

Migrationsbedingte Mehrsprachigkeit im universitären DaT-Unterricht in Italien

Grundlagen und Anregungen für sensible Spracharbeit im sprachlich-kulturell heterogenen Lernkontext

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ABSTRACT: The need for a greater consideration of the multilingualism of students of immigrant origin in the teaching of foreign languages seems to be, by now, a shared idea in the field of research relating to language teaching and to disciplinary didactics. The belief that multi-lingual individuals have particular linguistic-cognitive resources favorable to language learning, is becoming more and more popular. In this context, the contribution focuses on how and under what conditions students with a migration background can use their (meta) linguistic knowledge and cultural experience when they try to learn a third or a further foreign language. The essay will illustrate possibilities and limits of the applicability of the aforementioned resources in teaching German as a third or further language (L3/LN) in a university context. This can be achieved by developing – on the part of the teaching staff – an ethno-relative attitude, especially in the perspective of the current migration, by acquiring a sensible attitude towards the specific situation of acculturation of the students, an equally sensible perception of their socio-cultural origin by supporting the construction of their bi- or multicultural identity.

Keywords: Multilingualism, Migration, Integration.

1. Migration – Integration – Mehrsprachigkeit

In Zeiten einer globalisierten Welt, multikultureller Gesellschaften und fluchtbedingter Migration, stehen die nationalen

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