

Language and literacy in migration context

International school organised under the framework of
Blended Intensive Programme (BIP), 2023-2024

Organising institution

Department of Romance languages and literatures, Faculty of Arts, Masaryk
University, Brno, Czech Republic

Contact person: Egle Mocciaro, egle.mocciaro@mail.muni.cz

Partner institutions

University of Bergen

Østfold University College, Norway

University of Cyprus

University of Porto

Boğaziçi University, Istanbul

University of Potsdam

Teachers

Rui Alexandre Alves (University of Porto)

Cecilia Bartoli (University of Palermo, Guest)

Linda Emilsen (Østfold University College, Norway)

Işıl Erduyan (Boğaziçi University, Istanbul)

Ann-Kristin Helland Gujord (University of Bergen)

Belma Haznedar (Boğaziçi University, Istanbul)

Sviatlana Karpava (University of Cyprus)

Fernanda Minuz (Bologna, online)

Egle Mocciaro (Masaryk University, Brno)

Marta Lupica Spagnolo (University of Potsdam)

Åshild Søfteland (Østfold University College, Norway)

Martha Young-Scholten (Newcastle University, online)

Implementation period

Virtual phase: 22-30 April 2024 (3 meetings)

In-presence phase: 3-7 June 2024

ECTS: 5 or 3 (depending on the curriculum of home universities)

Description of the course

(1) Virtual segment (please note that the date and time may still be subject to change)

The virtual segment will consist of three meetings hosted in MS Teams and held by internationally recognised experts in the field of language, literacy and migration. The meetings will be dedicated to:

(a) “Pleasure reading”. This assumes that the more reading is detached from study tasks, the more fluently and deeply one learns. This is also due to the so-called affective filter, postulated by S. Krashen, which decreases if a study task is not required. Research points to the value of individualised reading, typically of fiction, to bolster five- and six-year-old children’s reading fluency. At this reading level, many thousands of books exist. Adults at this reading level may have unaddressed dyslexia, problems due to stroke or dementia or may be immigrants with insufficient schooling in their home language. While children’s books are an option, they are hardly ideal for instilling a love of reading. *Simply Stories* (<http://simplystories.org/>) caters to beginning-level adult readers and their interests, knowledge and life experiences. The initiative has pioneered techniques for writing original fiction for this readership.

(b) Multilingualism and literacy in relation to the CEFR and in the field of language teaching planning.

- Meeting 1. 24.04, M. Young-Scholten, “Pleasure reading for adult immigrants with limited literacy and how to produce your own”
8.00 – 9.30 (Pacific Time)
16.00 – 17.30 (Porto)
17.00 – 18.30 (CET, Bergen, Brno, Potsdam)
18.00 – 19.30 (Cyprus)
18.00 – 19.30 (Istanbul)
- Meeting 2. 25.04, M. Young-Scholten, “Pleasure reading for adult immigrants with limited literacy and how to produce your own”
8.00 – 9.30 (Pacific Time)
16.00 – 17.30 (Porto)
17.00 – 18.30 (CET, Bergen, Brno, Potsdam)
18.00 – 19.30 (Cyprus)
18.00 – 19.30 (Istanbul)

- Meeting 3. TBD, F. Minuz, “Multilingualism and literacy in relation to the CEFR and in the field of language teaching planning”

(2) In-person segment

The in-person segment will be hosted in the rooms of the Faculty of Arts. It will consist of lectures and workshops. The lectures, held by teachers of the programme, will address from different and complementary perspectives (theoretical, sociolinguistic, educational) the nuclear themes of the course: language, literacy and migration. In particular, they will focus on crucial but as yet little explored topics such as the dynamics of multilingualism in a European and migration context, the notion of literacy and its different types, the role of literacy skills in the development of non-mother tongues, research ethics. Lectures will be complemented by: (a) peer-to-peer activities, in which students will be asked to enter and comment on case studies and problems directly related to the topics covered; (b) workshops led by expert trainers, dealing with autobiographical narration of multilingualism experiences.

The course will be completed by a direct experience of the city’s linguistic diversity, with a workshop with local experts of Romani language.

3 June

8.30 – 9.00, Opening section

9.00 – 10.45, The notion of literacy and the existing classifications

11.00 – 12.45, Multilingualism types and multilingual Europe

Lunch pause

15.00 – 18.00, Workshop 1, Introductory experiential workshop

4 June

9.00 – 10.45, Multilingualism, literacy and mobility

11.00 – 12.45, Additional language acquisition and methodology

Lunch pause

15.00 – 17.00, Family Language Policy and Multilingualism

17.00 - 19.00, Peer-to-peer workshop

5 June

9.00 – 10.45, Additional language acquisition and literacy

11.00 – 12.45, Additional language acquisition and literacy

Lunch pause

15.00 – 18.00, Workshop 2. Experiencing the text (working with diverse languages and writing systems)

6 June

9.00 – 10.45, L. Target-language variation

11.00 – 12.45, Ethical considerations in research on adult language learners

Lunch pause

15.00 – 18.00, Workshop 3. M., Embodied multilingualism: narrating migration and languages

Social dinner (staff only)

7 June

9.00 – 10.00, Walk through the city center

10.00 – 12.00, Workshop 4 on local language diversity (Roma Museum)