ED 395 INTERNSHIP SEMINAR: EDUCATION
IES Abroad Barcelona

DESCRIPTION: This seminar is designed for students simultaneously participating in a teaching internship.

The course introduces students to the theoretical and practical reality of teaching a second language in a modern classroom setting, with some focus on the Spanish language. It is designed for students with an interest in teaching Spanish as a second language. Second language teaching theory and methodology will be introduced and analyzed. Students will learn about and apply the practical elements of second language teaching such as activity, lesson planning and syllabus design and implementation, skill set development and evaluation in a classroom setting.

Students will be based in local primary schools, high schools and adult learning centers, where they will be assisting and/or teaching English language to local second language learners. The seminar aims to guide the student through this experience and to enable them to interrelate the theories we will be learning with the practical experience of second language teaching.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:
- Lectures
- Class debates on student’s experiences
- Lesson planning exercises
- Group work
- Role play sessions based on intern’s experiences
- Course-related trip

REQUIRED WORK AND FORM OF ASSESSMENT:
- Teaching portfolio (15%)
- Presentation of teaching portfolio (5%)
- Class participation (10%)
- Lesson plans (20%)
- Journal (10%)
- Paper (10%)
- Workplace supervisor evaluation (30%)

LEARNING OUTCOMES:
By the end of the course students will be able to:
- Identify, describe and criticize different methodological approaches and methods in second language teaching and acquisition.
- Create and critique a lesson plan and a syllabus for a language course.
- Relate the theoretical concepts studied in class with their working experience.
- Construct a teaching portfolio which accurately interprets and reflects the learning needs of the same group of students.
- Describe, interpret and evaluate cultural differences between pedagogy in Spain and the U.S
- Compare and contrast Spanish and U.S. educational systems.
- Incorporate academic and work experience abroad in their résumé in an outstanding way.
ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

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<td>Course presentation. A practical introduction to language skills and planning a first class</td>
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• Lafford, Barbara and Collentine, Joseph “The Effects of Study Abroad and Classroom Context on the Acquisition of Spanish as a Second Language” in Salaberry, Rafael, Lafford, Barbara (eds.) *The Art of Teaching Spanish* Georgetown University Press, 2006 pp. 103-126  
| Session 4 | Error Correction, Feedback and Assessment | • Walvoord, Barbara, Johnson Anderson, Virginia “Making Assignments Worth Grading” in *Effective Grading: A Tool for Learning and* |
Session 5  Technology in the Second Language Classroom


Session 6  Midterm feedback
(together with students of IN395 Internship Seminar)


Session 7  CVs, Networking
(together with students of IN395 Internship Seminar)


Session 8  Interviews - theory
(together with students of IN395 Internship Seminar)


Session 9  Interviews - practice
Session 10  | Spain and the US: Cultural and Practical Differences in Second Language teaching today
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**Required Readings:**

Session 11  | Oral Presentation of teaching portfolio
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(Together with students of IN395 Internship Seminar)

Session 12  | Course-related trip – “A social organization doing Business” Mescladis
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(Together with students of IN395 Internship Seminar)

Session 13  | Final portfolio due and discussion of Mescladis Course-related trip
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(Together with students of IN395 Internship Seminar)

**Required Readings:**


Lafford, Barbara and Collentine, Joseph “The Effects of Study Abroad and Classroom Context on the Acquisition of Spanish as a Second Language” in Salaberry, Rafael, Lafford, Barbara (eds.) The Art of Teaching Spanish Georgetown University Press, 2006 pp. 103-126


RECOMMENDED READINGS:


