

The utility of a literary text in FLT lies in the language that is used, which thereby takes on the role of a model. The Italian text – widely known as *Contrasto* – that we propose in this study as useful for the purpose of developing lexical and sociolinguistic/intercultural competences, represents a dialogue. The choice of this particular text, written in one of the 13th century Italian volgare, can be explained on the basis of the belief that the study of a text taken from the literary tradition, especially if it is dialogical, increases communication and pragmatic competences in FLT. In particular, several strategies that the author of the *Contrasto* invents to make verbal and non-verbal elements explicit are also found in current-day colloquial speech and can be applied in the FLT classroom, mostly through techniques such as roleplaying.