

# 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
<b>Major Requirements</b>		
<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	
<b>Total Credits</b>		<b>31</b>

## Sample Plan of Study

Course	Title	Credits
<b>1st Semester/Term</b>		
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
<b>Credits</b>		<b>12</b>
<b>2nd Semester/Term</b>		
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
<b>Credits</b>		<b>13</b>
<b>3rd Semester/Term</b>		
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
<i>Elective</i>		3
Study Abroad options for 3-6 credits in the Dominican Republic, UK, etc.		3-6
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>31</b>

## 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/>).