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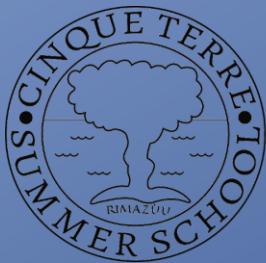
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UN TUFFO NELL'ITALIANO



Learning a language through authentic listening of songs: a workshop about Italian

Davide Bozzo
Cinque Terre Summer School

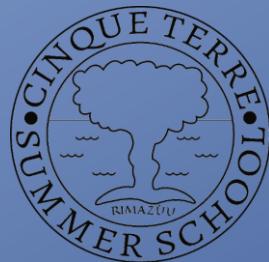


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LANGUAGE EDUCATION

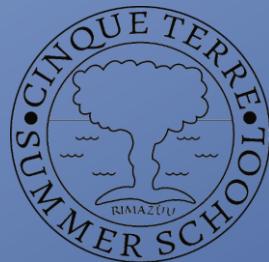
- Branch of applied linguistics dealing with language teaching.
- Interdisciplinary approach:
 - The way we **teach** a language (pedagogy)
 - The way we **learn** a language (psychology)
 - The way we **describe** a language (linguistics)
- Teaching/learning: two sides of the same coin.



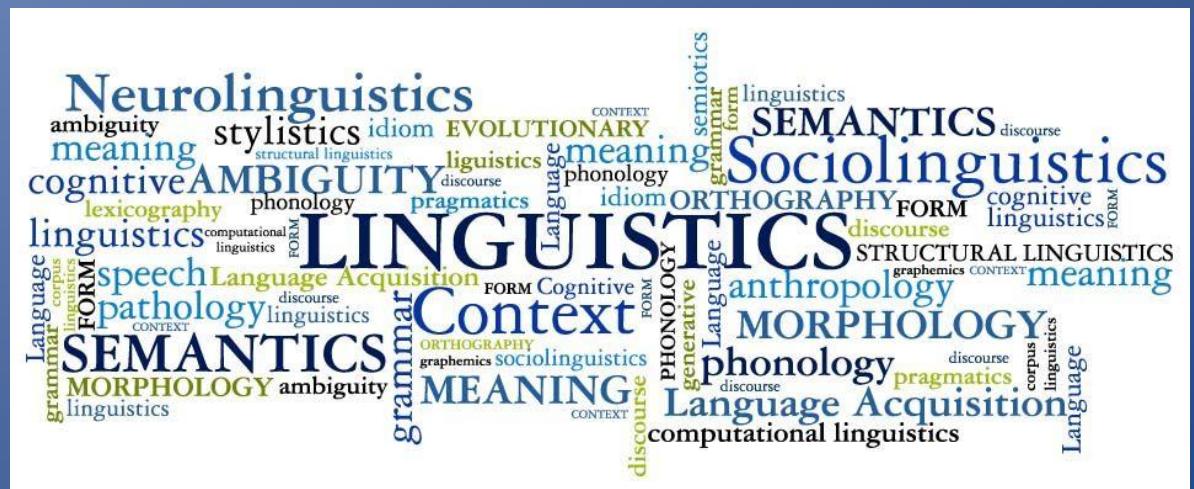
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LANGUAGE ACQUISITION

- Language education is based on assumptions very far from the way the language teaching/learning process is understood by the common sense.
 - Language learning processes are studied by a specific branch of linguistics: language acquisition.
 - The way we teach a language must take into account results of this research field.

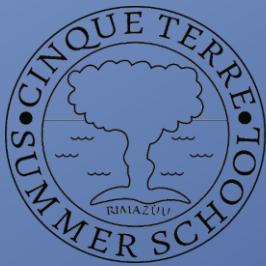


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L1 / L2

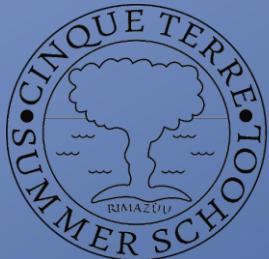
- Learning a second language (**L2**) is a completely different process from learning to read and write in our mother tongue.
- On the contrary, it resembles the process by which we learn to speak in our native language (**L1**).
- **Learning** (conscious and rational process) ≠ **acquisition** (subconscious and prerational process).



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A NATURAL PROCESS

- Speaking is a natural process, like breathing. Also learning a language it is.
- Children spontaneously learn to speak their own mother tongue without having been taught explicitly how to do it.

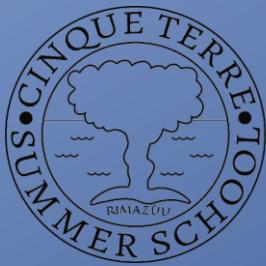
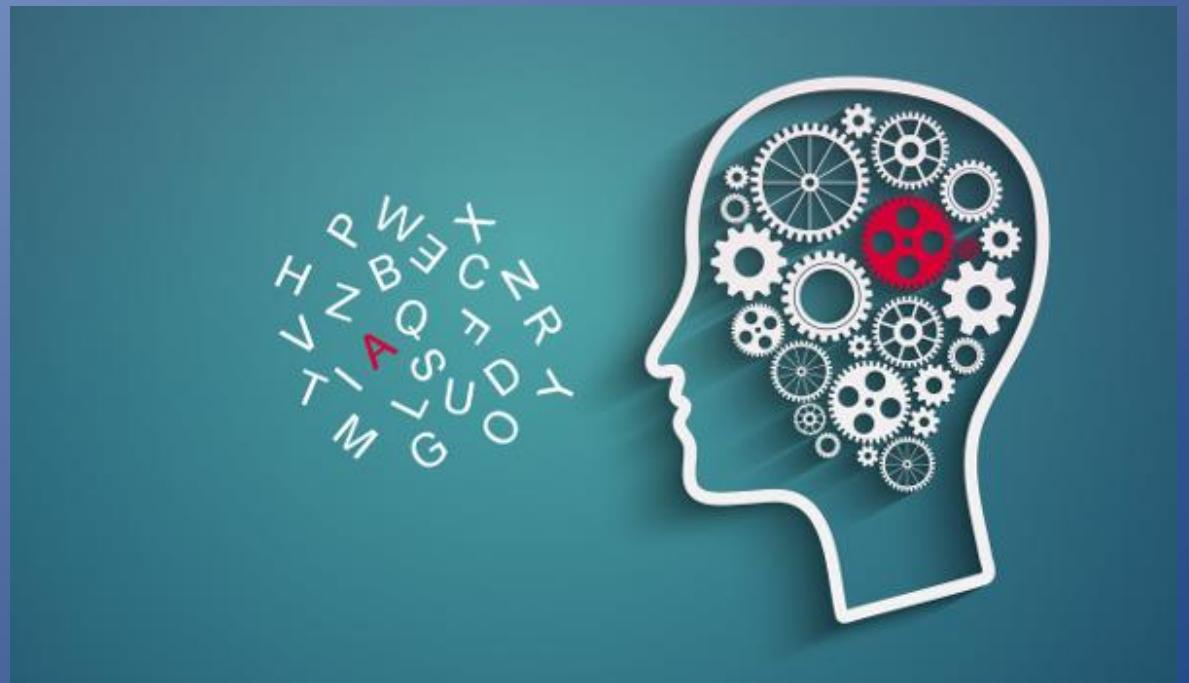


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MIND AND LANGUAGE

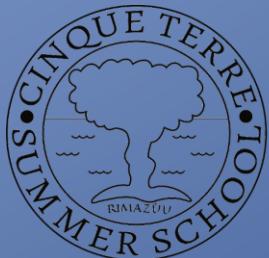
- Our brain has the innate ability to speak and learn languages.
- LAD (Language acquisition device – Chomsky).
- Teaching methods need to conform to the way our mind works.



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FIRST THE MEANING

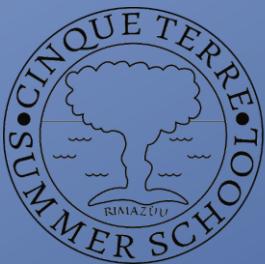
- A language should not be identified with its grammar: it should not be seen as a system of **rules**, but as a way to express and communicate **meanings**.
- Learning activities must be focused on the **content** rather than the **form**: doing interesting tasks the grammar and the lexicon are acquired in an unconscious and effortless way.



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COMMUNICATIVE SKILLS

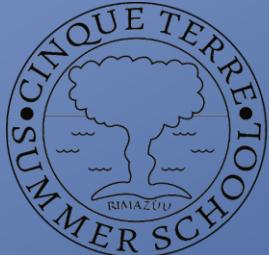
- The main aims is developing **communicative** skills rather than **grammatical** ones.
- To insist on learning a foreign language focusing (only or above all) on the study of the grammar is like to insist on learning to swim studying hydrodynamic laws.



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INDUCTIVE APPROACH

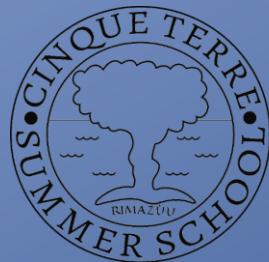
- The basic direction of any learning process: from the global perception to the analysis and finally to the synthesis.
- Grammar should not be studied following the traditional deductive method, namely stating the rules and then providing examples, but through an inductive method, extracting the rules from the text.
- Metalinguistic reflection: at the end, not at the beginning.
- It's the same process used by children, who reconstruct the grammar of their native language through the simple exposure to it.



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LEARNING AND PLEASURE

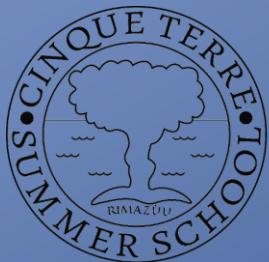
- The more pleasant the learning experience is, the faster and long-lasting the language acquisition will be.
- Interesting and stimulating tasks make lower the **affective filter** promoting acquisition.
- Creative tasks, songs, movies, games (cf. ludic learning).



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ORAL COMPREHENSION

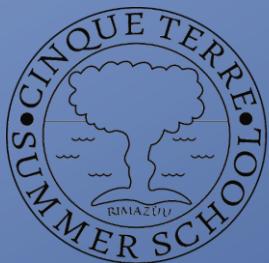
- **Listening** is an often underestimated and neglected skill in language classes.
- For common sense learning a language essentially means learning to speak.
- In the natural process of language acquisition first comes comprehension, then production.



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AUTHENTIC LISTENING

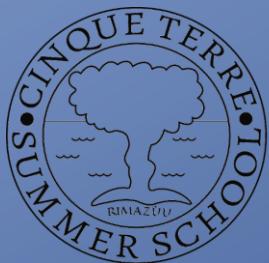
- A text is **authentic** when it was not specifically written or recorded for foreign learners, but it was originally aimed at a native-speaking audience.
- A listening is **authentic** when the student's attention is focused on the meaning, on the content and not on the forms (Christopher Humphris).
- The comprehension is free when it is not guided by the teacher through a series of tasks (multiple choice, matching, cloze).



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AUTHENTIC LISTENING STEPS

- **Relaxed** listening: the student is not asked to do any particular task, nor to try to understand, but only to let himself go with the music, getting in tune with it.
- Text **transcription**: it allows the student to develop not only the receptive but also the communicative, grammatical and cultural skills.



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AUTHENTIC LISTENING STEPS

- Work in **pairs**: it allows to share knowledge through a negotiation process that also strengthens production and oral interaction.
- Work in **groups**: it expands the negotiation process and it introduces team play, making the task more funny.



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Thanks for your attention!

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