GUÍA DOCENTE

Reading and Writing

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2023/24

GUÍA DOCENTE

Nombre de la asignatura:	**Reading and Writing**
Código:	**200888**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología inglesa**
Carácter:	**Obligatoria**
Créditos ECTS:	**4**
Cuatrimestre:	**1er**
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Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

This online course is addressed primarily to trainees or novice English language teachers, but some of its material may also be found interesting by experienced practitioners. It aims to provide them with an understanding of the nature of reading and writing in a foreign language and to explore different ways in which we can help students develop their reading and writing skills.

2. AIMS

Generic competences:
CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

Specific competences:

CE1.3 – Deepen the knowledge of the English language and perfect academic discourse, both oral and written, used in the English classroom.
CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.
CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.
CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.
CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

On completion of the course, participants will be expected to be able to:

- To understand current theories of reading and writing, and their implications for foreign language learning and teaching.
- To provide an introduction to the different types of reading activities.
- To examine the differences between oral and written language, and their implications for teaching.
- To become familiar with the most important elements in the writing process.
- To understand and be able to critically evaluate current beliefs about the design of reading and writing tasks, and about their impact and use for foreign language learning.
- To analyse and evaluate the assumptions underlying the teaching of reading and writing skills in their own context and how these may affect classroom language learning.
- To design, adapt and evaluate materials for developing reading and writing skills.
- To use practical techniques and strategies for developing reading and writing skills.
- To identify the potential of current research for development of their own teaching and materials.

3. MODULE CONTENTS

Units	Hours
1. Teaching reading - The nature of reading. How do we read? - Different views of teaching reading. - Reading skills. - The reading comprehension lesson. - A typology for reading activities. - Helping students to develop reading skills. - Extensive reading.	• 2 ECTS
2. Teaching writing - The value of writing. - Differences between written and spoken language. - The essentials of writing. - Ways of teaching writing. - Writing activities. - Correcting written work. - Writing problems.	• 2 ECTS

Class timetable

The module is taught mainly online. You can expect the course to take approximately 100 hours to complete, which will include reading the material online and taking a wide assortment of interactive exercises and assignments. The timetable will also include two face-to-face sessions that will be announced in advance.

Although you can divide your study time any way that is best for your schedule, you must keep in mind the due dates of your assignments that will be announced during the semester.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class-contact hours: 6	There will be two face-to-face sessions. The first class meeting is devoted to teaching reading and the second one to teaching writing. Both meetings will consist of a brief theoretical introduction to the topic at hand and practical activities in which you are expected to apply the strategies and the conceptual framework covered in this module. Attending these sessions will count towards your overall mark for participation in the module.
Independent study: 30	The module notes contained in the virtual platform are designed to give introductions to most of the topics covered.
Online discussions: 14	The Blackboard Platform discussion board will be divided into different topics which allow your instructor to create discussion groups around particular subjects. Student participation in these forums will be taken into account for their final mark, together with their participation in the 2 face-to-face, class contact sessions.
Activities and assignments: 50	Course time will be devoted to critical writing and materials design. The module notes include links and references to further reading throughout, most of which will be found online.

4.2. Learning activities

This is mostly an online course that permits you to study in the privacy of your own home any time day or night. It will be an interactive classroom. You will receive personalised instruction online and you will be able to learn at your own pace, track your progress, and receive feedback from your teacher.

Two main forms of communication will be used during this course: my personal e-mail and the discussion board. It is best if you restrict e-mail communication to those questions of a personal nature. It is really best to ask all other questions on the Discussion Board.
An experiential, hands on approach, will be used to involve the participants in real materials development tasks. The emphasis will be on techniques and resources, though essential theoretical questions will be raised and discussed.

5. ASSESSMENT

Assessment criteria

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks (clear aims, appropriate materials, …).
- The quality of the reading and writing tasks: the activities are valid and adequately reflect the objectives, the length is appropriate for the time available, etc.
- Knowledge, understanding and appropriate application of the theoretical and practical principles discussed in this course.
- Originality, in going beyond simple reliance on material provided in the contents of the course, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation.
- High standards of presentation, in terms of written expression, and/or audio-visual material, if required, and in the combination of the two.

Continuous assessment

The assessment of the programme will be based on a combination of participation in the virtual classroom, written assignments and a final paper.

- Participation (discussion board & class-contact sessions): 20%
- Written assignments: 40%
- Final paper: 40%

Students are warned that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

Final evaluation

In accordance with the University regulation on evaluation, for those students who are not able to follow the continuous assessment scheme there will be one final summative paper over the material covered during the module. This paper will include two assignments:

a) Planning a reading comprehension lesson and
b) Planning a writing task.

There will be a resit opportunity at the end of the second semester. This will also take the form of a paper with a similar format to the above-mentioned assignments, which will constitute 100% of the resit mark.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

Council of Europe (2020) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Available online at https://www.coe.int/en/web/common-european-framework-reference-languages

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Alderson, J. Charles, and A. H. Urquhart, eds. (1984) *Reading in a Foreign Language.* New York: Longman.
Anderson, N. (1999) *Exploring Second Language Reading: Issues and Strategies.* Boston: Heinle & Heinle.
Day, R. R. and Bamford, J. (1998) *Extensive Reading in the Second Language Classroom.* Cambridge: Cambridge University Press.
Carrell, Patricia L., Joanne Devine, and David E. Eskey, eds. (1996) *Interactive Approaches to Second Language Reading.* 7th ed. Cambridge: Cambridge UP.
Dijk, Teun A. van, and W. Kintsch (1983) *Strategies of Discourse Comprehension.* Orlando, FL: Academic Press.
Grellet, Françoise (2001) *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.* 20th ed. Cambridge: Cambridge UP.
Levy, Mark (1996) "Teaching and Assessing Receptive Skills." *Acquisition and Assessment of Communicative Skills.* Alberto Lázaro, et al. Madrid: Servicio de Publicaciones de la Universidad de Alcalá.
Nuttall, Christine (2005) *Teaching Reading Skills in a Foreign Language.* 3rd ed. Oxford: Macmillan.
Urquhart, S., and C. Weir (1998) *Reading in a second language: Process, Product and Practice.* New York: Addison Wesley Longman.

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Connor, Ulla (1996) *Contrastive Rhetoric: Cross-cultural Aspects of Second Language Writing.* Cambridge: Cambridge UP.
Davis, Paul, and Mario Rinvolucri (1988) *Dictation: New Methods, New Possibilities.* Cambridge: Cambridge UP.

Ferris, Dana R. (2002) *Treatment of Error in Second Language Student Writing*. Ann Arbor: University of Michigan Press.

Harmer, J. (2004) *How to Teach Writing*, Harlow: Pearson Education.

Hedge, T. (2001) *Writing*. 30th ed. Oxford: Oxford UP.

Lázaro, Alberto (1996) "Teaching and Assessing Writing Skills." *Acquisition and Assessment of Communicative Skills*. Alberto Lázaro, et al. Madrid: Servicio de Publicaciones de la Universidad de Alcalá.

Nation, I.S.P. (2008) *Teaching ESL/EFL Reading and Writing*. Abingdon, Oxon: Routledge; 2008.

Raimes, Ann (1983) *Techniques in Teaching Writing*. Oxford: Oxford UP.

Tribble, Christopher (1996) *Writing*. Oxford: Oxford UP.

White, Ronald V. (1986) *Teaching Written English*. London: Heineman.

For integration of skills, see:

Spiro, Jane (2013) *Changing Methodologies in TESOL.* Edinburg: Edinburg University Press.

Websites

Writingden: activities and resources to develop writing skills
http://www2.actden.com/writ_den/index.htm

TESL: Articles – Writing. This is a sub-page of The Internet TESL Journal's with many useful links
http://iteslj.org/links/TESL/Articles/Writing/

For teaching suggestions and activities on Reading for teens by the British Council
http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice

And for Writing:
http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice