# Workshop on Teaching Italian as a Second Language

## Prof. Maria Vittoria Lo Presti

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to illustrate the different methodologies and learning activities used to teach Italian as a second language to different learners in specific contexts.

At the end of the course, students will be able to:

– identify and understand the methodological aspects of the teaching of Italian as a second language in different learning contexts;

– recognise and define the different linguistic competence levels, and the assessment criteria used for Italian language certifications;

– define specific learning activities for the improvement of communication skills and the study of Italian as a second language in school and university environments;

– create linguistic reflection activities, using the grammatical model based on the concept of valence.

***COURSE CONTENT***

The course will focus on the following topics:

– learners’ linguistic and communicative needs, language skills, and techniques for the teaching of Italian as a second language;

– Italian language certifications;

– teaching of Italian as a second language for the study and the simplification of texts;

– educational applications of the grammatical model based on the concept of valence.

* the development of autonomy in learning Italian as a second language.

***READING LIST***

Camodeca C., *La grammatica valenziale. Descrizione e proposte di sperimentazione nella didattica dell’italiano L2*, “Aggiornamenti”, 3, 2013, pp. 24-36.

D’Annunzio B., *I principali problemi dell’italiano L2 dello studio*, in Balboni P.E., Mezzadri M., *L’italiano L1 come lingua dello studio*, I Quaderni della Ricerca 15, Loescher, Torino 2014, pp. 91-98.

Danesi M., Diadori P., Semplici S., *Tecniche didattiche per la seconda lingua. Strategie e strumenti, anche in contesti CLIL*, Carocci, Roma 2018 (some parts).

Diadori P. (a cura di), *Insegnare italiano a stranieri*, Le Monnier, Milano 2015 (some parts).

Gilardoni S., *CLIL e Italiano L2: un’esperienza per non italofoni*, “Nuova secondaria”, XXXI, 2014, 5, pp. 114-118.

Lo Presti M. V., *Autonomia nell’apprendimento dell’italiano L2 e sviluppo della competenza plurilingue e pluriculturale,* in Bevilacqua M, Pellegrino R e Vaccaro V. A., *Centri Linguistici di Ateneo: strategie d’intervento nei processi di comunicazione interlinguistica e interculturale*, Edizioni Scientifiche Italiane, Napoli 2021, pp. 311-322.

Mollica A., *Ludolinguistica e glottodidattica*, in Mollica A., *Ludolinguistica. I giochi linguistici e la didattica dell'italiano*, Eli edizioni, 2019, vol. 1, pp. 11-32.

Vedovelli M., *Guida all’italiano per stranieri*, Carrocci Editore, Roma 2010 (parts).

Further information will be made available in class and on Blackboard.

International students will have the possibility to define with the lecturer an *ad hoc* course syllabus.

***TEACHING METHOD***

Frontal lectures, supported by practical activities aimed to guide text analysis and the creation of teaching activities.

***ASSESSMENT METHOD AND CRITERIA***

Oral assessment in which students will be tested on their knowledge of the topics explained during the course, and on their ability to illustrate didactic activities for the teaching of Italian as a second language. The assessment is divided into two parts: one part will be based on the discussion of specific topics explained during the course, such as learners’ linguistic and communicative needs, different teaching methods for Italian as a second language, characteristics of Italian language certifications, text simplification activities for the study of the teaching of Italian, and possible applications of the grammatical model based on the concept of valence to different teaching contexts (60% of the final mark); during another part of the assessment, students will be invited to present and discuss the Italian learning activities they have designed for a given category of learners in specific contexts, starting from the examples studied during the course (40% of the final mark).

Other assessment criteria include: accuracy of answers; ability to create a structured argumentation; use of appropriate terminology; knowledge of the course syllabus; ability to reflect on the application of teaching models in real contexts.

***NOTES AND PREREQUISITES***

Students are invited to regularly check Blackboard where they can find communications and material for the course.

Please note that this workshop is linked to the Teaching Italian as a Second Language course, so it aims to give examples and suggest possible applications of the topics explained during that course.

There are no prerequistes for attending the course. However, students should ideally show a certain curiosity towards language teaching, especially Italian as a second language.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG and on Blackboard.