

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ALL GRADES (MA)

Department Website (<http://steinhardt.nyu.edu/teachlearn/>)

NYSED: 24679 HEGIS: 1508.00 CIP: 13.1401

Program Description

Leading to New York State Teacher Certification

This master of arts program prepares students to teach English to speakers of other languages. Students study teaching methods, the second-language classroom, second language research, foundations in linguistics, the structure of American English, intercultural or multicultural perspectives in education, teaching students with special needs, and adolescent learners in urban contexts. Students gain valuable classroom experience through student teaching placements at the elementary and secondary grade levels in New York City schools, preparing for a wide range of career options.

Special Opportunities

Students may explore the interrelationship among language, culture, and learning from an intercultural perspective in the Dominican Republic (<https://steinhardt.nyu.edu/node/5546/>) and United Kingdom (<https://steinhardt.nyu.edu/node/42476/>), or take part in other NYU Steinhardt global study programs (<https://steinhardt.nyu.edu/programs/study-abroad/graduate-study-abroad/>).

Career Opportunities

Teachers of English to speakers of other languages are in high demand across the country. This program leads to eligibility for New York State initial teaching certification for teaching English to speakers of other languages (TESOL), grades K–12. Graduates teach in elementary and secondary schools, community colleges, community organizations, and immigrant resettlement agencies; work as curriculum developers, specialists or evaluators; and hold positions as researchers, teacher educators, trainers and program coordinators in government and nonprofit educational agencies and multinational corporations.

Admissions

Admission to graduate programs in the Steinhardt School of Culture, Education, and Human Development requires the following minimum components:

- Résumé/CV
- Statement of Purpose
- Letters of Recommendation
- Transcripts
- Proficiency in English

See NYU Steinhardt's Graduate Admissions website (<https://steinhardt.nyu.edu/admissions/how-apply/graduate-students/>) for

additional information on school-wide admission. Some programs may require additional components for admissions.

See How to Apply (<https://steinhardt.nyu.edu/degree/ma-teaching-english-speakers-other-languages-grades-k-12-initial-certification/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Content Core		
LANED-GE 2003	Linguistic Analysis	3
TESOL-GE 2205	Structure of American English	3
General Pedagogical Core		
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
SPCED-GE 2162 or BILED-GE 2103	Ed of Std With Disab in Middle Clhd/Adole Settnng Bilingual Exceptional Children	3
Electives/Pedagogical Content Knowledge		
Select six units of the following:		6
TESOL-GE 2204	Teaching Second Language Across Content Areas	
LANED-GE 2040	Teaching Second Language in a Technological Society	
LANED-GE 2060	Language Evaluation and Assessment	
WLGED-GE 2223	Teaching English as a World Language in International Settings	
TESOL-GE 2810	Research & Practice in Academic English Writing for Eng Learners	
BILED-GE 2110	Methods of Teaching Lang Arts/Literacy with a Bilingual Approach	
Specialization Pedagogical Core		
TESOL-GE 2002	Teaching Second Language Theory & Practice	3
LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools	4
LANED-GE 2005 or BILED-GE 2001	Intercultural Perspectives in Multicultural Education (study abroad option) Bilingual Multicultural Education: Theory and Practice	3
Student Teaching		
TESOL-GE 2901	Student Teaching in TESOL: Elementary/Secondary I	3
TESOL-GE 2902	Student Teaching in TESOL: Elementary/Secondary II	3
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA	0
Culminating Experience		
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
Total Credits		39

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
TESOL-GE 2002 or WLGED-GE 2069	Teaching Second Language Theory & Practice or Tchng World Languages: Theory and Practice	3
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
TCHL-GE 2999	Drug & Alcohol Education, Child Abuse Identification, School Violence Prevention/DASA	0
Select two of the following:		6
TESOL-GE 2205	Structure of American English	
LANED-GE 2003	Linguistic Analysis	
BILED-GE 2001 or LANED-GE 2005	Bilingual Multicultural Education: Theory and Practice or Intercultural Perspectives in Multicultural Education	
Credits		12
2nd Semester/Term		
LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools	4
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
Select two of the following:		6
TESOL-GE 2205	Structure of American English	
LANED-GE 2003	Linguistic Analysis	
BILED-GE 2001 or LANED-GE 2005	Bilingual Multicultural Education: Theory and Practice or Intercultural Perspectives in Multicultural Education	
Credits		12
3rd Semester/Term		
TESOL-GE 2901	Student Teaching in TESOL: Elementary/Secondary I	3
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Settnng	3
Elective		3
Credits		9
4th Semester/Term		
TESOL-GE 2902	Student Teaching in TESOL: Elementary/Secondary II	3
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
Credits		6
Total Credits		39

Learning Outcomes

1. Build relationships with students and families with the goal of fostering student learning, engagement and well-being.
2. Integrate theory/research with pedagogical and classroom practice.
3. Develop and implement discipline-based curricula, unit plans and lessons that are coherent, use culturally relevant pedagogies, and foster experiential learning.
4. Create and apply classroom strategies that are explicit, innovative, appropriate for a specific context, and use technology to support student learning.
5. Develop a practice that is equitable and inclusive and acquire the skills of a professional educator.

Policies

Program Policies

Fieldwork Placement

Be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility

or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background.

Department of Teaching and Learning

Policy on Academic Progress

Students are expected to maintain satisfactory progress each semester per Steinhardt's policy on academic progress. The minimum required GPA for satisfactory academic progress is a 3.0 (equivalent to a B) for Master's and Advanced Certificate students in the Department of Teaching and Learning. A grade minimum of B- in student teaching seminar courses is required for students in teacher certification track programs.

Students with a grade point average below this will be considered not making satisfactory progress and will be reviewed by the Steinhardt Committee on Student Progress. Please review Steinhardt's Academic Policies and Procedures (<https://steinhardt.nyu.edu/current-students/academic-policies-and-procedures/>) page for more information.

Pass/Fail Grading Option

MA and Advanced Certificate students in the Department of Teaching and Learning are not permitted to take required courses Pass/Fail. Elective courses may be taken Pass/Fail with program approval. The Pass/Fail option must be chosen by the fifth week of classes for the Fall and Spring semesters and the fifth day of Summer session classes.

NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

Steinhardt Academic Policies

Additional academic policies can be found the Steinhardt academic policies page (<https://bulletins.nyu.edu/graduate/culture-education-human-development/academic-policies/>).