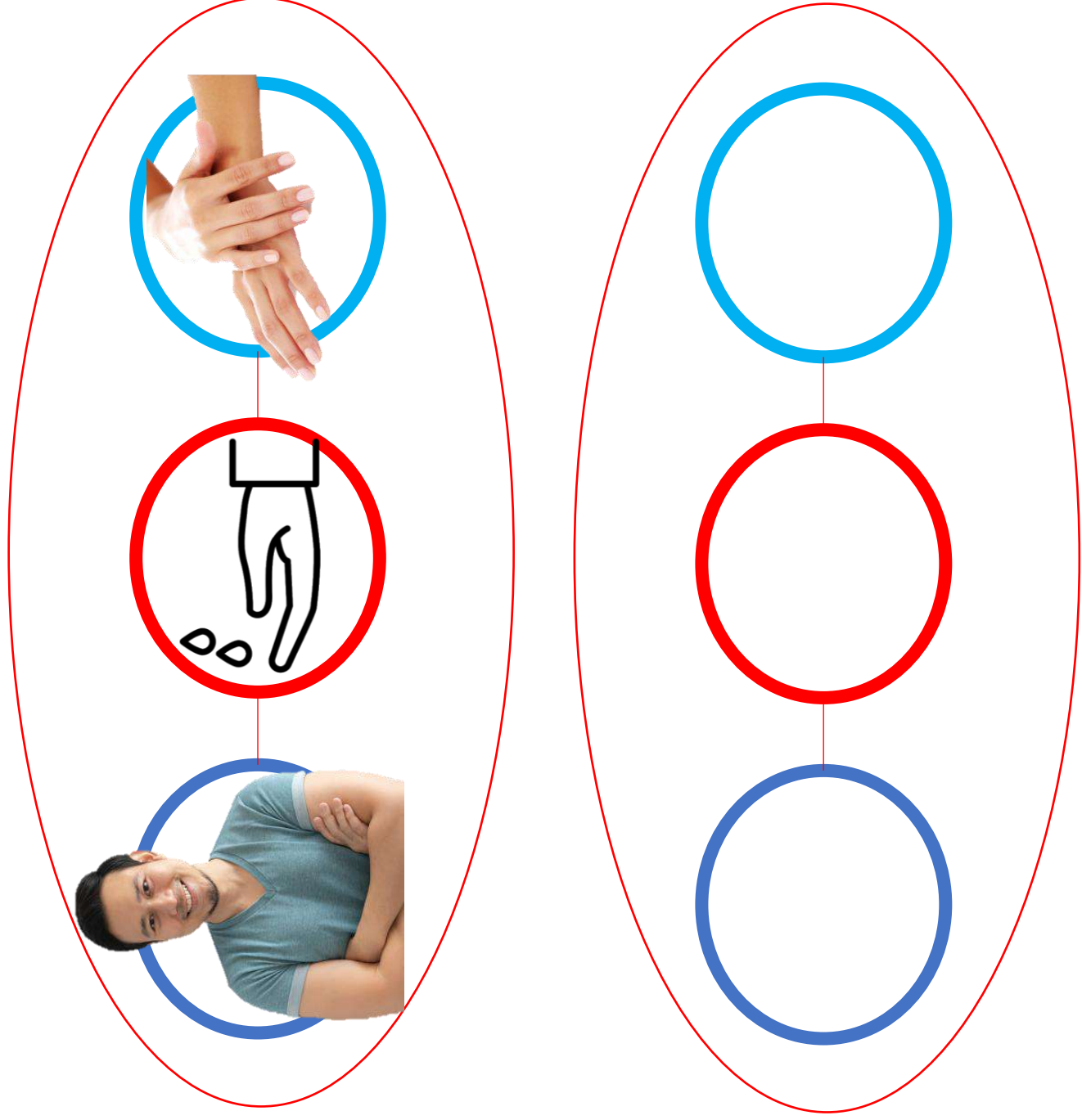


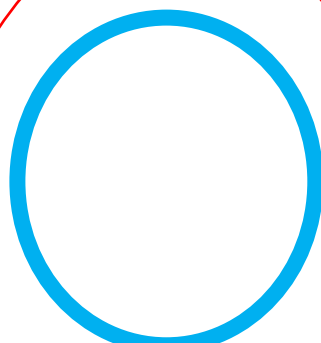
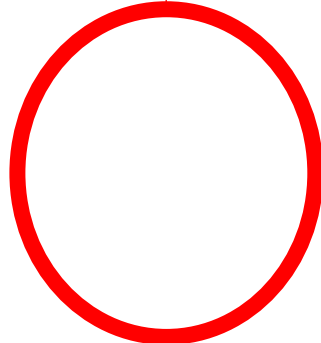
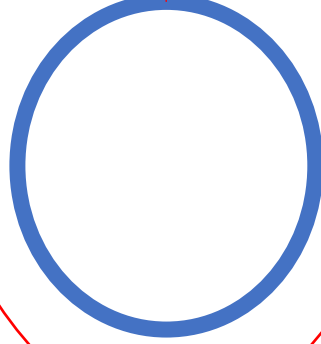
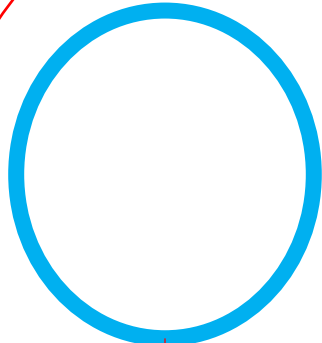
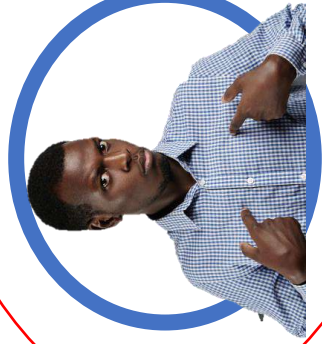




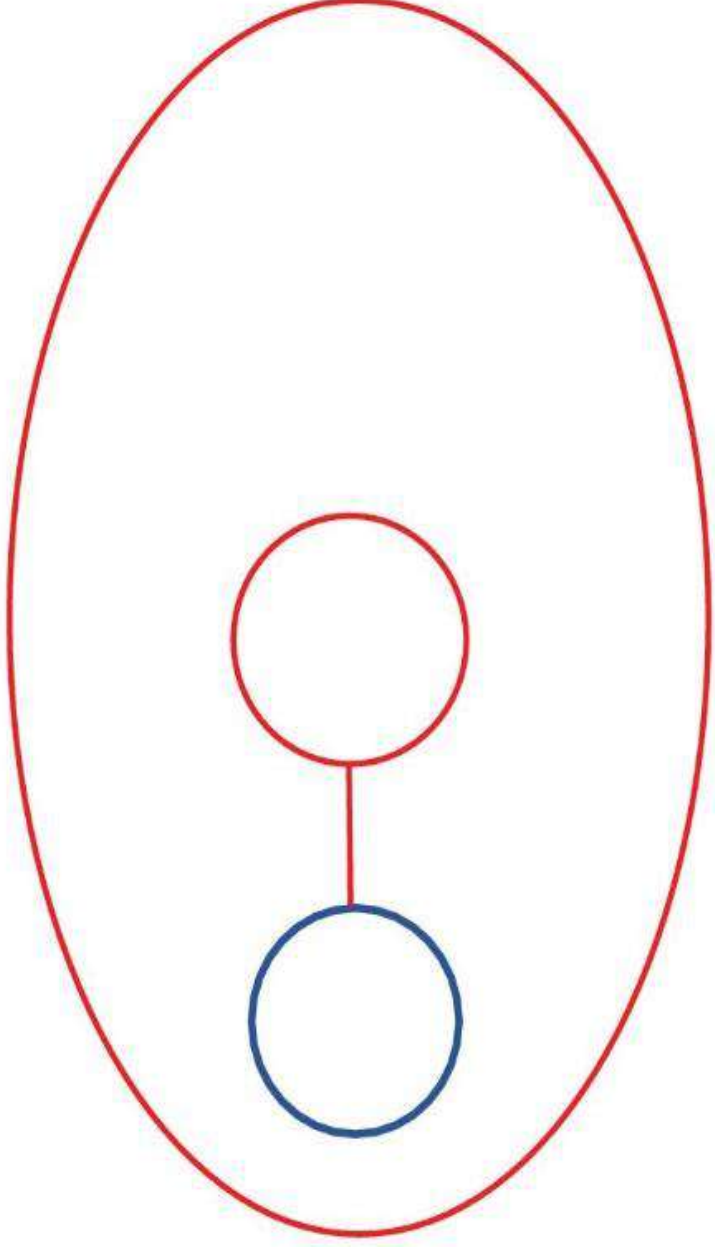


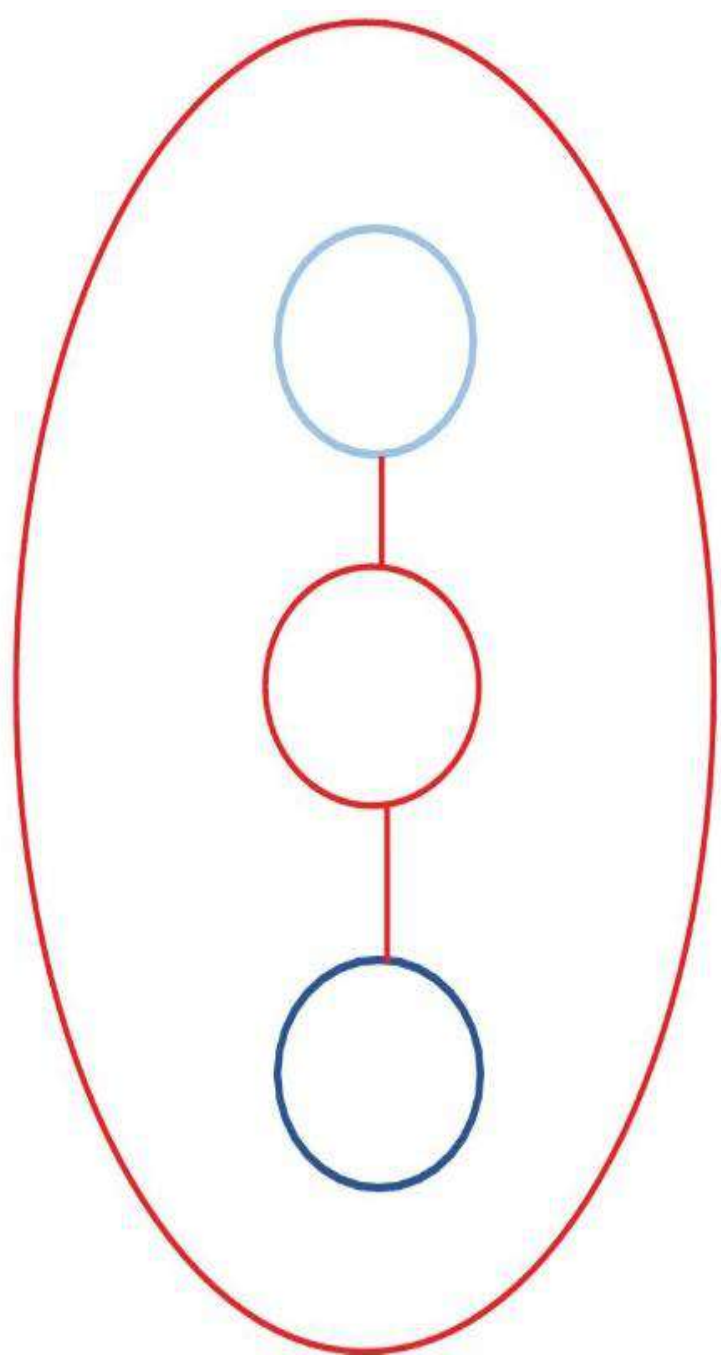
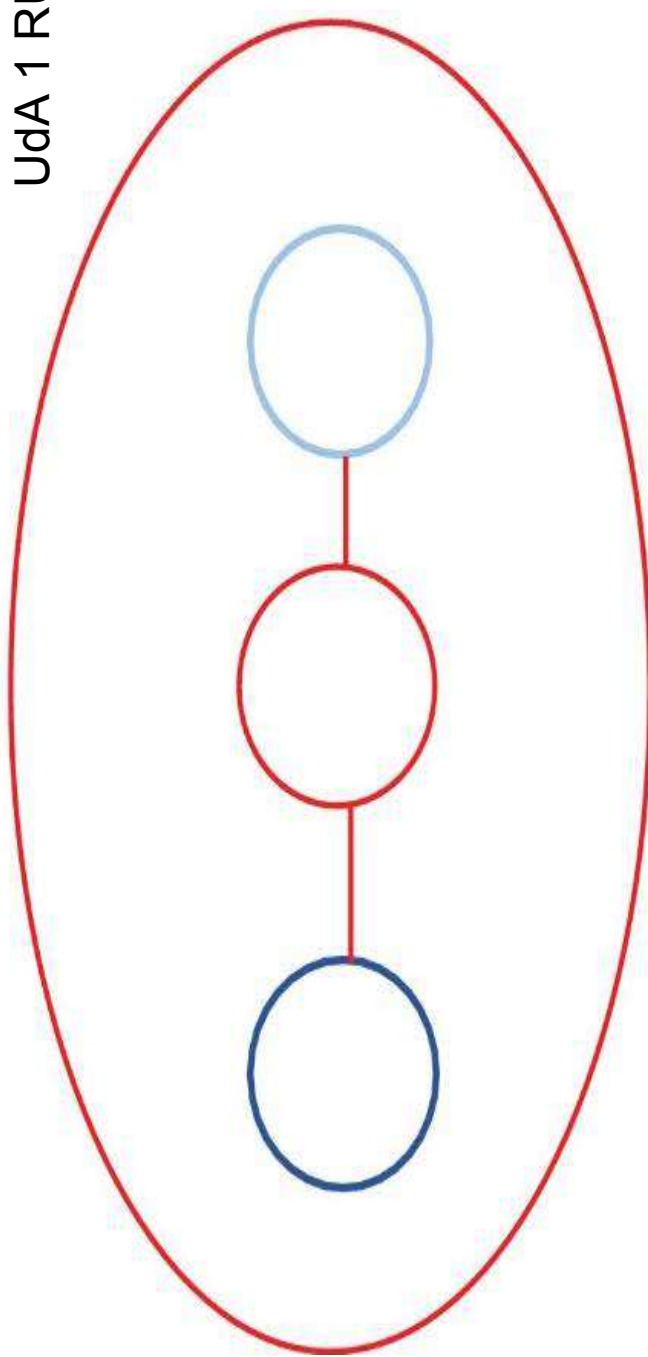


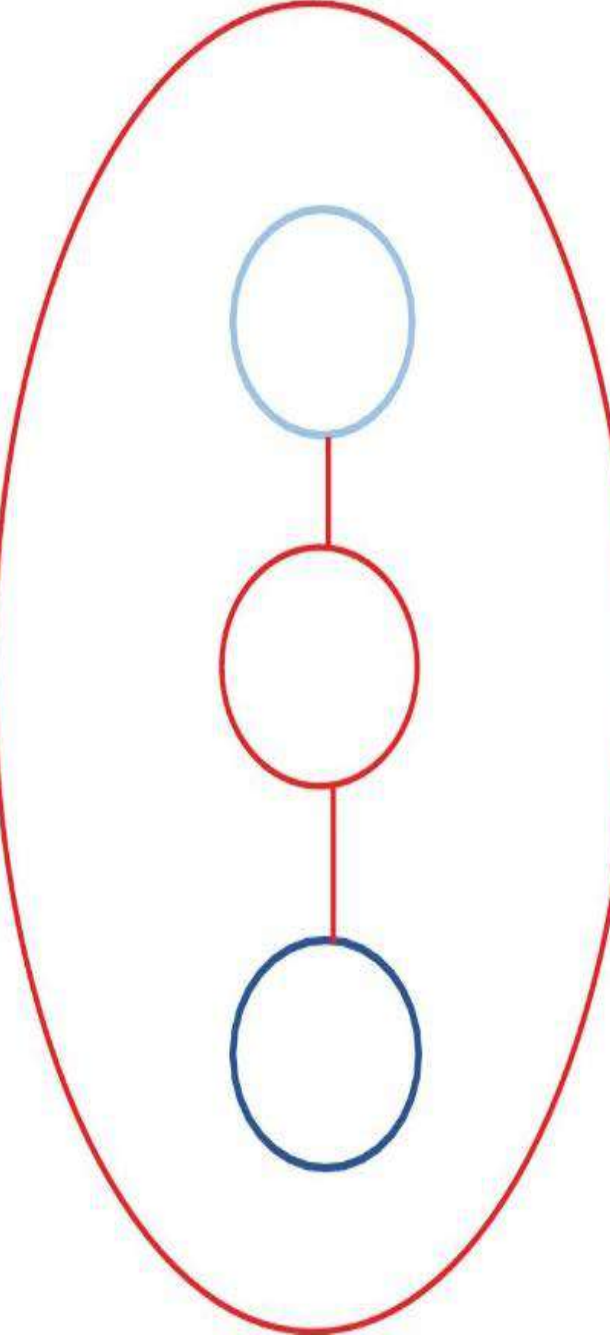
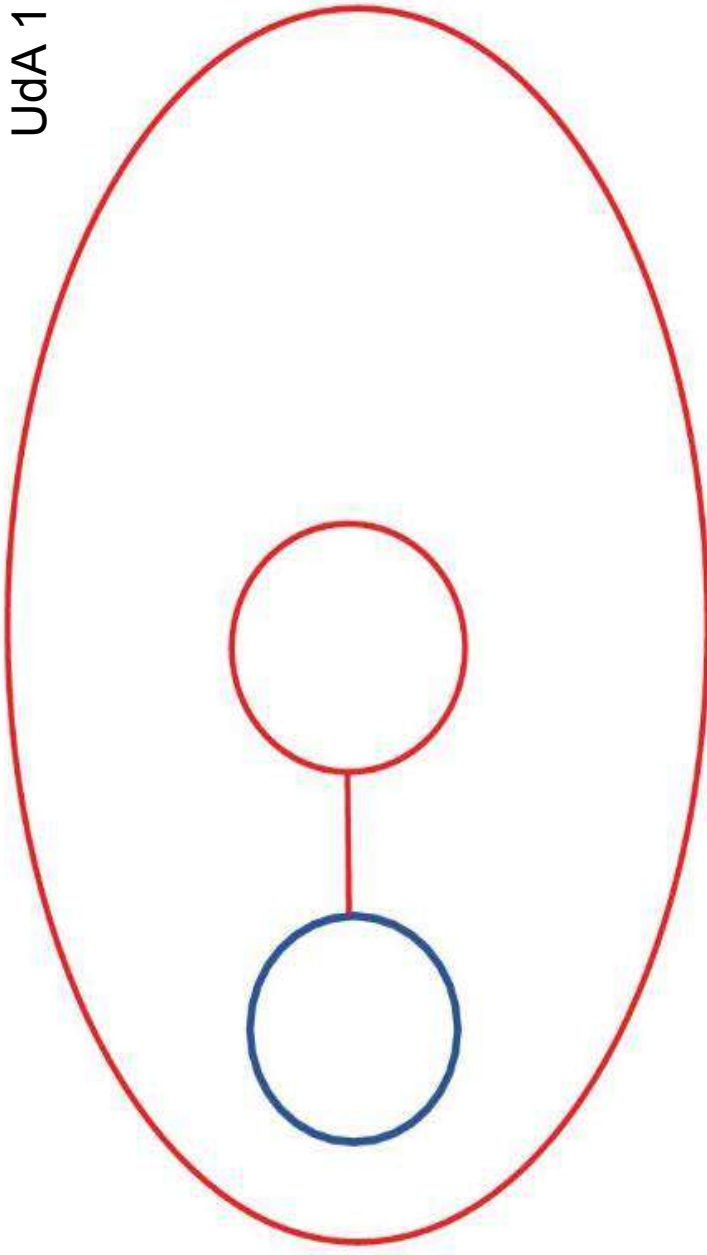


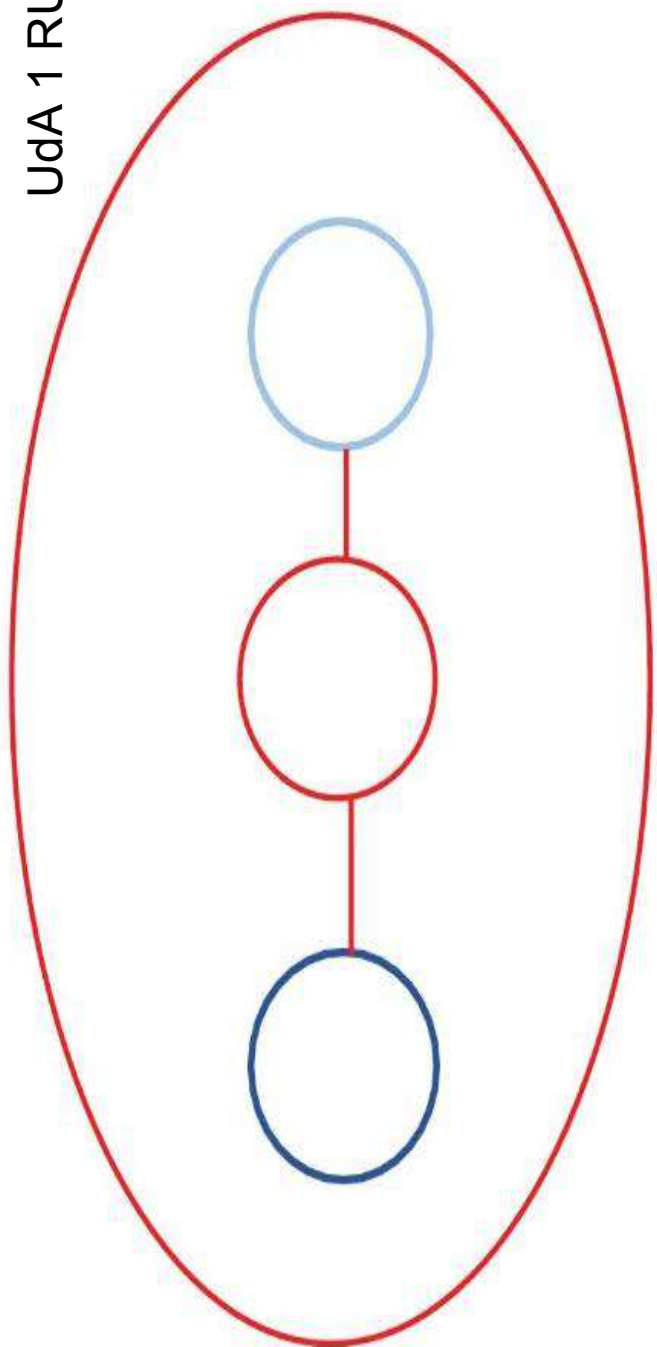


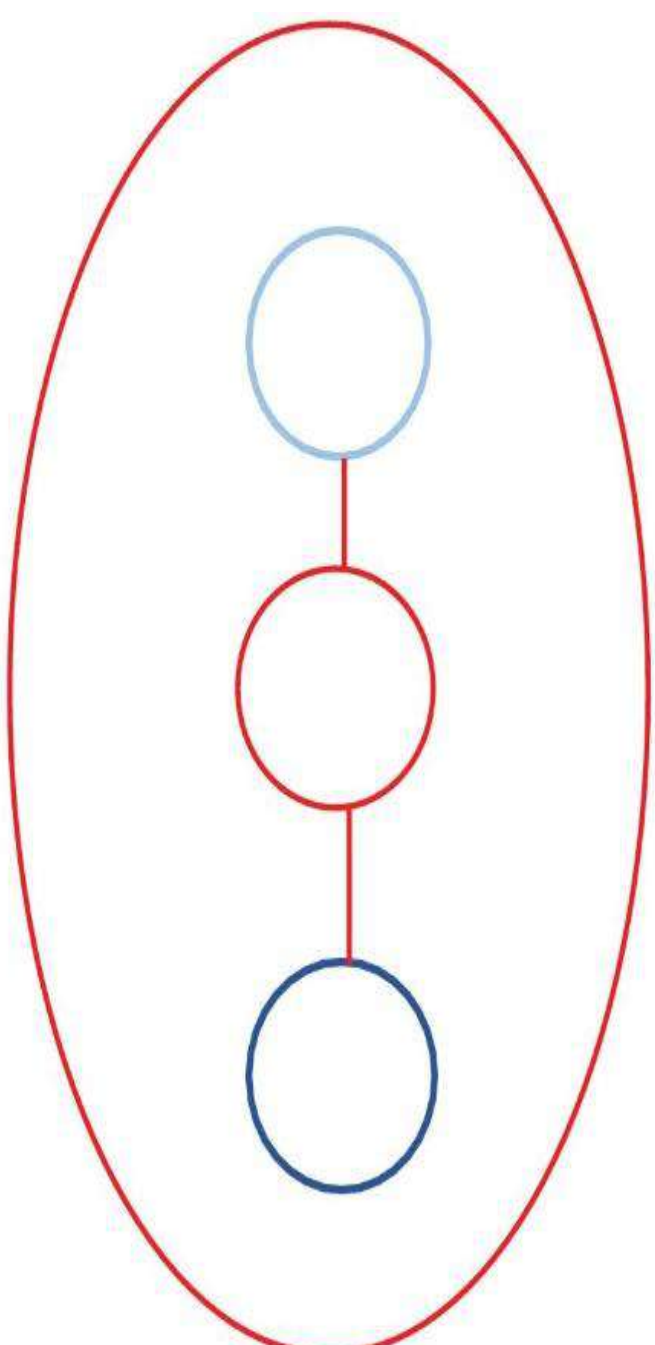
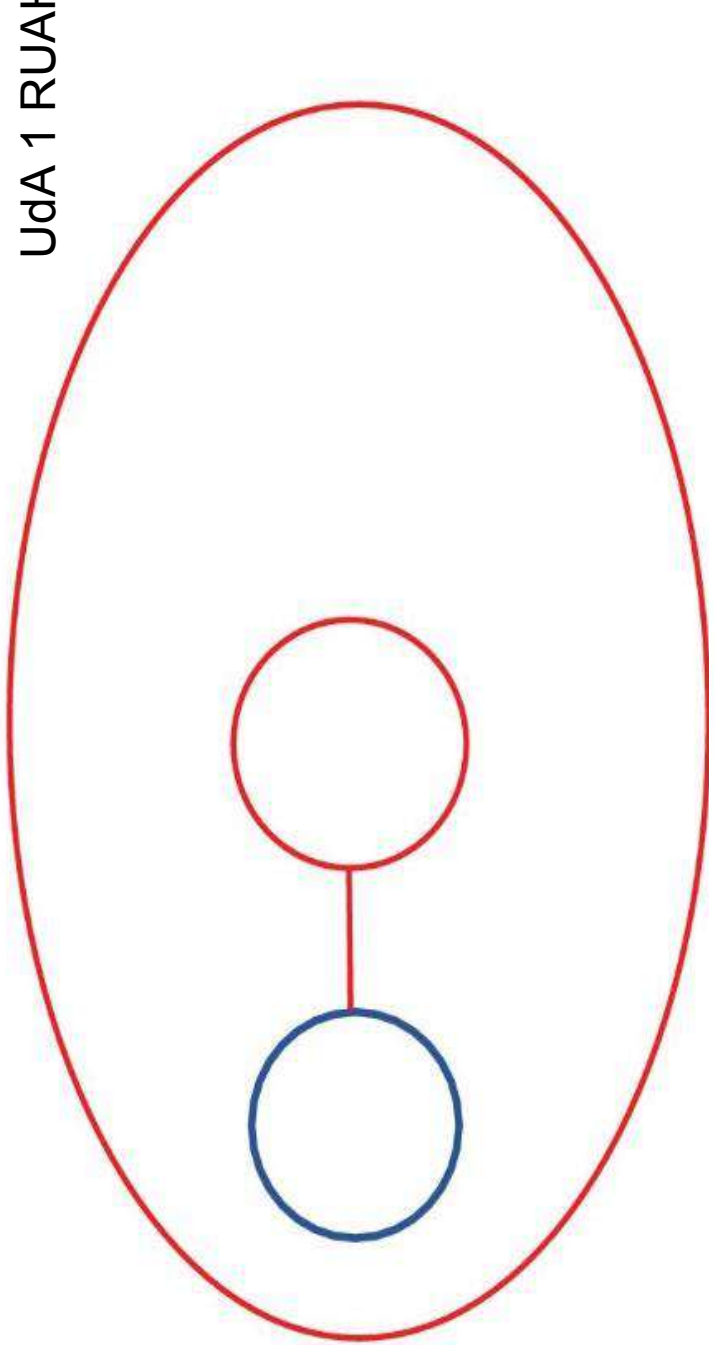


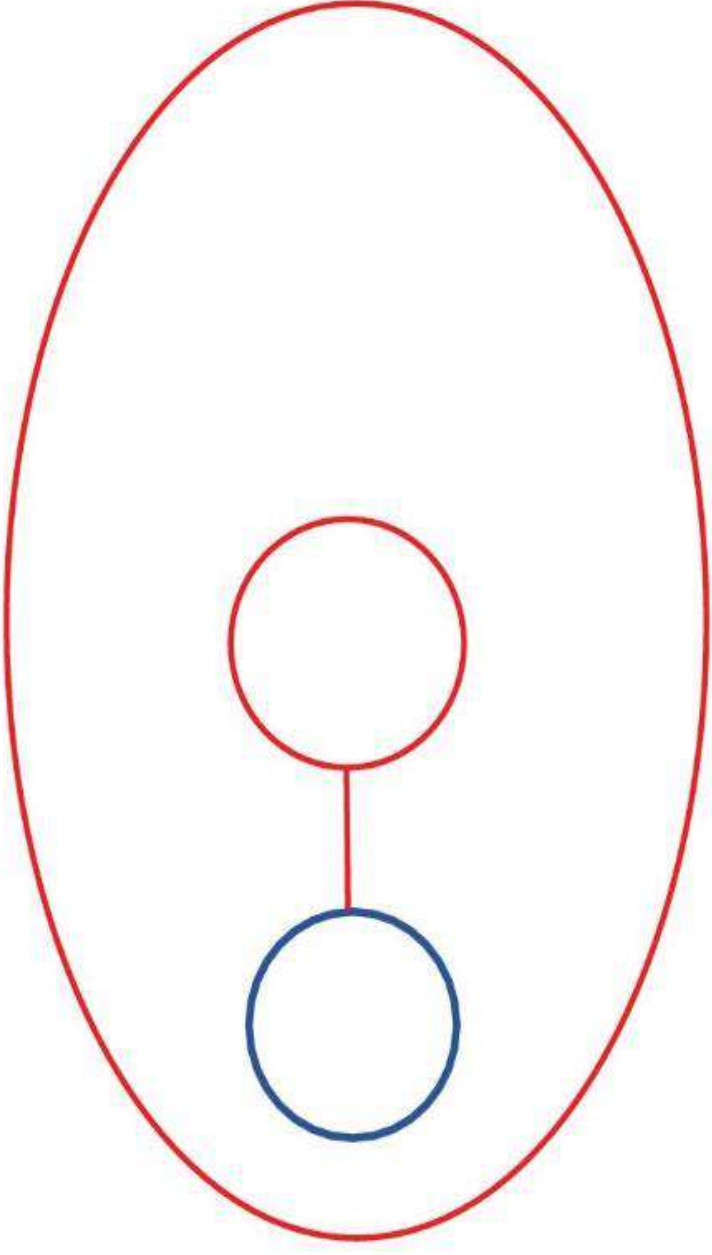






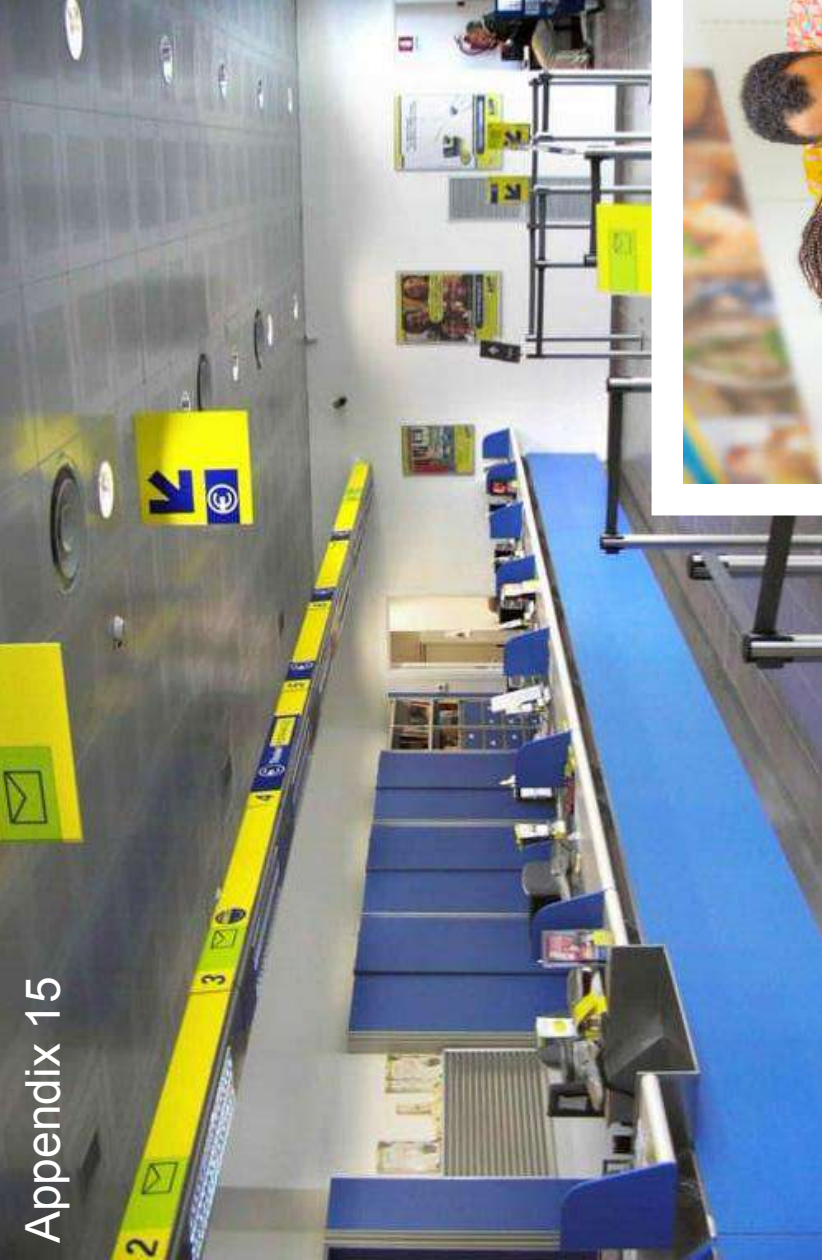






TU, COSA FAI OGGI?









MARTINA



ROBERTO



EDOARDO

UdA 2 RUAAH

# DOVE VAI ?

NEVIO



DEBORA



DAVIDE



PEDRO VA IN PALESTRA

UDA 2 RUAH



2

NICOLA VA IN FARMACIA

1

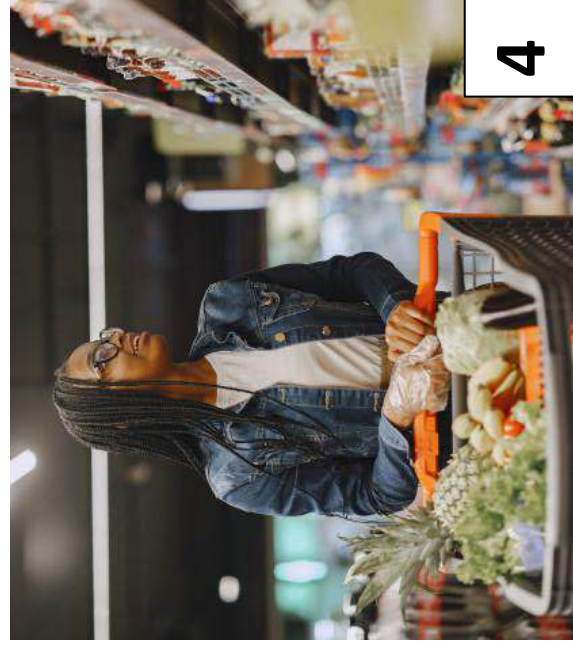


LA MAMMA VA AL SUPERMERCATO

SIDI VA IN POSTA



3



4

# DOVE FAI LA SPESA?

VADO AL SUPERMERCATO



VADO IN UN NEGOZIO



VADO AL MERCATO







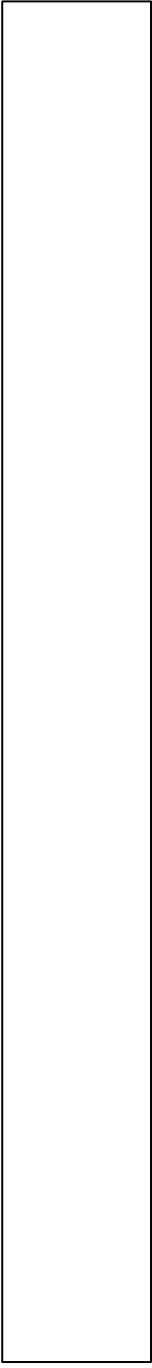
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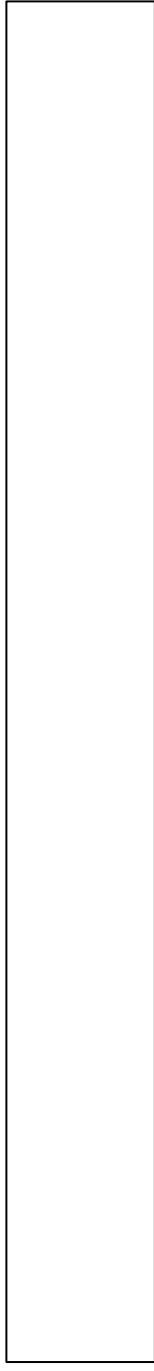


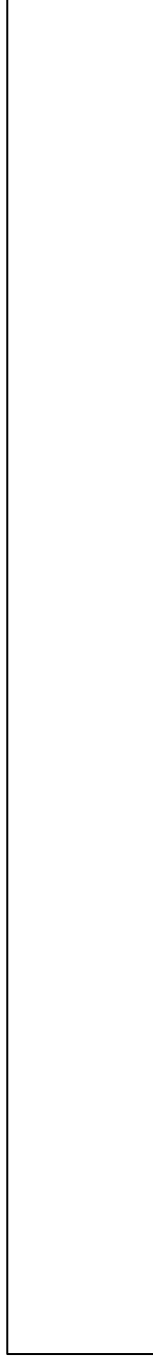
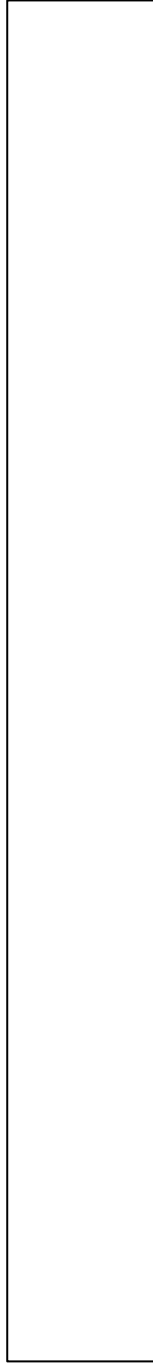
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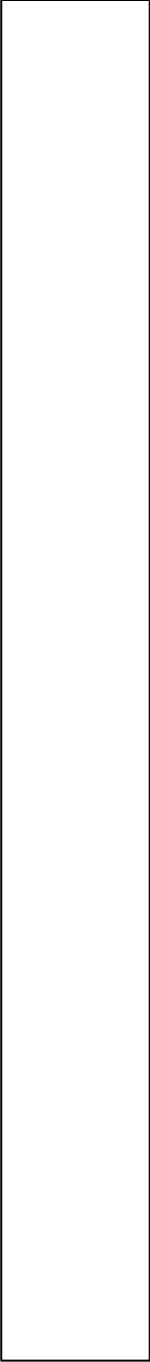
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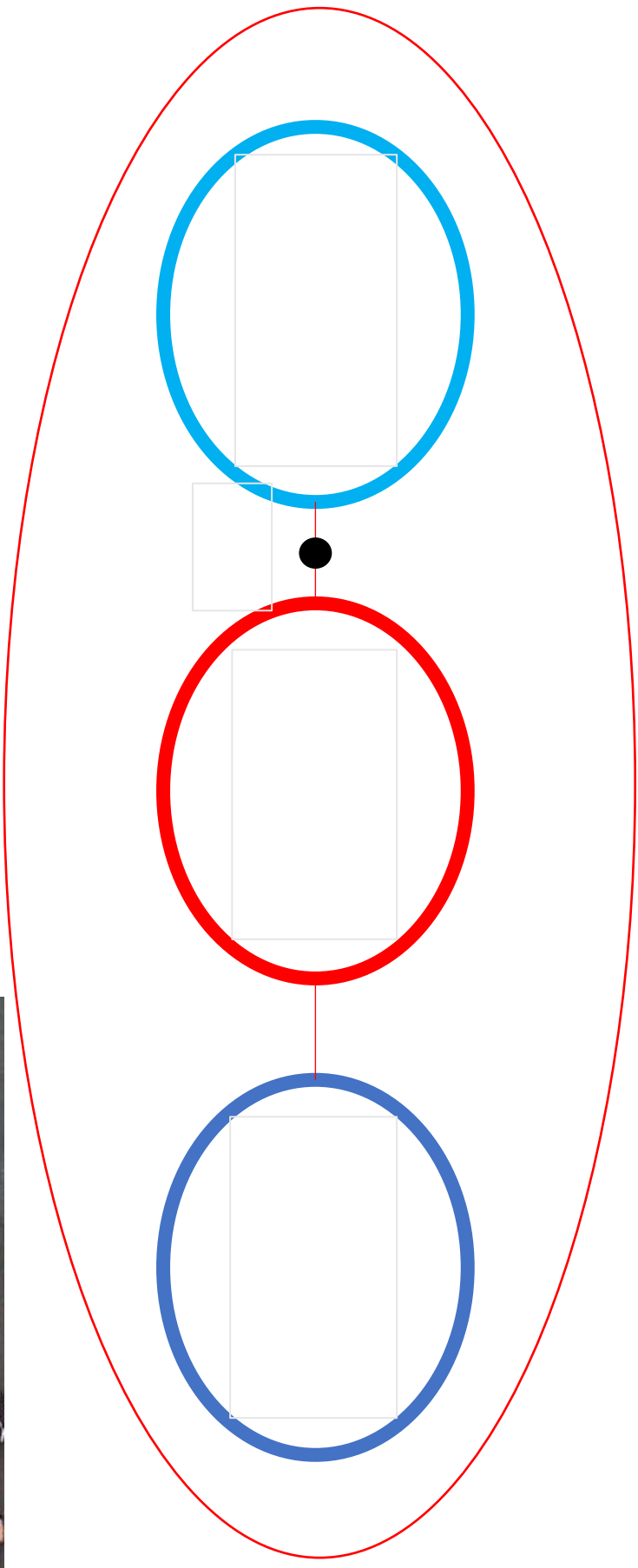


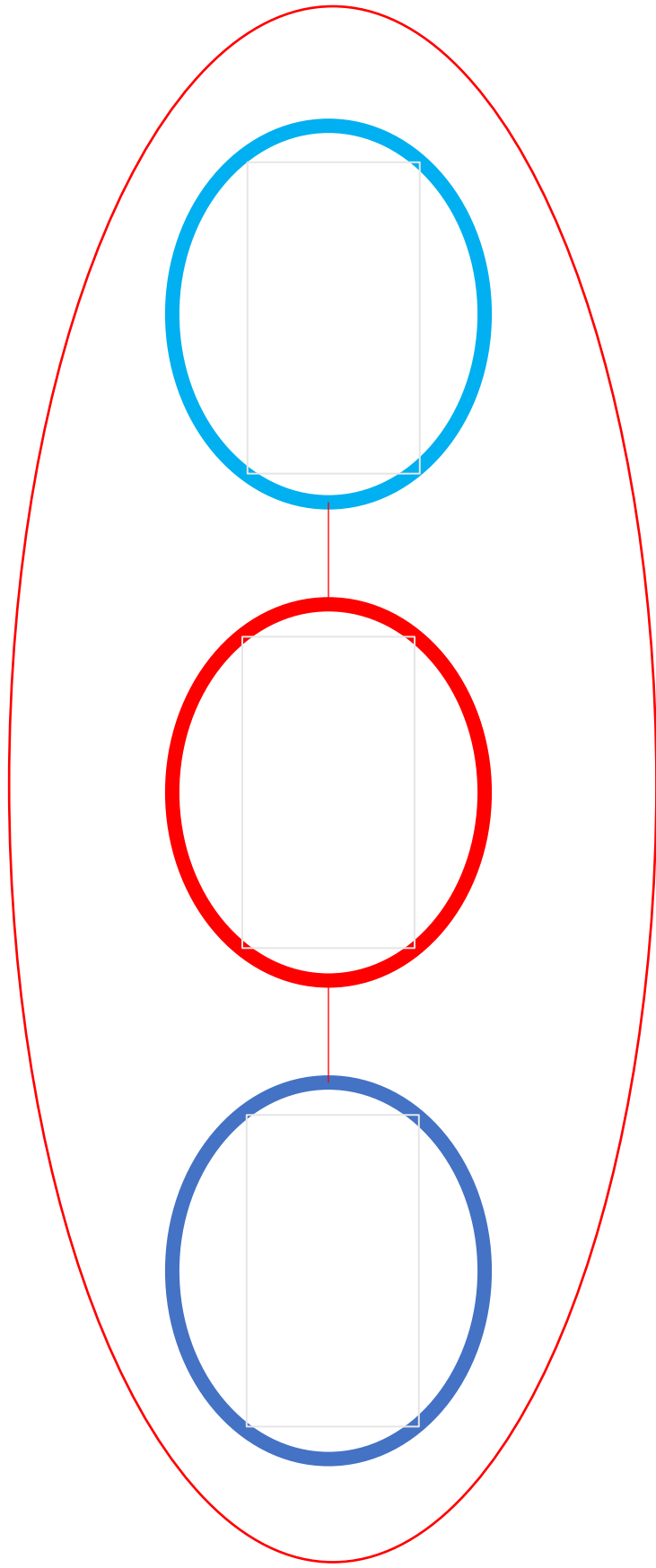
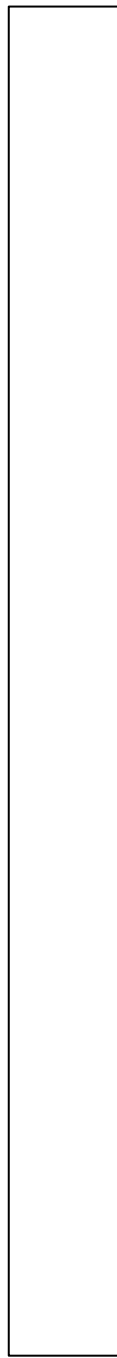


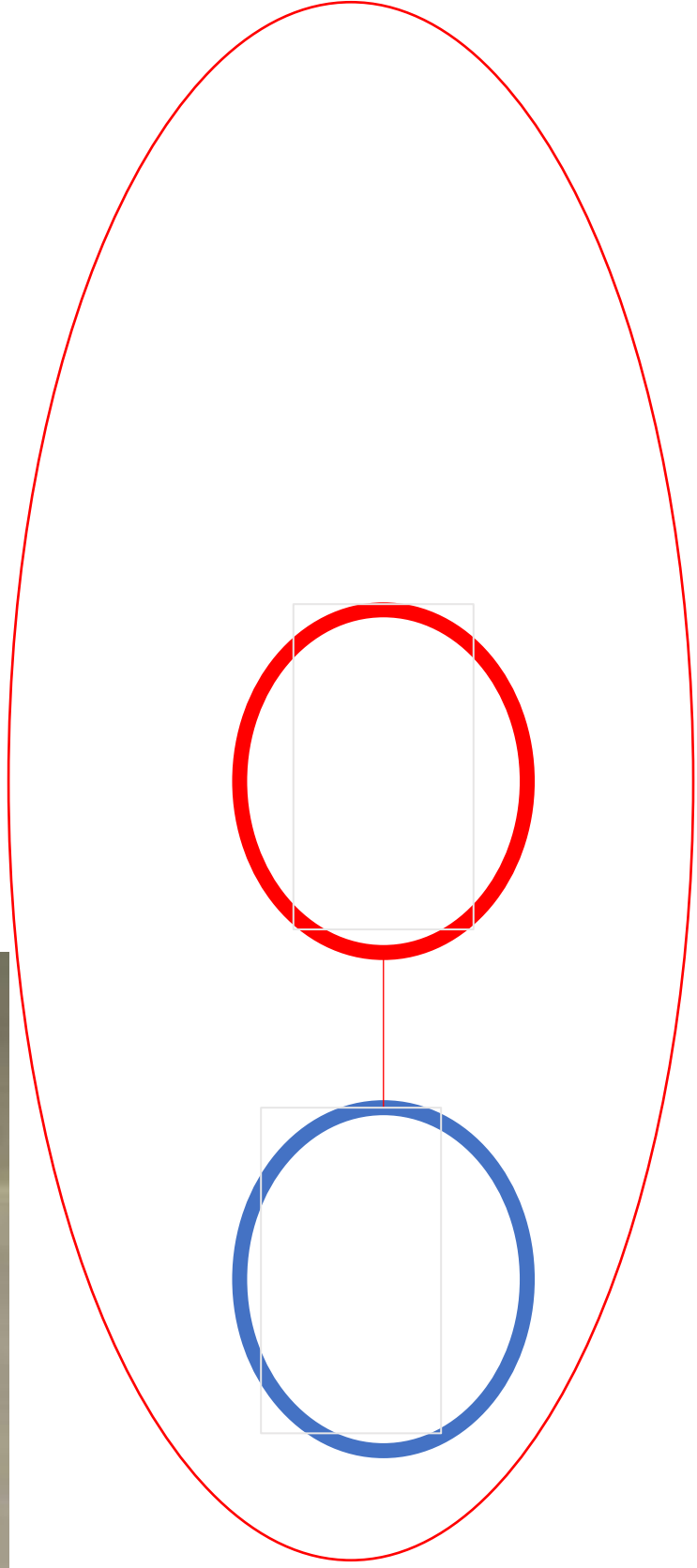


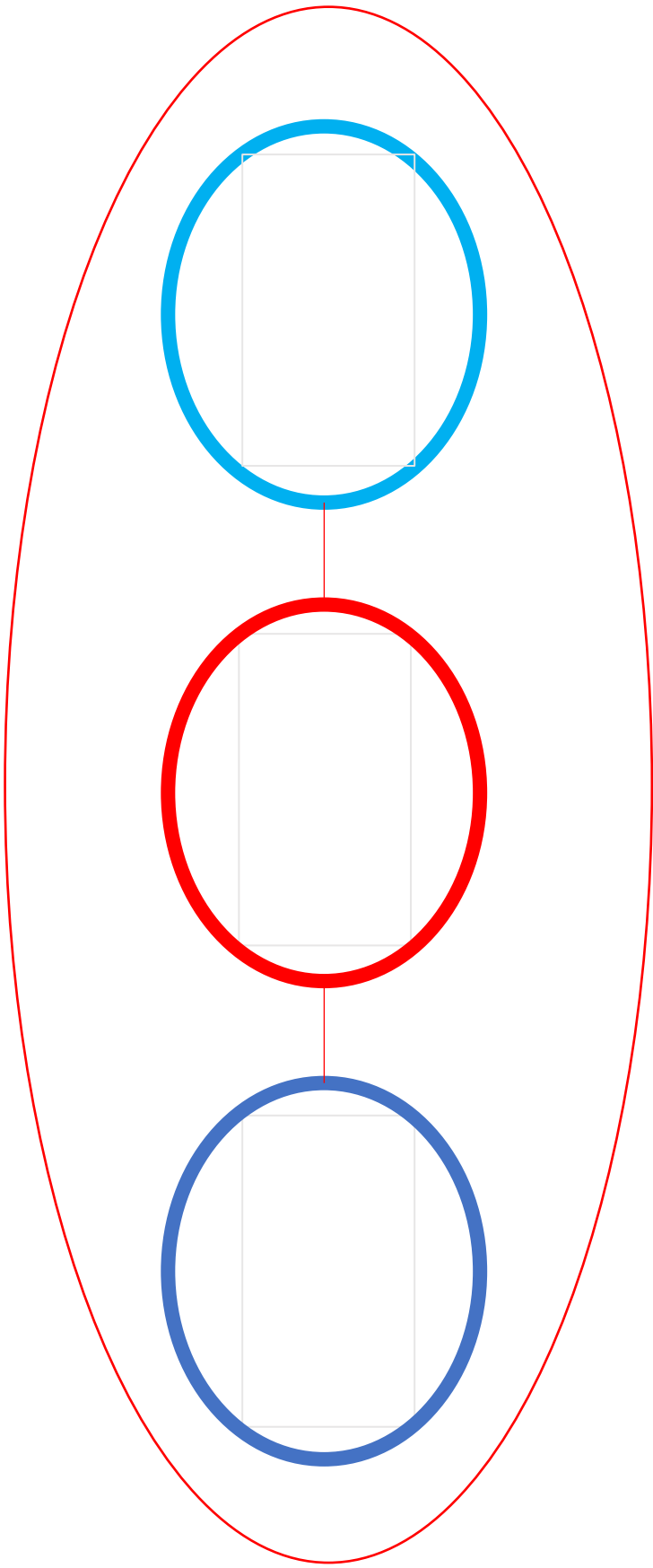


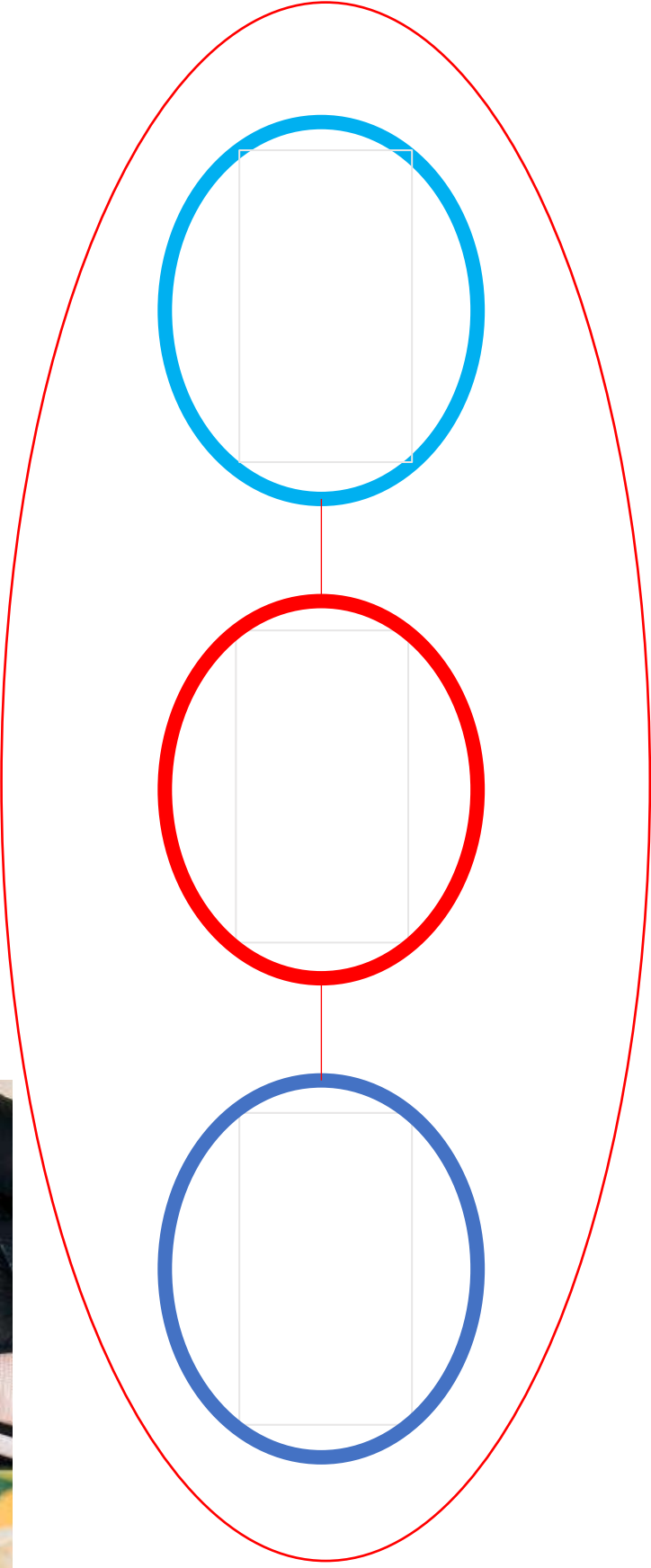


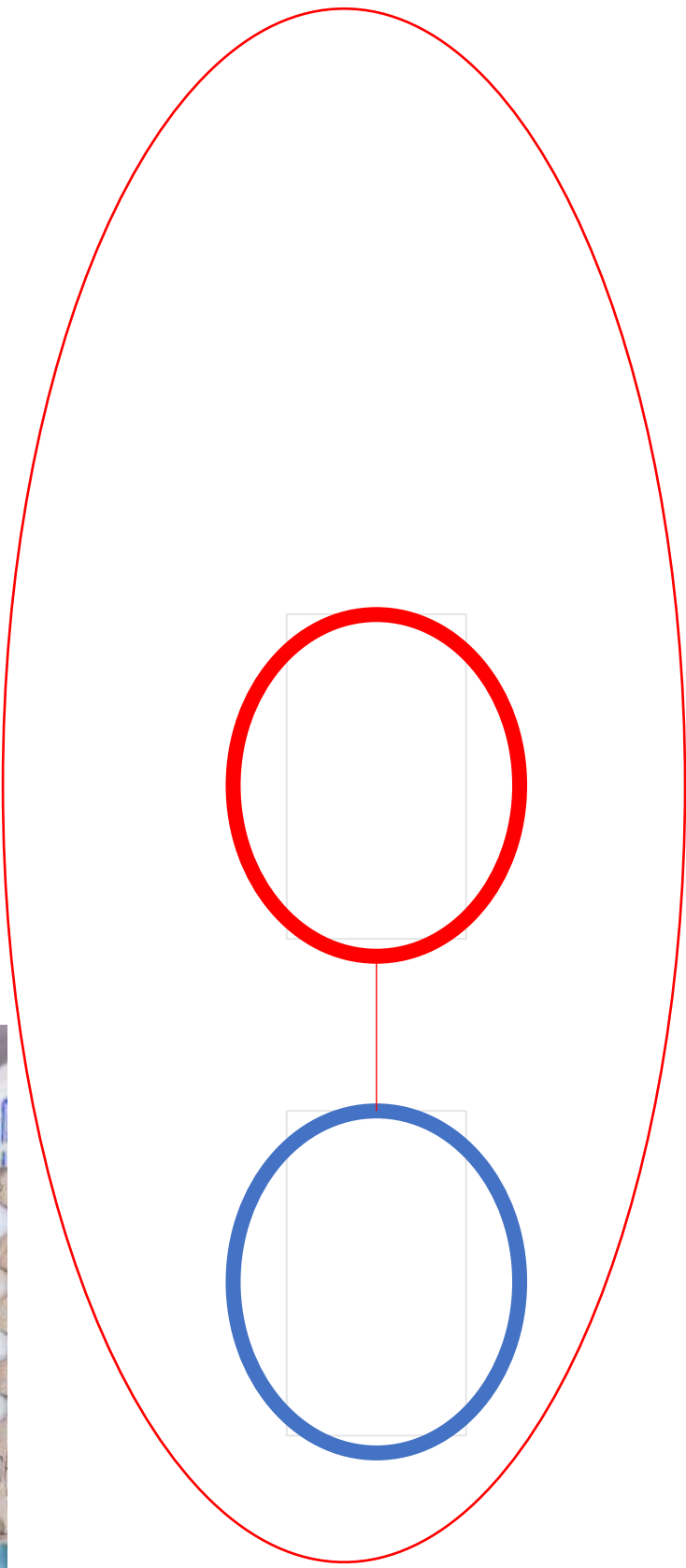


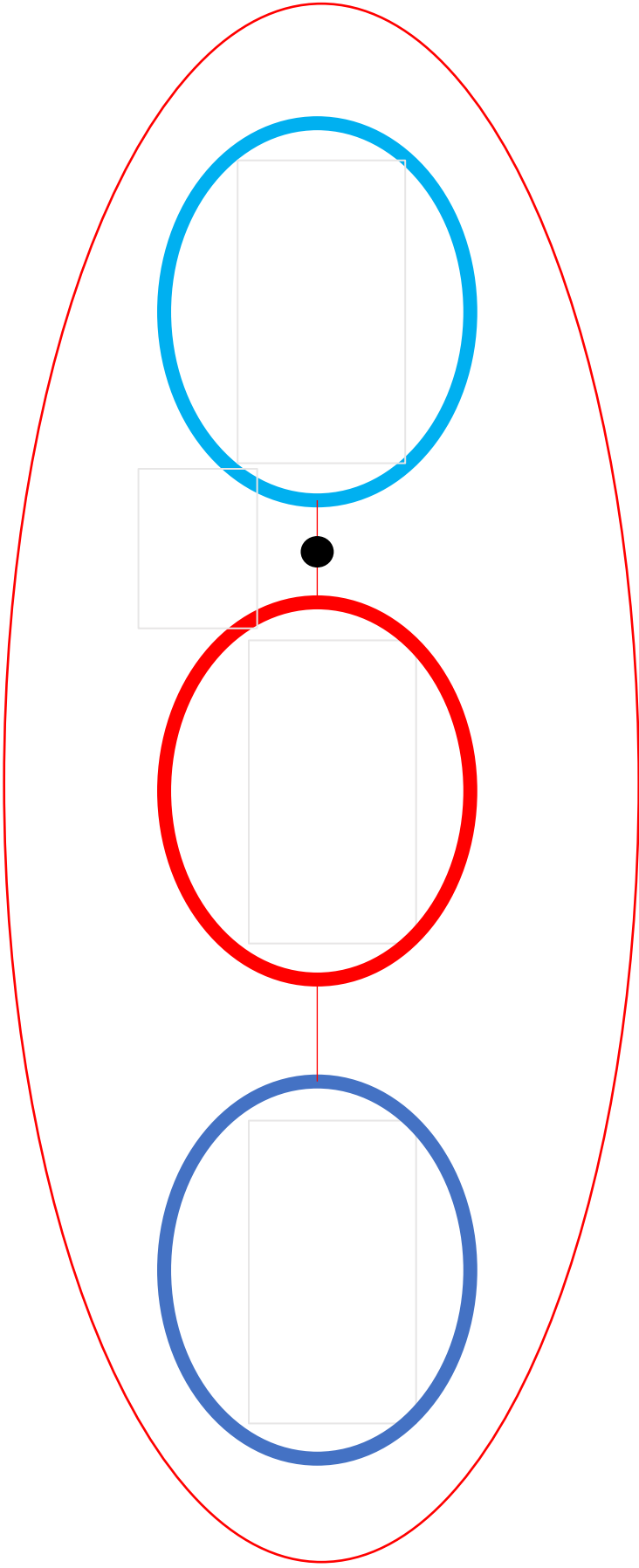
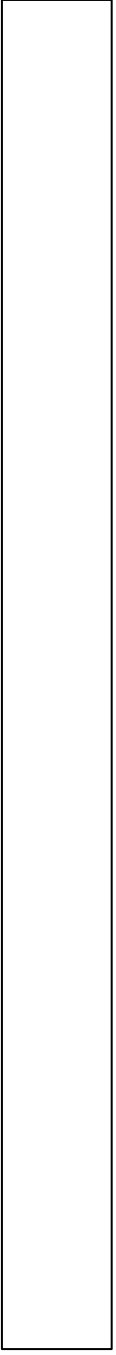




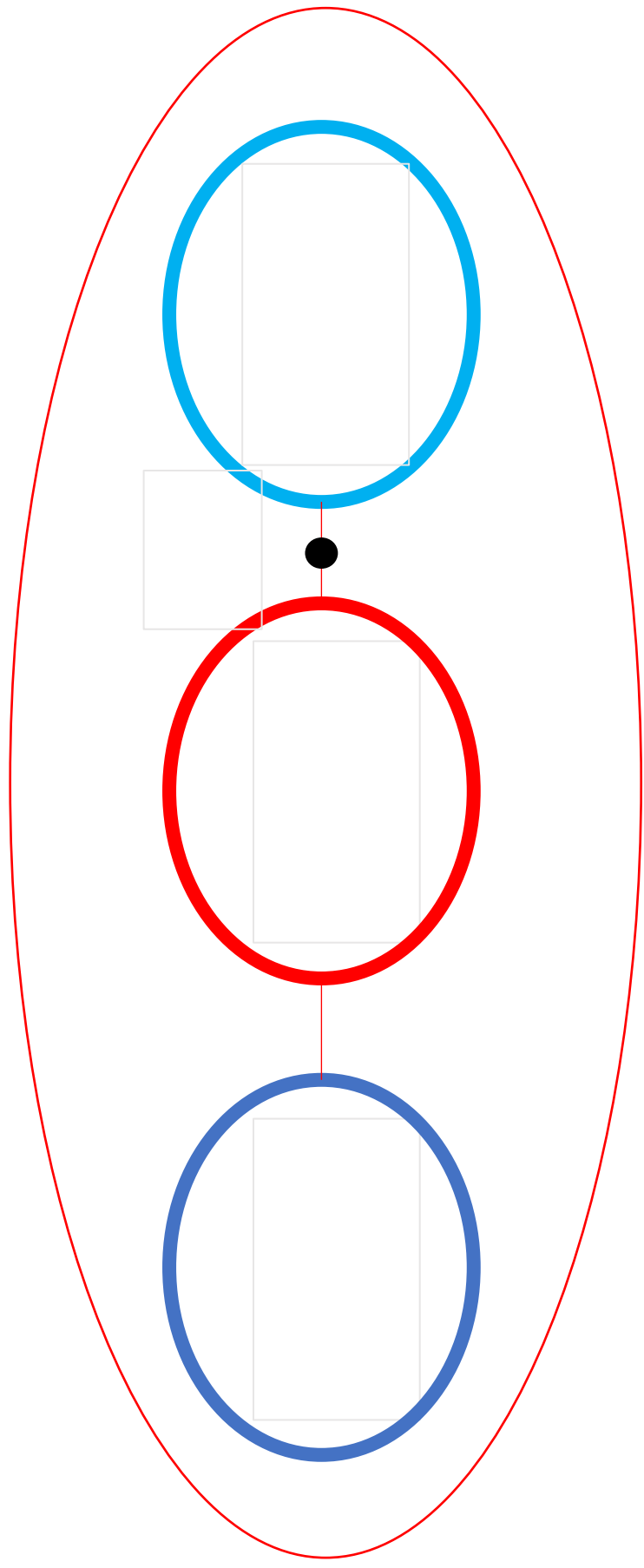
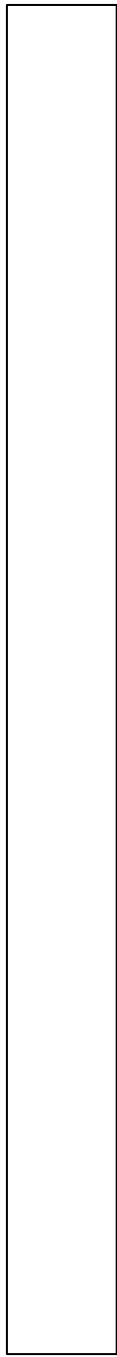














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8



9



10

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