ED/IN 395 INTERNSHIP SEMINAR: EDUCATION
IES Abroad Salamanca

DESCRIPTION: The objective of this course is to provide students with a theoretical and practical foundation for teaching and learning English as a foreign language. As a result of the course, the students will have acquired a solid base of methodology as well as intercultural awareness that will allow them to teach English in a variety of different geographical and social contexts.

CREDITS: 3 credits

CONTACT HOURS: Seminar 20, Teaching Assistant 80

LANGUAGE OF INSTRUCTION: English and Spanish

PREREQUISITES: None

METHOD OF PRESENTATION:
- Discussion of the weekly internship
- Overview of the theoretical reflections
- Reading assignments
- Presentations of new theoretical content
- Activities to demonstrate practical applications
- Lectures
- Class discussions
- Student presentations
- Course-related excursions
- Moodle e-learning platform

Most class materials will be available for students on the IES Abroad Salamanca Moodle platform.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class Participation: 10%
- Weekly readings/related work: 10%
- Journal: 20%
- Oral Presentations: 20%
- Exam - Final Oral Presentation: 20%
- Teaching Supervisor’s Evaluation: 20%

Participation
Interest, motivation and participation in class discussions will be taken into account in the final grade.

Weekly readings
Students will be evaluated on the level of reflection of the weekly readings.

Journal
Throughout the course students will be responsible for keeping a journal containing their reflections of the weekly readings as well as a description and analysis of the context in which they apply the techniques learned in the course to their course-related excursions. The journal entries will focus on the relationship between the theories learned in the course and the readings and their practical application as students implement them in their own classrooms.

Oral Presentations
Students will orally present activities that demonstrate their understanding of certain theories. Additionally, in the final session students will create and present a complete lesson that applies a concrete foreign-language teaching method.
Exam
Final Oral Presentation. Students will orally present a complete lesson on any chosen topic that applies acquired knowledge on methodology based on content.

Teaching Supervisor’s Evaluation
The internship supervisor will complete an evaluation for each student taking into account attendance, punctuality, interest, motivation, flexibility, professionalism, resourcefulness, initiative, participation, etc.

LEARNING OUTCOMES:
By the end of the course students will be able to:
- Apply teaching methods for foreign-language instruction to improve the structure of their classes
- Learn ways to discover the interests, needs and individual learning styles of their students
- Design adequate activities to meet the interests, needs, and learning styles of their students
- Create a comprehensive lesson plan in which all of the necessary steps are outlined and the designed activities effectively guide the students to the designated objective and allow them to acquire the necessary skills in a step-by-step format
- Know the criteria to judge which teaching methods would be most effective in any particular class
- Organize a portfolio for potential employers including their thoughts and reflections on teaching a foreign language, examples of activities, an active reading list, etc.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, including course-related excursions. 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 one class, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence.

Punctuality: Students who are late to class on a regular basis will also receive a reduction in their final grade.

CONTENT:

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<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Methodological trends in foreign language instruction. Importance of methodology, observation, and reflection for designing programs adapted to the needs of the students. (Part I)</td>
<td>House, S. 2007. “CLIL (Content and Language Integrated Learning): A New Model for Language Learning”. In R. Durán and S. Sánchez-Reyes (Eds.). <em>El Componente Lingüístico en la Didáctica de la Lengua</em></td>
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<tr>
<td>Week 3</td>
<td>Methodological trends in foreign language instruction. (Part II)</td>
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<td>Dossier created by the instructor on various learning strategies</td>
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<td>Dossier created by the instructor on multiple intelligences and various learning methods</td>
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<td>Selection of activities from different textbooks</td>
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<th>Week 4</th>
<th>Vocabulary instruction: selection, presentation, and application</th>
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<td>Dossier created by the instructor on activities related to vocabulary acquisition</td>
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<td>González Rodríguez, L.M. 2008. “Aprendizaje léxico de una lengua extranjera mediante una metodología basada en la adquisición de contenidos”</td>
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<th>Week 5</th>
<th>Linguistic skills: reading comprehension</th>
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<td>Dossier created by the instructor on reasons for reading, phases of text processing, reading strategies and activities to develop reading comprehension</td>
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<th>Week 6</th>
<th>Linguistic skills: listening comprehension</th>
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| Week 7 | Linguistic skills: oral and written expression | Dossier created by the instructor on teaching materials, tasks and methods to approach writing in the English language  

**REQUIRED READINGS:**

RECOMMENDED READINGS:
• Bandura, E. 2003 “Interview with Professor Michael Byram 1- the concept of intercultural competence”. Symposium on Intercultural Competence and Education for Citizenship.