

Choose one of the tasks described below. The task may be carried out individually or in a team of 2 or 3 students (not more!). Write a summary of the results of your study – each student has to write 1-2 pages of text (Times Roman, 12 pt), not counting pictures.

The summary has to be handed in (print out, not by e-mail) by Monday, 25 January 2016. Later submission is not possible. Students who do not submit a summary of a task by this date have to write a test to earn the credits for this class.

**(1) Languages in Poznan's public linguistic space**

Task: Take pictures of written signs in public (including shop names, graffiti,... everything that is written) that include a language other than Polish. What is the function of the sign? Why was this language used? In which domains do you find such signs (for example, tourism, business, education)? Which signs are official, which are private? Illustrate your summary with about 10 pictures.

**(2) Graffiti**

Task: Take pictures of graffiti in Poznan or another city (all pictures should be taken in the same city). Group the picture according to language, function, design, place, other features. Illustrate your summary with 5-10 pictures.

**(3) Literacy practices in religious education**

Task: Interview two students who belong to different religious groups (for example, catholic Christian and Muslim, or catholic and orthodox Christian, etc.) about literacy practices that were part of their religious education. Compare the answers: what is common, what is different? (the task is only about practices that involve reading or writing!)

**(4) Multilingual literacy practices**

Task: Interview a person who regularly uses more than one language in reading and writing in life (not counting language classes). Find out which language is used in which literacy practice. You should name at least 10 literacy practices. What determines the choice of the language (domain, function, mood, ...)?

**(5) Literacy practices in language learning**

Interview several students of foreign languages about how they use reading and writing in learning a language. Which literacy practices are named most often? Which practices do the students find most effective? What is learned with a particular practice (for example, vocabulary, grammar, style, orthography...)? How do practices change with the growing knowledge of the language (practices at the beginning stage, at an intermediate level, practices by advanced learners)?

**(6) How to learn a writing system with YouTube**

Task: Search YouTube for videos teaching a writing system that you don't know (for example, Korean, Russian, Georgian...). Select some videos, describe how they work and evaluate whether they are effective or not (and why).

**(7) New media = new methods? Did tablets & co change how children learn to read and write?**

Task: search the Internet for material for teaching young children reading and/or writing in their first language (of course you may search for material in your mother tongue). Select some, for example, an application for tablets or smartphones, a video, a computer game, and critically investigate what differences this new technology makes as compared to traditional methods using books and paper.

**The list may be continued (by the teacher)!**