

ITALIANO L1 E L2 IN PROSPETTIVA ACQUISIZIONALE E DIDATTICA:
ALCUNE RIFLESSIONI DALL'ANALISI DI UN CAMPIONE DI TESTI
DI APPRENDENTI STRANIERI ADULTI

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Studi Italiani di Linguistica Teorica e Applicata, anno L, 2021, numero 2

ABSTRACT

The paper gets inspiration from the varied multi-lingual and multi-cultural scenario that increasingly characterizes our classes of both young and adult learners and from the need that has become essential for the teacher to adopt inclusive and intercultural approaches and strategies, enhancing the cultural heritage and the linguistic repertoire of each learner, which inevitably permeates each phase of his/her interlanguage. After a brief international and national, not exhaustive overview of multilingualism and multiculturalism in the literature, considerations about the evaluation and certification of language competences in Italian L1 compared with Italian L2 will be included in this contribution. Moving from that, a sample of data, represented by texts written by foreign learners of Italian L2 at A2 level will be examined and discussed, with particular reference to morpho-syntax. From the data analysis, among the various features, the influence of the learners' "home languages" inevitably emerges. The final part of the contribution focuses on the proposal of "translanguaging", which can contribute to the learner's success, by leveraging his/her entire linguistic repertoire, in a life-long perspective.