



**UNIVERSITÀ DEGLI STUDI GUGLIELMO MARCONI**

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CORSO DI LAUREA MAGISTRALE IN LINGUE MODERNE PER LA  
COMUNICAZIONE INTERNAZIONALE

A CROSS-CULTURAL STUDY OF L2 TEACHING.  
A COMPARISON BETWEEN DIFFERENT LEARNING  
ENVIRONMENTS: ITALY AND CANADA

UNO STUDIO INTERCULTURALE SULLA L2.  
UN CONFRONTO TRA CONTESTI DI APPRENDIMENTO  
DIFFERENTI: ITALIA E CANADA

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## **Abstract**

Nel 2014 è stato condotto uno studio in quaranta diversi paesi. Dalla ricerca solo venticinque scuole sono state considerate ben organizzate. In pole position (primi venticinque), l'area asiatica: medaglia d'oro alla Corea del Sud, seguita da Giappone e Singapore, mentre le ultime tre posizioni sono risultate occupate da Francia, Svezia e Italia. Il punto negativo per l'Italia sono stati i bassi investimenti verso le scuole ed il sistema educativo.

L'obiettivo principale di questo lavoro è un'analisi tra due diversi sistemi scolastici, un confronto tra la scuola italiana e quella canadese. Lo scopo fondamentale è quello di indagare per capire come viene insegnata una lingua straniera (L2) in entrambi i contesti educativi.

La ricerca focalizza la sua attenzione su due sondaggi. Nel primo, l'indagine ha analizzato il punto di vista degli studenti, ognuno dei quali ha studiato in entrambi i paesi, permettendo di capire cosa pensano gli studenti dei due sistemi scolastici, delle difficoltà incontrate, dei punti di forza e delle differenze di ciascuna realtà.

Nel secondo sondaggio, invece, è stata condotta una ricerca attraverso interviste dirette a docenti universitari che insegnano una L2.

La scelta di focalizzare l'attenzione sulle università nasce dalla necessità di comprendere come l'insegnamento di una L2, l'inglese in Italia e l'italiano in Canada, sia proposto in entrambe le istituzioni educative.

Dalle interviste è emerso che, nelle università italiane, gli studenti dedicano parte del loro tempo a studiare la grammatica

inglese come punto di forza per raggiungere un livello superiore e per meglio definire la L2. Diversamente, in Canada, le lezioni si basano maggiormente sulla conversazione e lo studio di argomenti come cultura, moda, storia, musica, costumi e tradizioni del paese straniero. La grammatica è insegnata in modo induttivo. Uno studente che commette un errore grammaticale, apprenderà la forma corretta in modo naturale attraverso l'auto-correzione, o con esercizi specifici o imitando l'insegnante.

In Italia, spesso, la grammatica viene insegnata durante l'intera frequenza accademica affinché gli studenti acquisiscano una maggiore conoscenza della lingua e di come essa sia strutturata, modellata e disciplinata.

Ci si interroga, dunque, su quale dei due modelli (quello italiano o quello canadese) porti gli studenti ad acquisire una maggiore fluidità linguistica.

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