

L'italiano lingua seconda, in Italia e all'estero

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In diesem Artikel wird der heutige Stellenwert des Italienischen im europäischen Kontext aufgrund der Kulturpolitik Italiens und der Geschichte der Didaktik des Italienischen als Fremdsprache nach der Unità beschrieben und nachgewiesen, dass die italienischen Bildungsinstitutionen auf eine lange Vermittlungstradition bauen. In einem zweiten Teil wird die Didaktik des Italienischen analysiert und deren Entwicklungen im internationalen Vergleich dargestellt, und zwar unter Einbezug des vom Conseil de l'Europe erarbeiteten Framework.

L'italiano in Austria

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The article illustrates the position of Italian as a foreign language in Austria. The present status reflects the glorious past when Italian was not only one of the official languages of the Empire, but also language of culture and one of the languages at the Court. As there has never been big scale immigration from Italy, Italian has maintained its image as the language of the opera and of arts. But its use today is also determined by economical motives, because Italy is Austria's second most important commercial partner after Germany. The second part consists of an analysis of the need for the knowledge of Italian in the Austrian society and it offers a description of the present Italian language teaching in Austrian schools.

Italienischunterricht in der Bundesrepublik Deutschland: andante con moto

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In the following paper I shall attempt to give a general account of the different contexts in Germany, i. e., public schools, adult evening classes, and university language centres, in which Italian is studied. However, this survey is not limited to statistical data, but also focuses on the learning objectives as well as on the methods of teaching Italian as a second or foreign language. The paper also reviews the state-of-the-art of research into teaching and learning Italian (and other "minor" foreign languages) in Germany. Finally, I shall point out some desiderata of research which might have a rather direct impact on Italian language classes.

L'insegnamento dell'italiano in Danimarca

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The article examines the history and the present situation regarding the teaching of Italian in Denmark. In the 18th and 19th centuries, it was common for Danish artists and aristocrats to take a Grand Tour and often stay in Italy for several years. However, at that time language studies in Denmark were dominated by another language of culture, namely French. But since the 1960s, Denmark has experienced a veritable boom as regards the teaching of Italian. In the sixties and seventies, Italian became an independent subject at the universities of Copenhagen, Aarhus and Odense (it was later abolished in Odense), as well as at the Copenhagen Business School; since then, the number of students and teachers has increased steadily. It was introduced in upper secondary school on an experimental basis in 1967, but is now a regular alternative to French, Spanish, German and Russian there. It is also in great demand in evening classes and in the adult education system, normally occupying the fourth or fifth place after English, French, Spanish and, usually, German.

L'insegnamento dell'italiano in Slovenia

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The article aims to present an overview of the main characteristics and the major issues pertaining to the teaching of Italian in Slovenia. After determining the extralinguistic factors to be taken into account

in analysing the situation and after presenting some fundamental geo-ethnic facts about the country, the authors offer a presentation of the current state of affairs, distinguishing between three different Italian-teaching contexts. First, the complex situation of the plurilingual area of the Slovene coast, where Italian has the status of the so-called "language of the social environment", is discussed, and an attempt is made to explain why the idea of bilingualism could not be carried out in the expected way. Second, the teaching of Italian as a second or third foreign language in the rest of Slovenia is presented and, finally, the situation concerning Italian at university is sketched out.

Note sull'insegnamento dell'italiano nei licei ginevrini

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This work explores the position of the teaching of Italian in Geneva highschoools, paying particular attention to the changes due to the reformation of the study programmes according to the ORRM '95. Firstly, after a detailed description of the new set of choices within which Italian stands, we asked ourselves how many pupils choose Italian, and primarily, what percentage of these takes Italian as a major. This analysis has allowed us to focus on a series of problems connected with teaching second languages in the present "maturité" system (school leavers final set of examinations taken at ages 18/19). It has also helped us profile several types of "new" Italian pupils. Secondly, we have made a number of suggestions useful in elaborating the new Italian teaching programmes (which so far have only been sketched out), and in choosing a new L2 Italian students' book, "the one presently in use having been unanimously found unsatisfactory". Finally, we concluded by considering the university courses offered to teachers as refreshers, as well as the opportunities offered to French speakers intending to study the Italian language and Italian literature.

La posizione dell'italiano lingua seconda (L2) nelle scuole pubbliche della parte di lingua tedesca del Canton Grigioni

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Dieser Artikel gibt einen Überblick über die Stellung der italienischen Sprache in den Bündner Volksschulen und in der Mittelschule (Kantonsschule und Lehrerseminar in Chur). Erst nach 1997, mit der Einführung von Italienisch oder Romanisch als Begegnungssprachen von der 4. bis zur 6. Primarklasse, kommt der italienischen Sprache jene Stellung zu, die sie als offizielle Kantonssprache und dritte Landessprache verdient. Eine weitere Förderung erfuhr die italienische Sprache durch die kürzlich neu geschaffene zweisprachige Schule in Chur. Der Zweitsprachunterricht in der Primarschule findet nun eine sinnvolle Fortsetzung in der Oberstufe dank der Einführung von Italienisch an Stelle von Französisch in der Sekundar- und Realschule. Das neue Sprachkonzept der Oberstufe wirkt sich auch auf die Mittelschule aus, insbesondere auf die PrimarlehrerInnenausbildung.

Chronologie eines Experimentes - L'italiano nel canton Uri

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Pas de résumé.

Dolce vita und Chaos oder: warum Studierende Italienisch lernen wollen

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In questa indagine si cerca di evidenziare la connessione tra atteggiamenti, motivazioni e risultati nell'apprendimento dell'italiano. Partendo da un questionario presentato a studenti all'Università di Berna si sono potute individuare le connotazioni particolarmente positive attribuite all'italiano. L'analisi ha permesso di evidenziare delle categorie di atteggiamenti nei confronti dell'Italia che determinano in modo decisivo la scelta dell'italiano come L2 e anche in gran parte i risultati dell'apprendimento. A livello didattico è importante vedere in che misura gli "stereotipi" stimolano la motivazione e come vanno differenziati in vista di una didattica interculturale.

Il Liceo artistico italo-svizzero di Zurigo

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Pas de résumé.

Welche Unterrichtssprache für MigrantInnen?

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Die Enaip ist eine italienische Berufsschule, die in der Deutschschweiz tätig ist und sich somit im Spannungsfeld zwischen dem Italienischen und dem Deutschen befindet. Bei jedem neuen Kurs muss entschieden werden, welche Sprache, oder welche Aspekte beider Sprachen der beruflichen Integration am meisten dienen. Im folgenden werden die verschiedenen Kriterien erläutert, die in dieser komplexen sprachlichen Situation berücksichtigt werden müssen.

Allievi italofoeni alla Wirtschaftsmittelschule Bern - Un'esperienza didattica

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Alla WMB è esistita per circa vent'anni una classe speciale d'italiano per italofoeni. L'articolo descrive le tappe principali di questa esperienza didattica e i metodi impiegati per approfondire ed arricchire il bilinguismo degli allievi.

L'italiano al Liceo di Langenthal negli ultimi 30-35 anni: alcune osservazioni ed esperienze personali

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In den über 30 Jahren meiner Unterrichtstätigkeit als Italienischlehrer am Gymnasium Langenthal habe ich dank der Unterstützung der Schulleitung bis heute mit kleinen, aber motivierten Schülergruppen viele sprach- und kontaktfördernde kulturelle Projekte verwirklichen können, wie z. B. Klassenaustausche und Begegnungswochen im Tessin, Graubünden, Piemont und im Pestalozzidorf Trogen, Theateraufführungen italienischer Autoren (in deutscher) Sprache, die Durchführung von Konzerten und Dichterlesungen und Kulturausstellungen über das Tessin oder Italien an der Schule usw., und ich hoffe, dass dies auch im neustrukturierten Gymnasium nach MAR, in welchem das Italienische - immer noch eine Landes- und Amtssprachen unseres Landes! - noch mehr mit kleinen Schülerzahlen und um seine Präsenz - vor allem im Schwerpunktfachbereich - zu kämpfen hat, mit Hilfe der Schulleitung möglich sein wird.