

master of arts in teaching english as a second language

Master of Arts in Teaching English as a Second Language: Unlocking Global Opportunities

Master of arts in teaching english as a second language is a specialized graduate degree designed for educators and language enthusiasts who want to deepen their expertise in teaching English to non-native speakers. This degree not only equips professionals with advanced pedagogical skills but also opens doors to a variety of career paths worldwide. Whether you're a classroom teacher, a curriculum developer, or someone aspiring to work abroad, pursuing a Master of Arts in Teaching English as a Second Language (TESL) offers a rich blend of theory, practical application, and cultural insights.

What Makes a Master of Arts in Teaching English as a Second Language Unique?

Unlike general education degrees, a Master of Arts in TESL focuses specifically on the nuances of second language acquisition, linguistics, and instructional strategies tailored for learners from diverse linguistic and cultural backgrounds. This program bridges the gap between language theory and classroom practice, providing students with a comprehensive understanding of how people learn English as an additional language.

Core Components of the Program

Typically, the curriculum covers key areas such as:

- **Second Language Acquisition (SLA) Theories:** Understanding how learners acquire English and the cognitive processes involved.
- **Applied Linguistics:** The study of language structure and function, essential for developing effective teaching materials.
- **Language Assessment and Evaluation:** Designing and implementing tests to measure learner progress accurately.
- **Curriculum Design:** Crafting lesson plans and educational programs that meet diverse learner needs.
- **Teaching Methodologies:** Exploring various instructional techniques such as communicative language teaching and task-based learning.
- **Practicum or Teaching Internship:** Gaining real-world classroom experience under supervision.

These components ensure that graduates are well-prepared to handle the challenges of teaching English in multicultural environments.

Who Should Consider Pursuing a Master of Arts in TESL?

If you have a passion for languages and a desire to help others communicate effectively in English, this degree could be an excellent fit. It's particularly beneficial for:

- **Current ESL Teachers:** Seeking to upgrade their credentials and improve instructional skills.
- **International Educators:** Looking to teach English abroad or in international schools.
- **Language Tutors and Coaches:** Wanting formal training to enhance their methodology.
- **Professionals Transitioning into ESL Education:** Those moving from other careers who want to enter the field with a strong foundation.
- **Curriculum Developers and Educational Administrators:** Involved in designing ESL programs and policies.

Additionally, many programs welcome applicants from diverse academic backgrounds, including linguistics, education, psychology, and foreign languages.

Benefits of Earning a Master of Arts in Teaching English as a Second Language

Pursuing this degree offers several tangible and intangible benefits:

1. Enhanced Teaching Expertise

With a deep dive into language acquisition theories and practical teaching approaches, graduates develop sophisticated skills that translate into more effective classroom instruction. This expertise helps in addressing the unique challenges ESL learners face, such as cultural differences and varied proficiency levels.

2. Expanded Career Opportunities

A master's degree in TESL can open doors to diverse opportunities, from teaching in public schools and universities to working in language institutes or corporate training centers. Many graduates also find roles in curriculum development, educational consulting, and language program administration.

3. Competitive Salary and Advancement

Holding a Master of Arts in TESL often leads to higher pay and faster career progression compared to those with only a bachelor's degree. Some school districts and institutions require a master's qualification for leadership or specialized teaching roles.

4. Cultural Competence and Global Mobility

Studying TESL often involves engaging with multicultural perspectives, enhancing your cultural sensitivity and adaptability—traits highly valued in global teaching environments. This cultural competence also prepares you to work in various countries or with diverse populations within your own community.

5. Personal Growth and Lifelong Learning

The degree encourages critical thinking, research skills, and a reflective teaching practice that fosters continuous professional development. Many graduates find the program intellectually stimulating and personally rewarding.

Choosing the Right Master of Arts in Teaching English as a Second Language Program

Selecting the perfect program requires careful consideration of several factors to ensure it aligns with your career goals and personal circumstances.

Accreditation and Reputation

Look for programs accredited by recognized educational bodies and with a strong reputation in the TESL community. Accreditation guarantees a standard of quality education and is often necessary for certification and employment.

Program Delivery: Online vs. On-Campus

Many universities now offer online or hybrid TESL master's degrees, providing flexibility for working professionals or those unable to relocate. On-campus programs may offer more face-to-face interaction and practicum opportunities. Consider your learning style and schedule when choosing the format.

Specializations and Electives

Some programs offer specialized tracks such as Teaching English to Young Learners, Technology in Language Teaching, or TESL for Refugees and Immigrants. Choosing a program with electives that match your interests can enhance your expertise and marketability.

Practicum and Field Experience

Hands-on teaching experience is critical. Investigate how the program incorporates supervised practicum or internships, as real-world practice is invaluable for skill development and confidence.

Cost and Financial Aid

Evaluate tuition fees, available scholarships, assistantships, and financial aid options. Investing in a master's degree is significant, so understanding the financial commitment and potential return on investment is essential.

Career Paths After Completing a Master of Arts in TESL

Holding a Master of Arts in Teaching English as a Second Language can lead to a variety of rewarding roles, depending on your interests and specialization.

ESL Teacher or Instructor

Teaching English at public schools, private language centers, community colleges, or universities remains the most common career path. With advanced training, educators can work with learners of all ages, from young children to adult professionals.

Curriculum Developer or Instructional Coordinator

These professionals design and evaluate ESL curricula, ensuring that educational programs meet

learners' needs and language standards. This role often involves collaboration with teachers and administrators.

Language Assessment Specialist

Designing language proficiency tests and conducting assessments to accurately measure student progress is a niche but critical area of TESL.

International ESL Consultant

Consultants advise educational institutions, governments, or NGOs on language education policies, program development, and teacher training, often working in international contexts.

Academic Researcher or Professor

With additional qualifications, some graduates pursue doctoral studies and careers in academia, contributing to research in applied linguistics and second language pedagogy.

Tips for Success in a Master's Program for Teaching English as a Second Language

Embarking on a graduate degree is exciting but can be challenging. Here are some tips to help you succeed:

- **Engage Actively:** Participate in discussions, workshops, and conferences to deepen your understanding.
- **Practice Reflective Teaching:** Regularly assess your teaching methods and be open to feedback.
- **Build a Professional Network:** Connect with peers, professors, and ESL professionals for support and career opportunities.
- **Stay Updated:** Keep abreast of new research, technology, and best practices in language teaching.
- **Gain Diverse Experience:** Seek opportunities to teach different age groups, proficiency levels, or cultural backgrounds.

These strategies can enhance your learning experience and prepare you for a fulfilling career in

TESL.

The Future of Teaching English as a Second Language

As globalization continues to knit the world closer together, the demand for skilled ESL teachers is growing. Digital technology, including online learning platforms and language apps, is transforming how English is taught and learned. A Master of Arts in Teaching English as a Second Language equips educators not only to adapt to these changes but to lead innovations in language education. Whether it's through virtual classrooms, AI-assisted teaching tools, or culturally responsive pedagogy, TESL professionals are at the forefront of shaping how English connects people worldwide.

For anyone passionate about language, culture, and education, earning a Master of Arts in Teaching English as a Second Language offers a meaningful way to make a global impact—one learner at a time.

Frequently Asked Questions

What is a Master of Arts in Teaching English as a Second Language (TESL)?

A Master of Arts in Teaching English as a Second Language (TESL) is a graduate degree focused on advanced training in teaching English to non-native speakers, covering language acquisition theories, teaching methodologies, and curriculum development.

What career opportunities are available after earning a Master of Arts in TESL?

Graduates can work as ESL teachers in K-12 schools, colleges, language institutes, adult education programs, curriculum developers, educational consultants, and in international teaching positions.

How long does it typically take to complete a Master of Arts in TESL program?

Most Master of Arts in TESL programs take about 1 to 2 years of full-time study to complete, depending on the institution and whether the student studies part-time or full-time.

Are there online options available for a Master of Arts in TESL?

Yes, many universities offer fully online or hybrid Master of Arts in TESL programs, allowing students to complete coursework remotely with flexible scheduling.

What are the admission requirements for a Master of Arts in TESL program?

Admission requirements usually include a bachelor's degree, a minimum GPA, letters of recommendation, a statement of purpose, and sometimes English proficiency test scores for non-native speakers.

What skills will I gain from a Master of Arts in TESL program?

Students gain skills in second language acquisition theories, lesson planning, classroom management, assessment design, cultural competence, and use of technology in language teaching.

Is teaching certification included in a Master of Arts in TESL program?

Some TESL programs include or prepare students for teaching certification or licensure, but this varies by institution and region; prospective students should verify certification pathways with schools.

Can a Master of Arts in TESL help me teach English abroad?

Yes, the degree is highly valued internationally and can enhance qualifications for teaching English in various countries, often opening doors to better job opportunities and higher salaries.

What is the difference between TESL, TEFL, and TESOL degrees?

TESL focuses on teaching English to learners in English-speaking countries, TEFL is for teaching English abroad, and TESOL covers both TESL and TEFL; degree programs may vary in emphasis accordingly.

How much does a Master of Arts in TESL program typically cost?

The cost varies widely depending on the institution and location but generally ranges from \$10,000 to \$40,000 or more for the entire program; financial aid and scholarships may be available.

Additional Resources

Master of Arts in Teaching English as a Second Language: An In-Depth Professional Review

master of arts in teaching english as a second language (MA TESL) programs have gained significant prominence over the past decade, reflecting the growing global demand for qualified educators specializing in English language instruction. As English continues to solidify its role as the lingua franca in international business, academia, and diplomacy, the need for proficient teachers equipped with advanced pedagogical skills becomes increasingly critical. This article explores the

core components, academic rigor, career outcomes, and evolving trends within MA TESL programs, offering a professional lens on what prospective students and education stakeholders should consider.

Understanding the Master of Arts in Teaching English as a Second Language

The master of arts in teaching english as a second language is a graduate-level degree designed to prepare educators to teach English to non-native speakers effectively. Unlike general education degrees, this specialized program emphasizes both linguistic theory and practical application, integrating insights from applied linguistics, second language acquisition, and cultural studies. Students engage in coursework that balances theoretical frameworks with hands-on teaching methodologies, often culminating in practicum experiences or research projects.

One distinctive feature of MA TESL programs is their interdisciplinary nature. Candidates typically study language structure, phonetics, syntax, and semantics alongside instructional design, assessment strategies, and technology integration. This dual focus ensures graduates possess a comprehensive understanding of how language functions and how best to facilitate learning among diverse populations.

Curriculum Highlights and Academic Expectations

MA TESL curricula vary by institution but generally encompass the following core areas:

- **Second Language Acquisition (SLA) Theories:** Students analyze how individuals acquire a second language, examining cognitive, social, and psychological factors.
- **Linguistics and Language Analysis:** Deep dives into syntax, morphology, phonology, and semantics provide educators with necessary tools for language analysis.
- **Teaching Methodologies:** Courses explore communicative language teaching, task-based learning, and content-based instruction.
- **Assessment and Evaluation:** Training on designing and implementing formative and summative assessments tailored to ESL learners.
- **Technology in Language Teaching:** Incorporation of digital tools, multimedia resources, and online platforms to enhance learning.
- **Practicum or Thesis Research:** Opportunities for supervised teaching practice or conducting original research on TESL-related topics.

Academic rigor in MA TESL programs is notably high, as students are expected to synthesize

complex theories and translate them into effective classroom strategies. The balance between research and practice distinguishes this degree from shorter certification programs or undergraduate TESL tracks.

Career Prospects and Professional Impact

Graduates with a master of arts in teaching english as a second language possess qualifications that open doors to diverse career paths in education and beyond. The degree is often a prerequisite for advanced teaching roles in universities, language institutes, and international schools. According to data from the U.S. Bureau of Labor Statistics and international education organizations, ESL teaching demand is projected to grow steadily, particularly in regions experiencing high immigration rates or strong economic ties to English-speaking countries.

Employment Sectors and Roles

Individuals with MA TESL degrees find employment in a variety of settings, including:

- **K-12 Public and Private Schools:** Teaching English learners (ELLs) in multicultural classrooms.
- **Higher Education Institutions:** Instructing international students in academic English or specialized language courses.
- **Language Schools and Institutes:** Delivering intensive English programs or test preparation courses (e.g., TOEFL, IELTS).
- **Corporate Training:** Designing and facilitating English communication workshops for multinational companies.
- **Curriculum Development and Educational Consulting:** Creating language teaching materials or advising educational bodies.

In addition to direct teaching roles, MA TESL holders often contribute to research in language pedagogy, policy-making in multilingual education, and technology-enhanced learning innovations.

Comparing MA TESL with Related Degrees

A common point of confusion arises when differentiating between MA TESL, MA TEFL (Teaching English as a Foreign Language), and MA Applied Linguistics degrees. While all share overlapping themes, their emphases and typical career trajectories vary.

- **MA TESL vs. MA TEFL:** TESL programs generally focus on teaching English in countries where English is a dominant or official language to non-native speakers (e.g., teaching immigrants in the U.S.). TEFL programs often target teaching English abroad in countries where English is not the primary language (e.g., teaching in China or Brazil). Nonetheless, many programs use the terms interchangeably.
- **MA TESL vs. MA Applied Linguistics:** Applied Linguistics offers a broader scope, encompassing language policy, translation, and linguistic research, not solely focused on teaching. TESL degrees are more practice-oriented, targeting classroom instruction and pedagogy.

Choosing between these programs depends on career objectives, geographic preferences, and interest in research versus applied teaching.

Online vs. On-Campus MA TESL Programs

With the rise of digital education, many universities now offer fully online or hybrid MA TESL programs. Online programs provide flexibility for working professionals and international students, often incorporating virtual practicums and synchronous classes via video conferencing. However, on-campus programs may offer richer face-to-face interactions, more intensive practicum opportunities, and access to campus resources.

Prospective students should weigh factors such as accreditation status, program reputation, cost, and the availability of teaching practicum placements when selecting between online and traditional formats.

Challenges and Considerations for Prospective Students

While the master of arts in teaching english as a second language offers substantial benefits, several challenges exist:

- **Cultural Competency:** Effective ESL teaching requires deep cultural sensitivity and adaptability to diverse learner backgrounds, which can be demanding.
- **Academic Demands:** Balancing theoretical coursework with practical application demands time management and critical thinking skills.
- **Job Market Variability:** Employment opportunities and salary scales vary widely by region and institution type, necessitating strategic career planning.
- **Certification Requirements:** Some jurisdictions require additional teaching certifications or licenses beyond the MA TESL degree.

Understanding these factors early can help students align their educational choices with realistic career expectations.

Emerging Trends in TESL Education

The field of TESL is evolving, influenced by global migration patterns, technological advances, and pedagogical research. Notable trends include:

- **Integration of Artificial Intelligence:** AI-powered language learning tools and adaptive testing are increasingly incorporated into teaching methods.
- **Focus on Multiliteracies:** Expanding beyond traditional language skills to include digital literacy, intercultural communication, and critical thinking.
- **Emphasis on Inclusive Education:** Addressing diverse learner needs, including those with disabilities or differing linguistic backgrounds.
- **Global Collaborative Learning:** Cross-border virtual classrooms and exchange programs foster international perspectives.

These innovations suggest that MA TESL programs will continue to adapt, enhancing their relevance in a dynamic educational landscape.

The master of arts in teaching english as a second language remains a robust pathway for educators aiming to make a meaningful impact in global language education. The degree's blend of theory, research, and practice equips graduates to navigate the complexities of language instruction and learner diversity with professionalism and insight. As English language teaching evolves, so too do the qualifications and competencies required, underscoring the enduring value of advanced TESL education.

Master Of Arts In Teaching English As A Second Language

master of arts in teaching english as a second language: Becoming and Being an Applied Linguist Rod Ellis, 2016-10-03 Becoming and Being an Applied Linguist contains narrative accounts of the lives of thirteen well-established applied linguists. Their professional autobiographies document the development of some of the key areas of applied linguistics – second, language acquisition, motivation, grammar, vocabulary, testing, second language writing, second language classroom research, practitioner research, English as a lingua franca, teacher cognition, and computer-assisted language learning. The book tells how these applied linguists grew into their areas of specialization. It will be of interest to any would-be applied linguist. The book also provides a readable overview of the whole field that will be of value to students of applied linguistics.

master of arts in teaching english as a second language: *Living, Studying, and Working in*

Italy Travis Neighbor Ward, Monica Lerner, 2025-06-25 All the information you could possibly need for your time in Italy, whether a week or a decade, in a completely updated and revised edition So, you want to move to Italy for six months but you don't speak the language well. How do you look for a job? Your heart is set on buying a farmhouse in Tuscany. What are the legal pitfalls to avoid? You'd like to study in Rome, but your college doesn't have a program. Which schools should you apply to? With all-new information on the Internet and on the effect of the conversion to the euro, this essential companion guide to Italy features - hundreds of addresses and Internet sites, from real estate agencies to job banks - details on visas, banking, taxes, and residency permits - freelance, seasonal, part-time, and full-time employment options - more than two hundred language schools, American colleges, and Italian universities Written by Travis Neighbor Ward and Monica Lerner, two seasoned expatriates, *Living, Studying, and Working in Italy* is packed with candid insider's tips and practical, up-to-date information for travelers of any age.

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modeling with fuzzy uncertainty, optimization model for stochastic cooperative games, social media advertisement and marketing, social identification, brand image and customer satisfaction, social media and disaster management, corporate e-learning system, learning analytics, socially innovating international education, integration of applied linguistics and business communication in education, cognitive skills in multimedia, creative pedagogies in fashion design education, on-line summative assessment and academic performance, cloud concept and multimedia-based learning in higher education, hybrid alliances and security risks, industry and corporate security significance, legal regulation and governance. The papers in this book present high-quality original research work, findings and practical development experiences, and solutions for a sustainable future.

master of arts in teaching english as a second language: Teachers of Multiple Languages Eric K. Ku, 2023-09-04 This book argues that teachers of multiple languages (TMLs) form a distinct group of language teachers and that the study of this largely overlooked demographic group can reveal new insights into how we perceive and research language teachers. The book highlights the narratives of three TMLs from diverse global contexts, examining their journeys in navigating their careers as well as traversing multiple worlds and developing additional ways of being through new identities, beliefs and emotions. The author offers new, globally-relevant insights for language teaching research at individual, pedagogical and institutional level and demonstrates that teaching multiple languages is an emerging transnational phenomenon that cuts across age, languages, countries, institutions and career stages. By furthering our understanding of why and how some multilingual language teachers have expanded and changed their careers through teaching additional languages, the book offers a new perspective on how language teaching careers are changing in an increasingly globalized, multilingual world.

master of arts in teaching english as a second language: Drama Education and Second Language Learning Joe Winston, Madonna Stinson, 2016-04-08 In recent years the contribution of drama to second language learning has grown internationally as a field of interest to both teachers and researchers. The potential for drama to provide strong social contexts for learning, to provide opportunities for the learner to embody the target language and to motivate students' desire to communicate have been increasingly recognized as fruitful areas of inquiry. This book provides a brief historical perspective on the development of this interest before presenting a range of examples drawn from recent research projects led by those who are themselves experienced as drama and second language teachers. Drawing on a variety of theoretical perspectives and deploying a range of methodological processes, the chapters present evidence as to how and why drama can impact on student learning in a range of classrooms, from the primary school through to undergraduate level. Focusing on issues such as questioning in role, the professional development of second language teachers interested in using drama, and the role of artistry when applying drama as pedagogy for second language learning, they provide an up to date picture of contemporary practices and an acute analysis of both the possibilities and the challenges facing researchers in the field. This book was originally published as a special issue of *Research in Drama Education: The Journal of Applied Theatre and Performance*.

master of arts in teaching english as a second language: Second Language Teacher Professional Development Karim Sadeghi, Michael Thomas, 2023-03-23 This edited book brings together documented evidence and theoretical propositions on the essential mediating role of digital technology in L2 teacher education and professional development. Topics range from technological affordances in teacher education, to challenges and responses to emergency transition from face to face to virtual professional development, to successful practices of online teacher training courses. Bringing together examples from various countries and contexts of how L2 teacher trainers and trainee teachers view these forced changes and react to them, the volume fills a gap in the use of digital technology in contexts where teacher educators and trainee teachers are not technology-literate and not prepared for technology-oriented education. In addition to a Foreword by Mark Warschauer and Introduction and Conclusion chapters by Editors, the volume features 13 full-length chapters by some of the well-known experts from countries such as Australia, Finland,

Mexico, the UK, the USA, Spain, Singapore, Turkey and Sweden.

master of arts in teaching english as a second language: Effective Educational Programs, Practices, and Policies for English Learners Liliana Minaya-Rowe, 2014-10-01 The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners (ELs). At the center of educational turns is the role of school professionals in this Common Core Standards era. Teacher education programs and professional development, or pre-service and in-service programs for teachers of ELs, are currently being reframed to reflect the new demands placed on all teachers in light of the new standards. The expectation is that ELs can learn, and their teachers possess the expertise to teach, both discipline content and academic English at the same time. The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively. This practical handbook brings together research, policy and practice on teacher effectiveness, pre-service and in-service programs in the context of student linguistic and cultural diversity. Key features include: • Clearly articulated teacher training and professional development programs; • Coverage of Common Core curriculum and a variety of instructional programs and practices with research-based tools to implement them; and, • Policies to equitably and effectively prepare ELs academically and linguistically.

master of arts in teaching english as a second language: Educational Practices in China, Korea, and the United States Chuang Wang, Lan Kolano, Do-Hong Kim, 2020-03-01 This book is written by a diverse cohort of both of American educators, including professors, teachers, school counselors, and school administrators from pre-K to college levels. Most of the contributors come from disciplinary areas of English as a second language and school administration. With the pressure of Common Core State Standards Initiative, American educators are now shifting their focus to standards-based instruction. Meanwhile, Chinese educators are moving away from national standards and developing state level curriculum and instruction to meet specific needs of the students in local provinces. There is also a debate about whether or not to use the National College Entrance Examination as the only test for college admission. Some provinces (e.g., Zhejiang and Hubei) are administering their own college entrance examinations. The book outlines the sociocultural roots of education in the three countries, linking the tradition and philosophical orientations to each country's own history of education. Furthermore, the book compares and contrasts the curriculum, especially the teaching of English as a second/foreign language, in three countries. This book examines the stress of students, physical education, various pedagogical styles in foreign language education as well as instructional texts and cross-cultural dialogue between teachers. Additionally, the book explores factors that influence parent's involvement and women's educational and career aspirations. Lastly, the book presents modern technologies such as smart learning technologies and online learning platforms not only to facilitate future educational systems but also to promote international exchanges. The chapters of the book are thematically diverse, but they help to provide inspirations for educators both in American and Asian countries. The findings offer alternative practical lenses for educational community to seek for some middle ground between Chinese, South Korea and American education. The intended audience for this book is graduate students, teachers, administrators, and professionals in education.

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economics, and sociology, anthropology, archaeology, and more. Informative data profiles include facts and figures on accreditation, degree requirements, application deadlines and contact information, financial support, faculty, and student body profiles. Two-page in-depth descriptions, written by featured institutions, offer complete details on specific graduate programs, schools, or departments as well as information on faculty research. Comprehensive directories list programs in this volume, as well as others in the graduate series.

master of arts in teaching english as a second language: *Emerging Practices for Online Language Assessment, Exams, Evaluation, and Feedback* Gokturk-Saglam, Asli Lidice, Sevgi-Sole, Ece, 2023-06-29 The advancement of digital tools has enabled the development of online language assessments, exams, evaluations, and feedback. Nonetheless, the language assessment literacy required of a teacher today is of a completely different kind, one that is adapted to the digital environment and altered for the pedagogical approaches of our new norm. There is a scarcity of literature addressing the challenges of in-person to online assessments, exams, evaluations, and feedback, particularly in the time of the COVID-19 education crisis. *Emerging Practices for Online Language Assessment, Exams, Evaluation, and Feedback* investigates the main challenges of online language assessment when migrating from an in-class to an online environment due to academic integrity, adaptation to the new testing environment, technical problems, and anxiety. Covering key topics such as parental involvement, self-assessment, and language learners, this premier reference source is ideal for administrators, policymakers, industry professionals, researchers, academicians, scholars, practitioners, instructors, and students.

master of arts in teaching english as a second language: *Multiculturalism and Technology-Enhanced Language Learning* Tafazoli, Dara, Romero, Margarida, 2016-11-30 The implementation of technological tools in classroom settings provides significant enhancements to the learning process. When utilized properly, students can achieve better knowledge and understanding. *Multiculturalism and Technology-Enhanced Language Learning* is a critical source of research for the latest perspectives on the intersection of cross-cultural studies and technology in foreign language learning classrooms. Highlighting pertinent topics across a range of relevant coverage, such as mobile learning, game-based learning, and distance education, this book is ideally designed for educators, researchers, academics, linguists, and upper-level students interested in the latest innovations for language education.

master of arts in teaching english as a second language: *Longitudinal Studies of Second Language Learning* Steven J. Ross, Megan C. Masters, 2022-11-30 *Longitudinal Studies of Second Language Learning: Quantitative Methods and Outcomes* provides a how-to guide to choosing, using, and understanding quantitative longitudinal research and sampling methods in second and foreign language learning. This volume will provide readers with exemplary longitudinal studies of language learning outcomes, as well as an overview of widely used methods of data analysis. Readers will understand how long-term data collection processes are organized and archived, and how the data are managed over time prior to analysis. Each of the chapters provide applied researchers with examples of how language learning outcomes gathered over time can be organized into data sets useful for insightful descriptive and inferential analyses of learning outcomes. As the only edited volume that focuses on longitudinal data analysis specifically for a second language acquisition (SLA)/applied linguistics readership, this will be an invaluable resource for advanced students and researchers of SLA, applied linguistics, assessment, and education.

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Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, requirements, expenses, financial support, faculty research, and unit head and application contact information. There are helpful links to in-depth descriptions about a specific graduate program or department, faculty members and their research, and more. There are also valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

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