TBLT-based prosodic training for Italian GFL-learners

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The effective acquisition of prosody in a second language (L2) is a crucial, yet frequently overlooked, aspect of language learning. This study proposes a prosodic training programme specifically designed for Italian learners of German. The programme utilises podcasts and prosodic visualisations based on periodic energy measurements (Albert 2022). Research has previously indicated that Italian learners of German perceive prominence differently from native speakers, primarily relying on duration rather than F0 or intensity (i.a. Missaglia 1999). This discrepancy highlights the challenges in both the perception and production of prosodic features in L2 acquisition.

To address these challenges, we draw on previous research aimed at fostering prosodic competence in L2-German (Damiazzi/Sbranna 2025, Sbranna 2023, Cosentino 2019, Avesani et al. 2015) and embed it within a Task-Based Language Teaching (TBLT) framework (Morgana 2023), thus promoting real-world tasks, peer collaboration, and technology mediation (i.a. Ellis 2003) using authentic material and focusing on accent realisation and its interaction with information structure.

The training programme is designed in a structured sequence, beginning with a pre-task phase to familiarise learners with target structures (IPs with a new-given, given-new or new-new structure), followed by a feedback phase involving peer, unimodal and multimodal feedback from the teacher (i.e. simple voice instructions or prosody visualisations). The main task involves learners recording a 10-minute podcast, applying the prosodic strategies they have acquired. The programme concludes with a post-task phase for assessment and error analysis. Technology integration is emphasised through digital platforms such as WhatsApp for peer feedback and specialised software for prosody visualisation (Praat and ProPer). Our approach aims to enhance L2 learners' prosodic accuracy by refining both their perception and production skills, ultimately bridging the gap between theoretical knowledge and real-world language use.

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