

Programa

EXAME DE COMPROVAÇÃO DE CONHECIMENTOS 2020/2

LET471 - Linguística Aplicada: Ensino de Leitura e Escrita

Course Objectives:

The objective of this course is to study some fundamental aspects of language teaching methodology, focusing specifically on aspects of teaching reading and writing. A short history of teaching reading and writing will be presented as well as the most recent methodologies on teaching literacy and critical literacy. We will also focus on the use of different genres in teaching reading and writing and on materials design.

Mandatory Readings:

Teaching Genres

DEREVIANKA, B. Trends and issues in genre-based approaches. *RELC Journal*, v. 34, n. 2, p. 133-154, 2003. DOI: 10.1177003368820303400202.

PALTRIDGE, B. Genre, text type, and the language learning classroom. *ELT Journal*, v. 50, n. 3, p. 237-243, July 1996.

The Communicative Approach

LOUMBOURDI, L. The Communicative Approach. In: LIONTAS, J. I. (Ed.). *The TESOL encyclopedia of English language teaching*. Singapore: Singapore, 2018.

Teaching Reading

LIONTAS, J. I. (Ed.). *The TESOL encyclopedia of English language teaching*. Singapore: Singapore, 2018. (Selected Chapters):

- SHAFINAZ, A.; ZHAOHANG, H. Models of Reading.
- SADEGHI, K. Comprehension Processes.
- ERTEN, I. H. Activation of Prior Knowledge.
- KUZBORSKA, I. Interactive Reading Strategies.
- JACOBS, G. M.; SHEGAR, C. Reading as Social Practice.
- GOERTEL, R. A. Classroom Comprehension Assessment.
- TAJEDDIN, Z; ALEMI, M. Using Textbooks.

Teaching Writing

LIONTAS, J. I. (Ed.). *The TESOL encyclopedia of English language teaching*. Singapore: Singapore, 2018. (Selected Chapters):

- LENGELING, M. M. et al. Latin American Perspectives on SL Writing Pedagogy.
- ATKINSON, D. Theory in SL Writing.
- HYLAND, K. Genre and SL Writing.
- SELONI, L. Identity, Voice and the SL Writer.
- MANCHÓN, R. M.; CERESO, L. Writing as Language Learning.
- BAKER-SMEMOE, W. Peer Feedback.
- BITCHENER, J. Teacher Written Feedback.
- BUNTING, J. D. SL WRITING MATERIALS DEVELOPMENT.

SEOW, A. The writing process and process writing. In: RICHARDS, J.; RENANDYA, W. *Methodology in language teaching: an anthology of current practice*. Cambridge: CUP, 2002. (Chapter 30)

CriticalLiteracyandLiteracy:

MATTOS, A. M. A.; VALÉRIO, K. M. CriticalLiteracyandtheCommunicativeApproach: Gaps andIntersections. *Revista Brasileira de Linguística Aplicada*, v. 18, n. 2, p. 313-338, 2018. DOI: <http://dx.doi.org/10.1590/1984-6398201812252>

MENEZES DE SOUZA, L. M. T.; MONTE-MÓR, W. M. *Orientações curriculares para o ensino médio*. Brasília: Ministério da Educação / Secretaria de Educação Básica, 2006. (p. 85-124) Disponível em: http://portal.mec.gov.br/seb/arquivos/pdf/book_volume_01_internet.pdf.

Exam instructions

This exam focuses on your knowledge regarding this course, so you will be asked to produce a response paper on the topics of the mandatory readings.

Response paper instructions

Following the course objectives, presented in the previous page, you must respond to the texts you have studied in regard to: fundamental aspects of language teaching methodology, focusing specifically on aspects of teaching reading and writing, and discussing ideas that underlie the reflective practitioner model with a critical perspective; uses of different genres in teaching reading and writing, and the classroom and pedagogical relations to teaching such skills.

Your response paper must range from 3 to 5 pages (max.), following the ABNT format for reference citation. Please, use font Times New Roman 12, with 1,5 space between lines.

You must send your response paper to the following emails: andreamattosufmg@gmail.com and leinajuca@hotmail.com

The deadline is:30/03/2021.