

## **TEACHERS:**

Teachers who teach Italian language courses at the Centre for Cultural Services for Foreigners hold a nationally and internationally recognised Certification of Competence in teaching Italian as a foreign language, and have completed a course of academic study with a focus on aspects of Italian linguistics, philosophy of language and foreign language teaching, all with outstanding results. They have several years of experience teaching foreign students at the Centre and/or in other language schools, and have advanced skills in English, French and Spanish.

## **TEACHING METHODOLOGY:**

The Italian language lessons are taught by teachers using an integrated approach that actively involves students in the learning process. To this end - and in line with the latest indications of language teaching L2 in the *Common European Framework of Reference for Languages* (CEFR) - the lesson is broken down into several key stages:

- 1) **MOTIVATION** (through the use of visual input / auditory or brainstorming techniques, students are introduced to the topics of the lecture and stimulated to activate prior knowledge about the topics presented);
- 2) **GLOBALITY** (comprehensive understanding of a text, selected according to its authenticity, suitability to the level of the course and its consistency with the lesson's morphosyntactic, lexical and socio-cultural objectives);
- 3) **ANALYSIS** (under the guidance of the teacher and so partially inductive, students are asked to identify the main structures of the text and to formulate hypotheses about the text's regularity and major socio-cultural aspects, which are later summarized by the teacher in a moment of observation and reflection);
- 4) **SYNTHESIS** (once the structural models have identified and analysed, students engage in various interactive communication activities - role play, drama, oral interactions in pairs or groups, etc. - useful to practice the elements learned and to apply them to real life situations);
- 5) **CONSOLIDATION** (in order to consolidate the knowledge learned, students are given structural exercises - improvisation, written composition, etc. - to be done in class or as homework).

School hours are also dedicated to the correction of assigned exercises, conversation practice, reading of texts and/or viewing of Italian films.

Teachers also organize educational excursions (eg. visits to the Oblate Library, the "Accademia della Crusca", the Centre for Contemporary Culture "Strozzina" and the markets of San Lorenzo and St. Ambrogio).

Students are generally required to purchase the centre's reference manual, normally integrated with other materials chosen by the teacher and provided as a photocopied pamphlet.

## **'LAB' AND EXTRA ACTIVITIES:**

Based on interest reported by students in a questionnaire at the beginning of the course, teachers organize 'labs' dedicated to simulating oral contexts, deepening the students' understanding of unique aspects of Italian culture, or the reinforcement of writing skills.

*Specific context communications:* where students can experience communication in real 'simulated' scenarios (eg. at a police station, the post office, the doctor etc.);

*Tackling specific themes:* where teachers face and explore themes of a socio-cultural nature (eg. "Gestures in communicating in Italian" and/or "the intonations of spoken Italian", etc.) or sector-specific language (eg. the language of art, film, etc.);

*Strategic writing sessions:* where students can practice the composition of 'special' texts eg. CV, e-mail, letters of complaint, police complaints etc.).