

## **Abstract**

### **The role of photography in the teaching of the Italian language L2/Ls**

Thanks to the joint supervision with the University of Caen and the experience of teaching Italian as a foreign language at the University for Foreigners of Perugia , it was possible to achieve a very original thesis that combines theory and practice of teaching.

This is an educational tour of the Italian language , advanced level , which combines experimentally the literary text with the photo to involve learners in a linguistic and cultural reflection.

After a stint in theoretical comprehensive review , which addresses the different uses of the image in the teaching of language and the relationship between photography and the literary text used for teaching the Italian language , research presents examples of educational activities and created ad hoc as well as a compilation of the results of the experiment in class.

The thesis consists of three parts: the first is devoted to the use of images in general, and how they were used for the teaching of French and Italian in recent decades , and the second concerns relationship between photography and literary narrative . The third part , from a theoretical point of view, the practical ways in which literary texts and images may be used in the teaching of current Italian . In this final section , we present the results of the experimental teaching at the University for Foreigners of Perugia .

The first part "Different use of the image in language teaching " an update on the role of photography in education. It begins with the distinction between illustration and photography by showing that for a long time both were misclassified as interchangeable , with the main role pedagogical support. to understand when and how the image ( illustration or photograph ) came in education, our research different courses veins methodological who recognized in the image in the photograph and a support learning in the teaching of french and Italian language. Specifically , we analyzed the case of the teaching of french and Italian L2 to compare their characteristics , their differences and their similarities.

Subsequently, we have deepened the role of photography in teaching languages through the development of theories and language teaching methods. Through examples , in the context of the teaching of French and Italian language , beginners level ( A1 -A2) and

intermediate ( B1 -B2 ) of the Common European Framework of Reference for Languages , we have demonstrated the photographic element was Utilize increasingly, but often only as a teaching tool .

The second part " Photography and the literary text in Italian L2" sets the value of the attractiveness of the "text - image " in the teaching of foreign language and illustrates the relationship between photography and literary narrative analyzing factors attractiveness and authenticity that led the Italian textbooks for foreigners to use more photography as a medium of instruction . Then we presented an overview of the use of literary texts in the field of foreign language teaching standards to show how it was Utilize up to now and how we intend to proceed in the experimental part , from these assumptions . In the final part , we discuss some examples of textbooks of Italian as a foreign language and we present a particular use of text and photographic narrative through three original educational proposals . As the novelty in this part of the study, we present educational trail no longer using the image as a simple support, but as part of the "text." To achieve this we developed a original tour for advanced students through literary narratives Lalla Romano and Antonio Tabucchi . In selecting the text corpus ( Nuovo Romanzo di Figure Dall'ombra and Lalla Romano Racconti con figure Antonio Tabucchi ) we took into account the narrative process leading photo- image become the inspiration that leads the reader to add to the original text his own thoughts , fantasies and private accounts . The trial began in teaching not only the picture says, but also considered what they might say . We took the path that led reading Roland Barthes noted that photography is often able to attract, excite and engage the reader .

The third part of " teaching examples" is useful because analysis, in particular , the results in the classroom through the control of each learning unit . Recipients are highly motivated by the desire of college students to involve not only what they have learned in previous courses , but also their cultural and personal experience. For this reason, we have neither simplified nor adapted texts in the corpus. Our thesis shows the importance of a less anxious approach to text we have developed different levels of analysis and we administered questionnaires to show interest and motivation in the classroom. After a general introduction in which we describe the different methods used in class ( a class or in small groups ) and their respective goals, we described the work with three literary texts. clearly the choice of texts is dictated by the role photography played in the literary narrative. the corpus includes Antonio Tabucchi , Racconti Figure con , . Lalla Romano , Nuovo Romanzo di Figure Dall'ombra and learning activities show how , through these texts, students are able to get the improvement of oral communication and approach to different types of writing . in the methodological approach of the educational activities we considered more experimental approaches to language teaching ( from what to what intercultural communication and vocabulary, functional situation nozionale ) . we put the

linguistic and cultural needs of students in the center of the learning process . We also considered the role of the teacher in this process will provide educational material as a resource available to the learner and that each phase learning the language must be taken by the media, guided and supported the teacher competence