

**Annual Study Center Review  
CIEE Study Center in Seville, Spain  
Internship Program  
Summer  
2008**

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Each summer, program directors write a Study Center Review for each CIEE Study Center program commenting on the previous academic year. The program director writes the review based on input from the CIEE Academic Consortium Board members, resident directors, sending institutions, and student evaluations. Each report is made public on the CIEE website at [www.ciee.org](http://www.ciee.org).

**Program Goals**

The goal of the Seville Summer Internship program is to expose students to a professional work atmosphere in a foreign environment. Students speak Spanish, utilizing business vocabulary while interacting with professionals, and applying concepts learned in class during the internships experience.

The goals of the program were met during summer 2008.

**New and Noteworthy**

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**Academic**

**Spanish Language**

**Community Language Commitment**

During orientation the Resident Director held goal setting and language commitment sessions. This group of students was extremely committed to speaking in Spanish at all times, showing a special interest in improving their language skills from the first day. Students always spoke in Spanish with CIEE faculty and staff, as well as with coworkers in their internship assignments. This summer, students also spoke Spanish amongst themselves, even out of class. It was always encouraging to hear them trying to speak in Spanish in situations where it would have been much easier for them to simply slip into English.

There was a comment on the Summer 2008 student evaluations about a teacher using English in class. Staff will work with professors to avoid using English in class, especially when having such a highly committed group of students.

**Out of Classroom Activities**

The Internship program has a required language course. The Spanish for Students of Business course focuses on the analysis of business articles taken from current Spanish newspapers and magazines to give students a clearer view of the business culture in Spain. This course does

not offer outside activities. As students must complete a minimum of 120 hours of on-site work, conduct a research project, and participate in weekly seminars with training in public speaking and leadership, there is insufficient time to add activities to this course.

This summer, CIEE offered a workshop series designed to help students strengthen their presentation and public speaking skills in Spanish. The workshop was divided into four different sessions. During the first session, students gave presentations on different topics related to their internship. Presentations were recorded and later critiqued in the fourth session. During the second and third sessions, students were exposed to topics relating to the proper use of verbal and non-verbal language in public speaking. Students evaluated the workshop positively, saying that it made them far better prepared to deal with presentations in the future.

## **Subject Area Courses**

### **CIEE courses**

No new courses were introduced in the Summer Internship Program.

### **Out of classroom activities**

To compliment the Business Internship course and to help students better understand, compare, and contrast Spanish and Moroccan work settings, program participants visited the Tangier American Legation Museum (TALM) for a speech on politics and economic relations between the US and Morocco while visiting Morocco.

A few students mentioned on the Summer 2008 program evaluation that they would have liked to have visited some companies during their trip to Morocco. The visits to companies in Morocco were discontinued during the spring semester based on the evaluations received after visiting companies the previous semester whereby the students found the visits long and uninteresting. For this reason the visit to the TALM was included instead.

Prior the trip to Morocco, the Resident Coordinator organized a lecture for students focused on the Moroccan economy, Moroccan culture, and business relations between Spain and Morocco.

## **Non-Academic**

### **CIEE Orientation**

No major changes were made to orientation.

## **Cultural Activities/Field Trips**

### **Day or Evening Activities**

Intercambio Program - María Beltrán, an intern with the Business and Society Program, worked very hard trying to integrate summer students into the local culture. Instead of organizing an *intercambio meeting*, Maria invited friends to have tapas with the CIEE students during orientation. Marias' friends, business students at the local university, were very glad and enthusiastic about the idea of meeting regularly with our students.

To make sure they continued meeting with Spaniards, CIEE invited students to a play offered in one of the local theatres we have in Seville. Six Spaniards and nine CIEE students attended that play.

Two Daytrips were offered to Internship Program participants:

Cádiz – (88% of students attended)

Cordoba – (100% of students attended)

Students also were offered weekly cultural activities in conjunction with the Summer Language and Culture Program students. These activities included visits to the Cathedral, the Alcazar, etc.

Sports - CIEE staff organized weekly soccer matches in for program participants

Summer Internship Program participants have quite a busy schedule during the week, and have very little free time for extra-curricular activities, for this reason participation rates in cultural activities and weekly sports matches was very low.

### **Overnight Fieldtrips**

The highlight of the summer internship program was definitely the three day trip to Morocco. During this trip, students had the opportunity to experience the cultural, religious, social, and economic differences of this developing North African country. After visiting The Tangier American Legation Museum (TALM), the CIEE students spent some time with a group of Moroccan students from the Instituto Cervantes, having tea and comparing notes about life.

The Tangier American Legation Museum (TALM) is a thriving cultural center, museum, conference center and library in the heart of the old medina in Tangier. The TALM is an affiliate of The American Institute for Maghrib Studies (AIMS) that provides a unique bridge of communication and understanding between the US and Morocco.

The Instituto Cervantes, created by Spain in 1991, is the world's largest institution dedicated to teaching Spanish language and culture. The Instituto Cervantes operates in about sixty cities throughout the non-Spanish-speaking world. Five out of its centers are located in Morocco: Casablanca, Fez, Rabat, Tangiers and Tetouan.

As part of this trip, students were given a pre-trip presentation on the Moroccan economy and business culture.

Students seemed generally very satisfied with the Moroccan excursion, although, as mentioned above, a few students said they would have liked to visit some companies while been in Morocco.

### **Housing**

The majority of program participants were housed in Spanish homestays in Seville and one student was housed in a student residence.

Students seemed generally very satisfied with their homestay placements, although some mentioned that they would have liked to have internet access at home in order to save money. Students are allowed to use internet in their offices for personal reasons from 15 to 20 minutes before the start of the workday. It seems, however, to be insufficient for them. Student Services has begun to track homestays which provide internet, and so next year staff will attempt to place internship students in internet accessible homestays.

## **Community Engagement and Integration**

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### **For-Credit Internship and Community Service Options**

The Summer Internship Program offered students the opportunity to gain practical work experience in a local company through a for-credit internship. Internships were in a variety of companies and organizations from consulting firms, to educational organizations to sports organizations.

Placing students can be particularly challenging and students can become frustrated when they perceive a lack of options. It should be noted that language level is as much of a deciding factor in his/her final placement as preference and availability. Only a few companies offer routine work and little responsibility this summer session, but students sometimes do not understand that their language abilities are often not strong enough to take on more complex tasks.

### **Challenges and Future Directions**

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#### **Academic**

##### **Spanish Language**

The main challenge is when students arrive without an adequate level of Spanish.

#### **Non-Academic**

##### **Internet access**

A computer lab with 10 terminals and a free wifi connection are available in the Palacio. As such, students were not provided with 20 hours of internet at a local cybercafé as they have been in the past. As mentioned previously, next summer staff will try and place students in homestays with internet access.

##### **Student Integration into Community**

Summer Internship students are integrated into the community primarily through their internship assignment. Students seem to have quite normal levels of interaction with their co-workers, based on local customs. Internship participants also seemed to make a fairly good connection with the students they met at the intercambio event during orientation. Nevertheless, summer is not the best period of time to meet Spanish students. Most of them are or studying for their finals or on vacation outside Seville.

##### **Future Directions**

In the coming year, some local company visits will be reincorporated to the Morocco excursion.

Otherwise, this successful program will continue to operate as in summer 2008.