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La formazione degli insegnanti di lingue nella dialettica fra monolinguismo e plurilinguismo

The aim of this paper is to analyze the issue of foreign language teacher training in Italy and Italian L2 for the Italian educational system and abroad, highlighting the lack of a comprehensive training plan and a structured reflection on the role and function of these teachers.

For example, although the creation of the A23 teaching category with the Presidential Decree no. 92 of February 23, 2016, regarding teachers of Italian as L2 in the Italian school system represented an initial step toward the institutional recognition of teaching Italian L2 in public schools, four years later, many critical issues have emerged that continue to define the role of these teachers.

By addressing the overall theme of language teachers, we aim to frame the discussion within the issues of educational linguistics and language education, and the 'foreign language issue,' a dominant fear of linguistic diversity (Vedovelli, 2010).

The lack of a comprehensive plan for the teaching/learning of languages and the training of language teachers (similar to what happens for Italian L1) results in poor foreign language proficiency among Italians, including those of widely spoken international languages, as well as a lack of proficiency in the Italian language among new citizens.

Elisabetta Bonvino

Approcci plurali e formazione degli insegnanti

The methodologies and approaches developed for language learning and teaching have, of course, always had multilingualism as their main goal, aiming to expand the linguistic repertoire of the individual. The extensive literature on the subject has demonstrated the importance of multilingualism and outlined its contours by studying linguistic contact, describing the repertoires of bilingual/multilingual individuals both from a cognitive and sociolinguistic perspective, delving into the concept of multilingual competence, and proposing descriptors and reference frameworks to describe this competence.

This scientific recognition has had an impact on educational policies. In Europe, there are the Council of Europe Recommendations that suggest member states encourage research and the use of innovative, inclusive, and multilingual pedagogical methods, including, for example, digital tools, intercomprehension, and methods for teaching subjects through a foreign language (Content and Language Integrated Learning), which innovate the initial teacher training for multilingual education at all levels of education and across all social sectors. In Italy, the Ministry of Education Guidelines emphasize the need to valorize multilingual repertoires and to consider all languages/linguistic varieties (e.g., heritage languages, L2, L3, dialects) present in the classroom as an important resource that contributes to both the valorization of diversity and the academic success of all students, serving as the basis for social inclusion and democratic participation.

In relatively recent times, the concepts of education for multilingualism and multilingual education have been introduced, and they are central to European language policies (see, among others, Beacco et al. 2010; Coste et al. 2007; Council of Europe, 2001, 2018; Gajo 2014). In this context, tools and teaching approaches have been developed that are directly or indirectly inspired by the principles of multilingual education. Among these are the pluralistic approaches, the focus of the present study.

This paper aims to examine the competencies required to teach languages in a pluralistic manner, as teacher training is a crucial aspect for the widespread integration of multilingual teaching in curricula. To achieve this, the paper briefly analyzes the different pluralistic approaches, highlighting their specificities and common points, examines possible application contexts for these approaches, and explores the potential profiles of teachers, in light of the didactic characteristics

and training needs. The required competencies and the corresponding training needs are then emphasized.

Stefania Ferrari, Greta Zanoni

Innovare la didattica con la formazione. Il *discussion study* per promuovere pratiche inclusive nella didattica della scrittura a scuola

Discussion is widely recognized in the literature as a valuable tool for fostering language skills in general (e.g. Vygotsky, 1990; Pontecorvo et al., 2004) and, more specifically, written production (e.g. De Mauro et al., 2012; Storch, 2005). In the Osservare l'Interlingua project, which primarily focuses on the development of writing skills, both small- and large-group discussions are systematically used to support the decision-making processes behind text production (Pallotti, Borghetti, Rosi, 2020). In teaching practice, promoting the use of discussion—particularly in large groups—as a tool for writing is often considered problematic by teachers, especially when the goal is to include all students. The teacher must not only be able to plan the activity carefully, defining the task, instructions, and classroom setting with precision, but also coordinate communication consciously, adjusting their interaction strategies to facilitate an actively participatory dialogue. With the aim of enhancing teachers' skills regarding classroom discussion while simultaneously providing concrete strategies to harness its potential, within the Osservare l'Interlingua project, training sessions based on the lesson study methodology (Bartolini, Ramploud, 2018) were developed, redefined as discussion study (Bertolini et al., in preparation). More specifically, these interventions involved four working groups in a collaborative experience of designing and analyzing teaching activities. The groups included primary and lower secondary school teachers, educators, Italian L2 teachers, university students in internships, and researchers. Starting with the analysis of the specific context of each of the classes involved in the experiment, each group collaboratively designed a lesson dedicated to large-group discussion, lasting one hour. Subsequently, the teachers of the experimental classes conducted and video-recorded the lesson, with other colleagues involved as observers. Finally, each group analyzed the video recording of their lesson, with specific focus on task selection, classroom setting, and teacher talk, identifying strengths and areas for improvement. The process concluded with the implementation of a revised teaching intervention, redesigned based on the reflections that emerged during the collective analysis.

Based on the observation of the meta-didactic reflections of the groups in training, this paper illustrates the process of building, observing, and collectively redesigning a lesson that took place in the different discussion studies, highlighting how this experience led teachers to refine both their analytical skills and their awareness of their role in managing classroom communication dynamics, thereby fostering professional growth based on teaching practice and peer collaboration.

Paolo Della Putta, Silvia Sordella

“Xinfu resta ancora in silenzio...”. Difficoltà e dubbi operativi di insegnanti di italiano L2 in formazione

The approaches to language teacher training follow three main operational lines (Wallace 1991; Mardesic 2018), rooted in different pedagogical philosophies and traditions. First, we recognize the so-called "craft-based approach," in which the future teacher assumes the role of an apprentice and essentially imitates a more experienced teacher. This perspective minimizes the importance of scientific knowledge and views the teaching profession as a set of practices primarily developed through observation and discussion with a more experienced professional. The scientific-applied model reverses this perspective, focusing on a series of theoretical concepts about language and its teaching that are directly transmitted from trainer to trainee; this perspective lacks a strong

relationship between theory and practice and is often seen as disconnected from the concrete needs of those who teach (Ur 2019). A third approach is the reflective model, which emerged from discussions on the relationship between theory and practice in language teaching in teacher education in the 1980s and 1990s (Orland Barak, Yinon 2007); this model is based on constructivist learning theories (Korthagen 1999) and includes, alongside theoretical training and internships, an intense exploratory and analytical activity of the difficulties, pre-existing beliefs, and emotions experienced by the trainee teacher throughout their training journey.

Inspired by this latter training model, since 2013 the Department of Humanities at the University of Turin has trained around 25 prospective Italian L2 teachers each year, still students or recent graduates in language disciplines. The training of these future teachers takes place through: 1) university courses in linguistics and language teaching; 2) teaching practice in small groups of non-Italian-speaking primary or lower secondary school students; 3) bi-weekly meetings with tutors to discuss difficulties encountered during teaching activities; 4) collective training sessions on themes agreed upon with the teachers. The project hosting these training pathways is called Italian L2 at School and was created through an agreement between the Educational Services of the City of Turin and the University. This collaborative work, conducted in close contact with various schools in the city, aims to alleviate the challenges faced by newly arrived learners in Italy (NALs) in their school integration, through the field-based training of student-teachers who conduct Italian L2 workshops for non-Italian-speaking young students. The interns in the project are encouraged to keep a diary of their training and teaching activities: at the end of each lesson, the diary not only records the activities proposed in class, but also the doubts, difficulties, and motivations that led the teacher to carry out certain teaching actions. As is well known (cf. McDonough & McDonough, 1997: 121 and following), diaries are a very useful tool to gain a direct and spontaneous view of the teacher's cognitive activity, and they also support self-reflection and the redesigning of the pedagogical experience: a correct (qualitative and quantitative) analysis of them can reveal the cognitive, emotional, and knowledge-based motivations underlying a particular teaching practice.

The aim of this paper is to explore, in the diaries of 12 trainees from the Italian L2 at School project, the main areas of operational difficulty faced by this population of trainees. Following modern perspectives on teacher cognition (Gatbonton 1999, Borg 2003), we identified six areas of knowledge for language teachers: 1) knowledge of how to address certain aspects of the language to promote learning; 2) knowledge of the students and how they can contribute to the lesson; 3) knowledge of the goals and motivations for teaching and how to identify them; 4) knowledge of teaching techniques and procedures; 5) knowledge of appropriate relational dynamics between students and teachers; 6) knowledge of assessment methods for student progress.

The main areas of difficulty were found in points 4, 2, and 5: the young trainee teachers showed difficulties in their relationship with NAL students and reported gaps in the applied knowledge of certain language teaching techniques.

These results will be discussed in light of the nature of the Italian L2 at School project. We will then propose some suggestions that we hope may be useful for the implementation of similar training pathways, bridging school and university.

Michele Daloiso, Andrea Ghirarduzzi

Il sé e l'Altro nell'educazione linguistica inclusiva: un'analisi linguistica delle auto- ed eterorappresentazioni di un gruppo di educatori in formazione

Discourse Analysis is a research approach which in the last few decades has allowed scholars to analyse more deeply the way people and institutions represent themselves and others. This approach has also involved the field of Language Teaching, mostly as concerns learners' self-perception and learners' perspective on self-improvement in language acquisition and interlanguage. Also the self-representations of learners with special needs have started undergoing this kind of analysis.

Nonetheless, this field of research has very rarely involved the linguistic educator's perspective,

their self-perception as a learner, as a teacher and their representation of learners with special needs and of their families. The purpose of our research is precisely to investigate the representations of the main protagonists involved in inclusive linguistic education, outlined by 20 educators who have taken part to a training course aiming at obtaining the CEDAL (Certificazione di Esperto dell'Apprendimento Linguistico) Certificate at the University of Parma. In particular, this article presents the results of the analysis of a corpus of "learning diaries" written by the educators during a period of 5 months (January-May 2020). The longitudinal research focuses on the linguistic choices of the educators, in particular on the lexical aspects, and it relies upon some conceptual categories drawn from Discourse Analysis (*stance, identity, positioning, relationship, activity, connection, politics, self-efficacy, agency*).

Roberta Grassi

L'azione correttiva dell'insegnante nell'interazione didattica: osservazioni di contesto

The presence of feedback or corrective feedback is the most prominent conversational element characterizing the interaction between language teachers and learners. This is just one of the reasons why, in recent decades, this component has been the focus of many theoretical and empirical works in experimental language teaching research. Corrective feedback, the forms it takes, and its consequences on interaction and learning processes are an attractive subject for scholars, as they explore the fundamentals of major theories on the elements most useful for advancing language skills, seeking answers to some of the "eternal" questions that have marked the alternating phases of language teaching since its beginnings. "Is it really necessary to know the rules to learn a language?" This can be tested by comparing the effect of corrections involving metalinguistic cues with that of implicit corrections, which simply prompt or provide the correct version of the problematic element without grammatical references. "Is it essentially sufficient to provide learners with clear and comprehensible input, or does pushing them to produce language and pushing this production to its extreme interlanguage limits bring significant advantages to advancing their skills?" This can be demonstrated by comparing teacher-provided corrections (heterocorrections) with self-corrections produced, upon prompting, by the students themselves. Just to name a few examples. Another area of interest is that touched by the observation of feedback in a non-experimental, but rather classroom, context. This area is closely related to the theme of the special issue for which this contribution is being proposed: so-called Teacher Cognition, that is, the beliefs, knowledge, attitudes, and understandings of teachers, particularly reflected in their conversational practice. Specifically, using authentic data drawn from classroom interactions, this contribution aims to show what the teacher does in terms of corrective action at different moments of their teaching practice. The teacher's actual conversational behavior, with particular reference to their corrective actions, will provide insight into the beliefs and goals that guide the teacher in their pedagogical approach, interpreting the variety of their conversational reactions to errors in terms of their convictions regarding the most appropriate feedback in relation to variables such as the learner's level, the type of activity underway, the nature of the error, and comparing these with the currently most accredited theories. From this, hopefully useful insights for teacher training and professional development will emerge, framed in a reflective perspective.

Pierangela Diadori

Domande e risposte nella lezione di italiano L2

In teacher training, classroom observation (Spada, 2019) and interactional awareness are two crucial aspects. In particular, in recent years, there has been an increase in studies offering interesting reflections on how teachers and learners use interaction as a tool for mediating and facilitating learning (Walsh, 2013; Sert, 2015; Markee, 2015). In Italy, studies on interaction in educational contexts are also prevalent (Fele and Paoletti, 2003; Ciliberti et al., 2003; Margutti, 2004), while

more recent studies specifically address Italian as a second language (L2), such as those on multiethnic classrooms (Grassi, 2007) or oral error correction (Monami, 2021).

This contribution will focus on the questions and responses emerging in the interaction between teacher and learner during an Italian as a second language (L2) lesson, taking into account that in the educational event, language represents a collaborative social phenomenon closely linked to learning: what types of questions does the teacher ask? With which linguistic structures and communicative functions? What kind of responses do they provoke, and what type of feedback is elicited from them? Furthermore: what types of questions does the learner ask? With what purposes and outcomes? Are there differences when the teacher's question is directed to the entire class or to a single student (an issue that is increasingly relevant today, considering the spread of one-to-one distance learning)?

Building on existing studies on the topic, both for other languages (Long and Sato, 1983; Kasper and Ross, 2007) and for Italian (Diadori, 2010, 2017, 2018), we will adopt an analysis perspective inspired by the ethnomethodological and corpus-based approach, based on the naturalistic observation of concrete interactional actions (Orletti, 1994), so as to correlate linguistic data with contextual, non-verbal, and pragmatic ones. The examples provided are taken from a multimodal database containing over 200 filmed sequences, each approximately five minutes long, collected during Italian L2 lessons in classrooms in various contexts in Italy and abroad, with learners of different profiles (children, adolescents, and adults) over a period of time from 2004 to 2019 (CLODIS Corpus – Corpus of Oral Language of Italian Teachers for Foreigners).

After providing an updated overview of studies related to the two moves "question" and "answer" in educational contexts, we will focus on the case of Italian L2 by identifying a series of phenomena – present in the CLODIS Corpus – that will be illustrated and discussed based on the analysis of the videos and the corresponding transcriptions made using Jefferson's method. These phenomena will then be linked to Classroom Interactional Competence (CIC) and its linguistic, interactional, and didactic coordinates, as outlined by Steve Walsh for the purposes of teacher training and self-assessment (Walsh, 2013).

Silvia Minardi

Le dimensioni linguistiche delle discipline nelle percezioni e nelle pratiche dei docenti CLIL

Currently, in Italy, a CLIL teacher in the secondary school level teaches their subject in Italian and partially in CLIL/AIDEL (Content and Language Integrated Learning / Apprendimento Integrato di Lingua e Contenuti). The regulatory framework that led to the mandatory introduction of CLIL/AIDEL in the final years of Italian high schools and technical institutes has developed a specific teacher profile, in which the linguistic, disciplinary, and methodological-didactic areas are kept distinct. In the linguistic domain, the CLIL teacher must have a C1 level of competence in the foreign language; appropriate language skills to manage subject-specific materials in the foreign language; mastery of the micro-language (vocabulary, discourse types, textual genres, etc.), and the ability to discuss notions and concepts in the foreign language. In the disciplinary area, the CLIL teacher must be able to use disciplinary knowledge in coherence with the formative aspects of curricula in the subjects related to their school level, and to transpose disciplinary knowledge into a didactic key by integrating language and content. Finally, in the methodological-didactic area, the teacher should be able to design CLIL paths in synergy with foreign language and other subject teachers; to find, adapt, and create materials and didactic resources to optimize CLIL lessons, using also technological and digital resources; to independently develop a CLIL path, employing methodologies and strategies aimed at learning through the foreign language; and to elaborate and use shared and integrated evaluation systems consistent with the CLIL methodology (MIUR, 2012). However, as Nikula, Dalton-Puffer, Llinares, and Lorenzo (2016: 14) highlight in their analysis of the role of integration in CLIL, the perceptions, ideas, and beliefs that teachers have play a role in the mediation between curriculum design and teaching practices, between what is expected by the

rules and what happens in the classroom. Using data from a doctoral research project on the role of linguistic dimensions in the teaching of subjects (Minardi, 2020), this article aims to compare the practices with the beliefs of four Italian teachers who teach physics in the language of schooling and in CLIL/AIDEL. The data from the interviews conducted are compared with transcriptions of some video-recorded lessons; the analysis uses the tools of Legitimation Code Theory (Martin, Maton, Dorian, 2019) and shows that CLIL teachers often lack awareness of the role that language plays in learning and in the development of academic literacies, which are necessary to learn the so-called non-linguistic subjects.

Cecilia Andorno

La riflessione metalinguistica in laboratori di educazione linguistica “plurale”. Lo sguardo degli insegnanti in un’esperienza di *éveil aux langues*

According to dedicated studies (Sordella, 2015), Italian public school teachers in multilingual classrooms generally have a positive attitude towards the multilingualism of their students and the didactic potential associated with it. However, they often face difficulties in exploiting this resource in structured activities for metalinguistic reflection. Similar results have been reported in European experiments on "plural" language education, as promoted by CARAP (Candelier et al., 2013), particularly in the context of *Éveil aux langues*. In these experiences, teachers evaluate positively the potential of encouraging curiosity and openness toward linguistic diversity, but they seem more skeptical about the possibility of stimulating metalinguistic reflection in this way (Candelier, 2003). These observations are even more significant when considering the space and importance assigned to grammatical metalinguistic reflection in the Italian language education curriculum (Colombo, 2012; Fiorentino et al., 2009), and further highlight the difficulty of imagining a full integration of a "plural" approach into the traditional curriculum of language education. This difficulty can be linked, on the one hand, to the need to shift metalinguistic reflection from individual languages being taught to language in general, and, on the other, to the limited familiarity with managing exploratory and inductive metalinguistic activities, as opposed to systematic and deductive ones (Andorno, 2020; Lo Duca, 2018).

In the *Éveil aux langues* experience under study, conducted in primary school classes over five school years, the focus on metalinguistic reflection was central to many of the activities proposed (Andorno & Sordella, 2020). Classroom teachers were invited, during the workshops, to observe students' behavior using grids based on the resource descriptors suggested by CARAP. This study analyzes the teachers' observations with the aim of determining which activities and students' behaviors were most focused on and, in particular, whether the metalinguistic stimuli provided were identified during the observations. The analysis will highlight the activities towards which teachers were most sensitive and attentive, thus revealing their orientations and expectations. Repeated observational practice, as a form of "experiential learning" (Ur, 2019), will also allow for the verification of any shift in teachers' attention between the beginning and the end of the observation period, checking whether participation in the workshops triggered noticing effects (Schmidt, 1990) towards the potential of plural language education in promoting metalinguistic awareness.

Franziska Gerwers, Phyllisienne Gauci, Silvia Melo-Pfeifer, Maria Stathopoulou

Teachers' beliefs about cross-linguistic mediation tasks: An empirical study within the framework of the METLA project

Cross-linguistic mediation, an ability introduced by the Common European Framework of Reference for Languages (CEFR) in 2001, knows a new momentum after the recent publication of the CEFR Companion Volume with new descriptors about mediation, in 2018. 20 years after the introduction of language mediation in such an influential European document, little is still known

about how teachers and students view mediation in the classroom, how mediation tasks can be developed, and the role of mediation in foreign language learning and performance. With regards to teachers' beliefs about cross-linguistic mediation, the few available studies seem to indicate that, even if teachers acknowledge its relevance and value in principle, they still find it hard to design, use and/or evaluate mediation tasks in the classroom. This is mostly owed to a pervasive monolingual mindset framing the foreign language classroom, and a persistent concern with correction and accuracy (Gerwers, 2020; Melo-Pfeifer & Helmchen, in press).

In this contribution, we present and discuss teachers' reactions to a number of mediation tasks created within the framework of the METLA (Mediation in Teaching, Learning and Assessment) project, an ongoing international project supported by the European Centre for Modern Languages (ECML) (www.ecml.at/mediation). The paper presents more than 50 teachers' responses to an online questionnaire aiming at eliciting their views on a number of mediation tasks created by the METLA team of experts and evaluated by the ECML network. As part of the project, teachers of foreign languages from around Europe were called to pilot these tasks in their contexts and provide their evaluations regarding their effectiveness. In order to provide feedback on the tasks' implementation, an on-line form, including open and closed questions, was produced by the team of the project and made available to the teachers.

The ultimate goal of the METLA project is the development of *empirically developed material* which will not only reflect the views and approaches of certain experts but will also echo the practices of foreign language teachers who are the ones who will be making use of the METLA tasks. The results of this study, focusing on teachers' beliefs about cross-linguistic mediation tasks, are of relevance to language teacher education, especially within the framework of pluralistic approaches to teaching and learning, and to language policy implementation.