

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

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

NYSED: 08290 HEGIS: 1508.00 CIP: 13.1401

Program Description

Not Leading to New York State Teacher Certification

Students wishing to teach at the college level or abroad may earn an MA degree in Teaching English to Speakers of Other Languages (TESOL) (<https://steinhardt.nyu.edu/degree/ma-teaching-english-speakers-other-languages-non-certification/>) without achieving New York State teacher certification. The curriculum includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences. Students develop and implement innovative classroom strategies and curricula and develop an appreciation for cultural diversity in global educational settings.

Career Opportunities

This non-certification program prepares you for a variety of career roles, including teacher of English to speakers of other languages in adult learning centers, community colleges, universities, community organizations, and immigrant resettlement agencies in the US; teacher of English to speakers of other languages at various levels abroad; curriculum developer, specialist, or evaluator; researcher, teacher educator, trainer, or program coordinator in governmental 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-non-certification/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Foundation		
TESOL-GE 2002	Teaching Second Language Theory & Practice	3
LANED-GE 2003	Linguistic Analysis	3
TESOL-GE 2205	Structure of American English	3

Language, Culture, and Education

Select 3-9 credits of the following:

BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3-9
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	
BILED-GE 2110	Methods of Teaching Lang Arts/Literacy with a Bilingual Approach	

Classroom Practice

LANED-GE 2202	The Second Language Classroom: Colleges and Adults	4
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Specialization Elective

WLGED-GE 2223	Teaching English as a World Language in International Settings	3-9
LANED-GE 2040	Teaching Second Language in a Technological Society	
LANED-GE 2060	Language Evaluation and Assessment	
TESOL-GE 2204	Teaching Second Language Across Content Areas	
TESOL-GE 2810	Research & Practice in Academic English Writing for Eng Learners	
LANED-GE 2035	Seminar and Practicum in Adult Second/World Language Education	

Field Experience

BILED-GE 2250	Observation and Seminar in Second Language Teaching	3
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Culminating Experience

LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
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Total Credits	31
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Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
TESOL-GE 2002	Teaching Second Language Theory & Practice	3
TESOL-GE 2205	Structure of American English	3
LANED-GE 2003	Linguistic Analysis	3
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
	Credits	12
2nd Semester/Term		
LANED-GE 2202	The Second Language Classroom: Colleges and Adults	4
BILED-GE 2250	Observation and Seminar in Second Language Teaching	3
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	3
	Credits	3
3rd Semester/Term		
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
LANED-GE 2035	Seminar and Practicum in Adult Second/World Language Education	3
	Credits	6
	Total Credits	31

Learning Outcomes

1. Demonstrate an expansive and dynamic view of language as a meaning-making system that varies and changes based on sociocultural and psycholinguistic factors.
2. Critically engage with the contextual nature of language teaching and learning in diverse settings within and beyond schools.
3. Creatively integrate current theories about language and language teaching and learning with best practices and methods.

Policies

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/>).