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Communication needs of Italian as Second Language students for social integration. A study of Italian L2 courses in Belluno

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Abstract

Can social integration work without second language acquisition? Which are the principal communicative needs immigrants have when attending an Italian course? This study would like to answer these questions, maintaining the attention on the immigration phenomenon in the province of Belluno, which is recently increasing and evidently requires proper preparation. The study of European Union guidelines permits to have a framework of the politics that should be adopted in order to realize social integration which is cultural, work-related and linguistic. The thesis focuses on this last topic and the vast literature about the Second Language Acquisition sets the basis for the organization of effective language courses in a migration context, giving indications about methodologies and contents: what are the expectations of immigrant students? What the activities and topics do they prefer the most? In addition, answers directly collected from students through a closed-question questionnaire allow the identification of adult immigrants' needs while attending language courses in Belluno: the acquisition of the language of the hosting country results to be here the very first step towards the integration.

Introduction

This project has the aim of defining the communicative needs of immigrant adult students who live in the province of Belluno in order to socially integrate into the community. We start from the definition of integration and we go on to analyze the different shades of this process: cultural integration considers on one hand the changings hosting countries face when in contact with a significant number of immigrants and, on the other hand, the compromises these should accept to live in a new country. Examining different approaches to cultural integration we will support interculturalism that, in our opinion, guarantees reciprocal respect between the parts; working integration that handles with the the consequences and the modification in the work world caused by the arrival of such a great number of immigrants and the subsequent policies that should be realized to face these changings; linguistic integration that examines in depth the necessities and the mechanisms that take place at the language level when an adult immigrant arrives and decides to live in another country. We begin our analysis from the politics and the guidelines issued by the European Union. What should States do and what is possible at the local level?

From this last point we move on focusing on the dispositions and operations that rule second language acquisition, especially considering immigrant adult students who need to acquire Italian as a second language and who frequently lack an educational background. We also propose a revision of the literature that gives guidelines for the organization of second language courses: structure, contents and methods.

Before investigating the actual situation of language courses in Belluno, we give a brief report about the immigration in this area considering statistics and data in year 2016 and 2017 and that can give us a first portrait of immigrants in our province. As mentioned, last section of the study proposes the analysis of a

questionnaire filled out by immigrant adult students who attend language courses in Belluno by CPIA, Consorzio Sviluppo e Innovazione and Penny Wirton's schools. Their answers give us the chance to answer our research questions: what do immigrants' need to help them integrate in the local area? What can Italian courses do to help satisfy them?

1. Concept of integration

An important starting point for this analysis is the concept of integration. In this specific case, we have decided to talk about social integration in which a foreign person becomes part of another society that consists, above all, of culture, working system and language. “The integration process of an individual of a specific immigrant group into his host country is characterized by other dimensions too: *economic* that includes integration in the labor market and skills which are valued in market interactions (for us, language is one of these), *legal* that relates to the evolution of an immigrant’s status and *political* that connects to the public and political sphere and typically includes participation in political organizations, voting, etc” (Algan et al. 2012). “As such, integration touches upon the institutions and mechanisms that promote development and growth within society, including early childhood care; elementary, postsecondary, and adult education systems; workforce development; health care; provision of government services to communities with linguistic diversity; and more¹”. As is obvious there are two principal actors in the integration process: immigrants, as individuals and as groups, and hosting society. Integration thus can take place at the level of the individual, through housing, employment, education, etc., but also at the institutional level if we consider the public sphere of society like law, regulation, organizations. Speaking of the political implications of immigration, “migration policies have been primarily defensive and control-centered instead of proactive and (...) in many cases, poor integration policy has contributed to negative perceptions of immigrants”². Since integration is more evident at local level and it

¹ www.migrationpolicy.org

² Ibidem

differs very much from place to place, policies should pay attention to this and try to build interaction between immigrants and local communities, proposing concrete programs. But what does integration consist of? As desired, real integration appears when there is participation in civil societies, when there is a basic social welfare that allow citizens to access education, accommodation, health care, without racial or religious discrimination. This liberalism then must allow the coexistence of religious beliefs, political opinions, sexual orientation and cultural affiliation (Baubock 1995). This ideal situation must face the fear and the different kinds of discrimination that still exist in Italy (and not only here). In some cases discrimination is direct, for example when certain professional positions, housing or welfare are not accessible for foreigners. In other cases, it can be indirect and comprehending restrictions on residents' mobility, in housing or work (Baubock 1995). In addition to these situations, Baubock (1995) brings to light two different aspects of discrimination that are how to deal with cases of discrimination by public authorities and with indirect discrimination in employment, housing and access to higher education. "Experience, so, shows that integration policies work best when they are designed to ensure coherent systems that facilitate participation and empowerment for everyone in society – third country nationals and the communities into which they settle. This means that integration should provide immigrants proper reception conditions from the outset, ensure equal access to the labor market and facilitate access to jobs once protection status is granted, as well as ensure equal treatment as regards diploma recognition³ and provide for specific facilitation"⁴. Integration is also most

³ Cfr cap. 3.3 "Work integration"

⁴ Cfr "Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Action Plan on the integration of third country nationals*, 7th June 2016, Brussels

effective when immigrants have the knowledge of what the meaning of living in a European country is and “the understanding and acceptance of European Union’s fundamental values are essential elements of living and participating in the host society”⁵. The Council discussed the centrality of the principle of a two-way process on integration: this means “not only expecting third-country nationals to embrace EU fundamental values and learn the host language but also offering them meaningful opportunities to participate in the economy and society of the Member State where they settle. Actively contributing and being allowed to contribute to the political, cultural and social life is at least as important to creating a sense of belonging and feeling fully anchored in the host society and to building socio-economically thriving societies. (...) The promotion of intercultural dialogue, including interreligious dialogue between faith communities, of respect for human rights, and of European values is essential.”⁶ “The nature of Europe’s recent policies starkly contrasts with more explicit, proactive policies of countries such as Canada, Australia and the United States, though. These classical immigration countries have histories in which immigration is perceived as a crucial element in the building of society. (...) There is a basic acceptance of immigration and an elaborate institutional setting to handle it. The common feature of Europe, on the other hand, is its basic non-acceptance of immigration. As a consequence of this, immigrant integration policies at national levels have generally been late to develop” (Kraal, Vertovec 2017). As criticized by Carbone, Gargiulo, Spena (2018) governments frequently ask for something undefined, delimited by juridical and ethic parameters and focused on the respect of basic values of hosting societies, as in a kind of internal colonization in which groups of people, even if present in

⁵ Ibidem

⁶ Ibidem

the national territory, should be kept separated, symbolically and juridically. Italy also forgets that for a long time it has been a migrants' country who left their homeland seeking new job and opportunities.

1.1 Cultural integration

First of all, it is useful to define the concept of culture and distinguish it from the concept of civilization. The first has a usual common meaning that has classic origins: the cultivation of the spirit through arts, literature, music ect. Anthropology describes this concept as the way a community dresses, eats, creates families, prays or rules itself. Civilization is when these cultural aspects become inalienable and permit to a social group of identifying itself as such (Balboni 2012). In this sense, social models have a shared meaning and differentiate a society from another. Immigrants' integration brings to light an important aspect that concerns the changes that the hosting country undergoes when it comes in touch with a great number of foreigners. "In recent years, concerns about immigration, increasing numbers of refugees and asylum seekers in Europe, and the rising visibility of ethnic and racial minorities have indeed triggered an expanding debate about the consequences of diversity for the community and social cohesion in Western democracies. Several empirical studies have documented a negative relationship between racial and ethnic diversity and generalized trust, an attitude that is considered an important measure of social cohesion, particularly in the social capital approaches in political sciences"(Stolle & Harell 2012). On this, Putnam (1993) raises the importance of the concept of

social capital in a multicultural society for building trust between groups coming from different cultures. In his view, the social capital refers to social networks, reciprocity norms, mutual cooperation and trust that can be developed only through intercultural dialogue. Based on his studies in the United States, more diversity in a community is associated with less trust and, in contrast, distrust declines as members of different ethnic groups get to know and interact each other (Putnam 1993). Cultural diversity may indeed affect the sense of community and social solidarity which constitute founding pillars of democratic states' systems (Algan et al. 2012). However, a major concern is that studies on the relationship between diversity and generalized trust have forgotten the insights of the contact hypothesis that suggests that interactions between people can help to establish positive inter-group feelings when such contact takes place in a cooperative environment among equals (Allport, 1958). Regarding this, researches on the contact hypothesis bring evidence of the fact that in the course of ageing people increasingly rely on ready schemes and stereotypes in the processing of information, but young people (usually measured with college-aged individuals) show a greater ability to be aware of given information and correct for this information's influence on their judgments about people (Hess *et al.*, 1998). For the study of young people's social networks, this means that they might be less affected by pre-existing biases when they encounter people from different racial and ethnic backgrounds. In other words, young people may be more likely to have meaningful contact because they rely less on established social judgments. As a result, they have more opportunities for contact to foster positive impressions and for such experiences to generalize beyond their immediate context to broader values like generalized trust.

Contacts with other cultures can realize in different ways, with several impacts on social environments and different theories analyze this phenomenon: assimilation theory, multiculturalism and structuralism.

1.1.1 Assimilation, Structuralism, Segregation and Multiculturalism

The aim of reaching perfect integration has not been found yet. Different perspectives have tried to analyze this particular process underlining different aspects. Assimilation dominated sociological thought for most of the twentieth century and it builds upon three central features: first, diverse ethnic groups come to share a common culture through a natural process along which they have the same access to socio-economic opportunities as natives of the host country. Second, this process consists of the gradual disappearance of original cultural and behavioural patterns in favor of new ones. Third, once set in motion, the process moves inevitably and irreversibly towards complete assimilation (Algan 2012). This vision becomes possible only if immigrants melt in the hosting culture and lose their own cultural specifications. Social differences are here overcome because the *different* conforms to dominants' culture and way of life. He becomes the same, and loses all his peculiarities, full assimilation in fact occurs when new members of a society become indistinguishable from older members (Bennet 1995). This view is brought to the extreme by many conservatives who would like to preserve and defend their own culture, avoiding mixture and forcing third country nationals to adapt. In addition to theories that focus on the processes of integration, structural theory underlines the differences and discrepancies that

exist between natives and immigrant individuals. Unequal access to wealth, jobs, housing, education, power, and privilege are seen as structural constraints that affect the ability of immigrants and ethnic minorities to socially integrate (Catarci 2014). The segregation model encourages groups of people to keep separated from others in society, but it may cause disadvantages in socio-economic relations. The Apartheid system in South Africa is an example.

Consequently, the real actuation of the integration depends on how hosting societies welcome and absorb the minority. On this consideration, a different approach to immigrants' integration comes from multiculturalism in which foreign cultures do not completely assimilate into the host's one, they rather shape their own edges to find a kind of coexistence. The Oxford dictionary states that multiculturalism is "the presence of, or support for the presence of, several distinct cultural or ethnic groups within a society". This model uses the Government as a mediator between different cultural groups, that establish agreements and pacts in order to assure a pacific coexistence. In this vision each group maintains its own autonomy and differences from the other one, in the respect of democratic rules (Catarci 2014). "Those who promote multiculturalism call for equal treatment and acceptance of the cultural differences of immigrants, national minorities (...) but among the opponents of multiculturalism are those who argue that the official recognition and promotion of multiculturalism undermines the unity of the state and could lead to the fragmentation of society. Other opponents go so far as to deny the equal rights and acceptance of these groups by defending the 'national culture and heritage'"(Niessen 2016). Critics of multiculturalism often debate whether the multicultural ideal of benignly co-existing cultures that interrelate and influence one another, and yet remain distinct, is sustainable or just a mere paradox (Nagle 2009). According to Malik (2015) Europe has allowed excessive immigration without demanding enough

integration, a mismatch that has eroded social cohesion, undermined national identities and degraded public trust. Typical examples are the *veil law* or the body mutilations as well as arranged weddings that can be justified as cultural expressions. On the other hand, supporters of multiculturalism answer back saying that the problem is not diversity but too much racism and propose the example of Canada where multiculturalism works thanks to the consideration of ethnic minority groups as active integral segments of the whole society rather just foreigners or outsiders⁷.

The exposed failures of multiculturalism should not bring societies back to assimilation or segregation models. What is possible and necessary is a new intercultural perspective.

1.1.2 Interculturalism

Letting multiculturalism aside in fact, we prefer talking about *inteculturalism*, neologism used in scientific studies in early 1960s and spread also in pedagogical and educational fields. “This new category proposes an interaction project based on the idea that cultures open up to one another and learn from each other in a dynamic interaction, in a kind of creative exchange, without losing their identity. In this way, importance is given to the process that designates the need for encounter and mutual change” (Nicola 2012). It is obvious that, in this image of interculturalism, everything should find strong fundamentals on the

⁷ www.ukessay.com

gradual knocking down of semantical-cultural egocentrism towards a sharing of meanings and a creation of proximity.

With regards to this, the Council of Europe has developed an Intercultural Cities Programme that helps intercultural cities take advantage of this condition. But what is an intercultural city? “Intercultural cities have a diverse population including people of different nationalities and origins, and with different languages or religions/beliefs. (...) The successful cities of the future will be those best able to harness the talent and energy of their diverse citizens and maximise the potential of diversity by developing, negotiating and implementing a comprehensive strategy to realise its diversity advantage. The Intercultural Cities programme helps cities to devise such strategies by:

- Creating a sense of pluralistic identity embracing cultural pluralism;
- Setting up a governance model empowering all members of the community, regardless of their origin or status;
- Promoting participation and power-sharing;
- Opening up spaces and opportunities for deep interaction and co-creation between people of different cultural origins and backgrounds, to build trust, cohesion and solidarity;
- Managing conflict, busting stereotypes and engaging in a debate about the impact and potential of diversity for local development⁸”.

This meeting of cultures should begin in educational systems, both for locals and foreign students, and requires particular attention to a specific competence that allow people to appreciate and understand others: the intercultural communicative competence that is the actualization in the reality of meta competences having knowledge of intercultural differences (Balboni, Caon 2015). These abilities are “knowing the language”, “knowing how to produce language”

⁸ www.coe.int

and “knowing what to do with language”; as said all this should integrate with intercultural aspects like differences in the use and production of language, different cultural values, non-verbal languages and speech acts:

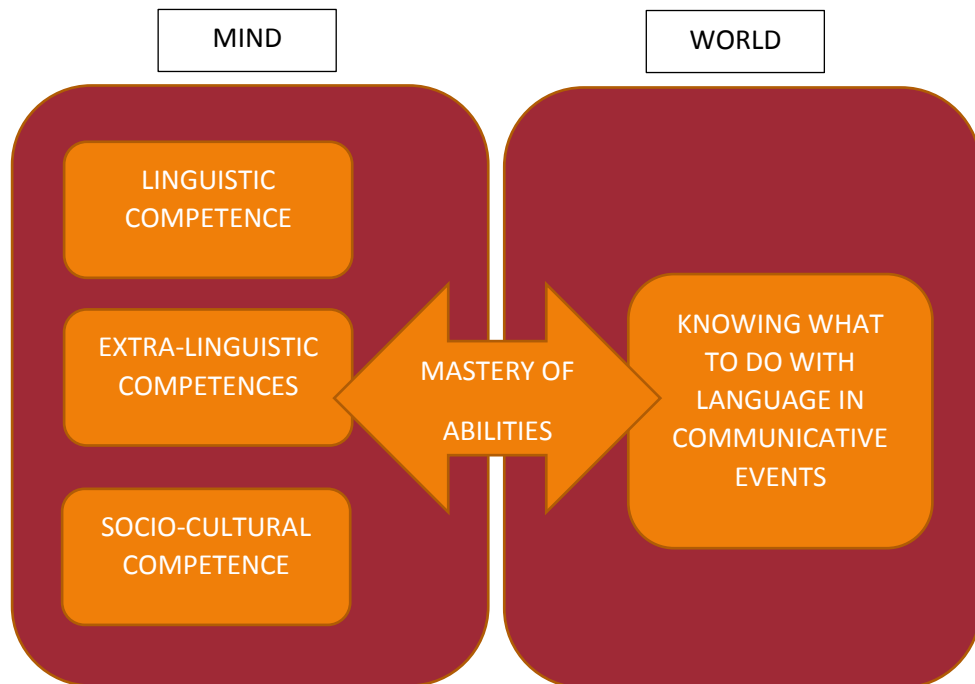


Table 1. Model of Intercultural Communicative Competence (Balboni, Caon 2015)

The figure sums up characteristics of this model of interculturalism that not only is valid when teaching a language, but it has fundamental priority in all other aspects of education and human social life too. Interculturalism has been recently inserted in many fields: once again, above all, it is employed in training courses for enterprises and societies that need to relate with others in the world and successfully concluding communications avoiding misunderstanding caused by different cultural reactions to situations. Under this perspective, interculturalism works positively when cultural implicits, that are frequently unconscious, become explicit and consequently understandable.

1.2 Work integration

We have noticed so far that immigrants' integration is a complex and multifaceted process, influenced by lots of variables. The close relationship between men and work and its importance in life stress the relevance of work integration for immigrants in the new country. "Employment indeed affects the economic and social aspects of integration: being in work ensures an income and the workplace is a site of social encounter, so employment is also a facilitator of the social aspect of integration" (Rutter 2015). On the other hand, the job-search process may disadvantage some migrants because looking for a job requires cultural knowledge and some migrants may not be familiar with structure of EU labor market such as writing a personal statement on an application form (Miles 1995). In his work Rutter (2015) rises the problem of illegal immigration and illegal work that represent a big problem for security controls and also for the integration of foreign people involved. "Granting labor market access is necessary to encourage legal over illegal employment and has important spill-over effects on other integration processes including faster mastery of the host-country language"(OECD 2017). In addition, several studies show that people actively involved in the workforce also tend to be more involved in community life (Putnam, 2000). In light of this fact integration in the work area by immigrants is one of the biggest challenge for the European Union together with its member States. The *Action Plan for Integration*, presented by the European Commission in 2016, identifies different aspects and crucial proposals on this topic: special attention is given to school and professional education, to the access to primary services and social inclusion, especially for those people who ask for international protection. In particular the Commission focuses on the recognition of immigrants' school or working qualifications that represents a priority in this competitive field. In this regard the Commission launched on June 2017 a new "Skill Profile Tool", a web editor that allows to non-EU citizens to indicate their working and educational knowledge, qualifications and certifications that are available to employers, school

and working institutions. Connections between parts will become easier and faster, and organizations will be aware of immigrants needs considering their previous experiences⁹. On their studies on the integration of immigrants in Europe, Frattini and Fenoll (2017) report data on the employment status of foreigners: “on average, immigrants’ labour market outcomes are worse than natives’. Throughout Europe, working age (15-64) immigrants are on average 5.7 percentage points less likely than natives to be (self-)employed. Since natives’ employment probability is on average 70%, this means that immigrants are 8% less likely to have a job than natives”. This fact does not necessarily signal that there are immigrant-specific difficulties in labour market integration. It may be the case that immigrants present characteristics, like age, education and gender, which make them differently employable than natives. Frattini e Fenoll (2017) underline another interesting factor that interest immigrant market access: from their studies, (...) “there are considerable differences between the employment performance of EU and non-EU immigrants, with the former performing not only consistently better than the latter, but also, in many countries, even better than natives”. On the other hand “employment rates of migrants are higher than among the native-born population in a number of countries, notably in Argentina, Brazil, Korea, and South Africa (Figure 3). In these countries, many migrants have come from neighbouring countries as labour migrants. In some countries, even native-born children of immigrants continue to face difficulties in integrating into the labour market. Moreover, employment rates of foreign-born women are much lower overall than among foreign-born men. Data on a number of G20 countries indicate that in many of the G20 countries migrant women face a double disadvantage; i.e. they have lower employment rates than foreign-born men, but also lower employment rates than native-born women (with the exception of Turkey) “¹⁰. The Word Bank Group (2016) furnishes further data about the working integration of migrants:

⁹ Cfr www.europeancommission.int

¹⁰ www.ilo.org

- Economic aspects: integration of migrant into the labour market can have positive effects on the income level and on the public finances of recipient countries, especially those with aging population. They can also contribute to reduce the fiscal pressure related to it.
- Social aspects: as said labour market integration has positive effects on other areas. It increases interaction with natives and enables immigrants to become economically independent.

“Speaking the host-country language is arguably the single most important skill needed to succeed in the host country’s labour market¹¹”.

¹¹ World Bank Group, *Towards a framework for fair and effective integration of migrants into the labour market*, p. 12, 19 -21 December 2016

1.3 Linguistic integration

We have talked about cultural integration under different and important aspects, but nothing can be realized without the linguistic integration of migrants. The European Council defines it as an asymmetric process¹² giving the fact that the hosting population do not feel the need or urgency of learning the immigrants' language, on the contrary, it expects foreigners to perfectly speak their language, as a sort of submission and domination. Although it may seem easy and due, this step can also be a very difficult one for a foreigner who has just arrived in a new culture; Stengel (1939) underlines that this has higher effects on adult students who often fear that they will appear comic and ridiculous. He also points out that "adults speaking a new language are often haunted by doubts whether their words actually reflect their ideas". Learning and speaking a new language presumes a big effort for individual who are frequently illiterate or with a very low school education. In 2016 22% of immigrants (men and women) has a high school degree, 19% has a college degree and only the 7% a University degree. The quantity of migrants who only have an elementary school degree is around 37% and 15% has no qualifications. ¹³In addition not being able to express one own feelings and thoughts can be a very stressful condition for the migrant minority and the detachment from its own language can also cause fear and insecurity. It becomes clear therefore that language has a key role in this social integration and Italian as second language courses should bear in mind the importance of their position in this process. In addition, "the fundamental values of the Council of Europe require that the development of language programmes for adult migrants should take

¹² www.coe.it

¹³ www.sprar.it, *Report on International Protection in Italy 2016*

account of the rights that they are acknowledge to have. ¹⁴(...) The primary aim of the Council of Europe is to create a common democratic and legal area throughout the whole of the continent, ensuring respect for its fundamental values: human rights, democracy and the rule of law. These values are the foundations of a tolerant and civilized society and indispensable for European stability, economic growth and social cohesion. Clearly, language has a key role to play in the achievement of social cohesion via intercultural dialogue” (Beacco et al. 2014).

The Council of Europe identifies also different kinds of linguistic integration that depend on the individuals:

🚩 Passive linguistic integration: the adult migrant’s competence in the majority language is insufficient to manage everyday communication effectively and without excessive effort. Communication frequently relies on other persons and the language of origin retains all of its functions in terms of identity;

🚩 Functional linguistic integration: resources in the majority language are sufficient to allow adult migrants to manage relatively successfully the majority of social, work-related and personal communication situations. They don’t worry about the many mistakes they make as their primary objective is effectiveness. Their language of origin retains a prominent status in terms of identity, but the receiving society’s language is accepted because of its practical usefulness;

- ✚ Proactive linguistic integration: adult migrants seek to improve their competences so as to fit in better linguistically, but also for personal reasons: for their work-related activities or in order to develop their social and personal relationships, etc.
- ✚ Linguistic integration expands linguistic identity: migrants reconfigure their repertoire by fully including the receiving society's language: the repertoire is managed with conscious effort; in particular, the use of languages alternately in the context of life in society is not avoided. The language of origin remains the one reflecting the migrant's identity, but the receiving society's language(s) also start(s) to be part of the migrant's identity.

During the 2010 Intergovernmental Conference in Strasbourg about the linguistic integration of adult migrants¹⁵, Piet Van Avermaet¹⁶ analyzed some challenges and possible responses to the diversity of migrant's educational path: he proposed to analyze immigrants needs designing specific curricula and contents. To do this he gives advices about the professionalization of teachers who must be aware of the multifaceted environment in which they are going to operate. Cooperative learning should be incentivized as well as the use of ICT in teaching and learning; the quality of the assessment can be assured by taking account of the linguistic levels of the students and by producing specific contents.

¹⁵ Report by David Little, conference rapporteur.

¹⁶ Piet Van Avermaet is head of the Centre for Diversity and Learning, at the Linguistics Department of Ghent University. He teaches 'multicultural studies', 'multilingualism in education' and 'language policy' at the same University.

Not less importantly Van Avermaet suggest strategies that may help the immigrants to overcome the language barriers after the end of the course: underlining the importance of the linguistic integration, linking learning achievements to the work world, building social networks outside the classroom.

1.3.1. Acculturation

Schumann (1986) presents an integration with the host language (target language) considering the social and psychological dimension. He distinguishes two kinds of acculturation: a first one in which the learner is already socially integrated to the target language group and has contacts that permit language acquisition; and in the second type learners look at the target language group as a different one, in which he would like to enter. Second language acquisition and acculturation depend on different factors that influence each learner experience. Schumann (1986) points out two macro variables:

- ✚ Social factors: the learning experience is influenced by the kind of relationship that exists between the target language group and the second language learners. In our study it is important to bring to mind that the aim of integration is that the two groups are politically, culturally and economically equal, so that the contacts between the two get easier. The level of enclosure “refers to the degree in which the second language learners group and the target language group share the same churches, schools, recreational facilities, trades” (Schumann 1986). If the two groups maintain

them separated, the level of enclosure is said to be high and opportunities for acquisition faint.

✚ Affective factors: we tend to look at the second language learning process as a homogeneous one, valid for a wide group of people. Whereas it is fundamental not to forget that every student faces the acculturation in a different way that varies according to his age, level of instruction, social condition. Motivation plays a key role in the learning process: an integrative motivation moves that learners who learn the target language because they would like to meet, talk to and become a target language speaker. We define instrumental the motivation that characterize students who learn a target language for utilitarian reasons, like finding a job or passing an exam, instead of coming to meet target language speakers.

1.3.2 CEFR

This communicative knowledge is *measured* by levels given by the European Community. “Since the 1970s the Council ‘s language education projects have focused on learning languages for communication and exchange, which has the potential to extend the individual’s social, cultural, political, academic/intellectual and vocational/professional range”¹⁷. This helps to explain the nature of CEFR: a description of what users can *do* in a second language. The Common European

¹⁷ Beacco et al., 2014, Linguistic Integration of Adult Migrants. Guide to policy development and implementation, Council of Europe

Framework of Reference for Languages, identified six levels that “describe in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively”¹⁸:

- ✚ A1: the lowest level at which learners can interact in a simple way. “They can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of concrete type”.
- ✚ A2: they can communicate in simple and routine tasks, requiring simple and direct exchange of information, and write short, simple notes and messages.
- ✚ B1: “learners are able to maintain interactions and deal with most situations, understand texts or job-related language, write simple text on topics which are familiar or of personal interest”.
- ✚ B2: users can sustain arguments and dialogue, they can scan quickly through long and complex texts and write clear, detailed description on a variety of subjects.
- ✚ C1: they can understand in detail a wide range of lengthy, complex texts and write clear, well-structured exposition, underlining the relevant salient issues.
- ✚ C2: “learners communicate with a high degree of precision, appropriateness and ease. They can understand and produce all form of spoken and written language”¹⁹.

¹⁸ www.coe.int

¹⁹ CEFR

As we try to define in this study, immigrants need to reach communication competence, that for Pierre Bourdieu²⁰, should be articulated with the concept of “language capital”, concluding that what we are seeing at all corporate skills level is the need for “communication capital”.

What is interesting is that every country responds to these guidelines in a different way. The Report Survey 2014 on the Linguistic Integration of Adult Migrants (2014) in the European Union demonstrates how “language requirements have increasingly become a significant element of migration and integration policies in many member states”, that require different steps for the migrants to enter their country, commencing from three different situations in which they are applied: prior to entry, for residence or for citizenship. Nine of the thirty-six States that participated in this survey reported a pre-entry language requirement: Austria, Albania, Germany, Finland, France, Liechtenstein, the Netherlands, Poland and the United Kingdom. “Only 7 states (Hungary, Ireland, Monaco, “the Former Yugoslav Republic of Macedonia”, San Marino, Serbia, and Sweden) do not have legislation governing the three administrative situations under consideration²¹”. Concerning Italy an A2 level (CEFR) is required in order to obtain a residence permit, although the courses’ attendance is compulsory. A basic A2 user “can understand sentences and frequently used expressions related to area of most immediate relevance. He can communicate in simple and routine tasks requiring a simple and direct exchange of information, he can describe in

²⁰ Pierre Bourdieu (1930-2002) was a French philosopher interested in anthropology and sociology.

²¹ Linguistic Integration of Adult Migrants (2014)

simple terms aspects of his background, immediate environment and matters in areas of immediate needs”²².

²² www.coe.int

2. The Second Language Acquisition (SLA)

We have underlined so far the extremely high importance of linguistic knowledge for immigrants who express the desire to stay in a new foreign country. But what does learning a second language mean? In addition to a first language many students acquire competences in other languages, second languages, that also differ from foreign language in the fact that they play an institutional and cultural role in society (Ellis 1994): an example is the Italian learnt in Italy by foreigners; foreign languages otherwise are for example English or French learnt in Italy. In general the learning of a second language takes place significantly after the acquisition of a first language, otherwise we would be talking of bilingualism, a condition in which a child has been exposed to two different languages since his birth, ideally being able to express himself in these two different languages without any difference²³. Humans clearly have the ability of express using language and this is due to the extreme complexity of our brain: neurolinguistics studies how our mind works when it comes to learning and producing language. First of all it is fundamental to remember that our brain is divided into two hemispheres, right and left. Neurolinguistics identifies in the left hemisphere the areas in which the elaboration of language takes place, an area dedicated to analytic, logical tasks, completely different from the right one, characterized by analogic, global traits. Didactic consequences of these studies are the concepts of bimodality and directionality. The first suggest that both the hemisphere of the

²³ Lenneberg (1967) refers to this *critical period* as the range of years (until puberty) in which complete language(s) acquisition is possible. After these years some aspects of the language can be learnt, but full mastery cannot be achieved and bilingualism cannot occur.

brain are interested by the language acquisition and as a consequence, both should be involved in the language acquisition process; the second specifies that this bimodal use of brain follows a specific order: right to left. That is why during the first phases of acquisition, brain should be stimulated at the beginning through its affective dimension, more creative, imaginative and emotional and only successively stimulating the left hemisphere, characterized by logic, rationality and practicality (Balboni 2012). The process of language acquisition then can be divided as follows:

- Observation of input: linguistic and communicative, characterized also by pragmatic connotations.
- Creation of hypothesis: about the functioning of what has been seen.
- Hypothesis check: through the confirmation or correction by the parents or by the teacher.
- Fixation: by repeating what they have learnt through pattern drills, games, reuse.
- Reflection: guided by the adults and by the teachers.

The human acquisition of language described is possible thanks to the Language Acquisition Device (LAD), postulated by Noam Chomsky²⁴, that support the theory of a predisposition of humans for language acquisition since their birth. Bruner enriches this concept with the Language Acquisition Support System (LASS) that in the school language learning experience is composed by the teacher who is clearly a guide in the didactic action. Since its beginning though, the field of SLA has drawn different theoretical inspiration especially concerning the practical

²⁴ Further explanation of Chomsky's theories are in next section.

orientation to language teaching (VanPattern & Williams 2015). One of the earliest theories was provided by Skinner (1957) who promoted behaviorism arguing that children learn language on the basis of environmental influences. According to this explanation, acquisition is the result of a repetitive and intensive sequence of stimuli²⁵, students learn a language by imitating sounds and structures heard in the environment; fundamental technological resources at time are first recording devices that allow students to hear limitless mother-tongue's utterances and repeat language as a set of predictable patterns (VanPattern & Williams). Soon after linguist Noam Chomsky criticized this theory excluding the fact that children acquire only through exposition to language input. As previously mentioned, he proposed the theory of Universal Grammar: innate, biological language categories that facilitate language development in children who just need to learn the application of this grammatical categories in their language.

This new approach in linguistics focused almost on deep structure of individuals' native language (Malone 2012). Only few years later the concept of language undergoes big changings and the pragmatic nature of language becomes the basis of following language theories. It is not about how language is made, but what we can do with language: given the fact that humans use language to communicate, theorists succeed to create a range of communicative functions, universally valid, and investigate which exponents realize them in every different language. From this point, the Council of Europe satisfied the need for homogeneous competence and threshold levels, clear and analogous in various languages²⁶. It is clear in communicative approaches that language acquisition

²⁵ Our translation from P. E. Balboni, *Le sfide di Babele. Insegnare le lingue nelle società complesse*, Utet, 2015

²⁶ Cfr cap. 1.2.2

cannot occur without access to input that can be written or spoken, spontaneous or guided in class (Klein 1986). Krashen (1985) proposed a very important hypothesis for what concerns acquiring a language through inputs: these must be comprehensible so that students focus their attention on the meaning instead of on their morpho-syntactic form. A primary condition for the acquisition of language is that the input is one step beyond the current stage of students' linguistic competence (*i*). This comprehensible input belongs to the "(...) *i+1* stage that corresponds to the target language learners are not able to produce, but can still understand"²⁷. These sequences exist if previous elements have been acquired and stabilized in the memory: at this point linguists talk about *interlingua* that is a specific state in the language acquisition in which students produce wrong utterances that are characterized however by a structured grammar typical of that particular stage. These mistakes do not interfere with the communication and teachers should just reinforce the correct variable of the sentence, recognizing the error as predictable for that situation.

The approach Krashen refers to is the communicative approach of the last years of 19th Century in which students are the center of the acquisition process and its "emotional cornerstone"²⁸. In this context language is a pragmatic instrument of communication in which grammatical accuracy is less important than lexicon. This approach is characterized by the notion of communicative knowledge that joins linguistic, extralinguistic and intercultural knowledge into the world: mental competences, through the mastery of abilities, become *can do with language* into the world. The hypothesis states that for the *i+1* to be learnt,

²⁷ www.sk.com

²⁸ Our translation of "fulcro emotivo" from P. E. Balboni, 2012, *Le sfide di Babele. Insegnare le lingue nelle società complesse*, Utet Università

affective filter must not be present. Conditions of fear and anxiety can affect the learning experience and store what is going to be learnt into the short-term memory instead of placing it in the centers of stable acquisition.

2.1 Italian as Second Language: a brief revision

Early studies on the teaching of Italian as second language date back to the 70s thanks to Sobrero and Simone²⁹ (Balboni 2010) As we can see from these titles, the two works focus their attention on immigrants and their language education; a few years later in fact a big wave of immigration flooded into Italy, changing the context and the way of teaching. Despite this first beginning, continues Balboni (2010), Italy had to wait for the beginning of this century to have specific reflections on curricula for Italian L2 courses, with M. G. Lo Duca “Sillabo di italiano L2” (Carocci, Roma), but even if this syllabus succeeded in creating valid guidelines for this kind of courses, it is important to remember that curricula, in this sense, should not be used as fixed programs and rules, but adapted and shaped on the basis of students and context. Another consistent aspect of Italian L2 teaching and learning (and with L2 teaching in general) is the intercultural dimension that takes care of problems connected with intercultural communication which involves differences in nonverbal languages, speech management, etc. (Caon, Balboni 2015). This work gains extreme importance if we think about the quantity of misunderstandings that frequently happen because of intercultural ignorance. As

²⁹ Sobrero A., 1974, Il cambio linguistico nell'acculturazione dell'immigrato: nuovi prolemi di glottodidattica, in AA. VV. Bilinguismo e diglossia in Italia, Pisa, Pacini.

Simone R., 1974, Il problema dell'educazione linguistica degli immigrati, in La ricerca, n.2

we have introduced in chapter 1, a proper intercultural communication should keep in mind that different cultures express themselves in different ways: different gestures, movements and expression, if not understood, may cause misinterpretations that influence relationships. If we think that during a conversation 70% of information is transmitted by non-verbal language (Del Campo 1997) we do not have doubts about the necessity of this knowledge. This perspective augments its importance especially considering that many of the immigrants that attend Italian L2 courses come from different continents like Africa or Asia that are characterized by cultures that differ very much from that of Europeans'. As matter of fact this is a very delicate phase for Italy that is also experiencing a new kind of migration: we have moved from migrations caused by work and family to necessity of international protection and politic asylum, especially from Nigeria, Pakistan and Gambia. This demand for adequate teaching for people with different necessities rises interest for specific linguistic and communicative context. In the specific environment of Italy, teachers also face the theme of the variety of language, regional and social (Minuz 2014). The introduction to regional varieties however is planned for the C1 level, through the presentation of specific documents and phonological traits; nonetheless this didactic goal becomes urgent in the case of students who are in close contact with Italian natives who speak highly characterized varieties of language, whose specific elements, if understood, contribute to integration strategies. In general, Sobrero e Miglietta (2011) focus the attention on the fact that students should be able to recognize uses and functions of Italian language varieties, so that they can correctly express themselves in every situation. In a perspective of multilingualism, Italian L2 courses should develop students' competence level in different abilities (writing, reading, comprehension and speaking) with respect to the varieties of language present in the students' repertoire (Minuz 2014).

2.2 Second Language Students

This said, we should investigate some other characteristics of the language learning theories. We have mentioned that the student is the principal actor in the communicative approach, but as outlined before, every student varies enormously in his way of learning and acquiring a language. Many differences influence it in fact: individual differences like age, previous learning experience, aptitude, strategies used and proficiency (Ellis 1998). Anxiety is also one particularly affective factor that can arise during the entire process of acquisition (MacIntyre and Gardner 1991) and determine changings in the process. For example an analytical learning style leads students to prefer studying grammar on books or solving problems given by the teacher. On the other hand, students with communicative learning style like to learn by watching television in language, listening and talking to native speakers (Willing 1994). Wong and Nunan underline how important is it “(...) for learners to identify these learning styles and recognize their strengths and thus expand their learning potential”.

Another determining factor is motivation that (...) concerns what moves a person to make certain choices, to engage in action, and to persist in action (Ushioda 2008). Rubin (1975) lists motivation among the three fundamental variables on which good language learning depends. Learning a language (...) for its own enjoyment, interest, challenge, or skill and knowledge development (Ushioda) is symptom of intrinsic motivation, whereas extrinsic motivation involve facing a language learning experience in order to get a job or please the teacher (Ryan and Deci 2000). Many other aspects influence the motivational sphere: relationship with the teacher, with the group and with the classroom, for example. Gardner and Lambert (1972) note that learning a language additionally involves a

very specific kind of motivation because learners must also be willing to identify with members of another ethnolinguistic group reflecting an integrative orientation to the target language. On the other hand, an instrumental orientation reflects interest in language's practical value and advantages. A new approach to conceptualising second language learning motivation comes from Dörnyei (1960 -) who introduced the L2 Motivational Self System that emphasizes the importance of self in the motivation's efficacy. A person's idea of self can influence experiences and decisions not only connected to the language acquisition; Carver (1994) distinguishes different possible selves that represent what individuals would like to become, what they could become and what they are afraid of becoming. In addition Higgin (1987) refers to the ideal self, that is "(...) the representation of the attributes that one would ideally like to possess" (Dörnyei 2009) and for what concerns language's students these attributes include being fluent in a second or foreign language.

2.2.1 Immigrant adult students' needs

A very important factor that influence language acquisition in multiple ways is age. In this study we have decide to focus on adult students because all the students who took part to the questionnaire are older than 18 even though, as remembered by Serragiotto (2008) in every society, people reach adulthood at different ages and on the basis of different characteristics so that we cannot talk about a single adulthood, but about many and various. Andragogy outlines characteristics of adult learners and take into consideration biological changes

that take place as age increases: for example memory decreases and links to working memory are limited (Merriam & Caffarella 2006). "From a didactic perspective" continues Serragiotto (2008), "we can refer to an adult student when that person chose her own educational path, made plans, needs no push in motivation and has usually spent money in her studies". Although immigrants do not reflect all these characteristics³⁰, adults share same traits independently from provenience, sex and initial formation as stated by Knowels (1984): self-concept, motivation and desire of self-realization, need for knowledge, willingness to learn, orientation towards the use of knowledge into the world and cultural baggage. Vedovelli et al. (2001) draws up a system of immigrant adult students' needs that comprehends macro area as legalization, work, residence, health, education and socialization. At first immigrants need to be listened, helped and in order to be understood, they need to recognize and be able to use proper communicative functions. Following necessities are finding a job and integrate with colleagues and searching for a house, with all the linguistic and cultural implications. After this, language become more specific in order to access health or specialized services, to aggregate with natives and comprehend media.

³⁰ A great majority of immigrant students did not choose to attend a language course or paid for it, they must learn Italian in order to gain citizenship. That is why stimulating motivation results to be so important.

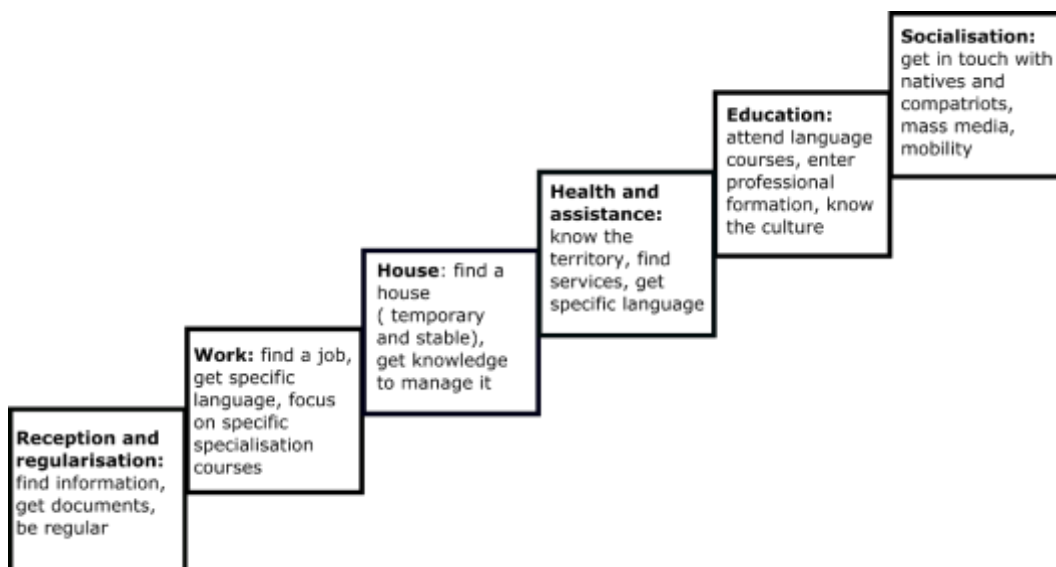
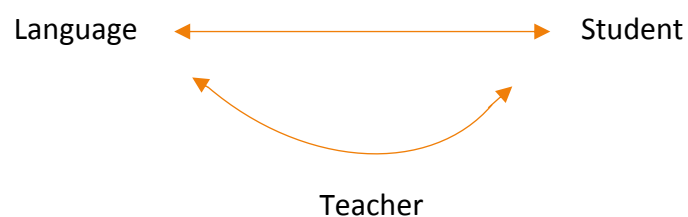


Table 2. Needs' system of immigrants in a foreign country (Vedovelli 2001)

With respect to this and at language level, immigrants' needs can also be divided into macro linguistic areas. Some of the first are *asking and thanking*, in order to access the basic linguistic exchanges. The second macro area comprehend the research of a job, with the following necessities of *presentation and communication of abilities*, then immigrants aspire to find a *house* and relate with *specific services*. The fourth area interests health care and assistance with the need of knowing the territory, its services and the *specific language of medical sector*. In order to specify their language ability, immigrants need to find language courses to be able to understand *host's culture* and access *professional courses*. The last macro area refers to the socialization sphere which needs include getting in touch with *natives, mass media and social groups* (Serragiotto 2012).³¹

³¹ We will see in chapter 3 how the order can vary with respect to different immigrant's condition.

To respect and satisfy all these characteristics, teachers should not present as educators, but as language's specialists who pay lot of attention to the presentation of contents and activities and who are able to create and maintain good relationship both with individuals and groups. Some other words must be spent for this figure who manage the acquisition process inside the classroom; we report the scheme chosen by Balboni (2012):



Language (meant as communicative knowledge) and students are on the same level, whereas the teacher is on the background acting like a director; he helps the two getting in contact, he is a vehicle of information, a facilitator who guide students through the new language.

Moreover versatility and flexibility are fundamental inside the classroom, particularly regarding differentiated teaching strategies (Caon 2006). Not all didactic techniques are adequate for adults: teachers should make the students face their abilities treating them as autonomous learners, avoiding role play or direct interaction (Balboni 2006). Group activities should be avoided too, preferring exercises in couples that reduce the risk of feeling inadequate or ridiculous in front of the class.

2.3 Planning Italian as Second Language courses for adult immigrants

In the light of all we have analyzed, organizing Italian language courses for adult immigrants is not simple and obvious and (...)” given the great diversity of immigrant populations, even among those from a common country of origin, the processes for acquiring foundation skills should be somewhat individualized to the adult learner” (Creticos et al. 2006). The existing adult education system is now designed as a “chance” system to reach primary education step, but in light of the great variety of education experiences of immigrants, the system, however, may need to integrate or even substitute alphabetization programs that frequently are insufficient in immigrants’ homeland. Planning activities and contents is then fundamental in order to create programs that can satisfy students’ specific needs on the basis of competences and social environment. A course of Italian L2, in fact, must be profiled and therefore modulated, on the basis of the contexts of communication and use of the language typical of the environment in which it is employed and, not least, on the basis of course’s users (Maddii 2004). Entering the specifics of course’s contents, teachers should not focus on grammar, but the majority of attention should be put on the use of language: students who learn Italian in Italy have the hurry of using what they learn in everyday life, that is why the teaching should ameliorate students’ communicative efficacy also with the introduction of authentic texts. Maddii (2004) goes on remembering that in the specific case of immigrant students, language is not only a communication tools, but also and above all and instrument of social inclusion and self-realization. To this purpose Italian L2 courses should take into consideration aspects of the territory like enterprises, poles of social aggregation, cultural resources, variety of

local languages. Since students are the center of acquisition, teachers should be conscious of their characteristics:

- Age: we have already defined the differences between adult and young students, in respect to methodologies and contents. Younger people may be interested in language to socialize, live free time and create social connections; adults need language to manage their lives, work and family.
- Level of education: it is important to pinpoint students' level of schooling and diversify contents. With lower levels is important to work on written languages and communicative functions, avoiding grammar reflection that would be obsolete seen the frequent absence of L1 education. For higher categories teachers can think about in-depth analysis, comparisons, specialization.
- Work condition: some courses may be built on the peculiarity of work environment, so that specific (and sometimes difficult) language can be investigated. In the case of immigrants who still are looking for a job, the teacher can introduce different contexts of work, both from a linguistic perspective and as a guide into the multitude of realities in which work can take place.
- Family: who comes in Italy with a family frequently express the need of taking care of his own relatives in multiple sides: bureaucracy, house, institutions. On the other hands, many others come in Italy alone, after long and difficult journeys, leaving loved ones miles away. Teachers have the delicate assignment of comprehend these backgrounds and manage course contents even under psychological perspective. In addition courses should be organized and shaped also on the basis of students' gender: as it is obvious, men and women face different situations in as many different manners.

- Future projects: life and working goals may influence students' motivation and interests so that cross-modules may be a proper solution in order to face many different aspects of a same topic and satisfy numerous needs.

Another point that need to be investigated while talking about Italian as second language is the sociolinguistic repertoire of modern Italian. Especially when we refer to the didactic of Italian, one of the primary necessities that must be faced is the choice of the variety of language that we would like to teach and the relationship with other varieties. The sociolinguistic competence is one of the components underlined by the CEFR as a very important ability that language courses need to build and reinforce. Italian context is particularly complex if we look at the complex linguistic diversity that populates our peninsula. This variability has multiple nuances that depend on the geographical area, on social differences, on the way language is used, on the registers and on the changings in time (this is not considerably valuable for our study, as we refer to the synchronic variety of Italian). Moreover, Serianni (2011) proposes different kinds of Italian: *standard* that corresponds to the institutional written Italian, *semi-standard* that can be described as the Italian of medium use, *regional*, *popular* and the *dialect*³². Italian as second language teachers need to be aware of these differences and carefully chose and differentiate the language they propose to their students. To do so teachers should use authentic material that guarantee real correspondence with the everyday life of students, avoiding or carefully contextualizing different varieties.

³² We have also dedicated a section of the following questionnaire to the perception of the dialectal variety of language in Italian language students.

The organization of acquisition process is therefore an essential component of teaching a language. The most relevant instrument is the curricula, that in didactic can be defined as the:

“combination of steps, objectives, contents and decisions taken in order to organize, enrich and evaluate a teaching project, which also comprehend the definition of a program, the elaboration of a syllabus and of methodological indications for the organization of didactic plan” (Diadori et al 2009).

Balboni (2014) differentiates “planning”, that is the action conducted by specialists, experts who compile the general curricula with the syllabus on the basis of education policies, and “programming” with which he refers to subdivision of syllabus’s contents into lessons, or rather acquisition units. Among the operative models, the module is the most effective for the organization of Italian L2 courses. With module we refer to the definition in Balboni (2016) that defines it as an autonomous thematic block, divided into didactic units based on acquisition units. Teachers can then segment the course in macro areas and organize smaller units on the basis of students’ needs and characteristics. Every activity should be proposed through the phases of Gestalt theory: globally at first, more analytically after and by synthesis and reflection at the end.

3. Immigration in the Area of Research

To comprehend the characteristics of migration and consequent integration in the area we took into consideration, it may be useful to quickly introduce data about immigration in Italy and Veneto. In the last section, we will focus on the area of Belluno: we will try to comprehend how migrants arrive in this city and consequently we will investigate the reception process that wait for them.

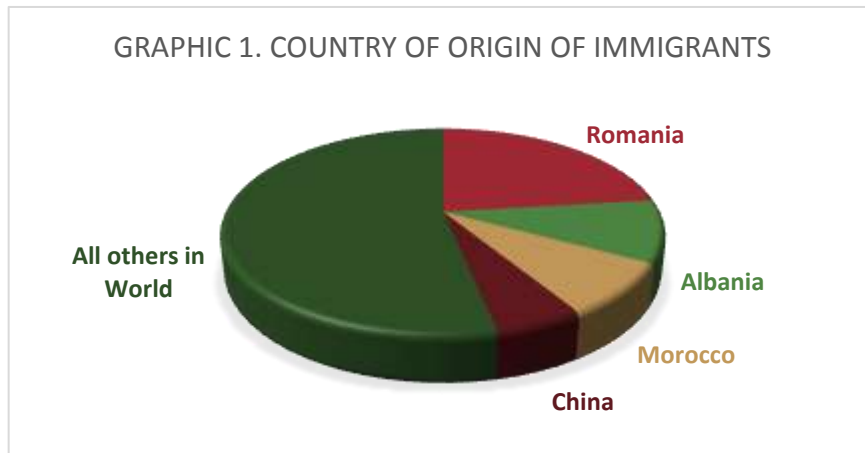
3.1 Immigration in Italy and Veneto

Immigration in Italy is a relatively new phenomenon, since we can say that this Country has usually been an emigration State: more than 24 million Italians left their homeland in the period 1876 – 1976³³. Only from the 1990 – 1991 Italy confronted itself with massive immigration from Albania and lately from Morocco and Romania and nowadays immigrants in Italy corresponds to the 8,3% of the entire population³⁴. Foreigners are distributed in the entire territory of the peninsula: 24% in North-West, 33% in North-East, 25% in the Centre and 11,7% in the South. In complex, Lombardia (1.139.463), Emilia Romagna (529.337) and Veneto (485.477) share the greater of presences of immigrants that for a great majority come from Romania, Albania, Morocco and China. Veneto, with its 2.080.718 inhabitants, is not facing an invasion of men: the presence of

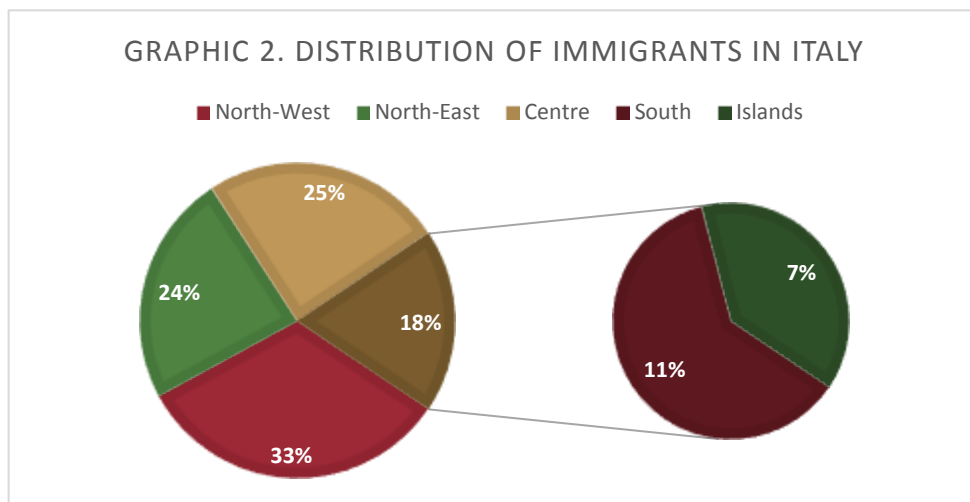
³³ Istat

³⁴ Istat data from January 1st 2018: immigrants in Italy are 5.047.028, Italians 60.589.445.

immigrants is 2.5% lower with respect to 2016 (when immigrants were nearly 498.000) of which the 53% are women³⁵.



Source: re-elaboration from ISTAT 1st January 2018

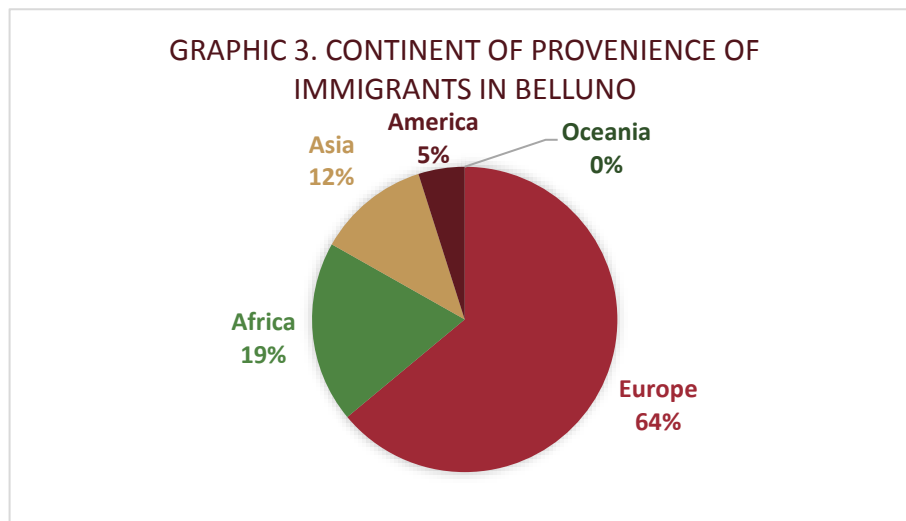


Source: re-elaboration from ISTAT 1st January 2018

³⁵ www.cislveneto.it

3.2 Immigrants in Belluno

The area I took into consideration is the Province of Belluno, in Northern Veneto, where 87.401 people live. The land is mountainous and Belluno, its biggest city, has nearly 35 thousand citizens while the immigrants, in the entire province, are 12.143³⁶. Immigrants represent therefore the 14% of the entire population of the province. The most numerous foreign community in the Province of Belluno comes from Romania (15,7%), followed by Ucraina (11,5%) and Morocco (11,2%), respecting the trend of the immigration in Italy. I decided to report notice of the percentages on the basis of the origin continent (cfr questionnaire results).



Source: re-elaboration from ISTAT 1st January 2018

³⁶ ISTAT data referred to 1st January 2017, immigrants with Italian citizenship.

Immigrants on 1st January 2016 were 12.563.

The presence of women and men is different too: 5165 men against a higher presence of women 6978.

In this analysis we consigned the questionnaires to various groups of students³⁷. We considered them as immigrants, people who left their homeland for different reasons, even if, at this point, we should make deeper distinction, as described in the Glossary for Asylum and Migration³⁸. A wider word for a person who leaves his homeland is *migrant* indeed, but there are different kind of migrant:

- ✚ Seasonal worker: he resides in a third-country and enter one of the member states for a dependent seasonal work. We know that there are other kind of seasonal workers, like citizens who move inside their own country or intra-EU.
- ✚ Highly qualified migrant: a person who works in one of the member states, on behalf of another person, he has specific competence like manager, director, expert.
- ✚ Short term migrant: a person who moves in a different state for minimum three months, but not more than a year.
- ✚ Economic migrant: a person who moves merely for economic reasons, not linked to condition of refugee.

³⁷ In the next chapter we will give a brief description of the institutions that accepted to collaborate in this survey.

³⁸ www.ec.europa.eu

- ✚ *Immigrant*: in the specific context of the European Union this word refers to a person who comes from a third-country and enters a member of the Union for a minimum of 12 months after he has lived in another member state or third one. This word refers to people who decide to leave their country spontaneously.
- ✚ Forced migrant³⁹: a specific kind of immigrant, he leaves his homeland because of coercion derived by environmental calamities or human causes like threats. In this section we comprehend *asylum seekers* who ask for a member state's protection because 1. of the fear of being persecuted for race, religion, citizenship, political opinion (refugees), 2. of the fear of being subject of injury in their homeland (subsidiary protection) 3. of the presence of serious problems of humanitarian characters (humanitarian protection).

“To enter Italy regularly it is necessary to have a passport or another kind of travel document, given by the Embassy or by the Italian Consulate in homeland. (...) The lacking of these conditions, or the permanence in Italy for a period longer than the allowed, put immigrants in an irregular condition and presume expulsion, unless they enter an immigration center that verifies identity and nationality⁴⁰”. With respect to a particular condition⁴¹, a refugee status can be recognized to foreign citizen who ask for it. This tutelage depends on objective and subjective

³⁹ As indicated by the Consorzio Sviluppo e Innovazione di Belluno there are more than 300 forced migrant in Belluno.

⁴⁰ www.interno.gov.it

⁴¹ See *Forced migrant*

parameters that refer to the personal history of the applicant, to the reasons of this request and to the State of provenience. In Italy in fact, asylum right is granted by the art.10 comma 3 of the Constitution:

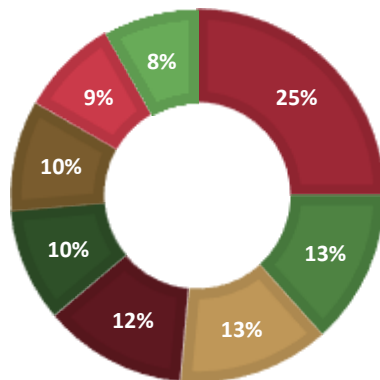
“Lo straniero, al quale sia impedito nel suo paese l’effettivo esercizio delle libertà democratiche garantite dalla Costituzione italiana, ha diritto d’asilo nel territorio della Repubblica, secondo le condizioni stabilite dalla legge⁴²”.

In our study the great majority of students is part of the last group, as refugees and asylum seekers, and only a minority is constituted by migrants who came in Italy for economic reasons or to follow other members of their family. But how do forced migrants arrive in Belluno? Once they reach Italian coasts, they are hygienically checked and assigned to different cities on the basis of cities’ hosting capacity. At the 31st January 2018 migrants who arrived in Italy in 2017 are 178.778, principally from Nigeria (18.153), Guinea (9693) and Ivory Coast (9504), principally distributed in Northern Italy.

⁴² www.senato.it

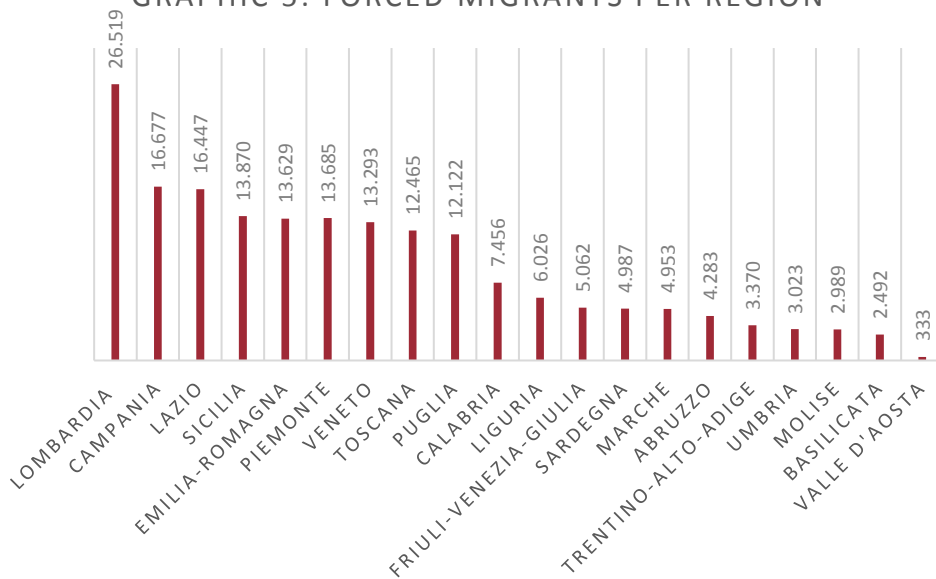
GRAPHIC 4. DECLARED NATIONALITY OF MIGRANTS

■ Nigeria ■ Guinea ■ Ivory Coast ■ Bangladesh ■ Mali ■ Eritrea ■ Sudan ■ Senegal ■ Others



Source: re-elaboration from ISTAT 1st January 2018

GRAPHIC 5. FORCED MIGRANTS PER REGION



Source: re-elaboration from ISTAT 1st January 2018

We would like to spend some words about the health conditions of migrants that are often misunderstood: “the great majority of migrants comes to

our coasts in good health condition, but they risk to develop diseases because of the poor quality of the hygienical conditions in which they come to live⁴³". That is why it is extremely important that they reach adequate structures that can provide proper help. After this primary controls, they get to Belluno through two different projects assigned by the Prefecture⁴⁴. The logic of distribution is set up so that coherent groups of migrants are created and distributed in the territory: first of all they are divided per genre, but country of origin and language are taken into consideration too. As mentioned, nearly the total of forced migrants asks for asylum and in this case, they are asked to write a biographical memoire that attests the condition for which they left their homeland. Usually this request is rejected and they must exit the SPRAR⁴⁵ program. Belluno's assessor to social services V. Tomasi, points out technical problems of this situations: "there is the need to accelerate process of refugee's status recognition and not least, resolve the problem of repatriation; once a migrant gets the refusal of his request, he must be distanced, but by whom? How? In this scenery, he is no longer a member of the SPRAR, he doesn't have accommodation, food, assistance. We risk public disorders⁴⁶". I want people to know that the 90% of migrants doesn't want to stay in Italy, but leave it because they have parents in other European countries. Italy

⁴³ www.ulss1dolomiti.it, "Protocollo per la gestione sanitaria dei migranti richiedenti protezione internazionale".

⁴⁴ In 2017 there were 610 forced migrants in Belluno. www.corrieredellealpi.it

⁴⁵ Protection system for asylum seekers and refugees.

⁴⁶ Interview to Valentina Tomasi, Belluno's assessor to social services, in www.corrieredellealpi.it, 18th November 2016.

holds them up to 18 months to conclude the procedure of refugee status attribution⁴⁷”.

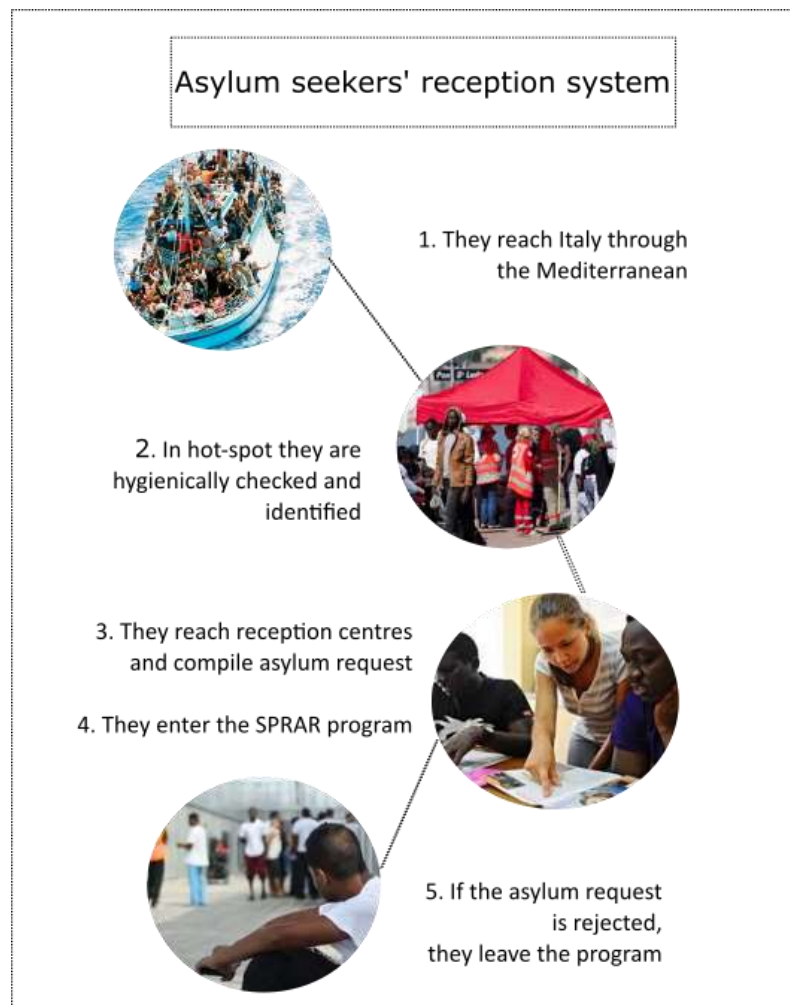
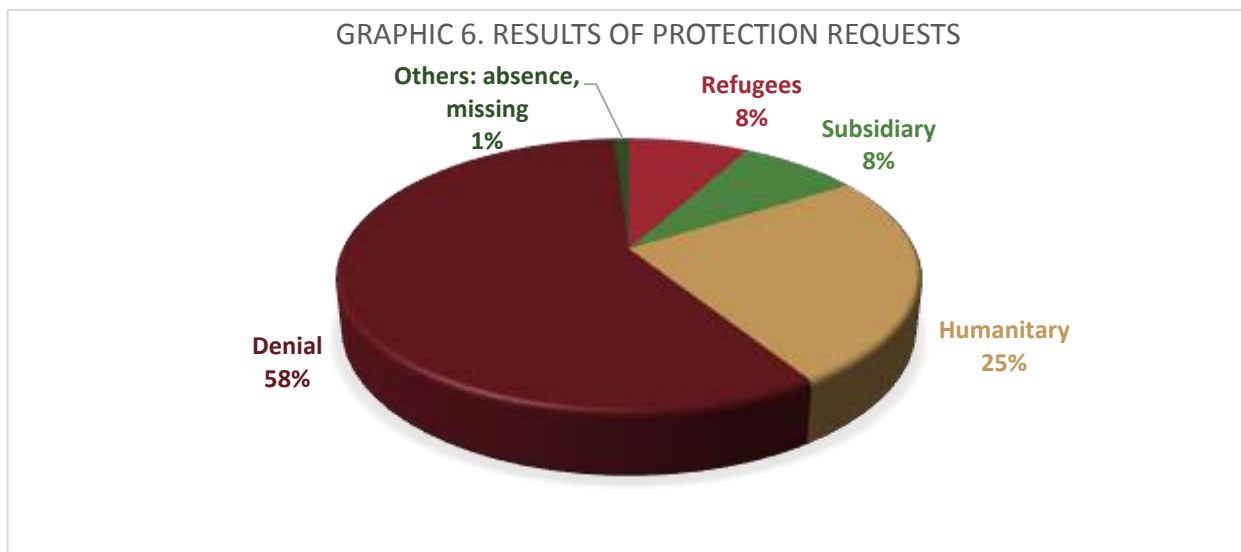


Table 3. Asylum seekers' reception system

⁴⁷ We will see from the questionnaires that the situation is actually different. For further consideration see chapter 4.



Source: re-elaboration from ISTAT 1st January 2018

“People need to know that asylum seekers are lost people, who arrive here without knowing how their life will be, homeless, far away from their families. (...) They are traumatized, except for the youngest, who still have hope and strength for a new beginning. All they went through influences their personality, making them forget principles of legality, humanity and solidarity”. One of the coordinators of the migrants’ management in Belluno⁴⁸ describes with these words what they find once these people arrive in our territory and he goes on saying that “our job is to help them realize the condition in which they come to be, explaining what Europe, Italy and Belluno are. In this regard being in Belluno favors the insertion into small communities that include numerous associations that can collaborate with us and create an integration network”. In this small reality the key for integration is voluntary work; migrants, instead of literally staying at home all the day long, make their forces available for socially useful works, gaining the acceptance of the citizens. Many examples are reported in local

⁴⁸ www.csvbelluno.it

newspapers: migrants help cleaning parks, roads, they begin being hired by local activities, they try to be useful⁴⁹. Women are also willing to help their new city: they take care of the municipal archive or the after-schools activities. In addition, the ULSS 1 Dolomiti compiles every year a revision of the “area plan”⁵⁰ that reports the major project that face immigrants’ needs. An important aim completed in 2015 is the institution of “Coordinamento Rete Immigrazione” by the *Centro per l’Impiego* in Belluno that offers support to immigrants who want to find a job or need information about their work possibilities. This reality gathers twelve associations, six groups of immigrants and it has been promoted by the Province of Belluno, the Comitato di Intesa of Belluno, Usl1, prefecture and Caritas. The coordinator of this association, talks about the “necessity of a help desk that collects needs and requests related to immigration”⁵¹.

In conclusion, Belluno gained notable eulogies for the management of immigrants’ arrivals: Al Jazeera, Rainews24, Ministero dell’Interno, Tg La7, Panorama, ect., mentioned this reality as a model for the rest of Italy in term of social integration⁵².

⁴⁹ We took as an example the “Corriere delle Alpi” of 8th February 2017, www.corrieredellealpi.it

⁵⁰ Our translation for “piano di zona”, in www.ulss.belluno.it. We refer to “Piano di Zona 2011-2015”.

⁵¹ Interview to Milena Maia, coordinator of “Coordinamento Rete Immigrazione”, in *Corriere delle Alpi*, Belluno, December 19th 2014.

⁵² www.aljazeera.com

4. Study

As previously mentioned, the aim of this study is identifying communication needs of Italian as second language students for social integration. For this purpose we analyze the organization and the contents of Italian L2 courses, investigating characteristics and expectations of students.

4.1 Area of research

As already pointed out, the area I took into consideration is the Province of Belluno, where I live and where I had my first experience as a teacher. To get in touch with Italian as Second language students I asked for the collaboration of different institutions that provide language courses to immigrants.

4.1.1 Italian as Second Language courses in Belluno

One of the main institutions that offers Italian courses to foreign is the CPIA (Provincial Centres for Adult Education). They have been established by the Ministry of Education in October 2012 and offer academic services and activities to Italian and foreign citizens older than 16. The CPIA is an autonomous scholastic institution provided with a specific organizational and didactic structure; it functions thanks to its own staff, it has collegiate bodies shaped on the specific kind of users who attend the courses and keep a strong connection to local autonomies and institutions in order to be linked to the professional world around. One of its principal goals is in fact to increase formal and informal interactions with local realities, associations and companies so that foreigners can experience the

community even at the European level. What is important in these kinds of Centres is that they do not only focus on educational activities, but they also promote researches, experimentation and development regarding adult education. They represent an open window on the actual realities in which Italian L2 students are inserted⁵³. Nearly the total of the students who took part at this study attends lesson at CPIA because this gives direct access to linguistic certifications like A2 or high school diploma. The vice-director of the CPIA underlined the fact that immigrants not only attend compulsory classes, but they also spontaneously decide to frequent additional hours, like civic education⁵⁴. In many cases thou, CPIA collaborates with reception centers that also take care of immigrants' education; part of the students in fact attend classes both at the CPIA and at the classes organized by the cooperative that follows their reception process. In this situation, courses are organized by experts who work for the cooperative that hosts immigrants⁵⁵.

Another active reality in the territory of Belluno are the Penny Wirton schools, in Limana and Ponte nelle Alpi. The story of Penny Wirton began in 2004 when Eraldo Affinati, an Italian teacher, became aware of the necessity to help the Moroccan, Moldavian, Ukrainian teenagers who spoke a very embryonic Italian language, not sufficiently developed to express their real needs. In 2008 he founded the first Penny Wirton school in which he, as a volunteer, taught Italian to people who needed it. The name comes from *Penny Wirton e sua madre* (Einaudi 1978) by Silvio d'Arzo (1920 – 1952), in which a poor boy, disregarded by

⁵³Our translation from www.cpia.bl.gov.it

⁵⁴ www.corrieredellealpi.it, interview with M. Da Rold.

⁵⁵ In this case we refer to immigrants and forced migrants hosted by the Consorzio Sviluppo e Innovazione (BL).

his companions, reaches his autonomy thanks to one of his teacher. Penny Wirton is, in this sense, a name that recalls hope and revenge. Teachers are Italian mother tongue volunteers who decide to share their free time in order to help immigrants who want to improve their Italian. In these kinds of schools there are not marks nor tests and the aim is being part of a community that aims to reach integration. “Penny Wirton school is one of the numerous anthropological laboratories of contemporary Europe”⁵⁶. According to Penny Wirton’s schools’ philosophy, in this context, there are no academic lessons, but most of the time, immigrants and volunteers work in pairs or little groups, revising what is particularly useful for the student.

4.1.2 Participants

The participants of this survey are 119 adult students who live in the province of Belluno and attend Italian language courses at the CPIA of Belluno and in its detached office of Ponte nelle Alpi, but also in classes organized by the Consorzio Sviluppo e Innovazione and in Penny Wirton headquarters in Limana and Ponte nelle Alpi. The participating classes correspond to A1 and A2 level of CEFR. In chapter 5 we will analyse the characteristics of these students on the basis of the answers to the questionnaire.

⁵⁶ Our translation from www.scuolapennywirton.it

4.2 Questionnaire

The principal tool used to access the needs and the perspective of students is a questionnaire, one of most direct instrument of investigation. It is written in Italian and constituted by 34 questions: 33 are closed questions, 1 is open. We have decided to propose closed questions so that students would have had less difficulty to answer the queries. The questionnaire was given to students during language classes in December 2017 and January 2018 and, together with teachers, we decided to introduce the project and help students in the compilation of the questionnaire, using it also as a starting point for other detailed analysis. Questions have been shaped on the basis of the questionnaire about immigrants' communicative needs created by Aquilino (2001). It is divided into macro sections that depend on the variables that need to be considered when programming an Italian L2 course for adult immigrants⁵⁷. We also tried to give it a logical order, that helps us define the typical profile of an immigrant adult student in this period. Starting from a personal identification of students we roughed out a first sociocultural profile of our subjects, from their educational background to their actual condition in Italy. The investigation of students' educational level may be useful to define specific didactic path, establishing their starting level; in addition considering the knowledge of other languages, may be extremely important to identify the vehicular language that should be used in class.

After this section, the questionnaire moves on investigating students' life in Italy, that also represents a central point for needs' analysis. If already inserted in a working sphere, students may feel the need of improving specific aspects of Italian language and set others aside. In addition, being aware of students' permanence intention may also be fundamental to define their principal needs and interests.

⁵⁷ Cfr cap. 2.3

Section 3 would like to investigate their relationship with Italian language: their knowledge before arriving in Italy and their perception after attending classes. We have also decided to know their use of Italian language and which strategies they use to improve it.

The last section completes our study, going deeper inside the school environment. What we think is important is to know the activities and the tools students like the most in order to acquire the language: with this purpose, students have been asked to give a preference between a variety of tools, language abilities and classroom activities. The last questions are dedicated to Belluno's local language: is it useful to teach dialect to immigrants?

4.2.1 Mode of analysis

As said, the methodology that seems investigate better the needs of students is the survey. We preferred a quantitative analysis of this topic in order to have a general framework of the situation in Belluno, attempting to give guidelines for the creation of Italian as second language courses for immigrants, without resting too much on single cases.

We encouraged teachers to introduce and assist students during the compilation of the survey to avoid as much as possible misunderstandings that might have depended on the different knowledge of Italian language. Only one of the questions is open-ended so that only students who felt and wanted to write their opinion, have answered this query; specifically this question investigates student's impressions about the course, and on this basis we decided to let them express freely.

We should also add that closed-ended questions have been preferred to facilitate the following analysis of data, that we want to be objective and neutral.

5. Data and data analysis

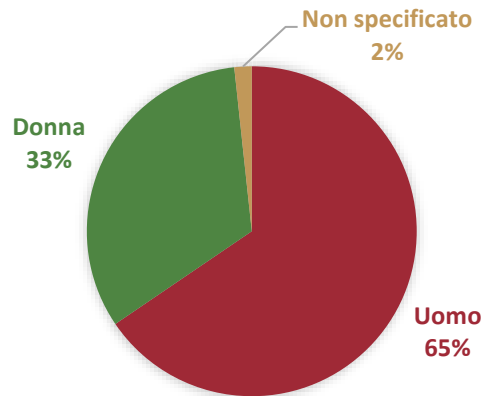
In this section of the study we will analyze all the answers to the questions given by the students. We will give details about the number of answers collected and graphics about general percentages on the whole collected data; we will also follow the order given by the sections of the questionnaire. This analysis will lead us to the elaboration of considerations about our subject of research.

5.1 First section

First section has been created to delineate the personal profile of our participants.

| Question 1. Indica quale è il tuo sesso | | |
|---|-------|---------------|
| Men | Women | Not specified |
| 78 | 39 | 2 |

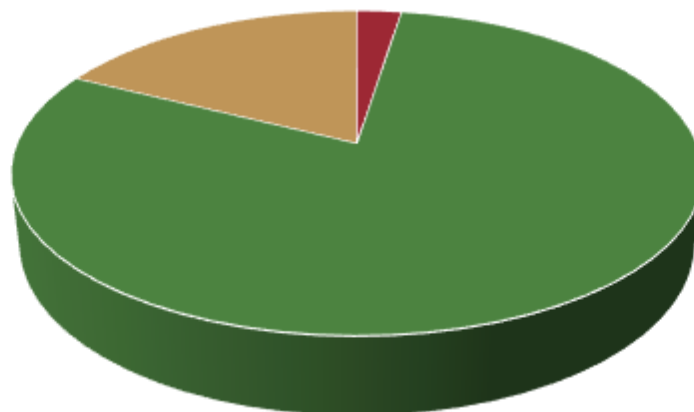
GRAPHIC 7. SESSO



Question 2. Indica di quale fascia d'età fai parte

| 18 - 29 | 30 - 39 | 40 - 49 | 50 o più |
|---------|---------|---------|----------|
| 84 | 27 | 6 | 0 |

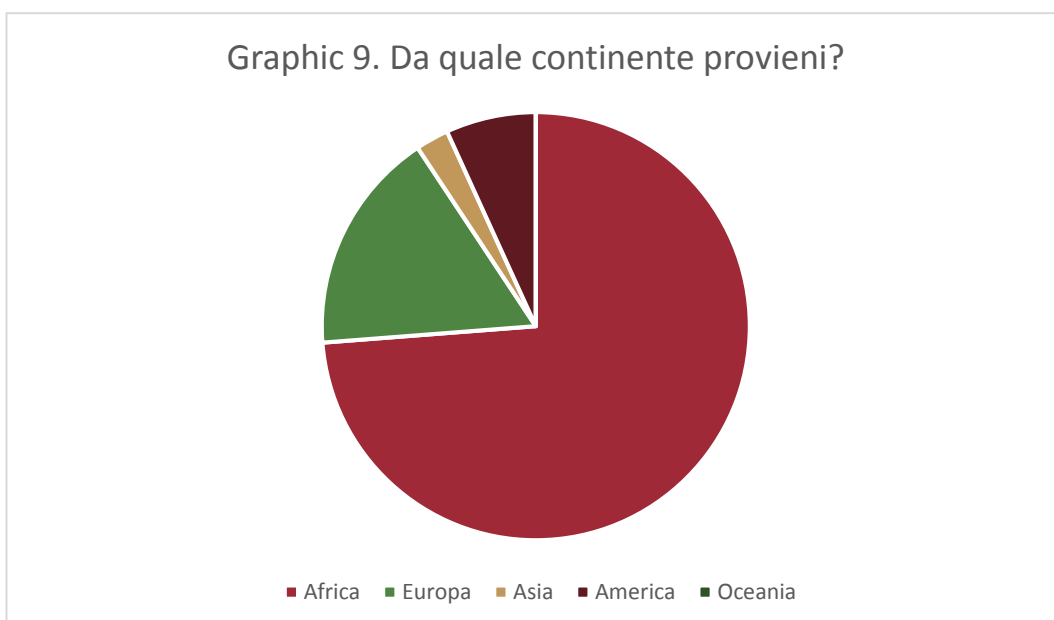
Graphic 8. Indica di quale fascia d'età fai parte



■ 18-29 anni ■ 30-39 ■ 40-49 ■ 50 o più

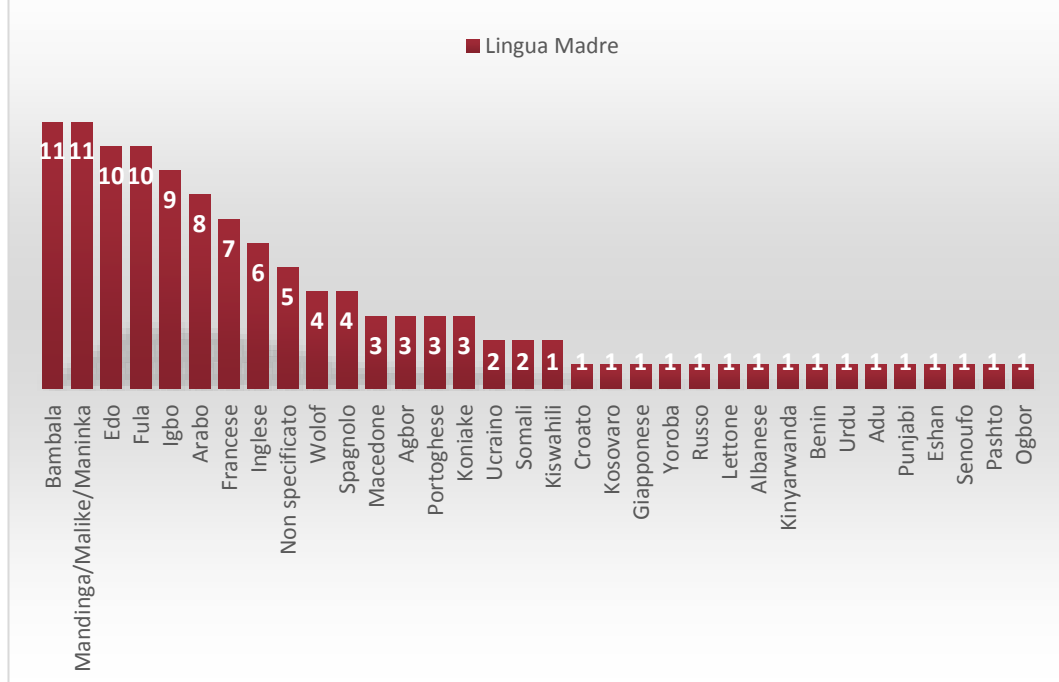
From these graphics we know the registry data of the students: the majority is constituted by men and the medium age goes from 18 to 29 years. As we can see from the following graphics 74% comes from Africa, as we expected.

| Question 3. Da quale continente provieni? | | | | |
|---|--------|------|---------|---------|
| Europa | Africa | Asia | America | Oceania |
| 20 | 87 | 3 | 8 | 0 |



Other personal information includes mother tongue and languages known and spoken by the students. We decided to investigate the presence of differences in the use of language when speaking with family, friends, locals. Students have been let free of writing their mother tongue, so question number 4 is an open question. Answers have been many and different:

Graphic 10. Quale è la tua lingua madre?



At this point we should clarify a so numerous presence of different languages, focusing on the micro-languages of Africa: despite the fact that many African countries use a European language (English or French) as their official, every area of the country speaks at least one other different local language. Bambala (Bambara), but also Mandinga, Malike and Maninka are dialects of Mandingan population of West- Africa, principally spoken in Mali. Edo and Igbo, on the other side, come from Nigeria: in this group we can also insert Agbor, a city of Nigeria, in which people speak Igbo and Adu, one of the Edo languages. Wolof is a typical Senegal language whereas Kiswahili (or Swahili) is a Bantu language common in East and Central Africa. Kinyarwanda on the other hand is a typical language of Rwanda, Uganda and Congo.

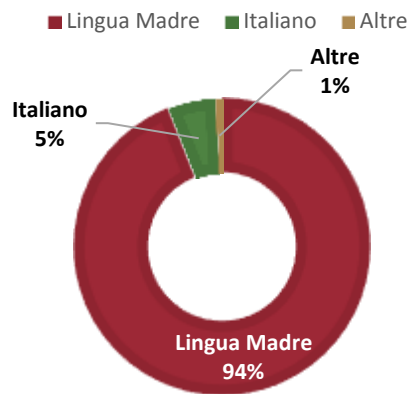
We also have presence of Pashto (or Pashtu), an Iranian language spoken in Afghanistan and Pakistan from which comes also Punjabi, one of the language of India and Pakistan Punjab.

The 94% of students uses the mother tongue with the family. Little minority declares to use others.

Question 5. Quale lingua parli con la tua famiglia?

| Lingua madre | Italiano | Altre | Nessuna risposta |
|--------------|----------|-------|------------------|
| 110 | 1 | 6 | 2 |

GRAPHIC 11. QUALE LINGUA PARLI CON LA TUA FAMIGLIA?

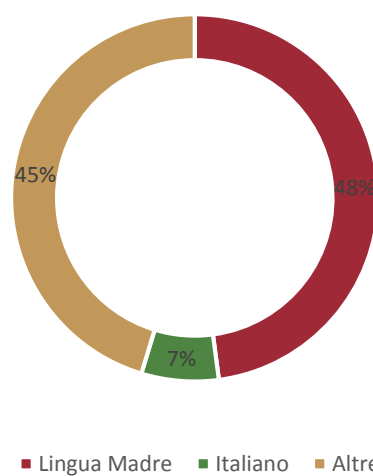


What becomes interesting is the change in the use of languages with respect to friends and natives of Italy. Here numbers are different since the interviewed can be divided into two groups: half of them declare to speak their mother tongue, the other half prefers using another language.

Question 6. Quale lingua parli con amici/conoscenti??

| Lingua madre | Italiano | Altre | Nessuna risposta |
|--------------|----------|-------|------------------|
| 56 | 8 | 53 | 2 |

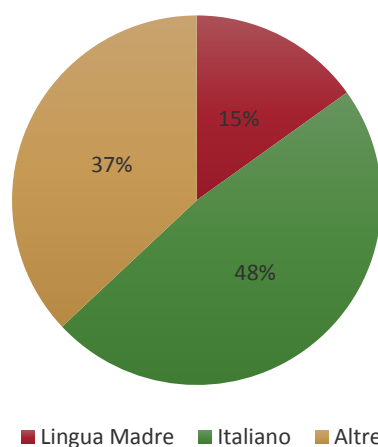
Graphic 12. Quale lingua parli con amici/conoscenti?



Last question about languages investigates the use of language when talking to Italians: percentages are different once again and more than a half of students said to use Italian and not other languages when talking to inhabitants of their place of living.

| Question 7. Quale lingua parli con gli abitanti del paese in cui vivi?? | | | |
|---|----------|-------|------------------|
| Lingua madre | Italiano | Altre | Nessuna risposta |
| 18 | 57 | 44 | / |

Graphic 13. Quale lingua parli con gli abitanti del paese in cui vivi?

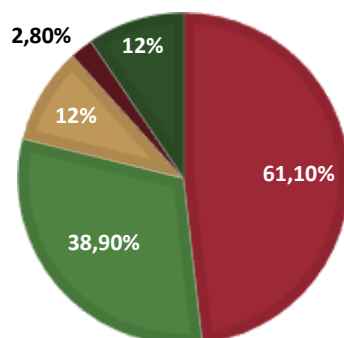


To comprehend which other languages students use to talk, question number 8 asked them to choose between a range of common languages. They had the chance of choosing more than an option between the given. Results show that more than half of the students know English and nearly the 39% also know French.

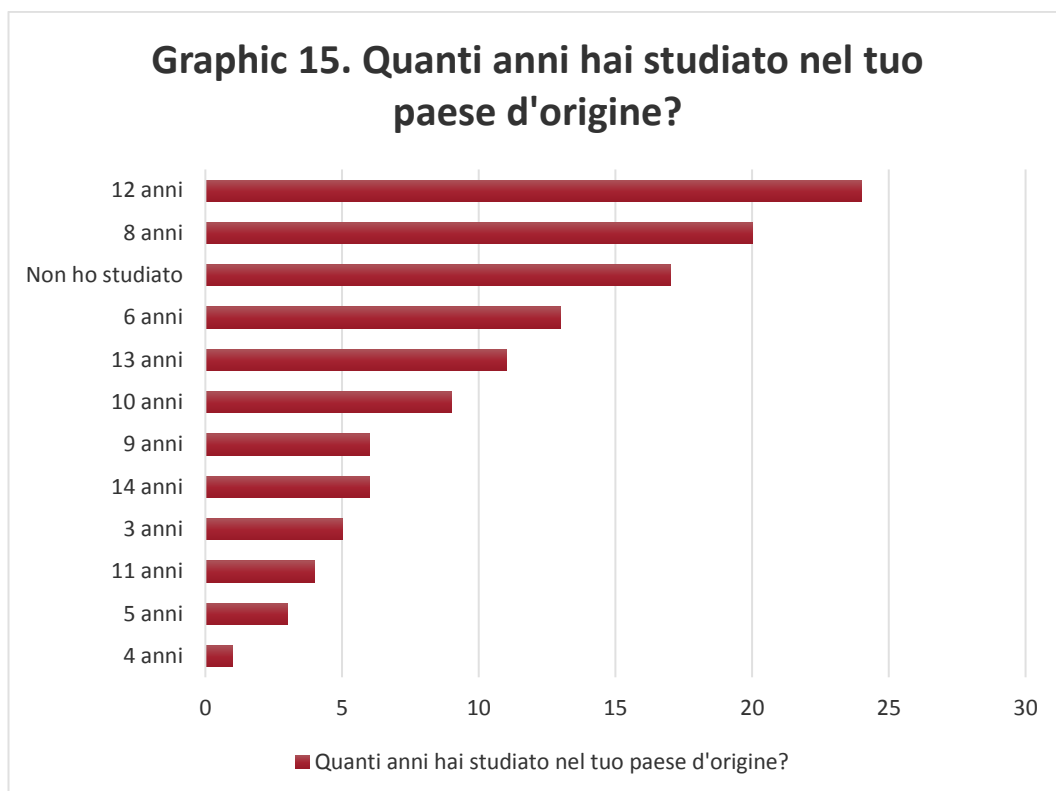
| Question 8. Conosci altre lingue oltre alla tua lingua madre e all'italiano ? | | | | |
|---|----------|-------|---------|-------|
| Inglese | Francese | Arabo | Tedesco | Altre |
| 66 | 42 | 13 | 3 | 13 |

GRAPHIC 14. CONOSCI ALTRE LINGUE OLTRE ALLA TUA LINGUA MADRE E ALL'ITALIANO?

■ Inglese ■ Francese ■ Arabo ■ Tedesco ■ Altro



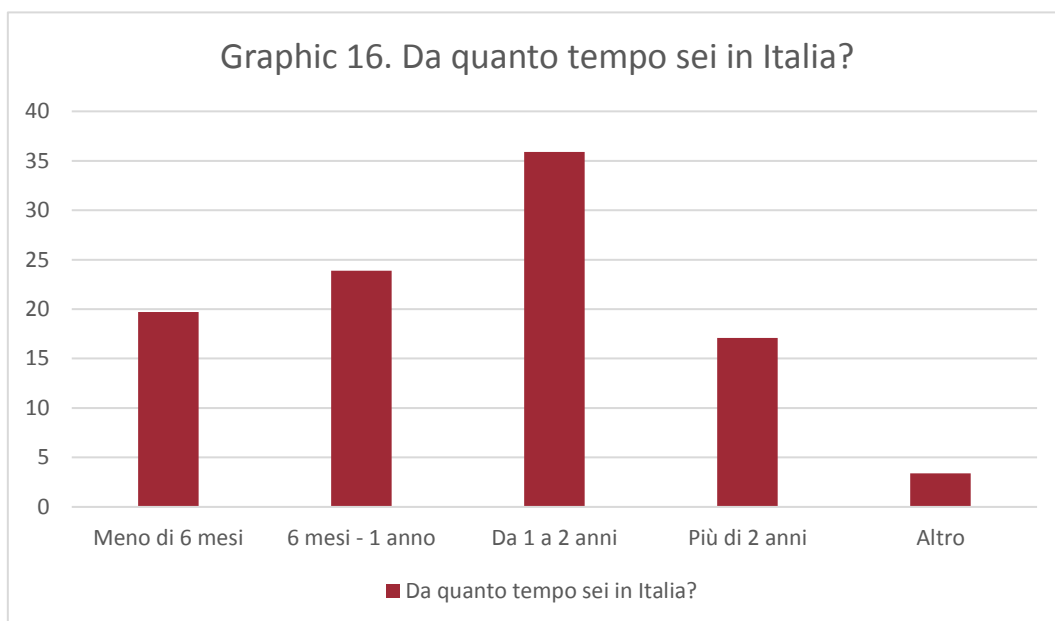
To complete the framework of our students, a question has been dedicated to their grade of education. We decided to ask how many years they have studied in their country instead of asking the kind of school they have attended. Considering the differences between Italian school system and African's, it seemed easier and more direct to know the amount of time and relative grade of education reached at school. Answers were several: if 17 students did not study when living in their origin country, 80 completed more than 8 years of studying, completing the middle school. 54 of these 80 students reached a superior level of education with more than 9 years of school attended.



5.2 Section 2

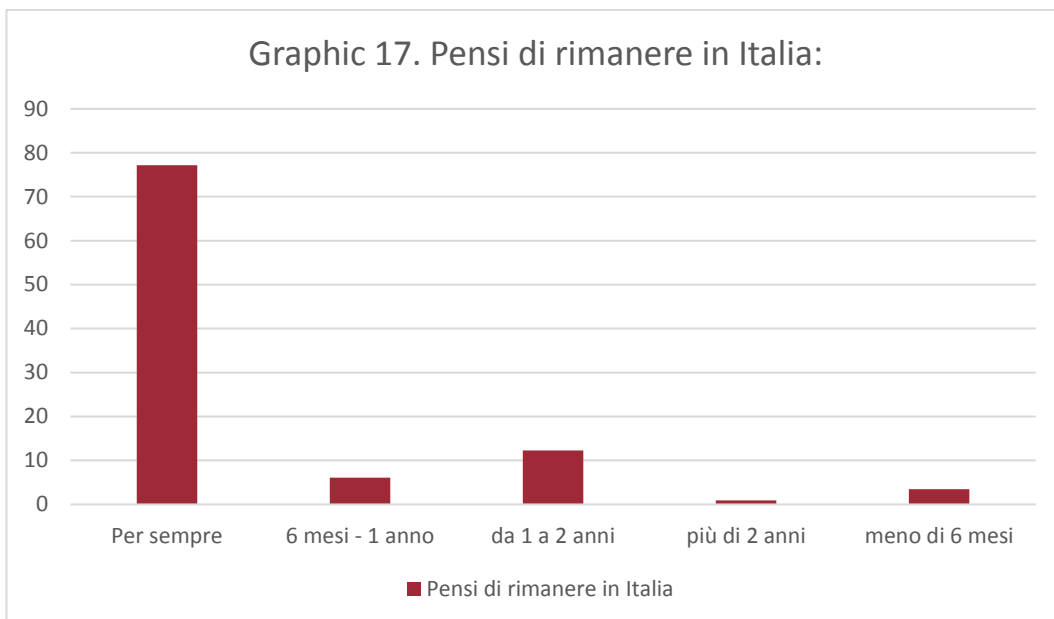
Section number 2 of the questionnaire focuses the attention on the life of students in Italy: how long they have been living here, which their expectation for the future is and what their working conditions. The 90% of them has been living in Italy for less than 2 years: this can be due to the fact that in this period of time immigrants usually reach a sufficient level of language that permits them to live in the country without attending language classes. In our specific situation, we should also remember that many are forced migrants that live in hosting centers for a limited period and are encouraged to attend Italian courses in the meantime.

| Question 10. Da quanto tempo sei in Italia? | | | | |
|---|--------------------|---------------|---------------|-------|
| Meno di 6 mesi | Da 6 mesi a 1 anno | Da 1 a 2 anni | Più di 2 anni | Altro |
| 23 | 28 | 42 | 20 | 6 |



Students have also been asked about their project for the future: since they are investing time in learning the language, it seemed important to know the intentions regarding the permanence in Italy. Is the study of language one of the pieces of a durable stay in Italy or just a temporary commitment? Considering that nearly the total of the interviewed expresses the intention of remaining in Italy, we can say that language courses are then a fundamental piece of long life project.

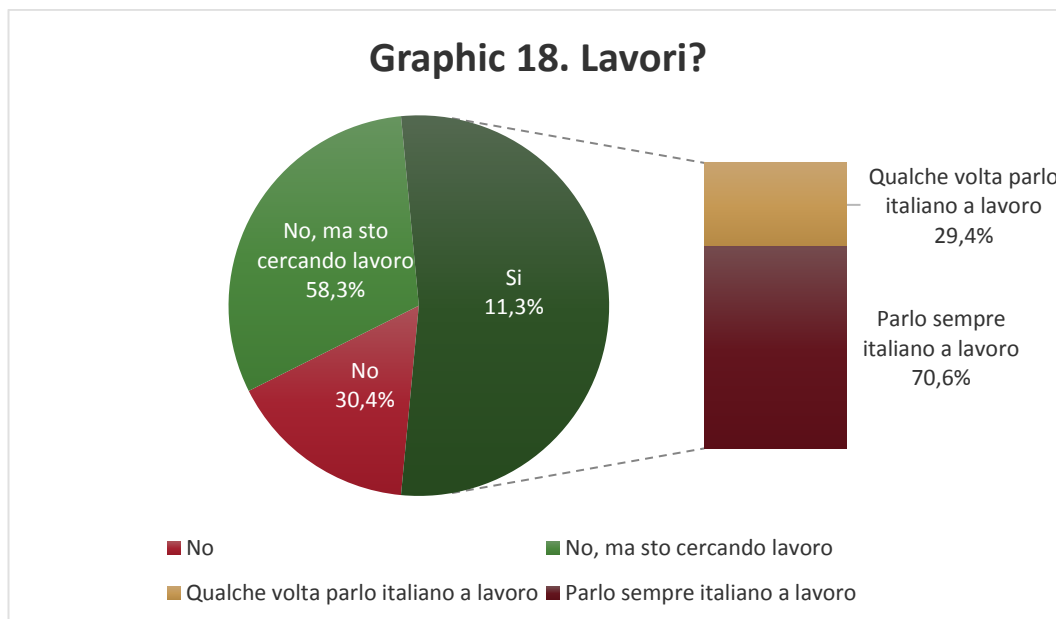
| Question 11. Pensi di rimanere in Italia: | | | | | |
|---|--------------------|---------------|---------------|------------|-----------------|
| Meno di 6 mesi | Da 6 mesi a 1 anno | Da 1 a 2 anni | Più di 2 anni | Per sempre | Nessun risposta |
| 4 | 7 | 14 | 1 | 88 | 5 |



Questions 12 and 12.1 open to the working condition of participants: very few of them are currently working, since the 88,3% is not. Significant is the fact that through the workers 71% always speaks Italian on the place of work.

| Question 12. Lavori? | | | |
|----------------------|----------------------------|----|------------------|
| Si | No, ma sto cercando lavoro | No | Nessuna risposta |
| 13 | 35 | 67 | 4 |

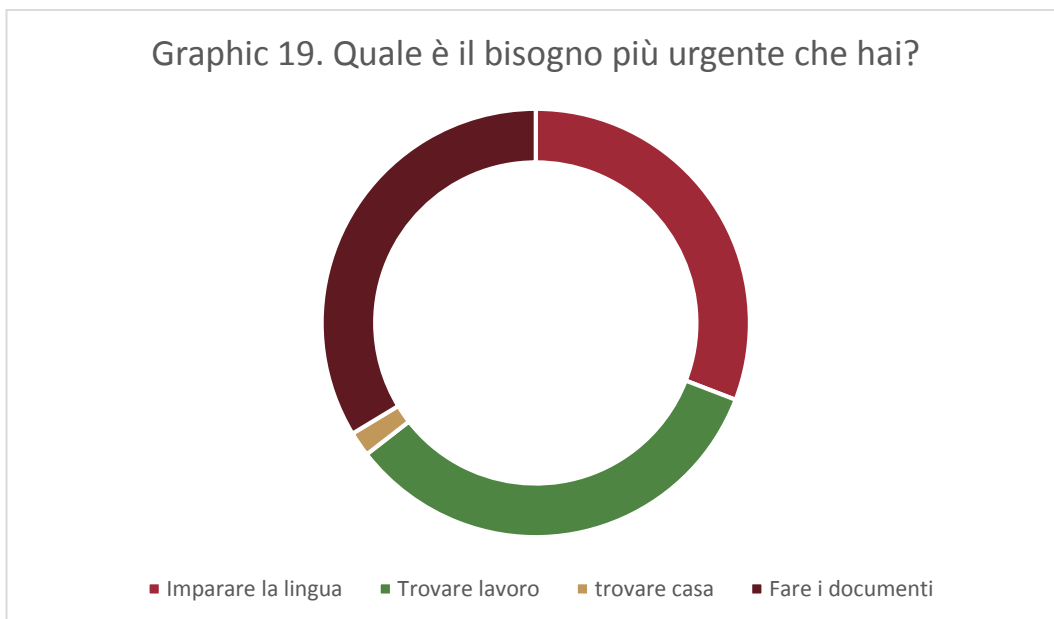
| Question 12.1. Se hai risposto SI alla domanda 12, parli italiano a lavoro? | | | |
|---|---------------|-----------|-----|
| Sempre | Qualche Volta | Raramente | Mai |
| 10 | 3 | 0 | 0 |



Question 13 directly investigates students' most urgent needs; we proposed them different options: learning the language, finding a job, finding a house and getting the documents. From answers to these questions, we can have a clear definition of students' interests: language is an important need, but other options have been chosen too. Finding a job and getting the documents are the most important needs, followed by learning the language.

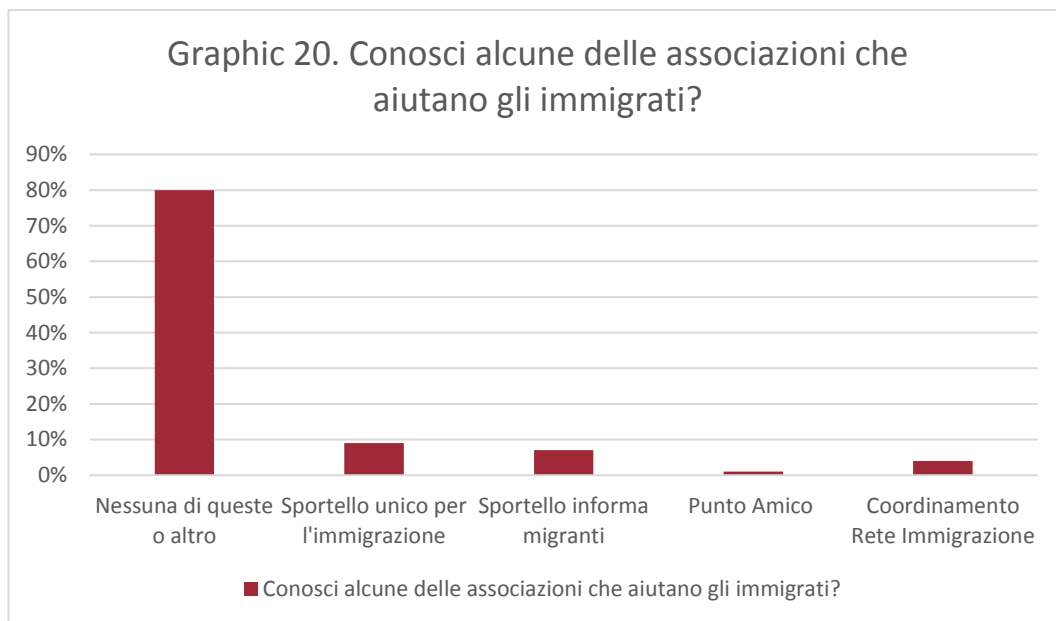
| Question 13. Quale è il bisogno più urgente che hai? | | | |
|--|----------------|--------------|------------------|
| Imparare la lingua | Trovare lavoro | Trovare casa | Fare i documenti |
| 34 | 40 | 2 | 43 |

Graphic 19. Quale è il bisogno più urgente che hai?



The last question of this section is dedicated to the numerous associations that takes care of immigrants in Belluno. We wanted to have an idea about the knowledge students have about these realities and consequently about the services that are dedicated to them. On this topic almost 80% doesn't know the associations we have indicated and did not mentioned others. The *Sportello Unico per l'Immigrazione*, created by the Prefecture of Belluno, is the most known, probably because its principal functions involve services for family reunions and subordinated work.

| Question 14. Conosci alcune delle associazioni che aiutano gli immigrati? | | | | | | |
|---|----------------------------|-------------|----------------------------|------|-------------------|----------|
| Sportello Unico per l'Immigrazione | Sportello Informa Migranti | Punto Amico | Coordinamento Immigrazione | Rete | Nessuna di queste | di altro |
| 10 | 8 | 1 | 4 | | 90 | |



5.3 Section 3

We dedicated section 3 to the general studying and using of Italian: we posed questions that seek to create a framework of students' previous knowledge about Italian, but also about the current abilities they think they have, about institutions that offers language courses and about the daily use of language. With question 15 we know how long students have been studying Italian.

| Question 15. Da quanto tempo studi l'italiano? | | | |
|--|--------------------|---------------|---------------|
| Meno di 6 mesi | Da 6 mesi a 1 anno | Da 1 a 2 anni | Più di 2 anni |
| 47 | 28 | 30 | 14 |

It is useful to remember that participants to this questionnaire attend A1 and A2 classes, so the first steps of the learning of a language. It is not surprising then that a great part of the students has been studying Italian for less than 6 months and, in any case, not for more than 2 years. In addition 80% of them did not know Italian before coming in Italy.

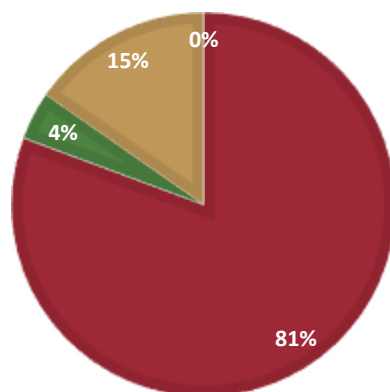
| Question 16. Conoscevi l'italiano prima di venire in Italia? | | | |
|--|--------|----|------------------|
| No | Un po' | Si | Nessuna risposta |
| 94 | 17 | 7 | 1 |

We have also asked students about the places in which they attend Italian classes. Considering that we consigned the questionnaires to CPIA, Penny Wirton and schools in hosting centers, we insert these three options as possible answers, giving space to other realities in option 4. We indicated that more than one choice was possible, so that we can know if students attend more than one class.

| Question 17. Dove frequenti le lezioni di italiano? | | | |
|---|--------------|----------------------------------|-------|
| CPIA | Penny Wirton | Scuola del centro di accoglienza | Altro |
| 100 | 5 | 19 | 0 |

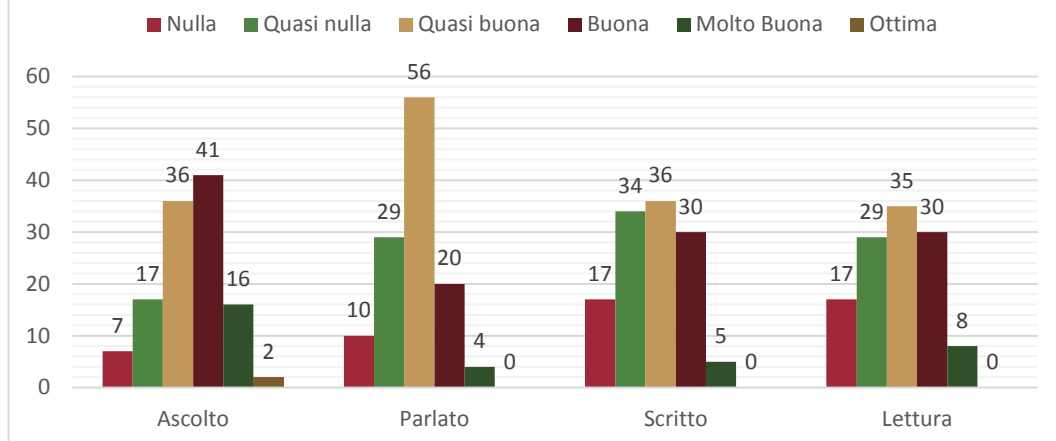
GRAPHIC 21. DOVE FREQUENTI LE LEZIONI DI ITALIANO?

■ CPIA ■ Penny Wirton ■ Scuola del Centro di accoglienza ■ Altro



From the analysis of questionnaires almost all the students attend classes at CPIA, only 5 students participate to Penny Wirton’s activities and 19 to classes organized by the hosting center. No one has mentioned other realities. Question number 18 asked students to express their perception on their own abilities in listening, speaking, writing and comprehending Italian. As we can see from the following graphic students think they have discrete ability in Italian, especially for what concerns listening and talking: 56 students consider themselves to have an almost good mastery of spoken Italian and 41 a good level of oral comprehension; 2 students go further defining it great. Writing and reading registered more homogeneous levels that see however a growth in the *null* category.

Graphic 22. Quale è la tua abilità in italiano?



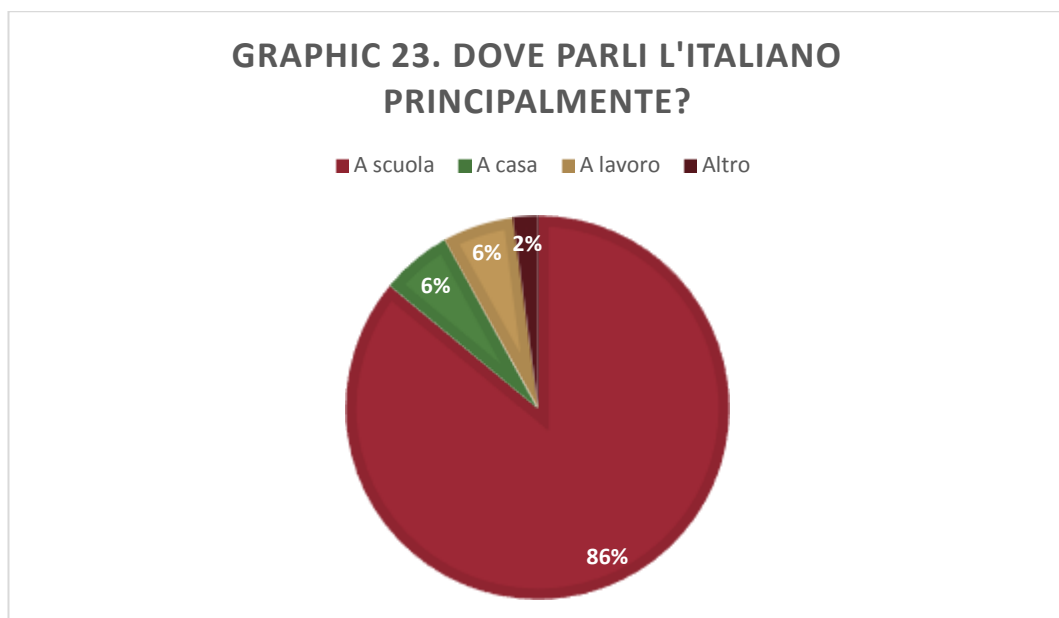
With respect to these categories, question 19 investigated methods used by students in order to improve their global ability in Italian. We have kept the four categories and considering the previous answers, it is not a surprise that more than the half of the students improve their knowledge watching television or listening to the radio.

| Question 19. Come migliori principalmente le tue abilità dell'italiano? | | | |
|---|--|------------------------------|-----------------------|
| Guardo la Tv o ascolto musica | Parlo italiano con madrelingua, amici, da solo | Scrivo email, sms, documenti | Leggo libri, giornali |
| 65 | 21 | 7 | 26 |

Question 20, 21 and 22 focus on the use of language during the day. To comprehend the reality in which students live and use language, we asked them

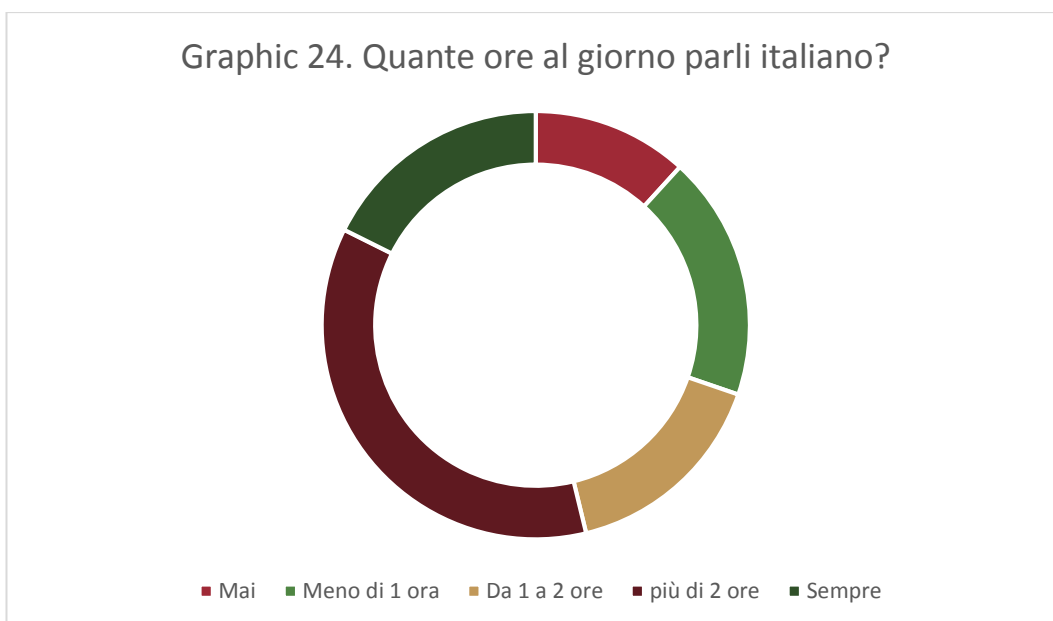
to quantify their use of Italian and their mother tongue. First of all we wanted to know where they use Italian:

| Question 20. Dove parli l'italiano principalmente? | | | |
|--|--------|----------|-------|
| A scuola | A casa | A lavoro | Altro |
| 101 | 6 | 10 | 2 |



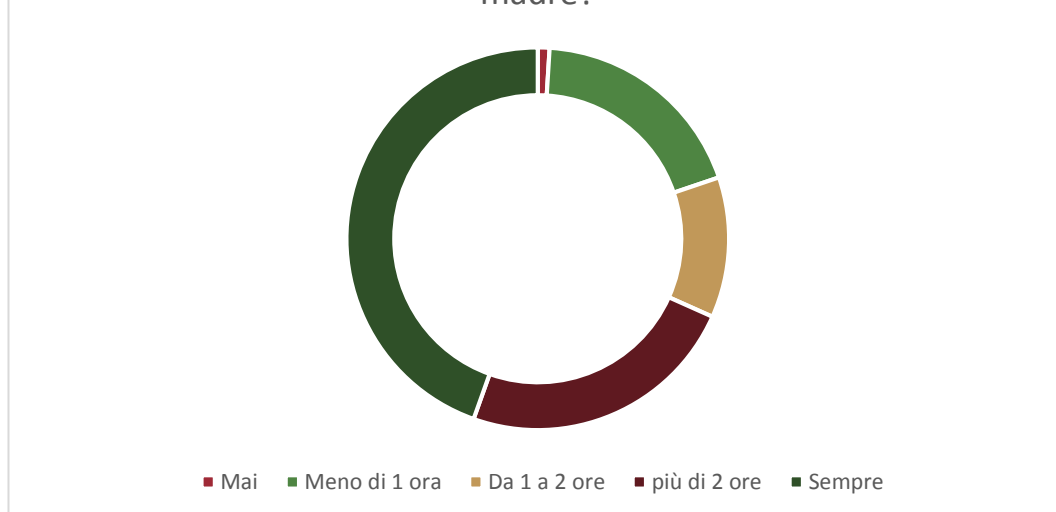
School appears to be a very important pole of language practice, since nearly the 90% of interviewed has indicated it as the principal place in which they speak Italian. We have also inserted questions about the use of language in everyday habits. Question 21 refers to the use of Italian while question 22 focus on the use of mother tongue.

| Question 21. Quante ore al giorno parli italiano? | | | | |
|---|---------------|--------------|--------------|--------|
| Mai | Meno di 1 ora | Da 1 a 2 ore | Più di 2 ore | Sempre |
| 14 | 22 | 19 | 43 | 21 |



| Question 22. Quante ore al giorno parli la tua lingua madre? | | | | |
|--|---------------|--------------|--------------|--------|
| Mai | Meno di 1 ora | Da 1 a 2 ore | Più di 2 ore | Sempre |
| 1 | 22 | 14 | 28 | 54 |

Graphic 25. Quante ore al giorno parli la tua lingua madre?

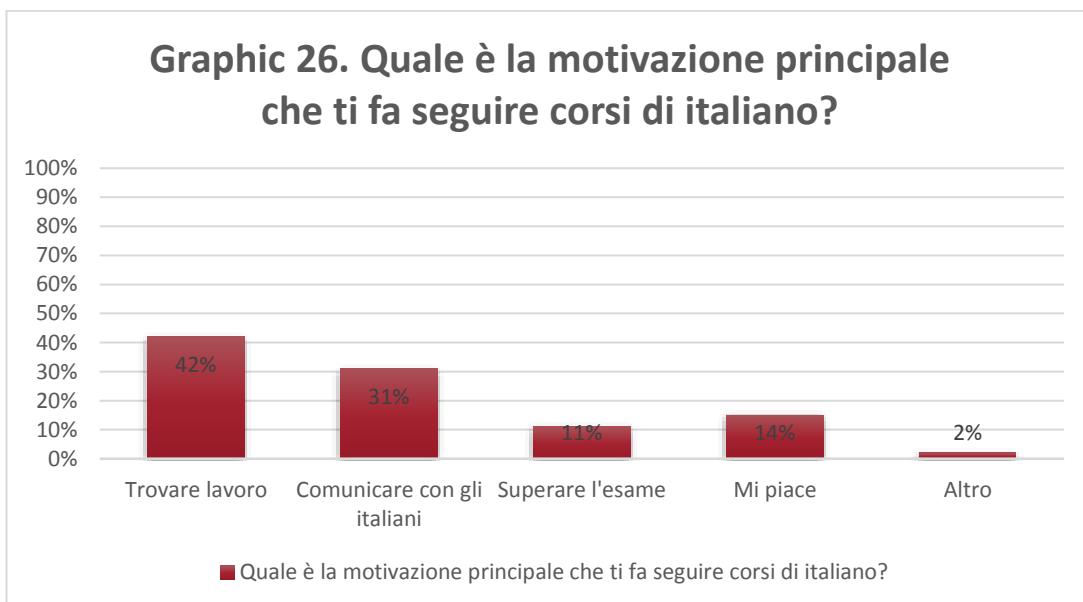


As we can see, students refer to speak Italian quite frequently. The 36% has declared to use Italian for more than two hours per day while 18% from one to two hours and another 18% said to speak Italian always. Finally 12% declared to never use Italian. The situation changes when we move to analyze the use of mother tongue: as expected 45% always uses it when talking during the day. Different answers, that testify a minor use of mother tongue, can be justified by the fact that mother tongues frequently differ from the vehicular language immigrants use to communicate. As emerged in questions 5, 6 and 7 our students employ different languages on the basis of their interlocutors and considering the fact that many of the forced migrants live with people who come from different countries, it is not surprising that the mother tongue is not used with continuity.

5.4 Section 4

Last section of the questionnaire is entirely dedicated to Italian courses attended by students in Italy. Many of the questions ask students' opinion on the entire language learning: from this section we can deduce important information that can satisfy our research. First of all we directly asked about the motivation that pushes them to attend Italian courses:

| Question 23. Quale è la motivazione principale che ti fa seguire corsi di italiano? | | | | |
|---|-----------------------------|------------------|----------|-------|
| Trovare lavoro | Comunicare con gli italiani | Superare l'esame | Mi piace | Altro |
| 51 | 36 | 13 | 17 | 2 |



Half of the students follows the Italian course in order to find a job and 31% does it to be able to communicate with Italians, in general. Only 11% of them associate the attendance of the course to the passing of the final exam.

From these answers we proposed students to choose between different kinds of Italian in order to have clearer knowledge of their interests.

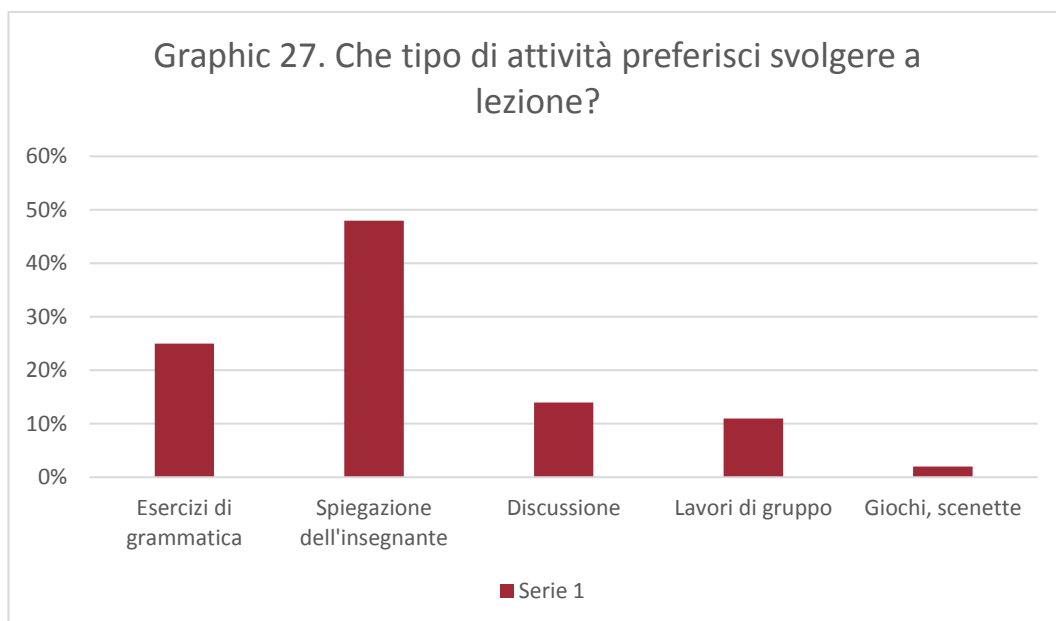
| Question 24. Che tipo di italiano vuoi imparare a lezione? | | | | |
|--|---------------------------------------|----------------------------------|---------------|------------------|
| La lingua di tutti i giorni | La lingua specifica per il mio lavoro | La lingua per scrivere documenti | La grammatica | Nessuna risposta |
| 63 | 18 | 14 | 20 | 4 |

Question 25 wants to collect information about supports that can be used in class to learn Italian.

| Question 25. Quali materiali preferisci usare a lezione? | | | | |
|--|----------|----|--------|----------------|
| Libri | Computer | TV | Giochi | Telefono e app |
| 92 | 21 | 2 | 3 | 1 |

Books still are the most chosen option by students. Very few prefer computer or other materials.

| Question 26. Quale tipo di attività preferisci svolgere a lezione? | | | | |
|--|-----------------------------|-------------|------------------|------------------|
| Esercizi di grammatica | Spiegazione dell'insegnante | Discussione | Lavori di gruppo | Giochi, scenette |
| 29 | 58 | 17 | 13 | 2 |



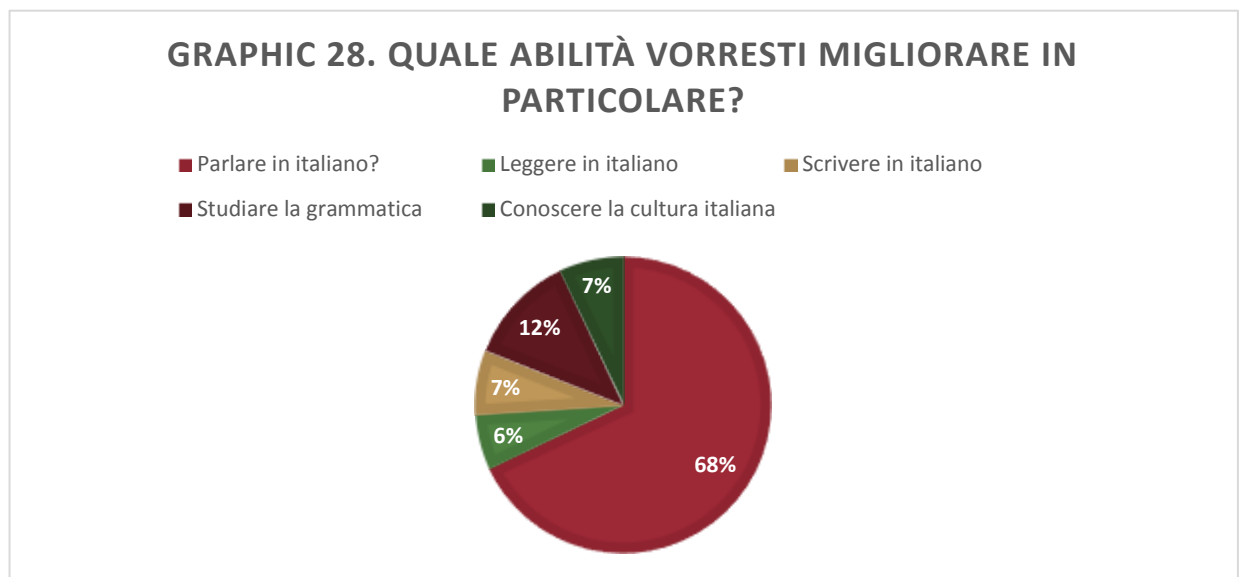
Nearly half of the students prefers the teacher’s talk as principal activity in class and 25% likes doing grammar exercises. Few of them vary and chose different approaches like group works or games.

The following questions ask students about their perception of what they are learning at school.

| Question 27. Cosa stai imparando a lezione di italiano? | | | |
|---|------------------------|-----------------------|---------------------------------|
| A parlare in italiano | A scrivere in italiano | A leggere in italiano | A capire la grammatica italiana |
| 55 | 19 | 9 | 36 |

Students here are divided between speaking language and learning the language grammar. Speaking is also the ability that students would like to improve, definitely detached from the others.

| Question 28. Quale abilità vorresti migliorare in particolare? | | | | |
|--|---------------------|----------------------|------------------------|-------------------------------|
| Parlare in italiano | Leggere in italiano | Scrivere in italiano | Studiare la grammatica | Conoscere la cultura italiana |
| 82 | 7 | 8 | 14 | 8 |



Question 29 collects students' opinions about the course that they are attending:

| Question 29. Pensi che, in generale, l'italiano che stai imparando a scuola sia utile per i tuoi bisogni? | | | |
|---|------------|------|------------|
| Molto | Abbastanza | Poco | Per niente |
| 93 | 23 | 3 | 0 |

Only three of the students are not satisfied by the Italian course, while 98% thinks that the language they are learning is useful for them.

Questions 30, 30.1, 31 and 31.1 are dedicated to the local language of Belluno. We would like to know whether immigrants get in touch with dialect or feel the need to learn it. They equally divide between yes and no.

| Question 30. Hai mai sentito parlare in dialetto nel paese in cui vivi? | |
|---|----|
| Si | No |
| 64 | 55 |

| Question 30.1 Se hai risposto SI alla domanda 30, dove hai sentito parlare dialetto? | | | | |
|--|-------------------------|-------------------------|----------|----------|
| Alla posta, in banca | In ospedale, dal medico | Al bar, al supermercato | A scuola | A lavoro |
| 8 | 4 | 28 | 10 | 14 |

As we can see, they hear the dialect especially in cafes, supermarkets or at work. But what is important is knowing if this language can be useful for them and why: 31% of immigrants believe that the dialect may be useful especially to talk to locals and to work.

| Question 31. Pensi potrebbe essere utile imparare il dialetto? | | |
|--|----|--------|
| Si | No | Non so |
| 32 | 59 | 28 |

| Question 31.1. Se hai risposto SI alla domanda 31, in quale campo pensi sia utile il dialetto? | | |
|--|--------------|--------------|
| Per parlare con la gente del posto | Per lavorare | Per studiare |
| 12 | 13 | 7 |

The last question of our questionnaire is an open question and lets the students free to express a comment about the Italian course they are attending. 22 students decided to answer this question and wrote some opinion⁵⁸:

- Corso molto bello e ben organizzato, ottima professoressa. mi piacerebbe che ci fossero più lezioni durante la settimana.
- Da quando a cominciato a studiare mi senta che sono amiliorata. mi piace l'insegnante che mi spiega bene dirante la lezione. mi lavora di gruppo.
- A scuola noi ci andiamo due volte alla settimane. la maestra ci spiega molto bene da capire è veramente molto bello.
- Peno che il corso di italiano che frequento mi sarà molto utile per i miei documenti o per lavorare
- Mi piace
- lo sono -----, sono senegalese, adso in Italia per studiare la lingua italiana iace molto buona popolasione.
- Mi piace parlare la lingua le insegnanti sono molto brave
- Ogni giorno penso di parlare la lingua italiana ance penso di venire vicino a scuola al centro città perche se abito al centro devo parlare sempre
- lo studio solo italiano un po di tecnologia per andare alla tersa media
- lo studio italiano perché mi piace la lingua italiana.

⁵⁸ We report answers exactly as students have written them.

- Per me questo corso è molto buono perché questo corso permette una buona integrazione in Italia. Quindi gli italiani devono fare tutto per imparare la loro lingua agli stranieri.
- Non mi piace che l'insegnante parli troppo velocemente perché non capisco niente
- Tutto bene grazie
- Mi piace studiare italiana. La maestra spiega bene lei è molto brava
- Italiano corso molto importante
- Mi piace la lingua italiano tanto perché è una nuova lingua per me e ho bisogno di capire tanto perché per fare meglio perché preferisco vivere in una grande città
- Mi piace molto studiare italiano anche parlare molto perché mi piace rimanere in Italia anche trovare lavoro in Italia. Italia è molto bella
- Il corso di lingua italiana mi aiuta a parlare e ascoltare
- Mi piace la lingua italiana perché vorrei parlare una seconda lingua europea come italiano. Mi piace molto questo paese
- Mi trovo bene con gli insegnanti anche gli altri mi piacciono molto le lezioni perché mi facilitano per l'integrazione.
- Sono molto contento del corso di italiano perché mi aiuta a fare tutti i miei cose da solo e fare l'amicizia anzi la lingua italiana è una lingua probabilmente simile alla mia lingua madre perché mi piace molto.
- Secondo me il corso di italiano molto utile per stranieri. Speco che imparerò e parlerò come un italiano perché mi piace molto la lingua italiana.

6. Discussion

All the analysis we have conducted so far permit us to define the needs of Italian as second language students in Belluno.

From the questionnaire we discover that the great majority of immigrants who attend language courses, and who are the subject of our study, is constituted by forced migrants who arrive in Belluno from Africa: they are part of the 300 and more forced migrants who live in the province. The average student is an under 25-year-old male student who has been living in Italy for one year circa: his current situation then is that of the hosting centers, in which immigrants share home and habits with people they don't know.

For what concerns the educational background we can say that many completed more than nine years of studying, a fact that make us presume a comparison with our middle school diploma. What constitutes an additional difficulty during language courses is the management of those students, 17 in our group, who have never experienced education and who necessitate specific preparation by the teachers and by the institutions that offer them classes. We recall here that the students who took part in the questionnaire attend A1 and A2 classes, courses that presume a good mastery of language: at this point it is not clear if they have reached a sufficient level of literacy when adult or if they are inserted in courses that do not completely reflect their needs.

The literature we have previously consulted reminds us to also consider the languages known by the students so that connections and comparison may be used in class to facilitate comprehension. Our sample data report a various quantity of mother tongues: for the great majority we register West - Africa varieties that evidently differ from the Indo-European roots of Italian. Answers to the questionnaire though indicate that almost all students have knowledge of at least one European language between English and French which frequently became vehicular languages inside the classroom and permit an easier translation

and codification of Italian. Question 16 underlines the fact that nearly all the students had no knowledge of Italian before arriving in Italy: Italian courses should then begin by the very basic aspects of our language. In addition 63% of students has been studying Italian for less than a year and very few, 10%, has a two-year experience in language learning. When we asked about the perception students' have about their own ability in Italian though, answers have been quite homogeneous. Listening and speaking collected higher considerations: 34% of interviewed thinks they have a "good" level of oral comprehension and 47% declares to have a "quite good" speaking ability. As expected writing and reading augment the percentage of those who think to have "null" or "quite null" level of ability in these categories. Going on with the analysis of the relationship students have with language we also wanted to know if there is any difference in their use with respect to the interlocutor: 92% of students uses the mother tongue when talking to other members of the family but, surprisingly, when asked to express about the language used if communicating with friends, half of the students change their mind and declare to use other languages, different from the mother tongue and from Italian. Percentages have changed once again when we asked students about the language they use to talk with locals: half of them, 48%, uses Italian, but 37% uses a vehicular language. Other questions would like to estimate the amount of time immigrants spend talking in Italian: 53% uses it for more than two hours or always, a fact that is definitely positive since it presumes that Italian is used outside the classroom and for various purposes. It is not surprisingly anyway that 70% of students declare to speak his mother tongue for more than two hours or always.

After the identification of personal profiles, it is important to define the current condition of immigrant students: their expectation is that of remaining to live in Italy for the rest of their life and consequently they are planning their permanence in our country. For the organization of language courses we know that this is a very important data: if students' future projects include continuing to live in the country, they may probably have the need for certain primary

knowledge instead of others. Furthermore the literature suggests that motivation may be influenced too: if students' *ideal future self* (Higging 1987) involves the mastery of Italian they will be pushed to learn it easily. To analyze other forms of motivation students reflect, we would like to mention two open answers collected in the "altro" section of question 23⁵⁹ that have been spontaneously written by two students:

- a. "Per aiutare i miei figli a fare i compiti"
- b. "Perché in Italia quando tu non capisci la lingua italiana tu non puoi fare niente. Io sono obbligato a capire."

These answers are very significant: they reflect the importance of learning Italian in the everyday life. Particularly important is answer *b.* that reports an obligation in language studying: without Italian, it is impossible to live in Italy and consequently the student feels obliged to learn the language. At this point we can divide the group of students into two: those who indicated as principal motivation the need for a job, the passing of the exam or the obligation of learning reflect an instrumental motivation that does not move from the desire of being part of Italy population or integrate into its culture and society, like did, on the other hand, those who have demonstrated an interest in the communication with Italians or a pleasure in the Italian language learning. In any case the majority of students chose the need for a job as the most urgent desire. It results that language should be shaped in order to get sufficient knowledge in this area, avoiding other varieties that may seem obsolete. Considering students' answers to question 24⁶⁰ we don't want to narrow the vocabulary to work's micro-language: it should insert in any case in the more practical proposal of everyday language. Remembering the system of needs defined by Vedovelli (2001), after a first area of personal needs

⁵⁹ Question 23: Quale è la motivazione principale che ti fa seguire corsi di italiano?

⁶⁰ Question 24: che tipo di italiano vuoi imparare a lezione? (63 = la lingua di tutti i giorni, 18 = la lingua specifica per il mio lavoro, 14= la lingua per scrivere documenti, 20 = la grammatica, 4 = nessuna risposta).

satisfaction, students naturally enter the area of communicative functions that in fact involve work and housing. Moreover since work integration is one of the objectives of the social integration we are defining, there is the need for a proper inclusion of migrants in the economic reality of Italy and we think that Italian courses must provide students the instruments and the knowledge that can help them in this crucial sector. Programs must include modules that focus on this topic: fundamental lexicon, Italian work policies and job market operation, practical examples of job advertisements, etc. . In addition those who already have an occupation in Italy, 30% of the interviewed, always or frequently use Italian at work. At this point learning Italian is fundamental in order to find a job and in a second moment, having a job is a daily gym for language practice and improvement. Last question that investigates immigrants' life in Belluno would like to know if they have knowledge of the associations and the institutions that provide them services and help. 75% of students declare not to know any of the option we proposed and did not mention others. Those who chose one of the options, indicate the *Sportello Unico per l'Occupazione* and the *Sportello Informa Migranti*, possibilities offered by the Prefettura and the ULSS, public institutions immigrants may get in touch with easily. We expected immigrants to have wider knowledge of services of this kind and considering the extreme importance of a creation of network of help and exchange, we suggest that courses may introduce some of these opportunities to students.

Having in mind all this information, how should Italian courses' content be shaped to satisfy these needs?

First of all it may be useful to remember that we consigned questionnaires to the CPIA of Belluno, to the Penny Wirton school in Ponte nelle Alpi and to one of the Italian courses organized by the Consorzio Sviluppo e Innovazione in Feltre. 90% of students attend classes at CPIA that is the principal institution that offers valid certification for Italian and for the middle school diploma. Few attend classes by the hosting centers and only five are in touch with Penny Wirtons's volunteers that, in our opinion are another important source of connection and integration

in local realities. Belluno can count on numerous volunteering associations that may play a key role in the social integration of immigrants. Penny Wirton schools, for example, mix Italian language classes with various extra-school activities such as laboratories with children, group walks, tours of local cities in which immigrants can feel part of the community and increase their local networks⁶¹. Not only, with respect to the definition of interculturalism we have given, these extra-scholastic activities also permit immigrants to share their own culture, increasing that exchange process we think is fundamental.

Focusing on the practical characteristics of language classes, despite an increasing proposal for interactive didactic contents, immigrant students in Belluno declare to still prefer books when learning the language. We presume that this is due to the studying habits they are used to since the attendance of school classes in homeland. On the other hand they also declare to use interactive tools in order to improve their knowledge: watching television and listening to music have been chosen as the most useful to improve their ability in language use and this may be an inspiration for the programming of courses: the analysis of songs and movies should be supported; traditional supports then should interact and be shaped on the basis of new contemporary contents. Moreover the teacher's talk is preferred to other kinds of activities and grammar exercises are their second choice. As we expected from the studying of the literature, games and role play have not been chosen by students. As a consequence 85% of students expresses the desire of improving their speaking ability and again, as second choice, they would like to improve grammar knowledge. Answers to question 28 show that very few students would like to focus on Italy's culture. We think that this is due to the imminent need of learning the language in a more general connotation: once they have satisfied their primary needs, they would probably feel a bigger interest in the host's way of living. In general students indicate the course they are attending as "very useful" and only three think the contrary.

⁶¹ www.facebook.com/PennyWiton-Limana

Finally we would like to spend some words on the last questions we proposed to students. Considering the context of Belluno, where local language is often spoken by locals, we would like to know if immigrant students get in touch with this variety. Percentages equally divide the group between those who have heard people speaking local language and those who never had this experience. Despite this division, we can say that many consider learning the dialect as useless. We tried to analyze this information considering the fact that, as said, our students are living for a greater part in hosting centers and their interactions with locals are very few and frequently mediated by sector operators. Looking back at what has been done and reported in literature, we read different results: the *Lega Nord*, an Italian political party, organized in 2008 and 2010 local language courses in Belluno and Treviso⁶² considering it as a fundamental part of immigrant interaction. Furthermore they referred a high grade of satisfaction in immigrants who attended these classes. Another reality that provides dialect courses for immigrants is the Friuli Venezia Giulia that through a regional decree rules the teaching of Friulan language in schools and private institutions.

⁶² www.eraonlus.it, www.corrieredelveneto.corriere.it

Conclusion

This work had the aim of identifying immigrant students' needs for social integration in Belluno that in our opinion contains various shades of contents. To avoid fear and repulsion for everything that is foreign, a cultural integration must be present and constantly supported. On one side immigrants that are immersed into Italian society should integrate with its culture and locals must be able to accept them, without falling into useless populisms. As obvious it doesn't mean abandoning one's own origins, but respect and share principles and habits of a different part of the world. Interculturalism is here the synonym for respect and acceptance, mixture and co-operation, and candidates itself as a substitute to years of ethnocentrism and racial discrimination. Since work is a crucial part of human life, integration must also be active in the working environment. As seen many are the variables that are at play in this field: access to legal occupations and consequent fight against illegal jobs, but also sufficient formation and preparation of foreigners about Italy and Europe work's policies. Nothing could be done without a sufficient level of language mastery that allows immigrants to recognise their previous educational and working experiences and consequently to fill up correct curricula that are an initial contact with the work market. Italian language is for these reasons the key to social integration. Since we have focused our research on Italian language courses we have given space to the literature that clarifies this topic, proposing characteristics of second language acquisition as well as details about specific analysis of adult students. To have a clear framework of the immigrant students who attend Italian language courses in Belluno, we have given a brief revision of data about the presence of migrants in our Province and especially about forced migrants that arrive in our coasts after a traumatic crossing of the Mediterranean. Wider space has been dedicated to the analysis and discussion of data collected through the questionnaire we have previously delivered to participants. From this study we can conclude that despite many people think immigrants get in touch with Italian language in many situations, we

know that frequently this is not the case. If they are not between those who already have a family or a job in Italy, speaking Italian is not so spontaneous. We have seen from the answers to the questionnaire that the school is one of the only occasions where immigrants use Italian to speak and to interact with Italians without using vehicular languages. We should imagine then a situation in which immigrants do not have social networks apart from their housemates or the operators that take care of their situation; to facilitate communication and reciprocal comprehension, vehicular languages as English or French are often used and Italian is unconsciously set aside. As a consequence speaking activities and practice are desired by the students and approach to everyday common language is preferred too. Traditional tools should share the scene with current supports like television or music that students choose as their favorite to interact with our language. A big part of the answers to the questionnaire deals with the work sphere: finding a job is for sure a priority and being able to access this market autonomously is a consequent necessity. We have discovered that dialect is not perceived as important for immigrants we have interviewed. Lastly, recalling what we have said about the importance of intercultural competence, we would like Italian as second language classes to face this topic and give students tips for an aware integration.

In the light of all we have collected in this research we can say that the social integration of immigrants in Belluno, but generally speaking in Italy, imposes the relation of many variables: cultural in the meaning that a change in way of thinking and relating to others is necessary, working in a new approach to work policies and linguistic in an empowerment of language courses that are therefore of extreme importance. Only through the practice and the use of language in fact, can immigrants satisfy their needs and be independent and socially integrated in Italian community.

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Questionario

Buongiorno, grazie per aver preso parte a questo progetto che mi aiuta a scrivere la mia tesi di laurea magistrale. Il questionario che ti viene dato è anonimo e le informazioni saranno utilizzate solo da me per la raccolta dei dati.

Rispondi con una sola crocetta a ciascuna domanda.

Informazioni personali

1. Indica quale è il tuo sesso:
 - Uomo
 - Donna
 - Non specificato

2. Indica di quale fascia d'età fai parte:
 - 18 – 29 anni
 - 30 – 39 anni
 - 40 – 49 anni
 - 50 o più

3. Da quale continente provieni?
 - Europa
 - Africa
 - Asia
 - America
 - Oceania

4. Quale è la tua lingua madre?
.....

5. Quale lingua parli con la tua famiglia?
 - La mia lingua madre

- Italiano
- Altre

6. Quale lingua parli con i tuoi amici/conoscenti?

- La mia lingua madre
- Italiano
- Altre

7. Quale lingua parli con gli abitanti del paese dove vivi?

- La mia lingua madre
- Italiano
- Altre

8. Conosci altre lingue oltre alla tua lingua madre e all'italiano? (scegli più di una opzione se necessario)

- Inglese
- Francese
- Arabo
- Tedesco
- Altro (.....

9. Quanti anni hai studiato nel tuo paese d'origine?

-

Vita in Italia

10. Da quanto tempo sei in Italia?

- Meno di 6 mesi
- 6 mesi – 1 anno

- Da 1 a 2 anni
- Più di 2 anni
- Altro (.)

11. Pensi di rimanere in Italia

- Meno di 6 mesi
- 6mesi – un anno
- Da 1 a 2 anni
- Per sempre

12. Lavori?

- Sì (rispondi alla sezione 12.1)
- No
- No, ma sto cercando lavoro

12.1 Parli italiano a lavoro?

- Sempre
- Qualche volta
- Raramente
- mai

13. Quale è il bisogno più urgente che hai?

- Imparare la lingua
- Trovare un lavoro
- Trovare casa
- Fare i documenti
- Altro

14. Conosci alcune delle associazioni che aiutano gli immigrati?

- Veneto immigrati
- Sportello unico per l'immigrazione
- Punto amico

- Coordinamento Rete Immigrazione
- Nessuna di queste (altro

 **Lo studio dell'italiano**

15. Da quanto tempo studi l'italiano?

- Meno di 6 mesi
- Da 6 mesi a un anno
- Da 1 a 2 anni
- Più di 2 anni

16. Conoscevi l'italiano prima di venire in Italia?

- Si
- No
- Un po'

17. Dove frequenti le lezioni di italiano? (scegli più di una opzione se necessario)

- CPIA
- Penny Wirton (Limana o Ponte nelle Alpi)
- Scuola del centro di accoglienza
- Altro

18. Quale è la tua abilità in italiano? (metti una X nelle caselle che ritieni corrette)

| | nulla | Quasi nulla | Quasi buona | buona | Molto buona | ottima |
|---------|-------|----------------|----------------|-------|----------------|--------|
| Ascolto | | | | | | |
| Parlato | | | | | | |
| Scritto | | | | | | |
| Lettura | | | | | | |

19. Come migliori principalmente le tue abilità dell'Italiano?

- Guardo la TV italiana (film, sport ecc...), ascolto musica italiana
- Parlo italiano con madrelingua, amici, da solo
- Scrivo email, sms, documenti, esercizi di grammatica
- Leggo libri, giornali, libri di scuola
- Altro

20. Dove parli l'italiano principalmente? (scegli più di una opzione se necessario)

- A scuola
- A casa
- A lavoro
- Altro

21. Quante ore al giorno parli italiano?

- mai
- Meno di 1 ora
- Da 1 a 2 ore
- Più di 2 ore
- Sempre

22. Quante ore al giorno parli la tua lingua madre?

- mai
- Meno di 1 ora
- Da 1 a 2 ore
- Più di 2 ore
- Sempre

L'italiano a scuola in Italia

23. Quale è la motivazione principale che ti fa seguire corsi di italiano?

- trovare lavoro
- comunicare con gli italiani

- superare l'esame
- Perché mi piace
- Altro

24. Che tipo di italiano vorresti imparare a lezione?

- La lingua di tutti i giorni
- La lingua specifica per il mio lavoro
- La lingua per scrivere documenti
- La grammatica

25. Quali materiali preferisci usare a lezione?

- Libri
- Computer
- TV
- Altro (,.....)

26. Che tipo di attività preferisci svolgere a lezione?

- Esercizi di grammatica
- Spiegazione dell'insegnante
- Discussione
- Lavori di gruppo
- Giochi di ruolo, scenette
- Altro

27. Cosa stai imparando a lezione di italiano?

- A parlare in italiano
- A scrivere in italiano
- A leggere in italiano
- A capire la grammatica italiana

28. Pensi che l'italiano che stai imparando a scuola sia utile per i tuoi bisogni?

- Molto
- Abbastanza
- Poco
- Per niente

29. Quale abilità vorresti migliorare in particolare?

- Parlare in Italiano
- Leggere in Italiano
- Scrivere in italiano
- Studiare la grammatica
- Conoscere la cultura e la civiltà

30. Hai mai sentito parlare in *dialetto* nel paese in cui vivi?

- Sì
- No

*Dialetto=lingua locale,
diversa dall'italiano.*

31.1 Se hai risposto SI alla domanda 31, dove hai sentito parlare dialetto?
(scegli più di una opzione se necessario)

- Alla posta, in banca
- In ospedale, dal medico
- Al bar, al supermercato
- A scuola
- A lavoro
- Altro

31. Pensi potrebbe essere utile imparare il *dialetto*?

- Sì
- No
- Non so

31.1 Se hai risposto SI alla domanda 31, in quale campo pensi sia utile il *dialetto*?

- Per parlare con la gente del posto
- Per lavorare
- Per studiare
- Altro (.....)

32. Se vuoi scrivi un commento sul corso di italiano che frequenti (commenti, suggerimenti, critiche...)

.....
.....

