

The Linguistic Approach of a Program that Welcomes Migrants and Refugees at a Brazilian University (UFPR)

This study aims to introduce the linguistic and academic dimensions of the Program “Migration Policy and Brazilian University” (PMUB), put into practice at Federal University of Paraná State in Brazil. One of its Project, called “Reingresso”, began in 2015 with the purpose of allowing access to UFPR undergraduate courses for humanitarian migrants and refugees admitted in Brazil who had started higher education courses in educational institutions in their country of origin but couldn’t graduate. Additionally, it is the goal of this work to outline actions of inclusive policies, which are enabling students not only to reenter but also to remain and complete their academic trajectory successfully. In order to expand the discussion from a linguistic aspect, the paper addresses the theoretical perspective of language teaching for academic purposes (MANGIANTE, PARPETTE, 2004, 2007); the peculiarities inherent to Portuguese teaching specific to migrants and refugees; the method Portuguese as a Welcoming Language (GROSSO, 2010; ANÇÃ, 2008; AMADO, 2013) and, finally, the concept of second space (CAMPANO, 2007) that explore the role of migrant narratives in the classroom, valuing their languages and cultures and reconciling tensions between traditional and more reflective approaches. Thus, this paper intends to present practical examples of activities that can be implemented in this context of different literacy and multiples cultures - a reality that is becoming increasingly common in universities around the world.

Mini bio

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