# Didactic material type 2

## Subject course

**Class context:** Italian L2 course for finance

**Level of linguistic-communicative competence in Italian L2:** B1/B2

* Students from different countries attending courses in English

**Plurilingual strategies used:** application of the integrated approach

# Knowledge building and transfer through a plurilingual approach: Italian for finance

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## Objectives:

* to promote multilingual teaching through an integrated approach (language and content), fostering the ability to present subject content in several languages;
* to develop oral production skills in Italian for specific purposes;
* to develop oral competence (in the form of monologue) for the curricular and professional training of learners.

## Skills and competences of the teacher:

* preliminary research for the retrieval of sources in Italian language for the dissemination of the main topics of the sector (finance);
* collecting plurilingual terminology of the domain;
* management of group work;
* enhancing students' knowledge and competences in a cooperative way.

## Stages of work in the classroom:

* illustrate the activity to the class: an oral presentation in Italian relating to content previously learnt in English and/or in other languages, organized in introduction, development of the argument, conclusion;
* choose and negotiate the topic of the presentation: learners are divided into groups and ideas, topics and titles of the presentations are shared;
* provide and suggest informative and reliable sources in Italian, e.g.
* Enciclopedia Treccani
<https://www.treccani.it/>;
* Portale di educazione finanziaria <https://economiapertutti.bancaditalia.it/?dotcache=refresh>;
* Borsa italiana

<https://www.borsaitaliana.it/borsa/glossario.html>;

* IATE (Interactive Terminology for Europe)

<https://iate.europa.eu/home>.

Each group can also use other sources such as articles from Italian newspapers or trade magazines, Italian and bilingual dictionaries, audio-video documents;

* guide the mediation activity from written to oral sources through the identification of key concepts and terminology of each project work;
* coordinate the groups in the preparation of a plurilingual glossary including the key concepts identified by each project group.

## Assessment / Evaluation:

Prepare an oral production assessment grid based on the following parameters: discourse coherence and communicative effectiveness, terminological competence, linguistic accuracy, pronunciation and intonation.