



INCLUSIONE

E PLURILINGUISMO

“

**“Ognuno è un genio,
ma se si giudica un
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capacità di
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l'intera vita a credersi
stupido”**

ALBERT EINSTEIN*

*La cultura popolare moderna tende generalmente ad attribuire questa citazione al fisico Albert Einstein, probabilmente perché Matthew Kelly nel suo famoso libro “The Rhythm of Life: Living Every Day with Passion and Purpose” inizia un capitolo così:
“Albert Einstein wrote, “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” The question I have for you at this point of our journey together is, “What is your genius?”.

Inclusiveness in the classroom



An invitation to multimodal teaching

di Guido Palmitesta

Each student, according to his cognitive and cultural background, learns in a personal and different way (Parra, 2016).

Unfortunately, it often happens that within the classroom context, diversity is not taken into account as much as it should be.

Those who teach, for various reasons, often do not consider that each learner has a different type of memory and, therefore, possesses learning modes that differ from those of other students.

The teacher thus finds himself administering 'standardised' and 'single-mode' lessons from which only a small part of the class benefits; this is especially detrimental to students with

learning disorders such as dyslexia, as they generally use multimodal approaches more often and perhaps this is the reason why they usually benefit from multimodal methods (Andreou & Vlachos, 2013).

Thanks to multimodality (Kress, 2010), which supports universal design for learning in the most effective ways and ensures that everyone gets exactly what they need (Ralabate, 2011), it is possible to meet the needs of learners by providing lessons supported by different 'modalities' (e.g., visual, audio, written/oral, kinaesthetic).



Listening, reading and language comprehension

During the lesson, it is possible to show different points of view on the topics discussed and, at the same time, through the sharing of videos, specifically TED (Technology, Entertainment, Design) Talks. TED Talks are educational videos that show experts from various fields and universities expressing their views on the topic in question through monologues. Generally, the experts who present a TED talk are talented in terms of public speaking and, in turn, accompany their speeches with multimodality that alternates between technological modes (carefully detailed visual presentations) and verbal and non-verbal stage speech modes, making them very engaging and motivating.

Multimodality applied to the glottodidactic context

It is possible to organise a virtual guided tour through the Google Earth 3D (Thankachan & Franklin, 2013) platform which, supported by augmented reality, allows users to 'walk' anywhere in the world. For learners whose task may be, for example, to learn the names of buildings in the city and the names of directions in the language they are learning, vocabulary acquisition is supported by virtual, visual, and dynamic modes; the student, stimulated by multiple perspectives, can thus enrich his or her vocabulary while discovering new places belonging to territories whose culture he or she is studying and taking inspiration for future academic and leisure visits.





Comics/graphic novels

Comics/graphic novels, as multimodal writings that may excite the mind from multiple viewpoints, are helpful for classroom learning and not only as an artistic enrichment activity.

They give narrative experiences to novice readers and those learning a new language. Without the requirement for complex word decoding skills, students follow the beginning and conclusion of the story, storyline, protagonists, time and setting, and sequences.

The pictures support the text and provide students with critical contextual clues to the meaning of the words. Comics act as scaffolding for students' understanding.

As Stephen Cary, second language learning specialist and author of *Going Graphic: Comics at Work in the Multilingual Classroom*, states: "Comics offer authentic language learning opportunities for all learners [...] The drastically reduced text of many comics makes them manageable and linguistically profitable even for beginning readers." According to Cary, comics also encourage reticent readers. They engage students in a literary format that is their own. Comics communicate with learners in a form that they can comprehend and identify with.

Even after students have learned to be good readers, comics give them the opportunity to read material that combines images and text to express symbolism, satire, point of view, drama, humour, and puns in forms that text alone cannot achieve. Many students read fluently but have difficulty writing. They complain that they do not know what to write. They have ideas but lack the language skills to create a beginning, follow a sequence of ideas, and arrive at a logical conclusion. Students often ask to draw a picture while writing and look for pictures to support their linguistic ideas. If they are allowed to use words and pictures, they will solve storytelling problems that they would otherwise not have experienced using words alone.

Like reading, comics provide a scaffold for students to succeed in writing. Students transfer specific elements directly into text-only writing; for example, they learn that any text found in a word balloon is put in inverted commas in their text-only writing.



Le frasi idiomatiche.

Da espressione di una cultura a ponte tra culture
Un viaggio attraverso una delle rappresentazioni più
vivide dell'inglese parlato a confronto con possibili
versioni italiane

di Luisa Lupoli

Most English speakers – not necessarily native – are probably aware that, when it rains cats and dogs, going to the beach may not be the best idea. Unless – one could say – somebody has gone bananas. Or perhaps two people have mutually decided to go in spite of the risks, in which case both of them should take responsibility for it. After all, it takes two to tango.

English language teachers often recommend that their students avoid using their first language. “Forget Italian, this is English!”, they keep saying every time a learner tries to internalise the language by referring to an Italian equivalent, which is generally good advice in order to practise fluency and prevent interferences. However, especially when it comes to vocabulary, the brain automatically starts making connections with the native language, as this is the only way of ensuring new words have been really learned. For example, when thinking of ‘cats’ and ‘dogs’, Italian students’ inner language will intrinsically say *gatti* and *cani*, even if not out loud, which is why they might have a few difficulties when hearing the expression “it’s raining cats and dogs” for the first time.

Going back to the first paragraph, anyone would certainly understand that cats and dogs are not exactly an alternative to raindrops, and the association with the Italian “piove a catinelle” would be quite intuitive, also considering the help from the verb and the context, which is always crucial. As to “go bananas”, further examples might be needed, since the fruit does not immediately relate to the idea of craziness conveyed by the Italian version “andare fuori di testa”, while “it takes two to tango” – although its meaning can be inferred from the situation – will completely lose its colourful idiomatic peculiarity in Italian, as there is no corresponding idiom and a periphrasis is needed in order to explain it.

This is the challenge posed by idioms: wonderfully rooted in a language – and, consequently, in a culture – they go beyond a literal, ordinary meaning of their components, thus resisting an easy translation, although learners still need to associate them with their first language in some way before using them naturally in English. Continuing reading might offer some help on the subject.



Should anyone reveal a secret and then add: “**Don’t let the cat out the bag!**”, an Italian could just focus on the ‘bag’: it is the same as “(non) vuotare il sacco”, only imagining a kitten inside of it, which in this case for no reason must be allowed to exit. Not that easy when another animal comes into play: if, for example during an important meeting, nobody is addressing “**the elephant in the room**”, it means that everyone is deliberately ignoring a problem even though it is obvious and impossible to miss (as big as an elephant in a room!). Pregnant with meaning, but no equivalent figurative expression is used in Italian.

What do the pope and the moon have in common? Not very much, except the fact that apparently they both have to do with infrequency. If someone is talking about how often an event or situation occurs, and wants to highlight how uncommon it is, they will probably say it happens “**once in a blue moon**”, which will remind the Italians that popes are quite likely to live a long life (“**una volta ogni morte di papa**”, they would say in order to point out it is as infrequent as a pope’s death).

Going back to fruit, two types in particular do not get on very well according to English idiomatic language. When hearing the idiom “**Don’t compare apples to/with oranges**”, it suggests that two elements are too different to be compared at any level. Regardless of scientific evidence – biologists and nutritionists should know more about the origin of the expression – an Italian could easily imagine its meaning, although the comparison between apples and pears– probably heard when solving maths problems in school – would perhaps be more familiar.

The weather also has quite a few occurrences in English idioms. If someone is asked the question: “How are you?” and wants to be honest for once, instead of an impersonal regular “Fine, thanks” they could answer: “**I’m feeling a bit under the weather today**” when they are not feeling very well.

Further, another idiom is used as an optimistic message of hope when it comes to cloudy weather, which is commonly associated with worries and potentially critical situations.

“Every cloud has a silver lining”,

English speakers say, so as to remind that a favourable outcome can be expected in spite of difficulties and some positive way forward can always be found.

It has a message that is very similar to the concept of "Nil desperandum" (the Latin expression used with the meaning of "Never despair"), but both of the English weather idioms lack a proper Italian version.

Fruit has been mentioned above, but this time cake lovers will be particularly happy to hear that their favourite food has positive connotations in English idioms: something can be “a piece of cake”, i.e. very easy to do (“un gioco da ragazzi”, an Italian speaker would say with the meaning of “child’s play”), as well as the final touch to something that is already nice, therefore “the icing on the cake”.

The Italians are more specific on this one, as they certainly prefer cherries on cakes (= “la ciliegina sulla torta”). However, teeth do not always have tasty experiences: they sometimes have to “bite the bullet” (apparently no risk of lead poisoning is considered here), i.e. endure the pain and be strong until it all goes away. In Italian this is simply about clenching teeth or, if anything must be bitten, swallowing toads (= “ingoiare il rospo”).

That would not be the end, but the rest is left to curiosity (take, for example, the origins of idioms) and to close contact with the English language, which could not be more authentic and vivid when idioms are involved. One last warning: if, before an exam or important test, a friend says: “Break a leg!”, they do not mean such thing as a bad fracture at all. As good-natured as Italian people mentioning ending up into a wolf’s mouth (= “In bocca al lupo!”), the English are just wishing the best of luck.



A 'study' of one's own*

Hints and tips for learning English independently

di Arianna Della Felba e Alessio Mirarchi

Despite the popularity of English in today's world, mainly thanks to its status as a Lingua Franca, learners often do not achieve the expected results. Although language courses still represent a valid option to improve your English, many people prefer to study by themselves and manage their learning independently due to time constraints, the high price of private classes, etc. To this end, technology can be of great help. Let us now look at a few ways to improve your English in your own time and independently.

Improving Vocabulary

1

First of all, let's start with a suggestion that seems quite obvious: read. Read a lot. By reading novels, newspaper articles or, simply, kitchen recipes, you can come across new words related to specific topics or fields that can also help you understand the context where you can use them. Whenever you read a word in context, **DO NOT LOOK IT UP IN A DICTIONARY IMMEDIATELY**. Rather, try to understand it from context. Then highlight it in the text and write your guess (a synonym in English or translation in your first language). Then, continue to enjoy your reading session and the next day flick through those pages again to compare your guesses with the definitions from a monolingual dictionary.

2

Next to each new word, write the translation and an example of its use in a given situation based on your personal life experience.



Reading, listening and pronunciation.

* Do you like music? Have you ever found yourself in front of the mirror trying to emulate a singer? Well, then, next time try to match the lyrics of the song, too. Read them while listening to the song and then repeat the words. This will also help you to understand what the song is about. Moreover, you could try some online websites to train your skills, such as Lyrics Training. You can choose your starting level and venture to transcribe the lyrics of some songs during a limited time while listening to them and, in the meantime, you can sing and enjoy free music, too.

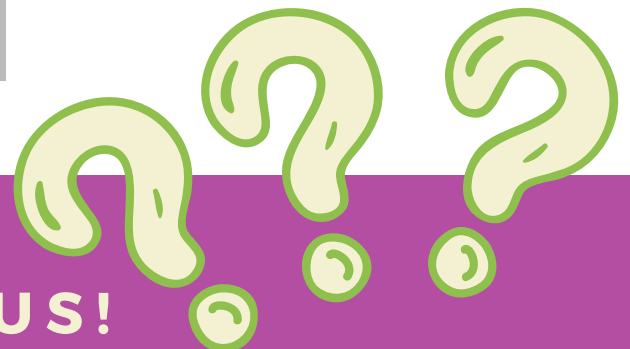
* Start watching films or TV series in their original language. Use subtitles in the original language. The great thing about technology and watching streamed videos is that you have the possibility to rewind the video as many times as you want. In this way, you can listen again to those scenes that seemed less clear to you. By doing so, you will be able to train your ears and to become more and more familiar with the sounds of the language. If you want to use tv series and films as an opportunity for expanding your vocabulary, you can use the same strategy outlined in point 1 above. This time, keep your notebook handy while watching the tv series or film, and press 'pause' each time you notice a new word or expression. Write it down, try to work it out from context and then move on. Use the dictionary only after you've finished the episode or film.



Once again, use your mobile phone in a productive way by downloading learning apps like Cake, which is based on videos from movies, cartoons, etc., showing you the real use of expressions in different situations and, at the end of the session, you practice what you've learned.



Take advantage of some online websites to enhance your pronunciation. In this regard, Youglish can be useful: you can watch extracts of videos and listen to how the word you are interested in is pronounced in real conversations, discussions or conferences.



BE CURIOUS!

Beyond all these tips, the most important feature that characterises a good language learner is curiosity. Every time you hear or learn a new word, it's important for you to notice it and write it down somewhere. Another rule of thumb is 'Challenge yourself!' and don't take shortcuts. Make your brain work by trying hard to understand words from their context. Only after you've made your guess should you finally look it up in a dictionary.



"QUOI DE NEUF?"

**Il ciclo di conversazioni in
lingua francese del Centro
Linguistico di Ateneo
dell'Università degli Studi di
Napoli "Federico II"**

DI EMILIA MARTINELLI

"Quoi de neuf ?" *Atelier de conversation en langue française centré sur la presse* è il titolo del ciclo di conversazioni in lingua francese organizzato dal Centro Linguistico di Ateneo dell'Università degli Studi di Napoli "Federico II". Esso rappresenta un'opportunità di conoscenza e di approfondimento linguistico-culturale di alcune delle tematiche maggiormente discusse, dibattute e riportate dalla stampa francese, ed in particolare, dai più significativi quotidiani come *Le Figaro* e *Le Monde*, nella loro versione cartacea ed on-line.

Il ciclo di conversazioni in lingua francese verte sulla lettura collettiva e relativa discussione di alcuni articoli pubblicati dalle più celebri testate giornalistiche, in relazione ad un argomento, scelto, settimanalmente, in base alla rilevanza che le diverse rubriche (*Culture*, *Idées*, *Horizons*, *Littérature/Critiques*, *Planète & Sciences*, etc.) dedicano a quest'ultimo, in linea con la riflessione più aggiornata relativa alle *Sciences du langage* e alle *Sciences humaines et sociales*.



ALCUNI DEGLI ARTICOLI LETTI

Pourquoi il est très important d'apprendre des langues étrangères ?, Logosphère: un voyage autour de la langue littéraire d'expression française, Langue française et identité nationale, La France fait le pari de l'intelligence artificielle, Les nouvelles technologies favorisent-elles le lien social ?, Comment Internet modifie-t-il notre rapport au réel ?, La nouvelle vie de l'interaction homme-machine, Le réchauffement climatique, La pollution de l'air, Les énergies renouvelables, La transition écologique, Pour une Francophonie ouverte, etc.

La lettura collettiva degli articoli di giornale, nei termini di *documents authentiques*, al pari di: *extraits littéraires, émissions de radio, clips vidéos, etc.*, nell'ambito delle prassi adottate e promosse dalla didattica linguistica del FLE (Français Langue Etrangère)/FLS (Français Langue Seconde) consente, da un lato, la conoscenza delle tematiche più attuali e dibattute dai media e dalla stampa francese, attraverso il vaglio sistematico, critico e attento delle fonti giornalistiche e, ad un tempo, una riflessione, condivisa, sullo stile comunicativo-informativo dei testi presi in esame. In tal senso, leggere e discutere, collettivamente, una pluralità di testi giornalistici in FL2 permette di apprendere ed ampliare il lessico degli apprendenti, in relazione ai diversi contesti semantico-pragmatici, caratterizzati da peculiari strutture sintattico-informative che veicolano differenti prospettive, visioni ed ideologie linguistico-culturali. Di conoscere e riconoscere generi testuali ed obiettivi comunicativi diversi, veicolati da una pluralità di usi linguistici, che informano di registri e stili linguistici (componenti linguistiche, sociolinguistiche, discorsive, strategiche) che arricchiscono, costantemente, gli scambi tra la lingua standard (codice) e i linguaggi specialistici (sottocodici). Segno evidente di una società complessa, multietnica, pluriculturale e plurilingue che richiede di apprendere nuovi strumenti linguistici, tecnologici e multimediali di decodificazione dei messaggi, variamente, caratterizzanti l'ambiente estetico-comunicativo-informativo cui, di fatto, partecipiamo ed interagiamo e, non in ultimo, con una significativa proiezione verso il futuro. La metodologia didattica di riferimento consiste, ad un tempo, nell'*Approche communicative*, la *Perspective actionnelle* e nell'evoluzione di quest'ultima rappresentata dalla *Perspective co- actionnelle* volte a sollecitare e a promuovere dinamiche di gruppo e di apprendimento collettivo.





LIVING THE EXCHANGE DREAM:

naples meets turkey

The paths of an Italian and a Turkish student cross for the first time in the University of Naples Federico II. Laura Passaro and Irem Önder tell us the story of a special cultural exchange.

For a student, studying abroad is one of the biggest dreams. Thanks to the Erasmus program, students from all around the world have the chance to meet each other and intertwine their stories and cultures. I study foreign languages and I have applied for Erasmus in Bülent Ecevit University in Zonguldak, Turkey. Little did I know that I would meet Irem, a girl from that specific university. So I took the chance to ask her some questions, in order to enjoy this exchange journey and make the most of it.



LAURA PASSARO INTERVIEWING IREM ÖNDER

Our story is proof that cultural exchange initiatives can really improve our study paths: enriching ourselves with new experiences widens our horizons and opens the doors to the world



1

Irem, why did you decide to come to Naples?

I must say that Italy was always in the first place among the countries I wanted to go to, and that's why I chose it when I applied for Erasmus. I found Naples very pleasant in terms of its geographical features. The sea and nature are really peaceful, actually very similar to Zonguldak, the city where I am from. Another reason is that I want to learn Italian: it is the language that fascinates me the most after English.

2

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3

Was it hard to get used to the language at the beginning?

Actually it wasn't very difficult, but it is a bit challenging, especially when it comes to using different letters for the male and female genders in Italian, since we don't have genders in Turkish!

4

But we have English, which makes all this possible! Don't you think it's amazing how a single language can connect different people and cultures, going beyond every difference?

Yes, it's true! English is the language we used to communicate when we met and still mostly use now, and it's thanks to English that we can exchange ideas, learn and discover people and culture from all over the world.

5 **So what about the university? Do you think it's better here or in your country? And what are the main differences?**

Well, it is hard to make a distinction. In my opinion, teachers and education styles of both universities are very productive. The biggest difference for sure is the way exams are held: while they are done orally here, in Zonguldak we have written tests only. These two universities are also different in terms of location. Federico II University is located right in the heart of the city. The Bülent Ecevit University, on the other hand, has different departments in a large area of its own.

6 **This exchange experience is actually a great opportunity to meet new people and discover different cultures. So, tell me more about your university in Zonguldak. How is the Erasmus atmosphere in Turkey?**

Erasmus students who come to Turkey have the opportunity to see beautiful places, as well as benefit from a good education. Since Turkish people are very friendly and helpful, I think that the accommodation process is quite easy.

Foreign students are also very lucky to be able to taste Turkish food. An excellent Turkish cuisine is waiting for them, and they can find whatever they want, from sweet to salty. For example, one Turkish food I recommend that they eat is "İskender", a kind of kebab served with tomato sauce, a thin bread called "tırnak pidesi" and döner (meat). It is melted browned butter and eaten with yogurt on the side. It's delicious, I'm sure Neapolitans would love it!

7 **That's very interesting! So what would be your advice for an Italian student going to Zonguldak?**

I would definitely recommend that they learn Turkish. I think they should be constant in their courses, because teachers pay great attention to regular attendance in classes, and I also advise them not to act shy: as I said, Turks are very helpful. For example, suppose you need to take the bus but you don't have enough money. If you explain your situation to the driver, he/she or even other people will help you without any expectations. So students can definitely come and join this beautiful experience without any worries!