

The Hebrew University of Jerusalem

Syllabus

Literacy in a foreign language: developmental linguistic and pedagogical aspects - 63061

Last update 25-10-2020

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Melton Blended Masters in Jewish Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Spanish

Campus: Mt. Scopus

Course/Module Coordinator: Dr Ana Sandbank

Coordinator Email: anasandbank@gmail.com

Coordinator Office Hours: Tuesday 18-19

Teaching Staff:

Dr. Ana Judit Sandbank

Course/Module description:

This course focuses on literacy and biliteracy during initial education and the beginning of formal learning in schools. These subjects will be related to research findings, and will be discussed from different perspectives: linguistic, developmental, and pedagogical.

Course/Module aims:

To learn about the characteristics of written Hebrew as both a notational system and as a discourse style.

To analyze outcomes of different studies about literacy among second language learners.

To analyze pedagogical practices that aim to promote literacy among preschool and early school second language or foreign language learners.

Learning outcomes - On successful completion of this module, students should be able to:

- 1- To construct a conceptual framework of reference regarding literacy as a complex subject matter that involves cultural, linguistic and pedagogical aspects.*
- 2- To know the characteristics of Hebrew as a notational system from a linguistic perspective.*
- 3- To know developmental trends in early literacy among Hebrew speaking children and to compare them with findings from research conducted in Spanish speaking countries.*
- 4- To analyze research findings about biliteracy among second language learners and bilingual children.*

Attendance requirements(%):

80

Teaching arrangement and method of instruction: Lectures and some forum activities.

Course/Module Content:

Course/Module Content: The content and structure of the course, including

detailed subjects, in the order in which they will be taught.
Literacy, bilingualism, second language learners and foreign language learners: Cultural, linguistic and pedagogical aspects.
(Brisk, & Harrington, 2007; Hornberger, 2003; Reyes, 2006)

The Hebrew writing system (Ravid, 2012).

Research about the development of the written language in Israel.
(Tolchinsky & Sandbank, 2016).

Literacy, bilingualism and metalinguistic activity: lexical, phonological and representational aspects.
Leikin, Schwartz, & Share, 2010; Levin, Aram, Tolchinsky & McBride 2013; Portilla & Teberosky, 2016; Teruggi, 2013; Vernón, 2016).

Hebrew literacy among second language learners: Between research and practices.
Kupersmitt, Yifat & Blum-Kulka, 2014; Ucceli & Páez, 2007; Sandbank, 2016).

Required Reading:

Brisk, M. E & Harrington, M. M. (2007). *Literacy and Bilingualism: A handbook for All teachers* (pp. 1-13). Mahwah N.J. Lawrence Erlbaum.

Hornberger, N. H. (2003). *Continua of biliteracy*. In N. H. Hornberger (Ed.), *Continua of biliteracy* (pp. 3-34). Clevedon: Multilingual Matters.

Levin, I., Aram, D., Tolchinsky, L. & McBride, C. (2013). *Maternal mediation of writing and children's early spelling and reading: The Semitic abjad versus the European alphabet*. *Writing Systems Research*, 2, 134-155.

Portilla, C., Però, M. & Teberosky, A. (2009). *La doble denominación de la sinonimia en el contexto de lo escrito*. *Infancia y Aprendizaje*, 32 (3), 277-292. DOI: 10.1174/021037009788964196.

Reyes, I. (2006). *Exploring connections between emergent biliteracy and bilingualism*, in *Journal of Early Childhood Literacy* 6(3), 267-292.

Ravid, D. D. (2012). *Spelling morphology: The psycholinguistics of Hebrew spelling*, Dordrecht: Springer.

Sandbank, A. (2016). *Writing as a domain of knowledge for both children and researchers*. In J. Perera, M. Aparici, E. Rosado & N. Salas (Eds.), *Written and spoken language development across the lifespan* (pp. 109-122). Switzerland: Springer.

Sandbank, A. (2017). *La escritura en la educación Especial pre-escolar: aprendizaje y mediación*. En F. Rossi y C. Pontecorvo (Eds.). *Prima Alfabetizzazione*. (pp. 81-94). Roma: Valore Italiano.

Tolchinsky L. & Sandbank, A. (2016). *Early development of written language in Hebrew*. In R. Berman (Ed.), *Acquisition and development of Hebrew* (pp. 325-352). Amsterdam: John Benjamins.

Ucceli, P. & Páez, M. M. (2007). Narrative and vocabulary development of bilingual children from kindergarten to first grade: Developmental changes and associations among English and Spanish skills. *Language, Speech, and Hearing Services in Schools*, Vol. 38, 225-236.

Vernón, S. (2016). Syllabic processes in the initial stages of writing development. In J. Perera, M. Aparici, E. Rosado & N. Salas (Eds.), *Written and spoken language development across the lifespan* (pp. 93-108). Switzerland: Springer.

Additional Reading Material:

Albuquerque, A. & Alves-Martins, A. (2016). Promotion of literacy skills in early childhood: a follow-up study from kindergarten to Grade 1, *Infancia y Aprendizaje*, 1-15, 30-32.

DOI:10.1080/02103702.2016.1196913.

Blanche-Benveniste, C. (2002). La escritura, irreductible a un "código". En E. Ferreiro (Ed.), *Relaciones de (in)dependencia entre oralidad y escritura* (pp. 15-30). Barcelona: Gedisa.

De la Luz Reyes, M., (2001). Unleashing possibilities: Biliteracy in the primary grades. In M. de la Luz Reyes & J.J. Halcón (Eds.), *Best for our children: Critical perspectives on literacy for Latino students* (pp. 96-121). New York: Teachers College Press.

Durán, L. (2018). Understanding young children's everyday biliteracy: "Spontaneous" and "scientific" influences on learning. *Journal of Early Childhood Literacy*, 18 (1), 71-96.

Karmiloff-Smith, A. (2016). The human print-out facility: A tribute to Liliana Tolchinsky-Landsman. In J. Perera, M. Aparici, E. Rosado & N. Salas (Eds.), *Written and spoken language development across the lifespan* (p.vii). Switzerland: Springer.

Kress, G., Hayat, A., Kam, R. & Tsai, K. (2004). Finding the keys to biliteracy: How young children interpret different writing systems. *Language and Education*, V. 18(20) 124-144.

Leikin, M., Schwartz, M. & Share, D. L. (2010). General and specific benefits of bi-literate bilingualism: a Russian-Hebrew study of beginning literacy. *Reading and Writing*, 23, 269-292. DOI: 10.1007/s11145-009-9210-x.

Mourão, S (2013). Understanding response to picturebooks. *Encuentro* 22, 98-114

Otwinowska, A., & Haman, E. (2018). Retelling a model story improves the narratives of Polish-English bilingual children, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2018.1434124

Olson D. R. (2016). *The mind on paper*. Cambridge: Cambridge University Press.

Naqvi, R., Thorne, K. J. Pfitscher, C. M. Nordstokke, D. W. & McKeough, A. (2012). Reading dual language books: Improving early literacy skills in linguistically diverse classrooms. *Journal of Early Childhood Research* 11(1), 3-15. DOI: 10.1177/1476718X12449453

Portilla, C., Perú, M. & Teberosky, A. (2009). La doble denominación de la sinonimia en el contexto de lo escrito. *Infancia y Aprendizaje*, 32 (3), 277-292. DOI:

10.1174/021037009788964196.

Ravid, D. D. (2012). *Spelling morphology: The psycholinguistics of Hebrew spelling*, Dordrecht: Springer.

Teubal, E. & Guberman, A. (2014). *Textos gráficos y alfabetización múltiple*. C.A.B.A., Argentina: Paidós.

Teruggi, L. A. (2013). *Exploring written systems in early childhood education*. *Journal of International Children's Literature*, 51 (3), 36-46.

DOI:10.1353/bkb.2013.0052.

Tolchinsky, L. (2003). *The cradle of culture: What children know about writing and numbers before being taught*. Mahwah, NJ: Lawrence Erlbaum.

Vygotsky, L.S. *Mind in society: The development of higher psychological processes*. MA: Cambridge: Harvard University Press.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 100 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: