



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 2023/24**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Trabajo Fin de Master (Observed Teaching Practice)</b>
Código:	<b>201320</b>
Titulación en la que se imparte:	<b>Teaching through English in Bilingual Schools</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna</b>
Carácter:	<b>Obligatorio</b>
Créditos ECTS:	<b>16</b>
Curso y cuatrimestre:	<b>anual</b>
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:

CB10 – Students should possess learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

### Specific competences:

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.

CE1.2 – Understand the foundations of bilingual education and the possibilities of using literature in teaching the English language.

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

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.

CE3.4 – 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.

CE4.2 – Plan, structure, and develop properly and with certain originality written papers and oral presentations in English about topics related to the teaching approach of the language, conveying ideas effectively and correctly.

CE4.3 – Develop a sense of scientific writing on topics related to teaching.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

### Learning Outcomes

Students should be able to:

1. use observation as a research tool in their classrooms.
2. identify students' needs, strengths and weaknesses in their teaching contexts.
3. critically reflect on the causes and consequences of teaching practice
4. connect and apply theoretical contents to actual classroom life.
5. design effective teaching-learning activities using appropriate instructional strategies.
6. favour positive and nurturing learning atmospheres.
7. demonstrate an understanding of educational organizations

8. engage in dialogue on pedagogical practice with supervisors and/or fellow students  
9. create/analyse/adapt/evaluate teaching materials

### 3. CONTENTS

Content blocks	Teaching sessions, credits or hours
Getting to know the educational structure	• 20 h
Participation in meetings	• 10 h
Exchange on methodology / teaching with supervisor / rest of learners	• 20 h
Classroom observation	• 60 h
Preparation of materials for teaching	• 70 h
Conversations with supervisor 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 hours:	400

#### 4.2. Methodological strategies, materials and resources

Teaching practice	During students' teaching practice they are expected to observe their mentors practice, become familiar with the
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	<p>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>
<p>Exchanges with the coordinator of the teaching practice</p>	<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>
<p>Writing a report about the teaching practice</p>	<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"> <li>1. general background information about the school, the classes they observed, how the school and the classroom work, pupils' interest, needs, individual differences, etc.</li> <li>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.)</li> <li>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</li> <li>4. a personal conclusion evaluating the experience</li> </ol>

## 5. ASSESSMENT: Procedures, assessment and marking criteria

Assessment will be based on the following elements:

Diary	20%
Final Report	40%
Materials Design	20%
Oral presentation (defence)	20%

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

## 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>