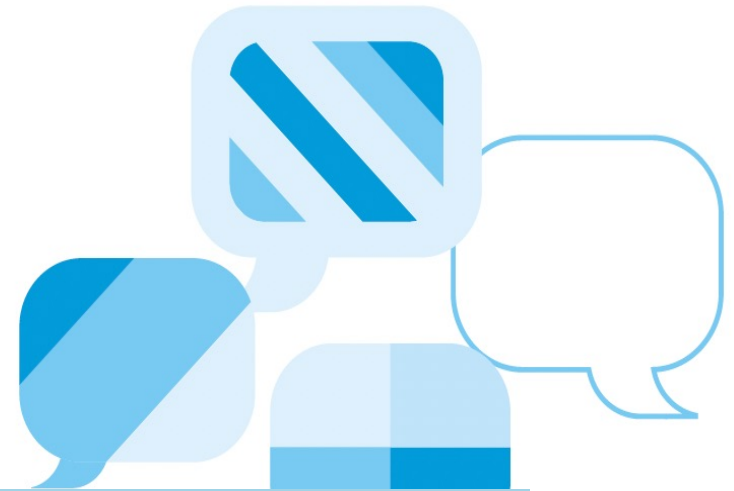
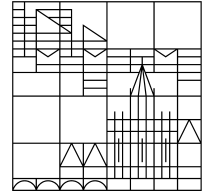




Universität  
Konstanz



# **Bilingualism Matters experts working with parents and teachers of bi-/multilingual children: science communication and advice**

**Theodoros Marinis**

ECSPM Symposium, Ghent, 23.5.2024

# Roadmap

1. What is science communication
  2. The Bilingualism Matters (BM) network
  3. Examples of good practice in science communication and advice from the BM international network
  4. Take Home Message
1. Was ist Wissenschaftskommunikation
  2. Das Bilingualism Matters (BM) Netzwerk
  3. Beispiele für bewährte Verfahren in der Wissenschaftskommunikation und in der Beratungsstelle des internationalen BM-Netzwerks
  4. Fazit

# Science communication / Wissenschaftskommunikation



“Science communication is the practice of **informing, raising awareness of science-related topics**, and also getting involved with **audiences that include**, at least in part, **people from outside the science community.**”

„Bei der Wissenschaftskommunikation geht es darum, zu **informieren, für wissenschaftliche Themen zu sensibilisieren** und sich auch an ein **Publikum** zu wenden, das zumindest teilweise **aus Personen besteht, die nicht der wissenschaftlichen Gemeinschaft angehören.**“

# Science communication / Wissenschaftskommunikation



1. An important part of the research culture
2. Embedded in a research framework based on open science and ethical standards
3. Informs and engages citizens in research, developing public understanding of research

1. Ein wichtiger Teil der Forschungskultur
2. Eingebettet in einen Forschungsrahmen, der auf offener Wissenschaft und ethischen Standards beruht
3. Informiert und beteiligt Bürger an der Forschung und fördert das öffentliche Verständnis für die Forschung

# Science communication / Wissenschaftskommunikation



4. Provides timely evidence relevant to societal challenges, to foster science-informed societal debates and policy making, and to stimulate future support
5. Can inspire citizens, as well as new generations to achieve higher education

4. Liefert zeitnahe Erkenntnisse, die für gesellschaftliche Herausforderungen relevant sind, um wissenschaftlich fundierte gesellschaftliche Debatten und politische Entscheidungen zu fördern und künftige Unterstützung anzuregen
5. Kann Bürgerinnen und Bürger sowie neue Generationen dazu inspirieren, Hochschulausbildung zu erreichen

# Bilingualism Matters



<https://www.bilingualism-matters.org/>

- A community of organisations and individuals:
- **Aim:** share the commitment to make the research-based evidence on multilingualism and language learning **available** and **accessible** to:
- **families, communities, and professionals** in education, health or policy.
- Eine Gemeinschaft von Organisationen und Personen:
- **Ziel:** Gemeinsames Engagement, **forschungsbasierte Erkenntnisse** über Mehrsprachigkeit und Sprachenlernen **verfügbar** und **zugänglich** zu machen:
- **Familien, Communities** und **Fachleute** aus den Bereichen Bildung, Gesundheit und Politik.

# Bilingualism Matters



<https://www.bilingualism-matters.org/>

- Established in **2008**, **University of Edinburgh**: information service for parents
- **2014: Research and Information Centre**
- Since then multiple **BM centres across the world**
- **2022**: launched as a spin-out **social enterprise**.
- Gegründet **2008**, **Universität Edinburgh**: Informationsdienst für Eltern
- **2014: Forschungs- und Informationszentrum**
- Seitdem mehrere **BM-Zentren in der ganzen Welt**
- **2022**: Start als soziales **spin-out NGO**.

# Bilingualism Matters



<https://www.bilingualism-matters.org/>

- Engages in **collaborative projects** → research, explore how to apply research findings in the real world
- **Provides advice:** families, individuals, professionals from health, education, and policy
- Offers tailored information **sessions, workshops, and training**
- Engagiert sich in gemeinsamen Projekten → Forschung, erkundet, wie Forschungsergebnisse in der realen Welt angewendet werden können
- **Beratung:** Familien, Einzelpersonen, Fachleute aus: Gesundheit, Bildung und Politik,
- Bietet angepasste **Informationsveranstaltungen, Workshops, Schulungen an**



# Bilingualism Matters



**Prof Antonella Sorace**

Professor of Developmental Linguistics, University of Edinburgh / Founding Director of Bilingualism Matters  
**More**



**Dr Katarzyna Przybycien**

CEO of Bilingualism Matters

Screenshot



**Prof. Tanja Rinker**

Professorship for German as a Foreign Language / Didactics of German as a Second Language  
**More**

+ international advisory board

+ internationales beratendes Gremium

# Bilingualism Matters



<https://www.bilingualism-matters.org/network>



- 22 branches in Europe, 5 in North America, 2 in Asia, 1 in Australia

22 Zweigstellen in Europa, 5 in Nordamerika, 2 in Asien, 1 in Australien



# Examples of good practice / Beispiele für bewährte Verfahren

# Principles



## Tailored activities for specific audiences:

- Language choice
- Language style
- Format
- Type of activity

## Angepasste Aktivitäten für bestimmte Zielgruppen:

- Wahl der Sprache
- Sprachstil
- Format
- Art der Aktivität

# Webseite / Webseiten



## Parents' questions

Covering the most frequent questions from parents about raising bilingual children and available in eight languages.

Frequently  
asked questions

Domande  
frequenti

Ceistean  
àbhasteac

Preguntas  
frecuentes

Questions  
fréquemment  
posées

Häufig gestellte  
Fragen

συχνές ερωτήσεις

Najczesciej  
zadawane  
pytania

BM Edinburgh

# Webseite / Webseiten



Bilingualism Matters w Krakowie (PL)

CZYM SIĘ ZAJMUJEMY?

POZNAJ ZESPÓŁ BILINGUALISM MATTERS KRAKÓW

PYTANIA I ODPOWIEDZI – dla rodziców

PYTANIA I ODPOWIEDZI – dla terapeutów i nauczycieli

POLECANA LITERATURA

RAPORT Z PROJEKTU: (Nie)łatwe powroty do domu?

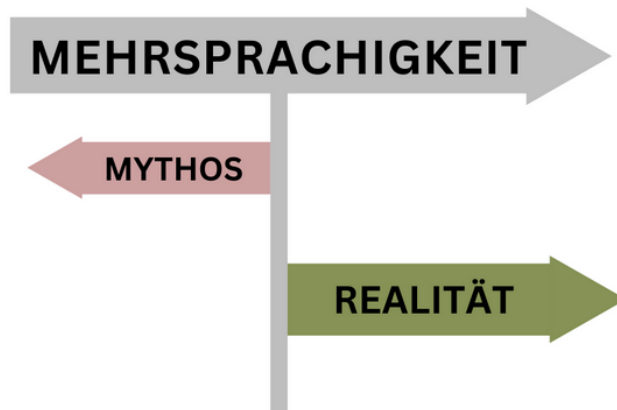
POPULARYZACJA DWUJĘZYCZNOŚCI

BM Krakow

# Webseite / Webseiten



## Mythos oder Realität?



- Was ist Mehrsprachigkeit?
- Mehrsprachigkeit in der Familie
- Mehrsprachigkeit in der Bildung
- Mehrsprachigkeit und Sprachentwicklungsstörungen
- Materialien

- Mit mehreren Sprachen aufzuwachsen überfordert Kinder. ↓
- Kleinkinder saugen Sprachen auf wie ein Schwamm. ↓
- Der Spracherwerb verläuft bei mehrsprachigen Kindern langsamer. ↓
- Mehrsprachigkeit hat positive Auswirkungen auf die kognitiven Fähigkeiten. ↓
- Je früher wir mit dem Spracherwerb anfangen, desto besser. ↓
- Das Mischen von Sprachen ist ein Zeichen, dass das Kind keine Sprache richtig beherrscht. ↓



# Popular online science articles, blogs, podcasts, video clips



Parents of Bilingual Children

Additional Resources

- [Reading Together: Bilingualism Guidance for Parents](#)
- [7 Myths and Facts About Bilingual Children Learning Language](#)
- [Local resources for parents in Illinois](#)
- [The Bilingual Advantage \(Parents & Family Resources\)](#)
- ["¿Quieren que sus hijos hablen el inglés y el español?: Un manual bilingüe / Would you like your children to speak English and Spanish?: A Bilingual Manual" by Ana Celia Zentella](#)
- [Resources for families from the Harmonious Bilingualism Network](#)
- Podcast: Bilingualism and Your Brain
  - [Video](#)
  - [Spotify](#)
  - [Apple Podcasts](#)
- [Kletsheads: The podcast about bilingual children for parents, teachers and speech language therapists](#)

BM Chicago

[More resources](#)



# Youtube channels



## Bilingualism Matters channel

<https://www.youtube.com/@BilingMatters>



bilingualism matters



## Bilingualism Matters

@BilingMatters · 74 Abonnenten · 27 Videos

International network bridging the gap between research and the public for a better unders... >

[bilingualism-matters.org](http://bilingualism-matters.org) und 3 weitere Links

Abonnieren

# Youtube channels



## MultiMind channel

<https://www.youtube.com/@multiminditn3495>



Search



 Sign



## MultiMind ITN

@multiminditn3495 · 667 subscribers · 47 videos

Welcome to the official YouTube channel of 'MultiMind'. >

[multilingualmind.eu](http://multilingualmind.eu) and 2 more links

Subscribe

# Youtube channels



## TEAM Youtube channel

<https://www.youtube.com/@TEAMultilingual>



Suchen



**TEACHER EDUCATION ABOUT MULTILINGUALISM:**  
Informing and supporting pre-service and in-service teachers about bi- and multilingualism.



## Teacher Education About Multilingualism - TEAM



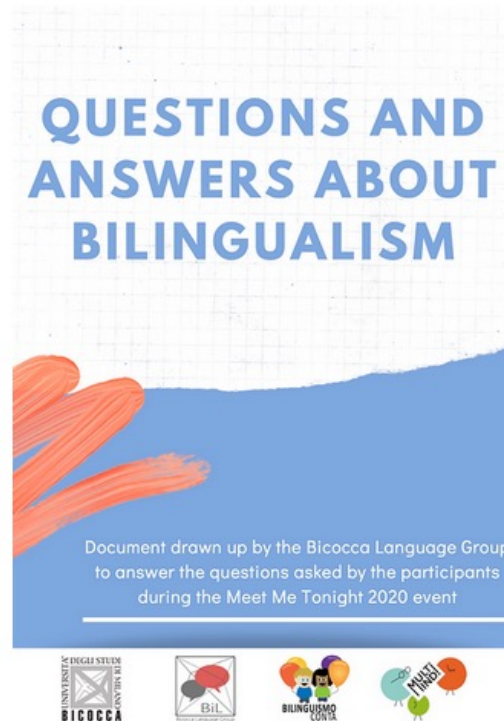
@TEAMultilingual · 229 Abonnenten · 89 Videos

ALL ABOUT MULTILINGUALISM! >

[team.amu.edu.pl](https://team.amu.edu.pl) und 2 weitere Links

Abonnieren

# Flyers



## Questions and Answers about bilingualism

This brochure provides answers to frequently asked questions about bilingualism. The flyer is available in English and Italian.

# Flyers



FRANÇAIS / FRENCH / FRANÇAIS / FRENCH / FRANÇAIS

## MULTILINGUALISM & DEVELOPMENTAL LANGUAGE DISORDER

What is it? How can I recognise it? What can I do?



## MULTILINGUISME & TROUBLE DU DÉVELOPPEMENT DU LANGAGE

Qu'est-ce que c'est? Comment puis-je le reconnaître?  
Que puis-je faire?

Le trouble du développement du langage affecte 7% des enfants.



Le multilinguisme n'est PAS une cause de trouble du développement du langage.

Mais un diagnostic fiable de trouble du développement du langage chez les enfants multilingues n'est pas facile.

La détection précoce est la clé.  
L'orthophonie, ça aide!



Ce projet a reçu un financement du programme de recherche et d'innovation Horizon2020 de l'Union européenne dans le cadre de la convention de subvention Marie Skłodowska-Curie n° 765556.



NEDERLANDS / DUTCH / NEDERLANDS / DUTCH

## MEERTALIGHEID EN TAALONTWIKKELINGSSTOORNISSEN

Wat is het? Hoe kan ik het herkennen? Wat kan ik doen?

7% van alle kinderen heeft een taalontwikkelingsstoornis.



Meertaligheid is GEEN oorzaak van taalontwikkelingsstoornissen.

Maar een betrouwbare diagnose van taalontwikkelingsstoornissen bij meertalige kinderen is niet gemakkelijk.

Een vroegtijdige signalering is cruciaal.  
Logopedie helpt!



Dit project is gefinancierd door het onderzoeks- en innovatieprogramma Horizon2020 van de Europese Unie in het kader van de Marie Skłodowska-Curie-subsidieovereenkomst nr. 765556.

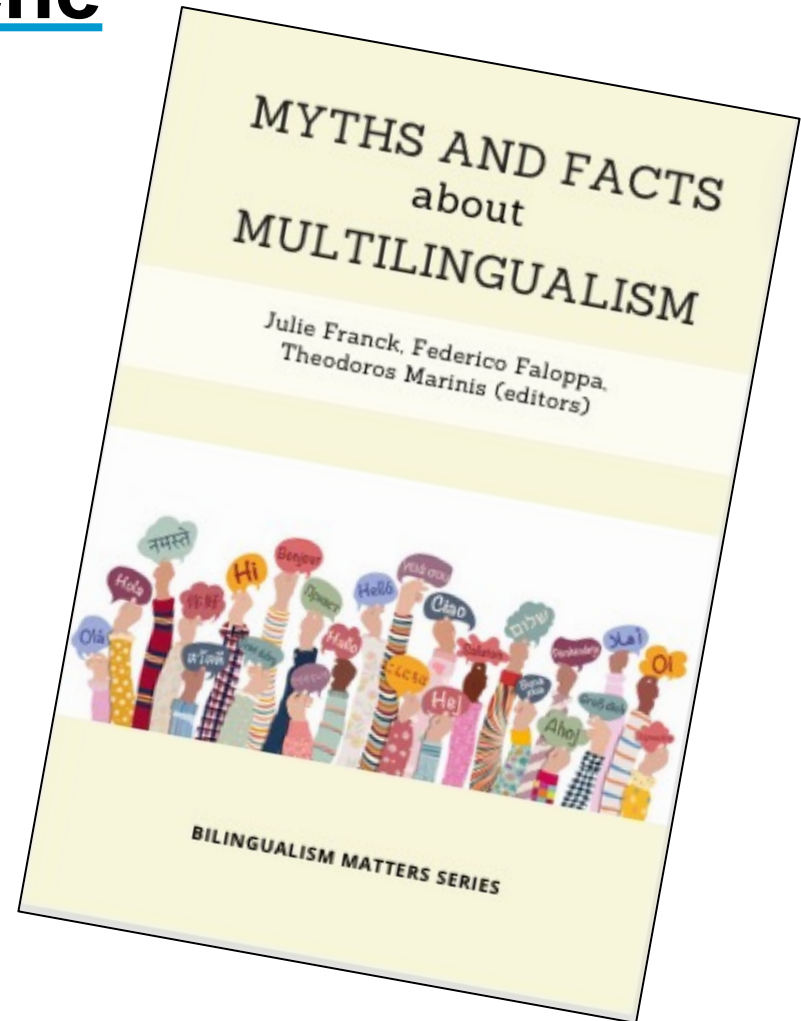


## Developmental Language Disorder Awareness Day 15th October 2021

- |                |                |                  |                  |
|----------------|----------------|------------------|------------------|
| <u>Arabic</u>  | <u>English</u> | <u>Hindi</u>     | <u>Russian</u>   |
| <u>BCS</u>     | <u>French</u>  | <u>Hungarian</u> | <u>Slovenian</u> |
| <u>Chinese</u> | <u>German</u>  | <u>Italian</u>   | <u>Spanish</u>   |
| <u>Czech</u>   | <u>Greek</u>   | <u>Polish</u>    | <u>Turkish</u>   |
| <u>Dutch</u>   |                |                  |                  |

# Popular science books / Populärwissenschaftliche Bücher

<https://tbr-books.org/product/myths-and-facts-about-multilingualism>



# Moodle courses / Moodle Kurs



☰ TEAM Project Moodle English (en) ▾

You are currently using guest access ([Log in](#))

## TEAM course

- Introduction
- Linguistics
- Neurocognition
- Culture
- Strategies

🔌 Animated navigation off

📄 Data preference

🏠 Home



Video clips, multiple choice tasks, material, literature

Subtitled in: Arabic, Croatian, English, German, Greek, Italian, Polish, Spanish

Videoclips, Multiple-Choice-Aufgaben, Material, Literatur

Untertitel in: Arabisch, Kroatisch, Englisch, Deutsch, Griechisch, Italienisch, Polnisch, Spanisch

# Material for teachers / Material für Lehrkräfte

BM Edinburgh



The resources are available in English and Gaelic for use in GME contexts and are an ideal way to start celebrating the linguistic landscape in your school.



THE UNIVERSITY of EDINBURGH



< Schottland (CfE)

< Schottland Partnerschaften

**Zweisprachigkeit ist wichtig**

Schottischer Fußballverband - Scottish FA

Schottische Feuerwehr und Rettung

Historische Umwelt Schottland

Nationale Museen Schottland

Mathe-Woche Schottland

Das schottische Parlament

MOBIE - Ministerium für Bauwesen, Innovation und Bildung

Santander und Twinkl - Lehrplan für Exzellenz

Scotland (CfE) > Scotland Partnerships > Bilingualism Matters

## Bilingualism Matters



Bilingualism Idioms PowerPoint

★★★★★ 4.8 (9 Kommentare)



Bilingualism: Guess the Language PowerPoint

★★★★★ 5.0 (2 Kommentare)



Bilingualism Board Game

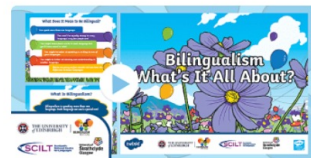


Bilingualism - Interactive Quiz

★★★★★ 5.0 (1 Kommentar)



Bilingualism QR Code Treasure Hunt



Bilingualism - What's It All About? PowerPoint



Bilingualism Conversation Cards

★★★★★ 5.0 (1)



Dà-chànanas - Farpais-cheist Eadar-ghnìomhach

PowerPoint presentations, Quizzes, Games, etc. in multiple language

PowerPoint-Präsentationen, Quiz, Spiele usw. in mehreren Sprachen



# Material for families / Material für Familien



HOME ABOUT US ► ANNOUNCEMENTS BILINGUALISM MATTERS



[Home](#) > [Resources](#) > Resources for Families

- Resources for Families**
- Professional Books for Parents**
- Multilingual Read-Aloud Videos**
- Dual Language Programs**
- The Seal of Biliteracy**
- Link to Resources for Families**

HOME ABOUT US ► ANNOUNCEMENTS BILINGUAL LIBRARY EVENTS ► RESEARCH

- [Home](#) > [Resources](#) > [Resources for Families](#) > Multilingual Read-Aloud Videos
- [Multilingual Storytimes: The New York Public Library](#)
- [Read Aloud Book Videos for Kids on YouTube](#)
- [Free book readings in many languages, perfect for bilingual kids](#)
- [Video Series - Eastern Connecticut State University](#)
- [100+ Free Video Read Alouds: Indianapolis Public Library](#)

# Training for teachers / Fortbildungen für Lehrkräfte



RESOURCES FIND A BRANCH



## Training for teachers: multilingualism in schools

1st December 2021



The event aimed at discussing with the teachers the best approaches to manage a multilingual class. Moreover, thanks to the participation of Dott. Valentina Carbonara, expert in multilingual education, a practical training on the activities to implement in a multilingual classroom has been provided.

# Policy reports



POLICY REPORT 1

COME MIGLIORA  
E IL TRATTAMENTO  
MULTILINGUI CO  
DEL LINGUAGGIO  
SPECIFICO DELL'



POLICY REPORT 2

EL EFECTO DE  
EXTRANJERA E



INTRODUCCIÓN

Este informe aborda las posibles  
uso de una lengua extranjera con  
intervención en psicoterapia, espec

ΕΚΘΕΣΗ ΠΟΛΙΤΙΚΗΣ 3

ΕΠΙΦΕΡΕΙ ΟΦΕΛ  
ΤΙ ΠΙΣΤΕΥΟΥΝ ΟΙ  
ΤΗΝ ΠΟΛΥΓΛΩΣΣ



POLICY REPORT 4

COMMENT SOUTENIR  
LE DÉVELOPPEMENT DE LA LANGUE ET  
DE L'ALPHABÉTISATION DANS LES  
CLASSES DE LANGUE  
MAJORITAIRES ET É



POLICY REPORT 5

MULTILINGUALISM IN MIGRATION  
SETTINGS: CHILDREN AND ADULT  
LEARNERS IN FORMAL EDUCATION



1. How to improve assessment and treatment of multilingual children with language and reading disorders
2. The foreign language effect in psychotherapy
3. Does multilingualism bring benefits? What do teachers think about multilingualism?
4. How to support language and literacy development in heritage majority and foreign language classrooms?
5. Multilingualism in migration settings: Children and adult learners in formal education

# Policy reports

## POLICY REPORT 4

### HOW TO SUPPORT LITERACY DEVELOPMENT IN MAJORITY AND FOREIGN LANGUAGE CLASSROOMS



## INTRODUCTION

This policy report addresses issues related to language and literacy development as well as their implications for the learning and teaching of majority languages, majority languages (as second and foreign languages). Given the increasing diversity in education, within but also across Europe, it is important for teachers to be aware of current research findings regarding the use of teaching practices and techniques that are implemented in heritage, majority, and foreign language classrooms. This report includes evidence from previous research as well as findings from a study conducted within the framework of "The Multilingual Mind – MultiMind."

Suggested Citation: Papadopoulou, Despina; Rinkel, Tanja; Bosch, Jürgen; Oikaranta, Konstantina; Marinis, Theodoros. (2022). How to support literacy, majority and foreign language classrooms. DOI:10.4887/ijllops

THE MULTILINGUAL MIND: POLICY REPORT ON BILIN

## DEFINITION OF TERMS

**First language:** A language acquired in a naturalistic way.

**Heritage language:** A language acquired in a naturalistic way within the family environment where another language is the majority of the population (children of Italian origin living in

## HERITAGE LANGUAGE BACKGROUND & CHALLENGES

Heritage speakers (hereafter HSs) are bilinguals. They are typically children of immigrants born in a bilingual environment using a language at home, their heritage language, and a majority language at school. However, in middle-late childhood, a significant shift in exposure from the heritage language to the majority language usually coinciding with the start of school becomes more dominant in the lives of these children. Moreover, HSs often do

## KEY FINDINGS (EXTENDED)

Heritage Speakers often experience lower proficiency and limited reading skills in their heritage language. HSs of Italian who live in Germany showed longer reading times than speakers of Italian living in Italy. Lower proficiency and limited reading skills in the initial learning phase of Italian in Germany and showed longer reading times in lower proficiency and limited reading skills in the initial learning phase of Italian in Germany.

Heritage Speakers may experience more difficulty with linguistic forms and more difficult linguistic forms.

HSs of Italian who live in Germany with less frequent and more difficult linguistic forms, such as singular instead of plural number.

In the HL gender assignment of nouns, there is more agreement between adjectives, relatively smoothly. In co-occurrence with gender assignment, i.e., noun, a phenomenon that is more frequent and lexical frequency.

THE MULTILINGUAL MIND: POLICY RE

## POLICY IMPLICATIONS: HERITAGE LANGUAGE TEACHING

Teachers should be made aware of the needs of students with heritage language background in the categories of either first (L1) or second (L2) learners. HL learners have different needs than L2 learners. HL learners have different needs than L2 learners. HL learners have different needs than L2 learners.

## TEACHING THE MAJORITY LANGUAGE BACKGROUND & CHALLENGES

Research on second/foreign language teaching emphasizes on which techniques are more effective for vocabulary and grammar learning. For second language, several studies have explored techniques, such as flashcards (i.e., use of a written word and a picture illustrating the meaning (i.e., the transmission of information with or without speaking), and contextual cues (i.e., text that can facilitate the understanding of known words). Flashcards and activities involving both entertaining and effective learning techniques (Alqahtani, 2015 for a review; et al., 2015; Demircioglu, 2010). When it comes to

## KEY FINDINGS (EXTENDED)

Vocabulary techniques that incorporate movement and physical activity are more efficient in the initial learning phase. Flashcards and physical movement, and images, are more beneficial than the use of young second language learners with low proficiency. Flashcards are a tool that can be used in the classroom and can keep the learners motivated. Flashcards and physical movement, and images, are more beneficial than the use of young second language learners with low proficiency. Flashcards are a tool that can be used in the classroom and can keep the learners motivated.

The use of running dictation can improve literacy skills in the ML.

Young learners of a ML may benefit from collaborative FoF activity. This activity enhances the target grammatical phenomenon, time it improves the dynamics of the classroom collaboration among students (see Willis for more information on running dictation; see Bosch, Lago, & Figueiredo, 2019 for benefits).

THE MULTILINGUAL MIND: POLICY REPORT ON BILINGUAL LANGUAGE AND LITERACY DEVELOPME

## POLICY IMPLICATIONS: TEACHING THE MAJORITY LANGUAGE

ML teaching in young students with low literacy and low proficiency in the ML needs to incorporate specific approaches and techniques that enhance and improve their linguistic knowledge and awareness.

Educational techniques that involve pictures are beneficial for young learners who are at beginning

## LITERACY DEVELOPMENT BACKGROUND & CHALLENGES

An increasing number of children learn to read in two languages. Therefore, it is crucial to gain more information on the relation between reading development and second language development. Moreover, there is a worldwide trend towards English at all levels of education, but it is still affecting learning outcomes (see Dearden, 2014).

One of the projects within MultiMind focused on literacy in primary school in three different countries investigated how multilingual children with a second language in the ML of their country of residence differ from monolingual children in terms of their reading

## KEY FINDINGS (EXTENDED)

Differences in reading between heritage and majority language children in the ML disappear towards the end of primary school. In Grade 3 (age 8-9), children who speak a majority language in school underperform on reading accuracy and speed as compared to their monolingual peers. However, in Grade 5 (age 10-11), these differences disappear, suggesting that multilingual children catch up during primary school, as their ML proficiency increases. For both multilingual and monolingual children, scores were related to children's vocabulary knowledge and to their rapid naming skills (i.e., the ability to quickly name visually presented symbols as quickly as possible).

Bilingual education is beneficial for the development of literacy skills in both languages.

In Grade 2 and 3 (age 7-9), monolingual children in different bilingual programs had age-appropriate accuracy and fluency in both languages, while monolingual children in the L1. Firstly, they did not differ in L1 reading acquisition, and secondly, their L2 reading abilities were at a high level despite the fact that they had less exposure to the L2. L2 reading abilities were related to L2 vocabulary knowledge. More correlations were found between L1 and L2 reading suggesting that reading abilities develop together in both languages when literacy instruction is provided in both languages.

THE MULTILINGUAL MIND: POLICY REPORT ON

acquisition and have not developed high literacy skills in either their first or second language.

Implicit grammar teaching and interactive games are effective

## KEY FINDINGS (EXTENDED)

The use of a foreign language as the only medium of instruction may not be beneficial for the children's reading comprehension and mathematical skills.

In the Maldives, children in Grade 5 and 6 (age 10-12) performed relatively poorly in all tests, despite non-verbal intelligence within norms. While some children were able to quickly read texts in English and solve simple arithmetic problems, reading comprehension and mathematical problems presented in a story format were problematic in almost all cases. Reading accuracy was positively related to children's vocabulary knowledge in English, and the ability to solve mathematical story problems was positively correlated with both reading skills and English vocabulary knowledge, although this relationship was modulated by general intelligence.

## POLICY IMPLICATIONS: LITERACY DEVELOPMENT IN MULTILINGUAL CHILDREN

Multilingual education is a promising avenue for L1 maintenance and L2 learning. Schools should adopt multilingual approaches that value children's heritage languages and make use of all their linguistic resources.

Multilingual education is beneficial for the development of literacy and language skills in children.

Supporting oral language skills aids literacy development; this is especially important for children who learn to read in their L2. Children who speak a HL should receive high-quality exposure to the school language in order to overcome an initial 'disadvantage' in reading and writing in the L2.

The use of a foreign language as the sole medium of instruction may not boost the development of language and literacy or the learning of a subject like mathematics; multilingual educational programs that exploit the children's entire linguistic repertoire are more beneficial for the development of language, literacy, and mathematics.



CONTACTS depapa@lit.auth.gr | info@multilingualmind.eu | www.multilingualmind.eu

Suggested Citation: Papadopoulou, Despina; Rinkel, Tanja; Bosch, Jürgen; Di Pisa, Grazia; Foppola, Francesca; Oikaranta, Konstantina; Marinis, Theodoros. (2022). How to support language and literacy development in heritage, majority and foreign language classrooms. DOI:10.4887/ijllops/2022-03-01-00002



This project has received funding from the European Union's Horizon Europe research and innovation programme under the Marie Skłodowska-Curie grant agreement No 765556.

THE MULTILINGUAL MIND: POLICY REPORT ON BILINGUAL LANGUAGE AND LITERACY DEVELOPMENT





Art exhibition of Luca Prestia & Federico Faloppa, 28 November – 23 December 2022  
Bilingual text German / English

Ausstellung von Luca Prestia & Federico Faloppa, 28. November – 23 Dezember 2022  
Bilingualer Text Deutsch / English

## RUBilingual collaborates with Metáfora in hosting an event on Code-Switching in Bilingual Literature

With the occasion of Hispanic Heritage Month, RUBilingual collaborated with Metáfora in organizing an event on *Code-Switching in Bilingual Literature*. Participants learned about code-switching and translanguaging practices, about language choice in the context of bilingual expression, and created their own bilingual literary pieces.

\*Metáfora is a student-established organization that provides innovative and artistic workshops in Spanish to the Rutgers community.



Art & culture in Hispanic, Portuguese & Luso-Brazilian contexts

Kunst und Kultur im hispanischen, portugiesischen und luso-brasilianischen Kontext



# Join METÁFORA at the Spanish & Portuguese Department!





Meritxell Felu Ribas  
Director

The ceramic vase in the background is a work by the Majorcan artist Miquel Barcelo, called Siurell. Photo: J. Ribas

Greetings from Metáfora, a creative and interdisciplinary space to celebrate art and culture in the Hispanic, Portuguese, and Luso-Brazilian contexts. Once again, we continue creating various workshops to explore the endless possibilities of artistic and literary creation. Please join one or all the varied events coming up. **To join please scan the QR code or e-mail [mfeliuribas@spanport.rutgers.edu](mailto:mfeliuribas@spanport.rutgers.edu)**

**Oct. 09** *"Pues estoy creando Spanglish": Code-switching in Bilingual Literature.* Celebrate the Hispanic Heritage Month in this engaging workshop about code-switching and literature. Workshop by RU Bilingual and Metáfora. **4:30-6:30, AB5190**

**Nov 7 & 14** *Traditional Majorcan Culture: the Siurells.* Discover the culture from Mallorca and make a traditional (and super fun) figurine called *siurell*. Workshop by Alejandro Jaume Losa and Meritxell Felu Ribas. **4:00-5:30, AB5191**

**Dec 04** *The Art of Haikus and Haiga.* Learn about *haiga* and *haikus*, and their influence on the Spanish language literature in this hands-on workshop. Workshop by Dongjoon Kim and Meritxell Felu Ribas. **4:00-6:00, AB5191**



Snacks will be served at all the events!

If you attend at least 4 sessions, at the end of this academic year (May 2024) you will receive a **Certificate of Completion in Hispanic Arts and Cultures**. Please share this flyer with your friends and colleagues.

Follow us on Instagram!


# Films in the cinema / Filme im Kino



Universität  
Konstanz



## Gleis 11:

### Ein Film von Çağdaş Eren Yüksel

4. Mai 2023, 18.45 Uhr, Zebra Kino, Eintritt frei

„Eine Hommage an die erste Generation der Gastarbeiter\*innen“ (ARD)  
Anschließend Diskussion zum Thema Mehrsprachigkeit und Migration

Der Dokumentarfilm „Gleis 11“ des jungen Regisseurs Çağdaş Eren Yüksel ist ein **Porträt dieser ersten Einwanderergeneration**. „Pioniere der ersten Stunde“ nennt sie Yüksel respektvoll, der zur dritten Generation türkischer Einwanderer gehört. Sein Film verleiht der Großeltern-Generation eine Stimme, die in der deutschen Öffentlichkeit wenig zu Wort gekommen ist.

**Sieben Protagonist\*innen berichten** in Form einer Parallelmontage von ihren Träumen und Hoffnungen, vom Leben in der Bundesrepublik der 1960er und 1970er Jahre bis in die Gegenwart.

(Text aus: [phoenix.de/sendungen/dokumentationen/gleis-11-a-2291774.html](https://phoenix.de/sendungen/dokumentationen/gleis-11-a-2291774.html))

Gefördert im Rahmen der Exzellenzstrategie von Bund und Ländern



#### Organisation

Fachbereich Linguistik, Zentrum  
für Mehrsprachigkeit

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— [mehrsprachigkeit.uni.kn](https://mehrsprachigkeit.uni.kn)

uni.kn www.griffi. Foto: ID rookballiers - 42023



# Festivals



BM Konstanz

Konstanz is international, Intercultural Week  
Konstanz: 23 September 2023, Münster square Konstanz

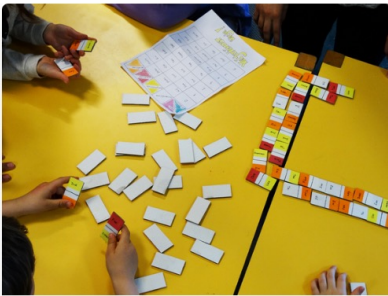
Konstanz is(s)t international, Interkulturelle Woche  
Konstanz: 23 September 2023, Münsterplatz  
Konstanz



# Workshops for children / Workshops für Kinder

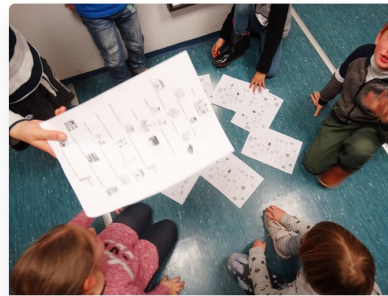


BM Nova Gorica



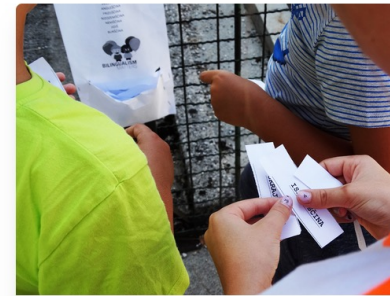
## MEDJEZIKOVNE DOMINE - DELAVNICE ZA OTROKE

Danes 'že vsak otrok' zna vsaj nekaj besed v tujem jeziku – in včasih to zadostuje. Vsekakor pa je to povsem dovolj, da se nam vsak otrok lahko pridruži pri



## MEDJEZIKOVNI SPOMIN – DELAVNICE ZA OTROKE

Koliko različnih jezikov obstaja? Kako se ljudje lahko razumejo med sabo, če ne govorijo istega jezika? Zakaj so si nekatere besede v različnih jezikih take



## POŠTA(RJI) – DVOJEZIČNE DELAVNICE ZA OTROKE

Nič neobičajnega ni, da se otroci zanimajo za različne države sveta, njihova glavna mesta in zastave. Ponosni smo nanje, če so splošno razgledani. Dajmo k temu

# Articles in magazines / newspapers



27.02.23, 11:33

Radolfzell-Stahringen: Hier reden Sechsjährige fast so viel Englisch wie Deutsch: So lernen Kinder in Stahringen bilingual | SÜ...

**RADOLFZELL-STAHRINGEN**

Nur für Abonnenten

22. Februar 2023, 17:03 Uhr

## Hier reden Sechsjährige fast so viel Englisch wie Deutsch: So lernen Kinder in Stahringen bilingual



Die Grundschule Stahringen hat ein bilinguales Profil – als einzige im Kreis und eine der wenigen im Land. Kunst, Sport und Musik werden auf Englisch unterrichtet. Wie das funktioniert und Kinder davon profitieren.



Article in local newspaper in Radolfzell about the bilingual school in Stahringen and bilingual education, 23. February 2023

Artikel in der Radolfzeller Zeitung über die bilinguale Schule in Stahringen und bilinguale Erziehung, 23. Februar 2023.

# Blogs



RESOURCES FIND A BRANCH MEMBER LOGIN ABOUT US ↓ COURSE

Blog 27 MAR 2024

## Scent of an accent in multilingual settings

Have you ever caught yourself ascribing a nationality to someone based on the way his/her language sounds? You are clearly not alone. We all have different notions of what a language ideally sounds like. How do these notions come about? Is it possible to minimize or eliminate them?

[MORE ↗](#)

Research Summary 15 MAR 2024

## French and language ideologies in a multilingual workplace

Discover how (non-) negotiation of language choices shapes workplace dynamics in a multilingual EU institution. Our latest report is a read for those who personally experience the resulting tension and disappointment in communication, as well as for managers who care for linguistic well-being (>> talent retention) in their international teams.

[MORE ↗](#)

Blog 06 MAR 2024

## So here I am, but I was certainly not hier hier!?

If you decided to read on, you probably wonder: "Okay, how does this question make any sense?!". And no worries, you are not wrong, if you said to yourself that "this cannot be right", right?

[MORE ↗](#)

Research Summary 12 FEB 2024

## Luxembourg's Financial Center Bubble: Choices Beyond Borders

Blog 14 JUL 2023

## What are social scripts and how do they work in a multilingual environment?

Screenshot

...tell stories in multiple languages, ... record documentaries, create bilingual dictionaries with pictures, and practise language skills.

[MORE ↗](#)

Research Summary 14 MAR 2023

## Promote Linguistic and Cultural Diversity in Europe

All EU languages are equally important. Languages ... 'multilingualism' and language learning, and move from monolingual to multilingual practices.

[MORE ↗](#)

## Student Ambassadors of the Multilingual Experience

Blog posts by MA program students who reflected on their multilingual experiences in Luxembourg and around the world.

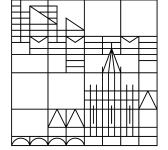
[MORE ↗](#)

# Take Home Messages / Fazit

- Science communication is multifaceted
- Tailored activities to the audiences & aims
- Creativity and time for preparation
- Sharing ideas and activities, don't reinvent the wheel
- Very rewarding
- Wissenschaftskommunikation hat viele Facetten
- Aktivitäten auf die Zielgruppen und Ziele anzupassen
- Kreativität und Zeit für die Vorbereitung
- Ideen und Aktivitäten teilen, das Rad nicht neu erfinden
- Sehr lohnend



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Grazie

Ευχαριστώ

Thank you

ధన్యవాదాలు

Vielen Dank

Gracias

спасибо

Merci

धन्यवाद



Aitäh

**Bilingualism Matters**

<https://www.bilingualism-matters.org/>

**Centre for Multilingualism Konstanz**

<https://www.mehrsprachigkeit.uni-konstanz.de/>

**MultiMind**

**TEAM**

<https://www.multilingualmind.eu>

<https://team.amu.edu.pl/>