



Universidad
de Alcalá

GUÍA DOCENTE

READING AND WRITING IN A BILINGUAL CLASSROOM

**Máster Universitario en Enseñanza del Inglés
como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2018/19

GUÍA DOCENTE

Nombre de la asignatura:	Reading and Writing in a Bilingual Classroom
Código:	200886
Titulación en la que se imparte:	Máster Universitario en Enseñanza del Inglés como Lengua Extranjera (Teaching through English in Bilingual Schools)
Departamento y Área de Conocimiento:	Filología Moderna
Carácter:	Obligatoria
Créditos ECTS:	4
Curso y cuatrimestre:	1er cuatrimestre
Profesorado:	Ana Halbach
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This module focuses on the development of literacy skills in bilingual teaching, both in the content subjects and in the subject of English.

2. AIMS

Generic competences:

1. Critically evaluating teaching approaches
2. Reflecting on own teaching practice
3. Teamwork
4. Locating resources
5. Planning teaching

Specific competences:

1. Understand the concept of literacy development as opposed to the teaching of reading and writing.

2. Identify and create opportunities in the bilingual classroom for authentic written communication.
3. Develop units of work on the basis of relevant fiction and non-fiction texts.
4. Understand the importance of literacy development for content subject teaching.

3. CONTENTS

Units	Credits
1. Introduction to literacy: Why literacy development is more than reading and writing	• 0,5
2. Reading for understanding and enjoyment 2.1. Scaffolding reading 2.2. Interacting with text	• 1,25
3. Writing to communicate 3.1. Writing as meaning-making 3.2. Process vs. product 3.3. Scaffolding writing	• 1,25
4. Literacy development in the content subjects 4.1. Literacy development as part of content learning 4.2. Integration of content and language teaching through literacy development	• 1

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Face to face teaching sessions	9
Work in preparation for the teaching sessions	30
Readings	25
Preparation of assessment tasks	36
Total	100

4.2. Teaching methods

Taking students' own experience as a starting point and contrasting the ideas developed with their current teaching practice, the course will involve reading, discussing, experimenting and critiquing, always with a view to expanding the notion of literacy but also to making it relevant to participants' actual teaching context.

There will be three face-to-face teaching sessions where ideas and findings will be shared, and the rest of the work will be done by students either individually or in learning sets. Course materials will be made available on Blackboard.

5. ASSESSMENT

Assessment will be based on the following elements:

- Design of learning tasks: 30%
- Evaluation of the implementation of these learning tasks: 30%
- Critical reflection on the learning in the course: 20%
- Participations in class sessions: 20%

Should a student, for some reason, need to opt for final assessment, s/he will have to ask for permission in writing to the director of the program of study. If permission is granted, the final mark will be based on the first three elements.

6. BIBLIOGRAPHY

Basic readings

Coyle, D., Marsh, D., and Hood, P. (2010). *CLIL*. Cambridge: Cambridge University Press.

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth: Heinemann.

Gibbons, P. (2009). *English Learners, Academic Literacy, and Thinking. Learning in the Challenge Zone*. Portsmouth (NH): Heinemann.

Halbach, A. (2018). A literacy approach to language teaching: a proposal for FL teaching in CLIL contexts. *PULSO*.

Mickan, P. (2013). *Language Curriculum Design and Socialization*. Bristol: Multilingual Matters.

Pavón Vázquez, V. (2014). Enhancing the quality of CLIL: Making the best of the collaboration between language teachers and content teachers. *Encuentro(23)*, 115-127.

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central and backward design. *RELC, 44(1)*, 5-33.

Additional readings

- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*(16), 148-164.
- Kern, R. (2003). Literacy as a new organizing principle for foreign language education. In P. C. Patrikis, *Reading between the Lines: Perspective on Foreign Language Literacy* (pp. 40-59). New Haven: Yale University Press.
- Lorenzo, F. (2016). Competencia en comunicación lingüística: claves para el avance de la comprensión lectora en las pruebas PISA. *Revista de educación*(374), 142-160.
- Mickan, P. (2017). Text-Based Research and Teaching from a Social Semiotic Perspective: Transformative Research and Pedagogy.
- Paesani, K. (2017). Redesigning an Introductory Language Curriculum: A Backward Design Approach. *L2 Journal*, 9(1), 1-20.
- Paesani, K., Allen, H. W., and Dupuy, B. (2016). *A multiliteracies framework for collegiate foreign language teaching*. Upper Saddle River (NJ): Pearson.