



Playful And Engaging Activities For International Students Of Italian Language In Italy

VATI Conference – March 28, 2025

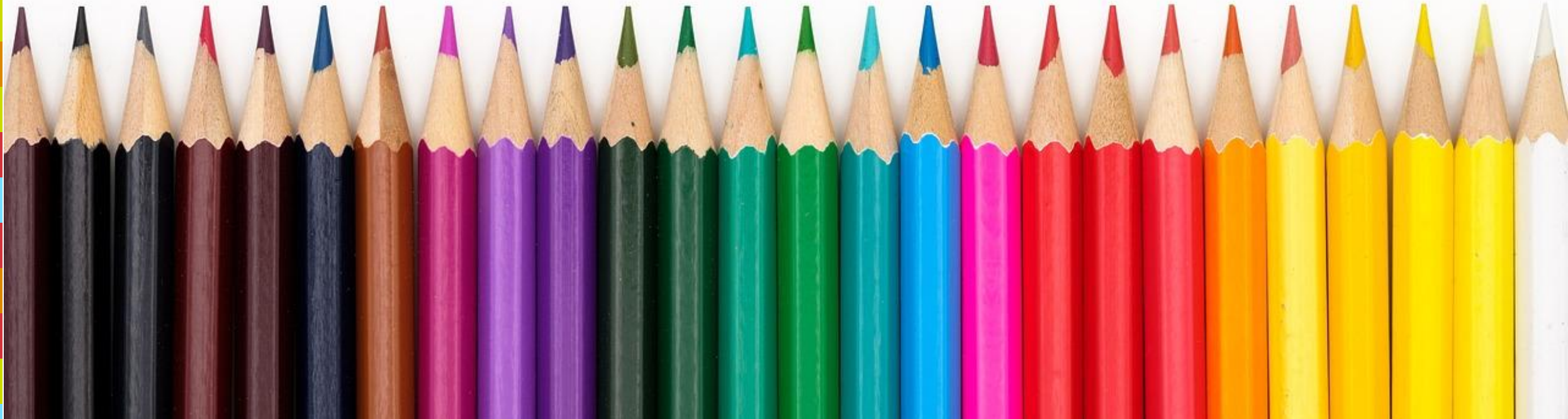
Emanuela Assenzio

Academic Bio

I am a Ph.D. candidate in Education at the University of Verona, currently involved in the SARes Program at the University of Melbourne.

My research focuses on educational leadership and school innovation as part of the ISSPP, analyzing the factors that enable principals to drive and sustain school improvement.

I have six years of teaching experience across diverse educational settings, including prisons.



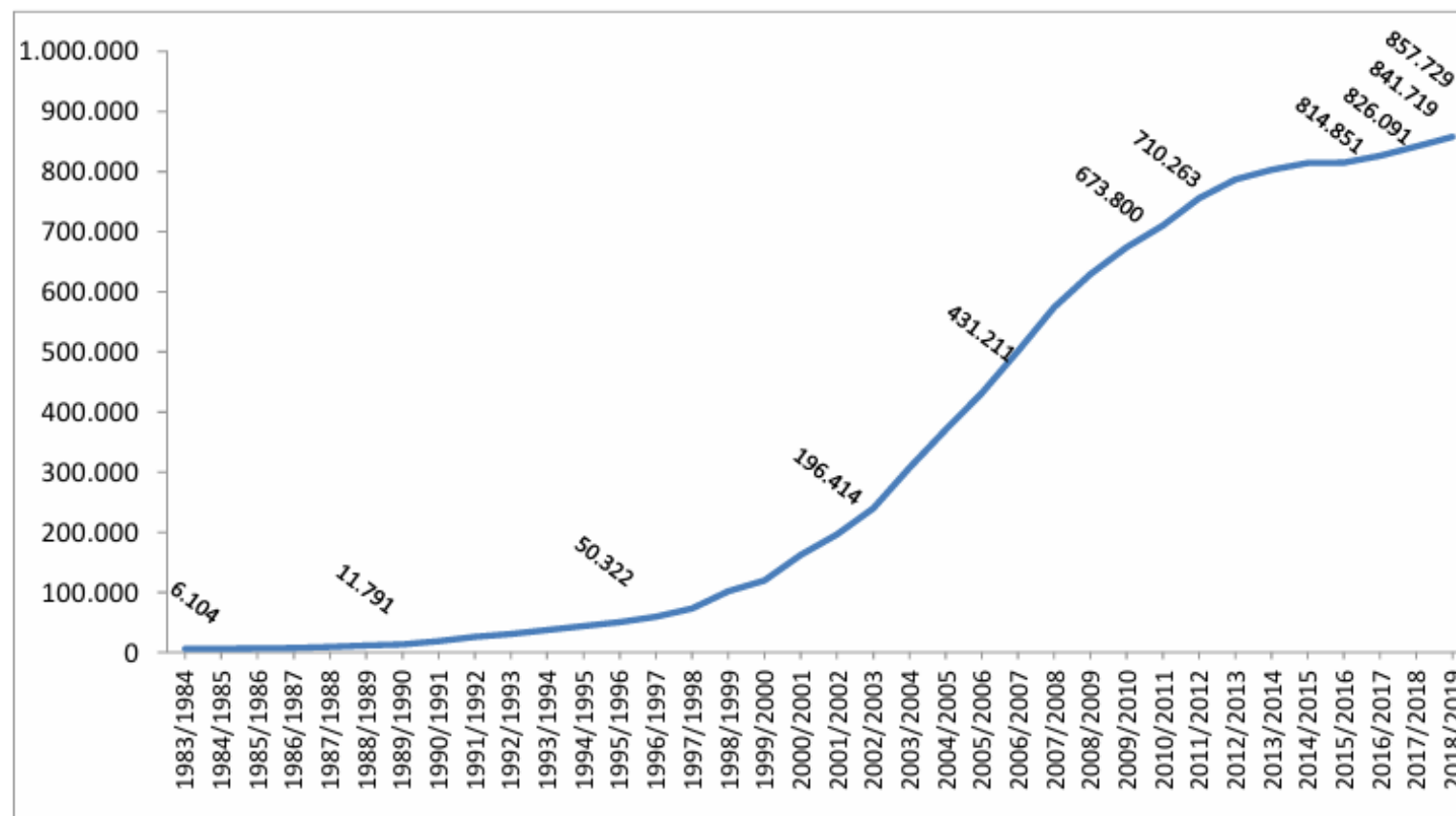
Outline

- An overview of teaching Italian as a foreign language in Italy
- Det-Tabù
- Crossword in teams
- Songs&Pictures
- *Women as protagonists of change*

International Students in Italy – from 1983 to 2019

- Rapid and significant increase from 1983 to 2009 due to increased migration flows to Italy
- From 2009 the pace of growth slows for the consolidation of the migrant population and the increased presence of second generations

Grafico 1 – Alunni con cittadinanza non italiana (valori assoluti) - AA.SS. 1983/1984 - 2018/2019



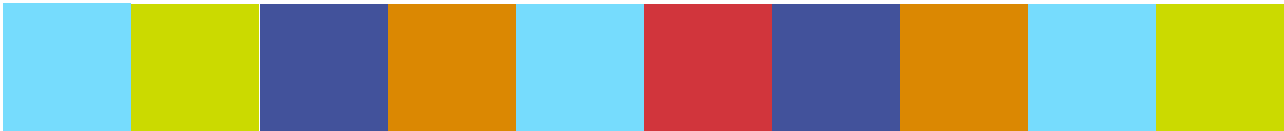
[Rapporto – Alunni con cittadinanza non italiana a.s.2018/19 - MIM](#)

Tab. 11 - Alunni con cittadinanza non italiana delle scuole statali per regione e livello scolastico_ A.S. 2024/2025 (valore atteso)

Regione	Infanzia	Primaria	I grado	II grado	Totale	%
Piemonte	11.062	29.341	19.195	19.993	79.591	9,2
Lombardia	24.148	87.282	55.620	53.018	220.068	25,5
Veneto	8.793	36.041	23.503	22.759	91.096	10,5
Friuli Venezia Giulia	2.697	7.806	5.070	5.374	20.947	2,4
Liguria	3.918	10.802	7.330	7.786	29.836	3,4
Emilia Romagna	12.559	41.115	25.509	28.564	107.747	12,5
Toscana	9.632	24.651	17.056	20.081	71.420	8,3
Umbria	2.457	5.243	3.923	4.539	16.162	1,9
Marche	3.790	8.396	5.705	6.832	24.723	2,9
Lazio	9.120	28.901	18.611	22.695	79.327	9,2
Abruzzo	2.064	5.212	3.548	4.004	14.828	1,7
Molise	236	486	294	411	1.427	0,2
Campania	4.813	11.251	7.506	9.675	33.245	3,8
Puglia	3.313	7.261	4.625	5.588	20.787	2,4
Basilicata	621	1321	768	1210	3.920	0,4
Calabria	2.021	4.492	2.722	4.232	13.467	1,6
Sicilia	5.263	10.534	6.771	7.606	30.174	3,5
Sardegna	705	1.879	1.318	1.758	5.660	0,6
Italia	107.212	322.014	209.074	226.125	864.425	100,0

A.S. 2024/25

- About 10% of international students
- Northern regions (Lombardy in first place) and primary schools (36.5%) have the highest presence of international students.
- Increase of 1.9% over the previous year, despite a loss of 130,000 students within the whole Italian school system





***More and more
multicultural
schools***



***Language skills as a
key to inclusion and
success at school***



***Different levels of
language
competence***

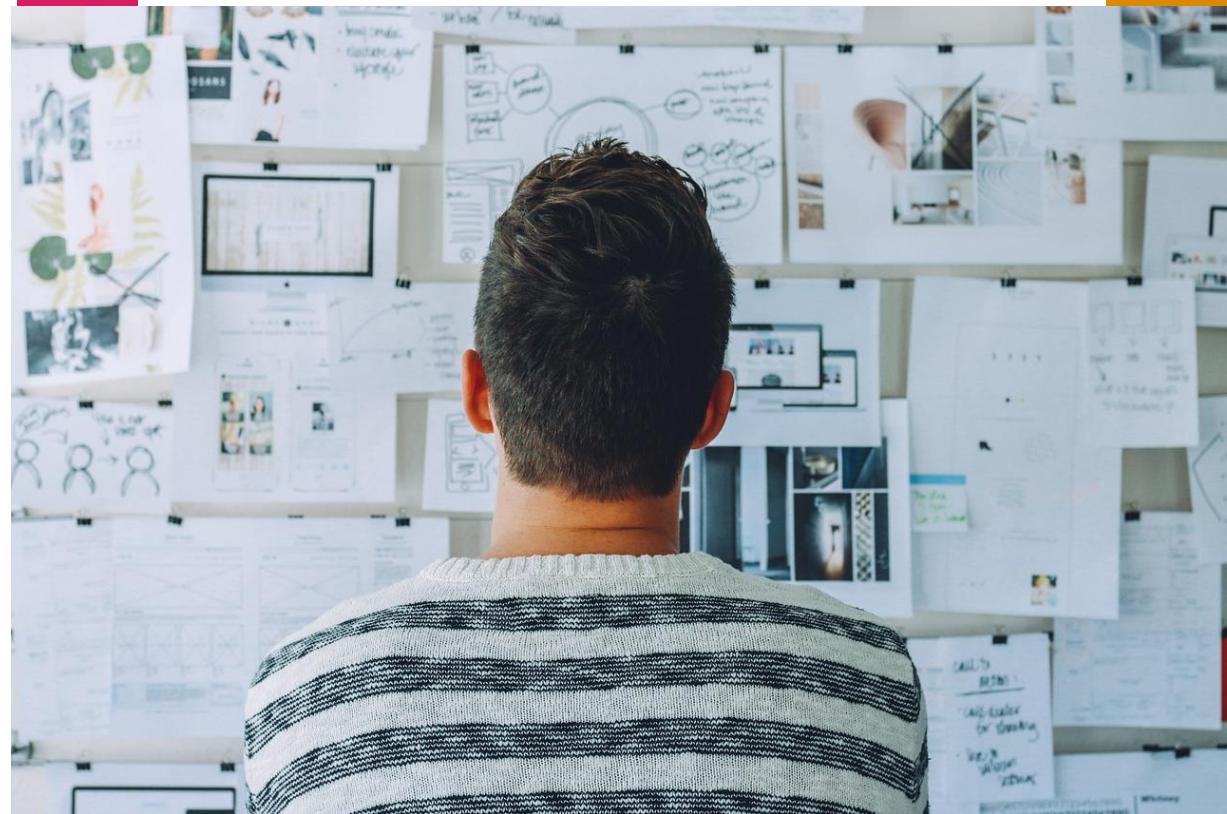


***The need for
specialized teaching
staff (CDC A023)***

Deiana, I., & Spina, S. (2021). Breve Storia Della Classe Di Concorso A23 - Lingua Italiana Per Discenti Di Lingua Straniera. *Italiano LinguaDue*, 12(2), 1–19.

<https://doi.org/10.13130/2037-3597/14969>

Implications





- Reducing the Affective Filter in the learning process (Krashen)
- Creating a comfort zone for learning and building a supportive learning group
- Stimulating and involving both cerebral hemispheres (Begotti, 2010)
- Increasing engagement and sustaining motivation (Caon and Rutka, 2013)

Det-taboo

Level: Elementary

Age: 6+

Length: 90 minutes



1. Running dictation



2. Search for images



3. Discussion in pair



4. *Taboo* style



5. Debriefing

1. List of words for the running dictation
2. Printed Images of all the words
3. Different settings according to the stage of the activity

TIPS:

- *Introduce the first two steps before adding the other phases*
- *Create heterogeneous pairs of students*



1. Running dictation in pairs

1.

Read and
keep in mind
one or more
words

2.

Tell their
partner to
write them
down

3.

Runners and
Writers switch
their roles



2. Search for images

- The teacher prints out the images for all the words included in the running dictations.
- The pictures are put on the main desk, mixed up
- Each pair searches for the images they have written before

3. Discussion in pairs



- The students go back to their seats and keeping on working in pairs they discuss any doubts about the pictures.
- They think about a short description or definition that will help the rest of the class to guess the words.
- Each pair agrees on how to divide the list of images and words in half and prepares for the next step.





4. Taboo Style

- Each pair of students stands up and in turn they try to help their classmates guess the words, without showing the pictures
- The student who correctly recognises a word takes the card
- The winner is the person who has collected the highest number of cards

5. Debriefing



- Teachers look at the different passages and write down the words that are the hardest for the students
- These words are then put on the board and analysed from a linguistic perspective
- The best way to do it is to have fun first and then study at the end.

1. As the pictures are presented in the slideshow, the teacher guides the students who work in groups to write the words in the crossword

IN GIRO PER LE CITTÀ ITALIANE

CRUCIVERBA



Crossword *in teams*

Level: Elementary (A1)

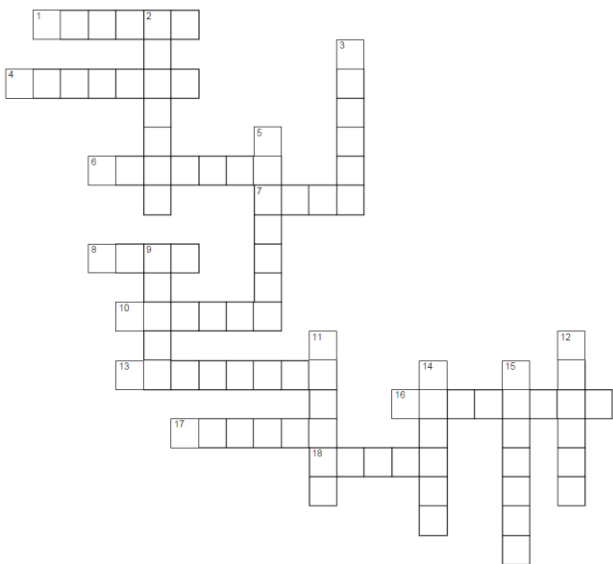
Age: 6+

Length: 30-50 minutes

1. Printed copy of the crossword in A3 format, one for each group
2. Slideshow with the images used as clues (with or without sentences)
3. Setting: *island* class

TIP:

Keep all the words written on the board so that you can use them for linguistic analysis/exercises at the end



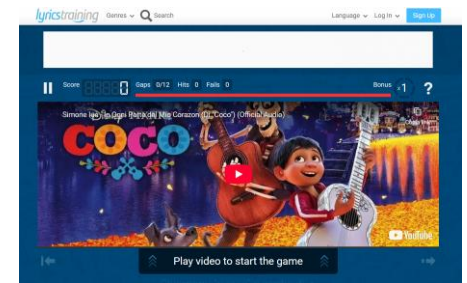
2. When the first group finishes, the game stops, and one of the teammates takes turns to write the noun on the board. If it is correct, the team gets a point.

Songs & Pictures

Level: Elementary (A1)

Age: 6+

Length: 30-50 minutes



1. Printed copy of the text – gap-filling version with pictures
2. Setting: for individual or group activity

During the first listening, students should match each gap to picture

Pupils then have time to write the word for each picture. They can check them during the second listening

Teachers or students write the words on the board for analysis

TIPS:

- It can be used to revise specific grammar aspects (vocabulary, gender, number, articles...)
- It is useful to differentiate teaching to meet everyone's needs
- Use Lyricstraining as a tool to revise, sing, and have fun together

[Learn Languages with Music Videos, Lyrics and Karaoke!](https://www.lyricstraining.com/)

Unità di apprendimento

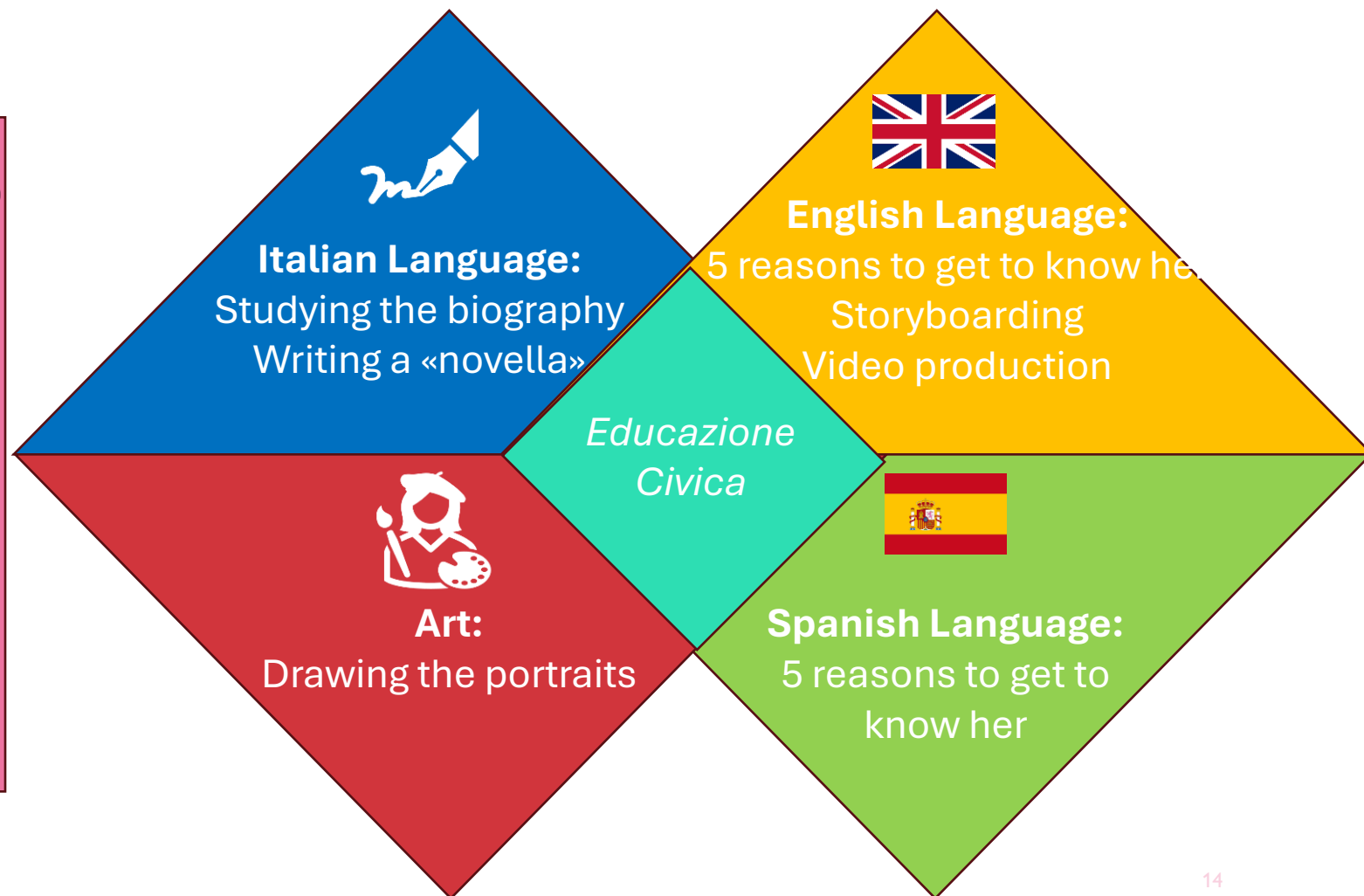
Level: Pre-Intermediate (A2)

Age: 13+

Duration: 3 months

1. Collaboration with teachers of different subjects
2. Having technological devices and spaces to record audio.

Women as protagonists of change



Learning goals

Literacy:

- Improving writing skills
- Know how to write a «novella»

Multilingual competence:

- Using different languages to spread messages

Digital competence:

- learning how to use different applications to enhance communicative purpose

Personal and social skills

- Cooperation and mediation in planning and completing the task



Citizenship skills:

- Recognising women who have made significant contributions to society

Stages of Activity (1)



1

Creating pairs and assigning characters based on their preferences.
Biography study

Project presentation and brainstorming for character selection

2

Introduction to Powtoon and to Padlet (password-protected)



3

Identify the reasons why that woman is worth knowing.
Storyboard writing

4

Peer review



Stages of Activity (2)



5

Recording
of the audio
track for the
video



Creation of
the video
according to
the
storyboard

7



Final debriefing
and creation of
a word cloud
about feelings
and emotions

First revision
by teachers to
give feedback.
**FORMATIVE
ASSESSMENT**

8

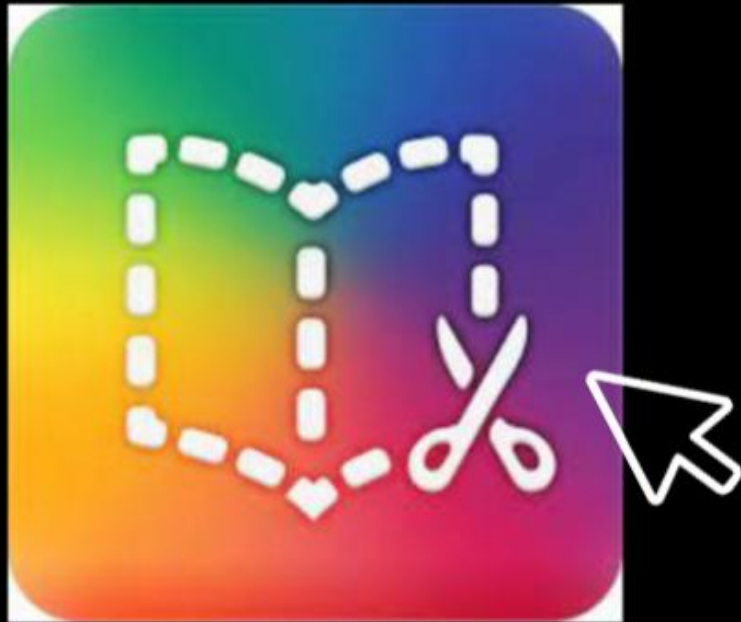


Self- assessment



Ebook

- Collection of all the work in an eBook created with Ebook Creator
- Graphics created on Canva
- Urly has been used to shorten the links and generate QR code



BOOK CREATOR



<https://read.bookcreator.com/GQg3Fuha85S8IOYDMaDETOSqTYo2/YA5UWBPjSuypDK3iZ-btnw>



Contano due principi: non farsi mai troppe illusioni e non smettere di credere che ciò che fai potrà servire.

Italo Calvino,
La giornata di uno scrutatore

Grazie

emanuela.assenzio@univr.it

assenzioe@unimelb.edu.au

