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Mollica, Anthony. *Ludolinguistica e glottodidattica*. Perugia: Edizioni Guerra / Welland: Soleil Publishing, 2010. 424 pp. ISBN 978-88-557-0327-7. Euro 25.

In this new volume, Mollica unites years of research in over 400 pages dedicated to ludodidactics and Italian as a Second Language. The book opens with a preface by leading Italian linguist and scholar, Tullio De Mauro, who writes, that Mollica's work is a "strumento prezioso per gli educatori, i docenti e gli stessi alunni che apprendono. A essi porge una larghissima offerta di esempi concreti di gioco linguistico, li illustra e guida a risolverli, mettendone in luce le potenzialità per l'apprendimento" (ix-x). In the postface, Stefano Baruzzo, an Italian puzzle writer and word games expert, writes about how a book on "ludolinguistica e glottodidattica diventa prezioso, perché contiene giochi divertenti e collaudati" (392). Essentially, the activities, as presented by Mollica, can be used in the classroom to enhance grammar lessons. In fact, in Mollica's volume we find thirty chapters all dealing with a variety of different games and activities used to motivate second language learners of Italian.

In the opening chapter the author traces the history of ludodidactics and explains that, among others, two major reasons for writing *Ludolinguistica e glottodidattica* were to "contestualizzare, storicamente e teoricamente, gli elementi di ludolinguistica oggetto di trattazione" (xvi) and to "fornire agli insegnanti una varietà di attività integrative, da utilizzare come materiale aggiuntivo, a completamento delle attività di base presenti nei libri adottati e che talvolta, per varie ragioni, non rispondono ai reali bisogno del gruppo classe" (xvi). Each subsequent chapter opens with a detailed description and history of the technique or activity

being described. Mollica also provides important information regarding scholars' previous work on a particular topic in order to highlight those who have left "un segno indelebile" (xvi) in the field of ludodidactics. Moreover, the author organizes each chapter according to a specific type of game or activity that targets a variety of learning styles. "Il cruciverba" (the crossword puzzle), "Il proverbio" (the proverb), "Gli scioglilingua" (the tongue twisters), "L'anagramma" (the anagram), "L'enigma e l'indovinello" (the riddle), etc. are just a few of the chapter titles found in Mollica's book. In each chapter there is a multitude of exercises that the instructor can use to supplement his/her lesson on a given topic. Aside from the activities themselves, Mollica also offers pedagogical strategies, suggestions and opportunities for further discussion, aimed at helping the teacher better situate the activity in his/her lesson plan. Furthermore, each chapter contains a wide variety of visual images and also items of realia (e.g. headlines and brief articles from Italian newspapers, maps) that help the language learner contextualize the information in a "real world" and relevant way.

In addition to the chapters that deal with different techniques and activities, Mollica provides others such as "L'umorismo", "Una immagine vale mille parole", "Il calendario storico", and "La lettura" whose aim is to once again aid the teacher in providing opportunities for discussion and further development of students' language skills. In the chapter dedicated, for example, to "L'umorismo", aside from the vast variety of *barzellette*, *vignette* and *aneddoti*, the author also outlines for the instructor the different ways that humour can be used in the classroom to teach, for example, Italian pronunciation (through funny tongue-twisters), geography (through riddles based on double meaning), idiomatic expressions (through jokes with double meaning), etc.

The elements of humour are essentially what drive practically each technique and activity that Mollica includes in this publication. The author is extremely successful in his attempt to help instructors enhance traditional grammatical exercises, oftentimes perceived as mechanical, with fun activities that allow students (individually or in groups) to play with and enjoy language.

The book also includes an answer key and appendices that consist of three short stories by famous Italian writers.

Ludolinguistica e glottodidattica is an indispensable tool for anyone who teaches Italian as a Second Language not only for the practical pedagogical strategies it offers instructors but also for the excellent exercises and stimulating activities, organized in a systematic manner, that aim at making the language-learning experience a more positive and highly enjoyable one. The book can be used at the high school, college and university levels to enhance the curriculum as it provides, in an innovative way, a wide array material that will surely keep the language learner engaged.

ROBERTA IANNACITO-PROVENZANO
York University