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ABSTRACT

This paper reports the results of a survey concerning lexical competence development. The essay – carried out under the project “Second Language / Foreign Language in Multilingual Europe: Acquisition, Interaction, Teaching” - is based on results of lexical corpus-based analysis of textbooks for teaching Italian L2 and on a lexical corpus-based analysis of lessons of Italian L2. The input provided by teachers and teaching materials used in formal context were analyzed in order to describe their role in learners' lexical competence development. The essay takes into consideration different variables: the relevance of the lexicon during the lessons; the variety of activities focused on lexical competence; the way of explaining words; the role of mother tongue of the students.