

Abstract

This scientific Report gives an account of the work accomplished during the Supervised Teaching Practice in the initial teacher training course.

It is set within the institutional parameters of the Masters Degree in Language Teaching in the Third Cycle of Basic and Secondary Education, developed in the Universidade do Algarve (University of the Algarve). This Report is the result of class observation and teaching carried out at Escola Secundária de Pinheiro e Rosa (Pinheiro e Rosa Secondary School).

This work resulted from the experience gained in Supervised Teaching Practice achieved by a training unit of the Licence Degree in Modern Languages and Literatures, Portuguese and Spanish Studies, and is structured as follows:

In the first section, the contextualisation of the Supervised Teaching Practice is carried out after examining the school and classes with which I worked.

Secondly, the pedagogical strategies developed during the Supervised Teaching Practice are described, analysed and reflected upon, placing emphasis on the teaching of languages based on tasks, task description, communicative approach and learner-centred teaching. Leading references for this were authors such as Nunan (1999), Willis (1999), Estaire (1994) and Zanón (1994).

Thirdly, an in-depth analysis was carried out, taking into account aspects that contributed to, or limited, my personal and professional development as a trainee teacher. This section explores the critical and reflective capacity of the teacher and quotes authors like Donald Schön. Furthermore, it defines the concept of supervision, referring to authors such as Isabel Alarcão and Maria do Céu Roldão. It also reflects upon the role of the teacher as a knowledge provider and concludes that nowadays this is a misconceived idea. Moreover, it reflects upon assumptions attached to the role of the language teacher at present, concluding that he/she should be seen as someone who selects, adapts, creates and develops tasks that meet the student's needs and interests.

Finally, the last section encompasses attachments, in which all the documents and teaching tools used during the Supervised Teaching Practice have been included.

Keywords: Task; Communicative Approach; Reflective Practice; Supervised Teaching Practice and Student's Autonomy.