



Universidad
de Alcalá

GUÍA DOCENTE

COMPRENSIÓN LECTORA
Y PRODUCCIÓN ESCRITA

READING AND WRITING

Máster en Formación del Profesorado

Universidad de Alcalá

Curso Académico 2023/2024

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
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Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course 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

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

Generic competences:

- CG1. Know the content of the curriculum in the corresponding teaching specialty, and be familiar with relevant teaching and learning processes.

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

- 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:

- CE 19. Foster a climate that facilitates learning and values student contributions.
- CE77. Expand and deepen knowledge on the areas, subjects or modules corresponding to the teaching specialty.
- CE78. Expand knowledge that allows the student to strengthen the acquisition of the skills established for the Generic Module.
- CE80. Improve the communicative competence of the student as a teacher.

3. MODULE CONTENTS

Units	Credits
<p>1. Teaching reading comprehension</p> <ul style="list-style-type: none"> - The nature of reading comprehension. How do we read? - Different views of teaching reading comprehension. - Reading comprehension skills. - The reading comprehension lesson. - A typology for reading comprehension activities. - Helping students to develop reading comprehension skills. - Extensive reading. 	<ul style="list-style-type: none"> • 2

2. Teaching written production

- The value of writing.
- Differences between written and spoken language.
- The essentials of writing.
- Ways of teaching written production.
- Written production activities.
- Correcting written work.
- Writing problems.

- 2

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class-contact hours: 25	There will be: <ul style="list-style-type: none"> • 21 scheduled face-to-face sessions • 4 group tutorials
Autonomous work: 75	This time includes studying class notes, reading materials, critical writing and materials design.

4.2. Learning activities

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.
Group tutorials	<ul style="list-style-type: none"> • Small group tutorials will be arranged to prepare for Final paper and oral presentation and provide and receive mutual feedback.

Nota: Si las autoridades sanitarias consideraran necesaria la suspensión de la actividad docente presencial, ésta continuaría con la metodología online hasta que se levantara la suspensión, momento en el que se volvería a la modalidad presencial.

5. ASSESSMENT

Continuos and formative 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 	Course work	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 25%
An ability to: <ul style="list-style-type: none"> • Criterion 1 • Criterion 2 • Criterion 3 • Criterion 4 • Criterion 6 		Oral presentation 15%

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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- Dijk, Teun A. van, and W. Kintsch (1983) *Strategies of Discourse Comprehension*. Orlando, FL: Academic Press.
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- Spiro, Jane (2013) *Changing Methodologies in TESOL*. Edinburgh: Edinburgh University Press, specifically, chapters 6 and 7.
- Urquhart, S., and C. Weir (1998) *Reading in a second language: Process, Product and Practice*. New York: Addison Wesley Longman.

Writing

- Connor, Ulla (1996) *Contrastive Rhetoric: Cross-cultural Aspects of Second Language Writing*. Cambridge: Cambridge UP.
- Davis, Paul, and Mario Rinvolutri (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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- Lázaro, Alberto (1996) "Teaching and Assessing Writing Skills." *Acquisition and Assessment of Communicative Skills*. Alberto Lázaro, et al. Madrid: Servicio de Publicaciones de la Universidad de Alcalá.
- Raimes, Ann (1983) *Techniques in Teaching Writing*. Oxford: Oxford UP.
- 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
<http://iteslj.org/links/TESL/Articles/Writing/>

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>