



CIEE Seville, Spain

Course name:	Professional Teaching Development
Course number:	EDUC 3101 CSCS
Programs offering course:	Liberal Arts, Advanced Liberal Arts, Business and Society and Communication, New Media and Journalism
Language of instruction:	Spanish
U.S. semester credits:	4 credits
Contact hours:	70 hours
Term:	Spring 2019

COURSE DESCRIPTION

The program Professional Teaching Development in Seville is the first "official" experience students receive as part of their preparation to be teachers. This program is unique in that trainee teachers give real classes in English, allowing them to gain valuable experience. Before the student begins teaching, they will attend seminars that will address the current techniques for teaching English to foreigners (EFL) and observe, collaborate, and evaluate actual classes in order to prepare them for their internships in the local schools.

GOALS AND REQUIREMENTS

This course is designed for students with no previous experience in teaching. During the course, they will become familiar with the principles of effectively teaching English to foreigners and other practical skills for teaching adults and children. The program includes:

CONTENT

- Survival Spanish for Teachers
- Presentation tests (micro-teaching).
- Presentation Analysis: methodology and pedagogy
- Planning, instruction and leading a class
- Use of text books and other materials



- Teaching / learning skills
 - Affective filters and class direction leadership
 - Teaching culture
 - How to treat students' errors
 - Lesson plans
 - Learning styles (Kolb)
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- Midterm Exam (lesson plan and presentation)
 - Analysis and evaluation of midterm exams: necessities and recommendations
 - Observational analysis of real class
 - Review and recap of the semester
 - Final exam

PRACTICUM

- a. Observation and collaboration of English classes for foreigners, to be held in a local school (primary, or secondary). It will consist of 4 hours per week over the course of 5 weeks (weeks 2-6).
- b. They will complete two one-day trips to two different Bilingual Education Centers during (the 4th and 7th week of) the semester which will focus on the Bilingual initiative in Andalusia's educational centers.
- c. Teaching English classes: The students will give classes in the schools for 4 hours per week over the course of 5 weeks (weeks 7-11). The students should dedicate about 3 hours per week to preparing these classes and developing the materials they will use. The students should attend meetings with their mentor to discuss their progress and any received



advice about how to improve their lessons, if necessary. At the end of the internship, the mentor will fill out an evaluation about the experience, the students' obligations, their strengths and weaknesses, and provide recommendations for improvement, which will assist the course instructor with the evaluation of the student's participation. The students should present their lesson plans and reflections about their teaching experience in written form.

The interning teachers will be required to keep a daily journal reflecting on their experiences observing and collaborating in the classroom, lesson plans, and reflections about their teaching methods. This should take about 1 hour after each class to reflect and perform a self-evaluation. All these reports will be handed in at the end of the course.

METHODOLOGY

The class will develop a student-centered instruction based on sharing knowledge and debates. The class aims to incorporate high levels of student involvement in observation, investigation, data inference and forming hypotheses in order to develop teachers with a strong dominance in basic procedural skills and techniques used in all types of EFL classes.

Collaboration Objectives: CIEE & Bilingual Schools:

- 1) Language and culture exchange between the bilingual school students and the TDP students.
- 2) TDP students support the teaching staff at the schools to improve activities, actions, talks, and conversations during class at the schools.
- 3) Direct conversation between the TDP students and the bilingual school students.
- 4) Direct Linguistic exchange between the teaching staff at the bilingual school and the TDP students.

Description of possible practicum:

- 1) **In class participation with the students of the bilingual school.**



- a. Prepare presentations in English that reflect important aspects of the trainee's home country: celebrations, gastronomy, sports, celebrities, recent news, etc.
- b. Help create the department's English Blog in which they can give ideas for the "Challenge" section, related to weekly grammar topics, vocabulary, and English Culture.
- c. Converse with students in large or small groups.
- d. Help prepare a theatrical piece in English.
- e. Teach English songs.
- f. Supervise the pen pal letters that the students send to their "sister school".
- g. Explain a typical English sport.
- h. Collaborate with school activities.

EVALUATION AND FINAL GRADE

CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

<u>Descripción</u>	<u>Porcentaje</u>
Daily Reflections: a) Class lesson at CIEE	30%



b) Observing the tutor at the school c) Practicum	
Midterm Exam	20%
Final Exam	30%
Participation in class and preparation	20%

Attendance policy

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind.

If a student misses class once without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 10 points (on a 100-point scale) for each class missed thereafter. Students with 3 or more absences will fail the course.

Students should arrive to class on-time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

Academic Honesty

Students are expected to act in accordance with their university and CIEE's standards of



conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

PROTOCOL AND PROFESSIONAL REQUIREMENTS:

APPEARANCE:

The first impression can be as important in teaching as in any other social setting. Proper appearance contributes to one's confidence in one's self and self-respect, as well as helping the student to present a professional image. Maintaining a certain dress-code does not pose a large expense. There are three things that shouldn't be forgotten: 1) Cleanliness, 2) appropriate wardrobe selection, and 3) neatness. In case of doubt, the student should ask the teacher for guidance.

PROFESSIONAL BEHAVIOR:

Professional behavior includes but is not limited to: being responsible, maintaining an excellent attendance record, demonstrating initiative and developing a good relationship with classmates, students, and other professionals.

WEEKLY SCHEDULE

Week 1

Introduction and presentation: program, objectives, methodology, evaluation.

Survival Spanish for Teachers

Visit the practicum schools



Assignment: prepare the micro-teaching

Week 2

Presentation (micro-teaching).

Analysis of presentations on video: methodology and pedagogy

1st Week of practicums (COLLABORATION)

Personalized tutoring session 1

Assignment: Daily reflection 1

Week 3

Planning, instruction and classroom leadership: use of text books and other materials, teaching / learning skills, affective filters, class management, teaching grammar, vocabulary, pronunciation and culture, treatment of the error.

2nd Week of practicums (COLLABORATION)

Visit a Bilingual School

Personalized tutoring session 2

Assignment: Daily reflection 2

Week 4

Lesson Plan

Learning styles (Kolby)

Reflection in the Bilingual School Visit

Review English Grammar

3rd Week of practicums (COLLABORATION)

Personalized tutoring session 3

Assignment: Daily reflection 3

Week 5

Discussion/ debate: Teaching English in primary education

4th Week of practicums (COLLABORATION)

Personalized tutoring session 4

Assignment: Observational Report 1



Week 6

Midterm Exam (lesson plan and presentation)
5th and last week of practicums (COLLABORATION)
Personalized tutoring session 5

Week 7

1^a Week OF PRACTICUMS(TEACHING)
Personalized Tutoring session 6
Assignment: Reflection about teaching 1

Week 8

Analysis and reflection on the midterm videos: needs and recommendations
2nd Week of practicums (TEACHING)
Personalized Tutoring session 7
Assignment: Reflection about teaching 2
Visit the Bilingual School
Reflection on the bilingual school visit
Discussion/ debate: Teaching English in secondary education
Discussion /debate: Technology and new tools

Week 9

Observe real classes
Class observation and evaluation (of a classmate)
3rd Week of practicums (TEACHING)
Personalized Tutoring session 8
Assignment: Observation Report 2

Week 10

Observational analysis of real classes on video
4th Week of Practicums (TEACHING)



Personalized Tutoring session 9
Assignment: Reflection about teaching 3

Week 11

Final exam (real teaching test with lesson plan and reflection)
5th and last week of Practicums (TEACHING)
Personalized Tutoring session 10
Assignment: final reflection about teaching

Week 12

Review and Recap of the semester
Turn in reflection journals 1, 2, and 3, observational reports 1 and 2, and reflections about teaching 1, 2, and 3.

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