

Una bussola per gli insegnanti di italiano L2

Mappe fonologiche a confronto

LUCIANO ROMITO, ELVIRA GRAZIANO, ANDREA TARASI*

ABSTRACT: The growing presence of students from migrant cultural backgrounds in Italian schools requires new reflections on didactic approaches and strategies to be used in order to promote an effective learning of Italian L2 and, consequently, the academic success of migrant students as well as their integration in the Italian education system. Traditional studies focus on grammatical aspects (morphology and syntax), whereas new research concentrates on the prosodic and phonetic-phonological levels of languages. This research aims at investigating the phonetic-phonological aspect, giving teachers of a multilingual and multicultural classroom a tool to teach and to improve the acquisition of Italian L2. The study is divided into two phases: the first is related to the collection of phonological standard inventories of Italian and the most widespread foreign languages in Italy, namely Romanian, Chinese, Albanian and Arabic. The second part of the study aims at comparing these inventories in order to identify and outline phonemic differences among them. Finally, this research will outline the phonetic-phonological aspects that an Italian-L2 teacher should focus on in order to enhance the development of a better linguistic competence which includes the socio-pragmatic level of language as well.

Keywords: Compass, Phonology, Phonological inventories, Italian L2, L2 learning.

* Laboratorio di Fonetica, Università della Calabria, Rende (cs), Italia.
luciano.romito@unical.it, elvira.graziano@unical.it, tarasiandrea17@gmail.com.