



## A reflective teaching practice experience: a case study

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### Abstract

This paper aims to share an experience of how students, future teachers of English from the BA in English Language Teaching (ELT) at the Universidad Autónoma de Hidalgo carry out their “teaching practice”. Teachers were interviewed as well as the Coordinator of the English Department at ICSHu (Instituto de Ciencias Sociales y Humanidades) The results reveal that the teaching practice process needs to be modified in order to achieve its aim.

### INTRODUCTION

The BA in ELT is a four year –eight semesters-, full time undergraduate degree programme offered by the Universidad Autónoma del Estado de Hidalgo (UAEH) at the Instituto de Ciencias Sociales y Humanidades.

This degree programme is designed to help meet the growing demand for English language teachers at the State of Hidalgo. The English Language Teaching programme content will provide future teachers of English the knowledge and understanding of the various theoretical and practical issues that impact upon the field of language learning and teaching. Due to the nature of the programme a strong emphasis is given to the Teaching Practice Courses which start in the second year of the ELT pathway. The student practitioner (SP) learns how to plan a lesson and to put it into practice by means of microteaching sessions. Microteaching is a technique used in the training of teachers, in which different teaching skills are practiced under carefully controlled conditions (Richards et al: 1992). These sessions are closely supervised and assessed by the course tutor. However in the seventh semester SP must teach a 50 min. lesson to *real students*.