

**Annual Study Center Review
CIEE Study Center at the Universidad de Sevilla and the Universidad Pablo de
Olavide, Seville, Spain
Advanced Liberal Arts
Sevilla, Spain
2009**

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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 Advanced Liberal Arts program are to enable students to achieve fluency in spoken and written Spanish and to study in a wide variety of academic fields, gaining a deeper understanding of these fields from a Spanish perspective. These goals are reached through direct matriculation in university courses, the homestay program, local and overnight excursions, a conversational exchange program, volunteer opportunities, and independent study options.

The program goals were met during the 2008-09 academic year. In addition, there were no specific recommendations from the 2008 ACB monitoring process.

New and Noteworthy

Academic

Spanish Language

Community Language Commitment

CIEE continues to implement a community language commitment for the Advanced Liberal Arts program. Staff are convinced that the best way for linguistic immersion is for all communication to take place in Spanish, regardless of the situation. During the intensive language session CIEE continues to employ "The Spanish Patrol." These are groups of Spanish students who keep an eye on program students who speak English at the CIEE Study Center. They worked hard this year to engage CIEE students during breaks and class changes with word games, cultural activities and prizes. The Center's posters with popular figures and expressions in Spanish help to reinforce the program's commitment to students to speak only in Spanish.

Advanced Liberal Arts (ALA) Online Language Placement Test (OLPT) Scores

ALA students take most of their classes with Spanish students in the local universities. Compared to other CIEE programs in Seville, ALA participants have a higher level of language fluency and motivation to become integrated at all levels of life in Spain: family, academic and social. The average in the Online Language Placement Test was 50.44, with the highest score 92 and the lowest 21.

In the spring OLPT edition, an error correction section (10 sentences with one error per sentence with a value of 1 point per correct answer) was included for the first time. It attempts to assess the student's ability to recognize and correct errors of standard Spanish. Each student is expected to correct ten sentences with one error per sentence. All the errors are strategically graded from basic grammar errors to more advanced ones. In this respect, the program mean of this new section was 4.75 out of 10 points.

CIEE language courses

The program provides intensive grammar courses offered at different levels during the first two weeks. Students with lower than average performance on the OLPT are required to take the language class during the Intensive Language Program (ILP) and then continue with a specially designed language course for the remainder of the regular session. On occasion some students apply voluntarily to this additional course.

The general philosophy of these language courses is to work with the students in real language situations using a diverse collection of materials such as TV shows, newscasts, radio, newspapers and typical everyday conversations. The goal is to correct the common mistakes that American students make in Spanish. At the same time, staff try to help students prepare for the Spanish University system and classroom setting.

In fall, eight of the program participants registered in the language class during the ILP and the regular session. In spring, 23 students took the ILP language course, divided into two different levels. In the regular session eight students continued with the special language class for those in direct registration classes, three of them did it voluntarily. Resident staff and language professors recommend that students with lower than average levels of Spanish take this course in order to improve their language skills and to contributed to their success with regular university courses. Student feedback has always been positive.

Students rate highly CIEE language classes and professors.

CIEE Professional Development and Professors

CIEE teachers continued their professional development by attending courses promoted by different institutions: Universidad de Sevilla, Universidad Pablo de Olavide (Seville), Universidad Antonio de Nebrija (Madrid), International House (Seville) and Instituto Cervantes (Madrid). This summer, the ALA Resident Coordinator, José Luis Martínez, will take two courses at University of Minnesota, CARLA (*Using Technology in Second Language Teaching and Developing Materials for Less Commonly Taught Languages*)

Out of classroom activities

ALA intensive courses as well as the ALA language courses during the regular session prepared activities out of the classroom with the common objective of integrating their students with the university environment. This year these included the Tandem Project language exchange with students from the Labor Sciences School; activities within the different university libraries to help students become familiar with these installations and exercises for language production related to historical places around the city.

Subject Area Courses

CIEE courses

During the regular session, Advanced Liberal Arts students may enroll in one CIEE course offered by the Liberal Arts program. However, some students prefer to take all the classes with Spanish students. In fall, one ALA students did not take any CIEE classes and in spring ten opted to register only in courses at the University of Seville.

However, many students in the spring 2009 semester noted that the wide range of language levels in CIEE content classes prevented the class from moving as quickly as they would have hoped. They also noted that the other program participants speak entirely too much English outside the classroom. In the future, Resident Staff will work to ensure a higher degree of linguistic homogeneity in the CIEE classes. They will also advise ALA students specifically to consider taking all their classes with Spaniards to evade this problem—a reality of the sharing of these classes among programs in the Seville Study Center. In the future, staff will remind ALA students of this reality and encourage them to take only direct registration classes when possible.

Special Projects

Throughout the spring semester one student did a Special Project in a medical environment to become fluent in this terminology. The student had an internship with a doctor in a Public Health center and she attended numerous surgery practices at the School of Medicine. A 5th year medical student tutored her as well. As a final paper the student wrote a glossary with medical terms and specific phrases related to this field. This was a very original and successful special project.

Direct Enrollment courses

In addition to the popular Philology and Geography/History Schools, students enrolled in classes from many different schools: Education, Communication, Mathematics, Engineering, Law and Biology Schools.

Students attended the following University of Seville courses during the 2008-09 academic year:

Andalusian Sociolinguistics	History of Political and Social Thought (C.XX)
Anthropology of Communication	History of Prehispanic America II: States and Empires
Anthropology of Contemporary Societies	History of Slavery in Latin America
Anthropology of Health	History of the American Discovery
Anthropology of Religion	History of the Church in America (16th - 19th centuries)
Arabic as a Second Language and Literature I	History of the Political Systems of Latin America
Arabic Language II	History of the Portuguese colonization
Arabic World Geography	History of US-Latin American Relations
Artistic Andalusian Heritage and Tourism	Human Ecology
Basic Physics of Engineering	Information and Propaganda
Cervantes	International Relations and the European Union
Chemical Thermodynamic Engineering	Intercultural Communication
Child Psychopathology	Intercultural Pedagogy
Classic Arabic Philosophy	International Economic Organization
Communication and Development	International Marketing
Comparative Metrics and Poetic Translation	International Organizations
Contemporary Artistic Movements	Introduction to Latin American Colonial Literature
Contemporary History of Andalusia	Islamic Institutions
Contemporary History of the Hispanic World	Language and Knowledge Representation
Contemporary Maghreb	Latin American Art
Contemporary Spain	Latin American Art in the XX th century
Contrastive Syntax (English-Spanish)	Latin American Poetry
Cultural Anthropology in America	Latin American Short Stories

Didactic Pedagogy of Religion and the Study Christianity	Literature and Journalism
Differential Equations and Complex Variable Functions	Literature and Society in Latin America
Economic History of Latin America	Literature and Society in Spain
English Morphosyntax	Mechanics of Machines
Family and Couples Therapy	Personality Theories
Flamenco	Physical Geography Applied to the Americas
Fluid Mechanics	Probability Calculus
Formation and Development of Capitalism in the Modern Ages	Psychology of Adolescence
General European Geography	Psychopharmacology
General Geography of Spain	Rational Mechanics
Geography and Urbanism	Regional Geography of Europe
Geography of the Sea	Regional Geography of Spain
Graphic Expression	Renaissance Poetry
History and Fiction in Latin American Literature	Romantic Poetry
History and Social Educational Development of Women	Rural Geography
History and Techniques of Photography	Social History of the Spanish Colonization
History of Al-Andalus	Sociology of Culture
History of Ancient and Medieval Art	Spanish Literary Texts II
History of Andalusian Dialects	The Church in the Middle Ages
History of Cinema	The Church in the Middle Ages
History of Contemporary Culture	The Ethnic History of America
History of Modern Art in Andalusia	Urban Anthropology

Helping students understand the registration process at the Spanish university is a challenge. While much of the information students have before they show up on site (see the direct registration part of www.ciee.org/evaluations), it is admittedly confusing. In order to make this process as simple as possible, CIEE resident staff follow a simple process.

The first step is making a review of student's preregistration form several months before arrival in order to check that selection is right. On many occasions students choose classes which are not offered (for example: other programs' classes, mistaken semester classes or classes which do not exist). Resident staff email students with alternative class possibilities, complete with syllabi.

During the fall, staff confirm with students if they plan to leave the site before the Christmas break. For these students, staff contacts professors directly to ensure the possibility of taking exams with Erasmus program students. During spring some professors at the University administered their exams earlier for international students, and corrected their papers before the date.

There is definitely an increasing degree of flexibility of professors to accommodate student desires to sit for exams earlier than the officially scheduled date. It should be noted, however, that the requests for these earlier exams are motivated more by Erasmus students than American students, who are not expected to ask for academic exceptions.

Once on site, ALA staff meets individually with students to review class requirements and options. Students select enough classes to visit during the two week add-drop period and then they finalize their schedules. Given the wide variety of classes, students often do not have problems finding classes which meet graduation requirements. Translated copies of syllabi are sent to advisors for review if necessary. Students mentioned that they found

extremely helpful feedback on courses from previous semesters, comments on professors and the average grade received by CIEE students in a particular class in the past. Staff meet with students midway through the semester to “check in” and to discuss their initial impressions and concerns about classes. Many email communications are sent reminding students about tutorials, revisions and meeting with professors during office hours when necessary.

This academic year staff have continued asking students about their opinion on regular classes and professor that taught these courses. The student’s opinion is the best way to advise future participants in choosing their regular classes. In general, feedback from students is average. In most cases the students noted that the classes were not well organized; teaching methods boring; little direction on what to read; syllabi which are not completed; professors who cancel class without notice and do not make up the work; and that they learned very little new and different. Students do recognize that these classes helped them meet Spaniards and understand much better local culture. All agree that direct registration classes are the best way to improve language skills as well.

Resident staff will continue to work with students so they understand these differences in academic culture. Students can sit in on sessions about Spanish academics, but until they are actually in the classroom and experience it, the information may have little immediate impact.

Special emphasis will be placed on helping students choose classes with professors who are interactive, reasonable and intellectually stimulating. Changes to be introduced with the Bologna process may transform the current Spanish academic culture. When (and if?) this takes place, professors will be required to meet with students for one on one in tutorials, require group projects and interact more personally with the class. Classes will no longer follow the strict lecture format.

While students complain about the quality of the direct registration classes, academic results are quite good. For example in fall, the average grade was nearly a 7 on the 10 point Spanish scale. Two students failed a class and two simply did not show up for their exams. The average noted here does not include the “no presentados” which would be a 0.

Out of classroom activities

Most regular university classes do not include out of classroom activities. However, some of the anthropology, communication and geography classes included fieldwork in groups. This was a great way for CIEE students to work closely on specific projects around the area of Seville. Resident staff work closely with the Universidad de Sevilla and weekly cultural programs were announced in which students could participate.

A distinguishing feature of CIEE classes is that CIEE professors include out of classroom activities in their classes. This year professors organized activities such as visits to monuments, walking tours and lectures. Some of the most novel activities carried out this year were: a lecture at the University of Seville by the Nobel Peace Prize Dr. Shirin Ebadi who talked about “Human Rights in Iran”. This activity was related to the Human Rights and International Relations courses. Students attended a live TV show for their Mass Media class. For the course “Psychology of Learning a Second Language”, students had the opportunity to interview some members of the European Commission office in Seville about their different experiences abroad.

Tutorials for Regular University Classes

Approximately, 68% of 2008-2009 course students worked with tutors for their regular university classes. As in past years, tutors have been selected according to the recommendations made by the university professors who taught the classes chosen by ALA

students. The qualifications of the tutors have been wide enough to satisfy the need of our students (classmates, Ph.D., graduates, and university assistant professors).

Student feedback confirms that they find the tutorial program extremely valuable. Therefore, this is a valuable service that undoubtedly helps students to understand and overcome their classes, as well as to integrate themselves with the university environment in a successful way.

CIEE Writing Center and Language Tutorials

During fall, four students in the ALA program (26.7%) had a language tutor. During the spring, three students used this CIEE service; it represents only 6.8% of students. Most ALA students have an advanced level of Spanish and are in constant contact with other locals. However, students do find it useful to use this service to go over the grammatical presentation of their content course research papers.

Some students noted that the writing center “paper revision” policy was very limited for them. This was especially true as the works to be reviewed are very long and require many more hours by the tutorial team. In the future, Resident staff will work with the writing center coordinator to ensure that ALA students have a special appointment system within clearly established procedures (specifically, still respecting deadlines and turnover of reviews).

Non-Academic Features

CIEE Orientation

There were no significant changes in orientation this year. The Advanced Liberal Arts program orientation 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 was over, students were picked up by their homestay hosts. Orientation sessions in the fall and spring are split between the CIEE *Palacio* and the Tabacalera where the Facultad de Filología and the Facultad de Geografía e Historia are located. While having orientation sessions in this building helps ALA students become familiar with the university.

PowerPoint presentations continue to accompany the orientation sessions. These presentations are shown in Spanish as a way to reinforce using Spanish from the very first day. However, the most relevant information is given to students in the handbook, written in English, which they receive upon their arrival at the orientation hotel. While student feedback notes that orientation is well organized, they do feel overwhelmed with the information related to academics and the perceived complications of the registration process itself.

During orientation the program relies on the collaboration of a dynamic group of Spanish university students to engage students in Spanish at an informal level. Besides speaking with students, they organized a number of ice breakers, games and others tools to help the students to become more confident and fluid in their use of Spanish outside the classroom.

In an effort to reduce the use of paper in the Study Center, staff will experiment with not printing orientation materials next year and instead provide all students with a USB stick with the relevant information in English. This will be in addition to the orientation materials that are available on all CIEE computers, as well as in the student handbook.

All in all, orientation is positively rated by ALA students with 74% responding that they agree or strongly agree that the material is sufficient and the activities satisfactory with typical complaints being limited to that it is too intense, too short or that more time should be spent out in the city. A possible change for next year is to add some neighborhood specific activities so that ALA students feel a little more familiar with the area that they will be living in or attending classes.

During the fall and the spring semesters resident staff decided to have another meeting with ALA students to inform them about the Wi-Fi at the University, their final registration and other issues related to their university experience. Staff decided to do this five weeks after arrival at an informal dinner in a restaurant close to the CIEE Study Center. The goal of this meeting was to resolve any queries and calm any worries students may still have had after the registration process.

Throughout the semester, ALA staff had different individual meetings with the students in order to review if they were achieving their goals that they had set at the beginning of the program. Usually staff have these individual meetings during the middle of the semester. While having a coffee, staff talked about the global experience: academic issues, housing, their Spanish level, cultural opportunities in Spain and any other topics that the student wanted to talk about.

As in other years CIEE staff continued to inform the students using *Notices de Sevilla* and by email or telephone when the information was more urgent.

Cultural Activities/Field Trips

CIEE continues to offer a wide variety of activities for all CIEE students in both the fall and spring semester, such as: the palace and gardens of the Reales Alcázares (3 times); the Cathedral and Giralda (3 times); cooking classes focusing on local Andalusian cuisine (4 times); walking tours of the Barrio Santa Cruz, Triana and the 1929 Expo sites; a visit to a local exhibition on art and cooking; a visit to the historic town of Carmona; the Roman ruins of Itálica; the Museum of Fine Arts, the Casa Pilatos; the annual Seville marathon; talks concerning the *Carnaval of Cadiz*, Seville's *Semana Santa* or its springtime festival, *Feria*; the Plaza de Toros; and hiking excursions to the nearby regions of Aracena, El Bosque, El Pedroso, El Torcal, and Cazalla de la Sierra. A notable difference this year was that hiking excursions were held on Sundays when students often complain that there is "nothing to do" in Seville as shops and business are shut. Furthermore, the hiking excursions consisted of smaller groups, new guides, and as a novelty this year, were organized based on the grade of difficulty of the hike.

As in previous semesters, activities that were organized in the final weeks of the program (visit to the Santa Paula convent, the Hospital de la Caridad) tended to be cancelled due to lack of student interest. However, given the strong interest in a number of activities (Cathedral, Real Alcázar, and cooking classes), multiple times and dates were offered to the students to give more students a chance to participate and with notable success. On average, four ALA students participate in these weekly activities in the fall, but only marginally more attended in the spring despite the significant increase in total number of ALA students.

All activities and events were posted in the weekly *Noticias de Sevilla* bulletin which was distributed electronically, in addition to being posted throughout the Study Center.

Next year, staff will continue to expand offerings of cultural activities and excursions through visits of lesser known sites (Roman ruins of Manigua, the Church of San Luis), temporary exhibitions, lectures and concerts, in addition to the popular offerings from previous semesters.

Overnight and Daytrips

Each semester, Advanced Liberal Arts students participated in a daytrip to Cádiz and an overnight trip to Granada. In the spring, a small number of Spanish students participated in the overnight. However, despite the overwhelmingly positive trip evaluations, these trips were decidedly better attended in the fall (100%), in contrast with the spring semester (66%).

In all excursions, Spanish students and intercambios were invited and their number oscillated between 7 and 13% of the group total.

The notable exception with regards to the positive evaluations of these trips was the organized trip to Salamanca for all year-long students. Despite the obvious attraction as a cultural destination, the accommodations in Salamanca were in a local hostel and very poorly rated by the students, probably due to its relative distance from the town center; restaurants and main attractions. In the future, this trip will probably be replaced with another in which staying in a more centrally located hotel is viable. Possibilities include Extremadura, which is usually quite popular with the summer students, or the Andalusian region of Jaen.

As every semester ALA staff together with ALA students celebrated at the farewell dinner. The fall semester celebration took place in the oldest restaurant in the city and spring celebration was located along the river, in a more modern environment.

Cultural Reimbursement Program

Students were again offered the Cultural Reimbursement Program during the year. This year, funds were limited strictly to events and activities taking place in Spain, as opposed to the rest of Europe, Morocco and the Mediterranean. Most of the funds were spent on activities such as transportation and accommodations for weekend trips or tickets to local events, such as theater, sports, and music.

As with previous semesters, the cultural reimbursement program was well-received by the majority of students, many citing that it enabled or encouraged them to attend events that they might not have had it not been for the program. Nevertheless, students note that the amount was not sufficient and that the program should be supplemented with more travel opportunities in addition to a day trip to Cadiz and an overnight to Granada. However, the primary objective of the program is to motivate students to do more on their own or in organized small groups with Spanish students, not other Americans, which is ultimately more consistent with program goals.

Tertulia Series

In the fall, CIEE organized a tertulia at the Flamenco Museum, called "Women with stories. Female Flamenco Singers". The conference was followed by a live Flamenco show.

In the spring, CIEE language professors organized a seminar on "Second Language Acquisition: Materials for Teaching/Learning a Second Language" in collaboration with professors from the two host institutions. CIEE also organized a symposium on "Sign Language" at the University of Seville.

Intercambios

The commencement of the intercambio program was similar to previous year's, a Spanish contact was given to all interested CIEE students (near 100% participation), followed by a party as a means of making specific contact with other Spaniards in a fun and relaxed setting: Human Bingo with prizes for the winners in the fall; and a *Grease* costume and dance contest in the spring – both of which were hugely successful. Nevertheless, this year's initiative was followed up by a number of smaller events of a varied nature as a means of fomenting more sustainable relationships. In the fall, thematic events such as an 80's Night Party were among the students' (and Spaniards) highlights for the semester and were well attended, particularly by the ALA students who averaged around 75% attendance. In the spring semester, an informal gathering in a local tea shop and a picnic by the river deserve mentioning. The average ratio of Americans to Spaniards in these smaller events was 2:1 and the total number of participants in these smaller activities ranged from 10 to 60.

This spring, there were a number of students who came by the office requesting a new contact after having not having heard from the initial contact received during the orientation. This complaint spearheaded a massive overhaul of the entire intercambio database, as it became apparent that many contacts were no longer relevant or viable (having finished their studies, having moved, having married, etc...). The current database represents a much smaller total number of contacts, but all of whom who have been profiled by the coordinator and are fully committed to the objectives of this program.

Cine Club

With respect to last year, the number of Spaniards participating in the CIEE Cine Club, improved with an average of 3-4 Spaniards in most movies (the exception being the Spanish contemporary films which many young Spaniards have already seen) which, depending on the total number of participants, can suppose as much as 50% of the total attendants. ALA students were amongst the most reliable participants with an average of 5 students per movie.

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. Basketball continues to represent one of the best ways to meet Spaniards as the ratio of Spaniards to Americans varies from 2:1 to 10:1. Although participation varies greatly from week to week, in the spring there were several ALA students who participated in both basketball and volleyball games almost week without fail. Soccer is also a popular sport with Spaniards, although the number of Americans tends to fluctuate in function of the academic demands of the semester (during the weeks immediately preceding the mid-terms and finals, there is a significant decline in numbers) or holidays (*Feria*, *Semana Santa* and the December *puente*) when students are prone to travel. However, demand for this sport was such that for much of the spring semester, two fields were reserved for play. However, as an indoor sport sunny weather tends to adversely affect student participation in volleyball.

Más+Menos

In both fall and spring, two ALA students participated in the publication *más+menos* with different articles. The themes of both editions: *Networks* (fall) and *Food* (spring). The production and edition of this magazine was part of the course for credit COMM4001/SPAN4006CSCS Communication and Editorial Projects in Context: Writing and Designing for Today's World. The ALA students are a wonderful target to participate in this project. They usually are highly motivated, possess solid language skills and really want opportunities to dig deep into the local culture. The coordinator of the project was very happy to be able to count on these students for the success of the publications. Additional information on the project may be found in the Liberal Arts program Annual Study Center Review.

Additional Activities

Advanced Liberal Arts students were also invited to participate in different cultural activities from other CIEE programs in the Study Center. During both semesters, ALA students attended two concerts at the CIEE Palacio of *Samarconda* featuring Mediterranean and Middle Eastern music. ALA students also went to the concerts of the *Real Orquesta Sinfónica de Sevilla*, at the *Teatro Maestranza*, where we could hear different classical composers.

In spring, two program students participated in the University of Seville Choir, and they performed the famous Spanish Zarzuela, *La Verbena de la Paloma*, at the theater of the School of Engineering. This is a wonderful example of student integration.

Housing

In the fall semester, several ALA students started out in a new student residence hall, but changed to a homestay within weeks of the commencement of the program citing their dissatisfaction with the accommodations. CIEE has since discontinued its collaboration with this student residence hall and returned to the one offered in previous years and do not expect that this situation will repeat itself. Other than that, the only change was a male ALA student who felt he would be more comfortable with a young Spaniard than an elderly señora.

As per CIEE policy, ALA students were placed individually in homestays and all had internet in their homes. In the spring semester, all semester-long students were placed in homestays (five of which were new), while four of the yearlong students lived in apartments with Spaniards, a possibility only for yearlong students in the second semester of their studies. There were eight changes in the spring semester based upon the usual motivations: proximity to friends or classes; differing expectations with regards to the living situation; and characteristics of the house (pets kids, smokers, etc.). Despite these changes, or perhaps because of them, 84% of ALA students in the spring expressed their satisfaction or strong satisfaction with their homestay assignment. One spring semester student was placed with a gay couple and enjoyed the experience.

Community Engagement and Integration

Not-for-Credit Community Service/Volunteer Projects

Students in Seville have several basic options, with respect to volunteering without credit:

- SACU: SACU is the Students Affairs Office at the University of Seville. Among other tasks, this office assists both Spanish and international students in finding volunteer options in Sevilla. Only a few CIEE students take advantage of this university service.
- CIEE one-day volunteer activities:
 - o In the fall, it comprised:
 - *Colegio Manuel Giménez Fernández, 3000 viviendas*: ALA Students participated several times in activities in this primary school located in the most run-down area of the city. Activities involved painting the gym, painting and fixing the playground, promoting knowledge of the American culture through activities and games related to Halloween.
 - o In the spring, it comprised:
 - *Colegio Manuel Giménez Fernández, 3000 viviendas*: ALA students again participated several times in activities in this primary school located in the most run-down area of the city. Activities involved a two-day volunteer project coinciding with *Día de Andalucía*.

One ALA student participated in a weekly volunteer activity running storytime at the public primary school mentioned above.

During fall, one student volunteered in a bilingual high schools and elementary schools in Seville. In spring, five students participated in this interesting opportunity related to the Teach in Spain

Challenges

Course registration process for direct enrollment

ALA students were provided direct enrollment information on CIEE's website; this information was updated periodically. Students were also given a flash drive during orientation, as a welcome present, where staff produced seventy documents with the

necessary information: university and CSCS course schedules, lists of recommended university courses in both Universities, PWP of orientation, etc.

As staff was aware of the difficulty of using the University of Sevilla's website, they decided to introduce some changes. Last February, CIEE updated its local website with a new document which includes a search engine to look for university course, and four other links to different pages on the University site. This allows students to find classes more easily and in a more user friendly environment.

Future Directions

In future orientations information will be broken out into additional sections with the aim of not overwhelming students with too academic information in one session. To carry out this measure, new and more individual advice sessions will be done during the intensive language session (first two weeks of the program). These sessions will be done in three stages:

1. Surfing on the internet, visiting the university websites, in groups of three. The goal of this step will be finding the different Schools where students will be enrolled.
2. Looking for syllabi and schedules on the websites. This step will be done in pairs.
3. Direct academic advising: what teachers will teach which classes, past courses results, and the content of the classes taking into consideration majors and minors.

In relation to the virtual platform at the University of Seville, ALA staff will try to improve this service as has been done with internet connection during spring semester. Although, only some of ALA students needed to post or download documents from this platform, those who needed it suffered the consequences of a slow process with negative results.

Resident staff will continue to work closely with the universities to ensure student Wi-Fi internet access. While this service was problematic in the fall, it improved greatly in the spring. However, some students in spring continued to comment that the wifi did not work. Unfortunately, staff only learned about this issue through the end of program evaluation.

The ALA program will offer a new course during the spring 2010 intensive session, *Language in Context: Contemporary Spain*. This class will introduce students to contemporary Spain, including some of the historical, cultural, social, economic, and political issues which make the country what it is today. Students will review advanced Spanish language skills, such as detection and correction of frequent mistakes, academic writing, and advanced grammar. Students will work with Spanish university-level readings as well as a compilation of historical documents, literary works, films, songs, newspaper articles, etc. Later, the students will work on the language issues related to these texts and audiovisual documents. This course will be team taught by history and language professors.

In the future, ALA students will not receive an additional stipend to use the internet in cybercafés around Seville. They will continue to have free printing services in the Study Center for academic purposes. The opportunities to use these services in Seville have increased during the last year, so ALA students can use these services during their stay at Seville: at their homestays, at the university and CIEE center.

Program rules will be strictly enforced in future semesters. This year some exceptions were made by sending schools due to linguistic or medical reasons and four students (one during spring and three during fall) took only 2 direct registration classes. These students should move to the LA program but they did not want to as they already had friends in the ALA

program. All ALA students will have to take a minimum of fifteen credits, nine of which must be three regular courses at the university. This decision has been the result of the number of changes and exceptions which have had to be overcome with these requirements especially during spring. Students who want to take only two regular university class will be obliged to change to the LA program once on site. There are no calendar issues which would prevent this from happening smoothly.

CIEE Resident staff will work closely with the writing center tutors to provide the special services needed for ALA students. A special appointment schedule will be set up for ALA students in which more time will be given to go over lengthy research papers.