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**DISCOVERING RIGHTS AND  
DUTIES THROUGH THE  
ITALIAN LANGUAGE: A  
LANGUAGE COURSE FOR  
IMMIGRANTS**

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# INTRODUCTION

The present work concerns the elaboration and delivery of two modules for the teaching of Italian to immigrant workers.

## **THE PROBLEM**

During the first module of the course, students showed discomfort about their lack of information and knowledge about the Italian bureaucratic system. In the second module, teacher introduced training based on providing knowledge about the Italian legislation for foreigners and then on the filling out of the most common forms related to administrative practices.

## **THE OBJECTIVE**

This research aims to investigate students' reaction to an Italian course in which the topics developed are totally different from those usually taught in an Italian course.

More specifically, the selected topics all regard aspects related to immigrants, such as the residence permit, Italian citizenship, tasks to carry out in public offices, etc.

In this research, the teacher's reaction is also take into consideration, namely her difficulties and reflections on teaching this type of topics.

## **THE PARTICIPANTS**

The research sample consisted of 17 students from European and non-European countries. Students attending the Italian course were at A2 level in their knowledge of

Italian (grammar and vocabulary). However students were at a lower level in dealing with all formal situations for example when they have to deal with public office.

The course lasted 40 hours, divided in bi-weekly lessons from January to March 2012.

### **THE RESULTS**

The results show that students appreciated the topics chosen by the teacher because during the lessons very useful information for their lives in Italy was presented and discussed. As regard the method used by the teacher, the students considered the reading of the Italian laws boring, probably because of the difficult lexicon.

The difficulties for the teachers were represented first of all by her being a novice teacher. Secondly, other factors occurred such as the students' attendance, the difficulty of topics (the search for material, the choice of topics,...) and the lexicon.

# **PART 1 - SECOND LANGUAGE ACQUISITION**

## **1.1. ADULT EDUCATION**

Adult learning has distinctive features compared to those of young people in school age learning. The choice made by an adult to attend a training course is conscious and not the result of a duty imposed by law or by his family. The starting point may be having expectations and aspirations in relation to his job, but also a personal need to satisfy his desire for achievement and self-gratification.

For this reason researchers have also begun to study the processes involved in the teaching of foreign language to adults.

### **1.1.1. THE MALCOLM KNOWLES MODEL**

According to Malcolm Knowles (1913-1997)<sup>1</sup>, there is a very close link between the experience of life, age, and learning by adults. According to Knowles, when teaching adults it is necessary to adopt an andragogical model which is different from the pedagogical one used for children.

The andragogical model is based on these principles:

- 1) needs to know: adults want to know consciously and so they invest a lot of time and energy;
- 2) self-esteem: teachers have to consider adults as learners that can learn independently and so their autonomy has not to be called into question;

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<sup>1</sup> See Borello (2005)

3) the experience of learners: adults have a widespread life experience that ensures them more richness than children have and so have greater possibilities of using inner resources;

4) willingness to learn: new competences should be immediately useful in daily life;

5) learning-focus: learning should focus on the real context and link new competences with those already known;

6) motivation: adults generally have inner motivations and are not driven to learn by external pressures, for example by their family.

The andragogical model aims to provide adults with the strategies to acquire the necessary skills to learn. It is a path that requires a mature learner who is aware of the training process.

Only later did Knowles begin to consider that the two models were not in contrast and clearly distinct one from the other, but that they could both be used in the teaching of adults. Unlike children, adults bring with them a wealth of life experiences according to their age and culture of origin, but in some areas they can be considered as totally lacking in knowledge and therefore they need to be accompanied by the teacher in the learning, as is done with children.

### **1.1.2. THE CARL ROGERS THEORY**

Carl Rogers (1902-1987)<sup>2</sup> introduced the concept of meaningful learning in the training of adults. According to this theory we are in the presence of an adult who intends to self-manage and self-promote his own learning path. In this way, new knowledge is

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<sup>2</sup> See Borello (2005)



acquired by the learner and added to those already held. This means that the effort required is considerable, but the information is placed in long-term memory, making learning more durable and stable.

It is therefore necessary that learning take place in a climate of freedom and peace in which the learner must feel motivated. Teaching aims to get students to acquire the skills needed for learning, not so much on the contents. Therefore it is important to focus on their ability to retrieve data, compare and analyze them.

### **1.1.3. ABRAHAM MASLOW'S HIERARCHY OF NEEDS.**

Maslow (1908-1970)<sup>3</sup> said that for adult learning the focus should be on the satisfaction of their need for knowledge, self-esteem, life improvement, both personal and professional life, needs that Maslow placed at the highest point of his famous pyramid of needs. Learning can be considered as a means for the individual to take advantage of his capacities and thus, in the case of success, he will feel increasingly motivated to find new ideas to enrich his own knowledge and then to find pleasure in these activities.

### **1.1.4. DUCCIO DEMETRIO'S MODEL**

According to Demetrio<sup>4</sup> the focus should not be on training, but on education, as the adult does not need to be trained in how to behave, but needs to be trained in cognitive knowledge, and his education is a self-education because the content

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<sup>3</sup> See Borello (2005)

<sup>4</sup> See Borello (2005)

learned links to his own consciousness generating reflections on a personal level.

Demetrio proposed the concepts of conditioning, change and communication.

In the conditioning concept he takes into consideration the factors that influence learning both in a negative and positive way. He talks about places, circumstances, time, but also an interest in learning that lasts for the entire life of the individual. And when an adult understands that his previous knowledge can be resumed and expanded in other directions and that everything can lead to an improvement of the quality of his personal and professional life, an inevitable pleasure derives from the realization of these projects.

For adults it is not a matter of maturation or growth, but of change (the second concept) as what is learned leads to inner change, and external as well, for example in taking on new responsibilities.

The third concept is communication, that is, the testing of the effectiveness of the educational process. It is understood that the path has been successful when it is the same person who tries to expose to others what he has learned. It is the need to communicate to others that they have increased their knowledge or have spread it to other fields, it is a self-promotion and a promotion of the result of what has been learned.

## **1.2. TEACHING ITALIAN AS L2 TO ADULT IMMIGRANTS**

Migration flows that have affected Italy in recent decades have become a significant phenomenon that requires a series of social and intercultural interventions in order to facilitate the integration of immigrants.

From the linguistic point of view, the same problems and theories that have already emerged in the studies on adult teaching appear again, and specifically on the teaching of a language as L2, understood as a second language different from the native one which is acquired in the place where it is spoken .

The acquisition of a second language in a spontaneous manner is that which occurs without any specific teaching, but only because the subject is placed in a language context other than that of his mother tongue. The second language is acquired naturally through daily contact between the learner and the second language native speakers.

The acquisition of a second language in a controlled manner is generally promoted by the school system or other formal teaching context in which there is a teacher who teaches the language in a formal way.

Teaching Italian to adult immigrants can be considered the combination of the two methods above (the spontaneous and the controlled one), because together with the formal teaching during class hours, the immigrant finds himself alone in the linguistic context, maybe unprepared, especially if he has just arrived in Italy.

In the specific case of adult immigrants in Italy, two concrete cases could occur:

a) the immigrant wants to acquire only Basic Interpersonal Communication Skills i.e. basic communication skills, those used in everyday life. The same skills can be acquired spontaneously in two years through simple contact with the native Italian speakers<sup>5</sup>.

Therefore, the knowledge gained will be limited to the specific area of operation of the foreigner, such as jobs, shopping, and a few other interactions. Outside of these

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<sup>5</sup> According to Cummins in Luise (2006) pag.160

contexts, the immigrant will be isolated and could only interact with his family and members of his community of origin, if present in the area.

b) the immigrant wants to acquire a Cognitive and Academic Language Proficiency - to be integrated in the new country where he has decided to reside. These skills will enable him to have access to education and training programs, because they will give him the mastery of a language.

The choice of which language level to choose actually depends on many factors, both internal and external to the individual, which have been considered in several studies, as described below.

### **1.2.1. MOTIVATION**

Immigrants arriving in Italy and deciding to stay will immediately feel the need to learn the Italian language to communicate. This aspect for a learner of a new language can be a strong motivation, stronger than many others. The stranger needs to get in touch with Italians to search for a job, a house or in the public offices, and the language is the first tool that will help him. For all the time that the foreigner is without an adequate level of knowledge of the language, he will always be motivated to learn in spite of failures. The adequacy will be determined by the learner according to his degree of satisfaction assessed in relation to the daily exchanges with other people.

It is therefore considered that a learner of a second language has a much stronger motivation than a foreign language learner because his need is real and urgent. The learning process is complemented by the input that learners receive from outside, which may in some cases stimulate the learner to immediately put into practice what

he has learned. However in other cases it can cause disorientation or even confusion between what the teacher has said and what is actually found in the real world. Let us consider for example the presence of Italian and the dialects in the same territory, or the contact of the learner with Italian native speakers who do not speak standard Italian, but other varieties.

Even with a strong motivation to start, the learner may activate the affective filter when he perceives the input as too difficult or incomprehensible, also starting to believe that the level of language already acquired is sufficient for his needs and thus he may abandon the language training project.

#### **1.2.1.1 THE SCHUMANN MODEL**

According to the model of acculturation that Schumann developed in 1978, the process of adaptation of an immigrant to the culture of the country of arrival - also called the degree of acculturation - affects the level of second language acquisition. Many factors occur, factors related to social and psychological distance between the two cultures, social dominance, namely the relationship of subordination between natives and immigrants, the size of the social group of immigrants on the chosen territory, the closure of the ethnic group to the new culture, etc..

The immigrant is torn between the two cultures: what should be considered is the attitude he has towards the new culture. If the immigrant is hostile, he will try to limit to a minimum the opportunities of contact and therefore he will only acquire the BICS; alternatively he will try to know and assimilate the new culture in order to be able to integrate himself and thus be able to reach CALP level.

Attitude can also be determined by the migration project of the individual, namely whether the immigrant wishes to stay in Italy for a long time or whether Italy is only a transit country before emigrating to another one. If he desires to stay in Italy with his family and children, the immigrant will be more inclined to learn more about the various aspects of the Italian language and culture.

### **1.2.2. EDUCATIONAL GOALS**

Educational goals are considered very important in the context of teaching Italian as L2 to adults. In particular, an immigrant arriving in Italy without knowing Italian is unable to interact with people outside of his family or small group of fellow countrymen.

For this reason teachers should give importance to the need of foreigners to learn Italian quickly, at least on a basic level, in order to begin their path to socialization and to enable them to integrate into the territory in which they decided to reside.

In this perspective, the knowledge of the language is a fundamental and priority requirement.

# **PART 2 –THE CONTEXT**

## **2.1. THE PROVINCE OF VENICE – THE SOCIAL CONTEXT**

The province of Venice has a resident population of 865,617<sup>6</sup>. The number of foreigners is almost equal to 10%, and so, especially in the last decade, the services offered to foreigners has increased to include those of orientation through special welcome offices and telephone offices, and those of intercultural mediation in schools and in society.

### **2.1.1 FOREIGNERS IN THE PROVINCE OF VENICE**

According to Istat the number of foreign immigrants in the province of Venice has grown over the last decade. In particular the number of foreigners regularly surveyed in the Registry Office are as follows:

- foreign residents on December 31 2002: 18.976;
- foreign residents on December 31 2003: 27.494;
- foreign residents on December 31 2004: 34.506;
- foreign residents on December 31 2005: 39.553;
- foreign residents on December 31 2006: 44.996;
- foreign resident on December 31 2007: 53.550;
- foreign residents on December 31 2008: 63.466;
- foreign residents on December 31 2009: 69.976;

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<sup>6</sup> Provisional data updated in May 2012

- foreign residents on December 31 2010: 75.617.

There has therefore been an increase of foreigners amounting to four times in just ten years, and data are growing steadily. Therefore specific interventions has been taken into consideration according to these data.

### **2.1.2. INITIATIVES ON THE TERRITORY**

Considering the continuous growth in the number of foreigners in the province of Venice, the municipality of Venice has increased the services specifically dedicated to immigrants.

The initiatives adopted in the territory also include partnerships with other municipalities in the province of Venice, in order to give foreigners a reception service, including support and mediation.

Italian courses are offered by voluntary associations, social cooperatives, Permanent Territorial centers, educational establishments, the C.L.A.-Centro Linguistico di Ateneo dell 'Università Ca' Foscari and other institutions.

The courses are mostly free of charge or with a small fee for registration.

Public institutions require the presentation of a residence permit. Therefore only regularly registered foreigners can attend the courses. However, for voluntary associations usually possession of a residence permit is not required, so anyone can access the courses.

The Italian courses for foreigners fit into larger projects, implemented in cooperation with all the municipalities in the province of Venice. All the institutions offer services that can facilitate the integration of foreigners into the Italian territory, providing them



with opportunities to socialize and giving guidance with the Italian legislation.

The major ongoing projects in 2012 are:

a) The Mediation project

The Mediation project consists of many facilitation measures for a plural citizenship.

The project was designed by the Conference of Mayors of the Municipalities of Venice, Marcon, Quarto d'Altino and Cavallino-Treporti and was funded with the contribution of the Veneto region – Assessorato of migratory flows, according to the regional law n. 9/90.

The project is now in its seventh edition and under this initiative a whole series of interventions in favour of migrants of any nation are available.

The program intends to promote social integration providing educational courses for foreigners focusing on:

- school placement of minors;
- teaching of the Italian language;
- training and updating of teachers on specific issues;
- information;
- inclusion of immigrant women;
- enhancement of cultural mediators;
- promotion of dialogue between cultures.

Thanks to this project, associations can get funding to carry out Italian courses for immigrants. This is an important opportunity to provide a variety of Italian courses distributed throughout the Venetian territory.

Also considered are the scarce or absent economic resources of immigrants who

cannot pay a course fee. Therefore these courses are supported by contributions specifically granted to associations.

b) The Network – *La rete*

The Immigration Service of the city of Venice has devised a program named : “*Rete dell’offerta dei corsi di italiano per immigrati*” that is carried out in collaboration with many partners including various voluntary associations operating in the sector: the Bank of Leisure, the Multicultural Women Center of the City of Venice, the *Centro Linguistico di Ateneo di Ca’ Foscari*, the Permanent Territorial centers, the Prefecture of Venice and some social cooperatives.

The network meets in plenary meetings every two months. Representatives from various municipalities are also invited to the meeting, as well as parishes and other stakeholders.

The network deals with the offer of Italian courses organized by various agencies in the Venetian territory in favor of adult immigrants and also more specific courses in favour of refugees of the Emergency Project in North Africa.

The Immigration Service has developed information packages on topics of interest to immigrants. The packages are intended as a form of integration of Italian courses and consist in interventions of experts on selected topics in simplified language that is understandable even by those attending basic courses.

The experts are people who have many years of experience in projects related to migration flows and the problems of interculturality.

The purpose of these packages is to try to inform immigrants about proposals that have important implications on their lives in Italy and their integration.

All packages are divided into two parts, a lecture and a visit to one of the administrative structures related to the topic.

Topics covered in the packages are:

- Health (social and health services of Ulss 12). The visit is scheduled at a Family Counseling structure<sup>7</sup>.
- Job: (how to search for a job). The visit is scheduled at the Employment Center.
- Home (how to find a house and rules of common life). The visit is scheduled at a real estate agency.
- Documents (renewal of residence permit). The visit is scheduled at the Police Headquarters.
- Life (rights and duties of the citizen). The visit is scheduled at the Public Relations Office of the Municipality of Venice.
- Study (recognition in Italy of foreign qualifications). The visit is scheduled at the Chamber of Commerce and at the orientation offices of Ca' Foscari University and/or the IUAV.
- family (the family of the immigrant). The visit is scheduled at the Prefecture.

The aim is to cover all topics of immediate use to an immigrant who arrives in Italy and has to face Italian legislation.

Basic knowledge of the Italian language is crucial and for this reason these packages were designed in addition to normal Italian courses provided by other members of the network. Without a minimal knowledge of Italian, the packages would not be useful.

It is strongly recommended to teachers of Italian courses to prepare an educational

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<sup>7</sup> Consultorio familiare: therapy and guidance center for families

unit to prepare the students for the specific vocabulary that will be used by the experts of the network during the meetings.

Participating network partners may ask for one or more informational packages that will be provided by experts in the mornings.

Students from different courses can be grouped into a single meeting to optimize network resources.

These last two limitations may affect the success of the initiative because experts generally operate in the mornings or at daytime hours and the students may be engaged at work. Furthermore bringing together multiple groups into a single group implies that the students must necessarily go to places that are different from where they usually go to follow the course of Italian. As the majority of immigrants do not have a car, they may be unable to reach the site of the meeting organized by the network.

## **2.2. QUARTO D'ALTINO – THE CONTEXT**

Quarto d'Altino is a town in the province of Venice with 8.206 inhabitants<sup>8</sup>. It is a town where agriculture plays a leading role, but there are also artisan businesses, as well as the small and medium industry that is also very flourishing.

### **2.2.1. FOREIGNERS IN QUARTO D'ALTINO**

According to Istat, over the past decade the number of foreigners legally registered in

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<sup>8</sup> October 9th 2011, provisional data resulting from the latest national census.

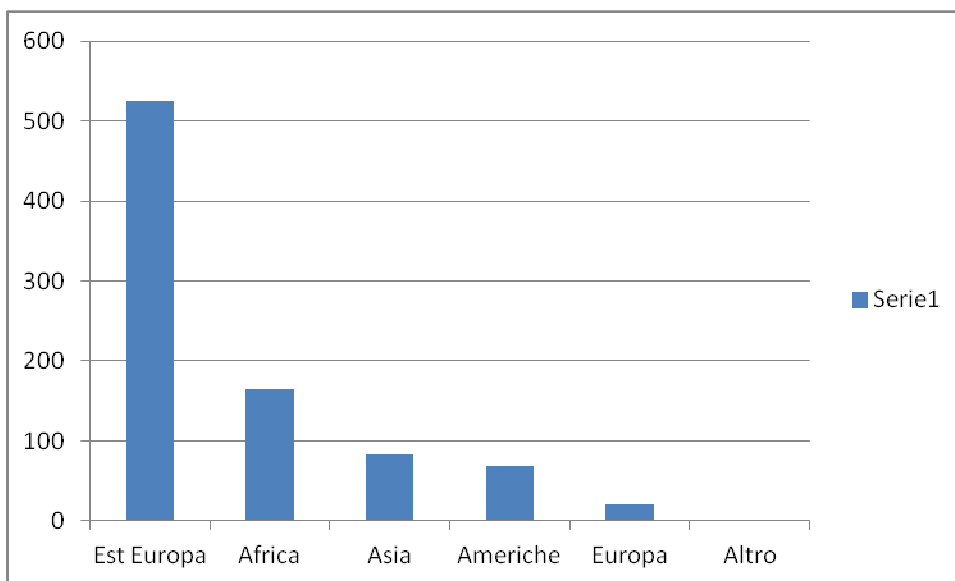
the municipality of Quarto d'altino has experienced a considerable and constant increase:

- foreign residents on December 31 2002: 165
- foreign residents on December 31 2003: 267
- foreign residents on December 31 2004: 333
- foreign residents on December 31 2005: 385
- foreign residents on December 31 2006: 457
- foreign residents on December 31 2007: 563
- foreign residents on December 31 2008: 664
- foreign residents on December 31 2009: 733
- foreign residents on December 31 2010: 790
- foreign residents on December 31 2011: 864

There has also been the lowering of the average age of the foreigners who are much younger than the citizens of Quarto d'Altino. This fact must be attributable to the presence of families of foreigners, with children, and no longer just to single individuals.

The countries of origin of the foreigners residing in Quarto d'Altino indicate a marked proportion of immigrants coming from Eastern Europe and from Africa, as shown in the following graph:

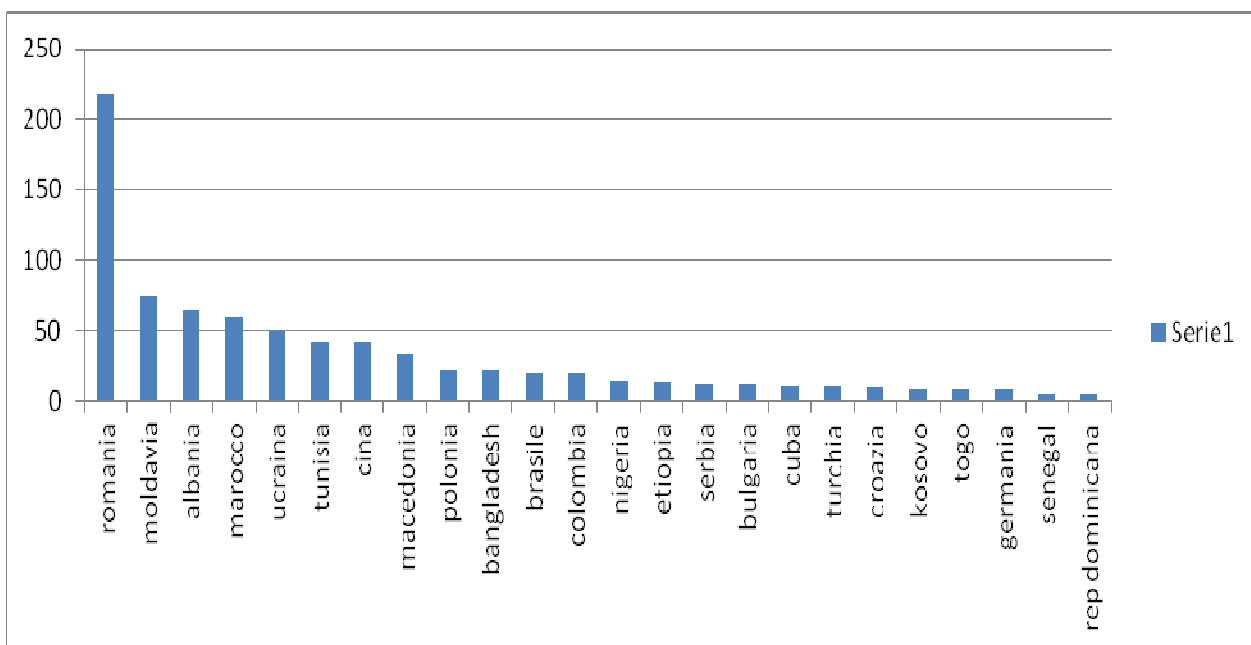
Figure 1)



The data refer to the resident population at December 31 2011 (864 foreigners)<sup>9</sup>.

More specifically, origin countries are as follows<sup>10</sup>:

Figure 2)



In the graph there are only countries with more than five migrants.

<sup>9</sup> According to the Municipality of Quarto d'Altino

<sup>10</sup> According to the Municipality of Quarto d'Altino

In order to explain these results, I provide my personal observations. With reference to the graph, we can see that most of foreigners come from Romania, namely a country that joined the European Union in 2007. Therefore moving to Italy is facilitated by Community legislation and physical proximity with Italy.

Among the citizens from Romania, Moldavia and Ukraine, there is a large majority of women, who are employed as carers or as domestic workers.

Albanians are known for their ability in constructing buildings so they are positively engaged in the construction industry, as well as Macedonian citizens.

Morocco is part of the Mediterranean basin States. Therefore there is a certain ease of arrival by sea.

In recent decades, migration from China to other countries has increased, in particular towards Italy. Therefore, the Chinese arriving in Italy can count on a big community that welcomes them and provides aid. The Chinese generally work as entrepreneurs in catering or in the bags and clothing industry.

### **2.2.2 ASSOCIATIONS OF QUARTO D'ALTINO**

In the municipality of Quarto d'Altino there are thirty-six associations, three of them for defence of the environment, nineteen of them with sporting purposes, and another fourteen dealing with various services.

Among the latter fourteen associations, only two deal with language courses, the Association Oltreconfini and the Circolo Auser "Quarto miglio".

The Circolo Auser arranges English courses for adults, while the Oltreconfini Association deals exclusively with Italian courses for foreigners and other immigration-

related services.

### **2.3. THE OLTREICONFINI ASSOCIATION**

The Oltreiconfini association is a voluntary organization which has its headquarters in the municipality of Quarto d'altino and operates in the territory of the Veneto region.

The Association was formed on November 10, 2000 and is on the regional register of voluntary organizations and on the regional register of associations working in the field of immigration.

In its Statute the aims of the Association are identified in article 6:

a) promote the integration of people from other countries into the local community, to promote social well-being and facilitate their relationship with the territory.

To achieve this goal, the Association aims to provide the following interventions which are free of charge:

- courses on literacy and the teaching of Italian to foreign adults;
- support for international students of first or second generation in their study, especially students enrolled in high school;
- social orientation and service information.

b) create opportunities for the local community and people of different cultural backgrounds to meet, also proposing incentives for reflection on cultural diversity.

c) contribute to international cooperation projects on human rights to be guaranteed to every individual and related to opportunities for growth and exchange between the local community and the communities of other countries.

As a result, the Association has carried out various activities aimed at promoting the culture of solidarity and hospitality for arriving migrants in the area to facilitate their



inclusion.

In 2001 they activated the first free Italian language courses for adults run by volunteers of the Association, teachers, retired teachers and college students.

Teaching Italian to immigrants is the first step to help foreigners' integration into Italian society.

Many other interventions to support the migration projects respecting and valuing the cultural heritage of everyone are necessary.

One of the keys to the success of such actions of integration is represented by a greater sensitivity of the local people towards new cultures arriving in Italy which bring a richness into the diversity.

Therefore interventions should also include points of contact between foreigners and the Italian community.

The volunteers of the associations distributed throughout the Veneto territory try to organize extra linguistic activities such as parties and meetings in an intercultural perspective in order to bring the migrants closer to the Italians.

The Association Oltreconfini has organized other initiatives to promote the meeting and understanding between migrants and locals, with the aim of facilitating the overcoming of barriers of prejudice toward newcomers. In 1996, a migrant office opened and anyone can contact it for legal advice relating to immigration regulations with completion of paperwork and assistance in filling out the forms. Among other intercultural activities there are cooking classes, ethnic dance courses, review of film on cultures of different countries of origin of immigrants of Quarto d'altino, exhibitions, lectures and debates. In particular, among the most appreciated events,

there are "the tent of Nations" and the "intercultural Festival of women".

### **2.3.1. ITALIAN COURSES**

Since 2001 the Association has organized Italian courses for women and migrant workers.

There are literacy classes for those who have never attended schools and therefore do not know how to read or write, Italian courses for those who have just arrived in Italy and do not know Italian at all, as well as second and third courses for those who already know Italian and want to improve their understanding and use.

Students are between seventeen and over fifty and their origin is varied: Eastern Europe (Kosovo, Serbia, Bulgaria, Romania, Moldavia, Ukraine), Africa (Morocco, Tunisia, Senegal, Burkina Faso, Nigeria), Asia (China, India, Viet Nam), Latin America (Cuba, Brazil, Colombia).

Women mainly attend morning courses. Most of them are employed by families as domestic helpers or carers but there are also many housewives.

In the evening courses, we especially find workers of various factories in the region.

Many migrants attend evening classes after a day of work demonstrating that communication is a primary need as work, home and food are.

The courses are a real laboratory for coexistence, dialogue, sharing and collaboration between people of different languages and cultures.

### **2.3.2 MIGRANT OFFICE**

The Migrant Office is a service founded in 1996 for foreigners that offers:

- legal advice for residence permits, visas, family reunification, decree flows, renewals, citizenship, regularization;
- information about local services: Italian courses, employment offices, professional courses, home, health ...;
- support and filling out forms;
- mediation with public administrations.

### **2.3.3. BIBLIOLTRE**

BibliOltre is a project that takes care of the intercultural library where books in dual languages and original language can be consulted or borrowed.

The course participants are invited to give their contribution to increase the amount of available books, not easily available on the Italian market.

In the library there is also a section dedicated to an intercultural video library that features videotapes and multilingual dvds.

# **PART 3 –THE STUDY**

## **3.1. BACKGROUND**

The Association is part of the Mediation project devised by the Conference of Mayors of the City Halls of Venice, Marcon, Quarto d`Altino and Cavallino-Treporti. As seen in chapter 2, the Mediation project has promoted many interventions for immigrants from all over the world. The areas of intervention include school integration, teaching Italian, and mediation.

The Association organizes four Italian courses every year, divided into two levels, A1 and A2, two in the morning and two in the evening.

The morning courses are mainly offered to migrant women who do not work but they are open also to migrant men temporarily unemployed or doing shift jobs. The evening courses instead are open to anyone who is interested in learning more about the Italian language and culture.

## **3.2. PLACEMENT TESTS OF THE PARTICIPANTS**

After gathering the enrolments, all the students take a placement test in order to evaluate their knowledge of the Italian language and consequently to assign them to the right level that would allow them to interact better during the lessons.

The placement test consists of five parts, four written parts and one oral. In the first part they are given a short text and ten yes/no type of questions in order to evaluate their comprehension. The second part focuses on the correct conjugation of the

present tense in twentythree sentences with no verb provided. The students have to choose the correct one and the right conjugation. Moreover they have to transform some male names into female ones. The third part consists of fifteen pictures of objects; the students have to write down the corresponding name.

The 4<sup>th</sup> part consists of a written composition in which each student has to present himself/herself. Some questions are provided in order to help. The oral part is conducted individually with one of the voluntary teachers. The students are asked about their life in Italy, about their family and job. A maximum score of 67 is assigned to the written parts. The oral test allows for the score to be rounded off in order to assign the student to the A2 level or to the lower level if the oral comprehension is not satisfying. After the evaluation of all the tests the decision is to assign all those students who reach a score up to 30-35 points to level A1 and all those students who reach a higher score to level A2.

In this particular case however, the test examination showed a big gap between the scores: the majority of students of A1 level reached less than 15 points while the majority of students of A2 level reached more than 40 points.

On the basis of these results, four groups were formed: one A1 level and one A2 level in the morning, one A1 level and one A2 level in the evening, a total of 61 students with bi-weekly lessons held by six voluntary teachers.

The teachers decided autonomously which path to follow, therefore every group of students faced different topics and methods. The same book was chosen for

everybody, but with different levels<sup>11</sup>. The book also included a cd with dialogues in order to exercise.

Personally I held the A2 level course in the evening which was composed of 17 students. The majority of them attended the lessons discontinuously for work reasons. The course was divided into two modules of forty hours each, lasting about six months, between October 2011 and March 2012. The first one was useful for creating a relationship between the teacher and the students and among the students themselves. During the first module it was possible to understand the level of departure of each student and the gaps in some of the abilities with respect to their placement level. Therefore, I tried to propose grammar topics which grew in difficulty, so as to bring all the students to the same level of competence in the Italian language in order to be able to plan an educational path specifically directed towards immigrants in Italy in the second module.

### **3.3. THE AIM OF THE RESEARCH**

The research project was elaborated at the end of the first module after listening to the students and observing them during the lessons and during the extra curricular activities, such as theme evenings, dinners, intercultural parties organized by the association. The students showed lack of information and lack of knowledge about the Italian bureaucratic system related to their condition of being foreigners and to the everyday activities that they are involved in. For example going to the post office,

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<sup>11</sup> The book is *Rete! Corso multimediale d'italiano per stranieri - primo approccio - parte B`* (2003) - Marco Mezzadri, Paolo E. Balboni - Guerra Edizioni)

filling out a postal form, make a recorded delivery, going to the bank or to the Permanent Territorial centers, or to the immigrant department, etc.

Underlying these difficulties are language deficiencies in general (for some very serious ones) and also lack of information about Italian laws for foreigners and the total lack of understanding of Italian bureaucratic language which is often undecipherable even for Italian mother tongue speakers.

This type of problem can isolate a foreigner or can force him/her to refer to experts, such as lawyers, as a way of fixing their problems. That is why it is really important to help these people to integrate giving them appropriate information about their rights and their duties as foreigners and individuals. This is the reason why I created a specific learning path based on Italian law for foreigners.

The research questions of the study focus on the students' reactions to my educational choice which on the one hand could be very useful teaching them something completely new, but on the other hand could also make them afraid or discouraged, because of type of language, which is difficult compared to their A2 level.

Hence the research questions are:

- 1) What is the students' reaction to the topics proposed by the teacher?
- 2) What is the students' reaction to the method used by the teacher to teach the topics?
- 3) What are the difficulties for the teacher in teaching this type of topics?

### **3.4. THE SUBJECTS**

The research sample consisted of 17 students with completely different characteristics

except for the fact that they are foreign citizens, both EU immigrants and non-EU immigrants.

In detail we can describe them in the following way leaving out their names and assigning a letter to them:

Student A: male, 27 years old, place of origin Togo, in Italy since August 2011, unemployed, he has been living with his brother who has been in Italy for 5 years.

Student B: female, 30 years old, place of origin Moldavia, in Italy for 2 years, carer, she has been living in Italy with her husband and her parents-in-law for 3 years.

Student C: male, 30 years old, place of origin Greece, in Italy for 2 years, cook, he lives in Italy with his Italian fiancée.

Student D: male, 23 years old, place of origin India, in Italy for 3 years, he works in a cow farm and he lives with his employer.

Student E: female, 25 years old, place of origin Romania, in Italy for 6 years, waitress, she lives alone.

Student F: female, 33 years old, place of origin Ukraine, in Italy for 10 years, unemployed, she lives with her husband and son.

Student G: male, 28 years old, place of origin Ethiopia, in Italy for 6 years, strong dyslexia.

Student H: male, 26 years old, place of origin Ethiopia, in Italy for 5 years.

Student I: female, 22 years old, place of origin Romania, in Italy for 2 years, she lives with her Italian fiancée.

Student L: female, 26 years old, place of origin Kosovo, in Italy for 1 year, waitress.

Student M: female, 25 years old, place of origin Romania, in Italy for 2 years, waitress.



Student N: male, 33 years old, place of origin Ukraine, in Italy for 2 years, furniture assembler.

Student O: female, 28 years old, place of origin Moldavia, in Italy for 2 years, waitress.

Student P: female, 36 years old, place of origin Romania, in Italy for 2 years, waitress.

Student Q: male, 24 years old, place of origin Moldavia, in Italy since July 2011.

Student R: male, 22 years old, place of origin Macedonia, in Italy for 3 years.

Student S: male, 36 years old, place of origin Moldavia, in Italy for 4 years.

Data not supplied on their personal characteristics are unknown.

### **3.5. DATA COLLECTING METHODOLOGY**

In order to answer the research questions I considered collecting as much data as possible by the end of the course as afterward the students would have not been available. Therefore I chose to use many different means that would allow me to collect data to be analyzed.

#### **3.5.1 PERSONAL DIARY**

First of all, I decided to keep a personal diary of every lesson. I attempted to write my impressions during the lesson, my considerations, observations, hypothesis, explanations, intuitions and interpretations of what happened. I used to write up my diary the same evening of the lesson, writing my thoughts and ideas immediately after the lesson itself. It was not possible for me to take notes during the lesson because I was the only teacher in the classroom and I did not want to stop the activities for that purpose. Consequently some of my considerations might have been lost.

### **3.5.2 THE LOG BOOK**

I also decided to use a log book. The log book consists of all the material used for the teaching activities in the classroom. It is mainly material that I downloaded from public administration websites that dealt with my lesson topics. Other materials instead were provided by the students in the tasks assigned to them in order to find new topics they were interested in developing in class. The materials were photocopied and handed out to the students at the beginning of each unit and, if needed later, to students who had been absent. Each block of material was used for about four lessons in order to achieve the final goal specified for the teaching unit.

The number of lessons for one unit was not defined in advance because I had to adjust it to the discontinuous attendance of the students in fact sometimes the students were almost all present but in other lessons many of them were absent.

### **3.5.3 STUDENT DIARY**

At the end of each teaching unit, I asked the students to fill out a diary in which they could write their observations, preferences, criticisms about the unit. In this way the students could be conscious of the topic, remembering every detail, hence retrieving from their memory also the topics from previous lessons and be conscious of what they had learned from the unit. The diary could even be written at home, since the writing skills of the students were not well developed, especially considering their knowledge of the bureaucratic language before the beginning of the course. In the lesson that followed I would ask them to hand in the diary. Unfortunately I had to ask them many times before succeeding. Some students would accumulate more diaries

without filling them in, justifying this through lack of time or ideas. I tried to support them and sometimes I had to make them fill in the diaries in class so that I could collect their impressions. This took a lot of time because of their poor command of the written language.

#### **3.5.4 FINAL QUESTIONNAIRE**

At the end of the second module I suggested that the students fill out an evaluation questionnaire of 15 questions. I chose it to be anonymous so they could feel free to express their opinions. The questionnaire has a short introduction of its goal, that is, to collect their impressions about the topics, my method and my teaching ability, in order to plan future courses better. The majority of the questions (n.12) are multiple choice (choose among four options: nothing, few, enough and a lot). I chose this type of format of a four-item scale to avoid the danger that the students choose the central option as would be possible in a five-items scale. In this way, even in the central evaluations, the student had to choose between a positive or a negative answer.

The questionnaire mainly investigates the reactions and the thoughts of the students about the topics of the teaching units. They are asked to express their feelings about the course, hence a personal and subjective evaluation.

The twelve multiple choice questions were answered by everyone, while the three open questions blocked the student's expressivity because they probably felt embarrassed (or uncomfortable) with this type of evaluation. This type of reluctance might depend on their inability to express themselves properly when writing in Italian, or it could even depend on their lack of desire to criticize my educational choices

expressing doubts about the topics that might not have been enjoyed (or liked), or about the topics that they would have liked to approach. Or even about a different way in which the course could have been organized and delivered.

# **PART 4 -THE TEACHING PROGRAMME**

## **4.1. THE TEACHING UNITS**

To create the units I based myself on information found during the first module where I had the opportunity to meet the students, hear their stories and identify their needs.

Frequently, their difficulties are related to situations linked to Italian bureaucracy, or carrying out some simple task in the post office or in the Bank.

Their only help in these cases is the Caf, a tax assistance Center that carries out, among other things, assistance in employment contracts and for the regularization of immigration documents. However, in the Caf, employees have no linguistic or intercultural preparation, but only legal and administrative ones. The help given to foreigners collides with the language problem that actually affects the outcome of many contacts. The foreigners' pride prevails. Despite not having understood what they are told they do not admit it and therefore do not ask for further explanations.

I was also told by students that many practices are carried out directly by the Caf and so foreigners only have to show the necessary documentation. Therefore the foreigner is not able to perform the same task autonomously but must always depend on the Caf.

What I consider to be dangerous in this kind of relationship, unbalanced from a linguistic point of view, is that a foreigner generally cannot speak Italian well, so there is a high risk that the employee of the Caf may not understand the correct information and therefore the task can be carried out incorrectly, with negative consequences for the foreigner.

For anything concerning normal daily life, foreigners feel uncomfortable because in the offices there is nobody who is able to give them practical help.

On the basis of all these considerations, I decided to conduct the second module based on teaching units which contained very practical activities and social support for the foreigners.

I felt that my students were ready to tackle a course of this type.

To determine the path and decide which areas to focus on, I consulted the *Vademecum of the Ministry of Education, University and Research* which contains the technical and operational guidance for testing the Italian language. This test needs to be passed by foreigners in order to obtain a long-term residence permit.

The *Vademecum* illustrates the various contexts of use of Italian divided into domains (occupational, public and private) which a foreigner must be able to interact in with an Italian speaker. Therefore it is necessary to know not only the lexicon, but also how to behave in different communicative situations, and know the different Italian procedures and regulations.

There are 133 contexts of use identified by the *Vademecum*. I had only twenty lessons so I had to make a very accurate selection. I chose the most important contexts (e.g. those related to immigration) and the most useful (e.g. work-related ones). I therefore elaborated seven units:

- 1) The residence permit;
- 2) Italian Language examination for the issue of the residence permit;
- 3) Finding a job, curriculum vitae, types of work contracts;
- 4) The worker's behavior, company regulations, permits, vacation;

- 5) To buying/selling a car;
- 6) Administrative simplification;
- 7) Italian citizenship.

My reflections and difficulties in creating the units are as follows.

### **Teaching Unit 1: the residence permit**

The aim of this unit is to introduce the student to Italian legislation regarding immigrants, familiarize them with the specific vocabulary of administrative laws and regulations, and train them to fill out the kit for the renewal of the residence permit without having to ask someone to do it for them.

The material was found mainly on the website of the State police and those named "Police Station on line".

Module n. 209 i.e. the module of Ministry of the Interior to obtain issue and renewal of the residence permit was not available in the institutional sites. I do not understand why as it is in everyone's interest that the module be filled out in the best way possible. If the modules were online the foreigner could obtain help in filling it out from relatives and friends who know Italian better.

Buying the module at the post office (which is the only entity empowered to receive the kits in addition to the Police Headquarter) costs 30 Euros including postage to the Ministry.

Only at the time of payment does the foreigner receive an envelope containing the form to fill out. If the foreigner had a chance to practice at home, he could fill out the form in the correct way and without difficulties.

However, on internet<sup>12</sup> I found instructions for filling out the kit.

### **Teaching unit n. 2: Italian language examination for the issue of the residence permit**

The objective of this unit is to make the immigrants aware of this possibility, provided by Italian law, so they can decide whether to profit from it or not.

Knowing the rules and the difficulty of the test, they can evaluate their chances of passing.

The information sheet on the rules for obtaining a residence permit and on the Italian language exam as well as the Vademecum of the Ministry of Education, University and Research<sup>13</sup> were downloaded from the internet<sup>14</sup>

The Italian language exam for obtaining a residence permit is not necessary if you have a certificate of knowledge of Italian at A2 level issued by authorized agencies, such as provincial centers for education. This certificate can be obtained by passing a certificate A2 exam. On the website of the municipality of Venice I also found the list of Italian courses offered throughout the Venetian territory, indicating those that are useful for obtaining this certificate. In this way, students had all the information they needed to decide whether to follow that path and how to get there.

At the end of the second unit, I began to realize that the material on residence permits was above their language A2 level. The material also used a specific language, not

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<sup>12</sup> In the website [www.immigrazioneoggi.it](http://www.immigrazioneoggi.it)

<sup>13</sup> In the website [www.immigrazioneoggi.it](http://www.immigrazioneoggi.it)

<sup>14</sup> In the website [www.meltingpot.org](http://www.meltingpot.org)



related to their daily life so in spite of my good intentions to provide as much material as possible, the language was too difficult for them. At that point I thought it would be better to adjust the material by doing more oral explanations, using the blackboard. I also felt it would be better to let them choose the topics to cover and let them interact in turn because if I continued to provide all the information and material they would become passive learners, while if I involved them in constructing the lesson they might become more motivated to attend classes with more assiduity and most importantly I could stimulate their curiosity to seek out for themselves the information they would need in the future.

Choosing the topics to explore, they could say what they needed, but not knowing the contexts in which they were more lacking I needed them to locate, in the grid annexed to the Vademecum, which were the areas of their interest/need.

Based on their responses, I decided to assign three arguments to three students.

Student B<sup>15</sup> had recently remained unemployed and so she was looking for employment ads on the internet. I asked her to get ads difficult to understand from a linguistic point of view.

Student F<sup>16</sup> chose the health topic from the bureaucratic point of view (for example asking for the medical card or for a family doctor) and the practical one (nearest hospitals, pharmacies in the city, emergency doctor).

Student E<sup>17</sup> would take care of work contracts as she told me that she would like to

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<sup>15</sup> See chapter 3.4 for personal data of this student

<sup>16</sup> See chapter 3.4 for personal data of this student

<sup>17</sup> See chapter 3.4 for personal data of this student

learn more about them.

I decided that the first topic we would discuss was the one related to job ads and then to writing a curriculum vitae because all the employment ads usually require one. And this was because one of the students was already grappling with this issue and also because I understood that others were interested in changing their job.

I asked if everyone was able to access the internet and the response was positive, but they also informed that they could not print material. So I decided to give them my email address and I asked them to send me the material one day in advance, so that I could print it myself.

Actually this solution allowed me to read the material in advance, print it and make photocopies for everyone, and above all it allowed me to add to it if deficient or incomplete.

For example I would match the ads with a model of curriculum vitae in order to prepare them to respond to the announcement.

My idea was to present the model of curriculum vitae approved by the European Community although it might be difficult to complete because it requires you to enter personal data and previous work experiences and even a part of self-evaluation on own skills and competences (personal, relational, organizational, technical and artistic).

It would also be difficult to explain to them what to enter into these fields and to do this I needed to investigate their lives both in Italy and in their country of origin more deeply. I was afraid that someone might activate the affective filter or otherwise prefer not to share that information with me or with the rest of the class. This

consideration is based on the fact that when I asked them to fill out the postal kit for the issue/renewal of the residence permit at home, someone asked me if they had to enter their real data. So as to prevent their embarrassment, I had to try to keep the talk on a general and not personal level, which meant talking about what they could possibly insert in various fields without taking personal information from them, or asking their suggestions about general and not private data.

### **Teaching unit n. 3: finding a job, curriculum vitae, types of work contracts**

The aim of this unit is to make students able to move into work sphere, succeeding in finding ads and being able to navigate among various types of contracts of employment.

They will also be able to draw up their curriculum vitae and sustain a job interview.

Student B<sup>18</sup> sent me three ads from the internet.

I was a bit puzzled about the type of ads I received, because until a few weeks previously she had been working as a carer of an elderly person, so I thought she would try for a similar job. Therefore I decided to check her schedule to verify her qualifications. I noted that in her schedule she wrote twelve years of attendance of school in Moldavia, and then, trying to compare it with our school system, I thought that she had a high school diploma, but that probably it would not be recognized as a valid qualification in Italy.

The ads included a job as game-room attendant, one as commercial employee and one as seller of advertising space. Ads required sending a curriculum as I had already

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<sup>18</sup> See chapter 3.4 for personal data of this student

thought, so my idea to help in the compilation of them could be very useful.

The only question that remained was whether the student had a real interest in these kinds of jobs. I could not understand whether she sent them as examples or if she truly might be interested in them. In this last hypothesis I believed that she had problems with the readability of web texts as for example one of the ads showed as place of work the city of Rovigo and, as the student had no driver's license, she would not be able to go there for work.

My instructional intent anyway would be safeguarded. Even though I hoped to give her practical help in finding a new job.

The material that I proposed to the students consisted in legislation for foreigners working in Italy and the contracts to be forwarded to the immigration office.

I gave them a list of good rules for preparing a curriculum vitae and then we proceeded to compile a curriculum vitae in the European format.

We analyzed some job ads on web sites to see if they were suitable depending on requirements, and we took a couple of students to role play, simulating a job interview, with the help of a list of typical questions that I prepared for them.

#### **Teaching unit n. 4: the worker's behavior, company regulations, permits, vacation**

The aim of this unit is to provide students with the legislation concerning the rights and duties of a worker.

At the end of the unit students would know the rules of conduct and would be able to fill out a request for vacation or permit to be absent from work.

Among the materials, I inserted a business regulation, that I was supplied with by one

of the students, to be analyzed in class. I also gave the students a description of every type of permit to be absent from work and vacation that I built based on information found on the internet.

#### **Teaching unit n. 5: to buying/selling a car**

The aim of this unit was to provide information about the Italian legislation to formalize the purchase or sale of a vehicle.

At the end of the unit students had clear what the formalities are to be carried out and what the right offices are.

We saw some ads inserted in various internet sites to find out which the best deals were.

#### **Teaching unit n. 6: administrative simplification<sup>19</sup>**

The aim of this unit was to make students understand when they can produce a self-issued certificate instead of a certificate issued by a Public Administration Office, to save them a considerable amount of time and cost.

Legislation differentiates between information that can be self-certified by a EU citizen and those that can be self-certified by an extra UE citizen.

At the end of the unit, students compiled a self-issued certificate to declare their personal data and one in which they self-certified the conformity to the original of a document in their possession or in the possession of another Public Administration.

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<sup>19</sup> Administrative simplification includes all laws tending to simplify bureaucracy in favor of citizens.

### **Teaching unit n. 7: Italian citizenship**

The aim of this unit was to provide students with the necessary information to obtain Italian citizenship.

We analyzed Italian citizenship law and the model to request citizenship.

At the end of the unit, students knew what the procedures are and the cases in which they could apply for Italian citizenship and were able to fill out the form to request it.

## **4.2. PUTTING THE PROGRAMME INTO PRACTICE**

After deciding on the syllabus and on the contents of the various units, I put the educational path into practice, experiencing various difficulties as listed below. My remarks concern the units but also other general aspects of the course.

### **Teaching Unit n. 1: the residence permit**

At the end of the first module, we discussed in class how the second module would continue. When I explained how we would develop the units I found myself faced with a group of students in disbelief. Some of them commented "finally someone who explains how it works". At that moment I thought that their enormous interest in the topics covered could encourage their attendance at lessons, stimulating them to attend assiduously, as had not happened in the first module.

I handed out the material downloaded from the internet sites which consisted of:

- laws for foreigners entering Italy;
- form n.209 for issue/renewal of residence permit;
- instructions for compilation;

- list offices and business hours.

I told the students that we would read all the material in class in order to become familiar with the vocabulary and understand the various aspects of the legislation that they did not understand.

I also invited the students to read the material first of all at home so they would be more prepared at the time of the discussion in the classroom. However no one did so for different reasons (lack of time, lack of desire or want to read it with me and not alone).

Before starting to deal with the materials, I asked the students to tell me what they already knew about the topic and which aspects were more difficult to understand.

Students began to read aloud a portion of the texts in turn. Then I explained the words which were not understood, as well as the grammatical forms yet unknown.

I decided not to elaborate at that time the various structures, but I only reformulated the sentences more easily, using grammatical forms already known to them. The purpose of the course was not to broaden their knowledge of Italian grammar, but to give them the tools to be able to deal with various administrative offices and procedures on their own.

Considering the limited number of hours available for the whole course, it would not have been possible to fix grammar objectives too.

The reading of these texts by students proved to be very slow, compared to other texts used in the first module (e.g. newspaper articles, texts from Italian books, etc). Even the pronunciation was often impeded by the fact that they did not know many of the words in the texts. In fact, on the basis of their questions, I found that most of the

specialist terms were unfamiliar to them. Many other words were already known as being part of a normal conversation on residence permits.

I provided the addresses and business hours of the offices of the Police Headquarters downloaded from the website of the State Police, telling the students that the residents of Quarto d'Altino could relate to the offices of the police of Jesolo, without having to go to the main office in Marghera. None of the students was aware of this information. I think because no one had ever gone personally to these offices.

I explained the function of a Public Relations Office - URP, which can be found in any public administration and to whom they could turn for a first approach to the procedures to be followed or to know just which is the right office for their needs. Even for this thing, students proved to be unaware of the existence of such an office .

After reading, explaining and debating about what had been read, the students began to ask many questions about planned legislation for the remaining family members abroad, namely the possibility of family reunification or visit. They posed many questions on Italian language tests recently set up as conditions in order to obtain the long-term residence permit.

The majority considered it as a solution as it helps avoid having to periodically renew their residence permit subject to the requirement to demonstrate that they have an income. The long-term residence permit has unlimited validity and exempts from having to prove periodically to have an income.

I declared that my aim was to make them aware of the existing rules, of their rights and duties, and above all to make them able to move with sufficient awareness in various offices, including the CAF, and to be able to carry out the necessary practices in



complete autonomy without risking making too many mistakes.

I handled the postal kit relating to residence permits with the explanation on how to compile it attached. I asked them to begin to filling it out at home for correction in class. I was asked if they had to put in real data. I realized that my request might have created some uneasiness. Therefore I suggested they invent them because the important thing was that data be correct with respect of the various items required.

Other students promised me they would read everything but that they would prefer filling out the kit in the class with me, not to run the risk of being wrong. The module that I provided was a photocopy and clearly had a didactic purpose. However I believed that this aspect was particularly important for students and then merely compiling a photocopy assumed a character of absolute accuracy.

### **Teaching unit n. 2: Italian language examination for the issue of the residence permit**

I gave the material found in the various sites which consisted of:

- regulations for the issue of the residence permit and the Italian language test;
- Vademecum with the indications on the content of the Italian language tests;
- list of Italian language courses on Venetian territory.

In the first information sheet students focused their attention specifically on the new cost of that permission. In fact as a result of recent legislation, a foreigner who intends to apply for a residence card must pay 200 Euros, in addition to the usual previously budgeted amounts. Some students are not aware of this news.

In the second information sheet students focused on conditions for not taking the Italian language test, looking for a way to avoid taking it.

I could not understand their motives because I believed that none of them should have particular problems in overcoming such a test and then I wondered what made them afraid of such test.

Only one student replied that he had difficulty in articulating words even in his native language and so he was afraid of failing the oral part of the test. Other students did not give explanations of their doubts. I believe that their fear was mainly in dealing with Public Administration, and not in failing the test. Therefore they are afraid of the bureaucracy i.e. compiling the request, waiting for the call, going to the right place, understanding the instructions that are given at the moment of the exam by officials of the Prefecture and the subsequent exit of the test.

When I gave the list of Italian courses offered in the province of Venice, students sought the information of level A2 courses useful as substitutes for Italian language test, confirming their fear to take the exam in the Prefecture.

I gave them the Vademecum of the Ministry of Education, University and Research, which contained technical and operational guidance for the definition of the content of the tests, scoring criteria and duration of the test. This brochure indicated in detail the contents and arguments of the test.

I asked everyone to read it at home so they could identify what areas they believed were most deficient. I wanted them to realize what they would face in order to reassure them.

I had already read the Vademecum and it seemed to me that it explained in detail what to do very well, so if I could explain to them that the test was at their level, probably they would see it no more as a huge obstacle.

The first part of the Vademecum lists all immigration laws and perhaps this could result boring or difficult for students, but I thought it could be useful to understand where they could eventually investigate the issue if they should need it.

As usual, I explained the words they did not know, and at the end of each paragraph I tried to do a summary or rewording in order to make them understand the meaning of the text. I felt that sometimes they were a bit shy in asking me for more explanations, because they did not want to admit they did not understand what I said.

When we started filling out the postal kit for the issue/renewal of the residence permit, I noticed that the work on materials that I had done in previous lessons also served to guarantee the students a familiarity with the vocabulary used.

I started with model n. 1, combined with instructions.

Most of the fields to be filled in had a letter referring to a series of lists containing specific codes. The lists were supposed to be within the envelope containing the postal kit. It would be better for them to have the table to consult during the lesson, but unfortunately I did not find it on the internet. It was also difficult for me to find the modules on the internet because they were in an unprintable format, so I had to decrypt them in order to give them a copy.

I decided not to read the modules before the lesson so I read them for the first time with the students, because I wanted to be like one of them having to interpret the modules for the first time.

I was facilitated by my knowledge of the language and previous working knowledge. But I saw that despite this, these modules are difficult to understand and more importantly the distribution of the fields is unclear.

The modules were divided into sections and each field had a corresponding box, but often it was not clear if you had to mark the box with an X or to insert some code/number.

If I had not found explanations on how to compile the modules on the internet I would probably have had some serious problems.

We filled out the module and the result was that when I returned home after the lesson I realized that after finishing the 11th sheet, we had forgotten to go back to the first to fill in section 2, which I assumed to be very important because it showed among other things also the signature of the person concerned. So it seemed likely that this error could be committed by many people.

After filling out the forms, the foreigner must also compile a postal module to pay the amount due. I showed them the preprinted form of the Ministry expressly provided with the kit. Unlike other postal modules, in this some data is already written, such as the beneficiary and the account number.

After the explanation and their compilation, I said "easy, isn't it?" and they answered me "now that you have explained, it is true, it is not hard."

This sentence convinced me that I was doing something useful and that despite my inexperience I was really helping them in their integration process making the challenges they had to face in their daily life easier.

### **Teaching unit n. 3: finding a job, curriculum vitae, types of work contracts**

The contents of this unit were very important for the students of this course, because having a job is one of the fundamental requirements in order to remain in Italy and not

to be sent back to their country of origin.

The materials used in this unit are:

- legislation for the employment of foreigners in Italy;
- list of good rules for writing a curriculum;
- model of curriculum vitae in the European format;
- three announcements of work found on websites;
- residence contract form to hire a foreigner.

The first ad was about a telecommunications company looking for commercial officials, explaining the requirements of the ideal candidate and mentioning what they were willing to offer.

I felt it strange that in the ad there were exactly seven requirements and seven promises of benefits, as if they wanted to balance what they ask compared to what is offered.

I tried to explain to the students the possible pitfalls in which they could fall in ads. For example, in this first announcement they wrote about "access to a future role as a company employee," and thus I presumed that in this ad they did not intend to hire a worker with a normal contract. This was an ad that would lead to a contract for external collaboration, paid with commissions and therefore not with a salary that could guarantee economic stability and security which are necessary to prove that they had income requirements in order to apply for a residence card.

So I tried to make them understand that they had to read the ads very carefully before deciding to respond to them.

At the end of the ad, there was the address where to send the CV. The students began

to grumble that they did not have it. I tried to reassure them by saying that I would teach them to do that as well.

I thought I had gained their trust with the part of the course dedicated to residence permits.

Perhaps in spite of the difficulties caused by the bureaucratic language, they realized that with a little help they could succeed even in a linguistic environment different from that to which they are accustomed. So probably I was wrong in thinking that they were frightened by too much material above their language competence. Maybe they became more motivated because they realized they could do it.

And this gave me more confidence in the path that I had decided to undertake that was to make them work on authentic texts related to topics of fundamental importance for foreigners because it could have positive implications for their daily lives.

The second ad gave me the opportunity to introduce them to the explanations of temping agencies<sup>20</sup> and so on those countless individuals that act as intermediaries between the employee and the company.

I explained the potential pitfalls of relying on such agencies, suggesting that they do not subscribe to agencies that request a contribution to accept their curriculum because they could run the risk that the curriculum would remain in their drawers, since the agency had already pocketed their compensation.

However, I felt I was transmitting them not only my language skills but also my perspective and my judgment on this type of agencies, and perhaps it was not correct,

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<sup>20</sup> Societies that supplies temporary workers for other companies

but inevitable. Therefore, from then on I tried to be as impartial as possible.

Also in this second announcement, I pointed my attention to the fact that you need to have a VAT number or be prepared to get one.

I explained that the VAT number is assigned to those who are self-employed, that was why this announcement seemed to be like the previous one without much financial guarantee.

The second ad also required that respondents have the baccalaureate. All the students had completed their studies abroad so surely they would have problems in the recognition of their qualifications. So I opened a parenthesis and I made the students explain to me how the school system is articulated in their countries, how many years are required etc.

In this way I created a relaxing moment for them, among other important and serious topics. They could contribute by highlighting the diversity with the Italian school system. I explained the Italian system and I discovered that although none of them had children, they were well aware of how the Italian school is structured.

In this ad I found reference to law n. 903/77 and I explained that it is a law that prohibits discrimination between the sexes and that therefore all ads should be aimed at both sexes.

I was explained that in some ads they had found the words "excluding foreigners". The law n.903 is a 1977 law when perhaps the flow of immigrants was not big enough to be mentioned in a State law. However, I proposed to verify if this law was still in force.

The second ad was for a job in Rovigo. The student who had found the ad asked me if this town was far away. I explained that it was decidedly far from Quarto d'Altino. This

confirmed to me the suspicion that these students were living in the restricted reality of Quarto d'Altino and did not know its surroundings. So this could be a starting point to see if I could do some lessons about the surrounding areas at least within the Veneto region, and some neighboring regions. I could link it to the train line which was their most widely used means of transport.

In the third ad a temping agency was seeking staff for a penny arcade. But this time they were offering an employment contract directly from the penny arcade after a month of hiring by the Agency.

Candidates are required to be available to do some shifts at least 2-3 times a week at night in Mestre and Venice. The problem was that there are no trains over night therefore this ad did not suit student B<sup>21</sup> who did not have a driver's license.

Somehow I rejected all three ads as not meeting the needs of student B. On the one hand I felt sorry but, on the other hand, I have saved her from venturing into interviews that would not have led to anything concrete.

I briefly explained the European curriculum vitae format and asked the students to begin to fill it out alone so we could already work on it in the following lesson. I was convinced that the first part including the personal data would be easy for them to fill out, but they inevitably stopped in indicating their skills and knowledge.

I suggested they take suggestions from the requirements of the ads already read, and if similar, they could use those words in their curriculum. I was afraid, however, that they would not succeed and that they would arrive in class asking me to suggest what they write.

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<sup>21</sup> See chapter 3.4 for personal data of this student



After two months absence, student C<sup>22</sup> came back. He said he had found a job as a cook and therefore he could not come to the course frequently. I asked him to explain to everyone how he got the job. I would indeed make it clear to students that it was not so difficult to look for a job. He responded to an ad on the internet, he sent his curriculum, he was called for an interview and then started working. Then all student's fears about not having a curriculum arose.

I had planned a lesson on compiling the curriculum for that day so this new experience came at the right time, because student C had a successful experience and so I thought this would be a good example for the others.

I asked the students to try to fill out the curriculum at home but as I thought, no one did. Some had read but not compiled it because they did not know what to write.

I was a little surprised about their fear of writing something on their own, also because the modules that I proposed to fill out had only an academic intent so students could attempt to fill it out using a pencil. Even if they were wrong, they could ask in class, and it was in any case a useful writing exercise.

I noticed also that the students dwelled much on the formal aspect of the modules. For example I had told them that in the facsimile of a European curriculum among their personal information, there is the designation NAME and not FIRSTNAME LASTNAME.

They did not know if they had to put in both, or if the form was wrong. On the one hand this naïvete struck me but on the other I considered the students with little practical sense because I thought that indicating complete data in a curriculum is important in a future working relationship.

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<sup>22</sup> See chapter 3.4 for personal data of this student.

They complained about the fact that in the box relating to work experiences there is not enough space to write more than one. So they seemed more concerned about the respect of the form than the substance. This special care in compiling could be a good thing, but at this level it blocked them from writing and so prevented them from moving on concrete action.

At this point I had to find a way to unblock them. Perhaps if I gave them two copies of the modules, in the first they could do all the tests they wanted, and the second could be the good one.

This is the first thing that came to my mind, even though they could use a pencil instead of a pen, thus writing and then deleting if it was not okay. However I had to keep trying to figure out what was blocking them.

Another problem to consider when compiling the curriculum was their educational qualifications which were different from ours and therefore difficult to write up. I am not an expert in recognition of titles that is why I could only suggest they indicate how many years they had studied and then try to do a comparison with the Italian system in order to give a rough idea.

In the following lesson, I proposed the students to role play a job interview. I tried to correct things that were normal for them. For example to call by name or use the informal "tu". I explained that an interview was a very formal context, among people who did not know each other, and so they had to show respect.

So I tried to get them into the right context. Then I gave them a list of 100 questions that I had downloaded from the internet. These were questions that could potentially be addressed to a candidate during a job interview, so they could prepare a response

ready to give to an interviewer.

These were questions relating to personal data, education and especially to past working experiences. Some were difficult to answer, but I think the selectors would take into consideration the fact that the people in front of them are foreigners. Therefore they should avoid using words that are too difficult or they should be willing to change them when they realize that the candidate does not understand the question.

It is likely that certain questions would never be posed, for example those relating to their work expectations because the students would apply for lower level positions because of their insufficient mastery of the Italian language.

In any case, trying to answer these questions would make them get into a linguistic system which is not part of the language used daily. According to me, this might make them grow, beyond the perfect pronunciation or learning the grammar to perfection .

They should be able to build as wide a vocabulary as possible in order to be able to deal with wide-ranging topics, with different people and in different environments.

However, they should be prepared and this preparation could be done only in a protected environment such as the class, with people who share their own fears about the linguistic challenges.

In the lesson based on role play of job interviews, in turn, I invited the students to assume the role of interviewer and interviewee. The questions concerned their private lives, their instruction and career aspirations. From the answers they gave, I noticed that many questions were not understood, but most of them tried to guess and gave a reply, but, more often, proved not to match with the question posed.

I did not know if they answered despite not having understood hoping to have the right intuition or only to guess the right answer. In both cases, the effect this could have on the interviewer would be negative because he might think he is speaking with a person who does not understand Italian or who circumvents the questions without giving a serious answer.

One of the students told me that when he was in his country he was very shy and could not talk to people. He arrived in Italy in August and then began to attend the course since the first module in October. Since he started to attend my classes he felt much more confident in dealing with other people and talking even with those he did not know.

I thought this was strange because in addition to his shyness, in Italy he also had the problem of the language and therefore the difficulties would be huge compared to speaking his mother tongue. But he truly believed what he said.

Also doing the role play, he said he felt more relaxed in speaking. I thought it depended on the fact that perhaps in his country of origin, he was not allowed to express his own personality, I did not know if his problems were within the family or the society.

The student E<sup>23</sup> also confirmed that in Italy she felt freer to speak than in her country, especially as a woman.

In the following lesson, I decided to propose the residence contract, namely the contract of employment provided for anyone who wants to employ a foreigner.

As I was told by the students already employed, the module is usually compiled by the

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<sup>23</sup> See chapter 3.4 for personal data of this student.

employer and they are only required to sign it.

This is one of the first tasks when they arrive in Italy and their knowledge of Italian is mostly poor and basically they are asked to sign an agreement that will commit them to more or less discriminatory conditions, without actually knowing the meaning.

In this module, in fact, as well as all the data of the employer and the employee, they must indicate the contract type, level, and salary. There is the serious risk that a foreigner fall into the trap of people in bad faith who take advantage of him because of his limited language competence.

I suggested they take some time if they did not understand the document that they had to sign, maybe asking to take it home in order to read it with someone who speaks Italian better than them, in order not to run into possible frauds.

Students were a little perplexed, they signed in good faith, but they knew that some of their friends had problems of this kind. I think that their naïvete derived from their culture of origin. In their country they would probably trust you to sign a form, without knowing the contents. Or it could also be possible that in their countries there are not all these forms to fill out and all the bureaucracy that exists in Italy; perhaps a handshake is sufficient to establish a working relationship.

Another lesson topic was the type of employment contract called “on call”. It is a type of contract that seems to be very interesting for the students. It is very flexible because the employer can hire a worker regularly only on days when work is available. Some students said they did some jobs like this, but that employers sought in every way not to formalize the job or to do so only for half days.

What always amazes me in these lessons, since these matters are particularly

important for them, is that they were very attentive, never distracted, never talking to each other or making jokes. They were always very serious, listening in silence to everything I said, and as soon as they felt a few words or a concept unfamiliar they did not hesitate to ask, not as during the first module in where I had explained the grammar.

On current topics, they were so interested to know that they had no scruples to go deeper. I guess because this was the first time that someone had delivered such lessons. Usually in other courses the teacher follows the textbook, while I preferred a different path, focusing on their practical needs.

In those days a new project was developing that is "The network of Italian language courses for immigrants". It was an initiative of the municipality of Venice with various partners on the basis of which informational packets were granted to organizations that requested them<sup>24</sup>.

Looking through the list of topics, I discovered that in essence it was the same program I had designed for my students, namely based on events and situations of basic necessities, such as job search, residence permits, accommodation, etc. It made me think that the result to which I had arrived at after only a few months of course went in the right direction. Unfortunately the project was still in its infancy and therefore it could not be exploited within my course which was ending.

I believed that these packages were suitable in situations larger than that of Quarto d'Altino, where students tended not to attend the lessons regularly. Arranging a meeting like this with experts that would go purposefully to the Association could be a

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<sup>24</sup> See chapter 2.1.2 – B for more details of this project

wasted effort for the project because the number of students would not justify it.

#### **Teaching unit n. 4: the worker's behavior, company regulations, permits, vacation**

The topic of this unit seemed to be something that both intrigued and scared them.

I focused on the rules of conduct that all the workers are obliged to observe.

The material that I planned for this unit was composed of:

- a corporate regulation;
- description of types of permits and vacation;
- vacation request form;
- permission request form.

I analyzed a regulation of a canning factory of animal foods in Quarto d'Altino. This regulation was provided by one of the students who was not present in class and therefore could not benefit from my explanation.

Considering the fluctuating student attendance, it was impossible to follow the arguments proposed by them exactly when they were present. Therefore, I decided to follow the program preset by me. In the next lesson I would give this student the material that I had prepared to complement what he had given me, and that is all the rules relating to vacation and permits to be absent from work.

I asked the students if they were aware of the usefulness of regulations within a company and if in their jobs these regulations were adopted. The feeling I had was that they knew what I was talking about but that none of them had ever read a regulation.

Maybe they did not know that one of their duties was to follow the regulations.

Continuing the reading of the material, I noticed that when the lexicon was beyond

that of daily use, the students mispronounced the words, went very slowly; they did not know the meaning of many words.

Clearly there was a big gap in their knowledge of the lexicon of different topics. For certain topics I can say that they could be framed in a A2 level or higher, for other topics instead they were at a A1 level or lower.

This makes me think that even in previous courses the knowledge conveyed was always of the same type, probably in a boring and repetitive way and it did not help them to increase their vocabulary.

I had already thought this at the beginning of the course in October, when the head of the Association had told me that they adopted the same text for years and that it was their intention to change it.

Afterward I had also noticed that the arguments presented in support of the various units were mainly identical. The materials consist of inauthentic documents made only for educational requirements and of authentic materials but rearranged around the A2 level.

In my opinion this is a big limit of basing text on the level of my students because they risk failing to progress. It is for this reason that I decided to use the book the Association had decided to adopt for this year, only to do the exercises during the Christmas holidays. I am aware that in other courses the teachers followed the text faithfully, unit after unit, according to the order proposed by the Publisher.

It is possible that the fact of following the units provided by the book faithfully could give some emotional tranquility to those students who have more difficulties with the language, because they can read the units in advance and then be at an advantage



when the teacher introduces the arguments. And even if the students skip classes, they are still able to recuperate autonomously without risking to stay behind with the program.

I continued addressing the legislation relating to vacation and working permits. I submitted two application forms explaining that writing ensures officialdom in the company system and provides contextually the respect of rights and duties of both parties.

Some students were astonished by the requirement to fill out a form, arguing that it was enough to take verbal agreements with the employer.

I do not understand if their doubts existed because they are foreigners or because there are young and so they are still inexperienced with the dynamics in a work environment.

I would ask the same questions to a young Italian, in the same working conditions in order to figure out if the answers are the same.

### **Teaching unit n. 5: buying/selling a car**

The materials for this unit consist of:

- ads on internet;
- Public Automobile Registry cards to become the owner of a vehicle;
- Public Automobile Registry form;
- Civil Motorization form.

The turnout of the first lesson had reduced drastically. There were only women students without driver's license . So I decided to introduce the topic on road traffic,

with the aid of a book of images in which they highlighted some roads with crossings and traffic signs.

And this in order to introduce the terminology in use for those driving a car. In this text there were images of all the car components, the main road signs, and a drawing of a road with various intersections and roundabouts.

I began to explain the signals after realizing that the students did not know their meaning. I think this could be considered a civic duty because even if a person does not have a driver's license, simply crossing a street or circulating by bicycle, he needs to know how to behave in order not to cause accidents or problems to circulation.

I could omit this topic if the Association was in the historic center of Venice and if all students lived there. In that situation, probably a lesson on how a pedestrian has to behave could have been among the last arguments to deal with.

I started with the explanation of how to search for a vehicle on the internet, depending on the price, the power of the engine, and the date of registration. I warned them about being seduced by very low prices, lower than those indicated in the magazine *"Quattroruote"*<sup>25</sup>

I explained the procedure that was compulsory in Italy to sell or to buy a car and then to register it in circulation documents. I used the material that I personally downloaded from the website of Aci Pra of Venice<sup>26</sup>.

This was a task which had been assigned to one of the students who was interested in buying a car, but he did not come for two lessons, so I decided to do it myself because I

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<sup>25</sup> Quattroruote is an Italian magazine in which you can find estimates on all vehicles

<sup>26</sup> [www.up.aci.it/venezia](http://www.up.aci.it/venezia)

considered it to be an important topic to explain. Bureaucracy in Italy in this field is much greater than that in other countries and so it is possible that a foreigner who intends to buy a car in Italy will fail to conclude the procedure properly.

Then I explained that first they had to write a formal document of sale, notarize the signature of the seller, and then this document must be recorded on the registration certificate that is the certificate of ownership. I also provided tables to calculate how much to pay for registration and the students realized that this procedure was very expensive. So if they decided to buy a car, they would need to include in the budget also a significant cost of taxes which sometimes also exceeds the amount paid to the seller for the purchase of the car.

I was told how it worked in other countries to buy a car and I realized that, as I imagined, it is much simpler than in Italy. In fact, in most cases it is sufficient that the seller and the buyer write a simple statement and then the buyer will put his name on the documents. There are no exorbitant costs like in Italy and it is also much faster.

Students often complained about this, namely the fact that in Italy doing things is very complicated. It is hard to understand what needs to be done because there are so many laws that sometimes contradict each other and you are unable to understand what you must do and what you cannot do.

Foreigners behave in Italy like in their country and it is at that moment that they clash with obligations imposed by Italian law, and therefore they often violate it, just because they cannot imagine so long and complicated procedures for doing things.

However I was interested in making them understand that the circulation documents should be updated because otherwise if they are stopped by the police they could

incur very heavy fines.

I indicated the correct public offices and then, leaving all the material in copies, if they needed it in the future, they should be able to do by themselves without having to rely on a car practices agency that will charge the cost of mediation.

We also compiled modules for Public Automobile Registry and Civil Motorization and I explained words they did not know.

### **Teaching unit n. 6: administrative simplification<sup>27</sup>**

This is a topic that can be very useful for a foreigner who is not familiar with the possibility of self-certifying informations instead of having to go from one Office to another, losing much time. Because of distrust toward foreigners, it is known that public offices prefer having a stamped certificate rather than accept a simple self-certification by the individual, so the foreigner who does not know his rights cannot challenge the request that is made.

The material that I proposed for this unit is as follows:

- legislation on administrative simplification;
- self-certification form for personal data;
- self-certification form for copy of the original.

I immediately noticed that the students did not know about the possibility to declare something that concerned themselves simply by filling out a form, without having to go to various public offices.

In essence, they were amazed to discover they could use this simple tool instead of

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<sup>27</sup> Administrative simplification includes all laws tending to simplify bureaucracy in favor of citizens.

having to ask permissions to be absent from work in order to carry out obligations.

As previously, reading the text of the law had been very slow and many terms were not known.

We did many examples of situations in which a foreigner could use these simplified declarations.

Then we began filling out the forms of self-certification and the students were very excited because the forms were quite easy compared to those they had dealt with earlier, and they managed to figure out on their own what they had to write in the various fields.

From this, I could understand that they were beginning to learn to become familiar with the compilation of various modules that they might have to fill in in their daily lives. Therefore, despite the not assiduous frequency of some of them, I realized that the results I was aiming for were being achieved.

### **Teaching unit n. 7: Italian citizenship**

This is a topic that I introduced because some of the students were interested in acquiring Italian citizenship. This did not include everyone in the group, or at least not at this time of their lives.

The material I presented are as follows:

- rules for granting Italian citizenship
- form to request Italian citizenship.

After analyzing methods and cases in which a foreigner could apply for Italian citizenship, we began to fill out the form. I believed that the completion of the form

was also useful for students who were not interested in requesting citizenship because it is a further exercise in understanding a form laid down by Italian bureaucracy. None of the students complained about this topic.

In addition to difficulties encountered during the lessons, I also had to take into consideration other aspects, namely as follows.

### **Newly-registered students**

At the beginning of the second module, the arrival of new students was still possible, as the course was structured to give a chance to new arrivals in Italy to attend an Italian language course, although starting from the mid school year.

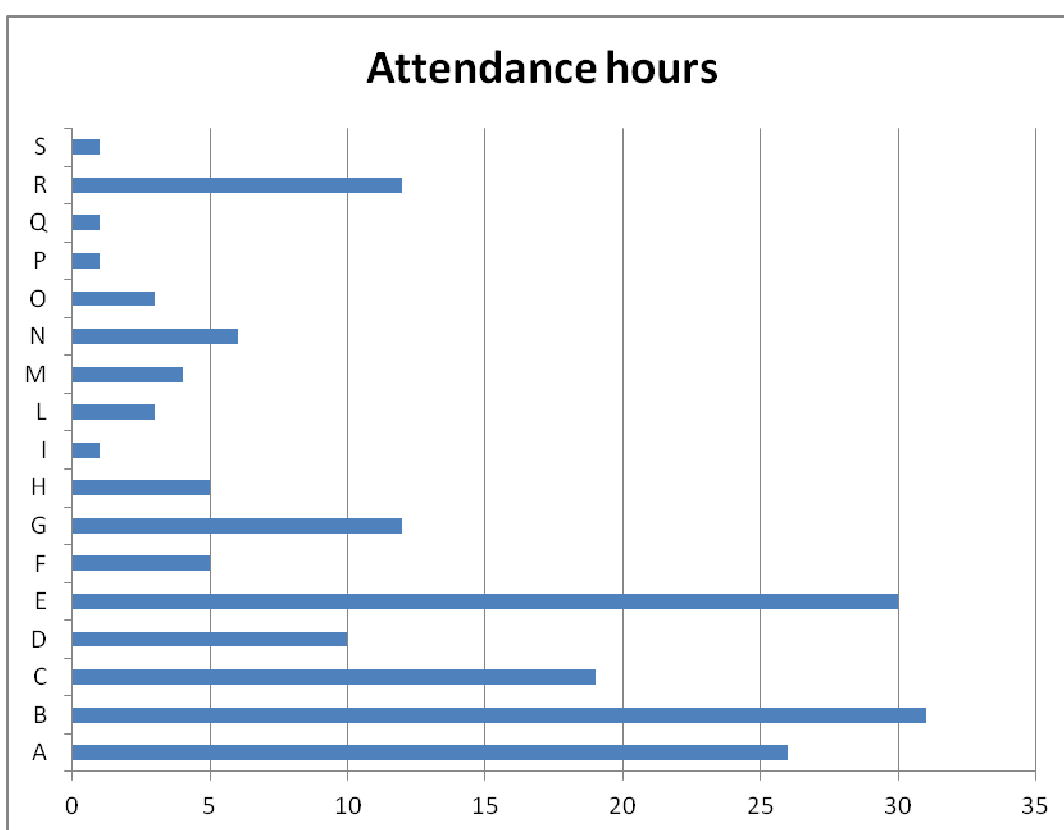
Generally, the new student would be enrolled in the basic course A1. However it is also possible that there are foreigners who have already studied Italian in their home country. Usually this happens for foreigners coming from Eastern Europe because there they can receive Italian television channels with a satellite.

Among the new students there could also be foreigners transferred to Quarto d'Altino from another Italian town, for work or family reasons. Therefore the path that I had designed for the second module was not suitable for those new students, because they did not have the same common basis of language as the other students, so they could find very difficult to follow the course.

I could risk that the new students would leave the course immediately for too many difficulties or because they were expecting an Italian language course focused on grammar and vocabulary.

## Attendance

The attendance of the majority of the students was discontinuous while others instead attended almost all the lessons. The problem of absenteeism in Italian courses is widespread in the province of Venice as reported also in the records of the project “Rete dell’offerta dei corsi di italiano per immigrati<sup>28</sup>”. Both the irregularity in the attendance and the abandonment of the courses have been highlighted. The attendance of this course is given in the following graphic.



As shown in the graph, there was a big difference in attending the course among the students. Their explanations for not attending the lessons were usually related with work problems especially for workers on shifts. In fact some occasionally attended the courses in the morning when in the evening they had to work.

<sup>28</sup> See chapter 2.1.2 for more details of the project.

Some of them instead stated they were very tired after working. The enthusiasm with which they came to lessons though testified the fact that they were happy with the progress of the course and with the arguments that I had discussed.

The discontinuity of the attendance presented many problems in keeping the times already programmed. Sometimes the students more interested in a topic were not present at the lesson where I explained it.

In subsequent lessons, I had to occupy some time to do a recap of what had already been explained earlier. Otherwise they would not have understood what we were talking about. The specific lexicon of single units had not been assimilated by everyone in the same way and thus they had not the same mastery of it.



# **PART 5 THE RESULTS**

## **5.1 THE VOICE OF STUDENTS**

The analysis of the results will focus on the student diaries and the final questionnaires.

### **5.1.1 ANALYSIS OF THE STUDENT DIARIES: THE METHOD**

Student diaries were given to students at the end of each teaching unit. Initially, I predicted that students would compile the diaries at home. In this way, they would have had more time to compile them and I would not have taken the time necessary for the following unit.

Unfortunately, this way the students did not bring the diaries back compiled because at home they did not have time or because the following lesson they were not present in class.

For this reason, I had to have them fill in the diaries in class, at the end of each teaching unit. However, I could not collect the diaries of those students who were not present at the final lesson of the teaching units.

Therefore, the number of diaries collected is small compared to the lessons attended by students.

The diary consists of five questions, in three of which the students also had to specify the reason for their answers.

The questions are as follows:

- 1) I discovered that.....

- 2) What I liked most is ...
- 3) I would like to know something more about .....because ....
- 4) The hardest thing was ..... because....
- 5) The most boring thing was ..... because .....

I ordered the diaries in a chronological way to capture any changes in responses during the progress of the course.

I started with transcribing all the entrées from their diaries. The entrées are available in the appendix.

On the basis of the answers, I have identified the following main areas:

- 1-2) contentment at having dealt with the topic/discontentment at having dealt with the topic
- 3-4) usefulness of the topic/uselessness of the topic
- 5-6) difficult topic/easy topic
- 7-8) boring topic/stimulating topic
- 9-10) difficult lexicon /easy lexicon
- 11-12) satisfaction with the method used/dissatisfaction with the method used
- 13) amazement at what has been learnt;
- 14) disagreement concerning the laws;
- 15-16) contentment with the course in general /discontentment with the course in general
- 17) unintelligible response
- 18) no response

For every positive macro area, I also planned the corresponding negative one, although I thought that I would not have found answers.

Within every answer, several considerations have been expressed by students. Therefore every single concept was put in one of the below macro areas, in order to emphasize each phrase that the student wanted to write in his/her diary.

I count the answers divided in the macro areas of response:

1) contentment at having dealt with the topic	9
2) discontentment at having dealt with the topic	0
3) usefulness of the topic	29
4) uselessness of the topic	0
5) difficult topic	4
6) easy topic	4
7) difficult lexicon	6
8) easy lexicon	0
9) satisfaction with the method used	13
10) dissatisfaction with the method used	5
11) amazement at what has been learnt	7
12) disagreement concerning the laws	7
13) contentment with the course in general	31
14) discontentment with the course in general	0
15) unintelligible response	1
16) no response	1

The macro area "no response" was detected only when the student did not complete the field. Answers like "nothing" were considered as a negation of the question. For example, in question n.4 – the hardest thing was ....., the answers "nothing" were included in the macro area n. 6 - Easy topic.

Similarly for question n.5 - the most boring thing was ..., the answers "nothing" were included in the macro area n. 9 – satisfaction with the method used.

The thanks given to the teacher have been included in the macro-area n. 13 – contentment with the course in general as well as the desire of students to follow a second course in which the topics already dealt with can be investigated further or in which new topics can be added.

### **5.1.2. ANALYSIS OF THE DATA**

To answer the research questions, I will take into consideration all the macro areas,

even those with zero value, in order to emphasize both the positive and negative ones.

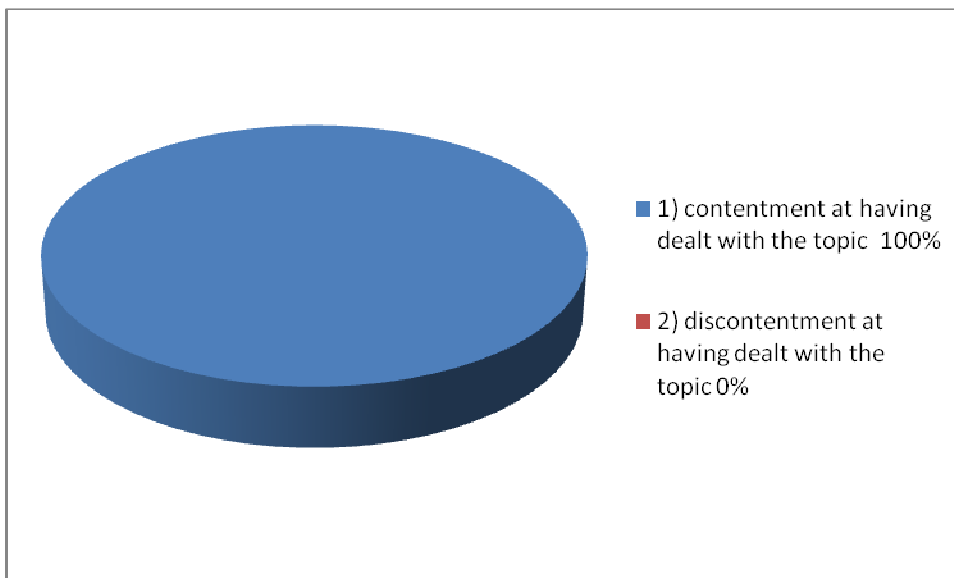
The research questions concerning students' reactions are:

- 1) What is the students' reaction to the topics proposed by the teacher?
- 2) What is the students' reaction to the method used by the teacher to teach the topics?

To answer the first research question, I take into consideration the responses framed in macro areas 1-2-3-4-5-6-11-12.

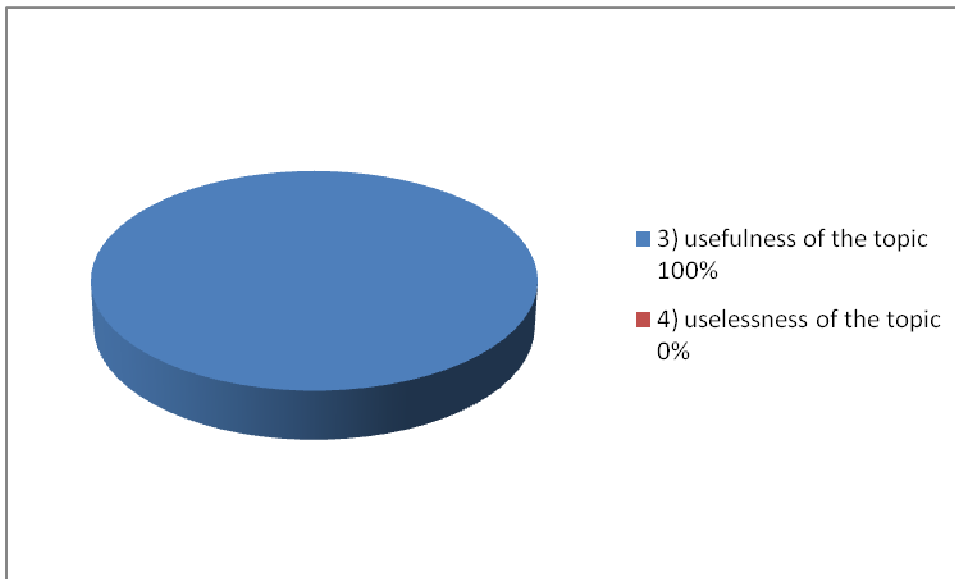
I consider the positive and negative responses together, to evaluate both data.

Therefore, by comparing the results of macro area 1 and 2:



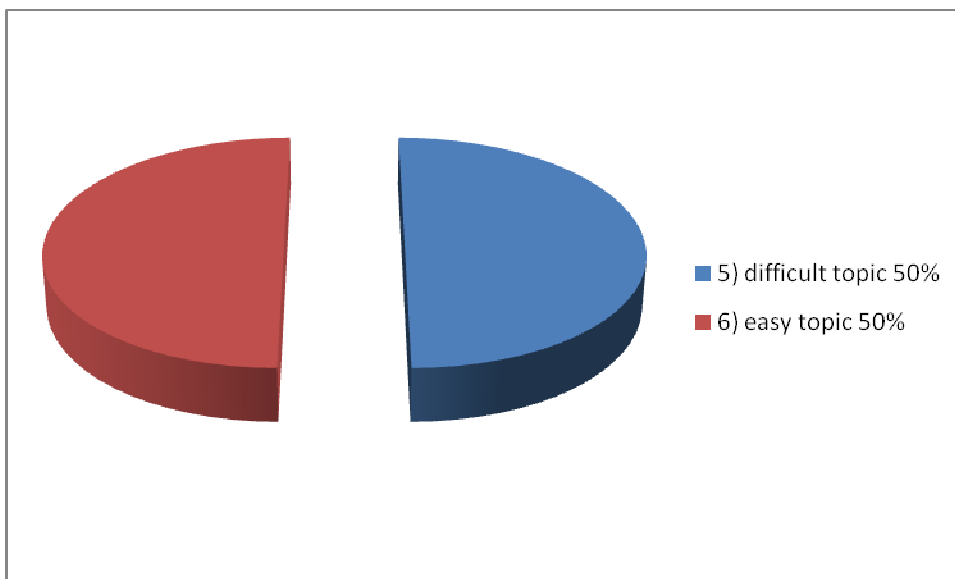
100% of the answers confirm the contentment at having dealt with the arguments set out by the unit. This proves that all topics covered during the course were appreciated by students.

By comparing the results of macro areas 3 and 4, we have the following graph:



100% of replies confirm that the topics chosen for the teaching units are of great utility to a foreigner.

By comparing the responses of macro area 5 and 6, the graph is as follows



It is clear that the topics were difficult to understand, presumably because Italian laws (and the language used in them) are notoriously more complex than those of other countries. In Italy there is an administrative and political apparatus composed of many

levels of Government, and this system is not common in all countries.

It is presumable that the difficulty encountered on these topics depends also on the fact that the procedures are unknown by the students because, as mentioned earlier, most of these practices are carried out by the CAF.

50% of the students said that topics were not so difficult as they expected. They had thought that these topics were difficult before my explanation, but then they realized that their difficulties depended on their ignorance on the various aspects of the Italian law.

The answers framed in macro areas n. 11 and 12 give us the point of view of the students about the content of the Italian laws discussed in class.

We can assess the students' reaction to Italian legislation probably in comparison with the legislation of their country of origin. The students complained about the complexity of the procedures and the considerable amount of documents that are necessary for every administrative practice, as well as the costs and the fees compulsory for all citizens. The responses framed in macro area 11 includes all reaction of astonishment, while the responses framed in macro area 12 includes manifestations of strong aversion toward Italian legislation

At this point, for the first research question, I can answer as follows.

Students' reaction to the topics proposed by the teacher was the following:

- the students were all happy for the choice of topics (100%).
- all students are convinced that treating these topics was very useful (100%).

- students considered topics as difficult (50%) but in many cases they did not have real problems in understanding them (50%).

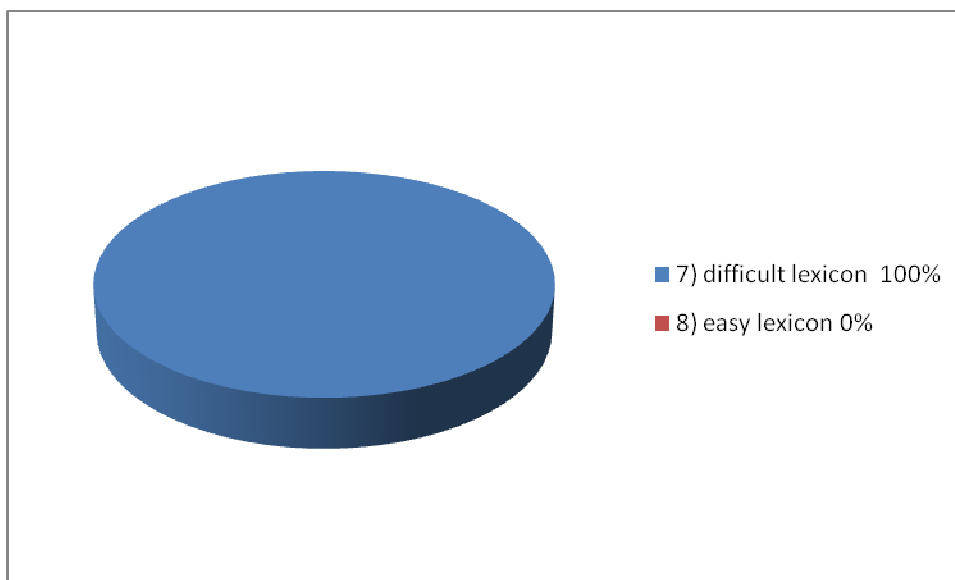
- students expressed surprise and sometimes dismay at Italian legislation.

From these percentages, it is clear that the choice of doing a course with these topics has been a popular choice for students,

As regards the second research question, that is "what is the students' reaction to the method used by the teacher to teach the topics? I take into account the responses framed in macro areas 7-8-9-10-13-14.

The macro areas 7 and 8 are related to lexicon. I decided to consider them in order to answer the second research question, because I can give an evaluation of my ability to calibrate the vocabulary used in the materials on those of their level of Italian.

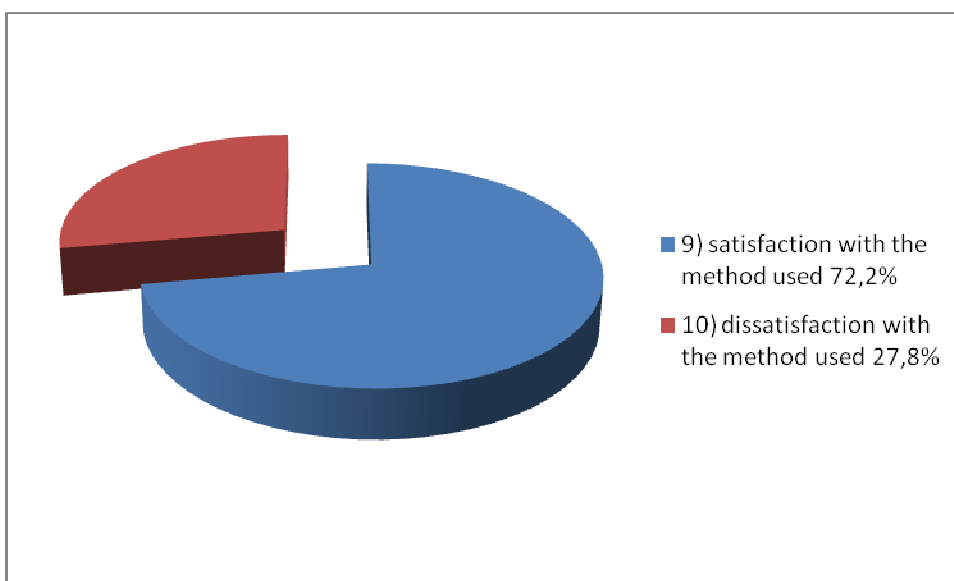
This is the graph that represents the answers:



All students felt that the lexicon was difficult. From the point of view of the method I use, I can comment that the lexicon consists of legal terms that are difficult to

understand even for an Italian. Considering that everyone felt it difficult, I should have done some introductory lessons to explain the meaning of various terms. This before I started introducing the topics. In this way perhaps the students could focus more on the topics and less on the language.

By considering the responses of macro areas 9 and 10, we have the following graph:



72.2% of the students expressed positive assessments on the method I used during the course. The dissatisfaction with the method regarded the need to study many laws which were perceived as boring. As well as the reading activities which were also considered long and boring. This was because of the amount of material, of not immediate understanding, and with a hugh amount of unknown vocabulary. This activity of reading occupied a long time, but it served to introduce new terms and to explain unknown concepts and procedures.

Despite the dissatisfaction of the reading activities, the information given during the lessons is of considerable importance, so students listened carefully and quietly. They



did not joke nor interrupt the lesson.

In conclusion, with respect to the second research question "what is the students' reaction to the method used by the teacher to teach the topics?" I can give the following answer: all the students considered the lexicon difficult to understand, therefore also reading activities on the proposed materials were deemed boring. But despite everything, the students were satisfied with the method used to teach the topics.

I think it is also necessary to analyze answers to macro areas 13 and 14. Not in order to respond to research questions, but to take a look at the overall evaluation of the course by students

In particular, by considering the responses of the macro areas 13 and 14, all students were satisfied with the overall performance of the course. In particular, they desire to follow a second course in which they could further examine the topics of this module, adding other topics. In other responses, they expressed a spontaneous thanks to teacher for helping them teaching these topics.

I excluded from my reflections the responses to macro areas 15 –unintelligible response and 16 – no response, with one sign each, because of their low number and of no interest for the purposes of this research.

### **5.1.3. ANALYSIS OF THE FINAL QUESTIONNAIRE**

The final questionnaire was conducted in order to have an evaluation of the whole course from the beginning of the school year, and not only for this research. Therefore,

in the questionnaire, there are many questions that do not match the aim of this research.

I consider only questions/answers that fit the research purpose.

The final questionnaire consists of fifteen questions about all the topics of the course, including grammar, culture, expectations, etc.<sup>29</sup>

There are only three open questions in which students could write their impressions.

In the others, there is a semantical differential scale of four scales: Per niente – poco – abbastanza – molto.

To avoid the natural inclination to choose an intermediate scale, I indicated an even number of scales. Therefore, students had to opt between a positive and a negative evaluation.

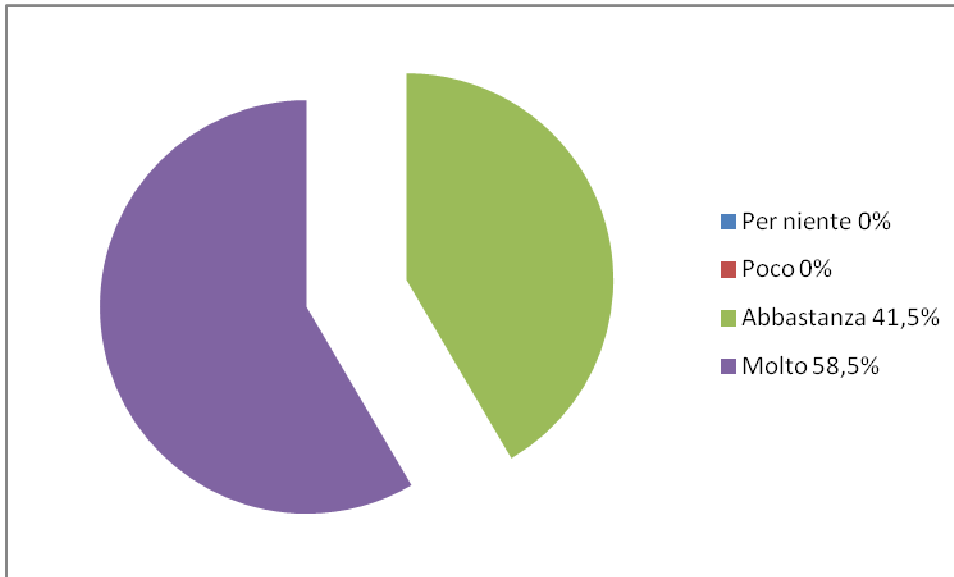
I consider the following questions to answer the first research question about the student reaction to the topics:

- 3) Do you think you have learned more things about the Italian culture?
- 4) Do you think you have learned things that may be useful in the workplace?
- 5) Do you think you have learned things that can help you to integrate in Italy?
- 9) Do you think the explanations on the Italian legislation relating to foreigners were useful?
- 10) Do you think that learning how to fill out forms required by Italian law was useful?

I count the answers divided into the four scales: per niente, poco, abbastanza, molto, and I reach this result:

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<sup>29</sup> See the final questionnaire in the Appendix



All the students answered positively. None of them showed they were discontent with the topics chosen for the second module of the course. Therefore, according to the final questionnaires, the students' reactions to the topics proposed have to be considered very positive. Hence, with reference to the first research question, the results of the final questionnaires and the students' diaries come to the same conclusion.

In addition to this result, I also considered the open questions 11<sup>30</sup> and 12<sup>31</sup> concerning topics that students would have omitted or added. I only got six answers to question 11 but all were "nothing to eliminate". Therefore, I believe that all topics were considered useful by the students.

Among the topics to add required in question 12, students addressed their preference for paycheck, taxes, tax returns, rights and duties. These are topics to be taken into consideration in a future advanced course.

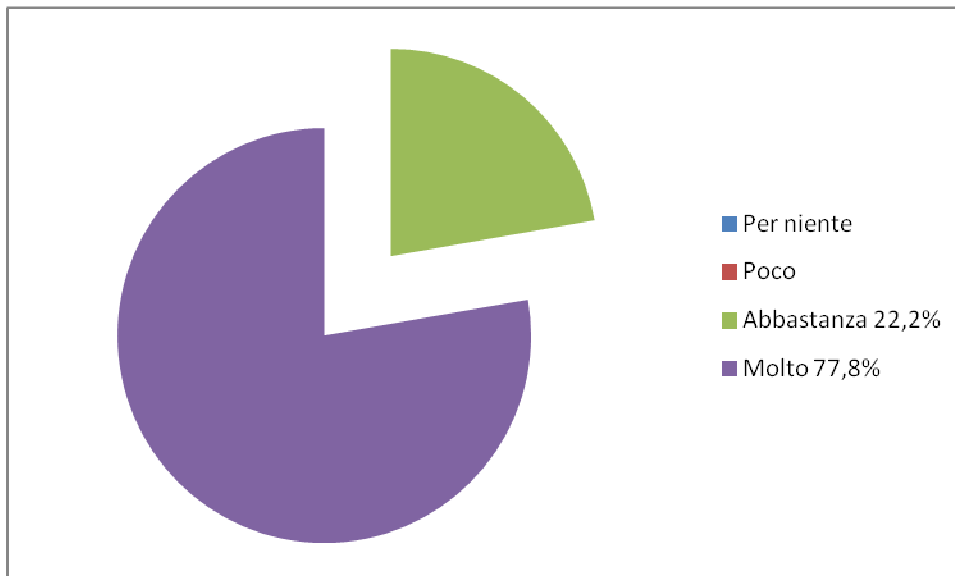
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<sup>30</sup> Question 11: What topic would you eliminate from the course? Why?

<sup>31</sup> Question 12: What topic would you add to the course? Why?

I also considered the answers to questions n. 1<sup>32</sup> and n. 13<sup>33</sup> which give me information about the students satisfaction with the course in general.

I added the answers divided into the four scales, with this result:



All students were satisfied with the course, with respect to their initial expectations. They also indicated in the questionnaire that they would recommend this course to their foreign friends.

## 5.2 THE VOICE OF TEACHER

Many reflections on difficulties have been already reported in chapter 4.

In this paragraph, I will try to answer the third research question that is “what are the difficulties of the teacher in teaching this type of topics?”.

The difficulties in teaching such topics were many. Some were concerned with the design of the module and others with its realization. Others had an impact on both.

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<sup>32</sup> Question 1: Has the course fulfilled your expectations?

<sup>33</sup> Question 13: Would you recommend this course to your foreign friends?

### 1) The inexperience of the teacher

The first difficulty was definitely related to being a novice teacher, a teacher who decides to design an educational path based on completely different topics than those normally found in a course of Italian for foreigners. Therefore, I was a beginner and the path on which I was moving had not yet been followed by anyone I knew.

The Oltreconfini Association has always carried out many activities to improve the integration of foreigners, but it had never thought of doing specific courses on these topics.

During the first module, I understood that students needed to learn more about their rights and duties as foreigners and citizens. In the classroom students were uncomfortable about not knowing all the important aspects of social life. They said they did not know how to behave in many situations, especially in public offices, but also in all situations where they had to deal with written documents.

So the idea of doing this type of course emerged from the class, but my difficulty was to design a course by creating it from scratch, and without any help from the Association. Therefore I proceeded following what I had learned in University courses and on texts already studied.

### 2) The choice of topics

The second problem was the identification of the topics of interest to a foreigner. Then I had to consider the time available for the module, i.e. 40 hours, and decide which were the arguments to keep and which ones to leave out. I started with what I thought were the most important topics, namely the residence permit. And then I chose other topics that might be useful in the work and social life of the students.

With respect to the topics that I planned at the beginning, I had to restrict them in number, because the number of hours were insufficient. Many topics were only mentioned but not explored in depth. It was difficult to decide which were the most important topics.

### 3) The search for the materials

I decided to only use authentic materials. I was not able to go to the various offices linked to those topics, and so I used the internet to find what I needed. I mostly visited the websites of the offices containing official information. I tried to find other materials on other websites concerning the same topic. The search was extensive because the information was a lot and dealt with many issues. I had to make a selection of all the material found by choosing what included all the general information. I also added other information about specific cases of interest to students.

I used the material downloaded from the internet but I did not want to simplify the texts because I wanted the students to deal with the original text, with the lexicon they would find in real situations. The difficulty was to choose the right material according to the needs and capacity of the students of my course.

### 4) The lexicon of the materials

The materials are written in legal language. Although I have extensive legal knowledge, the vocabulary was difficult even for me. Many concepts were unclear and laws referred to other laws. From this point of view, I should have read and studied all the material before offering it to the students. But there was no time because lessons were too close together, two a week.

## 5) Student attendance

Student absenteeism was the main problem in putting the teaching units into practice. Each teaching unit occupied two, three or four lessons. Students did not regularly attend classes. Therefore, some of them attended the beginning of a unit, some the middle lesson, and some the end. There were very few students who attended all the lessons of the teaching unit.

Due to absence of previous lessons, I had to do a brief summary at the beginning of every lesson, so I lost a lot of time. Many times I had to slow the progress of the teaching unit, because there were only few students in the lesson. This way, I could continue the explanations in the following lesson, hoping for a better attendance. Data collection for the research project suffered because the student diaries that I collected were not as numerous as I expected. In addition, the students' observations contained in the student diaries only related to a part of the unit and not to the whole unit.

## 6) Psychological aspects

I believe that inexperience has a strong influence on the emotional sphere of a teacher. Emotions follow the students' reaction, as perceived by the teacher. The incentive to continue or to a greater commitment in teaching comes from the enthusiasm shown by the students. On the contrary the fear and the doubts of not doing a good job arise when students are distracted, do not cooperate, or as in this case, do not attend the lessons assiduously.

The inexperienced teacher cannot follow the path as scheduled, because he is too influenced by the students. He tries to obtain consent adjusting himself to students' pace, instead of imposing his own pace.

# CONCLUSIONS

The analysis of the results allows us to respond to the research questions. In particular, students confirm they appreciated the choice of topics for the second module. They were satisfied with the course and they would recommend it to foreign friends. They felt the discussion of these topics to be useful as they contained very important information for their integration in Italian society.

Despite the difficulties of the materials and the lexicon, students began to expand their basic vocabularys. They learned legal concepts and the main Italian laws regarding foreigners. The method adopted during the course was appreciated by students who also benefited by being a very small group and therefore also activities which might appear boring could be turned into something interesting.

The difficulties encountered by the teacher depended first of all on her inexperience in teaching Italian courses in general. In this case, the problem was even in dealing with particular types of topics without the help of a textbook. The materials were collected and selected by the teacher, without any outside help.

Another difficulty for the teacher was managing the psychological dimension. Having no previous experience, the students' feedback was the only signal on how to continue the course. When the students gave positive feedback, the teacher was motivated to continue on that route and to undertake more. When the feedback was negative, the teacher tended to question her abilities as a teacher and the choice of this type of course.

Student feedback also influenced the progress of teaching units, compared to how



they were originally scheduled. Thus the units were adapted to students' needs and not vice versa.

In conclusion, the experiment confirmed the assumptions made at the beginning that learners need to know the topics that help to integrate them in Italian society.

The research also confirmed that this course was above the level of knowledge of Italian possessed by students, namely A2 level. However, its realization was possible thanks to the fact that the group was small and therefore it was possible to provide additional explanations and oral supplements.

I intend to repeat this research on students of level C1 to check if there is the same result of general appreciation.

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# APPENDIX A

1) Materials used for the teaching units and websites

# MATERIALS USED FOR TEACHING UNITS

[www.poliziadistato.it](http://www.poliziadistato.it) 5/1/2012

- 1) L'ingresso in Italia.
- 2) Visto di ingresso.
- 3) Il rilascio del permesso di soggiorno.
- 4) In attesa del permesso di soggiorno.
- 5) Permesso di soggiorno CE per soggiornanti di lungo periodo (carta di soggiorno per cittadini stranieri).
- 6) Cittadini della Comunità Europea.
- 7) Richiesta di protezione internazionale.

8) <http://questure.poliziadistato.it/Venezia/orari-5-659-1-1.htm> 19/1/2012 Orari e uffici della Questura

9) [http://www.stranieriinitalia.it/news/moduli/Modulo\\_1%20rinnove%20poste.pdf](http://www.stranieriinitalia.it/news/moduli/Modulo_1%20rinnove%20poste.pdf) 15/1/2012 Kit postale per il rilascio/rinnovo del permesso di soggiorno

10) [http://www.immigrazioneoggi.it/archivio/testi/io\\_ed6\\_it.pdf](http://www.immigrazioneoggi.it/archivio/testi/io_ed6_it.pdf) 5/1/2012 Istruzioni per la compilazione del kit postale

11) <http://www.meltingpot.org/articolo15951.html> 19/1/2012 Permesso di soggiorno CE per soggiornanti di lungo periodo-Il test di lingua italiana

12) <http://www.meltingpot.org/articolo7516.html> 19/1/2012 Scheda pratica-Il permesso di soggiorno CE per soggiornanti di lungo periodo (ex carta di soggiorno)

13) <http://www.comune.venezia.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/48366> 13/12/2011 Vademecum dei corsi di italiano per immigrati 2011-2012

14) [http://www.immigrazioneoggi.it/documentazione/test\\_italiano2010\\_vademecum.pdf](http://www.immigrazioneoggi.it/documentazione/test_italiano2010_vademecum.pdf) 5/1/2012 Vademecum-indicazioni tecnico-operative per la definizione dei contenuti delle prove che compongono il test, criteri di assegnazione del punteggio e durata del test

15) <http://www.inps.it/portale/default.aspx?SID=0%3B5773%3B6118%3B6196%3B6233%3B6235%3B&lastMenu=6235&iMenu=1> 8/1/2012 Il job on call o contratto di lavoro intermittente

16) <http://www.cocooa.com/95/2009/domande-al-colloquio-di-lavoro.html> 10/1/2012 Le 10 domande che potrebbero farti ad un colloquio di lavoro

17) <http://www.ecipar.it> 7/1/2012, 99 domande comuni in un colloquio di lavoro

18) <http://www.stranieriinitalia.it/media/Contrattodisoggiorno.pdf> 8/1/2012 Contratto di soggiorno mod. Q

19) <http://www.stranieriinitalia.it/media/ContrattomoduloR.pdf> 8/1/2012 Contratto di soggiorno mod. R

- 20) <http://www.commissariatodips.it/tematica.php?stridtematica=74&stridstanza=70>  
19/1/2012 Stranieri già soggiornanti regolarmente in Italia
- 21) <http://cuoriesu.it/cuoriesu/SOScurriculum.htm> 15/2/2007 Il curriculum
- 22) <http://www.curriculumvitaeuropeo.org/2011/05/scaricare-il-file-word-del-curriculum.html> 6/1/2012 Formato europeo per il curriculum vitae
- 23) <http://cerca.automobile.it/auto/search.html?useCase=SearchResult&pageNumber=8&> 16/3/2012 Annunci vendita auto
- 24) [http://www.up.aci.it/venezia/IMG/pdf/AUTENTICA\\_DELLE\\_FIRME-2.pdf](http://www.up.aci.it/venezia/IMG/pdf/AUTENTICA_DELLE_FIRME-2.pdf) 10/1/2012 Servizio di autentica delle firme negli atti di vendita
- 25) [http://www.up.aci.it/venezia/IMG/pdf/TRASCRIVERE\\_UN\\_ATTO\\_DI\\_VENDITA\\_2.pdf](http://www.up.aci.it/venezia/IMG/pdf/TRASCRIVERE_UN_ATTO_DI_VENDITA_2.pdf)  
10/1/2012 Modalità di trascrizione degli atti di vendita
- 26) <http://www.up.aci.it/venezia/IMG/pdf/IPT-2.pdf> 10/1/2012) I.P.T. Imposta Provinciale di Trascrizione per la provincia di Venezia
- 27) [http://www.aci.it/fileadmin/documenti/per\\_circolare/guida\\_pratiche\\_auto/moduli\\_stica/NP3\\_Layout\\_1.pdf](http://www.aci.it/fileadmin/documenti/per_circolare/guida_pratiche_auto/moduli_stica/NP3_Layout_1.pdf) 20/1/2012 Mod. NP3 Aci-Pra
- 28) <https://www2.ilportaledellautomobilista.it/WebModuleModuli/app> 20/1/2012 Mod.TT2119 Motorizzazione Civile
- 29) [http://www.aci.it/fileadmin/documenti/per\\_circolare/autocertificazione/dsdatiana\\_grafici.pdf](http://www.aci.it/fileadmin/documenti/per_circolare/autocertificazione/dsdatiana_grafici.pdf) 20/1/2012 Dichiarazione sostitutiva di certificazione per dati anagrafici
- 30) [http://www.aci.it/fileadmin/documenti/per\\_circolare/autocertificazione/dscopiaatto.pdf](http://www.aci.it/fileadmin/documenti/per_circolare/autocertificazione/dscopiaatto.pdf) 20/1/2012 Dichiarazione sostitutiva dell'atto di notorietà per copia atto conforme all'originale
- 31) <http://www.parlamento.it/parlam/leggi/deleghe/00443dla.htm> 20/1/2012 Testo unico in materia di documentazione amministrativa DPR 445/00
- 32) [http://www.esteri.it/MAE/IT/Italiani\\_nel\\_Mondo/ServiziConsolari/Cittadinanza.htm](http://www.esteri.it/MAE/IT/Italiani_nel_Mondo/ServiziConsolari/Cittadinanza.htm)  
10/1/2012 Concessione della cittadinanza
- 33) [http://www.stranieriinitalia.it/cittadinanza-modello\\_b\\_cittadinanza\\_per\\_residenza\\_4890.html](http://www.stranieriinitalia.it/cittadinanza-modello_b_cittadinanza_per_residenza_4890.html) 25/1/2012 Modello B per richiesta di cittadinanza

## 34) Lavoro a chiamata

# Lavoro a chiamata

Il contratto di lavoro a chiamata, o intermittente

Il lavoro intermittente (detto anche lavoro a chiamata o job on call) è disciplinato dagli articoli 33-40 del decreto legislativo 276/03 e ss.mm.

### **Definizione e casi di ricorso al lavoro intermittente**

E' un contratto di lavoro subordinato, a tempo determinato o indeterminato, mediante il quale un lavoratore mette a disposizione di un datore di lavoro la propria prestazione lavorativa, rendendosi disponibile a rispondere alla "chiamata" di quest'ultimo per lo svolgimento di prestazioni di lavoro a carattere discontinuo individuate dai contratti collettivi, oppure per periodi predeterminati nell'arco della settimana, del mese o dell'anno, quali i fine settimana, il periodo delle ferie estive o delle festività natalizie e pasquali.

Il contratto di lavoro a chiamata può sempre essere stipulato per prestazioni rese da giovani di età inferiore ai 25 anni, o lavoratori di età superiore ai 45 anni, anche se pensionati, indipendentemente dal periodo di svolgimento e dal tipo di attività.

### **Divieti e caratteristiche**

Il contratto di lavoro intermittente è vietato nei soli casi tassativamente previsti dalla legge (art. 34), tra i quali la sostituzione di personale in sciopero.

E' stipulato in forma scritta.

Datore di lavoro e lavoratore possono concordare in contratto il cosiddetto obbligo di disponibilità, a fronte del quale il lavoratore non può rifiutarsi, se richiesto, di prestare la propria attività.

Quale corrispettivo dell'obbligo di disponibilità, il datore di lavoro è tenuto a corrispondere al lavoratore un'indennità mensile.

Nel caso in cui il lavoratore non sia tenuto a rispondere alla chiamata, avrà diritto alla retribuzione corrispondente alle sole ore di lavoro effettivamente prestate.

Durante il periodo in cui resta disponibile, sia in presenza di un obbligo di disponibilità, sia nel caso contrario, non è titolare di alcun diritto riconosciuto ai lavoratori subordinati, non matura quindi alcun trattamento economico o normativo, salvo l'eventuale indennità di disponibilità.

In tale periodo inoltre, entrambe le parti possono recedere liberamente dal contratto.

Il lavoratore intermittente non deve comunque ricevere per i periodi lavorati, un trattamento economico e normativo complessivamente meno favorevole rispetto al lavoratore di pari livello e a parità di mansioni svolte.

Nel settore del turismo e dei pubblici esercizi è sempre possibile l'utilizzo del c.d. lavoro extra, una forma particolare di rapporto a tempo determinato.

## Tutto quello che bisogna sapere prima di ricorrere al lavoro intermittente e non correre rischi inutili

Il contratto di lavoro “a chiamata” o contratto di lavoro intermittente è una particolare tipologia di rapporto di lavoro subordinato che prevede prestazioni lavorative discontinue (o intermittenti), ma limitate ai casi previsti dalla legge oppure dalla contrattazione collettiva.

La peculiarità di questa tipologia di rapporto di lavoro è data dal fatto che le obbligazioni delle parti insorgono in caso di chiamata. La legge prevede che al contratto di lavoro intermittente si applica, per quanto sia compatibile, la normativa del lavoro subordinato, con una evidente eccezione rappresentata dall'inapplicabilità delle norme che limitano la reiterazione dei contratti a tempo determinato, prevista dal Decreto Legislativo n. 368 del 2001.

Nell'ambito del contratto a chiamata, la legge prevede la possibilità di concordare una clausola di disponibilità del lavoratore, a fronte della quale viene riconosciuta allo stesso una specifica indennità, a prescindere dalla effettiva prestazione lavorativa. Se viene prevista l'indennità di disponibilità, questa è pari al 20% della retribuzione prevista dal C.C.N.L. (retribuzione composta da: paga base tabellare, contingenza, EDR, ratei di mensilità aggiuntive). In caso di impossibilità a rispondere alla chiamata, il lavoratore deve informare il datore di lavoro e giustificare il motivo (malattia o altro evento, e durata dell'impedimento). Per tale periodo di indisponibilità l'indennità sopra indicata non matura. Il rifiuto ingiustificato può comportare la risoluzione del contratto di lavoro e la restituzione dell'indennità di disponibilità già percepita, o anche il risarcimento del danno in favore del datore di lavoro.

Il contratto di lavoro a chiamata deve essere stipulato in forma scritta e deve contenere i seguenti elementi:

- durata e ipotesi che consentono la stipula del contratto;
- luogo e modalità della disponibilità, eventualmente garantita dal lavoratore, e del relativo preavviso di chiamata del lavoratore che non può essere inferiore a un giorno lavorativo;
- trattamento economico e normativo spettante al lavoratore e, se prevista, indennità di disponibilità;
- indicazione di forme e modalità con cui il datore di lavoro è legittimato a richiedere l'esecuzione della prestazione, nonché modalità di rilevazione della stessa;
- tempi e modalità di corresponsione della retribuzione e dell'indennità;
- eventuali misure di sicurezza specifiche che necessarie in relazione alla tipologia di attività dedotta in contratto.

Il contratto a chiamata è ammesso per prestazioni di carattere discontinuo e intermittente individuate dai contratti collettivi nazionali di lavoro, oppure, in assenza, per i casi individuati dal D.M. 23 ottobre 2004 (custodi, fattorini, camerieri, personale di servizio e di cucina negli alberghi, trattorie, esercizi pubblici in genere e così via). È previsto inoltre, in via sperimentale, per l'impiego di lavoratori disoccupati di età inferiore a 25 anni o di lavoratori licenziati di età superiore a 45 anni, iscritti nelle liste di mobilità o iscritti come disoccupati ai centri provinciali dell'impiego, oppure pensionati. Ipotesi di ricorso al contratto a chiamata sono rappresentate da prestazioni lavorative da rendersi durante il fine settimana, i periodi di ferie estive o nelle vacanze natalizie o pasquali.

Il contratto a chiamata è vietato nei seguenti casi: sostituzione di lavoratori in sciopero, unità produttive che nei sei mesi precedenti abbiano effettuato licenziamenti collettivi, unità produttive con sospensione dei rapporti o riduzione dell'orario con diritto a trattamento di integrazione salariale, imprese che non abbiano effettuato la valutazione dei rischi. Il lavoratore deve essere registrato nel Libro Unico del Lavoro al momento della chiamata, ma non deve essere effettuata alcuna registrazione se non viene corrisposta la retribuzione o l'indennità di disponibilità.

I vantaggi per il datore di lavoro sono rinvenibili evidentemente nell'utilizzo del lavoratore solo se necessario, nel rispetto di una condotta che evita sanzioni. Per il lavoratore, invece, si ha la possibilità di avere più datori di lavoro, evitando collaborazioni fittizie o il ricorso al lavoro nero.



## 35) Annunci di lavoro

### Funzionario commerciale Fastweb piccole e medie imprese

Fastweb Nordest, primaria realtà sul territorio specializzata in telecomunicazioni per le aziende, a fronte della propria crescita di mercato, ricerca ambosessi per una posizione di sales account nel segmento della piccola e media impresa per la provincia di Venezia.

Il candidato ideale risponde al seguente profilo:

- età entro i 39 anni;
- forte attitudine alla vendita e spiccata personalità;
- capacità di gestire i rapporti con la clientela;
- determinazione al raggiungimento degli obiettivi assegnati;
- ottime doti organizzative;
- orientamento al risultato;
- disponibilità immediata.

La risorsa sarà inserita nel territorio di competenza e si occuperà dell'acquisizione di nuovi clienti e dello sviluppo di attività commerciali con clienti a portafoglio.

L'Azienda offre:

- appuntamenti da telemarketing interno;
- fisso mensile;
- provvigioni e gare ai massimi livelli di mercato;
- benefits aziendali;
- percorso completo di formazione;
- supporto tecnico-commerciale per trattative con clienti di alto profilo;
- notevoli possibilità di crescita.

Il tutto è finalizzato ad una concreta opportunità di crescita all'interno della società che, con la possibilità di accedere ad un futuro ruolo da dipendente dell'azienda, offre ottime prospettive di realizzazione e stabilità in un mercato in continua espansione. Se ritenete di rientrare nel profilo richiesto inviate CV compilando il modulo sottostante.

#### Invia la tua candidatura per questa posizione

Nome:

Cognome:

Email:

Carica il tuo CV

[Rispondi](#) | [Rispondi a tutti](#) | [Inoltra](#) | [Stampa](#) | [Elimina](#) | [Mostra originale](#)

## VENDITORE AREA VENETO

Data dell'offerta: 04-02-2012  
Nome dell'azienda: Manpower

### Luogo

Città: Rovigo  
Provincia: [Veneto] Rovigo  
Nazione: Italia

### Descrizione

Titolo dell'offerta: VENDITORE AREA VENETO

Categorie:

Vendite - Agenti

Numero di posti 1

Vacanti:

Descrizione dell'offerta: Il nostro cliente, dinamica realtà leader nell'Instore Marketing ci ha incaricati di ricercare un VENDITORE AREA VENETO che si occuperà della gestione e sviluppo di un portafoglio clienti nella propria zona di competenza per la vendita di spazi pubblicitari all'interno di supermercati.

Ci rivolgiamo a professionisti della vendita con ottime capacità comunicative, sviluppate doti relazionali e grande determinazione al raggiungimento degli obiettivi. E' gradita esperienza di vendita nel settore marketing/pubblicità e di gestione trattative commerciali con realtà strutturate. Costituirà requisito indispensabile il possesso di p.iva o l'intenzione di aprirla.

Il servizio è gratuito. I candidati, ambo sessi (L 903/77), sono invitati a leggere l'Informativa Privacy su [www.manpower.it](http://www.manpower.it) Aut. Min. Prot. N. 1116 - SG - del 26/11/04. [www.manpower.it](http://www.manpower.it)

### Requisiti

Titolo di studio minimo: Diploma di Maturità

Esperienza minima: 1 anno

### Contratto

Tipo di contratto: (Selezionare)

Giornata lavorativa: Completa

**Articolo 1 Agenzia per il lavoro seleziona per Azienda cliente operante nel settore intrattenimento:**

**ADDETTO DI SALA GIOCHI**

La risorsa , riportando direttamente al Vice Responsabile si occuperà di:

- accogliere e prendere in carico i clienti all'ingresso della sala secondo lo stile aziendale desiderato e per il quale riceverà adeguata formazione;
- gestire la cassa;
- segnala rapidamente e con discrezione al vice responsabile qualsiasi problema o anomalia che ostacoli il corretto svolgimento del gioco in sala.

**Requisiti:**

- Diploma di scuola media superiore;
- Disponibilità a lavorare su turni continuativi anche nel week end e nei festivi;
- Serietà;
- Predisposizione ai contatti interpersonali
- Capacità di problem solving
- Carattere cordiale ed a accogliente
- Attitudine a lavorare in team
- Ottima presenza

**Contratto:** Inserimento per un mese tramite agenzia ad un 5° livello del commercio e successiva assunzione diretta da parte dell'azienda.

**Orario di lavoro:** Disponibilità a lavorare a rotazione su turni fono alle 2/3 di notte, festivi compresi.

**Sede di lavoro:** Mestre, Venezia.

Publicato il 30/01/2012 alle ore 16:54

- Rispondi
- Suggerisci
- Segnala
- 

Testo della risposta

La mia email

Allega CV

(.pdf, .doc, .docx, .odt - max. 2MB)

Indicare il numero visualizzato:

Iscriviti a Postadiretta per ricevere le migliori promozioni e offerte direttamente nella tua e-mail! leggi l'Informativa sulla privacy

SI  NO

Invia risposta all'annuncio

Voglio ricevere una copia della risposta

La risposta sarà inoltrata all'inserzionista secondo quanto previsto dall'Informativa sulla privacy e dalle Condizioni d'uso.

## 36) Normativa ferie e permessi

### **RICHIESTA FERIE**

La legge prevede per ciascun lavoratore il diritto ad un periodo di ferie retribuito la cui durata viene generalmente stabilita dal Contratto collettivo nazionale di riferimento.

Riguardo al periodo di fruizione delle ferie, questo viene generalmente concordato dal datore di lavoro insieme con il lavoratore, in quanto occorre tenere conto sia delle esigenze organizzative dell'azienda che degli interessi del prestatore di lavoro.

Nella maggior parte dei casi, fatto salvo il caso in cui l'azienda chiude ogni anno per un periodo corrispondente ai giorni di ferie spettanti ai dipendenti, il lavoratore può chiedere al proprio datore di lavoro di fruire delle proprie ferie o di parte di esse mediante apposita richiesta, che potrà o meno essere approvata a seconda che le esigenze organizzative dell'azienda lo consentano o meno. Di seguito un esempio di richiesta di un periodo di ferie da presentare al datore di lavoro.

### **RICHIESTA PERMESSI**

I permessi retribuiti sono richiesti in base alle necessità personali del lavoratore, non sempre quindi possono essere concordati con il datore di lavoro (pensiamo ad esempio ai permessi retribuiti per gravi motivi familiari o per lutto). Inoltre spesso l'anticipo con cui il dipendente richiede i permessi retribuiti è molto breve. In ogni caso, anche se in forma minore rispetto alle ferie, il datore può opporsi. E' da considerare che ad un'azienda, solitamente, grava di più il costo dei permessi retribuiti rispetto alla retribuzione legata ai giorni di ferie. Per tale ragione l'impresa tende a far sì che i propri dipendenti usufruiscano prima dei permessi retribuiti e poi delle ferie. A fine anno infatti, i permessi e le ferie non goduti devono essere liquidati al lavoratore in busta paga.

I CCNL solitamente riconoscono i permessi retribuiti per i casi seguenti:

Lutto. Il lutto per la morte del coniuge o di un parente entro il secondo grado o di affini di primo grado o di un soggetto componente la famiglia anagrafica del dipendente. I permessi retribuiti per lutto riconoscono il diritto al lavoratore di assentarsi dal lavoro per tre giorni consecutivi entro i sette giorni successivi alla data del decesso.

Concorsi ed esami. Il dipendente ha diritto ad un massimo di otto giorni all'anno di permessi retribuiti per partecipare a concorsi o esami.

Matrimonio. In caso di nozze, il lavoratore ha diritto a 15 giorni (incluso quello della cerimonia) consecutivi di permessi retribuiti. Il dipendente può godere di tali permessi retribuiti durante l'anno solare in cui si è congiunto in matrimonio. I permessi retribuiti per il matrimonio non influiscono sui giorni di ferie maturati e sono considerati ai fini dell'anzianità di servizio.

Nascita figli. In tal caso i beneficiari dei permessi retribuiti sono i papà che possono godere di circa 3 giorni di assenza dal lavoro pagata.

Gravi motivi personali o familiari. E' l'Ufficio del Personale dell'azienda che valuterà se la motivazione che spinge il lavoratore a richiedere un permesso retribuito possa o meno rientrare tra i "gravi motivi personali". I permessi retribuiti per gravi motivi familiari o personali corrispondono a 3 giorni ogni anno convertibili, sotto richiesta e previa accettazione da parte dell'Ufficio del Personale, in 18 ore annuali.

Documentata grave infermità. L'infermità può essere relativa: al coniuge, anche legalmente separato, o di un parente entro il secondo grado, anche non convivente, o di un soggetto componente la famiglia anagrafica del dipendente. I permessi retribuiti derivanti dalla grava infermità di una persona cara possono essere massimo tre giorni all'anno da godere entro 7 giorni dall'insorgenza della grave patologia oppure il dipendente può fare richiesta di una riduzione dell'orario pari al numero di ore di lavoro previste nei giorni di permesso che il dipendente interessato intende sostituire.

# **RICHIESTA PERMESSI**

Spettabile  
NOME DEL DATORE DI LAVORO  
SEDE

Oggetto: assenza dal servizio.

Il/La dipendente ..... chiede che gli/le siano concessi:

- dal ..... al ..... (n.....giorni);
- dalle ..... alle ..... (n.....ore) per il giorno .....

da usufruirsi per il seguente motivo:

- Permesso retribuito (.....) \*
- Permesso per cure mediche (produrre certificazione)
- Permesso per motivi di studio (150 ore)
- Permesso non retribuito (30 gg./anno)
- Permesso breve (ore da recuperare entro il mese successivo)
- Permesso compensativo (recupero di ore già fatte)
- Permesso per donazione sangue
- Permesso sindacale
- Permesso amministrativo
- ..... (altra causale prevista da specifica disposizione normativa)

Data.....

Il Dipendente

.....

Il Capo Area

.....

Per l'approvazione:  
IL DIRETTORE

.....

\*) Nell'ambito dei permessi retribuiti annuali, specificare se trattasi di partecipazione a concorso o esame (8 gg.), lutto di famiglia (3 gg.), nascita figli o gravi motivi familiari o personali (3 gg.), matrimonio (15 gg. consecutivi).

# **RICHIESTA FERIE**

Spettabile  
NOME DEL DATORE DI LAVORO  
SEDE

Oggetto: assenza dal servizio per ferie e/o festività abolite

Il/La dipendente ..... chiede che gli/le siano concessi

- dal ..... al ..... (n.....giorni)
- dalle .....alle ..... (n.....ore) per il giorno .....

da usufruirsi per il seguente motivo:

- Congedo ordinario (ferie)
- Festività abolite (30 ore)

Data .....

Firma del dipendente  
.....

Il Capo Area  
.....

Per l'approvazione:  
IL DIRETTORE  
.....

---

(RISERVATO ALLA SEGRETERIA)

Ferie Anno _____	Festività Abolite Anno _____	Ferie Residue Anno _____
Spettanti gg. ....	.....	.....
Fruiti “ .....	.....	.....
Residui “ .....	.....	.....

## 37) Regolamento aziendale

### **REGOLAMENTO AZIENDALE**

#### **PREMESSA**

Il presente regolamento è indirizzato a tutti i dipendenti.

Il Regolamento non ha limiti temporali di validità, ma potrà essere aggiornato e/o variato ogni qualvolta se ne ravvedesse la necessità.

#### **1 - RAPPORTI CON IL PERSONALE**

Ogni dipendente è tenuto a trattare con i suoi superiori, con i colleghi di lavoro e con i clienti, mantenendo quelle forme di reciproco rispetto necessarie per il miglioramento dell'Azienda, nella quale lo stesso presta la propria attività lavorativa.

Eventuali atteggiamenti diffamatori e/o ingiuriosi e/o calunniosi assunti nei confronti della dirigenza e/o dei superiori e/o dei colleghi dipendenti, verranno perseguiti immediatamente a norma contrattuale e di legge.

#### **2 - CONTROLLO DEL PERSONALE E RETRIBUZIONE**

Il personale che espleta il proprio servizio in sede deve provvedere alla timbratura del cartellino posto nelle entrate principali, all'inizio ed alla fine dell'orario di lavoro. Qualora la timbratura non venisse eseguita o a causa della dimenticanza del cartellino non venisse comunicata al proprio capoturno la giornata di lavoro sarà conteggiata assenza ingiustificata.

Le assenze per visite mediche, prestazioni specialistiche e accertamenti diagnostici effettuati durante l'orario di lavoro verranno scalate dai permessi, in caso di mancata documentazione le stesse diventeranno assenze ingiustificate, permesso non retribuito o ferie solo se preventivamente accordate con il proprio responsabile.

Il compenso relativo alle buste paga ed i cedolini verranno erogati e consegnati il 10 di ogni mese. Lo straordinario verrà conteggiato dopo i 30 minuti ogni 30 minuti.

Ritardi superiori a 15 minuti dovranno essere recuperati o daranno luogo alla decurtazione dello stipendio di 30 minuti.

#### **3 - USO DI MEZZI E ATTREZZATURE**

Gli automezzi, gli strumenti e i macchinari e le attrezzature usate a qualsiasi titolo dal personale, devono essere utilizzati rispettando le procedure di sicurezza per il lavoratore e per la salvaguardia della funzionalità degli automezzi, gli strumenti e i macchinari e le attrezzature stesso e/o dell'attrezzatura.

L'attrezzatura aziendale dovrà essere regolarmente controllata prima dell'utilizzo, con obbligo di comunicare immediatamente al capo reparto eventuali danni riscontrati e/o provocati.

In caso di utilizzo di una attrezzatura o macchinari per la prima volta, il dipendente è invitato a chiedere spiegazioni aggiuntive, sia in merito alla funzionalità che all'uso in sicurezza degli stessi, al personale competente.

Il dipendente che accerti difetti di funzionamento delle macchine e/o attrezzature a lui affidate e/o deficienze nel materiale consegnatogli per l'esecuzione del lavoro, dovrà darne immediata comunicazione al caporeparto, con l'obbligo di prendere, nel frattempo, ogni misura che riterrà più opportuna per impedire che si verifichino danni di maggiore entità e senza tentare di riparare da solo le attrezzature/macchine medesime.

L'uso improprio degli automezzi, degli strumenti, macchinari e attrezzature, legittimerà l'Azienda ad addebitarne i costi in capo al responsabile.

Per uso improprio si intende a titolo esemplificativo e non esaustivo:

- uso per scopi personali;
- violazione al Codice della strada (ogni verbale di contestazione delle infrazioni eventualmente notificate all'Azienda, sarà interamente



posto a carico dell'autista che pertanto dovrà provvedere personalmente al pagamento della sanzione nello stesso comminata).

#### **4 - NORME IMPORTANTI CUI ATTENERSI**

Le assenze dal lavoro e le prosecuzioni di assenza per malattia devono essere comunicate al responsabile logistico e/o all'ufficio personale prima dell'inizio dell'orario di lavoro, salvo casi di comprovante impedimento scegliendo uno dei canali messi a disposizione; telefono, fax, email. Il lavoratore deve comunicare il numero di protocollo del certificato medico.

Il lavoratore assente per malattia è tenuto a trovarsi nel proprio domicilio nelle fasce orarie di reperibilità stabilite dalla legge. Il mancato rispetto da parte del lavoratore degli obblighi di cui sopra comporterà per lo stesso, debitamente comunicata ai soli fini informativi, la perdita automatica del trattamento economico contrattuale per l'intero periodo di malattia.

Le assenze per ferie e/o permessi non preventivamente autorizzati, saranno considerate assenza ingiustificata con avvio del provvedimento disciplinare come previsto dal C.C.N.L. di categoria. Ogni infortunio di natura anche leggera, dovrà essere immediatamente comunicato dal lavoratore al proprio superiore diretto il quale provvederà affinché sia espletata se del caso la denuncia di legge. Tale richiesta è motivata dalla necessità di garantire l'adempimento degli obblighi previsti ed imposti in materia, dagli istituti a ciò preposti. L'eventuale ritardo nella comunicazione dei predetti dati, potrebbe infatti causare, per l'infortunato, il mancato indennizzo dell'evento.

Il personale deve usare i dispositivi di protezione obbligatoria pertanto è fatto assoluto divieto indossare nei reparti di produzione scarpe che non siano chiuse (infradito, etc.) al fine di evitare infortuni.

È fatto assoluto divieto fare accedere all'interno del luogo di lavoro, persone non autorizzate.

Al termine della giornata lavorativa, i lavoratori devono lasciare il posto di lavoro in ordine e pulito, compresi gli attrezzi ed i mezzi utilizzati.

Per questo è necessario che ogni dipendente:

- riordini il proprio posto di lavoro a fine orario lavorativo;
- collochi i rifiuti negli appositi contenitori predisposti per la raccolta e lo smaltimento.

È tassativamente vietato fumare all'interno dei luoghi di lavoro. È assolutamente vietato consumare bevande alcoliche durante l'orario di lavoro e/o nella pausa pranzo.

Il cambio di residenza va comunicato tempestivamente all'ufficio del personale, a mezzo fax e/o con lettera scritta.

#### **5 - DIVIETO DI UTILIZZO DI TELEFONI CELLULARE**

L'uso del telefono cellulare durante l'orario di lavoro è vietato. L'azienda consente, dietro l'autorizzazione del capoturno di utilizzare lo stesso per chiamate in uscita/entrata solo in caso di emergenza.

#### **6 - UTILIZZO DEL COMPUTER**

Il computer utilizzato dal dipendente è uno strumento di lavoro. E' vietato l'utilizzo del personal computer per finalità non lavorative in quanto questo può creare disservizi, costi di manutenzione e minacce alla sicurezza, per le quali l'azienda si riserva di avviare azioni nei confronti del/dei responsabili ivi compresa eventuale richiesta di risarcimento.

L'accesso all'elaboratore è protetto da password che deve essere custodita dall'incaricato con la massima diligenza e comunicata esclusivamente al responsabile di reparto e responsabile Ced.

E' vietato compiere azioni che siano potenzialmente in grado di arrecare danno alla Azienda, ad es. il download o l'upload di file musicali, l'uso di servizi di rete con finalità ludiche o, comunque, estranee all'attività lavorativa.

È fatto divieto all'utente il download di qualunque tipo di software gratuito (freeware) e shareware prelevato da siti Internet, se non

espressamente autorizzato dal responsabile dell'ufficio Ced.

È in facoltà dell'Azienda bloccare l'accesso a siti "a rischio" attraverso l'utilizzo di blacklist internazionali in continuo aggiornamento e di predisporre filtri tali da impedire operazioni non giustificate da motivi di lavoro. Ciò per ridurre l'uso improprio della 'navigazione' in Internet.

#### **7 - UTILIZZO DELLA POSTA ELETTRONICA**

Le persone assegnatarie delle caselle di posta elettronica sono responsabili del corretto utilizzo delle stesse. La casella di posta, assegnata dall'Azienda all'utente, è uno strumento di lavoro e va utilizzata esclusivamente per motivi di servizio. In questo senso, a titolo puramente esemplificativo, l'utente non potrà utilizzare la posta elettronica per: l'invio e/o il ricevimento di allegati non legati all'attività lavorativa che violino il diritto d'autore, come filmati o brani musicali (es.mp3) o software concesso in licenza; l'invio e/o il ricevimento di messaggi personali o per la partecipazione a dibattiti, aste on line, concorsi, forum o mailing-list; la partecipazione a catene telematiche (o di Sant'Antonio). Se si dovessero peraltro ricevere tali messaggi, questi devono essere immediatamente cancellati.

Nel caso di mittenti sconosciuti o messaggi insoliti, per non correre il rischio di essere infettati da virus occorrerà cancellare i messaggi senza aprirli.

#### **8 -UTILIZZO SKYPE E CHAT**

L'installazione di questi software avviene esclusivamente per facilitare le comunicazioni interne in azienda.

Viene assolutamente vietato l'utilizzo improprio per argomentazioni personali.

#### **9 - NON OSSERVANZA DELLA NORMATIVA AZIENDALE**

Il mancato rispetto o la violazione delle disposizioni contenute nel presente regolamento è perseguibile con provvedimenti disciplinari nonché con le azioni civili e penali consentite.

Quarto d'Altino 02/01/2012

La società

# APPENDIX B

- 1) Student's diary
- 2) Transcriptions of students' diaries
- 3) Final Questionnaire

# DIARIO DELLO STUDENTE

## Il mio diario

Il mio nome: .....

La data: .....

Puoi dirci qualcosa sulle lezioni svolte fino ad oggi ?

- Ho scoperto che .....

- Quello che mi è piaciuto di più è .....

- Mi piacerebbe sapere qualcosa di più su .....  
perchè.....

- La cosa più difficile è stata.....  
perché.....

- La cosa più noiosa è stata.....  
perché.....

## TRANSCRIPTIONS OF STUDENTS' DIARIES

### Question n. 1: Ho scoperto che.....

Answers:

- il corso stanno andando bene, soprattutto conosciamo ora come compilare i moduli. Quindi era già un passo avanti. Spero fine anno sarò meglio nella lingua italiana. Piacerebbe incontrare ancora una brava professoressa come nostra.
- che i clandestini, quali si trovano in Italia illegalmente devono pagare una multa dal 5000 al 10000 euro. Ho scoperto che lo straniero residente in Italia da 6 anni, quale ha lavoro e paga i contributi e diverse tasse, può fare una richiesta in questura per acquistare il permesso di soggiorno di lungo periodo ecc.
- che adesso per avere la carta di soggiorno si deve fare un test che dimostra la mia conoscenza della lingua italiana, inoltre ho anche scoperto che adesso la carta di soggiorno si chiama carta CE.
- per avere il punteggio minimo del test per passarlo ce bisogno di fare più di 80% del test, e anche che sarei in grado di passarlo.
- vademecum è molto importante per sapere come fare l'esame di lingua per la carta di soggiorno
- ci sono diversi tipi di contratti, è molto importante di fare un curriculum compilato bene, con le risposte giuste e descrivere le sue capacità. Quando deve firmare i documenti, meglio leggere attentamente e dopo firmarli.
- per quanto riguarda il cv, bisogna scrivere più cose possibile ed in modo che possa piacere come è scritto.
- le nuove parole su un colloquio di lavoro, cosa dire durante un colloquio.
- a lavoro ti danno prima le permessi delle ferie perchè la prima cosa costa di più.
- come chiedere i permessi e ferie, come compilare su un contratto di lavoro.
- se hai intenzione di comprarti una macchina e meglio informarsi su tutte le spese da affrontare oltre la spesa della macchina come oggetto.
- come comprare la macchina, come intestarla.
- la legge DPR 28 dicembre 2000 n. 45 è una legge semplice della documentazione amministrativa
- ci sono tanti documenti che si possono autocertificare e che grazie al articolo 46 le cose sono più semplici
- per avere la cittadinanza ce bisogno di tante anzi tantissime carte/documenti
- la concessione della cittadinanza italiana a cittadini stranieri coniugati con italiani e a cittadini stranieri residenti in Italia ha bisogno di riempire tante formalità.

### Question n. 2: Quello che mi è piaciuto di più è....

Answers:

- i corsi vanno lentamente e noi capiamo benissimo. Io spero andare ancora davanti
- leggere ad alta voce in classe e dopo parlare e fare diverse domande, per capire meglio delle parole difficile, quale io non le conoscevo. Conoscere gli articoli legislativi, i diritti e obblighi d'emigrati. Tutto è stato molto utile per me, anche quando sono andata al patronato.
- sapere gli argomenti che si trattavano in quel test e le agevolazioni che avro con la carta permanente (soggiorno) cioè non dover rinnovare ogni anno le carte e vivere secondo me (quindi) più tranquilla.

- mi è piaciuto molto scoprire che sono molto scrupolosi<sup>34</sup> con il test
  - ci sono direttamente i criteri di assegnazione del punteggio
  - rispondere alle domande di datore di lavoro, scoprire come meglio di comportarsi al colloquio di lavoro. Deve essere sempre positivo, amichevole di bella presenza.
  - scoprire che nei annunci di lavoro ci sono dei tranelli (frazze belle per convincere) che hanno un scopo diverso, per esempio sul fatto di essere collaboratori.
  - come compilare un curriculum formato europeo, ho conosciuto i tipi di contratti
  - sapere che ho tanti diritti e tanti tipi di permessi sul lavoro
  - i diritti su permessi di lavoro
  - un po' ridicolo che per registrare (fare contratto di vendita) ci sono più posti dove puoi andare così non devi stare a code infinite in un solo ufficio
  - come e dove andare per l'registrazione dopo la compra
  - perchè è meglio di andare in un'ufficio riempire tutte le formalità senza prendere di tempo
  - che per verificare li dati che io ho dato ad un ufficio pubblico non devo andare io ha verificare basta che dichiaro in scritto quello che mi serve
  - sapere con precisione che tipo di documenti e quanti soldi mi servono
  - ci sono direttamente l'elenco degli documenti per fare la domanda
- Question n. 3: Mi piacerebbe sapere qualcosa di più su....perchè....**

Answers:

- i busta paghi per i operaio stranieri perchè ci sono tante persone che non riescono a capire sulle tasse che pagano allo stato. Forse puo' essere pagato quando deciso di entrare nella suo paese.
- tema di lavoro, come compilare il curriculum, cosa scrivere sul internet se cerco lavoro perchè ho trovato fatica, quando leggevo diversi annunci di lavoro. Mi piacerebbe sapere come devo fare il discorso se andro' al colloquio con mio futuro datore di lavoro.
- diritti nel caso di cittadinanza italiana (doveri) perchè per comportarmi al meglio. Vorei sapere (conoscere) la costituzione italiana.
- come scrivere correttamente nell test perchè vorei non prendere un brutto voto a causa della calligrafia.
- la comprensione scritta perchè mi interessa di più.
- come meglio di cercare il lavoro sul internet nel giornale in agenzia o andare in giro e portare il suo curriculum in diversi posti perchè ho trovato un problema grande e non lo so come meglio di farlo.
- come capire li diversi annunci di lavoro perchè per non andare in contro a sorpreze.
- i contratti di lavoro, le buste paghe, i diritti sul contratto.
- l'infortunio sul lavoro perchè per sapere come mi posso tutelare i miei diritti in questo caso.
- controllo del personale e retribuzione perchè saperne di più
- quale sono le assicurazioni su la macchina che si devono fare perchè per sapere cosa fare e quale fare.
- contratto di vendita perchè mi servirà un giorno se ho bisogno di comprare la

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<sup>34</sup> Da intendersi come "scrupolosi"

macchina.

- le norme in materia di dichiarazioni sostitutive perchè mi serve per conoscere di più su la legge
- certificato di studio/diploma perchè in un futuro vorrei studiare e laurearmi qui.
- i diritti che si acquisiscono una volta diventato cittadino italiano perchè per informarmi e vivere meglio.
- per residenza in Italia perchè è legato ai sensi degli articoli.

**Question n. 4: La cosa più difficile è stata....perchè....**

Answers:

- secondo me niente di ombra per tutto quello che abbiamo visto sui moduli perchè ci sono direttamente le spiegazioni in ogni caso
- capire il linguaggio burocratico perchè non conoscevo tante parole e neanche le usavo.
- capire certi termini di ufficio legali perchè non sono termini di uso comune e anche per ignoranza.
- capire il spartimento del punteggio perchè non si capiva tanto bene come li contano i punti.
- niente perchè niente
- capire gli annunci di lavoro, rispondere alle domande d'istruzione perchè è un linguaggio sconosciuto per me, ho lavorato con dizionario, tanto tempo rispondere alle domande d'istruzione è stato difficile perchè nel mio paese le scuole sono di altro tipo e anche i diplomi.
- capire alcuni termini che ci sono nei contratti di lavoro perchè non sono termini comuni
- come rispondere la domanda durante un colloquio di lavoro, perchè non mi viene direttamente le parole.
- non c'era una cosa difficile più che altro c'era cosa che non sapevo cioè che nel caso in qui io non mi prendo le ferie, permessi (il datore di lavoro) mi deve pagare in più di una giornata normale.
- uso dei mezzi attrezzatura, su le norme importante cui atenersi perchè mi serve in lavoro a conoscere per non sbagliare.
- capire certi termini che ci sono nel modulo di registrazione della macchina (es. Rivedimento operoso) perchè sono termini che non avevo mai visti e letti.
- capire quanto devi pagare perchè è importante.
- niente perchè niente
- leggere alcune parole perchè erano termini legati degli articoli.
- scoprire che anche in fatto di tempi, il avere la cittadinanza e lungo perchè dura come minimo due anni.
- per residenza in Italia perchè è troppo pesante con tante formalità

**Question n. 5: La cosa più noiosa è stata....perchè....**

Answers:

- niente noioso per me perchè non siamo numerosi nella classe, tutto si svolge benissimo
- io non mi sono annoiata assolutamente. Anzi non osservavo come passava il tempo di lezione.
- leggere gli articoli di legge ma solo come numeri e quindi nel caso sapere cercare per il

fatto che almeno che tu non sia un parlamentare avvocato ho studente non puoi sapere li articoli di legge.

- leggere tutti li ogetti e i nomi che tu devi conoscere perchè si presume che un minimo tu gea lo sapia sembra quasi che tu sia stupido
- il contesto di legge perchè è lungo.
- nessuna risposta
- scoprire che le richieste varie nelli annunci sono più o meno uguali perchè tutti usano le stese frasi fatte.
- niente perchè niente
- non era noioso anzi una cosa che mi interesava tantissimo perchè grazie per avermi spiegato questa cosa.
- niente perchè niente
- non ce stato niente di noioso più che altro il rendersi conto di quanti soldi devi spendere oltre la macchina mi ha lasciato senza parole perchè ci sono un sacco di tase (imposte) ect. (documenti).
- ci sono tante burocrazia in Italia perchè nel mio paese è più semplice di comprare una macchina senza tutti le informazione come cui in Italia.
- niente perchè niente
- dover leggere le stese parole dappertutto perchè in ogni articolo a un certo punto erano ripetute certe frasi
- rendermi conto che dappertutto ti chiedono soldi e devi spendere perchè non sempre sono disposta a spendere volentieri tutti questi soldi sollo per avere un pezzo di carta ma che ci voi fare e il prezzo della "libertà" in modo ironico mi scusi, grazie per le lezioni.
- niente perchè niente.



## QUESTIONARIO DI VALUTAZIONE DI FINE CORSO

ANNO 2011-2012

A conclusione del corso che hai frequentato quest'anno presso l'Associazione "Oltre i confini" di Quarto d'Altino, ti chiediamo di darci le tue valutazioni su questa esperienza, in modo da poter programmare meglio i corsi futuri.

Metti una X sulla risposta che ti sembra rispecchiare meglio il tuo giudizio.

Grazie.

1) Il corso ha soddisfatto le tue aspettative iniziali?

Per niente – poco – abbastanza – molto

2) Pensi di aver imparato meglio la lingua italiana?

Per niente – poco – abbastanza – molto

3) Pensi di aver imparato più cose sulla cultura italiana?

Per niente – poco – abbastanza – molto

4) Pensi di aver imparato cose che ti possono essere utili nel mondo del lavoro?

Per niente – poco – abbastanza – molto

5) Pensi di aver imparato cose che ti possono essere utili per integrarti in Italia?

Per niente – poco – abbastanza – molto

6) Ti è sembrato utile l'insegnamento della grammatica italiana?

Per niente – poco – abbastanza – molto

7) Pensi di aver aumentato la conoscenza del lessico italiano?

Per niente – poco – abbastanza – molto

8) Ti sono sembrati utili i dettati effettuati in classe?

Per niente – poco – abbastanza – molto

9) Ti è sembrata utile la spiegazione sulla normativa italiana relativa agli stranieri?

Per niente – poco – abbastanza – molto

10) Pensi che sia stato utile imparare a compilare i moduli previsti dalla legge italiana?

Per niente – poco – abbastanza – molto

11) Quale argomento avresti tolto da quelli affrontati durante il corso? Perché?

.....

12) Quale argomento avresti aggiunto a quelli affrontati durante il corso? Perché?

.....

13) Raccomanderesti ad un amico straniero di frequentare un corso di questo tipo?

Per niente – poco – abbastanza – molto

14) La durata del corso ti è sembrata:

Troppo corta – Corta - Adeguata – troppo lunga

15) Cosa cambieresti del corso?

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