

Teaching English as a Second Language (TESL)

Faculty of Education, Community and Human Development

Dean's Summary

Submitted by:

Dr. Allyson Jule, Dean, Faculty of Education, Community, and Human Development

Accepted by:

Senate in October 2024

Academic Planning and Priorities Committee in September 2024

MEMORANDUM

Academic Planning and Priorities Committee

TO: Joanne MacLean, Chair, Senate

FROM: James Mandigo, Chair, Academic Planning and Priorities Committee

CC: Allyson Jule, Dean, Faculty of Education, Community, and Human Development

DATE: September 26, 2024

RE: Teaching English as a Second Language Program Review

The Teaching English as a Second Language (TESL) Program within the Faculty of Education, Community, and Human Development underwent a program review in 2023-24. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at its September 25, 2024 meeting and recommend to Senate for approval.

The APPC expressed appreciation for the work done by the TESL program review team.

Suggested motion:

That Senate accept the documents related to the Teaching English as a Second Language Program Review as presented.

Attachments:

- Memo to APPC
- Action Plan and Dean's summary

Program Review: Action Plan

TESL Certificate Program

Curriculum and Assurance of Learning

Goal 1 As per the TRC Calls to Action for education, more explicitly focus and elaborate the program (OCO, content, learning tasks, assessments) so as to fostering TESL practitioners' capacity for embodying intercultural understanding, empathy, and mutual respect in their professional practice (Action 63.iii) and integrating Indigenous knowledge and teaching methods into their TESL classrooms (Action 62.ii).

This program is explicitly designed to serve refugees and immigrants in the LINC (Language Instruction to Newcomers to Canada) contexts by engaging future TESL educators in the professional and personal changes and transformations they need to empower culturally diverse, linguistically diverse, gender diverse, and low-SES learners to improve their life circumstances and possibilities. As such, the goals of EDIB are woven to a great degree into the OCO learning outcomes, content, learning tasks, and assessments so that grads can do applied, real-world, community-based EDIB. This can and will be improved as we revise the program in the next two years.

We explain this background because this primary focus of the program on language education for refugees and immigrants and LINC has led to a situation in which the 2020 OCO course learning outcomes and course content, learning tasks, and assessments only indirectly and minimally realize the goals of decolonization and Indigenization in the program:

TESL 400 LO #3 Explain selected issues in language learning and teaching.

TESL 408 LO #5 Analyze how utterances and sentences are organized to form written or spoken texts (i.e., textual knowledge), how they are related to the communicative goals of language users (i.e., functional knowledge), or to the features of the language use setting (i.e., sociolinguistic knowledge).

TESL 410 LO #1 Employ adult learning principles and practices to create classroom environments conducive to learning

TESL 410 LO #2 Explain selected issues related to interculturalism in language learning and teaching

By indirectly and minimally, we mean that the CLOs and PLOs lack specific mention of Indigenization and that instructors have integrated a few – but an insufficient number of - opportunities for students to engage in content, learning activities/tasks, and assessments that front decolonization and Indigenization goals:

- Territory acknowledgements at the beginning of each course/class
- Reading options for TESL 400 LO #3, TESL 410 LO #2: articles such on language, identity, and power; language analysis of texts containing Indigenous content
- Examples of LINC curricular units that incorporate Indigenous content (e.g., Indigenous poetry, art, literature such as ESL Pathways Certificate 2)

Students and the review committee called for explicit changes in the CLOs and PLOs in the program to respond to the TRC Calls to Action for educators (#62, 63): increases in Indigenous-related content for selected issues (TESL 400 LO #3, TESL 410 LO #2), the use of Indigenous content in curriculum and materials development; more examples of how Indigenous content and reference to IKS can have been developed and used in the sector; elaboration on Indigenous relevant intercultural communication; and the possibility of including an Indigenous language lesson. We will respond to these recommendations by being more intentional and elaborated in our refocusing of the curriculum over the next two years.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Review meeting	Agree on extent of revisions required	September 1, 2024	Program Area
TESL program revision working group	Revisions to TESL PLOs, CLOs, infusion of content, learning tasks, assessments	October 31, 2024	Program Area
OCO Revisions	OCO, PLOs passed through UEC	April 2025	Program Area

Goal 2 Redevelop TESL 408 to achieve a balanced focus across course learning outcomes, support students in applying linguistic knowledge to teaching in a LINC context, and improve the continuity and holistic integration among and across the TESL Certificate courses.

Between 2019-2021, TESL 400, 410, 420, and 433 have been significantly aligned and integrated within the TESL Certificate program/OCOs to achieve i) greater alignment to teaching needs of LINC programs, ii) greater theory-practice integration (e.g., practicum, TESL educator interview assignment, guest lecturers, TESL educator panel, optional volunteer hours), iii) alignment to the LINC sector, and iii) good progression across courses so as to foster students' competency development in a graduated and scaffolded manner across the program and into the field. This work needs to continue across the program (e.g., the review committee recommend rethinking the exclusive use of team-based microlesson assignments). For the most part, many issues identified in 2019 were resolved. However, while TESL 408 was included in the work done 2019-2022, it remains "the odd one out" within the program for the following reasons:

- **Pre-requisite Knowledge/Difficulty/Workload** Students with little/no prior linguistic and/or language learning background reported that it was challenging to keep up with the course. The amount and difficulty of content is large, suggesting the need to be more realistic about the learning outcomes that are achievable in a 4.0-credit, 60-hour course
- **Balance in focus on learning outcome** TESL 408's delivery may heavily focus on certain learning outcomes to the exclusion of others. The course syllabus clearly communicates the need to "analyze features in ways relevant to language teaching" and "apply a range of form-focused and integrated approaches to the teaching of key grammatical structures, vocabulary, and pronunciation features." and "demonstrate how the learning of form-focused skills can be supported through a range of e-learning and classroom technologies." However, feedback from students indicated that the majority of the class time was spent on analyzing grammar at the sentence level, which may preclude students from achieving the other outcomes.
- **Level** While there are opportunities prior to (TESL 400, TESL 408) and during the practicum to become aware of and explain discrete elements of language, intermediate level language (CLB 3-5) tends to be the focus, which suggests the need for and perhaps more opportunities to observe experienced teachers work with students with diverse needs at literacy and advanced levels would help students understand the broad range in language needs within and between CLB stages.
- **Application** Time constraints limited students' ability to develop skills and strategies for teaching grammar/language structures during the TESL 433 practicum
- **Sessional Instructor** The course has been taught since 2017 by a sessional instructor, who – though highly valued due to their expertise – is not compensated to do the revisions necessary to comprehensively integrate the course.

As such, the department has agreed to redevelop TESL 433 by:

- Adjusting the learning outcomes in the OCO prior to the 2026 review date to limit the scope of the course
- Linguistically analyzing target LINC texts and tasks across CLB 1-6 in order to better customize TESL 433 focus on language knowledge
- Balance the focus between learning for and applying linguistic knowledge to teaching
- Consider the need to recommend or require pre-requisites to provide background linguistic knowledge (e.g., LING 101, LING 202, ENGL 209)

This may require a small amount of funding for the TESL 433 sessional instructor (\$1000) to work with the TESL Coordinator on this small project.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Review meeting	Agree on extent of TESL 433 revisions required	June 15, 2024	Program Area
Project work	Revisions to TESL 433 learning outcomes and content completed	October 31, 2024	Program Area
OCO Revisions	OCOs, PLOs passed through UEC	April 2025	Program Area

Student Achievement

Goal 1 Resolve student preparedness issues and create a student information package that orients new students to the program, establishes program expectations and requirements, exposes them to pre-practicum volunteer opportunities in

the field, supports those with minimal teaching experience, and guides them towards timely program completion of the program.

The program intentionally places students into contact with the field from day one of the TESL 400 course. Yet, students come to the TESL Certificate program with a range of prior experience and understandings about learning language, teaching language, LINC language teaching contexts, linguistic knowledge, and TESL educator training. Some students reported that while TESL 400 and then TESL 410 helped bridge them into teaching TESL, they had initial challenges framing and understanding what they were engaging in, knowing what realistic expectations are in the program, and anticipating how to best navigate the program. Several issues related to this preparedness, such as:

- The need to understand the Language Instruction for Newcomers to Canada sector. This raises the question of whether a LINC sector volunteer experience should be a pre-requisite for registering for the TESL 433 practicum - a requirement that exists from Archway Community Services for a practicum placement.
- Levels of awareness of the field, prior experience teaching, and familiarity with language learning and teaching are the downside to the relatively open admission requirements in the program (i.e., no pre-requisites other than 30 credits completed to gain access to upper-level courses).
- Lack of clarity on TESL Certification graduation requirements (i.e., graduation requires a degree, but students can register without knowing this) and on program declarations (i.e., some students don't declare their enrolment in the program, taking one-off courses).

As such, programming decisions need to be made with respect to these and other issues that contribute to student success. Once resolved and a related housekeeping action item is complete (Sustainability and Planning – Goal 3) an information package needs to be created to communicate changes to prospective and current.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Complete student information package	Following achievement of other goals, the TESL working group will produce a package for the Fall 2025 intake	April 2025	Program Area

Goal 2 Re-evaluate the use of Hyflex in program delivery in light of competing needs/opportunities: i) providing access for remote students to the program, ii) expanding opportunities to deliver program to all-remote/international students, iii) ensuring program quality, student achievement because only a small number of remote students (typically 2, 3) attend online, iv) managing departmental capacity issues which currently make practicums impossible beyond Southwestern BC.

Since 2019, the department has been planning to move away from Hyflex delivery towards a fully in-person blended (i.e., synchronous in-person/asynchronous online) delivery model. The COVID-19 pandemic necessitated a move to blended online (i.e., synchronous online/asynchronous online) classes until fall 2022. Since then, discussions resumed in the department around recommitting to fully in-person blended delivery. The rationale for this move lies in the challenges we experience in ensuring the quality of learning, specifically that: i) the teaching competencies online students develop through microteaching via Zoom in TESL 400 and TESL 410 are mismatched from what they will need to do during in-person practicums locally in the Lower Mainland/Fraser Valley in LINC classrooms, ii) when only one or two students attend online, it is challenging to provide them with an equitable learning experience as in-person attendees, and iii) the department does not have the capacity or resources to support practicums that are not physically in the Lower Mainland/Fraser Valley, requiring online students to move here to complete the program.

As such:

- For the 2024/2025 academic year, the department will continue to serve students who already declared themselves as TESL Certificate program students so that they can complete TESL 400, 408, 410, and 420 in blended online mode. These students will be expected to come to SW BC for their TESL 433 practicum in winter 2025.
- New students who wish to attend TESL 400 and TESL 408 online in fall 2024 will not be allowed to register in the program. The current TESL Certificate program will be completely blended in-person/online asynchronous from Fall 2024.

- In the 2024/2025 academic year, providing the faculty supports the resourcing of expansion, the department will consider developing and piloting an online version of the program for the 2025/2026 academic year, which may result in delivery modes for two programs that are customized to differing student demographics.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Prevent registration of remote students for 2024/2025; honour continued attendance of existing remote students	Revise website to reflect no new remote learners starting Fall 2024 in TESL 400 or 408; ensure consistent messaging in Future Students' Office, department coordinator, TESL advisor	June 15, 2024	Program Area
Evaluate opportunities for a TESL program customize to remote students – 2025/2026 launch	Establish working group – planning and decision needs to be complete for new calendar copy deadline in January 2025	January 1, 2025	Program Area

Governance and Resources

Goal 1 Secure incremental increases in program resources for the sustainability: i) earmark funding for an increase in the TESL practicum mentor stipend from \$335.20 to \$600 for each mentor, ii) establish honorariums in the adult education budget for TESL Certificate guest speakers (\$2000 annually) in next fiscal onwards, iii) secure a marketing budget (\$3000 annually) in the adult education budget from next fiscal onwards, iv) \$1000 funding from the current fiscal year for revisions to the TESL 408 course, v) clarify sessional pay and adjustment of Type B faculty workload/overload with the FSA and the Dean's Office given that the TESL courses are 4.0-credits.

This program requires a high degree of human resources to ensure student success, often on moderate to meagre resourcing, which we would like to remedy as a result of this program review. First, the settlement language community provides the laboratories (classrooms) and the TESL Canada-credentialed TESL mentors for program students to experiment and develop their teaching practice through the practicum. These English language teachers working in community-based adult education programs do not receive the salary, benefits, working conditions, and status of educators or community workers who enjoy relatively generous public funding. The stipend for doing this sits at \$335.20, as it has since 2017. The external committee recommended increasing this amount, and we are recommending \$600 per mentor per student as fair compensation.

Second, the program boasts links to the LINC sector that facilitate professional preparation, and has consistently relied on guest speakers (paid with \$100 honorariums, food, or small gifts) to bring the profession and community into the TESL program classrooms. We have been making use of budget lines for honorariums in past Adult Education budgets to cover costs. However, this year's fiscal budget has limited room compared to previous years and so we would like \$2000 annually for honorariums earmarked in budgets going forward. This will allow us to continue to engage the community and profession for the benefit of our students and the fulfillment of a key pillar of UFV – Building Communities and Transforming Lives.

Third, marketing resources for TESL are non-existent and so the opportunity to market the program in a resourced yet effective, targeted way may result in improve enrolment. We would like to recommend \$3000 annually for that purpose.

Fourth, further to the Curriculum and Assurance of Learning (Goal #2) we request a one-time funding amount of \$1000 to engage a sessional instructor in the revision of TESL 408.

Finally, TESL Certificate program courses are 4.0-credit, 60-hour courses, but are only count for Type B faculty as a 1.0 workload. We would like these courses to be counted as a 1.33 course workload – and for sessional instructors who teach for us to be paid accordingly at 4.0 – rather than 3.0 - credits.

A final note regarding resourcing is that currently, the TESL program receives 0.5 for a Coordinator – a position currently filled by Amea Wilbur. If there is a desire to increase enrollment, engage in marketing outreach activities, and/or more program developing or support, this workload release will need to be considered.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Meet immediate needs for 2024/2025 academic year	Secure permission to proceed with Goal 1 - #iv, v immediately in the current fiscal budget	Immediately	Dean's Office Financial Services Program Area
Plan budget in ways that are commensurate with program needs and external review recommendations	Incorporate resourcing needs I, ii, iii into budget planning for next fiscal 2024/2025	September 2024~	Dean's Office Financial Services Program Area

Goal 2 Rename the “Teaching English as a Second Language (TESL) Certificate Program” the “Teaching English as an Additional Language (TEAL) Certificate Program” in order to reflect current nomenclature in the field.

The name TESL stands for Teaching English as a Second Language – and is recognized as a misnomer in the field because many English Language Learners have multiple languages. The now accepted term in the field is Teaching English as an Additional Language (TESL). The external review committee recommends

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Change the program name to “TEAL Certificate” and eliminate references to SLE - “Second Language Education” in the program	Change names in the upcoming calendar for 2025-2026.	January 1, 2025	Program Area

Planning and Sustainability

Goal 1 Create a laddering opportunity i) for TESL Canada Certificate Standard I holders to ladder into TESL Canada Certificate Standard II through a streamlined program of study within the current program structure and ii) into relevant Adult Education programs (e.g., ADED Minor, BA ADED, VCC’s provincial instructors diploma).

A range of programming opportunities emerged from the external review. However, given our role in the community and our commitment to the LINC sector, the highest priority is to immediately work to increase the number of qualified instructors available for hire by our community partners. Indeed, the need for English language teachers is directly proportionate to trends in immigration and big demographic and labour market changes are happening in Canada/BC. There is anticipation that 500,000 new immigrants and refugees will be settled/re-settled per year, and in BC over the next 10 years, 38% of the 1 million new jobs filled by immigrants. (Data from Immigration, Refugees, and Citizenship Canada: <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/departmental-plan-2023-2024/departmental-plan.html>)

Our community partners report the need for new graduates from our program – and also recognize that there are a high number of graduates from TESL Standard I programs who are currently working in the field and are looking to increase their education for professional development or in order to gain better employment. The TESL faculty indicated that it would be possible to consider a qualifying pathway through the current TESL program, but with a limited practicum, that will enable laddering to a TESL Standard II certificate. We are committed to accomplishing this program expansion immediately.

Tasks to complete the goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			
Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Review meeting and pathway design	Map laddering opportunity	September 1, 2024	Program Area
Approvals	Pass program change to CC → FC → UEC	January 1, 2024	Program Area
Goal 2 Explore opportunities for program expansion, diversification, and field collaboration as the department continues to engage in across UFV and within the communities we serve.			
A range of opportunities for program expansion, diversification, and field collaboration emerged from the external review. The goal of creating a pathway for TESL Canada Certificate I holders to ladder TESL Canada Certificate II is already set as top priority (Goal 1). However, in 2024-2009, the following initiatives are also in possible, ranked in order of importance:			
<ul style="list-style-type: none"> Engage with Continuing Education in planning and running an Advanced English for Trades course in 2025-2026, built on the provincial government-funded UFV-Archway Advanced English for Health Care course. This is already underway at the time of writing. Contribute to the School of Education's potential revival/revision of a Post-Baccalaureate Certificate in Teaching ELLs in K-12, for which ADED and TED wrote a joint full program proposal in 2021-2022. Build out a second stream of the TESL Certificate program (30 credits), which, if delivered fully online, has the potential to attract a cohort of international and remote students. Explore the how the value-added competencies that the TESL Certificate fosters in UFV students (e.g., teaching/mentorship, intercultural competence, curriculum/assessment) might benefit for private and public work contexts that are characterized by an increasing level of cultural and linguistic diversity. The value the certificate brings may not yet be apparent outside of education, and untapped markets for the credential are worth exploring. 			
Tasks to complete the goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			
Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Advise CE on Advanced English for Trades course	Codesign and support delivery of UFV-Archway initiative	Pilot January 2025	Program Area
Support SoE Post-Baccalaureate Certificate in Teaching ELLs in K-12	To be determined	To be determined	Program Area
30-credit TESL certificate for remote/International demographic	To be determined	To be determined	Program Area
Goal 3 This goal relates largely to housekeeping: the review, revision, and harmonization of the TESL Certificate website information, program/course documentation, internal documents, marketing documents and advisor-coordinator-student-faculty communications to eliminate discrepancies and clarify expectations and pathways for students across the whole program.			
A review of the communications, documents, and website information has exposed great inconsistencies in how the program is being communicated. As described in the goal, this is the last critical step in ensuring that all issues and imminent changes are captured for the 2025/2026 academic year			
Tasks to complete the goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			
Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Housekeeping and harmonization	Following achievement of other goals, the TESL working group with harmonize information across documents, website, people, communication channels	April 2025	Program Area

Dean's Summary Statement

I am delighted with this review of UFV's TESL Program! The external reviewers have done a thorough job of considering both the unique strengths of our program and offering reasonable suggestions in areas needing improvement. They comment on the review process in positive terms and highlight areas of both immediate changes as well as aspirational goals to guide the TESL program over the next few years.

Importantly, UFV offers the only TESL Canada Standard II program at a public university in BC, and the reviewers celebrate this and the levels of excellence regarding the breadth and rigour the program that prepares beginning language teachers well for today's language classrooms, particularly for the immigrant/newcomers population in the Fraser Valley. The reputation of the program in the provincial landscape is second to none. Community partnerships are central to the program, and the reputation of the faculty and the high student satisfaction levels help situate this program as one of UFV's best undergraduate certificate programs and a popular one within the BC context. '

The keys recommendations here are: change the name from TESL to either TEAL or TESOL to better reflect the current (not-just second) language learner and increase the TESL practicum mentor stipend that sits at \$335.20 and has remained at this amount for almost 10 years. Both of these are reasonable suggestions. Other recommendations listed are more granular and involve more programmatic level considerations. The TESL program is a priority for the Department of Adult Education and has the attention of excellent faculty and staff to help respond to the recommendations in due course.

Action Plan reviewed and approved by:

Information verified by:

Department Head: Dr. Chris Campbell

Date: May 21, 2024

Dean: Dr. Allyson Jule

Date: June 3, 2024