LIDIA CALABRÒ

PhonetIC(T)s: teaching and learning geminates in Italian SL through body movement, cooperative learning and mobile apps – an experience

In this contribution the author addresses the use of geminates in Italian L2 pronunciation classes. She presents here an innovative and dynamic way to teach pronunciation. The combination of different teaching practices has been developed with the aim to support learners in pronunciation classes and to provide teachers with a multimodal approach: cooperative learning, body movement, mobile apps, reflection on and discovery of sounds. She describes how lexicon and morpho-syntactic aspects have been combined to phonetics teaching, how the activities have been implemented, and she shows sample activities where students are asked to perform pronunciation. The activities prepared are based on the proficiency level of the students. This approach reveals that pronunciation teaching and learning is far from being a worthless practice. She argues that teachers of Italian L2 should pay attention to perceptive and productive skills as they enhance listening, reading, writing, and speaking.

Key words: geminates, pronunciation learning, pronunciation teaching, ICT, Italian SL.

Introduction

By playing with the language and combining together the word 'Phonetics' and the acronym 'I.C.T.' (*Information Computing Technology*), the first word of the title of this contribution puts in foreground two aspects that will be discussed in the following paragraphs: the teaching of Phonetics in Italian as a SL/FL and the usage of mobile apps as technological instruments to teach and learn pronunciation.

Phonetic and phonological aspects in the teaching of Italian as a second language (SL) are not often taken into consideration compared to the teaching of grammar and vocabulary. They are often considered useless and thus bypassed, but working on segmental and suprasegmental aspects of a language is fundamental to improve students' phonetic and phonological competence and their comprehension and production of the second language. In teachers' training not enough time is dedicated to theories and techniques to stimulate learners to develop this competence. Teachers too, not only learners, need to raise awareness about learners perceptive and productive difficulties.

This contribution aims at showing how some practical activities, realized during an Italian pronunciation workshop, help foreign students to make a re-

flection on segmental and prosodic tracts of the SL. Furthermore, the teacher helps them in practicing by also using body movement, cooperative learning and mobile applications (*QR-Code Reader and Kahoot!*).

The author does specify that the kind of contribution is not a research neither quantitative nor qualitative but it is a teaching experience. It can be used as a basis for further research aimed at seeing if it is possible for learners to improve in pronunciation and, if so, aimed at evaluating the degree of improvement. This contribution is a good starting point to rethink about methods and practices in the teaching of a SL/L2 as it helps to raise awareness in: 1) teachers about the importance of teaching pronunciation and 2) students about the processes involved in sounds production because it also helps self-correction.

1. *The Experience at CLA – Roma Tre University*

1.1 The activities

The activities presented in this contribution took place at *CLA – University of Roma Tre* (*Università degli Studi Roma Tre*) and have been realized with 10 Chinese students at A1/A2 level of the *C.E.F.R.* (*Common European Framework of Reference* – Council of Europe, 2001). Learners were aged between 18 and 25. The topic of the lesson related to the vocabulary and to some expressions used at the supermarket or when people do food shopping. The activities have been prepared and realized *ad hoc* after taking a lesson about the supermarket which was part of a phonetic workshop (see *1.2*). Thus, the vocabulary and the expressions or sentences used for the workshop have been chosen by taking into consideration the words and the texts the students had learnt during the previous lesson 'At the supermarket'. The activities respected the learning process and the students' linguistic competence[1]. According to the Lexical Approach (Lewis, 1993; 1997) and to the *Profilo della Lingua Italiana* (Italian Language Profile) suggestions (Costamagna, 2010a), lexicon has been considered in context. In this particular case, vocabulary has been taught in 'at the supermarket' context on which the phonetic tracts were based. Thus, the author has considered Krashen's 'i+1' theory (1981; 1985) where the 'i' was related to the lexicon and the '+1' to the phonetic aspects. This specific work has been realized by taking into consideration the interferences coming from the learners' mother tongue (L1) as geminates, which are always difficult to perceive and, as a consequence, to produce by foreign students of Italian as a SL. Eckman's Markedness (1977) is a fundamental concept to bear in mind while preparing *ad hoc* activities. As for the theory an asymmetry exists between two phonemes, in a couple of pho-

---

[1] The author decided not to consider either specific word constructions or stress position as learners were exposed to the vocabulary they had learnt before the workshop. Moreover, the level of acquisition was very low (A1/A2) and, in general, for Chinese students the difficulty to learn Italian words is quite high due to the typological distance between L1 and L2.

nemes the marked tract is more complex and less natural than the other; for example, the voiced /g/ of 'gatto' (cat) is more marked than the voiceless /k/ as the former contains the [+voiced] tract together with the cords vibration (Chini, 2010). The idea of 'naturalness' has been associated to this theory (Dressler, Mayerthaler, Panagl & Wurzel, 1987). Thus a more natural linguistic element is less marked and easier to learn. Markedness is also a reflection of the structure of the human cognition (Ekman, 1977), of language perception and 'processability' modality (Pienemann, 1998) or of cognitive, articulatory and perceptive factors that interact among them (Ferguson, 1984). The knowledge of previous linguistic acquisition, related to the L1, interferes with the acquisitional process of the SL by slowering or fastening it. This is the case of the interference or 'transfer' from L1 or from other L2 previously learnt (Gass, Selinker, 1983; Cook, 2001). In this specific case, Chinese learners show difficulties in learning distinctive consonant duration also at advanced levels because of fossilization (Costamagna, 2010b). In their L1 they also 'tend to produce, within a syllable, a longer duration of stressed and unstressed vowels, reducing the consonant duration in stressed and unstressed syllables'. Thus 'stressed and unstressed syllables have a similar duration' (Romito, Tarasi, 2012). This phenomenon is opposite to Italian where the geminate always has a longer duration than a singleton as shown in Celata, Costamagna (2012). Plosives /p, t, k/ and /b, d, g/ are complex both at a perceptive and productive level as they substitute the voiceless phoneme with the voiced counterpart or *viceversa*. In Chinese language the distinctive tract of sonority is only allophonic, so [b, d, g] are used in non-stressed syllables. A further problem is connected to the graphic Pynin system where the use of graphemes is not clear (Costamagna, 2010b; Dal Maso, 2003).

The activities aimed at improving: a) perception of singletons *vs* geminates through listening to non-words; b) pronunciation of geminates; c) spelling of words with singletons and geminates (food and drinks vocabulary); d) prosodic features such as syllabic stress and length to give fluency to the reading and to spontaneous speech (Celata, Costamagna, 2014; Costamagna, 1996; 2000; D'Annunzio, 2009; Mastrantuono, 2010).

1.2 Phonetic workshop in Italian as a SL/FL

The Phonetic Workshop moves from the studies of Wrembel (2007; 2011) and her suggestions to improve Phonetics teaching practices through body movement and the connections between itself and the acquisitional processes. The author of the present contribution has launched the Phonetic Workshop, which body movement is inserted in, as a way to renew methods in Phonetics teaching (Calabrò, 2015; 2016a; 2016b; Luchini, 2005; Underhill, 2005). The lessons usually take place in a classroom as it conceives the combination of body movement, cooperative learning, mobile apps, reflection and discovery of segmental and suprasegmental tracts of Italian as a SL. This kind of activities give dynamicity to the lesson and Phonetics is not perceived anymore as a boring activity.

The Workshop is not in contrast with the work done in a language lab and it can also be done, and suggested, in all situations in which a language lab does not exist.

Mobile apps give a new teaching perspective while body movement involves the whole person in a physical way but it helps the learner to deeply think about the sounds perception and production and becoming aware of them (Costamagna, Marotta, 2008). Working in a room is a good chance to consider multiple intelligences and learning styles and to also involve students in cooperative learning to negotiate meanings and to make a good reflection on their sounds perception and on how to realize sounds which are different from their L1. This is a first step for the learners to self-correct during their learning processes (Gardner, 1983; 1993; 1999; Kowal, Swain, 1994; Silver, Strong & Perini, 1997; Cook, 2001; Kagan, 2007).

1.3 I.C.T. and its usefulness

Students have been asked to download the mobile apps *QR-Code Reader*[2] and *Kahoot!*[3] on their own mobile phones to perform the tasks assigned. *QR-Codes* can combine images, writing and web links to search for material and in this specific case to discover words. The usage of this mobile app gives dynamicity to the lesson and breaks its monotony. *Kahoot!* is a virtual, interactive and multimedia web and mobile application that allows you to prepare online tests and administer them in a way that the students do not think they are being evaluated. This game has interested the learners because of its gaming characteristics but it is also very interesting for teachers as it helps to consider the students' learning process and their mistakes thanks to the Excel file downloadable soon after the game has been administered. In this way it is possible to monitor their progress and their main difficulties (see 2. and Figure 5 for an example of the results obtained).

The use of mobile apps targets the double of the audience: on the one hand, the author believes it can be useful to teachers and researchers working in experimental phonetics, phonology and psycholinguistics. It can also be beneficial for preparing innovative lessons with a research perspective as Excel files can be easily downloadable and can be used to test the student's progress even if the learners do not realize they are being tested. On the other hand, it can be useful to learners of pronunciation classes.

---

[2] QR Code Reader is a mobile app that can be downloaded for free on Google Play (https://play.google.com/store/apps/details?id=me.scan.android.client&hl=it) or on Apple itunes (https://itunes.apple.com/it/app/qr-code-reader-and-scanner/id388175979?mt=8).
[3] Kahoot! is another mobile app that can also be set up on teacher's pc to prepare the activities before playing with the learners. The website where it can be downloaded for free is https://getkahoot.com.

2. *Techniques and class material*

Before taking the pronunciation workshop, the students sat a pre-test. Learners had to listen to three sentences and fill in the gaps with geminates. The sentences related to asking for food and buying it at the supermarket (see Figure 1). They had been prepared *ad hoc* and recorded before being administered to the learners. The totality of the students inserted a singleton or a singleton with a different tract (e.g. ro__se__ → ro_se_* (*red*), tutte → tute* (*all*), co__tt__o → co_d_o* (*cooked*), gia__ll__e → gia_r_e* (*yellow*), vo__rr__ei → vo_l_ei*(*I would like*). This is a clear example of how difficult it is to perceive a SL sound that has different tracts from those of the L1.

Figure 1 - *Ad hoc created activities: pre-test on geminates*

---

5. ☺Ascoltate i dialoghi e completate le parole con le lettere mancanti.   __/14

1.	**2.**
A: Vo___ei un e___o di prosciu___o!	A: Mi dà due e___i di parmigiano, per favore?
B: Lo vuole co___o o crudo?	B: Certo! Intero o gra___ugiato?
A: Crudo. Ha anche que___o di Parma?	A: Gra___ugiato, grazie!

3.
A: Mi dà un chilo di mele?
B: Quali vuole? Le ro___e o le gia___e?
A: Tu___e gia___e, grazie. Le ro___e non
mi pia____ono!

The techniques to improve perception and production relate to 5 different kinds of activities.

The first type of activities is made of four steps (a-d) as it follows: a) listening to six non-words and sign with an "X" whether the students hear a singleton or a geminate; b) comparing the answers with a class-mate; c) checking the answers with the teacher and say what happens when a geminate sound appears in a word (to make a reflection on the phonetic process); d) reading and pronouncing the six minimal pairs made of non-words (from point 'a') at first on mute, then without reading and by releasing sounds and imitating teacher's pronunciation (see Figure 2).

Figure 2 - *Ad hoc created activities for perception and production of minimal pairs*

1. ✆✏Ascoltate le seguenti parole e mettete una "X" se sentite una consonante o "XX" se sentite due consonanti. Le parole non esistono in italiano.

X 1 consonante	XX 2 consonanti
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

2. 🗨 Confrontate le vostre risposte con quelle di un compagno.

3. 🗨✏Correggete con l'insegnante e dite che cosa succede quando una consonante è doppia.

_____

_____

4. 🔊 📢Leggete e pronunciate le non-parole: prima senza voce, poi con la voce.

X 1 consonante	XX 2 consonanti
1. gago̱la	1. gago̱lla
2. iso̱to	2. iso̱tto
3. e̱sole	3. e̱ssole
4. di̱ti	4. di̱tti
5. a̱do	5. a̱ddo
6. po̱po	6. po̱ppo

The second kind of activities relates to *QR-Codes*. Learners have been asked to search for words, through mobile phones applications, read them, and then write them in a table according to the singleton or geminate sound heard. 20 *QR-Codes* (10 for singletons and 10 for geminate sounds) have been spread around the room and students had to read them first through the *QR-Code Reader* mobile app and consequently write them on the right column of the handout received. This activity, far from being static, is a good way for learners to read and write words. Thus, it develops reading and writing (spelling) skills. As a discovery activity and as a task to accomplish, students do not even realize they are already learning or revising useful vocabulary (see Figure 3).

Figure 3 - *Ad hoc created QR-Codes activities*

QR Code **Parole con una sola consonante**	**QRCode** **Parole con la consonante doppia**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

Soluzioni

QRCode **Parole con una sola consonante**	**QRCode** **Parole con la consonante doppia**
1. _____patate_____	1. _____risotto_____
2. _____basilico_____	2. _____burro_____
3. _____miele_____	3. _____mozzarella_____
4. _____pepe_____	4. _____frutta_____
5. _____mango_____	5. _____pacco_____
6. _____anguria_____	6. _____etto_____
7. _____funghi_____	7. _____zucchero_____
8. _____melanzane_____	8. _____prosciutto_____
9. _____fragola_____	9. _____formaggio grattugiato_
10. _____carne_____	10._____cipolla_____

As for third activity, the body movement technique has been used to read words and concentrate on syllable stress and length. The two movements are: a) opening and closing the hands when pronouncing stressed syllables; b) punching when pronouncing geminates to visualize the duration and the length of the sounds. Moving hands and arms allows learners to create a strict connection between length and duration of both sounds and rhythm in order to acquire the prosodic tracts of the new language. The movement is a mean to concentrate on the length of words and sentences.

The fourth activity relates to matching cards containing expressions of food, drinks and packaging [e.g. *vorrei un etto di prosciutto (I would like 100 grams of ham); vorrei un pacco di riso (I would like a packet of rice)*] (see Figure 4). Through cooperative learning students revise vocabulary related to collocations, read the short sentences by using body movement to help fluency and sentences rhythm.

Figure 4 - *Ad hoc created collocations activities*

Vorrei	**un pacco**	**di riso**
	una bottiglia	**d'acqua**
	un chilo	**di zucchero**
	un barattolo	**di marmellata**
	una scatoletta	**di tonno**
	un etto	**di prosciutto**
	un litro	**di birra**
	un vasetto	**di funghi**
	una busta	**di patatine fritte**
	un tubetto	**di ketchup**

The fifth activity is a game made up with *Kahoot!* computer and mobile app to improve words spelling and to involve learners in a more competitive, innovative and funnier way. Figure 5 is an example of the activity as it appears when launching the game. The teacher reads quickly the sentence projected on the wall and each student, through his/her mobile phone, pushes on one of the four colorful buttons to answer. At the end of each question the top scorer shows the number of right and wrong answers together with the rank reached by each student.

Figure 5 - *Ad hoc created Kahoot! activities (an example)*
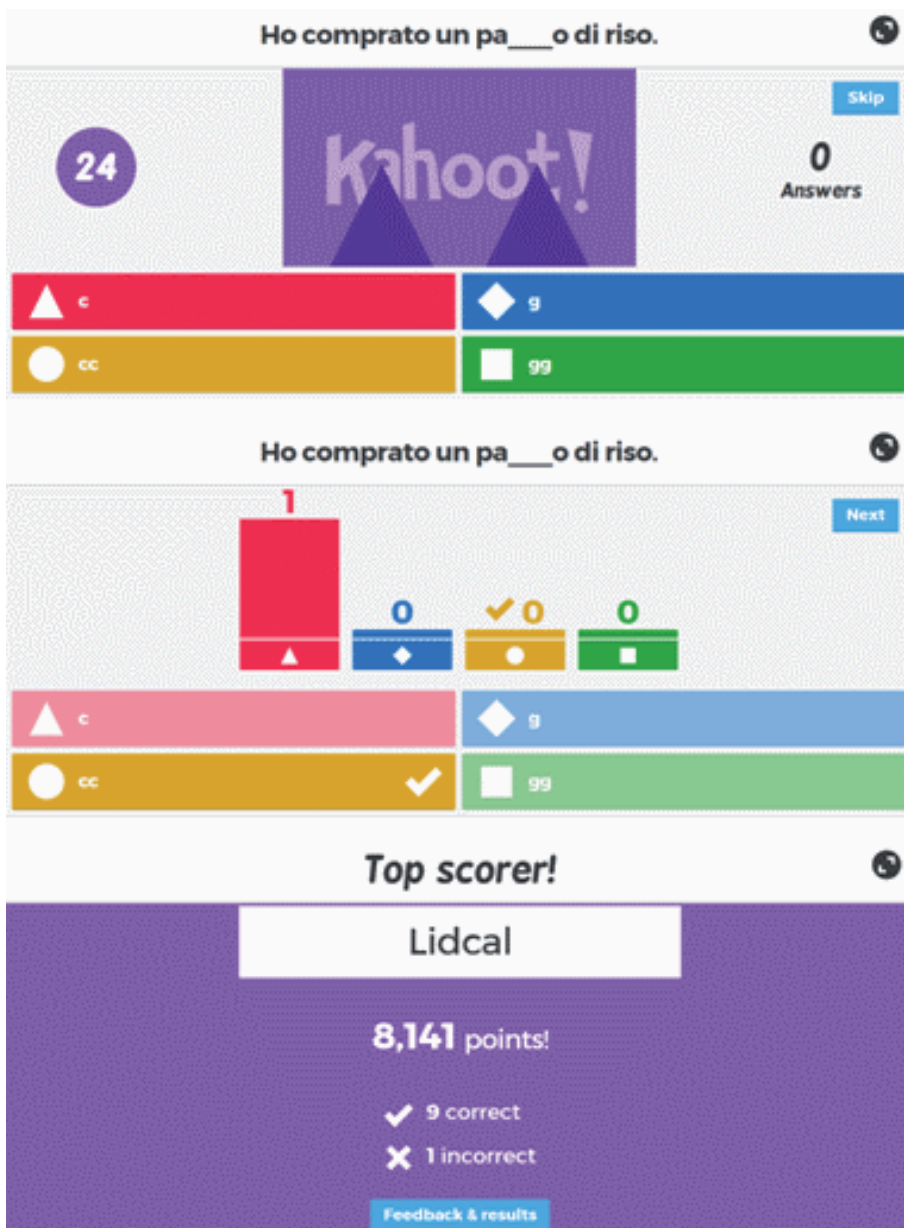
The geminates involved in the *Kahoot!* test where /tt/, /kk/ and /rr/ as the most frequent ones among the vocabulary used for the workshop. Each question, as shown in Figure 5, had four options. The choice was made by considering the two most difficult tracts for Chinese students to learn: a) singleton *vs* geminate; b) voiceless *vs* voiced. The answers to the 10 questions are illustrated as follows (see Table 1).

Table 1 - *Possible answers to Kahoot! activity*

Kahoot! Questions	Answer a.	Answer b.	Answer c.	Answer d.
1. Ho comprato un pa___ di riso	c	cc	g	gg
2. La maionese è nel tube__o	d	t	dd	tt
3. Mi prendi un chilo di zu___ine, per favore?	ch	cc	cch	ggh
4. Ho bisogno dell'acqua, del vino e della bi__a.	ll	r	rr	ll
5. Devo comprare la fru__a e la verdura	t	dd	tt	d
6. Mi porta anche le patatine fri__e, per favore?	dd	d	t	tt
7. Preferisco il prosciu__o crudo.	t	d	dd	tt
8. Nella torta c'è tanto zu___ero.	cch	ggh	c	ch
9. Il riso__ è buonissimo.	tt	d	dd	t
10. Ecco a Lei due e__i di salame.	dd	t	tt	d

Table 2 - *Kahoot! activities Excel Results*

n° student	cc	tt	cch	rr	tt	tt	tt	cch	tt	tt	tot
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
3	✓	✓	✗ cc	✓	✓	✓	✓	✓	✓	✓	9
4	✗ gg	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
5	✓	✓	✗ cc	✓	✓	✓	✓	✓	✓	✓	9
6	✓	✓	✓	✓	✓	✓	empty	✓	✓	✓	9
7	✓	empty	✓	✓	✓	✗ t	✓	✓	✓	P	8
8	✓	✓	✗ ch	✓	✓	✗ t	✓	✓	✓	✓	8
9	empty	✓	✗ cc	✓	✓	✓	✗ dd	✓	✓	✓	7
10	empty	✓	✓	✓	✓	✓	✗ d	✓	✗ d	✓	7

The results coming from Excel file (see Table 2) show that only two students answered correctly (10/10), four made a mistake and ranked 9/10, three 2 mistakes (8/10) and only two of them made 3 mistakes (7/10). Based on these results we can also make some assumptions in relation to the type of mistake. In fact, we can see who made the mistake and why[4]. For example, the students n° 4, 9 and 10 had problems with the tract of sonority (that can be explained considering that the phoneme appears in an unstressed syllable) and n° 10 also with duration. The third question

---

[4] In Excel Result the names of the students also appear as they use their name or nickname to sign in the app.

created a problem to the association between sound and grapheme, problem solved in the eight questions as students were able to recognize the sound above all after having understood the previous mistake. Some answers were left empty. We can assume that students n° 7, 9 and 10 were short in time and had problems in answering quickly, while student n° 6 did not know the answer to the question 7. On the whole we can say that the activity has been successful both for the results obtained and for the personal involvement and reflection on sound perception.

3. *Considerations of the experience*

The activities have helped the students to raise personal awareness about their linguistic gap as they have started, during classes, to make questions to the teacher about how to improve the pronunciation in a way which can be considered similar to that of a native speaker. The learners have been totally involved in a more personal, physical, technological, collaborative and reflective way. The lesson has become dynamic and working on pronunciation has become a pleasant activity for both teacher and students. Some difficulties remain because of: a) learners personal abilities; b) L2 level of knowledge; c) lacking of time to dedicate to pronunciation during classes; d) time students spend with their class mates *vs* native speakers. This work has helped learners: a) to face with difficulties related to their L1; b) to focus on spelling and perception of geminates and singletons; c) to raise awareness about their difficulties and about the importance of practicing with pronunciation improving their L2.

3.1 Students' opinions about the phonetic workshop

The results of a questionnaire, submitted to Chinese (*Ch*) students at the end of the phonetic workshop, show the importance of focusing on perceptive and productive aspects of a language. Although no measurement of improvement in SL has been done, the author considers learners' answers relevant to phonetics teaching methodology.

The questions are intended to investigate on the personal perception of improvement and on the utility of the activities experienced. The questions 1) 'Did you like taking part at the workshop?' and 5) 'Do you think you have improved your pronunciation?' ranked both 'Yes' *Ch*. (10/10) and 'Yes' *Ch* (10/10). To the question 2) 'Why?', improvement has been attributed to: the lessons dynamicity (multimodal approach); the self-perception of enhancing in reading, listening and speaking. To the questions 3) 'What did you find more useful?' and 4) 'What did you find useless?', working on pronunciation has been perceived as: *piacevole* (enjoyable)[5] due to the lesson *atmosfera* (atmosphere), *interessante* (interesting) and *utile* (useful) to correct mistakes. The activities are presented in a very *sfidante* (engaging) way. Nothing has been considered useless. To the question 6) 'If so, in which

---

[5] The words in Italics are students' expressions.

aspects of pronunciation? If not, why?', the answers show that awareness is raised in relation to: articulation of words and *l'apertura della bocca* (the opening of the mouth), knowledge of phonemes and phones perception, above all those which are different from their mother tongue.

3.2 Strengths and weaknesses

While considering the entire work some weaknesses and strengths come to light. On the one hand, even if some listening and repetition activities are inserted into Italian language books, more hours are needed to plan and realize a phonetic workshop. We also do need to start a proper research with a group of control as well, in order to test if and how this work can be effective. On the other hand, some positive aspects of this contribution can be identified in the following characteristics: the activities described here can also be carried out in places where a language lab is missing; they stimulate personal reflection and raise awareness; they strengthen aspects of the language which are usually left out because of lacking of time; they provide for total and dynamic involvement (all the students, the whole person and his/her body); various activities consider phonetic and phonological difficulties related to the learners' L1; the entire work can be considered as a first step for further research.

3.3 Final remarks

The activities have helped the students to raise personal awareness about the linguistic gap as they have started, during classes, to ask questions to the teacher about how to improve the pronunciation in a way that can get closer to the one of a native speaker. The lesson has become dynamic. The learners have been totally involved in a more personal, physical, technological, collaborative and reflective way. Students do become aware of what is difficult for them and why.

To conclude, working on sounds perception and production during a phonetic workshop, in addition or alternatively to the language laboratory activities, could be considered a regular teaching practice together with the language course program, by further supporting the four communicative skills: listening, reading, writing and speaking.

Bibliography

Calabrò, L. (2015). Il workshop di fonetica in italiano L2/LS. In *Italiano LinguaDue*, 1, 40-49. http://riviste.unimi.it/index.php/promoitals/article/view/5011/Accessed 31.07.15.

Calabrò, L. (2016a). Phone-tic: esperienza pratica e tecnologie per sensibilizzare gli apprendenti stranieri alla riflessione sugli aspetti fonetico-fonologici dell'italiano L2. In Balboni, P., Argondizzo, C. (Eds.), *I 'territori' dei Centri Linguistici Universitari: le azioni di oggi, I progetti per il futuro*. Torino: Utet Università, 456-465.

Calabrò, L. (2016b). Il workshop di italiano L2/LS: accento di parola e sillaba accentata. In *Italiano LinguaDue*, 1, 322-327. http://riviste.unimi.it/index.php/promoitals/article/view/5011/Accessed 07.10.16.

Celata, C., Costamagna, L. (2012). Geminate Timing in the Speech of Estonian L2 Learners of Italian. In De Meo, A., Pettorino, M. (Eds.), *Prosodic and Rhythmic Aspects of L2 Acquisition: The Case of Italian*. Newcastle upon Tyne: Cambridge Scholars Publishing, 115-136.

Celata, C., Costamagna, L. (Eds.) (2014). *Consonant gemination in first and second language acquisition*. Pisa: Pacini.

Chini, M. (2010). Concetti, fenomeni e fattori relativi all'acquisizione di lingue seconde. In Rastelli, S. (Ed.), *Italiano di Cinesi, Italiano per Cinesi. Dalla prospettiva della didattica acquisizionale*. Perugia: Guerra, 23-43.

Cook, V. (2001). *Second language learning and language teaching*. London: Arnold.

Costamagna, L. (1991). Correzione fonetica: utilità del laboratorio linguistico. In *Rassegna di Linguistica Applicata*, 1, 151-176.

Costamagna, L. (1996). *Pronunciare l'italiano*. Perugia: Guerra.

Costamagna, L. (2000). *Insegnare e imparare la fonetica*. Perugia: Guerra.

Costamagna, L. (2010a). I livelli di riferimento e l'insegnamento della fonetica e della fonologia. In Spinelli, B., Parizzi, F. (Eds.), *Profilo della Lingua Italiana. Livelli di riferimento del QCER A1, A2, B1, B2*. Firenze: La Nuova Italia, 75-86.

Costamagna, L. (2010b). L'apprendimento della fonologia dell'italiano da parte di apprendenti sinofoni: capacità e strategie. In Rastelli, S., Bonvino, E. (Eds.), *La didattica dell'italiano a studenti cinesi e il progetto Marco Polo*. Atti del XV seminario AICLU. Pavia: Pavia University Press, 49-62.

Costamagna, L., Marotta, G. (Eds.) (2008). *Processi fonetici e categorie fonologiche nell'acquisizione dell'italiano*. Pisa: Pacini.

Council of Europe (Ed.) (2001). *A Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: CUP.

D'Annunzio, B. (2009). *Lo studente di origine cinese. Risorse per docenti di italiano come L2 e LS*. Perugia: Guerra.

Dal Maso, S. (2003). *Processi di semplificazione della forma delle parole nell'italiano di cinesi in relazione alla struttura e allo statuto della sillaba*. PRIN 2003: Verona.

Dressler, W.U., Mayerthaler, W., Panagl, O. & Wurzel, W. (1987). *Leitmotifs in Natural Morphology*. Amsterdam: Benjamins.

Eckman, F. (1977). Markedness and the contrastive analysis hypothesis. In *Language Learning*, 27, 315-330.

Ferguson, C. (1984). Repertoire universals, markedness, and second language acquisition. In Rutherford, W. (Ed.), *Language Universals and Second Language Acquisition*. Amsterdam: Benjamin, 247-258.

Gardner, H. (1983). *Frames of Mind: the Theory of Multiple Intelligences*. New York: Basic Books.

Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

Gardner, H. (1999). *Intelligences Reframed: Multiple Intelligences in the 21st Century*. New York: Basic Books.

Gass, S., Selinker, L. (Eds.) (1983). *Language transfer in language learning*. Rowley Mass: Newbury House.

Kagan, S. (2007). *L'apprendimento cooperativo: l'approccio strutturale*. Roma: Edizioni Lavoro.

Kowal, M., Swain, M. (1994). Using collaborative language production tasks to promote students' language awareness. In *Language Awareness*, 3, 73-93.

Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.

Krashen, S.D. (1985). *The Input Hypothesis*. London: Longman.

Lewis, M. (1993). *The Lexical Approach*. Hove: Language Teaching Publications.

Lewis, M. (1997). *Implementing the Lexical Approach*. Hove: Language Teaching Publications.

Luchini, P.L. (2005). A New Approach to Teaching Pronunciation: An Exploratory Case Study. In *The Journal of Asia TEFL*, 2/2, 35-62.

Mastrantuono, E. (2010). Considerazioni teoriche e proposte applicative sull'acquisizione della fonologia nell'insegnamento/apprendimento dell'italiano l2. In *Italiano LinguaDue*, 2/1, 52-65. http://riviste.unimi.it/index.php/promoitals/article/view/630/844/Accessed 20.07.15.

Pienemann, M. (1998). *Language processing and second language development: processability theory*. Amsterdam: Benjamins.

Romito, L., Tarasi, A. (2012). A rhythmic-prosodic analysis of L1 and L2 Italian. In De Meo, A., Pettorino, M. (Eds.), *Prosodic and Rhythmic Aspects of L2 Acquisition: The Case of Italian*. Newcastle upon Tyne: Cambridge Scholars Publishing, 136-152.

Silver, H., Strong, R. & Perini, M. (1997). Integrating learning styles and multiple intelligences. In *Teaching for multiple intelligences*, 55/1, 22-27.

Underhill, A. (2005). *Sound Foundations. Learning and teaching pronunciation*. Oxford: Macmillan.

Wrembel, M. (2007). In search of cross-modal reinforcements in the acquisition of L2 practical phonetics. In Wrembel, M. (Ed.), *Speak Out! The Newsletter of the Pron SIG*, 38, 39-43.

Wrembel, M. (2011). Cross-modal reinforcements in phonetics teaching and learning: an overview of innovative trends in pronunciation pedagogy. In *Proceedings of 17th ICPhS*, Hong Kong, 104-107.