



CIEE Palma de Mallorca, Spain

Course name:	Teaching English as a Second Language
Course number:	ESLT 3001 PALT
Programs offering course:	Business and Tourism
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	130 hours (50h. teaching & participating in school events; 38h. preparing lesson plans; 20 h. working on final written project & portfolio; 14h. Seminar on pedagogy and TEFL; 8h. Individual meetings with academic advisor and school mentor)
Term:	Spring 2019

Course Description

The Seminar on TEFL and the Teaching assistantship, offered by CIEE Palma de Mallorca, helps prepare motivated students for the field of education by giving them teaching experience abroad as well as an academic training focused on education and intercultural experience. Students considering a teaching career can gain practical experience in the primary schools of Palma de Mallorca. The English teaching assistantship will help those who wish to become teachers explore this professional choice further and in a new cultural context. The placement and the course will offer a methodological, cultural, and educational approach to help students teach effectively in the Spanish educational environment.

This teaching assistantship not only provides an excellent opportunity to get to know and get in touch with the world of Spain's and European educational systems, but also gives three credit hours and a final grade. CIEE believes that students should not earn academic credit simply by undertaking an internship. A teaching assistantship becomes "academic," and worthy of credit, when students demonstrate that they can hypothesize about, reflect on, collect data about, draw conclusions about, and formally report on the teaching assistantship experience. It is only when students have successfully completed all academic requirements associated with a teaching assistantship, that CIEE awards credit. The specific grade for a teaching assistantship is assigned following an assessment of the student's learning throughout the semester.

Learning Objectives

Different pedagogical aspects will be studied, such as structure of Spanish educational system, comparative study of both educational systems US-Spain, management of time in the classroom, preparation of an effective lesson plan, basic teaching methods including an emphasis on communication skills, teacher's role and objectives, and tools for teaching English.

Students will have the pleasure of transmitting their own knowledge to their pupils, which will be useful to the latter both in their leisure activities as well as in their future careers,



particularly as English is not only an extremely rich language, but is also essential for communication and cultural and professional exchanges in the world today. As an assistant, students will intervene directly in the classroom and will be a key motivational element in encouraging their pupils to communicate more. In the classroom, students will concentrate mainly on helping their pupils to improve their oral expression and communication skills in English.

Course Prerequisites and Methods of Instruction

Four semesters of Spanish or equivalent. Students must attend classes regularly and arrive prepared to participate actively in class discussion and writing. In order to do so, they must follow the reading guideline that will be handed in to them on the first day of the course.

Before beginning, students must sign an Internship Learning Contract and a Letter of Conduct accepting the rules of the teaching assistantship program.

All students are required to work a minimum of 50 hours in a school. Students teach two sessions of one hour of class per week to their own group of students. They assist a professor during two more hours of class per week. They need to attend at least two special school events, such as farewell festival and a professors' meeting. The requirements of the position and the number of hours per week will be negotiated between students, the Mentor and the Assistantship Academic Advisor. The Mentor in turn will evaluate the participation, professionalism, attitude and timeliness of the student.

Assessment and Final Grade

The Teaching Assistantship at the CIEE Palma de Mallorca Study Center includes the following grading sections:

1. Teaching assistantship experience	15%
2. Seminar on TEFL (participation)	15%
3. Journal	15%
4. Written project	20%
5. Portfolio	20%
6. PowerPoint and oral presentation	15%

Course Requirements

1. Teaching assistantship experience (15%)



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2. Seminar on TEFL (15%)

Academic sessions will constitute a meeting point dedicated to explanation and discussion of various concepts of Spanish educational system and TEFL methodologies. The course will be taught in small groups and will be based partially on the students' own thoughts about their experiences in the classroom. The seminar will meet once a week for a total of 14 hours.

Attendance to the sessions is compulsory. Unjustified absence lowers the final grade, and missing more than two sessions yields a FAIL grade.

3. Teacher Journal (15%)

Students will keep a Journal composed by two parts:

- **Journal:** Students will list the number of hours worked and the activities undertaken during each week. Students need to self-evaluate how they applied their lesson plan, how students reacted to the methodology, etc. In this section students may include their own notes and comments as well as write down the vocabulary they have learned. In this way, their general and specific linguistic competence will be evaluated each week.
- **Specific questions:** Students need to answer a series of specific questions related to the school where they're working. These answers will be analyzed by the Academic Advisor.

Students doing the internship will turn in both parts of their professional journals during the weekly tutoring meetings and will get them back corrected and scored in the following meeting.

4. Portfolio (20%) and Written project (20%)

Students need to prepare a portfolio with the lesson plans and material prepared during the semester. The written project should be about fifteen pages long (no more than twenty five pages), and should be related to teaching. Students may also follow a specific line of research if so requested by the sending university. In any case, all students are required to submit to the coordinator of the Internship one topic and an outline of their project in order for it to be approved.



Parts of the written project:

- Front page with project title and student's data (name, address and telephone)
- Index
- Project itself (about fifteen pages long)
- Bibliography including all the quoted works
- Appendix (optional)

Parts of the written project:

- Printed (from digital)
- Double spaced. Paragraphs should not be separated by any extra space
- Font: Arial
- Size: 12
- Margins: Left: 3 cm / Right: 3 cm
 Upper: 2.5 cm / Lower: 2.5 cm
- Pictures: Pictures as examples, graphs, diagrams, etc. may be included in the document or in the appendix at the end. The space taken by images does not count towards the fifteen pages size, i.e., if a project includes one graph taking half a page, this project should be fifteen and a half pages long (excluding the front page, the index and the bibliography).

Medium of the written project:

- The written project must be turned in print and in electronic version by email (in MSWord format).

The turned in project will be scored in three parts:

Title, Proposal and Scheme: Draft 1
Draft 2
Final draft

5. PowerPoint and Oral Presentation (15%)

In the oral presentation of the project (fifteen to twenty minutes) students will present their research project to a committee. Students are required to use a PowerPoint presentation. Following their presentations, students will answer questions on the topics they covered. Students are also required to turn in their Power Point project to the committee by email. The committee will then evaluate: the oral presentation, the quality of the written paper, and the portfolio.

CIEE Academic Policies

Papers and assignments submission. Exams Dates

According to CIEE Palma de Mallorca academic norms, all assignments, paper, readings, etc., must be turned in on the due date. If a student fails to submit the work on time:



- 1) If any student submits the assignment one day late, the grade will be lowered by -10% points.
- 2) If it is 2 days late, the grade will be lowered by -20% points.
- 3) If it is 3 or more days late, it will imply a grade of zero in the assignment.

It is the student's responsibility to check with the professor any work submitted by email (unless the student receives a message confirming the assignment's delivery, we will assume the assignment was never sent and/or received).

No exam can be administered other than the ones scheduled in the syllabus. There are no make-up tests.

Course Attendance

Regular class attendance is required throughout the program. Students must notify (via e-mail with a copy to the Resident Director) their instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class during their absence. Students who miss class for medical reasons must inform the professor and the RD, and provide appropriate documentation.

For CIEE courses, excessively tardy (over 15 minutes late) students will be marked absent (student will be reminded of the policy). Attendance policies also apply to any required co-curricular class excursion or events, etc. Students who miss class for personal travel will be marked as absent and unexcused.

An absence in a CIEE course will only be considered excused if:

- 1) A doctor's note is provided explaining there is a reason to miss the class (not only saying the student was at the doctor during class time).
- 2) A CIEE staff member verifies that the student was too ill to attend class.
- 3) Evidence is provided of a family emergency.

Persistent absenteeism (students exceeding 10% of the total course hours missed, or violations of the attendance policy in more than one class) may lead to a written warning from the RD, notification to the home school, and/or dismissal from the program in addition to reductions in class grade(s).

- 1) Since each CIEE course is 45 hours, 10% of the total course hours are 4.5 hours.
- 2) Depending on the hours of the sessions of each class, missing 1 day of class implies 1.5 or 2 hours of class.
- 3) Students who miss more than 4.5 hours of class without justification will see their final grade reduced by -5%. For instance, students achieving a grade of 89.00 out of 100 points, and missing more than 4.5 hours of class will see their final grade reduced from 89.00 (B+) to 84.00 (B).

Students with unexcused absences exceeding 20% (9 hours) of the total course hours will fail the course. Written warnings and home school notifications will happen well before the absenteeism causes the student to fail the course so that the student has an opportunity for corrective actions.



Plagiarism

Cheating and plagiarism in any course assignment may result in failing the course or being expelled from the program. Students are expected to adhere to the US American and norms.

Important principles:

- 1) Final examinations, quizzes and other tests must be done without assistance from other person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).
- 2) The same written paper may not be submitted in more than one course.
- 3) Any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with the course.

Add/Drop

The add/drop period last for 1 week and a half after the start of the courses. After the end of the add/drop period, the student’s registration is considered final, and no course(s) may be changed or deleted from the student’s CIEE Academic Record.

Withdrawal from a course

Students are required to register in 5 courses during their studies at CIEE Palma de Mallorca. Each CIEE course is worth 3 credits (45 contact hours) and each Universitat de les Illes Balears course is worth 4 credits (60 contact hours). If exceptional circumstances warrant, the student may request permission from the Resident Director to withdraw from a course. However, a student participating in a semester program is not allowed to drop below a total of 12 US semester credits.

Weekly Schedule

SCHEDULE (Day by day)	CONTENTS
SESSION 1	<ul style="list-style-type: none">- Welcome- Explain the syllabus & structure of the class- Describe the final portfolio and assessment of the course- Warm up games and activities

SESSION 2	<ul style="list-style-type: none"> - The class planning: structure, practice 1 - Reviewing the first days of class: management of time - Icebreakers and getting to know your class
SESSION 3	<ul style="list-style-type: none"> - The lesson planning: times & transitions - The effective teacher - Reviewing the first days of class: issues of your real experience in the classroom
SESSION 4	<ul style="list-style-type: none"> - Spanish educational system - Teaching methodologies in Spain - Classroom management techniques
SESSION 5	<ul style="list-style-type: none"> - Videotape your class: self-criticism - Review the portfolio - Teaching English grammar
SESSION 6	<ul style="list-style-type: none"> - International Trends in ESL Teaching - Applying Communicative Teaching Theory - Review the classes taught in the school
SESSION 7	<ul style="list-style-type: none"> - Respecting difference in the classroom: diversity and meeting the needs of your learners with different learning styles, multiple intelligence theory - Teaching English vocabulary
SESSION 8	<ul style="list-style-type: none"> - Games and emotions in the classroom
SESSION 9	<ul style="list-style-type: none"> - Teaching Speaking and Listening: strategies
SESSION 10	<ul style="list-style-type: none"> - Teaching Reading: strategies
SESSION 11	<ul style="list-style-type: none"> - Working in groups and in pairs: sharing knowledge in the classroom - Teaching Writing: strategies
SESSION 12	<ul style="list-style-type: none"> - Teaching English pronunciation: exercises and games
SESSION 13	<ul style="list-style-type: none"> - Reviewing the Portfolio, sharing experiences, Q&A

SESSION 14	<ul style="list-style-type: none"> - Presentation of final project (oral power point presentation in front of a CIEE committee and other students in the program) - Hand in portfolio
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Weekly Schedule

FECHAS Y HORARIO	CONTENTS	HOMEWORK
	Nos conocemos Leer el programa y comentar dudas (evaluación) Portfolio Actividades para el primer día de clase	Diario 1 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Planificación de una clase Comentar el diario 1 Los primeros días de clases: el tiempo Romper el hielo	Diario 2 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	¿Cómo estructurar una clase? ¿Cómo ser un profesor efectivo? Compartir experiencias de tus clases	Diario 3 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	El Sistema educativo español Metodologías de enseñanza en España Técnicas de gestión de la clase	Diario 4 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Evaluar una autocrítica de tu clase Revisión de portfolio Dudas y posibles actividades para enseñar la gramática inglesa <i>TUTORÍA INDIVIDUAL (dudas para el proyecto escrito después de leer el programa y las indicaciones)</i>	Diario 5 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Técnicas para enseñar inglés como segunda lengua La enseñanza comunicativa La expresión oral	Diario 6 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Diferentes niveles en una misma clase Actividades para afrontar la diversidad Usar el vocabulario adecuado en las clases: palabras claves	Diario 7 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>



	Técnicas e ideas para trabajar la emoción en las clases ¿Qué les gusta a vuestros alumnos? ¿Cómo les gusta trabajar y cómo se sienten?	Diario 8 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Estrategias para la escritura y comprensión lectora. Posibles actividades Vuestras experiencias en estas habilidades	Diario 9 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Estrategias para la comprensión auditiva. Posibles actividades Vuestras experiencias en esta habilidad	Diario 10 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Estrategias para trabajar en grupos ¿Vuestros alumnos cómo prefieren trabajar? Posibles actividades <i>TUTORÍA INDIVIDUAL (recopilar el portfolio y cómo presentarlo y dudas sobre la presentación final)</i>	Diario 11 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Estrategias para trabajar la pronunciación. Posibles actividades Vuestras experiencias en esta habilidad	Diario 12 <u>(COMENTARLO EN CLASE UNA VEZ ENVIADO)</u>
	Revisar el portfolio y la presentación oral Compartir experiencias Q&A	PREPARAR PROYECTO ESCRITO Y ORAL
	PRESENTACIONES ORALES ENTREGAR PROYECTO ESCRITO Y PORTFOLIO	