guistica (quella di Pizzuti) così come culturale, la quale nei teatri belgi trova supporto nella fisicità che Bison sovrappone al teatro di parola, sono al centro del saggio di Combriati. Il volume si chiude con la testimonianza di Veronica Cruciani, per la quale Celestini ha scritto *Le Nozze di Antigone*, lavoro tratto dal *Il mondo salvato dai ragazzini* della Morante. Come è il caso per altri saggi, anche questo costituisce una testimonianza personale che però offre una sorta di sunto dei discorsi sviluppati fin a questo punto, nel momento in cui mette in luce come mito classico, riferimenti letterari e ricerca sul campo siano in fondo “intimamente legati (...) ad una tradizione italiana di declinazione cultura alta/ cultura dal basso” (260). E questo, mi sembra sia vero anche per questo interessante volume curato dalla Barbalato, che riunisce nelle stesse pagine “testimonianze raccolte sul campo” e cultura accademica.

CRISTINA CARACCHINI
Western University

Paola Begotti. *Imparare da adulti, insegnare ad adulti le lingue*. Perugia: Guerra edizioni; Welland (ON): éditions Soleil, 2010. Pp. 166. ISBN 978 88 557 0331 4. Np.

Education in foreign languages, as is true of education in general, has never been as accessible and sought out by adult learners as today. In a world become increasingly complex as adult students' needs and desires evolve and as the ability to communicate, even on a profound level, becomes more possible despite distance, the traditional language classroom is losing its position of prominence and new teaching methods are developed.

Pedagogical approaches for the teaching of foreign languages as we know them are becoming more sophisticated as the demands of persons to learn what interests them when and where they choose increases. The satisfaction educators have as they see a desire for learning increase across age categories and stretch beyond limitations of locus is coupled with the challenge to adjust to and incorporate often overlapping notions such as lifelong learning, continuing education, life wide learning, adult education, e-learning, part-time learning, Open University education. These factors are increasingly influenced by requirements of professional progression, the need to understand developing industries, a global economy coupled with cross-cultural policies and political differences as international business itself develops. And, of course, there are those who desire to learn for reasons unrelated to any of these factors but who see learning as a way to live a more fruitful, fulfilled life. Andragogy and heutagogy are pertinent and advanced approaches which help the adult learner reach his or her highest point on Maslow's *Pyramid of Needs*.

Paola Begotti explains in detail the principles of the andragogy and heutagogy approaches which are quite different from the pedagogical approaches suitable mainly to younger students and which are based on well known theories put forth by psychologist Carl Rogers, as well as educators like Howard Gardner, Malcom

S. Knowles, Stephen Krashen, Duccio Demetrio and others.

Henceforth, teaching foreign languages to adults will require further care and attention. Begotti dedicates an entire chapter to specific characteristics of the adult learner, his or her cognitive style, cultural influences, and elements which favor or hinder the learning process. The learning process of an adult learner of a foreign language is susceptible to several variables such as personality, self-esteem, multiple intelligences, motivation and personal emotions. Other variables influencing the adult learner are socially based, for example past experiences and the learning context. Natural variables such as attitude, age, gender and memory capacity also impact the adult learner. Due to the influence of all these variables the learning process of an adult student as well as the methods and the approaches toward teaching must be carefully considered and applied. The curricula for foreign languages, and in particular the syllabus of a foreign language course, have to be worked into a multilayer of syllabi which offer a synoptic picture to the adult learner without imposing an excess of input on one hand and discouragement on the other hand. Begotti, basing herself on Balboni's studies and on the Common European Framework of Reference, suggests an alternating cognitive and operative stimuli so as to balance and maximize the learning experience. Methodologies such as problem solving, cooperative learning, role playing and others related to the affective-humanistic approach, have to be integrated into the curricula and used alternatively so as to offer a completeness of effective components which in turn help the adult learner acquire a foreign language in an optimized setting.

One of the most efficient approaches to teaching adults foreign languages has found support in the methodology called « ludolinguistica » which is the learning of a language through games. Anthony Mollica, who firmly believes in the principle that language cannot be learned solely through formal practice, is the leader in the techniques of teaching languages to adults by word games. Several game typologies are available. These favor stimuli and encourage the development of conversation and vocabulary expansion among adult learners through problem-solving activities and competitiveness in a social setting as well as individualized learning experiences. According to Mollica, humor is vital in the affective-humanistic approach and nowadays can be expanded into the classroom by multimedia instruments and programs.

No approach would be sufficient without the role of the teacher, the guide, the tutor or the mentor. In fact in an ideal situation the learner would privilege himself or herself with different helpers, each one with a specific task, but in most teaching situations one teacher will be responsible for most of these different roles. The formative interaction between learner and teacher is always present even in situations of self-learning. The teacher becomes therefore a guide or a counselor to the adult learner, directing him or her in their own studies. Still the more autonomous acquisition of a foreign language is becoming more accessible now with the help of the new and increased technologies, and the responsibilities of the learning process are shifted more to the learner's side than it was before when the teacher was responsible for the teaching outcomes. H. H. Stern recognizes the combined roles of fluency activity also defined as natural communication, and

accuracy activity of formal understanding of the language system, as responsible for the success of the autonomous learner. Begotti retains a clear and useful table of the main strategies that Stern has found successful learners most often use.

Along with self-learning strategies comes self-evaluation of the learning processes. The auto-evaluation of an adult learner takes the shape of a portfolio, of linguistic acquisition tables and specific testing. Nonetheless, even if it is auto didacticism in an augmented learning environment or a formal learning system, the process of preparing the materials, the curricula, the syllabi, the methodologies, the approaches and the strategies of teaching has been refined over time, and is more sophisticated and more precise and differ widely from the pedagogical platforms used principally for children. Andragogy has elevated itself to respond to time and demand and by the use of modern psychology and technology has reached new heights and new horizons in the realm of education.

The book of Paola Begotti is a clear and fine synthesis of the evolution and the direction of what is today the learning and teaching process of foreign languages in Italy and internationally.

JACQUELINE SAMPERI MANGAN
Université de Montréal