



Universidad
de Alcalá

GUÍA DOCENTE

COMPRENSIÓN LECTORA Y PRODUCCIÓN ESCRITA

READING AND WRITING

Máster en Formación del Profesorado

Universidad de Alcalá

Curso Académico 2024/2025
1º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Comprensión Lectora y Producción Escrita
Código:	200992
Departamento:	Filología Moderna
Área de Conocimiento:	Filología Inglesa
Carácter:	Obligatoria
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Mercedes Díez Prados
Correo electrónico:	mercedes.diez@uah.es
Idioma en el que se imparte:	Inglés

1. a PRESENTACIÓN

Este módulo está dirigido a la enseñanza de profesores/as noveles o aprendices en la enseñanza del inglés para que comprendan la naturaleza de la comprensión lectora y la producción escrita en lengua extranjera y para que exploren diferentes modos para ayudar a sus (futuros) estudiantes a desarrollar sus destrezas de comprensión lectora y producción escrita.

1. b PRESENTATION

This module is addressed to trainees or novice English language teachers and aims to provide them with an understanding of the nature of reading comprehension and written production in a foreign language and to explore different ways in which we can help students develop their reading comprehension and written production skills.

2. COMPETENCES¹ AND LEARNING OUTCOMES

Basic and general competences

BASIC COMPETENCES:

- CB7. Know how to apply the acquired knowledge and show ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their field of study.
- CB8. Be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

¹ Adapted from the *Memoria de Verificación* of the Master's Degree.

- CB10. Acquire the learning skills that will enable the student to continue studying in a largely self-directed or autonomous manner.

GENERAL COMPETENCES:

- CG1. Know the content of the curriculum in the corresponding teaching specialty, and be familiar with relevant teaching and learning processes.
- CG3. Seek, 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.
- CG5. Design and develop learning environments, focusing particularly on equality, emotional education and values, equal rights and opportunities between men and women, citizen training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.
- CG8. Design and carry out formal and informal activities that contribute to making the center a place of participation and culture within the environment where it is located. Develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of learning and teaching processes.

Specific competences:

- CE16. Get acquainted with the theoretical and practical principles of the teaching and learning of reading comprehension and written production.
- CE17. Transform curricular objectives into activities and working syllabi.
- CE19. Foster a climate that facilitates learning and values student contributions.
- CE20. Integrate audiovisual and multimedia communication training into the teaching-learning process.

Learning outcomes:

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

- Know the theoretical-practical developments of teaching and learning English. Transform curriculums into activity and work programs .
- Acquire criteria for the selection and development of educational materials.
- Foster a climate that facilitates learning and values student contributions.
- Integrate audiovisual and multimedia communication training into the teaching-learning process.

3. CONTENTS

Units	Credits
1. Reading comprehension. Comprehension skills, activities, and classroom techniques. -	<ul style="list-style-type: none"> • 2 ECTS
2. Written production. Linguistic elements in writing. Activities and techniques to teach writing. -	<ul style="list-style-type: none"> • 2 ECTS

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Learning activities	Hours
Face-to-face sessions (theoretical and practical classes)	25
Autonomous work (studying class notes, reading materials, critical writing and materials design and completing assignments)	75
TOTAL	100

4.2. Methods, materials and didactic resources

Lessons are expected to be interactive. You will also find instruction materials online and will complete activities on the platform, where you will receive feedback from your teacher and track your progress.

An experiential, hands on approach, will be used in class contact sessions 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.

Whole group activities	<ul style="list-style-type: none"> • Introduction and overview of module contents. • Analysis and discussion of selected materials (readings and teaching materials).
Pair and group work	<ul style="list-style-type: none"> • Practical activities applying theoretical concepts learnt. • Reading and writing tasks as a means to reflective learning and prospective teaching. • In-class correction of activities.
Oral presentations (microteaching)	<ul style="list-style-type: none"> • Preparation and presentation of a reading or written production lesson to classmates.

5. ASSESSMENT: procedures and grading criteria

Continuos assessment

Due to the characteristics of this module, overall assessment of the student will be undertaken on a continuous basis; therefore, students cannot request assessment through the final assessment option for the “convocatoria ordinaria”. This measure has been approved by the Master’s Degree Academic Committee in its ordinary session of 17th February 2020.

Reassessment (“convocatoria extraordinaria”):

There will be a reassessment opportunity at the end of the second semester. This will take the form of a summative paper, which will constitute 100% of their mark. This paper will include two assignments:

- a) Planning a reading comprehension lesson.
- b) Planning a written production task.

Assessment criteria

Students will be assessed on their ability to:

- 1) Show their understanding, knowledge and capability to apply contents covered in the subject about reading comprehension and written production (Criterion 1).
- 2) Demonstrate capability to prepare effective and creative lessons to enhance students’ reading comprehension and oral production (Criterion 2).
- 3) Present and defend their ideas in class in correct and fluent oral expression (Criterion 3).

- 4) Show interest and respect when classmates share their ideas in all types of classroom interaction (Criterion 4).
- 5) Write up their written assignments in appropriate and correct written expression (Criterion 5).
- 6) Keep up with reading assignments and show familiarity with contents uploaded on the Blackboard platform (Criterion 6).
- 7) Engage in class activities, discussions, and interactions (Criterion 7).

Assessment procedures

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

- Active participation in class activities and discussions.
- Written assignments (on Blackboard platform).
- Final paper and oral presentation: written paper with a reading comprehension or written production lesson plan and oral presentation of lesson to classmates.

Students are required to attend all the face-to-face sessions. Only properly justified absence will be allowed and a minimum of 80% attendance at teaching sessions will be required to achieve a pass in this module.

Marking criteria

Assessment criteria	Procedures	Weighting
An ability to: <ul style="list-style-type: none"> • Criterion 1 • Criterion 3 • Criterion 4 • Criterion 6 • Criterion 7 	Participation in class	20%
An ability to: <ul style="list-style-type: none"> • Criterion 1 • Criterion 5 • Criterion 6 	Written assignments	40%
An ability to: <ul style="list-style-type: none"> • Criterion 1 • Criterion 2 • Criterion 5 • Criterion 6 	Final paper	20%
An ability to: <ul style="list-style-type: none"> • Criterion 1 • Criterion 2 • Criterion 3 • Criterion 4 • Criterion 6 	Oral presentation	20%

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks (clear aims, appropriate materials, etc.).
- The quality of the reading comprehension and written production tasks: the activities are valid and adequately reflect the objectives, the length is appropriate for the time available.
- 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 audiovisual material, if required, and in the combination of the two.

Marking descriptors

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion in seminars and the virtual platform.
- **Excellent (SS):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion in seminars and the virtual platform.
- **Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate in seminars and the discussion forum, and have done most of the preparation.
- **Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in seminars and occasionally contribute to discussions.
- **Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared or they do not say much.

Students are warned that plagiarism will not be tolerated. Plagiarism consists of using someone else's ideas without acknowledging the author. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. It is the students' responsibility to make themselves aware of the University regulation on evaluation and plagiarism (see article 34 of Normativa de evaluación de los aprendizajes). Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

Assessment activities must follow the guidelines set in the Universidad de Alcalá Regulations on Coexistence Rules. Regarding the implications of irregularities committed during the assessment, there are consequences for committing academic fraud as outlined in the Regulation of the Disciplinary Student Regime of Universidad de Alcalá.

6. BIBLIOGRAPHY

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge UP. Also available on line at <http://www.coe.int>

References

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

Writing

- Connor, Ulla (1996) *Contrastive Rhetoric: Cross-cultural Aspects of Second Language Writing*. Cambridge: Cambridge UP.
- Davis, Paul, and Mario Rinvulcri (1988) *Dictation: New Methods, New Possibilities*. Cambridge: Cambridge UP.
- Ferris, Dana R. (2002) *Treatment of Error in Second Language Student Writing*. Ann Arbor: University of Michigan Press.
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- Hedge, Tricia. (2001) *Writing*. 30th ed. Oxford: Oxford UP.
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- Raimes, Ann (1983) *Techniques in Teaching Writing*. Oxford: Oxford UP.
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- Tribble, Christopher (1996) *Writing*. Oxford: Oxford UP.
- White, Ronald V. (1986) *Teaching Written English*. London: Heineman.

Websites

Writingden: activities and resources to develop writing skills

http://www2.actden.com/writ_den/index.htm

TESL: Articles – Writing. This is a sub-page of The Internet TESL Journal's with many useful links

For activities: <http://a4esl.org/>

For articles: <http://iteslj.org/>

For teaching suggestions and activities on Reading for teens by the British Council

<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice>

And for Writing:

<http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice>