

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Proposal for a M.Ed. in Teaching
English as a Second or Foreign Language
(SCUP 05-022)

DATE: March 16, 2005

At its March 9, 2005 meeting SCUP reviewed and approved the proposal from the Senate Graduate Studies Committee for the establishment of a M.Ed. in Teaching English as a Second or Foreign Language, which is now forwarded to Senate for approval.

Motion

That Senate approve and recommend to the Board of Governors the proposal for a M.Ed. in Teaching English as a Second or Foreign Language

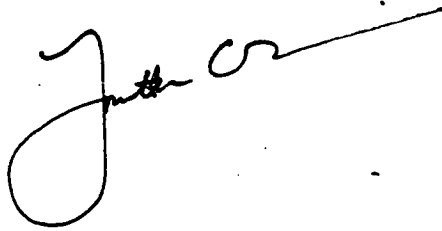
encl.

c: J. Driver
P. Shaker
T. O'Shea
G. Nicholls

SIMON FRASER UNIVERSITY
DEAN OF GRADUATE STUDIES
MEMORANDUM

TO: SCUP
FROM: Jonathan Driver, Dean of Graduate Studies
SUBJECT: M.Ed. in Teaching English as a Second or Foreign Language
DATE: 21st February 2005
cc:

At the SGSC meeting of 14th February 2005 a new M.Ed. stream in Teaching English as a Second or Foreign Language was approved. This stream replaces the "Understanding Second Language Education" program. The curriculum and new Calendar description are enclosed. No new courses are proposed.



MASTER OF EDUCATION
TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE

in the Faculty of Education
Simon Fraser University

Approved by Faculty of Education
Graduate Programs Committee
January, 2005

Modified and approved by Faculty of Education
January 17, 2005

Modified and approved by Senate Graduate Studies Committee
February 14, 2005

Brief description of the program

This Master's of Education (TES/FL) MEd program is designed to attract teachers working with English as a second language learners in schools. It will also appeal to those teachers of English as a second or foreign language to adults, whose interests are primarily pedagogical. The program will provide students with advanced knowledge of theoretical, research and practical issues in teaching English language learners. The proposed program will focus on educational issues from sociocultural, psychological and critical perspectives. The current interests and expertise of Education faculty members in sociocultural, psychological and critical theory, and the importance of teachers having understandings of these important issues involved in learning English as a second or foreign language, should make this a popular program.

The program is designed for completion in two calendar years. As most students will be practicing teachers, as is the case with other MEd programs, students will take one course in each of the Fall and Spring semesters. In the summers, they will take two courses (or a course and the Comprehensive Examination).

Through the courses, participants will

- Examine current theoretical perspectives on language, language learning and teaching
- Consider a range of educational theories about learning, learners and resources for learning
- Examine current international practice in teaching English language learners
- Examine practice in their own contexts for teaching English language learners
- Discuss current international research in TES/FL
- Investigate the role of technology in TES/FL
- Work individually and collectively on developing educational practices
- Consult, collaborate and communicate with colleagues about approaches to teaching English language learners
- Articulate and investigate thoughtful questions for inquiry
- Represent and share their learning in diverse ways

Rationale for redesigning the program

The Faculty of Education has offered previously an MEd program called "Understanding Second Language Education" (USLE) under the Curriculum and Instruction rubric, with core staff consisting of Dr. Andre Obadia and Dr. Gloria Sampson. Both professors have now retired, and the interests/expertise of the current faculty in the area are different from those in the former program. The proposed program will concentrate on the teaching of English (not any language as in the previous program). Furthermore, it will be of value to teachers of English as a foreign language as well as teachers of English as a second language. The program consists of a

reorganization of existing and special topics courses into constellations not possible under the current Curriculum and Instruction MEd rubric. The new faculty member in TESL is to take up duties in September 2005 and will contribute to the program.

Potential pool of applicants and estimated enrolments

In 2004-3, the Faculty of Education did not have an intake in the USLE program, because of the retirements of faculty members, and the administrative leave of Dr. Kelleen Toohey. The USLE program consistently enrolled a cohort of 12-15 students every year since its initiation. Many enquiries from prospective students have been received, and it is anticipated that we would have no trouble meeting the targeted enrolment for this program of 15 students. An upper limit will be set at 20.

Key faculty members who will be teaching/supervising

Dr. Kelleen Toohey
Dr. Rosamund Stooke
New ESL Faculty member to start September 2005
Roumiana Ilieva (Limited term Instructor)

Intended start date

September 1, 2005, with cohort intakes every two years.

Admission requirements

- Undergraduate degree in relevant field (such as BEd/BA with Linguistics/ Education majors/minors)
 - Relevant linguistics/education courses such as upper level Linguistics course(s) in syntax, phonology, or semantics; Education course(s) in language arts, reading or language acquisition
 - For applicants for whom English is not the student's first language, English Language competence equivalent to a minimum IELTS overall band score of 7.0, with not less than 6.5 on any band
 - Teaching experience or equivalent

Proposed curriculum for the Master of Teaching English as a Second/Foreign Language

Core:

- Education 824-5 Seminar in Second Language Teaching
- Education 825-5 Second Language Acquisition and Schooling
- Education 856-5 Sociocultural Perspectives on Education and Identity
- Education 714-5 Special Topics: Equity in Language and Literacy Education

Electives: (at least three courses)

- Education 820-5 Current Issues in Curriculum and Pedagogy
- Education 826-5 The Reading Process
- Education 827-5 Individual Differences in Learning
- Education 854-5 Teachers as Agents of Change
- Education 855-5 Multicultural and Race Relations Education: Policy
Development and Program Implementation
- Education 711-5 Special Topics: Anti-Racist Pedagogies
- Education 720-5 Special Topics: Vygotskian Methodology for Language Instruction

MEd Comprehensive examination (EDUC 883-5)

Required Calendar Change

Current Calendar Entry

Curriculum and Instruction

The Curriculum and Instruction program can focus on an area of specialization such as diversity and inclusion, education and technology, French education, second language education, reading and learning disabilities, or can be pursued as a general program.

New Calendar Entry

Curriculum and Instruction

... The Curriculum and Instruction program can focus on an area of specialization such as diversity and inclusion, education and technology, French education, reading and learning disabilities, or can be pursued as a general program.

....

Teaching English as a Second/Foreign Language

This program, leading to the MEd degree, is designed for teachers working with English as a second language learners in public schools. It will also appeal to those teachers of English as a second or foreign language to adults, whose interests are primarily pedagogical. The program consists of 35 credits of course work followed by the MEd comprehensive examination.

Core Courses

Education 824-5 Seminar in Second Language Teaching
Education 825-5 Second Language Acquisition and Schooling
Education 856-5 Sociocultural Perspectives on Education and Identity
Education 714-5 Special Topics: Equity in Language and Literacy Education

Electives:

Students will select 3 of the following courses:

Education 820-5 Current Issues in Curriculum and Pedagogy
Education 826-5 The Reading Process
Education 827-5 Individual Differences in Learning
Education 854-5 Teachers as Agents of Change
Education 855-5 Multicultural and Race Relations Education: Policy Development and Program Implementation
Education 711-5 Special Topics: Anti-Racist Pedagogies
Education 720-5 Special Topics: Vygotskian Methodology for Language Instruction