

## ПОРІВНЯЛЬНА ПЕДАГОГІКА

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### **TRAINING OF FUTURE ENGLISH TEACHERS IN CANADIAN UNIVERSITIES: STRUCTURAL AND CONTENT ANALYSIS OF UNDERGRADUATE PROGRAMS**

The article presents a systematic comparative analysis of undergraduate programs for the training of future English language teachers at leading Canadian universities – Toronto, McGill, and Ottawa. The specifics of their educational trajectories, which combine different levels of academic intensity, professional orientation, and cross-cultural orientation, are revealed. The University of Toronto programs (Specialist, Major, Minor) form a multi-level system of subject competence in English language and literature, which ensures the variability of professional training. At McGill University, an approach focused on teaching English as a second language (TESL) dominates, with a strong intercultural component, in particular through the integration of French and Greek, which helps prepare teachers for work in the multilingual environment of Quebec. The uOttawa programs (Honours BA ESL, Major in ESL) differ in the depth of pedagogical practice and the research component, which determines the differences in professional orientation. It is summarized that Canadian bachelor's programs combine academic, practical, and cross-cultural training, forming teachers capable of operating effectively in a globalized educational environment.

All programs cover cross-cultural aspects in the process of studying, firstly, the literatures of Canada, the USA, Great Britain; secondly, the literatures of postcolonial, diasporic and indigenous peoples, thirdly, critical theories (racial, gender, queer-critical, etc.). Therefore, the prospect of further research is to delve deeper into the cross-cultural potential of future English teacher training programs and compare them with Ukrainian educational and professional training programs for relevant specialists.

**Key words:** future English teachers, Canadian universities, undergraduate programs, structural and content analysis.

**Introduction.** At the current stage of development of education in the conditions of globalization and expansion of intercultural communication, professional training of future English teachers is of great importance. It is a system-forming component that ensures the effectiveness of teaching English as a tool of intercultural interaction. In this context, the study of educational programs is extremely relevant, since they form the foundations of the professional competence of a teacher. The analysis of these programs makes it possible to identify their strengths, existing gaps, and potential ways of modernization, taking into account modern challenges. Therefore, the study of the content, structure, and features of English teacher training programs is important for ensuring high-quality pedagogical education in a multicultural educational space.

**Analysis of the main publications and research** shows that the problem of training future teachers for professional activity is widely represented in the psychological and pedagogical literature. This issue was studied by I. Zyazyun (formation and development of pedagogical skills in the process of training future teachers), S. Goncharenko (methodological principles of training future teachers), L. Khomych, O. Kucheryavy (theoretical and practical aspects of training future teachers), O. Pomytkin, V. Rybalka (psychological features of training future teachers) and others. The dissertation research of A. Vlasenko (new technologies in the training of future English teachers), I. Volotivska (development of the content of professional training of foreign language teachers in pedagogical educational institutions in Ukraine), S. Karychkovska

(training of future English teachers in universities of Ukraine and Poland), O. Komar (Organizational and pedagogical principles of continuous professional education of English teachers in the countries of the European Union), Y. Korobova (methodology of teaching future English teachers speech adaptation), N. Rozhak (professional training of future English teachers in universities of England and Scotland), A. Shtepura (professional training of future English teachers by means of distance learning in universities of the Republic of Poland), etc., was devoted to highlighting certain aspects of the training of future English teachers. Despite the significant number of scientific works in this area, research on programs for training future teachers for professional activity in other countries requires further development and systematization, since modern globalization processes and the growth of intercultural contacts put forward new requirements for their professional competence. In this context, given the significant experience and cross-cultural orientation of the educational system, the Canadian experience of training future English teachers is of scientific interest.

The works of O. Banit, S. Babushko, V. Pavliuk, V. Bezliudna, and O. Svyrydiuk are relevant to this topic. O. Banit and S. Babushko describe the priorities in the Canadian international education strategy that make Canada one of the world's top learning destinations [Banit]. V. Pavliuk examines current trends in English language teacher training in Canada, characterizes their preparation at certain educational levels, and highlights the main principles of modernizing professional pedagogical education in Canada [Pavliuk]. V. Bezliudna and O. Svyrydiuk studied the Canadian experience of second language teacher training. The analysis showed that Canadian universities successfully implement various teacher training programs, among which the most common program in colleges and universities is TESOL [Bezliudna]. However, studies of current English language teacher training programs at Canadian universities and their comparative analysis are lacking.

**The purpose of the article** is to conduct a comparative analysis of undergraduate programs

for training future English teachers at Canadian universities and identify the features of their structure and content.

**Research methods.** To achieve the goal, general scientific research methods were used: *comparative-pedagogical* – to clarify the features of undergraduate programs for training future English teachers at Canadian universities, *systemic analysis and synthesis* – to isolate the components of the programs and synthesize them within the framework of the set goal, and *summarization* – for generalization and conclusions.

**Presentation of the main material.** Currently, there are more than 100 universities in Canada, which implement 275 programs in English language and literature [Search Programs Results]. Most of them are programs at the bachelor's level, which is considered the first professional degree of higher education in Canada (Bachelor's/First professional degree). Let's analyze the features of programs for training future English teachers at the bachelor's level at three leading Canadian universities: the University of Toronto, McGill University, and the University of Ottawa.

*The University of Toronto*, which currently has over 60,000 students and faculty, is one of Canada's leading universities. It has the largest English department in Canada. The University of Toronto offers several undergraduate programs for preparing future English teachers:

- English Specialist (Arts Program) – ASSPE1645;
- English Major (Arts Program) – ASMAJ1645;
- English Minor (Arts Program) – ASMIN1645.

They are implemented in the Faculty of Arts and Sciences.

English Specialist (Arts Program) – ASSPE1645 is the most intensive and comprehensive area of training for future English teachers [University of Toronto]. The program includes courses in British, Canadian, American literature, indigenous literatures of North America, postcolonial, transnational and diasporic English literatures of Africa, the Caribbean and South Asia, as well as critical and theoretical literature, on the basis of which literary scholars and philosophers have developed

vocabulary and methods for describing the forms, history, and ideology of literary art.

English Major (Arts Program) – ASMAJ1645 is the most popular program in the department. It provides the most depth of English language study while leaving time for applicants to pursue other interests [University of Toronto b].

English Minor (Arts Program) – ASMIN1645 is the second most popular and can be combined with core or additional modules in many other areas. Given that this program is optional, applicants are exempt from some of the mandatory modules and requirements for the specialist and core program [University of Toronto c]. Table 1 visualizes a comparative characteristic of the above programs.

Summarizing the results of comparative table 1, it can be stated that the Specialist, Major and Minor programs in English at the University of Toronto form a holistic system of training, which differ in content, level of academic intensity, structure and professional orientation. The Specialist program (ASSPE1645) provides the most in-depth and comprehensive mastery of English literature, theory and criticism, orienting students towards research and pedagogical activities, which is

an important prerequisite for the formation of future English teachers with a high level of subject competence. The Major (ASMAJ1645) offers a balanced option of combining thorough language and literary training with interdisciplinary flexibility, which allows students to integrate professional knowledge of the English language into a broader educational and professional context, in particular pedagogical. Minor (ASMIN1645) performs a supporting function, providing a basic level of subject knowledge and thereby creating a basis for expanding the professional qualifications of a teacher who has chosen English as an additional specialization. Thus, these three programs reflect different trajectories of professional training of future teachers, which allows for flexible consideration of individual educational needs and career orientations of students.

The University of Toronto's undergraduate programs feature four levels of difficulty: Level 100, Level 200, Level 300, and Level 400. Level 100 is a foundational level designed for beginners who are learning the basics of grammar, vocabulary, and conversational skills. Level 200 builds on the foundational level and prepares students for more complex

Table 1

**Comparative analysis of training programs future English teachers at the bachelor's level at the University of Toronto English Specialist / Major / Minor (UofT, Arts & Science)**

Criteria	Specialist – ASSPE1645	Major – ASMAJ1645	Minor – ASMIN1645
Program goal	An in-depth study of English literature, criticism, and theory; preparation for research work or specialized careers.	Broad, but not too deep coverage of the discipline. Systematic study of English with the possibility of specialization in certain topics; balance between subject depth and university-wide flexibility.	Supplementing the main specialty; a set of core English courses for general competence.
Number of credits (ENG)	10.0–14.0 FCE (Full Course Equivalents)	6.0–8.0 FCE	4.0 FCE
Course levels	4.0 FCE at level 300+, of which 1.0 is at 400	Minimum 2.0 FCE at 300+ level, including 0.5 at 400	Usually at levels 200–300
Course Level Requirements (100/200/300/400)	Limited number of 100-level courses; significant number of 200/300; minimum 0.5–1.0 FCE at 400-level.	Fewer than required 400-levels, but has a requirement at the 300-level (approx. $\geq 2.0$ credits 300+).	Preferably 100–200; at least 1.0 300-level credit (in some cases).
Required courses	ENG 202H1, 203H1, 250H1, 252H1	ENG 202H1, 203H1, 250H1, 252H1	Exempt from mandatory courses
Elective courses	Fewer free electives; most of the curriculum is subject-based. Required: literary history (by period), theory/criticism, methods/pedagogy (if present), specialized 400-level seminars.	Thematic courses, but less rigidly structured; more elective. More freedom of choice; can be combined with other disciplines.	High flexibility within 4.0 credits. Elective courses; there is no requirement to cover all groups.

Source: summarized by the author.

academic texts and assignments. Level 300 is advanced and focuses on specific literary periods, diaspora literature, and special topics within a literature or literary genre. Level 400 is both advanced and focused. It is open to students who have already earned at least 9 credits, including 4 credits in ENG, and who have completed ENG202H1, ENG203H1, ENG250H1, and ENG252H1.

*McGill University* is one of Canada's leading universities, offering a variety of programs that prepare professionals to teach English as a foreign language (TESOL) in multicultural classrooms. These programs are implemented in the Faculty of Education [8]. Among them are three bachelor's programs, aimed at training future teachers of primary and secondary schools:

- teaching English as a second language [McGill University];
- teaching English as a second language and Greek language and culture [McGill University b];
- English in high school [McGill University c].

A comparative description of the above programs is presented in Table 2.

The comparative analysis of the three undergraduate English teacher training programs at McGill University, presented in Table 2, shows both common and distinctive characteristics, which

are determined by different educational goals and the cultural and linguistic context of Quebec. The common feature of the programs is their integrated nature, a combination of academic, professional and practical training, as well as an orientation towards the formation of a high level of linguistic and pedagogical competence. At the same time, differences are manifested in specialization and cross-cultural dimension.

Teaching English as a Second Language (TESL) has a distinct intercultural component, as it combines English teaching with mandatory French study, which prepares future teachers to work in Quebec's bilingual educational environment. An important aspect is the completion of teaching practice in French-speaking schools, which enhances the adaptability of future professionals to multilingual contexts.

The TESL + Greek Language and Culture Option demonstrates an expanded cross-cultural orientation, as it integrates the study of English and Greek languages and cultures. It is aimed not only at developing bilingual but also trilingual competence, which makes it unique in terms of developing intercultural communication and preparing teachers to work in multicultural communities.

Secondary English, on the other hand, has a less pronounced cross-cultural aspect, as it

Table 2

**Comparative analysis of training programs future English teachers at the bachelor's level at McGill University**

Criteria	Teaching English as a Second Language (TESL)	TESL + Greek Option	Secondary English
Program goal	Training teachers of English as a Second Language (ESL) at the elementary and secondary school levels.	Training teachers of English as a Second Language (ESL) and Greek language and culture at the elementary and secondary school levels.	Training of teachers of English as a native language at the secondary school level.
Number of credits (ENG)	120 credits of the regular program. If the student does not have a certain prior level (e.g. Quebec CEGEP, IB, etc.), a Foundation year (~30 credits) is added, for a total of ~150.	Also 120 credits + possible Foundation year under the same conditions	120 credits in the main program; + Foundation year (~30 credits) if the student does not meet the prerequisites
Required courses	Academic disciplines (linguistic, social, cultural, psychological aspects), professional components, field practices; gives the right to teacher certification in Quebec. Mandatory French language course.	The same basic structure, but with additional courses in Greek language, literature, and culture.	Subjects in English literature and criticism, teaching methods; field practices.
Elective courses	Complementary Academic Courses — at least a certain number, from the faculties of Arts / Science; some elective courses	Basic, as in the previous program. Greek adds elective/ profile courses in Greek.	6 credits for free elective courses

*Source: summarized by the author.*

focuses mainly on teaching English as a native language in secondary school. Cross-cultural elements are integrated here mainly through pedagogical disciplines that touch on socio-cultural and educational contexts, but they are not the main focus of the teaching.

A feature of McGill University's undergraduate programs is the strong cross-cultural potential that can be seen in TESL programs, especially in the option of combining with the Greek language and culture. This confirms that in the context of globalization and the growing role of multilingualism in education, it is precisely such integrated educational trajectories that meet the modern needs of training teachers who are able to function effectively in an intercultural educational space.

*The University of Ottawa (uOttawa)* offers several programs for training future English language teachers at the undergraduate level [The University of Ottawa]. The main ones are two:

an advanced (Honours BA ESL) and a major (Major in ESL).

The Honours BA in Second Language Teaching – Teaching English as a Second Language [The University of Ottawa b] is focused on training professionals who are able to teach English as a second language in French- and English-speaking schools in Ontario. The Major in Second Language Teaching – Teaching English as a Second Language (ESL) [The University of Ottawa c] is a shortened and flexible program, and does not include a research component. A comparative description of these programs is presented in Table 3.

Table 3 shows the features of these programs. *The Honors BA Second Language Teaching – Teaching English as a Second Language (ESL) program* is distinguished by a comprehensive approach to the formation of pedagogical competencies. It includes courses in the methodology of teaching English as a second language, psycholinguistics, intercultural

Table 3

**Comparative analysis of training programs future English teachers at the bachelor's level  
at the University of Ottawa**

Criteria	Honours BA ESL	Major ESL
Program goal	120 Units, 30 credits per academic year.	42 Units
Number of credits (ENG)	Preparation for Teaching English as a Second Language (ESL)	Major ESL Program not necessarily aimed at preparing for teaching or teaching practice (although it can be useful for those who aspire). The ESL Major provides a deep understanding of English as a Second Language (ESL): the development of linguistic, analytical, and applied skills.
Required courses	Required courses (60 credits) are the core of the program and cover key aspects of second language teaching. These are primarily DLS courses (e.g.: DLS 1100, DLS 1101, DLS 2101, DLS 2102, DLS 2110, DLS 3100, DLS 4104, DLS 4105), as well as LIN 1315, PSY 1101 or PSY 1102	Professionally specific courses in second language learning theory, teaching methods, linguistics, psycholinguistics, and language skills assessment. These are mostly ESL courses, such as: ESL 2100, ESL 2121, ESL 2122; in senior years – ESL 3100, ESL 3373, ESL 4375, ESL 4100, etc.
Elective courses	The program has a significant amount of elective courses (48 credits): • 3 course units from "Optional Courses" in the DLS / LIN / PSY category; • 9 course units from "Optional Courses" in English (ENG); • 48-course units of general elective course units	Elective courses in ESL disciplines, as well as optional course units in English (ENG) at levels (2000, 3000+), and other electives depending on whether the student has a second major or a mini-specialization (Minor).
Field practice	DLS 4900 Field Practice, requires at least 25 hours of direct professional activity in educational or community contexts.	DLS 4900 (Field Practice) is designed for 25 hours of professional activity in an educational or community context.
Preparation for the profession (Teacher Education)	Teacher Education Focused: The Honours Second Language Teaching program is offered in conjunction with the Faculties of Education and Arts through OLBI. Students who meet the requirements will be given priority for admission to the Teacher Education (B.Ed) program.	The Major ESL program does not guarantee automatic entry into the B.Ed; but it provides a foundation, and can be used if the student additionally completes all teaching requirements.

*Source: summarized by the author*

education, the development of oral and written communication skills, as well as the organization of practical observation of the educational process. The presence of such courses forms in students both a theoretical basis and practical skills necessary for further professional activity. In contrast, *the Major in English as a Second Language (ESL) program* has a different content emphasis. It involves acquiring thorough knowledge of English as a second language in the context of linguistic and applied disciplines. Students are given the opportunity to combine studies with other specializations, which provides flexibility in the educational trajectory, but at the same time limits the depth of practical pedagogical training.

Thus, the main difference between the programs is the level of professional orientation: *the Honours BA Second Language Teaching* provides targeted preparation for teaching and creates a foundation for further pedagogical development, while *the Major in English as a Second Language* provides students with broader opportunities for academic development, but does not form a systematic pedagogical practice. Both programs complement each other in the educational space of the University of Ottawa, meeting the needs of both those students who aspire to a professional

teaching career and those who are oriented towards research or interdisciplinary development.

**Conclusions and prospects for further research.** Based on the comparative analysis of training programs summarized in Tables 1, 2, 3, it can be concluded that undergraduate programs of Canadian universities demonstrate a multi-level approach to training future English teachers, which combines different degrees of subject specialization with the possibility of individualizing educational trajectories. This model provides flexibility in choosing academic workload and professional orientation, which is important for the formation of future English teachers. Analysis of the content of these programs shows that they are oriented towards the study of English from linguistic, social, psychological and cross-cultural perspectives. All programs cover cross-cultural aspects in the process of studying, firstly, the literatures of Canada, the USA, Great Britain; secondly, the literatures of postcolonial, diasporic and indigenous peoples, thirdly, critical theories (racial, gender, queer-critical, etc.). Therefore, *the prospect of further research* is to delve deeper into the cross-cultural potential of future English teacher training programs and compare them with Ukrainian educational and professional training programs for relevant specialists.

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## ПІДГОТОВКА МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ У КАНАДСЬКИХ УНІВЕРСИТЕТАХ: СТРУКТУРНИЙ ТА ЗМІСТОВИЙ АНАЛІЗ БАКАЛАВРСЬКИХ ПРОГРАМ

У статті представлено систематичний порівняльний аналіз бакалаврських програм підготовки майбутніх вчителів англійської мови у провідних канадських університетах – Торонто, Макгілла та Оттави. Розкрито специфіку їхніх освітніх траєкторій, що поєднують різні рівні академічної інтенсивності, професійної орієнтації та міжкультурної орієнтації. Програми Університету Торонто (Specialist, Major, Minor) формують багаторівневу систему предметної компетентності з англійської мови та літератури, що забезпечує варіативність професійної підготовки. В Університеті Макгілла домінує підхід, орієнтований на викладання англійської мови як другої (TESL), з сильною міжкультурною складовою, зокрема через інтеграцію французької та грецької мов, що допомагає підготувати вчителів до роботи в багатомовному середовищі Квебеку. Програми Університету Оттави (Honours BA ESL, Major in ESL) відрізняються глибиною педагогічної практики та дослідницькою складовою, що визначає відмінності у професійній орієнтації. Підсумовується, що канадські бакалаврські програми поєднують академічну, практичну та міжкультурну підготовку, формуючи вчителів, здатних ефективно діяти в глобалізованому освітньому середовищі.

Усі програми охоплюють міжкультурні аспекти в процесі вивчення, по-перше, літератур Канади, США, Великої Британії; по-друге, літератур постколоніальних, діаспорних та корінних народів, по-третє, критичних теорій (расових, гендерних, квір-критичних тощо). Тому перспектива подальших досліджень полягає в глибшому зануренні в міжкультурний потенціал майбутніх програм підготовки вчителів англійської мови та порівнянні їх з українськими освітніми та професійними програмами підготовки відповідних спеціалістів.

**Ключові слова:** майбутні вчителі англійської мови, канадські університети, бакалаврські програми, структурний та контентний аналіз.

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