

Language and literacy in migration context

Erasmus Blended Intensive Programme (BIP), 2023-2024
International school, Masaryk University, Brno, April-June 2024



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Partners

University of Bergen, Norway
Østfold University College, Norway
University of Cyprus
University of Porto, Portugal
Boğaziçi University, Istanbul, Turkey
University of Potsdam, Germany

Lecturers

Rui Alexandre Alves	(University of Porto)
Cecilia Bartoli	(University of Palermo, guest)
Cristine Czinglar	(University of Jena, guest)
Linda Emilsen	(Østfold University College, Norway)
Işıl Erduyan	(Boğaziçi University, Istanbul)
Ann-Kristin Helland Gujord	(University of Bergen)
Markéta Hajská	(Charles University, Prague, guest)
Belma Haznedar	(Boğaziçi University, Istanbul)
Sviatlana Karpava	(University of Cyprus)
Pavel Kubaník	(Charles University, Prague, guest)
Fernanda Minuz	(Bologna, guest, online)
Egle Mocciaro	(Masaryk University, Brno)
Marta Lupica Spagnolo	(University of Potsdam)
Christoph Schroeder	(University of Potsdam)
Åshild Søfteland	(Østfold University College, Norway)
Martha Young-Scholten	(Newcastle University, guest, online)

Organisational support

Chair: Marcela Opršalová, oprshalova@phil.muni.cz

Team: Kristýna Lorenzová, Veronika Nekudová, Jan Rutsch, Michal Varchol,
Kristýna Vítková

Implementation period

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

In-presence phase: 3-7 June 2024

ECTS: 5

Description of the course

Resulting from cooperation between different institutions in Europe and beyond, the school will address from different and complementary perspectives (theoretical, sociolinguistic, educational) the nuclear themes included in its title: language, literacy and migration.

(1) Virtual phase

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 for adult immigrants with limited literacy and how to produce your own". "Pleasure reading" 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". The CEFR (2001) and its recent Companion Volume (2018) are essential references for language teachers, curriculum developers, language testers, and policymakers. Applications and developments in different teaching areas are still ongoing. The lecture will examine two of them. First, we will trace the development of the notion of plurilingualism, which has a central position both in the CEFR and, more generally, in the Council of Europe's policies and whose didactic implications are at the heart of the Guide for the development and implementation of curricula for plurilingual and intercultural education (2014). We will then examine the Council of Europe's recent contributions to teaching literacy and second language for adult migrants, specifically through Literacy and Second Language Learning for the Linguistic Integration of Adult

Migrants (2022). This reference guide explicitly refers to the CEFR methodological framework and responds to the growing need of those working in teaching literacy in migration contexts. The links between the multilingual approach and teaching in migratory contexts will be explored.

Programme of the virtual phase

24.04	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)	Martha Young-Scholten (Newcastle and Seattle) Pleasure reading for adult immigrants with limited literacy and how to produce your own
25.04	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)	Martha Young-Scholten (Newcastle and Seattle) Pleasure reading for adult immigrants with limited literacy and how to produce your own
26.04	14.00 – 15.30 (Porto) 15.00 – 16.30 (CET, Bergen, Brno, Potsdam) 16.00 – 17.30 (Cyprus) 16.00 – 17.30 (Istanbul)	Fernanda Minuz (Bologna) Multilingualism and literacy in relation to the CEFR and in the field of language teaching planning

(2) In-presence phase

The in-presence segment will consist of lectures and workshops. The lectures 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 directly related to the topics covered; (b) workshops led by experts on multilingualism and autobiographical narration of multilingualism.

Programme of the in-presence phase

3.06	8.30-9.00	Institutional welcome (P. Dytrt, MUNI, E. Mocciaro, MUNI) Opening session (R. Alves, L. Emilsen, I. Erduyan, A.-K. Gujord, B. Haznedar, S. Karpava, M. Lupica Spagnolo, E. Mocciaro, A. Søfteland)
	9.00-11.00	What is literacy and why is it important? (R. Alves)
	11.00-13.00	Multilingualism types and multilingual Europe (S. Karpava)
	15.00-18.00	Workshop on linguistic repertoires in motion (C. Bartoli & M. Lupica Spagnolo)
4.06	9.00-11.00	Multilingualism, literacy and mobility (E. Mocciaro & M. Lupica Spagnolo)
	11.00-13.00	Additional language acquisition and methodology (A.-K. Gujord, L. Emilsen & A. Søfteland)
	15.00-16.00	Romani in Czech schools and among the Roma (M. Hajská & P. Kubaník)
	16.00-18.00	Family language policy and multilingualism (S. Karpava)
5.06	9.00-13.00	Round table on additional language acquisition and literacy (I. Erduyan, B. Haznedar, E. Mocciaro, C. Schroeder)
	15.00-18.00	Workshop on Embodied multilingualism: narrating migration and languages (M. Lupica Spagnolo)
6.06	9.00-11.00	Target-language variation (Å. Søfteland, L. Emilsen & A.-K. Gujord)
	11.00-13.00	Ethical considerations in research on adult language learners (L. Emilsen, A.-K. Gujord & Å. Søfteland)
	15.00-16.30	Multilingual assessment of basic literacy in adult second language learners of German (C. Czinglar)
7.06	9.00-10.00	Walk through the city centre (D. Vázquez Touriño, MUNI)
	10.00-12.00	Visit to the Museum of Romani Culture (J. Horváthová, MRC)



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Østfold University College



University of Cyprus
Department of English Studies



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E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO



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