



# Online MEd in Teaching English as a Second Language TES5 Cohort Program

**STARTING: SEPTEMBER 2026**

**LENGTH: 2 YEARS PLUS 2 TERMS**

**DELIVERY: FULLY ONLINE**

**APPLICATION DEADLINE: MARCH 15, 2026**



**We acknowledge that UBC Vancouver is situated on  
the traditional, unceded territory of  
the xwməθkwəy̅əm (Musqueam), Skwxwú7mesh (Squamish),  
and Səḵílwətaʔ/Selilwítulh (Tsleil- Waututh) Nations.**



# INTRODUCTION

Meet the Program Coordinator and the Senior Program Assistant!



**Dr. Andreea Cervatiuc**  
Program Coordinator and Cohort  
Advisor  
[andreea.cervatiuc@ubc.ca](mailto:andreea.cervatiuc@ubc.ca)



**Kelvin Mok**  
Senior Program Assistant (SPA)  
[opl.educ@ubc.ca](mailto:opl.educ@ubc.ca)

# AGENDA FOR THIS INFO SESSION

## Dr. Andreea Cervatiuc:

- Educational Context
- Benefits of the Online MEd in TESL
- Who is the Online MEd in TESL for?
- Testimonials from Previous Students
- The Core Design Principles
- Tentative Program Schedule and Courses

## Senior Program Assistant:

- Admission Requirements
- How to Apply
- Tuition

## Dr. Andreea Cervatiuc & Senior Program Assistant

- Q&A



## MY BACKGROUND AND AREAS OF EXPERTISE

- I am the Program Coordinator of the Online Master of Education in Teaching English as a Second Language (TESL) and an Associate Professor of Teaching in the Language and Literacy Education Department of the Faculty of Education.
- My areas of expertise are:
  1. Online education for language teachers
  2. Additional language learning and teaching
  3. Language assessment
  4. Multilingualism, multilingual education, and language curriculum
  5. Learning and teaching second language vocabulary



## EDUCATIONAL CONTEXT

- **As one of the world's leading universities, the University of British Columbia creates an exceptional learning environment that advances outstanding research and teaching, professionalism, creativity, and a sustainable society.**
- **The Online MEd in TESL is offered by the Language and Literacy Education Department (LLED) of the Faculty of Education and it is supported by the Office of Professional Learning unit.**



# UBC RANKINGS



The University of British Columbia ranked 2nd in Canada, 29th in the global 2025 rating, and scored in the TOP 10 across 12 research topics. The University of British Columbia ranking is based on 3 factors: research output (EduRank's index has 306,367 academic publications and 12,195,827 citations attributed to the university), non-academic reputation, and the impact of 474 notable alumni.

#29 of 14,131  
In the World

#25 of 2,597  
In North America

#2 of 101  
In Canada

#1 of 16  
In British Columbia

## LANGUAGE AND LITERACY EDUCATION DEPARTMENT (LLED)

- The instructors teaching in the Online MEd in TESL are members of the Language and Literacy Education Department (LLED) of the Faculty of Education at UBC. You can take a look at the faculty profiles on the LLED Website: [led.educ.ubc.ca/people/faculty](http://led.educ.ubc.ca/people/faculty)
- The Language and Literacy Education Department (LLED) of the Faculty of Education at UBC is a national and international leader in the area of Teaching English as a Second Language.



## PROGRAM BENEFITS

- Getting a graduate degree from a **prestigious university**, without needing to relocate.
- Taking courses in an **asynchronous format**, which allows you to complete the learning modules at your own pace.
- Having access to **high quality learning modules** that contain links to digital readings, PowerPoints, videos, audio, and visuals.
- Learning from **leading experts** in the field.
- **Balance:** Being able to work full-time, while completing your degree.
- Interacting with fellow cohort students in a **professional and collegial environment.**



## Who is the Online MEd in TESL for?

- **K-12 ESL teachers**
- **LINC instructors**
- **EFL teachers of K-12 and adult learners**
- **K-12 mainstream teachers with multilingual classrooms**
- **ESL or EFL curriculum designers, program administrators, educational consultants, and materials developers**
- **English proficiency assessors.**



## Former Students' Testimonials About the Online MEd in TESL

*"I cannot say enough about the professors, from their personable interactions to their profound influences on my language acquisition perceptions. My professional life was inspired as they expertly guided me through the online learning, culminating in a powerful, collegial experience. We were all highly encouraged to share our acquired expertise with the understanding that it is essential to uplift the professional world of TESOL and language learning with our innovative creations. "* - **Karolyn Hills**



*"The program has delivered and accomplished its philosophy and mission as envisioned. Undeniably, it has achieved its goal to develop specialized professionals in the field of Teaching English as a Second Language (TESL). A perfect blend between theory and praxis, the program caters to the needs of TESL practitioners. The high-calibre professors are authority in the field."* - **Albert Maganaka**

## Former Students' Testimonials About the Online MEd in TESL

*"I particularly liked this program because it is offered in cohorts and it follows a clear and straightforward schedule. The cohort model facilitates peer communication as participants develop a degree of familiarity with one another, which really helps when posting on the discussion boards. The course offerings and the program's schedule also make planning a stress-free experience. The course modules are all well-laid out, and the instructors are not only well-published and leaders in the profession but are also very helpful and supportive. This program was an excellent learning experience, and I have no hesitation in recommending it to any in-service English language teacher who feels ready to take on a challenge and become a more qualified professional."* - **Behzad Amali**

*"The highly esteemed professors used multimodal instruction to engage students and have been encouraging and supportive of my endeavours...The MEd in TESL program at UBC far exceeded my expectations and I would highly recommend it to anyone wishing to develop their expertise in TESL theory and practice."* - **Teresa Chan**



## Former Students' Testimonials About the Online MEd in TESL

*“The Online M.Ed. in TESOL program has been an incredibly enriching experience. I appreciated the flexibility of the online format, which allowed me to balance studies with work, and the strong sense of community among peers worldwide. The curriculum deepened my understanding of language education and gave me practical tools I now use confidently in the classroom. I would absolutely recommend this program to anyone passionate about teaching English and making a global impact.”*



**Sarah Marie da Costa**

*“I reviewed several programs, but many were blended with online and mandatory on-campus classes, which would not fit my schedule. Then, a work colleague mentioned that UBC had an MEd in TESL completely online. I applied immediately and have never looked back. With the breadth and depth of learning in each course in this program, I have advanced my knowledge as a professional in the field of TESL. The most up-to-date ESL theory and teaching methods have been added to my teacher toolkit. With the expertise of the professors at UBC, I highly recommend this program to any professional interested in advancing their knowledge in the field.” - Paige Janssen*

## The Core Program Design Principles

- **Integration of Theory and Practice**
- **Relevant Content**
- **Multimodality and Creativity**
- **Learner-Centeredness**
- **User-Friendliness**



# Organization of the Online Learning Modules

Example:



**Page 1: Overview of the Module and Learning Objectives**

**Page 2: Content** (explanations of the key theoretical concepts, links to the online required readings, and main ideas from the required readings)

**Page 3: Learning Activities** (instructions and links to videos)

**Page 4: Supplementary Resources**

**Page 5: Discussion Forum.**

## Schedule and Structure

- This 30-credit program is offered part-time over a period of two years and two terms. This scheduling is designed to accommodate the needs of practicing teachers and educators.
- The program consists of 10 courses (3 credits each): 8 required courses and 2 elective courses.
- 8 courses should be graduate (level 500) and 2 of them can be undergraduate courses (level 300 or 400).
- The electives can be taken any time during the program with the approval of the Program Coordinator.



## Tentative Program Schedule

START DATE AND END DATE	COURSE CODE	COURSE TITLE
September 2026 – December 2026	LLED 489B	Applied Linguistics for Teachers
January 2027 – April 2027	LLED 572	Theory and Research in Teaching English as a Second Language
May 2027 – June 2027	LLED 573	Theories of Second Language Acquisition
September 2027 – December 2027	LLED 526	Second Language Assessment: Conceptual and Empirical Approaches
January 2028 – April 2028	LLED 510	Language, Discourse, and Identity
May 2028 – June 2028	LLED 574	Theory and Research in Teaching Second Language Writing
September 2028 – December 2028	EDUC 500	Introduction to Research Methods
January 2029 – April 2029	LLED 590	Graduating Project



## REQUIRED COURSE 1

Course Start and End Dates	Course Number and Title	Course Description
September 2026 – December 2026	<i>LLED 489B: Applied Linguistics for Teachers</i>	<p>LLED 489B is an introductory overview of social and critical theories and research related to applied linguistics and TESOL.</p> <p>Some of the topics are:</p> <ul style="list-style-type: none"><li>• Language learners and their environments</li><li>• Theories of language and literacy</li><li>• Theories of language learning</li><li>• Society and TESOL.</li></ul>



## REQUIRED COURSE 2

Course Start and End Dates	Course Number and Title	Course Description
January 2027 – April 2027	<b><i>LLED 572: Theory and Research in Teaching English as a Second Language</i></b>	<p>A comprehensive overview of fundamental concepts informing second language teaching, their theoretical foundations, and practical applications. Some of the topics are:</p> <ul style="list-style-type: none"><li>• Theories of language teaching</li><li>• Lesson planning</li><li>• Materials development</li><li>• Content-based teaching</li><li>• Strategies for teaching L2 reading, writing, listening, speaking, vocabulary, and grammar.</li><li>• English for Specific Purposes.</li></ul>



## REQUIRED COURSE 3

Course Start and End Dates	Course Number and Title	Course Description
May 2027 – June 2027	<b><i>LLED 573: Theories of Second Language Acquisition</i></b>	<p>This course examines linguistic, cognitive, psychological, affective, sociolinguistic, and sociocultural foundations of second language (L2) development and the implications of theory and research in this area for the teaching and learning of additional languages. Some of the topics are:</p> <ul style="list-style-type: none"><li>• How do people learn a second language?</li><li>• What are the factors that affect second language acquisition?</li></ul>



## REQUIRED COURSE 4

Course Start and End Dates	Course Number and Title	Course Description
September 2027 – December 2027	<b><i>LLED 526: Second Language Assessment: Conceptual and Empirical Approaches</i></b>	<p>This course focuses on language assessment theory and its practical applications. The topics include:</p> <ul style="list-style-type: none"><li>• The components of communicative competence</li><li>• Critiquing various existing language assessment instruments</li><li>• Designing effective and rigorous listening, speaking, reading, and writing assessment tasks</li><li>• Characteristics of language tests (e.g., authenticity, practicality, validity and reliability)</li><li>• The social dimension of language testing.</li></ul>



## REQUIRED COURSE 5

Course Start and End Dates	Course Number and Title	Course Description
January 2028 – April 2028	<i>LLED 510: Language, Discourse, and Identity</i>	<p>The purpose of this course is to explore current debates in the field of language education that address language as a social practice. Some of the topics are:</p> <ul style="list-style-type: none"><li>• Language and social relationships, including those between writer and reader, teacher and student, classroom and community, test maker and test taker, researcher and researched.</li><li>• Negotiation of gendered, raced, and classed identities.</li><li>• The relationship between power and educational possibilities.</li></ul>



## REQUIRED COURSE 6

Course Start and End Dates	Course Number and Title	Course Description
May 2028 – June 2028	<b><i>LLED 574: Theory and Research in Teaching Second Language Writing</i></b>	<p>In this course, students will analyze, compare, contrast, and critique recent research on second language writing, gain insights into writing processes by reflecting on their own or their students' writing experiences. Some of the topics are:</p> <ul style="list-style-type: none"><li>• Teacher responses to students' writing</li><li>• Peer review</li><li>• Cultural backgrounds and second language writing</li><li>• Academic writing</li><li>• Second language writers</li><li>• The process of writing.</li></ul>



## REQUIRED COURSE 7

Course Start and End Dates	Course Number and Title	Course Description
September 2028 – December 2028	<i><b>EDUC 500: Introduction to Research Methods</b></i>	<p>Overview of methodological approaches to research in education.</p> <p>The topics covered in this course include:</p> <ul style="list-style-type: none"><li>• Conducting quantitative research</li><li>• Conducting qualitative research</li><li>• Mixed methods.</li></ul>



## REQUIRED COURSE 8

Course Start and End Dates	Course Number and Title	Course Description
January 2029 – April 2029	<i>LLED 590: Graduating Project</i>	<p>The final paper/project represents a culmination of the program's coursework. It may take many forms, such as:</p> <ul style="list-style-type: none"><li>• A <b>conceptual</b> research project</li><li>• A website</li><li>• A handbook</li><li>• A presentation or workshop for colleagues</li><li>• An innovative unit or a set of lesson plans</li></ul>



## Course Organization

- All the courses are taught in Canvas, the UBC online learning platform.
- Each course contains modules with theory, explanations, embedded videos, practical tasks, and resources.
- Students are expected to make online posts on the Discussion Board.



# ADMISSION REQUIREMENTS

## ➤ **4-year undergraduate degree**

- B+ range (76%) at UBC in all senior-level courses or
- Special Cases for lower GPA



## ➤ **2 years teaching (or equivalent)**

- Two years full-time teaching experience or an equivalent combination of engagements within schools, community centers, non-governmental organizations and other education-oriented environments

## ➤ **Appropriate background in Teaching English as a Second Language, which includes at least 18 credits of relevant senior coursework** (e.g., in English Language and Literature, Applied Linguistics, Education, or a related area).

# APPLICATION REQUIRED SUPPORTING DOCUMENTS

- **Transcripts:** For your **INITIAL APPLICATION** we only require scanned copies of original documents. **Upload ALL** post- secondary institutions transcripts attended (back and front pages in a single pdf file) exception of UBC transcripts. All transcript pdf copies must include official, up-to-date, transcripts for all current and previous post-secondary study **Note:** Grade sheets/records are not transcripts and will not be accepted in lieu of copies of official transcripts. If you receive an **ADMISSION OFFER**, you will then have to provide hard copies (or secure electronic delivery) of academic documents.
- **Three recommendations** from professors, educators or administrators that speak to your engagement with education and leadership
- A **CV** (resumé)
- A **500-word statement of intent** that outlines the applicant's academic strengths and the specific interests he or she would like to pursue in the online MEd in TESL.



# DOCUMENTS REQUIREMENTS FOR INTERNATIONAL APPLICANTS

## English Assessment Tests:

- **Applicants from a university outside Canada in which English is not the primary language of instruction** must provide results of an English language proficiency examination as part of their application. Tests must have been taken **within the last 24 months** at the time of submission of your application. UBC's English Proficiency Requirement: [www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements](http://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements)



## International Transcripts:

- If you have documents that are issued in a language other than English, then, in addition to uploading digital copies of the documents in their original language, you must also upload a certified literal English translation of your transcripts from your home university's translation service or a certified English translator. The online application system provides additional, detailed directions on scanning and uploading of academic documentation.

If you have any transcript questions, please contact [opl.educ@ubc.ca](mailto:opl.educ@ubc.ca)

# APPLICATION PROCEDURE

- Navigate to [grad.ubc.ca/apply/online/](https://grad.ubc.ca/apply/online/)
- Program Search: select “TES5” (September 2026 intake)
- Upload all your supporting documents
- Once you pay for your online application and submit all required documents, print and upload your P/T acknowledgement form into your application.



## APPLICATION DEADLINE

Online application is currently open to applicants.



Application deadline: **March 15<sup>th</sup>, 2026**

Documentation deadline: **March 25<sup>th</sup>, 2026**

Application Fee:

**\$118.50:** Domestic Applicants:

**\$168.25:** International Applicants

# TUITION

## Current Program tuition Cost:

Program	Domestic Tuition	International Tuition
MEd in Teaching English as a Second Language – Professional Cohort	\$16,716.64 CAD	\$19,145.12 CAD



## Tuition is paid over 8 installments:

Canadian Citizen & Permanent Residents: **\$2,089.58**

International students: **\$2,393.14**

Tuition is charged as a whole program fee, not on a per credit basis.

Tuition fees are in Canadian dollars, are reviewed annually by the UBC Board of Governors, and are subject to change (*Approximately by 3% in May of each year*).

## STUDENT FEES

Note that student fees will be assessed on top of your tuition (approx. \$800-900 per term).

Some student fees have opt out provisions: for example: U-Pass (for students that reside outside of Metro Vancouver) and Medical and Dental for students who already have coverage.

Methods of payment include: Bank transfer, Cheques, Money Orders and Credit Card.

### Student Fees



### U-Pass Fees



# CONTACTS

## Dr. Andreea Cervatiuc, Program Coordinator

- Email: [andreea.cervatiuc@ubc.ca](mailto:andreea.cervatiuc@ubc.ca)

For Questions Related to:

- Academic Matters
- Courses

## Program's Website:

[https://opl.educ.ubc.ca/med\\_tes/](https://opl.educ.ubc.ca/med_tes/)

## Senior Program Assistant (SPA)

- Phone: 604-822-2013
- Toll Free: 1-888-492-1122
- Email: [opl.educ@ubc.ca](mailto:opl.educ@ubc.ca)

For Questions Related to:

- Admission Criteria
- How to Apply
- Tuition



# QUESTIONS & ANSWERS

Please ask questions in the chat box!

