



Universidad  
de Alcalá

# GUÍA DOCENTE

## READING AND WRITING IN A BILINGUAL CLASSROOM

**Máster Universitario en Enseñanza del Inglés  
como Lengua Extranjera**

**Universidad de Alcalá**

**Curso Académico 2024/25**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Reading and Writing in a Bilingual Classroom</b>
Código:	<b>200886</b>
Titulación en la que se imparte:	<b>Máster Universitario en Enseñanza del inglés como lengua extranjera.</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna, Filología Inglesa</b>
Carácter:	<b>Obligatoria</b>
Créditos ECTS:	<b>4</b>
Curso y Cuatrimestre:	<b>Primer curso, primer cuatrimestre</b>
Profesorado:	<b>Ana Halbach <a href="mailto:ana.halbach@uah.es">ana.halbach@uah.es</a></b>
Horario de tutoría:	<b>Upon appointment</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1. PRESENTATION

This module focuses on the development of literacy skills in bilingual teaching, both in the content subjects and in the subject of English.

### 2. COMPETENCES AND LEARNING OUTCOMES

#### Generic Competences:

CG1 – Acquire the basic didactic knowledge characterising foreign language teaching and learning processes.

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

#### Specific Competences:

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

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.

### Transversal competences:

- C1 – Communicative competence in English.
- C2 – Ability to think critically
- C3 – Manage bibliographic resources
- C4 – Ability to use ICT

### Learning outcomes:

At the end of the course, students should have acquired the following

#### Knowledge:

1. The meaning of literacy and its relevance for teaching English in a CLIL setting
2. Different text types and their specific characteristics
3. The concept of subject literacy

#### Competences:

1. Plan a teaching sequence around a given text
2. Critically examine existing approaches to English language teaching in CLIL context
3. Identify the text type a given text belongs to
4. Identify the teaching points a text offers
5. Define a learning aim for a unit of work
6. Design a learning path

#### Skills:

1. Collaborate to create a common understanding of the literacy approach
2. Evaluate each other's proposals for a unit plan

## 3. CONTENTS

Units	Credits
1. Introduction to literacy: Why literacy development is more than reading and writing	• 0,5
2. Reading for understanding and enjoyment 2.1. Scaffolding reading 2.2. Interacting with text	• 1,25

3. Writing to communicate 3.1. Writing as meaning-making 3.2. Process vs. product 3.3. Scaffolding writing	<ul style="list-style-type: none"> <li>• 1,25</li> </ul>
4. Literacy development in the content subjects 4.1. Literacy development as part of content learning 4.2. Integration of content and language teaching through literacy development	<ul style="list-style-type: none"> <li>• 1</li> </ul>

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

Work in preparation for the teaching sessions	20
Readings	20
Independent study (includes work on assessment tasks)	50
Face to face teaching sessions	9
Individual tutorials	1
Total	100

### 4.2. Methodologies, materials and teaching resources

Taking students' own experience as a starting point and contrasting the ideas developed with their current teaching practice, the course will involve reading, discussing, experimenting and critiquing, always with a view to expanding the notion of literacy but also to making it relevant to participants' actual teaching context.

There will be three face-to-face teaching sessions where ideas and findings will be shared, and the rest of the work will be done by students either individually or in pairs. Course materials will be made available on Blackboard.

Methodologies	Materials and teaching resources
Explanations in class and online	Power-point presentations and course materials uploaded on Blackboard

Response to questions and doubts	Course forum, face-to-face teaching sessions, e-mail exchange
Modeling problem solving	Work on students' unit proposals to exemplify skills
Microteaching sessions	Students' unit plans
Viewing and commenting on video sequences	Video-taped teaching sequences from various Internet sources
Individual tutorials	

## 5. ASSESSMENT

### **Continuous Assessment:**

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH normative on evaluation of the learning.

Assessment will be based on the following elements:

- Reflection tasks, including forum tasks: 35%
- Identification of teaching points: 15%
- Design of teaching sequence: 35%
- Participation in & preparation for class sessions: 15%

### **Final Assessment:**

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working

days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

If permission is granted, the final mark will be based on four tasks which will be uploaded onto the “Final assessment” folder on Blackboard. The first three tasks will be worth 30% each, and the final task 10%.

### Resit:

The re-sit assessment in July will follow the same format as the final assessment.

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

### Basic readings

- Coyle, D., Marsh, D., and Hood, P. (2010). *CLIL*. Cambridge: Cambridge University Press.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth: Heinemann.
- Gibbons, P. (2009). *English Learners, Academic Literacy, and Thinking. Learning in the Challenge Zone*. Portsmouth (NH): Heinemann.
- Halbach, A. (2018). A literacy approach to language teaching: a proposal for FL teaching in CLIL contexts. *PULSO*.
- Halbach, A. (2022). *The Literacy Approach to Teaching Foreign Languages*. Cham: Palgrave / Macmillan.
- Mickan, P. (2013). *Language Curriculum Design and Socialization*. Bristol: Multilingual Matters.
- Pavón Vázquez, V. (2014). Enhancing the quality of CLIL: Making the best of the collaboration between language teachers and content teachers. *Encuentro* (23), 115-127.
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central and backward design. *RELC*, 44(1), 5-33.

### Additional readings

- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*(16), 148-164.
- Kern, R. (2003). Literacy as a new organizing principle for foreign language education. In P. C. Patrikis, *Reading between the Lines: Perspective on Foreign Language Literacy* (pp. 40-59). New Haven: Yale University Press.

- Lorenzo, F. (2016). Competencia en comunicación lingüística: claves para el avance de la comprensión lectora en las pruebas PISA. *Revista de educación* (374), 142-160.
- Mickan, P. (2017). Text-Based Research and Teaching from a Social Semiotic Perspective: Transformative Research and Pedagogy.
- Paesani, K. (2017). Redesigning an Introductory Language Curriculum: A Backward Design Approach. *L2 Journal*, 9(1), 1-20.
- Paesani, K., Allen, H. W., and Dupuy, B. (2016). *A multiliteracies framework for collegiate foreign language teaching*. Upper Saddle River (NJ): Pearson.