

An Intercultural Didactics of Music and Second Language for the Integration of Migrants

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Abstract

Fostering intercultural skills for the integration of foreign students is a main task of the educational systems, given the ongoing changes in global society and the need for inclusion and integration of pupils from different cultural backgrounds. An innovative interdisciplinary teaching must therefore be implemented in order to improve reception and integration of the migrants. This paper's goal is to demonstrate that a shared didactic approach between Music and Second language can improve the processes of reception and cultural integration in classes with of pupils from immigrant families. The teaching/learning of music and foreign languages offers great opportunities to facilitate the integration of pupils from other cultures. It has been ascertained that acquisition of linguistic and musical skills are closely related: both competences are founded on similar intercultural processes and the close link between music and language favours this approach. Moreover, both the teaching of language and music are academic fields in which research and pedagogical practice are among the most advanced, and where focusing on intercultural competences is particularly important for both teachers and pupils. The contribution starts from a synthesis of the research results on second language and music learning and on the correlation between them; it then proposes general objectives for the promotion of intercultural skills together with specific objectives for integrated learning of Second language and Music.

Keywords: Intercultural competences, integrated approach, interdisciplinary didactics