

## BA/BFA STUDENT, TEACHING ASSISTANTSHIP, GERMANY

It is my hope to be awarded a Fulbright PadogoEischer Austauschdienst Teaching Assistantship Grant to assist in teaching English within *Germany*, during the grant period of 2005-2006. By obtaining this grant, it would work simultaneously as a means of gaining classroom experience as an instructor of language, provide the invaluable opportunity to objectively observe and explore the learning patterns of students when acquiring a foreign language, as well as provide the opportunity to extract from the experience of living in a country whose language I desire to teach.

It is also my belief that the Fulbright Teaching Assistantship will prove an asset towards the field of study I will conduct while in graduate school. It is my goal to enroll within the Second Language Acquisition & Application program at the University of Maryland. Upon entering this program, I wish to gain a position within their Teaching Assistantship program itself, so that I may teach beginning level German within the university, thus continuing to broaden my teaching experience.

Currently I am at the advanced German level working to complete my last year at Temple University in order to fulfill a second major in the language. The courses among my schedule this semester are: German Composition & Conversation, Advanced German (German literature), an Independent Study covering a thorough look into current affairs within Germany, and lastly, Curriculum, Instruction & Technology in Education.

The reason the course I have mentioned last has proven to be particularly significant, is that it effectively merges the *linguistic* and *cultural* components I have learned within the courses taken specifically towards my major, with tactical teaching skills. These skills in turn help to develop in me a vehicle where I am able to get across the same linguistic and cultural components to the students I myself am assigned to teach. Within the Curriculum, Instruction & Technology in Education course, we the students are taught systematically every component found within a yearly curriculum, based on the subject we plan to individually teach.

The *subject* an instructor teaches during a school semester (for instance: Math) is divided up entirely into what are called Units. One Unit, for instance, can span 2 weeks covering *Decimals*; another Unit can span 3 weeks covering *Fractions*, etc... We must therefore choose one Unit to focus upon during the semester from which we create our daily Lesson Plans. Through out the course we learn how to conduct a class and ourselves as teachers, by honing skills such as: *Effectively Introducing Lesson Plans*, *Questioning & Answering Techniques*, *Behavioral Reinforcement Techniques*, and *Incorporating Technology within the Class (through video, computer research, etc)*. The lesson plans we must formulate and teach before our assigned groups, are based upon these above skills and circumstances. Each lesson we teach is then videotaped and critiqued.

During this upcoming Spring Semester, I will follow up the Curriculum, Instruction & Technology in Education course, (which focuses on a more technical approach to teaching), with a course titled: Assessment & Evaluation. Here the student is able to approach the topics of instruction and assessment of students through a more behavioral, psychological means.

While assisting in teaching English within Germany, it is my intention to further refine the instructional skills I have learned within these Education courses and merge them with my background in Language construction. I believe that by simultaneously applying these two constituents towards my assistantship position, they will work to compliment the educational circumstance of the students I am to assist, and hopefully provide an effective method in helping them in their own language study.

One of my main objectives while working overseas in addition to having the opportunity to further exercise my approach as a language instructor; is to gain complete immersion into the culture and community of Germany. Therefore, in order to compliment the time I am working within the classroom, I propose to create an illustrated children's language book focusing on a colorful, inviting introduction into the German Language. By combining my background in art production as well as my enthusiasm and academic background in German, I will work with the young adults with whom I will assist in order to formulate the book's literary story and artistic layout.

The main character of the book, who will have just arrived in Germany from America themselves, and is therefore beginning their *own* introduction into German language, will take the reader along with them on a day's journey through out the German city or town I am assigned. By collaborating with the kids whom I help to teach, they can assist as resources into the daily culture of their city or town, and general lifestyle. With this, together we can create the direction of the main character's journey. As the character discovers new aspects of German daily life through language, such as: *numbers, foods articles of clothing, shops, months & seasons, etc.*, so too does the book's reader, gradually building upon their own vocabulary; and as they continue to explore the book, their ability to construct simple sentences as well via the elementary grammar components provided..

The aim of this project is to create an educational device which promotes the learning of foreign language and culture specifically in young children. It is also a means by which young students of Language can see the work and first hand record of German culture by students of Germany themselves. Though it is my aspiration to someday teach German at university level, I feel that by starting children's participation in foreign cultural interests at an early age, it will work to create a long standing tradition of this in years to come. By utilizing art to stimulate children's imagination it will act as a springboard to exercise the technical and intellectual skills needed to absorb second language acquisition. Upon my completion of the Fulbright grant, I will have the work professionally printed and bound, providing a full write up detailing the origin of its creation, and my above mentioned educational objective behind formulating such a book. I will also ultimately seek possible publication.

Again, while assisting in Germany, as a citizen of the United States and therefore its representative, I will gladly lend a professional and enthusiastic resource of service and experience of the English language to the educational community I am assigned as well as gladly collaborate with the students at hand in order to help in the creation of my proposed book project. I am confident I will prove to be a focused, mindful individual who is respectful and appreciative of my host country's culture. I will also represent an individual from whom others in my host community can learn about American culture and world diversity.