



## 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:**

Week	Content	Assignments
<b>Week 1</b>	Overview of the course – objectives, content, materials, and class dynamics	Tomlinson, B. 2003. "Humanizing the Coursebook." In W. A. Reynadya (ed.) <i>Methodology and Materials Design in Language Teaching: Current Perceptions and Practices and their Implications</i> . Singapore: SEAMEO Regional language Centre: 12-29.  Thornbury, S. & L. Meddings. 2001. "The Roaring in the Chimney" (Or: What Coursebooks are Good for.) <i>Humanizing Language Teaching 5</i> (available online in: <a href="#">HLT Mag</a> )  Hutchingson, T. & A. Waters. 1987. <i>English for Specific Purposes: A Learning-centred Approach</i> . Cambridge: Cambridge University Press: 39-52.
<b>Week 2</b>	Methodological trends in foreign language instruction. Importance of methodology, observation, and reflection for designing programs adapted to the needs of the students. (Part I)	House, S. 2007. "CLIL (Content and Language Integrated Learning): A New Model for Language Learning". In R. Durán and S. Sánchez-Reyes (Eds.). <i>El Componente Lingüístico en la Didáctica de la Lengua</i>

		<p><i>Inglesa</i>. Salamanca: Ediciones Universidad de Salamanca: 123-139.</p> <p>Casal Madinabeitia, S. 2006. "Cooperative Learning." <i>Greta Journal 14</i>, 1-2: 80-84.</p> <p>Willis, J. 1998. <i>A Framework for Task-Based Learning</i>. London: Longman: 135-139.</p>
<b>Week 3</b>	Methodological trends in foreign language instruction. (Part II)	<p>Dossier created by the instructor on various learning strategies</p> <p>Dossier created by the instructor on multiple intelligences and various learning methods</p> <p>Selection of activities from different textbooks</p> <p>Putchá, H. 2005. "Making the most of multiple intelligences". <i>English Teaching Professional 41</i>: 4-7.</p>
<b>Week 4</b>	Vocabulary instruction: selection, presentation, and application	<p>Dossier created by the instructor on activities related to vocabulary acquisition</p> <p>González Rodríguez, L.M. 2008. "Aprendizaje léxico de una lengua extranjera mediante una metodología basada en la adquisición de contenidos" <i>Odisea. Revista de Estudios Ingleses 9</i>: 105-116.</p> <p>Shu Ying, Y. 2001. "Acquiring Vocabulary through a Context-based Approach." <i>English Teaching Forum 39</i>, 1 (available online in: <a href="#">English Teaching Forum</a>)</p>
<b>Week 5</b>	Linguistic skills: reading comprehension	<p>Dossier created by the instructor on reasons for reading, phases of text processing, reading strategies and activities to develop reading comprehension</p> <p>Varaprasad, C. 1997. "Some Classroom Strategies: Developing Critical Literacy Awareness". <i>English Teaching Forum 35</i>, 3.</p> <p>Villanueva de Debat, E. 2006. "Applying Current Approaches to the Teaching of Reading." <i>English Teaching Forum 44</i>, 1: 8-15.</p>
<b>Week 6</b>	Linguistic skills: listening comprehension	<p>Mohanraj, J. 1994. "Developing Listening Comprehension Using Easily Available Resources". <i>English Teaching Forum</i> October: 40-41.</p> <p>Jingyi, J. &amp; Y. Yang. 1999. "Actively Involving Students in Listening." <i>English Teaching Forum 37</i>, 2 (available online in: <a href="#">English Teaching Forum</a>)</p>

<b>Week 7</b>	Linguistic skills: oral and written expression	<p>Dossier created by the instructor on teaching materials, tasks and methods to approach writing in the English language</p> <p>Zhang, Y. 2009. "Reading to Speak: Integrating Oral Communication Skills." <i>English Teaching Forum</i> 47, 1: 32-34.</p>
<b>Week 8</b>	Pronunciation instruction. Analysis and designing assignments	Walker, R. 2001. "Pronunciation for international intelligibility." <i>English Teaching Professional</i> 21: 19-26.
<b>Week 9</b>	Cultural and intercultural competence in foreign language instruction. English literature as a vehicle for intercultural exploration. (Part I)	<p>Zacharias, N. T. 2005. "Developing Intercultural Competence Through Literature" <i>Celt</i> 5, 1: 27-41.</p> <p>González Rodríguez, 2008. L. M. "La Literatura en inglés como vía de exploración intercultural." Lecture presented in the conference TESOL-Spain: Global English: Local Perspectives: 1-16.</p>
<b>Week 10</b>	English literature as a vehicle for intercultural and language learning. (Part II)	<p>Genc, B. &amp; E. Bada. 2005. "Culture in Language Learning and Teaching" <i>The Reading Matrix</i> 5, 1: 73-84.</p> <p>Matikainen, T. and C. B. Duffy. 2000. "Developing Cultural Understanding." <i>English Teaching Forum</i> 38, 3: 40-49.</p>
<b>Week 11</b>	WebQuests, Podcasts and the use of Internet resources in the EFL classroom	<p>Chinnery, George M. 2005. "Speaking and Listening Online: A Survey on Internet Resources." <i>English Teaching Forum</i> 43, 3: 10-17. (Available online in: <a href="#">English Teaching Forum</a>)</p> <p>Fox, A. 2008. "Using Podcasts in the EFL Classroom." <i>TESL-EJ</i> 11, 4: 1-11.</p>
<b>Week 12</b>	Error correction: types of errors and ways to correct them. Evaluation: evaluation objectives, types of evaluation and criteria to evaluate. Evaluation according to the European Frame of Reference	<p>Fengying, Mu. 2008. "Motivating students by modifying evaluation Methods". <i>English Teaching Forum</i> 41, 1. (Available online in: <a href="#">English Teaching Forum</a>)</p> <p>Lengo, N. 1995. "What is an Error?" <i>English Teaching Forum</i> July: 20-24.</p> <p>Thomas-Özel, C. 2001. "Give me Mistakes." <i>Humanizing Language Teaching</i> 5 (available online in: <a href="#">HLT Mag</a>).</p>

**REQUIRED READINGS:**

- Barrington, L. 2003. "Less Assessment, More Learning". *Academe* 89, 6: 29-32.
- Bastidas, J. 1996. "The Teaching Portfolio: A Tool to Become a Reflective Teacher". *English Teaching Forum* July/October: 24-28.

- Casal Madinabeitia, S. 2006. "Cooperative Learning." *Greta Journal* 14, 1-2: 80-84.
- Correia, R. 2006. "Encouraging Critical Reading in the EFL Classroom." *English Teaching Forum* 44, 1: 16-27.
- Chinnery, George M. 2005. "Speaking and Listening Online: A Survey on Internet Resources." *English Teaching Forum* 43, 3: 10-17.
- Fengying, Mu. 2008. "Motivating students by modifying evaluation Methods". *English Teaching Forum* 41, 1.
- Fox, A. 2008. "Using Podcasts in the EFL Classroom." *TESL-EJ* 11, 4: 1-11.
- Genc, B. & E. Bada. 2005. "Culture in Language Learning and Teaching" *The Reading Matrix* 5, 1: 73-84.
- González Rodríguez, L. M. 2008. "Aprendizaje léxico de una lengua extranjera mediante una metodología basada en la adquisición de contenidos" *Odisea. Revista de Estudios Ingleses* 9: 105-116.
- House, S. 2007. "CLIL (Content and Language Integrated Learning): A New Model for Language Learning". In R. Durán and S. Sánchez-Reyes (Eds.). *El Componente Lingüístico en la Didáctica de la Lengua Inglesa*. Salamanca: Ediciones Universidad de Salamanca: 123-139.
- Hutchingson, T. & A. Waters. 1987. *English for Specific Purposes: A Learning-centred Approach*. Cambridge: Cambridge University Press: 39-52.
- Jingyi, J. & Y. Yang. 1999. "Actively Involving Students in Listening." *English Teaching Forum* 37, 2.
- Ko, J., D. L. Schallert and K. Walters. 2003. "Rethinking Scaffolding: Examining Negotiation of Meaning in an ESL Storytelling Task". *TESOL Quarterly* 37, 2: 303-324.
- Lengo, N. 1995. "What is an Error?". *English Teaching Forum* July: 20-24.
- Matikainen, T. and C. B. Duffy. 2000. "Developing Cultural Understanding." *English Teaching Forum* 38, 3: 40-49.
- Mohanraj, J. 1994. "Developing Listening Comprensión Using Easily available Resources". *English Teaching Forum* October: 40-41.
- Putcha, H. 2005. "Making the most of multiple intelligences". *English Teaching Professional* 41: 4-7.
- Rubin, J. 1975. "What the „Good Learner“ Can Teach Us". *TESOL Quarterly* 9: 41-51.
- Shu Ying, Y. 2001. "Acquiring Vocabulary through a Context-based Approach." *English Teaching Forum* 39, 1.
- Thomas-Özel, C. 2001. "Give me Mistakes." *Humanizing Language Teaching* 5.
- Thornbury, S. & L. Meddings. 2001. "The Roaring in the Chimney (Or: What Coursebooks are Good for)." *Humanizing Language Teaching* 5.
- Tomlinson, B. 2003. "Humanizing the Coursebook". In W. A. Reynadya (ed.) *Methodology and Materials Design in Language Teaching: Current Perceptions and Practices and their Implications*. Singapore: SEAMEO Regional language Centre: 12-29.
- Villanueva de Debat, E. 2006. "Applying Current Approaches to the Teaching of Reading." *English Teaching Forum* 44, 1: 8-15.
- Walker, R. 2001. "Pronunciation for international intelligibility." *English Teaching Professional* 21: 19-26
- Zacharias, N. T. 2005. "Developing Intercultural Competence Through Literature" *Celt* 5, 1: 27-41.
- Zhang, Y. 2009. "Reading to Speak: Integrating Oral Communication Skills." *English Teaching Forum* 47, 1: 32-34.

#### RECOMMENDED READINGS:

- Bandura, E. 2003 "Interview with Professor Michael Byram 1- the concept of intercultural competence". [Symposium on Intercultural Competence and Education for Citizenship](#).
- Bessmertny, A. 1994. "Teaching Cultural Literacy to Foreign-Language Students". *English Teaching Forum January*: 24-27.
- Boston, C. 2002. "The Concept of Formative Assessment". [Practical Assessment, Research, and Evaluation](#) 8, 9.
- Brinton, D. M. and P. Master (eds.) 1997. *New Ways in Content-based Instruction*. Alexandria, VA: TESOL.
- Brown, H. D. 2002. "English Language Teaching in the Postmethods Era: Toward better Diagnosis, Treatment, and Assessment." In Richards, J. y W. Renandya (eds.) *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. (ed.) 2001. *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle & Heinle.
- Christison, M. 2002. "Brain-Based Research and language Teaching". *English Teaching Forum* 40, 2.
- Englander, K. 2002. "Real Life Problem Solving: A Collaborative Learning Activity". *English Teaching Forum* 40, 1.
- Genesee, F. 1994. "Integrating Language and Content: Lessons from Immersion". [Educational Practice Report 11. National Center for Research on Cultural Diversity and Second Language Learning](#).
- Hinkel, E. and S. Fotos (eds.). 2002. *New Perspectives on Grammar Teaching in Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

- Holec, H. 1981. *Autonomy in Foreign Language Learning*. Oxford: Pergamon.
- Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lee, I. 2002. "Helping Students Develop Coherence in Writing". [English Teaching Forum](#) 40, 3.
- Luzón, M<sup>a</sup> J. 2002. "Internet Content-Based Activities for ESP". *English Teaching Forum* (July): 20-25.
- Macaro, E. 2006. "Strategies for Language Learning and for Language Use: Revising the Theoretical Framework". *The Modern Language Journal* 90, 3: 320-337.
- Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación 2002. Madrid: Ministerio de Educación, Cultura y Deporte y Grupo Anaya S.A.
- Mercer, S. 2005. "Vocabulary Strategy Work for Advanced Learners of English". [English Teaching Forum](#) 43, 2.
- Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nunan, D. (ed.). 2003. *Practical English Language Teaching*. New York: McGraw-Hill.
- O'Malley, J. M. and A. U. Chamot 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Pica, T. 1984. "Pronunciation Activities with an Accent on Communication". *English Teaching Forum* 22, 3: 2-6.
- Richards, J. C. and W. A. Renandya (eds.) 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Roever, C. 1998. Web-based language Testing. [\[HTML document\]](#)
- Rubin, J. 1975. "What the „Good Learner“ Can Teach Us". *TESOL Quarterly* 9: 41-51.
- Rubin, J. and A. Wenden (eds.). 1987. *Learner Strategies in language Learning*. Hemel Hempstead: Prentice Hall.
- Snow, M. A. and D. M. Brinton (eds.) 1997. *The Content-Based Classroom: Perspectives on Integrating Language and Content*. White Plains, NY: Longman.
- Snow, M. A. and D. M. Brinton 1988. "Content-Based Language Instruction: Investigating the Effectiveness of the Adjunct Model". *TESOL Quarterly* 22, 4: 553-574.
- Talebinezahd, M. R. 2003. "Effective Questions." *English Teaching Forum* 41, 4: 46-47.
- TESOL Journal. 1995. *Alternative Assessment*. Special Issue. TESOL Journal 5, 1.
- Thomson, I. and J. Rubin 1996. "Can Strategy Instruction Improve Listening Comprehension?" *Foreign Language Annals* 29, 3: 331-342.
- Turula, A. 2002. "Language Anxiety and Classroom Dynamics: A Study of Adult Learners". [English Teaching Forum](#) 40, 2.
- Underwood, M. 1989. *Teaching Listening*. London: Longman.
- Vandergrift, L. 1999. "Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies". *ELT Journal* 53, 3: 168-176.
- Warschauer, M. and P. Fawn Whittaker. 2002. "The Internet for English Teaching: Guidelines for Teachers". In J. C. Richards and W. A. Renandya (eds.). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Wenden, A. L. and J. Rubin 1987. *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice-Hall.
- Williams, M. and R. L. Burden. 2001. *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Willis, J. 1982. *Teaching English through English*. London: Longman.
- Willis, J. 1996. *A Framework for Task-Based Learning*. London: Longman.
- Woodward, T. 2001. *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*. Cambridge: Cambridge University Press.