

Tra suono e senso.

**Proposta di analisi poetiche
e significati didattici**

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Abstract

Between sound and meaning. A proposal for poetic analysis and didactic meanings

This paper begins from the observation of a growing asymmetry between the vitality of contemporary literary criticism and the progressive marginalization of poetry in teaching practice. Within this framework, it offers theoretical insights into the field of literary education in a foreign language in recent decades, tracing possible causes of such disconnection. The enquiry employs an empirical methodology, presenting data collected through an analysis of the experiences and perceptions of secondary school students with respect to literary texts in a foreign language in general, with a particular focus on poetry. Beyond diagnosing these critical issues, the article aims to propose operational solutions aimed at enhancing the language teaching potential of poetry. Specifically, it explores the dimension of sound not as an accessory aesthetic element, but as an interpretative key and a privileged gateway for the construction of meaning, offering concrete insights for a pedagogical rediscovery of poetics.

Keywords: literary education; literariness; empirical research; poetry; poetic sound.