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CORSO DI LAUREA IN LINGUE E CULTURE MODERNE

«THE ROLE OF RULES IN LEARNING ENGLISH  
LANGUAGE AS L2 IN ITALIAN SCHOOLS»

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## ABSTRACT

L'importanza della lingua inglese, in un mondo sempre più caratterizzato dal fenomeno della globalizzazione, non si può negare o ignorare: essa è la lingua più conosciuta e diffusa al mondo, che permette la comunicazione tra interlocutori di Paesi diversi dal proprio, è la lingua della scienza, degli affari, della tecnologia. È per questo la lingua più insegnata al mondo: l'Italia è uno dei Paesi europei in cui l'insegnamento dell'inglese come L2 è obbligatorio sin dalla Scuola Primaria ed è presente anche a livello sperimentale in molti Progetti nella Scuola dell'Infanzia.

Scopo della presente tesi è stato analizzare l'importanza delle norme nell'apprendimento della lingua inglese nelle scuole italiane. Essendo un'insegnante di scuola Primaria da più di 20 anni, ho avuto la possibilità di trattare l'argomento anche e soprattutto alla luce della mia esperienza professionale. Insegno infatti inglese, insieme alle altre materie curriculari, sin dai tempi in cui fu avviato il cosiddetto Progetto Lingue 2000, anche nell'ambito di Progetti extracurricolari per le certificazioni Trinity e Cambridge.

Ho affrontato l'argomento sotto tre prospettive diverse: a) le norme dal punto di vista legislativo, quindi la successione delle leggi, decreti e circolari varie che hanno introdotto l'insegnamento delle lingue straniere, in particolare dell'inglese, nelle scuole italiane, sin dalle prime emanazioni del neonato Regno d'Italia; b) le norme dal punto di vista fonologico, attraverso l'analisi del sistema alfabetico inglese nella comparazione con quello italiano e i vari problemi che un nativo italiano riscontra nella pronuncia, nell'uso del corretto accento e intonazione in lingua inglese, con la proposta finale di alcune strategie per la possibile risoluzione di tali difficoltà; c) dal punto di vista didattico, attraverso la questione "grammatica sì/grammatica no", argomento di ampi dibattiti tra gli studiosi sulla validità dell'insegnamento/apprendimento delle regole grammaticali nel corso degli ultimi anni.

La prospettiva didattica è quella più approfondita nel presente lavoro, perché si muove dal processo cognitivo che porta un bambino a imparare sia la lingua nativa che una seconda lingua, all'exkursus storico dei vari approcci e metodologie della glottodidattica, alle norme che regolano l'apprendimento scolastico della lingua straniera dal momento della pianificazione dell'unità didattica fino alla verifica e valutazione.

Gli ultimi due dei sei capitoli di cui è composta la tesi sono stati dedicati alla metodologia CLIL (*Content and Language*

*Integrated Learning*) che dal punto di vista normativo, ed ecco perché mi è sembrato opportuno inserirla nella trattazione delle norme nella scuola italiana, è ormai obbligatoria negli ultimi anni della Scuola Secondaria di secondo grado, ma sperimentale nella Primaria. Si tratta di un sistema didattico che utilizza la lingua inglese come veicolo di comunicazione e studio di materie curriculari come storia, geografia, matematica, scienze, ecc. Molti studiosi ed esperti anche nel campo dell'insegnamento sono favorevoli a tale approccio che coniuga lingua e contenuti, ma non mancano i pareri contrari soprattutto per via della presunta scarsa preparazione dei docenti curriculari, che dovrebbero possedere almeno un livello d'inglese certificato C1 quando non ne possiedono spesso alcuno. Il Ministero della Pubblica Istruzione ha organizzato da tempo corsi di preparazione linguistica e metodologica per i docenti ma il percorso per una formazione totale ed effettiva è ancora molto lungo.

Personalmente, considerata l'efficacia della metodologia CLIL nel processo di apprendimento dello studente, ne auspicherei l'introduzione sin dalla scuola Primaria, dato per presupposto il possesso delle adeguate competenze degli insegnanti di tale ordine scolastico. A sostegno di tale opinione favorevole, presento nell'ultimo capitolo della tesi le mie esperienze con tale approccio didattico, che utilizzo nel mio metodo d'insegnamento della lingua inglese da diverso tempo. Due Progetti CLIL con la mia quarta classe di scuola Primaria, attestati dai prodotti dei miei alunni allegati alla tesi, mostrano come si può imparare attraverso l'inglese una qualsiasi disciplina curriculare, in questo caso la storia e la geografia, con un approccio stimolante e motivante, spesso ludico, molto apprezzato dai bambini.

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