

Prospettiva interculturale dell'educazione linguistica nella scuola dell'infanzia

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Abstract

An Intercultural Perspective of Language Education in Early Childhood Education

The linguistic communicative competence of non-Italian citizens' children, attending early childhood education services (ECEC), is relevant today for a positive integration process. This study researches the speech of children and explores the relationship between the knowledge and the maintenance of their original language and the acquisition of the Italian language. In particular, non-Italian citizens' children should be given the opportunity to learn the Italian language, while maintaining and strengthening their own; a lot of research shows that this is the safest way for school success and for an integration that ensures against assimilation. The choice to analyse the multilingual component of the ECEC, linked to educational and linguistic problems, also opens a space for reflection on the possibility of redefining educational planning within an intrinsic plurilingualism.

Keywords: plurilingualism; multiculturalism; Early Childhood Education; integration; original language.