

Multilingual/Multicultural Studies Program (MMS)
 Department of Teaching & Learning
 Steinhardt School of Culture, Education & Human Development, NYU

**FIELD EXPERIENCE SEMINAR in FOREIGN LANGUAGE EDUCATION/
 OBSERVATION SEMINAR L2 Teaching
 FLGED-GE.1915/FLGED2918/BILED-GE2250 Wed & Thurs 4.55-6.35**

Dr. GISELLA McSWEENY 212 628-6903h ggmcsz@gmail.com
 Office: 2nd floor, 239 Greene St. Office hours: tba

COURSE OBJECTIVES

To explore the following aspects in second/foreign language classrooms through class observation, school visits, readings, professional conferences, class discussions, and observation reports:

second/foreign language classroom practices: management, organization/implementation, S/T relations, error correction...;

roles of teacher and student in second/foreign language learning;

principles, methods and techniques of second/foreign language teaching and learning;

resources for teachers and students of second/foreign languages

****course culminates w/ student teaching placement/s.*

REQUIRED TEXTS:

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Prentice Hall Regents, 2007.

Jones, Fred. *Tools for Teaching.* Fredric H. Jones & Associates, Inc. 2007.

Professional Journals: Modern Language Journal, Language Learning, Foreign Language Annuals, TESOL Quarterly, and others.

REQUIRED ACTIVITY: Teacher's Place 594-4482x17 edu@americanplacetheater.org


NB: ALL MMS students are required to join MMS list serve
 To post messages: mmsl@forums.nyu.edu

Course Schedule:

Week 1 Sept 8

Introduction: course overview, observation schedule, topics, & general criteria (getting in, grouping, board sharing of info)

OBSERVATION EXERCISE

 (Read for next week-2/2-3): Brown Chapters 2 & 3 (historical & modern L2 teaching)

Reflection #1 Expectations/Uncertainties **2 copies-always**

Week 2 Sept 15

Observation techniques, observation reports

Case Study: Teacher Training Through Video (film *DM/S&D*)

📖 (Read for next week- 2/9-10): Brown Chapters 1, 4, 5 & pp 493-498 (starting out, principles & motivation, checklist);

✍ Reflection #2 Who Am I? 2 copies every time

Week 3 Sept 22

Discussion topic # 1: Qualities of good language learners

CS: *Dead Poet Society* (film)

📖 (for next week): Brown Ch 10 & 16 (lesson planning, learner strategy training);

📖 (for next week): Jones Section 1 (classroom management system)

✍: Reflection #3 (unless otherwise specified, your choice)

Week 4 Sept 29

#2 Qualities of a good language teacher

CS *Mr Holland's Opus?* (film);

📖 (for next week): Brown Ch 13, 14, 15 (interaction & classroom management);

📖 (for next week): Jones Section 2 (proximity)

✍: Reflection #4

Week 5 Oct 6

Observation reports & Resource List

3 Communicative and interactive language teaching

📖 (for next week): Brown Ch 11 & 22 (techniques/materials, grammar);

📖 (for next week): Jones Section 3 (creating independent learners)

Bring: copy of field notes to class (handwritten is fine!)

✍: Reflection #5

Week 6 Oct 13

Observation reports

4 Developing listening/speaking skills

📖 (for next week): Brown Ch 17, 18 (4 skills, listening);

📖 (for next week): Jones Section 4 (classroom structure)

Due: 2 copies OBSERVATION REPORT # 1 + field notes (classroom portrait)

Week 7 Oct 20

Observation reports #5 Developing reading & writing

📖 (for next week): Brown 20, 21, p393 (reading, writing);

📖 (for next week): Jones Section 5 (classroom structure)

✍: Reflection #6

Week 8 Oct 27

Observation reports #6 Teaching grammar & vocab

📖 (for next week): Brown 23 (assessment--traditional);

📖 (for next week): Jones Section 6 (ch 13, 14, 15 brats, +, calm & strong)

Due: 2 copies OBSERVATION REPORT # 2 (comparison of 2 classes/levels)

Week 9 Nov 3

- Discussion of schools observed
- 📖 (for next week): Brown 24 (assessment-classroom based);
 - 📖 (for next week): Jones Chapters 16, 17, 18 (setting limits)
 - ✍️: Midterm self-assessment (mega/metareflection) #7 (**T-chart**)

Week 10 Nov 10 Observation Reports

- #7 Error correction, evaluation & assessment
- 📖 (for next week): Brown 19 & 345-8 (speaking), 26 (social responsibility)
 - Due ✍️: (2) OBSERVATION REPORT #3 (contrasting techniques-3+ classes)

Week 11 Nov 17 Observation reports

- #8 Handling student diversity in L2 classroom
- 📖 (for next week): Brown Ch 12 (technology);
 - 📖 (for next week): Jones 19, 20 (setting limits, cooperation)
 - Due ✍️: Lesson Plan (use form in syllabus, hand in & on BB)

Week 12 Dec 1

- Observation reports
- #9 Using Songs to Foreshadow Grammar
- 📖 (for next week): Brown Ch 25 (teacher development);
 - Prepare discussion of theory/questions
 - 📖 (for next week): Jones Ch 21, 22 (responsibility, problem students)
 - Due: (2) FINAL OBSERVATION REPORT (summary of observations)
 - ✍️: Reflection #8 Dis/likes
 - Prepare: what you feel you need discussed in class from readings/Resource list (collection of resources to teach L2)

Week 13 Dec 8

- Discussion of final observations
- Discussion of theory/questions (methodology)
- 📖 (for next week): Jones Ch 23 (PAT)
 - DUE ✍️: Resource List and on BB
 - Prepare : PRESENTATION of something observed, Portfolios

Week 14 DEC 15

- DOUBLE CLASS! PRESENTATION: Summary of Obs/Acting
- ✍️: Reflection #9 Final Self-Assessment T-chart (with GRADE for self)
 - PORTFOLIOS End-semester PARTY (food/wine)

COURSE REQUIREMENTS: FUN

ATTENDANCE: No more than 2 absences; 2 lates = 1 absence. In case of either, please inform me as well as your learning buddy. You are responsible for making up all readings, written assignments, and for classes missed (your learning buddy should be of help).

READINGS: All required readings must be done before coming to class and you should be ready to discuss them. Please bring text/s to class. (Do not read too far in advance as readings are subject to change.)

FIELD EXPERIENCES: minimum of **30 class hours** of school visits, class observations, conferences with teachers, field visits to cultural agencies/organizations. ***2/3 hours at grade level/s and language/s you plan to teach, 1/3 in other areas.** FINDING STING PLACEMENT.

*****PARTICIPATION:** Your meaningful and productive participation in the seminar and your reflections on the observations can mean a great deal to the success of this course, your learning/your classmates' learning. NO WALLFLOWERS IN TEACHING!!

CHAPTER PRESENTATIONS: In the first half of the semester, each S will present/teach to the class one segment from the assigned chapter readings; in the second half of the semester, each S will team-teach an assigned chapter to the class. "My chapter examined... and my focus is...." DO NOT LECTURE—THINK OF HOW YOU ENJOY LEARNING!

ALONG WITH

PEER CRITIQUE: Each S writes a brief, thoughtful evaluation on Ss' chapter presentations to be emailed to presenter. These are meant to be helpful and to hone Ss' observation/critiquing/teaching skills. *Save responses received/given to include in your portfolio.

OBSERVATION REPORTS: Each S is required to submit **4 CODED observaton reports** with Key, on 1st page. These sites observed are also to be viewed/examined as possible ST/internship placements.

1. The first report may be a portrait of a classroom.
2. The second report may be a general report that includes multiple school visits and observations.
3. The 3rd report should focus on one particular area (eg, the teaching of grammar and error correction, teacher and student relations,...).
4. The 4th and final report is a summary of highlights of your field experiences.

PRESENTATIONS: The final 2 classes will be devoted to each S presenting a small segment of an actual observation session. Ss reenact what was actually observed in the field and discuss its impact.

REFLECTIVE JOURNALS: A reflective journal is your learning log in which you reflect on the observations. In the journal, you should write in a reflective way about your ideas, thoughts, and reactions to what you have been observing in an informal way. Your journal may include, but not be limited to, the following:

- reflections on class observations and field experiences
- questions about the readings
- responses to the readings and class discussions
- comments connecting your own experience as a language learner or teacher with the readings
- ideas/thoughts to share with the instructor/classmates

Other journal/observation report requirements include:

TWO copies of each assignment

***Type, double space, FONT SIZE 12

Normally wide margins for comments

Keep journals on a weekly basis and number them

Name and dates on the journal, top left corner
 Submit journals on the assigned dates
 Be ready to read and respond to log partner
 Journals handed in together with observation reports

PROFESSIONAL CONFERENCES: Each S is required to attend at least 1 professional development conference as part of observations. For ex, RASSIAS WKSHP 802-5603; **American Place Theatre 520 8th Ave. 594 4482x20
 Gwen edu@americanplacetheater.org www.americanplacetheatre.org.
 Conferences posted on web site: www.nyu.edu/education/teachlearn/mmsweb
 ***list serve: join-mmsl@forums.nyu.edu

PROFESSIONAL JOURNAL ARTICLE CRITIQUE: Each S is required to write 1 BRIEF, FORMAL, ANALYTICAL paper in MLA or APA style on a BRIEF professional journal article of her/his choosing, preferably in the discipline of her/his area of certification. This paper canNOT be on an article from popular media (ie, newspaper or magazine), nor can it have been used in another class, but may have been accessed via the internet. A copy of the HIGHLIGHTED journal article MUST accompany the S's paper. *More important than your restating the article are your thoughts on the article's content, methods of research, author's research, etc. Also, it is imperative that you make clear the distinction between your thoughts and researcher's (ie, be careful of plagiarizing! Most important, what is your connection to this research (why did you choose it? how does it serve you as a future teacher? how do you envision implementing the researcher's findings?).*

OR (Gisella's preference):

*****Lesson Plan** taken from one of the classes observed over the course of the semester or something you would like to try out when you teach or have previously taught. Please follow suggested format enclosed (to be discussed). *Please include as attachments any materials you may use in your lesson!*

LEARNING BUDDIES: "Lebus" will be of your own choosing (wk 2). The purpose of lebus is to discuss class-related topics, possibly visit schools together, and be responsible for that S's learning.

*****2 COPIES OF EACH REFLECTION & OBSERVATION REPORT** Reflections and observation reports will be submitted (2 piles) at the beginning of each class--1 for yours truly and 1 for your log partner of that week. The purpose of this is manifold: in this way, you review what your colleagues are writing, you have yet another glimpse into other classrooms, and you have someone with whom you can exchange journals/logs on a weekly basis who is responsible for the reading of/responding to your writings.

RESOURCE LIST: List of resources you intend on using to keep up your language as well as use for possible sites for your future students (to be included in your portfolio as well as posted on BlackBoard).

SCHEDULE OF OBSERVATIONS: A schedule of all observations completed (solo and with others) much like a list with an annotated bibliography in which each S gives date/time/school/class/teacher/ comments/ratings and a **total number** of days/hours/ schools/teachers observed. Also to be included are: conferences attended with a list of particular

presentations, professional journals/articles read, and chapters presented in class (solo and team taught).

BLACKBOARD Participation on BB is extremely important especially for those less verbal in class. Please feel free to post, respond, and begin new threads. If you feel a new forum (Discussion Board) should be added, please lmk at your earliest convenience!

MID-TERM & FINAL SELF-ASSESSMENTS: T-chart--twice during the semester. Each S is to assess her/his progress/process/growth in the course by setting standards and goals by mid-semester then determining those results by the semester's end.
+ 1 P (anonymous/signed) suggestions to better this course.

PORTFOLIOS: Table of Contents; Road Map; Schedule (of observations, conferences, class presentations, outside readings, and visits to cultural centers); representative works of semester; observation reports, mid/final self-assessments. BE CREATIVE! (start EARLY!)

CRITERIA for GRADING: Participation 20% (in class and on BB); Reflections 20%; Observation Reports 20%; Presentations 20%; Portfolio 20%. *ANY & ALL problems (foreseeable & actual)—come see me as soon as necessary—do not wait for problems to become problems!*

ALI connection Debbie Un email du1@nyu.edu. Ss planning on teaching adults/internship vs public schools All Ss registered for E29.2250 must observe at ALI.

"Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd."

SAMPLE—must be on letterhead to be valid

Spring/Fall 201

School: _____

RE: Observations and Student Teaching

To Whom It May Concern:

I am writing to thank you for accommodating _____, a student in Multilingual/Multicultural Studies Program (TESOL/Bilingual Education/Foreign Language Education) at New York University, to observe in your school during the _____ Semester, 200_. Observation and student teaching is required for all pre-service teachers for their degree at NYU and for New York State teacher certification. Being in an authentic school setting and practicing teaching under the guidance of an experienced teacher play a very important role in preparing our students for future teaching in our schools. Your collaboration and support to make the observation sites and field placements possible are greatly appreciated.

Thank you very much for your assistance. If you have any questions, please feel free to contact me at ggmczs@gmail.com

Sincerely yours,

Gisella McSweeny, Ph.D.
Multilingual/Multicultural Studies
212 998 5484

ALI Observation Request

Debra Un
Dun1@nyu.edu

Classroom Observation Seminar in TESOL

Fall 2009

You will be scheduled to observe classes at the American Language Institute based on the information you provide here. Most ALI classes are scheduled at the following times. Please indicate the days and times you are available to observe classes by writing "yes" on the lines provided.

If you have any special requests regarding the classes you observe (level, content) please indicate these at the bottom. And if you yourself have been a student at the ALI, please list the teachers you have studied with. Remember the more available you are, the greater the possibility of accommodating you.

name		phone #	e-mail
Monday	9-12	_____	
	1-2:40	_____	
	2:30-5:50	_____	
	6:20-8:50	_____	
Tuesday	9-12	_____	
	10-12	_____	
	1-2:40	_____	
	2:30-5:50	_____	
	6:20-8:50	_____	
Wednesday	9-12	_____	
	1-2:40	_____	
	2:30-5:50	_____	
	6:20-8:50	_____	
Thursday	9-12	_____	
	10-12	_____	
	1-2:40	_____	
	2:30-5:50	_____	
	6:20-8:50	_____	

Total number of hours you need to observe at the ALI: _____

Special requests or comments:

LESSON PLAN FORMAT

ST's name	Date
Supervisor	CT
School	Grade

TITLE & Type of Lesson (**total time**)

Previous lesson: (briefly, what does this build on?)

Aim:* (a **why/how question that **Ss** can answer by the end of the lesson—should be on BB)

Do Now: (what Ss do as soon as they enter classroom—should be on BB)

Objectives: SWBAT (Ss will be able to...use “SWBAT” & list w/out repeating SWBAT, separate w/ ; if more than 1)

Materials/Classroom Set-up:

materials you use for lesson must be included and LP states (see attachment)

Motivation: (something that catches/heightens Ss' attention)

Procedures:

1. T asks Ss...(*keep in present tense throughout and put an expected time duration of each step at end)
2. step 2 (expected time)
3. (expected time)
4. (expected time)

Homework/Follow up lessons:

Evaluation:

Concluding Remarks:

Reflection on how lesson went