Incorporating Linguistic Landscape as Authentic Material in Teaching Italian for Acquiring Linguistic-Communicative Competencies

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DOI: 10.18355/XL.2025.18.02.11

Abstract
In the daily context in which we operate, we consistently encounter linguistic and communicative challenges identified year after year among students of the Italian language. Consequently, a project was designed, within the framework of which this study is being carried out, with the aim of gaining a deeper understanding of the persistent issues inherited from previous years of study. One of this project's primary objectives was identifying, through fieldwork, the difficulties students face in developing communicative competence, examined from various perspectives. These perspectives include the use of authentic materials as well as the integration of technology in Italian language learning. For this purpose, a structured questionnaire divided into several sections was developed in order to gather students' opinions. Among the questions formulated, particular attention was devoted to the use of authentic materials. The overall evaluation revealed that the majority of students expressed a strong desire to integrate authentic and engaging materials into their Italian language classes. Based on the results found this study aims to explore and integrate authentic materials derived from the linguistic landscape into foreign language classrooms to facilitate the acquisition of various linguistic and communicative competencies. By designing learning units that incorporate authentic materials such as advertisements, murals, and digital resources available online and by developing activities aimed at bringing students closer to the target language reality, the study highlights the potential of the linguistic landscape as a motivational and effective pedagogical tool for mastering linguistic-communicative competencies, particularly discursive and formulaic ones.
Key words: authentic materials, linguistic landscape, language learning, communicative competence, learning unit

Introduction

Recently, foreign language teachers have recognised that more than textbooks are required to conduct an effective class aimed at developing linguistic and communicative competencies. On the contrary, authentic linguistic and socio-cultural materials from the linguistic landscape can be collected beyond the confinement of the classroom, allowing students a genuine experience of the target language and culture.

Numerous studies have examined the linguistic landscape (LL) from various perspectives. Firstly, the scholars Landry & Bourhis (1997: 25) proposed the term, including in this field the language used on public road signs, advertising billboards, street names, and place names, essentially any writing in public spaces and areas. Further, various scholars have made different classifications for LL (Palermo, Sgambati, 2024: 126); however, LL has also been studied as a space offering learning opportunities, especially for foreign language acquisition (Fajardo-Dack et al., 2024: 167).

Focusing on this aspect, following a brief theoretical overview of authentic materials in general and those provided by LL specifically, the study will analyze the potential of LL as a didactic tool for teaching foreign languages. Concrete examples of implementing Italian LL materials will be provided, demonstrating how they can be adapted and included into the templates of a learning unit for effective language

acquisition, drawing on suggestions from scholars and contemporary approaches on mastering linguistic and communicative elements of a foreign language.

Literature Review

The development of communicative approaches in foreign language teaching has emphasised the need to implement authentic materials in the classroom to use real language that transmits cultural elements of the target language.

Various scholars have provided numerous definitions of the meaning and determining the term "authentic materials." Some suggest that authentic materials include any texts native speakers produce for their communication purposes (Widdowson, 1983). They are also considered materials that have been produced to fulfil some social purpose in the language community (Peacock, 1997; Guariento & Morley, 2001). Others emphasize that authentic texts are not designed for language teaching (Kramsch, 1993; Lee, 1995). According to Harmer, "authentic texts are not written especially for language learners but are intended for any competent user of the language" (2007: 100).

Using authentic materials in the foreign language classroom has many advantages. Firstly, they are highly motivating and provide a wealth of ideas, examples, and models of living language and culture, which promote the acquisition of competencies (Begotti, 2018: 27) and stimulate motivation (Balboni, 2015: 38). The motivation, which they promote, facilitates the learning of linguistic structures and the understanding of socio-linguistic and cultural aspects, and it develops diverse cognitive styles (Begotti, 2018: 27). Authentic materials improve various linguistic competencies, such as text comprehension (Marzban & Davaji, 2015).

Gilmore notes that authentic texts convey messages from real authors to real audiences, like newspapers, letters, and books, which can stimulate students' interest (2007). Piri & Gjinali suggest that "teachers should use more authentic materials because they enable students to understand the language in its social-cultural, regional, and individual varieties, within proper authentic moments of communication" (2014: 30).

However, teachers must use authentic classroom materials corresponding to the students' level of language proficiency, the topics under discussion, and vocabulary (Sayimkulova et al., 2023). New technologies and the Internet could be potential sources for using authentic tasks (Arafah et al., 2023: 27).

Many authors of language textbooks and teaching methods now use authentic materials to bring texts written for native speakers into the foreign language classroom. However, most of these are formatted and removed from the linguistic and cultural reality of the target language. As such, they cannot be considered truly authentic materials and sometimes fail to reflect the evolving linguistic reality of the target language (Gjinali & Piri, 2023). Moreover, in some cases, they lack cultural elements essential to understanding current societal trends.

In fact, the authentic materials that can be used in the foreign language classroom are numerous and diverse, and the resources available are endless due to technological advancements. On the other hand, many researchers suggest using authentic materials provided by LL sources. According to Landry and Bourhis (1997: 25), the term LL is defined as the language of public road signs, billboards, street names, place names, shop signs, and public signs that form the LL of a territory or region. Today, this concept includes road signs, store and office signs, various posters, graffiti and street art, advertisements, and online materials (Palermo & Sgambati, 2024: 126).

Languages displayed in public spaces can be useful for language learners (Cenoz & Gorter, 2008). They can also be used for foreign language learning as they bring various benefits (Cenoz & Gorter, 2008; Sayer, 2010; Rowland, 2013; Gorter et al., 2021; Hatoss, 2023). "Involving students in an LL project decentralizes the practice of

language learning and ensures language learner interaction with a variety of highly contextualized, authentic texts in the public arena" (Rowland, 2013: 495). In a comprehensive analysis of the advantages of using LL in the foreign language classroom, researchers Cenoz and Gorter emphasize the importance of the input LL provides for foreign language learning, viewing it as a rich source of informal language learning "with contextualized authentic input that is part of the social context" (2008: 274). Exposure to authentic input can help develop pragmatic competence, literacy skills, and a deeper understanding of language use in a specific society (Barrs, 2020: 9). Researcher Begotti highlights that "advertisements and announcements are indeed stimulating for working on grammatical reflection about the language" (Begotti, 2018, p. 29). In his study, Rowland (2013) identifies key areas of LL usage in foreign language acquisition, such as promoting and aiding the acquisition of various competencies, including pragmatic, multimodal, and multicompetence.

Our study aims to specifically explore the perceptions of high school students regarding the use of authentic materials in the teaching of Italian as a foreign language, and to address their needs related to the didactic use of more engaging materials to improve their communicative and discursive competence.

The following research questions and hypothesis were explored:

1. How frequently do Italian language teachers use various authentic materials such as videos, audio recordings, multimedia resources, etc., to enhance students' expression skills, and what is students' perception regarding the use of more interesting and engaging activities and materials in the classroom?
2. How can authentic materials be applied in the Italian language classroom to support the acquisition of various language competences, particularly communicative and discursive competence?

Methodology

Participants in this study were 3,470 high school students from various regions of Albania. Their ages ranged from 15 to 18 years. All participants were native Albanian speakers and studied Italian as a foreign language for approximately 2 to 3 hours per week.

An anonymous questionnaire was developed as the main instrument for this study, which aimed to conduct field research on the acquisition of communicative and expressive competence in the process of learning the Italian language. Members of the project team physically distributed it to all classes.

The questionnaire was divided into sections. In Section 4 (Question 6) and Section 5 (Question 4), questions were foreseen regarding the use of authentic materials and students' perceptions of the importance of regular exposure to such materials in the classroom.

The questionnaire used a 5-point Likert scale with the following response options: Strongly Disagree, Disagree, Unsure, Agree, and Strongly Agree, allowing students to express their personal opinions on the subject of this study.

The data collected from the questionnaires were analyzed using Cleanscore, which enabled automated processing through the Remarc software.

The study adopted a cross-sectional research design, which is widely used in foreign language teaching and learning studies, as it allows for efficient data collection within a short timeframe (Wang & Cheng, 2020). This design was considered appropriate for gathering data from students in different schools at a single point in time. Furthermore, the study is quantitative in nature and based on primary data, employing a survey methodology for data collection.

This study also focuses on using LL, particularly some authentic materials such as advertisements, posters, murals, and signs displayed in the Italian linguistic context. Other materials were gathered from advertisements in newspapers and on the Internet. To make these authentic materials collected from LL useful for learning the linguistic input they provide, they have been adapted and integrated into a learning unit (Mezzadri, 2015: 62; Semplici, 2020: 49-50), whose objective is to develop linguistic, communicative, cultural, discursive, and formulaic competencies, among others.

The authors used electronic tools, such as a digital camera, to take pictures of advertisements and laptops to download advertisements from the Internet. They also utilized online platforms like Edpuzzle, WordArt, Canva, and Educolor to create beautiful, engaging, interactive video lessons and activities for students or learners. The Internet facilitates students' engagement in authentic activities, "combining both situational and interactional authenticity, and articulating different linguistic activities" (Saienko, Kalugina, Baklashova, Rodriguez, 2019), thus developing discursive linguistic competence.

The activities suggested in this didactic proposal are designed to help students and learners recognize and understand the language expressed through LL, bringing them closer to the linguistic and cultural reality of the target language. Through its selected methodology, this study provides concrete suggestions for adapting authentic materials derived from LL for use in the Italian language classroom, serving as pedagogical tools with significant potential.

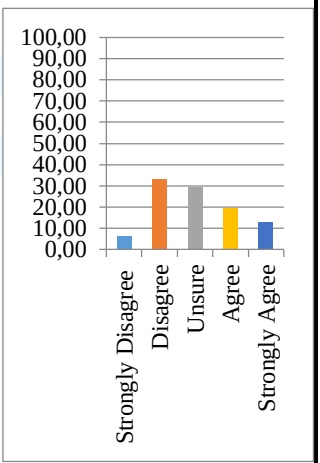
Results and discussion

The object of this study is the analysis of data collected from the questionnaire to verify the use of authentic materials in Italian language classes and their didactic implementation through the selection of some authentic materials taken from LL in order to introduce students to aspects of authentic language and reinforce various linguistic and communicative competencies.

Descriptive and inferential statistics were used to analyze the questionnaire data.

To answer Research Question 1, the data presented in Table 1 and Table 2 were analyzed.

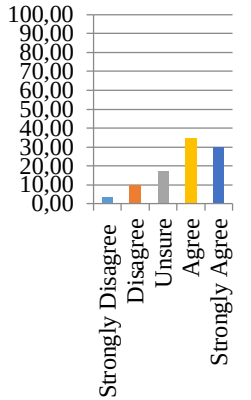
Table 1 Summary of the responses given by students regarding the use of authentic video, audio, etc. materials in the classroom by Italian language teachers.

Our teacher uses various authentic materials (video, audio, multimedia, etc.) to improve our oral skills.			Mean: 3.57	
Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	219	6.31	
Disagree	2.00	1,158	33.37	
Unsure	3.00	808	29.29	
Agree	4.00	681	19.63	
Strongly Agree	5.00	445	12.82	
Total Valid		3,311	95.42	
No Response		127	3.66	
Multiple Responses		32	0.92	
Total		3,470	100.00	

Out of a total of 3,470 students, 3,311 gave a valid response. Analysis of this data highlights that the majority of students or 33.37% of them declare that their teachers do not use authentic video, audio, multimedia, etc. materials to improve oral skills.

Table 2 Summary of responses regarding students' interest in using engaging activities and materials in the classroom

I would like more interesting and engaging activities and materials to be used in the classroom				Mean: 3.82
Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	116	3.34	
Disagree	2.00	348	10.03	
Unsure	3.00	590	17.00	
Agree	4.00	1,218	35.10	
Strongly Agree	5.00	1,036	29.86	



Total Valid	3,308	95.33
No Response	143	4.12
Multiple Responses	19	0.55
Total	3,470	100.00

Table 2 shows that out of the total of 3,470 students, 3,308 gave a valid answer, and most of them were concentrated in the columns “agree” equal to 35.1% and “strongly agree” equal to 29.86%. The attitudes of the students show us that they want more interesting and engaging activities and materials to be used in the Italian language class.

Referring to the results obtained from the students’ questionnaire, we thought of proposing two didactic units that Italian language teachers can use as additional materials to complement the teaching process with authentic and motivating materials. The activities we suggest through these didactic proposals are designed to help students in recognizing and understanding the language expressed through LL, thus bringing them closer to not only the linguistic but also the cultural reality of the target language. Through the selected methodology, this study offers concrete suggestions for the adaptation in the Italian language classroom of authentic materials extracted from LL as pedagogical tools with potential.

Thus, for this study, several advertisements were selected and integrated into a learning unit tailored to the needs of students learning Italian as a foreign language, whether attending high school or university, with the same language proficiency level. As suggested by Piri & Haxhillazi: "Each course has its own language needs. Therefore, the authentic material must be constantly updated and adapted to the interests of the students in order to guarantee a full immersion in the Italian language and culture" (2023: 133). Referring specifically to the language needs of these students, who are familiar with the linguistic reality mainly through textbooks and other pedagogical materials used for various subjects and lack the opportunity to experience it daily (as the language is learned in a foreign context), authentic materials from LL have been selected to display the current linguistic landscape,

offering a multidimensional understanding and awareness of the Italian language to ensure complete acquisition of linguistic and communicative competencies. Out of the numerous photographic and film materials collected in the Italian context, a selection was made based on themes considered attractive to our students and that impart important messages on socially sensitive topics. These authentic materials, extracted from the Italian LL, were used to construct two learning units (Balboni, 2015; Mezzadri, 2015; Semplici, 2020), with specific objectives determined in advance. Among the wide range of authentic materials LL offers, advertisements were chosen for various reasons. Firstly, it was decided that these materials should be included in a genuine language class; thus, advertisements contain richer language and text than public signs of territory, providing opportunities to work on multiple linguistic competencies.

Additionally, the age of the students was considered, as they are young and need to be motivated with materials that spark curiosity and cater to their interests. Advertising can be a fruitful ground for understanding communication and cultural processes within a societal structure, expressing trends, tastes, cultural currents, values, and prevailing opinions in a given society. Students refer to their prior experiences and knowledge to understand advertisements, and they make predictions for the meaning by activating their expectancy grammar (Mezzadri, 2015: 65) and constructing textual understanding through their shared world knowledge, i.e., referring to their mental encyclopedia. Due to its multi-tiered structure of different levels of meanings and readings, it is evident that advertising is well-suited to a holistic and bimodal approach. Even without delving into sophisticated semiotic knowledge, which is beyond the objectives of a language class, the teacher or lecturer can guide students to become aware of some of the mechanisms underlying advertising communication strategies. The teacher can guide them through a step-by-step analysis of the learning unit, divided into specific phases: motivation, global comprehension, analysis, synthesis, and reflection (Balboni, 2015; Mezzadri, 2015; Semplici, 2020).

These two learning units were first implemented with first-year Italian language students. The first learning unit focused on the "Star Bottle" advertisement, a global advertising campaign launched in the summer of 2024. This innovative project allows anyone to send messages into deep space, aiming to "democratize" interstellar communication by enabling the transmission of texts, images, audio, and videos across the universe. Among many of the advertisements that were observed, this advertisement was chosen due to its innovative theme, appeal to young people, and content conducive to developing various linguistic skills and acquiring discursive and formulaic competencies. Specific linguistic objectives were determined based on the text content and the message conveyed, which guided the design of targeted activities within the learning unit.

Learning Unit 1 "Star bottle"

According to the Common European Framework of Reference, the following activities are designed for A2-level Italian language students.

- Materials or resources: authentic from LL, *ad hoc*, advertisements, images, photographs, written text.
- Technology tools used for the foreign language classroom include interactive whiteboards, mobile phones, online resources such as YouTube, Edpuzzle, WordArt, and various websites for planned activities.

Objectives and language competencies:

- Grammatical: imperative mood, second person singular.
- Lexical: vocabulary related to space terminology: *spazio, pianeta, via lattea, extraterrestre, universo*, etc.

- Discursive and formulaic: forming simple messages that express basic information and personal experiences.
- Pragmatic: understanding texts like advertisements, signs, etc., observed in the Italian LL reality.

Regarding LL, since June 17th, a mural dedicated to "Star Bottle" has been visible on "Corso Sempione" in Milan, created by the artist Vincenzo Magno (ViM). In addition, a promotional corner dedicated to the initiative has been set up at the "Garibaldi" station in Milan.
During the first phase, students watch a video briefly presenting the making of the "Star Bottle" mural to familiarize and motivate them with the selected material (fig.1).



Fig.1 Screenshot taken from
https://www.youtube.com/watch?app=desktop&v=MBWzs98mLtE

Then, open-ended questions were asked during the plenary about the material they had just watched. The students' responses were used to create a brainstorming session with the help of the interactive board, which was then transformed into a spidergram due to the motivating interaction generated in the classroom. Through the open-ended questions, students were encouraged to activate expectancy grammar, to bring out their prior knowledge, and to be motivated about the new linguistic inputs that would be acquired further through this didactic proposal.
During the global phase, students watched a video material from the link https://www.youtube.com/watch?v=mL9W520dgEg which is the audiovisual format of the "Star Bottle" advertisement as presented in the Italian LL (fig. 1). To introduce the video, the Edpuzzle platform was chosen (fig. 2), which allowed for the didactic adaptation of this multimedia material:
https://edpuzzle.com/media/66f57c6bb9dd82aa92e58152
As the figure shows, multiple-choice questions were formulated for text comprehension activities and to expose students to new linguistic inputs.

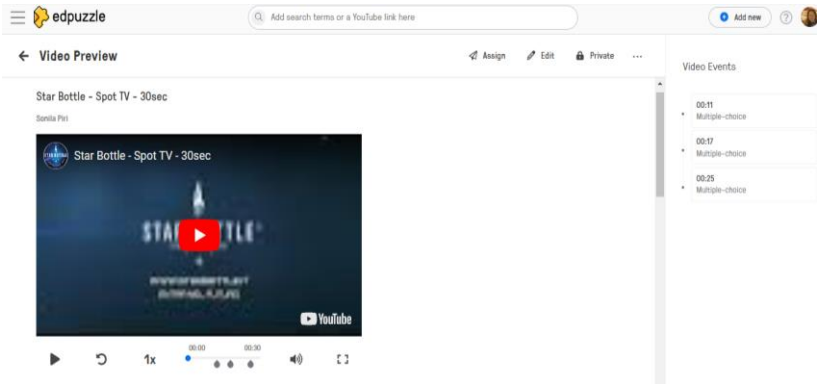


Fig. 2: Didactic adaptation of the "Star Bottle" multimedia text using the Edpuzzle platform

Then, vocabulary exercises related to space terminology were conducted in pairs as outlined in the objectives. In the following exercise (fig. 3), the words and their definitions were jumbled, and students were asked to order them correctly.

pianeta	La galassia che ospita il nostro sistema solare
spazio	Un corpo celeste che orbita attorno a una stella.
stellare	Un termine per descrivere un organismo proveniente da un altro pianeta
extraterrestre	La vastità in cui si trovano le stelle e i pianeti.
alieno	Termine generico per un essere di origine extraterrestre.
via lattea	Riferito a tutto ciò che è relativo alle stelle.

Fig. 3 Vocabulary activity: matching the word with its meanings

During the analysis phase, students were given the poster for the "Star Bottle" advertisement (fig. 4) and were invited to find and underline the verbs in the second-person singular imperative form. Afterwards, a word cloud (fig. 5) was created with them on the interactive board at the address https://wordart.com/create



(Fig.4) Poster "Star Bottle"



(Fig. 5) Word Cloud with the imperative forms of the verbs

By applying the inductive method of acquiring new grammatical inputs, students were invited to raise hypotheses, reflect on the formation of suffixes in the imperative mood, and complete the table with the missing forms (fig. 6).

Verbi	-ARE	-ERE	-IRE
ENTRARE	ENTRA		
INVIARE	…….		
METTERE		METTI	
SCRIVERE		…….	
PARTIRE			PARTI
SENTIRE			……..

Fig. 6 Inductive grammatical activity for the imperative mood, second-person singular.

At the end of the above exercise, students discussed the correct forms in plenary. Then, a matching-type exercise was conducted to reinforce the appropriate forms of the second-person imperative. During the phase in question, the focus of the work was also on discursive and formulaic competence. The interactive board was used to display Figure 7, and students were instructed to work in pairs to make a dialogue regarding what text, video, or photo they could send into space, providing arguments for their choice.

In the context of the summarising phase and to further strengthen all the competencies and skills outlined in the language objectives, the following activity is assigned as homework:

- to understand the reason behind the development of this initiative in the Italian context, students read the material on the page https://www.focus.it/scienza/spazio/star-bottle-un-messaggio-per-et
- then, they visit the webpage https://starbottle.space/come-funziona/ and create the message or choose the video or photo they wish to send into space, or a combination of these three, which can then be sent to the page shown in Figure 8

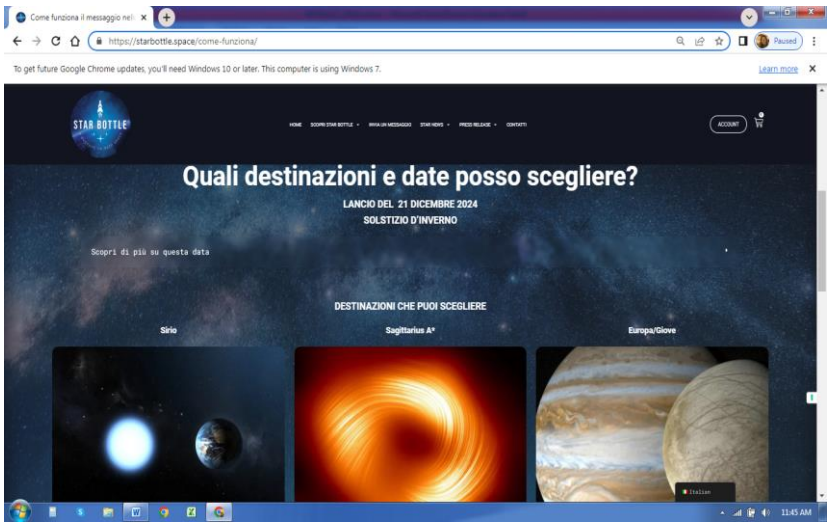


Fig. 8 Official page of "Star Bottle"

- ❖ Materials or tools: authentic from the Italian language (LL), *ad hoc*, advertisements, images and photographs, and written text.
- ❖ Technology for the foreign language class: interactive board, mobile phones; online resources: YouTube, Canva, various addresses for the planned activities.

Objectives and language competencies:

- ➢ Grammatical: articulated prepositions.
- ➢ Lexical: vocabulary, terminology related to the environment: *rifiuti marini, preservare l'ambiente, comportamento responsabile, futuro sostenibile, raccolta differenziata, inquinamento, rigenerazione urbana.*
- ➢ Discursive and formulaic:
  - presenting a mini-project offering ideas on environmental preservation (photo collage, installation with recycled materials, etc.)
  - field activity (collaborating with the Environmental Club, Faculty of Foreign Languages/University of Tirana). Then, presenting personal experiences and emotions experienced and designing virtual postcards with impactful messages.
- ➢ Pragmatic: Understanding and recognising initiatives for environmental preservation using what the Italian LL offers.

The LL in this unit relates to an initiative titled "Fishing for Litter," designed and produced by Urban Vision Group in collaboration with Ogyre, an Italian startup committed to protecting the seas from pollution.

First phase: This phase helps motivate students and provide them with clues about the topic. Initially, they view an image of two posters, and alongside the image, students are presented with a concise yet clear video related to the topic, taken from YouTube at the following address:
https://www.youtube.com/watch?v=l1YmqCYWRSU&list=PLOTK7Nnc2FFRCY5Y_qMTgGqROA5WkP7sU&index=3



Fig. 1 Photographs of advertisements taken from the Italian LL

Students were asked open-ended questions about the image and the video, where everyone expressed their opinion regarding what these conveyed to them; after this essential brainstorming session, which aimed at helping students collect their ideas and recall the information they possess about the topic, a spidergram (Fig. 2) was

created using the Canva platform, with the central theme being the environment. The students collaboratively filled in the boxes, which were initially empty.

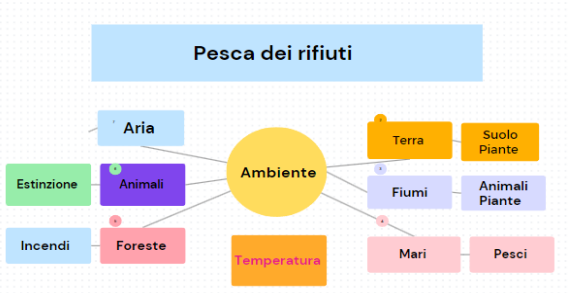


Fig. 2 Brainstorming on the theme of the learning unit

In the second phase, which is the global phase, students were provided with a reading from the following link: https://urbanvision.com/io-mi-rifiuto-ogyre/
Following the reading activity, a "true & false" exercise was organized to check whether the information was present in the text, focusing on the overall comprehension of the text. For a more detailed text comprehension, this phase continued with a "matching paragraph" exercise where students, in pairs, had to reconstruct the text into paragraphs placed in a jumbled order.
The final activity for this phase, related to expanding the vocabulary on this topic, was completing a crossword (Fig. 3) in pairs, which was created using the platform https://www.educolor.it/

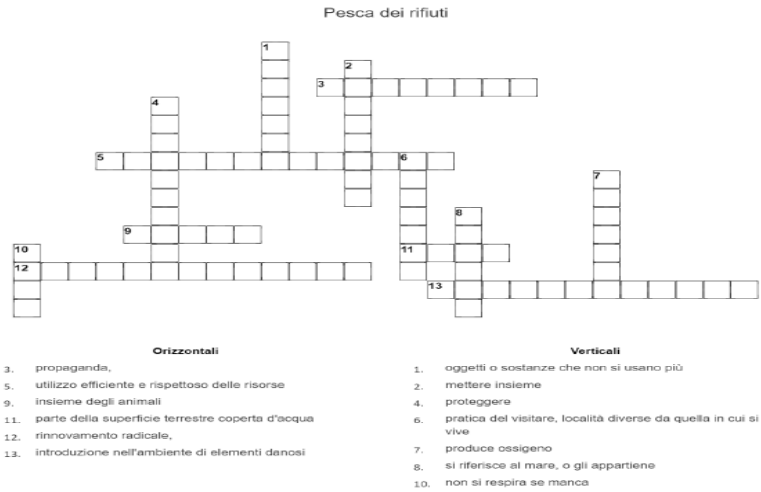


Fig. 3 Crossword for vocabulary development

During the analysis phase, students were asked to underline the prepositions they could find or suppose were present (considering that they have received this information but will deepen it further). The exercise emphasises the use of articulated prepositions in the text, which is this learning unit's object. To this end, students were asked to raise hypotheses, make inductive guesses about the way how these prepositions are constructed, and complete the following table (Fig. 4).

	il	lo	l’	la	i	gli	le
a	al						
da		dallo					
in			nell’				
di				della			
su					sui		
con						con gli	
per							per le
tra/fra			tra/fra l’				

Fig. 4 Grammar exercise for completing the table with articulated prepositions

Students were shown a video to develop discursive skills, and based on the information received, they were asked to create dialogues about what they do as citizens to protect the environment and recycle. The video was taken from the following address: https://www.youtube.com/watch?v=L4eF21FpoPs
In the final phase, as planned, students would choose between the two options provided, with the first version to be worked on separately in groups with four students each, while the second would be decided as a group. Actually, the students decided to implement their contribution to environmental protection collaboratively. For this purpose, in cooperation with the Environmental Club of Faculty of Foreign Languages on World Clean-Up Day, this cleaning activity was conducted to collect debris washed up from the sea at the mouth of the Ishem River (Fig. 5).



Fig. 5 Photo from the activity carried out with students for collecting marine debris.

At the end of this phase, students presented and summarized their personal experiences from this activity by creating postcards such as: "I and the sea are blue"; "The sea and sky are one", "I want to live blue"; "Blue postcard for you"; "Explore the world but protect it," and other similar postcards.These postcards convey a short message of awareness for tourists and others. (Fig. 6)



Fig. 6 Postcard with an awareness message for a sea without litter.

Conclusions

Various studies highlighted the impactful use of LL-oriented activities among students. (Bal 2024, 3). Including LL in foreign language teaching enhances various skills (Fajardo-Dack et al., 2024) and, as a result, enhances linguistic and communicative competencies (Molnárová et al., 2023).

Previous studies have analysed the quantity and type of advertisements or signs displayed in cities; in contrast, the novelty of this study is that authentic materials taken from LL have been implemented within a learning unit aimed at their didactic exploitation. This method has been chosen because it helps combine the knowledge of some LL materials with the acquisition of linguistic competencies. "Through the use of authentic materials, students will have the possibility to feel part of the reality and culture of the language they are learning" (Piri & Gjinali, 2014, p. 30).

Thus, the inclusion of materials from LL in foreign language classes serve to bring the students closer to the language, culture, and trends of an unfamiliar country, allowing them the opportunity to explore it through authentic materials provided by LL, such as posters, murals, advertisements and signs among others. At the same time, the didacticisation and implementation of these materials in a lesson through the organisation of a learning unit enable these materials to serve as a source of new linguistic inputs on the one hand and the acquisition of linguistic and communicative competencies on the other.

Based on our extensive experience teaching the Italian language, the concept of LL has great didactic potential, especially in the context of foreign language learning, to fulfil those natural aspects of language that textbooks cannot provide.

The implementation and integration of the proposals we have brought in this study may have limitations in the field due to the small number of foreign language teaching hours, the lack of necessary technology, and the tendency of teachers to refer only to the language manual and to adhere to completing the curriculum without seeking to experiment outside of it, thus continuing in the traditional teaching format, without trying to step outside the established frameworks.

Acknowledgments

This study is supported via funding from the project "The impact of the 'Competence-based teaching' curriculum on the development of communicative competence and expressive language skills of high school students in Albania," approved and financed by AKKSHI. Under Article 10, paragraph 2 of the contract concluded with AKKSHI, No. Prot. 999/12, by all means, we must state: "This publication has been made possible with the financial support of AKKSHI. Its content is the author's

responsibility, and its opinions do not necessarily reflect the views of AKKSHI." The authors expresses simcere gratitude to the National Agency for Scientific Research and Innovation (AKKSHI), the University of Tirana, the Faculty of Foreign Languages, the high school students, the participating teachers, and CleaScore Albania for their cooperation, support, and assistance.

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Words: 5687
Characters: 39 953(22 standard pages)

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