My schedule for the 2008-2009 year was as follows:

**First Year**

- Professor Carmen Escobedo
  - This class consisted of around 10 students that I saw once every other week. They were not as talkative as some of my other students, which is understandable for those who are not as comfortable with the language yet. Though they were not very confident with their conversation skills, they knew quite a bit of vocabulary and just needed an extra push to form sentences and speak in class.
    - Lessons consisted of a lot of group work, pronunciation practice and various forms of listening comprehension.

**Second Year**

- Professor Carmen Escobedo
  - This professor’s second year course had the largest amount of students, thirty (30), which I had had to teach throughout the whole year. We met every other week, or as needed by the professor. Due to the class’ size, it was sometimes very difficult to select the perfect lessons/activities that would keep everyone interested, allow everyone to participate and that would be challenging enough for them to really improve their English.
    - Lessons included a lot of reading aloud for pronunciation practice, listening comprehension in every way except with video and group work.

- Professor Ruben Valdes
  - This class was a little bit different in that it was set up as an extra class, outside of their normal routine. We met every other week religiously and kept in touch for writing practice via instant messaging. It consisted of 6 students, all of whom had a really strong interest in learning English, the American accent, American culture, slang and conversation practice in general.
    - Lessons for this class were sometimes identical to those that I used with my fourth year students, as I felt their level of English and interest in learning was extremely high for the second year. Some examples are pronunciation classes via reading aloud, conversation, debates and listening comprehension with questions from my reading aloud, watching American shows and listening to American music.

- Professor Esther Alavarez
  - This particular class was only assigned to me when the professor was away on conference. It contained about 20 students, all lacking confidence and interest in English. This was hard for me to see and especially hard for their regular professor, I’m sure. Questions about vocabulary or the class material were all asked in Spanish and I had to remind them on many occasions that in an English class, we speak English. Unfortunately, throughout the year I saw them every now and again and ultimately saw no improvement. They did, however, get more comfortable with conversation practice towards the end of the second semester, which proved to me that they were beginning to understand the need to practice their English whenever possible inside and outside of the classroom. Though it was a struggle at times to work with the group, I think it was a wonderful learning experience for me. Picking out lessons suitable for them and their interests was difficult, but that was due to the fact that I wanted to make sure they got as much as possible out of my visits.
    - Lessons included presentations and conversation practice on music, fashion, sleeping and various other topics along with vocabulary. I bought quite a few magazines and printed photos of scenery, landscapes, models and the like to help them practice for their oral description exams and to help them with their pronunciation.
**Third Year**

- **Professor Ruben Valdes**
  - I aided this professor with lessons having to do with conversation and group work. Though I was not always responsible for selecting the lessons for this class, as they followed a textbook, I still had to prepare for the group work and conversation sections. The general lesson topic was sent to me via email or interoffice mail a few days in advance, which gave me time to reference their textbook beforehand. There were about 25 students and they were all doing well for the third year.

- **Professor Esther Alvarez**
  - This class was one of the smallest that I had, with only 5 students, and it was just for the fall semester. I met with them every week and really focused on pronunciation, as their regular professor had a very rigorous grammar and vocabulary plan for them. It was much easier to work with them, due to the class’ small size, and I was really able to see beautiful improvement by the end of our time together.
    - I tried using a lot of short stories/essays by David Sedaris, whom I love, and chapters from *Alice in Wonderland* to boost their vocabulary and pronunciation. Each student read a page aloud, I corrected him or her with every mispronounced word and I helped define any new words that appeared in the text.

- **Professor Santiago Gonzalez**
  - Professor Gonzalez’s third year class consisted of around 20 students and I would only see them when he was away on conference. (The University’s professors attend various conferences quite often, as they give lectures and/or take part in workshops.) Due to his strong command of the English language and high demand at such meetings, I was fortunately able to work with his students a lot during the first semester. He had a wonderful ability to teach and I found his classes to be full of knowledgeable and interested individuals. In this way, his class was truly a pleasure to teach. Unfortunately/fortunately for him, Professor Gonzalez received a great position to be the Spanish representative for education in Australia and was no longer teaching at the University by the spring semester.
    - We worked on the usual pronunciation with David Sedaris essays, listening comprehension quizzes with questions, group work and anything else that Santiago specifically requested during exam times.

**Fourth Year**

- **Professor Marisa (A, B) and Professor Carla (C)**
  - The fourth year students are the best to teach, as they have a pretty good understanding of English, but just need help perfecting it. There are about 15 students in section C with Professor Rodriguez and 6-8 regular students in sections A and B with Professor Marisa. I very often use the same lessons for all three, but will make some adjustments, depending on their interests or needs.
    - Some of the things that we did were listening comprehension from my reading aloud and videos, readings for pronunciation perfection, class presentations on various topics, interviews and debates in front of the class.

**Fifth Year**

- **Professor Alicia Laspra (B)/Professor Santiago Gonzalez (A)**
  - The fifth year class was quite large, so it was split into two sections. I helped out with both groups and really enjoyed having meaningful conversations with them on a variety of news
topics, the past Presidential elections of November and Obama’s changes since the inauguration, the new Proceso de Bolonia European education requirements and the coming adjustments at the Universidad de Oviedo. For Professor Laspra’s weekly sessions, she would always be present in the room with me. It was a nice Professor-TA duo. She would email me the lesson plan the night before to prepare and it usually included me reading aloud with the students answering questions. I would then conduct the class by reviewing their answers, giving them the text to look over and time to ask me about any new vocabulary. This really helped them get used to my American accent and would normally be followed by a session of conversation. The same routine was followed also for Professor Santiago’s students when he was away at conference. (With the same frequency as his third year students and, again, only for the fall semester.)

Post-Graduate Gender Studies

- Professor Esther Alvarez
  - Professor Alvarez is both an English and Gender Studies Professor. She requires her students to be able to read, write and speak English, as a great portion of her material and reading topics are from English speaking countries.
  - My Gender Studies students and I met every week. This is a class that Professor Alvarez had them do outside of their regular curriculum, but that would ultimately help them immensely in that field.
    - We did a lot of practice with pronunciation, sentence structure and pretty much everything that I did with the rest of my classes at the third, fourth and fifth year levels.