# TEACHING GUIDE

# READING AND WRITING

## Master's Degree in Teaching English as a Foreign Language

Academic year 2025/2026
1st Term

# TEACHING GUIDE

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| Name of the subject: | Reading and Writing |
| Code: | 200888 |
| 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: | Mª Elena Serrano Moya<br>elena.serrano@uah.es |
| Tutoring Schedule: | Upon request |
| Language of instruction: | English |

## 1. PRESENTATION

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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. COMPETENCES and LEARNING OUTCOMES

- Basic and general competences:

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

- 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.

**Learning outcomes:**

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. CONTENTS

| Content blocks | Total classes, credits or hours |
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| Topic 1. **Teaching reading**<br>1.1 The nature of reading. How do we read?<br>1.2 Different views of teaching reading.<br>1.3 Reading skills.<br>1.4 The reading comprehension lesson.<br>1.5 A typology for reading activities.<br>1.6 Helping students to develop reading skills.<br>1.7 Extensive reading | 2 credits |
| Topic 2. **Teaching writing**<br>2.1. The value of writing.<br>2.2. Differences between written and spoken language.<br>2.3. The essentials of writing.<br>2.4. Ways of teaching writing.<br>2.5. Writing activities.<br>2.6. Correcting written work.<br>2.7. Writing problems | 2 credits |

## 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-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) | 6 hours |
| Online discussions | 14 hours |

| Activities and assignments | 50 hours |
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| Self-directed learning by student: | 30 hours |
| Total hours | 100 hours |

## 4.2. Methodologies, materials and teaching resources

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.

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.

The module notes contained in the virtual platform are designed to give introductions to most of the topics covered.

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.

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.

## 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**

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

- Participation (discussion board & class-contact sessions): 20%
- Written assignments (assignments related to the theoretical and practical content of the subject): 40%
- Planning a reading comprehension lesson or a writing task: 40%

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.

- **Extraordinary call**

There will be a resit opportunity at the end of the second semester for students who have failed their continuous assessment in their ordinary call or the final evaluation. The assessment tools will take the following form:

- Planning a reading comprehension lesson and. (50%)
- Planning a writing task (50%)

## Final assessment:

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[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

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.

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:
- Planning a reading comprehension lesson and
- Planning a writing task.

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

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