



Universidad
de Alcalá

GUÍA DOCENTE

TRABAJO FIN DE MÁSTER (OBSERVED TEACHING PRACTICE)

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

Universidad de Alcalá

Curso Académico 2018/19

GUÍA DOCENTE

Nombre de la asignatura:	Trabajo Fin de Master (Observed Teaching Practice)
Código:	201318
Titulación en la que se imparte:	Developing English Teaching Skills
Departamento y Área de Conocimiento:	Filología Moderna
Carácter:	Obligatorio
Créditos ECTS:	16
Curso y cuatrimestre:	anual
Profesorado:	Juan Manuel Camacho (coordinador)
Horario de Tutoría:	
Idioma en el que se imparte:	Inglés

1. PRESENTACIÓN

The structure of this Master includes a teaching practice period for those participants without teaching experience to allow them to get in touch with real classrooms and thus allow them to relate what they have learnt (are learning) in the Master's degree to actual classroom practice. For that purpose, besides learning from experienced teachers, you should be making constant connections between the contents of the different modules, your mentor's teaching practice, and the experience of standing in front of a class yourself. In a way, this teaching practice should allow you to put the Master's to the test against practical classroom teaching (to contrast your academic knowledge with school reality). This teaching practice also gives you the opportunity to exercise you in the skill of classroom observation, an important tool for your continued development as a teacher even after this Master's.

You will only be allowed to make the public presentation of the report of your teaching practices if you have passed all the other subjects of the programme of study.

2. COMPETENCES

Generic competences:

1. Observation of teaching

2. Critical reflection about own and others' teaching
3. Connect theoretical contents to actual classroom life

Specific competences:

1. Be able to develop effective lesson plans and instructional strategies.
2. Be able to interact with students in such a way that learning is promoted.
3. Understand the organization of schools and be able to find a place in it.
4. Engage in dialogue on pedagogical practices with mentor and /or fellow students.
5. Be able to prepare teaching materials.

3. CONTENTS

Content blocks	Teaching sessions, credits or hours
Getting to know the school	• 20 h
Participation in school meetings	• 10 h
Exchange on methodology / teaching with mentor / rest of learners	• 20 h
Classroom observation	• 60 h
Preparation of materials for teaching	• 70 h
Conversations with mentor about teaching practice	• 10 h
Sharing of experiences with other students on course through Internet forum / diary	• 20 h
Readings	• 20 h
Exchange with Practicum coordinator	• 10 h

4. TEACHING AND LEARNING METHODS

4.1. Distribution of credits

Number of hours at school:	250 (see above)
Number of hours of independent work:	150
Total horas	400

4.2. Methodological strategies, materials and resources

Teaching practice	<p>During students' teaching practice they are expected to observe their mentors practice, become familiar with the teaching environment and the students and then gradually start participating in the lessons. Students need to complete their teaching practice by preparing and teaching a whole unit of work.</p>
Exchanges with the coordinator of the teaching practice	<p>Students will be asked to keep a diary about your teaching practice in which they can reflect on what you observe as well as your own teaching experiences. The diaries have to be submitted in regular intervals to the coordinator of the teaching practice for comments and feedback.</p>
Writing a report about the teaching practice	<p>Students have to submit a final report of about 5,000 words. It should be structured the report along the following lines:</p> <ol style="list-style-type: none"> 1. general background information about the school, the classes they observed, how the school and the classroom work, pupils' interest, needs, individual differences, etc. 2. the way in which they were slowly integrated into the teaching tasks (when they did their first activity, what it was and how it worked; whether they started by helping out students in pair work; by co-teaching etc.) 3. the unit they did for their teaching practice: where it was placed in the curriculum; its aims; its timing; the materials used (please include copies!); an account of what happened during their practice; an evaluation of

the teaching unit with suggestions for improvement

4. a personal conclusion evaluating the experience

5. ASSESSMENT: Procedures, assessment and marking criteria

Assessment will be based on the following elements:

Diary	40%
Report	40%
Mentor's assessment	20%

6. BIBLIOGRAPHY

Basic Bibliography

Harmer, J. (2007) *How to Teach English*. London: Longman.

Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Scrivener, J. (2005) *Learning Teaching*. London: Macmillan.

Additional Bibliography

Oxford, R. (1990). *Language Learning Strategies: What every teacher should know*. New York: Newbury House.

Sidhu, G. K. and Kaur, S. (2010) "Pathways to reflective learning and teacher development: insights from teacher trainees' diaries", *Jurnal Pendidikan Malaysia* 35 (1) (2010): 47-57. Retrieved from: <http://journalarticle.ukm.my/142/1/a.pdf>