

L'insegnamento della lingua inglese: analisi dei testi scolastici livello A2 adottati nelle scuole medie di Roma in rapporto alle indicazioni del Quadro Comune Europeo

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Abstract

The Teaching of the English language: an analysis of the textbooks level A2 used in the secondary schools in Rome with regard to the guidelines set by the Common European Framework of References for Languages.

This essay examines the textbooks most used in the secondary schools of Rome for the teaching of English, with regard to the guidelines set by the CEFR. They are: High Five, High Spirits, Get Smart and Go Live! (Oxford University Press), Make it! (Cambridge University Press) and Game On! (Petrini DeA Scuola). The analysis is based on a research form which lists the various features of a textbook: main objective, layout of the contents, index, units structure, genre and types of the texts proposed, explanation of grammar, types of activities, instructions given for each exercise and theoretical approach. Despite the fact that the texts try to adapt to the goals set by the CEFR, it seems that they are affected by the effects of methods based on grammar and written competences, rather than communication. The pages including grammar theory and exercises are in fact about a third of the whole course. Oral production is often guided and involves memorization rather than an active use of the language.

Keywords: CEFR; competences; language; teaching; textbooks.