

Italian as a second language. Experiences from a changing education environment

Author **Giorgia Bulli**

University of Florence, Italy , giorgiabulli@yahoo.it

Co-author **Gaia Pieraccioni**

University of Florence Assessorato alla Multiculturalità – Comune di Prato, Italy , giorgiabulli@yahoo.it

Abstract:

Italy can be considered as a new West European immigration-receiver country. Since the end of the 80s, this new phenomenon has confronted Italy along with its implications in terms of policy production. Integration policies play an important role in determining immigrants' social profile in the host country.

Teaching Italian as an L2 is the starting point for education integration policies as a socialization instrument, auto-promotion and intercultural change. Despite the flourishing literature that has emerged in the last decade, little attention has been paid the transformations of the Italian school system due to the presence of immigrant students.

As a matter of fact, the real challenge for the Italian school system does not only consist in the foreign students' integration through "linguistic emergence interventions". It actually involves to a much larger extent the choice of an ad hoc pedagogical approach for the management of multi-cultural classes and the valorization of the individual in the education environment.

This paper will briefly describe Italian integration policies in the school system and will focus on the teaching of Italian as a L2 in the areas where the local governments pay particular attention to the development of an efficient policy of alphabetization (Bologna, Florence, Milan). We will then concentrate on some central aspects of didactical methodologies in multi-cultural classes (Caon 2006) through the description of Cooperative Learning, Peer Tutoring and CLIL.

An efficient pedagogical and didactical approach to Italian as a L2 constitutes a central instrument for the social and cultural integration of foreign students and for the prevention of school abandonment, particularly widespread among foreign students.

*Teaching an everyday-language, through the elaboration of a methodology based on the results of the linguistics studies on language acquisition, also plays an important role for the further teaching of the specific school-subjects based on micro- languages (see the **BICS/CALP** dichotomy, Cummings & Swain 1986).*

Keywords: Immigration policies; CLIL; Social and cognitive integration; co-operative learning; Inclusive teaching; School success.