

COME APPRENDONO LA COMPETENZA INTERAZIONALE  
STUDENTI D'ITALIANO LS DI LIVELLO INIZIALE:  
UNA RICERCA-AZIONE

Roberta Ferroni

Studi Italiani di Linguistica Teorica e Applicata, XLVIII, 1 (2019), pp. 149-170

ABSTRACT

This paper tests the effectiveness of Unit 4 from *Ma dai!*, a textbook inspired by what is known as conversational approach. The objective of this textbook unit is to develop specific discourse competence to reach an agreement in interactions in Italian. This research was carried out with students at A1-A2 level of the CEFR (2018), enrolled in the course “Italian Language III” at the University of São Paulo. The participants were asked to act out the same role-plays, before and after working on Unit 4 of the textbook. The analysis of the interactions, carried out from a conversational perspective, shows that, even after the pedagogical intervention, the most recurrent discourse strategy used to perform the task consisted in agreeing with what the other speaker was saying. Nonetheless, compared to the role-plays acted out before the pedagogical activities, the ones performed after show that the interlocutors started using new forms of agreement, which had been suitably noticed in class. Moreover, there is an increase in the variety and functions of the discourse markers that are used as turn-taking strategies. An accurate analysis of the conversations reveals that the interaction increases in discourse complexity thanks to sequences made up by interruptions, overlapping and the use of specific metatextual discourse markers. In conclusion, metareflection on conversational features in a sample of authentic input has favored the culture of discussion and negotiation to reach a consensus in semi-guided productions.