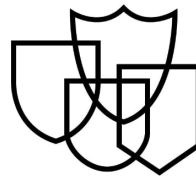


ESSARP Centre programme

Courses



ESSARP

English Speaking Scholastic
Association of the River Plate

Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

D1315 - Developing Disciplinary Literacy in English

Dates:	August 24 to 30; August 31 to September 06; September 07 to 13 and 14 to 20, 2026 (online)		
Venue:	Distance		
Sessions:	4	Minimum attendance for certificates:	3
For:	Primary and Secondary School Heads, Coordinators and Teachers		Vacancies per school: 2

Please enrol before: **2026, Aug 19th**

Facilitator(s): *Ms. Luciana Fernández*

Luciana Fernández is a graduate teacher of English who has been teaching English for the past twenty-nine years. She has specialized in Methodology and Teaching Practice and she holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education. She holds two post graduate certifications in Thinking Cultures and Teaching for Comprehension. She is a Reading and Literacy expert and has been training teachers in this area for the past fifteen years. She is a teacher educator and has designed several presentations and courses for professional development both in Argentina and abroad. Her presentation at ARTESOL 2015 was selected to be presented at TESOL International as a Best Affiliate Session. She is one of the 50 scholarship winners who attended and presented at IATEFL, held in Birmingham in April 2016. She was later on invited to be a presenter at the Young Learners and Teenagers SIG pre conference event and at the main conference. Luciana has been the Head at several bilingual IB institutions in Buenos Aires. At present she is a school advisor, teacher trainer and facilitator at ESSARP (English Speaking Scholastic Association of the River Plate), where she trains heads and teachers from the most important bilingual institutions in Argentina.

Objectives:

- Understand the concept of disciplinary literacy and its implications for English language teaching.
- Explore how reading, writing, speaking and thinking vary across different subject areas and disciplines.
- Identify the literacy demands that students encounter when working with disciplinary texts.
- Develop strategies to support learners in accessing and producing academic language.
- Design classroom tasks that promote deeper comprehension, critical thinking and meaningful communication.
- Scaffold students' engagement with increasingly complex texts across disciplines.
- Foster the development of academic vocabulary and discipline-specific language.
- Create learning experiences that help students read, write and communicate as historians, scientists, literary critics and researchers.
- Reflect on current classroom practices and adapt them to incorporate disciplinary literacy principles.

Contents:

- Foundations of disciplinary literacy and its role in English language teaching.
- Differences between content-area literacy and disciplinary literacy.
- Characteristics of disciplinary texts and ways of thinking across disciplines.
- Academic language and discipline-specific vocabulary.
- Strategies for supporting comprehension of complex texts.
- Reading practices used in different disciplines.
- Writing for different purposes, audiences and disciplinary contexts.
- Questioning, analysis and evidence-based reasoning.
- Developing students' ability to interpret, evaluate and synthesize information.
- Scaffolding academic discussions and collaborative learning.
- Designing literacy-rich tasks that integrate reading, writing, speaking and critical thinking.
- Assessment practices that support disciplinary literacy development.
- Adaptation of disciplinary literacy strategies for primary and secondary contexts.

Bibliography: To be specified.

Methodology: Guided reading of selected professional literature and practical resources.
Analysis of classroom examples and disciplinary texts.
Reflection activities connecting course content to participants' own teaching contexts.
Participation in asynchronous discussion forums.
Exploration of instructional strategies through practical classroom applications.
Design and adaptation of literacy-focused activities and lesson components.
Collaborative exchange of ideas and experiences with fellow participants.
Ongoing tutor feedback and support throughout the course.