

INTRODUCTION OF MOVEMENT INTO CLASSES OF THE ITALIAN LANGUAGE AND AN ANALYSIS OF THE MOST COMMON LINGUISTIC ISSUES

MOJCA KOMPARA LUKANČIČ¹ & DARIJA OMRČEN²

¹ University of Maribor, Faculty of Tourism, Brežice, Slovenia.

E-mail: mojca.kompara@um.si

² University of Zagreb, Faculty of Kinesiology, Zagreb, Croatia.

E-mail: darija.omrcen@kif.unizg.hr

Abstract The aim of the paper was to address the concept of movement and its introduction into tertiary education in classes of the Italian language during COVID-19 times. In the paper we address the importance of introducing movement in language learning giving an insight to the presence of physical activity in educational curricula where examples of good practice are presented. The paper focuses on the concept of language acquisition with the preparation of video resources and how such concept can benefit movement and avoid sedentarism in tertiary education. The survey was composed of an experiment where students from the Faculty of Tourism, University of Maribor prepared videos in the Italian language as part of their study requirements. In this research 14 three-minute-long videos were analysed in terms of language usage and the most common linguistic issues are presented.

Keywords:

movement,
Italian,
language,
tertiary
education,
video

1 Introduction

The concept of sedentarism has been widely researched in the recent years from a medical perspective (Fox, 2012, Riccardi, 2005) focusing mainly on its increase (Medina, Tolentino-Mayo, López-Ridaura, & Barquera, 2017) and its impact on health (Cuce Nobre, Zanetta de Lima Domingues, Ruiz da Silva, Basile Colugnati, & de Aguiar Carrazedo Taddei, 2006; González-Gross & Meléndez, 2013; Matusitz & McCormick, 2012) which is even more evident in present times and has an even more negative impact on health as researched in the recent COVID-19 year (Chandrasekaran & Ganesan, 2020; Narici, De Vito, Franchi, Paoli et al., 2020). The present research was prepared in 2020, during the COVID-19 lockdown, when all university classes were transferred from a live situation to online and teachers as well as students were even more exposed to the negative impacts of sedentarism (Luciano, Cenacchi, Vegro, & Pavei, 2020; Narici, De Vito, Franchi, Paoli et al., 2020; Wang, Zhao, & Zhang, 2020). With the switch to online classes in March 2020 due to the COVID-19 pandemic, sedentarism has increased throughout the whole vertical axis of education, but the present paper focuses on tertiary education. A response to sedentarism is the introduction of movement and physical activity into the curricula. Physical activity and a healthy mind or a healthy body and a healthy mind have been linked since ancient times and have represented a vital part of education (Toumpaniari, Loyens, Mavilidi et al., 2015). Exercising has a positive impact on cognitive functioning in children, adults and the older population (Fedewa & Ahn, 2011; Tomporowski et al., 2008) and just a little exercise before a course or job has a positive impact on memory and helps in performing better (Strong et al., 2005). According to some authors body movements facilitate the retrieval of mental lexical items and have a positive impact on a range of relevant educational functions (Goldin Meadow et al., 2001; Hillman et al., 2005; Hostetter, 2011; Hostetter & Alibali, 2008; Sibley & Etnier, 2003). In recent years in the educational curricula physical activity has been integrated within the learning process of both nonlanguage and language subjects, namely within Content and Language Integrated Learning (CLIL), the usage of L2 in teaching nonlanguage subjects (Fazio, Isidori, & Bartoll, 2015; Salvador García & Chiva Bartoll, 2017, 2019; Zindler, 2013).

1.1 Overview of the introduction of movement in language learning

The introduction of movement in its different forms, from gestures to physical education in Content and Language Integrated Learning (CLIL) has been discussed in the past decades (Dale, Van der Es, Tanner, & Timmers, 2010; Graham, Macfadyen, & Richards 2012; Lynott, 2008; Martin, 2008; Merino, 2016; Salvador-García, Chiva-Bartoll, & Capella-Peris, 2019; Vázquez, Xia, Aikawa, & Maes, 2018). In view of that the Total Physical Response Method (TPR) developed by Asher (1969) has been applied for over thirty years and is an approach built around the coordination of speech and action emphasizing language teaching through physical activity. Asher's method views first and second language learning as parallel processes and argues that in second language teaching and learning the naturalistic processes of the first language learning should be used. Among the first attempts in the implementation of physical education in language integrated learning (CLIL) the Coral I Mateu (2012) approach is mentioned. Coral I Mateu (2012) research is based on the programme in use since 2007. Within the programme students are provided with motor, communication, life-long and citizen skills. Physical Education PE in CLIL contributes largely and is fundamental in keeping the internal structure of the tasks and a good balance between motor, language and cognition demand. In addition, the most advantageous activities involve a balanced task that incorporates language and movement without slowing down the pace of the activity. Among the first attempts from the same year Graham, Macfadyen and Richards (2012) presented the survey in which 78 students, 12 to 13 years of age, were involved. Within the survey the authors discussed the relevance of the findings for motivation and a curriculum design joining both subjects and students expressed a stereotypical view of their ability in language learning and physical education. Further research in CLIL and PE followed in 2014 with Coral and Lleixà's (2014) identification of physical education in CLIL teaching strategies that aimed at improving oral communication in primary education pupils. Their study demonstrated how PE and CLIL improve teaching and specific teaching strategies improve oral communication. In their study Toumpaniari, Loyens, Mavilidi et al. (2015) present how physical activity leads to a better cognitive functioning and higher academic achievements, and how it positively effects the learning process. In addition to physical activity the authors also introduced gestures, and in their study, they investigated whether the combination of physical activities and gestures could

improve the learning process in a 4-week intervention programme on foreign language vocabulary learning in preschool children.

According to the results learning by embodying words through gestures and physical activities is perceived as the preferred teaching method and leads to higher learning outcomes and represents a great potential in enhancing the learning process of individuals. Vázquez, Xia, Aikawa and Maes (2018) argued that verbal communication is grounded in our body, but conventionally languages are taught without the inclusion of kinesthetics. In their study Vázquez, Xia, Aikawa and Maes (2018) presented a new concept named Words in Motion, a virtual reality language learning system that reinforces associations between word-action pairs by recognising a student's movements and presenting the corresponding name of the performed action in the target language. The sample in their study was comprised of 57 participants. The results showed that virtual kinaesthetic learners have significantly higher retention rates and higher performance than non-kinaesthetic virtual reality learners. Vázquez, Xia, Aikawa and Maes (2018) agree that there is a positive correlation between the times a word-action pair was executed and the times a word was remembered by the subjects, this proves that virtual reality can impact language learning by using kinaesthetic elements. Also, Mavilidi, Okely, Chandler et al. (2015) proved that integrating physical activity into language learning is effective (Asher 1969). The effectiveness was demonstrated in a foreign language vocabulary task in preschool children who learned Italian words within a 4-week teaching programme. The results showed that children in the integrated physical exercise condition achieved the highest learning outcomes. Among the latest research is the one by Salvador-García, Chiva-Bartoll and Capella-Peris (2019) who see physical education (PE) as a subject chosen for applying multilingual initiatives based on CLIL. In their research students from 12 up until 16 years of age were included. At the same time, they argue that we have to be cautious because PE as a subject tends to lose its essence if language learning is too emphasised.

1.2 The presence of physical activity in education curricula

The introduction of physical activity in the curricula is argued by many prominent authors (Mahar et al., 2006; Kibbe et al., 2011; Pontifex et al., 2009; Tomporowski et al., 2008), but mainly in reference to primary and secondary levels of education. Mahar et al. (2006) argued that physical activity could be introduced into the

curricula in many ways, and promotes the method called the Energizers - a programme that contains short (10 min) classroom-based physical activities without the need for equipment, but it incorporates grade-appropriate learning materials, and requires little-to-no teacher preparation. The Energizers were implemented to assess its efficiency on elementary children in elementary school physical activity levels during the school day. The results showed that children participating in the Energizers activities were more active and energetic and showed better on-task behaviour than those who did not take part. Kibbe et al. (2011) investigated the effect of the method called TAKE 10! – a classroom-based physical activity programme aiming at integrating movement and learning. Within the programme children are simultaneously involved in physical activity and the improvement of learning objectives in i.e. foreign language. The results showed that children benefit by experiencing higher physical activity levels as well as higher scores in specific subjects, i.e. foreign language. A similar programme called Texas I-CAN! was developed by Bartholomew and Jowers (2011) and aims at developing physically active academic courses to increase physical activity and address educational goals. Donnelly and Lambourne (2011) developed the programme called Physical Activity Across the Curriculum (PAAC) that can also be applied to foreign languages. Within the programme moderate to vigorous physically active academic lessons are promoted. Donnelly and Lambourne (2011) argue that physical activity positively affects academic performance, leads to better academic achievement and represents a healthy habit, which in the present Covid-19 situation promoting sedentariness is understood to have a positive impact as proved by the surveys on primary and secondary levels of education. Such an approach should also be implemented with young adults, namely university students. Kim and Lee (2009) argue that academic performance improves with physical activity, but physical activity tends to decline throughout childhood, with the greatest decline occurring in elementary school. In this perspective, the example of good practice of the introduction of physical education should also be transferred and implemented in tertiary education. At present such concepts have not yet been developed.

1.3 Language acquisition with video production

The introduction of video materials into language teaching and learning dates back to the early 1980s, when it became widely available for non-industrial purposes and a vast quantity of video materials has been specifically developed for use in the foreign language classroom (Nikitina, 2010). The usage of video technology for language teaching and learning spread widely in the 1990s when even more opportunities for using digital technology such as video appeared (Nikitina, 2010; Vanderplank, 2010). Nikitina (2010) argues that video materials represented a static resource and that they were employed mainly in centred round viewing and listening to the video or teaching the target language culture (Gardner, 1994; Moore, 2006). Videos have a great potential as they represent a more dynamic application in a foreign language acquisition when learners are involved in the video production (Nikitina, 2010). The acquisition of language with the aid of video production has been researched recently in different aspects, from using video as a mediational tool in foreign language learning (Goulah, 2008) to using promotional or commercial videos in a foreign language course where university students produced videos in target languages which motivated students with limited opportunities to use their target language (Fukushima, 2002). Dal (2012) states that new digital video technology is integrated into foreign language learning, what is its impact, and how new technologies offer students new learning opportunities. The potential of language learning through video productions was also addressed by Masats, Dooly and Costa (2009). Nikitina (2010) argues that video is not only another technological device to be used in the classroom, but it is also a tool for promoting creativity, meaning making and fostering dialogue among students (Goldfarb, 2002; Loveless, 2002). The activity of video-making in the target language provides an excellent foundation for communicative activities and helps activate the language skills obtained during the language programme (Pearson, 1990). The activity of video-making promotes the usage of language in “real-life” situations (Secules, Herron, & Tomasello, 1992), stimulates students’ participation in the learning activities (Phillips, 1982; Yamak, 2008), reduces anxiety especially when speaking in front of an audience (Brooke, 2003), and promotes autonomy and confidence (Charge & Giblin, 1988; Gardner, 1994). Gardner’s (1994) study on video made by students is one of the earliest projects on student’s-video productions. Within the project, 15 undergraduate students, from the University of Hong Kong, who were learning English, were involved. Gardner’s (1994) project reflected constructivist

requirements for self-regulated learning and learner autonomy. Nikitina (2010) in her study describes a video-making project implemented by Russian language students at a Malaysian public university. In the study active construction of knowledge, an intensive interaction and cooperation between students, the ability to determine the learning goals, and the authenticity of the learning situation is presented. Nikitina (2010) argues that within her project the students instead of sitting in the classroom and watching a movie in the target language or listening to the conversations or reading the subtitles, developed their own videos in the target language and in this way, they took ownership of their learning by selecting material and generating the language which was meaningful for them.

2 Methodology

2.1 Aim of research

The aim of this paper was twofold. Firstly, the aim was to analyse the videos filmed by the students and to observe the common linguistic issues of the videos accompanying audio description. Secondly, the goal was to address the introduction of movement in the tertiary education curricula in the case of the acquisition of the Italian language in preparing the videos. The aim was not to obtain a detailed insight into this challenging subject matter, but to detect students' points of view on the possible existence of the link between movement (being physically active) and language learning, which would provide a benchmark for further research in this respect. With reference to the latest research focusing on sedentarism and its negative impact on health (Chandrasekaran & Ganesan, 2020; Narici, De Vito, Franchi, Paoli, et al., 2020) as a student assignment in 2020 some students who participated in the survey were given the possibility to prepare a video on site, i.e. they had to film a video in a real-life situation.

The scope of the survey was to verify the following research questions:

RQ1 – Is missed pronunciation of doubled consonants one of the most common linguistic errors made by the participants?

RQ2 – Do lexical errors imply mainly nouns and adjectives?

RQ3 – Does the preparation of videos with on-site filming of the required material promote movement and contribute to a better practical usage of the foreign language (Italian) under consideration?

2.2 Participants

The 14 students participating in the survey were from three study programmes, namely 5 third year students (VS¹) from the Faculty of Tourism, University of Maribor, 5 third year students (UN²) from the Faculty of Tourism, University of Maribor, and 4 second year Master students (MAG³) from the Faculty of Tourism, University of Maribor – five men and nine women, dominantly between 21 and 25 years of age.

2.3 Tasks

As part of their student assignment for the course in the Italian language as a foreign language the students were asked to prepare within the course syllabus a power point presentation or a video presentation. Thirty-nine students decided to prepare a power point presentation, but 14 students decided to prepare a video. The students were asked to prepare a short 3-minute-long video within a tourism-oriented topic, namely a short walk through their town or village, the presentation of a castle, nature park, etc. The key factor was that the students were asked to film the videos on site, i.e. they had to walk around a town or a village or they had to walk through a castle, a nature park or wherever they wanted to film. In other words, they had to be physical active while filming their video. Consequently, the aim was to attempt to promote movement, i.e. physical activity. Further, the students were asked to film either themselves or just the panorama and provide an audio description composed of simple sentences. In this perspective the students used mainly the *presente dell' indicativo* (English *present simple tense*) as the verb tense and words related to the topics of sightseeing, towns, weather description, food and beverages, etc. The videos were presented by the students during the online lectures of the Italian language and later analysed by the language teacher.

¹VS – undergraduate professional study programme

²UN – undergradutate study programme

³MAG – Master study programme

2.4 Data analyses

For the purpose of this paper, first a lexical analysis of the videos was prepared by the language teacher. The videos were watched and analysed in terms of language characteristics, namely pronunciation, language usage, tenses, articles and prepositions by the language teacher who is a native speaker of the Italian language. The scope of the survey was to verify two research questions which were oriented towards the students' knowledge of Italian as a foreign language. The language level of the students involved in the study ranged from beginner to intermediate. In all three study programme groups the same teacher taught the classes of Italian. The study employed an observational research design where each video was watched, observed and analysed by the language teacher in line with the classification based on the linguistic categories developed by Monami (2013) and Cattana and Nesci (2004). Secondly, the students were asked to answer the following two questions anchored at 1 (not at all) and 3 (very much):

Question 1: V kolikšni meri je priprava videa pripomogla k boljši uporabi jezika v praksi? / To what extent did the preparation of a video contribute to a better practical usage of the language?

Question 2: Menite da priprava videa spodbuja gibanje? / Do you agree that the preparation of a video promotes movement?

The two questions were translated into English for the purpose of this article (they were originally written in Slovene). The distribution plots of answers per subject per question were drawn. The counts for categories on both variables were calculated and presented in the form of histograms. Since the Kolmogorov-Smirnov test showed the distribution of results on both variables deviated significantly from the normal one, this indicated the use of nonparametric methods in further analysis. Hence, the gamma correlation coefficient between the two variables was calculated. It was a preferable statistic to the other nonparametric correlation coefficients (Spearman rank R, Kendall Tau) because it takes into account a situation in which there are many tied observations.

In spite of the fact that the sample of 14 students is considered to be a small one, as a result, the margin error was increased, the two questions were believed to provide a valuable insight into the students' attitudes towards the association between foreign language learning and movement/physical activity, and as a result into possible future research addressing this subject matter.

3 Results

The classification of Monami (2013) and Cattana and Nesci (2004) was used in the present survey in relation to the linguistic categories as categorized as an analysis criterion used by language teachers (Čufer, 2017). Monami (2013) categorizes the linguistic errors into four categories, namely: 1) phonetic and phonological errors, 2) morphological errors, 3) syntactic errors, and 4) lexical errors.

A more specific classification is provided by Cattana and Nesci (2004) who focus more on the category of errors produced orally:

- pronunciation errors, when a word is pronounced wrongly,
- grammatical errors, are divided into morphological - wrong verb conjugation, wrong formation of plural, wrong formation of feminine gender, etc., and morphosyntactic – wrong noun and article agreement, wrong noun and adjective agreement, wrong tense, etc.,
- syntactic errors, word order, usage of articles and prepositions, etc.,
- lexical errors, wrong usage of words, etc.

3.1 The most common errors in the linguistic categories of the videos

In Table 1 the pronunciation errors are divided into four categories, namely examples with missing double consonants, examples with wrong stress, examples with wrong pronunciation of “g” and examples where “j” is pronounced instead of “ž”. In Table 1 the type of wrong pronunciation is visible in column 1, the wrongly pronounced examples are visible in column 2, in column 3 the corrected words are provided, in column 4 the number of wrong occurrences is visible.

Table 1: Pronunciation errors

	Wrong words	Corrected words	No. of wrong occurrences
Missing double consonant	cita, bela, castelo, camera da leto, anni, fabbriche, capela, galleria, stala	città, bella, castello, camera da letto, anni, fabbriche, cappella, galleria, stalla	125
Wrong stress	antico, secolo, fabbriche, storica, perdere, vedere, cita, fabbriche	antico, secolo, fabbriche, storica, perdere, vedere, città, fabbriche	110
Wrong pronunciation of “g”	originale, origine, gita	originale, origine, gita	18
Pronunciation of “s” instead of “z”	rosa, casa, vaso, naso	rosa, casa, vaso, naso	25

In Tables 2 and 3 the grammatical errors are presented and divided between the categories of morphological and morphosyntactic errors. Among the morphological errors are wrong verb conjugations/missing verbs, wrong plural formations, wrong formation of feminine gender. In Table 2 the type of morphological error is visible in column 1 in column 2 the wrong Italian sentences are provided in column 3 the corrected Italian sentences are provided.

Table 2: Grammatical errors – morphological

	Wrong sentence	Corrected sentence
Wrong verb conjugation/missing verb	Macedonia house ristorante Macedonia.	Macedonia house è un ristorante macedone.
Wrong verb conjugation	La galleria è diventante il museo nel dumile.	La galleria è diventata il museo nel duemila.
Wrong formation of feminine gender	Purtruppo la caso non è stato ristrutturato.	Purtroppo la casa non è stata ristrutturata.
Wrong formation of plural	Era usato per il grano con l'aiuto di cavallo.	Era usato per il grano con l'aiuto di cavallo.

In Table 3 the morphosyntactic grammatical errors are presented. The morphosyntactic errors are divided into two categories, namely wrong noun and article agreement, and wrong verb/tense structure. In Table 3 the type of morphosyntactic error is visible in column 1 in column 2 the wrong Italian sentences are provided in column 3 the corrected Italian sentences are provided.

Table 3: Grammatical errors – morphosyntactic

	Wrong sentence	Corrected sentence
Wrong noun and article agreement	La scuola dove siamo andati io e anche first lady degli Stati uniti d'America.	La scuola che abbiamo frequentato io e anche la first lady degli stati uniti d'America.
Wrong verb/tense structure	Dove vado a passeggiare ogni girono con il mio cane per rilassarsi.	Dove vado a passeggiare ogni girono con il mio cane per rilassarmi.
Wrong verb/tense structure	Molti credono che l'ufficio comunale e il castello sono stati collegati con un tunel.	Molti credono che l'ufficio comunale e il castello erano collegati con un tunnel.

In Table 4 the syntactic errors are presented. The type of syntactic error is visible in column 1 in column 2 the wrong Italian sentences are provided in column 3 the corrected Italian sentences are provided.

Table 4: Syntactic errors

	Wrong sentence	Corrected sentence
Usage of articles and prepositions	In loro possiamo private piatti tradizionali.	Nei ristoranti possiamo provare piatti tradizionali.
Usage of articles and prepositions	Al vicino si trova anche cantina di XX con bellissimi afreschi.	Vicino si trova anche la cantina di XX con bellissimi affreschi.
Usage of articles and prepositions	Alla fine di settimana molti vanno a passeggiare sulle colline.	Nei fine settimana molti vanno a passeggiare sulle colline.

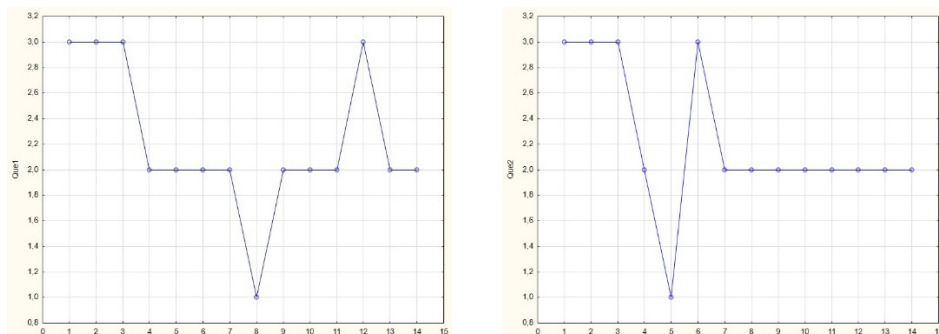
Table 5: Lexical errors

Wrong sentence	Corrected sentence
Vivo con la mia famiglia e duo cani.	Vivo con la mia famiglia e due cani.
L'avento più importante e famoso è il carnaval.	L'evento più importante e famoso è il carnevale.
Si svogleogni anni a february.	Si svolge ogni anno a febbraio.
Una fuga idilica dalla vita quotidiana nella natura e una fuga malinconica nel passato storicist.	Una fuga idilliaca dalla vita quotidiana nella natura e una fuga malinconica nel passato storico.
renovato, prezinteremo, aristocratica, restorato, esceso, transformato	rinnovato, presenteremo, aristocratica, restaurato, accesso, trasformato

In Table 5 the lexical errors, mainly the wrong usage of words, are presented. In Table 5 the examples are presented as whole sentences of just words, in column 1 the wrong Italian sentences/words are provided in column 2 the corrected Italian sentences/words are provided.

3.2 Video preparation and physical activity/movement

In compliance with the recommendations of Mahar et al. (2006) on the inclusion of physical activity in various curricula, an on-site filming of video material was regarded as a task implying being physically active while doing the task using Italian as the foreign language for the specific purposes class. As shown in Figure 1, the students answered two questions regarding the relationship between making a video and being physically active on the one hand, and any potential motivation to be physically active as well as the possibility that such a video preparation could foster a better practical application of the Italian language on the other hand in the exact same way. To emphasize, not all of the 14 students answered the two questions in the same way (Figure 1) – the final distributions of the answer categories for the two questions were the result of pure coincidence. Interestingly, as many as 10 students answered question no. 1 and questions no. 2 in the same way.



Legend. Que – question

Figure 1: The distribution of answers per subject (1 – 14) per questions (Que 1 & Que2)

Further, nine students thought that the on-site preparation of the video moderately contributed to a better practical usage of the language (Que1) (Figure 1). Also, nine students expressed the opinion that the preparation of videos with on-site filming, i.e. while being physical active moderately promoted movement (Que2).

Interestingly, only one student per question did not consider this way of preparing videos as a factor of promoting movement, i.e. physical activity.

The gamma coefficient designating the correlation between the two variables was 0.871. The correlation of this size speaks in favour of the assumption that the students' opinion strongly indicates the probability of an interrelationship between promoting movement (being physically active) and a better practical usage of the language – in other words, learning a foreign language.

4 Discussion

Within the category examples with missed double-consonant pronunciation (Table 1), in the 14 analysed videos we found 125 examples, mainly nouns and verbs that were not pronounced correctly. In Table 1 among the wrong examples of missed double-consonant pronunciation the following words occurred: “*città*” (English *town*), “*bellà*” (English *beautiful*), “*castello*” (English *castle*), “*camera da letto*” (English *bedroom*), “*annì*” (English *years*), “*fabbriche*” (English *factories*), “*cappella*” (English *chapel*), “*galleria*” (English *gallery*), “*stalla*” (English *stable*). In the acquisition of the Italian language pronunciation represents an issue for the learners and as seen from the 125 examples of missed double-consonant pronunciation it is one of the most common linguistic errors made by the participants, the research question RQ1 has been answered positively.

Within the category examples of wrong stress (Table 1), we encountered 110 occurrences, namely examples where the first vowel was stressed instead of the second, “*antico*”, “*antico*” (English *ancient*), “*vedere*”, “*vedere*” (English *to see*), “*cità*”, “*città*” (English *town*), and cases where the second vowel is stressed instead of the first, “*secolo*”, “*secolo*” (English *century*), “*fabbriche*”, “*fabbriche*” (English *factories*), “*storica*”, “*storica*” (English *historical*) and “*perdere*”, “*perdere*” (English *to lose*) and examples where the stress is on the final consonant, namely “*università*” (English *university*) and “*città*” (English *town*). Within the category examples with wrong pronunciation of “*g*” (Table 1), 18 cases occurred. In Italian “*g*” is pronounced as the English “*j*” in “*jeep*” before “*e*” and “*i*”, e.g. *giro/jeero* (English *trip*) and as “*g*” as in “*go*” before “*a*”, “*o*” and “*u*”, e.g. *gara/gabrah* (English *race*). In the following words “*g*” was pronounced wrongly, namely “*originale*” (English *original*), “*origine*” (English *origin*), “*gita*” (English *trip*). Within the category examples of pronunciation of “*z*”

instead of “*z*” (Table 1), 25 cases occurred. In Italian when “*s*” is preceded and followed by vowels, it is pronounced as “*z*”, namely “*rosa*” (English *rose*), “*casa*” (English *house*), “*naso*” (English *nose*). As seen from the examples in Table 1 where the pronunciation errors are presented from the analysed videos the major issues were present in the pronunciation of the double consonant (125 examples) followed by stress (110 examples).

In Table 2 we encountered two examples of wrong verb conjugation, namely in example 1, “*Macedonia house ristorante Macedonia*”, the verb “*essere*” (English *to be*) is missing. The correct sentence is “*Macedonia house è un ristorante macedone*”. In the same example we noticed also the wrong usage of the adjective “*Macedonia*” that in Italian is a noun and not an adjective, the correct adjective is “*macedone*” (English *Macedonian*), spelt in lower case letters. In example 2, “*La galleria è diventante il museo nel dumile*” we noticed the wrong conjugation of the verb in “*passato prossimo*” (English *past simple*) “*è diventante*”. The correct form of the verb is “*è diventata*”. Also, in the same example the noun “*duemile*” is wrongly spelled, the correct noun spelling is “*duemila*”. In example 3 “*Purtroppo la caso non è stato ristrutturato*” we noticed the wrong formation of the feminine gender, namely “*la caso*” (English *the house*) should be “*la casa*”, the correct sentence is *Purtroppo la casa non è stata ristrutturata*. In the same sentence the word “*purtruppo*” (English *unfortunately*) is also wrongly spelt, the correct spelling is “*purtroppo*”. In example 4, “*Era usato per il grano con l’aiuto di cavallo*” we encountered the wrong formation of the plural, namely, the word “*cavallo*” should be in the plural form “*cavalli*”.

In Table 3, example 1 we encountered a generally well-structured sentence, “*La scuola dove siamo andati io e anche first lady degli stati uniti d’America*”. Also, the English term “*first lady*” is well adopted into the Italian language, but the definite article “*la*” is needed. In terms of verb selection, one would rather use the verb “*frequentare*” (English *attend*) instead of “*andare*” (English *to go*) in reference to attending school, but in this perspective the whole sentence structure changes, namely “*La scuola che abbiamo frequentato io e anche la first lady degli stati uniti d’America*”. In example 2 “*Dove vado a passeggiare ogni girone con il mio cane per rilassarsi?*”, we noticed the wrong usage of the verb comprising a personal pronoun “*rilassarsi?*” (English *to relax*), implying that the dog is relaxing and not the dog walker. We believe the speaker wanted to say that he is relaxing when walking, in this perspective the correct sentence is “*Dove vado a passeggiare ogni girone con il mio cane per rilassarmi?*”. In example 3 “*Molti credono che*

l'ufficio comunale e il castello sono stati collegati con un tunnel”, the verb “collegare” (English *to connect*) was wrongly pronounced, namely “coleggiat?”, also the noun “tunnel” (English *tunnel*) was wrongly pronounced, the doubled consonant is missing, namely “tunel?”. A change of tenses is also advisable. Instead of using the “*passato prossimo*” (English *past simple*) and the verb form “*sono stati*” (English *were*) the “*imperfetto*” (English *past continuous*) could be used instead, namely “*erano*”. The correct sentence is “*Molti credono che l'ufficio comunale e il castello erano collegati con un tunnel*”.

In Table 4, example 1 we noticed a lot of inconsistency in the sentence “*In loro possiamo private piatti tradizionali?*”. The preposition “*in*” (English *in*) does not function correctly, in reference to the omitted word restaurant that should appear with the definite article “*i*” (English *the*), i.e. “*i ristoranti?*” (English *the restaurants*) and in reference to a place where the preposition “*in*” (English *in*) is used in Italian the “*preposizione articolata*” (→ combination of definite article and preposition) should be used. In example 1 “*nei*” should be used instead of “*in*”. There are also some other inconsistencies, namely the noun “*ristorante*” (English *restaurant*) is omitted, and the verb is not provided in the correct form “*possiamo provare*” (English *we can you try*). After the modal verb, i.e. “*possiamo*” (English *we can*), a verb in the infinitive follows, i.e. “*provare*” (English *to try*) in our case the correct verbal structure is “*possiamo provare*” (English *we can try*). The correct sentence is “*Nei ristorante possiamo provare piatti tradizionali*”. In the corrected sentence we also introduce the indefinite article “*un*” (English *a*). In example 2, namely “*Al vicino si trova anche cantina di XX con bellissimi affreschi?*” the “*preposizione articolata*” “*al*” should be omitted, the definite article “*la*” should be placed before the noun “*cantina*” (English *cellar*). The correct sentence is “*Vicino si trova anche la cantina di XX con bellissimi affreschi?*”. In example 3 “*Alla fine di settimana molti vanno a passegiare sulle colline*”, we noticed the wrong usage of the “*preposizione articolata*”, namely “*alla*”. The correct form is the combination of “*in*” and “*i*” forming “*nei*”. Also, the noun “*fine di settimana*” should be written without the preposition “*di*”, namely “*fine settimana*” (English *weekend*). The correct sentence is “*Nei fine settimana molti vanno a passegiare sulle colline*”.

In Table 5, example 1 we noticed the wrong usage of the word “*due*” (English *two*), i.e. “*Vivo con la mia famiglia e duo cani?*” should be corrected as “*Vivo con la mia famiglia e due cani?*”. In example 2 “*L'avento più importante e famoso è il carnaval?*” we noticed the wrong usage of the nouns “*avento*” correctly spelt “*evento*” (English *event*) and “*carnaval?*” correctly spelt “*carnevale*” (English *carnival*). The correct sentence is

“L’evento più importante e famoso è il carnevale”. In example 3, “*Si svolge ogni anni a februario*” we noticed the wrong usage of the nouns “*anni*” (English *years*) and “*februario*” correctly spelt “*febbraio*” (English *February*). The noun “*anni*” should be singular “*anno*” and the noun “*februario*” should be correctly spelt “*febbraio*”. The correct sentence is “*Si svolge ogni anno a febbraio*”. In example 4 “*Una fuga idilica dalla vita quotidiana nella natura e una fuga malinconica nel passato storicist*” we noticed the wrong usage of the adjectives “*idilica*” (English *idyllic*) and “*storicist*” (English *historic*) correctly spelt “*idilliaca*” and “*storica*”. The correct sentence is “*Una fuga idilliaca dalla vita quotidiana nella natura e una fuga malinconica nel passato storico*”. In example 5 examples of wrong words are provided, mainly we encountered adjectives that are wrongly spelled, namely “*renovato*” (English *renewed*) should be spelled “*rinnovato*”, “*aristocratica*” (English *aristocratic*) should be spelt “*aristocratica*”, “*restorato*” (English *restored*) should be spelt “*restaurato*”, “*esceso*” (English *accessed*) should be spelt “*accesso*”, “*trasformato*” (English *transformed*) should be spelt “*trasformato*”. Among the lexical errors also the verb in the future tense, “*future semplice*” is wrongly spelt “*prezinteremo*” (English *will present*) that should be spelt “*presenteremo*”. In the acquisition of the Italian lexical errors represent an issue for the learners and as seen from the examples in Table 5, nouns and adjectives represent the most common linguistic errors made by the participants, the research question RQ2 was answered in an affirmative way.

As for the attitude of students concerning whether the on-site filming of videos contributed to a better practical usage of Italian as a foreign language, the obtained result was expected. Namely, in a real-life situation in which the students recorded the videos the interference of their mother tongue and Italian as a foreign language was undoubtedly high. Hence, the assessment that the on-site filming of videos predominantly in moderation contributed to a better practical usage of Italian seems to be objective. Further, the same applies to the second question regarding the extent to which in the students' opinion being physically active while recording the video actually promoted movement. Since the methodology applied in this analysis does not allow for a more accurate explanation, it might only be speculated that the obtained result – according to which most students were of the opinion that the preparation of videos promoted movement moderately – could be interpreted in two ways. Firstly, the students' opinion could have been the result of the omnipresent viewpoint in contemporary society that movement, that is, being physically active has become a way of life. In other words, the concept of physical activity has permeated the modern lifestyle so much that the students tried to comply with this ubiquitous conception. Thus, it might be surmised that their attempt was

to (un)consciously show that they were familiar with it and tried to adhere to the trends of today's modern lifestyle, of which one trend is associated with movement, i.e. being physically active and learning. Secondly, an assumption might be possible that the students answered the two questions completely objectively, i.e. that they expressed their opinion impartially. Such a notion might be derived from the size of the gamma correlation coefficient between the two variables. Namely, the correlation of 0.871 indicates that promoting movement through the preparation of videos in such a way that the students had to be physically active on the one hand, and a better practical usage of the language (in this case Italian) on the other are highly interrelated. Therefore, a more comprehensive study with an elaborate design is necessary to provide more accurate information in this respect. Ultimately, the third research question has also been affirmatively answered.

Due to the size of the sample in this analysis, no generalization of results is possible. However, the findings point to the fact that the students are aware of the possible link between movement, i.e. being physically active and learning, thus representing a good starting point for further research. To be able to make well-founded inferences, this subject matter needs to be investigated in more detail.

5 Conclusion

Movement and physical activity are incorporated into language learning, but examples of good practice (Lynott, 2008; Merino, 2016; Salvador García, Chiva Bartoll, & Capella Peris, 2019; Vázquez, Xia, Aikawa, & Maes, 2018) show that such concepts are not present in tertiary education. In this presented paper we addressed young adults, namely students, with reference to the preparation of videos in the Italian language and thereafter analysed their language knowledge. Within the 14 analysed videos we noticed mainly issues related to the wrong pronunciation of words, the absence of doubled consonants and stress, i.e. “città”, “bella”, “castello”, “vedere”, etc., but also issues in the correct usage of prepositions, i.e. “al”, “in” and the inappropriate usage of “preposizioni articolate”, i.e. “nei”. Some issues also occurred in the incorrect usage of adjectives, i.e. “macedone” and nouns, i.e. “febbraio”, “anni”, “carnevale”, etc. and verbs, i.e. “essere”, “rilassarmi”. In the paper the two research questions that addressed pronunciation and lexical errors were answered affirmatively. Namely, in the acquisition of the Italian language pronunciation – more specifically missed double-consonant pronunciation – and

lexical errors implying nouns and adjectives are the most common linguistic errors made by the participants.

As for the interrelation between being physically active and learning, although the aim in this analysis was only to discern a possible opinion of students concerning any existing bond between movement and learning, the yielded result showed that such a link appears to exist. The obtained result encourages further scrutiny which needs to be more elaborate and done on a bigger sample, so that it might yield more detailed perceptions in this respect. Evidently, the students' prevailing assessment of the connection between the two concepts supports future investigations. In these future investigations a comprehensive questionnaire might be used to gain more insight into the array of factors connected with movement, i.e. being physically active and learning. Future research might also look into any prospective differences in the students' opinions depending on the study programme. An experimental design implying both an experimental and a control group is also possible with detailed instructions regarding the experiment's protocol. Such analyses might hopefully shed more light on this state-of-the-art subject matter.

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