
Impacto del Proyecto AEi: Adultos, Empleo e Inclusión *Impact of the AEi Project: Adults, Employment and Inclusion*

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MAIN THEME: 1. FORMACIÓN PARA EL EMPLEO Y LA INCLUSIÓN SOCIAL.

1.2. EXPERIENCES IN TEACHING OF ITALIAN LANGUAGE AT THE CPIA (CENTRO PROVINCIALE ISTRUZIONE ADULTI) IN PADUA

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ABSTRACT

The arrival of a new student at school always creates a bit of havoc, regardless of his or her language skills. If the newcomer does not know Italian language at all the new entering becomes a real problem and the teachers wonder what the best solution to encourage learning is. Does it make sense to place a foreign student with very little or no knowledge of Italian language directly into a language course that has already started? Does the foreign student need to start from the beginning of the courses for the teaching to be fruitful? We think that the direct insertion of a newcomer into the classroom is useful for learning and we are convinced that the linguistic competence is not the only factor to take into account when we welcome new students in a course. What we have found in our daily teaching practice tells us that if the students enter into a language course that has already started, they have the opportunity to make significant emotional experiences for their life and that the improvement of the Italian language comes as a consequence of their well-being.

KEYWORDS: teaching of Italian language; immigrants; affective teaching; inclusion

1. INTRODUCTION

The arrival of a new student at school always creates a bit of havoc, regardless of his or her language skills. If the newcomer does not know Italian language at all the new entering becomes a real problem and the teachers wonder what the best solution to encourage learning is.

2. JUSTIFICATION AND INTEREST OF THE TOPIC

Does it make sense to place a foreign student with very little or no knowledge of Italian language directly into a language course that has already started? Does the foreign student need to start from the beginning of the courses for the teaching to be fruitful? If we throw the student immediately into the water to learn to swim (to "communicate", beyond metaphor) is it an effective choice or does it produce negative effects for both the newcomer and the whole class, which must slow down to adapt to the new student? Should we propose a linear path in which the linguistic acquisition of Italian is appropriately measured and controlled by the teachers or, with the necessary support, can we leverage motivation and also propose paths that are not in an ordered sequence?

3. THEORETICAL FRAMEWORK

The principle that the cognitive dimension cannot be separated from the affective one is the underlying idea of the language teaching approach called "affective humanistic".

This type of approach owes much to the principles of American humanistic psychology which sees the individual not only as a rational being, but above all as a person endowed with feelings and attitudes that condition his/her relationship with the world and with others. The "humanistic-effective" approach has also spread in Italy in the last forty years, mainly thanks to the linguists Renzo Titone, Giovanni Freddi and Gianfranco Porcelli.

The starting point is that during a course the teachers do not only teach a language, but teach a language to a person who has feelings, expectations, inclinations that in any case influence his/her perception of reality and relationship to others. Therefore, language teaching does not take place in an aseptic environment, but is aimed at people who have emotions and who express them in a different way: the affective and relational aspects of students become central.

In America we start talking about "humanistic language teaching" after the publication of the book *Teaching Languages: A way and ways* by the linguist Earl Wilson Stevick in 1980.

4. OUTLINED AIMS

The examples experienced in our classes suggest that even a non-progressive learning path of the Italian language produces positive effects and allows students to achieve academic success. In fact, students not only have pragmatic needs related to communication, but also have deeper needs related to their personality and their motivations and placement in a class that perhaps from a linguistic point of view is not at their level produces emotions in them. A direct insertion into a path already started and not in a linear sequence considers the cognitive aspects of a student subordinate to his/her emotional and personality characteristics, which in any case will subsequently influence the learning processes.

5. METHOD

We now approach the knowledge of teaching practiced in an eighth grade course where most of the class has an initial level of linguistic competence between A2 and B1 and we follow the insertion in this context of three students with initial competence between pre A1 and A1.

What is the meaning of this bet? The purposes of the teaching practice are to activate the unaware skills and innate resources of the students and give them the opportunity to make faster progress in the advancement of their learning.

It's about putting in place: scaffolding and cooperative learning. In fact, the young student who approaches a class group that mainly speaks Italian, is asked to activate compensatory tools and strategies to make up for his/her evident deficiencies in structured competence.

5.1. Samples

E., Egyptian, initially receives the attentions of S. who translates for him into Arabic (in the Moroccan variety other than his prevailing mother tongue). This period of attention on the part of the partner lasts about a month, then E. listens and receives the teacher's instructions, if oral, directly in Italian, asking in Italian to repeat or to rephrase if he has not understood; if the instructions are written, translating independently with a smartphone application.

F., Afghan, initially receives the attentions of S. who translates for her into Farsi and this translation period lasts more or less a month. We emphasize that the translation intervention for the partner or companion in difficulty arises spontaneously in the class and is not prevented by the teacher. But after the first few weeks the translation is gently discouraged through expressions that invite students to be patient and to give time to understand. Until F. finds the courage and the right moment to ask the teacher to repeat because she doesn't understand and needs a further explanation. This request is placed in Italian and to be sure, the girl asks the teacher to translate it using the application. The teacher follows the suggestion but the communication has already occurred autonomously by the same girl who is able to communicate in Italian with a few but understandable words: "I don't understand".

Four months after entering his class-group, E. has reached an A1 level of linguistic competence and has activated reading strategies and guided written production that allow him to also answer questions of textual analysis and inferences from an authentic narrative text (a legend).

Scarcely two months have elapsed since F.'s inclusion and the girl distinguishes articles, prepositions from nouns and verbs. She does not conjugate the verb perfectly, but she is capable of transforming nouns from singular to plural and of understanding task of the exercise.

Professor Adriana Arcuri of Itastra speaks of continuous interference and reciprocity between the mechanisms of anticipation and deciphering in the ability to understand. We think, coherently with this reflection, that it is more productive to advance in language learning not to wait for the deciphering to be complete or at least advanced, but to activate anticipation especially for young learners who have an important motivation to continue studying.

E. wants to learn the Italian language as soon as possible to become independent and look for a job. He was not only included in an Italian language course but also in an access course to the first level qualification with a two-year training agreement to increase his exposure to the language and language of the study (historical, scientific, geographical micro-language ...).

F. wants to learn Italian because she would like to become a mediator in the future.

Of course, the insertion of new students must be numerically low to allow the teacher to closely follow the gradual progress and propose adequate exercises with tasks that can be performed at various levels of competence.

Of course, the insertions of these students can have positive outcomes if a series of favorable conditions are triggered: welcoming group climate, ability to get involved without being discouraged, activation of strategies, guided metacognitive work in the classroom, positive and constructive relationships among peers and with the facilitator teacher.

Let's now follow the story of C., the third student inserted in the group with skills in A1 production skills and A2 understanding skills.

C. does not speak Italian, but understands and has very high English FL (Foreign Language) skills. She is about to be enrolled in a university course in London, since she meets the requirements.

6. RESULTS

From the examples reported here it is clear that the teaching of the Italian language to immigrants, therefore as L2 and not as FL, has specific characteristics that must be taken into consideration to be effective in teaching and to influence the affective sphere as well as the cognitive one.

First of all, the learning context is different between students of Italian as FL in their country and students of Italian as L2 here in Italy. In fact, most of the time Italian as L2 is learned in an extracurricular context: the consequence is that the learning methods, the sequencing of grammatical structures, vocabulary and cultural implications cannot be controlled exclusively by the teacher. Formal learning is combined with spontaneous learning: at work, at the bar, with friends, with colleagues, with classmates.

Motivation among immigrant students is also very different from that of learning a foreign language in their country. The needs to communicate quickly are much more pressing, but even more pressing is the need to understand a new reality, to fit into an environment totally different from that of origin, to socialize, to rebuild an idea of the self that very often migration deeply affects.

As we have said, since the exposure to the language is very frequent, and mostly independent from the school, the students find themselves having to manage a very large amount of information and comes into contact with very different ways of communication: this variety represents a richness from a linguistic point of view but requires a great cognitive effort by the students.

The consequence on the didactic level of the whole situation is that the planning of pre-ordered didactic paths is often not very profitable because it cannot take into account a priori the partially unpredictable developments that interlingua can take.

In short, teaching Italian as L2 involves a whole series of affective, emotional, cultural and identity implications that have a decisive impact on the quality of learning.

7. CONCLUSIONS AND CONTRIBUTIONS

It is absolutely necessary to organize didactic activities that involve students not only from a cognitive point of view, but that also respond to the psychological and social needs connected to the study of the Italian language.

The attention to the person, the concept at the basis of "affective humanistic" language teaching, has positive effects in teaching Italian: if teachers show interest in the starting situation of students and their social and personal development, they are able to positively influence the students' attitude towards the Italian language and, consequently, to improve the quality of learning, which is the main objective of any kind of teaching.

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APPENDICES

Here we insert an example of didactic activity of the applied method. This activity comes from a couple of cooperative lessons carried out in the class we have talked about.

From the interview to the biography:

INTERVIEW	BIOGRAPHICAL TEXT
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GHAFOOR	JESSICA
<p>Com'è andata la quarantena?</p>	<p>Così e così, prima avevo la febbre, poi i sintomi sono cambiati, alla fine sono guarita. Mi sono negativizzata e sono tornata a scuola.</p>
	<p>Dopo l'assenza di Jessica, lei è tornata a scuola guarita.</p>
	<p>I giorni passati Jessica è stata in quarantena, perché di ha preso il covid. I primi giorni ha avuto la febbre, però i suoi sintomi sono cambiati/cambiavano da un giorno all'altro, finché è guarita.</p>

JESSICA	ANNABELL
---------	----------

<p>Quali sono i tuoi obiettivi nella vita?</p>	<p>Cerco di finire e di raggiungere il diploma di terza media e poi proseguo gli studi facendo un corso per OSS (operatore socio-sanitario). Poi, non so, per il momento questi sono i miei principali obiettivi.</p>
	<p>Annabell si sente tranquilla e futura. La risposta è prendere la E continua a studiare in chiesa e vicino alla sua famiglia. che le può accedere/perché aprire la porta per vuole accedere a un corso di oss.</p>
	<p>Jessica ha chiesto ad Annabell si quali sente tranquilla in casa con la sua famiglia e in chiesa. La risposta è prendere la E continua a studiare in chiesa e vicino alla sua famiglia. che le può accedere/perché aprire la porta per vuole accedere a un corso di oss.</p>

<p>Che cosa ti fa stare bene?</p>	<p>La famiglia mi fa stare bene. Quando vado in chiesa e ascolto le promesse che Dio ha fatto agli uomini, sono tranquilla e calma e non mi interessa quello che succede nel mondo.</p>
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SOUAD	GHAFOOR
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<p>Siccome ieri ho sentito che una vostra tradizione è giocare con gli aquiloni, vorrei chiederti se in Afghanistan ci sono le pale eoliche che trasformino l'energia eolica in energia elettrica?</p>	<p>In Afghanistan c'è la guerra da tanto tempo e non ci sono pale eoliche. Servono tanti finanziamenti per installare questi strumenti tecnologici e la guerra non lo permette. In realtà nel nostro paese l'energia solare sarebbe molto importante da sfruttare come fonte alternativa.</p> <p>Altre fonti potrebbero essere l'oro, il petrolio, la calce, il gas...</p>
--	--

FARIDOON ISLAM

Perché non ti sei sposata?
Ero sposata, ora sono vedova.

Per il futuro,
Come vedi il tuo futuro in Italia?
il nutro tanta speranza di stare meglio di oggi.

Sei anni fa sono venuta in Italia per
Perché sei motivi familiari e venuta in Italia? oggi sono in Italia per realizzare i miei sogni.

ISLAM

In Afghanistan c'è la guerra e i talebani dicono che
Perché sei gli afgani che hanno venuto in Italia? collaborato con gli occidentali sono puniti.

Ho studiato 12 anni a scuola e 2 anni economia agricola/agraria e 4 farmacia.

Voglio avere una vita tranquilla,
Posso sapere quali sono i tuoi sogni per il futuro una macchina, una casa al mare e una in città e viaggiare in tutto il mondo.

CYNTHIA ESLAM

Ora studio e lavoro e poi mi piacerebbe fare il muratore.
Cosa vuoi diventare in futuro e perché?

ANNABELL ESLAM

Sono Eslam e sono in Italia per lavorare.
Come ti chiami e perché sei venuto in Italia?

Io uso il mio telefono per tradurre.
Non ti stanchi mai di usare il cellulare? Non ti stanchi gli occhi usando il cellulare?

ISLAM CYNTHIA

Ho scritto un romanzo che si intitola 45 giorni.
Sei riuscita a concludere un romanzo? Che titolo hai dato al romanzo?

ANNABELL

CYNTHIA

Prof,
abbiamo fatto

non

Del mio passato
sono fiero e rispondo
su di tutto.

Che
cambiamenti positivi
faresti nella tua vita?

Per prima cosa
vorrei lavorare per
essere indipendente e
non sentire più di
essere un peso per
mio marito.

Desidereresti
altri figli?

No, perché la
vita è molto cara. Ci
sono molte spese per
incontrare la mia
famiglia e la vita
costa cara. Preferisco
che una figlia.

CONNECTIVES (= CONJUNCTIONS and PRONOUNS...) have the function of LINKING the words into the speech:

CONJUNCTIONS

causal	temporal	adversative
perché	quando	ma
siccome	finché	però
dal momento		invece
che		

PRONOUNS

copulative (to add)	relative
e	che
poi	il quale
in seguito	la quale
infine	con cui