

- Name of Course:** Multilingual Reading and Writing (M.Ed.)  
(רב-לשוניות: קריאה וכתיבה (תואר שני))
- Names of Teachers:** Dr. Marsha Bensoussan and Dr. Deborah Dubiner
- Number of Hours:** Two hours weekly for two semesters
- Type of Course:** Interactive lectures (first year, elective, seminar option)
- Course Description:** This course is devoted to understanding theory and research in multilingual reading and writing, evaluating existing Israeli materials, and designing activities involving multimedia. Practices and implications in Israel will be examined. It is geared towards students who are interested the processes of reading and writing from the perspectives of the multilingual learners and English language learners.
- Course Objectives:**
1. Students will develop an understanding of the meaning and importance of key concepts regarding multilingual reading and writing.
  2. Students will develop an understanding of the links between the theory and possible practical applications.
  3. Students will be encouraged to develop critical thinking regarding issues in multilingual reading and writing in Israel and in the world.
  4. Students will use multimedia in producing reading and writing classroom activities.
  5. Examples will be taken from Israeli multilingual contexts (e.g., native speakers of Arabic or Russian acquiring Hebrew and English, native speakers of Hebrew, Russian or Amharic acquiring Arabic, etc.)

- Course Outline:**
1. Psycholinguistic Issues: models of language learning, cognitive processes
  2. Reading in the native vs. second / foreign language(s)
  3. Multilingual Identities: differences across age, gender and culture inside and outside the classroom
  4. Sociolinguistic Issues: discourse communities, majority and minority languages, purposes in learning, language attitudes, intergroup relations and intercultural communication, schema theory
  5. Vocabulary in Multilingual Reading and Writing
  6. Writing in the native vs. second / foreign language(s)
  7. Evaluating textbooks and multimedia resources: curriculum and syllabus design for multilingual learners
  8. Teaching EFL reading and writing in Israel
  9. Evaluation of reading skills
  10. Evaluation of writing skills, editing and revision

**Methods of Teaching:** Class discussions based on readings, activities based on digital resources and student presentations

- Course Requirements:**
1. Active attendance and participation; punctuality
  2. Completion of all reading assignments
  3. Progress report on topic and sources to be used in term paper
  4. Creation of one reading or writing unit using multimedia
  5. Participation in one online session (TBA)
  6. In addition to the list of mandatory readings, students will be assigned additional short articles for report in the reading groups

**Assessment:** An interim grade will be given at the end of Semester A based on the assignments completed during the semester. The final course grade is calculated according to the percentages listed below.

**Lecture Option:**

- 10% English Mastery and class participation
- 20 % One-page rationale behind multimedia activity
- 20 % Reaction essay
- 50 % Term paper

**Seminar Option:**

- 10% English Mastery and class participation
- 20% Group oral presentation; leading class discussion
- 10% One-page rationale behind multimedia activity
- 60% Term paper

**References (\* = required reading):**

- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon: Multilingual Matters, pp. 86-107, 110-133.
- \* Bensoussan, M. (2009). Reading preferences and expectations of multilingual Israeli university students. *Journal of Multilingual and Multicultural Development*, 30(6), 465-480. Retrieved from <http://www.informaworld.com/smpp/content~db=all~content=a913159300>
- Boyd, F. B., Brock, C. H., & Rozendal, M. S. (2004) *Multicultural and multilingual literacy and language: Context and practices*. New York: Guilford Press.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Longman.
- \* Cook, V. J. (1995). Multi-competence and the learning of many languages.

*Language, Culture and Curriculum*, 8(2), 93-98.

- Cook, V., & Bassetti, B. (Eds.). (2005). *Second language writing systems*.  
 Clevedon: Multilingual Matters.
- Cope, B., & Kalantzis, M. (2000). A pedagogy of multiliteracies: Designing social futures. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-36). London: Routledge.
- Cummins J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. White Plains, NY: Pearson Longman.
- \* Fellner, T., & Apple, M. (2006). Developing writing fluency and lexical complexity with blogs. *The JALT CALL Journal*, 2(1), 15-26.
- Fitzgerald, J. (2003). Multilingual reading theory. *Reading Research Quarterly*, 38(1), 122-127.
- \* Hinkel, E. (2011). What research on second language writing tells us and what it doesn't. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 523-538). New York: Routledge.
- Hornberger, N. (1989). Continua of biliteracy. *Review of Educational Research*, 59(3), 271-296.
- \* Hudson, T. (2007). *Teaching second language reading*. Oxford: Oxford University Press, pp. 141-164.
- \* Imtiaz, S. (2004). Metacognitive Strategies of Reading among ESL Learners. *South Asian Language review*, 14(1), 34-43.
- \* Jacobs, G., Curtis, A., Brain, G. & Huang, S. Y. (1998). Feedback on student writing: Taking the middle path. *Journal of Second Language Writing*, 7(3), 307-317.
- Koda, K. (2005). Learning to read across writing systems: Transfer, metalinguistic awareness and second-language reading development. In V. Cook & B. Bassetti (Eds.), *Second language writing systems* (pp. 311-334). Clevedon: Multilingual Matters.

- \* Kreindler, I., Bensoussan, M., Avinor, E., & Bram, C. (1995). Circassian Israelis: Multilingualism as a way of life. *Language, Culture and Curriculum*, 8(2), 62-149.
- Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.) Oxford: Oxford University Press.
- Macken-Horarik, M., & Adoniou, M. (2008). Genre and register in multiliteracies. In B. Spolsky & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 367-382). Malden, MA: Blackwell Publishing.
- Martin-Jones, M., & Jones, K. E. (Eds.). (2001). *Multilingual literacies: Reading and writing different worlds*. Philadelphia: John Benjamins.
- \* McLaughlin, B., & Nayak, N. (1989). Processing a new language: Does knowing other languages make a difference? In H. W. Dechert & M. Raupach (Eds.), *Interlingual processes* (pp. 5-16). Tübingen: Narr Verlag.
- Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.
- Norris-Holt, J. (2001). Motivation as a contributing factor in second language acquisition. *The Internet TESL Journal*, 7(6), Retrieved from <http://iteslj.org/Articles/Norris-Motivation.html>
- Pavlenko, A., & Blackledge, A. (2004). *Negotiation of identities in multilingual contexts*. Clevedon: Multilingual Matters
- \* Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the public interest*, 2, 265-278.
- Romaine, S. (1999). Bilingual language development. In M. Barrett (Ed.), *The development of language* (pp. 251-275). Hove, East Sussex, UK: Psychology Press.
- Sawyer, M., & Ranta, L. (2001). Aptitude, individual differences, and instructional design. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 319-353). Cambridge: Cambridge University Press.

- \* Stavans, A., Olshtain, E., & Goldzweig, G. (2009). Parental perceptions of children's literacy and bilingualism: the case of Ethiopian immigrants in Israel. *Journal of Multilingual and Multicultural Development*, 30(2), 111-126.
- \* Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. *TESOL Quarterly*, 17(2), 165-187.