TEACHING GUIDE

TEACHING READING SKILLS

Master's Degree in Teaching English as a Foreign Language

Academic year 2025/2026
1ˢᵗ Term

TEACHING GUIDE

Name of the subject:	Teaching Reading Skills
Code:	200881
Degree in which it is taught:	MA in Teaching English as a Foreign Language
Department and Area of Knowledge:	**Modern Philology, English Philology**
Character:	**Compulsory**
ECTS credits:	**4**
Year and term:	**1st Term**
Faculty:	Irene Sanz Alonso irene.sanza@uah.es
Tutoring Schedule:	Upon request
Language of instruction:	English

1. PRESENTATION

.
This module is mainly addressed at teachers of EFL/ESL/CLIL who wish to delve into the understanding or readings skills so that they can help their students when dealing with reading activities of different types, including literary texts of different genres.

2. COMPETENCES and LEARNING OUTCOMES

- Basic and general competences:

CB7: Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.

CB9 – Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

CG3 – Can integrate knowledge and handle the complexity of making judgments based on information that, while incomplete or limited, includes a series of reflections on the social and ethical responsibilities connected to applying knowledge and judgments.

- Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically
C3 – Manage bibliographic resources

- Specific competences:

CE1.1 – Learn the interaction and communication process in the classroom, master the social skills needed to foster learning and coexistence in the classroom, address disciplinary problems, and practice conflict resolution.

CE2.2 – Design the curriculum to be implemented in educational institutions, participate in collaborative planning, and apply didactic methodologies for groups and personalised ones adapted to students' diversity.

CE2.3 – Learn strategies to stimulate students' effort, promote their ability to learn for themselves, and develop thinking and decision skills that enable autonomy, confidence, and personal initiatives.

CE2.4 – Design and conduct formal and non-formal activities that make the educational institution a space for participation and culture in its setting; participate in the assessment, research, and innovation of teaching and learning processes.

CE3.1 – Design and develop learning spaces with attention to equity, emotional education, values education, equal rights and opportunities for men and women, citizen training, and respect for human rights that improve life in society, decision-making, and a sustainable future.

CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.

CE3.3 – Explain how students' social and cultural differences, and their motivations, affect teaching and learning processes in the English classroom.

CE3.4 – Identify and plan how to address educational situations that affect students who possess diverse skills and learn at different paces.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Learning outcomes:

Students should be able to:
- Understand the nature of different forms of reading and the inherent processes involved in reading different types of texts.
- Understand current theories on reading and their consequences for teaching and learning a foreign language.
- Analyze reading strategies with the purpose of discovering their effectiveness.
- Know the different types of activities related to reading.

- Understand and be able to critically assess theories on activity design and their use for learning a foreign language.

3. CONTENTS

Content blocks	Total classes, credits or hours
Topic 1. **Reading** 1.1 What is reading? 1.2 How do we read? 1.3 Reading skills and strategies 1.4 Extensive reading	2 credits
Topic 2. **The Reading Class** 2.1. A typology for reading activities 2.2. Selecting texts 2.3. Planning reading lessons 2.4. Assessing reading	2 credits

Class timetable

Sessions	Unit	Activity / Assignment
1	**Presentation of the subject: What is reading?**	• Structure and organisation of the course • Group discussion
2	**Reading skills and strategies**	• Group discussion of reading assignments
3	**Reading activities and assessing reading**	• Group discussion of reading assignments
4	**Planning a reading lesson**	• Oral presentations • Final reflections and feedback

4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

4.1. Distribution of credits (specify in hours)

Training activities	Hours
Face-to-face or synchronous interactivity (theoretical and practical classes and formative assessment)	12 hours
Tasks, activities and readings	41 hours
Self-directed learning by student:	47 hours
Individual tutorials	2 hours
Total hours	100 hours

4.2. Methodologies, materials and teaching resources

Learning activities include:
- Oral presentations in class
- Group discussions on the different topics covered throughout the course
- Solving problems and questions
- Publication of contents on the virtual platform Blackboard

For each of the topics, students will find all the materials available in the Blackboard platform, as well as all the information regarding the different tasks and assignments of the course. Students are expected to participate actively in the face-to-face sessions as well as in the online debate forum.

5. ASSESSMENT: Procedures, assessment and marking criteria

Given that this is a post-graduate course, a level C1 student is required to follow the course contents and complete the course assignments satisfactorily.

Continuous assessment:

The entire assessment process will be based on the continuous assessment of the student, in such a way as to guarantee the acquisition of both the contents and the

competences of the subject. The assessment is in accordance with the UAH learning assessment regulations.[1]

- **Ordinary call**

Students following the continuous assessment scheme should submit assessment tasks within the submission deadline established by the Master's director and the lecturer

- Oral Presentations   30%
- Active participation in the classes   30%
- Final assignment   40%

- **Extraordinary call**

There will be a resit opportunity at the end of the second semester. This will also take the form of learning portfolio, which will constitute 100% of the resit mark:

- 30%: Critical analysis of a reading lesson plan considering the theoretical contents of the course.
- 30%: Summary and reflection on an academic article focused on reading and/or reading strategies.
- 40%: Designing a reading lesson plan based on a literary text.

Final assessment:

Students may be eligible for the final assessment, notwithstanding the fact that the reasons for this may have to be assessed in each specific case, the completion of on-site internships, work obligations, family obligations, health reasons and disability. Pursuing studies on a part-time basis does not in itself confer the right to opt for the final assessment.

In order to take advantage of the 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 director of the Master's degree must assess the circumstances presented by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written reply to his or her request, it will be understood that the request has been accepted.

Students opting for final assessment will complete a learning portfolio and send it to the lecturer within the submission deadline set for final projects. Information on this

---

[1] UAH Learning Assessment Regulation (30 September 2021). https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

learning portfolio will be given by the lecturer at the beginning of the course. This learning portfolio will include:

- 30%: Critical analysis of a reading lesson plan considering the theoretical contents of the course.
- 30%: Summary and reflection on an academic article focused on reading and/or reading strategies.
- 40%: Designing a reading lesson plan based on a literary text.

While the assessment tests are in progress, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences of committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adjusted when necessary, following the guidelines of the Unit of Attention to Diversity, to implement curricular adaptations to students with specific needs

6. BIBLIOGRAPHY

Council of Europe (2001) Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: Cambridge UP. Also available online at https://rm.coe.int/16802fc1bf

Reading

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.

Nation, I.S.P. (2009) Teaching ESL/EFL Reading and Writing. Abingdon, New York & London: Routledge.

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.

Watkins, Peter (2017) Teaching and Developing Reading Skills. Cambridge: Cambridge University Press.