

**Annual Study Center Review
CIEE Study Center Teaching Development Program at the Universidad de Sevilla
and the Universidad Pablo de Olavide
Seville, Spain
2007**

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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.

Program Goals

The goals of the Teaching Development (TD) program are to help students improve their spoken and written Spanish while allowing them to develop specific expertise in international education and second language acquisition. These goals are achieved through the academic program, the teaching development course, the homestay, excursions and cultural activities conversation exchanges, and volunteer opportunities.

These goals were met during the 2006-07 academic year.

New & Noteworthy Features

Academic

Spanish Language

Community Language Commitment

During orientation the resident director held goal setting and language commitment sessions. Students were sufficiently motivated about speaking only in Spanish. Students did tend to revert to English among themselves but always spoke in Spanish with faculty and staff. CIEE staff put up signs in the CIEE Palacio to remind students of their commitment and asked professors to encourage students to speak in Spanish after classes. Students on the Teaching Development program tend to use Spanish more regularly than students in other Seville programs as they are required to be out in the community as part of the core course. Students did, however, spend a good deal of time on the internet writing and speaking in English.

Language training/Language materials for CIEE courses

The CIEE Study Center in Seville provides a Spanish version of the CIEE Teachers Manual to all hired professors. Special attention is given to new professors including orientation, midterm evaluations, and ongoing follow up.

Most of the CIEE professors have been teaching American students for some time, so they understand the challenges faced by students studying abroad in the target language. CIEE has made significant strides in moving some instruction outside of the classroom and out into the city and surrounding area. Professors are generally successful in finding ways to wed two different academic cultures for students while at the same time demanding reasonable amounts of work.

The CIEE On-line Placement Test (OLPT) Coordinator, Antonio Rodriguez, organized multiple training sessions for the grading of the test and for the oral interviews held during the onsite orientation. In addition, CIEE language professors have attended several conferences, seminars and workshops this year in Seville and other cities in Spain on testing, technology in the classroom, and second language acquisition.

Language professors will produce a CIEE publication on didactic materials for use in CIEE language classes at advanced, intermediate and beginning levels over the course of the next three academic semesters.

Out of Classroom Activities

All language classes offer out of classroom activities. These include going to see recently released Spanish films, art exhibits, seminars, and making cultural visits. Many classes have projects that require students to visit certain places in Seville.

Subject Area Courses

CIEE Courses

CIEE Professional Teaching Development Course Placements

As part of the CIEE Professional Teaching Development course students are placed as teachers in local companies and organizations.

In fall, several students gave classes to Universidad de Sevilla students in the Faculty of Work Sciences. In spring, students were placed at local companies and at a preschool to provide English language classes at varying levels.

Direct Enrollment

There were no program students enrolled in direct enrollment classes in the fall. During spring, one student enrolled in "Ethics and Education" in the Faculty of Education of the Universidad de Sevilla. Increasing efforts will be made during orientation to recommend these classes to those students with sufficient level of Spanish.

Out of Classroom Activities

In early April, CIEE, along with the Universidad de Sevilla and the Universidad Pablo de Olavide, organized a conference on "Second Language Acquisition: Bilingual Aspects". Professors from the program participated actively in the organization of this event and in panel presentations. Dr. Christián Abelló Contesse presented on "Characteristics of Common Forms of Bilingualism in Spanish-English". The final papers of this event will be published by the Universities of Seville and Pablo de Olavide early next year. Professor Frank Castrillon (Psychology of Learning a Second Language) organized the Spanish National Conference of Psychoanalytical Psychology and presented on his research related to the psychological aspects of bilingualism.

Non-Academic Features

CIEE Orientation

There were no significant changes in orientation this year. The Teaching Development program and Liberal Arts program orientations are held together and began with a two night stay in a local hotel. The orientation program lasted for one full week and was conducted by CIEE Seville staff. When the stay in the hotel is over, students were picked up by their homestay hosts.

A PowerPoint presentation in English accompanied the Spanish orientation sessions and students received copies of these presentations covering all issues discussed.

The CIEE Palacio continues to be used for all orientation sessions. Sessions were held in smaller groups, which gave a generally more “personal” feel to the orientation. The only real issues encountered with this new “small-group” format is that orientation week becomes more difficult to schedule and considerably more hectic for staff, with orientation sessions being repeated several times to different groups. Generally speaking, however, the use of the Palacio as a venue for orientation was a success.

Staff continued to offer optional sessions on GLBT experience and minority issues in Spain. CIEE added two additional sessions on “Buying a Cell Phone in Spain” and “Recreational Travel in Spain”. During spring 2007, all of these optional sessions were included as well as a session on different religious practices in Seville.

Cultural Activities/Field Trips

During both semesters, TD program students participated in day trips to Cádiz, Arcena and Córdoba. Student participation on these trips was higher than last academic year. Student evaluations of the trips are quite good, particularly concerning the quality of guides, hotels, and organization of the trips.

Students from all Seville programs had the opportunity to participate in a variety of guided visits around Seville. In the fall, LA students participated in visits to the Alcázar, the Cathedral, walking tours of the Barrio de Santa Cruz and Triana and a visit to a middle school in 3000 Viviendas. In spring, LA students visited the Cathedral, the Alcázar, Barrio de Santa Cruz, Casa Pilatos, the Museo de la Autonomía, Barrio de San Luis, a Horse and Carriage Exhibition in the Plaza de Toros (traditional Semana Santa event), and three different hiking trips throughout the semester.

In spring, a more concerted effort was made to develop programming for yearlong students. During the term, yearlong students were invited to participate in a “matanza” and barbeque in Huelva and a special gathering in the Palacio during Holy Week to see the Candelaria procession pass by.

Tertulias Series

In the fall, Máximo Cajal, the Spanish Ambassador to the Alliance of Civilizations project sponsored by the United Nations, was invited to talk on his work and the future of this UN project. Approximately 150 Spanish and American students attended. CIEE also organized a series of talks/films on the Spanish Civil War (70th anniversary). In the spring, CIEE language professors organized a seminar on “Second Language Acquisition: Bilingualism” in collaboration with professors from the host institutions.

Intercambios

During the fall and spring semesters all students received the name and contact information of a Spanish intercambio (language exchange partner) during the orientation. Several gatherings were held for students to meet. CIEE is taking special efforts to extend its relationship with other schools and departments of the university to increase the number of Spaniards participating in the intercambio program.

Cine Club

This student-run activity comprises a weekly film series. The films are open to the public, and quite a number of Spanish students participate. In addition to the weekly movies, the coordinator selected films with a more general audience appeal and focused specifically on the works of Pedro Almodóvar in the fall. Average weekly participation rates were 26 CIEE students and 13 Spaniards at the start of the semester. This dropped to 10 CIEE students and 4 Spaniards by the end of the term.

Sports

As in past semesters, weekly pick-up matches of soccer, volleyball, and basketball were offered to all CIEE Study Center students, regardless of program.

Special Interest Groups

In spring 2005, in order to give students the opportunity to focus on a specific topic of interest and in order to better integrate them into Spanish society, CIEE developed a Special Interest Groups program for Liberal Arts and Teaching Development program students. This past academic year the interest groups were Three Cultures, Regionalism, Communications, Ecology, Human Rights and International Relations, Más+Menos (a student publication), Music/Theater/Dance and International Business.

Each interest group was headed by a CIEE professor or staff member with an academic background and/or professional expertise in the area. The program was presented to students during orientation and students could sign up and attend an introductory meeting. Meetings, field trips, and lectures on the theme were carried out throughout the semester. Spanish students who also shared an interest in the theme participated in the activities.

As an example, the Human Rights and International Relations group participated in a seminar, "What are Human Rights?" a debate on the universalization of Human Rights. They attended a lecture on "Moroccan Woman and Islam" and on "Islam and the West". They took a guided visit to a gypsy neighborhood, pursued volunteer activities in a marginalized area of Seville, watched a film and discussed it with Spanish and Moroccan students and as a capstone, traveled to Morocco for four days.

The Interest Groups have become extremely popular and are now an established component of the program.

Overnight Fieldtrips

Students on the program enjoyed a two day trip to Granada. Feedback was positive despite some unruly behavior by some students in the hotel during the wee hours of the morning. Students participating in Interest Groups also enjoyed overnight trips to Morocco, Portugal, Barcelona, and Madrid. Yearlong students spent two days on a trip to Salamanca.

Housing

In the fall, all students were housed individually in homestays. Six of the nine TD program students shared home-stays in spring '07. This had the effect of creating strong teacher groups, but took away from the overall integration of the students in a Spanish speaking environment. For the following spring it will be a goal to place all TD program students in individual home-stays to enhance their Spanish speaking experience.

Student Perceptions

Student post program evaluations continue to rate the homestay experience very highly. Many comment that they learned most of their Spanish in the homestay environment. Students valued the experience in the residencia as well but there were some complaints about the quality of the food.

Community Engagement and Integration

For-Credit Internship and Community Service Options

Every Teaching Development program student participates in a teaching practicum/internship through the Professional Teaching Development core course. In addition, CIEE also offered a Social Justice and Community Service Learning class for the first time this academic year. As part of the classes students worked as volunteers in a variety of organizations. In fall, participants worked for a breakfast program in local primary schools, in an NGO focusing on immigration, in an educational program and daycare center in a marginalized neighborhood, and in a soup kitchen for the homeless.

In spring, students worked in several primary and secondary schools, a soup kitchen, a gypsy educational organization, an NGO focusing on immigration, a daycare center in a marginalized neighborhood, a refugee center, and an NGO providing English to immigrants and the gypsy community.

Not-for-Credit Community Service/Volunteer Projects

CIEE students in Seville could also volunteer through the volunteer department at the Universidad de Sevilla or they could participate in one-day volunteer activities organized by CIEE. This year CIEE offered a volunteer day at a housing project and two different one-day reforestation projects in Huelva. Students also worked with the Seville Marathon to recruit 5 CIEE students to volunteer for that event. TD students had the additional possibility of volunteering with various bilingual schools in the Seville area as language assistants.

Challenges & Future Directions

Academic Challenges

Challenges with Courses, Effective Methodology

Professional Teaching Development seminars continued to be held during the first month of the regular session, with teaching placements starting three weeks into the session. There was a bit of conflict of schedules between placements and the time and day of the seminars, but in fall 2007 this will be resolved with seminars occurring in the morning. Spring seminars will have to be adjusted as best as possible to reduce any delays in teaching placements.

Students placed in preschools still felt uneasy managing numerous pre-school kids even after their session on teaching young children by a Spanish teacher. The CIEE Resident Director plans to organize a field-trip to a bilingual public school for program students to observe a class in progress and then incorporate the experience into methodology discussions.

Non-Academic Challenges

Student Dynamics

Students tend to have a very positive dynamic in the TD program. Students form teaching support groups to help each other with planning lessons, sharing ideas and materials, and volunteering together in the bilingual public schools.

Internet access

This year as in the past, students received a coupon to subsidize their internet use at a local cyber café. This is where Spanish youth connect to the internet, so the idea was to get them into a local habit and provide an additional opportunity to meet local students. There were also 10 computers in the CIEE Palacio for student use.

Students are encouraged to bring wireless-enabled laptops as the CIEE Study Center has a wireless connection. Some students have suggested that homestays should be required to have internet. In Seville currently only 30% of families have internet in their homes. But despite the challenge, the reality is that many students stay more connected in English to friends, family and TV sitcoms than to the possibilities awaiting them in Seville.

There have been challenges with printing in the Palacio. Students were restricted to academic work, but many wanted to print personal items. Some students wanted the printed product immediately, but as it went through the CIEE receptionist, there was, by necessity, a brief delay.

Housing

In fall, students were one person to a homestay but in spring the majority of students shared homestays. This had the effect of creating strong teacher groups, but took away from the overall Spanish integration of the students in a Spanish speaking environment.

Student Integration into Community

Student integration into the local community is a strong point for the Teaching Development program. Students are able to form strong relationships with their Spanish students that extend outside of the classroom environment. Program students also participate heavily in an English tutoring project with local families looking for tutors for their young children.

Future Directions

A new service is establishing itself in Seville which will allow for easy wifi internet access from anywhere. This will revolutionize the internet issue in Sevilla as students with laptops (the majority of TD students) will be able to access it from their homestays, or anywhere. In terms of printing, each student will be able to print 300 pages over the semester with no restrictions on content at the CIEE Palacio.

In order to better meet students' schedules the Professional Teaching Development seminars will be held in the morning during the fall semester. The spring seminar schedule will have to be adjusted as best as possible to reduce any delays in teaching placements. Weekly meetings will be held with the Resident Coordinator on class progress and methodology. Teaching materials will be reorganized to make them more user friendly for students in the new administrative offices. Teacher Magazine will be made available in the office for class preparation. Students will undertake visits to bilingual schools in Seville at the elementary level prior to placement to help with methodological and pedagogical issues related to this age group. An additional program of visits will be incorporated into the core course including possible visits to a school teaching foreigners Spanish and a bilingual school.

The program will work on placing Teaching Development program students as public school teacher trainers and will continue to work on finding more preschool options. Lastly the program will work with the Faculty of Work Sciences to have a program student work as a teacher's assistant for University students for credit. In the past, CIEE students have taught professors, students and administrators from this school informally and it will be interesting for the class to now form part of the curriculum for Spanish students.

Plans for the coming year also include forming a closer relationship with the Faculty of Work Sciences to offer program students intercambios with university students from this faculty and precisely from the groups receiving English classes through the program.

The program will place all students in individual homestays for spring 2008.

Increasing efforts will be made to recommend direct enrollment courses in education to those students with sufficient level of Spanish during orientation.