

Teaching English as a Second Language  
 Faculty of Language, Literature and Performing Arts  
 Comprehensive Program Review  
 Submitted October 31, 2021  
 Recommendations (excerpted)

## Recommendations: Summary and Summary List

Recomm. Number	Related Report Component	Recommendation [examples]	Status / Timeline
1.	1	Make changes to all Curriculum Guidelines	Start in February 2022
2.	4	Spread the program over two terms: offer 4 courses in term 1 and the practicum course in term 2	Winter-Summer 2022 (after the review process)
3.	8	Add a practicum fee of \$300 per student to pay for sponsor teacher honorariums	Winter-Summer 2022 (after the review process)
4.	8	Add one section of time release to the coordinator position for the faculty administrative work related to the practicum component of the program	In time for the launch of the revised program

### Recommendation #1: Make changes to all Curriculum Guidelines

- Decrease the number of engagement hours in the program and bring it more in line with the TESL Canada Standard 1 requirements and with other TESL programs in the area to make it more manageable for the students. This would be a decrease in classroom hours to 230. The number of practicum hours would remain the same – 30.
- Emphasize the practical over the theoretical component of the program, in line with survey results and employment realities.
- Address student feedback regarding the need for more instruction in grammar.
- Make the practicum course more meaningful for the students by providing support and opportunities for reflection and improvement of the teaching practice. This would enhance the experiential learning component of the program.
- Address the current overlap in curriculum between 4201/4205 and other courses in the program.
- Include more elements of teaching in different contexts (not only academic preparation).

### Recommendation # 2: Spread the program over two terms: offer 4 courses in term 1 and the practicum course in term 2

- This is likely to have several effects:
  - It will decrease the intensity of the program, allowing students to be better prepared for the practicum course in term 2.

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- It will facilitate matching students with sponsor teachers as it will extend the time period for finding practicum placements
- It will allow students to be more successful in the practicum course as they will have finished all other coursework. This will mean more time for reflection and improvement of their teaching practice.
- It will mean that all students will be able to finish the program as indicated at registration, in two terms.
- It might mean that there will be no more requests to take the program part-time. This is likely to have positive effects on enrollment as it would allow for all courses to be filled in every term
- It will be in line with many institutions as a two-term delivery mode is common

**Recommendation # 3: Add a practicum fee of \$300 per student to pay for sponsor teacher honorariums**

This amount is slightly higher than the current amount at other institutions (UFV, TWU) to reflect inflation anticipated by 2023, when the program is planned to be reinstated. This would be applicable to the new practicum course, which will be substantially different from the previously offered practicum course

**Recommendation # 4: Add one section of time release to the coordinator position for the faculty administrative work related to the practicum component of the program**

Add a section of time release to the coordinator position for the faculty administrative work related to (a) finding practicum placements, (b) building relationships and connections with practicum placement sites, their teachers and administrators, and (c) supporting the tutoring practicum logistics.

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## External Reviewer Report Excerpted (Recommendations Only)

### **External Reviewer:**

*Dr. Danielle Freitas, Interim Associate Dean, Faculty of Humanities and Social Sciences, Sheridan College*

**Date: August 9, 2022**

### Introduction

This report reflects my assessment of the Self-study of the Douglas College TESL Certificate Program. It was informed by the information provided in the Self-study document, the meetings with Dr. Manuela Costantino and the TESL Program faculty, and my own research of the TESL programs selected to be part of the environmental scan in the Self-study document.

### Audit of Self-study

Overall, the Self-study document provided evidence regarding its methodology, data and findings. The methodology was outlined, and the survey data were presented in full in the appendices, despite some low response rates and missing data. The report's recommendations were supported by data, and my assessment of these recommendations can be seen below:

Self-Study Recommendations		External Reviewer Assessment	
No.	Content	Agree/ Disagree/ Other	Comments / Rationale
1	Make changes to all curriculum guidelines	Agree	<p>✓ Overall, I agree that the TESL Program will benefit from decreasing the number of instructional hours to bring it in line with the TESL Canada requirements to meet the TESL Canada Professional Certificate Standard One, i.e., “a <i>minimum of 100 hours of theory and methodology and a supervised practicum of a minimum of 20 hours.</i>”<sup>2</sup> This change is likely to make the program more competitive and will help considerably towards solving one of the problems raised by the Self-study document, that is, the program’s intensity. In this regard, my suggestions are:</p> <ul style="list-style-type: none"> <li>○ Make changes to the curriculum to have 4 lecture courses and 1 practicum course - I agree with the structure of the Recommendations for Curriculum Guideline Changes (figure 4) on page 8 of the Self-study document, but I have a few suggestions regarding the content of the courses: <ul style="list-style-type: none"> <li>- Explicitly add vocabulary to one of the courses as there is no mention of vocabulary in the recommendations (figure 4).</li> <li>- Streamline the Tutoring course by separating the content/concepts from the tutoring Practice Teaching hours. A common complaint from faculty was that this course involves an additional administrative portion due to the Practice Teaching. By allocating the tutoring Practice Teaching hours to the Practicum</li> </ul> </li> </ul>

<sup>2</sup> TESL Canada (January 2022). TESL Canada Teacher Training Program Accreditation Manual. Introduction, page 3.

			<p>course and revising the Tutoring course so that it only covers the content/concepts of this area of knowledge, this course can more realistically be a 3-credit course without the additional administrative work.</p> <ul style="list-style-type: none"> <li>- Practicum course:       <ol style="list-style-type: none"> <li>1) Assign 50% of the Classroom Observation hours to be carried out “through recorded footage of in-person adult ESL classes selected from <a href="#">TESL Canada’s recommended list</a> or recordings of similar quality.”<sup>3</sup> This change is very likely to reduce students’ workload a great deal as they will not have to be physically present to do 50% of the Classroom Observations, which will contribute to solving the problem of the program’s intensity, raised by students and faculty alike.</li> <li>2) Attempt to obtain recognition of the Tutoring Practice Teaching hours, which are currently present in the Tutoring course, by TESL Canada as Supervised Practice Teaching hours. If recognition is obtained, use these Tutoring Practice Teaching hours as part of the Practicum Course. This would help further reduce the students’ workload, making them less overwhelmed. I suggest that the Practicum Course offer 5 hours of Tutoring Teaching Practice + 5 hours of Classroom Teaching Practice to meet the TESL Canada requirement of 10 hours of Supervised Practice Teaching. I further suggest that students start with the Tutoring Teaching Practice hours to help them gain/boost their confidence. Organizing the Practicum Course in this way will also help solve another problem raised in the Self-study: the difficulty of finding practicum placements.</li> </ol> </li> </ul>
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<sup>3</sup> TESL Canada Website (August 2022). Overview of Standards. Professional Standard One – Details of Eligibility. Available at <https://www.tesl.ca/training/practica-guideline-updates-during-co-vid19.html>

			<p>3) If it is not possible to obtain TESL Canada recognition for the Tutoring Practice Teaching hours, I still suggest making these hours part of the Practicum Course instead of having them as part of the Tutoring course. I further suggest reducing the number of hours as these are not recognized hours, and despite the student benefit, they add to the administrative cost of running the program. My suggestion is, therefore, to offer students 2 or 3 hours of Tutoring Practice Teaching at the beginning of the semester (week 2 or 3), with Teaching Practice Notes, so students are scaffolded in their practice. After these hours, students complete their practicum placements to meet the TESL Canada requirements starting in week 3 or 4.</p> <ul style="list-style-type: none"> <li>○ Maintain each lecture course with 3 credits but reduce the number of hours of each course to 3 hours per week with a total of 42 hours per term. In order to make the program timetable even more manageable for students, if possible, I suggest that one day of the week is free of classes, e.g., a Monday, and that all the lecture courses be scheduled either in the morning or afternoon (each one on a day of the week, e.g., Tue, Wed, Thu, Fri) so that more free time is left for practicum placement purposes.</li> </ul>
2	Spread the program over two terms	Disagree	<ul style="list-style-type: none"> <li><input type="checkbox"/> I disagree with the recommendation of spreading the TESL Program in order to offer 4 courses in term 1 and the practicum course in term 2 for administrative and pedagogical reasons. As can be seen from my observations regarding the comparison of the TESL Programs listed in the environmental scan, all three TESL programs where graduates are eligible for the TESL Canada Professional Certificate Standard One (i.e., the TESOL Certificate from TRU, the TESOL</li> </ul>

			<p>Short Certificate from VVC, and the TESL Advanced Diploma from Selkirk) are completed in one semester. This means that the TESL Program from Douglas College would be the only program with a TESL Canada Professional Certificate Standard One which would be completed in two semesters. As there are other 2-semester programs where graduates are eligible for the TESL Canada Professional Certificate Standard Two, e.g., TESL Program from Selkirk, some students may not see the value in taking the TESL Program from Douglas College as they would only be eligible for the TESL Canada Professional Certificate Standard One. In addition, adding a second term to the program is likely to add to the cost of running the course, including increasing the administrative workload. Pedagogically speaking, research shows<sup>4</sup> that students benefit from integrating theory and practice, i.e., praxis. When students are given the opportunity to apply the teaching concepts to their Teaching Practice right away, they have the opportunity to internalize these concepts, making them available to be used as part of their teaching repertoire. As a result, if the lecture courses and the practicum course were taught in the same semester, students could benefit from integrating theory and practice, rather than following a “frontloading model” where all the theory, i.e., lecture courses, is taught first and only then are students given the opportunity to apply it to their teaching, i.e., practicum course. Lastly, I believe that if my suggestions were to be</p>
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<sup>4</sup>Freitas, D. (2021). *It Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?*” A Mixed Methods Investigation of Teacher Learning and Teacher Development in CELTA Courses [Doctoral Thesis, University of Toronto]. T-Space.

			implemented, they would help solve the problem of the intensity of the TESL Program at Douglas College and, therefore, eliminate one of the main reasons to have the program over two semesters.
3	Add a practicum fee of \$300 per student to pay for sponsor teacher honorariums	Agree	<ul style="list-style-type: none"> <li>✓ I agree with the recommendation of adding a practicum fee as an honorarium for the sponsor teachers. This is a common practice for many institutions, and the honorarium usually recognizes the sponsor teachers' volunteer work and their willingness to give back to the TESL community rather than being a payment for their mentorship work. As such, I suggest that the specific amount be decided according to the particular context in which the sponsor teachers are placed, as I am not able to speak to the amount recommended without knowing this context.</li> </ul>
4	Add one section of time release to the coordinator position for the faculty administrative work related to the practicum component of the program	Other	<ul style="list-style-type: none"> <li>• Without knowing the specific operational needs of the program, I am not able to agree or disagree with this recommendation. However, I want to recognize that there is indeed administrative work related to running the practicum component of the TESL Program at Douglas College while also highlighting that the Self-study document stated that this program runs at a small deficit per student, as per the 3-year financial data (p. 37). I would agree, thus, with this recommendation as long as its implementation was in line with the operational needs of the program.</li> </ul>



## Additional Considerations

My additional considerations regarding the TESL Program can be seen in the table below:

Additional Considerations	
Content	Comments / Rationale
TESL Canada Accreditation	<p>The current Program Review offers the TESL Program an opportunity to consider two alternatives regarding its TESL Canada accreditation:</p> <ol style="list-style-type: none"> <li>1) Become a program recognized by TESL Canada as a TESL Canada Professional Certificate Standard Two. As the TESL Program already offers 250 instructional hours, it would minimally need to add 20 hours of supervised practicum.</li> <li>2) Become a TESL Program recognized by TESL Canada as both TESL Canada Professional Certificate Standard One and Two. Although there are different ways in which the TESL curriculum could be organized, it would also minimally involve offering 250 instructional hours + 50 hours of supervised practicum.</li> </ol> <p>It is important to highlight that the TESL Advanced Diploma from Selkirk College is recognized by TESL Canada as a TESL Canada Professional Certificate Standard One and Two.</p>
Program/ Course Delivery Modes	<p>As pointed out in the Self-study document (p. 39), an online delivery mode for the TESL Program is an opportunity to be considered to attract potential students who prefer this modality. In fact, data from the Student Survey Report (Q#16) show that 100% of the students found that the online asynchronous delivery mode was overall/somewhat effective (70% overall effective and 30% somewhat effective). These data, therefore, provide strong support for the adoption of an online asynchronous modality. Additionally, the TESL Program might want to consider a blended/hybrid delivery mode for some or all of its courses. For instance, a 3-hour course could be offered with 2-hour in-person and 1-hour online asynchronous classes. This option would give students more flexibility and, therefore, help solve the problem of the program's intensity.</p>
Practicum Course	<p>The TESL Program might want to consider starting the practicum placements early in the semester (week 2 or 3) in order to give students the opportunity to finish their teaching within the semester. For this to happen, the program would likely need to work closely with the sponsor teachers and streamline some of its processes so students are scaffolded in their practice from the beginning. In this regard, I would suggest orientation meetings with the sponsor teachers and students in weeks 1 and 2. Additionally, if possible, I</p>

would suggest that some specific administrative tasks of the practicum placements be assigned to the Administrative Officer of the Program/Faculty in order to help the program coordinator with their workload regarding the practicum, which would hopefully contribute to streamlining the practicum placement processes.

**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)  
 RESPONSE FROM THE  
 OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: *Program Review* requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

<b>FACULTY (Lead Dean/Associate Dean)</b>	<b><i>Language, Literature and Performing Arts</i></b>	
<b>Department / Program</b>	Teaching English as a Second Language	
<b>Date Submitted</b>	August 2022	
<b>External Review Panel (ERP)</b>	Dr. Danielle Freitas	Interim Associate Dean, Humanities and Social Sciences, Sheridan College
<b>Reason for Timing of Comprehensive Review</b>	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns ( <i>specify below</i> ) <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes in discipline/field/licensing</li> <li><input type="checkbox"/> New program development</li> <li><input type="checkbox"/> Demand/enrolment/budget concerns</li> <li><input type="checkbox"/> Other (<i>specify</i>)</li> </ul>	
<b>Date of last Comprehensive Review</b>	2015	
<b>RESPONSE/RECOMMENDATIONS</b>		
<b>SUMMARY RESPONSE</b>	<p>The external reviewer and authors of the Self-Study report agreed that the TESL program has a good reputation in the community and its graduates are generally very well prepared. However, it was also noted that students and faculty are too often overwhelmed by the volume of content (intensity) presented in the current curriculum, which far exceeds what is necessary to meet TESL Canada’s Standard I certification.</p> <p>The authors of the Self-Study made 4 major recommendations concerning curriculum, practicum and administrative matters. The external reviewer endorsed 2 of the 4 recommendations and contributed three “additional considerations.”</p> <p>The VPA&amp;P strongly supports the first/primary recommendation (also supported by the external reviewer) to undertake a major revision of the program curriculum and make appropriate adjustments to all curriculum guidelines. The VPA also offers <i>qualified</i> support to the external reviewers “Additional Considerations.”</p>	

	<p>The VPA commends TESL faculty for producing a high-quality, thorough and thoughtful self-study.</p>
<p>All Self-Study recommendations accepted?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No [The VPA supports the major objective to revise curriculum. Other recommendations are either not supported or require further investigation.]</p>
<p>All External Report recommendations accepted?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No [The VPA supports the major objective to revise the program curriculum and maintain the program within one semester, as well as the reviewer’s “Additional Considerations.” However, recommendations to i) compensate sponsor teachers and ii) add administrative (time release) support require further investigation.]</p>
<p><b>VPA’s RECOMMENDATIONS</b></p> <p>In particular, TESL should focus on the following:</p>	<p>The VPA&amp;P requests that the Faculty Dean and/or Associate Dean work with the Program Coordinators to implement the curricular changes outlined in the program self-study.</p> <p>Proposed solutions to the concerns about the intensity of the program, which are endorsed by the faculty and external reviewer:</p> <ul style="list-style-type: none"> <li>• Revise all curriculum guidelines to reduce the amount of theory and re-focus on practical learning</li> <li>• Offer the 4 theory/methodology courses in hybrid format</li> <li>• Reduce the number of practicum hours which are unnecessary for recognition/certification by TESL Canada</li> </ul> <p>The Program Coordinators are encouraged to take into account the external reviewer’s “additional considerations” when implementing curricular changes. The VPA&amp;P notes however that there may be practical limitations to incorporating all of the reviewer’s suggestions.</p> <p>The VPA&amp;P concurs with the external reviewer’s recommendation that the program continue to be one semester in duration.</p> <p>The VPA requests that the Dean and faculty further investigate the rationale for ‘compensation’ of practicum sponsors in view of other curricular changes. The investigation should consider: precedents, anticipated cost to students, related governance processes, expected improvements in the number of practicum placements, and potential pitfalls.</p> <p>The VPA&amp;P asks that the Dean review the administrative resources currently available to the program and make appropriate adjustments or recommendations to the VP&amp;P for additional support as warranted.</p> <p>As per the College’s routine follow-up to comprehensive program reviews, the Department is to submit its <a href="#">Implementation and Action Plan (IAP)</a> to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>

Next scheduled PR (5 – 7 years):	2026
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Vice President, Academic and Provost

August 18, 2022

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Date