

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Roy Dobson; Chair, Academic Programs Committee

**DATE OF MEETING:** June 18, 2105

**SUBJECT:** **Master of Arts in Teaching English to Speakers of Other Languages (M.A. in TESOL)**

**DECISION REQUESTED:**

It is recommended:

That Council approve the Master of Arts in Teaching English to Speakers of Other Languages (M.A. in TESOL), effective September 1, 2016.

**PURPOSE:**

The primary goals of the new M.A. TESOL program are satisfying the demand for post-graduate-level training of ESL/EAL teachers in Saskatchewan attracting students from overseas, nation-wide, and within the province to upgrading their teaching qualifications in English as a Foreign/Second/Additional Language; and providing a viable graduate studies alternative for students interested in Linguistics, Education, and English Language teaching. This proposal is motivated by local, provincial, national, and international educational needs, in combination with the aim of optimizing financial resources in the province with respect to the promotion of graduate studies.

**CONTEXT AND BACKGROUND:**

The proposed MA program is course-based (30cu of graduate coursework). It is a unique intercollegial program with the participation of the following units of the University of Saskatchewan: Linguistics Program (College of Arts and Science) and Curriculum Studies (College of Education); with limited participation of the University of Saskatchewan Language Centre. The primary purpose of this program is to enhance the qualifications of ESL/EFL/EAL (English as a second/foreign/additional language) teachers within Saskatchewan as well as to attract ESL/EFL/EAL teachers across Canada and from overseas towards getting a graduate degree in the area.

This program proposal is motivated by international, national and local educational needs, the strengths of the participating units, as well as by the aim of optimizing financial resources in the province with respect to graduate studies.

Due to the role of English as the language of international communication, ESL/EFL/EAL has turned into a lucrative global industry, with ESL/EFL/EAL teacher training as one of its focal points. A graduate level from a Canadian University offers international students an advantage in their home job markets and ESL/EFL/EAL teachers. Located in the middle of the predominantly English-speaking Canadian prairies, Saskatoon is a desirable destination for a TESL/TEFL/EAL graduate program for international students, particularly those from China, Japan, Korea and Eastern European countries.

In Canada, the increase in the number of immigrants, the percentage of the population for whom English or French is not their mother tongue keeps growing and so the demand for enhancing ESL teachers' and teacher trainers' qualifications at post-graduate level increases accordingly. While some Canadian universities have already capitalized on this demand, competitive graduate student rates at the University of Saskatchewan will attract potential applicants from different parts of Canada.

Currently, there are no graduate programs in Saskatchewan that can provide graduate training in the ESL/EAL area. Saskatchewan Provincial Nominee Immigration Program created an increased demand for ESL/EAL training and for teachers with ESL/EAL qualifications that the available education system is unable to satisfy. Graduates of the CCDE TESOL Certificate program currently have no opportunities to advance their professional education at the graduate level. This niche needs to be filled expeditiously. An opportunity to advance ESL/EAL teacher training in the province will have positive effects on the adaptation of immigrants to life in Saskatchewan and on the employment market in the province.

### **IMPLICATIONS:**

Pooling together resources from participating units ( Department of Linguistics in Arts and Science and the Department of Curriculum Studies in the College of Education) will foster the creation of an academically sound, enriched, competitive and economically viable interdisciplinary program. Both expenses and revenues will be shared by the participating units. This proposed M.A. program will be coordinated with the recently approved new M.A. in Applied Linguistics: two required courses and some electives will be shared between the M.A. TESOL and M.A. in Applied Linguistics programs. There will be two or three new TESOL courses developed for this program—all other courses are existing courses.

As a result of the recently approved M.A. in Applied Linguistics and the anticipated approval of this program, a new faculty position has been created for the department, with a specialization in ESL/Applied Linguistics, as well as a half-position in Linguistics. This brings the faculty complement up to 5.5 full-time positions, from July 1, 2015.

### **CONSULTATION:**

- Approval by Linguistics Committee, College of Arts and Science (May 17, 2013)
- NOI to Planning and Priorities Committee of Council (January 2014)
- Approval by Vice-Dean, Humanities and Fine Arts David Parkinson – College of Arts and Science (March 4, 2015)

- Approval by Associate Dean Graduate Studies Laurie Hellsten – College of Education (March 27, 2015)
- Approval by College of Graduate Studies and Research (March 31, 2015)
- Reviewed by Academic Programs Committee (May 13, 2015)

## **SUMMARY:**

Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL), has as its main goal satisfying the demand for greater training for TESL and ESL teachers in Saskatchewan, in Canada, and internationally. An increase in the number of students pursuing graduate degree programming in the Department of Linguistics will increase, as there is a great international demand for this type of education and credentials. A M.A. in TESOL program will offer additional options for undergraduates in education, linguistics, and English post-graduation, allowing for greater alumni engagement and opportunity.

As a degree offered in partnership with the Department of Curriculum studies, the M.A. TESOL program helps achieve goals established by the U of S regarding interdisciplinary programming and research. This new M.A. program also aligns directly with the goals of the College of Arts and Science vis-à-vis the Third Integrated Plan, by raising graduate student enrolment in selected disciplines, meeting the needs of a changing student population, internationalizing the learning and research environment, and building upon the department's unique interdisciplinary knowledge creation potential.

## **ATTACHMENTS:**

1. Master of Arts in Teaching English to Speakers of Other Languages Program Proposal
2. Supplemental Information for M.A. in TESOL program proposal

New Graduate Program Proposal

**Masters of Arts in  
Teaching English to Speakers of Other Languages**

**Interdisciplinary Program,**

**College of Arts and Science,  
College of Education,  
University of Saskatchewan;**

**With partial participation of the University of Saskatchewan  
Language Centre**

**March 31, 2015**

## **Table of Contents**

1. Executive Summary	p. 3
2. Proposal Identification	p. 6
3. Type of Change	p. 6
4. Rationale	p. 7
5. Description of Program characteristics	p. 9
6. Resources	p. 13
7. Relationship and impact on implementation	p. 14
8. Budget implications	p. 14

## **Appendices:**

Appendix 1. Alignment with the College of Arts and Science Integrated Plan	p. 18
Appendix 2. Alignment with the College of Education Integrated Plan	p. 19
Appendix 3. College of Arts and Science Statement	p. 20
Appendix 4. College of Education Statement	p. 21
Appendix 5. MA TESOL and equivalent programs in Canadian universities	p. 22
Appendix 6. Response to the MA in TESOL NOI by PPCC	p. 23
Appendix 7. Evidence of Correspondence	p. 24
Appendix 8. Detailed information on resources	p. 31
Appendix 9. Notes on TESL accreditation in Saskatchewan	p. 33
Appendix 10. Course proposal forms	p. 34

*“Strength comes through interdisciplinary and multidisciplinary efforts, with Partnerships that cut across disciplines” (IP 3, p. 5)*

## **EXECUTIVE SUMMARY**

The proposed MA program is course-based (30cu of graduate coursework). It is a unique intercollegial program with the participation of the following units of the University of Saskatchewan: Linguistics Program (College of Arts and Science) and Curriculum Studies (College of Education); with limited participation of the University of Saskatchewan Language Centre.

The primary purpose of this program is to enhance the qualifications of ESL/EFL/EAL (English as a second/foreign/additional language) teachers within Saskatchewan as well as to attract ESL/EFL/EAL teachers across Canada and from overseas towards getting a graduate degree in the area.

This program proposal is motivated by international, national and local educational needs, the strengths of the participating units, as well as by the aim of optimizing financial resources in the province with respect to graduate studies.

### ***International demand in ESL/EFL teacher training and graduate programming***

Due to the role of English as the language of international communication, ESL/EFL/EAL has turned into a lucrative global industry, with ESL/EFL/EAL teacher training as one of its focal points. Consequently, there is a large population of English as a Foreign Language teachers world-wide who aspire to get a MATESOL degree from a university in Canada. Located in the middle of the predominantly English-speaking Canadian prairies, Saskatoon is a desirable destination for a TESL/TEFL/EAL graduate program for international students, particularly those from China, Japan, Korea and Eastern European countries.

### ***National demand***

With the increase in the number of immigrants in Canada, the percentage of the population for whom English or French is not their mother tongue has reached one third, and this proportion keeps growing. The demand for enhancing ESL teachers' and teacher trainers' qualifications at post-graduate level increases in Canada accordingly.

While some Canadian universities have already capitalized on this demand (for example, U of Toronto, York, Brock, U Alberta, and others), the demand nation-wide has not been saturated. Competitive graduate student rates at the University of Saskatchewan will attract potential applicants from different parts of Canada.

### ***ESL/EAL teacher training demand in Saskatchewan***

Currently, there are no graduate programs in Saskatchewan that can provide graduate training in the ESL/EAL area. Saskatchewan Provincial Nominee Immigration Program created an increased demand for ESL/EAL training and for teachers with ESL/EAL qualifications that the available education system is unable to satisfy. Graduates of the CCDE TESOL Certificate program currently have no opportunities to advance their professional education at the graduate level. This niche needs to be filled expeditiously. An opportunity to advance ESL/EAL teacher training in the province will have positive effects on the adaptation of immigrants to life in

Saskatchewan and on the employment market in the province.

### ***Traditional strengths of the participating units in the area***

This focus on Teaching English as a Second/Foreign/Additional Language will build on the traditional strength in ESL/EFL/EAL teaching of the Linguistics Program, the College of Education, and additional support from the University of Saskatchewan Language Centre.

The Linguistics program offers credited ESL courses (ESL 115.3 and 116.3), as well as undergraduate and graduate courses relevant to Second Language teaching and learning. Additionally, linguistics students in the program are involved in an Internship program with the University of Saskatchewan Language Centre. As a part of the internship, they provide ESL tutorials to USLC students. This proposed MA program will be coordinated with the recently approved new MA in Applied Linguistics: two required courses and some electives will be shared between the MA TESOL and MA in Applied Linguistics programs.

The College of Education offers undergraduate and Special Topics graduate courses in the ESL/EAL area. The Department of ECUR has recently added the CERTESL program (earlier taught by the University of Saskatchewan Language Center) that provides training towards a Certificate in the Teaching of English as a Second Language.

The University of Saskatchewan Language Centre within the Centre for Continuing and Distance Education has cooperated with the College of Education for many years in providing practicum and observation opportunities and sharing expertise.

### ***Optimized resources***

Pooling together resources from participating units will foster the creation of an academically sound, enriched, competitive and economically viable interdisciplinary program. Both expenses and revenues will be shared by the participating units.

### ***Unique features of the program:***

- *Interdisciplinarity*

MATESOL programs are usually run by either Linguistics or Education departments.

The advantages of the proposed program are in its interdisciplinary angle: it approaches the subject of language teaching from both the Applied Linguistics and Education perspectives.

- *Flexibility*

The existence of an elective component will provide greater flexibility and allow for catering to the individual needs and interests of students. This will make the program more attractive to international and Canadian students.

- *Unique emphasis*

The program is designed in an innovative manner. It does not focus exclusively on individual language skills (as some previous TESL programs did); rather the program emphasizes a broad array of topics relevant for ESL/EFL/EAL teachers. Due to the unique qualifications of the participating faculty, the program will offer a diversity of courses including ESL/EAL language teaching technology, language proficiency, language learning and teaching pedagogy, as well as sociolinguistic aspects of language learning.

- *Positive impact on the population and the job market*

The creation of a MATESOL program will encourage young specialists to stay in Saskatchewan, and enrich the ESL/EAL teachers market supply, as well as foster better

integration of immigrants into the job market.

### **Potential applicants**

The applicants are expected to come from the following major groups:

1. Saskatchewan teachers of English as a Second/Additional language wishing to enhance their qualifications and advance their careers by obtaining a graduate degree in their area of expertise. Licensed teachers in K-12 system as well as teachers and teaching assistants in colleges and private institutions can benefit from this program.
2. Canadian teachers of English as a Second Language attracted by competitive graduate tuition fees in the University of Saskatchewan and the academic merits of the program.
3. Graduates (B. A. in Linguistics and B.Ed.) who are attracted by the career path of teaching in ESL/EFL/EAL programs.
4. A considerable pool of EFL teachers and TAs wishing to get a graduate degree in TESOL in a Canadian university is expected from China, Korea, Japan, Russia, and other countries where English is not the first or official language. The recruitment expertise of the University of Saskatchewan Language Centre will be an invaluable asset in this regard.

### **Program delivery and administration**

The program is developed, administered and governed by MA TESOL Program Committee consisting of at least one representative from each participating unit.

In sum, our proposed MA TESOL degree will significantly increase the numbers of graduate students in the University of Saskatchewan as well as have a positive impact on the job market in Saskatchewan. By optimizing the resources and expertise available in the participating units this program can be implemented with no additional resources.



# **Proposal for Curriculum Change University of Saskatchewan**

**to be approved by University Council or by Academic Programs Committee**

## **1 PROPOSAL IDENTIFICATION**

**Title of proposal:** Master of Arts in Teaching English to Speakers of Other Languages

**Degree(s):** M.A. **Field(s) of Specialization:** TESOL (Teaching English to Speakers of Other Languages)

**Level(s) of Concentration:** graduate 800 level

**Degree College:** Arts and Science, Education

**Home College:** College of Graduate Studies and Research

**Contact person(s) (name, telephone, fax, e-mail):**

Veronika Makarova, Ph.D., Head, Department of Linguistics and Religious Studies, Linguistics Program Chair, College of Arts and Science. Tel: 30-966-5641, e-mail: v.makarova@usask.ca

**Date:** 30 March, 2015

**Approved by the degree college and/or home college:**

**Proposed date of implementation:** 1 September 2015 (recruitment), 1 September 2016 (course offerings start).

## **2 Type of change**

**Requiring approval by Council**

- ☒ **A new Degree-Level program** or template for program.
- ☐ A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- ☐ Conversion of an existing program from regular to special tuition program.
- ☐ A change in the requirements for admission to a program
- ☐ A change in quota for a college
- ☐ Program revisions that will use new resources
- ☐ A replacement program, including program deletion
- ☐ A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

**Requiring approval by Academic Programs Committee**

- ☐ Addition of a higher Level of Concentration to an existing Field of Specialization.
- ☐ Addition of a new Field of Specialization at the Minor Level of Concentration.
- ☐ A change in program options
- ☐ A change in the name of a Degree-level Program or Field of Specialization.
- ☐ A change in the total number of credit units required for an approved degree program.

### 3 RATIONALE

The proposed MA program is course-based (30cu of graduate coursework). It is a unique intercollegial program with the participation of the following units of the University of Saskatchewan: Linguistics Program (College of Arts and Science) and Curriculum Studies (College of Education); with limited participation of the University of Saskatchewan Language Centre.

The primary goals of the new programs are:

- satisfying the demand for post-graduate-level training of ESL/EAL teachers in Saskatchewan;
- attracting students from overseas, nation-wide, and within the province to upgrading their teaching qualifications in English as a Foreign/Second/Additional Language;
- providing a viable graduate studies alternative for students interested in Linguistics, Education, and English Language teaching.

This proposal is motivated by local, provincial, national, and international educational needs, in combination with the aim of optimizing financial resources in the province with respect to the promotion of graduate studies.

Note: The terms “Teaching English as a Second Language (TESL),” “Teaching English as an Additional Language (TEAL),” and “Teaching English to Speakers of Other Languages (TESOL)” are synonyms, and relate to teaching English to non-native speakers of the language. “TESOL” is a more traditional name for MA programs in the area. The term “English as a Foreign Language” relates to acquiring/teaching English to non-native speakers in countries where English is not a national or official language (e.g., China, Germany, Korea, etc.). Since there are negligible differences in the methodologies of ESL, EAL, ESOL and EFL teaching, all existing MA TESOL programs in Canada and other countries cover all of these areas.

#### ***International demand in ESL/EFL teacher training and graduate programming***

While English is the third largest language on the earth by the number of native speakers, it is the number one language of international commerce, and it is therefore the most commonly taught foreign language in all non-English speaking countries (Ethnologue). Due to the role of English as the language of international communication, ESL/EAL/EFL has turned into a lucrative global industry, with ESL/EAL/EFL teacher training as one of its focal points. The economic success of a country in the global market is sometimes associated with the level of its ESL/EAL/EFL education. Chinese and Japanese governments have proclaimed improving EFL teaching their national priorities and allocate funding for their English teachers to get graduate qualifications abroad. Canada is one of the desirable destinations for international students to obtain graduate degrees. Consequently, there is a large population of English as a Foreign Language teachers

world-wide who aspire to obtain a MATESOL degree from a university in Canada. Located in the middle of the predominantly English-speaking Canadian prairies, Saskatoon can easily become a popular destination for ESL/EAL/EFL studies for students from all over the world, particularly from China, Japan, Korea, and Eastern European countries.

### ***National demand***

With the increase in the number of immigrants in Canada, the percentage of the Canadian population speaking neither English nor French as a mother tongue has reached one third, and this proportion keeps growing. The demand for qualified ESL teachers and teacher trainers increases in Canada accordingly.

While some Canadian universities have already capitalized on this demand (for example, U of Toronto, York, Brock, U Alberta, and others), the demand nation-wide has not been saturated. Competitive graduate student rates in the University of Saskatchewan will attract potential applicants from different parts of Canada.

### ***ESL/EAL teacher training demand in Saskatchewan***

Currently, there are no graduate programs in Saskatchewan that can provide graduate training in the ESL/EAL area. The Saskatchewan Provincial Nominee Immigration Program increased the demand in ESL/EAL training and in teachers with ESL/EAL qualifications that the available education system is unable to satisfy. Due to the shortage of ESL/EAL teachers in Saskatchewan, *Open Door Society* has lengthy waiting lists of immigrants wishing to get into their ESL program. Children from immigrant families cannot get immediate access to ESL programs, and the programs only accommodate a few months of ESL support. The new LINC (Language Instruction for Newcomers to Canada) program in Saskatchewan Polytechnic is also experiencing a delays in accommodating new students. Insufficient knowledge of English and waiting lists to get into English courses cause delays in securing jobs for new immigrants and refugees.

Graduates of the CCDE TESOL Certificate program currently have no opportunities to advance their professional education at the graduate level. This niche should be addressed expeditiously. An improved ESL/EAL teacher training in the province will have positive effects on the immigrants adaptation to life in Saskatchewan and on the employment market in the province. While the suggested program cannot guarantee certification by TESOL Saskatchewan, it could nevertheless assist to satisfy a part of the requirement for certification (Ref Appendix 9 for details of EAL teacher certification in Saskatchewan), and it can also help certified TESOL instructors to enhance their qualifications at a graduate level and advance their careers.

### ***Traditional strengths of the participating units in the area***

This focus on Teaching English as a Second/Foreign Language will build on the traditional strength in ESL/EFL teaching of the Linguistics Program, the College of Education, and the University of Saskatchewan Language Centre.

The Linguistics program offers credited ESL courses (ESL 115.3 and 116.3), as well as undergraduate and graduate courses relevant to Second Language teaching and learning. The “Applied and General Linguistics Stream” is aimed at students interested in becoming language teachers. Additionally, linguistics students in the program are involved in an Internship program with the University of Saskatchewan Language Centre. As a part of the internship, they provide ESL tutorials to USLC students. This proposed MA program will be coordinated with the

recently approved new MA in Applied Linguistics: two required courses and some electives will be shared between the MA TESOL and MA in Applied Linguistics programs.

The College of Education offers undergraduate and Special Topics graduate courses in the ESL/EAL area. The Department of ECUR has recently added the CERTESL program (earlier taught by the University of Saskatchewan Language Centre) that provides training towards a Certificate in the Teaching of English as a Second Language.

The University of Saskatchewan Language Centre within the Centre for Continuing and Distance Education has cooperated with the College of Education for many years in providing practicum and observation opportunities and sharing expertise.

### ***Optimized resources***

Individually, it would be hard for participating units to allocate sufficient resources to run a 30cu graduate program. Pooling together resources from participating units will foster the creation of a highly competitive academically exciting interdisciplinary program, as well as add robustness and financial stability to it. Each participating unit has a unique role to play and a unique contribution to make in terms of research and academic expertise of the faculty, the scope of courses that can be offered towards the program, and the amount of administrative support. Both expenses and revenues will be shared by the participating units (based on an agreement according to which the expenses and revenues are distributed in proportion to the number of 3 cu of graduate students enrollments in the courses offered by participating units)

### **Potential applicants**

The applicants are expected to come from the following major groups:

1. Saskatchewan teachers of English as a Second/Additional language who hold 4-year university degrees and wish to enhance their qualifications and advance their careers by obtaining a graduate degree in TESOL. Licensed teachers in K-12 system as well as teachers and teaching assistants in colleges and private institutions can benefit from this program. Language professionals working with provincial and federal agencies coordinating services for newcomers to Canada will be prime candidates for the MA in TESOL. As well, instructors in the University's Language Centre and parallel units elsewhere in the province will look to the MA in TESOL as an important opportunity to advance training and credentials.
2. Canadian teachers of English as a Second Language who hold 4-year university degrees and are attracted to enhancing their qualifications at a graduate level by competitive graduate tuition fees in the University of Saskatchewan and the academic merits of the program.
3. Graduates (B. A. in Linguistics and B.Ed.) who are attracted by the career paths of teaching in ESL/EFL/EAL programs and will either seek TESL certification in the province (Ref Appendix 8), or will go to teach ESL abroad (where an MA TESOL degree qualifies them to a variety of teacher's positions in governmental and private schools, colleges and universities).
4. A considerable pool of EFL teachers wishing to continue their education at post-graduate level is expected from China, Korea, Japan, Russia, and other countries where English is not the first or official language. The recruitment expertise of the University of Saskatchewan Language Centre will be an invaluable asset in this regard.

### **Program delivery, administration and management**

The program is managed, revised and updated by the MA TESOL Programs committee. The committee is comprised of the representatives of all the participating units (at least one representative) plus faculty from the units directly contributing to the program delivery. The committee will elect a Chair (following standard nomination and voting procedure by the committee members) for the term of 3 years. The nomination of the elected candidate has to be approved by the Vice-Dean of the College in which the candidate holds tenure. The first election is to be held within two months following the program acceptance by the University. The Acting Chair is responsible for chairing the Committee and for the Program Proposal development until its acceptance. The Committee Chair functions as the Graduate Chair of the program. The Program/Committee Chair is responsible for negotiating with the Graduate Chairs of the participating units. The assignment of duties in the program will be clarified by the program Chair by March 15<sup>th</sup> of each year in consultation among the Heads of Participating units. The Chair reports to the Heads of participating units (end of the year report) as well as to the Office of the Vice-Dean Academic, A&Sc.

In the first 3 years' of the program's functioning, the Office of Vice-Dean Academic, College of Arts and Science will be responsible for the program delivery. This arrangement may be reconsidered by participating units after the initial 3 years.

## **4 DESCRIPTION OF PROGRAM CHARACTERISTICS**

### **4.1. Program composition**

The program structure was designed after an examination of the program requirements in MAs in TESOL in other Canadian universities. Our program is modeled after similar two-year programs, and at the same time it has some unique features aimed at making it more up-to-date in terms of the state of the academic research in the area.

### **Program description**

#### **4.2 Calendar entry**

MA in TESOL (MATESOL) is a course-based (30cu) program that is recommended for any students wishing to pursue a graduate program of studies in TESOL. It targets students who are interested in enhancing their understanding of ESL/EAL/EFL teaching/learning processes, mechanisms of second language acquisition, English language structures, and in developing their professional skills as ESL/EAL/EFL language teachers. This program is to be completed within two years of study.

### **Program entry requirements:**

A 4 year BA in Linguistics, or Applied Linguistics, or an equivalent degree in a relevant area (such as Education, English, or others); plus

The minimum of 9 cu of undergraduate Linguistics courses (Ling 111.3, plus Ling 110.3, or 112.3 or any structural Linguistics course (such as Phonetics, Phonology, Lexicology, Morphology, Syntax, Semantics, Discourse), or their equivalents. Examples of equivalent courses include English Phonetics, English lexicology, Second Language Acquisition, etc.). Students not satisfying the 9 cu Linguistics or equivalent requirement can be accepted on

probational admission basis (and will have to complete the requirement in their first year of studies).

**Program requirements:**

30 cu as listed below.

1. Foundations of ESL/EAL teaching – ECUR 841.3
2. Curriculum and assessment in TESOL – ESOL\* 801.3
3. Developing language proficiencies – ESOL 802.3
4. Language teaching and technology in TESOL – ESOL 803.3
5. ESL/EAL education: Understanding Second Language Learning – ECUR 842.3
6. Teaching practicum or 3 cu electives – ESOL 806.3 or 3 cu electives
7. Research methods – LING 804.3
8. Sociolinguistics – LING 811.3
9. 6 cu electives (from LING 806.3, 803.3, 808.3, 810.3 and 400-level undergraduate\*\*  
Ling courses; ECUR 840.3 or ECUR 415.3 Current Issues in EAL)

*Notes:*

\*The courses in the program have to be labelled as “ESOL”, not TESOL, due to the “4-letter” requirement for course labels in the university and in order not to be confused with “TESL” label of the CERTESL. The courses are assigned “ESOL” label due to requirements of TESOL certification in Canada and Saskatchewan for “TESOL” courses in programs (however, some courses with different labels are allowed within TESOL programs).

\*\*Only 6 cu of undergraduate courses are allowed towards the program (as per CGSR guidelines). In case students opt for selecting undergraduate Linguistics courses, they are advised to consider prerequisites for these courses, and whether they have adequate prerequisites or prerequisite equivalents. Individual advising by the Program Chair will be available to the students in the first week of classes to consider prerequisites equivalents.

*Note on course labelling and unit participation in course delivery:*

The area of TESOL is a specific area of knowledge and studies. It is a discipline on its own, which lies at the intersection of Applied Linguistics (with its focus on language acquisition, language teaching and the use of language for communication), Linguistics (with a focus on language structures) and Education (with the focus on pedagogy in general). TESOL programs are typically housed in Linguistics or Applied Linguistics Departments, or more rarely, in Colleges of Education. It was the purpose of the proposal to combine together the best resources available on campus in Applied Linguistics, Linguistics and Education, and add some new courses focused on the practical needs of language teachers. Thus, the program is comprised from three major “label” types of relevant courses (ESOL, Ling, ECUR).

ECUR courses will be delivered by the Department of Curriculum Studies (College of Education). ESOL and LING courses will be delivered by the Linguistics Program (Department of Linguistics and Religious Studies, College of Arts and Science). The University of Saskatchewan Language Centre (via its currently developed Student Success Centre) might partly assist in accommodating some students (number to be determined annually in consultation with the Centre’s Director) in the Practicum (ESOL 806.3) course.

The courses in the program are of three types: unique courses in the area of TESOL, as well as courses to be shared with ECUR graduate programming and earlier approved courses shared with the MA Applied Linguistics.

Unique courses developed in the area of TESOL are labelled “ESOL” (due to 4-letter requirement for course labels in the U of S)

Courses to be shared with graduate ECUR programming have “ECUR” labels;

Earlier approved courses shared with MA Applied Linguistics are “LING” courses.

### ***Delivering information about course offerings and available electives to students***

In addition to information about program requirements and a list of available electives posted on the program website (with details on available electives posted yearly before the beginning of the school year), the program Chair will schedule two Orientation sessions a year for students 1 or 2 days before the beginning of Term 1 and Term 2. Information about scheduled courses and available electives will be clarified along with answering other questions students may have. All the instructors teaching courses in the program within a given year will be invited to attend the Student Orientation Sessions.

### ***Unique features of the program:***

- *Interdisciplinarity*

MATESOL programs are usually run by either Linguistics or Education departments.

The advantages of the proposed program is in its interdisciplinary angle: it approaches the subject of language teaching from both the Applied Linguistics and Education perspectives.

- *Flexibility*

The existence of an elective component will allow for higher flexibility and for catering to the individual needs and interests of students. This will make the program more attractive to international and Canadian students.

- *Unique emphasis*

The program is designed in an innovative manner. It does not focus exclusively on individual language skills (as some previous TESL programs did); rather, the program emphasizes a broad array of topics relevant for ESL/EFL/EAL teachers. Due to the unique qualifications of the participating faculty, the program will offer a diversity of courses including ESL/EAL language teaching technology, language proficiency, language learning and teaching pedagogy, as well as sociolinguistic aspects of language learning.

- *Positive impact on population and the job market*

The creation of a MATESOL program will encourage young specialists to stay in Saskatchewan, enrich the ESL/EAL teachers market supply, and foster better integration of immigrants into the job market.

### **Expected enrollments:**

10 -15 students in the first year;

15-20 students in the second year,

Up to 50 students by the end of the 5<sup>th</sup> year of the program’s functioning.

### **Compliance with the CGSR requirements towards Master’s degrees**

The proposed program fully complies with the degree-level learning outcomes, entrance

requirements and program structure specified by the CGSR for research-oriented thesis-based Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 37-39):

- "Students admitted to a Master's program will have completed an undergraduate degree and will have demonstrated excellence in a particular field of study;
- students are prepared for advanced levels of research and scholarship within a related field of study;
- the degree should ...be completed within two years;
- graduates will have learned about the value of and gained experience in conducting research, and they will be conversant in the current state of a given field of study;
- graduates will have the skills to engage in critical evaluation and research within the field".

### **Specific Learning Outcomes for the MA TESOL**

- Enhance professional qualifications of certified TESOL/EAL teachers/TAs within and outside of K-12 systems from Saskatchewan and Canada as well as EFL teachers from overseas by providing them with the knowledge of methodologies, curricula development, technologies, testing and cultural aspects of TESL.
- Enhance the academic knowledge of TESOL/EAL/EFL teachers in the processes of second language acquisition and learning, as well as raise their awareness of the current state of research in the area.
- Assist the learners in acquiring interdisciplinary breadth of theoretical approaches and methodologies to TESOL from TESOL, Applied Linguistics and Curriculum Studies (Education) perspectives.
- Enhance the students' intellectual capacity and learner independence required for continuing professional and academic development in the area of TESL/EAL/TEFL.
- Develop an advanced ability to select techniques and methods of course delivery and curriculum development in multiple settings.
- Develop an advanced ability to evaluate cultural and identity issues involved in ESL/EAL/EFL teaching/learning process.
- Enhance the students' academic communication ability (oral and written) via coursework assignments and papers.

### ***Tentative yearly schedule of course offerings towards the degree (at the program's full capacity)***

#### ***Year 1***

1. Foundations of ESL/EAL teaching – ECUR 841.3
2. Curriculum and assessment in TESOL –ESOL 801.3
3. Sociolinguistics – LING 811.3
4. Language teaching and technology in TESOL – ESOL 803.3
5. Teaching practicum– ESOL 806.3 or 3 cu electives (from LING 806.3, 803.3, 808.3, 810.3 and 400-level undergraduate Ling courses; ECUR 840.3 or ECUR 415.3 Current Issues in EAL)



## ***Year 2***

6. Developing language proficiencies – ESOL 802.3
7. ESL/EAL education: Understanding Second Language Learning – ECUR 842.3
8. Research methods – LING 804.3
9. Teaching practicum or 3 cu electives – ESOL 806.3 or 3 cu electives
10. 3 cu electives (from LING 806.3, 803.3, 808.3, 810.3 and 400-level undergraduate Ling courses; ECUR 840.3 or ECUR 415.3 Current Issues in EAL)

## **5 RESOURCES**

The program is timely due to an accumulation of resources that should guarantee its success.

- In order to cover the increase in graduate course numbers, the resources in the Linguistics program have been upgraded: a new position in ESL/Applied Linguistics is available from 1 July 2015. Another half-position in Linguistics (from 1 July 2015) was obtained in undergraduate Linguistics program to achieve additional release for Applied Linguistics faculty to teach in graduate programs. In the last year, Linguistics has significantly expanded its faculty complement (5.5 full-time positions in Linguistics/Applied Linguistics are available from July 1, 2015).
- The teaching capacity of the existing Faculty in Linguistics program is 30 courses (90cu), of which 18 courses (54 cu) are designated yearly towards the undergraduate program, and up to 12 courses (36 cu) can be designated towards the graduate programs (whereas only 6-7 courses are required to be offered a year in the currently proposed MA TESOL program and already existing MA Applied Linguistics). Undergraduate Linguistics course offerings have reached their planned maximum (Ref Appendix 8 “Detailed information on resources”) of 18 courses (54 cu) a year, and will not be increased in the coming 5-10 years.

Both graduate programs with the participation of Linguistics faculty (Applied Linguistics and the suggested MA TESOL) require only 6-7 courses (18-21 cu) a year, which also leaves ample room (5-6 courses=15-18 cu) for offering electives in graduate programs, Special Topics courses in undergraduate program as well as covering hypothetical faculty emergency situations.

Linguistics faculty have already been offering 4-5 courses a year towards the Special Case MA students programs of studies. With the addition of 1.5 new positions, a transition to 6-7 graduate courses a year, does not pose strain the resources considering the addition of 1.5 positions in Linguistics enabling this transition.

- A new Department of Linguistics and Religious Studies (effective May 1, 2015) enhances the importance of linguistics and applied linguistic studies in the university.

- The addition of an EAL Faculty in the Department of Curriculum Studies, College of Education, has allowed the participation of the College of Education in the program. EAL courses in MA TESOL have already been piloted as “Special Topics” in the Department of Curriculum Studies, with 2-3 courses being taught a year. Thus, the creation of the new MA TESOL degree does not require the addition of any new courses or changes in course assignments in the Department of Curriculum Studies.
- The creation of the MA in Applied Linguistics allows course sharing between the programs (Ref Appendix 8 “Detailed information on resources”).
- Course sharing between MA TESOL and ECUR graduate courses is imbedded in the program.
- Additional administrative resources for administering the program are available in the Administrative Commons, College of Arts and Science.
- The program contains an “electives” component of 6 cu that are drawn from already available courses in Linguistics and ECUR.
- Additional opportunities for Practicum course may be provided by the University of Saskatchewan Language Centre (via their Student Success Centre).

The new program does not strain resources in either the College of Arts and Science or the College of Education due to joint administration and delivery of the program. More specifically, graduate courses in MA TESOL program will be shared with MA Applied Linguistics and graduate EAL courses; the courses in the program will be offered “every other” year in the two-year program. In addition, the “elective” component in the program allows the use of up to 6 cu of undergraduate 400-level EAL, Linguistics and Applied Linguistics courses towards the degree. Further, *only the offering of two-three new TESOL courses a year is required towards the program in addition to the courses shared with other programs and already taught in the university.*

Appendix 4 “Detailed information on resources” demonstrates that there will be no significant increase in the number of courses already taught in Linguistics and Curriculum Studies with the launching of the new degree.

As can be seen from the list of contributing faculty below, five faculty members can easily cover 6 to 9 cu of new TESOL courses a year required towards the program.

#### **The list of members of the MA TESOL Programs committee:**

The current composition of the Committee is as follows.

Veronika Makarova (Linguistics, Arts & Science, U of S), Acting Chair,  
 Peter Wood (Linguistics, Arts & Science, U of S),  
 New Hire (Linguistics, Arts and Science, U of S)  
 Hyunjung Shin (Curriculum Studies, Education\*)  
 Richard Julien (Linguistics, Arts & Science, U of S)  
 David M. Parkinson (Language Center, U of S)

\*Only one faculty in the College of Education is currently responsible for the teaching of graduate EAL courses. If the number of faculty in the area grows, additional members will be added.

**The list of faculty directly contributing to the teaching of courses in the degree:**

Veronika Makarova (Linguistics, Arts & Science, U of S),

Peter Wood (Linguistics, Arts & Science, U of S),

Richard Julien (Linguistics, Arts & Science, U of S)

New Hire (Linguistics, Arts and Science, U of S)

Hyunjung Shin (Curriculum Studies, Education)

## **6 RELATIONSHIPS AND IMPACT OF IMPLEMENTATION**

This program's design makes an emphasis on the advancement of professional skills in TESOL. The implementation of the program will have a positive impact on the enrolments in the Linguistics and Curriculum Studies undergraduate programs. The program will enhance the national and international profiles of participating units as well as foster interdisciplinary collaborations between participating units. This program will contribute significantly to the fulfillment of the Third Integrated Plan by the University of Saskatchewan.

The NOI was submitted to the PPCC in January 2014. PPCC considered and approved the NOI in June 2014.

A consultation between the Head of the Department of Linguistics and Religious Studies (V. Makarova) and the Head of the Department of Curriculum Studies (J. Wilson) was conducted on March 6, 2015.

The proposal was discussed and approved at the meeting of the Linguistics Committee, College of Arts and Science, on March 17<sup>th</sup>, 2013; at the meeting of the Department of Religion and Culture (from May 1, 2015, the Department of Linguistics and Religious Studies) on March 20, 2015; at the meeting of the Department of Curriculum Studies, College of Education, on March 27, 2015.

The full proposal was approved by  
the Vice-Dean David J. Parkinson (Arts & Sc) on March 4, 2015;  
the Associate Dean Graduate Studies Laurie Hellsten, (Education) on March 27, 2015.

The program proposal was submitted to CGSR on March 31, 2015.

## **7 BUDGET**

The program will be revenue-generating due to the expected high number of students. The participating units will share resources and revenues allocation. Each unit is expected to provide between 1 and 4 courses (3 cu each) a year required towards the total of 15 cu a year (30 cu over 2 years of the degree)

There are no budget implications. A budget consultation was conducted with Barb Gillis on 19<sup>th</sup> February, 2015. Additional financial consultations were conducted in March 2015 between the College of Arts and Science and the College of Education.

**FINAL BUDGET WITH ACCOMMODATIONS AND AVAILABLE RESOURCES  
PROVIDED BY THE PARTICIPATING COLLEGES (Table 1)**

Accommodations:

- The college of Arts and Science has already provided one extra Faculty position towards the degree (0.75 MA TESOL, 0.25 MA Applied Ling) commencing 1 July 2015;
- The program will share 5 courses with other programs (MA Applied Linguistics and MEd Curriculum Studies) of the total of 10 courses,
- The College of Education has dedicated 3 courses a year for the program (from an already existing position) shared with other program (Curriculum Studies);
- administrative support costs will be absorbed by the Administrative Commons, College of Arts & Science;
- courses for the program have been already developed by the faculty, only minor additional costs may be required.

Because of the provided accommodations, the program does not require additional costs that would not be covered by the revenues, and will be revenue generating.

	Year 1	Year 2
Tuition Revenue to the university		
Year 1: 15 students x (5coursesx\$615)		
Year 2: 20 students x (5coursesx\$615)	\$ 46,125	61,500
Faculty Position (0.75 FTE* )	0*	0*
Administrative support 0.5FTE	\$ 0**	0**
Less: Salary and Benefit costs	0	0
Operating costs	3,000	3,000
Marketing, communication costs	2,000	2,000
Computer / IT	2,000	2,000
Course development, materials	1,000	1,000
Total - Non-Salary costs	\$ 8,000	8,000
Surplus (deficit)	\$ 38,125	53,500

\*The program requires the total of 0.75 Faculty FTE for course teaching per year, since 5 courses have to be taught a year, of which 2 are shared with other programs (i.e., already taught towards other programs). However, the College of Arts and Science has already filled in 1 position towards the program to start July 1, 2015. There are therefore no new Faculty costs required towards the program.

\*\* Administrative costs are absorbed by the Administrative Commons, College of Arts & Science

BUDGET WITHOUT PROVIDED ACCOMMODATIONS BY THE COLLEGES OF ARTS & SCIENCE AND EDUCATION (Table 2)

	Year 1	Year 2
Tuition Revenue to the university		
Year 1: 15 students x (5coursesx\$615)		
Year 2: 20 students x (5coursesx\$615)	\$ 46,125	61,500
Faculty Position (0.75 FTE -- )	80,000*	80,000*
Administrative support 0.5FTE	\$ 35,000***	35,000***
Less: Salary and Benefit costs	23,000	23,000
Operating costs	3,000	3,000
Marketing, communication costs	2,000	2,000
Computer / IT	2,000	2,000
Course development, materials	1,000	1,000
Total - Non-Salary costs	\$ 8,000	8,000
Surplus (deficit)	\$ -100,000	-84,500

\*The program requires the total of 0.75 Faculty FTE for course teaching per year, since 5 courses have to be taught a year, of which 2 are shared with other programs (i.e., already taught towards other programs). However, the College of Arts and Science has already filled in 1 position towards the program to start July 1, 2015. There are therefore no new Faculty costs required towards the program.

\*\*\* Administrative costs are absorbed by the Administrative Commons, College of Arts & Science

Due to provided accommodations and additional resources, the costs above have been absorbed to yield a surplus budget (Ref Table 1).

## **Appendix 1. Alignment with the College of Arts and Science Integrated Plan (IP3)**

The proposed MA addresses focus areas included in the 3rd Integrated Plan of the College of Arts and Science.

**“There are mounting expectations from undergraduate and graduate students for the College to provide them with the knowledge and skills required for a potential career”** (p. 4).

**“Raising graduate student enrollments strategically in selected disciplines”** (p. 6).

The proposed MA will enhance the graduates’ professional careers in the area of ESL/EAL/EFL. Based on the experience of other Canadian universities with MATESOL programs, we expect the program to attract 30-50 students at its full capacity.

**The College “must attract, and meet the needs of, a changing student population”** (p. 11).

The program will attract students from the province and Canada. It will increase the number of graduate students in the College and will help to improve the graduate/undergraduate student ratio.

**“Internationalizing the learning and research environment”** (p. 14).

The proposed MA will attract a considerable cohort of students from overseas.

**“Recognizing and building upon our unique interdisciplinary knowledge creation potential”** (p. 5).

The *MA in TESOL* program is an example of innovative interdisciplinary intercollegial programming bringing together the expertise in Education and Arts and Science.

### **Alumni and Revenues**

“[The College’s] profile with alumni must be increased, and the many successes of the College and its alumni must be communicated and celebrated within and beyond the university.” (p. 20)

The program alumni from overseas will become ‘ambassadors’ for the University of Saskatchewan and the province when they return to their countries upon the completion of their course of studies.

### **Culture and Community**

“Engagement can be inferred as imperative from many of the aspects of the College’s changing environment” (p. 14)

The program will help to provide Saskatchewan with better resources in the area of ESL/EAL teaching. The program graduates will have an enhanced knowledge of TESOL and will be therefore better prepared to serve the needs of EAL students in Saskatchewan.

In sum, the *MA in TESOL* is inextricably intertwined with the priorities of the College of Arts and Science with respect to Innovation in Academic Programs and Services, Culture and Community, recruitment, academic promotion and national and international recognition.

## **Appendix 2. Alignment with the “College of Education Plan for the Third Planning Cycle, 2012-2016”**

The proposed MA TESOL addresses a number of key priorities of the College of Education outlined in the IP3 planning document.

**“We continue to find ways to attract new students in high need areas” (p. 3). “Immigrant students are increasingly present in Saskatchewan schools and we are trying to assist schools as they try to meet new needs, such as EAL” (p. 3).**

Due to increased numbers of immigrants in the province, the need for qualified ESL/EAL teachers has become very acute in the province. The proposed MA will help to provide additional training at a graduate level to a cohort of qualified ESL/EFL teachers in Saskatchewan as well as to contribute to enhancing qualifications of ESL/EAL teachers nation-wide.

**“Graduate programs- Almost all Canadian Colleges of Education now offer course-based options for the M.Ed. and our four departments can now address that need for our students” (p 3).**

The proposed MA aligns with the College priorities in graduate program format, since it is planned to be course-based.

**“Service and partnerships- Over the past several years, our College has established a wide array of partnerships with various school divisions, professional groups, community groups, government agencies and other units or colleges on campus. In the third planning cycle we will enhance all existing partnerships by ensuring that on-going activities meet the needs of all those in the partnerships and we plan to continuously scan the environment and encourage new partnerships” (p 3). “...Work with colleagues in Arts and Science to see how we might work together in new ways that would be of benefit to students” (p. 8).**

**“In the undergraduate program, ...new faculty join existing faculty who have expertise in the area of English as an Additional Language/English as a Second Language. Over the third planning cycle we hope to work with CCDE, the Dept of Languages and Linguistics in Arts and Science and with individuals in our partner school divisions to develop new directions in this area in terms of graduate and undergraduate offerings and professional development for teachers” (p.9)**

MATESOL program represents an example of external collaboration with the College of Arts and Science, the Department of Linguistics and Religious Studies, and the Linguistics program in the area of graduate development in ESL/EAL.

As demonstrated above, the intercollegial MATESOL program is well integrated into the priorities of IP3 planning by the College of Education.



### Appendix 3. A letter of support from Dr. David Parkinson, Vice-Dean HUMFA, College of Arts & Science



UNIVERSITY OF  
SASKATCHEWAN

College of Arts and Science  
9 Campus Drive Saskatoon SK S7N 5A5 Canada  
Ph: 306-966-4232 Fx: 306-966-8839

4 March 2015

The Chair, Graduate Programs Committee  
c/o Trevor Crowe  
Associate Dean, College of Graduate Studies and Research

Dear Professor Crowe:

An important proposal has recently come to my attention from the newly-renamed Department of Linguistics and Religious Studies, in concert with the Department of Curriculum Studies in the College of Education and the University of Saskatchewan Language Centre. This proposal concerns a course-based MA in Teaching English to Speakers of Other Languages (TESOL). Substantial, distinctive, and attractive, this program deserves the consideration of the Graduate Programs Committee.

The level of co-operation between different units that informs this proposal suggests a new spirit at work in the development of programs at our University. The concept and delivery of an MA in TESOL depends on such co-operation. Each contributing unit brings particular strengths to the areas making up this program, and the combination of these strengths envisioned in this proposal demonstrates that faculty are ready to reach beyond unitary boundaries in order to achieve academic goals of special and lasting importance to the wellbeing of the University and the province. In their executive summary, the proposers point convincingly to the international and national conditions making an MA in TESOL especially timely.

Initiatives in complement planning underpin this proposal, with significant faculty hirings in both Education and Arts and Science. The interdisciplinary and flexibility of the MA as proposed are thus ensured by the involvement of a suitably wide range of faculty expertise at our University.

Proposing this MA as course-based befits its existence as a professional program, designed to train practitioners and researchers in the acquisition of English as an additional language. This professional emphasis seems to me to increase prospects for international recruitment, which appears to exceed current programmatic capacity at other Canadian universities. It also responds to rapidly rising needs within Canada to increase studies in the linguistic conditions for that significant proportion of the population whose first language is neither English nor French.

As the proposers assert, an MA in TESOL has strong indications of benefit to Saskatchewan, in the improvement of supports for learning English and in the provision of increased opportunities for those with professional aspirations in the study of language acquisition.

The forecast enrolments are ambitious for this program but do not seem to me excessive. Resources have been and are being committed to ensure strong instruction and supervision. The proposal itself adumbrates a clear sequence of course offerings to enable students to complete the program without delay.

For these reasons, the MA in TESOL as proposed has my full support. I look forward to providing further input and advice to your Committee if and as requested.

With good wishes,

David J. Parkinson  
Vice-Dean of Humanities and Fine Arts

#### Appendix 4. Letter of support from Dr. Michelle Prytula, Dean, College of Education



UNIVERSITY OF  
SASKATCHEWAN

✦ Dean's Office

28 Campus Drive Saskatoon SK S7N 0X1 Canada  
Ph: 306-966-7647 Fx: 306-966-7624

To:

Professor Dionne Pohler,  
Chair, Graduate Programs Committee,  
College of Graduate Studies and Research;  
c/o Professor Trever Crowe,  
Associate Dean,  
College of Graduate Studies and Research

Dear Professor Crowe,  
Dear Professor Pohler,

I am writing to you to express my support for a New Graduate Program proposal entitled MA TESOL (Master of Arts in Teaching English to Speakers of Other Languages). This proposal was developed by the Department of Linguistics and Religious Studies, the College of Arts and Science, in close collaboration with the Department of Curriculum Studies, the College of Education, and with participation of the University of Saskatchewan Language Centre.

The program will provide additional training at the graduate level to teachers of English to Speakers of Other Languages who are interested in enhancing their qualifications and advancing their careers. The program will attract students from Saskatchewan, from other provinces in Canada, as well as from overseas.

This course-based program requires 30 cu of course work, in congruence with the current practices in other TESOL graduate programs in Canada. The program enhances efficiencies, since it pools together the resources already available in the College of Education and the College of Arts and Science. The program will be administered with the help of the MA TESOL Program Committee consisting of representatives of the participating units.

The College of Education welcomes this new opportunity to engage in innovative interdisciplinary programming with the College of Arts and Science in the area of TESOL. This area is outlined as one of the key priorities in the ***"College of Education Plan for the Third Planning Cycle, 2012-2016."*** Consequently, the launching of the program will contribute to the successful completion of the IP 3 by the College.

I am looking forward to the launching of this program.

### Appendix 5. MA TESOL and equivalent programs in Canada

University	Program name	Program type	Program requirements
Trinity Western U	MA TESOL	Course-based	36 cu
U Toronto	MA TESOL	Course-based	32 cu
Brock U	MA Applied Linguistics (TESOL)	Course-based	30 cu
U Alberta	MEd TESL	Course-based	27 cu
U Manitoba	MEd in Second Language Education	Thesis-based Course-based	18cu + thesis 30 cu
U Victoria	MA TESOL	Course-based	36 cu
U York	MA Applied Linguistics	Thesis-based Research paper-based course-based	24 cu 18 cu + thesis 36 cu

The suggested MA complies with the program requirements in equivalent programs in Canada (predominantly course-based with about 30 cu of coursework).

## MEMORANDUM

TO: Dr. Veronika Makarova, head, Department of Religion and Culture  
Dr. David Parkinson, vice-dean, Humanities and Fine Arts

FROM: Fran Walley, chair, planning and priorities committee of Council

DATE: June 23, 2014

RE: Notice of Intent for a Master of Arts in Teacher of English for Speakers of Other Languages (TESOL)

---

Thank you for presenting the notice of intent for a new Master of Arts in Teacher of English for Speakers of Other Languages (TESOL) to planning and priorities committee members on May 28<sup>th</sup>. You are commended on the innovative nature of the program, which partners with the Department of Curriculum Studies, the University of Saskatchewan Language Centre and Briercrest College, and the program's relevance, which will enable language teachers to be qualified at the provincial and national level as TESOL teachers.

The committee had very few suggestions regarding the notice of intent, as it is developed into a full program proposal, and was assured that as a new reporting structure is developed for the Language Centre, the College of Arts and Science is committed to ensuring ongoing not for credit programming in languages other than English and in English is available to the extent that it directly supports the college's own programs

Please let me know if you have any questions. I wish you every success as you move your proposal through the approval process.

Sincerely,



c Roy Dobson, chair, academic programs committee  
Ernie Barber, Fairbairn, provost and vice-president academic  
Russ Isinger, registrar and director of student services  
Trevor Crowe, associate dean, College of Graduate Studies and Research  
Alexis Dahl, director of the programs office, College of Arts and Science

## Appendix 7. EVIDENCE OF CORRESPONDENCE

### Evidence of correspondence about the courses

#### Note on course discussions

**All the new course proposals were discussed by the program representatives in Arts& Science and Education. No other programs were consulted, since no other programs teach similar courses.**

**From:** Makarova, Veronika

**Sent:** Sunday, March 08, 2015 8:11 PM

**To:** 'Peter Wood'; Shin, Hyunjung; Julien, Richard; Parkinson, David; Wilson, Jay

**Subject:** Teaching practicum and Curriculum/Assessment course

Dear all,

I attach the MATESOL Teaching Practicum and Curriculum/Assessment course drafts for consultation, and any ideas/suggestions are welcome.

With best wishes,

Veronika

//No suggestions on the proposals were received.//

**From:** Peter Wood [mailto:peter.wood@usask.ca]

**Sent:** Monday, March 09, 2015 3:36 PM

**To:** Makarova, Veronika; Wood, Peter; Shin, Hyunjung; Julien, Richard; Parkinson, David; Wilson, Jay

**Subject:** Re: Teaching practicum and Curriculum/Assessment course

Dear all,

I am attaching the syllabi and forms for the 803 and 804 courses.

Best,

Peter

//No suggestions on the proposals were received.//

**From:** Shin, Hyunjung

**Sent:** Tuesday, March 10, 2015 12:08 PM

**To:** Makarova, Veronika; Wilson, Jay

**Cc:** Gillies, Patricia

**Subject:** ECUR MATESOL new graduate course proposal forms

Dear Veronika, Jay, and Pattie,

I've attached all draft documents regarding the new course proposal forms for my graduate courses. Please let me know if there needs to be any changes. I'll make the revision quick and return the version for departmental approval.

**Evidence of correspondence confirming participation from Program instructors and committee members**

**From:** Makarova, Veronika  
**Sent:** Monday, March 09, 2015 11:48 AM  
**To:** Shin, Hyunjung; Wood, Peter; Julien, Richard  
**Subject:** Evidenceof correspondence

Dear Peter, Richard, Hyunjung,  
Could you please confirm your participation in MA TESOL Program a) as instructors and b) as Program committee members?  
I need to attach evidence of your consent to the Program proposal.  
With best wishes,  
Veronika Makarova,  
Head,  
Department of Linguistics and Religious Studies

**From:** Peter Wood [mailto:peter.wood@usask.ca]  
**Sent:** Monday, March 09, 2015 12:32 PM  
**To:** Makarova, Veronika  
**Subject:** Re: Evidenceof correspondence

Dear Veronika,  
I am writing to inform you of my willingness to participate in the MA TESOL program that is currently being developed.

I would be more than happy to assume the role of an instructor and / or serve on committees advising graduate students enrolled in the program.

Best regards,

Peter Wood  
Assistant Professor

**From:** Shin, Hyunjung  
**Sent:** Tuesday, March 10, 2015 12:11 PM  
**To:** Makarova, Veronika  
**Subject:** RE: Evidenceof correspondence

Hi Veronika,  
Yes to both your questions.  
Hyunjung

Hyunjung Shin, Ph.D.  
Assistant Professor  
Department of Curriculum Studies  
3120 College of Education

28 Campus Drive  
University of Saskatchewan  
Saskatoon, SK, S7N 0X1  
Phone: 306-966-7707  
Fax: 306-966-7658  
Email: [hyunjung.shin@usask.ca](mailto:hyunjung.shin@usask.ca)

**From:** Julien, Richard  
**Sent:** Tuesday, March 10, 2015 1:54 PM  
**To:** Makarova, Veronika  
**Subject:** Re: MA TESOL participation e-mail reminder

Hi, Veronika. Yes, You can count me in on both accounts.

Good luck,  
Richard

## Evidence of correspondence with units heads/representatives

### Department of Curriculum Studies, College of Education

-----Original Message-----

From: Wilson, Jay

Sent: Friday, March 13, 2015 1:48 PM

To: Makarova, Veronika

Cc: Larson, Kayla; Prytula, Michelle; Elliott, Shannon; Shin, Hyunjung

Subject: Re: response from the Dpt Head re MATESOL and new ECUR numbers

Hi Veronica

Please accept this email as an indication of support from the Department of Curriculum Studies for the proposed MA TESOL.

We are very much looking forward to working collaboratively with your department in offering enhanced language programming.

Thank you for the work you have done to bring the proposal forward for consideration.

Jay

Dr. Jay Wilson

Associate Professor

Department Head and Graduate Chair

Department of Curriculum Studies

College of Education

University of Saskatchewan

**From:** Makarova, Veronika

**Sent:** Monday, March 09, 2015 11:52 AM

**To:** Wilson, Jay

**Subject:** evidence of correspondence



MATESOL Program  
proposal part 1 draft 3

Dear Dr. Wilson,

Thank you so much for a highly productive discussion last week and having an open mind. Could you please confirm the participation of your Department of Curriculum Studies in MA TESOL Program, as specified in the program proposal and as per our discussion on Friday, March 6<sup>th</sup>?

I attach the revised version of the proposal following your suggestions.

If you have any more suggestions at any point, please do not hesitate to let me know.



I am very much looking forward to the long-term collaboration between our Departments in TESOL/EAL.

With best wishes,  
Veronika Makarova,  
Head,  
Department of Linguistics and Religious Studies

---

**University of Saskatchewan Language Center**

**From:** Parkinson, David  
**Sent:** Thursday, March 12, 2015 9:19 PM  
**To:** Makarova, Veronika  
**Subject:** FW: MATESOL draft

Dear Veronika,

I am communicating to you with regard to the MATESOL proposal you are currently preparing:

1. The University of Saskatchewan Language Centre (USLC) confirms its partial participation in the delivery of TESOL 806.3 Practicum course with the number of students to be determined in consultation with the USLC Director. The USLC participation is expected to be conducted through the USLC Student Success Centre now in its pilot stage.
2. The USLC Director or designate will be represent the USLC on the MA TESOL Programs Committee.

I hope this is sufficient to you needs at this time with regard to the Proposal. Thank you for giving the USLC the opportunity to participate in this endeavour and I look forward to working with all the academic units involved.

Sincerely,

David Parkinson

David M. Parkinson, M.A., M.Ed., Director  
University of Saskatchewan Language Centre  
R.J.D. Williams Building Room 232  
221 Cumberland Avenue South  
Saskatoon, Saskatchewan S7N 1M3  
Canada

Telephone: 306-966-4332  
Facsimile: 306-966-4356  
Internet: [d.parkinson@usask.ca](mailto:d.parkinson@usask.ca)  
Website: [www.learnenglish.usask.ca](http://www.learnenglish.usask.ca)

**From:** Makarova, Veronika  
**Sent:** Monday, March 09, 2015 12:01 PM  
**To:** Parkinson, David  
**Subject:** MA Applied Ling

Dear David,  
I hope you have had a very productive trip and that you are now back.  
We are trying to finalize the MATESOL proposal.

Could you please confirm the participation of the Language Center in MA TESOL Program, as specified in the program proposal and as per our earlier discussions and the Practicum course proposal I sent you yesterday?

Also, are you still interested in being the Program Committee member? Or maybe you prefer to delegate somebody else? Please let me know, as I also need to finalize the list of Program Admin Committee members.

I attach the revised version of the program proposal.  
If you have any suggestions at any point, please do not hesitate to let me know.

I am very much looking forward to collaboration between our units.

With best wishes,  
Veronika Makarova,  
Head,  
Department of Linguistics and Religious Studies

## **Note on the lack of confirmed commitment from Briercrest College**

At the level of the NOI, Briercrest College expressed an interest in participation in the program. However, their participation was not confirmed at the full proposal preparation stage due to a change in leadership and financial situation (ref evidence of correspondence below).

**From:** Ellery Pullman [mailto:epullman@briercrest.ca]  
**Sent:** Saturday, February 28, 2015 8:20 PM  
**To:** Makarova, Veronika  
**Subject:** Re: MATESOL Program decision

Dear Veronika,

I was hoping we could give you a more definitive answer by this time.

We are very interested in having more discussion with you concerning this matter, but are unable to make a definite commitment to you as to what our involvement might entail. We are continuing to work through our organizational restructuring which has meant that some externally related endeavours have been put on hold for the short term for now.

Warm regards.

Ellery

Ellery Pullman PhD  
Executive Vice President and Provost  
Professor of Psychology and Educational Leadership  
Briercrest College and Seminary  
Caronport, SK.  
306-756-3236

Sent from my iPad

On Feb 24, 2015, at 12:02 PM, "Makarova, Veronika" <[v.makarova@usask.ca](mailto:v.makarova@usask.ca)> wrote:

Dear Ellery,

Have you had an opportunity to arrive at a decision regarding Briercrest participation in the MATESOL program?

If you could let me know by Friday (27<sup>th</sup> Febr), it would help us to finalize the program structure and the courses to be included.

With best wishes,

Veronika Makarova,

Head,

Department of Linguistics and Religious Studies,  
University of Saskatchewan

## Appendix 8. “Detailed information on resources”

### Resources in the Department of Linguistics and Religious Studies, College of Arts and Science

Since most of the courses in the suggested MA TESOL program are taught by Linguistics program, we will provide below more details about courses distribution.

The assignment of teaching duties in the Department is 5 courses (15 cu) per faculty. With 5.5 faculty (5.5 x 5 courses), the teaching capacity of the faculty is 27 courses (81 cu) a year. Additional teaching capacity in the program comes from summer revenues and GTFs, with the minimum of 3 additional courses a year offered by sessional lecturers and graduate students on scholarships.

**Thus, the minimal teaching capacity in the program is 30 courses (90 cu) a year.**

The total of 30 courses (90 cu) is to be split between undergraduate and graduate programs as follows:

Undergraduate program – 18 courses (54 cu), on par with course offerings in previous years detailed below.

Graduate Programs – 12 courses (36 cu) as follows:

- New TESOL courses offered towards the MA TESOL = 2-3 courses (6-9 cu) a year;
- Existing Ling courses shared between MA TESOL and MA Applied Linguistics (Ling 804.3; Ling 811.3) = 2 courses (6 cu a year);
- Ling courses in MA Applied Linguistics that will also function as electives in MA TESOL) =2 courses (6 cu a year). (Please, notice that only 4 Ling courses =12 cu) are required towards MA Applied Linguistics plus 3 cu electives from other disciplines.).

The total number of courses required towards both graduate degrees from the Linguistics program is 6-7 courses (18-21 cu) a year. The allocation of the total of 12 courses (36 cu) towards graduate programs leaves 5-6 courses (15-18 cu) a year towards the offering of additional graduate level electives as well as towards covering potential faculty emergencies.

It should also be mentioned that MA Applied Linguistics and MA TESOL share 2 courses, and all MA Applied Linguistics courses serve as electives in MA TESOL. These two programs were initially conceived as complementary, and NOI for both programs were submitted, considered and approved by the PPCC simultaneously.

#### Course offerings in Linguistics

Year	Number of courses	
	Undergraduate	Graduate
2014-15	17	5
2013-14	14	4
2012-13	13	4
2011-12	11	4

### **Resources in the Department of Curriculum Studies, College of Education**

Undergraduate EAL-related courses in the Department are offered via the Language Centre. Since they have no bearing on the suggested graduate program, they are not listed here.

Graduate course offerings in EASL in the Department are taught by one faculty (Dr Shin), who is the member of the MA TESOL Program Committee from the College of Education.

The offerings of graduate EAL courses in the Department (to be used towards the MA TESOL) started in 2013-14, and in the last 2 years have been as follows:

Year	N graduate EAL courses
2014-15	1
2013-14	2

As can be seen, graduate EAL courses (to be offered towards the MA TESOL) have already been piloted as Special Topics in the Department and have been used as electives towards MEd. Continued teaching of these courses within MA TESOL graduate program will not have any strain on the resources in the Department. In case of a sabbatical or emergency, the 2 EAL courses in MA TESOL program can be taught the next year (since the program is a two-year one), or can be replaced by a term or sessional hire.

#### **A note on resources overall**

Faculty resources in MA TESOL and MA Applied Linguistics have an overlap (3 Linguistics faculty – Wood, Makarova, Julien are secondary contributors to the degree), but they also differ in 2 additional key members (primary contributors). Two faculty who are primary contributors to MA TESOL are Shin and New Hire in Applied Linguistics. Both faculty will be teaching 2-3 courses yearly towards the degree.

## Appendix 9.

### **Notes on TESL accreditation in Saskatchewan**

TESL certification in Canada and in Saskatchewan is highly complex. ESL/EAL teachers can teach in various institutions: from K-12 school systems to colleges, universities, and government or volunteer organizations. Accreditation requirements differ by the type of position and even the level of appointment for one given position.

To teach EAL in Canada or Saskatchewan, the following general requirements have to be met:  
1) a BA or BEd in a relevant area (such as English, Education, Linguistics, etc), and one of the following certifications:

2) TESL Saskatchewan or TESL Canada.

In order to receive TESL Saskatchewan accreditation, one needs:

--240 hours of post-secondary TESL studies

-- documentation of at least 1000 hours of teaching (and being in charge of) students in an ESL/EAL/ESD classroom

Thus, completion of an MA TESOL program will not automatically entitle the applicant to TESL certification, but may assist with satisfying the “240 hours of post-secondary TESL studies” requirement.

In order to teach in K-12 system, one needs a teacher’s license from the Ministry of Education, which normally cannot be obtained without a BEd from Saskatchewan. However, for individuals already holding Saskatchewan Teacher’s license, getting an MA in TESOL will be beneficial, as it can help advance their careers.

<http://www.teslsask.com/accreditation/accreditation-rationale/>

## Memorandum

**To:** Dr. Veronika Makarova, Graduate Chair, Linguistics Program

**CC:** Dr. Trevor Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)  
Dr. David Parkinson, Vice-Dean of Humanities, College of Arts and Science

**From:** Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

**Date:** April 14, 2015

**Re:** New Proposal for a Master of Arts to Speakers of Other Languages

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The Graduate Programs Committee met on April 13, 2015, and reviewed the revised proposal. The committee requested some minor clarifications as indicated below. If the items identified below can be addressed satisfactorily by noon on April 15, the Graduate Programs Committee can recommend approval to the Executive Committee of CGSR for their meeting on April 20. (The subsequent meeting of the Executive Committee will be held on May 19.)

- Some concern was expressed for students admitted to the program without a linguistics background. As the senior undergraduate linguistics courses appear to have pre-requisites, there was concern that some students may require more remedial coursework than the 9 credit units indicated. Members would like clarification on how remediation could occur successfully with the 9 credit units of coursework. Specifically, can you specify the 9 cu that typically would be required for a student entering the program without a linguistics background?
- Members are interested to learn about potential career paths for students completing this degree. How might the career paths differ if someone coupled the MA with a BEd compared with an MA and a BA in linguistics?
- Members noted that students entering the program could have (at least) 2 distinct backgrounds, either a BA or a BEd. Simply put, it's felt that students with a BEd should focus on linguistics, while students with a BA should focus on adult education. Given this understanding, the committee wanted clarification on the learning outcomes for the program. Are the learning outcomes the same, regardless of the student's undergraduate background? Might it be reasonable to consider a course in Adult Education for students that do not have a Bachelor of Education?
- Members wanted clarity on the benefit of a new master's program compared to the existing certificate program. Further, members questioned if this program might be more appropriate as a concentration within the Linguistics program rather than a new major. Please advise.

Please respond to this memo at your earliest convenience to address the committee's concerns. If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229.

DP/kc

## Response to the CGSR committee Memo re New MATESOL Program Proposal

I would like to thank Graduate Programs Committee, its Chair, Dr. Pohler, and Associate Dean Crowe for their thoughtful and prompt reading of the MATESOL program proposal as well as to address the questions and concerns raised by the committee in their April 14<sup>th</sup>, 2015 memo.

*< Some concern was expressed for students admitted to the program without a linguistics background. As the senior undergraduate linguistics courses appear to have pre-requisites, there was concern that some students may require more remedial coursework than the 9 credit units indicated. Members would like clarification on how remediation could occur successfully with the 9 credit units of coursework. Specifically, can you specify the 9 cu that typically would be required for a student entering the program without a linguistics background? >*

The proposed degree is not a Linguistics degree (that would require a much more substantial background in Linguistics), but a MA TESOL degree. Many MA TESOL programs in Canada do not have any entry course requirements besides a 4-year Bachelor's degree in a relevant area (besides Linguistics and Education, a "relevant" area could be English, Psychology, or other disciplines). However, we would require a minimum background of 9 cu of linguistics courses for the following reason: language teachers cannot be fully successful in teaching language without the basic knowledge of linguistics (language structure) any more than a teacher of mathematics attempting to teach the subject without the knowledge of basic mathematics. On the other hand, we do not want to be too exclusive and prevent students with non-linguistic degrees from entering the program. Hence, 9 cu of linguistics courses gives, in our opinion, a balance between not making prerequisites too hard on candidates, and yet sending a message about the importance of at least some basic knowledge of linguistics. Requiring nine cu of courses in linguistics gives students a minimal level of introductory linguistics which is highly beneficial for their understanding of language processes, differences between languages, and the process of English language acquisition by non-native speakers.

The proposal stipulates (p 11) that probationary admissions are possible for students who do not have the prerequisite of 9 cu Linguistics. These courses can be taken by the students in the first year of studies.

The 9 cu were already indicated in the proposal (p 11) as follows: "The minimum of 9 cu of undergraduate Linguistics courses (Ling 111.3, plus Ling 110.3 or 112.3 or any structural linguistics course (such as Phonetics, Phonology, Lexicology, Morphology, Syntax, Semantics, Discourse), or their equivalents." These introductory linguistics courses provide an overview of elements of language at a basic level; and an exposure to one of the structural components of language will help language teachers to understand at least one language component in depth.

It should also be noted that Ling 110 has no prerequisites, and Ling 111 is the only prerequisite for Ling 112 as well as for most structural Linguistics courses listed above. Thus, failing to have prerequisites for senior linguistics courses is not an issue.

Ling 111 is offered in July as an online summer course, as well as in multiple sections in each term, and it is thus very easy to satisfy the entry requirement.

Furthermore, the proposal stipulates that "equivalents" are accepted as well, such as "English Phonetics, English lexicology, Second Language Acquisition, etc." (p 10). In other



words, candidates who are applying for a MA TESOL degree are very likely to already have the necessary background for program entry. Most individuals interested in language teachers' careers have some interest in language, and have taken some linguistics courses or their equivalents.

As far as 6 cu electives within the suggested program are concerned, the proposal cautions (on p 11) that "Only 6 cu of undergraduate courses are allowed towards the program... In case students opt for selecting undergraduate Ling courses, they are advised to consider prerequisites for these courses, and whether they have adequate prerequisites or prerequisite equivalents. Individual advising by the Program Chair will be available to the students in the first weeks of classes to consider prerequisites equivalents".

Even more importantly, it should also be noted that students can (if they have prerequisites) take 6 cu of undergraduate Ling courses as electives, but they do not in the least have to. Students not having interest or prerequisites for taking senior undergraduate Ling courses have a sufficient yearly supply of 800-level courses to use towards the 6 cu electives requirement in the program. The array of available electives at 800 level is guaranteed by the Applied Linguistics MA and required course offerings in it (that serve as electives in the MA TESOL), plus 800 level ECUR-EAL courses.

In sum, prerequisites do not in any way impede or negatively affect the program.

< Members are interested to learn about potential career paths for students completing this degree. How might the career paths differ if someone coupled the MA with a BEd compared with an MA and a BA in linguistics? >

Potential career paths have been indicated in the proposal on pp 9-10 in detail.

For international applicants, a likely career path is continued teaching of EFL courses in their countries with advanced qualifications and opportunities to receive promotions (to school directors, teaching in colleges and universities as opposed to high schools, etc.).

For Canadian applicants, additional TESOL training will allow applicants either to seek TESOL Saskatchewan or TESOL Canada certification (when/if they satisfied additional requirements reflected in Appendix 9 p 33) or advance their careers to full-time positions, private school and governmental program directors, etc.

Locally, MA TESOL with BEd combination will likely lead to K-12 EAL employments. Holders of MA TESOL and BA in Linguistics are suited to work in non K-12 employments (Ref appendix 9 p 33 for more explanations).

However, graduates' career paths will be highly individual.

<Members noted that students entering the program could have (at least) 2 distinct backgrounds, either a BA or a BEd. Simply put, it's felt that students with a BEd should focus on linguistics, while students with a BA should focus on adult education. Given this understanding, the committee wanted clarification on the learning outcomes for the program. Are the learning outcomes the same, regardless of the student's undergraduate background? Might it be

reasonable to consider a course in Adult Education for students that do not have a Bachelor of Education? >

The program is not restricted to Linguistics and Education majors. There could be a variety of backgrounds, including Linguistics, Education, English, Psychology, WGST and other humanities and social sciences programs.

No MA TESOL programs in Canada or the world make any distinction in the programs of studies depending on the undergraduate degree. All MATESOL programs have standardized curricula with MATESOL course combined with some Applied Linguistics and/or Linguistics courses.

Learning outcomes in the program are indicated on p 13: “Enhance professional qualifications of TESOL/EAL teachers/TAs within and outside of K-12 system from Saskatchewan and Canada as well as EFL teachers from overseas by providing them with the knowledge of methodologies, curricula development, technologies, testing and cultural aspects of TESOL.”

The major learning goal is enhancing their TESOL qualifications and career opportunities. The way they employ their qualifications in future is individual.

Courses in Adult Education are not present anywhere in other MATESOL programs in Canada. They are not required for TESOL certification either. TESOL is an area on its own, close to, but separate from either Adult Education or Linguistics. For anyone willing to teach ESL, the requirement are TESOL courses/programs, and not Linguistics or Education qualifications.

*<Members wanted clarity on the benefit of a new master’s program compared to the existing certificate program.*

Advantages of the new program are indicated in the proposal p 7-8 (Rationale).

The difference between a certificate program and a graduate program are the same as for any other certificate program in the U of S. A certificate only offers limited qualifications in a particular area, since it only involves 15 to 30 cu of studies and involves a limited amount of course work and confined learning outcomes. A certificate (including CERTESOL) does not compare to an undergraduate degree (requiring 120 cu) or a graduate program (offering advanced level courses). A CERTESOL certificate compares to an MA program as a certificate in any subject (e.g., certificate in English or Physics) with a graduate program in the same area (e.g., MA English or MSc Physics). In short, graduate programs offer more advanced and rigorous training to individuals who already have a BA or BSc or another undergraduate degree.

No graduate program in Saskatchewan with the focus on TESOL is available. All other provinces have at least one or a few. The program is aimed at enhancing ESL teachers qualifications at a graduate level.

*<Further, members questioned if this program might be more appropriate as a concentration within the Linguistics program rather than a new major. Please advise. >*

The program has to be separate for three reasons:

1. Academic standing and area

TESOL is an area separate from Linguistics, although there is some overlap with applied linguistics (similarly to biochemistry having an overlap with chemistry, but being a discipline

in its own right). Please refer to the list of MATESOL programs in Canada p 22. They are not linguistics programs, but MA TESOL.

2. Professional paths, certification and careers of graduates

TESOL certification requires professional TESOL courses (of which a few, but not all could be linguistics), as per the proposed program structure.

3. University Collegial processes

NOI of intent for the MA TESOL program was considered by the Planning and Priorities Committee of Council and approved on June 23, 2014 (p 23). The NOI for MA TESOL program was submitted at the same time as the NOI for MA Applied Linguistics. The rationale for having these two different programs were provided to the PPCC. The PPCC considered both programs NOI together, and approved them as separate programs (ref p. 23).

The idea of MA TESOL was discussed and the program proposal was developed by the specialists in Applied Linguistics and ESL/EAL from Linguistics (Arts & Science), Curriculum Studies (Education) and the University of Saskatchewan Language Centre. The program is supported by Deans' offices of the Colleges of Arts and Science and Education.

I very much hope that your questions have been addressed adequately.

With best wishes,  
Veronika Makarova,  
Professor,  
Head,  
Department of Linguistics and Religious Studies