

Italian Language in the Adult Class - Didactic Unit for Adults

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Abstract

This paper aims to address foreign language and Italian respectively of the adult classes. Teaching in classes with adults is radically different from teaching in classrooms with children and teenage, this occur because students typology to teach is quite another. Teaching adults is a topic which is not studied enough because the teaching for this age group is often taken for granted. So, while teaching children and adolescents we can find countless of studies that adults age does not enjoy this privilege. The branch that deals with the study of teaching adults is Andragogy. Teaching adults depends on many factors, as an adult that has a formative his own bag round which certainly we cannot overlook. Adults also need to be clarified about the objectives of teaching, because they need to know the values that will have the information that they would take in a certain course. In a language class with adults it has a great importance the role of teacher too. He is not the pedagogical teacher but andragogic hence its formation must be such that it should recognize quite well each method, technique of teaching adults. Our paper aims to provide also a didactic unit in order to provide a practical approach to language teaching, near adult classes taking into account the psychology age their requirements and their needs.

Keywords: adult, Italian language, andragogy, teaching, didactic unit.

Introduction

This study is devoted to a class of students for whom, until a short time ago, almost no one, or just anyone has been talking about, or has worked with them. All this is done in a superficial way and not based on empirical research and results. This actually turns weird when dictate that the formation of adults is the human being's attention for a long time, however, for a long time he is left behind. (Knowles S. M., 1990, the Title). In contrast, studies about children and adolescents learning are not neglected. The lack of studies in this field is surprising, when you think that in the ancient world, the student should be mature where his education and formation was conducted only when he was mature, while children were not taken into consideration at all, as human beings who need to learn and to be formed.

For this reason, our attention was directed precisely to this category of adult student, with whom we work and where we often encounter difficulties and problems, which we do not know how to give solutions. It often happens that we deal with many different age while teaching and sometimes we face our doubts, even professional, on the way we should face the methods, techniques, and our work with this category of students, how to deal with them, how and from what perspective should look, how to appreciate the knowledge and skills they possess, what we should really offer them and how to offer them that.

1. What Andragogy mean?

Andragogy term is derived from a Greek word ανηρ, Aner namely (man), + ἄγω ago, which means to run. Etymological root of the word is the same pedagogy of παις pais-paidòs = children (Knowles S. M., (1990) p. 74). While Pedagogy is the art and science of teaching children, Adult education is the art and science of teaching adults.

2. When we are called adult

To give a definition of the concept of the term adult is not as easy as it seems at first glance. Let us refer to some fields of science dealing with the study of the species.

- Biological definition: NW adult individual is when he can reproduce (Zatti P. 2011, p 878

- The legal definition: age at which a person can be punished by law, may vote, get license to marry.
- Definition Social: Age at which one begins to behave like an adult, get social roles of adults,
- Definition psychological: when an individual develops a concept for yourself and being responsible for his own life. (Knowles M., 1993, p. 55),

However, Demetrio said (Demetrio D., 1990, p. 27), is difficult to give a definition for the concept "adult" because since this concept dependent on the cultural concept, as well as geographically of a country, it changes constantly. Thus, in different cultures, it appears at different ages. For example in the Gitano culture, marriages performed at age 14-15 years.

While Levinson says: an adult, he is able to determine the suitability of its structure life, about the world:

"Who is able to assess its functioning and if necessary amend it." (Alberici A., 2006),

3. Background

Andragogy term was used for the first time by a German elementary school teacher named Alexander Kapp in 1833, Alexander Kapp 1893¹



In his book "Plato's Erziehungslehre" Pädagogik Fur ALS ALS Und Die Einzelnen Staatspädagogik. Praktisch Dessen oder Philosophie, he uses the term Andragogy, who after being rejected by German philosopher JF Herbart, was forgotten for nearly a century.

Later, Van Enckevort revealed that this term was used again in 1921, the sociologist E. Rosentesock, in his article which dealt with the role and functions of teachers, who teach adults. E. Rosentesock expressed the opinion that the formation of adults require special teacher, specific methodology and a specific philosophy. While in 1951, the Dutch researcher found again used the term in a book entitled Andragogy, published by Swiss psychiatrist Hanselmann. Just six years later, a German teacher Poggeler, published a book entitled Introduction to Andragogy: Basic Issues in motion Education. It is in this period also other scholars in Europe began using this term. Further, the 1900, found widespread in psychiatry, psychology, and education in the sciences and in 1981 appears for the first time in a dictionary, thus receiving the status of an official term. This determined and the need to spread rapidly as the term and to use similarly in different sectors of research, as presented quite important that the same should be planted and in the scientific definition. (Begotti P., 2006, p. 7).

¹ Imazhi marrë nga - <http://adulted.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=adulted&cdn=education&tm=33&f=00&tt=8&bt=4&bts=4&zu=http%3A/www.uni-bamberg.de/fileadmin/andragogik/08/andragogik/andragogy/index.htm>

Just after the end of the First World War, both in Europe and in the US, began to appear in a growing mass of knowledge on the characteristics of adult learners. But only in the last decade, these insights were developed in an integrated conceptual framework of learning in adulthood. (Begotti P., 2006),

4. Few Words on Malcolm Knowles and Principles of His Theory

Malcolm Knowles is one of the most famous exponents and one of the most prominent researchers, in terms of adult learning. For more than five years were a lot of research and work, to collect information known today, to formulate a theory on the characteristics of adult learners. First attempt was made by the Informal Adult Education (1950), which was based on the idea that: adults learn best in informal situations comfortable, flexible and welcoming. (Knowles S. M., et alii, 2008, p. 72)

What distinguishes this researcher is that at the beginning of his theory, he sees adults as learners, which means as a student with their own characteristics and individual perspectives. Adult education for Knowles is the totality of knowledge dealing with adult learners in parallel and distinct against the pedagogical model of learning of children. Knowles says that the objective of teaching learning therefore defined as a learning escalated, independent of the individual. This is how to develop personal roles in various stages of development and life, that Knowles calls need to learn, which makes them dependent and students need to learn and how to learn, which makes them autonomous and independent, which Knowles called self - direct Learning. This is one of the main tasks that the teacher who teaches adults then turn them from dependent student, the student to independent. (Knowles S. M., et alii, 2008, p. 78)

Knowles, on the theory of adult learning, based on his experiments and research on the characteristics discerning adult individuals. He makes a very significant difference between andragogical and pedagogical model, basing it andragogic in these six principles: (Knowles S. M., et alii, 2008, pp. 77-80)

1. Need to know /known: before you commit to learn something, adults have the need to know why they want to learn it.
2. The concept / idea for yourself: adults have a concept / idea of themselves as persons responsible for the decisions of their personal lives.
3. The role of early experience: whether to compare with teenagers or young adults, adults begin an educational activity with a greater experience and the different nature and quality.
4. Willingness to learn, adults are willing to learn what they need to know and also want to know even how to properly handle their situations of real life.
5. orientation towards learning, in contrast to children and young people with learning orientation, at least in school, is the focus on the subjects, adults this orientation is focused on real life.
6. Motivation: adults generally respond to external stimuli (good job, promotion, salary increase, etc.). But the most powerful motivation are internal drives (desire for greater professional satisfaction, self-esteem, quality of life etc.

Knowles andragogical model is a process model that differs from traditional models of content type used by date. Change does he lies in the fact that one uses content or not, the difference lies in the fact that while one tries to convey model knowledge and skills, andragogical model conceived as a process attempts to provide procedures and resources to help students learn information and skill. (Knowles S. M., et alii, 2008, p 140).

5. Factors affecting adult learning.

Usually the adult resist to new learning opportunities. This is both because of problems with psychological nature, as well as because it requires not deny the experience of the past, and not to dispute themselves, then the person who has already been realized. Begotti P., 2006, p. 14),

Learning languages by adults has its influence factors, which Mazzotta summarizes in three groups: (Mazzotta, P.,1996,)

- a) individual factors.
- b) social factors.
- c) natural factors.

Regarding individual factors, it is clear that they vary from one individual to another. Among them we can mention

- First, the motives that has everyone for learning a foreign language (education, employment, tourism, etc.)
- Needs general or specific language (languages professions)
- Personality traits: closed, open.
- Willingness to accept risks, which may face in achieving learning objectives.
- Personal experiences.
- Strategies used to teach.
- Personal learning styles.
- Cognitive personal style.
- Emotional factors: stress, anxiety, etc.
- Personal habits, or obtained.

Among the social factors may include:

- Environment and context in which an adult has lived and learned.
- Social and geographical ancestry.
- The culture of origin.
- Learning styles influenced by the environment and the context in which the student has lived and worked either.

Among the natural factors:

- Individual propensity for learning languages
- The age of the individual (given here neuro-psychological factors affecting language learning).

Once again we can say that these factors should be no doubt by glotodidactic and didactics of foreign languages to prepare methods, curriculum, syllabus, appropriate strategies and techniques, considering these factors as crucial and important in teaching – acquisition the foreign languages and not only, in order to realize a qualitative objectives, such as increasing student as well as teacher, have established themselves in the learning process.

6. The Relation Teacher - Student

In connection with the dynamic development of the teacher - student initially necessary to distinguish through contexts where performed this report. Thus, if it is conducted in university environments, this report is characterized by the predominance of asymmetric model. (Daloiso M., 2009, p. 119-120)

Why is that? The fact is that in the context of academic education we often limit, to simply transmit knowledge and this dictates the way of realizing through lectures, where as Zeus on top of the Cathedral we speak without considering the public (just students), to whom we refer to, no matter the requirements, needs, expectations, background and this happens not only because is more comfortable and rewarding for our ego, making us feel the only source of information from which the student can get information, forgetting that he still owns his knowledge and we are there to promote to increase the knowledge, and why deep inside, hesitate to break the traditional teaching model, despite theoretically we know that we need to change it. But when the teachers hesitate to do this, then how should the student react from which we expect to be ready for change, change which he must feel within ourselves and we have to help towards this process. Obviously he has to play little finger to do this, as it is not motivated, does not feel equal, not valued, so that we remain at a standstill. Hence, its formation is not efficient and long to be reaching, but defective and will not prepare it at all to recognize and play social roles, which will meet in a very near future, but a half I do not know that any of the self and society.

But what we know, is that adult students often feel like they are protagonists formative mapping. Often they ask questions about why they need a particular subject, who is the purpose of its use in real life. They even often express their needs on the language and how they would like to fulfill these needs. But the problem is that teachers often do not receive even bother to listen or to explain, even we have often heard to say:

- I teach there, that there is nothing to be.
- We know we get it.
- Why would you mind giving us we now how do I claim, etc.
- But when done and you, until yesterday you had lips with milk.
- You don't know how to learn.
- I'm talking to the wall.
- But why did you come to learn etc.

All these, not only should not be expressed, but must make the teacher to reflect and ask himself about it :

- Is it worth the way I teach the subject?
- Does the knowledge content, that students really need?
- Do you know the needs of my students?
- Do you really know them?
- Do I make the effort to figure out where it fails their way of learning?
- Do I make an effort to help them develop their learning independently?
- Do they not have achieved the goals that I have set forth the subject matter and students?
- Do I recognize their forms and strategies of learning?
- Do I have applied variety of strategies and techniques in order to convey information that I come from many information channels, etc?

Only if the answers to these questions honestly, or others that are raised during work, the teacher can understand what to change and what to try to change to students.

While in contexts where learning a language is carried out in the center of languages, or the institutions where adults work, the ratio varies somewhat. Even here, this process depends on many factors, but the most typical is not asymmetric. He becomes symmetrical where the relationship teacher - student is no longer a dependent relationship, but, in most part, an independent and reciprocal relationship.

Critical element in developing the role of teachers, which Rogers, as we have said, the calls: facilitator of learning, is a personal report between these two important subjects, as by his teacher must possess at least these gifts action :

- Truthfully and authentic, be himself,
- Inflammatory abilities, but not possessive, evaluation, trust and respect.
- Understandable, able to listen, sensitive and accurate. (Rogers C.R., 1996, p. 106 -126)

7. The role of teacher anagogical model.

The figure of the language teacher spins a very important role in andragogical model, not only because he must possess specific skills: linguistic, organizational, management, identification, didactic, but also because it is the only point of reference in relation to the teaching of the language. We know that students are influenced by many factors in the learning process, but the same applies to the teacher and his way of teaching and necessarily, but these factors also affect his teaching methodology. For this reason, teachers have to be interested not only on the content to be transmitted, but also should be clear how to react in class with his manner of conduct and reporting of students, so that t 'the line adjusts the demands and needs of the student, observe and feel respected. (Serragiotto G., 2004, pp. 105-119),

The teacher who reflects itself in this way, manages to successfully change the role, from a teacher teaching in a teacher andragogic becoming a capable leader, a student assistant and facilitator. In this way, it manages to be based energy strategies and habits acquired by the student.

He must not only possess extensive skills, but also diverse, which relate not only to glotodidaktike and methodological side, but that have to do with reporting capabilities and communications. He should be able to understand the features that represents each individual, not only psychologically, or character, but also features about individual skills, learning about, learning style and the type of intelligence that he owns. Besides them, the teacher must know the background of socio-cultural-formative, which characterizes his pupil.

It turns out that the figure of the teacher is a complex figure, which must possess at the same time not only a qualitative linguistic baggage, but also personal capacity: empathy and willingness to work willingly and efficiently, not only to share his knowledge, but also realize that the student is not a tabula rasa, which you will fill your head with what I know, but it is an individual with certain experiences, which have to agree to facilitate the process awareness and change, that individual should perform individually.

Teacher of adults can be identified in many roles as counselors, facilitators, leaders, executives, middlemen (Knowles M., 2008, p. 121).

Andragogic teacher prepares in advance a series of procedures to include student in a process that owns the following elements:

- To prepare the student: to provide necessary information on what you will learn and how to teach.
- To ensure the creation of a climate conducive to learning:
- Creation of a joint working mechanism. In contrast to the lecturer where adult learner, however, remains dependent on what the teacher offers, andragogical model offers adult students a very different role. He is part of the implementation of the common plan curriculum.
- Diagnosing communication needs: working out a pattern of behavior and performance, or desired skills.
- The design of a model lesson, in which the individual can use a whole range of human and material resources independently.
- Actualization of the program: the main factor for the operation of the program is the quality of teachers. He no longer considered as the accompanying knowledge, but as a "facilitator", so soothing and aid in the learning process. He becomes a resource coordinator of student service.
- Program evaluation, understood as a review by students, who review the skills desired models, to evaluate again the problems between the new model and the level of their skills. ¹ Knowles M., 2008, p.122-137)

Advisory Teacher as "Counsellor", to help the students should be, as people say, knee to knee with them. It should be related to the student experience and participate in it. The teacher becomes the source where the student gets the knowledge he needs to fill what he knows, and enriched with new information and experiences common divide teacher that he has, thereby enabling teachers to become part of our common experience and his knowledge . The teacher also becomes a mediator between language and student helping him in the process of recognition, ownership and learning not only the language, but everything revolves around her.

Teacher conceived by Rogers as Facilitator "Facilitator", to and as such, he should know his duties and limits, as should be: assistant, consultant and advisor.

As a "facilitator", he has the duty to assist students to become aware to their needs for further knowledge, help overcome the status of dependent students, the independent student status. Make them ready to accept new strategies and approaches to learning.

The role of the teacher as a "tutor", predicts that the teacher is the expert and make it possible not only awareness of cognitive student's needs, but also the realization of activities that coordinate with student expectations. (Begotti P., 2006)

Your guardian may be different, according to the context in which it operates. Could be a university tutor, online tutor, etc.

However, what is common to both roles, the function remains the leader and mentor, who provides the tools necessary and appropriate, allowing the organization of information to be a shared process, based on mutual cooperation and conducted in a peaceful climate, trust and appreciation to the student.

In conclusion we can say that: the role of "facilitator" is geared to learning to learn. (Balboni P. 1994, p.34)

Rogers proposes us directions through assignments from a teacher to a teacher - facilitator, and tells us what are his duties. Among them we can say that the teacher is important landmark where the learner finds the necessary orientation points in the complex process of learning and in the long process of its formation. (Rogers C.R., 1969, pp. 164-169).

Referring to this model of student you can find below a didactic unit suitable for adults, a unit that has as thematic human addiction problems that plague our society every day more.

Addiction and related problems	
Destination	Adults over 18 years
Language level	B2/C1
Time	6-8 orë
Language	objective
	<ul style="list-style-type: none"> - Increase knowledge about lexical semantic field about various addictions as addictions to drugs, tobacco, beverages, food, gambling, pets, relationships, money, sex, etc. - - Expansion of vocabulary about the emotional realm, spiritual individuals with addiction. - - Knowledge of some specific features and technical language of these addictions as well as communication and jargon created for them respectively as such: it drugs, gambling - Adapting their technical standard language, as appropriate medical tecnico- - - Compares between forms of communication used for drugs between Italian and Albanian jargon - - Analysis of textual typologies of Blog-s to talk about various addictions. - - Implementation of texts to appeal to society and sensitize about the most dangerous addictions to human health and society
Cultural objectives	<ul style="list-style-type: none"> - - Understanding human dependencies. - - Knowing the characteristics and consequences of moving up these dependencies features - - Knowing the opinions and thoughts of individuals to use, or not, of drugs. - - Understanding the issues depending bring these individuals and society - - Knowing the type of communication as cultural phenomenon associated with toxic independent world. - - Reflection on linguistic diversity and language used - - Compares between forms and types of communication between individuals Italian and Albanian

	<ul style="list-style-type: none"> - - Introduction to technical terminology specific medical or social related to the specific subject.
Materials	<p>Authentic materials, visual and auditory stamped.</p> <p>Four texts that bring different opinions about different depending.</p> <p>Letter to write the notifications</p>
Glotechnology	Video- projector , computer, internet
Organization	This unit is divided into three LU (Learning Units) each of them collects and presents the argument expression associated with DU, in order to provide an overview of opinions relating to different sectors of society.
Description of LU 1	Represents the opinions of adults (individuals, parents, professors, sociologists)
LU 2	<p>Type of text:</p> <p>a. Letter to the director of a newspaper,</p> <p>b. The transcript of part of a conference that discusses human addictions</p> <ul style="list-style-type: none"> - There are thoughts and official data (ministers, doctors, association against drugs, or other addictions, INSTAT) - c. Type of text: informative newspaper articles scientific, advertising texts (press, TV), reports the official information
LU 3	<ul style="list-style-type: none"> - Its divided in four phases
Criteria	<ul style="list-style-type: none"> - - Students know which are the main characteristics of text typologies as formal letter, relations, advertising texts, newspaper articles, informative, scientific. - - Owning a sufficient vocabulary about semantic field of the depm different. - - Are used to working in work groups (cooperative learning)
Modality of work	Jigsaw
Phase 1	<p>Motivation - Designing globalization groups of images of individuals belonging to different layers in different situations.</p> <p>Brainstorming on feelings, prejudices and vocabulary about the argument in question</p> <p>The organization of work and class formation of 4 groups</p> <p>-</p>
Orgnization of class and the work	<p>The realization of 4 groups</p> <ul style="list-style-type: none"> - Base (4 persons each) positioned in such a way as to create a circle between groups and teachers.. <p>1. <i>Distribution of materials (1) and the formation of the expert-group: reading individually, group comments on the content of the material (1), the organization of ideas through a summary</i></p>

	<p><i>statement in order to refer friends to the basis group that what they understood</i></p> <ol style="list-style-type: none"> 2. <i>2. Return to the group-basis. Each expert (within a prescribed time) communicates friends share belonging to him.</i> 3. <i>3. The final comments: located in the horseshoe shape, in the form of plenary, develop group discussion and opinions issued by the work once done. The teacher plays the role of moderator.</i>
The second phase - Analysis	
Classroom organization	<p>Classroom organization maintain the same form. Each member receives a certain task within the group: leadership, while others will present each performance.</p> <p>The organization of work Distribution of materials: the distribution is made in the form of random. Beginning teacher assigns texts (one for each group), directing how it will work, in order to begin work on a detailed analysis.</p>
Organization of the work	<p>Distribution of materials: the distribution is made in the form of random. Beginning teacher assigns texts (one for each group), directing how it will work, in order to begin work on a detailed analysis.</p>

Example text 1¹

Sono malato di gioco d'azzardo. In 5 anni ho perso 100mila euro,

Venerdì, 22 marzo 2013 - 14:18:00

Salve

Sono un uomo di 37 anni , con un lavoro precario e poco retribuito. Le racconto in breve il mio dramma , il gioco d'azzardo . Tutto e' iniziato 5 anni fa , per la prima volta in vita mia sono andato in un casino e ho imparato a conoscere le slot machine . Sembrava una cosa cosi stupida e infantile e all'inizio non mi ha causato alcun problema , poi con il passare del tempo andavo a giocare sempre più con insistenza e frequenza , perdendo e cercando di rifarmi delle somme perse cadendo sempre nello stesso errore di rincorrere una vincita che mi facesse recuperare tutto cio che stavo perdendo . Ho cominciato a farmi prestare soldi , a intingere soldi dal lavoro , avevo un libretto di risparmio ,prosciugato in pochi mesi , poi sono cominciati i guai con le banche , con le finanziarie , con la famiglia , con gli amici . In 5 anni ho perso più di 100.000 euro , e ho debiti per 30.000 euro , sono disperato e non so piu cosa fare . Ho tentato più volte di smettere stando lontano dalle sale giochi per alcuni mesi , ma poi ci sono ricaduto e mi rendo conto che ormai sono agli sgoccioli della mia vita. Sono stanco di vedere piangere i miei genitori per me , di ricevere telefonate da persone che rivogliono i loro soldi di sapere che non uscirò più da questo tunnel e che continuando a vivere la mia vita non sara mai serena.

Ho pensato più volte di togliermi di mezzo di farla finita , ma non ne ho avuto mai il coraggio , adesso forse in questa lettera che scrivo sto capendo che e' giusto che ciò avvenga , almeno troverò un po di pace e serenità e non provocherà più guai e disagi a chi mi sta vicino .

Le scrivo non per chiederle aiuto in quanto credo che ormai non c'e' più nulla da fare per me , ormai e' tardi ma per far arrivare questo mio sfogo a giornali , riviste , tv , etc , affinché lo stato chiuda al più presto tutte le forme di gioco esistenti , perchè tutte possono diventare d'azzardo e non serve mettere un foglietto all'ingresso con scritto sopra che il gioco può causare dipendenza come sulle sigarette che il fumo provoca il cancro . Lo so che tale mia richiesta rimarrà inevasa , almeno ci ho provato , per cercare di salvare persone che sono ancora in grado di salvarsi .

Grazie per aver letto la mia lettera , sperando che qualcuna la legga e capisca che il gioco e' come il cancro ti fa morire

¹ Tavolieri R., "Sono malato di gioco d'azzardo. In 5 anni ho perso 100mila euro" Venerdì, 22 marzo 2013 - 14:18:00
http://www.affaritaliani.it/rubriche/lettere_allo_psicologo/gioco-d-azzardo-patologico230313.html

lentamente e non te ne fa accorgere fin quando non sei allo stato terminale .

RISPOSTA

Gentile lettore,

a Tutto c'è una Soluzione e non è mai troppo tardi per Vincere una dipendenza, che essa riguardi le sigarette, l'alcol, il sesso o come nel suo caso il gioco d'azzardo. Mi sono chiesto anch'io se è Giusto chiudere le sale da gioco d'azzardo esistenti in Italia per evitare di far indebitare tante persone che come lei giocano per anni e anni. Io sono d'accordo con lei, perché finché ci sono persone che giocano senza riuscire a smettere, e che perdono del tempo prezioso che potrebbero utilizzare in altro modo, penso che la chiusura di queste sale da gioco sia un'Ottima soluzione, così come è paradossale e ipocrita permettere la vendita delle sigarette scrivendoci sopra che possono portare alla morte. Io penso sia utile la libertà di scelta, intendiamoci, ho una mentalità aperta, ma usiamola bene la nostra libertà, non la sprechiamo con stupidità ed ignoranza come a volte viene fatta. Comunque non preoccuparti, sei ancora in tempo a prendere in mano le redini del tuo futuro. Intanto evita pensieri dannosi di farla finita per liberarti dalle preoccupazioni che hai ora per ciò che stai facendo, ricordati che per Nessuna cosa al mondo vale la pena di preoccuparsi o di farla finita, la tua vita forse vale meno dei soldi che hai buttato via fino ad ora? Non credo proprio, la vita di un uomo non ha prezzo, tu hai semplicemente sbagliato, ed ora ti accorgi di questo e vuoi rimediare, questo è la cosa Importante. La Prima cosa che ti consiglio di fare sin da subito è di metterti in contatto con un Centro per la cura del gioco d'azzardo, I Sert: Servizi per le dipendenze patologiche delle Aziende Asl hanno specifiche equipe (composte da medici, psicologi, assistenti sociali, educatori) che si occupano di diagnosi e cura del gioco patologico. L'accesso al SerT è gratuito e diretto: non si paga alcun ticket né ci vuole la richiesta del medico di famiglia. La presa in carico della persona con dipendenza da gioco d'azzardo è prevalentemente di tipo psicologico, con trattamenti individuali e di gruppo.

E' garantito, se richiesto, il pieno rispetto dell'anonimato. I professionisti del SerT sono tenuti in ogni caso alla riservatezza. Al SerT possono accedere tutti i cittadini italiani e le persone straniere regolarmente soggiornanti sul territorio italiano, anche minorenni. Ti lascio un numero verde gratuito del Servizio sanitario regionale 800 033 033 che puoi chiamare tutti i giorni feriali dalle ore 8,30 alle ore 17,30 e il sabato dalle ore 8,30 alle ore 13,30: operatori qualificati ti forniranno i riferimenti dei servizi a cui ti puoi rivolgere per avere assistenza gratuitamente e anche in anonimato. Puoi rivolgerti anche all'Associazione Giocatori Anonimi tel. 338 1271215 Di seguito invece ti lascio 2 link di siti che informano sui Centri per la Cura dei giocatori d'azzardo in ogni regione italiana, i siti sono questi:

http://www.cestep.it/centriaiuto_GAP_frame.htm

<http://www.giocaresponsabile.it/index.cfm?fuseaction=ServiziTerritoriali>

Caro lettore, la cosa Migliore che puoi fare è di riprendere la tua Libertà un passo alla volta, Contattando sin da subito uno di questi Centri di cui ti ho parlato prima, quello più vicino a casa tua o quello di un'altra regione se lo preferisci. Sono gratuiti e ti daranno la Chiave per Vincere la dipendenza nella quale sei Temporaneamente caduto, ma dalla quale puoi Liberarti.

In questo modo non solo puoi tornare alla tua vita di sempre Migliorandola, ma potrai dopo Aiutare altre persone che come te hanno attraversato questo sentiero della dipendenza, è sarà una soddisfazione oltre che Aiutare te stesso, poter dare Aiuto ad altre persone non trovi?

Ricordati che per ogni problema c'è una Soluzione, ogni difficoltà può Essere Superata, ogni volta che scivoliamo nel sentiero delle prove che ci offre la vita, possiamo Rialzarci, non cedere alla rassegnazione, fai in modo che sia tu a Vincere le prove che stai affrontando, fatti Aiutare da persone competenti e da persone che come te hanno attraversato queste prove difficili ma che hanno Superato brillantemente, come ad esempio i giocatori anonimi, nel cui gruppo esistente in ogni regione potrai essere Aiutato a Vincere la tua Temporanea difficoltà, perché così come anche loro l'hanno vinta, anche tu puoi Superare Benissimo questa dipendenza.

Fallo per te, per le persone a te Care come la tua Famiglia, i tuoi Amici e per le persone che potrai Aiutare in futuro. Caro lettore, è normale sbagliare nella vita, ma è anche Giusto Rialzarci e continuare ad andare avanti Meglio di prima e più Forti di prima.

Il primo passo l'hai già fatto:

- chiedere Aiuto,

- il secondo è quello di Contattare questi centri Specializzati o i gruppi di Auto Aiuto di persone che hanno Vinto queste dipendenze

- il terzo passo è quello di Mettere in Pratica sin da Subito le Metodologie Efficaci per Superare la dipendenza.
Cambia te stesso e Cambierai il mondo.

Un Caro saluto per te

dott. Rolando Tavolieri

Activities on the texts

Read text and proceed as follows:

I - (the meaning of the text)

a. Think that the author really need help or think that can confront alone?

b. Mark the text parts that justify your opinion.

Think that the replies given by the psychologist is enough and closes his work with that.?

- List the reasons consequences and solutions offered

- Remember that this is a problem that affects the Albanian society?

- The work in Albania in this regard?

II semantically

a. Point out words associated with semantic field dependences. Bring them and organize by an individual criterion. They will appear at the closing stage.

III - on text typology

e. Analyze the organization of the text, highlight sections, according to you, determine the manner of writing (such as punctuation, symbols used, etc.)

f. Based on observations, construct a summary table. Give examples

g. Compare this kind of text with other types of texts presented in this didactic unit. Draw conclusions.

Example text 1¹

Opzioni: Replica al messaggio•Quota questo messaggio

Re: per stare meglio

Inviato da: annie (IP registrato)

Data: Tue, 12 August 2003 - 15:12

ciao a tt!è la prima volta ke visito qs sito e appena letti i mex di qs discussione ho deciso di scrivere la mia..premetto ke io nn sono d'accordo sull'uso di droghe (più o meno pesanti,chimiche o naturali...parlo in genere..) e condivido l'idea di chi

¹ Tavolieri R., Sono malato di gioco d'azzardo. In 5 anni ho perso 100mila euro" Venerdì, 22 marzo 2013 - 14:18:00
http://www.affaritaliani.it/rubriche/lettere_allo_psicologo/gioco-d-azzardo-patologico230313.html

dice ke cmq i problemi nn si risolvono così..x' x qnt ci si possa sballare,la mattina dopo ci si alza e tt è come prima!
d'altra parte xò nn me la sento nemmeno di condannare ki lo fa..nè ki lo fa una volta ogni tanto nè ki è dipendente da certe
sostanze..mi rivolgo soprattutto ad anonima:nn essere così rigida,x'nn è qs il modo di farsi ascoltare o di aiutare le
persone.sei libera di esprimere liberamente le tue opinioni ma nn devi farlo in modo così brusco..altrimenti nn puoi stupirti
se la gente ti "chiude la porta in faccia"!ad ogni modo credo ke ogni persona sia libera di fare le proprie
esperienze..ricordando sempre xò ke la vita è una sola e ke forse sarebbe meglio pensarci un pò prima di rischiarla..più è
alto il rischio più bisognerebbe riflettere su qnt ne vale la pena!voglio dire..una cosa sono una canna o un paio di
cocktails..un'altra una pasticca di ecstasy..un'altra ancora una sniffata di coca..!quindi senza giudicare nessuno voglio
dirvi:divertitevi,certo..ma cercate di scegliere sempre il meglio x voi.e soprattutto affrontate i problemi,nn nascondeteli..un
bacione a tutti!

. Read the text and proceed as follows:

I - (the comprehension of the text)

- a. Consider that the author is in favor, or against the use of drugs.
- b. Mark the text parts that justify your opinion.
- c. Spurred by the underlined parts, arrange a summary file, eliminating as much as possible, deictic t without removing any comma concepts expressed by the author.

II semantically

b. Point out words associated with semantic field of addiction Bring them and Organize by an individual criterion. They will appear at the closing stage.

III - on text typology

- e. Analyze the organization of the text, highlight sections, according to you, determine the manner of writing (such as punctuation, symbols used, etc.)
 - f. Based on observations, construct a summary table. Give examples.
 - g. Compare this kind of text with other types of texts presented in this DU. Draw conclusions.
- Closure: horseshoe shaped, plenary, presented works evolved. The teacher organizes the presentation of works.

Phase 3	Summary
The organization of the work and the class	Choice that makes the leader formed 4 groups of 4 members. The leader, along with his band, choosing the workplace within the classroom and coordinates the development of the activity.
(leader gets the job proposal)	Activity - 1. Conduct a public appeal against the use of cigarettes / alcohol / drugs. You are free to formulate and design, as well as in determining the generation that addresses public. In the choices that you make should note features that represent typologies of texts that will draft.

<p>Phase 4 Reflection</p>	<p>Reflection on the subject of addiction: distribution of a short newspaper article, which deals with addiction to gambling or use of soft drugs by young Italian or Albanian. Mostly will be emphasized specific language used in conjunction with various types of drugs, especially in terms of language toxic independent who have a language all their own, and that may not be detected, a language frequently updated .</p> <p>Based on what has been learned over the jargon used drugs until now, each group should bring into play a telephone dialogue between friends who have opposing opinions on the use of soft drugs like marijuana or hashish, ecstasy.</p> <p>In order not to be understood by family, two friends must use a language that only they are able to understand, based on already learned vocabulary, but also should try to also create new expressions (using paraphrasing) etc.</p>
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Conclusions

Teaching adults is a difficult process and requires a fairly good professional preparation, because as we have noted above adult learner presents different specifications from other age category, thus teaching process must be adapted exactly these traits and characteristics.

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