

### **The review in Italian L2 teaching. A research on textual competence development**

The review represents a multi-faceted textual genre (Corno 2002), whose analysis is certainly complex due to the multiplicity of aspects to which it can be applied (Fasolo, Nitti 2017). It is possible, in fact, to review a book or scientific work, employing a variety of formal and specialized languages, as well as review a restaurant, a service, a tourist package, etc.

Since the review applies to different aspects of human experience, it holds a high educational value with regards to Italian language teaching (Lo Duca 2013).

We propose to discuss some data on the use of the reviews referring to various aspects of human activity, to teach Italian L2 at different levels, examining three courses, the first aimed at university students (level C1) of the Libera Università di Bolzano and the others ("Scrivere in Italiano L2" - level B2 - and the "Lingua italiana" - level A2), held at the Centro Interculturale della Città di Torino. The students took part in three experimental groups (Nitti 2018a) to which the review was proposed as an educational format (Porcelli 1990) to develop textual competence (Palermo 2013). The achievements of these groups were compared with those of three control groups which during the previous year did not work with the same format. The results of the end-of-course tests for the experimental groups, demonstrate the effectiveness of the didactic format and its validity with respect to the different phases of interlingual development. Finally, the satisfaction questionnaires highlight how the review is a highly motivating textual tool, since it is applicable to the life contexts of the learners, both in daily and academic-professional contexts.

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