



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 2022/23

GUÍA DOCENTE

Nombre de la asignatura:	Reading and Writing in a Bilingual Classroom
Código:	200886
Departamento:	Filología Moderna
Área de Conocimiento:	Filología Inglesa
Carácter:	Obligatoria
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Ana Halbach
Correo electrónico:	ana.halbach@uah.es
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:

CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

Specific Competences:

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Learning outcomes:

At the end of the course, students should be able to

1. Understand the meaning of literacy and the relevance of this concept for teaching English in a CLIL setting
2. Plan a teaching sequence based on the Literacy Approach
3. Identify different types of text as well as the specific characteristics of text samples
4. Identify the literacy requirements of the content subjects
5. Critically evaluate the predominant approach to teaching English in CLIL

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)

Work in preparation for the teaching sessions	20
Readings	20
Independent study (includes work on assessment tasks)	50

Face to face teaching sessions	9
Individual tutorials	1
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 pairs. Course materials will be made available on Blackboard.

5. ASSESSMENT

Assessment will be based on the following elements:

- Reflection tasks, including forum tasks: 35%
- Identification of teaching points: 15%
- Design of teaching sequence for Literacy Approach: 35%
- Participation in & preparation for class sessions: 15%

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*.
- Halbach, A. (2022). *The Literacy Approach to Teaching Foreign Languages*. Cham: Palgrave / Macmillan.
- 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.

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.