

INTERNATIONAL MASTER OF TEACHING ENGLISH (IMTE)

Department Website: <https://www.smu.ca/academics/international-master-of-teaching-english.html>

The International Master of Teaching English (IMTE) program is intended for international, non-Canadian students planning to teach English abroad. It is offered in the context of the growing need worldwide for non-native English speakers with professional preparation for careers in teaching English as an additional language. The IMTE combines a study of foundational concepts of foreign language teaching and learning with experiential learning of practical dimensions English language teaching. It is a course-based, professional program which blends courses involving theoretical studies with a significant proportion of hands-on instructional experience in English language classrooms.

The IMTE is designed for completion in four semesters, or sixteen months.

Admission Requirements

The International Master of Teaching English (IMTE) follows the general admission requirements and procedures (<https://smu-ca-public.courseleaf.com/graduate/academic-regulations/admissions/>) of the Faculty of Graduate Studies and Research as outlined in the Graduate Studies Academic Calendar. The minimum requirements for entry into the program are:

1. An undergraduate degree from an accredited or recognized institution. Although a degree related to the field of education or language studies, especially English language studies, is preferred, the IMTE admissions committee will be assessing each application and its related degree(s) on an individual basis.
2. CELTA or, in the estimation of the admissions committee, its equivalent.
or
Documented English teaching experience, or its equivalent.
3. A demonstrated interest in pursuing a career as a teacher in the field (e.g. through the required letter of intent, through education, through evidence provided by the required CV and/or other documents accompanying the application, etc.)
4. Non-native speaking applicants—the target cohort for this program—must demonstrate their English language proficiency as outlined in Graduate Academic Regulation 1e (<https://smu-ca-public.courseleaf.com/graduate/academic-regulations/admissions/>).

The IMTE Admissions Committee may seek additional communication with students regarding their academic English skills.

Enrolment is limited. Preference will be given to candidates who exceed the above minimums. Meeting the minimum requirements does not guarantee admission.

The application deadline is April 1.

Program Requirements

The program combines a coherent set of linguistic, cultural, and educational elements including:

- linguistic analysis of the English language
- cultural aspects of English-speaking peoples
- intercultural communication
- curriculum studies
- teaching methods
- instructional practices

Through a blend of theory and practice, students learn to apply key concepts of the discipline to practical teaching experience. In addition, they develop contextual knowledge of social, cultural, and political factors at play in the teaching of English as an additional language.

Experiential learning, including:

- work-integrated learning and/or community-engaged learning/service learning, are central features of the program,
- engaging students in extended practicum-based learning, including:
 - lesson planning,
 - classroom observation, and
 - teaching or tutoring students.

An English language teaching development component, designed to support students in continuous and explicit language teaching is included in the program. Development takes place through direct English language teaching study and practice, and also Content and Language Integrated Learning (CLIL), which takes place in courses that are taught in English. This component also supports English language development. Teaching practice is accompanied by conceptual study of the English language that is carried out in the context of the ongoing Professional Language Portfolio element of the program that students complete over the four semesters of the program, and which is submitted for assessment by Program faculty in the last semester. Similarly, students develop broad cultural insight through theoretical study of culture combined with experiential learning about culture in a variety of environments, both in the classroom and in projects that engage students beyond the scope of the classroom.

First Semester		Credit Hours
IMTE 5000	Professional Language Portfolio (PLP)	1.5
IMTE 5625	Practicum I – Classroom Observation and Field Studies	1.5
IMTE 5641	Principles of Language Acquisition for Education	3
IMTE 5650	International Issues in English Language Teaching	3
IMTE 5658	Language Awareness for Teaching and Learning	1.5
Credit Hours		10.5
Second Semester		Credit Hours
IMTE 5000	Professional Language Portfolio (PLP)	1.5
IMTE 5625	Practicum I – Classroom Observation and Field Studies	1.5
IMTE 5655	Environments for Language Learning: Methods and Materials	3
IMTE 5661	Language, Culture, and Education	3

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IMTE 5658	Language Awareness for Teaching and Learning ¹	1.5
IMTE 5720	Technologies in Teaching and Learning English	3
Credit Hours		13.5
Third Semester		
IMTE 5710	Course Design in Action	3
IMTE 5730	Teaching and Assessment in EAL/EFL/ESL	3
IMTE 5626	Practicum II - Classroom Practices in EAL/EFL/ESL	3
IMTE 5000	Professional Language Portfolio (PLP)	1.5
Credit Hours		10.5
Fourth Semester		
IMTE 5627	Practicum III – Field Experience in Teaching English as a Second/Foreign Language	6
IMTE 5000	Professional Language Portfolio (PLP)	1.5
*SECOND,THIRD OR FOURTH SEMESTER	Elective Course, in consultation with Program Committee	3
Credit Hours		10.5
Total Credit Hours		45

¹ Students with credit for EDUC 5658 are not eligible to enroll in this course.