L'analisi della conversazione nativo-non nativo per la valutazione e l'apprendimento
in linguistica acquisizionale e glottodattica: osservazioni e spunti da tre casi di studio tra Spagna e Italia

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SUMMARY

This paper explores the didactical potentialities of Conversation Analysis, especially for testing and evaluation within teacher training programmes for graduates. Conversation Analysis is hereby applied to asymmetrical conversations between natives and non-natives, and teacher training is focused on teaching Italian as L2 and second languages in general.
The paper starts from the intersection between these dimensions to describe how a powerful resource such as Conversation Analysis, often under-utilized, can play a relevant role in second language teaching, in particular for testing. Testing is here intended in a broad sense, as a key moment of learning and wash-back. The paper describes how a conversation taken from the corpus A.Ma.Dis. of the University Complutense of Madrid has been used as initial and final test of Acquisitional Linguistics and Glottodidactics within a Master for Teacher of Second Languages Training. The findings of this use are presented and discussed.