

TEACHING GUIDE

READING AND WRITING IN A BILINGUAL CLASSROOM

Master's Degree in Teaching English as a Foreign Language

Academic year 2025/2026

1st Term

TEACHING GUIDE

Name of the subject:	Reading and Writing in a Bilingual Classroom
Code:	200886
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:	2nd Term
Faculty:	Ana Halbach ana.halbach@uah.es
Tutoring Schedule:	Upon request
Language of instruction:	English

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

- Basic and general 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.

- Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

C4 – Ability to use ICT

- 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.

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

Content blocks	Total classes, credits or hours
Topic 1. Introduction to literacy: Why literacy development is more than reading and writing	0.5 credits

Topic 2. Reading for understanding and enjoyment 2.1. Scaffolding reading 2.2. Interacting with text	1.25 credits
Topic 3. Writing to communicate 3.1. Writing as meaning-making 3.2. Process vs. product 3.3. Scaffolding writing	1.25 credits
Topic 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	1 credit

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)	9 hours
Readings	20 hours
Work in preparation for the teaching sessions	20 hours
Self-directed learning by student:	50 hours
Individual tutorials	1 hour
Total hours	100 hours

4.2. Methodologies, materials and teaching resources

Methodologies	Teaching materials and resources
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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	

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.

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**

Assessment will be based on the following elements:

- Reflection tasks, including forum tasks: 35%
- Identification of teaching points: 15%

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>

- Design of teaching sequence: 35%
- Participation in & preparation for class sessions: 15%
- **Extraordinary call**

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

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.

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%.

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

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.