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# Teaching Italian in a Multilingual and Multicultural Class: a Case Study

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*In a way [language is] like the human face. A human face is very simple, two eyes, a nose, and a mouth. You can draw a simple sketch of it. But look at the incredible diversity. Each one of us has a uniquely different face. Yet each face is obviously a human face. Languages are the same. Each one is obviously a different language but they're clearly examples of the same kind of system.*

Dan Slobin

## Introduction

Each language is born from a specific culture and it is the expression, with its values, rules and habits, of the society that generates it.

Learning a Foreign Language (FL) does not only mean being able to use the new language when writing, speaking, reading or using any other language skill, but it also means being able to understand how the language changes in different areas and contexts, how to use it in different situations and most importantly, how to integrate with people who actually speak that language.

Learning and knowing a language has changed its meaning during the last decades, when communicate in a global world and travel for work, study, pleasure or even survival became an urge for keeping the pace with the evolving things of new millennium.

Language learning is not only to “broaden the horizons” as it is often said, but for cultural learning too. This clarifies the need of a good cultural teaching while teaching the FL.

In this work, the importance of cultural studies while learning a FL through a personal experience, conducted in two different years with two different classes, will be presented.

The focus of this dissertation is on the learning path of foreign high school students, who come to Italy for a study abroad program (SAP), called *AFS - Intercultura*. I chose to present a research case study, because as the teacher for the second year of the *AFS - Intercultura* incoming students, I would like to prove whether it is possible to teach Italian in a multilingual and multicultural class, including intercultural competence (IC), in a prearranged 50-hours-course. Moreover, I assume that starting from the cultural aspect could be a useful trigger to learn and improve FL, as I aim to demonstrate that practical activities can help students to memorize grammar constructions.

This research also gave me the possibility to enhance my knowledge about SAPs in Italy and about the difficulties that incoming students have to deal with when abroad. Hence, another considered issue was whether SAPs are useful to improve and/or master a FL and

what can be done to reduce the barriers or the negative aspects that incoming students have to face. This helped me to think about new guidelines and their possible application in order to improve *AFS-Intercultura* experience.

This dissertation is organized in four chapters. The first chapter deals with literature, theoretical frameworks and diverse approaches to the study of IC while learning and teaching a FL. The second chapter offers a brief overview about exchange programs, especially the one that this work has been conducted on, *AFS-Intercultura*, lingering on the Venice branch. A broad description of concerns, expectations and troubles of incoming students will be presented at the end of this chapter in order to understand the participants of our case study. In the third chapter I will present the language course, the students, the procedures and the methodology including initial and final test. Each lesson of the course will not be described, since the importance of this dissertation is focused on the general strategies and procedures that brought the students to their personal improvements.

Finally, in the fourth chapter the most significant results will be discussed, according to the hard and soft data collected through tests and a questionnaire to the students, while the last section is dedicated to general conclusions and possible improvements.

# Chapter 1 - Intercultural Teaching

This chapter aims to introduce some concepts that are related to language teaching in an intercultural context. Learning a language abroad is essentially different, as intercultural exchanges might lead to cultural and social misunderstandings, due to different ways of living and thinking of students and teachers.

The notions of culture, cultural identity and the differences between intercultural and multicultural environments will be shown, in addition to a brief framework of the main theories about intercultural communication and intercultural competence.

According to an educational environment, we would like to establish which are the main cultural differences that might be tackled in advance for incoming students of study abroad programs, in order to understand how (and if), it is possible to learn intercultural communication and related competences.

## 1.1 Culture

*Language is the road map of a culture. It tells you where its people come from and where they are going.*

Rita Mae Brown

Culture is not easy to define. Various disciplines have their own definition of culture, such as in anthropology, sociology or psychology, but there is not a universally accepted definition of culture, a complex and at times contested concept. Yet, there are some agreed traits that could describe its essence: it “provides different ways of interpreting the environment and the world, as well as relating to other people.” (Jandt, 2013).

But what does the culture imply? Culture implicates every aspect of daily and habitual life, from the simplest and more evident things such as greeting, eating or clothing to more detailed things, such as gestures, general way of thinking or even keeping a certain physical distance from other people.

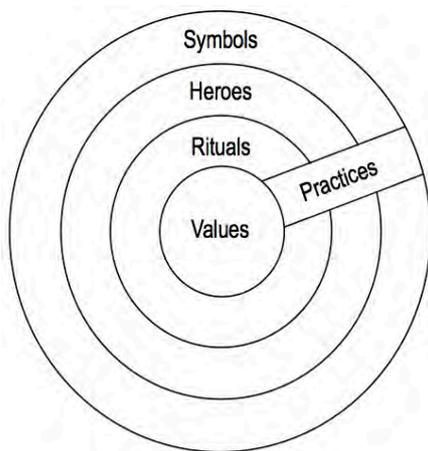
Each society has a different cultural model, even though with some slight differences from the others, but that is the reason why learning about the country, the culture or civilization

associated with a language is an essential part when learning how to improve communication skills in a certain language.

As in Hofstede (2010: 6) “Culture consists of the unwritten rules of the social game” or more formally, according to the meaning that is given to the term in anthropology “It is *the collective programming of the mind that distinguishes the member of one group or category of people from others*” (Hofstede, 2010).

Since cultural differences can be clear in some ways, Hofstede (2010) had classified these differences in some elements which led him to divide the culture into four categories: symbols, ritual, values, and heroes. (For the single classification see Hofstede, 2010).

In the *symbols*, there are included words and jargons of the language as well as gestures, which are very important (especially in Italian) and have to be explained very carefully to exchange students, whereas they can be misleading or incomprehensible. Symbols, heroes and rituals have been comprised under the *practices*, but the core is represented by the *values*, which are difficult to gain in an intercultural way because they are acquired early in life.



Hofstede, 1991.

According to Jandt (2013), the definition of culture has gradually changed from the Nineteenth Century to today, and it involves thoughts, experiences, beliefs and values of a group of people, affecting also their behaviours, which is not necessarily related to a place or a country.

[Figure 1]

What has never changed over the time is that culture is not natural or innate but it is learned from the closest people, as parents or other family members, friends and any other person who share or shared same social environment.

Teaching a foreign language cannot be done without teaching the culture: language is not a conceptual tool made by rules. Indeed, it is supported and surrounded by a specific culture and through the culture, it displays. (Celentin, Serragiotto 2000).

As claimed by Dervin and Liddicoat (2013: 3):

*in language education, the learner has now become a real “subject” – a subject who is at the centre of learning and teaching; a subject who is taught to be responsible*

*for his/her learning; a subject who interacts; a subject who is required to be both performer and analyser of language in use.*

More attention to the learner will be given in the second section. As a language teacher, the major concern is with language, even though the rest has not to be considered as 'background', in fact: this is the reason why when we are learning a language, we cannot forget to also look to the culture of that language. Looking at all the aspects of knowing the language, at how to do language, at how to do *with* the language and at how to integrate the language with nonverbal communication, allow us to get deeper into language knowledge and competence.

In the cultural dimension of Foreign Language Teaching, there should be a method, of course, as well as a content; but both have always to be considered in relation to the context of the classroom. It always takes place in a particular context, (Byram, 1997) i.e. in our case, between people of different languages or countries where, in the initial/opening part, the language used as lingua franca is English.

Culture, as communication, is widespread and yet invisible (Neuliep, 2009), it has a profound effect on humans, and this is why we are not always plainly conscious of its influence. When teaching a language to teenagers, (especially Italian which is loaded with different cultural features, that change from town to town) you have to be very careful and clear explaining every idiomatic expression and every gesture meaning (since we gesticulate so much when we talk and often without realizing it, hence it happens also while teaching).

In conclusion, cultures are “*modi di vedere e concettualizzare il mondo [...] di organizzare la vita quotidiana [...] ma sono anche punti di riferimento dell'identità personale.*”<sup>1</sup> (Balboni, 2004)

Each person feels as member of a culture “*non perché si parla una data lingua, ma perché si condividono i modi di vedere e concettualizzare il mondo (una “civiltà”), nonché le regole della vita quotidiana (una “cultura”)*”<sup>2</sup> (Balboni, 2004, 2007).

Therefore, teaching the cultural aspects of a foreign language is essential for both the learners and the teacher in order to learn about others as cultural beings and increase, across the differences, an emotional intelligence that let developing the sense of “*citizen of the world*”.

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<sup>1</sup> English translation: [cultures are] ways of seeing and conceptualising the world, of organize the daily life, but are also reference points of personal identity.

<sup>2</sup> [Each person feels as member of a culture] not because a specific language is spoken, but because the ways of seeing and conceptualising the world ('civiltà') and the rules of the daily life ('cultura') are shared.

### 1.1.1 Cultural identity

For the past few decades, the concept of *cultural identity* (Collier, Thomas, 1988) has received much consideration from scholars of different studies, as long as the concept of Intercultural Communication has increased its importance in our globalized world.

It has changed from the 1980's and it has been examined under different scholars' points of view, relating to the field or discipline they are working in: the definition has been slightly modified putting the accents on different aspects, for example, on the nation, on the social-class and on the ethnicity.

But, what is commonly recognized, as in Chen and Lin (2016: 20) is that "the study of cultural identities should encourage reflexive understandings of both one's own and others' identities in manners that promote productive intercultural encounters, interactions, and relationships".

We have to pay attention to what our beliefs about different cultures are. Because, even though the culture of a specific language reveals the features of that language and/or of its native speakers, this does not mean that every single individual is equal to the other. We cannot let the stereotypes prevail because we are fully aware that we are the first ones who are different from others that share our same culture.

As a matter of fact, not only it is important to know and understand others' culture but also their *cultural identity* (Collier, Thomas, 1988), that helps to get closer to all the opportunities or the challenges that each person from a different culture has to deal with (Jandt, 2013).

Collier and Thomas have also first theorized a Cultural Identity Theory (CIT), which assumed different properties among the cultural identities. For instance, they differ in the level of the intensity with which they communicate, or in the way a group introduces itself to the others which is to understand the role of cultural identities across different contexts.

Understanding how human actions and experiences are formed by human intentions is the way to comprehend the human nature. Life can be comprehended through the interpretation of cultural models because culture also contributes to form the human mind.

Culture indeed can do this by "forcing" these models, such as language and social life, that occur to shape each one's cultural identity. (Bruner, 1992).

### 1.1.2 Multicultural and Intercultural

For a better understanding of the IC and of the various ways in which intercultural scholars have conceptualized this concept and of the role that the teacher plays in helping multicultural classes in developing this competence, it is helpful to explore briefly some of the terminology that will be presented throughout this dissertation.

*Multicultural*: this adjective is of course intended to a group, or in our case a class, which has two or more different cultures that meet and impact to each other. It has to be discerned to a racially diverse classroom, which is composed by pupils who come from another country and are going to stay permanently in a foreign country (Italy, in our case) and learn the same things of their peers, struggling with a different language and culture.

The multicultural classroom described in this project is the place where the incoming students are helped in learning the foreign language and in understanding the differences that they encounter when fully immersed in a social reality that is (completely) diverse from their own one. Usually this type of lesson is taken outside the school, after the classes and it is correlated to social activities and an accommodation by a local family.

The multicultural competence for the teacher meanwhile, is a multidimensional construct, and as Spanierman *et al.* claim (2011: 444):

*Is an iterative process in which teachers continuously (a) explore their attitudes and beliefs about multicultural issues, (b) increase their understanding of specific populations, and (c) examine the impact this awareness and knowledge has on what and how they teach as well as how they interact with students and their families.*

*Intercultural*: In order to gather the two terms, we can also look at the distinction that the European Council has done in 1989; where *multicultural* describes a reality where people from different cultures and ethnicities coexist. The latter (*intercultural*) though, highlights the relationships and the processes established among subjects who belong to different cultures or ethnic groups (Cf. Caon, Spaliviero, 2015).

## 1.2 Culture and communication

The association between language and culture in the Foreign Language (FL) classroom has been already stressed out before and it has been and still is, the focus of many scholars in cultural studies and in the linguistic field.

Having said that, it is well known that communication is an element of culture, as cultures define it in different ways (Krippendorff, 1993). The communication system, as we have already seen, not only is one of the symbols of culture, but it is also one of the most important elements of every culture; in fact, it represents more than words and verbal codes. Moreover, different languages apart, there are variations of verbal and non-verbal communication between cultures, so it is very important to understand these variations in order to avoid gaffes or disrespectful acts. The importance of learning how to communicate both in FL field and in the Intercultural one, is described by Byram as it follows (1997:4):

*Communication is being presented as interaction among people of complex cultural and social identities. FL teaching needs [to be based on such syllabi ..] to go beyond linguistic realizations of politeness to take account of the ways of living out of which other speak and write. Only then can FL teaching claim to prepare learners to communicate and interact with foreigners who are 'other' and accepted as such, rather than being reduced to people assumed to be (almost) 'like us'.*

What is the meaning, what are the keys to being able to communicate in a language? Generally speaking, the communicative events occur in a circumstantial context, which has implicit behavioural grammars that simplify the communication, if the culture is shared. If not, as said by Favaro (1989):

*nella comunicazione tra persone appartenenti alla stessa cultura, ciò che si dà per scontato in quanto membri di uno stesso contesto culturale aiuta la comprensione reciproca; nella comunicazione interculturale invece, ciò che viene dato per scontato può ostacolare o rendere difficile la comunicazione. Ciascuno dei partecipanti*

*utilizza competenze comunicative diverse che possono risultare inefficaci, inopportune o fuorvianti in altri contesti*<sup>3</sup>.

At the beginning of the learning, learners of a FL are users of language, through which they present themselves and build their words, but above all, language is a way of seeing, understanding and communicating about their world; a world that every user do differently, related to the culture of origin. (Liddicoat, Scarino, 2013).

Overall, there are three main types of communication and we will further analyse one of them (1.3.). According to Balboni, knowing a language is (2008: 46) “avere la capacità di comunicare in una lingua e in una cultura”, so having a *communicative competence* (*competenza comunicativa*)<sup>4</sup>.

He proposed a model of Communicative Competence (Balboni, Caon, 2015: 21), where we can distinguish three kinds of competences, just as the types of communication:

- a. The first one, the *linguistic competence*, usually is the only one recognized in the broad category of communication because part of the Verbal Communication;
- b. The *extra-linguistic competence*, part of the Nonverbal Communication includes: body language, (gestures, smiles, eyes, facial expressions, arms and hands, legs and feet) the tone and the rhythm of the voice, smells, sweating and body noises, personal distance from others, clothes and objects/accessories, etc. The nonverbal code is personally different and obviously also culturally different, as noticed in Neuliep (2009:216) “the users of a particular language may overlook or ignore objects or events that speakers of another language may emphasize.”
- c. The *socio-cultural competence*, part of the Intercultural Communication includes socio- and pragma-linguistic parameters connected to the cultural ones.

These three types of communication (and competences) are fundamental during every interaction, especially the last one, if we are in a situation where different cultures collide.

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<sup>3</sup> English translation: in the communication between people of the same culture, what is taken for granted, as members of the same cultural context, helps the mutual comprehension. In intercultural communication instead, what is taken for granted can interrupt or make difficult the communication. Every speaker uses a different communicative competence, which could appear useless, inappropriate or misleading in other contexts.

<sup>4</sup> English translation: having the skill/ability to communicate in a language and in a culture.

### 1.3 Intercultural Communication

As we have already mentioned and as it can be seen in Balboni (2007, 2015 and other works) in order to communicate:

- a. In a correct way, a *linguistic competence* is needed;
- b. In an efficient way, a *pragma-linguistic competence* is needed:
- c. In a suitable way (avoiding mistakes that can compromise the communication) a *socio-cultural competence* is needed.

The latter involves the awareness of the whole culture, the *way of life* (such as social organization, habits, customs, etc., everything that can lead to interactions in a country) and the *way of thinking* (such as the concept of human being, justice or human and social relationships, etc. in a community); these are the elements that define a community's cultural identity, where its members share the same models of life's consideration.

Keeping in mind these three competences, necessary to communicate, we have to understand what is the meaning of a communication that is Intercultural. According to Jandt (2013: 8) "intercultural communication refers not only to the communication between individuals of diverse cultural identities but also to the communication between diverse groups".

Moreover, we can try to define Intercultural Communication as the communication that occurs when: a member of a culture elicits a message to another member of a different culture. This message has to be received, interpreted and understood. The culture is responsible for the construction of our individual realities, our skills and our communicative behaviours.

Many scholars however, do not yet agree on the definition, as the fundamental principle is evidently, understanding national cultures, but it is not clear yet in which field or context it has to be applied. We can see the differences in a global context, or in a social context or, related to our case, in a school / classroom context.

As far as the learning environment is concerned, Intercultural Communication cannot be taught because understanding is based upon experience. When you have to live and work with a member of a different culture, the experience helps you to deal with understanding. But, maybe, learning how to communicate in an intercultural way is possible to avoid misunderstanding from the beginning.

According to Balboni (2008: 59) “Non si può *insegnare* la comunicazione interculturale: varia troppo da cultura a cultura [...] e si evolve continuamente, [...]. Si può imparare ad *osservare* i problemi di comunicazione interculturale<sup>5</sup>” keeping in mind that these problems derive from different values, nonverbal communications and some language aspects.

Therefore, in order to avoid misunderstanding from the beginning we have to focus on the problems that could happen, we have to try to “train” and develop this cultural perception.

The training, as claimed by Cargile and Giles (1996), is meant to teach students to “think and behave as individuals from different cultural groups might think and behave”, which is not as simple as it can be said. A previous preparation before the departure of exchange students should be done, and it has to continue once they come and are here, not only in the classroom but also in the host families, among their peers and in all the communicative and social situations they are going to face. The main focuses must be related to awareness and understanding cultural differences in any case, but the attention to the features of the above-mentioned preparation changes based on many factors, such as: type of exchange programs, focus of the project, age, destination, etc.

Most of the intercultural training programs are designed to develop in the exchange students an effective communication, better tasks in their learning and a general satisfaction related to their personal situation in the host country.

As far as the techniques of intercultural training are concerned, (see Cargile, Giles, 1996) they not always effectively work, especially when it concerns adolescents, as they are aimed at the development of specific behavioural skills. For example, teenager students often do not accept gladly the bicultural workshop techniques (e.g. structured discussion and/or role playing): these activities are not very encouraging for them and they have, at least at the beginning, fear of making mistakes.

Another critique to intercultural training could be seen when, once achieved awareness and knowledge of cultural differences, the student “is not mindful, fails to use his or her knowledge in making attributions, and behaves incongruously during interaction” (Cargile, Giles, 1996). This could happen without a progressive help from all the people that are involved in the process and could lead to an ineffective (under some points of view) intercultural communication.

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<sup>5</sup> English translation: Intercultural Communication cannot be *taught*: it changes too much from culture to culture [...] and it evolves continuously [...]. What can be learned is to *observe* the problems of the Intercultural Communication.

In some cases, in fact, training can induce negative affective states, based on a negative perception that students could feel about the members of the target culture or about any other small detail that had struck them at first sight, so they will be uncomfortable every time they are involved in a discussion.

## 1.4 Intercultural Education

Language is not only a code, in terms of Intercultural Education (IE), it cannot be seen only as grammar rules to learn or as vocabulary items to memorize: its role has to be considered more deeply.

Language is part of human life indeed: it is the tool for communication and for meanings' interpretation. That is why it is both personal (the language that each one in that culture speaks with its own emphasis) and communal (the same language spoken in a community). In the constitution of IE language takes place, together with culture and it influences the students, making them aware of the ways to meaning making and the interpretation of those meanings. (Devin, Liddicoat, 2013).

Before defining IE we have to distinguish it related to the context: from now on, we will refer to the education, together with language teaching, that is necessary for incoming students from varied exchange programs. They have to deal with their integration in schools and families who are culturally different but it is from them that the first effort has to start.

As a matter of fact, IE is an important theme all over this increasingly globalized world, which has also started to be regulated in Italy from 1989, but concerning only mandatory school.

What we mean with IE here, is teaching to incoming teenagers to grow cultural self-awareness through reflecting on own personal and cultural experience and helping them to gain, develop or even master intercultural skills, so the ability to understand different cultural contexts and viewpoints, demonstrate respect for others specifically with various aspects of Italian culture.

Defining IE is, generally speaking, recognized in pursuing the communication skills among people who come from different societies, civilizations and cultures.

It is necessary, for attempting an intercultural mind, the ability to act with and integrate the differences that identify all the individuals coming from many cultures, to start from:

- a. a general “sense of convention”, which means that two people serenely agree to share common rules;
- b. an “identity sense”, which means that all the choices and decisions have to be taken in full independence and with freedom of thought, but both in personal and social dimension;
- c. overcome your own point of view as the only way of thinking and open to “cultural relativism”<sup>6</sup>.

Furthermore, IE intends “to foster discussion on educational initiatives which aim to lay the ground for and support intercultural learning in study abroad” (Borghetti, Beaven, 2015).

According also to D’Annunzio (2008) and reported by Caon and Spaliviero (2015: 49), the primary purposes of IE are:

- a. developing social skills and critical thinking;
- b. learning “cognitive transitivity”, i.e. to know and to represent parts of the knowledge acquired in different ways;
- c. active-listening education;
- d. recovering affective dimension of communication.

## 1.5 Intercultural Competence (IC)

In the last two decades, scholars who are involved in Intercultural FL teaching, widely agree that IC is very important in FL classroom. Although the interculturalists do not widely agree upon a common definition, it is clear that IC plays an increasing role and will keep playing it, as the development of globalization and as consequence in education, the spreading number of students (both in secondary schools and at universities) who go abroad for studying (Deardorff, 2011).

Explicit understanding of IC is needed to become aware of what can cause the development of this competence, through programs, activities and more. According to Fantini (2000), (which is linked to Byram, 1997) in the IC three abilities emerge:

- a. develop and maintain relationships;
- b. communicate effectively;

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<sup>6</sup> According to the definition of the French anthropologist Claude Lévi-Strauss: “Cultural relativism affirms that one culture has no absolute criteria for judging the activities of another culture as ‘low’ or ‘noble’.”

- c. attain compliance and obtain cooperation with others.

These abilities are obviously necessary “for everyone everywhere – interculturally and culturally”. (Fantini, 2000: 27).

What is not largely accepted is the way of how IC should be taught. As a matter of fact, the preparation of the students in postsecondary institutions (not only in FL) is lamented by many scholars nowadays, reasonable claim especially in Italy.

The necessity of assessing IC within postsecondary education is growing day by day, even though there is still not a consensual definition about the concept (Deardorff, 2011).

The assessment of IC is an ongoing process, as Deardorff claims, and it fosters critical thinking, which allows the growth of all those attitudes and abilities necessary to be respectful, open and curious towards the other cultures but most of all, to be able to see from other’s perspectives.

It is important to notice that, as in Allport (1954), the development of IC does not “just happen” by learning about another culture or interacting with someone who has a different culture from ours, but is a learning outcome that is not completely achievable without the help of specific knowledge and/or instructors. That is the reason why, teachers are essential in helping their learners to a sort of a transformation, in order to achieve:

- a. openness to other;
- b. active respect for differences;
- c. mutual comprehension;
- d. active tolerance;
- e. anti-discrimination;

All of these specific skills, adding to the personal will of knowing what is different and without judging or feeling better, lead to the IC.

## 1.6 Intercultural Communicative Competence (ICC)

The study of Intercultural Communicative Competence (henceforth ICC) has directed much attention of scholars from different disciplines in the past decades, and most of them have conceptualized ICC as a behavioural construct, but others theorized it as a cognitive construct. However, scholars in intercultural sciences gradually realized that ICC should be treated as an integration of the three dimensions of cognition, affection, and behaviour.

They have long taken into consideration ICC from different perspectives and produced many models and theories. For instance, Byram (1997) approached ICC from the aspect of FL teaching. In particular, he made a distinction between IC and ICC, where in the former, people have the ability to communicate in their own language with people from another culture, while in the ICC, people also test their linguistic, socio-linguistic and discourse competences in the FL (Borghetti, 2012).

Proposing his model of ICC, Byram (1997) includes four aspects of the interaction between two (or more) intercultural speakers that are slightly different from other models, which presented Knowledge, Skills and Attitudes mentioned by other scholars. First of all, when talking to an interlocutor who has a different culture, the Knowledge is an essential factor, that is the reason why Byram (1997) and also Deardorff (2004), divides it into two categories:

- a. knowledge of others and of social processes in social groups (*savoirs*), i.e. both empirical and academic knowledge, not only about the other's country but also about our own country to have a mutual perception of both social and cultural identities. The Knowledge translates also into a conscious and effective exchange of information and helps with a communicative language teaching for maintaining human relationships. "All human communication depends on a shared knowledge of the world" (Council of Europe, CEFRL, 2001).
- b. knowledge of self and of critical cultural awareness, which involves an ability to evaluate practices and products of one's own and others' cultures (*savoir s'engager*), i.e., "the existential competence", since the attitudinal factors are also important, even though these depend more on the ability of the interlocutors to value both themselves and others.

Then, Byram (1997) divides skills into other two separate categories:

- a. skill to interpret and establish relationships between the aspects of the two cultures (*savoir comprendre*), for example, the ability to understand a document or an event from another culture (Byram, 1997:33);
- b. skill to discover and/or to interact (*savoir apprendre/faire*) that is the ability to acquire new knowledge of a culture and to combine with what it is in ours.

The Attitudes instead, (*savoir etre*), are seen by Byram as fundamental to IC, and represent one's values, beliefs and behaviours within a larger perspective meanwhile valuing also others' ones.

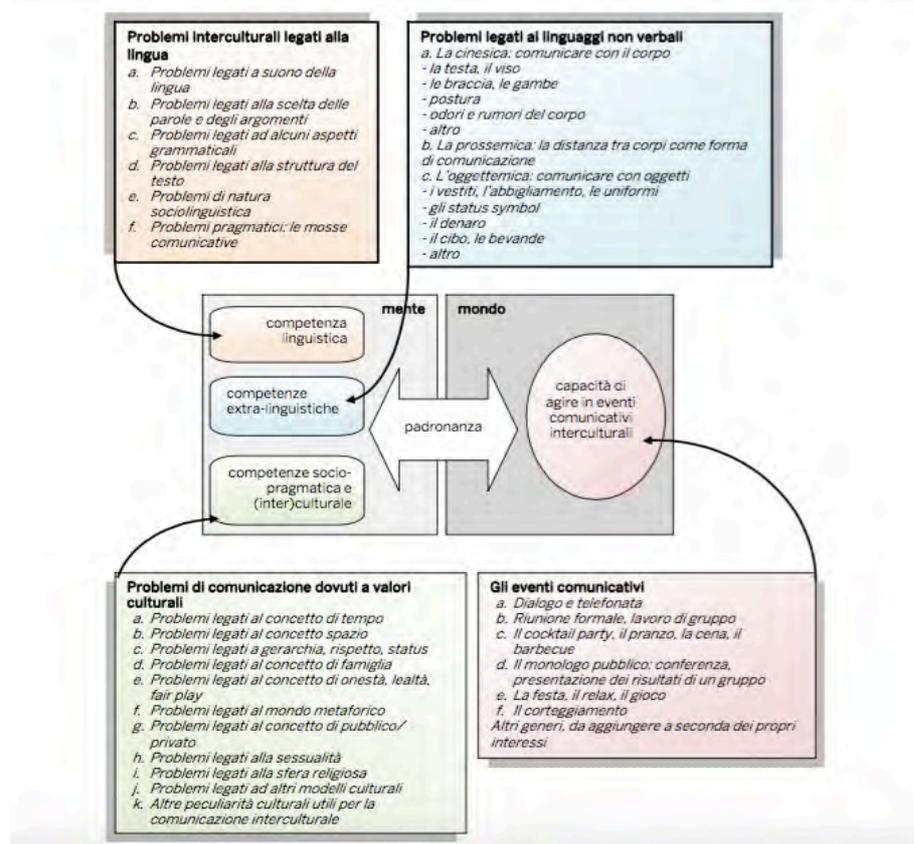
As learning a language needs the development of linguistic and language abilities, the same needs the development of an ICC. It requires specific abilities such as perceptiveness and forgetting past experiences that could influence our feelings when we meet people from other cultures, or an emotional understanding and the empathy for getting also implicit reasons of some behaviour that could seem strange or peculiar for our habits.

Culture inevitably affects the development of ICC, as it is becoming a necessary ability for people to interact effectively in order to develop a harmonious life and a multicultural civil society (Chen, 2014).

Nevertheless, the problem of different ICC models or theories foster the scholars to feel the need of further clarifications about the meaning of being intercultural competent and which factors affect the Intercultural Communication process and outcomes. (Deardorff, 2006)

Given that a common and equally shared model of ICC has not yet been accepted by all scholars, and we do not know for sure if it is possible to teach such a competence as ICC, we agree with the model presented by Balboni, Caon (2015), which is “a model for *lifelong observation of IC* [is fully teachable]” (Balboni, Caon, 2014: 7).

[Figure 2]



We can see, in Figure 2, that the model is descriptive and it deals with intercultural competences, but as far as behavioural components are concerned, they cannot be taught, since they are intrinsic and personal of every human being.

The descriptive model of intercultural communication proposed in Balboni and Caon (2015), includes the communicative competence in the middle, and then it has adjusted in an intercultural perspective, regarding issues related to language, non-verbal communication, cultural values and communicative events as well.

According to this model, the teacher has the role to elicit students' experiences, to lead them to understand the components necessary for IC and to facilitate their discovery through explanations, lists and reflections on one's own approaches of intercultural contacts.

On the other hand, in a classroom, there is always the risk of a *negation of communication* (Balboni, Caon, 2014) if rules of this kind of communication event are not clear for the foreign students, as a consequence of a lack of awareness of intercultural communicative problems. There are various cultural values that can affect communication and as argued by Borghetti, this model "excludes all the cultural aspects that are not encoded into languages" (2012: 9).

But in our case, incoming students face a whole new life once they come here, in every single aspect, and maybe "the limitations of the classroom can be overcome to some degree by learning beyond the classroom walls, where the teacher still has a role." (Byram, 1997: 64).

In her essay about choosing the selected models of IC, Borghetti (2012) compared them in order to obtain one above all, what would be able to respond to the objects of the Intercultural learning and should be adopted as the model of ICC. She analysed some of the model seen so far, but there is still no one that joins both objectives of teaching and learning processes and the acquisition of IC.

In conclusion, all the efforts done so far to select what could be the ultimate model of ICC, are not enough yet, since the dynamic and ever changing nature of cultures affects (intercultural) communication.

## Chapter 2 - Study Abroad Programs and Incoming Students

This section provides a brief overview of the current exchange programs in Italy, in particular focusing on the international organization *AFS* and its partner in Italy, *Intercultura*. The research is based on the project that every year hosts some foreigner high school students in the city of Venice, providing for them a host family, a place in a high school near the host family and all the necessary to make them feel comfortable in the new environment.

In addition, this chapter also deals with the learners' situation, observing some of the social and cultural aspects of learning a language abroad and the difficulties that students face when arrive to the target country, taking Italy as an example.

The most known exchange programs for secondary school students (from 15 to 18 years old) in Italy are under the supervision of the following organizations: *EF - Education First*, *YouAbroad*, *STS - Student Travel Schools*, *YFU*, that basically offer a similar opportunity to *AFS*. These are international organizations that have an Italian partner and aim to promote cultural exchanges in order to learn a language while learning intercultural awareness, civil and social responsibility and mutual respect between people of different countries.

The abovementioned projects do not involve only teenagers, but also concern university students, volunteer or charity work, and families that can become host families for incoming students.

### 2.1 *AFS (American Field Service) Intercultural Programs*

*AFS Intercultural Programs* is an international non-profit organization that provides intercultural learning opportunities for secondary school students. The participants travel abroad to be hosted, to study and to gain more intercultural awareness while living with different people from other countries and cultures.

This organization is supported and facilitated by trained staff and volunteers and it has independent partners in 65 countries. In Italy *AFS - Intercultura*, or simply *Intercultura*, (which adopted this name in 1977) promotes educational exchanges for teenagers (at the age of 15-18 years old) since the end of the World War II.

The acronym *AFS* stood originally for *American Field Service*, a humanitarian organization started by a group of American young volunteers during the First World War, who rescued war injured around the battlefields in France.

During the World War II, *AFS* volunteers kept this duty but this time following alleys all over the world: that was the starting point for exchange programs which were meant to build bridges across different cultures and to contribute to the spread of a peace culture.

Since 1947, *AFS* programs help young people learn about a world beyond their own communities, gain practical skills and knowledge needed in a global world and become comfortable interacting with people from other countries and cultures (for further information you can consult the official link of the website: <http://www.intercultura.it/intercultura/la-nostra-storia/>).

This program provides different options, for joining in, in fact, the choices could be: study abroad, host an exchange student or become a volunteer of the organization.

For studying abroad with *AFS* there are basically four steps to do:

- a. find a program (which consists of a choice of possible destinations and time of stay) and apply for it;
- b. pass the selections to attend the program;
- c. attend the *AFS* orientation sessions;
- d. after having received the confirmation from the host family, start the new experience.

Today, the aim of *AFS* program is to allow the participant students, while learning a new language and lifestyle, and the host family to grow as world citizens who can approach towards cultural differences in a peaceful way.

### *2.1.1 AFS in Italy: Intercultura*

In Italy, *Intercultura* is approved by DPR n. 578/85<sup>7</sup>, under the supervision of Foreign Minister. From January 1<sup>st</sup> 1998 has become an ONLUS (a non-profit organization) as a

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<sup>7</sup> DPR (Decreto del Presidente della Repubblica): Italian Republic President decree, n. 578, 1985.

matter of fact it is managed and coordinated by thousands of volunteers. In addition of being an affiliated organization of *AFS*, it is also partner of *EFIL* (European Federation for Intercultural Learning) and contributes to some projects for the European Union.

*Intercultura* students live with a host family (where usually there is a teenager of the same age as the income student) and attend a local high school as full-time students for a period of three or six months or a school year (from September to June). The program promotes the integration of the exchange students placing them with their peers, who either go abroad for studying with the same exchange program, or they go to the same school so they can be supported and guided in the new environment.

In addition to teenage peers, there are also volunteers who help the exchange students to get involved in the new community, to participate in educational and cultural activities, to orient in the new town, etc.

*Intercultura* has organized three conventions in the last years about measuring and assessing IC. Every year around 3000 Italian students (data from *Osservatorio Nazionale sull'internazionalizzazione della scuola e la mobilità studentesca*) choose this program and they can also choose what period best suits them to study abroad.

The great variety of the program appeals many students from all over the world and this is a good way to support multiculturalism and to develop intercultural competence but this can be also the outcome of different spoken mother-tongues, often very far from Italian and among them.

Last year, for the annual program 2016 on a national level, the incoming students in Italy with *AFS* program were around 460, 334 girls and 126 boys. (Data from *Intercultura* last annual report can be found at this link: [http://www.fondazioneintercultura.it/jb/webfiles/Notiziario%2083\\_web.pdf](http://www.fondazioneintercultura.it/jb/webfiles/Notiziario%2083_web.pdf)).

The purpose of *Intercultura* is basically to help teenagers:

- a. to learn a new language while being immersed in a new culture;
- b. to make connections across differences;
- c. to gain global competence (the contact among people of different cultures is not always enough);
- d. to learn about others as cultural beings;
- e. to increase emotional intelligence.

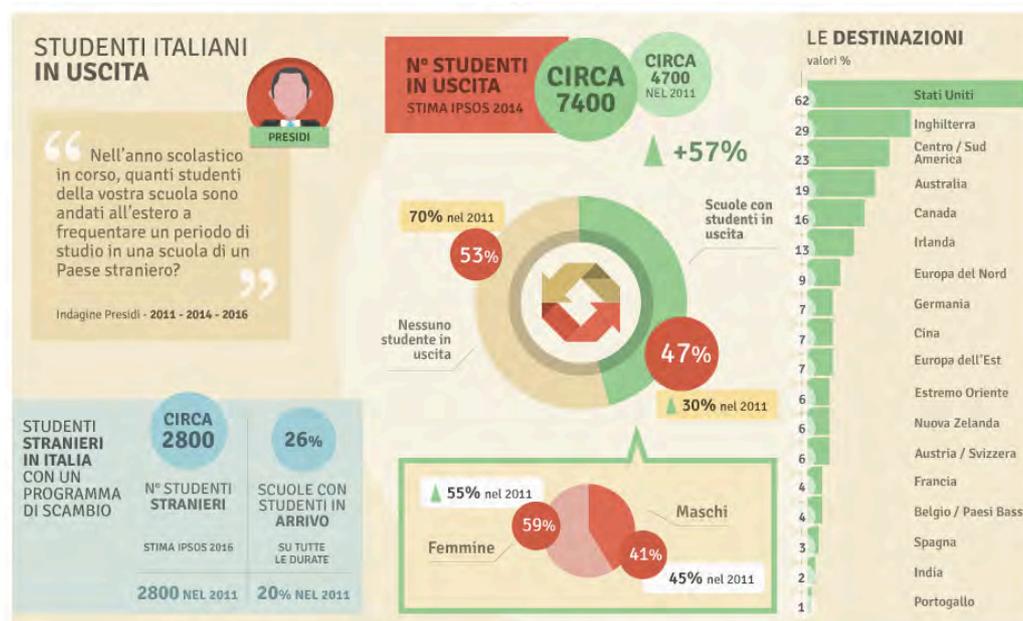
Moreover, in 2009, *Intercultura* has started a survey about the internationalization of the school in Italy and students mobility, relying on the *Osservatorio Nazionale sull'internazionalizzazione della scuola e la mobilità studentesca* in order to examine how many secondary school students choose to spend a trimester, half year or a whole year studying abroad. It also collects the records of international activities around the schools and supervises *InterculturaLab*, an interactive forum for exchange students.

The eighth report related to the past school year 2015-2016 affirms that about 7400 Italian students have chosen to spend a period abroad for study: an increasing number compared to 2009 when this research first started. (For further information you can visit the website at the following link: <http://www.diregiovani.it/2016/10/10/56003-fondazione-intercultura-studiare-allestero-piace-cresce-numero-degli-studenti-migranti.dg/>).

The following figure shows all the data concerning:

- incoming and outgoing students in Italy compared 2016 to 2011;
- more female outgoing students than male students;
- the destinations that Italian outgoing students chose for study abroad.

[Figure 3]



Data from [http://www.fondazioneintercultura.it/jb/webfiles/Notiziario%2083\\_web.pdf](http://www.fondazioneintercultura.it/jb/webfiles/Notiziario%2083_web.pdf).

Even though on one hand, there is a rise in the number of Italian students who go abroad for study, on the other hand the foreign students who choose Italy as the favourite

destination for this experience are decreasing. The decrease, in fact, goes from 3200 students in 2014 to almost 2800 students in 2016 (more information at: *Osservatorio Nazionale sull'internazionalizzazione della scuola e la mobilità studentesca*).

### 2.1.2 Intercultura in Venice

In Italy *Intercultura* volunteers are spread into 155 local branches: only in the Veneto region there are 11 local centres and the one that our research has been conducted in is the local centre of Venice, where the first intercultural exchange started 40 years ago.

The method for applications and selections of the exchange students is the same as in the other *Intercultura* branches and in *AFS* organization.

During the summer of 2016, Venice has hosted *Volunteers' Summer Summit* in which more than 300 volunteers from all over Europe came to organize and talk about “Education for Peace: the Challenge of Living Together”, in order to spread the importance of cooperative learning for intercultural education.

Before their arrival (that it is usually in the first week of September, before the school starts) the exchange students are suggested to follow an Italian online course, which is divided into different levels, and when they arrive in Italy they are asked to do a placement test (*test di piazzamento*) according to the above-mentioned online course called *Rosetta Stone* (the following link provides the Italian website: <http://www.rosettastone.it/>), in order to establish their language levels.

The incoming students are welcomed by the host families and the volunteers at the beginning and usually, they spend the first days among the other exchange students attending meeting orientations.

When in school, they are supposed to be helped by teachers and classmates, even though it is not always as easy as it may seem. In fact, to improve learning and intercultural understanding contact is not the only tool needed. Contact is often overwhelming, creating cultural shocks or confirming prejudices and stereotypes.

Since this project is for high school students, every class is in Italian (except for the FLs, of course) and this is the struggle that right from the beginning the incoming students have to deal with; the Italian course is outside the school and apart from it. *Intercultura* relies on

*Istituto Venezia*, an Italian language private school for the course, which the students have to attend in the afternoon, after their school time. (Cf. 3.1).

Some of the Venetian hosting schools involved into the project offer a one-to-one teacher once a week, for the students that have more difficulties with the language (usually they are Asian students, due to their different writing system and alphabet).

This year the schools that hosted the incoming students, which are located around the territory/area of Venice, were four:

- a. *Istituto Vendramin Corner*, Venice (<http://www.ptpvenezia.gov.it/>);
- b. *Istituto Veronese Marconi*, Cavarzere, Chioggia, Venice (<http://www.veronesemarconi.gov.it/>);
- c. *Istituto Lazzari*, Dolo, Venice (<http://www.itcslazzari.it/>);
- d. *Istituto Stefanini*, Mestre, Venice ([http://www.liceistefanini.gov.it/pvw/app/VEIM0002/pvw\\_sito.php](http://www.liceistefanini.gov.it/pvw/app/VEIM0002/pvw_sito.php)).

The host schools that are usually chosen depends on some factors:

- a. studies' record of the incoming student;
- b. acknowledgment of study abroad period by the school of the incoming student;
- c. *Intercultura* collaborations with the schools of the area (since not all the schools are available for hosting foreigner students);
- d. host family's needs, related to their daily routine and habits.

The initial shock is always at school: the students come from all over the world and have many different learning experiences. Italian schools are different from the school they are used to, concerning the system, the teachers' methodology, the timetable, the subjects, etc.

Incoming students can gather only at the Italian course or at the meetings organized by *Intercultura*; in the classroom instead, the situation that occurs more often is that they are basically alone with all Italian peers and with teachers who cannot, or better, do not want to stop the lessons' program just for one student.

## 2.2 Incoming students

We have seen the procedure by which the incoming students choose *Intercultura* program and are able to travel abroad for learning so far; we will see now, what usually happens

after the departure, what are the feelings and the expectations of the incoming students and what might be some cultural barriers that can affect their learning.

Study abroad programs (henceforth SAPs) are largely recognized as an experiential opportunity to develop FL learning and all the combined competences, such as communication skills, intercultural awareness, and global interdependence. As a result of globalization, that led to an internationalization of education too, universities and secondary education are increasingly promoting study abroad.

We have already seen the importance of intercultural communication and integration in contexts where there are diverse languages and cultures (cf. 1.3); in this section, we focus our attention on the incoming students, especially high school students that are the ones involved in our research.

It is widely recognized that studying in the country of the target language expands students' language competences, acquisition works even better if faster progresses are also provided. More fluency, more awareness of register and style, a greater autonomy in conversations and a broader repertoire of speech acts are just few of the positive outcomes that such experience give students.

What is argued by some scholars in the field of SAPs, are the negative aspects that can come out from such a life experience, in fact, considerable variables could and possibly will, turn into either benefits or barriers of participation in exchange programs.

High school students have a different perception from university students; the latter, in some cases, participate in SAPs (or work abroad programs) in order to have more experience that might count in terms of benefits for their résumé or to gain credits in their universities, or on the contrary, they do not participate having concerns about costs and financial situation once abroad.

Teenagers instead, do not yet have this kind of concerns, so the experience of studying abroad is motivating or dissuading in relation to some points that have to be considered before the departure.

When an exchange student comes to the target country and has the desire to live this experience of studying and learning abroad, usually he or she is not adequately prepared for all the difficulties to endure.

Learning a language abroad can have a positive impact on every domain of language competence and it helps to develop social interactions too. But, an improvement in linguistic competence is not the only feature that has to be taken into account, since

exchange students are assimilated to every aspect of living: school, family, society, peers and of course culture with its customs and habits.

### 2.2.1 Factors that can affect incoming students learning

When exchange students arrive in the chosen country, they should be guided to overcome the natural tendency to be judgmental, or sceptical: the host family, the classmates and the volunteers should encourage them to be open, curious and tolerant to the cultural differences they will inevitably go through in the new country.

There are several factors that characterise incoming students while abroad, as they are not the same students they used to be in their homeland.

Students' motivation should be taken into consideration: the right motivation helps students to reach better results. About teenage learners, the risk of the integrative motivation is to vanish in a brief time, if it is not supported by peers, teachers and educational context in general; in fact, it occurs when the first needs would be fulfilled and then, the excitement for the "new world" face, first difficulties of being in a foreign country, far from family, from friends and from a protected and familiar environment. (Caon, 2008; Celentin, 2013).

At this age, learners firstly feel the needs for a sense of safety and of group inclusion (Byram, 1997); their motivation has to be shared with the other exchange students, related to a common world, free from anxiety and others' judgement.

According to Caon (2006: 28):

*soprattutto nei primi tempi, il senso di appartenenza o di non appartenenza condiziona in modo determinante la qualità non solo dell'apprendimento linguistico ma anche della motivazione al successo scolastico*<sup>8</sup>.

The motivation, however, is just one of the internal factors of the learner (Caon, 2010); there are also students':

- a. personality;
- b. age;
- c. aptitude;
- d. type of intelligence (Gardner, 1983, 1993);

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<sup>8</sup> [English translation] Especially in the first period, the sense of inclusion affects in a crucial way, not only the language acquisition but also the motivation to scholastic success.

- e. learning styles and strategies.

Moreover, what especially characterises incoming students is the distance between their mother tongues and Italian: the way of L1 culture can influence students FL acquisition, and it is also related to their educational environment since they could be used to different approaches, such as learning by heart or not considering self-esteem or autonomy important.

In addition to internal factors, there are also external factors that can affect students learning:

- a. the linguistic input;
- b. social interactions inside and outside the classroom;
- c. the teaching style;
- d. the relationships with classmates and teacher;
- e. the social influence or limitations, also related to the host family.

Despite all the previous factors, the research in FL outcomes of study abroad presents a bright picture; either briefly or for a long time, living abroad and being completely immersed in the new culture can be considered a trigger in students' motivation that leads to language learning improvements.

There are, however, some dissonant findings, as in Kinginger (2013), related to L1 culture identity (Cf. 1.1.1) of the learners. SAPs in fact, occasionally amplify "individual differences in some students and as a result, they present lower language performances after the period of time abroad" (Kinginger, 2013: 5). As a matter of fact, individual differences are considered a barrier for incoming students and they might be related to what they do with their spare time when abroad. It depends, in fact, on which attempts they are inclined to make in order to integrate themselves and to get more involved in the new communities.

Apart from school and host family, exchange students can choose either to become part of the local community through sports, work or social activities or to remain "virtually 'at home', via the Internet" (Kinginger, 2013: 6) and consequently, they do not improve their language-related competences and keep struggling with the new culture.

So far, we have discussed the factors that can affect incoming students learning, and they might be either benefits or barriers depending on the personal approach to each student.

More importantly, what actually represents a barrier for incoming students is the negative emotional experience called *culture shock* (definition from Oberg, 1960; Ting-Toomey, Chung, 2012). The culture shock usually happens when individuals move from a familiar environment to an unfamiliar one and involve (Ting-Toomey, Chung, 2012):

- a. a sense of identity loss with regards to values, status, friends;
- b. identity confusion;
- c. identity rejection by members of the new culture;
- d. identity powerlessness as a result of not being able to cope with the new environment. (Furnham, 1988).

There are some underlying factors that can cause culture shock, for instance letting personal expectations down, a high cultural distance between home culture and host society and psychological and socio-cultural adjustment; these factors often lead to prove the stereotypes and to prevent intercultural openness that would help for cultural adaptation.

### *2.2.2 The role of the teacher*

Working with incoming students is a complex and challenging task: it is not always easy for the teacher to understand how the exchange students feel about their new situation.

We have already seen that some students' feelings can affect their learning. The role of the teacher is extremely important, as his/her approach and the teaching materials may deeply affect learners' acquisition too.

On a didactic level, the teacher should give a linguistic input to the students, and in order to keep their attention, the input:

- a. has to be always new and encouraging;
- b. has to be presented with pleasant materials and devices;
- c. has to be perceived as useful for the learning process;
- d. has to be achievable (not too difficult or too easy);
- e. has not to be daunting for students' self-esteem inside the classroom. (Balboni, 2013).

In a FL class, students might experience both positive and negative feelings derived from the activities but also by the teacher's personality: emotions affect also teacher's motivation, the way he/she organises the lessons or the assessment of the students.

As regards a multilingual class, there are even more aspects that the teacher should consider: for instance, as there are different languages, which means huge differences in the phonetic level, the consequence will be translated in different speed and way of teaching, especially in basic levels.

Moreover, the history of the learners' studies has to be taken into account, as not always is possible to use English (not at a high level for everyone at least) as the language of instruction, due to the different knowledge of the pupils.

Despite the language variety, teachers often find themselves in classrooms where there are students with different skills: in this case the teacher should plan different didactic activities in order to develop students competencies and to reduce their weaknesses.

Therefore, the teacher works for a *differentiation* of the task (Caon, 2008), that is better also for students' learning process, as they can gain different abilities without:

- a. feeling anxious;
- b. struggling;
- c. feeling the task as always the same.

In addition, according to Caon (2008), in a heterogeneous class, it is also necessary the *stratification* of the task: the students should not have the wrong impression about a task that would be either too easy or too difficult.

In a multilingual and multicultural context, the teacher should be one of the few figures whom students can address their doubts and curiosities to. They can ask for help or express when they are uncomfortable with a different reality that sometimes might be hard to understand. But, in this period of their life, adolescents usually trust their peers more: that is the reason why SAPs make a selection of the host families and the volunteers, in order to welcome these young students at the best. Adolescents, who are far from their safe and well-known environment for the first time in their life.

Intercultural learning "like any kind of learning, is an underlying process, which can only be grasped by inferring it from changes in people's behaviours" (Borghetti *et al.*, 2015).

Learning among people from different cultures is not only useful for communication and at school but it also helps to get involved in deeper features of the individual; for instance, in his or her personal history and identity.

Learning and teaching in a multicultural class is an unforgettable experience that helps to change everyone's perspectives, worth living for both students and teachers.

## Chapter 3 - Italian Courses To Exchange Students: A Case Study

In the following section, we will present our research topic and its development: the context, the students and their backgrounds, a description of the language course and the methodological approach. Moreover, we will outline the teaching materials and how the data were collected through a pre-test, a final test, and a questionnaire. The results will be discussed in the next chapter.

The research developed in the following chapters aims to understand how much cultural differences affect the learning of Italian as a FL, and what can be done to improve study abroad programs, as *Intercultura*, the one this research is conducted on, in order to reduce difficulties for future incoming students and promote intercultural exchanges to study and live in our country.

### 3.1 Language course's context

The language course took place at *Istituto Venezia*, an Italian language and culture school in Venice. As it can be seen on its website: <http://www.istitutovenezia.com/>, the school hosts Italian classes for the organization *Intercultura* every year. I first came into contact with the school during my university internship, as a matter of fact, I worked there as a teacher observer and assistant. At the end of my internship I was given the opportunity to teach a class of *Intercultura* for incoming students during autumn of 2015. This experience made me become aware of some difficulties and troubles the students have to deal with and of how to improve my teaching skills and my teaching approach in order to meet students' needs.

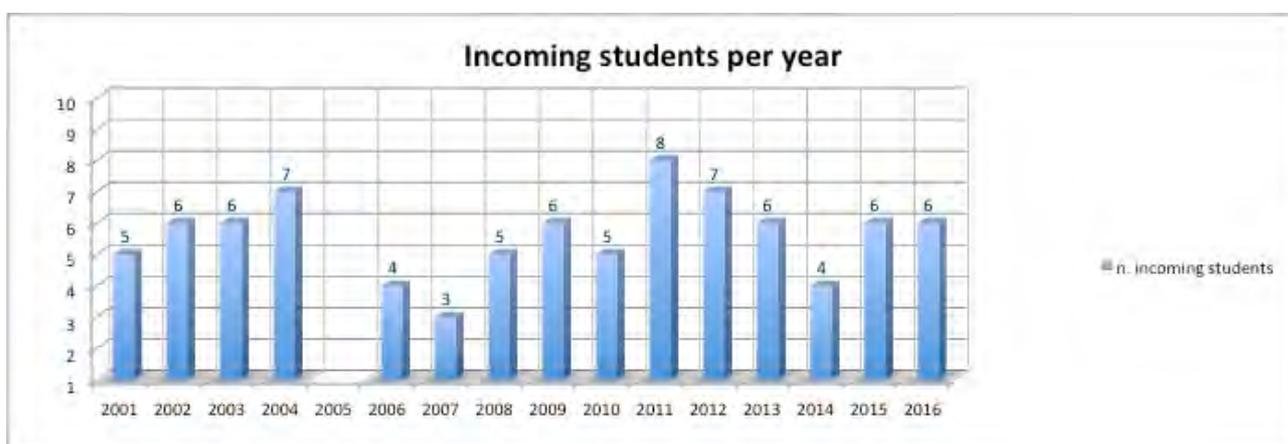
*Istituto Venezia* has been hosting the incoming students of *Intercultura* since early 2000: they come from different countries all over the world, but mostly from North and South America, with an increasing number of students coming from Asia and Southeast Asia in the last few years.

[Table 1]

Countries of origin of <i>Intercultura</i> incoming students to Venice, who had Italian lessons at <i>Istituto Venezia</i>										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	
N. of students	5	6	5	8	7	6	4	6	6	
Countries of origin	1	Argentina	Germany	Argentina	Germany	Paraguay		Venezuela	Hong Kong	Hong Kong
	2	Chile	Chile	USA	Chile	Bolivia		Alaska (USA)	Thailand	Bolivia
	3	Finland	Paraguay	Denmark	Germany	USA		Canada	Japan	Belgium
	4	New Zealand	Czech Republic	USA	Iceland	Thailand		Russia	China	Hong Kong
	5	USA	Denmark	Spain	India	Japan			Brazil	Puerto Rico
	6		Venezuela		Thailand	Finland			Portugal	Poland
	7				Russia	Venezuela				
	8				Brazil					

Since we do not have all the data concerning the nationalities of each and every student who has arrived in Venice joining the project *Intercultura*, the graph below shows the number of students who have come to Venice through *Intercultura* since 2001.

[Graph 1]



### 3.2 Participants

At the beginning, the learners involved in the program and, therefore, my research, were six:

[Table 2]

<b>Name</b>	<b>Native country</b>	<b>Age</b>	<b>Sex</b>	<b>Time of stay</b>
T.	Bolivia	17	M	One year
J.	Poland	17	M	One year
C.	Hong Kong	17	F	One year
H.	Hong Kong	17	F	One year
S.	Belgium	16	F	Three months
R.	Puerto Rico	16	F	One year

The initial level of Italian language was the same for everybody (they had never learnt or spoken Italian before) apart from J., a Polish boy, who had previously studied it at school as a second FL. After two weeks from the beginning of the course (half September 2016) another girl from Puerto Rico, R., joined the initial group.

All the students involved in the study had attended high school in their home country, they were all well-educated learners with supportive families, they had learned at least English as FL and had different passions.

As one can see in Table 2, all students planned to stay in Italy for the whole school year but S., who chose the trimester program.

However, after two months from his arrival, J. left his host family and school and he went back to Poland. We are not sure about what made him leave, probably homesickness, difficulties about getting used to the Italian school system, or maybe the expectations that he had about the country, somehow, had let him down.

Despite what happened with J., the project kept going on with the other five students. Therefore, we will discuss data concerning only five students.

### 3.3 The course

The Italian course is provided for 50 hours: a two hours lesson twice a week. The first lesson took place on 19<sup>th</sup> September 2016 and our research was carried on until 14<sup>th</sup> December 2016, the date of the last lesson.

Since the students came from different countries and had different mother tongues, after the first lesson it was necessary to split them into two groups on the basis of the language they spoke. After the first lesson, in fact, the two girls from Hong Kong showed the need to be separated and put in a different group than the others. Even though all the languages spoken by the students in the first group were different, they were all romance languages (except for J., but he had already taken Italian lessons), which made the comprehension of sounds and words easier for all learners right from the beginning of the course.

The purposes of the course were the following:

- a. from a linguistic point of view, to gain at least the A1 level (breakthrough) of CEFR<sup>9</sup>;
- b. from an intercultural point of view, to help the learners dealing with cultural differences;
- c. from a social point of view, to build a relaxing and anxiety-free classroom environment, in order to develop learners' autonomy and confidence.

A1 level is the lowest of the six levels of generative language use, at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, etc. The students at this point can recognize, understand and use familiar everyday words and expressions, basic sentences or very short and simple texts, such as messages, postcards, brief announcements or simple forms. (Council of Europe, 2001).

The communicative situations with which usually students of A1 level deal are: greetings, introducing themselves, asking information, asking and giving indications, simple dialogues at bars, restaurants, supermarkets, public offices, etc.

During the language course, students also got involved in “guided trips” outside the school, like in a café, in order to test themselves practically and persuade them to avoid English in all the communicative situations outside the course.

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<sup>9</sup> *Common European Framework of Reference for Languages*, Council of Europe, 2001.

In the following list we will present the main grammatical topics developed during the course:

- a. present simple of auxiliary verbs *essere* (to be) and *avere* (to have);
- b. definite articles *il, lo, la, i, gli, le, l'* (the) and indefinite articles *un, uno, una, un'* (a, an);
- c. gender and number of nouns and adjectives (with some of the most common exceptions);
- d. present simple of the verbs, divided into the three Italian types of conjugations - *are, - ere, - ire*;
- e. use of *c'è – ci sono* (there is – there are);
- f. possessive adjectives in every gender and number;
- g. present simple of reflexive verbs and relative reflexive pronouns (*mi, ti, si, ci, vi, si*);
- h. present simple of verb *piacere* (like), which in Italian bears indirect pronouns *mi, ti, gli, le, ci, vi, gli*;
- i. *passato prossimo* and the differences in the uses of *essere* o *avere* as auxiliaries.
- j. direct pronouns *lo, la, li, le*.

The vocabulary was also enhanced, the topics were:

- a. numbers, hours and dates;
- b. food and drinks;
- c. house – rooms, furniture, objects;
- d. city – directions, objects, places and shops;
- e. family and relatives;
- f. school – things, objects, subjects and actions;
- g. sports, hobbies and leisure activities;
- h. clothes – colours and fabric.

### *3.3.1 Prerequisites and pre-tests*

In order to start with arranging lessons, various factors such as students' motivation and interest, potential Italian as a foreign language background and the use of the online course *Rosetta Stone*, have to be taken into account. *Rosetta Stone* is an online payment course,

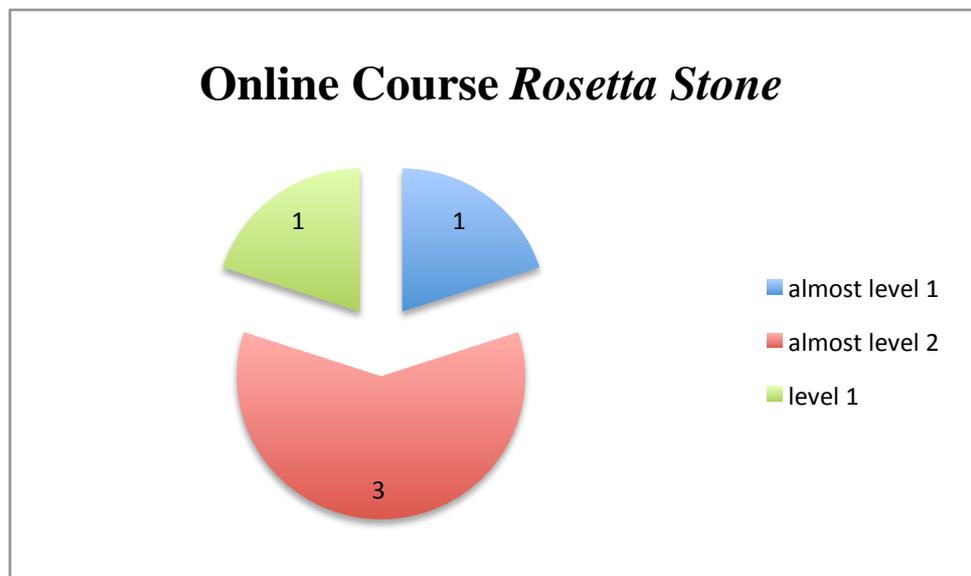
usually provided by *Intercultura*: the students are compelled to attend it; otherwise they have to refund *Intercultura* for the levels that they did not attend. Before their arrival, students had taken a *Rosetta stone* pre-test that measures how and how much they attended the online course: this process lets teachers understand at which point of Italian language learning they are.

The *Rosetta stone* pre-test is divided into three parts: every part corresponds to a level. The first level has 20 multiple-choice questions, which include adjectives, basic prepositions, correct spelling, etc. The second and the third levels instead, have 10 multiple-choice questions each, which include specific prepositions (*preposizioni articolate*) and verbs conjugations (even at the past and future tenses). The pre-tests were not fully reliable in terms of what students knew; as a matter of facts, students, clearly, guessed many of the answers. All pre-tests are presented in the Appendix.

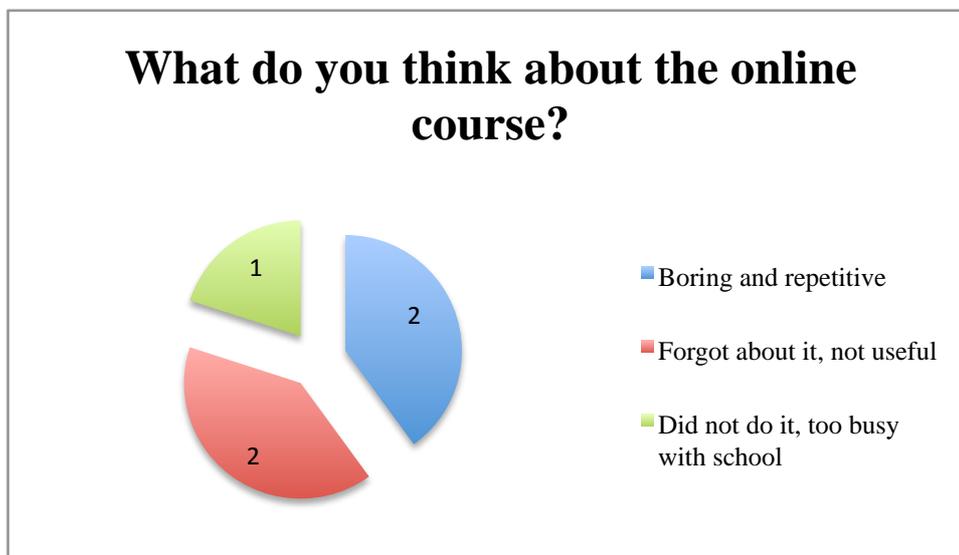
The students, however, admitted that they did not attend the online course for different reasons: they were either too busy with the school or the departure to Italy and they found the online course boring and useless. In fact, some of them did not even finish the first two levels of the online course.

The pie charts 1 and 2 below show respectively at which point the students left the online course and why they did not finish it:

[Chart 1]



[Chart 2]



As far as the online course level attendance is concerned, the charts show that none of the students reached the second level and, that they rather preferred to refund *Intercultura* instead of finishing the online lessons.

An example of the multiple-choice questions in the pre-test will be given in the following chapter, together with related comments.

### 3.3.2 Lessons' structure

Every lesson started with a brief talk about simple things, such as their day at school or with their host family. After the first few lessons, the topics changed gradually, they often concerned, however, what the students were more likely to talk about. The purpose of the initial conversation was mainly to help learners gaining confidence in speaking and not worrying about mistakes.

As a warm-up exercise, I used to write some words on the whiteboard and encourage the students to open a discussion as a sort of brainstorming, to help them acquire new words and improve their pronunciation.

After this introduction, I used to present them a reading or a listening, which dealt with the topic of the day's lesson. Beyond the grammatical contents, I chose to focus more on the cultural aspects that characterize Italy first and Venice after, giving them some information or advice about the school, the city, holidays, habits, etc. The reason why I preferred to use this approach is firstly that especially at the age of the incoming *Intercultura* students, grammar is easier to be acquired if presented during practical activities rather than taught

through traditional exercises and secondly that after the whole morning at school, students were not interested in doing grammar exercises in order to learn Italian language.

For further information, the method provided during the language course makes reference to Balboni (2013).

At the end of the lesson, I often suggested them to play some simple board games, aimed to help them remember what we had just done during the class, such as jigsaw puzzles with definite articles that had to agree with the nouns in number and gender or *il gioco dell'oca* (game of the goose) with verbs conjugations.

The approach to the lesson was the same in both of the groups, despite the fact that the Hong Kong girls needed English as language of instruction for a longer time than the other incoming students and that the trend of the lessons had to be a little slower, since they needed to strengthen their phonetic abilities in writing and pronunciation.

### 3.3.3 Materials

The materials used throughout the course were provided by *Istituto Venezia* and given to the students as photocopies. I provided both of my courses with a little brochure with exercises.

All reading and listening exercises were taken from books provided by the school. Readings, exercises, and games were authentic materials that I personally tailored for every lesson of the course.

The books that I exploited are:

- a. L. Zilio, G. Rizzo, *Nuovo espresso. Libro dello studente e esercizi. Corso di italiano A1*, ALMA edizioni;
- b. N. De Filippo, L. Chiappini, 2002, *Un giorno in Italia*, corso di Italiano per stranieri, Bonacci editore.

## 3.4 Final Tests

The final test was taken on 28<sup>th</sup> November 2016, two weeks before the end of the course, due to the departure of S., the girl that has spent only the first trimester in Venice.

It tested mainly grammatical competences because grammar was what they needed more to reinforce since they were tested on communicative and listening skills both at school and at home every day.

#### 3.4.1 Final test A

The final test of the two groups was a little different: in the test for the Hong Kong girls (Final test B) there were fewer exercises and no exercise regarded the *passato prossimo* since their lessons trend was slower and we did not manage to cover the subject.

The test made an attempt to resemble the initial *Rosetta Stone* test, at least for the first level: As a matter of fact, even though the structure was different, the topics were quite similar.

Final test A contained 8 exercises:

- a. two exercises were meant to test the knowledge of definite (ex. n.1) and indefinite (ex. n.2) articles;
- b. one exercise asked to write the correct noun genders, giving either the singular or the plural forms;
- c. one exercise followed a fill-in-the-gaps structure and concerned the verb “to be in” (*esserci*);
- d. one exercise concerned gender and number of adjectives;
- e. one exercise was a fill-in-the-gaps about the conjugation of the verbs at present tense;
- f. one was a multiple choice exercise on possessive adjectives;
- g. one exercise was a fill-in-the-gaps about the conjugation of the verbs at *passato prossimo*.

#### 3.4.2. Final test B

Test B was composed of 7 exercises and it was customised especially for the Hong Kong girls. The first four exercises followed the structure of test A and the fifth exercise was taken from test A fill-in-the-gaps tasks. Some of the most common and used irregular verb present conjugations (*presente semplice*) were evaluated in both tests.

The remaining exercises were:

- a. a multiple-choice of simple questions about nationality, age and family;
- b. a writing skills exercise about their daily routine, using some given verbs (in the base form) to resume hours, adverbs of time and reflexive verbs.

Both the tests will be discussed in the next chapter, they can also be found attached in the Appendix at the end of this dissertation.

### 3.5 Questionnaires

In order to understand the concerns of the students and help them solving some problems related to their stay, the students have been asked to answer a questionnaire concerning their experience in this study abroad program.

Students were assured that their questionnaire (which is available in the Appendix) would have remained anonymous for the purpose of the research.

The answers to the questionnaire can help understand whether the differences between culture and language might affect the way of learning and behaving of the incoming students. As a matter of fact, an anonymous questionnaire was necessary to understand what they thought about the project and to make them feel comfortable making complaints or suggestions. The results of the tests are, in fact, objective data, which only show their grammar competence of Italian language and are, therefore, not useful to get a general understanding of students' attitude toward the program.

After having asked their nationality, the questions were the following:

1. How did you learn about AFS?
2. How long are you staying in Italy?
3. Was Italy one of your three destination choices?
  - 3.1 If yes, which were the other destinations?
  - 3.2 If no, why did you leave?
4. Think about what you have gone through to come here:
  - How was leaving your family?
  - How was leaving your friends?
  - How was leaving your country?
5. Have you ever regretted coming to Italy?

6. Organization: Are you now getting used to the differences between Italy and your country?

6.1 If Yes, where the most?

6.2 If No, what do you think is the biggest problem or difference?

7. Likes and dislikes: Do you like your life here?

How much do you like: the family host, your classmates, the school you are attending, the city where you live, Italian culture, Italian language, Italian food, other exchange students.

8. Would you like to change the length of your stay here?

9. Future plans: Are you planning to continue to study Italian once you come back home?

Are you planning to do another exchange program?

10. Are you generally satisfied with this experience?

After the last question moreover, there is some space for personal comments or suggestions, in order to leave the students to feel free if by chance, they would have some worries or some complaints to do.

## Chapter 4 - Data Results and General Considerations

This final chapter wants to show the results and to answer the research questions of our work. First of all, I will provide an example of the exercises in the pre-test with related comments about evident mistakes that show that students have guessed the answers.

Secondly, each exercise of the final test will be presented, clarifying the differences of the two types of test. Test A and test B will show whether our teaching method was successful. Finally, in order to understand if the experience of studying abroad satisfied our students, I will analyse the answers of the questionnaire (especially multiple choices and linear scales) before drawing a general conclusion about this research.

### 4.1 Pre-tests

Since the pre-test was a multiple-choice form from the online course *Rosetta Stone*, and I did not provide it personally for the students, I will not give too much attention in order to data collection. Rather, I will present some of the students' answers related to their attending on the online course before the departure.

The closed questions of the pre-test were thought to understand in a faster way, the Italian knowledge of the students and, especially, not to scare them right from the very beginning of the test.

As already said in the previous chapter (3.3.1), the pre-test was divided into three levels. All the students had attended at least the first level of the online course, so I expected positive scores on the first level of the pre-test. This assumption was true only for the three students that later were put into the first group; the Hong Kong girls, in fact, although they both attended over the first level of the *Rosetta Stone* online course, they had poor score of the pre-test, including the first level. (C. did 9 out of 20 and H. did 6 out of 20 points; cf. the Appendix).

What can be seen clearly from this pre-test, apart from what the students already knew and what needed to be resumed, is that they needed to be split in two groups right from the beginning of the course. The first lesson, in fact, was an attempt to understand how to manage the two groups, and it was conducted entirely in English as language of instruction.

Moreover, it is also clear, that some answers have been guessed, as for instance:

- a. a student did a better score on the second level than on the first;
- b. a student gave the correct answer about direct pronoun *lo* on level three (direct pronouns were the last topic of the language course in December);
- c. a student answered correctly to a question of level two with *imperfetto* (the past tense), while did wrong the verb *essere* (to be) on the first level.

For other examples see the Appendix.

In conclusion, the pre-test cannot be taken into account for our data analysis because it is not an evaluation tool for students' competences, but it helped me to understand at which point to start with the course and on which topic I had to work more carefully.

## 4.2 Final tests

As we have already seen in the previous chapter, even though the final test was different for the two groups, the first four exercises were the same.

Exercise 1 presented 13 singular nouns and the students had to put each noun next to the correct indefinite article, choosing among *un*, *uno*, *un'* or *una*; the partial score of each students is given in the bar chart below.

Ex. 1 [Figure 4]

**1. Scrivi le parole vicino agli articoli indeterminativi giusti.**

studio	agenzia	corso	negozio	signora	ospedale	ristorante
scuola	studente	oliva	albergo	zaino	matita	

UN \_\_\_\_\_

UNO \_\_\_\_\_

UN' \_\_\_\_\_

UNA \_\_\_\_\_

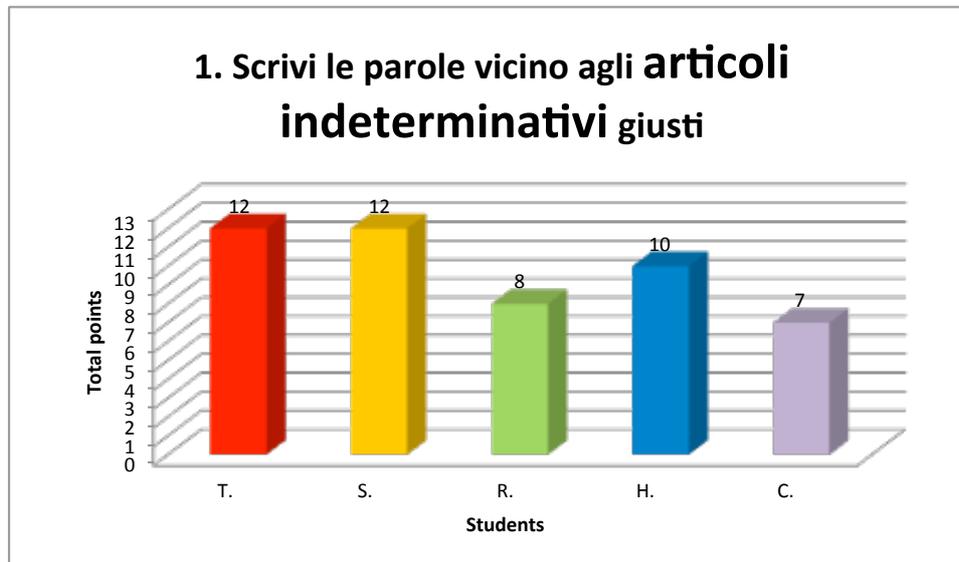
\_\_\_ / 13

For more clarity in the analysis, from now on each student will be represented by a different colour of the bars, in the following order:

- a. T. is red;

- b. S. is yellow;
- c. R. is green;
- d. H. is blue;
- e. C. is lilac.

[Graph 2]



Overall, the students did this exercise quite well: the mistakes can be attributed to a lack of concentration most of the time.

However, the Latin-American students made the same mistakes due to their L1: for instance, T. and R., put incorrectly the noun *oliva* next to the article *una* instead of *un'* (as it is in Spanish). The Hong Kong girls also made similar mistakes, compared to each other: H. and C. put the nouns ending with *-e* (e.g. *ospedale*) next to *un'*, probably not remembering that those were masculine nouns.

The exercise 2 also aimed to test the articles, but the definite ones: this time the students had to write the correct articles near the given nouns (15 in total).

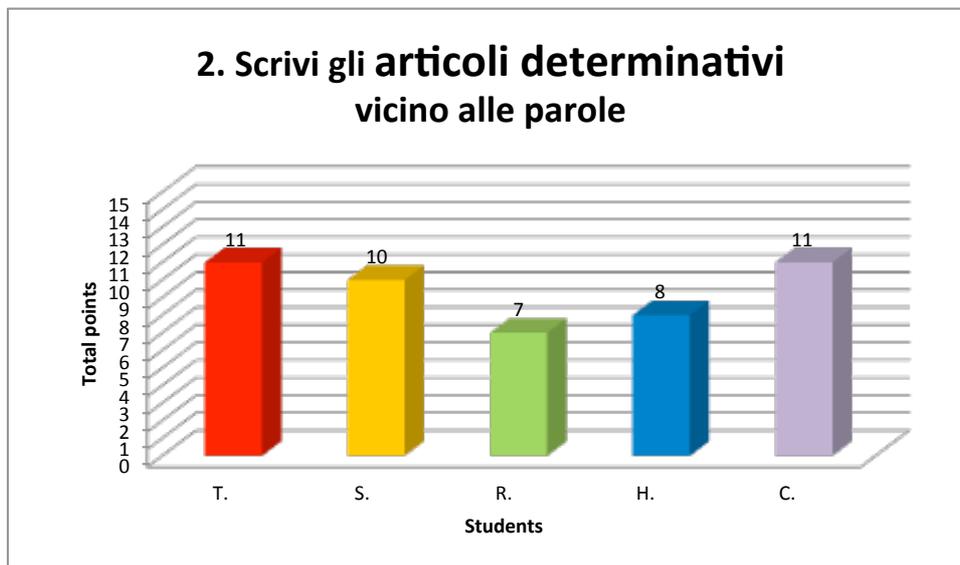
Ex. 2 [Figure 5]

**2. Scrivi gli articoli determinativi vicino alle parole.**

Es. il tavolo

___ lampada	___ ragazzi	___ zucchero	___ insegnante	___ vino
___ stivali	___ famiglia	___ orologio	___ spazio	___ negozi
___ scarpe	___ albero	___ musica	___ animali	___ libro
				___ / 15

[Graph 3]



As it can be seen in the bar chart above, the students did worse than in the exercise 1. The common error was the omission of article *lo* for masculine nouns; in fact, all the students put *il* for nouns as *spazio* or *zucchero* that in Italian require the definite article *lo*.

The exercise 3 instead was on noun gender and does not show too many mistakes. The students had to write either the singular or the plural of the given nouns (included the definite articles).

This exercise was easier than the previous one, since the given nouns helped the students to remember how articles and nouns' endings change from singular to plural and vice versa.

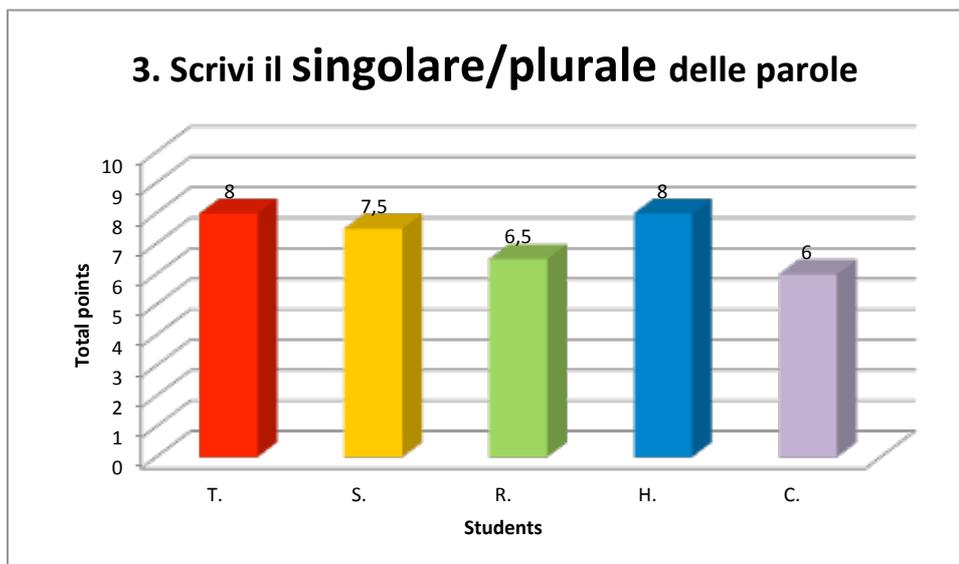
Ex. 3 [Figure 6]

**3. Scrivi il singolare / plurale delle parole**

Singolare	Plurale
il gelato	_____
_____	i dottori
la fragola	_____
_____	le banane
l'amico	_____
la stazione	_____
_____	gli studenti
il caffè	_____
_____	i gatti
_____	le famiglie

\_\_\_ / 10

[Graph 4]



The common mistake in this exercise shows their assimilation of the gender rule: it was *il dottor-o* instead of *dottor-e*. The noun given was the plural *i dottori*, and despite that having already seen the meaning of this job during the course, they forgot this exception and applied the rule of masculine gender: when the plural ending is *-i*, the singular ending is *-o*.

The exercise 4 on the employ of *c'è* – *ci sono* contains even more mistakes. As it can be shown from the bar chart below, only T. did all the sentences right, while the other

students were confused on this topic. Moreover, C. probably had mixed up the two categories, since only 2 of her sentences were correct.

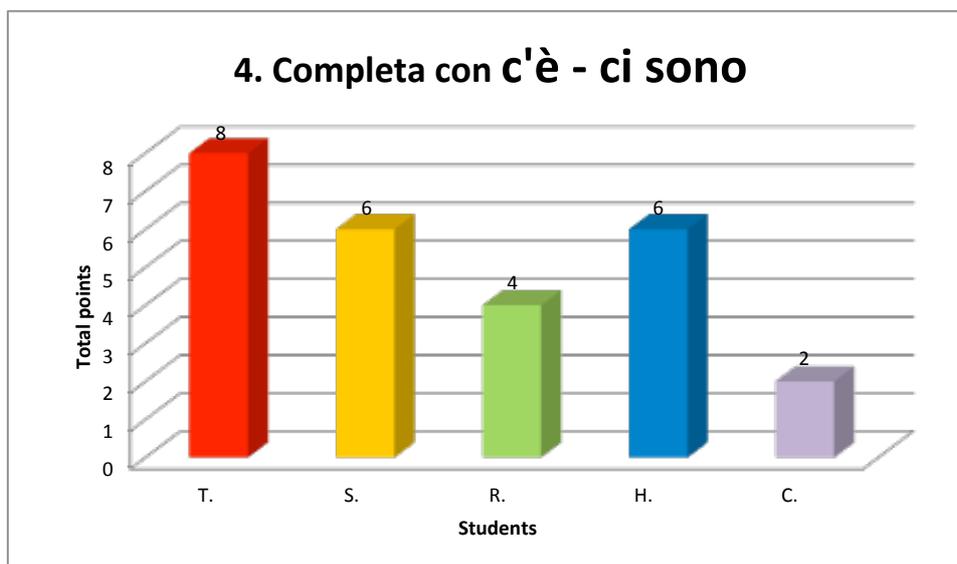
Ex. 4 [Figure 7]

**4. Completa con c'è - ci sono.**

1. A Venezia \_\_\_\_\_ molti ponti.
2. Nell'hotel "Al Sole" non \_\_\_\_\_ camere libere.
3. Oggi \_\_\_\_\_ un sole bellissimo.
4. A Roma \_\_\_\_\_ il Colosseo.
5. In centro stasera \_\_\_\_\_ molta gente.
6. In Italia \_\_\_\_\_ stupende opere d'arte.
7. Nella mia classe \_\_\_\_\_ 15 studenti.
8. Per il film di stasera \_\_\_\_\_ un solo biglietto rimasto.

— / 8

[Graph 5]



In addition, there was another exercise that was the same in both tests: the exercise 5 in test B and the exercise 6 in test A. This exercise was on verb conjugation at present tense.

Ex. 5 test B – ex. 6 test A [Figure 8]

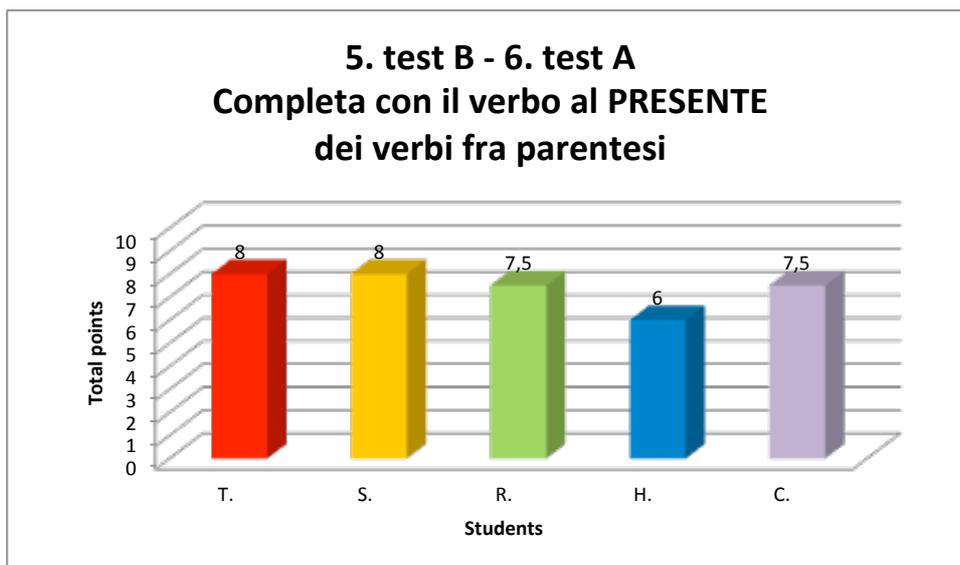
**5. Completa con il verbo al PRESENTE dei verbi fra parentesi.**

1. Ogni mattina (io - andare) \_\_\_\_\_ a scuola con l'autobus.
2. Marco (svegliarsi) \_\_\_\_\_ alle 7.00 tutti i giorni.
3. Noi (mangiare) \_\_\_\_\_ una pasta tutti insieme per pranzo.
4. Giada non (leggere) \_\_\_\_\_ mai il giornale di mattina.
5. A che ora (tu - finire) \_\_\_\_\_ di lavorare oggi?
6. Luca e Paolo (uscire) \_\_\_\_\_ con gli amici ogni sera.
7. Quando (voi - tornare) \_\_\_\_\_ dalla vacanza?
8. Appena torno a casa, (fare) \_\_\_\_\_ una doccia calda!
9. Giulia, dopo pranzo (tu - bere) \_\_\_\_\_ un caffè con me?
10. Io e mio fratello (ascoltare) \_\_\_\_\_ la stessa musica.

\_\_\_ / 10

Even in this exercise the students made some mistakes with irregular verbs but showing again that they knew the general rule and applied it. For instance, they wrote *\*tu fini* instead of *finisci* (in the sentence no.5) applying the rule but forgetting that the verb *finire* is irregular. (For other examples all the final tests will be attached in the Appendix).

[Graph 6]



The exercises seen so far were specific in order to examine grammar and morpho-syntactic competences of the students. As it has been already stressed, the final test measured this part of the language skills, since I needed to ensure that the students learned what we did throughout the course. The other competences (listening, speaking, reading and comprehension) were already verified every time in class with different activities that always involved ICC in order to improve not only language-related skills but also students' serene coexistence.

#### 4.2.1 Test A

The other exercises of this test were on adjectives gender, possessive adjectives and *passato prossimo*. The students did the exercise 5 good enough to show that they had understood the general rule of adjectives gender but, as usual, they had some difficulties with the exceptions. For instance, for the adjective *interessante*, (ending in -e, so it can be attributed to both feminine and masculine nouns) one student still applied the rule and wrote *interessant-o* (-o is the masculine ending for nouns and adjectives) as the adjective referred to *Luca*, a male proper noun.

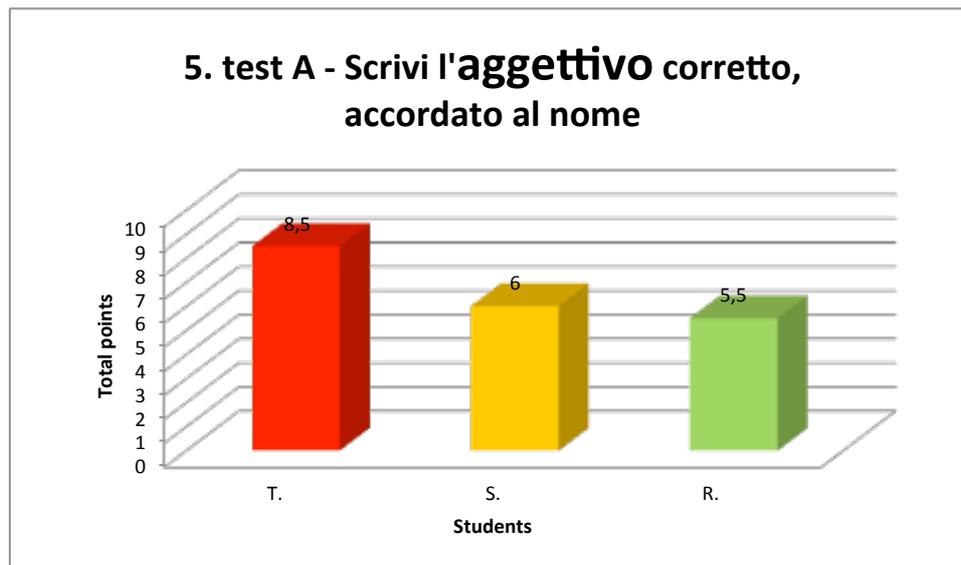
Ex. 5, test A [Figure 9]

#### **5. Scrivi l'aggettivo corretto, accordato al nome.**

1. Ho due penne (rosso) \_\_\_\_\_
2. Maria ha due gatti (bellissimo) \_\_\_\_\_
3. Luca è una persona molto (interessante) \_\_\_\_\_
4. Mio papà ha una macchina (sportivo) \_\_\_\_\_
5. Le amiche di mio fratello sono molto (divertente) \_\_\_\_\_
6. Gli italiani sono (bravo) \_\_\_\_\_ a cucinare.
7. Mi piacciono di più le gonne (lungo) \_\_\_\_\_ delle gonne (corto) \_\_\_\_\_
8. Il nuovo tavolo in salotto è (bianco) \_\_\_\_\_
9. Riccardo è proprio un (bello) \_\_\_\_\_ amico.

\_\_\_ / 10

[Graph 7]



The exercise 7 was a multiple-choice on possessive adjectives and it does not show many mistakes. In Italian, possessive adjectives are usually taught through their usage with family members and relatives. As a matter of fact, students during the language course had to do one brief Italian presentation at the end of October for an *Intercultura* meeting and I helped them to write it down and learn a brief introduction of themselves, of their families and of their lives where they used possessive adjectives. In fact, I guessed students did positive scores in this exercise for this reason; two students made only one mistake, while the third one made three out of six sentences.

Ex. 7, test A [Figure 10]

**7. Scegli l'aggettivo possessivo corretto.**

1. Stasera io vado a cena con \_\_\_\_\_ genitori.

- a. il mio                      b. i miei                      c. i suoi                      d. i nostri

2. Ieri Giacomo è stato tutto il giorno con la \_\_\_\_\_ ragazza.

- a. tua                      b. sue                      c. sua                      d. loro

3. Michele, \_\_\_\_\_ sorella è molto simpatica!

- a. tua                      b. i tuoi                      c. sua                      d. nostro

4. La \_\_\_\_\_ gatta ieri è scappata: Chiara e Marta l'hanno cercata ovunque!

- a. tua                      b. loro                      c. vostra                      d. nostro

5. Gianni, Tommaso quando arrivano \_\_\_\_\_ amici?

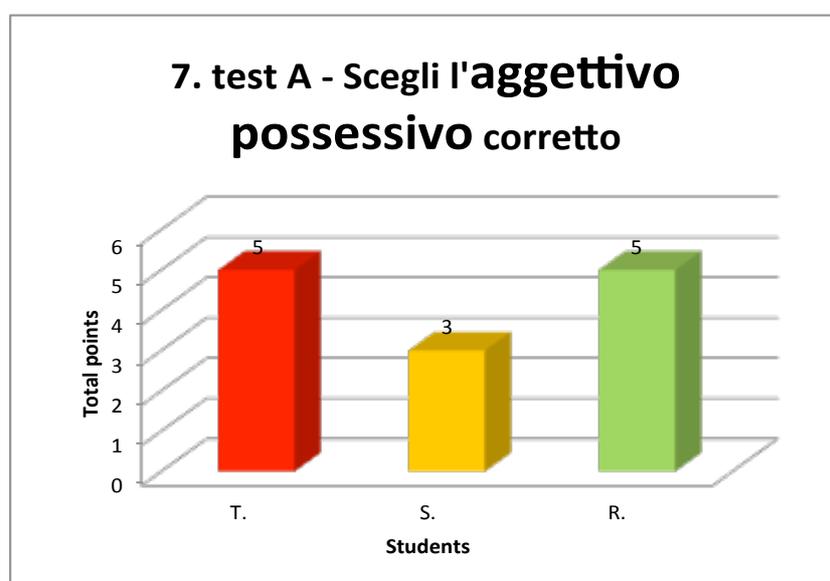
- a. i tuoi                      b. le sue                      c. le vostre                      d. i vostri

6. Per favore puoi darmi un attimo \_\_\_\_\_ cellulare?

- a. la mia                      b. il vostro                      c. il tuo                      d. i tuoi

\_\_\_ / 6

[Graph 8]



Last exercise was a fill-in-the-gaps on verb conjugation at *passato prossimo*. Although we spent many lessons on it, the girls S. and R. had still some problems with both the choice

of the auxiliary and the past participle. In fact, S. did not use *passato prossimo* but the present tense in most of the sentences while R., avoided the problem of the auxiliary and wrote only the past participle.

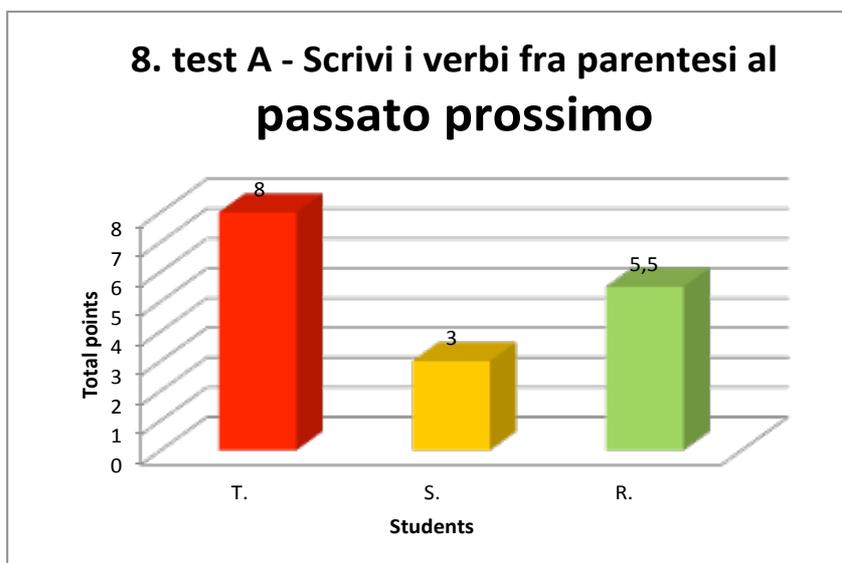
Ex.8, test A [Figure 11]

**8. Scrivi i verbi fra parentesi al PASSATO PROSSIMO.**

1. Noi (comprare) \_\_\_\_\_ una casa al mare.
2. L'insegnante (spiegare) \_\_\_\_\_ la nuova lezione ieri.
3. La settimana scorsa (io – andare) \_\_\_\_\_ a Bologna in treno e (io – visitare) \_\_\_\_\_ un bellissimo museo.
4. Sonia e Lucia (ballare) \_\_\_\_\_ moltissimo sabato sera alla festa.
5. Erica (arrivare) \_\_\_\_\_ con il treno delle 18.10 ieri sera.
6. Quando (tu- tornare) \_\_\_\_\_ dalla gita in campagna?
7. (voi-fare) \_\_\_\_\_ colazione a casa o al bar stamattina?

\_\_\_ / 8

[Graph 9]



The students of the first group worked good on the final test; no one failed it and the personal scores were well differentiated depending on the skills of each student. T. did the

best score, with 68,5 out of 80 points, followed by S. with 55,5 points and R. for last, with 49 points. Nevertheless R. was the student that could speak Italian better than the others at the beginning of the course, she did more grammar errors but she had more fluency and initiative, maybe because she faced before the other students all the negative aspects that can affect incoming students when studying abroad. (Cf. 2.2.1).

#### 4.2.2 Test B

The test B was easier than test A due to the lessons' trend with the Hong Kong girls, since we did not deal with possessive adjectives or *passato prossimo*, for instance.

The exercise 6 was a multiple-choice questions and the students did quite well. The students had to choose the answers concerned general presentations, such as introducing themselves or asking about age and job. All the questions were based on common errors the students used to make during the course.

Ex. 6, test B [Figure 12]

#### **6. Scegli la risposta giusta per ogni domanda.**

1. *Da dove vieni?*

- |                       |                       |
|-----------------------|-----------------------|
| a. Vengo dal Giappone | c. Vengo in Giappone  |
| b. Sono di Giappone   | d. Vieni dal Giappone |

2. *Quanti anni hai?*

- |                 |            |               |                |
|-----------------|------------|---------------|----------------|
| a. Sono 18 anni | b. Sono 18 | c. Ho 18 anni | d. Hai 18 anni |
|-----------------|------------|---------------|----------------|

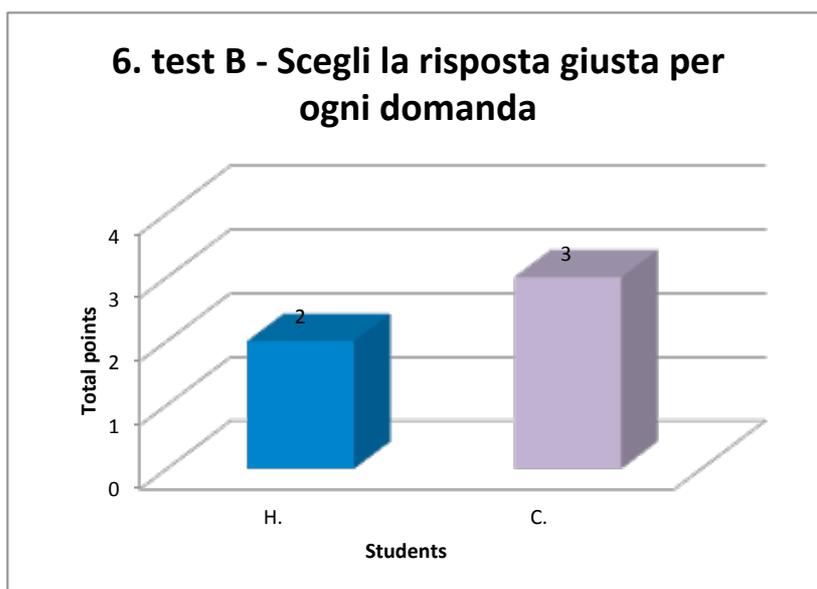
3. *Che lavoro fa tuo fratello?*

- |                   |                         |                      |                   |
|-------------------|-------------------------|----------------------|-------------------|
| a. Lui ha 20 anni | b. Lui è un veterinario | c. Lei è veterinario | d. Lei ha un cane |
|-------------------|-------------------------|----------------------|-------------------|

4. *Vuoi un caffè?*

- |              |                   |                    |                         |
|--------------|-------------------|--------------------|-------------------------|
| a. Sì, prego | b. No, non mangio | c. Sì, volentieri! | d. No, non ho del caffè |
|--------------|-------------------|--------------------|-------------------------|

[Graph 10]



Last exercise of test B was a brief written composition about general daily actions. This exercise wanted to test their production skills because the students had some problems with spelling too. The students were given 10 infinitive verbs that they had to conjugate paying attention to reflexive verbs and adverbs of frequency.

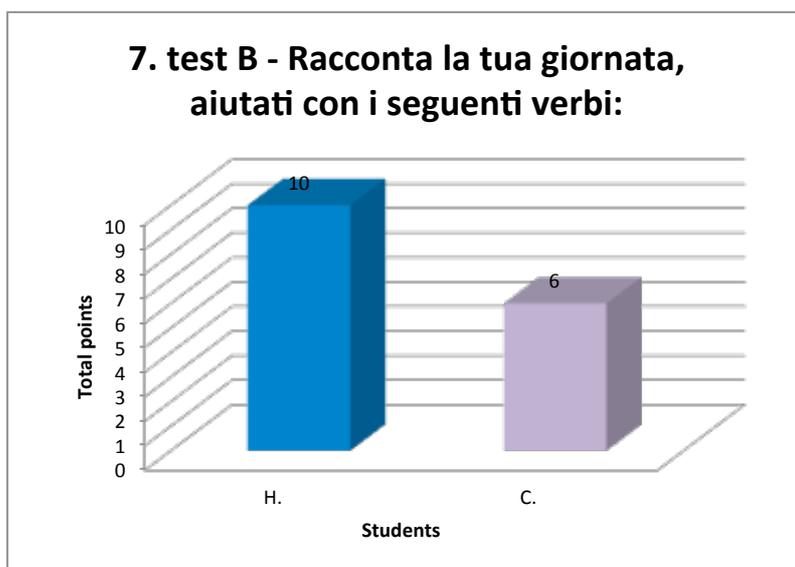
The score were higher than expected: this shows that, even though the two Hong Kong girls were struggling more than the other students with the language, they finally made an effort to improve their Italian.

Ex. 7, test B [Figure 13]

**7. Racconta la tua giornata, aiutati con i seguenti verbi:**

fare colazione, vestirsi, svegliarsi, pettinarsi, andare a scuola, studiare, mangiare, guardare la TV, lavarsi i denti, alzarsi.

[Graph 11]



The two girls did both a positive score in the final test. Remarkably, H. did better than C. even though the first one seemed to struggle more with the language. But H. demonstrated to be able to apply the grammar rules met in class, even understanding hardly anything when Italian was spoken or even having never done an attempt to speak Italian. C. instead was more chatty and engaged during the lessons, she often asked some word meanings or more clarification of the lessons' topic, and she make real efforts to speak Italian.

#### 4.3 Questionnaires

The students were given the questionnaires at the end of the language course and they were asked to give an unconditional opinion on what they have dealt with so far with *Intercultura*.

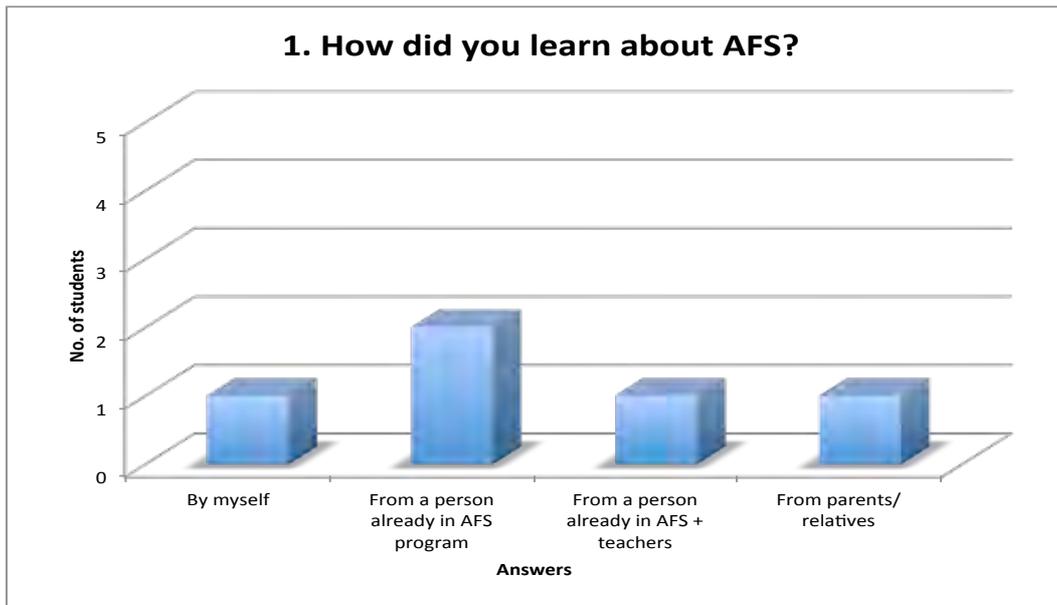
The question no.1 of the questionnaire *How did you learn about AFS?* was in order to understand where and how did the students learn or find *AFS* program. There were 4 fixed answers and the possibility for the students to add an answer in 'other':

- a. from a friend or a person who has already made an *AFS intercultural program*;
- b. from parents or relatives;
- c. by myself (on the Internet, reading, etc.);

d. from teachers of my school.

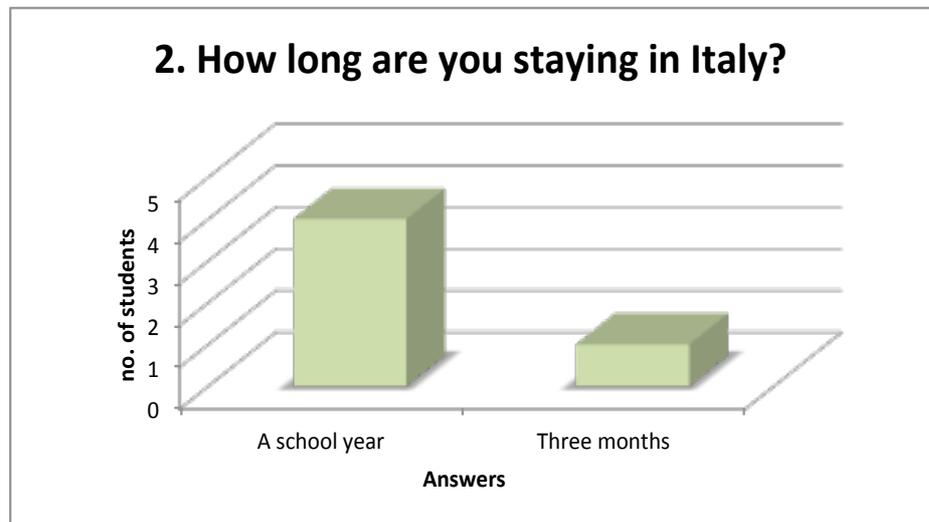
As the graph shows, the majority of them were persuaded to do this intercultural exchange by someone who had already taken part to a SAP. This means that a period of learning and living abroad is doubtless something worthy to do and to remember afterward.

[Graph 12]



The question no.2 *How long are you staying in Italy?* asked the students about the length of the program they chose; as we have already seen, only one girl remained in Venice for three months, the other exchange students planned to stay for the whole school year.

[Graph 13]

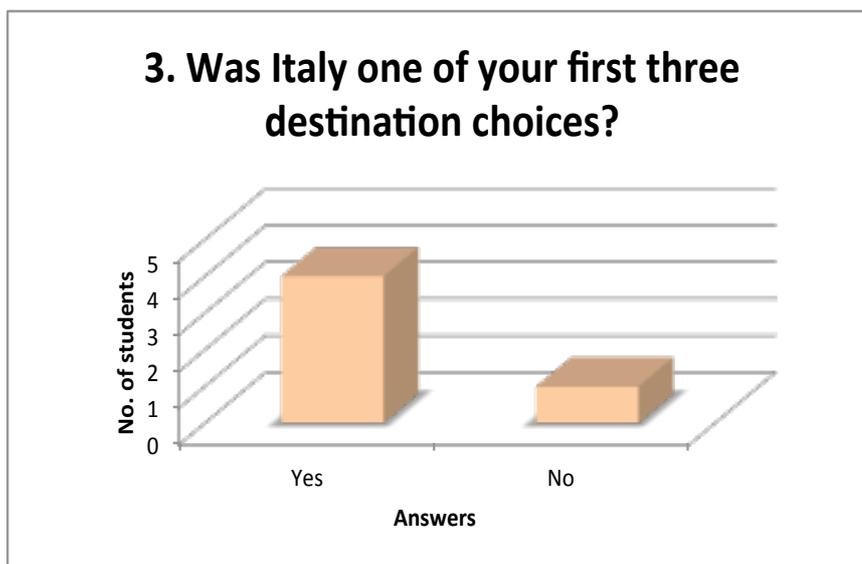


This questionnaire was thought for *Intercultura* exchange students in general: this was the first to be filled in, as a sort of prototype in order to improve the aspects stressed by the students.

With question no.3 *Was Italy one of your first three destination choice?* we would like to investigate if the students thought about Italy as one of the three destination choices. The possible answers were Yes or No: with yes students were asked to list the other destinations, with no instead, students had to answer *Why did you leave anyway?* choosing among the following reasons:

- a. I wanted to do this kind of experience in any case, no matter where;
- b. My parents / family made me leave;
- c. I started to gather information about Italy, its language and culture and I liked it;
- d. I met some people who have been to Italy and they made me change my mind;
- e. I just wanted to go away from my home / school / city / country.

[Graph 14]



As in the bar chart above, the only one that had not chosen Italy said that she left anyway because her parents wanted her to leave and as consequence she wanted to do the study abroad experience in any case.

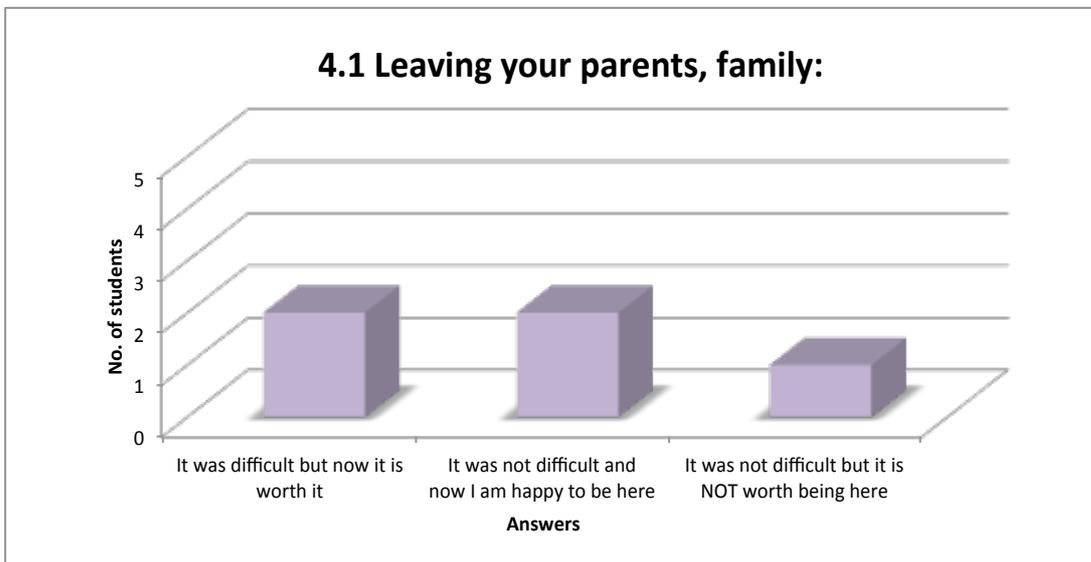
As concerns the students that chose Italy as destination for their SAP, the desire to come to Italy has surely increased their motivation and their learning. In fact, this has proved by the final test results (Cf. 4.2).

Question no.4 made them think about what they did to come to Italy and whether it was difficult leaving their family, their friends and their country.

There were four options:

- a. It was difficult but now it is worth it;
- b. It was difficult and now it is NOT worth it;
- c. It was not difficult and now I am happy to be here;
- d. It was not difficult but now it is NOT worth being here.

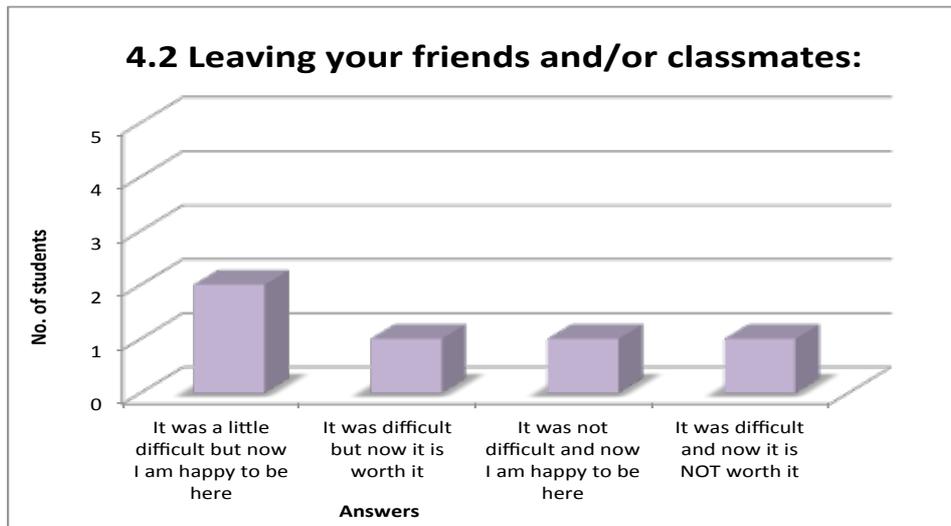
[Graph 15]



At this age, it is common to have a hostile relationship with parents, so I expected the students to say that it was not difficult to leave their parents and families. Remarkably, the answers were quite uniform and whether it was difficult or not for them, the learners said that they were happy about their choice.

The only negative point of view about not to be worth of being in Italy was the one that can be seen in the graph, and it was the same student that did not chose Italy as one of the three destination choices.

[Graph 16]



As the previous question, leaving friends and/or classmates was a little difficult in general but all the students recognized that it was worth being in Italy, since they were happy. We have the same answer about not being satisfied in Italy/Venice from the same student, who apparently could have some troubles making new friends at the new school.

[Graph 17]

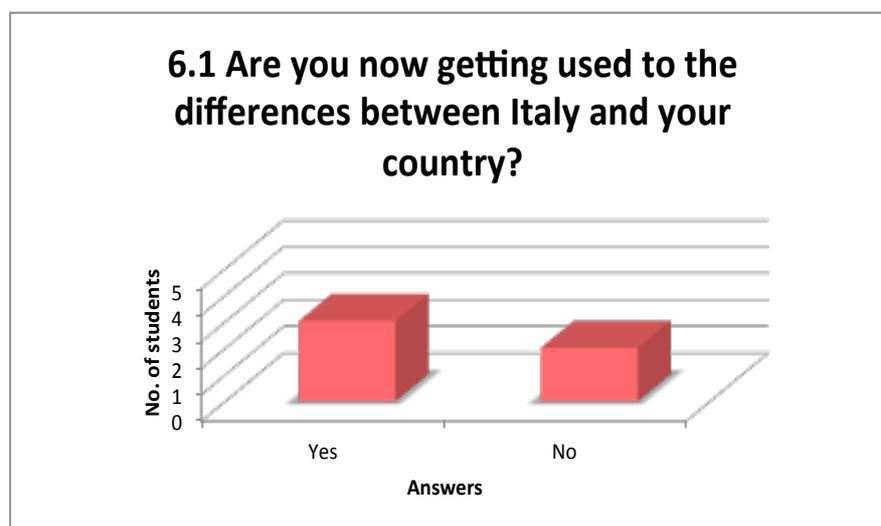


For the last part of the fourth question, all the students agreed on not having difficulties in leaving their country and their habits. Therefore, family, friends and loved ones are usually what keep exchange students bounded to their homeland and it presents one of the barriers for leaving.

Question no.5 was about whether the students ever had any regrets about coming to Italy and none of them had.

Question no.6 investigated on the organization of the program: I was interested in finding out if the students were getting used to differences between Italy and their country. The figure below shows that the students were divided in half, as they were divided into two groups: in fact, the students coming from Hong Kong answered 'No' to question no.6 while the other students managed to get used to the Italian culture. This suggests that the individual differences and the distance of L1 culture to the Italian one were still hard to deal with, even after three months of staying in Venice. (Cf. 2.2.1).

[Graph 18]



The question no.6 was composed of two parts, depending on the answer. The students that had to choose either yes or no, then had to specify in which context they were getting or not getting used to.

The choice was among the following answers:

- a. the school, with its organization and its courses;
- b. the host family and its habits;

- c. the social relationships with classmates;
- d. the language.

The students that answered ‘Yes’ to question 6.1 affirmed that they were getting used to the differences in school especially, whereas the students that answered ‘No’ considered Italian language one of the things they were struggling more.

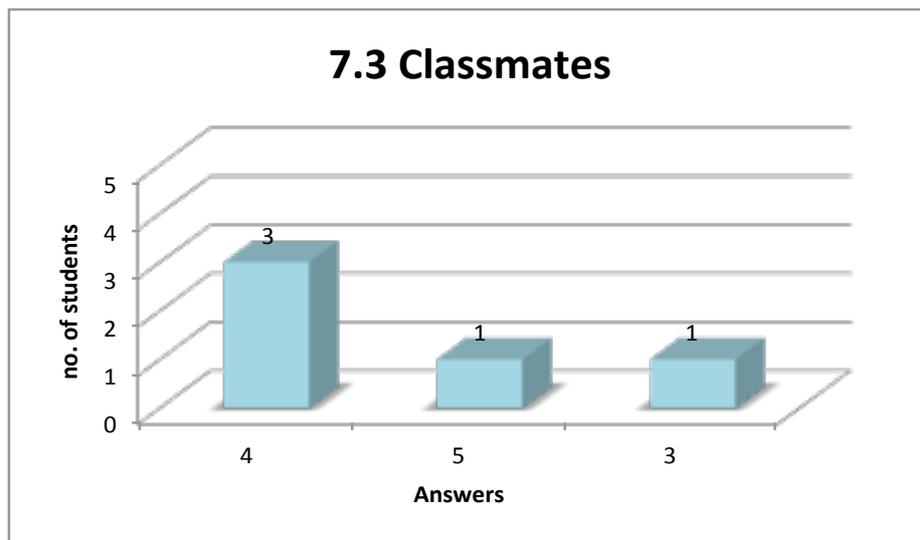
Moreover, the only student that had not chosen Italy as one of the three destination choices also affirmed that, besides the language, she was not getting used to the school and its organization and she also struggled to relate with other Italian students.

Question no.7 asked the students what they liked and what they did not like; starting from the life they were having in Italy. For the following questions the students had to rely on a linear scale and they had to choose between a range from 1 to 5, where 1 corresponded to ‘Not at all’ and 5 to ‘Very much’. All the students gave positive answers about the life and the host family: every student answered 5 to no. 7.2 *How much do you like your host family?*

In the following questions, instead, there were some contrasting opinions.

The questions no. 7.3 and 7.4 were about the scholastic environment the students had in Italy, in relation to the school and the classmates they had in their country.

[Graph 19]

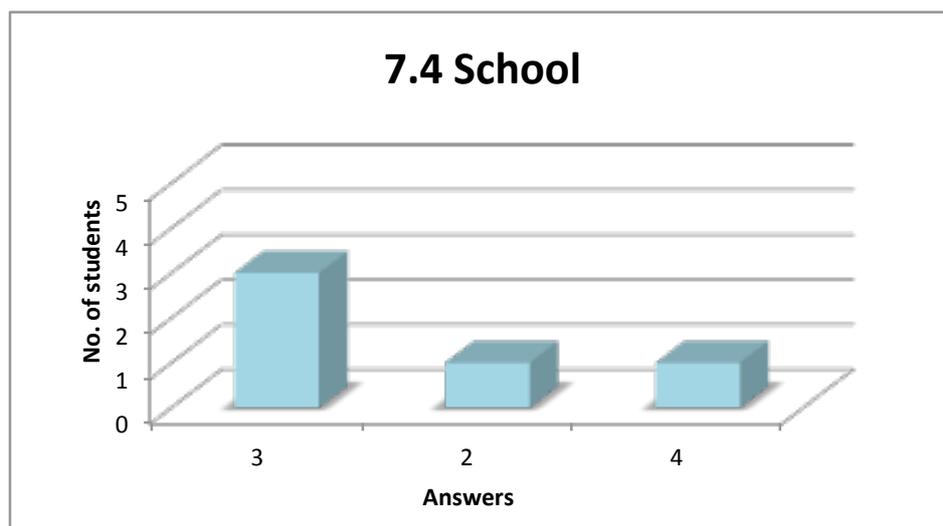


The incoming students had a good relationship with their classmates (three students answered 4 and one answered 5); this is an important prompt to feel included among learners of their age.

The only student that marked 3 was the same that was having a hard time at school and (probably) some troubles with classmates.

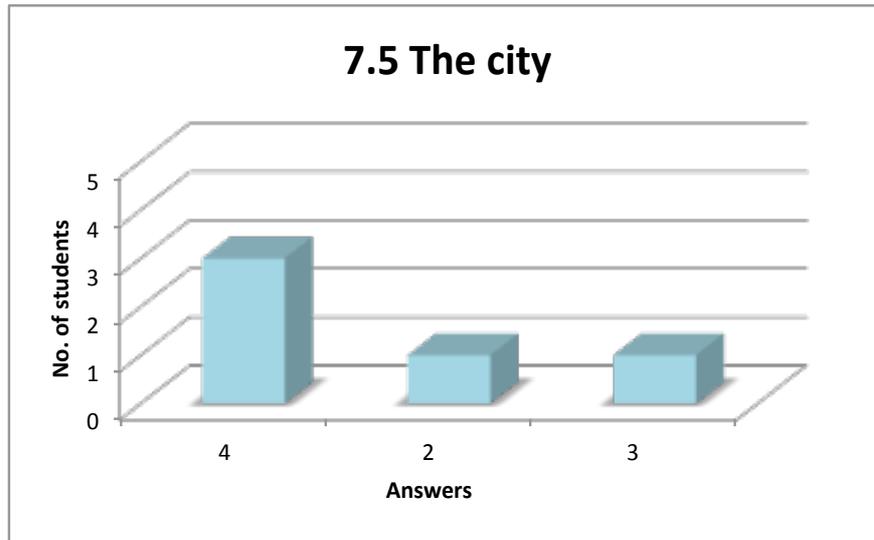
About the school the students were attending, there are more negative points of view: three students marked 3, only one marked 4 and the same student from Hong Kong marked 2, confirming once again the struggling period she was facing at school. This was probably due to the fact that the students found very difficult to integrate in the new school, with new subjects done in a new language.

[Graph 20]



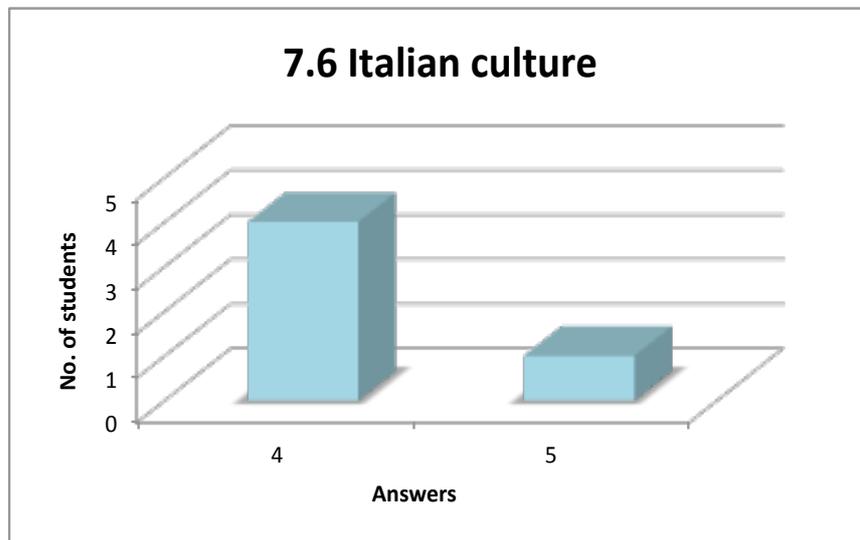
Next question asked the students about the city they were living in; question no. 7.5 could either be interpreted as the city of Venice or the town where the host family dwelled. Most of the students who live in Venice gave a high score while the others, who evaluated poorly, were living in the suburbs of Venice.

[Graph 21]



Question no.7.6 offers a confirmation about one of the reasons why the students have chosen to come to Italy: the culture. It had all high scores (four students chose 4 and one chose 5) and it dealt with arts, food and fashion.

[Graph 22]



Question no.7.7 showed unexpected results about the Italian language. The students that seemed not having trouble in terms of adjustment gave positive answers, but the student that in question no.6 seemed to struggle at school, with teachers and classmates, answered

4 too. Only one student affirmed that he/she did not like Italian language and complained again afterwards the questionnaire.

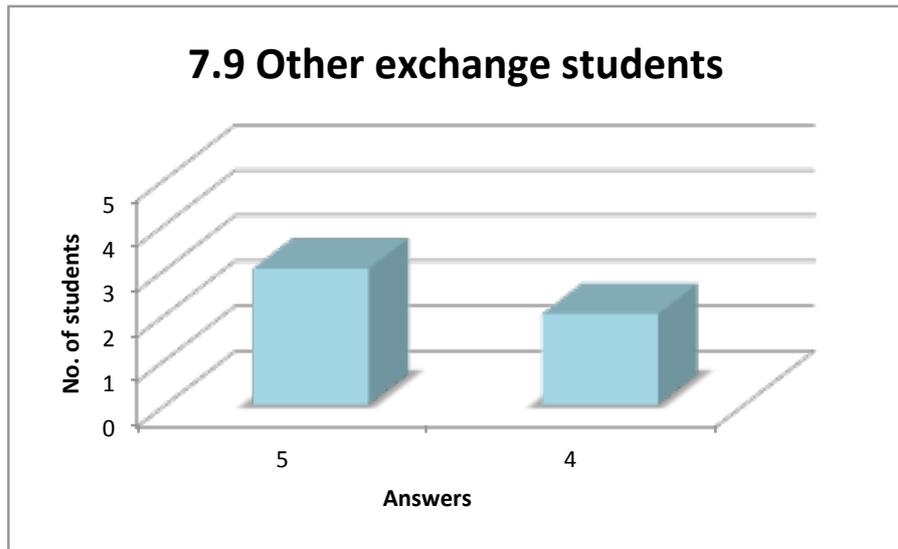
[Graph 23]



Question no. 7.8 asked the students if they like Italian food (since last year a Japanese student admitted that he came to Italy only for the cuisine); as a matter of fact, students chose all 4 and 5, another point on behalf of the increasing motivation of the students, in fact, food can be an interesting trigger for learning Italian.

Last question about likes and dislikes, concerned the other exchange students, since it is common that students coming from the same country tend to gather and sometimes isolate. As it can be seen by the bar chart below, the students liked the other exchange students; since the latter in some cases, were apparently the only people they can talk to.

[Graph 24]



Question no. 8 *Would you like to change the length of your stay here?* gave the students four options:

- a. yes, I would like to stay more time;
- b. yes, I would like to stay less time;
- c. no, it is fine the way it is;
- d. no, but I would like to travel more around Italy.

These answers were given in order to understand whether they would like to stay more or less time and whether they would like to be relocated in another local centre in Italy.

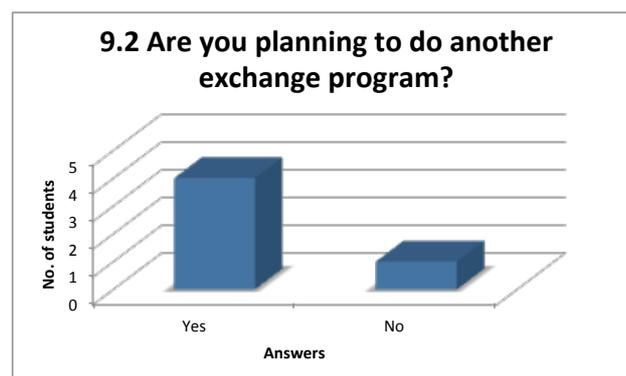
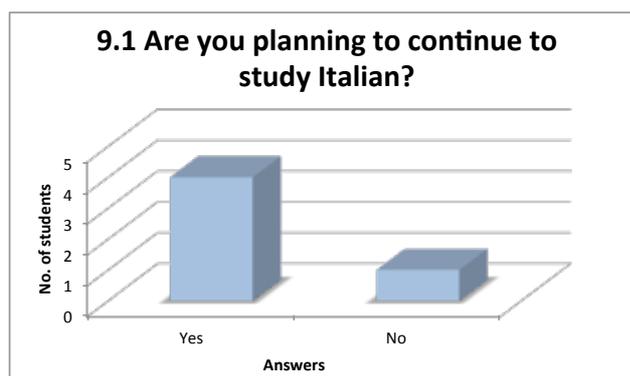
[Graph 25]



As we can see from the bar chart above, no one of the students would have liked to stay less time but rather, there was one student that would have like to stay more time and the other four students would have liked to travel more around Italy. This can be a result of their involvement in the intercultural exchange but not as a whole: perhaps the students were referring to their school or their city (the things that they liked the less on question no.7) just to see or try something different, according to the spirit/meaning of their travelling experience.

Question no. 9 assessed students future plans: we would like to know whether they would continue to study Italian when they come back home or whether they would do another SAP.

[Graphs 26; 27]



Surprisingly, the answers were unexpected: most of the students replied ‘yes’ on either questions but the single negative answer on the two questions came from respectively T. and H.

The first had no intention to keep studying Italian, despite being the most talented in learning languages; the latter had no intention to do another exchange program, even though on the previous question she affirmed that she would haved like to extend her stay.

Last question investigated students’ general satisfaction on the study abroad experience and there was also some space left in case they would have liked to add some comments, advice or complaints.

The students were generally satisfied with this experience: those who were not struggling at school or with the difficulties of speak a new language, were happy and grateful. While, the two students that were having trouble at school and found difficult the new language, probably because it is too distant from their mother tongue, added their personal opinion that was slightly negative for the scholastic point of view.

Being the assigned teacher for this program for the second time, this questionnaire was given to understand if there were some aspects to improve. I personally realise that teaching these students twice a week for a brief period cannot be enough to help them improving their FL skills. But, thanks to their advice and with the support and the coordination of the school's teachers, we can definitely enhance the harder aspects and achieve the multicultural and intercultural integration that students deserve when visiting and studying in Italy.

#### 4.4 Final discussion

The results of both the final tests and the questionnaires show that the experience of study abroad improved both the linguistic and the intercultural competences of the students.

At the end of the course all the students improved their listening and comprehension skills, as I gradually dropped English as language of instruction.

Final tests showed that students also improved their grammar competences, as no one failed the test and they reached satisfying scores.

For the first group, I will present each student's situation in order to see their improvements:

T. was the most advanced student right from the beginning, and despite being always interested and attentive to the lesson, he was not the most motivated. He knew he had a great aptitude for languages but he did not practice enough; this disadvantaged his outcomes because it obviously reflected on the final mark, which could have been higher if he had paid more attention. Unfortunately, hard data are not available but, resting on my personal judgment and memories, I can affirm that the student improved his speaking skills over the course. He was the only student that did not intend to continue to study Italian according to the questionnaire: yet, he reached very good results and integrated himself without too much effort.

The other Latin-American student, R., had a different aptitude and learning approach than T. She was very motivated and enthusiast: even though she arrived in Venice two weeks later than the other students, she was the first who tried to speak Italian, without worrying about possible mistakes. Being a native Spanish speaker, she was advantaged although, as it often happens, she had Spanish interferences in her speech. Despite that, she integrated perfectly and was very excited about this experience, as she confirmed it in the questionnaire.

The last student of the first group was S., who spent a shorter period than the others, but she was similarly able to improve her linguistic skills, as it can be seen from her final test's results. She was very shy at the beginning, but she never had difficulties in following the lessons, thanks also to French as her mother tongue. She improved her comprehension but not her speaking skills: in fact, she was too afraid of making mistakes while speaking and she always replied to me in English, even though she was perfectly able to understand my questions in Italian.

The students of the second group were H. and C., the girls from Hong Kong, who had similar difficulties with the language but different ways to deal with it.

H. was the less motivated student of the course and yet, she did a better score in the final test than C. She seemed always bored and unresponsive in class during reading and listening activities, while she was very interested in grammar rules. In fact, her learning style was based on rote learning, even though I organized the lessons following the inductive method. She improved her language-related competences anyway, as it can be seen by the improved score of the final test and by her level of comprehension at the end of the course.

According to C., her situation was different: she was very motivated at the beginning but she lost her incentive quite soon. She was curious and always had many questions, as long as she gradually started to feel under pressure at school and changed her attitude. C. went through a hard time at school and with her classmates, while during the language course she felt at ease and did not change her behaviour with me. Maybe, because there was just two of them in class and she felt it as a safe environment. Despite that, she passed the final test, but not with a good score as I expected: in fact, H. did better than her, even though C. was more advanced at the beginning.

Through her experience, C. offered us an example of how the external factors can affect negatively the learning of a FL.

In conclusion, however, I consider myself satisfied as a teacher because my students improved their Italian language skills. Moreover, I was able to establish a good relationship with them and to widen their cultural point of view, in order to become more aware and tolerant of others' cultural differences.

#### 4.5 General considerations and possible future guidelines' application

This experience helped me to understand what kind of lesson I wanted to teach, depending on the students and their different learning styles. I also discovered how important the external environment where the students live in can enrich or deteriorate their acquisition. First of all, I am glad to claim that I helped my students to improve their language-related skills. I helped them to acquire mutual respect and cooperation and to achieve the awareness and openness to others' cultural differences.

Secondly, I improved my teaching and communication skills thanks to my students, in fact, being one of my first experiences as a teacher, I was afraid not to be able to support them enough, but I am pleased with the environment I built during the language course.

As concern the *Intercultura* program, I became aware of some aspects that could be improved in order to help the integration of incoming students.

As a starting point, incoming students could keep a blog or forum online before their departure: in this way they could relate to each other, while telling their doubts, their expectations or their fears. The blog should connect not only the students intended to leave for the same destination, but also the former incoming students that have already been there. In this way, they can support the new incoming students and give them some useful advice.

Fostering the Italian classmates to become their tutors could be another simple idea to make the incoming students feel more comfortable and less worried about the new school. This would become not exclusively a task for *Intercultura's* volunteers and it would definitely help them with what involves lessons, homework and timetable.

This should be already done instinctively, but it is not always like this, maybe the teachers of the school could encourage their Italian students to cooperate with the new students, even with a scholastic reward.

Italian peers should also help the exchange students with little “cultural problems”, for example: when it is allowed to go to the bathroom, or how to behave in case of sickness, misunderstanding, etc. Moreover, all the students inside a classroom should become tutors, so they will tutor in turn, for two reasons: first, they can change their tutoring subject and in this way it becomes useful for them too. Second, if they would do this task unwillingly, they are going to do it for a brief time only and cannot complain about it, without taking the risk to make the incoming students feel unwelcome.

When exchange students come to a foreign class, it is also necessary to make the other students aware and more sensitive of the language problems and difficulties that incoming students have to challenge every day.

Besides tutoring the incoming students, the Italian classmates should be informed about others’ cultural differences: in this way, the incoming students should not be the only ones that have to adapt to the new culture. Therefore, before the arrival of incoming students, teachers might present to Italian students what is important or characteristic about incoming students’ countries and cultures, in order to make them feel as part of the new environment.

In addition, due to possible language-related problems, the language course, twice a week for the first three months of their stay, is not enough for the students to improve their language skills. In fact, the schools that are available to host exchange students should provide an Italian teacher that helps them full-time for the first period. As a matter of fact, incoming students, which do not understand or speak Italian, have to spend full time in an Italian classroom and attend all the lessons, (even the subjects that they have never attended in their country) right from the beginning of their stay.

Even though incoming students are aware of this cultural impact, everything must be done gradually and with all the possible support from the community.

Another suggestion could be to add the first Italian lessons at the school they attend: this allows organising the lessons’ topic together with school teachers, in order to help the students with other school subjects.

These proposals, that are affordable for both students and teachers, can lead to a prompt realization of cooperative learning and IC, which should not only be restricted to the Italian lessons, but it will soon involve other aspects of life, outside the school.

I strongly believe that studying and living abroad is among the best ways to learn a language and gain beneficial experiences. In fact, this is what *Intercultura* promotes and I am proud to have been a part of this life-changing project. As teacher of these students, I

experienced their same emotions and fears, hence I would like, also through this dissertation, to commit to expand this project for future incoming students.

## Conclusion

This dissertation did not have the ambition to find a new successful method of teaching Italian, as I taught following the humanistic-inductive approach, which I already tested last year with other incoming students for the same project. The humanistic approach in FL teaching underlines the importance of the student, who is always at the centre of the learning process, while the teacher creates all the conditions necessary to enhance students' motivation, related on students' needs and competences.

Besides promoting intercultural communication competence (ICC), the main aim of this work is to show that dividing the class according to students' mother tongues is necessary, especially when a FL course needs to be arranged in such short time.

The division of the Asian students from the Latin-American students was essential in order to organise differentiated tasks: the mother tongues and the cultures of the students were differently distant to Italian, but all students improved their language-related skills at the end of the course, as demonstrated by the final test's results.

Generally speaking, Asian students are used to learn with formal methodologies, which involve memorization and rote learning and they are not used to expose themselves in class, which is in contrast with the approach carried on through my experience for the aim of this dissertation. Nevertheless, my students reached the expected positive results, in both the groups.

Even though the study presented in this dissertation has only been an experiment (due to the small number of participants and the brief time of this particular exchange program), I hope that the positive results of my two classes could help to understand an improved way to relate to incoming students in different scholastic facilities.

As *Intercultura* program and my personal belief are concerned, with this dissertation, I would like to underline the importance of such experience in order to develop FL-related skills.

There are, however, some aspects that need to be improved, such as the re-education of both the incoming and the Italian students, since they attend school classes together. This aspect does not need to be forgotten to help to understand and tolerate cultural and language differences.

In conclusion, being aware of the difficulties and of some barriers that incoming students have to deal with, I would like to start making a first step to improve this program (and

SAPs in general), since I strongly believe that they are a remarkable opportunity to master FL and an unforgettable life experience.

# Appendix



NAME/NOME S

COUNTRY/PAESE Belgium

CENTRO LOCALE Venice

TEST ROSETTA STONE -

Livello I

✓ 1. La montagna è \_\_\_\_\_.

- a. bianco       b. bianca      c. bianche      d. bianchi

✓ 2. Dov'è la stazione ferroviaria?

- a. La Stazione è sotto la strada.       b. La Stazione è alla fine della strada sulla destra.  
c. La Stazione è rossa.      d. La Stazione è dove ci sono tanti aerei.

✓ 3. Lei ha del pane?

- a. No. Lei ha del pane.      b. No. Lei non ha del caffè.  
 c. Sì. Lei ha del pane.      d. Sì. Lei ha del caffè.

✓ 4. Tu come ti chiami?

- a. Lui ha sette anni.      b. Tu sei italiano.  
c. Lui si chiama Jan.       d. Io mi chiamo Jan.

NO 5. Ci sono dodici \_\_\_\_\_ in un anno.

- a. mesi       b. giorni      c. mese      d. settimane

? 6. Benvenuto nel \_\_\_\_\_ albergo.

- a. nostro      b. nostra      c. nostre      d. nostri

✓ x 7. Lei dove lavora?

- a. Lui lavora in banca.      b. Lei vive nella casa rosa.  
 c. Lei lavora in albergo.      d. Lui nuota.

✓ 8. Io vengo \_\_\_\_\_.

- a. da Cina      b. di Cina       c. dalla Cina      d. dei Cina

? 9. Io vado \_\_\_\_\_.

- a. in Sardegna      b. per Sardegna      c. nella Sardegna      d. alla Sardegna

✓ 10. Quanti anni ha suo figlio?

- a. Mio figlio ha 17 anni.      b. Mio figlio è 17 anni.  
c. Mio figlio ha 17.      d. Mio figlio prende 17.

✓ 11. Il bambino vuole il \_\_\_\_\_.

- a. gioccatolo      b. giocatolo       c. giocattolo      d. giocatollo

✓ 12. Le donne \_\_\_\_\_ tennis.

- a. ) giocano a      b. giocano      c. guardano      d. parlano
13. *Io vivo \_\_\_\_\_ Milano.* ✓  
a. in      b. al      c. a      d. per
14. *Io pago \_\_\_\_\_ contanti.* ✗  
a. -      b. in      c. con      d. a
15. *Noi vendiamo medicine \_\_\_\_\_.* ✓  
a. in gioielleria      b. in farmacia  
c. al negozio di ferramenta      d. in libreria
16. *Le carte di credito sono \_\_\_\_\_.* ✓  
a. di carta      b. di plastica      c. di metallo      d. di pelle
17. *La Ferrari è \_\_\_\_\_.* ✗  
a. lenta      b. leggera      c. veloce      d. pesante

~~12/20~~  
15/20

18. *Io \_\_\_\_\_ arabo.*

- a. parlo       b. parla      c. parlano      d. parli ✗

19. *La bambina \_\_\_\_\_ la mamma.*

- a. si sveglia       b. sveglia      c. si svegliano      d. svegliano ✓

20. \_\_\_\_\_ *le lenzuola profumano? Perché sono pulite.*

- a. Che cosa      b. Dove       c. Perché      d. Chi ✓

### TEST ROSETTA STONE - Livello II

✗ 1. *L'uomo è \_\_\_\_\_ l'albero.*

- a. sotto      b. davanti       c. accanto      d. tra ✗

2. *Il taxi gira \_\_\_\_\_.*

- a. diritto       b. a destra      c. sinistra      d. a diritto ✓

3. *'Quanto costano questi occhiali?' '€75'*

- a. sette euro      b. diciassette euro ✓  
c. cinquantasette euro       d. settantacinque euro

4. *Il pesce sa \_\_\_\_\_.*

- a. leggere       b. nuotare      c. guidare      d. correre ✓

✗ 5. *Piove?*

- a. Sì, non piove.      b. Sì, piove.      c. No, piove.      d. Sì, pioverà. ✗

✗ 6. *Adesso abbiamo un cane, ma prima \_\_\_\_\_ un gatto.*

- a. ho      b. avevo      c. avevate      d. avevamo ✗

7. *'Quando \_\_\_\_\_ in Cina insegnavi italiano?' 'Sì, insegnavo italiano.'* ✗

- a. eri      b. sei      c. siete       d. eravate

✗ 8. *'Scusi, che ore sono?'*

- a. 'La banca è accanto alla biblioteca.'      b. 'Non ho capito. Può ripetere per favore?' ✗  
c. 'Sono le sette e venti.'      d. 'Alle otto e un quarto.'

9. *'Che cosa prepari da mangiare per la festa?'*

- a. 'Nessuno.'       b. 'Preparo un dolce.' ✓  
c. 'Penso che pioverà.'      d. 'Penso che sarò in anticipo.'

10. *Noi \_\_\_\_\_ studiato musica.*

- a. abbiamo       b. sono      c. siamo      d. ha ✗

TEST ROSETTA STONE - Livello III

1. Perché \_\_\_\_\_ allenati qui oggi?  
a. mi                      b. ti                      c. ci                      d. si ✗
2. In Italia \_\_\_\_\_ fa freddo.  
a. qualche volta      b. mai                      c. sempre                      d. ieri ✓
3. Nessuno \_\_\_\_\_.  
a. giocano                      b. saltano                      c. parla                      d. sono seduti. ✗
4. Ho bisogno di \_\_\_\_\_ che balli bene.  
a. tutto                      b. niente                      c. qualcuno                      d. nessuno ✗
5. \_\_\_\_\_ la squadra gialla è forte, è probabile che vincerà la squadra azzurra. ✗  
a. Perché                      b. Anche se                      c. Infine                      d. Quando
6. 'Conosci Pietro?' 'Sì, \_\_\_\_\_ conosco bene.' ✗  
a. la                      b. gli                      c. li                      d. lo
7. Riparo il mobile \_\_\_\_\_ martello. ✗  
a. con un                      b. del                      c. uno                      d. un'
8. Vanno in Messico \_\_\_\_\_. ✓  
a. in lavoro                      b. sul lavoro                      c. per lavoro                      d. a lavoro.
- ✗ 9. Se \_\_\_\_\_, andiamo a sciare. ✗  
a. piove                      b. nevica                      c. canto                      d. fa caldo
10. La cantante non è \_\_\_\_\_ per cantare. ✓  
a. pronta                      b. pronto                      c. pronti                      d. pronte

**GRAZIE!!!**

3/10



NAME/NOME T

COUNTRY/PAESE Bolivia

CENTRO LOCALE Venice

TEST ROSETTA STONE -

Livello I

- ✓ 1. La montagna è \_\_\_\_\_.
- a. bianco       b. bianca      c. bianche      d. bianchi
- ✓ 2. Dov'è la stazione ferroviaria?
- a. La Stazione è sotto la strada.       b. La Stazione è alla fine della strada sulla destra.  
c. La Stazione è rossa.      d. La Stazione è dove ci sono tanti aerei.
- ✓ 3. Lei ha del pane?
- a. No. Lei ha del pane.      b. No. Lei non ha del caffè.  
 c. Sì. Lei ha del pane.      d. Sì. Lei ha del caffè.
- ✓ 4. Tu come ti chiami?
- a. Lui ha sette anni.      b. Tu sei italiano.  
c. Lui si chiama Jan.       d. Io mi chiamo Jan.
- 5. Ci sono dodici \_\_\_\_\_ in un anno.
- a. mesi      b. giorni       c. mese      d. settimane
- 6. Benvenuto nel nostra albergo.
- a. nostro       b. nostra      c. nostre       d. nostri
- ✓ 7. Lei dove lavora?
- a. Lui lavora in banca.      b. Lei vive nella casa rosa.  
 c. Lei lavora in albergo.      d. Lui nuota.
- 8. Io vengo \_\_\_\_\_.
- a. da Cina      b. di Cina      c. dalla Cina      d. dei Cina
- ✓ 9. Io vado \_\_\_\_\_.
- a. in Sardegna      b. per Sardegna      c. nella Sardegna      d. alla Sardegna
- ✓ 10. Quanti anni ha suo figlio?
- a. Mio figlio ha 17 anni.      b. Mio figlio è 17 anni.  
c. Mio figlio ha 17.      d. Mio figlio prende 17.
- ✓ 11. Il bambino vuole il \_\_\_\_\_.
- a. giocatolo      b. giocatolo       c. giocattolo      d. giocatollo
- X 12. Le donne \_\_\_\_\_ tennis.

a. giocano a       b. giocano      c. guardano      d. parlano

13. *Io vivo \_\_\_\_\_ Milano.*

a. in      b. al      c. a      d. per

14. *Io pago \_\_\_\_\_ contanti.*

a. -      b. in       c. con      d. a

15. *Noi vendiamo medicine \_\_\_\_\_.*

a. in gioielleria       b. in farmacia  
c. al negozio di ferramenta      d. in libreria

16. *Le carte di credito sono \_\_\_\_\_.*

a. di carta       b. di plastica      c. di metallo      d. di pelle

17. *La Ferrari è \_\_\_\_\_.*

a. lenta      b. leggera       c. veloce      d. pesante

14/20

✓ 18. Io \_\_\_\_\_ arabo.

- a. parlo                      b. parla                      c. parlano                      d. parli

✓ 19. La bambina \_\_\_\_\_ la mamma.

- a. si sveglia                       b. sveglia                      c. si svegliano                      d. svegliano

✓ 20. \_\_\_\_\_ le lenzuola profumano? Perché sono pulite.

- a. Che cosa                      b. Dove                       c. Perché                      d. Chi

### TEST ROSETTA STONE - Livello II

X 1. L'uomo è \_\_\_\_\_ l'albero.

- a. sotto                       b. davanti                      c. accanto                      d. tra

✓ 2. Il taxi gira \_\_\_\_\_.

- a. diritto                       b. a destra                      c. sinistra                      d. a diritto

✓ 3. 'Quanto costano questi occhiali?' '€75'

- a. sette euro                      b. diciassette euro  
c. cinquantasette euro                       d. settantacinque euro

✓ 4. Il pesce sa \_\_\_\_\_.

- a. leggere                       b. nuotare                      c. guidare                      d. correre

✓ 5. Piove?

- a. Sì, non piove.                       b. Sì, piove.                      c. No, piove.                      d. Sì, pioverà.

✓ 6. Adesso abbiamo un cane, ma prima \_\_\_\_\_ un gatto.

- a. ho                       b. avevo                      c. avevate                       d. avevamo

0 7. 'Quando \_\_\_\_\_ in Cina insegnavi italiano?' 'Sì, insegnavo italiano.'

- a. eri                       b. sei                      c. siete                      d. eravate

✓ 8. 'Scusi, che ore sono?'

- a. 'La banca è accanto alla biblioteca.'                      b. 'Non ho capito. Può ripetere per favore?'  
 c. 'Sono le sette e venti.'                      d. 'Alle otto e un quarto.'

✓ 9. 'Che cosa prepari da mangiare per la festa?'

- a. 'Nessuno.'                       b. 'Preparo un dolce.'  
c. 'Penso che pioverà.'                      d. 'Penso che sarò in anticipo.'

✓ 10. Noi \_\_\_\_\_ studiato musica.

- a. abbiamo                      b. sono                      c. siamo                      d. ha

8/10

TEST ROSETTA STONE - Livello III

1. Perché \_\_\_\_\_ allenati qui oggi?

- a. mi                      b. ti                      c. ci                       d. si

2. In Italia \_\_\_\_\_ fa freddo.

- a. qualche volta      b. mai                      c. sempre                       d. ieri

3. Nessuno \_\_\_\_\_.

- a. giocano                      b. saltano                      c. parla                       d. sono seduti.

4. Ho bisogno di \_\_\_\_\_ che balli bene.

- a. tutto                      b. niente                      c. qualcuno                      d. nessuno

5. \_\_\_\_\_ la squadra gialla è forte, è probabile che vincerà la squadra azzurra.

- a. Perché                      b. Anche se                      c. Infine                       d. Quando

6. 'Conosci Pietro?' 'Sì, \_\_\_\_\_ conosco bene.'

- a. la                       b. gli                      c. li                      d. lo

7. Riparo il mobile \_\_\_\_\_ martello.

- a. con un                      b. del                      c. uno                      d. un'

8. Vanno in Messico \_\_\_\_\_.

- a. in lavoro                      b. sul lavoro                       c. per lavoro                      d. a lavoro.

9. Se \_\_\_\_\_, andiamo a sciare.

- a. piove                      b. nevica                      c. canto                       d. fa caldo

10. La cantante non è \_\_\_\_\_ per cantare.

- a. pronta                      b. pronto                      c. pronti                       d. pronte

2/10

**GRAZIE!!!**



NAME/NOME g

COUNTRY/PAESE Polonia

CENTRO LOCALE Venezia

TEST ROSETTA STONE -

Livello I

1. La montagna è \_\_\_\_\_.

- a. bianco
- b. bianca
- c. bianche
- d. bianchi

2. Dov'è la stazione ferroviaria?

- a. La Stazione è sotto la strada.
- b. La Stazione è alla fine della strada sulla destra.
- c. La Stazione è rossa.
- d. La Stazione è dove ci sono tanti aerei.

3. Lei ha del pane?

- a. No. Lei ha del pane.
- c. Sì. Lei ha del pane.
- b. No. Lei non ha del caffè.
- d. Sì. Lei ha del caffè.

4. Tu come ti chiami?

- a. Lui ha sette anni.
- d. Io mi chiamo Jan.
- b. Tu sei italiano.
- c. Lui si chiama Jan.

5. Ci sono dodici \_\_\_\_\_ in un anno.

- a. mesi
- b. giorni
- c. mese
- d. settimane

6. Benvenuto nel \_\_\_\_\_ albergo.

- a. nostro
- b. nostra
- c. nostre
- d. nostri

7. Lei dove lavora?

- c. Lei lavora in albergo.
- a. Lui lavora in banca.
- b. Lei vive nella casa rosa.
- d. Lui nuota.

~~NO~~ 8. Io vengo \_\_\_\_\_.

- a. da Cina
- b. di Cina
- c. dalla Cina
- d. dei Cina wo

9. Io vado \_\_\_\_\_.

- a. in Sardegna
- b. per Sardegna
- c. nella Sardegna
- d. alla Sardegna

10. Quanti anni ha suo figlio?

- a. Mio figlio ha 17 anni.
- b. Mio figlio è 17 anni.
- c. Mio figlio ha 17.
- d. Mio figlio prende 17.

~~NO~~ 11. Il bambino vuole il \_\_\_\_\_.

- a. gioccatolo
- b. giocatolo
- c. giocattolo
- d. giocatollo

12. Le donne \_\_\_\_\_ tennis.

a. giocano a      b. giocano      c. guardano      d. parlano

✓ 13. *Io vivo \_\_\_\_\_ Milano.*

a. in      b. al      c. a      d. per

✓ 14. *Io pago \_\_\_\_\_ contanti.*

a. -       b. in      c. con      d. a

✓ 15. *Noi vendiamo medicine \_\_\_\_\_.*

a. in gioielleria       b. in farmacia  
c. al negozio di ferramenta      d. in libreria

✓ 16. *Le carte di credito sono \_\_\_\_\_.*

a. di carta       b. di plastica      c. di metallo      d. di pelle

✓ 17. *La Ferrari è \_\_\_\_\_.*

a. lenta      b. leggera       c. veloce      d. pesante

18. lo \_\_\_\_\_ arabo.

- ✓  a. parlo                      b. parla                      c. parlano                      d. parli

~~18~~ 19. La bambina \_\_\_\_\_ la mamma.

- ✓  a. si sveglia                       b. sveglia                      c. si svegliano                      d. svegliano

✓ 20. \_\_\_\_\_ le lenzuola profumano? Perché sono pulite.

- a. Che cosa                      b. Dove                       c. Perché                      d. Chi

17/20

### TEST ROSETTA STONE - Livello II

~~1~~ 1. L'uomo è \_\_\_\_\_ l'albero.

- a. sotto                      b. davanti                       c. accanto                      d. tra

✓ 2. Il taxi gira \_\_\_\_\_.

- a. diritto                       b. a destra                      c. sinistra                      d. a diritto

✓ 3. 'Quanto costano questi occhiali?' '€75'

- a. sette euro                      b. diciassette euro  
c. cinquantasette euro                       d. settantacinque euro

✓ 4. Il pesce sa \_\_\_\_\_.

- a. leggere                       b. nuotare                      c. guidare                      d. correre

✓ 5. Piove?

- a. Sì, non piove.                       b. Sì, piove.                      c. No, piove.                      d. Sì, ploverà.

✓ 6. Adesso abbiamo un cane, ma prima \_\_\_\_\_ un gatto.

- a. ho                      b. avevo                       c. avevate                       d. avevamo

✓ 7. 'Quando \_\_\_\_\_ in Cina insegnavi italiano?' 'Sì, insegnavo italiano.'

- a. eri                      b. sei                      c. siete                      d. eravate

✓ 8. 'Scusi, che ore sono?'

- a. 'La banca è accanto alla biblioteca.'                      b. 'Non ho capito. Può ripetere per favore?'  
 c. 'Sono le sette e venti.'                      d. 'Alle otto e un quarto.'

✓ 9. 'Che cosa prepari da mangiare per la festa?'

- a. 'Nessuno.'                       b. 'Preparo un dolce.'  
c. 'Penso che ploverà.'                      d. 'Penso che sarò in anticipo.'

~~10~~ 10. Noi \_\_\_\_\_ studiato musica.

- a. abbiamo                      b. sono                       c. siamo                      d. ha

8/10 84

TEST ROSETTA STONE - Livello III

1. Perché \_\_\_\_\_ allenati qui oggi? **NO**

- a. mi                      **b.** ti                      c. ci                      **d.** si

2. In Italia \_\_\_\_\_ fa freddo.

- ✓** **a.** qualche volta                      b. mai                      c. sempre                      d. ieri

3. Nessuno \_\_\_\_\_.

- NO** a. giocano                      **b.** saltano                      c. parla                      d. sono seduti.

4. Ho bisogno di \_\_\_\_\_ che balli bene.

- ✓** a. tutto                      b. niente                      **c.** qualcuno                      d. nessuno

5. \_\_\_\_\_ la squadra gialla è forte, è probabile che vincerà la squadra azzurra.

- NO** a. Perché                      b. Anche se                      c. Infine                      **d.** Quando

**✓** 6. 'Conosci Pietro?' 'Sì, \_\_\_\_\_ conosco bene.'

- a. la                      b. gli                      c. li                      **d.** lo

**NO** 7. Riparo il mobile \_\_\_\_\_ martello.

- a. con un                      **b.** del                      c. uno                      d. un'

**✓** 8. Vanno in Messico \_\_\_\_\_.

- a. in lavoro                      b. sul lavoro                      **c.** per lavoro                      d. a lavoro.

**✓** 9. Se \_\_\_\_\_, andiamo a sciare.

- a. piove                      **b.** nevicata                      c. canto                      d. fa caldo

**NO** 10. La cantante non è \_\_\_\_\_ per cantare.

- a. pronta                      b. pronto                      c. pronti                      **d.** pronte

**GRAZIE!!!**

5/20



NAME/NOME C

COUNTRY/PAESE

Hong Kong

TEST ROSETTA STONE -

CENTRO LOCALE

Venice

Livello I

✓ 1. La montagna è 0.

a. bianco

b. bianca

c. bianche

d. bianchi

0 2. Dov'è la stazione ferroviaria?

a. La Stazione è sotto la strada.

c. La Stazione è rossa.

b.

La Stazione è alla fine della strada sulla destra.

d.

La Stazione è dove ci sono tanti aerei.

✓ 3. Lei ha del pane?

a. No. Lei ha del pane.

c. Sì. Lei ha del pane.

b. No. Lei non ha del caffè.

d. Sì. Lei ha del caffè.

✓ 4. Tu come ti chiami?

a. Lui ha sette anni.

c. Lui si chiama Jan.

b. Tu sei italiano.

d. Io mi chiamo Jan.

0 5. Ci sono dodici \_\_\_\_\_ in un anno.

a. mesi

b. giorni

c. mese

d. settimane

0 6. Benvenuto nel \_\_\_\_\_ albergo.

a. nostro

b. nostra

c. nostre

d. nostri

✓ 7. Lei dove lavora?

a. Lui lavora in banca.

c. Lei lavora in albergo.

b. Lei vive nella casa rosa.

d. Lui nuota.

0 8. Io vengo \_\_\_\_\_.

a. da Cina

b. di Cina

c. dalla Cina

d. dei Cina

✓ 9. Io vado \_\_\_\_\_.

a. in Sardegna

b. per Sardegna

c. nella Sardegna

d. alla Sardegna

✓ 10. Quanti anni ha suo figlio?

a. Mio figlio ha 17 anni.

c. Mio figlio ha 17.

b. Mio figlio è 17 anni.

d. Mio figlio prende 17.

0 11. Il bambino vuole il \_\_\_\_\_.

a. giocattolo

b. giocatolo

c. giocattolo

d. giocatollo

0 12. Le donne \_\_\_\_\_ tennis.

a. giocano a      b. giocano      c. guardano      d. parlano

13. *Io vivo \_\_\_\_\_ Milano.*

a. in      b. al      c. a      d. per

14. *Io pago \_\_\_\_\_ contanti.*

a. -      b. in      c. con      d. a

15. *Noi vendiamo medicine \_\_\_\_\_.*

a. in gioielleria      b. in farmacia  
c. al negozio di ferramenta      d. in libreria

16. *Le carte di credito sono \_\_\_\_\_.*

a. di carta      b. di plastica      c. di metallo      d. di pelle

17. *La Ferrari è \_\_\_\_\_.*

a. lenta      b. leggera      c. veloce      d. pesante

18. *Io \_\_\_\_\_ arabo.*  
 a. parlo                      b. parla                      c. parlano                       d. parli                      NO
19. *La bambina \_\_\_\_\_ la mamma.*  
 a. si sveglia                      b. sveglia                      c. si svegliano                       d. svegliano                      NO
20. \_\_\_\_\_ *le lenzuola profumano? Perché sono pulite.*  
 a. Che cosa                      b. Dove                       c. Perché                      d. Chi                      OK

6/20

TEST ROSETTA STONE - Livello II

1. *L'uomo è \_\_\_\_\_ l'albero.*  
 a. sotto                      b. davanti                      c. accanto                      d. tra                      OK
2. *Il taxi gira \_\_\_\_\_.*  
 a. diritto                       b. a destra                      c. sinistra                      d. a diritto                      OK
3. *'Quanto costano questi occhiali?' '€75'*  
 a. sette euro                      b. diciassette euro  
 c. cinquantasette euro                       d. settantacinque euro                      OK
4. *Il pesce sa \_\_\_\_\_.*  
 a. leggere                       b. nuotare                      c. guidare                      d. correre                      OK
5. *Piove?*  
 a. Sì, non piove.                       b. Sì, piove.                      c. No, piove.                      d. Sì, pioverà.                      OK
6. *Adesso abbiamo un cane, ma prima \_\_\_\_\_ un gatto.*  
 a. ho                      b. avevo                       c. avevate                      d. avevamo                      NO
7. *'Quando \_\_\_\_\_ in Cina insegnavi italiano?' 'Sì, insegnavo italiano.'*  
 a. eri                       b. sei                      c. siete                      d. eravate                      NO
8. *'Scusi, che ore sono?'*  
 a. 'La banca è accanto alla biblioteca.'                      b. 'Non ho capito. Può ripetere per favore?'  
 c. 'Sono le sette e venti.'                      d. 'Alle otto e un quarto.'                      OK
9. *'Che cosa prepari da mangiare per la festa?'*  
 a. 'Nessuno.'                      b. 'Preparo un dolce.'  
 c. 'Penso che pioverà.'                       d. 'Penso che sarò in anticipo.'                      NO
10. *Noi \_\_\_\_\_ studiato musica.*  
 a. abbiamo                      b. sono                      c. siamo                      d. ha                      OK

18. *Io \_\_\_\_\_ arabo.*

- a. parlo                      b. parla                      c. parlano                       d. parli

19. *La bambina \_\_\_\_\_ la mamma.*

- a. si sveglia                       b. sveglia                      c. si svegliano                      d. svegliano

20. \_\_\_\_\_ *le lenzuola profumano? Perché sono pulite.*

- a. Che cosa                      ~~b. Dove~~                       c. Perché                      d. Chi

9/20

TEST ROSETTA STONE - Livello II

1. *L'uomo è \_\_\_\_\_ l'albero.*

- a. sotto                      b. davanti                      c. accanto                      d. tra

2. *Il taxi gira \_\_\_\_\_.*

- a. diritto                      b. a destra                      c. sinistra                      d. a diritto

3. *'Quanto costano questi occhiali?' '€75'*

- a. sette euro                      b. diciassette euro  
 c. cinquantasette euro                      d. settantacinque euro

4. *Il pesce sa \_\_\_\_\_.*

- a. leggere                      b. nuotare                      c. guidare                      d. correre

5. *Piove?*

- a. Sì, non piove.                       b. Sì, piove.                      c. No, piove.                      d. Sì, pioverà.

6. *Adesso abbiamo un cane, ma prima \_\_\_\_\_ un gatto.*

- a. ho                      b. avevo                      c. avevate                      d. avevamo

7. *'Quando \_\_\_\_\_ in Cina insegnavi italiano?' 'Sì, insegnavo italiano.'*

- a. eri                      b. sei                       c. siete                      d. eravate

1/10

8. *'Scusi, che ore sono?'*

- a. 'La banca è accanto alla biblioteca.'                      b. 'Non ho capito. Può ripetere per favore?'  
 c. 'Sono le sette e venti.'                      d. 'Alle otto e un quarto.'

9. *'Che cosa prepari da mangiare per la festa?'*

- a. 'Nessuno.'                      b. 'Preparo un dolce.'  
 c. 'Penso che pioverà.'                      d. 'Penso che sarò in anticipo.'

10. *Noi \_\_\_\_\_ studiato musica.*

- a. abbiamo                       b. sono                      c. siamo                      d. ha

TEST ROSETTA STONE - Livello III

1. Perché \_\_\_\_\_ allenati qui oggi?  
a. mi                      b. ti                      c. ci                      d. si
2. In Italia \_\_\_\_\_ fa freddo.  
a. qualche volta      b. mai                      c. sempre                      d. ieri
3. Nessuno \_\_\_\_\_.  
a. giocano                      b. saltano                      c. parla                      d. sono seduti.
4. Ho bisogno di \_\_\_\_\_ che balli bene.  
a. tutto                      b. niente                      c. qualcuno                      d. nessuno
5. \_\_\_\_\_ la squadra gialla è forte, è probabile che vincerà la squadra azzurra.  
a. Perché                      b. Anche se                      c. Infine                      d. Quando
6. 'Conosci Pietro?' 'Sì, \_\_\_\_\_ conosco bene.'  
a. la                      b. gli                      c. li                      d. lo
7. Riparo il mobile \_\_\_\_\_ martello.  
a. con un                      b. del                      c. uno                      d. un'
8. Vanno in Messico \_\_\_\_\_.  
a. in lavoro                      b. sul lavoro                      c. per lavoro                      d. a lavoro.
9. Se \_\_\_\_\_, andiamo a sciare.  
a. piove                      b. nevica                      c. canto                      d. fa caldo
10. La cantante non è \_\_\_\_\_ per cantare.  
a. pronta                      b. pronto                      c. pronti                      d. pronte

0/10

**GRAZIE!!!**



NAME/NOME

H

COUNTRY/PAESE

Hong Kong

CENTRO LOCALE

Venezia

TEST ROSETTA STONE -

Livello I

1. La montagna è \_\_\_\_\_.

a. bianco

b. bianca

c. bianche

d. bianchi

OK

2. Dov'è la stazione ferroviaria?

a. La Stazione è sotto la strada.

b. La Stazione è alla fine della strada sulla destra.

c. La Stazione è rossa.

d. La Stazione è dove ci sono tanti aerei.

No

3. Lei ha del pane?

a. No. Lei ha del pane.

b. No. Lei non ha del caffè.

c. Sì. Lei ha del pane.

d. Sì. Lei ha del caffè.

OK

4. Tu come ti chiami?

a. Lui ha sette anni.

b. Tu sei italiano.

c. Lui si chiama Jan.

d. Io mi chiamo Jan.

No

5. Ci sono dodici \_\_\_\_\_ in un anno.

a. mesi

b. giorni

c. mese

d. settimane

No

6. Benvenuto nel \_\_\_\_\_ albergo.

a. nostro

b. nostra

c. nostre

d. nostri

No

7. Lei dove lavora?

a. Lui lavora in banca.

b. Lei vive nella casa rosa.

c. Lei lavora in albergo.

d. Lui nuota.

No

8. Io vengo \_\_\_\_\_.

a. da Cina

b. di Cina

c. dalla Cina

d. dei Cina

OK

9. Io vado \_\_\_\_\_.

a. in Sardegna

b. per Sardegna

c. nella Sardegna

d. alla Sardegna

No

10. Quanti anni ha suo figlio?

a. Mio figlio ha 17 anni.

b. Mio figlio è 17 anni.

c. Mio figlio ha 17.

d. Mio figlio prende 17.

OK

11. Il bambino vuole il \_\_\_\_\_.

a. giocattolo

b. giocatolo

c. giocattolo

d. giocatollo

No

12. Le donne \_\_\_\_\_ tennis.

91

18. *Io \_\_\_\_\_ arabo.*  
 a. parlo                      b. parla                      c. parlano                       d. parli                      NO
19. *La bambina \_\_\_\_\_ la mamma.*  
 a. si sveglia                      b. sveglia                      c. si svegliano                       d. svegliano                      NO
20. \_\_\_\_\_ *le lenzuola profumano? Perché sono pulite.*  
 a. Che cosa                      b. Dove                       c. Perché                      d. Chi                      OK

6/20

TEST ROSETTA STONE - Livello II

1. *L'uomo è \_\_\_\_\_ l'albero.*  
 a. sotto                      b. davanti                      c. accanto                      d. tra                      OK
2. *Il taxi gira \_\_\_\_\_.*  
 a. diritto                       b. a destra                      c. sinistra                      d. a diritto                      OK
3. *'Quanto costano questi occhiali?' '€75'*  
 a. sette euro                      b. diciassette euro  
 c. cinquantasette euro                       d. settantacinque euro                      OK
4. *Il pesce sa \_\_\_\_\_.*  
 a. leggere                       b. nuotare                      c. guidare                      d. correre                      OK
5. *Piove?*  
 a. Sì, non piove.                       b. Sì, piove.                      c. No, piove.                      d. Sì, pioverà.                      OK
6. *Adesso abbiamo un cane, ma prima \_\_\_\_\_ un gatto.*  
 a. ho                      b. avevo                       c. avevate                      d. avevamo                      NO
7. *'Quando \_\_\_\_\_ in Cina insegnavi italiano?' 'Sì, insegnavo italiano.'*  
 a. eri                       b. sei                      c. siete                      d. eravate                      NO
8. *'Scusi, che ore sono?'*  
 a. 'La banca è accanto alla biblioteca.'                      b. 'Non ho capito. Può ripetere per favore?'  
 c. 'Sono le sette e venti.'                      d. 'Alle otto e un quarto.'                      OK
9. *'Che cosa prepari da mangiare per la festa?'*  
 a. 'Nessuno.'                      b. 'Preparo un dolce.'  
 c. 'Penso che pioverà.'                       d. 'Penso che sarò in anticipo.'                      NO
10. *Noi \_\_\_\_\_ studiato musica.*  
 a. abbiamo                      b. sono                      c. siamo                      d. ha                      OK

TEST ROSETTA STONE - Livello III

1. Perché \_\_\_\_\_ allenati qui oggi?

- a. mi                      b. ti                      c. ci                      d. si                      NO

2. In Italia \_\_\_\_\_ fa freddo.

- a. qualche volta      b. mai                       c. sempre                      d. ieri                      NO

3. Nessuno \_\_\_\_\_.

- a. giocano                      b. saltano                      c. parla                      d. sono seduti.                      NO

4. Ho bisogno di \_\_\_\_\_ che balli bene.

- a. tutto                      b. niente                      c. qualcuno                      d. nessuno                      NO

5. \_\_\_\_\_ la squadra gialla è forte, è probabile che vincerà la squadra azzurra.

- a. Perché                      b. Anche se                      c. Infine                      d. Quando                      NO

6. 'Conosci Pietro?' 'Sì, \_\_\_\_\_ conosco bene.'

- a. la                      b. gli                      c. li                       d. lo                      OK

7. Riparo il mobile \_\_\_\_\_ martello. '

- a. con un                      b. del                       c. uno                      d. un'                      NO

8. Vanno in Messico \_\_\_\_\_.

- a. in lavoro                      b. sul lavoro                      c. per lavoro                      d. a lavoro.                      NO

9. Se \_\_\_\_\_, andiamo a sciare.

- a. piove                      b. nevica                       c. canto                      d. fa caldo                      NO

10. La cantante non è \_\_\_\_\_ per cantare.

- a. pronta                       b. pronto                      c. pronti                      d. pronte                      NO

**GRAZIE!!!**

1/20

28 / 11 / 2016

**TEST DI ITALIANO**

Nome \_\_\_\_\_

Cognome \_\_\_\_\_

Nazionalità \_\_\_\_\_

**1. Scrivi le parole vicino agli articoli indeterminativi giusti.**

studio          agenzia          corso          negozio          signora          ospedale          ristorante  
 scuola          studente          oliva          albergo          zaino          matita

UN \_\_\_\_\_

UNO \_\_\_\_\_

UN' \_\_\_\_\_

UNA \_\_\_\_\_

\_\_\_\_ / 13

**2. Scrivi gli articoli determinativi vicino alle parole.**

Es. il tavolo

\_\_\_ lampada          \_\_\_ ragazzi          \_\_\_ zucchero          \_\_\_ insegnante          \_\_\_ vino

\_\_\_ stivali          \_\_\_ famiglia          \_\_\_ orologio          \_\_\_ spazio          \_\_\_ negozi

\_\_\_ scarpe          \_\_\_ albero          \_\_\_ musica          \_\_\_ animali          \_\_\_ libro

\_\_\_\_ / 15

**3. Scrivi il singolare / plurale delle parole**

Singolare	Plurale
il gelato	_____
_____	i bicchieri
la fragola	_____
_____	le banane
l'amico	_____
la stazione	_____
_____	gli studenti
il caffè	_____
_____	i turisti
_____	le figlie

\_\_\_\_ / 10

**4. Completa con c'è – ci sono.**

1. A Venezia \_\_\_\_\_ molti ponti.
2. Nell'hotel "Al Sole" non \_\_\_\_\_ camere libere.
3. Oggi \_\_\_\_\_ un sole bellissimo.
4. A Roma \_\_\_\_\_ il Colosseo.

5. In centro stasera \_\_\_\_\_ molta gente.
6. In Italia \_\_\_\_\_ stupende opere d'arte.
7. Nella mia classe \_\_\_\_\_ 15 studenti.
8. Per il film di stasera \_\_\_\_\_ un solo biglietto rimasto.

\_\_\_ / 8

**5. Scrivi l'aggettivo corretto, accordato al nome.**

1. Ho due penne (rosso) \_\_\_\_\_
2. Maria ha due gatti (bellissimo) \_\_\_\_\_
3. Luca è una persona molto (interessante) \_\_\_\_\_
4. Mio papà ha una macchina (sportivo) \_\_\_\_\_
5. Le amiche di mio fratello sono molto (divertente) \_\_\_\_\_
6. Gli italiani sono (bravo) \_\_\_\_\_ a cucinare.
7. Mi piacciono di più le gonne (lungo) \_\_\_\_\_ delle gonne (corto) \_\_\_\_\_
8. Il nuovo tavolo in salotto è (bianco) \_\_\_\_\_
9. Riccardo è proprio un (bello) \_\_\_\_\_ amico.

\_\_\_ / 10

**6. Completa con il verbo al PRESENTE dei verbi fra parentesi.**

1. Ogni mattina (io - andare) \_\_\_\_\_ a scuola con l'autobus.
2. Marco (svegliarsi) \_\_\_\_\_ alle 7.00 tutti i giorni.
3. Noi (mangiare) \_\_\_\_\_ una pasta tutti insieme per pranzo.
4. Giada non (leggere) \_\_\_\_\_ mai il giornale di mattina.
5. A che ora (tu - finire) \_\_\_\_\_ di lavorare oggi?
6. Luca e Paolo (uscire) \_\_\_\_\_ con gli amici ogni sera.
7. Quando (voi - tornare) \_\_\_\_\_ dalla vacanza?
8. Appena torno a casa, (fare) \_\_\_\_\_ una doccia calda!
9. Giulia, dopo pranzo (tu - bere) \_\_\_\_\_ un caffè con me?
10. Io e mio fratello (ascoltare) \_\_\_\_\_ la stessa musica.

\_\_\_ / 10  
96

**7. Scegli l'aggettivo possessivo corretto.**

1. Stasera io vado a cena con \_\_\_\_\_ genitori.  
a. il mio                      b. i miei                      c. i suoi                      d. i nostri
2. Ieri Giacomo è stato tutto il giorno con la \_\_\_\_\_ ragazza.  
a. tua                          b. sue                          c. sua                          d. loro
3. Michele, \_\_\_\_\_ sorella è molto simpatica!  
a. tua                          b. i tuoi                          c. sua                          d. nostro
4. La \_\_\_\_\_ gatta ieri è scappata: Chiara e Marta l'hanno cercata ovunque!  
a. tua                          b. loro                          c. vostra                      d. nostro
5. Gianni, Tommaso quando arrivano \_\_\_\_\_ amici?  
a. i tuoi                      b. le sue                      c. le vostre                      d. i vostri
6. Per favore puoi darmi un attimo \_\_\_\_\_ cellulare?  
a. la mia                      b. il vostro                      c. il tuo                      d. i tuoi

\_\_\_ / 6

**8. Scrivi i verbi fra parentesi al PASSATO PROSSIMO.**

1. Noi (comprare) \_\_\_\_\_ una casa al mare.
2. L'insegnante (spiegare) \_\_\_\_\_ la nuova lezione ieri.
3. La settimana scorsa (io – andare) \_\_\_\_\_ a Bologna in treno e (io – visitare) \_\_\_\_\_ un bellissimo museo.
4. Sonia e Lucia (ballare) \_\_\_\_\_ moltissimo sabato sera alla festa.
5. Erica (arrivare) \_\_\_\_\_ con il treno delle 18.10 ieri sera.
6. Quando (tu- tornare) \_\_\_\_\_ dalla gita in campagna?
7. (voi-fare) \_\_\_\_\_ colazione a casa o al bar stamattina?

\_\_\_ / 8

tot. \_\_\_ / 80

**1. Scrivi le parole vicino agli articoli indeterminativi giusti.**

studio          agenzia          corso          negozio          signora          ospedale          ristorante  
 scuola          studente          oliva          albergo          zaino          matita

UN \_\_\_\_\_

UNO \_\_\_\_\_

UN' \_\_\_\_\_

UNA \_\_\_\_\_

\_\_\_ / 13

**2. Scrivi gli articoli determinativi vicino alle parole.**

Es. il tavolo

\_\_\_ lampada          \_\_\_ ragazzi          \_\_\_ zucchero          \_\_\_ insegnante          \_\_\_ vino  
 \_\_\_ stivali          \_\_\_ famiglia          \_\_\_ orologio          \_\_\_ spazio          \_\_\_ negozi  
 \_\_\_ scarpe          \_\_\_ albero          \_\_\_ musica          \_\_\_ animali          \_\_\_ libro

\_\_\_ / 15

**3. Scrivi il singolare / plurale delle parole**

<i>Singolare</i>	<i>Plurale</i>
il gelato	_____
_____	i dottori
la fragola	_____
_____	le banane
l'amico	_____
la stazione	_____
_____	gli studenti
il caffè	_____
_____	i gatti
_____	le famiglie

\_\_\_ / 10

**4. Completa con c'è - ci sono.**

1. A Venezia \_\_\_\_\_ molti ponti.
2. Nell'hotel "Al Sole" non \_\_\_\_\_ camere libere.
3. Oggi \_\_\_\_\_ un sole bellissimo.
4. A Roma \_\_\_\_\_ il Colosseo.

5. In centro stasera \_\_\_\_\_ molta gente.
6. In Italia \_\_\_\_\_ stupende opere d'arte.
7. Nella mia classe \_\_\_\_\_ 15 studenti.
8. Per il film di stasera \_\_\_\_\_ un solo biglietto rimasto.

\_\_\_ / 8

**5. Completa con il verbo al PRESENTE dei verbi fra parentesi.**

1. Ogni mattina (io - andare) \_\_\_\_\_ a scuola con l'autobus.
2. Marco (svegliarsi) \_\_\_\_\_ alle 7.00 tutti i giorni.
3. Noi (mangiare) \_\_\_\_\_ una pasta tutti insieme per pranzo.
4. Giada non (leggere) \_\_\_\_\_ mai il giornale di mattina.
5. A che ora (tu - finire) \_\_\_\_\_ di lavorare oggi?
6. Luca e Paolo (uscire) \_\_\_\_\_ con gli amici ogni sera.
7. Quando (voi - tornare) \_\_\_\_\_ dalla vacanza?
8. Appena torno a casa, (fare) \_\_\_\_\_ una doccia calda!
9. Giulia, dopo pranzo (tu - bere) \_\_\_\_\_ un caffè con me?
10. Io e mio fratello (ascoltare) \_\_\_\_\_ la stessa musica.

\_\_\_ / 10

**6. Scegli la risposta giusta per ogni domanda.**

1. *Da dove vieni?*

- |                       |                       |
|-----------------------|-----------------------|
| a. Vengo dal Giappone | c. Vengo in Giappone  |
| b. Sono di Giappone   | d. Vieni dal Giappone |

2. *Quanti anni hai?*

- |                 |            |               |                |
|-----------------|------------|---------------|----------------|
| a. Sono 18 anni | b. Sono 18 | c. Ho 18 anni | d. Hai 18 anni |
|-----------------|------------|---------------|----------------|

3. *Che lavoro fa tuo fratello?*

- |                   |                         |                      |                   |
|-------------------|-------------------------|----------------------|-------------------|
| a. Lui ha 20 anni | b. Lui è un veterinario | c. Lei è veterinario | d. Lei ha un cane |
|-------------------|-------------------------|----------------------|-------------------|

4. *Vuoi un caffè?*

- |              |                   |                    |                         |
|--------------|-------------------|--------------------|-------------------------|
| a. Sì, prego | b. No, non mangio | c. Sì, volentieri! | d. No, non ho del caffè |
|--------------|-------------------|--------------------|-------------------------|

\_\_\_ / 4

**7. Racconta la tua giornata, aiutati con i seguenti verbi:**

fare colazione, vestirsi, svegliarsi, pettinarsi, andare a scuola, studiare, mangiare, guardare la TV, lavarsi i denti, alzarsi.

Alle 7.00 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ / 10

Tot. \_\_\_ / 70

28 / 11 / 2016

**TEST DI ITALIANO**

Nome S

Cognome \_\_\_\_\_

Nazionalità Belga

**1. Scrivi le parole vicino agli articoli indeterminativi giusti.**

studio      agenzia      corso      negozio      ~~signora~~      ~~ospedale~~      ristorante  
 scuola      ~~studente~~      ~~oliva~~      ~~albergo~~      zaino      matita

UN corso, negozio, albergo, ospedale  
 UNO studio, zaino, studente  
 UN' agenzia, oliva  
 UNA signora, scuola, matita, ~~ristorante~~

12 / 13

**2. Scrivi gli articoli determinativi vicino alle parole.**

Es. il tavolo

~~la~~ lampada ✓      i ragazzi ✓      il zucchero ✗      l' insegnante ✓      il vino ✓  
gli stivali ✓      la famiglia ✓      l' orologio ✓      il spazio ✗      i negozi ✓  
~~la~~ scarpe ✗      il albero ✗      la musica ✓      i animali ✗      il libro ✓

10 / 15

**3. Scrivi il singolare / il plurale delle parole**

Singolare	Plurale
il gelato	<u>i gelati</u> ✓
<del>la bicchiera</del>	i bicchieri ✗
la fragola	<u>le fragole</u> ✓
<u>la banana</u>	le banane ✓
l'amico	<u>gli amici</u> ✓
la stazione	<u>le stazioni</u> 1/2 ✓
<u>il studente</u>	gli studenti 1/2 ✓
il caffè	<u>i caffè</u> ✓
<u>la turista</u>	i turisti 1/2 ✓
<u>la figlia</u>	le figlie ✓

7.5 / 10

**5. Completa con c'è – ci sono.**

- A Venezia c'è ci sono molti ponti. ✓
- Nell'hotel "Al Sole" non ci sono camere libere. ✓
- Oggi c'è un sole bellissimo. ✓
- A Roma c'è il Colosseo. ✓
- In centro stasera ci sono molta gente. ✗

6. In Italia c'è stupende opere d'arte. ✗
7. Nella mia classe ci sono 15 studenti. ✓
8. Per il film di stasera c'è un solo biglietto rimasto. ✓

6 / 8

**5. Scrivi l'aggettivo corretto, accordato al nome.**

1. Ho due penne (rosso) rossi ✗
2. Maria ha due gatti (bellissimo) bellissimi ✓
3. Luca è una persona molto (interessante) interessante ✗
4. Mio papà ha una macchina (sportivo) sportiva ✓
5. Le amiche di mio fratello sono molto (divertente) divertenti ✓
6. Gli italiani sono (bravo) bravi a cucinare. ✓
7. Il cane di Andrea ha gli occhi (nero) neri ✓
8. Mi piacciono di più le gonne (lungo) lunghe<sup>n</sup> delle gonne (corto) corti ✗
9. Il nuovo tavolo in salotto è (bianco) bianco ✗
10. Riccardo è proprio un (bello) bello<sup>1/2</sup> amico. ✓

6 / 10

**6. Completa con il verbo al presente dei verbi fra parentesi.**

1. Ogni mattina (io - andare) vado<sup>vado</sup> a scuola con l'autobus. ✓
2. Marco (svegliarsi) si sveglia alle 7.00 tutti i giorni. ✓
3. Noi (mangiare) mangiamo una pasta tutti insieme per pranzo. ✓
4. Giada non (leggere) legge mai il giornale di mattina. ✗
5. A che ora (tu - finire) finisci di lavorare oggi? ✓
6. Luca e Paolo (uscire) usciono con gli amici ogni sera. ✗
7. Quando (voi - tornare) tornate dalla vacanza? ✓
8. Appena torno a casa, (fare) faccio una doccia calda! ✓
9. Giulia, dopo pranzo (tu - bere) bevi un caffè con me? ✓
10. Io e mio fratello (ascoltare) ascoltiamo la stessa musica. ✓

8 / 10

**7. Scegli l'aggettivo possessivo corretto.**

1. Stasera io vado a cena con \_\_\_\_\_ genitori.  
a. il mio                      **b. i miei** ✓                      c. i suoi                      d. i nostri
2. Ieri Giacomo è stato tutto il giorno con la \_\_\_\_\_ ragazza.  
a. tua                      b. sue                      **c. sua** ✓                      d. loro
3. Michele, \_\_\_\_\_ sorella è molto simpatica!  
**a. tua** ✓                      b. i tuoi                      c. sua                      d. nostro
4. La \_\_\_\_\_ gatta ieri è scappata: Chiara e Marta l'hanno cercata ovunque!  
a. tua                      b. loro                      **c. vostra** ✗                      d. nostro
5. Gianni, Tommaso quando arrivando \_\_\_\_\_ amici?  
**a. i tuoi** ✗                      b. le sue                      c. le vostre                      d. i vostri
6. Per favore puoi darmi un attimo \_\_\_\_\_ cellulare?  
**a. la mia** ✗                      b. il vostro                      c. il tuo                      d. i tuoi

3 / 6

**8. Scrivi i verbi fra parentesi al passato prossimo.**

1. Noi (comprare) comprammo una casa al mare. ✗
2. L'insegnante (spiegare) ho spiegato la nuova lezione ieri. 1/2
3. La settimana scorsa (io - andare) sono andato a Bologna in treno e (io - visitare) ho visitato un bellissimo museo. ✓
4. Sonia e Lucia (ballare) ho ballato moltissimo sabato sera alla festa. 1/2
5. Erica (arrivare) arrivò con il treno delle 18.10 ieri sera.
6. Quando (tu- tornare) tornai dalla gita in campagna?
7. (voi-fare) facevate colazione a casa o al bar stamattina?

3 / 8

tot. \_\_\_ / 80

28 / 11 / 2016

**TEST DI ITALIANO**

Nome R

Cognome \_\_\_\_\_

Nazionalità Portoricana

**1. Scrivi le parole vicino agli articoli indeterminativi giusti.**

~~studio~~   ~~agenzia~~   ~~corso~~   negozio   ~~signora~~   ~~ospedale~~   ~~ristorante~~  
~~scuola~~   ~~studente~~   ~~oliva~~   ~~albergo~~   ~~zaino~~   matita

UN ristorante / ~~studio~~ / ~~studente~~ / corso / negozio ✓ albergo, ospedale

UNO zaino / ~~ospedale~~ / studio / studente

UN' ~~agenzia~~ / ~~albergo~~ / oliva

UNA ~~oliva~~ / ~~scuola~~ / ~~signora~~ / matita ✓

8 / 13

**2. Scrivi gli articoli determinativi vicino alle parole.**

il / la / lo / gli / i / le

Es. il tavolo

la lampada ✓   gli ragazzi ✗   il zucchero ✗   le insegnante ✗   il vino ✓  
i stivali ✗   la famiglia ✓   il orologio ✗   il spazio ✗   i negozi ✓  
le scarpe ✓   il albero ✗   la musica ✓   i animali ✗   il libro ✓

7 / 15

**3. Scrivi il singolare / plurale delle parole**

Singolare	Plurale
il gelato	<del>gli gelato</del> ✗
<u>la</u> bicchi	<del>i bicchieri</del> ✗
la fragola	<u>le</u> fragole ✓
<u>la</u> banana	<u>le</u> banane ✓
l'amico	<u>gli</u> amici ✓
la stazione	<u>le</u> stazioni ✓
<u>l'</u> studente	<u>gli</u> studenti ✓
il caffè	<u>i</u> caffè ✓
<u>il</u> turista	<u>i</u> turisti ✓
<u>la</u> figlia	<del>le figlie</del> ✗

6 1/2 / 10

**5. Completa con c'è – ci sono.**

- A Venezia c'è molti ponti. ✗
- Nell'hotel "Al Sole" non ci sono camere libere. ✓
- Oggi ci sono un sole bellissimo. ✗
- A Roma c'è il Colosseo. ✓

c'è ci sono

hay  
esta

5. In centro stasera ci sono molta gente. ✗
6. In Italia c'è stupende opere d'arte. ✗
7. Nella mia classe ci sono 15 studenti. ✓
8. Per il film di stasera c'è un solo biglietto rimasto. ✓

4 / 8

**5. Scrivi l'aggettivo corretto, accordato al nome.**

feminile  
masc  
sing  
plural

1. Ho due penne (rosso) rosse ✗
2. Maria ha due gatti (bellissimo) bellissimi ✓
3. Luca è una persona molto (interessante) interessante ✓
4. Mio papà ha una macchina (sportivo) sportiva ✓
5. Le amiche di mio fratello sono molto (divertente) divertenti
6. Gli italiani sono (bravo) bravissimi a cucinare. ✓
7. Mi piacciono di più le gonne (lungo) lunghe delle gonne (corto) corte
8. Il nuovo tavolo in salotto è (bianco) bianco ✓
9. Riccardo è proprio un (bello) bello amico. 1/2

5.5 / 10

**6. Completa con il verbo al PRESENTE dei verbi fra parentesi.**

1. Ogni mattina (io - andare) vado ✓ a scuola con l'autobus.
2. Marco (svegliarsi) <sup>si</sup> sveglia ✓ alle 7.00 tutti i giorni.
3. Noi (mangiare) mangiamo ✓ una pasta tutti insieme per pranzo.
4. Giada non (leggere) legge ✓ mai il giornale di mattina.
5. A che ora (tu - finire) finisci di lavorare oggi?
6. Luca e Paolo (uscire) <sup>hanno</sup> uscito con gli amici ogni sera. 1/2
7. Quando (voi - tornare) tornate ✓ dalla vacanza?
8. Appena torno a casa, (fare) faccio ✓ una doccia calda!
9. Giulia, dopo pranzo (tu - bere) bevi un caffè con me?
10. Io e mio fratello (ascoltare) ascoltiamo ✓ la stessa musica.

7.5 / 10  
107

**7. Scegli l'aggettivo possessivo corretto.**

1. Stasera io vado a cena con \_\_\_\_\_ genitori.

- a. il mio      b. i miei ✓      c. i suoi      ~~d. i nostri~~

2. Ieri Giacomo è stato tutto il giorno con la \_\_\_\_\_ ragazza.

- a. tua      b. sue      c. sua ✓      d. loro

3. Michele, \_\_\_\_\_ sorella è molto simpatica!

- a. tua ✓      b. i tuoi      c. sua      d. nostro

→ 4. La \_\_\_\_\_ gatta ieri è scappata: Chiara e Marta l'hanno cercata ovunque!

- ~~a. tua~~ ✗      b. loro ✓      ~~c. vostra~~      ~~d. nostro~~

5. Gianni, Tommaso quando arrivando \_\_\_\_\_ amici? ✓

- a. i tuoi      b. le sue      c. le vostre      d. i vostri

6. Per favore puoi darmi un attimo \_\_\_\_\_ cellulare? ✓

- a. la mia      b. il vostro      c. il tuo      d. i tuoi

5 / 6

**8. Scrivi i verbi fra parentesi al PASSATO PROSSIMO.**

1. Noi (comprare) comprato <sup>1/2</sup> una casa al mare.

2. L'insegnante (spiegare) spiegato <sup>ha</sup> la nuova lezione ieri.

3. La settimana scorsa (io - andare) andato <sup>sono</sup> a Bologna in treno e (io - visitare) ho visitato <sup>ho</sup> un bellissimo museo.

4. Sonia e Lucia (ballare) ballato <sup>hanno</sup> moltissimo sabato sera alla festa.

5. Erica (arrivare) arrivata <sup>he'</sup> <sup>1/2</sup> con il treno delle 18.10 ieri sera.

6. Quando (tu- tornare) tornato <sup>1/2</sup> dalla gita in campagna?

7. (voi-fare) faciamo <sup>1/2</sup> colazione a casa o al bar stamattina?

5 1/2 / 8

tot. 49 / 80

28 / 11 / 2016

**TEST DI ITALIANO**

Nome T

Cognome \_\_\_\_\_

Nazionalità Beliva



5. In centro stasera c'è molta gente. ✓
6. In Italia ci sono stupende opere d'arte. ✓
7. Nella mia classe ci sono 15 studenti. ✓
8. Per il film di stasera c'è un solo biglietto rimasto. ✓

8 / 8

**5. Scrivi l'aggettivo corretto, accordato al nome.**

1. Ho due penne (rosso) rosse
2. Maria ha due gatti (bellissimo) bellissimi ✓
3. Luca è una persona molto (interessante) interessante. ✓
4. Mio papà ha una macchina (sportivo) sportiva ✓
5. Le amiche di mio fratello sono molto (divertente) divertenti ✓
6. Gli italiani sono (bravo) bravi a cucinare. ✓
7. Mi piacciono di più le gonne (lungo) lunghe delle gonne (corto) corte ✓
8. Il nuovo tavolo in salotto è (bianco) bianco ✓
9. Riccardo è proprio un (bello) bello amico.

8½ / 10

**6. Completa con il verbo al PRESENTE dei verbi fra parentesi.**

1. Ogni mattina (io - andare) vado a scuola con l'autobus. ✓
2. Marco (svegliarsi) si sveglia alle 7.00 tutti i giorni. ✓
3. Noi (mangiare) mangiamo una pasta tutti insieme per pranzo. ✓
4. Giada non (leggere) legge mai il giornale di mattina. ✓
5. A che ora (tu - finire) finisci di lavorare oggi? ✗
6. Luca e Paolo (uscire) escono con gli amici ogni sera. ✓
7. Quando (voi - tornare) tornate dalla vacanza? ✓
8. Appena torno a casa, (fare) mi faccio una doccia calda! ✓
9. Giulia, dopo pranzo (tu - bere) bevi un caffè con me? ✗
10. Io e mio fratello (ascoltare) ascoltiamo la stessa musica. ✓

8 / 10

**7. Scegli l'aggettivo possessivo corretto.**

1. Stasera io vado a cena con \_\_\_\_\_ genitori.

- a. il mio                      **b. i miei** ✓                      c. i suoi                      d. i nostri

2. Ieri Giacomo è stato tutto il giorno con la \_\_\_\_\_ ragazza.

- a. tua                      b. sue                      **c. sua** ✓                      d. loro

3. Michele, \_\_\_\_\_ sorella è molto simpatica!

- a. tua** ✓                      b. i tuoi                      c. sua                      d. nostro

4. La \_\_\_\_\_ gatta ieri è scappata: Chiara e Marta l'hanno cercata ovunque!

- a. tua                      **b. loro** ✓                      c. vostra                      d. nostro

5. Gianni, Tommaso quando arrivando \_\_\_\_\_ amici?

- a. i tuoi                      b. le sue                      **c. le vostre**                      d. i vostri ✗

6. Per favore puoi darmi un attimo \_\_\_\_\_ cellulare?

- a. la mia                      b. il vostro                      **c. il tuo** ✓                      d. i tuoi

5 / 6

**8. Scrivi i verbi fra parentesi al PASSATO PROSSIMO.**

1. Noi (comprare) abbiamo comprato ✓ una casa al mare.

2. L'insegnante (spiegare) ha spiegato ✓ la nuova lezione ieri.

3. La settimana scorsa (io - andare) sono andato ✓ a Bologna in treno e (io - visitare) ho visto ✓ un bellissimo museo. (visitato)

4. Sonia e Lucia (ballare) hanno ballato ✓ moltissimo sabato sera alla festa.

5. Erica (arrivare) è arrivata ✓ con il treno delle 18.10 ieri sera.

6. Quando (tu- tornare) sei tornato ✓ dalla gita in campagna?

7. (voi-fare) Avete fatto ✓ colazione a casa o al bar stamattina?

8 / 8

tot. 685 / 80

28 / 11 / 2016

**TEST DI ITALIANO**

Nome H

Cognome \_\_\_\_\_

Nazionalità Hong Kong

**1. Scrivi le parole vicino agli articoli indeterminativi giusti.**

studio      agenzia      corso      negozio      signora      ospedale      ristorante  
 scuola      studente      oliva      albergo      zaino      matita

UN negozio corso

UNO studio zaino

UN' agenzia ospedale x oliva studente x

UNA matita signora ristorante x scuola

10 / 13

**2. Scrivi gli articoli determinativi vicino alle parole.**

Es. il tavolo

la lampada x

il ragazzi x

? il zucchero x

le insegnante x

il vino ✓

gli stivali ✓

la famiglia ✓

gli orologio x

il spazio x

il negozi x

le scarpe ✓

il albero x

la musica ✓

gli animali ✓

il libro ✓

8 / 15

**3. Scrivi il singolare / plurale delle parole**

Singolare	Plurale
il gelato	<u>i gelati</u> ✓
<u>il dottore</u>	i dottori
la fragola	<u>le fragole</u> ✓
<u>la banana</u>	le banane ✓
l'amico	<u>i amici</u> x
la stazione	<u>le stazioni</u> ✓
<u>lo studente</u>	gli studenti
il caffè	<u>i caffè</u> ✓
<u>il gatto</u>	i gatti ✓
<u>la famiglia</u>	le famiglie ✓

8 / 10

**5. Completa con c'è - ci sono.**

1. A Venezia ci sono molti ponti. ✓

2. Nell'hotel "Al Sole" non ci sono camere libere. ✓

3. Oggi c'è un sole bellissimo. ✓

4. A Roma c'è il Colosseo. ✓

5. In centro stasera ci sono molta gente. ✗
6. In Italia ci sono stupende opere d'arte. ✓
7. Nella mia classe c'è 15 studenti. ✗
8. Per il film di stasera c'è un solo biglietto rimasto. ✓

6 / 8

**5. Completa con il verbo al PRESENTE dei verbi fra parentesi.**

1. Ogni mattina (io - andare) va a scuola con l'autobus. ✗
2. Marco (svegliarsi) si sveglia alle 7.00 tutti i giorni. ✓
3. Noi (mangiare) mangiamo una pasta tutti insieme per pranzo. ✓
4. Giada non (leggere) legge mai il giornale di mattina. ✓
5. A che ora (tu - finire) finisci di lavorare oggi? ✗
6. Luca e Paolo (uscire) usciscono con gli amici ogni sera. ✗
7. Quando (voi - tornare) tornate dalla vacanza? ✓
8. Appena torno a casa, (fare) faccio una doccia calda! ✓
9. Giulia, dopo pranzo (tu - bere) bevi un caffè con me? ✗
10. Io e mio fratello (ascoltare) ascoltiamo la stessa musica. ✓

6 / 10

**6. Scegli la risposta giusta per ogni domanda.**

1. Da dove vieni?

- a. Vengo dal Giappone                      c. Vengo in Giappone
- b. Sono di Giappone ✗                      d. Vieni dal Giappone

2. Quanti anni hai?

- a. Sono 18 anni              b. Sono 18              c. Ho 18 anni ✓              d. Hai 18 anni

3. Che lavoro fa tuo fratello?

- a. Lui ha 20 anni              b. Lui è un veterinario ✓              c. Lei è veterinario              d. Lei ha un cane

4. Vuoi un caffè?

- a. Sì, prego ✗              b. No, non mangio              c. Sì, volentieri!              d. No, non ho del caffè

2 / 4

**7. Racconta la tua giornata, aiutati con i seguenti verbi:**

fare colazione, vestirsi, svegliarsi, pettinarsi, andare a scuola, studiare, mangiare, guardare la TV, lavarsi i denti, alzarsi.

Alle 7.00 Alle 6.00 io mi alzo. dopo io mi lavo i denti.  
Alle 6.10 io mi vesto dopo io mi pettinio. Alle  
6.15 io faccio colazione. Alle 6.35 io e mia  
sorella andiamo a scuola. Alle 14.00 io finisco  
scuola. Alle 15.00 io mangio. Dopo mangio io  
studio e guardo la TV. Alle 22.00 io dormo.

10 / 10

Tot. 50 / 70

28 / 11 / 2016

**TEST DI ITALIANO**

Nome C

Cognome \_\_\_\_\_

Nazionalità Hong Kong

**1. Scrivi le parole vicino agli articoli indeterminativi giusti.**

studio      agenzia      corso      negozio      signora      ospedale      ristorante  
 scuola      studente      oliva      albergo      zaino      matita

UN studio, ristorante ✓, studente, zaino zaino ✓,

UNO corso, negozio ✓, zaino ✓

UN' agenzia ✓, oliva ✓, albergo ✗, ospedale ✗

UNA signora ✓, scuola ✓, matita ✓

7 / 13

**2. Scrivi gli articoli determinativi vicino alle parole.**

Es. il tavolo      il i l' la le      il gli

la lampada ✓      i ragazzi ✓      il zucchero ✗      l' insegnante ✓      il vino ✓

gli stivali ✓      la famiglia ✓      l' orologio ✓      il spazio ✗      i negozi ✓

la scarpe ✗      l' albero ✓      la musica ✓      gli animali ✓      il libro ✓

11 / 15

**3. Scrivi il singolare / plurale delle parole**

Singolare	Plurale
il gelato	<u>i gelati</u> ✓
<u>il dottore</u>	i dottori <sup>1/2</sup>
la fragola	<u>le fragole</u> ✓
<u>la banana</u>	le banane ✓
l'amico	<u>i amici</u> <sup>1/2</sup>
la stazione	<u>la stazione</u> ? ✗
<u>il studenti</u>	gli studenti ✗
il caffè	<u>il caffè</u> ✗
<u>il gatto</u>	i gatti ✓
<u>la famiglia</u>	le famiglie ✓

6 / 10

**5. Completa con c'è - ci sono.**

- A Venezia c'è molti ponti.
- Nell'hotel "Al Sole" non c'è camere libere.
- Oggi ci sono un sole bellissimo.
- A Roma c'è il Colosseo. ✓

5. In centro stasera ~~è~~ <sup>ci sono</sup> molta gente. ✗
6. In Italia ci sono stupende opere d'arte. ✓
7. Nella mia classe ~~ci sono~~ <sup>c'è</sup> 15 studenti.
8. Per il film di stasera ~~è~~ <sup>ci sono</sup> un solo biglietto rimasto.

2 / 8

**5. Completa con il verbo al PRESENTE dei verbi fra parentesi.**

1. Ogni mattina (io - andare) vado a scuola con l'autobus. ✓
2. Marco (svegliarsi) si sveglia alle 7.00 tutti i giorni. ✓
3. Noi (mangiare) mangiamo una pasta tutti insieme per pranzo. ✓
4. Giada non (leggere) legge mai il giornale di mattina. ✓
5. A che ora (tu - finire) fine di lavorare oggi? ✗
6. Luca e Paolo (uscire) uscite con gli amici ogni sera. 1/2
7. Quando (voi - tornare) tornate dalla vacanza?
8. Appena torno a casa, (fare) ~~fa~~ <sup>faccio</sup> una doccia calda! ✓
9. Giulia, dopo pranzo (tu - bere) beve un caffè con me? ✗
10. Io e mio fratello (ascoltare) ascoltiamo la stessa musica. ✓

7.5 / 10

**6. Scegli la risposta giusta per ogni domanda.**

1. Da dove vieni?

- a. Vengo dal Giappone ✓                      c. Vengo in Giappone
- b. Sono di Giappone                              d. Vieni dal Giappone

2. Quanti anni hai?

- a. Sono 18 anni                      b. Sono 18                      c. Ho 18 anni ✓                      d. Hai 18 anni

3. Che lavoro fa tuo fratello?

- a. Lui ha 20 anni                      b. Lui è un veterinario ✓                      c. Lei è veterinario                      d. Lei ha un cane

4. Vuoi un caffè?

- a. Sì, prego                      b. No, non mangio                      c. Sì, volentieri!                      d. No, non ho del caffè ✗

3 / 4

**7. Racconta la tua giornata, aiutati con i seguenti verbi:**

fare colazione, vestirsi, svegliarsi, pettinarsi, andare a scuola, studiare, mangiare, guardare la TV, lavarsi i denti, alzarsi.

Alle 7.00 <sup>faccio ✓</sup> ~~mi~~ ~~farsi~~ ~~colazione~~, dopo alle ~~7.30~~, <sup>svegliarsi</sup> ~~mi~~ ~~alzarsi~~, dopo alle ~~7.30~~, <sup>7.30</sup> ~~mi~~ ~~lavarli~~ i denti e ~~pettinarsi~~. ~~Atto~~ e vestirsi. Alle ~~8.00~~, <sup>faccio ✓</sup> ~~colazione~~ e vado a scuola. Alle 2:00, <sup>7.30</sup> ~~torno~~ a casa, a me e sorella mangiamo pranzo <sup>in</sup> ~~in~~ ~~sieme~~, dopo ~~noi~~ guardiamo la TV ~~and~~ <sup>aspettando ✓</sup> ~~per~~ ~~no~~ ~~no~~ mamma e papà.

6 / 10

Tot. 42,5 / 70

# QUESTIONNAIRE

\* obligatory field

**Age\*** \_\_\_\_\_

**Sex\***

Male

Female

**Nationality\*** \_\_\_\_\_

**Mother tongue\*** \_\_\_\_\_

**Other spoken languages\*** \_\_\_\_\_

**1. How did you learn about AFS? \***

From a friend / person who has already made an AFS program

From parents / relatives

By myself (on the Internet, reading, etc.)

From teachers of my school

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

**2. How long are you staying in Italy? \***

Three months

Six months

A school year

**3. Was Italy one of your first three destination choices? \***

Yes

No

**3.1 If YES, which were the others destinations? (Please write them in order of preference)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**3.2 If NO, why did you leave? \***

I wanted to do this kind of experience in any case, no matter where

My parents / family made me leave

I started to gather information about Italy, its language and culture and I liked it

I met some people who have been to Italy and they made me change my mind

I just wanted to go away from my home / school / city / country

**4. Think about what you have gone through to come here. \***

*4.1 Leaving your parents, your family:*

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

*4.2 Leaving your friends and your classmates:*

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

*4.3 Leaving your country and your habits:*

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**5. Have you ever regretted coming to Italy? \***

- Yes
- No

**6. Organization\***

*6.1 Are you now getting used to the differences between Italy and your country?*

- Yes
- No

**6. Organization\***

*6.2 If YES, where the most?*

- At school, with its organization and its courses
- In the host family
- With my classmates
- With the other exchange students
- Other: \_\_\_\_\_

**6. Organization\***

6.3 If NO, what do you think is the biggest problem or difference?

- The school, in its organization and its courses
- The host family and its habits
- Social relationship with the other students
- The language
- Other: \_\_\_\_\_

**7. Likes and dislikes \***

7.1 Do you like your life here?

- Yes
- No

**7. Likes and dislikes \***

7.2 How much do you like the family host (From 1 to 5)

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.3 How much do you like your classmates

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.4 How much do you like the school you are attending

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.5 How much do you like the city where you live here

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.6 How much do you like Italian culture

- 1  Not at all
- 2
- 3
- 4
- 5  Very much



## QUESTIONNAIRE

\* obligatory field

Age\* 17

Sex\*

Male

Female

Nationality\*

Hong Kong

Mother tongue\*

Cantonese

Other spoken languages\*

English, Mandarino, Japanese, italiano

### 1. How did you learn about AFS? \*

From a friend / person who has already made an AFS program

From parents / relatives

By myself (on the Internet, reading, etc.)

From teachers of my school

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

### 2. How long are you staying in Italy? \*

Three months

Six months

A school year

### 3. Was Italy one of your first three destination choices? \*

Yes

No

#### 3.1 If YES, which were the others destinations? (Please write them in order of preference)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#### 3.2 If NO, why did you leave? \*

I wanted to do this kind of experience in any case, no matter where

My parents / family made me leave

I started to gather information about Italy, its language and culture and I liked it

I met some people who have been to Italy and they made me change my mind

I just wanted to go away from my home / school / city / country

**4. Think about what you have gone through to come here. \***

4.1 Leaving your parents, your family:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

4.2 Leaving your friends and your classmates:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

4.3 Leaving your country and your habits:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**5. Have you ever regretted coming to Italy? \***

- Yes
- No

**6. Organization\***

6.1 Are you now getting used to the differences between Italy and your country?

- Yes
- No

**6. Organization\***

6.2 If YES, where the most?

- At school, with its organization and its courses
- In the host family
- With my classmates
- With the other exchange students
- Other: \_\_\_\_\_





# QUESTIONNAIRE

\* obligatory field

Age\* 16

Sex\*

Male

Female

Nationality\*

Belgium

Mother tongue\*

flamish

Other spoken languages\*

french and english

1. How did you learn about AFS? \*

From a friend / person who has already made an AFS program

From parents / relatives

By myself (on the Internet, reading, etc.)

From teachers of my school

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

2. How long are you staying in Italy? \*

Three months

Six months

A school year

3. Was Italy one of your first three destination choices? \*

Yes

No

3.1 If YES, which were the others destinations? (Please write them in order of preference)

1. Canada

2. Costa Rica

3. \_\_\_\_\_

3.2 If NO, why did you leave? \*

I wanted to do this kind of experience in any case, no matter where

My parents / family made me leave

I started to gather information about Italy, its language and culture and I liked it

I met some people who have been to Italy and they made me change my mind

I just wanted to go away from my home / school / city / country

**4. Think about what you have gone through to come here. \***

4.1 Leaving your parents, your family:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

4.2 Leaving your friends and your classmates:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

*in-between difficult.*

**4. Think about what you have gone through to come here. \***

4.3 Leaving your country and your habits:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**5. Have you ever regretted coming to Italy? \***

- Yes
- No

**6. Organization\***

6.1 Are you now getting used to the differences between Italy and your country?

- Yes
- No

**6. Organization\***

6.2 If YES, where the most?

- At school, with its organization and its courses
- In the host family
- With my classmates
- With the other exchange students
- Other: \_\_\_\_\_

**6. Organization\***

6.3 If NO, what do you think is the biggest problem or difference?

- The school, in its organization and its courses
- The host family and its habits
- Social relationship with the other students
- The language
- Other: \_\_\_\_\_

**7. Likes and dislikes \***

7.1 Do you like your life here?

- Yes
- No

**7. Likes and dislikes \***

7.2 How much do you like the family host (From 1 to 5)

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.3 How much do you like your classmates

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.4 How much do you like the school you are attending

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.5 How much do you like the city where you live here

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.6 How much do you like Italian culture

- 1  Not at all
- 2
- 3
- 4
- 5  Very much



# QUESTIONNAIRE

\* obligatory field

Age\* 17

Sex\*

Male

Female

Nationality\*

Boliviana

Mother tongue\*

Spagnolo

Other spoken languages\*

English, Portuguese, Tedesco

1. How did you learn about AFS? \*

From a friend / person who has already made an AFS program

From parents / relatives

By myself (on the Internet, reading, etc.)

From teachers of my school

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

2. How long are you staying in Italy? \*

Three months

Six months

A school year

3. Was Italy one of your first three destination choices? \*

Yes

No

3.1 If YES, which were the others destinations? (Please write them in order of preference)

1.

Italy

2.

Germany ←

3.

Switzerland ←

3.2 If NO, why did you leave? \*

I wanted to do this kind of experience in any case, no matter where

My parents / family made me leave

I started to gather information about Italy, its language and culture and I liked it

I met some people who have been to Italy and they made me change my mind

I just wanted to go away from my home / school / city / country

**4. Think about what you have gone through to come here. \***

*4.1 Leaving your parents, your family:*

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

*4.2 Leaving your friends and your classmates:*

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

*4.3 Leaving your country and your habits:*

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**5. Have you ever regretted coming to Italy? \***

- Yes
- No

**6. Organization\***

*6.1 Are you now getting used to the differences between Italy and your country?*

- Yes
- No

**6. Organization\***

*6.2 If YES, where the most?*

- At school, with its organization and its courses
- In the host family
- With my classmates
- With the other exchange students
- Other: \_\_\_\_\_





## QUESTIONNAIRE

\* obligatory field

Age\* 16

Sex\*

Male

Female

Nationality\* Puertorican

Mother tongue\* Spanish

Other spoken languages\* English

**1. How did you learn about AFS? \***

From a friend / person who has already made an AFS program

From parents / relatives

By myself (on the Internet, reading, etc.)

From teachers of my school

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

**2. How long are you staying in Italy? \***

Three months

Six months

A school year

**3. Was Italy one of your first three destination choices? \***

Yes

No

**3.1 If YES, which were the others destinations? (Please write them in order of preference)**

1. South Africa

2. Italy

3. Portugal

~~3.2~~ **If NO, why did you leave? \***

I wanted to do this kind of experience in any case, no matter where

My parents / family made me leave

I started to gather information about Italy, its language and culture and I liked it

I met some people who have been to Italy and they made me change my mind

I just wanted to go away from my home / school / city / country

**4. Think about what you have gone through to come here. \***

4.1 Leaving your parents, your family:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

\*It was a little bit hard to leave but I wanted to do this program so I am/was very happy to come

**4. Think about what you have gone through to come here. \***

4.2 Leaving your friends and your classmates: SOME

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

4.3 Leaving your country and your habits:

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**5. Have you ever regretted coming to Italy? \***

- Yes
- No

**6. Organization\***

6.1 Are you now getting used to the differences between Italy and your country?

- Yes
- No

**6. Organization\***

6.2 If YES, where the most?

- At school, with its organization and its courses
- In the host family
- With my classmates
- With the other exchange students
- Other: \_\_\_\_\_

**6. Organization\***

6.3 If NO, what do you think is the biggest problem or difference?

- The school, in its organization and its courses
- The host family and its habits
- Social relationship with the other students
- The language
- Other: \_\_\_\_\_

**7. Likes and dislikes \***

7.1 Do you like your life here?

- Yes
- No

**7. Likes and dislikes \***

7.2 How much do you like the family host (From 1 to 5)

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.3 How much do you like your classmates

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.4 How much do you like the school you are attending

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.5 How much do you like the city where you live here

- 1  Not at all
- 2
- 3
- 4
- 5  Very much

**7. Likes and dislikes \***

7.6 How much do you like Italian culture

- 1  Not at all
- 2
- 3
- 4
- 5  Very much



## QUESTIONNAIRE

\* obligatory field

Age\* 17

Sex\*

Male

Female

Nationality\*

Hong Kong

Mother tongue\*

Cantonese

Other spoken languages\*

English, Mandarin

1. How did you learn about AFS? \*

From a friend / person who has already made an AFS program

From parents / relatives

By myself (on the Internet, reading, etc.)

From teachers of my school

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

2. How long are you staying in Italy? \*

Three months

Six months

A school year

3. Was Italy one of your first three destination choices? \*

Yes

No

3.1 If YES, which were the others destinations? (Please write them in order of preference)

1. Danmark

2. Switzerland

3. Italy

3.2 If NO, why did you leave? \*

I wanted to do this kind of experience in any case, no matter where

My parents / family made me leave

I started to gather information about Italy, its language and culture and I liked it

I met some people who have been to Italy and they made me change my mind

I just wanted to go away from my home / school / city / country







# QUESTIONNAIRE

\* obligatory field

Age\* \_\_\_\_\_

Sex\*

Male

Female

Nationality\* \_\_\_\_\_

Mother tongue\* \_\_\_\_\_

Other spoken languages\* \_\_\_\_\_

**1. How did you learn about AFS? \***

From a friend / person who has already made an AFS program

From parents / relatives

By myself (on the Internet, reading, etc.)

From teachers of my school

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

**2. How long are you staying in Italy? \***

Three months

Six months

A school year

**3. Was Italy one of your first three destination choices? \***

Yes

No

**3.1 If YES, which were the others destinations? (Please write them in order of preference)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**3.2 If NO, why did you leave? \***

I wanted to do this kind of experience in any case, no matter where

My parents / family made me leave

I started to gather information about Italy, its language and culture and I liked it

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- It was not difficult but it is NOT worth being here

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- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**4. Think about what you have gone through to come here. \***

*4.3 Leaving your country and your habits:*

- It was difficult but now it is worth it
- It was difficult and now it is NOT worth it
- It was not difficult and now I am happy to be here
- It was not difficult but it is NOT worth being here

**5. Have you ever regretted coming to Italy? \***

- Yes
- No

**6. Organization\***

*6.1 Are you now getting used to the differences between Italy and your country?*

- Yes
- No

**6. Organization\***

*6.2 If YES, where the most?*

- At school, with its organization and its courses
- In the host family
- With my classmates
- With the other exchange students
- Other: \_\_\_\_\_





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