

New York University Bulletin



UNDERGRADUATE 2010-2012

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music



Foreign Language Education

Department of Teaching and Learning • Steinhardt School of Culture, Education, and Human Development • New York University • East Building, Suite 635 • 239 Greene Street • New York, NY 10003-6674 • Telephone: 212-998-5498 • steinhardt.nyu.edu/teachlearn

Frank Lixing Tang

Program Director

Shondel Nero

Program Codirector

As communications technologies shrink the world, teaching a foreign language becomes a skill increasingly in demand. In business, travel, technology, law, government, entertainment, and other endeavors, people now interact daily, even hourly, over all parts of the globe. In New York City alone, more than 200 languages are spoken in the public schools. Teaching another language often becomes the key to understanding another culture and finding ways for all people—children, adolescents, and adults—to live and work together.

Multiple Perspectives on Language Development

The Steinhardt School of Culture, Education, and Human Development's Department of Teaching and Learning has integrated its programs in bilingual education, foreign language education, and teaching English to speakers of other languages (TESOL) to provide a rich environment of language learning rarely found at other institutions.

The Bachelor of Science Programs in Teaching a Foreign Language, Grades 7-12, also interact with various foreign language programs in the College of Arts and Science and the gradu-

ate-level international education program at the Steinhardt School. As a consequence of this interaction, students mix with a diverse group to gain multilingual and multicultural awareness and appreciation.

Distinguished Faculty

Among our gifted faculty in foreign language education is Professor Frank Lixing Tang. He is deeply committed to bringing all voices into the increasingly complex urban educational setting, studying ways in which second and foreign language instruction are most effectively pursued, as well as the intimate connection between language and the study of culture.

A Broad Education

Our goal is to provide you with a broad education in language development, not just to train you in a single language. Through the baccalaureate program, we expose you to current research and diverse approaches to language acquisition; we prepare you to make appropriate instructional choices in the classroom; and we work with you to develop the cross-cultural sensitivity so critical in this field.

Language Options

You specialize in one of several languages: Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, or Spanish. Most language courses are taken in the College of Arts and Science. In the Steinhardt School of Culture, Education, and Human Development courses, you learn about teaching techniques and methods; creating curricula, materials, and audiovisual aids; and testing for language proficiency.

Study Abroad

You are encouraged to spend at least one semester abroad to immerse yourself in the target language environment. NYU has academic centers around the world in Madrid, Shanghai, Paris, Florence, Prague, Berlin, Buenos Aires, London, Accra (Ghana), and Tel Aviv.

Your Teaching Internship

During two semesters of classroom observation and student teaching in your junior and senior years, you test your own teaching techniques and instructional plans under the supervision of an experienced teacher and members of our faculty. Student teaching placements are arranged according to your target language of study in public and independent schools.

Senior Honors

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Special NYU Resources

Learning experiences can be enriched through several specialized University

resources such as Deutsches Haus, La Maison Française, Casa Italiana Zerilli-Marimò, or the Hagop Kevorkian Center. These facilities have important reference materials and conduct cultural, academic, and social events. You may also use the NYU foreign language and computer laboratories. These will enable you to improve your language proficiency and to acquire telecommunications skills to participate in electronic conferences.

Helping You Start Your Career

The New York City Department of Education recruits prospective teachers on campus each year. The NYU Wasserman Center for Career Development helps students develop résumé writing and interviewing skills. Student teaching placements often lead to full-time employment upon graduation.

Other Programs to See:

- Early Childhood Education and Early Childhood Special Education
- Social Studies Education

YOUR CAREER OPPORTUNITIES

As a foreign language educator, you have a wide range of career possibilities. Rising high school enrollments and increased interest in bilingual and multicultural education offer many opportunities. We prepare you for teaching a foreign language to students in grades 7 through 12. You may also extend your certification to K-6 by taking E29.1908 in the summer. In addition to the course work, to qualify for initial certification in New York, you are required to take the New York State Teacher Certification Examinations, and, in most other states, you are required to take the National Teachers Examination after graduation.

You may choose to use your preparation in foreign language education to find a position in publishing, the travel industry, government, international business, interpretation, and translation as well as with public, private, and community organizations involved in bilingual and multicultural activities.

The following positions are samples of those obtained by recent graduates:

- Teachers of foreign language (Spanish, French, German, Russian, Italian, Japanese, Chinese, etc.), New York City public schools
- Teachers of foreign language in New Jersey, Vermont, Maryland, Virginia, Pennsylvania, Arkansas, California, Westchester County, Rockland County, Albany, Long Island public schools

TEACHING A FOREIGN LANGUAGE, GRADES 7-12

The 129-point foreign language curriculum offers students the training necessary to be teachers of Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, or Spanish. In addition

to intensive linguistic work in the language of the student's choice (to be selected by advisement), the core course of study exposes students to diverse approaches to second language acquisition

and fosters cross-cultural sensitivity. In addition to the pedagogical core, in which students learn about teaching techniques and methods and creating curricula, students are also required to

take a minimum of 60 points in liberal arts. The student's program of study culminates in two semesters of teaching opportunities in a public or independent school setting.

SAMPLE CURRICULUM WORKSHEET

Freshman Year 33 Points

FALL SEMESTER		SPRING SEMESTER	<i>MAJOR</i>
LIBERAL ARTS	Nutrition and Health. E33.01194	LIBERAL ARTS	Inquiries into Teaching and Learning I. E27.00014
Foundations of Contemporary Culture: Texts and Ideas. V55.04••4	MAJOR	Foundations of Contemporary Culture: Cultures and Contexts. V55.05••4	Foreign Language Content Core4
Writing the Essay. V40.0100 . . .4	New Student Seminar. E03.00010	The Advanced College Essay. E52.01104	TOTAL <u>16</u>
Natural Science Course by Advisement	Field Observations in Schools and Other Educational Settings. E27.00051		
<i>or</i>	Foreign Language Content Core4		
	TOTAL <u>17</u>		

Sophomore Year 32 Points

FALL SEMESTER	<i>MAJOR</i>	SPRING SEMESTER	<i>MAJOR</i>
LIBERAL ARTS	Foreign Language Content Core4	LIBERAL ARTS	Human Development I. E63.00202
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06••4	TOTAL <u>16</u>	Foundations of Contemporary Culture: Expressive Culture. V55.07••4	Human Development II: Application for Educators of Early Adolescents and Adolescents. E63.00232
Fundamentals of Mathematics. E12.00014		Natural Science Course by Advisement	Foreign Language Content Core4
Liberal Arts Elective4		<i>or</i>	
		Nutrition and Health. E33.01194	TOTAL <u>16</u>

Junior Year 31 Points

FALL SEMESTER		SPRING SEMESTER	<i>MAJOR</i>
MAJOR	Foreign Language Content Core4	LIBERAL ARTS	Field Experience and Seminar: Teaching Foreign Languages. E29.19154
Education as a Social Institution. E20.10153	Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E27.19990	Mathematics Course by Advisement4	Foreign Language Content Core4
Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.10304	TOTAL <u>15</u>	Speech Communication. E21.00034	TOTAL <u>16</u>
Teaching Foreign Languages: Theory and Practice. E29.19994		(If exempt by exam, substitute will be a liberal arts concentration course or a content core course.)	

