

### COURSE SYLLABUS

Name: Integration of Skills II: Reading and Writing	Requisites: none
Code: PF-0308	Co-requisites: none
Credits: 4	Cycle: I
Weekly Hours: 12 (2 synchronous, 10 asynchronous)	Classification: Open to students admitted to the MA/TEFL Program)
	Modality: Virtual

#### I. Description

Integration of Skills II: Reading and Writing is a required course for the Master's degree in Teaching English as a Foreign Language. In this course, students will examine how reading and writing skills are acquired, developed, integrated, and evaluated in EFL instruction. A variety of approaches are addressed, and students are expected to take command of their professional enrichment, as well as to fully apply theory and techniques to Task-Based Language Teaching.

#### II. General Objectives

By the end of the course, students will be able to interrelate cognitive, cultural, social, and affective factors involved in the development of reading and writing skills in a foreign language. They will also build criteria to make informed decisions to choose, adapt, and develop suitable and effective materials and activities that will promote both skills in FL learning processes. In addition, they will show an understanding of research into the nature of reading and writing as both cognitive and metacognitive processes.

#### III. Specific Objectives

At the end of the course, students will be able to:

1. Apply the principles behind each approach to teaching and learning reading and writing in EFL.
2. Identify the evolution and changes in EFL reading and writing instruction.
3. apply techniques and strategies to teach and assess reading and writing skills in a communicative environment.
4. Identify and apply appropriate methodological stages that facilitate successful in-class instruction.
5. Evaluate reading and writing instruction materials in order to determine their appropriateness, usefulness, and applicability.
6. Reflect on their own learning and teaching practices regarding reading and writing.
7. Propose relevant objectives for the development of reading and writing skills in the EFL classroom.

8. Develop lesson plans with appropriate reading and writing instruction activities for a given level of language proficiency and for specific needs.
9. Analyze literature on teaching/learning reading and writing skills to FL learners.
10. Research the reading and writing needs of a given population.

#### **IV. Contents**

- Objectives for reading and writing materials
- Theoretical approaches to the processes of reading and writing
- Processes involved in the development of reading and writing skills
- Reading comprehension and processing skills and strategies
- Purpose and scope of reading tasks and text types
- Lesson planning and criteria for selecting material for reading and writing
- The writing process; skills and stages
- Text structure and genre analysis
- Feedback and correction of students' writing
- Assessment in reading and writing

#### **V. Methodology**

Students will engage in activities and discussions of the material covered in and out of class. Activities will include out-of-class readings, assignments, and presentations. Students will reflect on their beliefs and experiences while relating theory to everyday FL teaching practices in the two skills. Students will contribute with their individual reading and writing tasks, with discussion and peer evaluation. Active student participation in class sessions is expected to enhance professional growth.

This is a 100% virtual course. Communication will take place both synchronously and asynchronously.

The course will be developed on *Mediación Virtual* (MV), the university's official platform, and on a videoconferencing platform selected by the postgraduate department (e.g. Zoom). If necessary, alternative platforms may be used by the professor. The class schedule, information about synchronous and asynchronous sessions, announcements, websites, assignments, and other materials will be posted on MV.

Each synchronous class will have a duration of three lessons separated by two recesses of 10 minutes. When asynchronous sessions/tasks are carried out, students will complete various tasks that complement assigned readings, in-class presentations, and group discussions. These tasks will also show evidence of asynchronous work and will be graded. Any asynchronous sessions will be notified by the professor.

To facilitate an optimum learning environment, students should ensure that they have good internet access and keep their cameras on during each class. No unidentified person will be allowed to join the session.

The course anthology will be available in print or digital format at the professor's discretion. The professor will meet with students via virtual sessions or use other means of communication if necessary.

## VI. Evaluation

1. Reading Nets	15%	A weekly representation of the relationship between the readings. The percentage will be distributed according to the total number of tasks carried out during the semester.	Individual Tasks
2. Pedagogical micro-designs	15%	Completion of in-class tasks applying a principle, using a strategy, developing a sequence, among others, from the assigned weekly readings. The percentage will be distributed according to the total number of tasks carried out during the semester.	In-teams or individual tasks
3. Reading Lesson Plan	20%	15% Lesson Plan 5% Video Presentation (A theory-grounded lesson plan to teach reading in a particular setting)	In teams
4. Writing Lesson Plan	20%	15% Lesson Plan 5% Video Presentation (A theory-grounded lesson plan to teach reading in a particular setting)	In teams
5. Final Research Project	30%	10% In-class Oral Report (video presentation) 25% Written Report	Individual Task

All project presentation dates will be duly indicated in the course schedule. The project guides will be included in the virtual platform of the course.

**KEEP IN MIND:** According to the regulations of the master's program, each project will be graded 70% on content and 30% on the correct use of the language. (Except tasks 1 and 2)

- ☞ **Reading nets:** The participants must create a visual representation of the readings carried out. **No AIs** are allowed.
- ☞ **Pedagogical micro-designs (in groups):** In class, students will create reading and writing micro adaptations/designs. The activities and materials created should follow the principles studied and the professor's guidelines. **No AIs** are allowed.
- ☞ **Lesson Plans:** following the guidelines, the participants will design a reading lesson plan and a writing lesson plan, following TBLT and ESP principles. There will be **1) a demonstration** of the **main task** of the lesson plan and **2) a brief explanation** of the **other stages** of the TBLT cycle. **AIs are allowed to design the materials** of the lesson plans (its use must be explicitly stated).
- ☞ **Final Research Project (individually):** Students will use an **action-research approach** to investigate the **effectiveness of specific learning or teaching** practices within their own teaching contexts. The participants are **strongly encouraged to explore non-traditional practices** of teaching/learning reading and writing. The highest-quality reports and presentations will be recommended for publication. **AIs are allowed to identify sources or write source references** (one is responsible for making sure they comply with APA).

## VII. Other Aspects

- A. Resources and Research:** Throughout the development of the course projects, online instruction will be an opportunity to enhance the use of technological resources and the development of the investigative capacities of the student body. SIBDI provides all its support with educational and research resources.
- B. Use of Artificial Intelligence:** No AI is allowed in any of the cases unless specified for certain tasks. Its use, if allowed, must be acknowledged at all times.
- C. Additional Information:** Assignments are due on the dates specified in the accompanying timetable. Students must carefully proofread and edit all written work, including lesson plans and materials used in presentations.
- D. Plagiarism:** All work must be of your own creation or include citations. Plagiarism will be considered a serious offense (according to *Reglamento de Orden y Disciplina de los Estudiantes* [https://www.cu.ucr.ac.cr/normativa/orden\\_y\\_disciplina.pdf](https://www.cu.ucr.ac.cr/normativa/orden_y_disciplina.pdf)). You must know its definition, types, and ways to avoid it. Check this source for a quick reminder on the definition on and types of plagiarism: <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>
- E. Student Accountability:** Students are responsible for the assigned readings, task completion, question creation, answer seeking, clarification requests, intrinsic motivation, responsibility acknowledgment, and any other tasks that pertain to the students' realm.
- F. Student Presence:** Participation is crucial; please justify any absences and contact the course instructor by email stating the cause and day of absence through the official UCR email.
- G. Language assessment and scoring:** Language use will be evaluated in student presentations and written reports (30% of the grade according to a pre-established rubric). Language feedback without a grade will be given after classroom activities whenever necessary.
- H. Language Rubric and other assessment instruments:** Students will find the Rubric for the Use of English and APA Documentation Style in Written Assignments posted on MV. The rubrics for each of the assignments will be distributed throughout the semester.
- I. Class Guidelines:**
  - a.** You are expected to develop and contribute to all class and out-of-class work by following UCR's objectives for rigorous, creative, ethical, and critical work at the graduate level (*Reglamento General del SEP*, article 1): [https://www.cu.ucr.ac.cr/normativa/sistema\\_estudios\\_posgrado.pdf](https://www.cu.ucr.ac.cr/normativa/sistema_estudios_posgrado.pdf)
  - b.** When required, you are expected to provide critical but respectful feedback on your classmates' work, based on the course objectives: <https://meadowscenter.org/wp-content/uploads/2022/04/PACTPLUS-TeacherGuide-Feedback1.pdf> <https://youtu.be/DYqFZXz9o94> <https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/video/constructive-feedback-eddie-woo-video>
  - c.** No late assignments will be accepted and no make-up tests administered, except when permitted by UCR regulations and upon the timely presentation of the required documents (*Reglamento de Régimen Académico Estudiantil*, article 24).

*Lineamientos en caso de entrega tardía de asignaciones:* En caso de que una persona estudiante no envíe una asignación en la fecha indicada, se le podrá otorgar hasta un máximo de 5 días hábiles para su entrega, descontándole un 10% del valor de la nota obtenida por cada día hábil de atraso. Una vez cumplido este plazo, la persona docente no recibirá ninguna entrega parcial o total. Sin embargo, la persona estudiante quedaría exenta de esta penalización si existe una situación que justifique el atraso, según lo establecido en el artículo 24 del Reglamento de Régimen Académico Estudiantil. Cualquiera sea el caso, es obligación de la persona estudiante informarle a su docente, por los medios institucionales oficiales, de la causa de la demora y aportar los documentos probatorios pertinentes.

*Reglamento de Régimen Académico Estudiantil:*

[https://www.cu.ucr.ac.cr/normativa/regimen\\_academico\\_estudiantil.pdf](https://www.cu.ucr.ac.cr/normativa/regimen_academico_estudiantil.pdf)

- d. All work must be Word-processed and conform to any guidelines and instructions provided. Use 12-point Arial or Times New Roman fonts (avoid fonts containing Serifs, as advised in UCRs manuals, for accessibility issues.)
  - e. You must use the **APA documentation and reference manual (7th edition)**:  
<https://apastyle.apa.org/>.
  - f. You must respect the conventions for academic writing:  
[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/index.html)
- J. Netiquette and Virtual Interactions:** the participants' cameras must be on during the entire session to better respond to the interactive nature of the course. **Be respectful** at all times.

## **LINEAMIENTOS ACADÉMICOS Y ADMINISTRATIVOS PARA LA DOCENCIA CON COMPONENTE VIRTUAL (VD-11502-2020)**

ARTÍCULO 19. Disponibilidad y acceso a las grabaciones de la clase.

Debido a que las grabaciones de clases u otras actividades académicas pueden contener datos personales de acceso restringido, como el video, imagen y la voz de la persona participante, los archivos de dichas grabaciones no son de carácter público y únicamente pueden emplearse para propósitos académicos. En los cursos de libre asistencia, los efectos de la no asistencia a clases deben ser valorados por la persona estudiante como parte de su decisión de no asistir. Por tanto, el archivo de la grabación de la clase no tiene como propósito principal sustituir la asistencia de la persona estudiante.

### **Resolución Vicerrectoría de Docencia (VD-12784-2023)**

**Artículo 41.** Desarrollo de clases virtuales sincrónicas. En la planificación e implementación de clases virtuales sincrónicas, se deben tomar en consideración los siguientes aspectos:

- a. Con el fin de facilitar la identificación y la participación activa de las personas matriculadas en el curso, las personas docentes deben invitar a que las personas estudiantes activen voluntariamente su audio y/o video durante el transcurso de la lección. La persona docente podrá establecer la activación obligatoria del audio y/o el video cuando, a su criterio, ello sea requerido para cumplir con los objetivos de aprendizaje.

b. Durante la realización de evaluaciones en clases virtuales sincrónicas, ya sean pruebas escritas, pruebas orales, actividades colaborativas u otras interacciones, la habilitación del vídeo y/o el audio es obligatoria para todas las personas involucradas.

## VIII. References

### Course Outline

- Ajideh, P. (2003). Schema theory-based pre-reading tasks: A neglected essential in the ESL reading class. *The Reading Matrix*, 3(1), 1–14. Retrieved from <http://www.readingmatrix.com/articles/ajideh/article.pdf>
- Alderson, J. C. (2000). *Assessing reading*. Cambridge University Press
- Anderson, N.J. (2003). Scrolling, clicking, and reading English: Online reading strategies in a second/foreign Language. *The Reading Matrix*, 3(3). Retrieved from <http://www.readingmatrix.com/articles/anderson/article.pdf>.
- Alzahrani, M. A. (2025). Implementing a questioning strategy in teaching reading texts in EFL classes: A qualitative study. *The Qualitative Report*, 30(8), 4106–4128. <https://doi.org/10.46743/2160-3715/2025.7692>
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- Chiang, H.-H. (2020). Kahoot! in an EFL reading class. *Journal of Language Teaching and Research*, 11(1), 33–44. <https://doi.org/10.17507/jltr.1101.05>
- Chung, S. C., Chen, X., & Geva, E. (2019). Deconstructing and reconstructing cross-language transfer in bilingual reading development: An interactive framework. *Journal of Neurolinguistics*, 50, 149–161. <https://doi.org/10.1016/j.neuroling.2018.01.003>
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- Elgort, I., van de Wetering, R., Arrow, T., & Beyersmann, E. (2023). Previewing novel words before reading affects their processing during reading: An eye-movement study with first and second language readers. *Language Learning*, 74(1), 78–110. <https://doi.org/10.1111/lang.12579>

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- Gebhard, J.G. (2017). *Teaching English as a foreign or second language: A teacher self-development and methodology guide*. University of Michigan Press.
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- Priyadarshini, K. (2025). Improving ESL learners' lateral thinking skill through writing tasks. In S. Mekala & M. P. Shabitha (Eds.), *Thinking Skills in Higher Education: Pedagogical practices and strategies* (pp. 151–162). Springer Nature Singapore. [https://doi.org/10.1007/978-981-96-5600-4\\_12](https://doi.org/10.1007/978-981-96-5600-4_12)
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## **Action Research**

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Brown, J.D. & Rodgers, T. S. (2002). *Doing Second Language Research*. Oxford University Press.

Burnarford, G., Fischer, J. & Hobson, D. (Eds.) (2001). *Teachers doing research: The power of action through inquiry* (2<sup>nd</sup> ed.). Lawrence Erlbaum Associates.

**TENTATIVE COURSE TIMETABLE  
I-2026**

<b>WEEK</b>	<b>DATE</b>	<b>READINGS AND ACTIVITIES</b>	<b>DUE DATES</b>
<b>1</b>	March 9	<ul style="list-style-type: none"> <li>• Program, Timetable, Projects</li> <li>• Making groups lesson plans</li> <li>• Final Project overview</li> <li>• R&amp;W Diagnostic Test</li> </ul>	
<b>2</b>	March 16	<p><b>UNDERSTANDING READING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 1: “Nature of Reading (Alderson, 2000, 1-23).</li> <li><input type="checkbox"/> Chapter 3: “Approaching reading in the foreign language classroom?” (Nuttall, 2003, pp. 30-39)</li> </ul> <p><b>GENRE &amp; IMPLICATIONS ON READING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 7: “Understanding Discourse” (Nuttall, 2003, pp. 100-124)</li> </ul> <p><b>Optional:</b> Chapter 17: “Genres of Written Language” (Brown &amp; Lee, 2015, pp. 395-396)</p>	
<b>3</b>	March 23	<p><b>SKILLS DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 17: “Characteristics of Written Language, etc.” (Brown &amp; Lee, 2015, pp. 397-413)</li> <li><input type="checkbox"/> Chapter 5: “Word attack skills” (Nuttall, pp. 62-77)</li> <li><input type="checkbox"/> Chapter 17: “Reading” (Harmer, 2007, pp. 283-302)</li> </ul> <p><b>Optional:</b> Chapter 4, 4.3: Reading and longer-term memory processes (pp. 88-92)</p>	
<b>HOLY WEEK</b>			
<b>4</b>	April 6	<p><b>PROCESS FOR A LESSON FRAMEWORK AND SKILLS DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 3: “Approaching reading in a foreign language classroom” (Nuttall, pp. 30-39)</li> <li><input type="checkbox"/> Chapter 9: “Planning Reading Lessons” (Nuttall, pp. 149-169)</li> <li><input type="checkbox"/> Chapter 8: “Problems with Reading” (Fraser, Massey-Garrison, &amp; Geva, 2016, pp. 236-281)</li> </ul> <p><b>Optional:</b> “Reliable and practical guidelines for planning an effective English lesson” (Solís, 2007)</p>	
<b>5</b>	April 13	<ul style="list-style-type: none"> <li><input type="checkbox"/> “Instructional Enhancements to Improve Students’ Reading Abilities” (Stoller et al, 2013)</li> </ul>	

		<ul style="list-style-type: none"> <li>□ “Graphic Organizers in Reading Instructions: Research Findings and Issues” (Jiang &amp; Grabe, 2007)</li> <li>□ “Developing reading comprehension questions” (Day &amp; Park, 2005)</li> </ul>	
<b>6</b>	April 20	<p><b>SEMANA UNIVERSITARIA– only asynchronous activities</b></p> <ul style="list-style-type: none"> <li>□ Chapter 11: “Teaching Students to Read for Meaning” (Gebhard, 2017, pp.201-227)</li> <li>□ “A meta-analysis of the relationship between working memory and second language reading comprehension: Does task type matter?” (Shin, 2020)</li> <li>□ “Previewing novel words before reading affects their processing during reading: An eye-movement study with first and second language readers” (Elgort et al, 2023)</li> </ul>	
<b>7</b>	April 27	<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>□ “Scrolling, Clicking, and Reading English: Online Reading Strategies in a Second/Foreign Language” (2003)</li> <li>□ “Reading Faster” (Nation, 2009)</li> <li>□ “Training Adult ESL Learners in Metacognitive Reading Strategies” (Huang &amp; Nisbet, 2012)</li> </ul> <p><b>Optional:</b> Learning Styles and Strategies (Griffiths, In Li, Hiver &amp; Papi, 2022, pp. 82-94)</p> <p>Implementing a Questioning Strategy in Teaching Reading Texts in EFL Classes: A Qualitative Study (Alzahrani, 2025, p. 4106-4128)</p>	
<b>8</b>	May 4	<p><b>APPROACHES TO READING</b></p> <ul style="list-style-type: none"> <li>□ Chapter 6: “Reading for plain sense” (Nuttall, pp.78-99)}</li> <li>□ “Schema Theory-Based Pre-reading tasks: A neglected essential in the ESL reading class” (Ajideh, 2003)</li> <li>□ “Reading comprehension in L1 and L2: An integrative approach (Li &amp; Clariana, 2019)</li> </ul> <p><b>Optional:</b> Deconstructing and reconstructing cross-language transfer in bilingual reading development: An interactive framework (Chung, Chen &amp; Geva, 2019)</p>	

9	May 11	<b>ASSESSMENT &amp; EVALUATION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Assessing Reading” (Brown &amp; Lee, pp. 422)</li> <li><input type="checkbox"/> “Classroom L2 Reading Assessment” (Hedgcock &amp; Ferris, 2018, pp. 304-354)</li> <li><input type="checkbox"/> “Reading Skills” (New Ways of Classroom Assessment, 2013, In Brown, J.D. (ed.), pp. 277-297)</li> </ul>	
10	May 18	<b>CRITERIA FOR SELECTING MATERIALS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 8: “The analysis of language teaching materials: Inside the Trojan Horse” (Littlejohn, pp. 190-216)</li> <li><input type="checkbox"/> Chapter 10: “Selecting texts” (Nutall, pp. 170-180)</li> <li><input type="checkbox"/> Subsection: “Selecting and Analyzing Texts for Intensive Reading Instruction (Hedgcock &amp; Ferris, 2018, pp. 98-104)</li> </ul>	
11	May 25	<b>MOTIVATION AND OTHERS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 7: “Motivation” (Papi &amp; Hiver, In Li, Hiver &amp; Papi, 2022, pp. 113-127)</li> <li><input type="checkbox"/> Chapter 23: “Individual Difference Factors for Second Language Reading” (Jeon &amp; Yamashita, Li, Hiver &amp; Papi, 2022, 128-144)</li> <li><input type="checkbox"/> “Kahoot! In an EFL Reading Class” (Chiang, 2020)</li> </ul>	
12	June 1	<b>WRITING BASICS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 1: “Writing as a process” (Harmer, 2004, pp. 1-14)</li> <li><input type="checkbox"/> Chapter 2: “Describing written text” (Harmer, 2004, pp. 15-30)</li> <li><input type="checkbox"/> Chapter 7: “Helping Learners Write” (Nation &amp; Macalister, 2021, pp. 101-120)</li> </ul>	<b>Reading Lesson Plan (+presentations)</b>
13	June 8	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 3: “Writing in the language classroom” (Harmer, 2004, pp. 31-43)</li> <li><input type="checkbox"/> Chapter 4: “Nuts and Bolts” (Harmer, 2004, pp. 44-60)</li> <li><input type="checkbox"/> Chapter 4: Texts and materials in the writing class (</li> </ul> <b>Optional:</b> Chapter 10: “Information Transfer and Topic Types” (Nation & Macalister, 2021, pp. 145-153)	
14	June 15	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 13: Second Language Writing and Second Language Acquisition (Carson, In Silva &amp; Matsuda, 2001, pp. 191-199)</li> <li><input type="checkbox"/> Chapter 18: “Teaching Writing” (Brown &amp; Lee, 2015, pp. 426-441)</li> <li><input type="checkbox"/> Chapters 9-12: “From theory... Teaching writing at advanced levels” (Grabe &amp; Kaplan, 1996, pp. 237-376)</li> </ul>	

		<b>Optional:</b> A focus on purpose: Using a genre approach in an EFL writing class (Myskow & Gordon, 2010)	
<b>15</b>	June 22	<b>ALTERNATIVES AND ASSESSING WRITING</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Improving ESL Learners’ Lateral Thinking Skill Through Writing Tasks”. (Priyadarshini, 2025)</li> <li><input type="checkbox"/> Chapter 4: “Redesigning assessments to support learning and align with a complex cognitive and social construct of writing” (Murphy &amp; O’Neill, 2023, pp. 96-147)</li> <li><input type="checkbox"/> “Writing skills” (Various authors, 2013, pp. 315-330)</li> </ul>	
<b>16</b>	June 29	<b>GIVING FEEDBACK</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Responding, correcting, and guiding (Harmer, 2004, pp. 108-124)</li> <li><input type="checkbox"/> Responding to student writing (Hyland, 2003, pp. 177-211)</li> </ul>	<b>Writing Lesson Plan (+presentations)</b>
<b>17</b>	July 6	<b>LANGUAGE FRAMEWORKS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The CEFR: <a href="https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions">https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions</a></li> <li><input type="checkbox"/> ACTFL: <a href="https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements">https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements</a></li> </ul> <b>TASK DESIGN in the context of the Master’s Program</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading and Writing in ESP and TBLT</li> <li><input type="checkbox"/> Analysis of examples from the practicum</li> </ul>	Final Research: Written Report
<b>18</b>	July 13	<b>USING GENERATIVE AI AND OTHER ONLINE TOOLS FOR ESL READING AND WRITING</b> A workshop	Final Research: Oral Reports (video festival)