



Ca' Foscari
University
of Venice

Corso di laurea magistrale
in Scienze del Linguaggio
D.M. 270/2004

Tesi di Laurea

**“Dalla Cina alla cucina”:
A study on the efficacy of the Experiential
Learning with Chinese students.**

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Anno Accademico

2015 / 2016

*Sii l'insegnante
che tutti ricorderanno.*

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INTRODUCTION

Our society is multicultural and the need of developing an intercultural competence is impelling, especially at school.

This dissertation focuses on the experience that Chinese people have to face when they start a scholastic path in Italy, because both their language and culture are very distant to ours. By the Italian teachers, Sinophone students are always considered as unpredictable, passive and not willing to participate to the lessons. However, various scholars point out that this is only a cultural issue, as their school systems and habits in the scholastic environment are very different from ours. Having said that, we can clearly understand that Chinese students are used to learn a Foreign Language in a different way from the one we are accustomed to.

The aim of this dissertation is to understand whether a new methodology could be a useful trigger to teach Italian as a Second Language. This methodology is the Experiential Learning and it expects to focus the learning of a language on a particular, real and practical experience. Therefore, it implies that the students are fully involved and have to participate to both the experience and the learning and it is something the Chinese students are not used to do. This methodology is supported by various neurolinguistic studies and by the Embodiment theory, which prove that the sensory memory and the mirror and canonical neurons can actually facilitate language acquisition.

We assume that the Experiential Learning could be an interesting and useful trigger also to those students who apparently, according to studies on their culture, could not benefit from it. Therefore, our research questions are the following:

- a. Can the Experiential Learning be a useful methodology to teach Italian as a second language to Chinese students?
- b. Can the Chinese students see the benefits of this methodology with a re-education given by the teacher?

The idea of this study arose during my internship at the *Istituto professionale alberghiero* “A. Barbarigo”, in Venice. Thanks to a project called “Il Milione” some Chinese students are welcomed every year to spend the last three years of high school and to take the *esame di stato*. The students have to choose among three different specializations: cooking, waitressing/bartending or reception. Every week they attend a practical lesson and every year they do an internship in various hotels or restaurants. Thanks to my experience in this school, I noticed that, at the beginning of their first school year in Italy, the Chinese students struggled to learn both the lexicon and the procedures that were used and performed during the practical laboratories. Therefore, I decided to promote the Experiential Learning methodology in order to help them developing both the language and the competences to be able to face the practical lessons.

This dissertation wants to verify our hypothesis that the Experiential Learning based on the practical cooking lessons, can be a useful trigger to teach Italian as a Second Language to Chinese students.

We are going to present, in the first Chapter, the humanistic approach used in the occidental culture to teach a Foreign or Second language and the methodology of the Experiential Learning, supported by neuroscientific discoveries.

The second Chapter is going to describe the aspects to take into consideration in the intercultural learning. Then, the Chinese language and culture are going to be presented in order to explain the difficulties that Chinese students can encounter when learning Italian as a Second language.

In the third Chapter the study conducted is going to be presented: the project “Il Milione”, the subjects and their pre-requisites and the objectives of the research.

The materials created for the research are going to be described in detail in the fourth Chapter. In particular, the focus is going to be on the description of the tests, the materials of the lessons and the questionnaires submitted to the students.

Finally, in the fifth Chapter, the results of the tests and questionnaires together with the results of the research are going to be presented and discussed.

The findings confirm our initial hypothesis that the methodology of the Experiential Learning can be promoted with Chinese students. In fact, even though they are not used to a humanistic approach or to actively participate to experiences, the experiment conducted and described in this dissertation shows that they can actually benefit from this new methodology. The most important thing to do when promoting it with Sinophone learners

is that they are interested in the practical experience, but most importantly that they enjoy it, to be sure that they are motivated and can actually participate. Moreover, it is very important to always take into consideration the students' culture in order to avoid intercultural clashes and to really give centrality to them.

CHAPTER ONE

THE EXPERIENTIAL LEARNING: A METHODOLOGY TO FACILITATE THE FOREIGN OR SECOND LANGUAGE LEARNING

“Learning is the process whereby knowledge is created through the transformation of experience.”
(Kolb, 1984)

This Chapter aims to present various theories, which give a general explanation of what we mean by Experiential Learning. Many studies will be taken into consideration in order to explain how experience helps our brain in a learning context. More specifically, we will focus on the Foreign or Second Language acquisition context. Therefore, in this Chapter we are going to give the scientific bases to the experiment described in this dissertation.

Firstly, we are going to briefly present the literature on the humanistic approach that has to be underlined when learning a FL or a SL.

Then, the concept of experience and Neurosciences supporting our initial hypothesis are going to be described.

Finally, the methodology of the Experiential Learning is going to be discussed with its characteristics, Kolb’s model and other theories that support the success of this methodology.

1.1 – Learning a Foreign or Second Language

This paragraph is going to focus on what literature presents as essential to ameliorate the teaching and learning of a Foreign or Second Language.

The humanistic approach sees the learning of a Foreign or Second Language as a social issue. Therefore, there is the need of developing a communicative competence with which

a person can communicate properly in another language. The activities should enhance cooperation, collaboration and they should be motivating, authentic and contextualized (Balboni, 2012; Caon, 2010). This approach promotes the dialogue and the shared activities as ways to facilitate the learning of a Foreign or Second Language. In fact, when the student has positive interactions with the language, this can lead to the acquisition of it. In this paragraph, we are not going to describe in detail what the humanistic approach promotes. However, we would like to highlight three specific aspects that are important for this dissertation's research: the role of the teacher, the centrality of the student and the motivation.

1.1.1 – The role of the teacher

A Buddhist saying, presented by Caon (2010:VII) is: “Quando l’allievo è pronto, il maestro appare” and it clearly presents a vision of the teacher very different from the one that the tradition used to promote. In fact, Balboni (2012) writes that traditionally the teacher was seen as a ‘priest’ who talked about a subject-matter and was listened attentively by the students. This kind of education has been discovered to be unproductive for the students themselves and the figure of the teacher has changed over the years.

In fact, Balboni (2012) presents a new vision of the role of the teacher, who can be seen as the ‘director’ of the learning. More specifically, in the action of the learning (in which the student, the language and the teacher are involved) the teacher should not act as a ‘protagonist’ but should step aside and direct the learning by keeping the balance between the student and the language. He/she should act as a *facilitator*: this means that he/she still remains the person the students should refer to, but he/she should not put him/herself in a position of power without taking into consideration the other two components of the learning action.

Moreover, it has been specified by Balboni (2012), that the *lectio* is unproductive for the language learning.

Confucius described the learning with these three sentences:

- a. “Dimmi... e io dimentico”;
- b. “Mostrami... e io ricordo”;
- c. “Fammi fare... e io imparo” (Balboni, 2012:112).

This thought can be related to the notion of the *lectio* and the so-called: TTT (Teacher's Talking Time). The *lectio* is related to the religious world: the priest reads the Bible and talks about the content to his/her listeners. The teacher is the main 'actor' of this 'show' and all the students have to do is to sit down and listen to him/her, whom is seen as omniscient and cannot be criticised.

If we associate these two concepts, we can clearly see a connection with the sentence 'a': it is not helpful for the students (nor for the learning) when they only have to listen to the lecture and cannot participate to it (Balboni, 2012).

This is why the humanistic approach promotes the teacher as a facilitator and director of the learning. Moreover, the sentence 'c' supports a vision of the student as the protagonist of his/her own learning.

1.1.2 – The importance of the student

The humanistic approach promotes the attention towards the 'actor' of the learning: the student (Balboni, 2012). In fact, researches have been conducted upon both internal and external factors that characterize the student in the action of the learning and Caon (2010) makes a brief synthesis of them. In this sub-paragraph we would like to summarize the factors described by the scholar and to briefly present which students' characteristics should be taken into account when teaching.

1.1.2.1 – The internal factors

Students are different from one another and the teacher should take into consideration these different aspects when teaching, as to facilitate the learning to everyone (Caon, 2010).

- a. *Motivation*. This concept has been discussed by many scholars and, since we think it is directly related to what this Chapter is about, it is going to be discussed more attentively in 1.1.3.
- b. *Personality*. Personality traits shape the way one feels in the learning action; the most studied one is the opposition between extroversion and introversion, but other ones could be: the high/low self-esteem, cooperation/competition or

optimism/pessimism. It has been studied that self-esteem and the results in the learning are directly related. Moreover, past experiences can affect the new ones in either a positive or a negative way.

- c. *Age*. It has been studied that a Foreign or Second Language can be learned as a mother tongue before turning 8 years old (Fabbro, 2004). The more we wait, the more we struggle to develop a good competence. This does not mean that no language can be learned, but it means that some aspects of it (as phonology and syntax) cannot be developed as good as in the mother tongue (Daloiso, 2009a).
- d. *Predisposition*. Mariani and Pozzo (2002) state that no one is *good* in learning Foreign or Second Languages: some students develop certain aspects of the language better than others (for example, grammar or lexicon). One could be strong in one aspect and lack in another one.
- e. *Types of intelligence*. Gardner (1983, 1993) selected eight different types of intelligence: linguistic, musical, logical-mathematical, spatial, bodily-kinaesthetic, intrapersonal, interpersonal, naturalistic. All of them coexist in the person and some people usually have one type of intelligence more prominent than the other ones. There is not one type of intelligence better than another one and therefore, all of them should be taken into consideration when teaching.
- f. *Cognitive and learning styles*. Every student faces a learning task differently, using different cognitive and learning styles and there is not a good or a bad one (Pallotti, 1998). They are systematic and the difference between the cognitive style and the learning one is that: the former refers to the way in which a student acquires new information; the latter is about how the information finds a place in our mind (Balboni, 2012).
- g. *The learning strategies* are the actions a learner does to better acquire a Foreign language, so that the learning process is quick, easy and with no stress (Caon, 2010).

The process of the learning should take into consideration these characteristics, as to allow all the students to be able to learn the same way. It is not right to privilege a certain kind of learning style or type of intelligence, because some students could be discriminated in the learning.

1.1.2.2 – The external factors

In this subparagraph we would like to present the external factors that influence a learning. In fact, not only the personal characteristics of a student should be taken into account, but also the external factors that can positively or negatively affect the process of the learning. Mariani (2003) states that, being the class a social environment, one has to deal with both people's personality and the process of learning (the list below is taken from Caon, 2010).

- a. *The input* is the linguistic material submitted to the students while he/she is studying. The input cannot be controlled in a SL situation, whereas it can in a FL context because the teacher is the only one submitting it. Krashen (1983) states that the input should be comprehensible, it should be submitted in a great amount and it should be frequent. Moreover, to reach the acquisition, a student's internal factor should have a good interaction with the external ones.
- b. *The interaction*. Competence can be built with communication. The quality of the relationship built with others can develop intrapersonal and interpersonal competences. Interaction should be privileged in class as a methodology to develop social and linguistic dimensions (Mazzotta, 2010).
- c. *The teaching style*. The teacher has individual differences, too (Mariani, 2003) and what can influence his/her teaching style is, briefly: his/her learning style; the thoughts he/she developed while studying and teaching; his/her communicative style in mother tongue, SL and FL; how he/she sees his/her own role.
- d. *Relationships in class*. How students relate with each other and with the teachers can help the relations in the class and the learning process' results (Coppola, 2000). In class, the teacher can promote the relations as a mean to develop the learning.
- e. *Social and familiar conditions* influence some internal factors of the student. Therefore, at school, also his/her background should be taken into account.

1.1.3 – The motivation

There are many internal and external individual factors that affect the acquisition of a Second or Foreign Language but one of the most important ones is motivation.

An hypothesis, related to motivation that will help us discussing about it, is the *affective filter* (Krashen, 1983), which states that “certain affective variables are related to second language achievement” (Krashen, 1983:38). These could be: high motivation, good self-esteem and self-images and finally the low level of anxiety. In the learning situations in which a student knows he/she can make it, the input is better memorized. On the other hand, when a learner is stressed, has anxiety or is afraid of the task (or of the professor) the acquisition is blocked (Balboni, 2012). “A low filter means that the performer is more ‘open’ to the input, and that the input strikes ‘deeper’. [...] Our pedagogical goal should not only include supplying optimal input, but also creating a situation that promotes a low filter.” (Krashen, 1983:38). The affective filter acts as a wall between the student’s mind and the input, when he/she feels insecure, anxious or scared.

As we have seen, the high filter can prevent a learner to manage the acquisition and therefore, he/she can grow low motivation and discomfort. Activities that do not make a student feel stressed or anxious, however, are the ones that lower his/her affective filter and help him/her growing motivation towards the learning (because it is more possible for him/her to acquire the language).

We are going to present two models that explain the issue of motivation: the first presented by Balboni and the second one introduced by Schumann.

Balboni’s *modello tripolare* (2012:87) takes into account the following three elements which characterize people’s actions:

- a. *dovere*. When a learner is pushed through the learning with this kind of motivation, he/she could learn, but not acquire. The students can still count on this motivation to pass exams or tests, but the information learned will be soon forgotten. Only when a student is pushed by the ‘sense of duty’, he/she could grow acquisition (Caon, 2006).
- b. *bisogno*. This kind of motivation pushes students that really feel the need of acquiring a certain subject, which could be the Foreign or Second language. It is a kind of motivation, that works as long as the student feels a real need.
- c. *piacere*. This motivation includes passion for the subject. The student feels pleasure in the learning situation. This is clearly connected to Krashen’s hypothesis presented before. Therefore, it is important to lower the affective filter in order to grow pleasure towards the learning and lower anxiety.

We have seen how the emotion is important in the learning process and how it is important for the teacher to pay attention to it.

Schumann affirms that there are no cognitive processes without any emotional process being generated. He (1997, 2004), by presenting his model on the *stimulus appraisal*, states that the learner's brain makes an appraisal of the input. This means that the brain acquires new information basing the appraisal onto five elements:

- a. *novelty*. The new, unexpected and unusual information;
- b. *pleasantness*. How the materials, the input and the information attracts the learner;
- c. *the need significance*. The stimulus is satisfying the need;
- d. *coping potential*. Whether a student is able to understand and cope with the information;
- e. *self and social image*. The information does not have to discourage the student's self-esteem or self-image.

These notions are useful to understand what a teacher should focus on in order to promote acquisition.

We have seen that the teacher should be the director of the learning and should pay attention to the characteristics of his/her students in order to promote it. We have also seen that the motivation in learning a language depends on the student, but the teacher can help him/her developing more of it. The role of the teacher is very important when it comes to motivation, because special attention should be given to the danger of rising the affective filter.

In the following paragraphs, we will see the role that the experience has when learning a Foreign Language and how it can be used to develop a useful teaching methodology.

1.2 – Learning through experience

Language Teaching Education (in Italian, *Glottodidattica*) is a human science (therefore, it is a *science de l'imprécis*; Balboni, 2012:62) which takes notions and theories also from

the natural sciences. For example, to explain many theories regarding the acquisition of the language, scholars have taken into consideration the Neurosciences (Buccino, Mezzadri, 2013). These, in fact, give a great contribute to scholars in order to ameliorate and find new methods useful to the learning of a language (Caon, 2010).

Mezzadri (2015:155) states that the *Glottodidattica* often “ha corso il rischio di esaminare i dati in modo non sufficientemente rigoroso e oggettivo, trasferendo al proprio ambito – talvolta in modo prematuro – teorie valide in alcuni casi, ma non unanimemente riconosciute come tali dalla comunità scientifica”. However, although Mezzadri (2015) presents this assumption, he also states that the role that the experience has in the Foreign or Second language learning is the meeting point between the Language Teaching Education and the Neurolinguistic theory known as the Embodiment.

In this paragraph we will briefly explain how experience has always been presented as a very important issue in education. Afterwards, the Neuroscientific discoveries that support the Experiential Learning are going to be presented and finally, this methodology is going to be described and discussed.

1.2.1 – The experience

Experience is an issue that has been discussed a lot by both Dewey and Montessori. In fact, they were both against the traditional school, in which the teacher is the omniscient person and has to transmit knowledge to the students. Both of them think that the experience is at the centre of the learning and that there is a cause-effect process between experience and education.

Dewey explains that the experience, to be educative, should respect two criteria.

- a. *Continuity*, which is directly connected to the concept of growing: “growing (meaning developing) physically, intellectually and morally is one exemplification of the principle of continuity.” (Dewey, 2015:36) in talking about “growth” we have to “specify the direction in which growth takes place, the end towards which it tends.” But talking about growth in education means that growth has to be directed towards further growing and it does not have to delay it. Only in this case we can talk about the criterion of education as growing. An experience, to be educative, has to lead the learners to grow. The principle of continuity applies in every

situation, but “the quality of the experience influences the way in which the principle applies.” (Dewey, 2015:37) On the one hand, continuity can be bad and can limit the capacity of future growth (for example, spoiling a child). On the other hand, when an experience makes a person more curious, more initiative, more willing to reach a purpose, then the criterion of continuity does not block growth but it strengthens it: “Every experience is a moving force. Its value can be judged only on the ground of what it moves towards and into” (Dewey, 2015:38).

- b. *Interaction* “assigns equal rights to both factors in experience – objective and internal conditions”. Traditional education pays very little attention to the internal factors of the person who is learning. Individuals live in a series of situations and the concept of “*situation* and *interaction* are inseparable from each other. An experience is always what it is because of a transaction that takes place between an individual and what, at the time, constitutes his environment” (Dewey, 2015:43).

We live in the present and the present always affects the future. Educators (or teachers, or people who reached maturity) have the responsibility to create the conditions for an experience that can have positive effects in the future of an individual: “Education as growth or maturity should be an ever-present process”.

We develop experience through interaction and this means that education is a social process. Teachers cannot be excluded from it as they are the most mature members and should plan and conduct the experience. However, they are not in the position of external bosses or dictators: they are leaders of group activities. (Dewey, 2015)

“Education in order to accomplish its ends both for the individual learner and for society must be based upon experience – which is always the actual life-experience of some individual” (Dewey, 2015:89). A person always learns from his/her life experiences and therefore, the education environment should refer to it in order to make the learning realistic and meaningful.

Daloso (2009b) states that what Dewey and Montessori promote is that an experience is educative only when:

- a. there is a continuous relation with what has been experienced before and what will be experienced in the future and the relation and coherence are felt by the student;

- b. the teacher gives attention to the competences that students already have and make them work to reach other competences;
- c. there is positive interaction with the environment, the teacher and the classmates.

Mezzadri (2015:160) underlines the fact that the centrality of the experience is quite spread in the educational environment. In fact, he points out that not only Dewey and Montessori have these thoughts, but also other scholars, among whom there is Lewin, who, with his learning cycle, inspired Kolb's model of the Experiential Learning, which is going to be further analysed later in this Chapter.

1.2.2 – The Neurosciences

We have seen that, in the educational environment many scholars focus on the centrality of experience. In this paragraph, we would like to explain how it can be important for education and learning by presenting some Neuroscientific researches that explain how a physical experience is registered in the brain.

1.2.2.1 – The sensory memory

Balboni (2012:84) states that Aristoteles theorized what we now call “associazionismo”: we remember what we can associate to something we already know (the associations can be with both similar or contrasted concepts). In fact, Pichiassi (2009:11) underlines that the learning is a circular process in which the information we know can be (and are) the presumption of the ones we are going to learn. Making inferences and references to what the students already know is a method to motivate and valorize the students' knowledge and past experiences (Caon, 2010; Bosisio, Cambiagli, 2010). In fact, “La memoria è il prodotto di operazioni cognitive applicate ai contenuti da memorizzare. [...] Se un determinato contenuto è stato oggetto di varie operazioni – analizzato, riassunto, trasformato – le sue tracce in memoria saranno più profonde rispetto a quelle lasciate da un'esposizione passiva” (Pallotti, 2000:164). Information stored in our memory can help us to better understand new information presented to us. We memorize more quickly what we can associate to something we already know and this refers to any kind of information. Ekwall and Shaker (in Ginnis 2002:24) state that we remember:

- a. 10% of what we read;
- b. 20% of what we hear;
- c. 30% of what we see;
- d. 50% of what we both hear and see;
- e. 70% of what we say;
- f. 90% of what we both say and do.

This means that the kind of information that helps us learning new concepts could also be information taken from our practical experiences, and therefore this implies our sensory memory. Daloso (2009a) defines it as the memory that takes the information about what we see and feel. The input is elaborated by what we perceive with it (not by its understanding). The sensory memory keeps only the 25% of the information. To acquire it, we have to elaborate it in a deeper way. Therefore, as it has been said before, also the information received by the sensory memory should be analysed and inferenced in order for them to go into our long-term memory.

Jensen (1994, in Ginnis, 2002) has conducted studies to demonstrate and state that the majority of the information registered in our brain is accidental and this obviously gives importance to our life experiences from which we can always accidentally learn. In fact, “Il primo approccio con il mondo esterno e l’apprendere passa attraverso i sensi. Le modalità sensoriali principali attraverso cui operiamo sono tre: visiva, auditiva e cinestesica; in quest’ultima, che si riferisce sia al movimento che alle sensazioni, vengono inclusi anche il gusto, il tatto, le sensazioni corporee in genere e quelle emotive” (Vettorel, 2006:96). The practical experience can be a part of the learning; Caon (2010:XLIX) lists some indications to facilitate the learning of a Foreign or Second Language and one of them is that the linguistic code should be integrated with other non-linguistic ones: “una glottodidattica che offra allo studente la possibilità di appropriarsi di nuovi concetti attraverso la simulazione [...], la manipolazione, l’esperienza diretta, la sperimentazione attiva”. The practical experience can activate some sensorial modalities that are often ignored during traditional classes (Caon, 2008:62) and make the learning more varied and productive. In fact:

“La proposta di attività che agiscano contemporaneamente attraverso più canali sensoriali, che li integrino in un processo olistico e significativo,

che attivino processi consci e che riescano altresì, attraverso la complessità del compito esperienziale (in cui sono coinvolti contemporaneamente più sensi e più processi cognitivi), a generare una partecipazione attiva e motivata intrinsecamente nello studente, si rivela fondamentale per facilitare l'apprendimento linguistico.”

(Caon, 2010:XLIX-L)

Finally, the concept of the affective filter is not to forget: if the experience is enjoyable, it is more than likely that the student remembers something from it and therefore he/she is more willing to elaborate the information received by the sensory memory, which could then be acquired and stored in the long-term memory.

1.2.2.2 – The mirror and canonical neurons

Giacomo Rizzolatti and Stefano Rozzi (2016:59) argue that the mirror mechanism has a role in communication and that “intentional communication is an evolutionarily development of non-intentional communication” and in this sub-paragraph we are going to see how. However, firstly the operation of the mirror and canonical neurons is going to be presented.

Buccino and Dalla Volta (2015) argue that recent neuroanatomic and neurophysiologic studies made by Rizzolatti *et al.*(1998) have modified the previous studies on the motor system: “Fino a circa venti anni fa si riteneva che il sistema motorio fosse costituito da tre aree principali, situate nel lobo frontale: l'area motoria primaria, (corrispondente all'area 4 di Brodmann), l'area premotoria e l'area motoria supplementare (corrispondenti all'area 6 di Brodmann)”. With Rizzolatti's studies, other sub-areas have been identified: from area F1 to F7: “Gli studi di neurofisiologia hanno dimostrato che in ciascuna di queste aree è presente una rappresentazione motoria di specifici effettori biologici in modo tale che un effettore biologico (la mano o la bocca, per esempio) risulta rappresentato più volte nel sistema motorio, con funzioni diverse” (Buccino, Dalla Volta, 2015:51).

The area F5's neurons have been studied the most, as it has been discovered that they were activating with hands and mouth's actions directed to determinate objects. Moreover, it has been studied that the motor system has sensorial properties and that the neurons in area F5 respond to visual stimuli. In area F5 there are two sets of neurons which discharge with different kinds of actions:

- a. mirror neurons;
- b. canonical neurons.

We are now going to briefly discuss when these neurons discharge and what happens when they do.

On the one hand, “Mirror neurons are a class of neurons, originally discovered in the premotor cortex of monkeys, that discharge both when individuals perform a given motor act and when they observe others perform that same motor act” (Cattaneo, Rizzolatti, 2009:557). These neurons are present in many areas of the brain and this means that we can talk about a mirror neurons system (Buccino, Dalla Volta, 2015).

This system has been discovered to be present in human brains too, thanks to a series of studies. For example, with the TMS (Transcranial Magnetic Stimulation), it has been discovered that: “l’osservazione e l’esecuzione di un’azione condividono gli stessi substrati neurali”; and with the fMRI (functional Magnetic Resonance Imaging) it has been discovered that the mirror neurons are activated not only by actions performed by hands, but also with other effectors (mouth, foot, leg...etc) (Buccino, Dalla Volta, 2015:56; Rizzolatti, Rozzi, 2016).

“The existence of the mirror mechanism for simple movements is a fundamental prerequisite of human capacity to imitate others. The term ‘imitation’ includes various phenomena. [...] The first is the capacity to *replicate* immediately the observed movements (Prinz, 1990). The second is the capacity to learn a new motor behavior by observing and then by repeating the *same* movements that the teacher executed (Byrne, 2003). In both cases, imitation requires the capacity to translate an observed movement into a motor copy of it” (Rizzolatti, Rozzi, 2016:67).

Then, “Un ulteriore studio eseguito con la fMRI (Calvo *et al.*, 2005) [...] ha mostrato come l’attivazione del sistema dei neuroni specchio nell’uomo sia influenzata dall’esperienza motoria che gli individui hanno dell’azione osservata” (Buccino, Dalla Volta, 2015:57). This means that when a person is familiar to an action, his/her mirror neurons system is activated in a more marked way.

The mirror neurons have a connection with the understanding of the actions’ intentions and with the people emotions, but we are not going into depth in this area (see Buccino, Dalla

Volta, 2015), as we would like to concentrate more on the connection between the mirror neurons system and the communication.

On the other hand, the canonical neurons are located mostly in area F5p (in a different area from the mirror neurons' one) and in intra-parietal area AIP and have the same motor properties as the mirror neurons but they discharge when the action is directed towards an object (Rizzolatti, Rozzi, 2016; Buccino, Dalla Volta, 2015): “Un neurone canonico che si attiva quando l'animale afferra una nocciola si attiverà anche durante la semplice presentazione visiva della nocciola o di un oggetto che si può afferrare con la stessa modalità di prensione” (Buccino, Dalla Volta, 2015:60-61). Also in this case, we can talk about a canonical neurons circuit. “The majority of canonical neurons respond selectively to objects of a certain size, shape and orientation. Typically, the visual specificity is congruent with the motor one”. It is interesting to notice that there are visual responses even when the object is shown but no response toward it is required (Murata et al., 1997). In fact “when an object is seen, the discharge of canonical neurons codes a potential motor act congruent with the properties of the present object, independent of whether the act will be executed”. Moreover, “when an object is observed, AIP neurons extract specific aspects of its physical properties and provide F5 with the description of the *possible ways* in which the object could be grasped” (Rizzolatti, Rozzi, 2016:62) (this is the concept of *affordances*, which was defined by Gibson, 1979). This means that when a broken object is observed, the motor system is less efficaciously recruited than when a normal object is observed (Buccino, Dalla Volta, 2015).

Therefore, when we see one performing an action or using an object, our mirror and canonical neurons discharge as we associate those actions and objects to similar past experiences we had.

We are now going to describe how the mirror neurons system is thought to be connected to our language faculty:

“Some years ago Rizzolatti and Arbib (1998) proposed that the mirror mechanism could represent the mechanism through which language is evolved. This proposal was based on the consideration that mirror neurons create a direct link between the sender of a message and its receiver. Thus, thanks to the mirror mechanism, observing and doing becomes manifestations of a single communicative faculty” (Rizzolatti, Rozzi, 2016:67).

The theory that speech derived from animal calls has been demonstrated to be difficult to accept and in fact, it is more likely that human speech evolved from gestural communication: “Per Condillac il primo sistema di comunicazione dei nostri antenati sarebbe stato basato sui gesti, cui si sarebbero poi associati i suoni assumendo progressivamente il ruolo dominante nella comunicazione” (Rizzolatti, 2008:91).

The communication is working when there are two fundamental aspects:

- a. *parity* of the people involved, which means that “what counts for the sender of the message also counts for the receiver”;
- b. *direct comprehension*, which means that “there is no need for an agreement between individuals to understand each other” (Rizzolatti, Rozzi, 2016:67).

The hypothesis that the mirror neurons are involved in the developing of the language is possible, because the actions are straight forward without having to negotiate the meaning of them and the people involved in communication are at the same level (as the mirror neurons are present in the neural organization of the individuals) (Rizzolatti, 2008; Rizzolatti, Rozzi, 2016:67). Vygotskij’s studies (1966) show that this hypothesis could actually be true: a child grasps an object next to him/her, but when this is located far from him/her, he/she extends the arm towards it and the action of grasping becomes an intransitive communicative gesture. Therefore, “An evolutionary ancient goal-directed motor act becomes ‘pointing’, a fundamental gesture for communicating” (Rizzolatti, Rozzi, 2016:68).

Moreover, many studies have demonstrated a link between gesture and sounds. Rizzolatti and Rozzi (2016:68) present one of them, which has been conducted by Gentilucci, Benuzzi, Gangitano and Grimaldi (2001):

“They asked participants to grasp two objects of different size with their mouth and, simultaneously, to open their right hand. The results showed that the maximal finger aperture and time to maximal finger aperture increased when the mouth grasped the large object. A subsequent experiment was crucial. In this experiment they asked the participants to pronounce a syllable, such as GU or GA, during observation and subsequent hand grasping of objects of different size. The syllables were

written on the objects. The results showed that both sound production and mouth opening were affected by the size of the grasped object.”

This study demonstrates that hand and mouth gestures are strictly connected and regulated by the same circuits. This does not demonstrate how meanings and words are connected and there are some scholars who state the existence of a *natural* origin of the words, which means that sounds and meanings are linked intrinsically. There is no convincing evidence, but this remains the most satisfactory hypothesis.

Rizzolatti (2008:93), presenting Paget’s theory, explains how this is thought to be possible in the evolution:

“Sir Richard Paget, che era uno scienziato inglese, negli anni Trenta aveva proposto una teoria che fornisce una spiegazione possibile di questo passaggio. Secondo Paget i gesti delle mani dei nostri primogenitori sarebbero stati accompagnati da movimenti inconsapevoli, e almeno in parte coordinati, della lingua, delle labbra e delle mascelle. In seguito gli individui avrebbero scoperto che, tramite l’espiazione dell’aria, la bocca è in grado di produrre ‘gesti sonori’ che gli altri possono sentire: questo, secondo Paget, sarebbe stato l’inizio del linguaggio vocale.”

This evolution probably happened because in the dark it was not possible to communicate. Moreover, it has been demonstrated that we can recognize specific phonemes of the language produced by the mouth (the tongue) and the larynx thanks to the so-called: “neuroni specchio-eco” (Rizzolatti, 2008:98). Rizzolatti (2008) presents Liberman’s theory: “Il linguaggio umano non è dato dalla somma e dalla combinazione di toni. I suoni del linguaggio hanno qualcosa di speciale, che li rende chiaramente distinguibili da tutti gli altri suoni. Questo ‘qualcosa’ è la capacità che i fonemi hanno di evocare nell’ascoltatore la stessa sequenza motoria di quella usata da colui che parla per emettere quello specifico fonema” (Rizzolatti, 2008:99), which means that sounds discharge the mirror-echo neurons and evoke the movements our mouth and our larynx usually do when performing that sound.

The hypothesis presented in this sub-paragraph are always evolving and more studies have to be conducted to have clear evidence of the human communication evolution and of the actual connection between mirror and canonical neurons and communication.

1.2.2.3 – *The Embodiment theory*

The mirror and canonical neurons are involved in the Embodiment theory: "Secondo la Teoria del Linguaggio Incarnato gli esseri umani utilizzano le stesse strutture neurali con cui esperiscono la realtà - sia dal punto di vista motorio che dal punto di vista sensoriale - anche per comprendere il materiale linguistico, verbi, nomi o frasi che descrivono quelle stesse esperienze" (Buccino, Silipo, 2015:65).

There are many theories, but they all start from a simple idea: mind and body are not separate and they both determine our mental and cognitive processes (Borghi, 2015). Moreover, these cognitive processes are connected to the perceptive, motor and emotional systems. The traditional thought was that perception always precedes the action, but the Embodiment theories do not agree: "quanto percepiamo dipende anche dai nostri obiettivi, dai nostri piani, [...] dalle azioni che intendiamo compiere", therefore, sometimes we perceive the objects or their characteristics that are relevant for our action. As a matter of fact, the perception is variable according to the action we want to perform: "percepiremo in modo diverso una tazza se intendiamo semplicemente osservarla (risposta oculomotoria) o se invece dobbiamo bere, e quindi ne dobbiamo afferrare il manico (risposta di afferramento)" (Borghi, 2015:32).

The Embodiment theories have focalised the studies on verbs and sentences expressing a concrete motor content and involving a precise effector (a part of the body, as an hand), as "take the cup"¹.

"Molti studi neurofisiologici, utilizzando tecniche che consentono di studiare l'andamento temporale dell'attività cerebrale quali l'elettroencefalografia (EEG) e la magnetoencefalografia (MEG), hanno mostrato chiaramente come durante la lettura o l'ascolto di verbi che esprimono un'azione concreta, normalmente eseguita con uno specifico effettore biologico (ad es., una parte del corpo come per esempio la mano o il piede) si assista a un reclutamento delle aree motoria e premotoria, vale a dire le aree del cervello attivate durante l'esecuzione delle azioni espresse nei verbi letti o ascoltati, quando effettivamente eseguite. Tale

¹ In this sub-paragraph we are going to talk about the Embodiment theory regarding the concrete words, as in this dissertation we are not dealing with abstract concepts (to deepen more about the issue, see Cimatti 2015 and Buccino, Dalla Volta, 2015).

reclutamento compare a 150-170 ms² dalla presentazione degli stimoli linguistici (per una revisione della letteratura vedi Pulvermüller *et al.*, 2009)" (Buccino, Silipo, 2015:65).

Other neurophysiological and behavioural studies have been conducted using the Transcranial Magnetic Stimulation (TMS) and the results show that: "la rappresentazione motoria di uno specifico effettore biologico sia reclutato in due distinti compiti: l'analisi e la comprensione del materiale linguistico da una parte e la risposta motoria richiesta durante l'esperimento dall'altra, nello stesso momento" (Buccino, Silipo, 2015:66). This mechanism is thought to involve the mirror neurons (seen in 1.2.2.2). Moreover, scholars who support the Embodiment Theory claim that this mechanism works also with names and adjectives, even though there are not as many studies as for the ones on verbs. On the one hand, as we have seen in 1.2.2.2, the canonical neurons discharge when an object is used or only observed and there is evidence that they also discharge when the name of concrete objects is heard. A study on names conducted by Cattaneo *et al.* (2010) with TMS "ha evidenziato un coinvolgimento della corteccia premotoria nell'analisi di parole che esprimevano artefatti (per esempio, un martello)" (Buccino, Silipo, 2015:70). On the other hand, another study with TMS presented by Buccino and Silipo (2015:72) was conducted on adjectives and it showed that they too seem to involve the motor system according to the meaning they are conveying.

There is neurologic evidence that the motor system is involved during the linguistic analysis of verbs, names and adjectives. Moreover, this suggests that there is: "una stretta relazione tra la modulazione dell'attività dei sistemi motorio e sensoriale e l'analisi e la comprensione di diverse categorie morfologiche (nomi, verbi e aggettivi)" when these are referring to concrete elements and situations that are relevant from the motor and sensorial point of view (Buccino, Silipo, 2015:73). Moreover, "poichè questa modulazione compare molto precocemente nel corso dell'analisi e della comprensione del materiale linguistico (entro 150-200 ms dalla presentazione degli stimoli), è verosimile che il reclutamento dei sistemi motorio e sensoriale [...] svolgano un ruolo non marginale nell'analisi e nella comprensione del materiale linguistico". This means that the words' meanings have new

² We are not going to deepen in the discourse on how soon the answers are given, see Buccino and Silipo (2015) to read studies and see other references.

specific experiential content thanks to the fundamental role of the motor and sensorial representations.

Borghi (2015) presents the issue of the simulation, which is not seen as the action itself. However, the same neural connections are activated during the simulation, even though they are not activated in the same way, because they are less strong. “Inoltre, un meccanismo di bloccaggio interviene per impedire alla risposta motoria di iniziare. [...] A differenza dell’azione effettiva la simulazione manca del feedback sensoriale che si ottiene durante l’esecuzione di compiti motori” (Borghi, 2015:34).

We simulate when:

- a. *we observe the objects*. In this case the canonic neurons are activated: when we see objects that we can take in our hands or when “elaboriamo nomi che rimandano ad oggetti”;
- b. *we see others using the objects*. The mirror neurons are activated and they are activated when we elaborate verbs that convey an action;
- c. *we understand the language*. Both these types of neurons are activated when we understand the language.

We are not going to discuss points ‘a’ and ‘b’ as we have already discussed them in 1.2.2.2.

However, the third point is very important for the aim of this dissertation: various studies of the last few years have shown that there is a strict relationship among language, perception, action and emotional processes. When language is heard or produced we produce a simulation thanks to mirror or canonical neurons (depending on the words said) and the simulation is very precise. Various studies³ demonstrated that:

- a. there is compatibility in the direction of the movement and the position of an object, which means that the simulation we make is sensitive to how the parts of the objects are organized;

³ Some of these are: Glenberg and Kaschak, 2002 (replicated by Borghi *et al.*, 2004 and Caligiore *et al.*, 2010); Buccino *et al.*, 2005; Borghi, Scorolli, 2007 (References to other studies on the issue can be found in Borghi, 2015).

- b. the emotional connotations of the words we hear start a movement and our simulation is sensitive to them;
- c. reading a verb or a sentence about an action discharges the body part's effector.

Therefore, Borghi (2015:39) states that “la simulazione che formiamo durante la comprensione del linguaggio è sensibile alla relazione tra il linguaggio, *affordance* e collocazione spaziale degli oggetti rispetto al nostro corpo”.

This theory supports the fact that the learning of a Foreign or Second Language can be facilitated thanks to the mirror and canonical neurons systems, as the language is connected to the motor system in our brain, which is connected to our past experiences. Therefore, when the language is connected to real experiences we had in our life, all our memory systems are activated and can facilitate the acquisition of a Foreign or Second Language.

1.2.3 – The Experiential Learning

The Experiential Learning has been promoted especially in the pre-scholar schools. However, in this paragraph we would like to discuss this methodology's aspects that could be involved when trying it with more grown-up students. We will not have the presumption of making up a new theory, but we will show that some of the theories that describe the effectiveness of this methodology with children, can also be effective with more grown-ups.

This theory is called “Experiential Learning” to give experience a central role. Kolb, in promoting the ELT (Experiential Learning Theory) was inspired by the scholars of the twentieth century who underlined the importance of experience in their theories of human learning and development, such as: John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers and others (Kolb, 2005).

“The theory, described in detail in *Experiential Learning: Experience as the Source of Learning and Development* (Kolb 1984), is built on six propositions that are shared by these scholars.

1. Learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on

engaging students in a process that best enhances their learning—a process that includes feedback on the effectiveness of their learning efforts. “[...] Education must be conceived as a continuing reconstruction of experience: [...] the process and goal of education are one and the same thing.” (Dewey 1897:79)

2. All learning is relearning. Learning is best facilitated by a process that draws out the students’ beliefs and ideas about a topic so that they can be examined, tested, and integrated with new, more refined ideas.

3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflict, differences, and disagreement are what drive the learning process. In the process of learning, one is called upon to move back and forth between opposing modes of reflection and action and feeling and thinking.

4. Learning is a holistic process of adaptation to the world. It is not just the result of cognition but involves the integrated functioning of the total person—thinking, feeling, perceiving, and behaving.

5. Learning results from synergetic transactions between the person and the environment. In Piaget’s terms, learning occurs through equilibration of the dialectic processes of assimilating new experiences into existing concepts and accommodating existing concepts to new experience.

6. Learning is the process of creating knowledge. ELT proposes a constructivist theory of learning whereby social knowledge is created and recreated in the personal knowledge of the learner. This stands in contrast to the ‘transmission’ model on which much current educational practice is based, where pre-existing fixed ideas are transmitted to the learner.”

(Kolb, 2005:2)

The Experiential Learning Theory (ELT) by Kolb defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984:41).

Kolb created a model taking the inspiration from the Lewinian Experiential Learning Model: Lewin thinks that the experience is the impulse and the objective of the learning.

“The ELT model portrays two dialectically related modes of grasping experience – Concrete Experience (CE) and Abstract Conceptualization (AC) – and two dialectically related modes of transforming experience – Reflective Observation (RO) and Active

Experimentation (AE)” (Kolb, Kolb, 2009:298). The Experiential Learning is a process in which the learner goes through the four phases presented in this model:

- a. experiencing;
- b. reflecting;
- c. thinking;
- d. acting.

Kolb’s ELT model (Figure 1) tries to explain that “immediate or concrete experiences are the basis for observation and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences” (Kolb, Kolb, 2009:298-299).

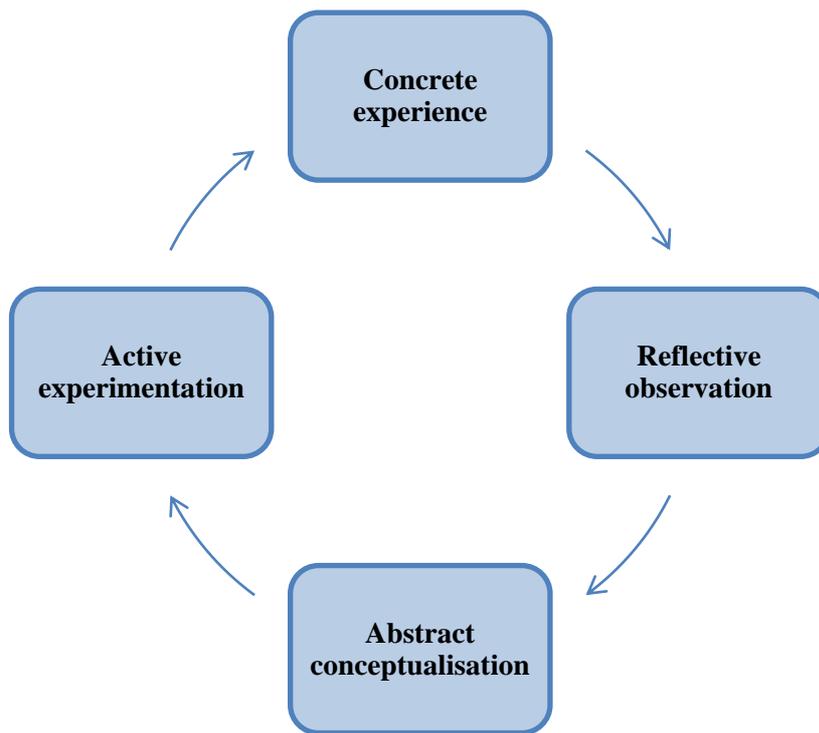


Figure 1

Daloiso (2011) further explains Kolb’s model’s four phases:

- a. *the experience*. In this phase emotions and actions prevail, the student has the possibility to interact with the environment, with other classmates and with the

teachers. The activities done outside the classroom can be connected to the ones done in the language curriculum.

- b. *the observation*. “In questa fase l’allievo è concentrato nella registrazione di dati sensibili che consentano la comprensione di fenomeni, comportamenti, situazioni.” The teacher should guide the students in this phase.
- c. *the conceptualization*. In this phase the students and the teacher analyse the collected data in order to find recurrent aspects and to avoid that the observations made are absolutized.
- d. *the experiment*. in this phase the students can have new experiences in which they can verify their analysis and keep observing the situation to make new observations⁴.

Therefore, the experience itself is not enough: to be able to learn from it, we have to analyse it with a guide (the teacher).

Daloiso (2009b) presents the Experiential Learning as a good methodology to teach children. He states that children learn from experience – but according to us, this analysis can be extended to adolescents and adults as well.

The elements that make the Experiential Learning possible are:

- a. *perception*. As we have seen, reality awakes our sensory memory and this helps us learning;
- b. *observation* awakens explicit memory and leads to the learning after observation and reflection;
- c. *action and interaction*. The language is the way we can ‘do things’ in the world.

“L’apprendimento esperienziale rappresenta perciò un processo dinamico e dialettico che coinvolge la persona in maniera globale, conducendo allo sviluppo di conoscenze empiriche, di carattere prevalentemente procedurale” (Daloiso, 2009b:113).

⁴ Kolb theorized four learning styles based on the individual preferences of the learners for each phase of the learning cycle, associated to different approaches to learning. The learning styles are: diverging, assimilating, converging and accommodating. We are not describing them in this dissertation. To deepen into the subject see Kolb, 2005.

The student does not learn only at school, he/she has a lot of stimuli outside the scholastic environment. For this reason, the Experiential Learning proposes not only to follow the criteria listed above, but also to collect all the life experiences and integrate them together. Daloiso (2009b) underlines the importance of the routine when learning with experience. In fact, if the students have a certain activity which is always the same every time, it is important to use the FL or SL because the input is given in a determinate context, it is felt as a global unit (an action corresponds to a precise sentence) and it can include other modes of expression, as gestures.

The teacher willing to adopt the Experiential Learning should:

- a. program the experiential learning in FL or SL based on the experiences done in the MT;
- b. select the input in FL or SL considering the linguistic elements that are important for the experiences the students are going to have.

Therefore, in the Experiential Learning the language has a central role.

In fact, Caon (2008) underlines how the significant learning is important in acquiring a language: the Experiential Learning gives the possibility to exchange spontaneous messages, not constructed ones and this is part of the significant learning.

We believe that the Experiential Learning can be a good methodology also because it can refer to Krashen's *rule of forgetting*. With Balboni's (2012:38) words: "si impara meglio in una lingua quando si dimentica che si sta usando la lingua, quando la significatività del 'fare' prevale sull'attenzione allo strumento (la lingua straniera) usata per fare."

This is why a significant language should be taught and Rogers (1973:8-10) highlights the following characteristics of the significant learning, which should:

- a. be based on the experience and "capace di destare gli interessi vitali del soggetto che apprende";
- b. "comportare una partecipazione globale della personalità del soggetto", which means that also his/her emotions have to be included in the learning;
- c. "contribuire a modificare il comportamento, gli atteggiamenti e talvolta perfino la personalità del soggetto interessato" and be, therefore, auto-motivated;

- d. “essere valutato direttamente dal soggetto, il quale sa se ciò che sta apprendendo soddisfa le sue esigenze, se va nella direzione di quello che egli vuole conoscere, se serve veramente a colmare una lacuna da lui sentita come tale.”

On this issue, Ausubel (1968) and Novak (2001) underline that:

- a. learning is holistic, which means that it is a cognitive, emotional, affective and social issue;
- b. we learn by associating new information to the ones we already have and this means that when we have an experience, we are more probable to infer and to understand abstract language by referring to the past experience;
- c. as we have seen, motivation is really important and it affects positively or negatively the learning. A positive and enjoyable experience can help motivating the student in learning the language.

Therefore, the input given should be interesting and appropriate for the students, who should always be at the centre of the experience, evaluating and enjoying it. The whole personality of the learner should be involved and taken into consideration and his/her knowledge should always be inferred in order to let him/her learn new things and make connections to what he/she already knows.

Ferrari and Nuzzo (2010) present three important issues that improve this issue:

- a. we learn what we are ready to learn and this means that we are not going to learn linguistic elements too difficult for our level;
- b. we better learn a language while we are using it to actually convey meanings (significant language);
- c. we notice more when we do not have what we need, which means that when we do not know a word we notice it and we probably will not forget it when we learn it.

Moreover, the two scholars underline the importance of the natural context when learning a language, because it gives the students “l’opportunità di usare e sperimentare la lingua obiettivo, sottoponendo così a continue verifiche le loro ipotesi sul suo funzionamento.” What is more, normally the interlocutors are quite collaborative and “stimolano

riformulazioni e autocorrezioni, offrono parole e frasi utili contribuendo ulteriormente all'ampliamento delle conoscenze linguistiche degli apprendenti e alla ristrutturazione della loro interlingua" (Ferrari, Nuzzo, 2010:173). This means that, a natural context is useful for the learners not only because they can actually use the language to convey real messages, but they are also able to learn new linguistic elements, notice what they need and be corrected and helped by speakers of the target language.

The following list shows the four elements which characterize the Experiential Learning as a methodology to teach a Foreign or Second Language (Daloiso, 2009b:127-128).

- a. The experience is at the centre. The humanistic approach sees the student at the centre of the learning and the Experiential Learning adds the centrality of the experience from which the students are able to learn;
- b. The language is the learning environment. It is important to spread the use of the FL or SL in order to give the students a significant use of it;
- c. The language is the means to learn and to reach the final objectives of the school;
- d. Integration between activities in mother tongue and those in FL.

The same issues presented by Caon (2008) and Daloiso (2009b) has been also discussed by Buccino and Mezzadri (2015), who, with the help of some colleagues, explain briefly what the Embodiment theory is and how the Language Teaching Education (*Glottodidattica*) can be related to the Neurosciences. In fact, the role of the experience in the Foreign or Second Language learning is the principal meeting point between the Embodiment theory and *Glottodidattica*. The other important issues are the task-based approaches, as the ones presented in *Quadro comune europeo di riferimento per le lingue: apprendimento, insegnamento, valutazione* (2002), which underlines the importance of the social side of the language and the importance to complete authentic tasks: "In un contesto di insegnamento di una lingua, il docente dovrebbe puntare su pratiche [...] per [...] l'attivazione delle preconcoscenze e delle competenze e la formulazione di ipotesi (*expectancy grammar*) per promuovere una migliore comprensione dell'input linguistico" (Mezzadri, 2015:159). Therefore, we can assume that no one can complete an authentic task without experience and the tasks give us the chance to always have new experiences. We have seen in the description of the Embodiment theory that specific linguistic elements as verbs, names and adjectives refer to motor and sensorial experiences. Moreover, the

comprehension and production of the language are both helped by the centrality of experience. “Quando si insegna e si apprende un elemento linguistico in una lingua seconda o straniera, esso deve fare riferimento a qualcosa che sia già stato oggetto di esperienza sensoriale e motoria dell’apprendente” (Mezzadri, 2015:163-164).

This implies three rules for the teacher:

- a. the content should be oriented towards the student and the actual experience: there is a “bisogno di una individualizzazione della didattica che prenda in considerazione l’esperienza specifica e particolare dell’apprendente” (*ibidem*). In fact, as we have seen, this aspect is very important for the students’ motivation.
- b. if there is no experience related to the linguistic elements that have to be taught, we firstly should help the student activating the sensorial and motorial experiences related to name the actions in a further moment. The language should be learnt to be used in communicative contexts and therefore, the communicative contexts should be the input from which the teachers start the teaching.
- c. the input should always be oriented to re-activate the knowledge and the experience. Firstly, we need to understand what the students already know, later we should introduce the new contents and the meanings (the experience) and later give linguistic names about them.

Mezzadri (2015:164) summarizes by writing:

“Crediamo che il cosiddetto approccio *incarnato* (*embodied*) alla lingua da un lato possa fornire ulteriore sostegno alla glottodidattica su base empirica, dall’altro possa suggerire e aprire la strada a nuove strategie nell’insegnamento delle lingue incentrate sulla nozione di esperienza sensori-motoria come premessa e prerequisito per qualsiasi tipo di acquisizione linguistica.”

There is clear evidence brought by the Neurosciences that the motor system in our brain is directly connected with the language and the emotions (Borghi, 2015). Therefore, we can suppose that an Experiential Learning, in which the experience is positive (and lowers the affective filter) and the students are totally included in a practical action, is a successful trigger to teach either a Foreign or a Second Language.

Moreover, Kolb's model clearly shows that there can be a sort of 'bridge' between the Embodiment theory and the Experiential Learning Theory (Mezzadri, 2015), and by following it, we can understand how the teaching and the learning should be organized.

CHAPTER TWO

THE INTERCULTURAL TEACHING:

THE CASE OF THE CHINESE STUDENT IN ITALY

“A incontrarsi o a scontrarsi non sono culture, ma persone.
Se pensate come un dato assoluto, le culture divengono un
recinto invalicabile, che alimenta nuove forme di razzismo.”
(Aime, 2004)

In some cases, intercultural exchanges might lead to cultural clashes due to the misunderstandings related to the interlocutors' different ways of living and thinking (or being). In an intercultural didactic context, clashes can happen between students and teachers.

This Chapter aims to explain what the teacher has to do to deal with students from different cultures. More specifically, we will focus on the situation of those foreign students who came to Italy and started school here. We will analyse which abilities should be developed in an intercultural didactic context and which students' characteristics should be taken into consideration (other than the ones presented in the first Chapter).

Finally, we will focus our attention on the Chinese people's situation: we will try to find the main linguistic and cultural differences that enormously divide our culture from the Chinese one in a scholastic environment. This Chapter aims to describe the difficulties that Sinophone students encounter in our country and in our school system.

This Chapter mainly refers to the work of Barbara D'Annunzio, who analysed the characteristics of the Sinophone student in her book called *Lo studente di origine cinese* (2009).

2.1 – The intercultural teaching

When we find ourselves in an intercultural context, we should always remember that people are involved in the exchange and therefore, people's intentions are the ones that can lead to a successful encounter. If this leads to some kind of clash or conflict, it is the people's fault, not the cultures' (Aime, 2004).

Lévi-Strauss defines the culture - *way of living* - as everything that is not contemplated as 'nature': "la natura pone il bisogno di nutrirsi, coprirsi, procreare, ecc., e le varie culture offrono modelli culturali di risposta". "Alcuni modelli culturali possono risultare più produttivi di altri, e costituiscono la *civiltà*", the *ways of thinking* - or *ways of being*- of determinate groups of people (Nozionario di Glottodidattica, www.italy.it). Therefore, cultures can be different in many aspects, such as Kinesics, Proxemics, Sociolinguistics, the use of the language, the concepts of time and space... etc. (for a complete analysis of the aspects, see Balboni, Caon, 2015).

Italian schools have become *multicultural*, which means that they welcome students and teachers who belong to different cultures. However, it is important to create an *intercultural* environment where these cultures have contacts and share relationships (Caon, Spaliviero, 2015). Sometimes, cultural clashes can happen between students from different cultures or even between teachers and students, because the ways of thinking (or being) of some cultures could be not straight forward to understand.

Misunderstandings can be avoided by developing an intercultural communicative competence to make sure not to feel (or make others feel) uncomfortable in an intercultural exchange. The intercultural communicative competence cannot be taught, nor measured, but we can search for the critical issues between cultures and try to build our own. Teachers could help their student to build this kind of competence by giving them a model to follow (Balboni, Caon, 2015:35).

In this paragraph, we are not going to examine this point in depth, but we want to highlight what a teacher could and should do in order to include and understand foreigner students in his/her class.

2.1.1 – The Relational abilities

We have seen that intercultural exchanges can lead to cultural clashes and these often happen because people are victims of three phenomena, known as: ethnocentrism, prejudice and stereotype. These three concepts are the reason why many intercultural exchanges are not successful (Balboni, Caon, 2015)

In an intercultural didactic context, the teacher can avoid to fall into one of these phenomena, simply by developing some relational abilities.

These abilities have been presented by Balboni and Caon (2015:147-157):

- a. *saper osservare*. Learning to look at the situation as a third person, not feeling emotionally involved and being objective with an interlocutor's behavior;
- b. *saper relativizzare*. Knowing that we only know a small part of reality;
- c. *saper sospendere il giudizio*. Not judging a certain behaviour because the wrong interpretation can lead us to misunderstand another person's intention;
- d. *saper ascoltare attentamente*. Actively listening to another point of view, being in the position of a person who wants to understand what lies behind the misunderstanding (also by asking for feedbacks);
- e. *saper comunicare emotivamente*. Understanding the other one with emotions by feeling them with him/her or realizing that we could feel different things;
- f. *saper negoziare i significati*. Negotiating the meanings of one's behaviours asking for explanations or explaining why such behaviour is strange for us.

Developing these abilities and teaching them to the students (both Italian and foreigner ones) can be a good way to welcome the new students and to make them realize that it is normal to feel uncomfortable in another culture. This could help them feeling more self-confident and can lower the affective filter.

2.1.2 – The student learning a SL

A person learning a Second Language is one who moved from his/her own Country and started a new life in a new place. However, in a scholastic environment, he/she is not the

same student he was in his/her homeland. Therefore, he/she has to rethink and negotiate himself/herself when in contact with others.

Caon (2010) made an analysis of the internal and external factors that characterize a student who learns a Second Language. It is not always easy for the teacher to understand how the foreign student feels about his/her situation and this is why he/she needs to grow awareness to understand him/her and the interpersonal relationships in class.

Students elaborate the new culture in different ways and the teacher should pay particular attention to them as there are internal and external factors that may affect their vision of the new culture. The following lists are taken from Caon (2010:XXX-XXXVII).

2.1.2.1- The internal factors

- a. *The distance between the mother tongue and Italian.* The Linguistic Typology describes how languages can be different or similar to each other and therefore, these similarities and differences can affect the study of a Second or Foreign Language. “Dal punto di vista linguistico- cognitivo, la distanza dalla lingua *target* ha ovvie ricadute sullo sforzo cognitivo che uno studente deve compiere per acquisire determinate strutture” (Caon, 2010:XXX). This effort is given by the need of restructuring the categories of the mind that might be different in the target language. Moreover, Kellerman (1979) talks about the existence of a personal perception of the student. This means that some elements can (or cannot) transfer from a L1 to a SL or FL also depending on the students’ perception of the transfer. If the element is easily remembered or frequently used, it can be more transferrable in the mind of a learner (Pallotti, 1998). In conclusion, the teacher should take into consideration all the differences between the students, keeping in mind that the L1 can influence the effort a student makes and that one can take more time to learn the new language.
- b. *How the Interlanguage develops.* The Interlanguage is the language that a learner uses while he/she is studying the target language (Luise, 2006). It follows certain rules because it is a system. These rules can be the target language ones, the mother tongue ones or they can vary between learners because of their individual differences.

- c. *The students' expectations from the experience.* Various elements can affect students' motivation and their success at school and they can be given either by the background of the family and motivation of the migration, or by the situation of the Country where the foreigners find themselves. Most of all, the differences can be seen between people that want a long-term or short-term immigration. Moreover, some families push the children to have an education, “vedono lo studio come la possibilità di un riscatto socio-economico e culturale” (Caon, 2010:XXXIII), whereas others want their children to find a job and therefore do not care if they do not succeed at school.
- d. *How the L1 culture can influence the learning styles.* Developing our learning style is not only an innate process, but also a result from how we got used to study in our school system (Della Puppa, 2006). This means that a student in a different school system has to re-organize how he/she studies, the relationships with the teachers...etc.
- e. *How one culture can influence the way one relates to the knowledge.* Some school systems give value to certain methods that other cultures do not take into account. As we will see later on in this Chapter, the Chinese school system promotes mnemonic learning, whereas our one promotes autonomy. These differences influence the developing of some learning styles and the way one approaches the scholastic work. “Le diversità tra i sistemi educativi e tra i relativi valori impliciti possono incidere in modo significativo sul processo di apprendimento”, in fact, they can create “un senso d'inadeguatezza demotivante e frustrante se non vengono esplicitati, chiariti, negoziati” (Caon, 2010:XXXIV).
- f. *The foreigner's situation.* This situation is complex and it deals with many problems which the foreigner students have to deal with, such as the suffering of leaving home or having to deal with cultural differences which were not considered before leaving. Many elements have changed the person they were used to be (Favaro, 2002). For all these reasons (and other ones), the foreigner student is often psychologically vulnerable.

2.1.2.2 – *The external factors*

- a. *The L1 culture.* “Si intende una costruzione soggettiva, un’auto-percezione del proprio originale modo di vivere e reinterpretarne norme, valori e abitudini di una società” (Caon, 2010:XXXV). Everyone has a particular way of living depending on the experiences of his/her life and what he/she learned in the past. The foreigner can grow his/her identity also thanks to the relationships he/she has in the new culture. It is important to take into consideration the different cultures in class, because a culture shapes the linguistic identity of a person and this means that certain concepts or categories can change between one culture to the other, and, if ignored, they can affect the acquisition of the new language.
- b. *The resources students can use.* These involve both friends and family or situations that permit and facilitate the spontaneous learning and the possibility to go to the libraries and have books and dictionaries. “In un percorso di apprendimento della L2, che quindi non può essere completamente controllato dal docente, le risorse possono incidere significativamente sui tempi d’acquisizione e sulle motivazioni allo studio dei discenti” (Caon, 2010:XXXVI). When one has just arrived in a new place, he/she usually asks for help to the people from his/her same country. However, sometimes these people do not give an objective view of the culture of the target language and therefore, more incomprehension is expected to grow.
- c. *Relational aspects at school, from the student’s point of view.* This is a very simple but still important aspect because some school systems may accept (or not) certain behaviours that can be unacceptable to another culture. Therefore, “se agli studenti non si forniscono dei riferimenti culturali scolastici, si corre sempre il rischio che nella loro testa si formino delle percezioni distorte della relazione [...] e dei valori o dei comportamenti da promuovere o da rifiutare” (Caon, 2010:XXXVII).
- d. *Socio-familiar limitations.* “Atteggiamenti di rifiuto o paura pregiudiziale tra gruppi etnici differenti, spesso generate da condizionamenti socio-familiari, possono innescare dinamiche [...] di scherno e di esclusione, [...] di bullismo” (Caon, 2010:XXXVII) and can create situations that negatively affect the motivation about the learning of the target language. Moreover, they can also influence the learning situations as peer-tutoring, group work or communicative activities.

No need to say that there are differences among all types of students' acquisitions, but this analysis of the learners' factors, when learning a L2, shows how many aspects a teacher has to deal with every day. People are different from each other and one student could adapt to a new context better than another one. These characteristics are not to be ignored before starting a language course.

We will see that Chinese and Italian language are very different and that their difference is mostly shown by their inner structure. We will also see that the different linguistic typology and the deep differences in the Italian and Chinese culture can confirm all the aspects we saw in this sub-paragraph.

The solution is to study these aspects and to keep taking them into consideration every time there is a linguistic or cultural clash between an Italian teacher and a Chinese student.

2.2 – The Chinese language and the difficulties in learning Italian

Chinese and Italian languages are very different from each other. The reason of this difference can be explained by General Linguistics, in fact both languages descend from different language families and belong to different morphological and syntactic typologies (Graffi, Scalise, 2002).

In this paragraph, the Chinese language will be analysed from a linguistic point of view in order to highlight the deep differences between the two languages taking into consideration their inner structures.

Afterwards, Chinese languages' linguistic aspects will be used to explain the Sinophone students' difficulties in learning Italian as a Second or Foreign Language.

2.2.1 – Aspects of the Chinese language

Chinese language belongs to the Sino-Tibetan family and we usually refer to it as Mandarin, which is “the major dialect family of China” (Li, Thompson, 1981:1). Mandarin is spoken in Beijing and it “has been recognized as the standard language of China” (Li, Thompson, 1981:1), even though a real Chinese national language only exists in theory,

rather than in reality. As it happens in Italy, in China there are many dialects spread all over the Country and therefore “China did not officially establish a common language for the nation until 1955” (Li, Thompson, 1981:1). *Pǔtōnghuà*, which actually means: ‘common language’, is the national Chinese language and it facilitates the communication between Chinese citizens and the education in the country. However, it is not a real language. Being so, the situation is similar to the one in Italy as “there will always be some variation between ‘the Mandarin language’ of one person and ‘the Mandarin language’ of another person” (Li, Thompson, 1981:2).

Consequently, since there are many dialects, it is hard to make a linguistic description of the Mandarin language. Therefore, we do not have the presumption of making a perfect description of its linguistic aspects, because it would be longer than needed. However, we will try to analyse the main elements that many scholars point out as the ones that characterize this language and that we consider very distant from the Italian language.

2.2.1.1 – *Phonology*

The Chinese syllables are formed by initials and finals:

- a. “The *initial* represents the consonantal beginning of a syllable” and it is never formed by consonant clusters, because these elements do not exist in Chinese. There are also the “zero initial” (Li, Thompson, 1981:3) syllables, which do not have consonants at their beginning. There are twenty-two initials in Chinese.
- b. “The *final* is the part of the syllable excluding the initial” and “there are thirty-seven finals in Mandarin” (Li, Thompson, 1981:4), which are mainly composed by vowels. The velar nasal [ŋ] and the alveolar nasal [n] are the only two consonants that occur at the end of the syllables’ finals.

D’Annunzio (2009) explains that there are around 400 syllables in Chinese and this can clearly highlight the fact that many characters of this language could be pronounced in the same way. To avoid confusion and cases of homophony, Chinese uses four tones: “each tone may be described as a relative, contrastive pitch pattern associated with a syllable” (Li, Thompson, 1981:6). In Linguistics, the tone is the sound’s variation of height and it is different from the accent, which has to do with intensity (Arcodia, 2010). Each tone gives

a different meaning to the syllable and this means that one syllable can be pronounced in four different ways and has four different meanings.

An example of this phenomenon is given by Arcodia (2010:66):

- a. *jiē*, “to connect”;
- b. *jié*, “to tie”;
- c. *jiě*, “old sister”;
- d. *jiè*, “to lend”.

2.2.1.2 – Morphology

Chinese is an isolating language. The main characteristic of this morphological typology is the almost complete absence of morphology. More specifically, in Chinese there is no specification of gender nor number in names and adjectives and verbs only have one fixed form. This means that the normal relation between morpheme and meaning is one to one (Graffi, Scalise, 2002). Chinese language does not have “morphemes that signal the grammatical function the noun has in the sentence: subject, direct object, indirect object, adverb, and so on” (Li, Thompson, 1981:11). Moreover, this language does not express the number markers (with the exception of the suffix *-men* used with pronouns⁵) and the morphemes to express verb tense and agreement between the verbs and the subject or direct objects in the sentence (Li, Thompson, 1981).

In other words, the isolating languages do not convey information about the words with morphological processes, but with other ways. In fact, every single word conveys a determinate grammatical concept or function. Chinese shows the relationships between the words with a fixed words’ order in a sentence and with the use of particles called classifiers (D’Annunzio, 2009).

2.2.1.3 – Lexicon and Semantics

One important characteristic of Chinese language is that: “il carattere, che è un’unità grafica, corrisponde esattamente al morfema dal punto di vista grammaticale, sul piano

⁵ The Chinese pronouns are: *wǒ* (I), *nǐ* (you), *tā* (he, she, it), *women* (we), *nǐmen* (you), *tāmen* (they) (Li, Thompson, 1981).

fonologico corrisponde invece ad una sillaba”. (D’Annunzio, 2009:46). This means that a single character conveys a morphological, phonological and lexical information.

It is hard to distinguish between the concepts of ‘word’, ‘morpheme’ and ‘character’ because, as we have already seen, one morpheme usually conveys one meaning and it is indicated as one single character.

The Chinese word does not show which morphological category it belongs to. In fact, depending on the context, a single morpheme could be either a substantive or an adjective (Arcordia, 2010). Arcordia (2010:73) states that “tipicamente, la parola cinese è complessa [...], prevalentemente di due caratteri e spesso dal significato trasparente”, as we are going to see in the following examples.

Two important elements of Chinese lexicon are:

- a. *Compounds*. “We may consider as compounds all polysyllabic units that have certain properties of single words and that can be analysed into two or more meaningful elements, or morphemes” (Li, Thompson, 1981:46). On the one hand, *diànhuà*, which is composed by two morphemes that literally mean ‘electricity’ and ‘speaking’, can be used as a single word and it conveys the meaning of “telephone” (Arcordia, 2010:73). On the other hand, Li and Thompson (1981:46) make the example of *hē tāng*, which is also composed by two morphemes (that literally mean ‘drink’ and ‘soup’), but cannot be used as a single word as it is a normal sentence with a verb and a direct object: “[subject not specified] drink soup”.

Compounds do not always convey a meaning which is directly related to the meanings of their parts, but very few of them have no semantic connections. The majority of Chinese compounds are quite transparent as they are metaphorically or directly related to their parts’ meanings. For example:

- *tiān-qì*: literally meaning ‘heaven-breath’, conveys the meaning “weather” (metaphorically connected);

- *fēi-jī*: literally meaning ‘fly-machine’, conveys the meaning “airplane” (directly connected) (For more examples, see Li, Thompson, 1981:47).

- b. *Classifiers (CL)*. These particles do not have a direct translation in Italian, because they are used to convey some information about the words next to them that in

Italian are conveyed by morphology (Graffi, Scalise, 2002). Li and Thompson (1981) define a classifier as: “a *word* that *must* occur with a number [...], and/or a demonstrative [...], or certain quantifiers (such as *zhěng* ‘whole’ [...]) before the noun” (Li, Thompson 1981:104). They occur when the noun is uncountable and it is the noun itself that determines which classifier to use. One interesting thing is that “if a noun denotes a measure, it does not take a classifier” and “any measure word can *be* a classifier” (Li, Thompson, 1981:105-106). For example:

- *sān – ge – rén*, “three – CL – person”;
- *zhèi – zhǎn – dēng*, “this – CL – lamp”.

2.2.1.4 – Syntax

One important characteristic of the Chinese syntax is the presence of the topic. In fact, Chinese is a topic-prominent language and this means that the topic is always the first element in a sentence (Arcodia, 2010). “Basically, the topic of a sentence is what the sentence is about” (Li, Thompson, 1981:15) and it is usually an information that the listener already knows. It can be separated from the rest of the sentence with a small pause in the utterance and it is not semantically related with the verb, whereas the subject does. To understand how the Chinese sentences work, it is important to underline that the topic is crucial, whereas the subject might be missing from the sentences in ordinary conversations (Li, Thompson, 1981).

The isolating nature of the Chinese language implies the presence of a fixed syntax. In fact, the order of the elements in the sentence tells us exactly which word is the subject and which one is the direct object, otherwise we could not be able to understand the precise meaning of the sentence. For example:

- a. *wǒ xǐhuan Léilei*, “I – to like – Leilei”, means: “I like Leilei”;
- b. *Léilei xǐhuan wǒ*, “Leilei – to like – I”, means: “Leilei likes me” (Arcodia, 2010:69);

The word order is usually SVO, but, as we have already said, we can find a sentence with a topic but no subject. An example would be in Arcodia (2010:71-72): *nà-běn shū chūbǎn-*

*le*⁶, which means: “that – CL - book - to publish – LE”. It is interesting to highlight that, to translate this sentence into Italian, we can either look for a subject in the context in which the sentence is presented, or translate it into a passive sentence: “il libro è stato pubblicato” (even though the Chinese sentence was active).

2.2.2 – *Linguistic difficulties of a Sinophone learning Italian*

Italian belongs to the Indo-European language family and it is a fusional language (Graffi, Scalise, 2002). Chinese students encounter many obstacles when studying Italian and they take a very long time to adapt to this language. “Successivamente, al crescere della competenza linguistica, gli apprendenti sviluppano la consapevolezza della distanza e dei tanti punti di contrasto esistenti tra la propria lingua e l’italiano” (Costamagna, 2011:50).

We are going to present D’Annunzio’s work (2009), who summarises the problems that are common among Chinese people learning Italian as a Second or Foreign Language.

The first problem regards the sounds of Italian and especially the distinctions between certain Italian sounds. Chinese learners cannot actually understand when one of the two sounds occurs and this brings them to make mistakes and write or pronounce words wrongly. The sounds that are mostly confused are (the following examples are taken from D’Annunzio, 2009:51):

- a. /l/ and /r/ are very hard for Sinophone people to understand as they often write, for example, “rolo” instead of “loro”;
- b. /b/ and /p/. The sound /b/ does not exist in Chinese and /p/ is pronounced as an aspirated sound. Sinophone students frequently write “lipro” instead of “libro”;
- c. /t/ and /d/. The sound /d/ does not exist in this language and /t/ is also pronounced as an aspirated consonant. This brings them to write “lendo” instead of “lento”;
- d. /k/ is a sound that can have different occurrences in Italian and therefore it is hard for Chinese people to understand how to use it correctly.

As it can be seen in the examples above, the mistakes usually regard the inversion of these sounds because Chinese speakers frequently make a confusion between them. Moreover, it

⁶ LE is a morpheme used with verbs to denote the ending of an action (Arcodia, 2010).

is important to repeat that we use some sounds they do not know and we make large use of consonantal clusters, which is an unknown phenomenon for them.

Costamagna (2011) explains that Chinese students struggle to divide into segments the phonic chain of the Italian language because their mother tongue is more rhythmic. Moreover, “le parole italiane a causa della morfologia flessiva hanno una pesantezza e un’opacità semantica che le rende difficili da gestire, da ‘tagliare’, da ripetere” (Costamagna, 2011:51). In fact, Allomorphy and Suppletion are two phenomena, which do not render Italian a clear language to Chinese people.

Another problem Sinophone can have with Italian sounds concerns the double consonants in the words. They often get confused. In fact, either they use them when they are not supposed to, or they do not use them at all: “Il cinese usa le doppie per scrivere parole come ‘ladro’ scrivendo però ‘lattro’ (per la difficoltà di distinzione tra t/d e b/p), o quando non conosce la grafia ‘quadro’ e interpreta con ‘ccuadro’” (D’Annunzio, 2009:51). The teacher can facilitate the process simply by pronouncing the correct form and the wrong one to help developing a competence in this field. For example, *pala* / *palla* shows the important difference between the two words.

Spelling / handwriting can lead to unexpected problems: in Italian we can have four different ways to write a word, but these different forms do not convey a completely different meaning (for example, the conjugations of verbs: *parlare*, *parlato*, *parlai*, *parlasse...*etc). However, in Chinese, “caratteri molto simili hanno un significato completamente diverso” (D’Annunzio, 2009:52).

The Italian article is often associated to the Chinese classifier because they are often placed on the left of the noun and they do not have a meaning by themselves. This process of association is for them to facilitate the understanding of this grammar element and this brings them to use it every time before names, nouns, demonstrative and adjectives. They usually do not care about the concordance between the article and the nouns, but they rather pay attention to the position of this element in the sentence.

Nouns flection with gender and number is not as difficult to understand, but it is difficult to apply because the Chinese students, once they have understood the mechanism, tend to generalize the use of this flection. The same thing happens with verbs, because their morphology is intricate for Chinese speakers as they only see that verbs keep changing. Therefore, they use their advanced memorisation skills to memorise all the declinations of the verbs they learn. However, this does not mean that they learn how to use them. In fact,

“nell’italiano L2 di sinofoni il tempo del verbo più usato è il presente che viene sovraesteso all’imperfetto, al passato prossimo e al futuro. Questo deficit viene compensato dall’uso di locuzioni temporali, poste all’inizio del periodo” (D’Annunzio, 2009:53).

The adverbs always appear on the left of the verb, as in their mother tongue and the relative pronoun does not exist in Chinese which means it is difficult for them to learn.

As we have seen previously, Chinese is a topic-prominent language and this is transferred to Italian, too. D’Annunzio shows this with a simple example: with the question “Quanti letti ci sono nella camera?” the answer will probably be: “Letti ci sono due” (D’Annunzio, 2009:53).

Finally, writing production often lacks of connectives, as in Chinese language.

2.3 – The school system

As we have seen in the first paragraph, the cultural background of a student is important when having to deal with a completely new Country. In this paragraph, we will focus on a precise aspect of the Chinese culture: we will present the studies of Barbara D’Annunzio (2009) in which she explains how Chinese students are used to study and why they struggle to feel comfortable in the Italian school system. Chinese in class are always seen alone and quiet and we will explain that they behave in this manner because they are accustomed to another way of teaching and learning. “Più si riesce a conoscere il profilo degli studenti cinesi, più ampia sarà la possibilità di contribuire alla promozione di una loro partecipazione nella scuola italiana” (D’Annunzio, 2009:16).

2.3.1 – Chinese school system

The school system in China is different from the one in Italy for many reasons.

One of its main characteristics is that it is not organised in the same way through the whole Nation. In fact, the differences are seen mostly between rural and central areas. The Government in some cases does not even decide how many years of school there are in one cycle. We can easily notice how the background of a Chinese student can be influenced by

the area in which he/she grew up. In fact, the rural areas need to be requalified in order to ameliorate the school system – there are still many people quitting school in these areas.

We will not focus, however, on the way the school system is organized in terms of how many years they go to school and which kinds of school there are. As we have previously said, the school system is different within the Nation, too.

One of the main elements we would like to focus our attention on, is that, in China, children are introduced to the Chinese language before the beginning of the primary school. The education before the primary school is, in fact, focused on some information about the Chinese language, music, art, hygiene and morality. Moreover, the children are taught the principles of modesty, order and altruism. “L’educazione morale nella scuola primaria ha soprattutto lo scopo di trasmettere l’importanza dei ‘cinque amori’, cioè l’amore per:

- a. la patria;
- b. il popolo;
- c. il lavoro;
- d. la scienza;
- e. il socialismo.” (D’Annunzio, 2009:22)

Other two disciplines that are taught in the primary schools are the knowledge of nature and manual jobs: “è importante educare gli allievi ad amare il lavoro, ed è per questo che durante gli ultimi anni delle elementari e quelli delle medie, si richiede ai bambini un impegno di tipo manuale in attività di tipo artigianale, nell’agricoltura e nella pulizia dell’ambiente circostante” (D’Annunzio, 2009:22). The love for the homeland is constantly underlined during their whole permanence at school.

Studying in China is a very hard issue: the evaluation is very selective and there is a high competition among the young students (Felici, 2006). Moreover, if a Chinese teenager wants to attend the University, he/she has to pass a very important exam at the end of high school, the *Gáo Kao* (Ambroso, 2011:23), with a minimum of 550-600/750 (they are tested on five different subjects and each one has a maximum of 150 points) (D’Annunzio, 2009). Although these characteristics could be enough to understand how different our school systems are, some other aspects are going to be presented in the following sub-paragraphs, in order to better understand the behaviour of the Chinese learner in class.

2.3.1.1 – The relationship with the knowledge: the Confucian culture

“Il concetto confuciano di educazione ci conduce a riflettere su un imprescindibile assunto di base: chiunque può essere educato” (D’Annunzio, 2009:28). It is important to make an effort to learn, because anyone could become intelligent if he/she is determinate and constant enough. Anyone could become perfect and perfection is directly connected to education. Education can not only lead a person to develop his personality but also help the developing and strengthening of the Nation. Therefore, intelligence is not a prerogative to reach success at school, but effort, determination, patience, continuity are (Biggs, 1996a, 1996b; Lee, 1996). Education in Confucian culture is important in order to be recognized in society (Lee, 1996). Confucius believed in the importance of moral instruction, too and therefore importance is given to the moral virtues that are useful in relating to other people (Paine, 1992), but socializing is only important for the welfare of the group of people (not for the single student’s one). It is noteworthy to emulate authoritative models as book authors and the teacher is the model the students can always rely on. Games, work groups and discussions among students are not seen as tools to reach education (Rao, 1996; Brick, 1991): concentration, introspection and hard study are the factors that really matter.

2.3.1.2 – How Chinese students learn

D’Annunzio (2009:31) explains that “un modello operativo molto diffuso nella scuola cinese viene definito il ‘procedimento delle quattro fasi’”:

- a. *ricezione*. To receive the information with an open mind, without judging it and without knowing the reason why it is important to learn it;
- b. *ripetizione*. To repeat many times the information in order to understand it;
- c. *revision*. To revise, analyse the information to reach the deep understanding of it or to reach a new kind of understanding;
- d. *riproduzione*. To be able to reproduce the information with autonomy.

It is important to highlight the fact that when Chinese students see the information, it is not important for them to understand it at first because understanding comes after the

memorisation: “ricordiamo un detto popolare che recita: ‘leggi un centinaio di volte, e il significato apparirà’” (D’Annunzio, 2009:31).

D’Annunzio (2009:38) mentions Yu who made an example to explain how the learning is seen in China: “quando metti il tuo denaro in banca non è importante sapere cosa ne farai; ma quando hai davvero bisogno del denaro per una qualche emergenza, sarà lì pronto per essere usato da te”. Chinese learning is characterized by the accumulation of the knowledge and this knowledge must come from authoritative sources, which is probably why textbooks are central in Chinese schools. The teacher chooses the notions (from the authoritative books) to talk about in class and explains them with no interaction with the students. Thus, there is no need for the students to immediately understand the reason why they are learning those notions (which normally do not answer to specific needs). Chinese learning is characterized by imitation and repetition (Paine, 1992). First, you learn and only afterwards you can develop the abilities to understand and reflect upon the notions. Therefore, Chinese learners first learn and then use creativity.

The Chinese way of learning differs from our own in the Foreign Languages field. In fact, in China the grammar-translation methodology of learning is still the most diffused. The communicative approach was introduced around 1980, but it was never spread over the Country nor applied too seriously: “Si sostiene che l’approccio comunicativo non è riuscito ad effettuare l’impatto aspettato [...] in parte perché alcuni dei suoi principi e pratiche più importanti si scontrano con le aspettative di docenti e studenti che sono profondamente radicate nella cultura cinese dell’apprendimento” (D’Annunzio, 2009:39).

It is important to mention that Chinese people learn their mother tongue by memorizing as many characters as they can and each year of school they have an amount of characters they must know. They can never reach perfection in writing or reading in Chinese, due to the large amount of characters. The way in which they are used to learn their mother tongue and other disciplines influences directly how they learn the FL. The Chinese teacher thinks that the FL learning is the same as learning another subject and that it can be conducted with rational and analytical methods. Therefore, the attention is often brought towards the grammar, instead of the communication.

2.3.1.3 “The good teacher” and “the good student” in China

How the two roles are seen in China will be discussed separately.

On the one hand, the role of the teacher in China is very different from the one in Italy. The Chinese teacher is an educator who must teach his/her students how to grow up to become perfect citizens. A good teacher expresses his/her authority but also his willingness to help the students in any problem they might encounter in their lives. “È normale per i genitori cinesi affidare ‘ciecamente’ i propri figli all’istituzione scolastica di ogni ordine e grado senza mai intervenire né sui contenuti, né sui metodi, né sulle valutazioni” and therefore, for Italian teachers, they seem “assenti, disinteressati, del tutto apatici sia rispetto alle difficoltà, sia rispetto agli eventuali successi scolastici dei figli” (De Marzo, 2006:47).

The teacher is well prepared in everything: the course syllabus, the materials and the classes; he punishes who does not study and gives merit to the ones who work hard. There is no situation of equality between the teacher and the student and this is why the communicative approach is not appreciated: the teacher cannot be at his/her students’ same level. The Chinese teacher cannot make mistakes and cannot be (or look) unsure of what he/she is talking about.

On the other hand, for Chinese people the good student should be serious, diligent and well behaved. He/she should not express his/her opinions on a subject unless he/she is well prepared on it and can give clever judgments. Cortazzi and Jin (1996:191) write that Chinese students should not be seen as passive, but rather reflexive, because they intervene in class with questions or statements only after a careful reflection.

There are four strategies that Chinese students have to develop:

- a. careful attention to all the little details (a characteristic which is strongly influenced by the nature of the Chinese language itself);
- b. memorisation as a strategy to reach comprehension;
- c. mental activity, which is enhanced more than the verbal one (Cortazzi, Jin, 1996);
- d. competence in the subject (because approximate learning is not accepted).

We can easily see that these strategies can hardly be used in an Italian FL learning context: “le pratiche dell’approccio comunicativo [...] prevedono un approccio personalistico nei confronti dell’apprendimento, sminuiscono l’importanza della memorizzazione, enfatizzano l’interazione verbale [...] ed incoraggiano la speculazione [...] tollerando l’ambiguità” (D’Annunzio, 2009:56).

2.3.2 – *The Chinese student in the Italian school*

Italy belongs to the Socratic heritage: “la conquista della conoscenza della verità è il risultato di un percorso individuale, personale” (D’Annunzio, 2009:30). It is a personal path and the student crossing his/her own path is guided by a teacher, who helps him/her to reach knowledge by developing his/her own point of view. Students are not seen as a *tabula rasa* on which a teacher has to write the knowledge, but on the contrary, they are asked to become autonomous in their own learning.

To sum up, Confucian and Socratic cultures have in common the importance given to the effort in the learning. However, there are two big differences:

- a. the methodology of learning. In China the students listen to the teacher, read the authoritative books and memorize the notions; in Italy the attention is given to the learner’s autonomy;
- b. Speaking is strong in the Socratic culture, whereas it is underestimated in the Confucian one and more importance is given to the introspective reflection.

What has been presented in the paragraph 2.3.1.2 is clearly in opposition to the Experiential Learning presented in the first Chapter and with the humanistic and communicative approaches used in Italy. As we have seen, they are oriented towards the centrality of the student in the learning and towards the importance of learning a significant language, which is not what Chinese teachers pay attention to. Moreover, if we compare the Chinese model of teaching to the Italian one (Presentation, Practise, Production or *globalità – analisi – sintesi*) there are clear differences. In particular, we do not give much importance to memorisation and most of all, in our model, we understand a notion before we study it. Moreover, the oral and written production and creativity are asked in the first steps of the learning, not in the last ones.

The reasons why the humanistic and communicative approaches in Foreign Language teaching are hard to apply in Chinese schools are basically the following ones:

- a. the amount of students per class is very large (about 50-60) and this means that the teacher cannot focus on every single one of them. Students listen to the teacher, take notes, translate (to or from the mother tongue) the notions in the textbooks and

speak only when the teacher directly asks them to. This is why Chinese learners often have good grammar and lexicon competences but lack in the communicative and socio-pragmatic ones;

- b. the textbooks (of all the subjects) used in the schools cannot be chosen by the single school, because they are the same in the whole province of the Nation;
- c. learning and teaching is very different between China and Italy (as we have seen in 2.3.1.1);
- d. teachers and students have a different role (as we have seen in 2.3.1.2);
- e. learning strategies that are used are not the same ones;
- f. teachers do not evaluate the same qualities in students.

Byram (2003) presents the concept of the “third space” and D’Annunzio (2009) talks about it referring to the space in which two or more cultures meet in an educational environment to create a new learning culture. It is a space of confrontation of the elements, values and rules that characterize the Italian and Chinese cultures that create a new learning culture.

What an Italian teacher wants from his/her students is for them to be: motivated, autonomous, attentive, well behaved and systematic. “Lo studente cinese pur possedendo in potenza tali qualità non sempre ha occasione di farle emergere nella scuola italiana e quindi o non viene definito come un bravo studente o paradossalmente il suo corrispondere all’idea di bravo studente non lo porta poi a raggiungere il successo scolastico” (D’Annunzio, 2009:57).

The Chinese learners are very reflexive and do not share their ideas and opinions with the class. They can ‘scare’ the Italian teachers because of their behavioural unpredictability in either their reactions or their silence. They could even burst into laughter (with no apparent reason) to hide that they feel nervous in a certain situation.

It is important to underline that in our school system, some Chinese students might lose their sense of duty because they do not feel the teachers’ authority they are used to, also because Italian teachers sometimes do not have all the answers (and this is unacceptable for them). Moreover, for them, teachers who act too openly with the students, are not respected enough and cannot keep the discipline.

What Sinophone students might feel is that the Italian school system does not give them pride for the effort they are making and it seems to them that their way of behaving at school is not contemplated. Therefore, a Chinese student in this situation looks quiet, does

not look interested and seems not to make an effort to explain what he/she feels: he/she seems closed. This gives Italian teachers and classmates the chance to ignore him/her and blame him/her for this.

It is always hard to meet another culture and learn to live with it and accept it, but we cannot always wait for the others to do the first step towards us, especially when the other culture is very different from our own, as the Chinese one.

D'Annunzio (2009) proposes an operative model that pays attention to what the Chinese students are used to do in class and what an Italian teacher is used to prepare for his/her lesson. In the four phases that are proposed, the student is asked to:

- a. observe the linguistic elements the teacher presents;
- b. start practicing the elements being guided by the teacher with simple exercises where they have to recognize or memorise them (as they are used to do in Chinese school system);
- c. practice the elements with more difficult assignments as small productions (always guided by the teacher) trying to use them in other situational contexts;
- d. practice the learned linguistic elements with a creative production.

The notions that have been presented in this Chapter aim to explain that there are (luckily) differences between cultures and that these have to be accepted in an intercultural context in order for it to be successful.

In an intercultural learning context, the student should be considered with his/her own personal characteristics and with his/her own feelings about the experience he/she is living. Knowing the student's background can help the teacher understanding him/her better also in the learning context.

We have seen how a student's mother tongue can influence the way he/she sees or feels the language he/she is learning. Knowing the aspects that characterizes his/her mother tongue can help a teacher predicting and preventing mistakes.

Finally, one's culture can influence the way one lives the learning context. It would be important to re-educate students, but also teachers, to a more inclusive didactic that teaches the abilities (that we saw at the beginning of the Chapter) to use in an intercultural context and that takes into account the others' way of being before our one.

It is important to remember that no culture is far too distant from our own: distance is drawn by our perspective and perspectives can be changed.

CHAPTER THREE

THE STUDY

This Chapter aims to analyse the context where the research for this dissertation has been conducted. We are going to present the school, the students (with their backgrounds and pre-requisites), the objectives of the research and the method through which data have been collected.

The research that has been conducted involves nine Chinese students attending the *Istituto professionale alberghiero* “A. Barbarigo” in Venice and studying Italian as a Second Language. Since the school year 2004/2005, this school has been promoting a project called “Il Milione” and every year welcomes Chinese students coming from Changzhou (Jiangsu, China).

The information about this project and all the data connected to it are taken from the project’s section on the school website (http://www.barbarigo.it/pvw/app/VEIP0001/pvw_sito.php?sede_codice=VEIP0001&from=-1&page=803924) and from the documents given to me by my internship tutors (attached in the Appendix of this dissertation).

3.1 – The context: “Il Milione” project

The *Istituto professionale alberghiero I. P. S. E. O. A.* “Andrea Barbarigo” is a School for Culinary Arts and Hotel Management in Venice.

In the school year 2004/2005 a project called “Il Milione” started. This project consists in an agreement between the *I. P. S. E. O. A.* “Andrea Barbarigo”, the *Convitto* “Foscarini” in Venice and the "Technical Institute of Tourism & Commerce" in Changzhou (Jiangsu, China). It was devised in 2001 by Enrico Calenda (old headmaster of the school “A.

Barbarigo”) and Rocco Fiano (the dean of the *Convitto* “Foscarini”), but it effectively started in 2004/2005. Thanks to this project, every year, some teenager students from the “Technical Institute of Tourism & Commerce” in Changzhou can attend the last three years of the Italian high school and take the *esame di stato* in Italy.

The students study Italian as a Foreign Language in their school in China for two years before participating to the project. Normally, they have a Chinese teacher, who is an old student from the same project and teaches them the Italian language. A test is submitted to the students before they come to Italy. Years ago they tended to admit all the students, while now the selection is quite strict and not everybody who takes the test is admitted to the project.

“Il Milione” aims to include the students in the Italian life as much as possible. They live in the *Convitto* “Foscarini” for the whole length of the three school years that they spend in Venice. Some of them share the room with Italian teenagers, who also live there, but the majority shares a room with other Chinese students from the project. In the *Convitto*, some educators support them day and night for anything they need and they also help them during the studying sessions in the afternoons. Every year, the school chooses an educator responsible for the new group of students and who is in contact with the school teachers responsible for the project⁷.

At school, they are invited to participate to the many events and trips the school organises, in order to give them the opportunity to practice the language and to be completely immersed in the Italian culture. Moreover, every year the Chinese students are supported by students from Ca' Foscari, who intern in the school to provide Italian courses and tutor them in the school subjects. The students participating to the project are also included in the *stages* that the school promotes every year.

The number of the students participating during these years can be seen in Table 1⁸:

⁷ The two teachers responsible for the project during the school years 2015/2016 and 2016/2017 are Annamaria Bonanome and Rossella Lorenzi and they both were my tutors during my internship.

⁸ The table has been taken from the document in the Appendix. In the school years: 2006/2007 and 2014/2015 the project was not activated. Data about the school year 2015/2016 has been added taking information from the same document. Data about the school year 2016/2017 has been taken from my own experience as the students are the subjects of this study.

Year of arrival	Arrivals		
	Total	Boys	Girls
2004/2005	28	4	24
2005/2006	29	8	21
2006/2007	0	0	0
2007/2008	27	4	23
2008/2009	24	9	15
2009/2010	9	3	6
2010/2011	25	3	22
2011/2012	23	9	14
2012/2013	12	4	8
2013/2014	13	5	8
2014/2015	0	0	0
2015/2016	13	1	12
2016/2017	9	6	3
TOTAL	212	56	156

Table 1

As it can be seen, the number of the students participating to this project has definitely lowered. Also noticeable is that, during the years, there has been a growth in the number of students dropping the project before the end of the school year, or students not passing to the next one.

The next table (see the document in the Appendix), which has been provided at the end of the school year 2015/2016, shows the lowered success the students have encountered at school during the years:

School year	Students passing in three years	%
2004/2005	28/28	100 %
2005/2006	29/29	100 %
2006/2007	(*) ⁹	
2007/2008	21/27	77,7 %
2008/2009	12/24	50 %
2009/2010	4/9	44,4 %
2010/2011	10/25	40 %
2011/2012	7/23	30,4 %
2012/2013	2/12	16,6 %
TOTAL	113/177	63,8 %
2013/2014	/13	(**) ¹⁰
2014/2015	(*)	
2015/2016	/13 (***) ¹¹	(***)

Table 2

These two tables show that, from the school year 2004/2005, there are fewer and fewer students participating to the project and the percentage of success registered has lowered consistently.

These data show that the project is less successful and Annamaria Bonanome and Rossella Lorenzi¹ found the following reasons:

- a. the number of students leaving the project has increased;
- b. the linguistic preparation is not as good as it was in the past (and it is probably due to the Chinese formation);
- c. there is less motivation;
- d. the criteria in the evaluation of their initial tests are stricter.

⁹ The project was not activated.

¹⁰ Six students were attending the fifth year and only 4 passed (two of them dropped the school before the *esame di stato*): the 30%.

¹¹ Only nine out of thirteen passed to the next year: the 69%.

However, there are still students participating to the project and going through the three years. This little part of the group seems to enjoy the project and to be happy about it. There are, of course, some difficulties, but when the students are motivated, they manage to succeed in spite of them.

From what I have seen in my own experience, I can think of only one disadvantage about the project “Il Milione”: there is not one person who supports the students during the whole year at school. In other words, the teachers in charge of the project are responsible of dividing them into classes, making sure that they attend the school and are constantly in contact with the *Convitto* "Foscarini". However, the people who actually support them in the learning process are the class teachers (who do not always pay the adequate attention to them) and the students from Ca' Foscari (who usually complete an internship of only 150 hours). This implies that there is not a direct continuity in the work done and that every one or two months, the students have a new intern supporting them, who has to work hard to establish a new and trusting relation with them.

3.2 – The study

I had the chance to work for this project for the internship I had to do for my university during the school year 2015/2016. More precisely, as an intern, I organised an Italian course from December 2015 to the end of January 2016 and then I started supporting the students in the study of the school subjects (Italian literature, English and Nutrition). I also helped the students in the practical cooking and waitressing lessons on Saturdays. The hours we spent in the laboratories were significant for them and for me. On the one hand, they were followed by me in every moment and I could help them whenever they did not understand an order or a word. On the other hand, it gave me the chance to create a less stressed relation with them and it helped them trusting me. I could notice that with the practice, the students could better remember names of kitchen utensils and the actions they were performing. They improved their Italian because they were surrounded by Italian students and teachers and they were constantly followed by me, and I made sure they spoke even when they had nothing to do.

Thanks to this experience and thanks to the data shown by my internship tutors¹ and their support, I came up with the project presented in this dissertation.

Literature has widely shown that the Experiential Learning can be a valid methodology to teach a Foreign or Second Language. Although literature argues that Chinese students are not used to humanistic and communicative approaches, I personally noticed an improvement.

This is the reason why in September 2016 I came back to the *Istituto professionale alberghiero* "A. Barbarigo" to conduct the research presented in this dissertation, in order to find out whether the Experiential Learning could be a useful trigger to teach Italian as a SL to Chinese students.

3.2.1 – The method

In this sub-paragraph I will only explain how the language course has been organised during the three months of my internship, the approach that has been chosen and how data have been collected. The teaching materials and the organisation of the classes are going to be explained in detail in the following Chapter.

The Italian course lasted three months and it was divided into two sessions.

The first session (from September, 23rd to November, 11th) was dedicated to an Italian language course. The approach was mainly humanistic with some elements of grammar, lexicon and communicative skills.

The second session was the experiment of the Experiential Learning and it was organised as it follows:

- a. the practical experience in the kitchen, once a week with each class (the classes 3A and 3F on Wednesdays and the classes 3G and 3B on Saturdays), from November, 9th to December, 17th;
- b. lessons about the experience in the kitchen, once a week (on Tuesdays) for two hours, from November, 15th to December, 20th.

An initial test was submitted to the students on September, 23rd to test their level of Italian. Another test was submitted to the students at the end of the first session of the Italian course, on November, 4th to verify their study. The lessons on November, 8th and 11th were

still about the first session, because I could not start participating to the cooking classes the week before. Finally, a final test was submitted together with a questionnaire on December, 20th to collect both objective and subjective data on the experience of the previous three months. Moreover, I kept a journal during the months of the internship in order to keep track of their oral production and comprehension, as it was not possible to record their performances. Therefore, the research data have been collected with qualitative and quantitative methods.

It is important to underline that the pre-test has been submitted in order to understand their initial level. To understand whether the Experiential Learning can help the Chinese students and to answer to the research questions, a comparison between the second and the final test has to be made. In fact, only by comparing them we can understand which one of the two sessions of the course helped the students more in acquiring the language.

3.2.2 – The subjects and the pre-requisites

The research has been conducted on nine students who started participating to the project "Il Milione" in 2016/2017. They arrived in Italy at the end of September 2016 and started going to school on the 23rd. There are six boys and three girls and they were all born in either 1998 or 1999, therefore they are all around 17-18 years old.

In China they studied Italian as a FL for two years and they also had the privilege to have an old intern from the school "A. Barbarigo" (an Italian Ca' Foscari graduate) who, for three months provided an Italian class, prior their arrival in Italy. Her aim was to help the students developing the oral production in Italian.

The majority of the group presented the same personality characteristics observed in Chapter two (especially the three girls, who always sat at the back of the classroom and rarely looked at me in the eyes). Two students out of nine were the exceptions, because they were constantly looking for ways to speak during the lessons.

The number of students who took the exam in China in May to participate to the project was originally 14. Only nine of them were admitted and Table 3 shows the subjects' results on the tests:

	Sex	Born	ITA /30	MATH /30	ENG /30	ORAL /10	TOT. /100
R.	M	1998	25	10	23	8	66
M.	M	1999	19,5	23	13	9	64,5
S.	M	1999	15,5	21	16	5	57,5
N.	F	1999	20,5	20	8	6,5	55
E.	F	1999	17,5	11	14	6,5	49
F.	M	1999	19,5	9	14	6	48,5
L.	M	1999	18,5	8	18	4	48,5
A.	F	1999	16,5	12	14	5	47,5
C.	M	1998	20	6	14	7,5	47,5

Table 3

To testify their pre-requisites I submitted on their very first day of school in Italy another Italian test, which will be discussed in detail in Chapter 4. They were not all at the same level and basing on the tests' results and on the experience of the first session of the Italian course, I made some considerations and divided the students into three groups.

3.2.2.1 - The more advanced students

Two students were considerably more advanced than the classmates. They could understand almost everything I said and were more confident in talking even though they made mistakes. One of them, I will refer to him as M¹², studied more and therefore he was more careful about the grammar and the use of the lexicon. He was always doing his homework and was always paying attention to my corrections. The other one, R., was more impulsive and confident about his capacities. He was very good in speaking and writing, but was not as precise as M. . He was rarely bringing homework and school materials (sometimes he would come to school without the backpack) and he frequently repeated that he was never studying Italian because he was already good.

¹² For privacy reasons, the names of the students have not been written and the initials have been changed.

3.2.2.2 - The intermediate group

This group was composed by six students, three boys and three girls, who were quite at the same level of Italian but behaved very differently:

- a. *The boys* all seemed shy and presented the characteristics of "the good Chinese student" presented in Chapter two. However, even though they were not actively participating in class, L. and C. seemed interested and were always paying attention to the lesson. They were always doing their homework and always coming to school.
- b. *F. and the girls.* Even if F. was at their same level at the beginning of the course, he then started missing many lessons or arriving very late and he was rarely paying attention. Moreover, he almost never brought the materials (pens, notebooks...etc) and did not seem very motivated.

The girls were always coming together and it happened sometimes that when one was sick, all of them stayed at home. They did not seem interested in the lessons and they were almost always using smartphones or talking to each other. They almost never brought their homework. E. was the only one who sometimes seemed interested to the lessons, whereas N. and A. were quite never paying attention.

3.2.2.3 - The weakest student

S. seemed to be the weakest one. He seemed to understand very little of what I was saying and he could not speak fluently. He did not have a shy personality and he sometimes tried to tell me something that happened to him, but lacked in vocabulary. He was always coming to school, but he was very close with R. and F. and was frequently influenced negatively by their behaviours.

The nine students were divided into four different classes:

- a. in the class 3A: three students (M., N., E.);
- b. in the class 3B: one student alone (F.);
- c. in the class 3F: two students (L., C.);

- d. in the class 3G: three students (R., A., S.).

The two more advanced boys were divided between 3A and 3G together with the girls and the weakest student. F. decided to stay by himself and L. and C., who seemed to be good friends, were together in 3F.

3.2.3 – *The objectives of the study*

In the first Chapter, we explained what is the Experiential Learning and how it has been demonstrated, by Neurosciences and other studies, that it can help in the learning of a FL or SL. However, this methodology expects the students to actively participate to the practical experiences and, as we have seen in Chapter two, Chinese students are not used to do that. Moreover, they are not used to study a Foreign or Second Language with humanistic and communicative approaches.

We will refer to the list made by Rogers (1973:8-10) and presented in Chapter one (see 1.2.3), to explain the objectives of this research.

- a. First of all, the learning is significant because the students are attending a school where the cooking class is mandatory and they have to be prepared and be able to learn together with the Italian classmates. This should push their motivation to learn the language, in order to be able to work as good as the classmates and to be able to be taken into consideration during the cooking classes. Moreover, they can manage to succeed their internship.
- b. The students are completely involved in the experience. They have to be able to understand the instructions of the teacher and the chef in order to do a good job. Moreover, it is important to create a good relation with the classmates, who can help them in difficult situations and work with them to fulfill a common objective (as the class is divided into many *brigade de cuisine* and have to prepare a full menu together).
- c. The relations created in the kitchen have to respect the hierarchy of the *brigade* and this means that one has to adapt to the situation and modify his/her personality in order to fulfill the objective (for example, one with a strong personality has to adapt when he/she is not at the top of the hierarchy).

- d. Finally, the kitchen is always full of new ingredients and new procedures to prepare the dishes. This gives the students the possibility to evaluate their learning and see if it is going towards the direction they want to. It gives them the pleasure to learn.

Having said that and having taken into account the data seen in 3.1, we promote the Experiential Learning to be a successful trigger to teach Italian as a SL to Chinese students, because it could:

- a. develop the students' level of Italian;
- b. increase their cooking vocabulary, in order for them to be able to actively participate to cooking classes;
- c. increase their motivation towards the study of Italian through the lessons in the kitchen and therefore, persuade them not to leave the project.

The study will be considered successful only if the students will pass the final test with a significantly different (and higher) mark from the one on the second test, as this would show that students learn better with the methodology of the Experiential Learning. Moreover, the questionnaires will be analysed and their subjective observations about this kind of methodology will be evaluated in order to understand if the experiment succeeded both objectively and subjectively.

CHAPTER FOUR

THE MATERIALS

In this Chapter, the materials prepared for this research are going to be presented.

As it has been previously stated, the Italian course has been structured in two sessions and a test has been submitted at the end of each one, in order to verify which one of the two sessions was the most efficacious. The Italian course has been organised as it follows:

- a. the pre-test;
- b. the Italian course;
- c. the first test;
- d. the Experiential Learning: the cooking lessons and the Italian course based on the experiences in the kitchen;
- e. the final test;
- f. the questionnaire.

The Chapter aims to objectively describe the materials. The results of the tests and data of the questionnaires are going to be discussed in Chapter five.

4.1 – The pre-test

On September 23rd, I had the very first lesson with my students.

To verify their knowledge of the Italian language, I submitted to them an initial test. My intention was to examine all the competences: oral and written comprehension and production and a hint of grammar.

The lesson lasted two hours and I wanted to dedicate the first one to better know the students and try to have an idea of their oral production. I did not want to create an anxious environment, in fact, I preferred testing them in a friendly atmosphere making them easy questions.

The second part of the lesson was dedicated to the actual test (available in the Appendix) composed by:

- a. one exercise of oral comprehension, in which they had to listen to a text I was reading out loud and write the words to fill in the gaps;
- b. one exercise of reading comprehension with an exercise of multiple choices;
- c. two grammar exercises, the first one was on the articles and they had to connect the sentences; the other one was a cloze test on the *presente indicativo* of some verbs;
- d. a written production about what they usually do in the weekends.

Most of the test is taken from *Quaderni CILS. Certificazione di italiano come Lingua Straniera* (Centro CILS, Università per stranieri di Siena, 2010). I decided not to rely completely upon the exercises in the book mentioned above, because I had very little time. Therefore, I decided to use some of the exercises of the test used in December 2007 (pp. 102 – 111), then I changed some and invented others.

I tried to provide a test quite similar to the one they did in May 2016, when they were in China (this test, mentioned in Chapter three, is available in the Appendix).

The test was quite simple, in fact, I decided not to make it too hard because I did not want to stress them out and I wanted to comprehend their knowledge on the articles and the *presente indicativo*, to better understand which grammar elements I had to start with.

Table 4 shows the results of the pre-tests:

	Oral comprehension Points: __ / 10	Written comprehension Points: __ / 4	Grammar Points: __ / 16	Written production Points: __ / 10	Total Points: __ / 40
M.	8	3	13	6	30
R.	10	2	12	8	32
L.	3	1	15	6	25
C.	4	2	15	6	27
F.	8	3	13	6	30
E.	6	3	14	6	29
N.	2	2	15	7	26
A.	6	2	15	6	29
S.	5	2	6	4	17
Average	5.8	2.2	13.1	6.1	27.2

Table 4

As it can be seen by the results, eight students out of nine passed the pre-test (as they got 21 or more, out of 40). Except from S., whose situation has been discussed in Chapter three, all the students seemed pretty confident with the linguistic elements tested. Thanks to this, I managed to understand their difficulties and I was able to structure both the sessions of my Italian course.

4.2 – The Italian course

The first session of the Italian course lasted from Friday, September 23rd to Friday, November 11th. Our two hour lessons were scheduled twice a week.

Knowing that Chinese students are normally used to a more formal kind of approach when learning a FL or SL, I started my language course with a presentation of the Italian school system. I explained to them how the relationship between students and teachers works and how an Italian teacher should be respected, even if he/she might seem friendly. I prepared an activity with drawings and sentences in order not to scare them or to force them to speak if they did not want to.

The approaches used during the whole course were the humanistic and communicative ones, but I also tried to adapt my lessons to the way the Chinese students are used to learn and therefore, sometimes, I would do a more formal lesson. At the beginning of the course I did not promote many communicative activities, but as the time passed by, I started introducing them, so that the students could get used to the approach used in Italy when learning a FL or SL.

The textbook I used during this part of the course was *Nuovo Progetto Italiano per cinesi I* (Marin, Magnelli, 2009) and other materials I created for them or found on the Loescher website (<http://italianoperstranieri.loescher.it/>). I also used another textbook to introduce the cooking lexicon: *Buon appetito! Tra lingua italiana e cucina regionale* (Gruppo CSC, 2004).

The contents of this session have been devised by me and have been accepted by my internship tutors, Annamaria Bonanome and Rossella Lorenzi.

The lexicon we studied together regarded:

- a. basic cooking vocabulary;
- b. the free time;
- c. the expressions: *Mi dispiace, mi presti ...*;
- d. the expressions: *Che bello! Che sfortuna!...*;
- e. the temporal adverbs.

The grammar regarded:

- a. *presente indicativo di verbi regolari e irregolari*;
- b. *preposizioni semplici a, da, in*;
- c. *pronomi diretti*;
- d. *pronomi indiretti*;
- e. *pronomi diretti e indiretti con verbi servili*;
- f. *passato prossimo*.

During this course I tried to focus on each competence in order to help them developing all of them.

4.3 – The second test

I concluded the Italian course with a test, available in the Appendix. It was submitted on November 4th and I did not test the *passato prossimo*.

I tried to maintain the same organisation of the pre-test and I added a few grammar exercises and one on the cooking lexicon.

The structure of the test is the following:

- a. one exercise on the oral comprehension, they had to listen to six dialogues and cross the right column whether the speaker was accepting or not the help offered by another speaker;
- b. a text for the written comprehension with a multiple choices exercise;
- c. four grammar exercises: one on the prepositions (connecting a sentence to the right one); one cloze test on the direct pronouns; an exercise on indirect pronouns in which they had to rewrite the sentences; an exercise with direct and indirect pronouns with servile verbs (in which they had to answer to ten Y/N questions);
- d. an exercise on the cooking lexicon, in which a drawing of a kitchen was given and they had to write simple sentences with *c'è / ci sono*;
- e. a written production exercise in which they had to describe an image picturing a situation.

Some exercises have been taken or inspired by the two books I used during the course: *Nuovo Progetto Italiano per cinesi I* (Marin, Magnelli, 2009) and *Buon appetito! Tra lingua italiana e cucina regionale* (Gruppo CSC, 2004). The exercise on the written comprehension has been taken from *Quaderni CILS. Certificazione di italiano come Lingua Straniera* (Centro CILS, Università per stranieri di Siena, 2010).

4.4 - The Experiential Learning

The second session of the Italian course was characterised by the experiment of the Experiential Learning methodology.

As it has been explained in the third Chapter, from November 9th, for five weeks I participated to the the cooking lessons and the week after I did a two hours lesson based on what they learned during the practice.

Since I did not know the menus, I could not decide in advance which lexicon we were going to study. I think it was perfect like this, because I was on their same level: I was discovering the menus, the ingredients, the procedures with them. This helped them getting more relaxed with me. The students were not “unpredictable” to me anymore, because they frequently made mistakes without being ashamed and they were fully involved in discovering what they were going to do.

The contents of these lessons were the following:

- a. the imperative;
- b. the imperative with direct pronouns;
- c. the form: *stare + gerundio*;
- d. the lexicon they were discovering in the cooking classes, especially: vegetables, compound words (as *pelapatate, tritacarne, tirapasta...*etc) and all the vocabulary they heard in the kitchen.

I organised each lesson following the three P's: Presentation, Practice, Production. Moreover, I tried to structure the lessons with the phases D'Annunzio (2009) advised and that have been presented in the second Chapter (see 2.3.2), even though it was not always possible to do it because we lacked in time. The grammar rules were always presented without a formal explanation. In fact, I usually would let them try to practice the rules first and then, before we reached the phase of Production, I would explain the rules formally (also because they seemed more comfortable with this familiar approach). In general, I tried to structure these materials paying particular attention into making them *attractive* for my students, as this could activate their stimulus appraisal (see Chapter one).

For the materials, I took some exercises, images and dialogues from the following textbooks:

- a. *Buon lavoro. L'italiano per le professioni. Ristorazione. A2* (Diadori, Semplici, 2015);
- b. *Buon appetito! Tra lingua italiana e cucina regionale* (Gruppo CSC, 2004).

However, I have not always taken the exercises and dialogues as they were, as I adapted them for my students' needs.

The aim of this course was to teach them the Italian grammar that is frequently used in the cooking environment and to help them developing the useful lexicon. Moreover, this course has been an experiment to understand whether the Experiential Learning can be used as a methodology with Chinese students.

4.4.1 – The first lesson

My first cooking lesson took place on Wednesday, November 9th (the second one was supposed to be on 12th, but the class attended an event out of the school) and the five students of 3A and 3F were all present.

The menu was composed by:

- a. *vellutata di zucca e patate;*
- b. *vellutata di pollo;*
- c. *vellutata di verdure;*
- d. *minestrone alla milanese.*

During the practical lesson, the Chinese students were left aside. The menu was poor and there were not many things to do. They did not participate, apart from M. (and he did it because he would propose himself). However, they observed all the people working and I did the best I could to make them *experience* something with the five senses, as they were very interested in the ingredients and the procedures to make the dishes. In the kitchen, I noticed that the students were more motivated and more willing to understand the language.

The lesson based on the experience, which took place on Tuesday, November 15th, was based on that single experience. Six students out of nine were present. Fortunately, five out of six were the ones who attended the cooking lesson the week before. The content of the lesson was the imperative (only with the singular second person) and the lexicon was about the vegetables.

At the beginning of the lesson, we repeated together the hierarchy of the kitchen: the professor selects a chef and he/she decides the brigades for that day. I tried to explain to them how the groups are self-managed and therefore, sometimes students have to stand up before the classmates to be able to participate.

I started the lesson with an exercise that could awaken their motivation (*Esercizio 1*). In this exercise, I presented the ingredients and the two objects they saw in the practical lesson and I asked them the names of vegetables and objects they remembered. Some of the students remembered a few terms and were quite participating.

For the phase of the Presentation, in *Esercizio 2*, I asked them to read the dialogues aloud. It was not hard for them to understand. I highlighted the words they did not know (*soffritto, strumenti, parmigiana, lunghezza*) and then they proceeded in answering the questions below. Their comprehension was quite good. In the *Esercizio 2c* they had to understand the difference between an order, a polite question, an advice and a compliment. The advice and the compliment were easy to understand, but they struggled a little bit in understanding the difference between the formal order and the polite request.

The Practice started with *Esercizio 3* and this went very well, apart from the 5th question, in which they showed they did not understand what a *soffritto* is. I explained it to them and I tried to draw an example, but the intent was only to present the word in order to practically show it to them in the kitchen. They looked at the *Scheda A* with interest and they were very captivated especially by the artichoke, because they did not know how to cook it or eat it.

In the *Esercizio 4* I wanted them to discover by themselves how the imperative is formed. We did the exercise looking at the verbs in the dialogue. Therefore, when the sentence ‘*e*’ arrived, they could see that the right answer was *inizia* and not *inizi* (as they all said). Afterwards, it was easy to understand how the grammar rule worked.

Since, at the beginning of the lesson, the phase of Motivation took a lot to be developed, I had little time left at the end of the class and therefore, we could only fill in the recipe in the *Esercizio 5*. It was quite a hard recipe and I saw that they were very tired. Therefore,

we struggled to finish it and I asked them as a homework to look for a Chinese recipe in order to be able, in the lesson after, to do the *Esercizio 6* together.

4.4.2 – *The second lesson*

The second cooking lesson took place on Saturday, November the 19th (on Wednesday 16th the five students did not come to school) and there were two students out of four.

Again, the class did not have much to do and this meant that the students could do very little.

Because the class was mainly making cakes and biscuits, the verb *montare* (to whip) has often been used. I stayed in the kitchen until the very end of the class and I tried to show them other objects that could be interesting. They were very interested in the *affettatrice* and they tried to use it. I explained to them how it works and every now and then I would ask them if they remembered its name. At the end of the class, one of the students found out that her ear cuffs were stolen and because there was not much to do in the kitchen, the teacher and I started asking to everybody who stole them. The thief was not found.

The lesson based upon the experience took place on Tuesday, November the 22nd and the contents were: the imperative with the plural second person, the negative imperative and the lexicon about baking and food containers.

What happened in the kitchen on the Saturday before, gave me an idea on how to start the lesson in class. On the book *Buon appetito! Tra lingua italiana e cucina regionale* (Gruppo CSC, 2004:81) I have found a quick game in which the students had to find out who killed a person in a villa. The murderer was the chef and we can see in the image that he is whipping the cream in the kitchen. I thought this was a perfect game to awaken their motivation at the beginning of the lesson. So, in *Esercizio 1* we did this game.

For the Presentation, in *Esercizio 2*, I presented a typical Italian situation in which a grandmother teaches her niece and nephew how to make a cake, more specifically: the Tiramisù. I have chosen this recipe because it contained some verbs and actions that the students frequently see in the practical lessons in the kitchen (dividing the egg's yolk and white, to whip...). The students told me that this is not a situation you would find in China, as the grandmothers rarely teach the nephews and nieces how to cook. The dialogue was followed by some reading comprehension exercises. In one of them I put the objects we needed to make the Tiramisù recipe and I added the *affettatrice* (which awakened their

curiosity in the kitchen). In the *Esercizio 2c* I wrote the grandma's shopping list to both see if they could find the ingredients in the dialogue and to present them the lexicon of the food containers.

For the Practice, I brought the real food containers at school, showing them the differences between one another and with the *Esercizio 3* they could better understand the different usages. The *Esercizio 4* was to practice the use of the imperative in the negative form and in the form with the plural second person.

The end of the class was dedicated to the practice of the grammar and lexicon of the two lessons. They had to take the recipe of the first lesson and convert the verbs with the imperative. They could choose to use the singular 'you' or the plural 'you' (*Esercizio 5* of lesson one).

Then, for the Production phase, they started in class and finished at home the part of the creative application of the rules in which they had to create a dialogue where a chef organizes with his/her helpers a recipe with vegetables (*Esercizio 6* of lesson one).

4.4.3 – The third lesson

The cooking lessons took place on Wednesday, November 23rd and on Saturday, November 26th. All the student, a part from A. on Saturday, were present.

On Wednesday, the students were equally divided into brigades and had their own task to do. The students in 3A were divided into three different brigades, whereas in 3F, L. was in one brigade and C. was the chef with another student.

On Saturday, F. was in one brigade with a Chinese-Italian classmate and he also had his own task. The students in 3G (R. and S.) were still left aside, because the class had a new teacher and it was not equally divided into brigades.

The menus of the four classes were composed by the following dishes:

- a. *lasagne alla bolognese*;
- b. *lasagne con pancetta e zucchine*;
- c. *cannelloni con ragù e besciamella*;
- d. *ravioli*;
- e. *risi e bisi (risotto con piselli e pancetta)*;
- f. *risotto ai funghi*;

- g. *risotto con zucca e salsiccia*;
- h. *fegato alla veneziana con patate*;
- i. *polenta*.

The lesson based on the experience was on Tuesday, November 29th and the aim was to present the imperative with pronouns and the compound words, which are both elements that are frequently used in the kitchen.

To awaken their motivation, I presented in *Esercizio 1*, a series of pictures of the recipes they did the week before and I asked them to cross the ones they made. Then, I asked them to remember and write the ingredients, the utensils they used and to indicate their favourite recipe.

For the Presentation, I wrote a series of orders that could be said by the professor or the chef during a cooking class. The orders contained the imperative with pronouns and the compound words. I added some pictures to explain the meanings of some words. In fact, when they read, for example, *ripieno*, they did not understand, but looking at the picture made them realise what it was. The “true or false” exercise was to verify their reading comprehension.

In the *Esercizio 2c*, they could start analysing the text by reading the orders and figuring out what the pronouns were substituting. Then, *Esercizio 3* and *4* were to continue the phase of Practice of the imperative with pronouns in two different contexts. In *Esercizio 5* they had to demonstrate their understanding and knowledge of the compound words I have presented to them in the cooking lesson and in the orders written in *Esercizio 2*.

Finally, for the phase of Production, they had to write ten orders by themselves, as if they were the chefs. I asked them to use the words they just learned to verify their comprehension of them.

4.4.4 – The fourth lesson

The cooking lessons were on Wednesday, November 30th and on Saturday, December 3rd. The students on Wednesday were all present and on Saturday there were only two students out of four (R. and S.).

In those weeks the classes were all trying to cook a Venetian menu and it was the following:

- a. starter: *polenta con soppressa e funghi*;
- b. first course: *risi e bisi, pasta e fagioli*;
- c. second course: *fegato alla veneziana*;
- d. side plate: *patate al forno*;
- e. dessert: *Tiramisù*.

The other dishes that have been prepared by the other classes were:

- a. pizza;
- b. *risotto con zucca e salsiccia*;
- c. *crostata alla marmellata*.

As all the students prepared the Venetian menu, I decided to awaken their motivation on the lesson on Tuesday, December 6th, by presenting them an empty menu and asking them to fill it in with the dishes they prepared. This was to see if they understood the difference between *primi piatti* and *secondi piatti* (in fact, some of them wrote *zuppa* in *secondi piatti*).

The grammar element of this lesson was the form: *stare + gerundio*. For the lexicon, I presented the words that they were always hearing in the kitchen in order for them to fix them in their memory as much as possible.

For the phase of the Presentation, I prepared a dialogue (*Esercizio 2*) in which a couple of friends were chatting and exchanging a recipe. I asked them if this is something their mothers would do, but they answered it would not be a familiar situation in China. To test their reading comprehension, I put the normal true or false exercise and then I presented the image of a calf's internal parts to show them where the liver is.

The phase of the Practice starts with *Esercizio 3* and is a representation of what normally happens in the cooking classes when I am there (in fact, my purpose was always to let them try to speak, rather than simply listen and cook). In this exercise they had to practice the form *stare + gerundio* in a context they know very well, as they were experiencing it every week. Then, to continue the practice, we did a mime game in which one of them had to mime a cooking action and the classmates had to guess the verb and conjugate it with the form *stare + gerundio*.

In the *Esercizio 3a*, they had to answer to some questions. The first one was the trickiest, because they never seemed to understand what a *servizio* is when the professor was saying that word during the cooking classes. The service is very important in the kitchen environment and therefore, understanding this word is essential. I wanted to make sure, with these questions, that they were actually learning something useful during the cooking classes and my lessons.

The *Esercizio 4* is in the phase of Production: I put an image of a girl cooking and I asked them to describe the picture using the form they just learned and trying to guess and be creative.

4.4.5 – The fifth lesson

The fifth lesson was on Tuesday, December 13th and the week before I did not participate to the cooking lessons, as the school was closed for December 8th holiday.

Even though I did not go to the cooking class, this lesson's aim was to prepare the students for the final test of the following week. In fact, I structured the materials and the activities as the real test they were going to do. During the lesson, before each exercise, I was explaining to them exactly how many points that exercise was worth and what I was expecting from them.

This lesson's aims were:

- a. to refresh all the notions learned in the past four weeks;
- b. to prepare the students for the test.

For the phase of the Motivation, I put a funny image at the bottom of the first page. Then we started completing the materials together (as it is quite similar to the final test, see 4.5 for the description of it).

That week, on Wednesday, December 14th and on Saturday, December 17th, I went to the cooking classes for the last time in order to see if in their oral comprehension and production were better and to help them preparing for the test by asking them some questions in the practical laboratories.

4.4.6 – Considerations about the cooking classes

During the month in which I attended the cooking lessons, I observed the teachers, the Chinese students and their classmates and I made some considerations that should be investigated when trying to teach Italian as a SL with the methodology of the Experiential Learning:

- a. not all the professors paid too much attention to what the Chinese students were doing. Some of them would stop by them and give a few pieces of advice, but they mostly left them working with the classmates, as the class was always organized into various autonomous brigades.
- b. the autonomy left to the students implicated that in very few brigades there was a fair collaboration. There was rather a hierarchy in which the Chinese students would almost always be at the bottom. However, there were some students who were happy to let the Sinophone students try to cook and who told them some information about what they were preparing.
- c. in this environment there is always a rush and therefore, many times the Chinese students do not do anything at all for the whole five hours of the cooking lesson. This happens because the classmates have to prepare meals very quickly and cannot wait to explain to the Chinese students what they could do to help. Both the teachers and the classmates prefer to leave them watching. The problem is that they get annoyed and bored and the motivation does not grow. They do not feel part of the group and they are not happy about the practical lessons.
- d. the rush is also the reason why, when the Chinese students were helping to prepare a dish, sometimes they did not understand what they were doing. Many times, I would ask the classmates or the professor if there were some terms for the procedures they were doing or for some ingredients or dishes, because when I was asking the Chinese students what they were making, the answer was often: “Non lo so”.

More attention should be paid to the brigades in which the Chinese students are present, in order to check whether the classmates are including them and teaching them what they have to learn or they are leaving them aside.

4.5 – The final test

At the end of this session I submitted another test in order to verify whether there had been some improvements from the second test.

The final test was structured as the second test, but most of all, I tried to make it similar to the fifth lesson's material.

The structure was the following:

- a. an oral comprehension exercise, in which the students had to listen to me reading some orders out loud and they had to make a cross on the five objects I was mentioning. Then, they had to write the names of all the six objects that were shown. They could listen to me three times.
- b. a dialogue for the written comprehension with a multiple choices exercise.
- c. three grammar exercises: one was about the imperative with pronouns and they had to connect one sentence to the right one; one cloze exercise with the form *stare + gerundio* and a third exercise in which they had to complete the recipe with the right verbs listed above and then re-write the same recipe with the imperative form (they could choose between the singular or plural form).
- d. an exercise to test their knowledge on the cooking lexicon that we studied during the course and that they have seen and used during the cooking classes. I added, at the bottom of page 5 of the test, a bonus question. I added it when I finished projecting the test, because I was curious to know who actually understood what a *soffritto* was. This is a quite important word, which is said many times in the kitchen and I wanted to give a bonus of one point to whoever did that answer right (I was not taking away points to the ones who did it wrong).
- e. the written production was composed by two questions and they had to choose one. The first one asked to describe an Italian or Chinese recipe (the week before I told them to study one); the second one asked to describe what they usually do during the cooking classes and if they like them.

For this test I have only taken the dialogue from *Buon lavoro. L'italiano per le professioni. Ristorazione. A2* (Diadori, Semplici, 2015) and adapted it for my students. For the rest of

the test I searched the images on the internet or taken them from *Buon lavoro. L'italiano per le professioni. Ristorazione. A2* (Diadori, Semplici, 2015).

The test, as the second one, had a maximum score of 90 points and the minimum to pass was 46. The experiment of the Experiential learning was to be considered successful if at least five out of nine students passed the test.

4.6 – The questionnaire

Together with the Annamaria Bonanome and Rossella Lorenzi, it has been decided to submit a questionnaire to the students, in order to analyse subjectively the objective results of the tests.

The questionnaire, which is available in the Appendix, wanted to analyse the preferences of the students.

As we have seen in the second Chapter, the Chinese students are known to prefer a more formal way to study. In spite of that, the whole Italian course has been structured following humanistic and communicative approaches. Therefore, with the questionnaire we wanted to understand if the students liked the new way of learning Italian and which one of the two courses they preferred.

The questionnaire was structured as it follows:

- a. the questions 1 and 2 were to understand the age and for how long the students have been in Italy;
- b. the question 3 was to investigate if the decision to come to Italy was their own or their parents';
- c. the questions 4 and 6 asked the students to give their opinion and select their favourite way to study and write why they have selected that one. On the contrary, the questions 5 and 7 asked the student to choose the worst way to study for them and to write the reason;
- d. the question 8 was to understand which one of the two Italian courses they preferred and if, by any chance, they did not like any of them;
- e. the questions from 9 to 12 examined the first session of the Italian course and asked the positive and negative aspects of it, the ones that should be ameliorated and the

most important aspect in this kind of course. The same questions have been asked (from question 13 to 16) about the Italian course based on the cooking lessons;

- f. finally, the last question asked the students to give us some advice about the Italian course.

The answers of the questionnaire can help understanding whether the experiment of the experiential learning with Chinese students has been successful or not. In fact, the results of the tests are objective data, which only show their comprehension and production of the Italian language. To understand if this methodology can be used also with Chinese students, the anonymous questionnaire was necessary.

CHAPTER FIVE

RESULTS AND DISCUSSION

In this Chapter the aim is to describe and discuss the results of the research.

First of all, the results of the tests and the questionnaire are going to be described. Then, a discussion is going to be presented in order to answer to the research questions and to understand if the Experiential Learning has been a successful experiment.

5.1 – The results

In this sub-paragraph the objective and subjective results of both the tests and the questionnaires are going to be presented.

5.1.1 – The tests

The students took four tests from May to December. In Chapter three, we have already presented the results of the test they took in China and the ones of the pre-test they took in Italy (September 23rd).

In this Chapter, only the results of the last two tests are going to be discussed. The highest score the students could get was 90 and the test was considered passed if they reached a score of 46/90 or higher.

An analysis on the results is presented out of the total mark the students had in both the tests. Then, every competence that has been evaluated in the tests is going to be described and discussed.

The results of the tests are listed in the following table:

	Second test Nov. 4th 2016	Final test Dec. 20th 2016
M.	59.5	66.5
R.	61.5	71
L.	57	61
C.	48.5	62
F.	33.5	34.5
E.	29.5	51.5
N.	42	55.5
A.	33	53.5
S.	19.5	38
Average	42.7	54.8

Table 5

As we can see by the results, the test on November 4th registered five students out of nine who did not pass the test, while on December 20th the amount of students not passing the test decreased to two out of nine. Moreover, the average of the former is below the minimum score to pass, whereas the one in the latter has considerably increased.

We can see that almost everyone registered a significant amelioration, except from the case of the student F., who registered almost the same mark. As we are going to see in the discussion, this can be partly explained by the fact that he never attended the cooking lessons.

5.1.1.1 – The oral comprehension

	November 4th points: __ / 12	December 20th points: __ / 12
M.	8	12
R.	8	10
L.	8	6
C.	8	6
F.	6	0
E.	2	0

N.	6	4
A.	8	0
S.	4	4
Average	6.4	4.7

Table 6

The oral comprehension did not register significant improvements. Only two students out of nine actually had an improvement and they were the more advanced students. It is important to notice that three students registered 0/12 and F. is one of them.

The exercises in the two tests were very different and it is probable they did not understand what they had to do in the final test because the students who registered 0/12 wrote words that I did not mention (see exercise 1 of the final test in the Appendix). E. and A. wrote the following words:

- a. “pendola”, “scuolapedolla” instead of “scolapasta”;
- b. “frullatore” instead of “frusta”;
- c. “la frusta elettrica” instead of “grattugia”;
- d. “l’affettatrice” instead of “tritacarne”;
- e. “cucchiaino” instead of “mestolo”.

Moreover, A. crossed the picture of the box (even though I did not say “scatola” in my speech) and wrote “frigorifero” underneath.

F. showed that he did not understand the exercise at all because he only wrote “scondella” instead of “scolapasta” and then nothing else. Moreover, he crossed the wrong images.

These data were very surprising, because I personally saw an improvement in their oral comprehension both in the cooking classes and in the Italian lessons. This is why, even though I do not have data to demonstrate it, I think there was a misunderstanding with these three students and this is why the average has lowered.

5.1.1.2 – The written comprehension

	November 4th	December 20th
	points: __ / 8	points: __ / 8

M.	8	6
R.	4	6
L.	6	8
C.	2	8
F.	4	6
E.	4	4
N.	2	4
A.	4	8
S.	2	6
Average	4	6.2

Table 7

The results of the reading comprehension show a general improvement and this is probably because in the three months of the course I gave them many dialogues and recipes to read and understand. Even though (as it was said in Chapter three) five students out of nine were quite never doing homework, we read a lot in class and I always gave them some exercises to develop their comprehension skills. In the dialogue presented in the final test we included all the words and expressions they learned during the Italian course based upon the cooking classes and this clearly helped them doing well in this part of the test.

5.1.1.3 – The grammar

	November 4th points: __ / 40	December 20th points: __ / 40
M.	25,5	27
R.	29,5	29
L.	29	30
C.	21,5	25
F.	11,5	18,5
E.	11,5	27,5
N.	20	27
A.	14	29
S.	5	12,5

Average	18.6	25.1
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Table 8

As we can see in this table, the highest mark of these exercises was 40 and only four out of nine students registered more than 20 points in the test on November 4th. Only one student, N., got 20 while the other students got less. However, in the final test, only two out of nine students registered less than 20 points and S. showed a good improvement, especially because he particularly succeeded in exercise 4.

R., F. and S. did not understand what they had to do in exercise 5 and 5a, even though the week before we did the same exercise with a different recipe in class. Probably their lack of attention in class and the habit of not showing to the teacher that something was not understood, took them to fail it almost completely. Most of all, R. could have registered a very high final mark in the test, because this was the only exercise he failed.

5.1.1.4 – The lexicon

	November 4th points: __ / 10	December 20th points: __ / 10
M.	8	8
R.	6	10
L.	3	6
C.	6	8
F.	0	1
E.	5	7
N.	4	7
A.	2	5,5
S.	3	5,5
Average	4.1	6.4

Table 9

As it can be seen by these results, the majority of the students slightly ameliorated in the lexicon, except from M. who remembered the same amount of words and F. whose results are 0/10 and 1/10.

It is interesting to notice that in the final test, everybody ameliorated in the lexicon, but most of them did not remember “scatola” nor “pacco”. In fact, I presented to them the food

containers during the second lesson in class (see 4.4.2), but they never really used them or heard their names during the cooking classes.

Moreover, another interesting thing is that under the ninth picture, the student E. wrote “bul” (“boule”) instead of “ciotola” or “terrina” (which were the names I have taught them) because her classmate once said this word to her during the practical lesson and she remembered it.

5.1.1.5 – The written production

	November 4th points: __ / 20	December 20th points: __ / 20
M.	10	13
R.	14	15
L.	11	11
C.	11	15
F.	12	9
E.	7	13
N.	10	13
A.	7	13
S.	4,5	10
Average	9.6	12.4

Table 10

For the written production, they could prepare a recipe and write about it or answer to the questions presented. There has been a general improvement, especially in the girls and S. who wrote very much better than in the test on November 4th. As it can be seen in the table, eight students out of nine passed this part as they got 10 points (or more) out of 20. Even though many students were rarely doing the homework, I insisted on the importance of developing the written production skill and they managed to increase it.

5.1.1.6 – The oral production

I did not have the possibility to record the students’ performances during the three months of the course; therefore, no objective data has been collected for this competence.

In fact, the qualitative data have been collected through my personal journal, where I had the chance to take notes of my students' attitudes and their improvements in the oral production. Because these are not objective data, a general consideration above all the students is going to be made.

As in the oral comprehension, almost all the students did have a slight increase in the oral production, and it was especially noticed in the students who were very silent in September, as S., who, in December, seemed to be more self confident speaking to teachers and classmates. As in the other competences, F. did not ameliorate and this was probably due to his lack of making efforts to speak.

To compare the results of the various competences, a proportion has been made and the average has been calculated as if the maximum in each competence was always ten. Therefore, this gives an idea on how each competence has developed during the two Italian courses.

	November 4th	December 20th
Oral comprehension	5.5	3.8
Written comprehension	5	7.8
Grammar	4.7	6.3
Lexicon	4.1	6.4
Written production	4.7	6.1
Total mark	4.7	6.1

Table 11

The results of the final test, compared to the one conducted after the Italian course, show that the students developed all the competences and, in general, they improved their Italian skills. As it is going to be mentioned in the discussion, these results can be connected to the Experiential Learning experiment, which has been successful according to these objective data.

However, the only competence that has lowered is the oral comprehension. In fact, from 5.5 it has lowered down to 3.8. This could be easily explained with the considerations made in 5.1.1.1. Due to a lack of time I could not test the students again on this competence, but I am sure that if I did, the results would have been different.

5.1.2 – The questionnaires

In this sub-paragraph the results of the questionnaire are going to be presented.

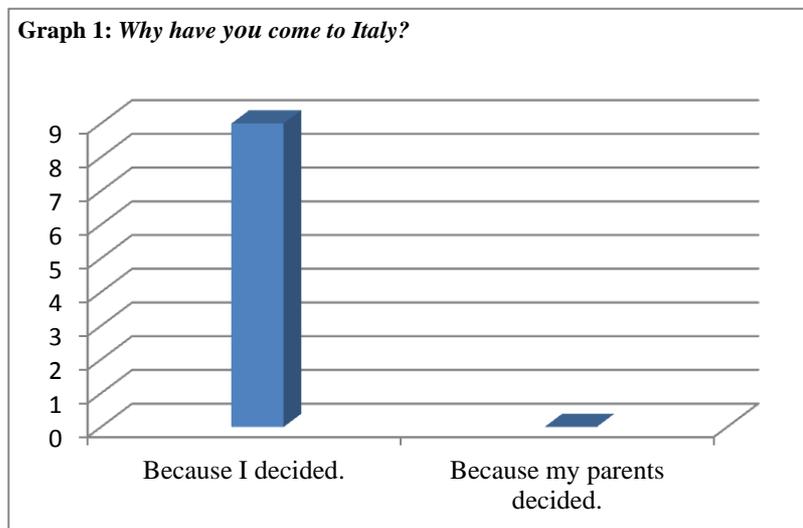
As the questionnaire has been redacted mostly with open questions, similar answers have been collected together in graphs, charts and tables.

The questionnaire structure can be seen in the document in the Appendix and the results are going to be described by gathering together the questions with similar contents.

5.1.2.1 – Information about the students (Questions 1, 2, 3)

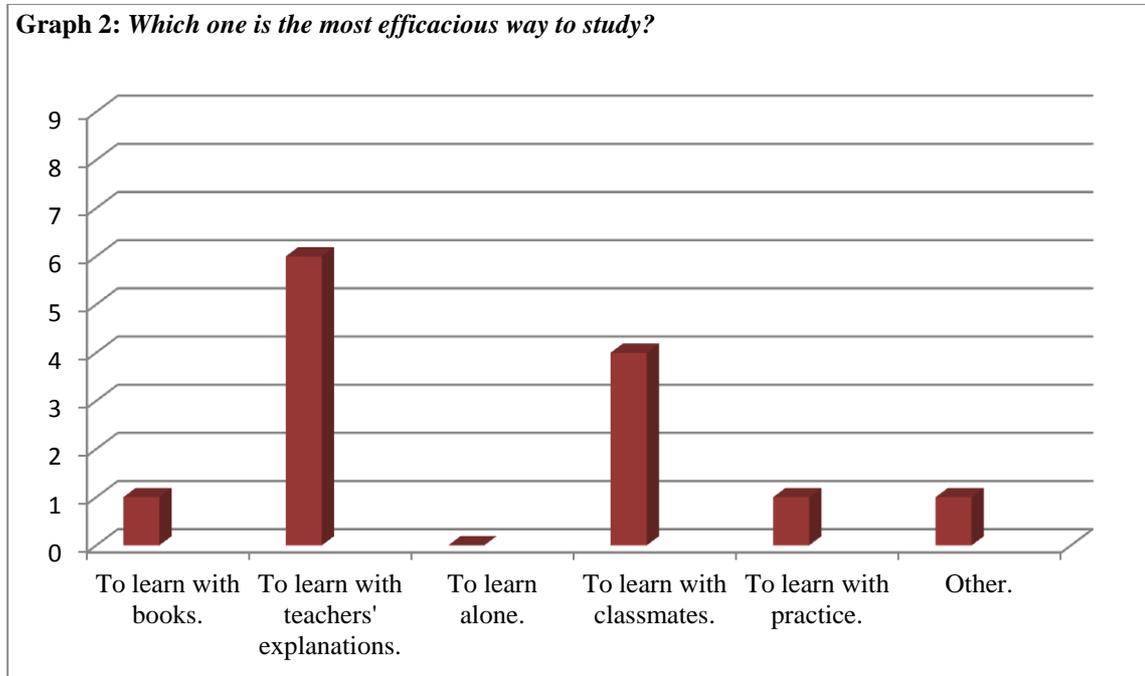
Three out of nine students are 18, whereas the others are 17 years-old.

They have all been in Italy for three months, except from one student who wrote on the questionnaire that he has been here for four months (even though they have all arrived together at the end of September).



Graph 1 shows that apparently none of the students has been “forced” by their parents to do this experience in Italy. Therefore, these results testify that all of them were motivated and really wanted to do this experience.

5.1.2.2 – The most efficacious way to study and why (Q. 4, 6)



One of the students selected four different answers comprehending:

- “to learn with books”;
- “to learn with teachers’ explanations”;
- “to learn with classmates”;
- “to learn with practice”;

Another student selected two answers out of six and they were:

- “to learn with teachers’ explanations”;
- “to learn with classmates”.

There is only one student who did not select the two answers just mentioned. He/she selected “other” and wrote: “To have an Italian girlfriend”.

Summing up, we have 13 answers instead of nine, but it is clear that these nine students’ first choice is “to study with the teachers’ explanations” and the second one is “to study

with the classmates”. Only one student likes also to study with books and by doing practice.

We are now going to analyse the reasons why the answers to question 4 have been selected by looking at the results of question 6:

PREFERENCES	REASONS
To learn with books.	No reasons specified.
To learn with the teachers' explanations.	<ul style="list-style-type: none"> - The teachers' explanation is important when I do not understand something (especially in the books); - Possibility to reach knowledge in a quicker and more precise way.
To learn alone.	Not selected by anyone.
To learn with classmates.	<ul style="list-style-type: none"> - Discussions with the classmates can stimulate reflections upon various problems; - Everyone has his/her own strong point to share; - It is a simple method and one can have fun while learning; - It is interesting and it gives results.
To learn with practice.	Deepening the subjects in person helps memorising them better.
Other: “to have an Italian girlfriend”.	Because there are more exchanges.

Table 12

This table shows that the students give strong importance to the teachers' explanations, which could help them when they are in difficulty. They also recognise the fact that with the teachers' help the information learned is more precise and that they make less effort and study faster.

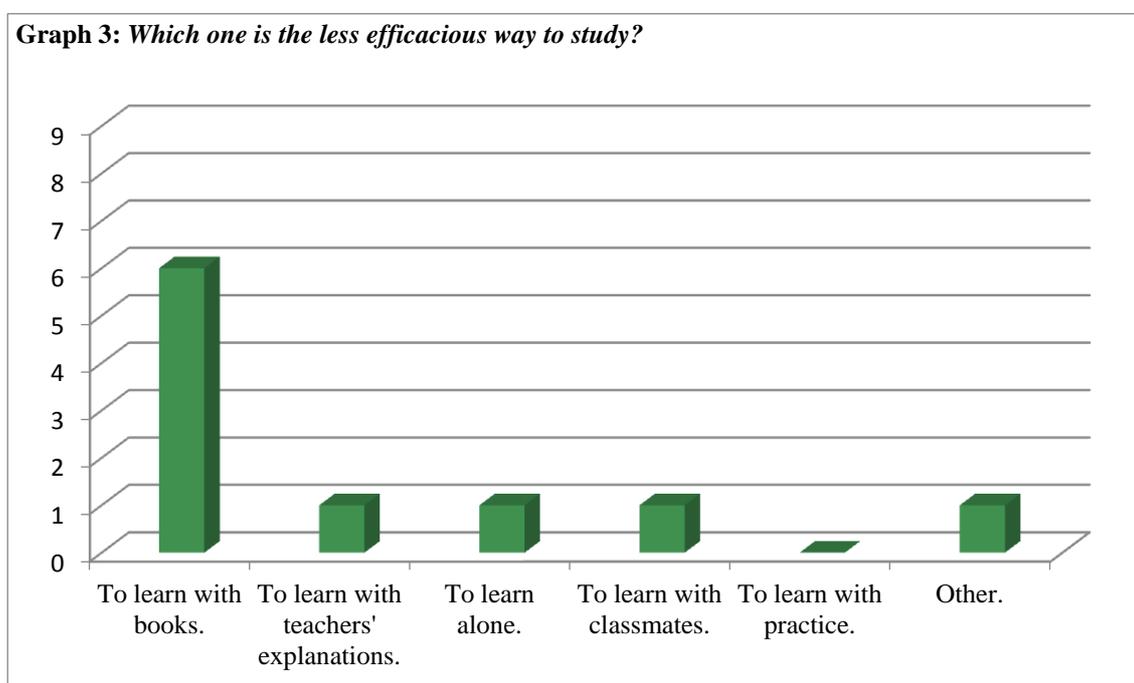
The students' second choice was "to learn with classmates" and this was selected mainly because it is seen as a funny and light way to study. It is interesting to notice how one of the students wrote that everyone has his/her own strong point and can share it with friends, because, as we have seen in Chapter one, there are various learning styles and strategies and it is positive that the students learn new styles and strategies from their classmates because this gives them the possibility to approach learning in different ways.

The reason why "to learn with books" has been selected was not specified and this is probably because it was chosen as *one* of the best ways to study and not as *the best* one.

"To learn with practice" is a way to deepen more into a subject, learn it better and memorise it and this is actually the aim of the Experiential Learning. However, only one out of nine students selected it as *one* of the most efficacious ways to learn.

Finally, the student who selected "other: to have an Italian girlfriend" justified it with the fact that, obviously, with an Italian girlfriend/boyfriend the possibility of oral and written exchanges increases and this can help developing a good linguistic competence in Italian.

5.1.2.3 – The less efficacious way to study and why (Q. 5, 7)



In this case as well, we can clearly see that almost all the students selected the same answer, which is "To learn with books".

One student has selected two answers, that were:

- a. “to learn with books”;
- b. “to learn with teachers’ explanations”.

This student, in fact, selected “To learn with classmates” as the preferred way to study.

The student who selected “To learn with classmates” as the worst way to study, selected “To learn with teachers’ explanations” as the favourite one.

The student who selected “other”, wrote: "To copy from the book".

The following table shows the reasons why the methods listed above have been selected as the less efficacious ones.

PREFERENCES	REASONS
To learn with books.	<ul style="list-style-type: none"> - It is very boring and long (and it does not give any result), it makes you sleepy and not willing to study; - It is a mechanical memorisation and there is no comprehension.
To learn with the teachers’ explanations.	Selected by a student who selected also ‘learning with books’ and wrote: “it is boring and it does not give any results”.
To learn alone.	There is no help.
To learn with classmates.	The level is not the same and it does not help to increase knowledge.
To learn with practice.	Not selected by anyone.
Other: “to copy from the books”.	Mechanical memorisation without comprehension shows no results.

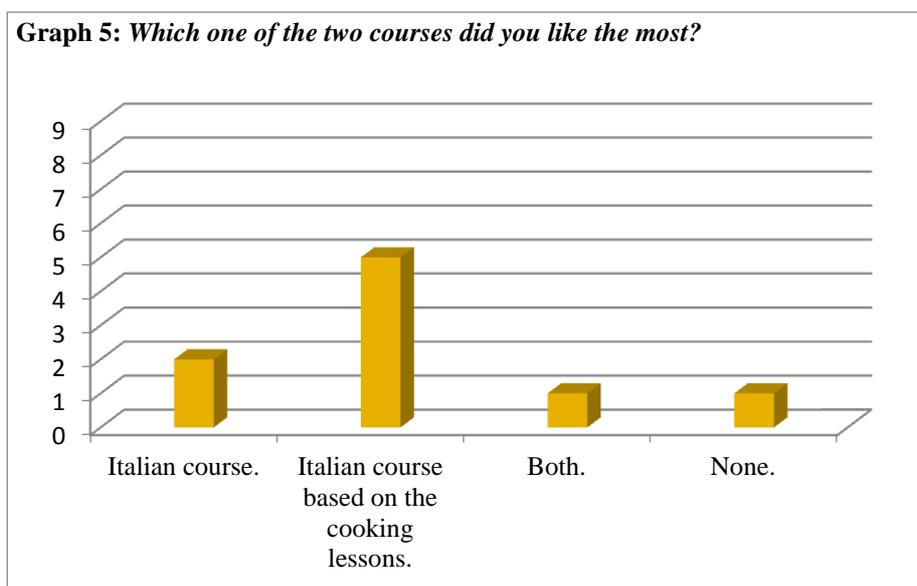
Table 13

Even though, in the second Chapter, we have seen that studies show that Chinese students usually memorise concepts without understanding them, these results show that the memorisation alone is recognised to be useless. Moreover, the learning based only on the

textbooks is thought to be boring and “it does not give any result” and so, apparently, does the teachers’ explanation (even though only one student selected it and wrote this).

Learning alone does not seem to be an efficacious method because there is no help. Finally, what is not useful about learning with the classmates is the fact that there are different levels (probably in the competence in the language) and the student who selected it thinks this could affect the studying of the single person.

5.1.2.4 – *The favourite Italian course (Q. 8)*



Five students out of nine wrote that they preferred the Italian course based on the cooking lessons, whereas two students selected the Italian course. Moreover, one student wrote that he/she liked both the courses and instead, another one wrote that he/she liked none of them. However, as we are going to see, even though the latter expressed his/her dislike for both the courses, he/she did not list the negative aspects of the courses when asked (in questions 10 and 14), nor gave advice on what should be ameliorated in each course (questions 11 and 15) or in general (question 17).

This graph cannot be commented without presenting the students’ personal opinions about the two courses. In fact, the following two sub-paragraph show how many students gave similar answers to each question and who exactly gave those answers: the opinion of a student preferring the Italian course would be different from the one who disliked them both.

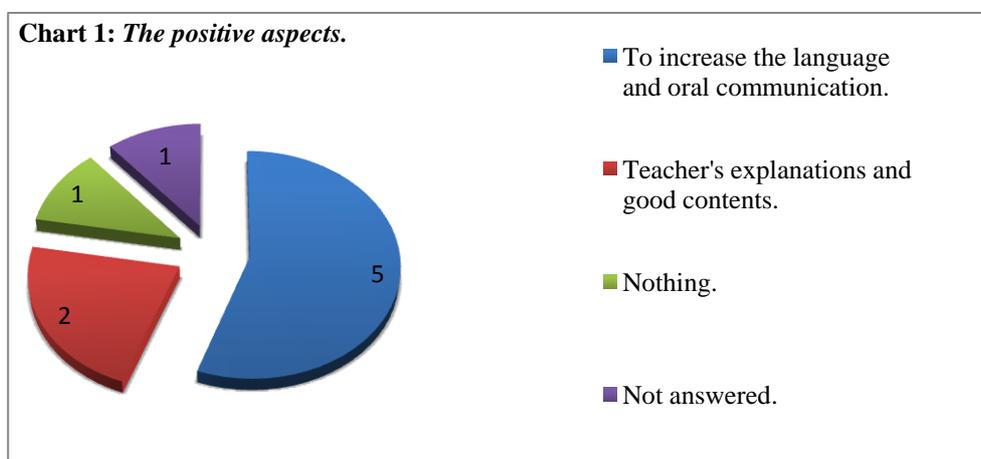
To facilitate the analysis, four groups have been created.

- a. *Group 1*: the students who preferred the Italian course;
- b. *Group 2*: the students who preferred the Italian course based on the cooking classes;
- c. *Group 3*: the student who liked them both;
- d. *Group 4*: the student who disliked them both.

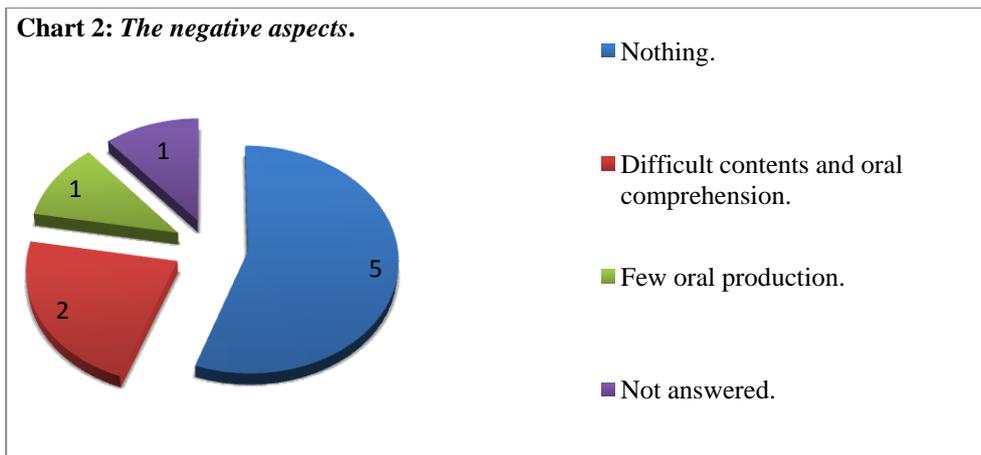
The answers that have been given and their occurrences are going to be presented in 5.1.3.5 and 5.1.3.6.

5.1.2.5 – Evaluation on the Italian course (Q. 9 to 12)

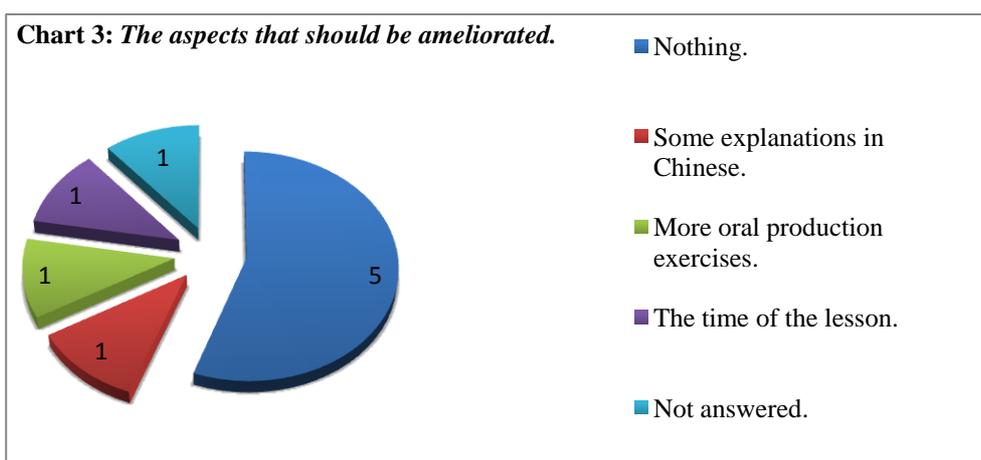
Questions from 9 to 12 refer to the Italian language course. One student from Group 2 has not answered to any of these questions probably because he/she thought he/she did not have to answer. Moreover, another student from Group 1 answered “nothing” to each question, except from question 12.



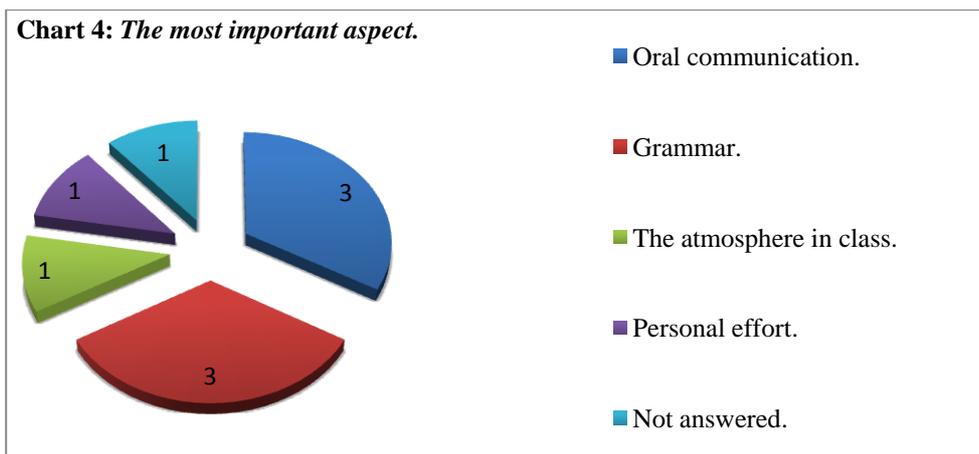
This chart shows that five students out of nine recognised as a positive aspect the focus on the oral communication and the increasing of the language. Moreover, my explanations and the contents I chose for them were considered good and satisfying and two students recognised it.



Five students out of nine wrote that there were no negative aspects about this session of the course. Two students wrote that they considered some contents and the oral comprehension a bit too hard. Finally, one of them complained about the few oral production exercises they had to do.



In question 11 as well, five students out of nine wrote that nothing should be ameliorated about this course. Other students suggested to increase the oral production (which was indicated as missing) and the explanations in Chinese, probably because of the difficult contents and oral comprehension. A student also wrote that the time of the lessons was an aspect to take into account: the lessons started at 8 am and lasted two hours. It is interesting to notice this, as it could be sign of tiredness of school.



As we can see in Chart 4, the preferences are split into two major ideas: on the one hand, the oral communication and on the other hand, the grammar. We could interpret these data by assuming that the formers liked the communicative approach I was using for the course and happened to adapt to it quite easily, whereas the latter preferred the formal approach they were used to.

One student indicated as the most important aspect the personal effort of each student and another one wrote about the atmosphere in class, probably because I was always trying to prepare exercises and activities that would not stress them in order to lower their affective filter and it is good that someone pointed it out.

The following table shows the answers that have been given by the students divided into the four groups that we have seen in 5.1.3.4. The following analysis on data that has been collected wants to truly understand the opinion of the students taking into account which one of the two courses they preferred.

	Group 1	Group 2	Group 3	Group 4
The positive aspects.	<ul style="list-style-type: none"> - Nothing; - To increase the language. 	<ul style="list-style-type: none"> - To increase the language; - Good contents and explanations. 	To increase the language.	Oral communication.

The negative aspects.	<ul style="list-style-type: none"> - Nothing; - Few oral production. 	<ul style="list-style-type: none"> - Nothing; - Difficult contents and oral comprehension. 	Nothing.	Nothing.
The aspects that should be ameliorated.	<ul style="list-style-type: none"> - Nothing; - More oral production. 	<ul style="list-style-type: none"> - Nothing; - More explanations in Chinese. 	Nothing.	Nothing.
The most important aspect.	Grammar.	<ul style="list-style-type: none"> - Oral communication and production; - Clearer grammar examples; - The atmosphere in class. 	Personal efforts.	Exercises and oral production.

Table 14

We can now better understand the results shown in the charts. In fact, by this table we can see that the students who preferred the Italian course were the ones who indicated grammar to be the most important aspect. These students were probably used to the formal methodology used in China and therefore could have been skeptical to the approach I was using, which was quite far from what they are used to.

***5.1.2.6 – Evaluation on the Italian course based on the cooking lessons
(Q. 13 to 16)***

Questions from 13 to 16 refer to the Italian course based on the cooking lessons.

The same student who answered “nothing” to questions 9 to 12, answered the same in questions 13 to 16, too.

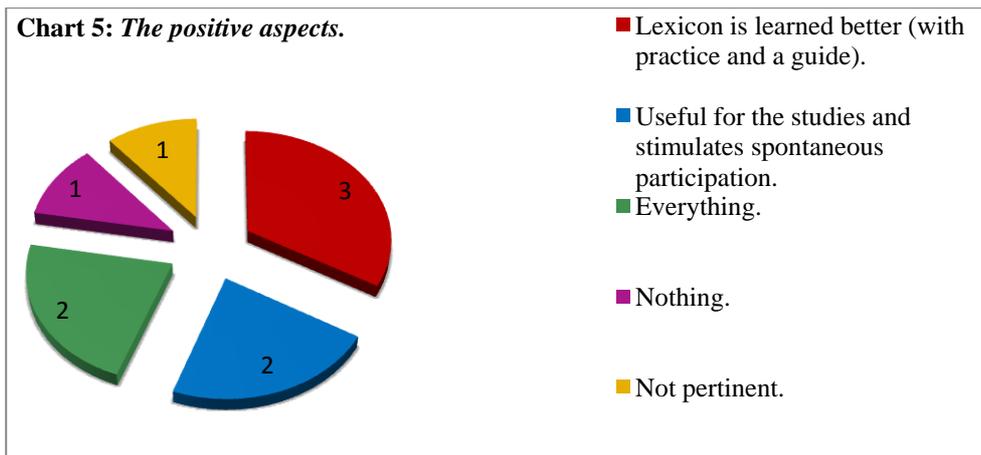
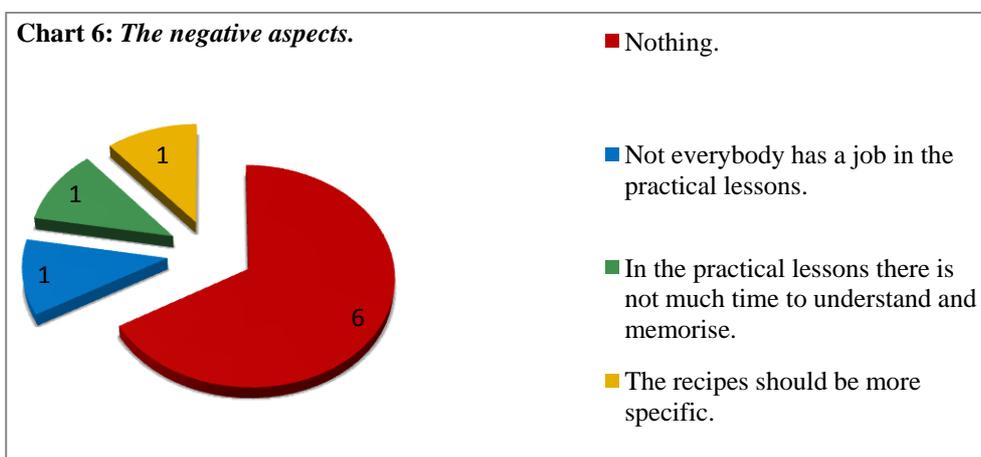


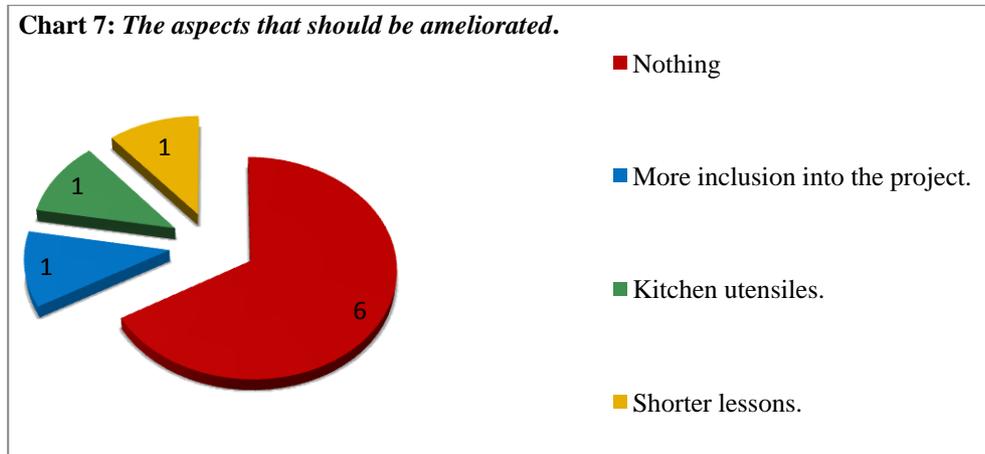
Chart 5 shows the positive aspects that were indicated by the students for this session of the course. We can see that, in comparison to the answers given on the Italian course, here we have more specific answers: this course is recognised to be very useful for the students' studies. Moreover, three students recognised that the practice and a guide in the kitchen helped them to learn more lexicon and this indicates that they recognized the importance of the practice and the activities related to it. As it can be seen, two students wrote that everything was positive in the course. Finally, always the same student wrote "nothing" and one wrote a comment which was not pertinent with the research and the question.



Two out of three negative aspects that have been indicated were about the practical lessons in the kitchen. In fact, the students complained that they were usually left aside and did not have a job and therefore this did not help them to learn. Moreover, the time to memorise the lexicon during the practice was indicated not to be enough (but, of course, the lessons based on the experience were supposed to help the students in that).

The third indication that has been made was about the lessons in class and it regarded the recipes that we studied together: the student indicated that they should have been more specific and the procedures should have been described better.

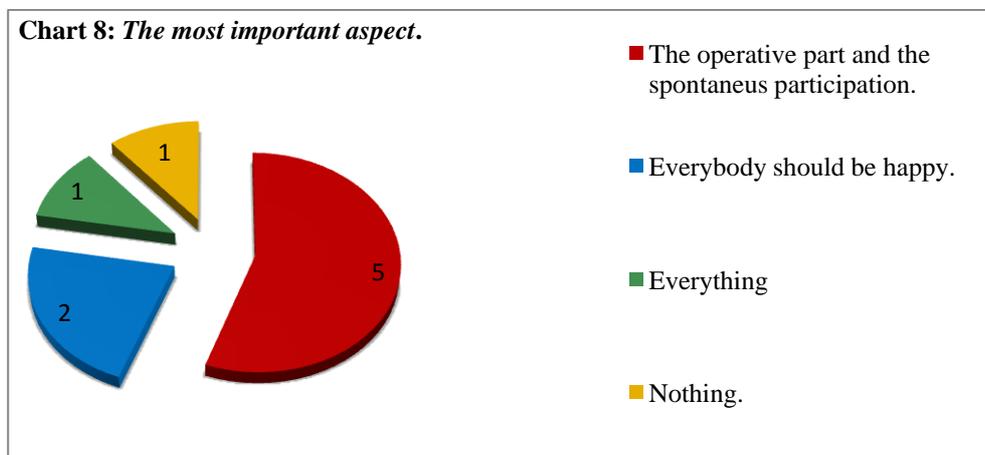
The remaining six students indicated that there were no negative aspects.



Six students out of nine wrote that nothing should be ameliorated, whereas three students gave advices. One student asked for more inclusion into the project because, as we have seen in the Chart above, they complained to be frequently left aside.

Another student asked to be more precise in the kitchen utensils, probably because he/she wanted to really understand the recipes and how the utensil should be used.

Finally, again we have another complaint about the length of the lessons, which should last around 45 minutes – 1 hour. Probably the students were not used to two-hours lessons and struggled to get used to them.



Finally, in the last Chart, the general opinion about the most important aspect of this session of the course is the operative part, the practice, which stimulates the spontaneous participation and the natural communication.

Moreover, two students indicated that it is important that everybody enjoys the experience (even the teacher) and that is a relaxed environment and no one gets stressed.

One student wrote that everything about this course was important and the student, who wrote that nothing was good, confirmed his/her point of view.

The following table shows who, in particular, gave the answers we saw in the Charts.

	Group 1	Group 2	Group 3	Group 4
The positive aspects.	<ul style="list-style-type: none"> - Nothing; - Useful to learn the lexicon. 	<ul style="list-style-type: none"> - Stimulates spontaneous participation; - Useful for the studies; - Lexicon is learned better with practice; - Everything. 	Everything.	The lexicon is learned better.
The negative aspects.	Nothing	<ul style="list-style-type: none"> - Nothing; - In the practical lessons: not much time to understand and memorise; - Not everybody has a job; - More specific recipes. 	Nothing.	Nothing.
The aspects that should be ameliorated.	Nothing	<ul style="list-style-type: none"> - Nothing; - More inclusion in the project; - The kitchen utensils; - Shorter lessons. 	Nothing.	Nothing.

The most important aspect.	<ul style="list-style-type: none"> - Nothing; - The operative part. 	<ul style="list-style-type: none"> - Stimulates spontaneous participation; - The operative part; - Everybody happy. 	Everybody happy.	Everything.
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Table 15

Table 15 shows that the operative part was recognised to be the most important aspect, not only by those of the second Group, but also by the ones of Group 1.

Moreover, the second group of students is the only one that gave real advice and was critic towards some aspects of this session: being more interested and motivated, they pointed out the aspects that should be ameliorated in order for it to be more useful.

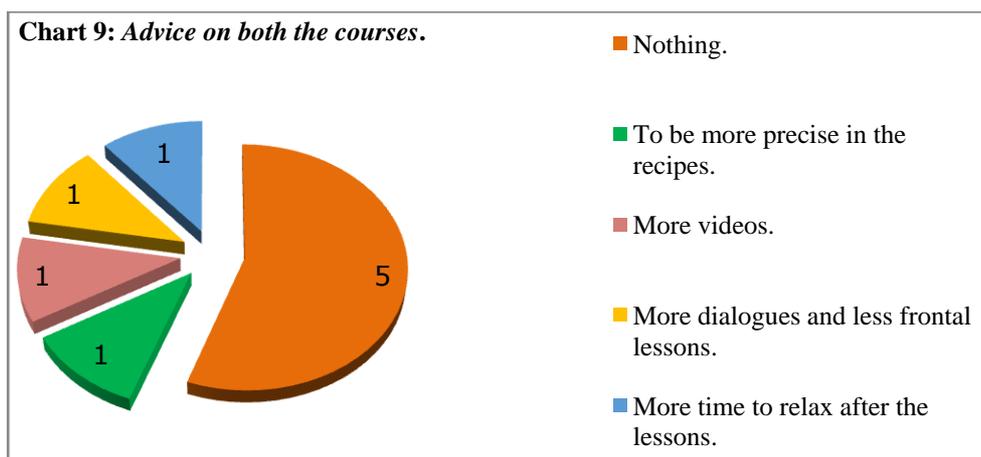
The answers that have been given in the final question (“What is the most important aspect?”) show that the students themselves recognise:

- a. the importance of relating the learning to an “operative part”, where they can verify and apply what they learned, but most of all, where they can experience, try new things and actively participate to something that is not only formally studying;
- b. the fact that in a environment as the kitchen, the communication is not mechanical and they can be spontaneous and learn the language in a more natural way;
- c. the importance of being “happy”, which means that everybody enjoys the experience and no one gets angry or stressed, as this could lead to bad situation the students would relate to the language.

Overall, the Italian course based on the experience in the kitchen seems to be the one they enjoyed the most and the comments about it are positive or positively critic. The personal opinion of the students indicates that this is actually a successful methodology.

5.1.2.7 – *The general opinion (Q. 17)*

The following Chart shows the general opinion of the students about both the courses. I asked them to give me feedbacks and advice in order to understand what, according to them, should be generally ameliorated.



Five students out of nine wrote to be completely satisfied by the Italian courses.

One student asked to watch videos and another one asked to have more communication activities instead of frontal lessons. These two can be analysed as positive critics, as they are all oriented towards the communicative approach that we promote in Italy and which is not used in China.

Moreover, a student expressed the need to have more precise indications in the recipes and this shows the motivation that pushes him/her through this experience.

Finally, this Chart shows that one student manifested again his/her tiredness about the school. In fact, in this questionnaire we registered three answers on this issue: the lessons were too early in the morning, they should have been shorter and there was too much to study.

The results may have been falsified because Chinese students are not used to criticise nor disrespect teachers, but being an anonymous questionnaire, they could have written the truth (and I have constantly reminded it to them, while they were answering to the questions). Therefore, even though there is a slight possibility that they have not been completely honest, these are the only subjective data we have and we can only rely on them.

5.2 – The discussion

The results of both the tests and the questionnaires show that the research has been successful.

Seven students out of nine passed the test on December 20th with a higher mark than the one on November 4th. Moreover, the Italian course based on the cooking lessons has been selected by five students out of nine as their favourite.

A general improvement was registered and few situations need to be discussed:

- a. M. and R. remained the most advanced student and both registered an improvement. They were both motivated and happy about the experiences in the kitchen laboratory. However, R. did not change his behaviour towards the learning and knew he was one of the best of the class, so he kept acting as he did not need any explanation. His attitude did not always help him and, in fact, while in the pre-test and in the second test he only did not complete a couple of exercises, in the final test he almost completely failed two. This obviously reflected on the final mark, which could have been higher if he paid more attention.
- b. L. and C. both registered a great improvement having strong motivation and dedication to the learning.
- c. F., as it was already presented, lacked in motivation and was almost never going to school when he had the cooking lesson. His lack of enthusiasm for the learning and the experiences in the kitchen laboratory reflected in his tests' results: he did not get worse but he was the only one who did not register an improvement.
- d. The girls improved considerably and, as it was presented in Chapter three, they were always doing everything together. Supposedly, they were also studying together, because the results show that they all improved registering almost the same mark.
- e. S., the weakest student, got really better after the Italian course oriented towards the lessons in the kitchen. I could see that he was really interested in the practical lessons and he really wanted to participate. His motivation towards this experience in Italy seemed to be overtaking R. and F.'s influence upon his behaviour. Even if

he did not pass the final test (as he did not register 46/90 points), his mark increased consistently and there is hope that soon he will reach his best classmates.

It is interesting to notice that, although the experiment had success, in the subjective data of the questionnaires, we can see that no one has selected the methodology of learning with practice as the best one (only one student selected it as *one of the best*). The students selected as the best one the explanation of the teacher and this takes us back to the literature presented in the first two Chapters. The “good student” in China has a profound respect of the teacher. Chinese students always recognise the importance of a guiding role in the learning. Even in their answers shown in 5.1.3.6, they wrote that with a guide in the kitchen the lexicon is learned better: they recognise the importance of the practice but they would probably not like it (or consider it useful) if they had to have the experience alone. This confirms what we have mentioned in the first Chapter: both the humanistic approach and the Experiential Learning methodology see the teacher as the director of the learning process and expect him/her to *guide* the students both in the learning and in the practical experience. Therefore, a positive meeting point between Chinese culture and the Experiential Learning is that both recognise the importance of the teacher with a guiding role.

If we take a look at the results shown in 5.1.3.6, we can see that the students themselves wrote that the Italian course based upon the experience was useful because it helped them developing the lexicon useful for their studies and because the operative part was very important to learn it. In fact, the results show that many students increased their lexicon during the second session of the Italian course. However, very few students remembered the names of the two food containers asked in the final test (“scatola” and “pacco”) and this can be explained by the fact that they never heard or said these words during the cooking lessons, nor they have ever used them for anything specific. Moreover, what has been presented in Chapter one about the natural environment (Ferrari, Nuzzo, 2010) has an examples in the final test: one day E. was asked by the professor to find a “boule” in the kitchen and did not understand the word. She came to me very stressed and then the professor and I showed her what it was. As it was already mentioned, in the final test, on exercise 6, she did not write “ciotola” or “terrina” as her classmates, but “bul”. This situation shows that it is actually true that we notice more what we are missing (Ferrari, Nuzzo, 2010). After that experience, she remembered the word and never forgot it.

Neurosciences have demonstrated the existence of mirror and canonical neurons that discharge when one performs an action (with or without an object) and that these neurons are connected with the language in our brain. Therefore, the Embodiment theory promotes the idea that learning a language while performing an action can help to deeply acquire the language. We consider that the experience in the kitchen laboratory is a perfect example for the Embodiment theory. In fact, even when the students were not understanding the language, they were *seeing* the action performed by the classmates or the teacher so the action could be connected to the words spoken, which would be more understandable and acquirable. Both *seeing* an action and *hearing* the language connected to it would probably lead to acquisition. Most of all, *seeing* an action, *performing* it and then *hearing* and *repeating* the Italian words connected is the key to the real acquisition. Finally, cooking is an action that truly activates all the five senses.

For this study, total centrality has been given to the students: they had their own experience in first person and then brought it in the classroom and shared it with the classmates. The input was structured on their level and they were able to cope with it. I guided them with the materials, which were structured in order to attract them and organised with the focus on the actual experience of the learners and this gave special attention to them, to their needs and to the input they were ready to receive.

This methodology expects the students to enjoy the experience and therefore to consider the learning less stressful. Some students wrote in the questionnaires that happiness is the most important aspect in the cooking lessons part of the course. When everyone enjoys the experience, the affective filter lowers. Moreover, this is an experience that students enjoy because they *have chosen* to do it (the questionnaires showed that no one forced them) and therefore the motivation of *piacere* (Balboni, 2012) is enhanced. In fact, we could see that F., who was less motivated and probably did not like the cooking classes, was the only student to register the almost exact mark in the second and final test.

I always took into consideration the Chinese culture during both the experience and the lessons in class. Literature has shown that Italian schools promote the students' autonomy and this can be seen also in the way the cooking lessons were organised. However, as it was mentioned in the second Chapter, Chinese students are not used to expose themselves in class and this is the reason why they were often left aside in the cooking lessons. What I have tried to do with the Experiential Learning experiment was to be open to the Chinese students' habits and expectancies trying to include them as much as possible both in the

experience and in the lessons based upon it. When I saw that they were left aside and were not participating, I tried to make them do something, I asked the classmates to help them, trying to help them bond. This strategy worked and therefore, there is the need to make sure that the class teachers and classmates try it too, otherwise there is a real risk of a lowering both their motivation and respect for the Italian teachers.

To sum up, the findings of this research are the following:

- a. the Experiential Learning is a useful methodology also to teach a SL (and FL) to Chinese students and this can be seen by the objective data in tests results: eight out of nine students got a higher mark on the final test and they improved every skill, except from the oral comprehension (which should be evaluated in a second time). Even if two students did not pass the final test, one of them (S.) improved considerably and this could be reconnected to his strong motivation. The other one (F.), instead, did not register any improvement because he probably did not like the subject.
- b. Chinese students can be educated to a new way of learning a Second Language (and we suppose a Foreign Language too). As shown by subjective data, the students liked the experiment and found it useful for them. However, their culture has always to be taken into account and therefore what is important to them has to be heard. In order for them to be motivated, their ways to approach learning cannot be ignored at least at the beginning of their experience in another Country.

Even though the experiment was successful, there have been some critical points in this study, which should be considered in future studies on this subject.

- a. Firstly, there were very few students and there was not a control group. The confrontation with the two tests has been done with the same group of students attending two different kinds of Italian courses. The final data could have been falsified because the students have been in the SL context for more time and therefore did better in the test.
- b. More students participating to this experiment means more subjective data and more possibility to register true evaluation about the courses. Moreover, the questionnaire would be probably have been better if it was redacted with closed

questions, as there is a slight possibility that there were no suggestions because the students did not want to criticise a teacher.

- c. This study lacked in Dewey's criterion of continuity, as the experiment (due to a lack of time) could go on only for one month. Clearly, with more time spent in the kitchen, the motivation and the presences in class would be more elevated than the ones registered in this experiment and maybe the results would have been even better.
- d. Finally, as it was previously said in the fourth Chapter, the students were not always fully included in the experience, as there rarely was collaboration of teachers and classmates to help the Chinese students. The other Dewey's criterion is interaction and they frequently had more interaction with me than with the classmates and other teachers and this is obviously a negative point, that should be ameliorated.

As we have seen in the first Chapter, when one has an experience of any kind, all the senses are involved in it and the Experiential Learning promotes the inclusions of all the senses in order to involve all the memory systems in our brain. This means that this methodology works better when a person is fully included in the experience. When a person can see others having an experience but not experience it in first person, he/she can have acquisition of the language and motivation, but not as much as when a person is fully included and can actively participate. In the fourth Chapter, I presented the problem of the Chinese students who were frequently left out and not always supported in their tasks. I thought of three possible solutions in order to include more the Chinese students and to ameliorate this aspect of the project "Il Milione".

- a. There is a real need for the class and the teachers to develop the relational abilities seen in the second Chapter, in order to never isolate the Chinese students, nor wrongly interpret their behavior. At the beginning of every school year, there should be a meeting with the classes and the teachers that are going to study and work with the Sinophone students, in order to highlight the most important aspects about the linguistic and cultural background they come from and what should be done to really welcome them into the new context.

- b. The teacher could spend ten minutes at the beginning of the cooking lesson to explain to the Chinese students what they can do to help and give them personal tasks. This can help to avoid the possibility of the students losing faith in the Italian teachers or stopping to respect them.
- c. The teacher could promote the methodology of the peer tutoring¹³ in the kitchen laboratory: in every cooking lesson an Italian student for each Chinese classmate could be selected as a tutor in order to help him/her to learn the cooking lexicon and procedures. At the end of every cooking lesson the teachers give a mark to all the students and the mark could be positive only if the tutor actually helped the tutee. This gives importance and autonomy to the Italian students and grows awareness about the fact that there are new classmates who have to be helped and the Chinese students could socialize and really participate and enjoy the experience.

With these simple solutions, the Chinese students could really contribute to the menu of the day and therefore they could feel important and grow motivation without getting bored.

To conclude, the study conducted on the efficacy of the Experiential Learning with Chinese students has been successful. There are some details that should be ameliorated but we are confident that this could represent a good methodology to teach a Foreign or Second language to Sinophone students, especially when they are included into projects like the one presented in this dissertation.

¹³ It has been demonstrated that this methodology works. To deepen into this subject see Caon (2010:LXI).

CONCLUSION

This dissertation presents the successful experiment of teaching Italian as a Second Language to Chinese students with the methodology of the Experiential Learning.

The humanistic approach in FL and SL teaching underlines the importance of the centrality of the student in the learning process and that the teacher should only be a director of it. Moreover, he/she should make sure to create all the conditions to enhance motivation and prevent the raising of the affective filter, always promoting a didactic based on the needs and capacities of the students.

We have seen that one methodology that responds to these characteristics is the Experiential Learning.

The experience has always been at the centre of the educational theories and Neurosciences have recognized its importance also in the FL or SL learning. Mirror and canonical neurons are at the base of the Embodiment theory, which states that verbs, names and adjectives used to refer to certain practical situations discharge the motor system in our brain and help us better remembering the language. Moreover, in the practical experiences, all the senses are awakened and this can motivate and facilitate the learning, as it renders it more varied and productive.

The same issue has been promoted by Kolb with his ELT and by other scholars who promote the idea that when the learning refers to a life-experience and includes significant language, the student is not only more motivated, but is also more likely to deeply acquire the language. The context of the learning is natural and the language used is significant. Therefore, students have an enjoyable experience in which they are surrounded by the FL or SL input and participate with all their senses. The observation and conceptualisation of what has been experienced and of the language used take place only afterwards, in the classroom, with the teachers orienting them. When these two phases are concluded, the students are ready to have another experience and to apply what they learned.

We promote this methodology to be successful to teach a FL or SL, because even if the language spoken is not understood by the students, the actions performed during the experience can still discharge the mirror and canonical neurons. Therefore, the motor system is always activated. The practical situations should always be supervised by the teacher and the input should be at the students' level.

We believe that the Experiential Learning is an useful trigger to both teach a language and motivate students to learn it, as they actively participate to practical experiences and the learning is enjoyable.

The dissertation focused the attention on teaching Italian as a SL to Sinophone students. To avoid intercultural clashes between Italian and Chinese cultures, the Relational abilities should be developed by the classmates and the school teachers in order to welcome the new students to school. Chinese language is very distant from ours and therefore, teaching Italian to Sinophone learners can be tough. Knowing the difficulties these students can have when they approach our language can be useful for a teacher to be able to deal with them. Moreover, the Chinese's Confucian culture in the scholastic environment is very different from the Italian's Socratic one and this leads the students to behave in a way that an Italian teacher could interpret as passive or rude. Relational abilities and knowledge about the Chinese language and culture are the keys to a successful intercultural exchange. The Sinophone learners usually study the FL in China with formal methodologies, focusing the attention on memorisation and studying from books. They are not used to expose themselves at school and they usually do not answer to the teacher's questions until they are completely sure to be right. This is clearly in contrast with the methodology that has been promoted in this dissertation, as the Experiential Learning promotes the active and spontaneous participation of the students.

However, we have discovered that, even though the students might seem a little disoriented at first, we can facilitate their learning of a FL or SL by promoting the methodology of the Experiential Learning. As we have already mentioned many times, it is very important that the teacher gives total centrality to the students and therefore, that he/she concentrates on their needs and passions. More specifically, the Chinese students are not used to autonomously participate and therefore, the teacher could never expect to see this. So, it is very important to understand the best way to relate to the students in order to let the teaching be satisfying and successful.

The research conducted and presented in this dissertation demonstrates that our initial hypothesis was true. The answers to the research questions presented in the Introduction are the following:

- a. the Experiential Learning is a useful and successful methodology to teach Italian as a Second language to Chinese students;
- b. Sinophone learners can see benefits of this methodology, but their culture should always be taken into consideration. The re-education could take a very long time and therefore, the experimentation should be organized in detail and last a few months.

The content of this dissertation is very important to be discussed and further developed in the future. In every Italian school there are many Chinese students and it is important for the teachers to understand how to relate to them. Moreover, with the research presented, we would like to underline the importance of re-educating the foreigner students who attend the Italian schools and who are not used to our culture and to our scholastic system. The Experiential Learning can be a very useful methodology also to promote inclusion and interaction and it should be promoted more at school, because the students can really feel to be participating to their own learning.

However, the study presented in this dissertation has only been an experiment, because the number of the participants was very small and it could not last for more than one month. Anyway, the positive results registered confirmed that this study could be interesting to be further developed in future researches. The aspects that should be ameliorated in the future would be:

- a. collecting more objective and subjective data by having more participants and a control group;
- b. paying attention to Dewey's criteria of continuity and interaction, by planning the experiment in advance and having people participating, helping and interacting with the participants.

The Experiential Learning is tough to organise, but in the end it is enjoyable for everybody and it is useful to grow motivation not only for the students, but also for the teachers.

During my experience in the kitchen, the boundaries between students and me were a little lowered and this helped the affective filter to lower. On the one hand, during the classes in the kitchen, the Chinese students actually understood that the teacher is not seen in the same way as in China and started being more relaxed with me. On the other hand, I could get to better know my students and their personal skills, the ones that are not normally shown in the classroom but are still very important at school.

In conclusion, this has been a very challenging and beautiful experience and it has been useful not only for my students, who developed their linguistic competence, but also for me as a teacher, because I discovered a new and innovative methodology to teach Italian that I will surely promote again in my future career as a teacher.

APPENDIX



PROGETTO "IL MILIONE"

In vista del prossimo Esame di Stato, il presente documento intende illustrare il progetto, le attività svolte nelle classi con studenti cinesi, i risultati raggiunti e, a tal fine, è allegato al documento finale delle classi interessate.

Caratteristiche generali del Progetto "Il Milione"



Il progetto "Il Milione", in essere a partire dal 2001, è stato ideato congiuntamente dal prof. Enrico Calenda - Dirigente scolastico dell'allora ISIS "Barbarigo-Sarpi" - e dal Rettore del Convitto "Foscarini", prof. Rocco Fiano. Prevede uno scambio culturale con il "Technical Institute of Tourism & Commerce" di Changzhou (Provincia dello Jiangsu, Repubblica Popolare Cinese).

L'accordo iniziale, frutto di lunghe trattative tra i dirigenti italiani e le autorità scolastiche cinesi, prevedeva, per una durata di sette anni, scambi culturali, gastronomici e

turistici, stage professionali nei due paesi, corsi di lingua italiana e cinese, insegnamento di tecnica turistica e alberghiera italiana in Cina e viceversa.

Concretamente ha significato per il nostro Istituto, oltre a uno stage effettuato inizialmente in Cina dai nostri allievi e a visite reciproche di delegazioni, l'inserimento nelle classi del triennio finale dell'I.P.S.E.O.A. "Andrea Barbarigo", di alunni provenienti dal "Technical Institute of Tourism & Commerce" di Changzhou, a partire dall'anno scolastico 2004/2005. Durante la permanenza in Italia, gli studenti sono ospitati per tre anni presso il Convitto "Marco Foscarini" di Venezia, dove sono seguiti dal personale educativo nelle attività di studio pomeridiano e per tutte le incombenze extra-scolastiche.

Nel presente anno scolastico 2015/16 sono arrivati 13 nuovi studenti dalla Cina, attualmente iscritti alla classe terza. Altri arrivi sono previsti nei prossimi anni scolastici, a seguito del rinnovo degli accordi, per un nuovo quinquennio, sottoscritto dai dirigenti dei tre istituti nel 2014.

Gli studenti, prima di arrivare in Italia, frequentano per due anni un corso di lingua italiana tenuto da una ex alunna cinese del Progetto "Il Milione", diplomatasi nel nostro Istituto. Durante il percorso scolastico in Italia, invece, sono seguiti in alcuni periodi dell'anno da studenti dell'Università Ca' Foscari che scelgono di svolgere nel nostro Istituto il tirocinio formativo obbligatorio di 150 ore, garantendo così supporto linguistico e sostegno disciplinare nelle attività didattiche curricolari. A partire da quest'anno, inoltre, l'insegnamento della lingua italiana in Cina è stato potenziato grazie alla collaborazione di un'ex stagista dell'Università Ca' Foscari che, dopo aver conseguito la laurea magistrale in lingua cinese, ha scelto di proseguire l'esperienza di insegnamento dell'italiano maturata nel nostro Istituto nella scuola di Changzhou.

Gli alunni cinesi che frequentano quest'anno la classe quinta sono il nono gruppo che aderisce all'esperienza di studio in Italia e arriva all'Esame di Stato.

Nel corso degli anni altri Istituti, circa una decina, hanno aderito, con modalità differenziate, al progetto "Il Milione". Nel 2000 è stato stilato a Pechino un protocollo di intesa per scambi culturali; ciò ha coinvolto anche la Biennale di Venezia, che ha organizzato "La settimana della Cina" durante il Carnevale 2006, e ha dato particolare evidenza al padiglione cinese della Biennale Architettura.

Nel Convegno "ITALIA-CINA", tenutosi a Venezia nel mese di ottobre 2010, il responsabile dell'Ambasciata cinese a Roma ha manifestato nuovamente la piena soddisfazione rispetto al progetto e al suo evolversi, affermando che esso è divenuto cardine della politica scolastica del distretto di Jiangsu per le scuole ad indirizzo turistico.

Quest'anno, a seguito del rinnovo degli accordi con l'Istituto di Changzhou, che prevedono nuove attività di scambi culturali, il nostro Istituto ha ospitato alcuni alunni e docenti della scuola di Changzhou e tre chef di una nota struttura alberghiera, impegnati nell'organizzazione



del primo Festival gastronomico italo-cinese. La stessa esperienza verrà realizzata nei prossimi mesi in Cina, e vedrà coinvolti alcuni studenti italiani del nostro Istituto seguiti dai rispettivi docenti di laboratorio. Altre due delegazioni cinesi sono state ospiti del nostro Istituto nel corso del presente anno scolastico, a testimonianza del rapporto di collaborazione sempre più stretto avviato con le autorità scolastiche e politiche cinesi nel corso di questi anni. D'altra parte, il progetto "Il Milione" riveste grande importanza anche per la dirigenza scolastica del distretto di Jiangsu: in vista di un allargamento dell'industria turistica cinese, diventa essenziale per le scuole di indirizzo turistico disporre di personale preparato sia nella conoscenza della lingua che nelle tecniche gastronomiche e ristorative del nostro Paese.

Dati oggettivi

Alunni cinesi del Progetto "Il Milione" iscritti nell'anno scolastico 2015/2016:

Tab. 1

Classi	Numero complessivo	Maschi	Femmine
Terze	13	1	12
Quarte	3	2	1
Quinte	8	1	7
TOTALI	24	4	20

Alunni cinesi del Progetto "Il Milione" effettivamente frequentanti alla fine dell'a.s. 2015/2016:

Tab. 2

Classi	Numero complessivo	Maschi	Femmine
Terze	9	1	8
Quarte	2	1	1
Quinte	7	1	6
TOTALI	18	3	15

Quadro sinottico generale relativo al Progetto "Il Milione":

Tab. 3

Anno d'arrivo	ARRIVI		
	Totali	Maschi	Femmine
2004/2005	28	4	24
2005/2006	29	8	21
2006/2007	0	0	0
2007/2008	27	4	23
2008/2009	24	9	15
2009/2010	9	3	6



2010/2011	25	3	22
2011/2012	23	9	14
2012/2013	12	4	8
2013/2014	13	5	8
2014/2015	0	0	0
2015/2016	13	1	12
TOTALI	203	50	153

Serie storica degli alunni del Progetto "Il Milione" promossi regolarmente in tre anni (alcuni studenti hanno impiegato più anni a completare il percorso):

Tab. 4

Anno scolastico d'arrivo	Promossi in 3 anni	%	
2004/2005	28/28	100 %	
2005/2006	29/29	100 %	
2006/2007	(*)		(*) Sospensione degli arrivi
2007/2008	21/27	77,7 %	
2008/2009	12/24	50 %	
2009/2010	4/9	44,4 %	
2010/2011	10/25	40 %	
2011/2012	7/23	30,4 %	
2012/2013	2/12	16,6 %	
TOTALI	113/177	63,8 %	
2013/2014	/13	(**)	(**) frequentano il 5° anno 5/13, pari al 38,4 %
2014/2015	(*)		(*) Sospensione degli arrivi
2015/2016	/13 (***)	(***)	(***) frequentano il 3° anno 9/13, pari al 69,2 %

La serie mostra un sensibile calo percentuale dei successi in 3 anni, imputabile in gran parte:

- 1) all'elevato numero di abbandoni (cfr. Tab. 3);
- 2) alla diminuita preparazione linguistica in partenza (dovuta probabilmente ad una più lacunosa formazione in Cina);
- 3) a una motivazione sempre meno solida negli studenti che hanno affrontato l'esperienza italiana;
- 4) alla declinazione di criteri più rigorosi per la valutazione degli apprendimenti.

Analisi del percorso

Situazione iniziale

- Caratteristiche comuni a tutto il gruppo sono il formalismo nei rapporti interpersonali e la riservatezza.
- Fare domande, chiedere spiegazioni, intervenire in una discussione sono considerati atteggiamenti poco corretti nei confronti dei docenti.



- Per quanto riguarda l'apprendimento, invece, l'esecuzione delle consegne, lo studio mnemonico e una certa determinazione sono alla base del lavoro dei discenti cinesi.

Lingua e preparazione di base

- La comprensione della lingua scritta presenta limiti lessicali e morfosintattici.
- La comprensione orale avviene solo per frasi molto brevi, pronunciate lentamente ed eventualmente ripetute.
- L'espressione scritta è sempre preferita a quella orale.
- L'esposizione orale, per motivi culturali, avviene a voce bassa; spesso appare difficoltosa per problemi anche fonetici.

Aspetto logistico

I ragazzi cinesi vivono insieme nel Convitto "Marco Foscarini". Ne consegue che parlano prevalentemente cinese fuori dalla scuola e, in classe, preferiscono tendenzialmente rimanere in gruppo. Normalmente uno di loro (in ogni classe) riveste il ruolo di leader/portavoce.

Nel Convitto un gruppo di educatori si alterna, con turni di otto ore, nella sorveglianza delle diverse attività (dallo studio ai pasti, dallo svago ai problemi sanitari o burocratici). Un educatore per ogni gruppo classe è preposto a tenere i contatti con la scuola.

Strategie di intervento

- I ragazzi hanno seguito, durante gli anni scolastici, i corsi di recupero o gli sportelli tenuti dai docenti curricolari.
- Nel corso del presente anno scolastico, è proseguita la collaborazione tra il nostro Istituto e l'Università Ca' Foscari di Venezia, che ha inviato 3 studentesse delle sedi di Treviso e Venezia per svolgere il tirocinio formativo, fornendo sostegno linguistico e disciplinare agli studenti cinesi.
- Nelle ore di insegnamento alternativo alla religione cattolica, gli studenti sono stati seguiti nello studio e nella preparazione dell'esame finale.

È sempre stata caldeggiata ed incoraggiata la partecipazione degli studenti del Progetto a tutte le attività extracurricolari (viaggi di istruzione, uscite, attività di accoglienza turistica, manifestazioni eno-gastronomiche, cinema, teatro), per offrire occasioni di socializzazione, di interazione linguistica e di conoscenza del patrimonio culturale italiano ed occidentale.

Si sono dimostrati particolarmente efficaci per l'arricchimento del bagaglio linguistico, per la rimotivazione allo studio e per la conferma della scelta fatta, gli stage lavorativi di quattro settimane organizzati tra la classe quarta e quinta, presso strutture alberghiere e ristorative.

Situazione attuale

Alcuni studenti dimostrano maggiore disinvoltura di altri, ma la situazione generale può essere così tratteggiata:

COMPRENSIONE

- SCRITTO: conoscono il significato di circa 1500/2000 lemmi. Affrontano anche testi complessi usando sempre, però, la traduzione in cinese di molti termini.
- ORALE: riescono a comprendere frasi semplici, spiegazioni sorrette da schemi e mappe concettuali.

ESPRESSIONE

- SCRITTA: permangono problemi nell'uso degli articoli e delle preposizioni articolate; permangono dubbi nell'uso degli ausiliari essere e avere, del genere e del pronome relativo. L'uso della punteggiatura, talvolta, non è riconducibile alle norme dell'italiano.
- ORALE: solo alcuni riescono a costruire autonomamente frasi brevi, mentre la maggioranza non riesce ad esprimersi ancora in modo ben articolato. Permangono,



infatti, evidenti difficoltà espressive legate anche a problemi di tipo fonetico e di costruzione della frase, tanto che a volte la comprensione risulta faticosa.

Si ricorda, d'altra parte, che lo studio di una lingua straniera, così lontana dalla lingua materna, rappresenta un limite superabile solo in quattro (comunicazione) / sette (studio) anni di lavoro.

INDICAZIONI DI LAVORO FINALIZZATE ALL'ESAME DI STATO

Si sottolineano le difficoltà di apprendimento di questi ragazzi in tutte le discipline, difficoltà di natura linguistica e culturale. Poco più di due anni di tempo trascorsi a Venezia (vivendo peraltro in un contesto piuttosto isolato e protetto come il Convitto "Foscarini") non sono sufficienti per raggiungere la competenza in Italiano L2 come lingua dello studio e per la comprensione di testi complessi, a volte ostici anche per gli studenti italiani. È acquisito che le difficoltà di natura linguistica sono tanto maggiori, quanto maggiore è la distanza tipologica fra lingue. Ed è opportuno sottolineare che il Cinese è una lingua di tipo isolante, che non conosce – a differenza dell'Italiano –, morfologia verbale e nominale.

Come sottolineato nelle recenti "Linee Guida per l'accoglienza e l'integrazione degli alunni stranieri" (19 febbraio 2014), i commissari esterni dovranno tenere conto anche di ciò nella valutazione degli scritti, in modo particolare nella valutazione della prima prova di Italiano [si veda a questo proposito la C.M. 4233 del 19-02-2014, in particolare art. 4.1 "Gli Esami"].

Ovviamente, tra i ragazzi cinesi ci sono situazioni molto differenziate: alcuni allievi sono molto bravi ed ottengono risultati più che soddisfacenti, quando non eccellenti; alcuni sono chiusi e timidi e presentano problematiche di apprendimento assai difficili da superare. In alcune classi la situazione è più grave, in altre gli studenti presentano una situazione nel complesso più che sufficiente.

PRIMA PROVA

I ragazzi cinesi in genere prediligono e sono stati guidati a scegliere la traccia B o D.

La traccia, in genere, viene spiegata dall'insegnante di Italiano, che appura la comprensione delle consegne da parte degli esaminandi, eventualmente semplificando o schematizzando in modo opportuno la traccia stessa.

Nella valutazione della prova di Italiano si è convenuto di attribuire un punteggio più significativo al contenuto ed uno più basso alla capacità espositiva, in modo da non penalizzare un elaborato denso di significato, ma che presenta difficoltà espressive, dovute alle carenze linguistiche di base.

SECONDA PROVA

Valgono le indicazioni della prima prova.

TERZA PROVA

Gli alunni si sono esercitati perlopiù nella tipologia B.

Per i criteri di valutazione vale quanto detto sopra.

ORALE

Ogni candidato è stato guidato nella stesura di una tesina o nella preparazione di una presentazione multimediale, in modo da facilitare l'avvio del colloquio. Le difficoltà linguistiche ed espressive, già evidenti nello scritto, nell'esposizione orale sono ancora più manifeste.

Gli alunni cinesi hanno partecipato a tutte le simulazioni, sia scritte che orali, effettuate nelle rispettive classi in preparazione all'Esame di Stato.



DATA		
NOME cinese	COGNOME cinese	NOME italiano
Changzhou	DATA:	

PROVA DI ITALIANO

(tempo: 50 minuti)

Esercizio 1)

Leggi il testo. Poi leggi le frasi 1, 2, 3 e 4 e completale: metti una X sulla frase a), b) o c) con l'informazione corretta.

FAMIGLIE AL MUSEO

Tutte le domeniche, dal 1° marzo al 18 giugno, i musei di Venezia offrono prezzi scontati del 50% per visite guidate e laboratori per ragazzi sotto i 17 anni. Ma anche i genitori, se vogliono, possono giocare e lavorare insieme ai loro figli.

Nel Museo di Ca' Rezzonico, per esempio, i ragazzi ascoltano musica, suoni e rumori mentre osservano i quadri in mostra. Poi dipingono tutti insieme un grande quadro.

A Palazzo Mocenigo, invece, i ragazzi imparano a decorare e stampare le magliette insieme ad alcuni artisti e poi possono comprare la propria maglietta.

L'ingresso costa 10,00 euro a famiglia, oppure 4,00 euro a persona. Per informazioni, telefonare al numero 041 5236830, oppure visitare il sito www.museiciviviceneziani.it.

1. Nel periodo da marzo a giugno, di domenica, l'ingresso ai musei di Venezia è...

- a) gratuito.
- b) a metà prezzo.
- c) ridotto del 30%.

2. I genitori dei ragazzi possono...

- a) visitare il museo.
- b) comprare il catalogo della mostra.
- c) partecipare alle attività dei ragazzi.

3. Al museo di Ca' Rezzonico i ragazzi possono...

- a) fare un dipinto.
- b) suonare uno strumento musicale.
- c) scrivere le loro idee sulla mostra.

4. A Palazzo Mocenigo i ragazzi possono...

- a) decorare un quadro.
- b) dipingere una maglietta.
- c) ricevere un regalo.



Esercizio 2)

Leggi il testo. Poi leggi le informazioni. Metti una X sull'informazione corretta.

TUTTI IN GITA

Domenica 29 maggio 2016 la scuola di lingua italiana "Impara con noi" di Firenze organizza per i suoi studenti una bella gita con visita a Ostia Antica e un giro in barca sul fiume Tevere. Partenza da Firenze alle ore 6.00 con un pullman gran turismo e arrivo a Ostia Antica. Una guida aiuta a scoprire i monumenti antichi della città. A pranzo è possibile mangiare presso un ristorante tipico della zona. Nel primo pomeriggio, gita in barca sul fiume Tevere, con arrivo a Roma, al ponte Marconi. Il resto del pomeriggio è libero: è possibile andare a fare spese nel centro di Roma oppure visitare i musei. Il rientro a Firenze è previsto per le ore 22.00. Per informazioni e prenotazioni telefonare al numero 055-232325 dal lunedì al venerdì dalle ore 9.30 alle ore 12.30 oppure inviare una mail a gite@scuola.it. La quota di partecipazione è di 72,00 euro. Alla gita possono partecipare da un minimo di 40 persone fino ad un massimo di 50 persone. La prenotazione è valida solo dopo il pagamento dell'intera quota entro il 28 aprile 2016.

- a) La scuola "Impara con noi" di Firenze organizza una gita culturale a Ostia Antica per i suoi studenti.
- b) Per andare a Ostia gli studenti prendono il treno da Firenze alle 6.00 di mattina.
- c) Per la visita alla città di Ostia Antica gli studenti hanno a disposizione un professore di storia antica.
- d) Per il pranzo gli studenti devono organizzarsi da soli.
- e) Dopo pranzo c'è una gita in barca sul fiume Tevere fino a Roma.
- f) Nel pomeriggio gli studenti possono andare in giro per negozi o per musei.
- g) Gli studenti rientrano a Firenze il giorno successivo.
- h) Per avere informazioni o prenotare è possibile telefonare o inviare una mail alla scuola.
- i) È possibile prenotare la gita fino al 29 maggio.

Esercizio 3)

Leggi gli sms divisi in due parti e collegali con una freccia:

- | | |
|---|--------------------------------------|
| a. Che cosa facciamo questa sera? Che ne dici | sono bellissime! |
| b. Luisa, sei veramente | sto arrivando! |
| c. Decidi tu, | un'amica. Ti voglio bene! |
| d. Per piacere, oggi vai tu | vai a fare la spesa al supermercato. |
| e. Ho preso le foto: | a prendere i bambini a scuola. |
| f. Aspetta ancora due minuti... | di andare a mangiare una pizza? |
| g. Aiuto! Il frigo è vuoto, | per me va bene tutto. |



Esercizio 4)

Completa il testo con le forme al presente indicativo dei verbi che sono tra parentesi.

Ciao Rosaria,

oggi (0) (preparare) preparo la valigia perché domani (1) (partire) _____ per una vacanza in Italia. (2) (Venire) _____ anche mia sorella con me. Se tu (3) (volere) _____, ti (4) (mandare) _____ una mia foto. (5) (Essere) _____ molto contento di parlare con te, anche se io non (6) (conoscere) _____ ancora molto bene l'italiano. Io e mia sorella (7) (stare) _____ in Italia per tre o quattro settimane. Tu in quale città (8) (vivere) _____? Sono felice che noi (9) (potere) _____ finalmente incontrarci! (10) (Aspettare) _____ la tua foto.

A presto

Gianni

Esercizio 5)

Scrivi una email ai tuoi futuri compagni di classe italiani:

- **presentati**
- **descrivi la tua famiglia**
- **racconta che cosa fai durante la giornata**
- **parla dei tuoi hobby.**

SCRIVI ALMENO 8 RIGHE.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____



ISTITUTO PROFESSIONALE
PER I SERVIZI PER L'ENOGASTRONOMIA E L'OSPITALITÀ ALBERGHIERA
"ANDREA BARBARIGO"

VALUTAZIONE:

Esercizio	Punteggio max	Punteggio ottenuto
Esercizio 1	4	
Esercizio 2	4	
Esercizio 3	7	
Esercizio 4	5	
Esercizio 5	10	
TOTALE	30	/30

TEST D'INGRESSO DI ITALIANO

Esercizio 1 – ASCOLTO

Ascolta il testo: è una pubblicità. Completa il testo e scrivi le parole che mancano. Puoi ascoltare il testo tre volte.

Ami la natura e gli _____? Ti piacciono le _____ all'aria aperta? Allora diventa _____ WWF. Se hai 14 anni ricevi tutti i _____ una rivista che ti _____ ad amare la _____ con fantasia e divertimento. Puoi partecipare ai _____ Avventura sia estivi che invernali: un _____ tutto naturale di _____ vacanza nelle _____ WWF

___ / 10

Esercizio 2 – COMPrensione DELLA LETTURA

Leggi il testo. Poi completa le frasi. Scegli una delle tre proposte di completamento che ti diamo.

CONFERENZE IN BIBLIOTECA

Dal 20 settembre al 25 ottobre si svolge a Torino la prima edizione della manifestazione *Conferenze in Biblioteca*. La manifestazione è rivolta ai ragazzi da 8 a 11 anni. Durante la manifestazione i ragazzi possono guardare film e documentari sulla musica italiana. Le proiezioni hanno luogo nelle biblioteche della città. Dopo la proiezione dei film e dei documentari alcuni studiosi parlano del tema del film. Per conoscere il calendario delle proiezioni, i ragazzi devono andare sul sito www.conferenzeinbibliotecato.it. Per seguire le manifestazioni non è necessario pagare il biglietto.

1) La manifestazione *Conferenze in Biblioteca*

- A. è per la prima volta a Torino.
- B. è un'edizione.
- C. è a Torino.

2) Alla manifestazione è possibile

- A. ascoltare la musica.
- B. vedere film sulla musica.
- C. leggere libri di storia italiana.

3) La manifestazione si svolge

- A. nella città di Torino.
- B. nelle biblioteche di Torino.
- C. al cinema.

4) L'ingresso alla manifestazione è

- A. libero.
- B. a pagamento.
- C. a prezzo scontato.

___ / 4

Esercizio 3 – ANALISI DELLE STRUTTURE DI COMUNICAZIONE

Collega le frasi a sinistra con quelle di destra.

- | | |
|--|---|
| 1. Marco è molto bello. È alto e ha i... | a) ...bambine di Sofia. |
| 2. Marta e Maria, sono le... | b) ...tua amica Chiara? È carina! |
| 3. Fabio prende sempre il... | c) ...gelato nella gelateria di Nico. |
| 4. Come fai a perdere sempre l'... | d) ...occhi. Sono rossi? |
| 5. Mi fanno male gli... | e) ...autobus? Passa ogni giorno alle 7:30! |
| 6. Perché non mi presenti la ... | f) ...capelli biondi. |

___ / 6

Esercizio 4 – ANALISI DELLE STRUTTURE DI COMUNICAZIONE

Completa il testo con le forme al presente indicativo dei verbi che sono tra parentesi.

UNA GITA IN BICICLETTA

Oggi (essere) è una bella giornata di sole! (io, volere) _____ stare all'aria aperta, magari in campagna. Così (io, telefonare) _____ alla mia amica Paola e le (io, chiedere) _____ di uscire con me. Paola (lei, essere) _____ contenta dell'idea, anzi mi (lei, proporre) _____ di prendere le biciclette. (noi, decidere) _____ di incontrarci al parco pubblico e da lì (noi, iniziare) _____ la nostra gita in campagna. Per pranzo (noi, fermarsi) _____ in un piccolo ristorante con i tavolini all'aperto. Al ritorno (noi, pedalare) _____ con molta fatica e (noi, arrivare) _____ a casa molto stanche.

___ / 10

VERIFICA DI ITALIANO

Esercizio 1 – ASCOLTO

Ascolta i mini dialoghi e indica se chi risponde accetta o non accetta l'aiuto.

	ACCETTA	NON ACCETTA
1		
2		
3		
4		
5		
6		

__ / 12

Esercizio 2 – COMPrensione SCRITTA

Leggi il testo poi scegli la risposta giusta per completare la frase.

FIERA DEL CIOCCOLATO

Ha luogo a Perugia dal 13 al 21 ottobre la fiera del cioccolato. La fiera si svolge nel centro storico della città. Per nove giorni Perugia diventa una grande pasticceria con tanti visitatori che vengono da tutto il mondo. Durante la fiera ci sono esposizioni, distribuzioni di cioccolatini, laboratori di cucina, feste e premi. Per i turisti è anche un'occasione per scoprire luoghi nascosti di questa bella città medioevale. Il Comune di Perugia consiglia ai turisti di visitare la fiera non solo nel fine settimana, quando c'è tanta gente, ma di passare un breve periodo di vacanze per assaggiare il cioccolato e anche per ammirare le bellezze artistiche della città.

Le persone che vogliono avere informazioni possono visitare il sito www.perugiacioccolato.com o scrivere a info@fieracioccolato.perugia.it.

- 1. La fiera del cioccolato a Perugia è**
 - A. una pasticceria;
 - B. un evento nel centro di Perugia;
 - C. un negozio nel centro storico della città.
- 2. Durante la fiera è possibile**
 - A. ascoltare concerti;
 - B. seguire corsi di cucina;
 - C. visitare musei.
- 3. La festa del cioccolato è anche un'occasione per**
 - A. conoscere la città;
 - B. fare nuovi amici;
 - C. incontrare cuochi famosi.

4. È possibile avere informazioni sulla fiera

- A. attraverso internet;
- B. alla segreteria della fiera;
- C. al Comune di Perugia.

___ / 8

Esercizio 3 – LE PREPOSIZIONI

Collega le frasi a sinistra con le frasi di destra. Fai attenzione alle preposizioni!

- | | |
|--|--|
| 1. Devo comprare le mele, vado al... | a) ...birreria Pedavena con la scuola. |
| 2. Ti presento il mio amico Luke, viene dall'... | b) ...Roma a trovare mia cugina. |
| 3. Non posso studiare a casa, vado in... | c) ...farmacia a comprare qualcosa. |
| 4. Siamo pronti? Che bello! Andiamo in... | d) ...Marco? Guardiamo un film! |
| 5. Stai male? Vai dal... | e) ...Spagna in vacanza! |
| 6. Ho un brutto raffreddore! Dopo vado in... | f) ...Australia. |
| 7. Quest'estate vado a... | g) ...ristorante cinese. |
| 8. Cosa fai stasera? Vieni da... | h) ...dottore! |
| 9. Mercoledì scorso sono andato in... | i) ...mercato con mia mamma. |
| 10. Vieni a cena con me e Sara? Andiamo al... | j) ...biblioteca. |

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
----	----	----	----	----	----	----	----	----	-----

___ / 10

Esercizio 4 – I PRONOMI DIRETTI

Completa con i pronomi diretti.

1. Mario, c'è tua moglie che ___ aspetta giù in macchina.
2. Giulia è senza macchina, chi ___ accompagna?
3. Non vedo Roberto da tanto, non so se ___ vedrò questo fine settimana.
4. Devo fare dei compiti molto difficili. Chi ___ aiuta?
5. Ragazzi, venite da noi a cena. ___ aspettiamo alle 20!
6. Lo zucchero e il caffè sono finiti. Chi ___ va a comprare?
7. Gentile professoressa, se vuole, ___ invitiamo (Lei) alla nostra festa di fine anno.
8. "Hai le fotocopie di italiano?" – "No, ___ ho dimenticate a casa!!"
9. "Conosci Giorgio?" – "Sì, ___ conosco."
10. Belli questi fiori, ___ metterò in un bel vaso.

___ / 10

Esercizio 5 – I PRONOMI INDIRETTI

Trasforma le frasi come nell'esempio.

Esempio: *Il matrimonio ha fatto veramente bene (a lui).*

Il matrimonio gli ha fatto veramente bene.

1. Se piace (a te) questo vestito, puoi prenderlo.

2. Fra poco viene Aldo e chiedo (a lui) come sta.

3. Sono sicuro che il mio regalo piace (a lei).

4. Che cosa offre (a voi) Marianna?

5. I poliziotti spiegano (a noi) come arrivare in centro.

6. Scrivo una e-mail ai miei genitori e spiego (a loro) il problema.

7. Mariella scrive (a me) una lettera ogni settimana.

8. Signora Olga presento (a Lei) il signor Orsini.

9. Quando venite, facciamo vedere (a voi) la nostra città.

10. Angela vuole bene (a te) perché sei un bravo ragazzo.

___ / 10

Esercizio 6 – I PRONOMI DIRETTI E INDIRETTI CON “POSSO”, “VOGLIO”, “DEVO”

Rispondete alle domande come nell'esempio.

Esempio: *Volete vedere le foto del matrimonio?*

Sì, voglio vederle! / Sì, le voglio vedere.

1. Vuoi ascoltare la nuova canzone di Jovanotti?

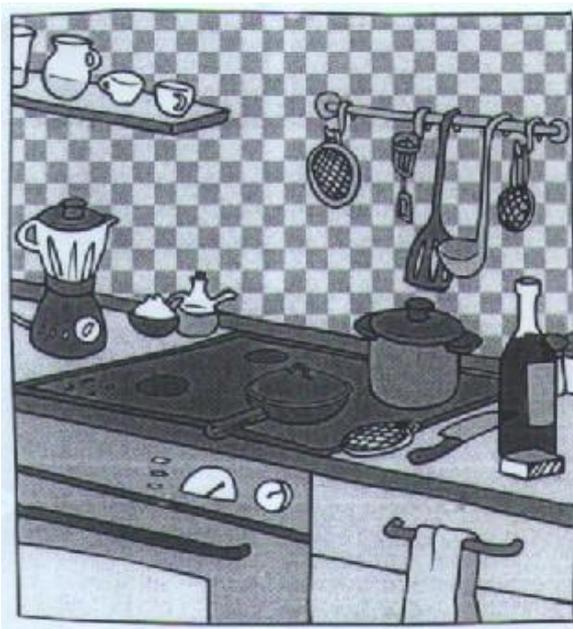
Sì, _____!! Jovanotti mi piace tantissimo!!

2. Dovete fare i compiti per domani?

No, non _____ perché domani andiamo in gita.

3. Puoi alzare il volume della TV? Non sento niente.
No, non _____ perché mia nonna dorme.
4. Puoi aprire le finestre? Fa caldissimo!
No, non _____ perché ho il raffreddore.
5. Stasera potete passare a prendermi?
Sì, _____ alle 20.
6. Ti devo raccontare tutto? È una storia lunga...
Sì!!! _____ tutto!! Come sta Massimo?
7. Dobbiamo fare a Marcello un regalo per il compleanno?
Sì, _____ un regalo, perché lui ci offre la pizza.
8. Oggi non sono andato a scuola. Devo mandare una mail alla professoressa per sapere i compiti?
No, non _____ una mail. Ti dico io quali compiti ci sono.
9. Puoi mandarci un messaggio quando arrivi?
Sì, _____ un messaggio quando atterra l'aereo.
10. Puoi dire a Chiara che non ci sono stasera? Non mi sento bene.
Sì, _____ che non ci sei, ma sarà triste.

___ / 10



Esercizio 7 – LESSICO

**Guarda l'immagine e descrivi la cucina.
Scrivi il nome degli oggetti che conosci.**

*Per esempio: Nella cucina c'è un tavolo.
Nella cucina ci sono due sedie.*

___ / 10



Dalla Cina...

alla cucina!

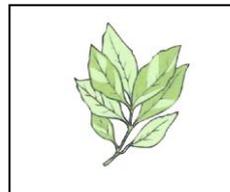
Lezione 1

ESERCIZIO 1

Pensa alla tua esperienza in cucina. Hai mai visto questi ingredienti / oggetti? Sai come si chiamano?

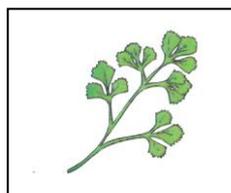


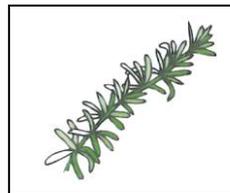


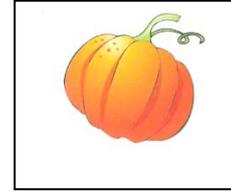












Conosci altre verdure? Se sì, quali?

Hai imparato il nome di altri oggetti? Se sì, quali?

ESERCIZIO 2

Leggi i dialoghi.



Dialogo 1

Sergio (Chef): Allora, il piatto del giorno è la parmigiana di melanzane. Chiedi all'aiuto cuoco di prendere tutti gli ingredienti in dispensa, mentre noi prepariamo il piano di lavoro con gli strumenti che ci servono.

Marco (cuoco): Va bene, chef. Genesis, vai a prendere in dispensa gli ingredienti che sono su questa lista.

Genesis (aiuto cuoco): Sì, vado subito. Scusa, che cosa c'è scritto qui?

Marco: Melanzane. Me-lan-za-ne. Sono quelle verdure viola scure. Le trovi in dispensa appena entri a destra.

Sergio: Marco, vieni ad aiutarmi o no?

Marco: Sì, sì, sono pronto.

Sergio: Io ho già preso la padella per friggere le melanzane e la teglia per cuocere la parmigiana in forno. Mancano l'apriscatole per aprire la salsa di pomodoro e la grattugia per il formaggio. Per favore, pulisci il ripiano, toglilo scolapasta dal lavandino e poi metti tutti gli strumenti in posizione.

Dialogo 2

Sergio (chef): Ora che abbiamo tutti gli ingredienti, taglia le melanzane a fettine per il verso della lunghezza e comincia a friggere.

Marco (cuoco): Sì, chef.

Sergio: Nel frattempo faccio il soffritto per la salsa di pomodoro. Genesis, apri questi barattoli di salsa. L'apriscatole è sul piano della cucina.

Genesis (aiuto cuoco): Sì, chef. L'ho trovato.

Sergio: Marco, inizia a far scaldare l'olio sui fornelli. Mi raccomando, quando metti le melanzane a friggere, l'olio deve essere bollente.

Marco (cuoco): Sì, lo so. Ho già acceso il fuoco.

Sergio: Bravo, impari velocemente! Senti, visto che sei più vicino, mi passi il mestolo per girare il pomodoro?

2a) Indica se queste frasi sono vere (V) o false (F).

- | | | |
|---|---|---|
| 1. Il cuoco Marco non sa dove sono le melanzane. | V | F |
| 2. Sergio ha già preso la pentola per fare le melanzane. | V | F |
| 3. Lo chef chiede al cuoco di tagliare e friggere le melanzane. | V | F |
| 4. Per aprire la salsa serve l'apriscatole. | V | F |
| 5. Quando si friggono le melanzane, l'olio non deve essere caldo. | V | F |

2b) Rispondi alle domande.

a. Cosa possiamo trovare nella dispensa? Le melanzane... _____

b. Chi è il capo tra Sergio, Marco e Genesis? _____

2c) Leggi di nuovo i dialoghi e completa la tabella. Indica quale tipo di istruzioni lo chef dà ai suoi aiutanti.

Frase	Ordine	Richiesta cortese	Consiglio	Complimento
<i>Chiedi all'aiuto cuoco di prendere tutti gli ingredienti in dispensa.</i>	X			
<i>Vai a prendere in dispensa gli ingredienti.</i>				
<i>Marco, vieni ad aiutarmi?</i>				
<i>Per favore, pulisci il ripiano, toglilo scolapasta dal lavandino e poi metti tutti gli strumenti in posizione.</i>				
<i>Taglia le melanzane a fettine (...) e comincia a friggere.</i>				
<i>Genesis, apri questi barattoli di salsa.</i>				
<i>Inizia a far scaldare l'olio.</i>				
<i>Mi raccomando, quando metti le melanzane a friggere, l'olio deve essere bollente.</i>				
<i>Bravo, impari velocemente!</i>				
<i>Mi passi il mestolo per girare il pomodoro?</i>				

ESERCIZIO 3

Guarda la scheda A. Leggi le frasi e indovina di quale verdura stiamo parlando.

1. È l'ingrediente più importante per preparare il sugo. _____
2. Cresce sotto terra e si mangia al forno, frita o lessa. _____
3. Può essere giallo, rosso o verde. _____
4. È un tipo di insalata. _____
5. Si possono usare per fare il soffritto. _____
6. Quando la tagli, ti fa piangere. _____
7. Si usa per condire il sugo. _____

*Al mercato, al banco frutta e verdura, prendiamo spesso gli **odori** o **aromi**: alloro, basilico, prezzemolo, rosmarino, salvia, sedano...*

Si chiamano così per il loro profumo e si usano per dare sapore al cibo.

ESERCIZIO 4

Completa le frasi come nel dialogo.

- a. Marco, _____ (chiedere) al tuo compagno di tagliare le melanzane.
- b. Genesis, _____ (andare) in dispensa!
- c. _____ (venire, tu) qui subito! Che cosa hai fatto?
- d. Quando finisci di lavorare, _____ (pulire) il ripiano!
- e. _____ (iniziare, tu) a scaldare l'olio per il soffritto.
- f. _____ (mettere, tu) via il cellulare mentre lavori!
- g. Bene, adesso _____ (tagliare) le melanzane!
- h. _____ (leggere, tu) bene la ricetta prima di iniziare a lavorare.
- i. _____ (guardare, tu) bene tutti gli ingredienti sulla lista e poi vai in dispensa.
- j. _____ (aprire, tu) il forno e _____ (prendere, tu) il pane, è pronto!

ESERCIZIO 5

Completa la ricetta. Usa le parole della scheda A.

Ricetta del Piemonte: Brasato al Barolo

Ingredienti

- un chilo di carne magra di manzo;
- una bottiglia di Barolo;
- 50g di lardo tagliato a strisce sottili;
- Prezzemolo, salvia, rosmarino;
- una foglia di alloro;
- uno spicchio di aglio;
- una carota;
- una costa di sedano;
- una cipolla;
- poca farina;
- olio extra vergine di oliva;



- Poco burro;
- Noce moscata;
- Sale e pepe.

Procedimento:

Infilare il lardo nella carne prima di cuocerla.

Tritare finemente il _____, la salvia, il rosmarino e lo spicchio di _____ e metterli in una ciotola.

Aggiungere sale e _____ e un po' di noce moscata.

Mettere in una casseruola l' _____, poco _____ e la _____ tagliata a fettine.

Passare la carne nella _____ e poi metterla nella casseruola.

Fare soffriggere.

Aggiungere il trito preparato prima, la foglia di _____, la _____ e la costa di _____ a pezzetti.

Fare rosolare la carne e poi toglierla dalla casseruola.

Versare un bicchiere di Barolo e fare evaporare.

Rimettere la carne nella casseruola con il restante _____.

Continuare la cottura per 3 o 4 ore a fuoco basso.

Servire la carne tagliata a fette non sottili.

5a) Ora proviamo a dare ordini, come ha fatto Sergio con Marco nei dialoghi.

Per esempio:

Infilare il lardo nella carne prima di cuocerla → *Infila il lardo nella carne prima di cuocerla.*

Curiosità

Collega le frasi di sinistra con le frasi di destra.

- | | |
|---|--|
| 1. <i>Roberta si mette sempre in mezzo.</i> | a. <i>I suoi genitori le hanno regalato una corona di alloro.</i> |
| 2. <i>Paola è molto timida.</i> | b. <i>È proprio come il prezzemolo!</i> |
| 3. <i>Chiara ha appena finito l'università!</i> | c. <i>Come sempre, i miei compagni hanno lasciato a me la patata bollente!</i> |
| 4. <i>A scuola c'è un grande problema.</i> | d. <i>Quando le parlo diventa sempre rossa come un pomodoro / peperone.</i> |



ESERCIZIO 6

Crea un dialogo con i tuoi compagni!

Lo chef vuole preparare un piatto con le verdure tipico del suo paese. Chiede al cuoco e/o all'aiuto cuoco di aiutarlo a preparare tutti gli ingredienti.

Pensa a una ricetta del tuo paese, una che hai fatto in classe o inventala.

SCHEDA A



L'AGLIO



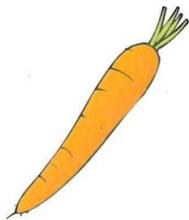
L'ALLORO



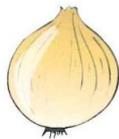
IL BASILICO



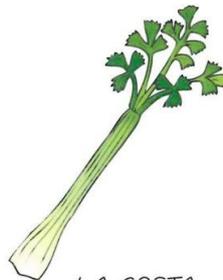
IL CARCIOFO



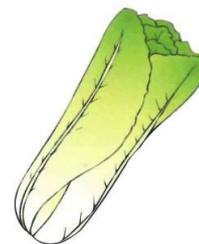
LA CAROTA



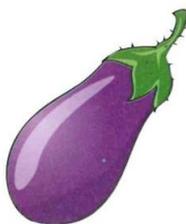
LA CIPOLLA



LA COSTA
DI SEDANO



LA LATTUGA



LA MELANZANA



LA PATATA



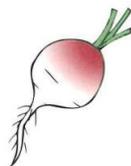
IL PEPERONE



IL POMODORO



IL PREZZEMOLO



IL RAVANELLO



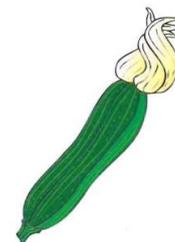
IL ROSMARINO



LA SALVIA



LA ZUCCA



LA ZUCCHINA



Dalla Cina...

alla cucina!

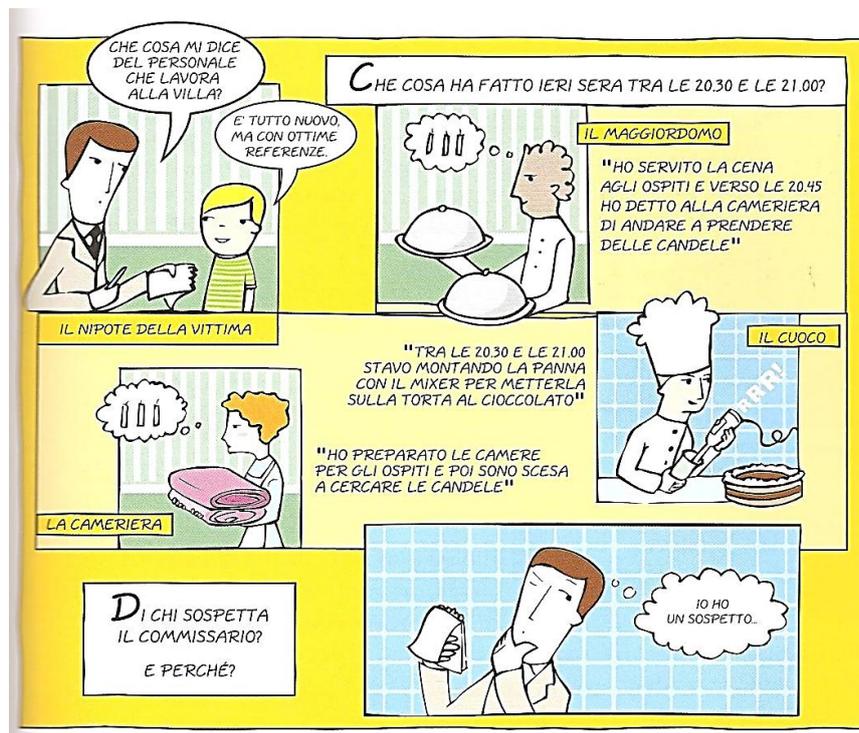
Lezione 2

ESERCIZIO 1

Sabato in cucina qualcuno ha rubato le cuffiette del cellulare a Eliana. Nessuno ha scoperto chi è stato.

Nella Villa De Carolis, invece, hanno trovato morto il Signor De Carolis. È stato ucciso fra le 20:30 e le 21:00 mentre la casa era al buio per un *black out*.

Il commissario indaga...



Di chi sospetta il commissario? E perché?

ESERCIZIO 2

Leggi il dialogo e rispondi alle domande.

Valerio e Elena vanno dalla nonna Angelina per il fine settimana. La nonna vive a Murano ed è una cuoca bravissima!

Purtroppo, però, la nonna è ammalata e non può andare a fare la spesa, né cucinare.

La nonna chiede ai suoi nipoti di aiutarla e gli insegna la ricetta del Tiramisù.

Nonna: Bene, iniziamo! Prima di tutto, prendete le uova e separate i tuorli dagli albumi. Con la frusta, montate i tuorli insieme allo zucchero fino ad ottenere un composto schiumoso.

Unite il mascarpone e amalgamate bene.

Poi montate gli albumi a neve con un pizzico di sale.

Elena: Dobbiamo usare ancora la frusta? Non possiamo usare il frullatore? Mi fa male il braccio!

Nonna: Non usare il frullatore! Amore della nonna, non dobbiamo frullare, dobbiamo montare a neve! Usa la frusta elettrica!

Quando avete finito, aggiungete gli albumi montati a neve alla crema di uova e mascarpone.

Miscelate il Marsala con il caffè, aggiungete due cucchiai d'acqua e immergete velocemente i biscotti savoiardi in questa miscela (i biscotti non devono essere completamente zuppi, altrimenti si sbriciolano).

In una pirofila, mettete uno strato di savoiardi e stendete uno strato di crema al mascarpone.

Aggiungete un secondo strato di biscotti e coprite con il resto della crema.

Con un setaccio, aggiungete abbondante cacao amaro.

Valerio: Poi inforniamo?

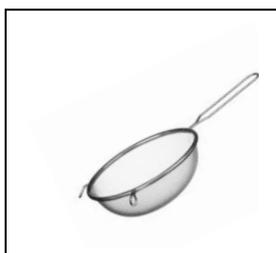
Nonna: No, tesoro mio. Non infornate! Mettete il Tiramisù in frigorifero per sei ore!

Elena: Sei ore?!? Ma noi abbiamo fame adesso!!

2a) Indica se queste frasi sono vere (V) o false (F).

- | | | |
|--|---|---|
| 6. Per fare il Tiramisù montiamo i tuorli con lo zucchero. | V | F |
| 7. Per montare a neve gli albumi serve il frullatore. | V | F |
| 8. I biscotti savoiardi non si devono sbriciolare. | V | F |
| 9. Sul Tiramisù mettiamo il cioccolato. | V | F |
| 10. Per fare il Tiramisù serve il forno. | V | F |

2b) Quale di questi oggetti NON serve per questa ricetta?



Guarda:

FORNO =
INFORNARE ≠ SFORNARE



AFFETTATRICE =
AFFETTARE

- Mi piacciono gli **affettati**;
- Mangio una **fetta** di prosciutto.

[Vedi scheda B]

FRULLATORE =
FRULLARE

- Bevo un **frullato**



2c) Leggi la lista della spesa di nonna Angelina. Quali sono gli ingredienti per il Tiramisù?

una bottiglia di Marsala;
500g di mascarpone;
quattro lattine di coca cola;
un pacco di cacao amaro in polvere;
un pacco di caffè;
sei scatolette di tonno;
una confezione di uova;
un pacchetto di patatine.
una confezione di savoiardi;
1kg di zucchero;
un tubetto di maionese;
quattro sacchetti di pasta;
quattro barattoli di sugo di pomodoro;
una scatola di cioccolatini;

ESERCIZIO 3

Guarda la scheda B e trova l'intruso!

- | | | | | |
|--------------------------------|------------------------|--------------------|----------------------|-------------------------|
| 1. Un barattolo di | <i>caffè;</i> | <i>marmellata;</i> | <i>sugo;</i> | <i>succo di frutta.</i> |
| 2. Una bottiglia di | <i>acqua;</i> | <i>maionese;</i> | <i>olio;</i> | <i>vino.</i> |
| 3. Una lattina di | <i>aranciata;</i> | <i>birra;</i> | <i>coca-cola;</i> | <i>maionese.</i> |
| 4. Un pacco di | <i>biscotti;</i> | <i>marmellata;</i> | <i>riso;</i> | <i>zucchero.</i> |
| 5. Una scatola di | <i>carne;</i> | <i>salmone;</i> | <i>sardine;</i> | <i>zucchero.</i> |
| 6. Una scatoletta di | <i>funghi;</i> | <i>tonno;</i> | <i>cioccolatini;</i> | <i>cibo per gatti.</i> |
| 7. Un tubetto di | <i>cibo per gatti;</i> | <i>maionese;</i> | <i>ketchup;</i> | <i>dentifricio.</i> |
| 8. Un sacchetto / pacchetto di | <i>biscotti;</i> | <i>pasta;</i> | <i>affettati;</i> | <i>caramelle.</i> |

ESERCIZIO 4

Rileggi il dialogo e completa le risposte della nonna. Devi scrivere solo i verbi sottolineati.

I ragazzi

La nonna

- | | |
|---|--|
| a. Dobbiamo <u>montare</u> il tuorlo con il mascarpone? | “No, _____ il tuorlo con lo zucchero!” |
| b. Dobbiamo <u>miscelare</u> il Marsala con la crema? | “No, _____ il Marsala con il caffè!” |
| c. Dobbiamo <u>stendere</u> gli albumi montati? | “No, _____ la crema al mascarpone!” |
| d. Dobbiamo <u>pulire</u> la cucina? | “No, _____ il tavolo prima!” |
| e. Dobbiamo <u>immergere</u> i biscotti nel latte? | “No, _____ i biscotti nel caffè!” |
| f. Devo <u>usare</u> il frullatore? | “No, non _____ il frullatore!” |
| g. Dobbiamo <u>infornare</u> ? | “No, non _____!” |
| h. Posso <u>bere</u> la coca-cola? | “No, non _____ la coca-cola, fa male!” |
| i. Possiamo <u>dormire</u> oggi pomeriggio? | “Non, non _____! Oggi studiate!” |

Curiosità

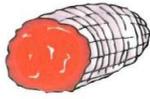
Ci sono torte dolci, ma anche torte salate!



Secondo te, quali sono gli ingredienti diversi?

SCHEDA B

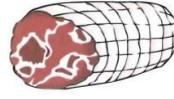
I salumi



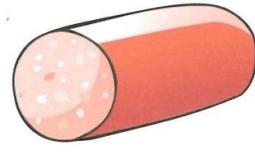
LA BRESAOLA



IL COTECHINO



LA LONZA



LA MORTADELLA



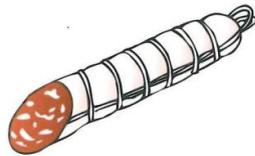
LA PANCETTA



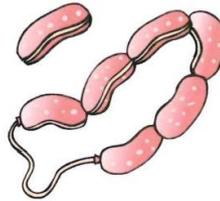
IL PROSCIUTTO COTTO



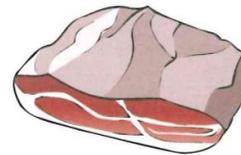
IL PROSCIUTTO CRUDO



IL SALAME



LA SALSICCIA



LO SPECK

I contenitori



I BARATTOLI



LA BOTTIGLIA



LA LATTINA



IL PACCHETTO
IL SACCHETTO



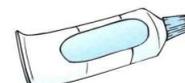
IL PACCO



LA SCATOLA



LA SCATOLETTA



IL TUBETTO



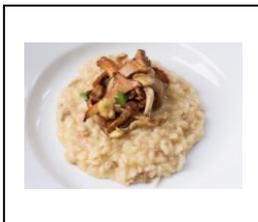
Dalla Cina...

alla cucina!

Lezione 3

ESERCIZIO 1

Metti una 'X' sulle ricette che hai fatto in cucina.



Risotto con i funghi



Lasagne



Cannelloni



Risi e bisi



Ravioli



Fegato di vitello



Risotto zucca e salsiccia



Besciamella

Quali sono gli ingredienti di queste ricette?

Quali oggetti hai usato per queste ricette?

Qual è la tua ricetta preferita?

ESERCIZIO 2

Ascolta e leggi gli ordini del professore e dello Chef.

Ordine 1

Prof: Per fare il risotto ai funghi, preparate il brodo e lasciatelo cuocere. Tagliate i funghi champignon e i finferli. In una padella, fate un soffritto di aglio e prezzemolo. Aggiungete i funghi e cuoceteli per circa 20 minuti. Aggiungete il riso e tostatelo. Poi aggiungete piano piano il brodo con il mestolo.



Ordine 2

Chef: Oggi facciamo le lasagne! Veronica, prepara la pasta con il tirapasta!

Nicolò e Giulio, preparate la carne macinata per il ragù! Prendete la carne di manzo e tritatela (macinatela) nel tritacarne!

Giacomo, prepara la besciamella! Fai sciogliere il burro in una casseruola, aggiungi la farina e fai cuocere a fuoco lento, poi lascia raffreddare. Dopo, aggiungi il latte con sale, pepe e noce moscata.



Ordine 3

Prof: Raffaello, prendi le patate e pelale con il pelapatate! Poi infornale a 180° per 30 minuti.

Elena, vai in *plonge*! Lava le padelle sporche e asciugale!

Ordine 4

Chef: Cristiano e Carlo, voi fate i ravioli. Fate il ripieno con la carne e mettetelo nei ravioli con la *sac à poche*!



2a) Indica se queste frasi sono vere (V) o false (F).

- | | | |
|--|---|---|
| 11. Per fare il risotto serve il brodo. | V | F |
| 12. Il soffritto si prepara con i funghi champignon e i finferli. | V | F |
| 13. Per fare la lasagna servono: la pasta, il ragù e la besciamella. | V | F |
| 14. In <i>plonge</i> c'è il forno. | V | F |
| 15. Per mettere il ripieno nei ravioli serve il cucchiaio. | V | F |

La sac à poche

Si può usare per mettere il ripieno nei ravioli, oppure per décorare i piatti e le torte.



2c) Leggi di nuovo i dialoghi e completa la tabella. Ci sono alcuni verbi con i pronomi lo, la, li, le. I pronomi sono al posto una parola. Leggi le frasi nella tabella, trova la parola e scrivila vicino (come nell'esempio).

Frasi	Parola
<i>Preparate il brodo e lasciatelo cuocere.</i>	Brodo
<i>Aggiungete i funghi e cuoceteli per circa 20 minuti.</i>	
<i>Aggiungete il riso e tostatelo.</i>	
<i>Prendete la carne di manzo e tritatela (macinatela) nel tritacarne!</i>	
<i>Prendi le patate e pelale con il pelapatate! Poi informale a 180° per 30 minuti.</i>	
<i>Lava le padelle sporche e asciugale!</i>	
<i>Fate il ripieno con la carne e mettetelo nei ravioli con la sac à poche!</i>	

ESERCIZIO 3

Forma una frase.

- | | |
|---|--|
| 1. Pelate le patate e ... | a. ... metteteli nella padella. |
| 2. Fai sciogliere il burro e ... | b. ... scolatela con lo scolapasta. |
| 3. Cuocete la pasta per 10 minuti e ... | c. ... versalo in una ciotola. |
| 4. Lavate le pentole e poi ... | d. ... asciugatele. |
| 5. Fai il ripieno e ... | e. ... informali a 180° per 30 minuti. |
| 6. Tagliate i funghi e i peperoni e ... | f. ... mettilo nei ravioli! |
| 7. Tagliate la pancetta a cubetti e ... | g. ... lavatele bene. |
| 8. Prepara i cannelloni e ... | h. ... cucinatela con la cipolla. |

ESERCIZIO 4

Completa la ricetta con lo, la, li, le.

Ricetta delle Lasagne con zucchine e pancetta

Ingredienti (per 4 persone):

- Pasta per lasagne;
- Besciamella;
- 6 zucchine;
- Olio;
- Sale;
- 300 grammi di pancetta;
- Formaggio parmigiano.



Procedimento:

Prendete tutti gli oggetti che vi servono per questa ricetta e preparate___ sul tavolo di lavoro. Poi prendete tutti gli ingredienti e iniziate a cucinare.

Mettete in una padella l'olio e fate___ scaldare. Aggiungete la cipolla e la pancetta e fate___ soffriggere.

Tagliate le zucchine e aggiungete___ in padella. Cuocete per 15 minuti.

Stendete la pasta e tagliate___ in pezzi quadrati. Mettete l'acqua in una pentola e cuocete i pezzi della pasta delle lasagne. Scolate___ quando sono al dente.

Preparate la besciamella.

Quando avete tutto pronto, prendete una teglia e mettete uno strato di pasta delle lasagne. Sopra mettete uno strato di zucchine, pancetta e besciamella.

Aggiungete uno strato di pasta e uno strato di condimento ... L'ultimo strato è con la pasta!

Alla fine, aggiungete la besciamella. Poi prendete il formaggio parmigiano, grattugiate___ e mettete___ sopra la besciamella.

Infornate a 180° per 15 minuti.

Curiosità

*Perché il formaggio **parmigiano** si chiama così?*

Perché viene da Parma, una città in Emilia Romagna!

*Perché diciamo che la pasta deve essere '**al dente**'?*

Perché deve essere poco cotta, così si sente sotto ai denti!



Dalla Cina...

alla cucina!

Lezione 4

ESERCIZIO 1

Pensa al menù veneziano che hai preparato in cucina e completa. Poi aggiungi altri piatti che conosci!

*Risi e bisi; Polenta con soppresa e funghi; Patate al forno;
Fegato alla veneziana; Pasta e fagioli; Tiramisù.*

MENÙ	
ANTIPASTI	<hr/> <hr/>
PRIMI PIATTI	<hr/> <hr/> <hr/>
SECONDI PIATTI	<hr/> <hr/> <hr/>
CONTORNI	<hr/> <hr/>
DOLCI	<hr/> <hr/>

ESERCIZIO 2

Leggi il dialogo.



Al telefono ...

Clara: Ciao Roberta come stai?

Roberta: Ciao Clara, io sto bene e tu?

Clara: Tutto bene grazie! Stai già cucinando?

Roberta: Sì, sto preparando il mio famoso fegato alla veneziana!!

Clara: Mhmm che buono!! È la tua specialità! Mi devi dare la ricetta!

Roberta: Ma certo! I miei figli mi stanno aiutando, sai?

Clara: Davvero?? E cosa state facendo?

Roberta: Io sto tagliando il fegato, Chiara sta tagliando la cipolla a fettine sottili, Marco sta tritando il prezzemolo e Giancarlo sta mettendo l'olio nella padella.

Clara: ... e Stefania?

Roberta: Stefania sta pulendo il tavolo! Dopo mettiamo lì la farina e infariniamo il fegato! Prima Stefania mi ha fatto arrabbiare, quindi adesso pulisce!

Clara: Ah benissimo! Prepari anche le patate?

Roberta: Sì, patate al forno per contorno!

Clara: E perché Stefania non sta pelando le patate?

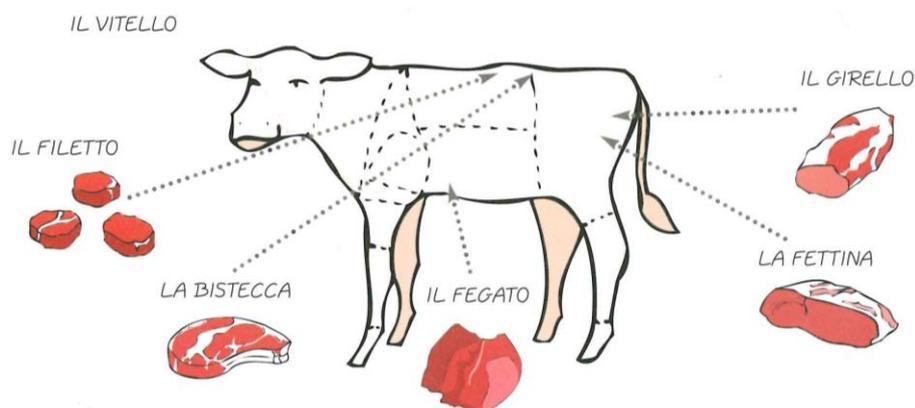
Roberta: Ahahah perché è noioso pelare le patate! Non sono una mamma cattiva! Comunque ti sto mandando ora la ricetta del fegato alla veneziana.

Clara: Mi stai già mandando la ricetta per e-mail? Sei un mito, grazie!

2a) Indica se queste frasi sono vere (V) o false (F).

- | | | |
|---|---|---|
| 16. Clara vuole la ricetta del fegato alla veneziana. | V | F |
| 17. Clara dice che i figli di Roberta devono aiutarla. | V | F |
| 18. Stefania pulisce perché sua mamma è cattiva. | V | F |
| 19. Per cena la famiglia mangia fegato con patate fritte. | V | F |
| 20. Roberta manda subito la ricetta a Clara. | V | F |

2b) In questa immagine puoi vedere qual è il fegato!



ESERCIZIO 3

Completa le frasi come nel dialogo.

Dialogo 1

Laura: Ciao Cristiano e Marco, cosa _____ (fare)?

Cristiano: Io _____ (pulire) il piano di lavoro. Marco _____ (tagliare) i funghi.

Laura: E dov'è Carlo?

Cristiano: Carlo _____ (pelare) le patate.

Dialogo 2

Laura: Veronica, cosa _____ (preparare)?

Veronica: Io e le mie compagne _____ (preparare) il tiramisù. Loro _____ (montare) l'albume a neve (= il bianco dell'uovo). Io _____ (mescolare) la crema al mascarpone.

Laura: E tu, Giacomo cosa _____ (fare)??

Giacomo: _____ (assaggiare) la crema!

Dialogo 3

Laura: Ciao Elena, cosa fai?

Elena: Ciao, _____ (tagliare) le cipolle per fare il fegato alla veneziana!

Dialogo 4

Laura: Nicolò e Giulio, cosa _____ (fare)?

Nicolò: _____ (impastare) la pasta della pizza con l'**impastatrice**. →

Giulio: Io _____ (aggiungere) l'acqua alla pasta della pizza.



Dialogo 5

Laura: Carlo, cosa _____ (fare) i tuoi compagni con il riso?

Carlo: _____ (sfumare) con il vino! →

Prof: Presto ragazzi, veloci!! _____ (iniziare) il servizio!



3a) Rispondi alle domande

a. Cos'è il **servizio**?

b. Con le **fettine di fegato** di vitello possiamo preparare:

c. Ti ricordi cosa possiamo preparare con la **carne macinata**?

ESERCIZIO 4

Cosa sta preparando Elena? Guarda l'immagine, scrivi gli oggetti che Elena sta usando e prova a pensare al piatto che sta cucinando.



Curiosità

La pizza Margherita prende il nome dalla regina Margherita che era andata a Napoli.

*Un cuoco aveva preparato una pizza solo per lei, con:
pomodoro, mozzarella e basilico,
perché questi ingredienti hanno lo stesso colore
della bandiera italiana!*





Dalla Cina...

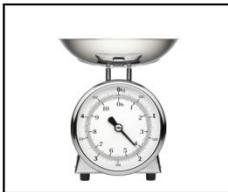
alla cucina!

Lezione 5

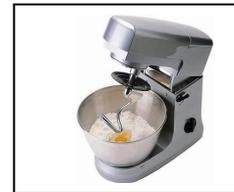
ESERCIZIO 1

Ascolta gli ordini dello chef: scegli quali oggetti ti servono e scrivi sotto il nome.

Attenzione! C'è un oggetto in più.















ESERCIZIO 2

Leggi il testo e rispondi alle domande: scegli la risposta più giusta.

Dialogo 1

Marika (aiuto panettiere): Ho finito di preparare l'impasto per il pane e gli ho dato la forma di una palla come mi hai detto tu. Guarda se va bene.

Lorenzo (panettiere): Perfetto! Una bella palla liscia. Brava!

Marika: Ora cosa devo fare?

Lorenzo: Niente. Ora prendi l'impasto e mettilo nel forno spento. Deve lievitare e ci vogliono almeno due ore. Forno spento, mi raccomando!

Marika: Va bene. Allora, intanto che aspettiamo posso chiederti un favore?

Lorenzo: Sì, dimmi pure. Ma mentre mi chiedi prepara la farina e il lievito per fare la focaccia.

Marika: Sì, va bene ... comunque ti volevo chiedere se posso cambiare il turno di domani con Marcelo, perché ieri sono andata via tardi e ho lavorato due ore in più.

Dialogo 2

Ciro (pizzaiolo): Hai tagliato la mozzarella a cubetti? →

Livia (aiuto pizzaiolo): Sì, l'ho messa in quella ciotola bianca.

Ciro: Bene. Allora mentre io stendo l'impasto della pizza, per favore, prepara gli altri ingredienti.

Livia: Ok. Cosa ci serve?

Ciro: Per fare la capricciosa abbiamo bisogno di olive nere e verdi, carciofi e funghi.

Livia: È iniziato il servizio! Sta arrivando Pietro con le ordinazioni.

Ciro: Bene, digli che oggi non possiamo fare la pizza Napoli perché abbiamo finito le acciughe.

Tagliare a cubetti /
a dadini



2a) Rispondi alle domande e scegli la risposta più giusta.

1. Cosa deve fare Marika?

- deve aspettare perché la pizza deve lievitare;
- deve preparare gli ingredienti per la focaccia;
- deve accendere il forno.

2. Cosa vuole fare Marika?

- vuole lavorare due ore in più;
- vuole lavorare due ore in meno;
- vuole cambiare il turno con un suo collega.

3. Ciro e Livia ...

- stanno preparando la pizza capricciosa;
- non possono fare la pizza;
- stanno aspettando le ordinazioni.

4. Chi è Pietro?

- un cuoco;
- un cameriere.
- un tecnico.

ESERCIZIO 3

Collega le frasi a sinistra con quelle di destra. Attenzione ai pronomi!

- | | |
|---|---|
| 9. Prendete le padelle ... | i. ... e uniscilo alla crema al mascarpone. |
| 10. Prendi il prezzemolo e ... | j. ... e cuocetela per 20 minuti. |
| 11. Infornate la lasagna ... | k. ... sfumalo con il vino bianco. |
| 12. Tagliate le carote e ... | l. ... tritalo. |
| 13. Prendi il pelapatate e ... | m. ... mettetele in una ciotola. |
| 14. Infarinate le fettine di fegato e ... | n. ... inzuppali nel caffè! |
| 15. Prepara l'albumi montato a neve ... | o. ... usala per decorare i piatti. |
| 16. Prendi la sac à poche e ... | p. ... portalo al professore! |
| 17. Fai tostare il risotto e ... | q. ... lavatele e asciugatele. |
| 18. Ecco i savoiardi, ... | r. ... cucinatele in padella con l'olio. |

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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ESERCIZIO 4

Cosa stai facendo? Completa le frasi come nell'esempio.

Esempio: Veronica, cosa state preparando (voi - preparare)? – Io e le mie compagne stiamo preparando (noi - preparare) il tiramisù.

1. Cosa _____ (loro – preparare)?
2. Io e Luca _____ (pulire) il piano di lavoro per fare la pizza.
3. _____ (voi – infornare) la torta?
4. L'impasto della pizza deve lievitare, quindi adesso _____ (io – aspettare).
5. _____ (io – mettere) la mozzarella tagliata a dadini sull'impasto.
6. “Il riso è tostato! Aggiungi il brodo!” – “Sì, lo _____ (io – aggiungere).”
7. “Cosa _____ (voi – fare)?” – “_____ (noi – sfumare) la carne con il vino.”
8. Professore, gli studenti _____ (loro – condire) l'insalata. Va bene?
9. Federico è bravissimo in pasticceria! Vieni a vedere! Ora _____ (decorare) la torta al cioccolato con la sac à poche!

ESERCIZIO 5

Completa la ricetta con i verbi scritti qui sotto.

infornare; stendere; cuocere; togliere; mettere (x2); aggiungere; servire; distribuire; condire.

Pizza Margherita

Ingredienti (per 4 persone)

- 600 grammi di pasta di pane;
- 300 grammi di pomodori pelati;
- Una mozzarella;
- 40 grammi di olio extravergine di oliva;
- Basilico;
- Sale e pepe.



Procedimento

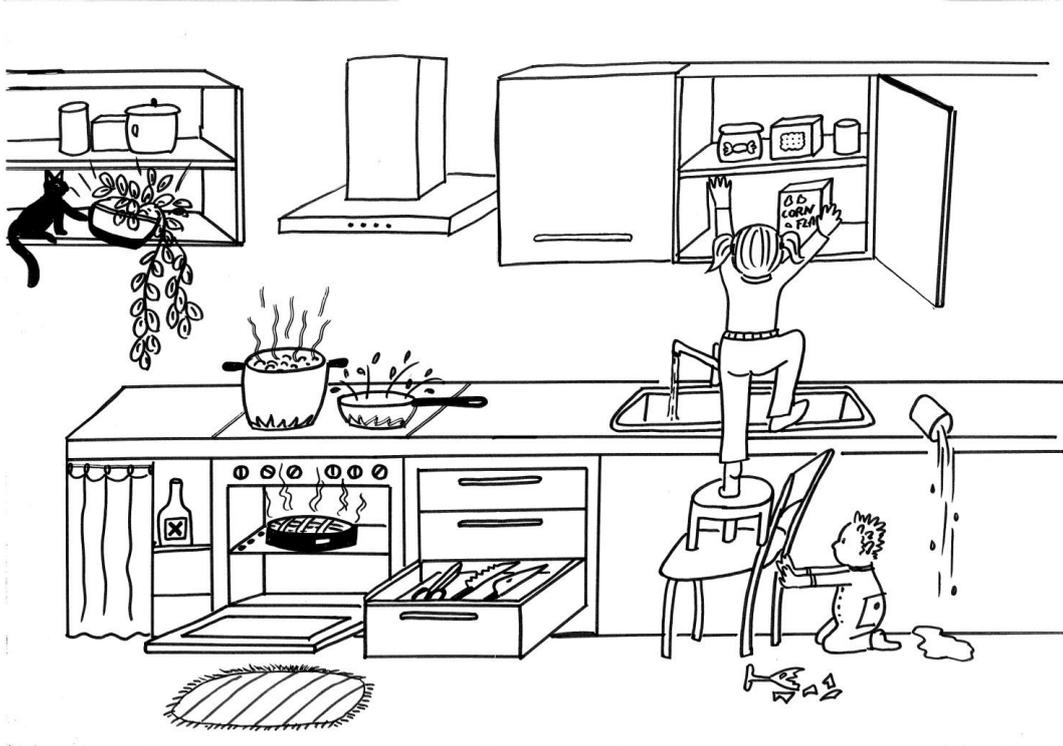
_____ la pasta con il mattarello finché diventa alta circa mezzo centimetro.
_____ la pasta in una teglia (la teglia deve avere olio o la carta da forno).
_____ sulla pasta i pomodori tagliati a pezzetti.
_____ con sale, pepe e l'olio.
_____ a 220° e _____ per circa 15-20 minuti.
_____ la pizza dal forno e _____ la mozzarella (tagliata a fettine) e le foglie di basilico.
_____ per altri 7-8 minuti e _____ la pizza ben calda.

5a) Ora scrivi la ricetta con l'imperativo (come un ordine). Puoi decidere se usare TU o VOI.

Esempio: prendere la pizza → Prendi la pizza / Prendete la pizza

ESERCIZIO 6

Lessico. Scrivi il nome degli oggetti che vedi.



ESERCIZIO 7

Scriviamo insieme una ricetta.

Ricorda:

Puoi scrivere una ricetta in tre modi:

1. **METTERE** le uova in una ciotola.
2. **METTI** le uova in una ciotola.
3. **METTETE** le uova in una ciotola.

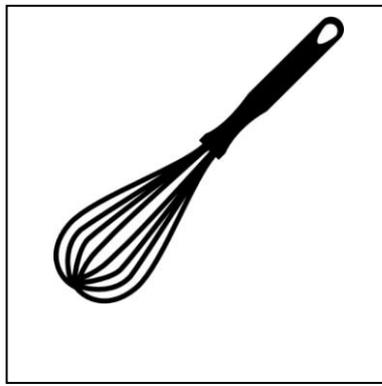
VERIFICA DI ITALIANO

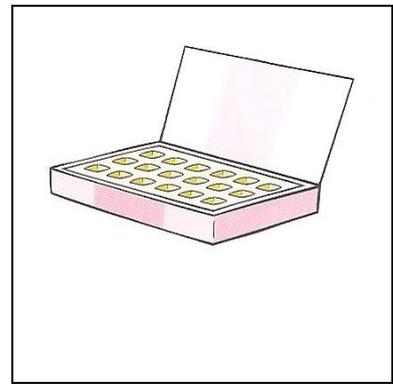
Esercizio 1 – ASCOLTO

Ascolta gli ordini dello chef: scegli quali oggetti ti servono.

Attenzione! C'è un oggetto in più. Scrivi il nome di tutti gli oggetti.













Esercizio 2 – COMPrensione SCRITTA

Leggi il testo e rispondi alle domande: scegli la risposta più giusta.

Dialogo 1

Elena (chef): “Francesca, mi passi le zucchine per favore?”

Francesca: “Ecco qua.”

Elena: “Grazie, ora le metto in padella così cuociono per bene insieme al soffritto d’aglio. Allora, mentre io preparo il sugo con le zucchine, tu prepara la pasta.”

Francesca: “Sì, lo sto già facendo.”

Elena: “Non mi sembra. Non devi stare qui davanti a me, controlla la pasta!”

Francesca: “Va bene, vado.”

Elena: “Quanto manca? Possiamo scolar la?”

Francesca: “Altri due minuti ed è pronta.”

Elena: “Intanto che aspetti, portami il sale!”

Francesca: “Subito!”

Dialogo 2

Elena: “Oltre alla pasta, dobbiamo fare anche i ravioli. È pronto il ripieno di carne?”

Francesca: “Non ancora, lo stanno preparando.”

Elena: “Forza, siamo in ritardo. Il servizio inizia tra un’ora e dobbiamo ancora cucinare i ravioli!”

Francesca: “Hanno quasi finito. Ora li aiuto.”

Elena: “Non aiutare loro. Vieni qui e aiuta me con la pasta per fare i ravioli.”

Francesca: “Dobbiamo tirarla?”

Elena: “Sì, Francesca! Forza, iniziamo!”

2a) Rispondi alle domande e scegli la risposta più giusta.

5. Elena e Francesca stanno preparando:

- D. i ravioli con il ripieno di zucchine;
- E. la pasta con il sugo alle zucchine;
- F. le zucchine.

6. Cosa deve fare Francesca (dialogo 1)?

- D. deve fare il soffritto;
- E. deve tagliare le zucchine;
- F. deve controllare la pasta.

7. Chi sta preparando il ripieno per i ravioli?

- D. Elena;
- E. Francesca;
- F. nessuna delle due.

8. Chi tira la pasta?

- D. Elena e Francesca;
- E. Francesca;
- F. nessuna delle due.

___ / 8

Esercizio 3 – L’IMPERATIVO CON I PRONOMI

Collega le frasi a sinistra con quelle di destra. Attenzione ai pronomi!

- | | |
|---------------------------------|---|
| 11. Prendi il basilico e ... | k) ... cucinali nell’acqua salata. |
| 12. Inforna le patate e ... | l) ... mettilo nel sugo. |
| 13. Tagliate i funghi e ... | m) ... mettetele nell’olio per fare il soffritto. |
| 14. Preparate la crema e ... | n) ... usatelo per preparare la pasta per le lasagne. |
| 15. Prendi il vino e ... | o) ... usalo per sfumare il risotto. |
| 16. Tagliate le cipolle e ... | p) ... montala. Poi mettila sulla torta! |
| 17. Prendi la panna e ... | q) ... lavateli bene. |
| 18. Lavate l’insalata e ... | r) ... conditela con olio, sale e aceto. |
| 19. Fai i ravioli e ... | s) ... mettetela in frigorifero. |
| 20. Prendete il tirapasta e ... | t) ... cuocile a 180° per 30 minuti. |

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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___ / 10

Esercizio 4 – STARE + GERUNDIO

Cosa stai facendo? Completa le frasi come nell’esempio.

Esempio: Veronica, cosa state preparando (voi - preparare)? – Io e le mie compagne stiamo preparando (noi - preparare) il tiramisù.

10. Cosa _____ (voi – cucinare)?
11. Chiara e Lorenzo _____ (tagliare) il fegato a fettine sottili.
12. _____ (io – mettere) il sale sulle patate.
13. Valerio, _____ (tu - impastare) la pasta per la pizza?
14. Guarda il professore: _____ (lui - sfumare) la carne con il vino rosso.
15. Perché non _____ (voi – pulire) il piano di lavoro??
16. “Cosa state facendo?” – “_____ (noi – stendere) l’impasto per fare la torta.”
17. Bravo, Federico, _____ (tritare) molto bene la cipolla!
18. _____ (voi – condire) l’insalata?
19. “Cosa stai facendo?” – “Sto preparando le lasagne e ora _____ (io – aggiungere) la besciamella.”

___ / 10

Esercizio 5 – L’IMPERATIVO

Completa la ricetta con i verbi scritti qui sotto.

aggiungere (x2) – unire – mettere – condire – tritare – fare – tagliare – sfumare – mescolare

Risotto con i funghi

Ingredienti (per 4 persone)

- 280 grammi di riso;
- 350 grammi di funghi champignon;
- 1 spicchio d’aglio e 1 cipolla
- Vino bianco;
- Burro;
- Formaggio parmigiano;
- 1 litro di brodo;
- Sale, pepe e prezzemolo.



Procedimento

_____ i funghi in pezzi piccoli.

In una padella, _____ un soffritto con olio, cipolla e aglio e _____ i funghi. _____ il riso e _____ con del vino bianco.

Con un mestolo, _____ il brodo piano piano.

Quando il risotto è pronto, _____ il prezzemolo e _____ il risotto con sale, pepe, prezzemolo tritato, e parmigiano. _____ il burro e _____ bene.

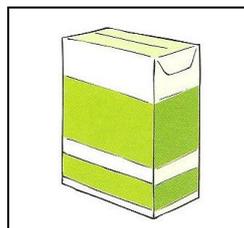
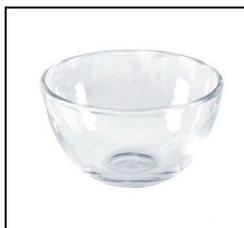
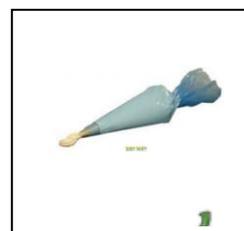
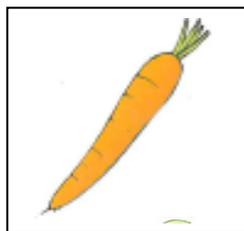
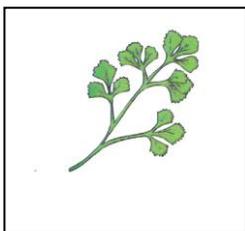
Il risotto è pronto per essere mangiato!

5a) Ora scrivi la ricetta con l’imperativo (come un ordine). Puoi decidere se usare TU o VOI.

Esempio: prendere la pizza → Prendi la pizza / Prendete la pizza

Esercizio 6 – LESSICO

Scrivi i nomi degli oggetti e degli ingredienti.



- Come si fa il soffritto?

*Il soffritto si fa con **olio** ...* _____

___ / 10

QUESTIONARIO

问卷调查

POTETE RISPONDERE IN CINESE O IN ITALIANO, SI RACCOMANDA LA GRAFIA.
GRAZIE PER LA COLLABORAZIONE

*可以用中文或者意大利语回答，请大家写工整。谢谢合作

1. Quanti anni hai? 你的年龄? _____
2. Da quanto tempo sei in Italia? 你来意大利多久? _____
3. Perché sei venuto in Italia? 为什么来意大利?
 - Perché io ho deciso. 是我自己的决定
 - Perché i miei genitori hanno deciso. 是我父母的决定
4. Qual è il modo migliore per studiare? 你觉得哪个是最好的学习方式?
 - Imparare con i libri. 看书学习
 - Imparare con le spiegazioni dei professori. 通过教授的解释学习
 - Studiare da solo. 独立学习
 - Studiare con i miei compagni. 跟同学一起学习
 - Imparare facendo pratica. 通过实践学习
 - Altro 另外的方式: _____
5. Qual è il modo meno efficace per studiare? 你觉得哪个是最没有效率的学习方式?
 - Imparare con i libri. 看书学习
 - Imparare con le spiegazioni dei professori. 通过教授的解释学习
 - Studiare da solo. 独立学习
 - Studiare con i miei compagni. 跟同学一起学习
 - Imparare facendo pratica. 通过实践学习
 - Altro 另外的方式: _____

6. Perché ritieni che il metodo di studio che hai scelto sia il più efficace?

为什么你觉得你选择的学习方式是最有效的？

7. Perché ritieni che il metodo che hai selezionato alla risposta 5 sia il meno efficace?

为什么你认为问题五你选择的学习方式最没效？

8. Quale corso di italiano ti è piaciuto di più? 你更喜欢你上过的哪个意大利语课程？

- Il corso di italiano standard. 标准意大利语课程
- Il corso di italiano sulla cucina. 意大利语烹饪课程
- Nessuno dei due. 都不喜欢

Riguardo al corso standard di italiano (domande da 9 a 12)

关于标准意大利语课程 (第9-12题)

9. Quali pensi siano gli aspetti positivi? 你觉得哪个方面好？

10. Quali pensi siano gli aspetti negativi? 你觉得哪个方面不好？

11. Quali aspetti si dovrebbero migliorare? 你觉得哪个方面应该改善？

12. Quale pensi sia l'aspetto più importante? 你觉得哪个方面最重要？

Riguardo al corso di italiano sulla cucina (domande da 13 a 16)

关于意大利语烹饪课程 (第13-16题)

13. Quali pensi siano gli aspetti positivi? 你觉得哪个方面好?

14. Quali pensi siano gli aspetti negativi? 你觉得哪个方面不好?

15. Quali aspetti si dovrebbero migliorare? 你觉得那个方面应该改善?

16. Quale pensi sia l'aspetto più importante? 你觉得哪个方面最重要?



17. Desideri darci qualche consiglio riguardo ai corsi che hai frequentato?

对于你上过的课程，您愿意提供什么建议给我们？

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