



Universidad  
de Alcalá

# GUÍA DOCENTE

## Teaching Reading Skills

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

**Universidad de Alcalá**

**Curso Académico 2022/2023**

## GUÍA DOCENTE

Nombre de la asignatura:	Teaching Reading Skills
Código:	200881
Departamento:	Filología Moderna
Área de Conocimiento:	Inglés
Carácter:	Obligatoria
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Irene Sanz Alonso
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Idioma en el que se imparte:	Inglés

### 1. MODULE DESCRIPTION

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. AIMS

#### Generic 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.

#### Specific competences:

By the end of the course, participants are expected to be able to:

- 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.

### 3. MODULE CONTENTS

Units	Credits
<b>1. Reading</b> <ul style="list-style-type: none"> <li>- What is reading?</li> <li>- How do we read?</li> <li>- Reading skills and strategies</li> <li>- Extensive reading</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> </ul>
<b>2. The Reading Class</b> <ul style="list-style-type: none"> <li>- A typology for reading activities</li> <li>- Selecting texts</li> <li>- Planning reading lessons</li> <li>- Assessing reading</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> </ul>

### Class timetable

Sessions	Unit	Activity / Assignment
1	<b>Presentation of the subject: What is reading?</b>	<ul style="list-style-type: none"> <li>• Structure and organisation of the course</li> <li>• Group discussion</li> </ul>

<b>2</b>	<b>Reading skills and strategies</b>	<ul style="list-style-type: none"> <li>• Group discussion of reading assignments</li> </ul>
<b>3</b>	<b>Reading activities and assessing reading</b>	<ul style="list-style-type: none"> <li>• Group discussion of reading assignments</li> </ul>
<b>4</b>	<b>Planning a reading lesson</b>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Final reflections and feedback</li> </ul>

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

Class contact hours and presentations	12
Tasks, activities and readings	41
Independent study	47

### 4.2. Learning activities

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

### Continuous assessment

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
- Final assignment

30%  
40%

## Final evaluation

In accordance with the University regulation on evaluation, students who are unable to follow the continuous assessment mode **should contact the director of studies** to send a proposal to be accepted as **final assessment students**. The director will be in charge of informing lecturers about the positive or negative reports on each student's proposal.

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 **learning portfolio** will be given by the lecturer at the beginning of the course.

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.

## 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.