

MPRI108 Embracing Literacy Strategies and the Language in Education Policy

ECTS Value: 2 ECTS
Self-Study Hours: 30

Contact Hours: 10
Assessment Hours: 10

Overall Objectives and Outcomes

This module will be taught through a series of workshop sessions and will focus on the following key areas:

- 1) Embracing the literacy strategy and the language in education policy
- 2) Teaching Maltese as a second language
- 3) Teaching English as a second language
- 4) Teaching progressions in reading, writing and communication skills
- 5) Embedding language into the whole curriculum through a balanced literacy approach to teaching and learning.

By the end of this module, the learner will be able to:

Competences:

- a) Plan and deliver balanced literacy lessons integrating all 4 key literacy areas;
- b) Plan for the teaching of Maltese and English to primary school students;
- c) Evaluate, adapt, and integrate authentic materials into the teaching of Maltese and English as a second language;
- d) Embed language, Maltese or English, into the whole curriculum;
- e) Adopt a multi-sensory, hands-on methodology;
- f) Implement a range of reading and writing strategies including reading and writing workshops within their classrooms.

Knowledge:

- a) Pedagogy and methodology of a balanced literacy approach;
- b) The language in education policy and its impact on teaching and learning;
- c) The teacher as facilitator within the classroom;
- d) Familiarity with a range of literacy strategies including read aloud, shared reading, guided reading, journal writing, writing workshops etc.;
- e) Understanding of the use of language within the classroom (role of the teacher);
- f) The linguistic and cognitive dimensions of language (including pragmatic semantics, grammar, written and spoken differences);
- g) Current issues related to teaching and learning a second language.

Skills:

- a) Be able to implement a balanced literacy model of teaching and learning within his/her classroom;
- b) Have acquired a deeper understanding of teacher vis-à-vis student led activities;

- c) Have acquired a deeper understanding of the importance of language use within the primary school classroom;
- d) Be able to apply the principles of performance based second language teaching.

Assessment Methods

This module will be assessed through: Assignment/Presentations

Suggested Readings

Core Reading List:

- Baker, C. (2000). *A Parents' and Teachers' Guide to Bilingualism*, Multilingual Matters.
- Baker, C. & Prys Jones, S. (1998). *Encyclopaedia of Bilingualism and Bilingual Education*.
- Bodman, S & Franklin, G (2014). *Which Book and Why*, Institute of Education Press, University of London.
- Cecil, N. L. (2011) *Striking a Balance: A comprehensive approach to Early Literacy*. Holcomb Hathaway, United States.
- Garcia, O., & C. Sylvan. (2011). "Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities." *Modern Language Journal*, 95(3), pp.385–400.
- Mermelstein, L. (2006). *Reading/Writing Connections in the K-2 Classroom: Find the Clarity and Then Blur the Lines*. Pearson Education Inc.
- Ministry for Education and Employment, (2014). *A National Literacy Strategy for all in Malta and Gozo*. Available online: <http://education.gov.mt/en/Documents/Literacy/ENGLISH.pdf>
- Ministry for Education (2012). *The National Curriculum Framework for All*. Available online: <http://curriculum.gov.mt/en/resources/the-ncf/pages/default.aspx>.
- Ministry for Education and Employment (2015). *Country Report. Council of Europe*. Available online: https://www.coe.int/t/dg4/linguistic/Source/Country_Report_Malta_EN.pdf.
- Ministry of Education (2016). *A language Policy for the Early Years in Malta and Gozo*. Available online: <https://education.gov.mt/en/Documents/A%20Language%20Policy%20for%20the%20Early%20Years.pdf>
- Rief, S.F. & Heimburge, J.A (2007). *How to Reach and Teach all Children through Balanced Literacy*. John Wiley & Sons Inc.
- Serratrice, L. (2013). The Bilingual Child. In Bhatia, T.K. & Ritchie, W.C. (Eds). *The Handbook of Bilingualism & Multilingualism*, Wiley-Blackwell, pp. 87-108.

- The Council of Europe (2015). *Language Education Policy Profile. Malta*. The Language Policy Unit. Available online: http://www.coe.int/t/dg4/linguistic/Source/Profile-Malta_final2015_EN.pdf.