

TEACHING WORLD LANGUAGES 7-12/TESOL (ALL GRADES) (MA)

Department Website (<https://steinhardt.nyu.edu/departments/teaching-and-learning/>)

NYSED: 24726 **HEGIS:** 1508.00 **CIP:** 13.1401

Program Description

This master's program prepares aspiring teachers to teach a world language (Chinese, French, Italian, Japanese, or Spanish) in grades 7-12, with an optional extension for grades K-6, and to teach English to speakers of other languages for grades K-12.

The dual-certification curriculum combines content courses and core pedagogy classes with fieldwork and supervised student teaching. Coursework focuses on innovative second and world language teaching approaches that can be adjusted to suit the needs of learners from diverse linguistic, educational, and ethnic backgrounds; second and world language pedagogy; second language acquisition research; applied linguistics in the target world language; English grammar; and intercultural or multicultural studies. Students complete two semesters of student teaching at New York City schools – at the elementary level in Teaching English to Speakers of Other Languages (TESOL), and the secondary level for the target world language – while simultaneously taking a student teaching seminar.

Study Abroad Opportunities

Students may study 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

This program leads to eligibility for New York State initial teaching certification in both the target world language for grades 7-12, with an optional extension for grades K-6, and TESOL, all grades. Graduates are prepared for a number of career choices, including world and/or second language teacher in elementary and secondary schools, community colleges, universities, community organizations, and immigrant resettlement agencies; curriculum developer, specialist, or evaluator; and researcher, teacher educator, trainer, or program coordinator in governmental and non-profit educational agencies and multinational corporations.

Accreditation (AAQEP)

The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today's demanding educational environment, is granted accreditation by the Association for Advancing Quality Educator Programs (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named professional education program has provided evidence that the program adheres to AAQEP's quality principles.

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-foreign-language-education-teaching-english-speakers-of-other-languages/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

| Course | Title | Credits |
|--|--|---------|
| Major Requirements | | |
| <i>Content Core</i> | | |
| LANED-GE 2003 | Linguistic Analysis | 3 |
| TESOL-GE 2205 | Structure of American English | 3 |
| <i>General Pedagogical Core</i> | | |
| 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 | Ed of Std With Disab in Middle Clhd/Adole Setng | 3 |
| or BILED-GE 2103 | Bilingual Exceptional Children | |
| <i>Electives/Pedagogical Content Knowledge Core, by advisement</i> | | |
| Select three of the following: | | 9 |
| TESOL-GE 2204 | Teaching Second Language Across Content Areas | |
| LANED-GE 2060 | Language Evaluation and Assessment | |
| LANED-GE 2040 | Teaching Second Language in a Technological Society | |
| 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 | |
| WLGED-GE 2223 | Teaching English as a World Language in International Settings | |
| WLGED-GE 2124 | Advanced Chinese for Teachers of Chinese I | |
| WLGED-GE 2417 | Applied Linguistics in Chinese | |
| <i>Specialization Pedagogical Core</i> | | |
| WLGED-GE 2069 | Tchnng World Languages: Theory and Practice | 3 |
| or TESOL-GE 2002 | Teaching Second Language Theory & Practice | |

| | | |
|-------------------------------|--|-----------|
| LANED-GE 2201 | The Second Language Classroom: Elementary and Secondary Schools | 4 |
| BILED-GE 2001 | Bilingual Multicultural Education: Theory and Practice | 3 |
| or LANED-GE 2005 | Intercultural Perspectives in Multicultural Education | |
| <i>Student Teaching</i> | | |
| TESOL-GE 2901 | Student Teaching in TESOL: Elementary/Secondary I | 3 |
| WLGED-GE 2922 | Student Teaching World Language Education: Middle/High School II | 3 |
| TCHL-GE 2999 | Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA: | 0 |
| <i>Culminating Experience</i> | | |
| LANED-GE 2206 | Second Language Acquisition: Research and Capstone Project | 3 |
| Total Credits | | 42 |

Extension Requirements

In addition to the requirements listed above, students may take the course below for the teacher certification in foreign language. Students complete the program with 45 credits.

| Course | Title | Credits |
|--|--|----------|
| Extension to Grades 1-6 Teacher Certification in Foreign Language | | |
| WLGED-GE 2018 | Teaching World Languages to Elementary School Children | 3 |
| Total Credits | | 3 |

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 Ed/Child Abuse ID/School Violence/DASA: | 0 |
| Elective | | 3 |
| Elective | | 3 |
| 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 |
| Elective | | 3 |
| Elective | | 3 |
| Credits | | 12 |
| 3rd Semester/Term | | |
| TESOL-GE 2901 or WLGED-GE 2911 | Student Teaching in TESOL: Elementary/Secondary I or Student Teaching World Language Education: Middle/High School I | 3 |
| SPCED-GE 2162 | Ed of Std With Disab in Middle Clhd/Adole Setng | 3 |
| Elective | | 3 |
| Credits | | 9 |
| 4th Semester/Term | | |
| TESOL-GE 2902 or WLGED-GE 2922 | Student Teaching in TESOL: Elementary/Secondary II or Student Teaching World Language Education: Middle/High School II | 3 |

| | | |
|----------------------|--|-----------|
| LANED-GE 2206 | Second Language Acquisition: Research and Capstone Project | 3 |
| Elective | | 3 |
| Credits | | 9 |
| Total Credits | | 42 |

Learning Outcomes

Upon successful completion of the program, graduates will be able to:

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.

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/>).