

**YORK UNIVERSITY**

Final Assessment Report – Executive Summary

**TESOL Undergraduate Certificate**  
(Teaching English to Speakers of Other Languages)

Department of Languages, Literatures and  
Linguistics

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2012 to 2019**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

TESOL Undergraduate Certificate

**Reviewers appointed by the Vice-Provost Academic:**

David Wood, Professor, Carleton University School of Linguistics and Language Studies  
Jacob Beck, Associate Professor, York University Department of Philosophy

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 19, 2019  
Self-study submitted to Vice-Provost Academic: July 16, 2021  
Date of the Site Visit: October 15, 2021  
Review Report received: November 15, 2021  
Program Response received: February 1, 2022  
Dean's Response received: March 17, 2022

Final Assessment Report and Implementation Plan received by the Joint Subcommittee on Quality Assurance, March 2022.

Follow-up Report due October 2023.



Lyndon Martin, Vice-Provost Academic, York University.

This review was conducted under the York University Quality Assurance Protocol, August 2013.

### **SITE VISIT: October 15, 2021**

The reviewers met with the Vice-Provost Academic, Lyndon Martin, Chair of the Department of Literatures and Linguistics, Maria Joao Dodman, TESOL Coordinator, Antonella Valeo, and the Administrative Coordinator of the Department, Josie Sansonetti. Meetings for discussion and interviewing were held with faculty members and students from the TESOL program. No facilities were visited as the visit was conducted virtually by Zoom.

### **OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance, in October 2023.

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

### **PROGRAM DESCRIPTION AND STRENGTHS:**

The reviewers noted the following about the program, “The general objectives of the program are very clear and represent a good example of a program of this type. The list of objectives specifies fundamental areas such as language acquisition theory, language teaching methodology, and experiential knowledge, and timely and important content areas such as assessment, learner-centredness, and technology-mediated instruction. It is clear that the faculty have spent significant time and effort in ensuring that objectives are well crafted.”

The Review Report makes specific note of the program’s accreditation by TESL Ontario, the organization that has responsibility for accrediting TESL teacher education programs in the province. Graduates of accredited programs receive professional certification as teachers of ESL to adults in government-funded programs for newcomers to Canada. The York program annually reports to TESL and clearly meets the required standards.

The reviewers stated in their report, “The program is a good example of the current state of the field of TESL. A particular innovation which is very relevant to the current state of the field is the focus on technology mediated learning.” They also noted that this area might benefit from a whole course focussing on this area, and another on assessment and testing and pedagogical grammar, both important areas of focus in the field.

The Review Report discussed concerns about the practicum component of the TESOL program and provided some suggestions, while noting that the program has created valuable connections within York and also with the community. The reviewers recognised the links with Meiji University in Tokyo as an example of an innovative

delivery method for practicum options. They noted the resource stress of supporting practicum.

“The faculty who are involved in the TESOL program are its greatest asset”, states the Review Report, noting their strong reputations in a range of areas central to the teaching of English as a Second Language.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 2022

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That a review of optional courses be undertaken and specific TESOL courses be developed.	Program coordinator, in collaboration with colleagues, develop a proposal to remove existing linguistics courses and develop new TESL courses.	TESOL coordinator; Offices of the Associate Dean, Programs and Associate Dean, Teaching & Learning	Program proposal approved by Winter 2023 term.
2.	That the practicum component of the program be managed by one individual and an effort be made to increase placements options.	TESOL coordinator meet with the LA&PS Experiential Education Coordinator to review program needs and placement support.	TESOL coordinator; LAPS Experiential Education Coordinator	Discussions begin no later than May 2022.
3.	That the program be marketed more widely an expanded focus on international teaching and an emphasis on the research credentials of the faculty members.	Ongoing support available to program through Associate Dean, Global & Community Engagement.	TESOL coordinator; Associate Dean, Global & Community Engagement	Ongoing