

WORLD LANGUAGE EDUCATION (MA)

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

NYSED: 08107 HEGIS: 1101.00 CIP: 16.0101

Program Description

Not Leading to New York State Teacher Certification

The 31-credit MA program in World Language Education prepares graduates with the skills and strategies they need to teach Chinese, French, Italian, Japanese, or Spanish to college-aged and adult learners. Students explore pedagogical theories and methods, study applied linguistics, and complete a practicum internship teaching a world language to adult learners. This program does not lead to teacher certification.

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-world-language-education-college-and-adults-non-certification/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Major Requirements		
<i>Foundation</i>		
LANED-GE 2003	Linguistic Analysis	3
WLGED-GE 2069	Tchng World Languages: Theory and Practice	3
LANED-GE 2005	Intercultural Perspectives in Multicultural Education (study away option)	3
or BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	
<i>Language Specialization</i>		
Select 3 credits from the following:		3
WLGED-GE 2417	Applied Linguistics in Chinese	
or WLGED-GE 2124	Advanced Chinese for Teachers of Chinese I	
French, Spanish, Italian, and Japanese students substitute an elective.		
<i>Classroom Practice</i>		

LANED-GE 2202	The Second Language Classroom: Colleges and Adults	4
<i>Field Experiences</i>		
BILED-GE 2250	Observation and Seminar in Second Language Teaching	3
<i>Culminating Experience</i>		
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
<i>Electives/Other Specialization</i>		
Select 9 credits from the following:		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	
BILED-GE 2110	Methods of Teaching Lang Arts/Literacy with a Bilingual Approach	
TESOL-GE 2810	Research & Practice in Academic English Writing for Eng Learners	
WLGED-GE 2223	Teaching English as a World Language in International Settings	
LANED-GE 2035	Seminar and Practicum in Adult Second/World Language Education	
Total Credits		31

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
WLGED-GE 2069	Tchng World Languages: Theory and Practice	3-4
WLGED-GE 2417 or WLGED-GE 2124	Applied Linguistics in Chinese (or Elective course) or Advanced Chinese for Teachers of Chinese I	1-3
LANED-GE 2003	Linguistic Analysis	3
BILED-GE 2001 or LANED-GE 2005	Bilingual Multicultural Education: Theory and Practice or Intercultural Perspectives in Multicultural Education	3
Credits		12
2nd Semester/Term		
BILED-GE 2250	Observation and Seminar in Second Language Teaching	3
BILED-GE 2001 or LANED-GE 2005	Bilingual Multicultural Education: Theory and Practice or Intercultural Perspectives in Multicultural Education	3
LANED-GE 2202	The Second Language Classroom: Colleges and Adults	4
LANED-GE 2003	Linguistic Analysis (or Elective course)	3
Credits		13
3rd Semester/Term		
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
<i>Elective</i>		
Study Abroad options for 3-6 credits in the Dominican Republic, UK, etc.		3-6
Credits		6
Total Credits		31

Learning Outcomes

Upon successful completion of the program, graduates will:

1. Identify and apply teaching methods that provoke critical thought and inquiry-based learning.

2. Demonstrate an understanding of urban educational environments and identify the social, cultural, and economic factors that influence learning.
3. Develop and implement innovative classroom strategies and curricula.

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/>).