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Employment After Graduation: Career Path Trends of TESOL MA and Graduate Certificate Students

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ABSTRACT

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As English expands across the world, quality English teachers are increasingly needed. However, reports that even well-trained TESOL professionals have a hard time obtaining stable employment are prevalent. This study sought to provide some solid evidence about employment trends in TESOL. It is based on a survey administered to alumni who graduated between the years of 1973 and 2008 from Brigham Young University's TESOL program.

The results indicate that graduates spend about half of their career time in TESOL-related employment. Most are involved in teaching, but jobs in administration, materials development, or testing are more likely to be full-time and offer benefits. Graduates spend little time in EFL positions, but these jobs are the most likely to be full-time and offer benefits. A surprising amount of time was spent unemployed by choice, and the majority of graduates report salary satisfaction, indicating that perhaps the field attracts those who are not looking for stable, full-time employment. These findings are useful for those anticipating a career in TESOL and for teacher educators. They likewise add a valuable contribution to the small body of literature focused on TESOL employment.

ACKNOWLEDGEMENTS

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INTRODUCTION

English has clearly become a world language. It is the dominant language in international business and politics, advertising, air traffic control, and tourism (Crystal, 1995, p. 106). It is foremost in the worlds of entertainment and academia (p. 106). In addition, over 80% of all information stored in electronic retrieval systems, such as the Internet, is stored in English (p. 106). Native English speakers number over 300 million (pp. 108-109), but millions more are learning English as a second or third language (p. 109). Because of the large number of English language learners, the demand for English teachers appears to be great.

Finding stable employment, however, appears to be a struggle for those teaching English to speakers of other languages (TESOL). Studies indicate that many TESOL teachers work in several part-time jobs without benefits (Pennington, 1995), or that they may experience difficulty finding stable employment unless they have advanced degrees or find employment outside the United States (Tanner, 2003). In spite of these findings, the training of English language teachers appears to be robust. In the United States alone, there are over 450 programs that provide certificate, BA, and MA degrees in TESOL (TESOL, 2010). These statistics raise the following kinds of questions: Where do these program graduates go following graduation? Are they obtaining quality jobs in the TESOL field? Do graduates feel their training adequately prepares them to pursue successful careers in TESOL?

Up to this point, relatively little research has been done to investigate employment related issues in the TESOL field, and much of the research that is available is nearly a decade or more old (Day, 1984; Johnston, 1997; Pennington, 1995). This lack of current research suggests that more needs to be done in this field to help teacher educators and individuals enrolled in TESOL training courses become aware of employment issues and trends after graduation. The purpose of

this research is to explore the career paths of TESOL graduates, including the type of employment they obtain after graduation and the amount of time they spend employed in the TESOL field. To gather data for this project, graduates from a well-established and long-term TESOL program were surveyed. The results and implications of the survey will be analyzed and discussed in this report.

LITERATURE REVIEW

Few published studies have investigated employment issues in TESOL. Those that have concentrate on describing the working conditions (Florez, 1997; Johnson, 1997; McKnight, 1992), the types of skills and qualities sought by employers in the field (Bailey, 2011; Henrichsen, 1983; Tanner, 2003), or the types of jobs that graduates obtain shortly after graduation (Day, 1984; Ochsner, 1980). While these studies may provide helpful insights to individuals pursuing careers in TESOL, what these studies do not provide is a more long-term analysis of the career paths of TESOL graduates. "Career path" in the present study refers to "the sequence of occupations, jobs, and positions in the life of an individual," as opposed to a job or occupation, which has been defined as "the specific activity with a market value that an individual continually pursues for the purpose of obtaining a steady flow of income" (Jepsen & Choudhuri, 2001, p. 3). This literature review will first describe previous research that has investigated TESOL employment and then provide a rationale for the present study.

Working Conditions in TESOL

The literature discussing working conditions in TESOL includes anecdotal accounts like that of Tanner (2003), who describes his difficult experience as an English teacher, commuting back and forth between three part-time jobs. It is not only in personal anecdotes, though, that

difficult TESOL working conditions are reported. In the ERIC digest entry for "Adult ESL [English as a Second Language] Teaching Profession," the following description is given:

> Most teachers are part-time, hourly employees teaching in more than one program. Turnover rates are high, and burn-out is common. Adult ESL professionals often feel that recognition and compensation are less than adequate and that their programs are given low status relative to other adult education components. (Florez, 1997, p. 2)

There is also quantitative research evidence for the idea that TESOL employment conditions are less than desirable, and that there is a subsequently low commitment to the profession. For example, in 1992 McKnight conducted a survey to investigate the jobs held by graduates from the Victoria College Melbourne who completed a graduate diploma in TESOL during the years 1978 to 1989. The main purpose of this Graduate Diploma program was to provide experienced teachers with an opportunity to upgrade their qualifications, including a certification for teaching ESL. Of 218 traceable graduates, 116 (53%) responded to the survey. Sixty-one percent of this total number had received at least four years of teacher training before entering the Diploma program. The survey found that most of the respondents entered the program in hopes of having more opportunities for "horizontal mobility," like moving from general primary or secondary teaching to ESL instruction, moving to adult teaching, or enabling them to obtain additional part-time employment. Following graduation, those who were previously primary school teachers spent 58% of their time teaching ESL, and previous secondary school teachers spent about 90% of their time in ESL. When asked what their next career step would be, three percent of the respondents talked about promotion, but 44% spoke of making "some form of change in their professional lives" (p. 26), like changing jobs or going back to school. McKnight concludes that:

It is often asserted by writers in Australia and overseas that TESOL has no proper career

structure and that ESL teachers suffer from low morale and low status, lack opportunities

for study leave, have high rates of attrition from the field, frequently lack a power base

within their institution, and may be treated as an underclass by colleagues and superiors.

Unfortunately, these assertions appear to be supported by this survey. (McKnight, 1992,

p. 30)

He ends with a recommendation:

The teaching of ESL is too important for it to be reliant on the dedication of experienced

and highly competent teachers who are often forced to work in relative isolation and

without adequate resources and back-up, and who are made to feel guilty when they can

no longer cope with the workload, the pressures and the lack of recognition. Competent

ESL teachers are essential in a multicultural society, and the TESOL field must not only

attract experienced and qualified teachers, it must retain them. (McKnight, 1992, p. 30)

Similar results were found by Johnston (1997) when he interviewed seventeen EFL

teachers in Poland, five native and 12 non-native speakers, in an effort to gather empirical data

about EFL teachers' life stories. He wanted to see if they spoke about their English teaching lives

in terms of careers. All of the teachers in the study had received some sort of formal training.

Their interviews were tape-recorded, transcribed, and the transcriptions were checked for

accuracy by the interviewees. In the beginning of the article, Johnston makes this statement:

Teachers in many national contexts—some would say in most—tend to be underpaid and

overworked, often operating in difficult physical and psychological conditions. The

occupation of EFL/ESL teaching as a whole lacks the status of the established

professions such as medicine and law. Many teachers work without job security or

benefits. (Johnston, 1997, p. 682)

The results of his study are in line with this preliminary observation. Johnston (1997)

found through his interviews that the idea of leaving teaching was a possibility that was

constantly present in the teachers' accounts and that the teachers did not talk about their

involvement with teaching English in the discourse of a career (p. 705). They felt committed to

their work on a day-to-day basis, but not long-term (p. 706). Because this study was conducted at

a time of reform in Poland, which included the creation of 70 language teacher training colleges

that needed to be filled with teachers and students, one of his important conclusions was that

"Polish teachers' organizations . . . need to move toward an advocacy role and to militate for

improved working conditions and an improved public image for English teachers" (p. 706).

Though the focus of this study was an EFL context in Poland, Johnston says, "Informal

comments from audience members in various venues where I have given presentations on this

research project have suggested that it rings true for many national contexts" (p. 707). However,

he concedes that further research needs to be done to provide more evidence of the

generalizability of the results.

Skills and Qualities Sought By TESOL Employers

In spite of poor working condition prospects for TESOL practitioners, the number of

TESOL teacher training programs has been increasing. Alongside this increase, there has grown

a body of research about the types of instruction included in or recommended for TESOL

training programs (see Grosse, 1991; Murphy, 1997; Nelson, 1998; Vasquez & Sharpless, 2009).

There have also been a few studies performed on the related issue of what kind of training

TESOL employers feel is necessary for prospective employees.

Henrichsen (1983) reported on a survey that was designed to determine which of the various topics covered in common TESOL training programs were perceived to be most important and least important by teachers and employers in the field. One purpose of the survey was to help administrators decide what kind of training to include in the TESOL curriculum at Brigham Young University—Hawaii. The survey was sent to 500 ESOL teachers and employers in the United States and about thirty other countries. Respondents were asked to rate the relative importance of 55 specific training items often found in TESOL teacher training programs. They were also asked to rate the importance of four general areas: education, literature, linguistics, and TESL methods and materials.

One hundred fifty-three (31%) of the surveys were returned. Responses indicated, in the general category, that TESL methods and materials training was considered most important and the teaching of literature was least important. In the specific categories, training on how to teach language skills like reading, writing, and listening were consistently found to be most important. Literature-related skills were least important again. Henrichsen also analyzed the responses according to geographical and institutional subgroups. When analyzed by subgroup, there were some slight variations in the way the items were ranked. However, these same general findings held true when analyzed by subgroup as well.

In 2003, Tanner reported the results of a review he conducted of 250 full-time job advertisements gathered from four prominent ESL employment websites over the course of a year. He found that nearly 63% of the ads required at least a bachelor's degree as a qualification for employment. There was also a difference between the educational requirements needed for the ESL and EFL positions. Nearly 85% of the full-time positions advertised in the U.S. and Canada required a master's degree or doctorate. For the EFL positions, "a minimum level of

advanced educational preparation [appeared] to be a certificate" (Tanner, 2003, p. 42). Tanner concludes by stating that those instructors seeking full-time employment in the U.S. or Canada would be wise to obtain a master's degree or doctorate in TESOL or a related field. (Tanner, 2003, p. 42).

Florez (1997), in an encyclopedia entry-like description of the adult ESL profession, concurs with Tanner's findings about the need for higher education. She explains that having a master's degree provides the "most varied employment options," and that some of the other background and training usually required for TESOL employment includes teaching experience, knowledge about second language acquisition, and ability to adapt to different cultures (p. 2). She also explains that there is a movement within the profession to establish the need for specific training of teachers. She says: "In some states, there is still no requirement beyond a college degree to teach adult ESL. But within the field itself, the need for increased professionalization has prompted a concern for a clear articulation of qualifications" (p. 2). There has been no bigger proponent of the need for specific training and qualifications of TESOL practitioners than the International TESOL association, which has issued a number of statements through the years about the kind of training they think should be required of TESOL practitioners (TESOL, 2003, para. 1; TESOL, 2007, para. 5).

More recent research has explored the issue of what TESOL employers are seeking in new hires as well. Bailey (2011) conducted a study reviewing 169 full-time job advertisements from three prominent online employment websites to see what qualifications employers were asking for in filling full-time TESOL positions in the United States. She analyzed the ads according the experience, skills, and personal characteristics that employers were requesting. She also investigated demographic information about the jobs, including the area of the country in

which each job was located, the degree required, the type of institution hiring, the job responsibilities, and the salary offered. Findings indicated that most of the advertised positions were teaching positions in the East or the Midwest United States. Sixty-five percent of the positions required a master's degree and 22% required a doctorate, and a total of 89% of the advertised positions were at colleges or universities. Almost all employers requested teaching experience, nearly half requiring from three to five years and another 41% requiring one to three years of experience. Communication and computer skills were also highly valued. Finally, employers wanted employees with interpersonal skills, who could work well with others (pp. 25-36).

TESOL Career Path Research

There is very little published literature about the career paths of TESOL graduates. When one thinks about career paths, one would expect to see research that covers a span of several years and investigates the various jobs that a person has had during that time period. Though recent research about professional career paths has been done in other fields (Reitman & Schneer, 2003; Nooney, Unruh, & Yore, 2010), only three studies have been carried out to date that attempt to review different job positions held by TESOL graduates over some defined time period. In the study by McKnight (1992), mentioned previously, he investigated the amount of time graduates from the Victoria College Melbourne who completed a graduate diploma in TESOL during the years 1978 to 1989 were employed in the field of TESOL. He found that following graduation, those who were previously primary school teachers spent 58% of their time teaching ESL, and previous secondary school teachers spent about 90% of their time in ESL.

During the 1980s, two other graduate surveys that investigated TESOL employment over a multi-year period were published in the *TESOL Quarterly*. Ochsner (1980), for example, initiated a study of TESOL MA graduates during a three-year period from 1976 to 1978. Respondents came from a variety of institutions around the U. S. The study was administered in the form of a questionnaire that inquired about the type of jobs graduates found after graduation, their satisfaction with their jobs, and how well their chosen MA program prepared them for their positions. The study included 14 schools, and a total of 150 (43%) graduates returned the questionnaire.

The participants in the study were not necessarily representative of the general population, but they are more than likely representative of typical MA programs, as most programs seem to attract more females than males, and more native English speakers than non-native speakers. Half of the respondents were single, 61% were female, 79% were Caucasian, and 85% were American citizens. Ochsner found that when initially choosing their MA programs, most graduates put little priority on the job-placement services or job value of the degree in choosing a particular school. But when questioned about their motivation for enrolling in a TESOL program, 67% indicated that they were highly motivated by the idea of seeking employment in TESOL. On the other hand, 13% indicated that they were not at all motivated by employment, 24% indicated that they were highly motivated by volunteer teaching, and 37% indicated that they had no clear reason for pursuing an MA.

In relation to their situations after graduation, Ochsner found that about 75% of the graduates had a job directly related to their MA TESOL degree at the time of the survey, most of which included teaching responsibilities. However, he also found that only about half of the respondents had full-time, permanent positions, and about 20% had two or more jobs. The

salaries of almost all of the graduates were less than $15,000 annually. Surprisingly, in spite of these low salaries (which may have been partly due to the fact that they were relatively recent graduates), most of the graduates indicated that they were satisfied with their jobs, TESOL and non-TESOL.

Another interesting finding from the Ochsner study is that graduates, when questioned about the usefulness of their MA program in preparing them for employment, were generally pleased with the MA training they received. Yet, about half of the graduates indicated that they were inadequately prepared for administrative work. In one section of the survey, four out of five graduates indicated knowing little or nothing about administrative work.

The results of Ochsner's study are interesting. They reveal that TESOL graduates do in fact tend to find part-time work and have low salaries. They also show that most graduates do find employment in TESOL, and most are satisfied with their jobs. This survey, however, only investigates a three-year career path of very recent graduates from their respective MA programs. Ochsner indicates that the average respondent had been employed only one year since completing their MA program. The survey provides support for the idea that graduates do find work in TESOL initially, but there is no way to tell if graduates continue to work in TESOL and find fulfillment in the profession over an extended period of time.

Another study investigating multi-year TESOL employment was performed in 1984 by Richard Day. This study was very similar to the one done by Ochsner (1980), but it covered a longer time span. Questionnaires were mailed to the graduates of the University of Hawaii's TESOL MA program who received their degrees between 1967 and 1979. Approximately 46% of the deliverable surveys were returned with 137 individuals responding. The surveys asked questions about the respondents' first jobs after graduation as well as their current positions,

inquiring about salary, job responsibilities, full- or part-time status, etc. The characteristics of the respondents were very similar to those described in Ochsner (1980). The majority were female and Caucasian, and most were age 25 to 39.

Day (1984) found that for their initial job positions after graduation, 81% of respondents were employed in the TESOL field and about 67% of those were employed full-time. About 91% of those working in TESOL included teaching in their job descriptions, 38% mentioned materials development, 33% listed curriculum design, and 24% indicated administrative responsibilities. About 90% of the respondents were earning $15,000 or less each year. Another interesting finding was that about 50% of the respondents were working in the United States, and the other half were overseas, with a majority in Asia.

When describing the current positions of the respondents, the statistics were similar. Nearly the same percentage (79%) of Day's respondents were involved in the TESOL field, and 72% were employed full-time, which is slightly more than before. However, graduates reported a much higher involvement in job duties other than teaching, such as materials development, administration, and so forth. In particular, the percentage of those involved in administration rose from 24% to 38%. The salaries of those working in TESOL were also substantially higher than right after graduation. Nearly 50% were making more than $15,000 annually. In addition, this time about 58% of all graduates were living in the United States.

Other interesting findings from Day (1984) were that there was a positive correlation ($r = 0.32565$; $p = 0.0006$) between current employment status and gender, with men being employed full-time much more often than women. However, there was no provision in the study to determine if the females were working part-time by choice or obligation. The study also investigated the participants' reasons for leaving the TESOL field for those who did. Some

indicated leaving the field because of low salaries, but when the new salaries of those who left the field were compared with the salaries of those who stayed, there was no significant difference.

The results of this study seem to indicate that a majority of MA graduates find stable positions in the TESOL field. The results, however, must be viewed with some caution. Thirty-five of the 137 respondents (26%) were living in Hawaii at the time of the survey. Hawaii, when compared with other states, has a much higher non-native English speaking population, so graduates of the University of Hawaii may have an advantage in finding stable TESOL positions. In order to determine if these results can be generalized to a variety of TESOL programs, more research needs to be done. In addition, as recommended in the article, future research should investigate longer career paths, rather than just first and current positions, and a provision should be made to determine whether respondents work part-time by choice or obligation.

Project Rationale

In order for teacher educators and students to be educated about employment prospects, more research needs to be done about what happens to graduates of TESOL training programs. There is currently very little research about TESOL employment and the career paths that TESOL graduates do in fact take. One effective way to obtain large-scale, solid evidence about what is happening in TESOL employment is to study the paths of TESOL graduates.

The current study was designed to explore career paths and employment issues using the results of a survey administered to alumni of Brigham Young University's TESOL graduate program. This particular program has been in operation for more than 35 years and has hundreds of graduates. The survey data will be used to investigate the following questions in three topics:

1. Career Time: What percent of overall career time do graduates spend in TESOL? Does this percentage change by the demographics of gender, native speaker status, degree level, or year of graduation?

2. Remuneration: What percentage of TESOL or other jobs acquired by graduates were full-time? What percentage had benefits, and did graduates report that their salaries were adequate?

3. TESOL Remuneration: What types of TESOL jobs did graduates obtain? Did graduates receive more full-time jobs, more benefits, or better salaries in some types of TESOL jobs than in others?

Delimitations

There are hundreds of institutions across the U.S. that offer degree programs in TESOL (TESOL, 2010). The results shared in this study come from only one university. The advantages of focusing on one institution are 1) the benefit of having a large pool of respondents who have comparable TESOL training experiences and 2) the ability to trace a number of respondents who have longer career paths. One drawback to focusing on one institution is the extent to which the results can be generalized to other institutions. The institution used in this study has had a TESOL graduate program for more than 35 years and has hundreds of graduates. With this size population, a range of statistics can potentially be performed to look at general TESOL employment patterns and trends that can then be further analyzed. The statistics are mostly descriptive statistics, leaving room for future more in-depth analysis.

RESEARCH DESIGN

Introduction

While some research into the area of TESOL employment has investigated jobs within three years of graduation (Ochsner, 1980) and other research has explored first and last positions

(Day, 1984), little research has studied TESOL graduates' entire career paths. This section will describe the study participants, the survey instrument, the data collection procedures, and the analysis. The analysis was completed in two stages, a qualitative analysis followed by a quantitative analysis, because of difficulties reconciling coding systems during the inter-rater reliability tests of the first analysis.

Participants

The participants in this study were alumni of the graduate TESOL program at Brigham Young University (BYU). From the TESOL program's inception in 1973 until the administration of the survey in 2008, a total of 409 people completed a one-year graduate certificate program and 355 additional people completed a two-year Master of Arts degree at BYU. Combining these two groups yielded a potential respondent pool of 764 graduates. Contact information for the graduates was compiled using the Linguistics and English Language Department's database along with information from the university's alumni association. Because there was concern whether addresses were up-to-date, both email and postal mail were used to contact the graduates and invite them to participate in a survey. Invitations were sent out to 456 by email and 746 by postal mail. The department did not have addresses for the remaining individuals. Unfortunately, because of faulty addresses, many of the invitations were returned as well, and after deleting names of the graduates who could not be traced, the potential respondent pool was cut down from 764 to 555. Of those 555 people, 275 (167 MA graduates and 105 certificate graduates) actually completed some portion of the survey, for a response rate of 49.5%. This response rate is satisfactory and comparable to the response rates obtained in the studies by Ochsner (1980) and Day (1984).

Although a total of 275 graduates responded to some part of the survey, only 250 of them included employment information which could be used in this analysis. Others skipped the employment section or inserted incomplete data. Of those 250 graduates who included useful employment information, 14 (6%) graduated between 1973 and 1980, 43 (17%) graduated between 1980 and 1990, 111 (44%) graduated between 1990 and 2000, and 82 (33%) graduated between 2000 and 2008. One hundred fifty-five (62%) of them received a master's degree, whereas 95 (38%) completed only the one-year graduate certificate program. Incidentally, 11 (4%) also reported going on to complete a doctorate degree, and 33 (13%) completed a second master's. Seventy-two (29%) participants were male, and 178 (71%) were female. Finally, 196 (78%) were native English speakers, 50 (20%) were non-native English speakers, and four (2%) provided no information about their native language background.

Survey Instrument

The alumni survey was created by the TESOL faculty in the Linguistics and English Language Department in an effort to gather data to assist in the redesign of the MA TESOL Program curricula between 2007 and 2009. The subsequent follow-up and gathering of the data was carried out by two faculty members. Initial invitations to participate in the survey were sent out on February 15, 2008. Each invitation took the form of a letter from members of the Linguistics Department faculty, sent by email or postal mail, encouraging participation in the survey, providing the web address where the survey could be accessed, and assuring that there would be no inherent risks to participants. No compensation was offered for participating in the research, and the participants were told that the process would take approximately forty minutes to complete.

The actual survey was electronic, and was to be completed online by accessing a website link given in the correspondence. When taking the survey, participants had the option of saving their work and finishing it later if they were not able to complete it in one sitting. In this case, they would automatically be emailed an identification number and password that would allow them to re-access their file. The online survey was used in an effort to easily capture data from participants living all over the world. Furthermore, the survey results could easily be compiled in an electronic database which would help facilitate the statistical analysis that would follow.

The survey was created using Structured Query Language (SQL). The design was somewhat similar to the surveys conducted by Ochsner (1980) and Day (1894). However, besides being electronic where the others were not, the biggest difference was that, as per the recommendation for further research given by Day (1984), respondents were asked to submit information about their entire career paths. Because the BYU TESOL program had been awarding degrees for 35 years when the survey was administered, it was anticipated that some careers paths could extend over a 35 year time period while other graduates may have been in their positions for only a few months. Given these dynamics, the survey had to allow for a great deal of flexibility in providing respondents options for reporting on differing numbers of jobs. SQL was a program specifically suited for allowing this kind of variety.

Besides questions about post-graduate career paths, the survey also asked about the quality of the graduate program experience and original employment expectations. There were six sections in the survey, entitled as follows: 1) Personal/Demographic Information, 2) Employment History Since Graduation, 3) Dream Jobs, 4) Value of Different TESOL Degree Program Activities, 5) Value of Different TESOL Degree Program Courses, and 6) Open Response. There were a total of 46 questions in the entire survey, with some questions having

multiple parts. Respondents were able to stop in the middle and come back to the survey, but they were not able to return to a previous section once they completed it (see Appendix B).

After the initial invitation to participate in the survey, a low response rate prompted follow-up invitations to be sent out in December 2008. These second invitations helped raise the response rate an additional 24%. But, while reviewing the data and beginning the initial analysis in the fall of 2009, it became clear that there were several respondents who had only completed portions of the survey, sometimes entering only their personal information. A decision was made by the research group to contact those individuals who had completed only part of the survey and to invite them again to complete the survey. These individuals were contacted by phone or email and were offered the additional option of completing the survey over the phone. After this follow-up contact, 35 people completed their surveys, including 15 who completed some parts over the telephone. In the end, the number of completed surveys was 245. In addition, there were 30 partially completed surveys, but the completed portions of these data were also useful for answering some of the research questions.

Analysis

Once the data had been collected, the results were compiled in an SQL database. The researchers anticipated that the results could be quickly manipulated by that same computer program. After some initial investigation, it became clear that the way the questions in the survey had been asked and the complexity of the data required aspects of the survey to be investigated in ways that would be difficult using SQL. As a result, the data were downloaded to a Microsoft Excel® file for more available access. There were two stages to the data analysis. Each stage will be described.

First analysis. The initial thrust of the analysis was to determine a career path for each person, group the respondents according to career path categories, and then perform descriptive statistics to see what percentage of people maintained each type of career path. The preliminary analysis was conducted on approximately 25% of the data. Using Grounded Theory (Titscher, Meyer, Wodack, and Vetter, 2000), the first step was to look at the data, look for patterns, and create initial categorizations on the basis of patterns that emerged. For units of analysis that did not fit into these categorizations, new categories were created. This process continued until all of the data could be sorted into appropriate categories. In the case of the career path data, the point was to determine the types of career paths that were possible. The main interest was whether people remained in the TESOL field, so TESOL was an obvious career category. Then, when looking at the data, some interesting trends emerged. There seemed to be many people in jobs that were not TESOL per se, but that were still related to foreign languages. This seemed a noteworthy point. There were also a large number of people who indicated that they intentionally stopped working at some point. After a careful analysis of the data, the following general career path categories were decided upon: TESOL-related, Language-related, Non-TESOL-related, and Unemployed by Choice.

After the career path categories were decided, a system for coding the types of data that belonged to each career path was needed. Thus, career paths for a sampling of people were identified by coding each job that they reported according to one of the same four career path categories and then putting those job codes in order. A rubric was developed to cover the basic ordering possibilities that emerged, each possible scenario being designated one of the four career path categories, based on the career code category that was most represented. Once 25% of the data had been classified, the career paths for the remaining individuals were identified.

Then the numbers of people in each career path were calculated, and descriptive statistics were performed.

This analysis seemed reasonable and provided some interesting preliminary results, until it was checked for inter-rater reliability. It was then that some worrisome flaws were detected. One challenge that arose was that beyond the initial job category, there was some disagreement among the raters as to the exact path followed by particular individuals. The challenges that arose in the inter-rater reliability testing were that some jobs lasted for years, others only months, and some individuals had more than one job at the same time so it was difficult to decide which job took precedence in terms of the career path. Given the huge variety of different scenarios, one proposal for analysis was that each person really had his/her own unique career path. It quickly became clear that the data were much more complex than simply identifying the career paths as a sequence of four different categories of employment. The data would need to be approached differently. The challenges encountered led the research team to brainstorm other ways of evaluating the data. The second approach to classifying the data took a more quantitative focus. Rather than look holistically at the sequence of jobs an individual had and assigning a career path category, the focus would be on determining the relative amount of time each person spent in each career category.

Second analysis. The first method of analysis was more impressionistic and mostly done by hand. In order to perform this new more quantitative analysis, the data had to be prepared for uploading to a statistical program. Preparation included making sure that all of the data were complete and that they were coded into systems readable by the statistical program. The data were collected in a Microsoft Excel® file, so Excel® was used to do the touchup. After the data were prepared, they were transported into a statistical program called Stata® for the analysis.

Preparing the data for analysis in Stata®. Prior to running the statistical analysis, a thorough review of all of the collected data was conducted. First, the data were checked for completeness. There were a total of 32 people in the original database who included no employment information. A great deal of caution was taken in considering data that included no employment information incomplete or not useful. It was recognized by the research team that there could be some who entered no information because they had never had a job or were always unemployed by choice. These respondents' data would still be considered useful. In the case where no employment information had been entered, qualitative parts of the survey were carefully reviewed to ascertain whether the survey was incomplete or whether the people had just chosen not to work and thus had no information to enter. As anticipated, there were 11 people who entered no employment information, yet indicated in other qualitative parts of the survey that they had in fact never had a job. Their graduation date and the survey date were input as default career start and end times, and their career time was labeled Unemployed by Choice. Though attempts were made to contact the remaining 21 individuals by telephone or additional emails, adequate data could not be obtained, so they were in the end deleted from this dataset, leaving 254 respondents.

There were also some missing or confusing pieces of information. For example, one person inserted no graduation dates. Others left out gender information. Still others inserted job end dates that preceded job start dates, or certificate graduation dates that were earlier than MA graduation dates, both of which were impossible scenarios. Because some of the missing or confused information was intuitive, and some retrievable from other school records, inasmuch as possible, the holes were filled in. When it was not possible to correct the errors, they were left as

they were, because when administering a large scale survey like this, there is a certain amount of anticipated statistical error.

Next, there were instances where the survey asked for dates, but the dates were not inserted in their entirety. In these cases, sometimes Excel® input default dates that had to be adjusted further, and sometimes a default date had to be chosen and inserted manually. For the most significant example, the survey only allowed for months and years when it asked for graduation, job start, and job end dates. However, to calculate the total time each person spent in each career code in total days, a specific day needed to be entered from which to measure the time. Therefore, a default day, the first of each month, was inserted. This means that the actual number of days a person spent in a job could potentially be 30 days off what is represented, depending on whether they really started or ended their job at the beginning of the month. In consultation with my committee chair, this factor was deemed minor given the condition that the time would be measured the same for each case.

There are a few more instances of adjusting dates. Some survey respondents included a graduation year, but no graduation month. In these cases, a default month, April, was used, given that it is during this month that BYU holds its primary graduation ceremony. One person included job start and job end years, but no months. In this case, Excel® created a default date of the last month of the previous year. There were also people who, when entering job end dates, if the job was still their current job, just left it blank since there was technically still no job end date. In these cases, the computer entered a default date, the first month of 1970. In fact, anytime somebody left a date blank, this 1970 default year was inserted by the computer. So in all the cases where the job end date said 1970, a further analysis was done. The qualitative notes were reviewed to determine if the person still currently held the position. For those who were in fact

still employed, the date of the survey was used as the default job end date. Some job dates were input in random order or starting from last to first. In order to determine overlapping job time, the jobs had to be input in the correct order by date, so this was adjusted. Finally, for a few individuals, job information was provided without any job start or end dates. In these cases, the information was useless, so it was deleted.

Next, in order to calculate the percentage of time each person spent in each career path, the total days since graduation had to be calculated. To do this, a graduation date had to be determined for each person. Because some people graduated with a certificate and a master's degree, and some with only a certificate, the later graduation date was used in each instance. The graduation dates also only included months and years, so again, a default day of the first of each month was used. Any job information that took place before the graduation date was determined insignificant. Thus, any job start date that was previous to the graduation date was changed to the date of graduation, so that only the time in the job after graduation was counted. Some people provided data on jobs that were started and finished well before they started the TESOL program. These jobs were completely deleted as the point of the survey was to investigate career information post-graduation.

Another challenge experienced in preparing the data was the range of dates during which respondents completed the alumni survey. To satisfy this problem, a default career end date of February 15, 2008 was used as this was the date on which the survey invitation was first sent, and the earliest possible time anyone could have completed the survey. Some people entered jobs that ended after this default career path end date, but those job end dates were changed to the default date. Any jobs that started and ended after the date were deleted. Four people only

inserted information about jobs that they had after the survey date, so all of their information was useless. That left 250 respondents with useful information.

After these problems with completing the data were fixed, the data still needed coding systems that would be appropriate for input to a statistical program. Participant demographic data (gender, native speaker status, and degree completed) were all reviewed and a binary system was used to classify the responses. The survey also asked respondents to indicate whether they had any of a number of benefits during each job, including things like retirement, health insurance, paid vacation, housing, travel, etc., but not including flexible hours. This data too was put into binary notation. If the respondents indicated that they had had any benefits whatsoever, this information was indicated by a one, and no benefits whatsoever was indicated by a zero. Salary adequacy was also put in binary notation. Further, one of the research questions required investigating how the percentage of time in each career code changed over time. To determine this, respondents were divided into four different groups according to their decade of graduation (1970s, 1980s, 1990s, 2000s). Each decade was assigned a number, from one to four, to code the decade of their graduation from the TESOL program.

The most important part of the coding tasks was to assign each of the reported jobs a career code. This was similar to the beginning stages of the first analysis, and the same initial categories that were selected in the first analysis were used, but two more were added—positions that were education-related and those that involved teaching English as a Foreign Language (EFL). The education-related category was added because, throughout the first analysis it seemed that many people who weren't necessarily working in TESOL were still involved in education in some way. The EFL category was added because it seemed that dividing the TESOL jobs into

English as a Second Language (ESL) and EFL categories would provide some additional interesting and more detailed information.

In the survey, when providing job information, respondents provided the names of their positions, their employers, and the locations of their employment. They also were able to indicate if their jobs were related to ESL, EFL, or neither, sometimes providing written details about what the jobs did entail, in the case of the latter. Using this information, and, when needed, other details that might have been provided in other parts of the survey, each job was assigned one of the career codes: ESL-related, EFL-related, Language-related, Education-related, Non-TESOL-related, or Unemployed by Choice. In the case of Unemployed by Choice, usually job information was not included, but it was inferred from qualitative comments in the survey that the person was not working because of family commitments, schooling, or retirement. Illness was not included in the category Unemployed by Choice.

After each job was assigned a career code, to check the accuracy of the categorization, inter-rater reliability tests were performed once again. Without seeing the categories to which the previous rater had assigned each job, two other raters read a description of the categorization scheme, and then coded the jobs. A sample comprised of every tenth job was used for the test. This time, there was a high agreement between the three raters. Out of 78 samples, the overall agreement was 89.7%. Statistical research textbooks usually recommend at least 75% agreement, so 89.7% is well within the acceptable range (Mackey and Gass, 2005, pg. 244). Most of the disagreement that did exist involved the Language-related and Education-related codes. According to the coding system, when a job involved language and education (i.e. a French teacher), the Language-related code trumped the Education-related code, and the job would be coded Language-related. The Language-related code was interpreted to include English, so it

included things like technical writing and editing. It did not include jobs like "Chinese sales manager," in which case the language was incidental to the job, rather than the commodity. These types of jobs were listed as Non-TESOL-related. Still, some jobs like "Multicultural education teacher" were difficult to categorize. This job was eventually categorized as Education-related.

When analyzing the data the first time, one of the problems with coding career paths was the fact that many people had large gaps in their information, or space between the dates when they indicated they started and finished jobs, making it appear that they were not working. This issue continued to affect the analysis, actually becoming more problematic in this second analysis, as the total number of days in each career code was being calculated, and any time there was a gap, there was a substantial number of days not accounted for. The problem was solved by coding the gap-time as well as the career time. Gaps were divided into three categories: pre-job gap, in-between-job gap, and post-job gap. When there was space between the date of graduation and the job start date of the first job, this constituted a pre-job gap. When there was time between a job end date and the next job start date, this constituted an in-between-job gap. When there was time between the last listed work day and the fixed survey date, this constituted a post-job gap. However, each gap was also investigated to see if it was intentional. Notes about reasons for leaving jobs, and other survey notes were used to determine if the job gaps were intentional, and constituted time in the category Unemployed by Choice. There were several instances where notes indicated that gaps were intentional, and so the gap time was then included in the Unemployed by Choice category.

The biggest problem encountered in the data preparation was the issue of overlapping jobs, when some people were simultaneously employed in more than one job, especially when

the jobs belonged to different career codes. This phenomenon was difficult to quantify and explain according to the method of analysis. After considering a few possible alternatives for dealing with the problem, the method of analysis that was selected was to count both job times separately, and double-count the overlapping days. If two concurrent jobs belonged to the same career code, only one job would be counted. However, if two concurrent jobs belonged to two different career codes, both were counted. This meant that in about 32 cases, the total number of days added up to more than the number of days since graduation, because some days were counted twice. Because of that, after calculating the percent of time spent in each career code, the total percent added up to more than 100. However, though the total is more than 100%, the ratio of time the people spent working in each job is accurately represented.

After the coding was complete, some preliminary calculations had to be performed before transferring the data to the statistical program. The total percent of time each person spent in each career code had to be calculated. This was done by first using the graduation dates and survey date to determine the number of potential work days since graduation for each person. The number of days since graduation constituted each person's career path. Then the total amount of time each person spent in each job was calculated. Then the amount of time in each career category was calculated. The total number of days each person spent in each gap code was also calculated, just as for each of the career code categories. Last, the amount of time spent in each career code was divided into the total number of days since graduation to determine the percent of overall career time that each person spent in each career code. On obtaining these numbers, the data were finally prepared to be transferred to Stata® to find an average percent for all of the respondents and to run other statistics.

Stata® analysis. Stata® is a commercially available statistical software package. The program allows the user to upload a data set and write statistical commands to execute on the data. The data set can be in any one of a variety of formats, including the Excel® spreadsheet format. Commands are input in the command window, and the results are displayed in a separate window.

In this case, for the first research question, statistics for the average percent of time in each career code across all respondents, as well as averages according to degree, native speaker status, gender, and year of graduation were required. The data set was uploaded, and the statistical commands were created and executed using table functions in Stata®.

The analysis of the second research question was similar to the first. However, rather than looking at career paths of each person, the analysis investigated all the recorded jobs in totality, grouped according to career categories only. There was no regard for who held each job, when, or in what order. Because all of the data about benefits, salary adequacy, and full-time positions, as well as career category were already input into the database, the analysis required only uploading the data into Stata®, and then running commands for descriptive statistics comparing benefits, salary adequacy, and full-time status to career code.

The analysis for the third question was also very similar, except that this question focused only on jobs that were coded as TESOL jobs. The survey had asked respondents to indicate if their TESOL jobs involved teaching, testing, materials development, administration, or any combination of the above. Because these data were already in the database from the survey, the analysis only required using a Stata® command that limited the results to TESOL-related jobs, and then using functions that created descriptive statistics about the amount of TESOL jobs that

involved each job responsibility type, and the percentages of each job in each job responsibility type that were full-time, included benefits, or had adequate salaries.

RESULTS

In this section, the results of three research questions will be reported: 1) What average percent of overall career time did each graduate spend in TESOL and in the other career categories, and did that percent change significantly depending on variables of degree, gender, native speaker status, or year of graduation? 2) What percent of TESOL or other jobs held by graduates were full-time, what percent offered benefits, and what percent were reported to have adequate salaries? 3) What kinds of TESOL jobs were obtained and how did type of job affect full-time status, receipt of benefits, and adequacy of salary? The findings from these questions, as well as some interpretation of the findings, will be presented and discussed.

Question 1—Time Spent in Each Job Classification

The first research question inquired after the average percent of overall career time each graduate spent in each of the following career categories: ESL-related, EFL-related, Language-related, Education-related, Non-TESOL-related, or Unemployed by Choice. Three gap categories were also taken into account. The results were calculated as displayed in Table 1. The results indicate that the average percentage of time spent in ESL is higher than the percent of time spent in any other single career category; however, that time is still on average less than half of the overall career time. Time spent in ESL and EFL together is still less than half of the overall career time. Nearly 30% of career time is spent in other employment. Gap time accounts for nearly 20% of overall career time and deliberate unemployment accounts for another 14% on average.

Table 1

TESOL Graduates' Average Percent of Time in Each Career Code (from survey of 250 people)

Career Code	Average % of Time	95% CI
ESL-related	36	[32,41]
EFL-related	5	[03,08]
Language-related	14	[11,18]
Education-related	6	[04,08]
Non-TESOL-related	9	[06,11]
Unemployed by Choice	14	[10,17]
Pre-job Gap	6	[04,08]
Between-job Gap	6	[04,09]
Post-job Gap	7	[04,09]
Total	103	

Note. CI = confidence interval. The total percentage is more than 100% because some respondents had multiple jobs at one time, as explained in the methodology section.

Drawing conclusions about gap time, though, must be done with caution. There is no way to be certain if the time reported as gap time is a result of true gap time, when a respondent was unemployed before, after, or between jobs, or if the respondent couldn't remember well the exact dates of employment, didn't completely fill out the survey, or was unemployed by choice but did not indicate this in the survey. Thus, though those particular results may be of some interest and perhaps some concern, it is impossible to draw any certain conclusions about the gap time. If the gap time is taken out of the equation, and the percentages are recalculated using only the time when the graduates reported being actually involved in gainful employment or being unemployed by choice, it appears that graduates spend about 53% of their actual employment

time, slightly more than half, in the TESOL field, including both ESL and EFL. The results of

this alternative analysis are displayed in Table 2.

Table 2

TESOL Graduates' Average Percent of Time in Each Career Code Minus Gap (from survey of 250 people)

Career Code	Average % of Time	95% CI
ESL-related	46	[41,51]
EFL-related	7	[04,10]
Language-related	18	[14,22]
Education-related	8	[05,10]
Non-TESOL-related	10	[07,13]
Unemployed by Choice	14	[11,18]
Total	103	

Note. CI = confidence interval. The total percentage is more than 100% because some respondents had multiple jobs at one time, as explained in the methodology section.

The results for average percentage of overall career time in each job category were

further divided according to the variables of degree, gender, and native speaker status to see if

any of these variables influenced the amount of time graduates spent in TESOL or the other

fields. The gap time was left out of the analysis. The results of each calculation are displayed,

respectively, in Tables 3, 4, and 5. Statistical linear regression tests were run to see if any of the

findings were significant.

The results indicate that those who receive a master's degree are likely to spend a greater

average percent of overall career time in the TESOL field than those who receive a TESOL

graduate certificate. On the other hand, those who receive a TESOL graduate certificate seem to

spend a larger average percent of overall career time in language-related fields or unemployed by

choice than those who receive a master's degree. Linear regression statistical tests reveal that these results are significant ($p = .000$; $p = .011$; $p = .009$). More importantly, the statistics reveal that a person with a master's degree would be expected to spend, on average, 18% more time in the TESOL field than a person with a TESOL graduate certificate. Likewise, a person with a TESOL graduate certificate would be expected to spend on average 9% more time in a language-related field. One possible reason for this is that until 2008, the courses required for the TESOL graduate certificate at this institution were also closely aligned with the first year courses for students completing an MA in Language Acquisition. Completing a graduate certificate required 18 credits of linguistic and pedagogical coursework, including a 125-hour practicum consisting of teaching, preparation, and in-service meetings. There were usually anywhere from six to ten students in the TESOL certificate program who were also completing an MA in Language Acquisition.

Table 3

TESOL Graduates' Average Percent of Time in Each Career Code by Degree
(from Survey of 250 People)

Career Code	Average % of Time MA (n = 155)	95% CI	Average % of Time Certificate (n = 95)	95% CI
ESL-related	54	[48,61]	32	[24,40]
EFL-related	7	[03,10]	3	[01,05]
Language-related	14	[09,18]	25	[16,33]
Education-related	7	[03,10]	9	[04,14]
Non-TESOL-related	9	[06,13]	12	[06,17]
Unemployed by Choice	11	[07,15]	20	[13,27]
Total	102		101	

Note. CI = confidence interval. The total percentage is more than 100% because some respondents had multiple jobs at one time, as explained in the methodology section.

The results of the linear regression analysis showed statistically significant differences based on gender as well. The results indicate that males spend a significantly higher average percent of time in the EFL (p = .037) or Non-TESOL-related (p = .006) positions. Females spend a significantly higher average percent of time in ESL (p = .016) or unemployed by choice (p = .003). Particularly interesting is the difference in percentage of time that men and women spend unemployed by choice. It is important to note that there are a disproportionately large number of women in BYU's TESOL certificate program. On average, admissions records at the institution show that about 50% of those students who are admitted to the certificate program go on to apply for the MA. As has been indicated, there are a number of female TESOL certificate graduates who do not pursue jobs outside the home after they graduate.

Table 4

TESOL Graduates' Average Percent of Time in Each Career Code by Gender
(from Survey of 250 People)

Career Code	Average % of Time Female (n = 178)	95% CI	Average % of Time Male (n = 72)	95% CI
ESL-related	50	[44,56]	36	[26,45]
EFL-related	5	[03,08]	11	[05,18]
Language-related	16	[11,21]	22	[14,31]
Education-related	7	[03,10]	10	[04,16]
Non-TESOL-related	8	[05,11]	17	[09,24]
Unemployed by Choice	18	[13,22]	6	[02,10]
Total	104		102	

Note. CI = confidence interval. The total percentage is more than 100% because some respondents had multiple jobs at one time, as explained in the methodology section.

Finally, the variables of native English speaker versus non-native English speaker also proved to be significant in some areas. Native English speakers spend a significantly higher average percent of career time in ESL (p = .013) or unemployed by choice (p = .038). Non-

native English speakers spend a significantly higher percentage of time in EFL (p = .004), other

Language-related jobs (p = .012), or other Education-related jobs (p = .009).

Table 5

TESOL Graduates' Average Percent of Time in Each Career Code by Native Speaker Status (from Survey of 250 People)

Career Code	Average % of Time NES (n = 196)	95% CI	Average % of Time NNES (n = 50)	95% CI
ESL-related	50	[44,56]	31	[19,43]
EFL-related	5	[03,08]	15	[05,24]
Language-related	13	[09,18]	32	[20,44]
Education-related	6	[03,08]	15	[05,24]
Non-TESOL-related	11	[07,14]	8	[01,14]
Unemployed by Choice	17	[12,21]	5	[00,01]
Total	102		106	

Note. CI = confidence interval. The total percentage is more than 100% because some respondents had multiple jobs at one time, as explained in the methodology section.

One additional type of analysis involved taking the average percent of career time in the

different categories and analyzing at it by year of graduation. The graduates were divided into

four groups according to their decade of graduation. Division by year of graduation was

performed to see if there were any clear trends for individuals staying or leaving the TESOL

field over an extended period of time. This analysis also aimed to reveal any possible outliers

affecting the overall average percentages, such as newer graduates who have career paths that

only span a few years but completely in TESOL, or distant graduates with very little time spent

in TESOL, whose numbers are not truly representative and could have skewed the averages.

Unfortunately, when processing the results by graduation date, the results became less reliable,

because the overall number of people in each group became much smaller. Because of the

smaller groups, the confidence intervals became large, especially for those who graduated in the

1970s, with only 14 people in the group. The number of graduates who graduated in the 1980s, the 1990s, or after the year 2000, though, are larger, and the results were somewhat more reliable. Because the results from graduates of the 1970s especially are less reliable, it is difficult to predict any real trends with regards to graduates staying or leaving the TESOL field over extended periods of time.

In spite of the difficulty of interpreting trends over time, the results do reveal a few interesting points. For example, they seem to indicate that graduates in the past ten years have spent more of their average percent of career time in TESOL than those who graduated in the 1980s or 90s. However, those who graduated in the 70s appear to have spent an even greater percentage of their career time in TESOL than the recent graduates. Also, it seems that recent graduates spend much less time in Education-related fields or Non-TESOL-related fields.

Table 6

TESOL Graduates' Average Percent of Time in Each Career Code by Date of Graduation (from Survey of 250 People)

Career Code	Average % Grad.1970s (n = 14)	95% CI	Average % Grad.1980s (n = 42)	95% CI	Average % Grad.1990s (n = 111)	95% CI	Average % Grad.2000+ (n = 79)	95% CI
ESL-related	67	[48,87]	33	[21,44]	42	[34,50]	55	[45,64]
EFL-related	3	[-2,07]	6	[00,11]	8	[04,12]	7	[02,12]
Language-related	11	[-1,23]	18	[07,29]	16	[10,22]	21	[13,29]
Education-related	11	[01,21]	20	[09,31]	4	[01,07]	5	[01,09]
Non-TESOL-related	12	[-4,28]	13	[05,21]	13	[07,18]	5	[02,09]
Unemployed by Choice	6	[00,13]	11	[03,18]	20	[14,26]	9	[04,15]
Total	110		101		103		102	

Note. CI = confidence interval. The total percentage is more than 100% because some respondents had multiple jobs at one time, as explained in the methodology section.

Question 2—Job Status and Remuneration

The second research question explored some of the remuneration aspects of employment. Specifically, it looked at what percentage of jobs in each career category were full-time, whether the jobs provided benefits, and if the respondents found their salaries to be adequate. It looked at all of the jobs described in the survey, irrespective of who held the job, for how long, or how it fit into their overall career path. The total numbers of jobs coded according to each career category are listed in Table 7. More than half of all of the jobs were ESL-related, and there are nearly four times as many ESL-related jobs as there are jobs in any other one category.

Table 7

Amount of Jobs Obtained in Each Career Code Overall

Career Code	Number of Jobs	Percent
ESL-related	420	55
EFL-related	67	9
Language-related	109	14
Education-related	74	10
Non-TESOL-related	89	12
Total	759	100

Table 8 indicates how many of the jobs in each career category were full-time. Less than half of the ESL-related jobs were full-time, comprising the lowest percentage for any career category. The second lowest category was Language-related jobs. As for EFL-related jobs, on the other hand, 79% of the jobs were full-time. The Non-TESOL-related jobs had the second highest percentage. Nearly twice as many Non-TESOL-related or EFL-related jobs were full-time when compared with ESL-related jobs.

Table 8

Number of Full-time Jobs in Each Career Code

Career Code	Total Number of Jobs	Number of Full-time Jobs	Percent
ESL-related	420	180	43
EFL-related	67	53	79
Language-related	109	59	54
Education-related	74	47	64
Non-TESOL-related	89	68	76
Total	759	407	54

As for benefits, the results, as displayed in Table 9, are similar to the results in Table 8. ESL-related jobs are the least likely job area to include benefits, and Language-related jobs are next to last. The percent of ESL-related jobs with benefits is less than 50. Every other category maintains at least 50%. However, the highest percentage, Non-TESOL-related jobs, is only 67%, so no category is far higher than all the others. EFL-related, Education-related, and Non-TESOL-related jobs all are very close, with about 65% of the jobs in each category providing benefits.

Table 9

Number of Jobs with Benefits in Each Career Code

Career Code	Total Number of Jobs	Number of Jobs with Benefits	Percent
ESL-related	420	192	46
EFL-related	67	43	64
Language-related	109	55	50
Education-related	74	48	65
Non-TESOL-related	89	60	67
Total	759	398	52

When investigating the perceived adequacy of the salaries for jobs of different career types, the trend is slightly different, as displayed in Table 10. Sixty-four percent of the ESL-related jobs were identified as having an adequate or more than adequate salary, in spite of the

fact that the percentage of jobs that were full-time and the percentage that provided benefits were both substantially lower than that, and also lower than in any other career category. The percent of ESL-related jobs with perceived salary adequacy was only second lowest this time, and Language-related jobs came in last place instead at 59%. Once again EFL-related jobs ranked at the top, with 81% of the jobs reporting adequate salaries. The percentage of Education-related jobs with adequate salaries was higher than the percentage of Non-TESOL-related jobs, at 72% and 66% respectively. Thirty-six percent of those with Language-related jobs reported inadequate salaries, comprising the highest percentage. Some people chose not to respond to this section of the survey, though, and several jobs had no indication about the adequacy of the salary. The number of non-respondents is higher and lower in different career categories. Overall, 66% of all jobs were reported to have adequate or more than adequate salaries.

Table 10

Adequacy of Salary in Each Career Code

Career Code	Less than Adequate	Adequate	More than Adequate	No Indication	Total Number of Jobs
ESL-related	134 (32%)	245 (58%)	27 (6%)	14 (3%)	420
EFL-related	13 (19%)	42 (63%)	12 (18%)	0 (0%)	67
Language-related	39 (36%)	54 (50%)	10 (9%)	6 (6%)	109
Education-related	16 (22%)	47 (64%)	6 (8%)	5 (7%)	74
Non-TESOL-related	22 (25%)	48 (54%)	11 (12%)	8 (9%)	89
Total	224 (30%)	436 (57%)	66 (9%)	33 (4%)	759

Question 3—ESL/EFL Employment by Duty Type

The third research question focused only on TESOL jobs, both ESL-related and EFL-related. The question explored how many of the TESOL jobs dealt with specific job responsibilities, and how the different job responsibilities affected remuneration. Respondents

were asked in the survey to indicate whether their TESOL-related jobs involved teaching, administration, testing, or materials development. The results are displayed in Tables 11 and 12. Nearly all of the ESL and EFL jobs involved teaching, at 91% and 94% respectively. More than half of the jobs involved testing or materials development. One in three jobs involved administrative duties. The respondents were able to choose as many categories as applied, so the totals add up to more than 100%.

Table 11

Types of ESL-related Jobs   Total Number of Jobs = 420

Job Type	Number of Jobs	Percent
Teaching	382	91
Administration	121	29
Testing	229	55
Materials Development	234	56

Table 12

Types of EFL-related Jobs   Total Number of Jobs = 67

Job Type	Number of Jobs	Percent
Teaching	63	94
Administration	22	33
Testing	38	57
Materials Development	43	64

The remuneration aspects of the different job responsibilities were also explored, after the pattern used for the second research question. The percentage of TESOL jobs of each type that were full-time, the percentage that had benefits, and the percentage with adequate salaries were calculated. The results are displayed in Tables 13 through 18 respectively.

As seen in the prior research question, EFL-related jobs were more likely to be full-time than ESL-related jobs. The highest percentage of full-time jobs among ESL-related job types (80%) is only one point higher than the lowest percentage in EFL-related jobs (79%). When comparing the types of jobs, it is interesting to note that in both ESL-related and EFL-related jobs, administrative jobs are most likely to be full-time, and teaching jobs are least likely to be full-time. Testing and Materials Development jobs come somewhere in the middle, and have very close percentages.

Table 13

Number of Full-time ESL-related Jobs According to Job Type

Job Type	Total Number of Jobs	Number of Full-time Jobs	Percent
Teaching	420	192	46
Administration	67	43	64
Testing	109	55	50
Materials Development	74	48	65

Table 14

Number of Full-time EFL-related Jobs According to Job Type

Job Type	Total Number of Jobs	Number of Full-time Jobs	Percent
Teaching	63	50	79
Administration	22	20	91
Testing	38	32	84
Materials Development	43	35	81

As with the full-time status rankings, administrative jobs are also most likely to offer benefits, and teaching jobs are least likely to offer benefits in both ESL and EFL-related jobs. Testing and Materials Development jobs are once again in the middle, with very close percentages. All EFL-related jobs are more likely to have benefits than ESL-related jobs.

Table 15

Number of ESL-related Jobs with Benefits According to Job Type

Job Type	Total Number of Jobs	Number of Jobs with Benefits	Percent
Teaching	382	173	45
Administration	121	98	81
Testing	229	134	59
Materials Development	234	140	60

Table 16

Number of EFL-related Jobs with Benefits According to Job Type

Job Type	Total Number of Jobs	Number of Full-time Jobs	Percent
Teaching	63	41	65
Administration	22	18	82
Testing	38	27	71
Materials Development	43	31	72

Even though many of the teaching jobs were part-time and came without benefits, respondents found the salaries for 68% of the ESL-related teaching jobs, and 79% of the EFL-related teaching jobs to be adequate or better than adequate. Salary satisfaction for ESL-related testing and materials development jobs were 66% and 67% respectively, nearly the same as for teaching jobs. For EFL-related testing and materials development jobs, satisfaction levels were 82% and 88% respectively, slightly higher than that of teaching jobs. The percent of administrative jobs with adequate or better than adequate salaries was highest in the ESL-related category, at 80%. Interestingly, administrative jobs had the lowest level of salary satisfaction in the EFL-related category, with only 73% of jobs reported to have adequate or more than adequate salaries. Overall, EFL-related jobs, especially in materials development or testing, had the highest level of salary satisfaction. Administrative ESL positions came next. However, the

percent of more than adequate salaries was highest in administrative jobs in both ESL and EFL.

Overall, the level of salary satisfaction is fairly high in all categories.

Table 17

Salary Adequacy of ESL-related Jobs According to Job Type

Career Code	Less than Adequate	Adequate	More than Adequate	No Indication	Total Number of Jobs
Teaching	125 (33%)	255 (59%)	21 (6%)	11 (3%)	382
Administration	30 (25%)	75 (62%)	15 (12%)	1 (1%)	121
Testing	73 (32%)	133 (58%)	19 (8%)	4 (2%)	229
Materials Development	69 (29%)	135 (58%)	22 (9%)	8 (3%)	234

Table 18

Salary Adequacy of EFL-related Jobs According to Job Type

Career Code	Less than Adequate	Adequate	More than Adequate	No Indication	Total Number of Jobs
Teaching	13 (21%)	40 (63%)	10 (16%)	0 (0%)	63
Administration	6 (27%)	9 (41%)	7 (32%)	0 (0%)	22
Testing	7 (18%)	22 (58%)	9 (24%)	0 (0%)	38
Materials Development	5 (12%)	32 (74%)	6 (14%)	0 (0%)	43

DISCUSSION

The purpose of this research was to investigate employment trends in TESOL by

studying the career paths of TESOL graduates. Interesting data emerged from this study, some of

which appears to contrast with data found in the Day (1984) and Ochsner (1980) studies.

Ochsner and Day both reported that a high percentage of TESOL graduates were employed in

the TESOL field after graduation. According to Ochsner, who looked only at employment

positions within three years of graduation, 75% stayed in the field, and Day, who compared first

and last jobs within a twelve-year period, reported about 80% retention. When looking at entire

career paths in this study, graduates were found to have spent only 53% of their overall career time in TESOL-related employment. This finding suggests that, over time, there may in fact be a low retention rate of individuals employed in the TESOL field. This finding is reinforced in much of the literature (Johnson, 1997; McKnight, 1992). This result could be due to the difficult working conditions that have been reported, or it could be due to the possibility that individuals are not seeking stable, long-term careers, but rather flexible, short-term job commitments. Those who seek this type of employment may in fact gravitate toward the TESOL field. The findings do also reinforce the assertion that TESOL is a flexible profession, and that entering or leaving the profession can be done with relative ease (Johnson, 1997).

It is interesting that graduates in this study reported spending a very small amount of time in EFL positions. Day (1984) found that 50% of the graduates in his study were working overseas for their first position after graduation and 58% at the time of his survey. In the present study, graduates were found to spend only seven percent of their overall career time in EFL-related jobs. Even the non-native speakers alone spent an average of only 15% of their overall career time in EFL. It could be, as these numbers seem to indicate, that most graduates spend a very small amount of time overseas, or it could actually be that a small amount of graduates, like some non-native speakers, spend a large majority of time overseas, while most others spend no time overseas. It is important to note, however, that the EFL-related jobs were most likely to be full-time, most likely to offer benefits, and graduates reported higher salary satisfaction in this field than in any other career category. These results lead one to question why graduates do not spend more time in EFL-related jobs, especially when data shows that there are many more teaching positions available abroad with less stringent degree requirements (Tanner, 2003). Perhaps students are not adequately prepared for overseas work or experience difficulty trying to

manage the practical difficulties of living abroad because of life circumstances. Whatever the reason, these results suggest that EFL employment may be an untapped area for TESOL practitioners seeking stable employment. Perhaps TESOL educators should spend more time preparing their students for work overseas.

It is encouraging to note that the more education individuals obtained, the more likely they were to spend more career time in the TESOL field. There was a significant (p = .000) correlation between having a master's degree and spending a greater percentage of overall career time in TESOL employment. This finding supports the ideas of so many that TESOL employment conditions can be improved by increasing the level of training, expertise, and professionalism of the practitioners. It also helps justify the exponential growth in the number of TESOL training programs over the past 30 or so years.

It is probably not surprising that TESOL graduates spend some time in Language or Education-related fields, given that TESOL combines aspects of language and education. It is not even surprising really, because of what is indicated in the employment literature, that a percentage of time is spent in Non-TESOL-related jobs. One of the interesting results of the survey, though, was the amount of time graduates spent unemployed by choice. It would be interesting to know if that is a trend that occurs in other TESOL programs or other fields as well, or if a higher percentage of TESOL practitioners spend time unemployed by choice, especially because TESOL programs tend to attract a high percentage of females—the results did show a positive correlation between being female and spending time unemployed by choice.

This study supports the findings of Ochsner (1980), Day (1984), and others in studies previously cited showing that TESOL jobs offer poor compensation levels. Nearly half of the jobs graduates obtained were part-time. TESOL jobs were less likely than jobs in other career

categories to offer benefits. Salaries were low (75% of those employed in TESOL who did report a salary were making less than $30,000 a year). Yet, in spite of the fact that half of the ESL-related jobs were part-time and only about half had benefits, the respondents reported that the salaries for the majority of the jobs obtained were adequate or more than adequate. Ochsner (1980) and Day (1984) found similar results. These results may indicate that many of those who participate in TESOL training are not seeking full-time, stable positions. It may be that many graduates obtain only part-time employment, because they want only part-time employment. It could be that the TESOL field, offering mostly part-time jobs, attracts those who are intentionally looking for part-time work. However, a complication in interpreting these results is that they are subjective. What may be a very low salary and inadequate for some people may be adequate for a respondent who is working only for personal satisfaction or a respondent who is providing a second supplementary income. It is impossible to differentiate from these results whether the salaries have been reported to be adequate because they are substantial, or if they are reported to be adequate because the respondents have low demands. Unfortunately, though the survey asked graduates to report their exact salaries in addition to salary adequacy, 22% of the jobs had no indication of exact salaries. Therefore, more concrete figures cannot be reported. Perhaps graduates were reluctant to include salary information because of the sensitivity of the issue.

Ochsner (1980) reported that about half of the graduates in his study indicated that they were inadequately prepared for administrative work. This study indicates that administrative jobs are most likely to be full-time, most likely to have benefits, and in ESL, they had the highest reported degree of salary satisfaction. This seems to indicate that if TESOL educators hope to help future practitioners to find stable employment, administrative training and preparation may

be paramount. The studies by Ochsner and Day (1984) and this study indicate that the majority of TESOL positions obtained by graduates involve teaching. Yet, even materials development and testing jobs are more likely to be full-time and to pay well. Administrative jobs constitute the minority, though this may be expected because there are fewer top-level positions available. Because the competition for administrative jobs is high, and the benefits are highest, it is unfortunate, as Ochsner indicated, that students were not adequately prepared for administrative work. TESOL educators may want to focus on helping their students to prepare for and find other kinds of TESOL employment besides teaching.

These findings have many implications for teacher educators. Teacher educators can help students who are beginning their TESOL studies to understand that if they are seeking teaching positions, these jobs will largely be part-time, providing flexibility but no benefits, unless they are willing and able to go overseas. Teacher educators can further advise their students that those seeking full-time jobs with benefits would do well to diversify their skill set, including an emphasis in administration, materials/curriculum development, testing, or other fields like research or technology (CALL – Computer Assisted Language Learning). Further, teacher educators may benefit their TESOL students by making them familiar with the data analysis tools used in this study. Stata® is widely available, and can be accessed for free in BYU's Harold B. Lee library. Students in research methods or testing classes would benefit from training in using these statistical tools.

DEVELOPMENTAL STEPS IN CREATING THE MANUSCRIPT

Introduction

I began working on this project as a member of a research team, and I initially filled the role of a research assistant for my part-time job. The survey had been previously administered

when I joined the team, and at first I just helped to analyze the data and prepare it for a presentation at the International TESOL Conference in Boston in 2010. (We also gave a presentation about this data at the TESOL Conference in New Orleans in 2011). I eventually decided to use my involvement in the project in the completion of my MA project. My purpose in this project was to not only identify career path trends of TESOL program graduates to help with professional presentations, but to also create a publishable manuscript in order to share those findings with the English teaching community. This section will describe the process of creating the manuscript and preparing it for publication.

Producing the Write-up Portion

Creating the write-up portion of the project began with the literature review, which I started during Fall 2010 in my Research in TESOL (Ling. 620) class. I initially intended to focus only on statistical differences between those who obtained a TESOL graduate certificate and those who completed an MA TESOL Degree, and wrote my literature review accordingly. However, as the project progressed, I realized that rather than the semi-qualitative method I was using to analyze the data, it would be better to use a strictly quantitative analysis, as described in the methodology section. Because the statistical program I chose to use for the new quantitative method of analysis allowed the performance of a wide range of statistics with relative ease, I decided not to limit my findings to the comparison of statistics for certificate and master's students. Thus, when I finished preparing the data and completing the statistical analysis, which was the main bulk of the project, I had to revise my literature review and then complete the rest of my write-up. During this time, I left for Japan for a summer in order to teach English. I used my spare time during the summer to draft the methodology and results sections of the

manuscript. Upon returning from Japan, I continued to work with my committee chair to edit what I'd written, and to complete the discussion and conclusion sections.

Selecting the Public Venue

Because the format and word allowance for a manuscript depends on the journal it is sent to, the next step was to choose which journal to target. In choosing a journal, several factors were taken into account. First, I wanted a journal that could reach as many TESOL professionals as possible. Next, because this study was more practical and less theoretical, the chosen journal had to be a practice-oriented journal. In addition, because my original write-up was over 14,000 words, I wanted a venue that would publish a sizable article, so that most of the findings could be included. In my research class, we learned about many of the journals associated with the TESOL field. My committee chair also advised me about which options he felt were appropriate. To reach the most people, *TESOL Quarterly* was considered. However, because by the time the research would be published, it would be several years old, we decided this was probably not the best venue. Because the research is practical, journals dealing with linguistics or language in general, or very theoretical journals like *Language Learning* were also ruled out. In the end, the three target journals chosen were *TESOL Journal, TESL-EJ,* and *System*, in that order. In particular, I looked at the guidelines for *TESOL Journal* on the TESOL website, and perused current editions to see what topics past articles have dealt with. *TESOL Journal* is an electronic journal and accepts submissions for feature articles that contain between 2500 to 7000 words, including tables and references. Because of the electronic format, *TESOL Journal* has wide circulation. *TESOL Journal* is also more practitioner-focused than theoretical. For these reasons, I determined to prepare my manuscript initially for submission as a feature article in the *TESOL Journal*.

Receiving Feedback and Finalizing the Manuscript

Creating the manuscript was a difficult process. I initially assembled my manuscript from my project write-up. What this means is that I had to edit a document well over 14,000 words long down to a document of only 7000 words. In order to do that, I reviewed all the sections of the document, trying to focus on the most relevant information. I shortened the introduction and literature review. I simplified the methodology. I tried to leave the results and the discussion basically the same. After cutting out procedural items too, I was able to cut the document down by 4000 words, with only 4000 to go. At this point, I received help and suggestions from my committee chair. My final step was to change most of the tables included in the document to figures in an effort to reduce the word count. Prior to holding my defense, the document had been reduced to just under 7000 words. Following my defense, I will continue to work with my committee members to cut and polish the manuscript until it is satisfactory for publication.

CONCLUSION

Little research has been done to investigate employment issues in TESOL. The research that has been done indicates that TESOL practitioners have difficulty finding stable employment. This study investigated the long-term career paths of graduates of a university-level TESOL program to uncover the actual post-graduate employment trends of graduates. The amount of time spent in the TESOL field, job responsibilities, and remuneration aspects of particular jobs were explored.

The results indicate that graduates spend slightly more than half of their time in TESOL-related employment, spending the rest of the time in a variety of other occupations. However, those with more training do have a higher likelihood of working in TESOL. TESOL jobs do tend to lack stability according to normal indicators established by the United States Department of

Labor (*Employee Benefits*, 2011; *Household Data*, 2011), but the majority of graduates report

satisfaction with their salaries. This may imply a tendency for those seeking part-time

employment to enter the TESOL field. Those who are seeking full-time employment are most

likely to find it in EFL positions or in non-teaching positions. These results should help future

TESOL practitioners to know how best to prepare in order to succeed at finding a stable job in

the TESOL field.

Limitations

Though the results of the survey proved interesting, there were some limitations to the

study. Some limitations dealt with the survey instrument. Other limitations dealt with respondent

variables.

As Day (1984) recommended in his limitations section, this survey was especially

designed to allow the respondents the flexibility of entering information about their entire career

path, rather than just their first job after graduation and their current position. Though this was

one of the biggest advantages of this survey, it also was one of the biggest disadvantages. The

negative effect of asking for information about entire career paths was that it created a fatigue

factor—some people had had many jobs and did not want to take the time to complete the entire

survey. Some could not readily remember information about former jobs many years before and

did not enter enough information or entered it incorrectly. In addition, the open-answer format

that was necessary to allow information to be entered about entire career paths left so much

freedom in completing responses that it made it difficult to know which answers were actually

complete.

Another way that this survey differed from those conducted in the past was that it was

electronic. This factor was a big advantage, but also a disadvantage. Some of the older

respondents were unfamiliar with computer technology and indicated that it was difficult for them to complete the survey online. Later, an option to complete the survey by telephone correspondence was offered, but the initial inability to complete the survey, as well as the substantial time commitment it required for some, may have led some older candidates not to participate. The design of the electronic survey also created some unique practical challenges. The survey could be re-accessed and returned to at a later time, but any time a respondent moved past any section of the survey, the respondent could not return to that section to fix or update it. This caused some problems for some who skipped some parts of the survey, intending to come back, but not knowing that they wouldn't have access at a later time. They were not able to re-access or fix their information once they left it behind, so their answers were incomplete.

Another struggle with the survey was that people were sometimes reluctant to give out sensitive information. Specific salary amounts, for example, were not analyzed or reported here because many respondents chose not to give this information. About 22% of the jobs did not include information about the specific amount of the salary.

Further, there is always a concern in survey studies that those who respond may not constitute a representative sample. Instead, those who respond may be those who are most committed to or have the strongest opinions about the survey topic. In this study in particular, there was a greater inherent difficulty in contacting those who were working outside the United States or who graduated long ago. Also, because some of the potential respondents graduated as many as 35 years ago, it is possible that those early graduates who were still committed enough to respond to an alumni survey are those who have strongest feeling for the success of the TESOL program. Thus, it is hard to know for certain if the respondents constitute a truly representative sample.

The survey did not actually ask the respondents to indicate, when they were not working, if it was by choice or not. Rather, the initial stages of analysis revealed that this was a substantial category that could be accounted for. The qualitative data were thus analyzed to determine when gaps between working time were deliberate or not. But because respondents were not asked to indicate this, it is possible that even more of the gap time than was determined to have been deliberate was deliberate but not reported. A future survey should intentionally ask respondents to indicate when they are unemployed by choice.

Finally, the study was performed on the data of only one institution. This was an advantage in that longer ranges of time, even entire career paths could be studied, because a university can keep records of graduates for a long time. It also meant that a large number of graduates who had experienced similar preparation methods were able to participate in the study. However, because these are the results of only one institution, there is necessarily a question of how generalizable the results are.

Suggestions

Because this study was performed at only one institution, in order to ascertain whether the results are representative of institutions generally, more research of this type needs to be done. This study could be replicated and performed at other institutions to determine whether the results are generalizable.

However, when this type of study is performed in the future, special care should be taken to insure that respondents give complete and accurate information about all of their jobs. This could be accomplished by using more sophisticated computer programming to allow for entering a flexible number of job descriptions, but then having a very rigid template for which

information must be entered for each job. The programming could make it impossible to continue to future parts of the survey before the earlier information was complete.

One of the significant findings of this study is that a percentage of TESOL program graduates spent a significant amount of their time unemployed by choice. Another significant finding is that almost half of the TESOL-related jobs were part-time. Though there were ways to determine if graduates were choosing to be unemployed, there were no provisions to determine if they were choosing to work part-time. A future study should have more explicit measures to determine when graduates were unemployed by choice, as well as explore whether the graduates who were working part-time were compelled to work part-time or were working part-time by choice.

Finally, because this study covers a 35-year period, there have been significant changes in the TESOL field, as well as in the world-wide economy in that time. The statistics reported here are mostly simple descriptive statistics. Future researchers could perform more sophisticated statistical analyses comparing the career path trends of TESOL graduates to trends of the overall economy, to determine if there are intervening economic factors that have affected the results. There have likewise been occasional changes to the curriculum of the TESOL program studied in this report. The study could be repeated within this TESOL program to determine if there are different trends for more recent graduates (2008 to the present).

Lessons learned and summary of study

This master's project was a rewarding academic endeavor. I gained new knowledge, new skills, and new qualities of character. I will discuss some of the most important lessons that completing this project taught me.

Skills. I learned many things about research, and particularly about conducting surveys, through completing this project. I remember learning in the required research class about the importance of pilot testing: trying, evaluating, and adjusting a study before performing it. I kind of brushed that off, thinking that pre-testing and planning was a tedious procedural formality that was not really necessary. However, I learned from this project just how necessary proper planning and preparation can be, and how much time and effort it can save in the long run. I know now that planning the hypotheses and carefully matching the research method and questions—planning for the end from the very beginning—is very important. Because this study evolved, some of the questions that were eventually asked about the data were not questions that the survey was originally designed to answer. Thus, a lot of interpretation and adjusting had to be done to synchronize the data and the questions. Knowing what questions to ask, and asking those questions right from the beginning could have made things much easier. On the other hand, I was also able to learn about adjusting and being flexible with the resources available, and trying different approaches to find answers to the questions that I sought answers to. I also learned the importance of organization and keeping meticulous records and notes about every stage of a project.

Furthermore, I learned a great deal about statistics and statistical programs. I feel now like I am an expert at Microsoft Excel®. I was able to learn to perform complex functions on Excel®, and I also learned how to use the Stata® program, which will benefit me in the future. I also learned a great deal about statistical theory, and I believe that I will be a wiser statistical consumer. I realize that had I made one small mistake in my statistical calculations, my results could have been completely different, and an unwary reader would be none the wiser. That was a

sobering thought, and it has made me want to more carefully evaluate and critically read other statistical studies.

Knowledge. I also gained valuable knowledge through the results of my study. The results that are reported here are and have been very useful to me in helping me choose my classes and my career path. I was encouraged because of this project to take an administration class, which was invaluable to me. It also led me to take a materials development class, and a technology class. I have learned that there are many other options in TESOL besides just teaching, and that preparing for a variety of job responsibilities increases my chances of finding stable employment. I also know now that teaching overseas is an option that may be practically difficult, but that I should consider more seriously and recommend to those who are seeking stable jobs in TESOL.

Besides just the results reported here, I learned from other unreported survey results too. I was also able to talk to several past graduates on the phone. I was able to read about the career paths and life stories of several hundred people. I was able to read comments about what aspects of their education were most useful to them and why. This was invaluable to me. In addition, I had the opportunity to present the findings of this study in five professional presentations. This gave me important experiences that will benefit me as I pursue my own career in TESOL or elsewhere.

Qualities of Character. Completing this project also taught me important qualities of character. It was difficult. It took a great deal of time, intellectual effort, and perseverance. There were times when I did not think I could finish or did not want to finish. Many people, including my parents and my professors, encouraged me not to give up. I learned to work hard until the very end.

I also learned the importance of breaking a big project down into manageable pieces. I learned to work diligently. Completing the project was a perfect way to learn the lesson that slow but consistent effort is better than one great spurt of energy.

Final Remarks

This study provides valuable information to those pursuing a career in TESOL, as well as to teacher educators. By mapping the career paths of graduates from an established TESOL program at an American university, it provides important insights about employment trends after graduation. A publishable manuscript has been created so that this information can be shared with a larger TESOL audience. Much more research could be done on this issue, but it is hoped that these findings will be a valuable addition to the current body of TESOL employment literature, and a catalyst for more similar studies in the future.

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Appendix A: Manuscript

Employment After Graduation: Career Paths of TESOL

MA and Graduate Certificate Students

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Employment After Graduation: Career Path Trends of TESOL

MA and Graduate Certificate Students

Submitted to *TESOL Journal: Feature Articles*

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ABSTRACT

As English expands across the world, quality English teachers are increasingly needed. However, reports that even well-trained TESOL professionals have a hard time obtaining stable employment are prevalent. This study sought to provide some solid evidence about employment trends in TESOL. It is based on a survey administered to alumni who graduated between the years of 1973 and 2008 from a well-established university TESOL program.

The results indicate that graduates spend about half of their career time in TESOL-related employment. Most are involved in teaching, but jobs in administration, materials development, or testing are more likely to be full-time and offer benefits. Graduates spend little time in EFL positions, but these jobs are the most likely to be full-time and offer benefits. A surprising amount of time was spent unemployed by choice, and the majority of graduates report salary satisfaction, indicating that perhaps the field attracts those who are not looking for stable, full-time employment. These findings are useful for those anticipating a career in TESOL and for teacher educators. They likewise add a valuable contribution to the small body of literature focused on TESOL employment.

Keywords: TESOL, employment, graduates, survey, career path, alumni, career

INTRODUCTION

English has become a world language, and because millions of people study English as a second or third language (Crystal, 1995, p. 109), the demand for English teachers appears to be great. Finding stable employment, however, is a struggle for those teaching English to speakers of other languages (TESOL). Studies indicate that many TESOL teachers work in several part-time jobs without benefits (Pennington, 1995), or that they experience difficulty finding stable employment unless they have advanced degrees or find employment outside the United States (Tanner, 2003).

In spite of these findings, the number of English teacher training programs is robust. In the United States alone, there are over 450 programs that provide certificate, bachelor's, and master's degrees in TESOL (TESOL, 2010). This situation raises the following kinds of questions: Where do these program graduates go following graduation? Are they obtaining quality jobs in the TESOL field? Do graduates feel their training adequately prepares them to pursue successful careers in TESOL?

Up to this point, relatively little research has been done to investigate employment-related issues in the TESOL field and much of the research that is available is nearly a decade or more old (Day, 1984; Johnston, 1997; Pennington, 1995). In particular, little research has been done to help teacher educators and individuals enrolled in TESOL training courses become aware of employment trends after graduation. The purpose of the research reported here is, using data from a survey of graduates from a well-established TESOL program in operation for more than 35 years, to explore the career path trends of TESOL graduates.

LITERATURE REVIEW

The few published studies that have focused on TESOL employment issues are concentrated in three areas: 1) working conditions (Florez, 1997; Johnson, 1997; McKnight, 1992), 2) the types of skills and qualities sought by employers in the field (Bailey, 2011; Henrichsen, 1983; Tanner, 2003), and 3) the types of jobs that graduates obtain shortly after graduation (Day, 1984; Ochsner, 1980). While these studies provide some helpful insights to individuals pursuing careers in TESOL, what these studies do not provide is a long-term analysis of the career paths of TESOL graduates. "Career path" in the present study refers to "the sequence of occupations, jobs, and positions in the life of an individual," as opposed to a job or occupation, which has been defined as "the specific activity with a market value that an individual continually pursues for the purpose of obtaining a steady flow of income" (Jepsen & Choudhuri, 2001, p. 3). This literature review will describe previous research that has investigated TESOL employment and the rationale for the present study.

Working Conditions in TESOL

In 1992, McKnight conducted a survey to investigate the career paths of TESOL diploma graduates from Victoria College in Melbourne, Australia during the years 1978 to 1989. A total of 116 (53%) graduates responded to his survey. When these graduates were asked what their next career step would be, three percent talked about promotion, but 44% spoke of making "some form of change in their professional lives" (p. 26), like changing jobs or going back to school. McKnight concluded from his data that ESL teachers suffer from low status and thus there are high rates of attrition from the field (p. 30).

In 1994, Johnston (1997) interviewed seventeen EFL teachers in Poland, five native and twelve non-native speakers of English, in an effort to gather empirical data about EFL teachers'

life stories. His goal was to see if teachers spoke about their English teaching lives in terms of careers. Johnston reported that the teachers did not talk about their involvement with teaching English in the discourse of a career, and that "socioeconomic conditions make it impossible for them to make a long-term commitment to EFL teaching" (p. 706).

Skills and Qualities Sought By TESOL Employers

A second group of employment-related studies has focused on the skills and training needed by TESOL professionals in the marketplace. Henrichsen (1983) conducted an international survey to help determine which of the various topics covered in common TESOL training programs were perceived to be most important by teachers and employers in the field. The survey was sent to 500 teachers and employers in the United States and about thirty other countries. The majority of the 153 respondents indicated that of the major areas (education, literature, linguistics, and TESOL methods and materials training), TESL methods and materials training, especially training in specific skill areas like speaking or reading, was the most important, and literature was the least important.

Florez (1997) reports that having a master's degree provides the "most varied employment options," (p. 2) and that some of the other training usually required for TESOL employment includes teaching experience, knowledge about second language acquisition, and ability to adapt to different cultures. She also explains that there is a movement within the profession to establish specific training requirements for teachers: "In some states, there is still no requirement beyond a college degree to teach adult ESL. But within the field itself, the need for increased professionalization has prompted a concern for a clear articulation of qualifications" (p. 2).

In 2003, Tanner conducted a review of 250 full-time TESOL job advertisements gathered from four prominent websites to determine the qualifications that TESOL employers were seeking. His findings indicated that the amount of education required for full-time ESL and EFL jobs is dramatically different. Nearly 85% of the full-time positions advertised in the U.S. and Canada required a master's degree or doctorate. For EFL positions, the "minimum level of advanced educational preparation [appeared] to be a certificate" (Tanner, 2003, p. 42).

More recently, Bailey (2011) conducted a study reviewing 169 full-time job advertisements from three prominent online TESOL employment websites to see what qualifications employers were seeking in applicants for TESOL positions in the United States. She analyzed the ads according to the experience, skills, personal characteristics, and demographic information that employers identified. Sixty-five percent of the positions in Bailey's data required a master's degree, and 22% required a doctorate. Almost all of the employers requested some teaching experience. They also wanted new hires with computer, communication, and interpersonal skills, who could work well with others (pp. 25-36).

TESOL Career Path Research

A third area of TESOL employment research has provided some insights into the career paths of TESOL graduates. When one thinks about career paths, one would expect to see research that covers a span of several years and investigates the various jobs that a person has had during that time period. Though recent research about professional career paths has been done in other fields (Reitman & Schneer, 2003; Nooney, Unruh, & Yore, 2010), only three studies have been carried out to date that attempt to review different job positions held by TESOL graduates over some defined time period. A study by McKnight (1992), mentioned previously, focused on secondary and primary school teachers who took courses to receive

credentials to teach ESL. McKnight found that, following graduation, those who were previously primary school teachers spent 58% of their time teaching ESL, and previous secondary school teachers spent about 90% of their time in ESL.

Ochsner (1980) initiated a study of the career paths of TESOL MA graduates from 14 institutions around the U.S. who completed their degrees between 1976 and 1978. A total of 150 (43%) graduates returned the questionnaire. He found that, following graduation, approximately 75% of the graduates had obtained a job directly related to their MA TESOL degree. The majority of the positions included teaching responsibilities. Only about half of the respondents had full-time, permanent positions, and about 20% had two or more jobs. The salaries of almost all of the graduates were less than $15,000 annually. Surprisingly, in spite of these low salaries (which may have been partly due to the fact that they were relatively recent graduates), most of the graduates indicated that they were satisfied with their jobs. Given that the study investigated only a three-year career path of very recent graduates, little is known about whether the graduates continued to work in TESOL and find fulfillment in the profession over an extended period of time.

Another study of graduate career paths was performed in 1984 by Richard Day. In this study, questionnaires were mailed to the graduates of the University of Hawaii's TESOL MA program who received their degrees between 1967 and 1979. Exactly 137 (46%) of the deliverable surveys were returned. The survey asked about the respondents' first jobs after graduation as well as their current positions, inquiring about salary, job responsibilities, full- or part-time status, etc.

Day (1984) found that 81% of respondents were employed in the TESOL field during their initial job positions after graduation, and about 67% of those were employed full-time.

Most respondents included teaching as part of their job descriptions, and about 90% of the respondents were earning $15,000 or less each year. About 50% of the respondents were working in the United States, and the other half were overseas, with a majority of those individuals working in Asia.

At the time of the survey, 79% of Day's respondents were still involved in the TESOL field, with 72% employed full-time. The graduates reported job duties other than teaching more often, and salaries of those working in TESOL were substantially higher than right after graduation. About 58% of graduates were living in the United States. Day (1984) also found that there was a positive correlation ($r = 0.32565$; $p = 0.0006$) between current employment status and gender, with men being employed full-time much more often than women. There was no provision in the study to determine if the females were working part-time by choice or obligation, though.

While these studies are informative, they are also more than twenty years old. As recommended in the article by Day (1984), future research should investigate longer career paths, rather than just first and current positions.

Research Questions

The current study was designed to explore career paths and employment issues using the results of a survey administered to alumni of one university's TESOL graduate program. This particular program has been in operation for more than 35 years and has hundreds of graduates. The survey data will be used to investigate the following questions covering three topics:

1. Career Time: What percent of overall career time did graduates spend in TESOL? Did this time vary according to the variables of gender, native speaker status, or degree level?

2. Remuneration: What percentage of TESOL or other jobs acquired by graduates were full-time, what percentage had benefits, and did graduates report that their salaries were adequate?

3. TESOL Remuneration: What types of TESOL jobs did graduates obtain? How were the variables of full-time status, benefits, and salary distributed across the types of TESOL jobs?

Delimitations

Although hundreds of universities in the United States and other English-speaking countries offer TESOL degree programs, the results shared in this study, though longitudinal (covering over 35 years of graduates), come from only one university. The advantages of focusing on one institution are 1) a pool of respondents who have comparable TESOL training and 2) the ability to trace a number of respondents who have longer career paths. One drawback to focusing on one institution is the extent to which the results can be generalized to other contexts. The institution used in this study has had a TESOL graduate program for more than 35 years and has hundreds of graduates. With this size population, a range of statistics can potentially be performed to look at general TESOL employment trends that can then be further analyzed.

RESEARCH DESIGN

Participants

The participants in this study were alumni of one graduate TESOL program. From the program's inception in 1973 until the administration of the survey in 2008, 409 people completed a one-year graduate certificate program and 355 additional people completed a two-year Master of Arts degree, yielding a potential respondent pool of 764 graduates. Contact information for the graduates was compiled using university resources. Because there was concern as to whether addresses were current, both email (456) and postal (746) invitations were

sent. After deleting names of the graduates who could not be traced, the potential respondent

pool was cut from 764 to 555. Of those 555 people, 275 (167 MA graduates and 105 certificate

graduates) actually completed some portion of the survey, for a response rate of 49.5%. This

response rate is satisfactory and comparable to the response rates obtained in the employment

studies by Ochsner (1980) and Day (1984).

Although a total of 275 graduates responded to some part of the survey, only 250 of them

included employment information which could be used in this analysis. Some respondents had

skipped the employment section or inserted incomplete data, and though attempts were made to

contact them by telephone and email, the final count of completed surveys was 250. Of those 250

respondents, 155 (62%) had received a master's degree, whereas 95 (38%) had completed only

the one-year graduate certificate program. Incidentally, 11 (4%) also reported going on to

complete a doctorate degree, and 33 (13%) completed a second master's. Seventy-two (29%)

participants were male, and 178 (71%) were female. Finally, 196 (78%) were native English

speakers, 50 (20%) were non-native English speakers, and four (2%) provided no information

about their native language background.

Survey Instrument

The alumni survey was created by the TESOL faculty in the Linguistics and English

Language Department in an effort to gather data to assist in the redesign of the MA TESOL

Program curricula between. The actual survey was electronic in order to easily capture data from

participants living all over the world and to allow the data to be easily compiled in an electronic

database.

The survey was created using Structured Query Language (SQL). The design was

somewhat similar to the surveys conducted by Ochsner (1980) and Day (1894). However,

besides being electronic where the others were not, the biggest difference was that, as per the recommendation for further research given by Day (1984), respondents were asked to submit information about their entire career paths.

Analysis

The collected data were compiled in an SQL database, then downloaded to a Microsoft Excel® file so they could be adjusted and prepared for uploading to a statistical program. Preparation included making sure that all of the data were complete and that they were coded into systems that could be read by the statistical program. The data were transported into a statistical program called Stata® for the analysis.

Preparing the data for analysis in Stata®.

The main coding task was to assign each of the reported jobs a career code. Potential career code categories were determined using Grounded Theory (Titscher, Meyer, Wodack, and Vetter, 2000). To determine the types of career paths that were possible, 25% of the data were analyzed by looking for patterns, and creating an initial categorization on the basis of patterns that emerged. For units of analysis that did not fit into these categorizations, new categories were created. This process continued until all of the data were sorted into appropriate categories. After a careful analysis of the data, the following career path categories were identified: ESL-related, EFL-related, Language-related, Education-related, Non-TESOL-related, or Unemployed by Choice.

In the survey, when providing job information, the respondents provided the names of their positions, their employers, and the locations of their employment. They also were able to indicate if their jobs were related to ESL, EFL, or neither, sometimes providing written details about what jobs did entail. Using this information, and, when needed, other details that might

have been provided in other parts of the survey, each job was coded. The category of Unemployed by Choice was determined by time periods where there was a gap in the job information and the qualitative comments in the survey indicated that the person was not working because of family commitments, schooling, or retirement.

After each job was assigned a career code, the accuracy of the categorization was verified through inter-rater reliability tests on a sample of every tenth job. There was a high percentage of agreement among three raters. Out of 78 samples, the overall agreement was 89.7%. Statistics textbooks usually recommend at least 75% agreement, so 89.7% is well within the acceptable range (Mackey and Gass, 2005, p. 244). Most of the disagreement that did exist involved the Language-related and Education-related codes. According to the coding system that was developed, when a job involved language and education (i.e., a French teacher), the Language-related code trumped the Education-related code, and the job was coded Language-related.

After the coding was complete, some preliminary calculations had to be performed before transferring the data to the statistical program. In order to do the calculations, a few issues had to be resolved. In some cases, respondents reported gaps of time in their employment dates. Because the total number of days in each career code was being calculated, any time there was a gap, the gap-time was coded as well as the career time. Gaps were divided into three categories: pre-job gap, in-between-job gap, and post-job gap. Each gap was investigated to see if it was legitimate and intentional. Notes about reasons for leaving jobs, and other survey notes were used to determine if the job gaps were intentional, constituting time in the category Unemployed by Choice.

In the case of overlapping jobs (times when respondents were simultaneously employed in more than one job), the method of analysis was to count the time spent in each job separately

if the two concurrent jobs belonged to different job codes, double-counting the overlapping days. If two concurrent jobs belonged to the same career code, only one job was counted. This meant that in about 32 cases, the days were counted twice, so after calculating the percent of time spent in each career code, the total percent added up to more than 100. However, though the total is more than 100%, the ratio of time the people spent working in each job is accurately represented.

Once all the issues were resolved, the total percent of time each person spent in each career code was calculated. This was done by using the graduation dates for each person and a uniform survey date to determine the number of potential work days since graduation, which constituted each person's career path. Then the total amount of time each person spent in each job and in each career category was calculated. The total number of days each person spent in each gap code was also calculated, just as for each of the career code categories. Finally, the amount of time spent in each career code was divided into the total number of days since graduation to determine the percent of overall career time that each person spent in each career code. On obtaining these numbers, the data were finally prepared to be transferred to Stata® to find an average percent for all of the respondents and to run other statistics.

Stata® analysis. Stata® is a commercially available statistical software package. The program allows the user to upload a data set and write statistical commands to execute on the data. The data set can be in any of a variety of formats, including the Excel® spreadsheet format, as in this case.

The data set was uploaded to Stata®, and statistical commands for the first research question, including table functions and linear regressions, were created and executed. The analysis for the second research question was executed in a similar manner. However, rather than comparing the career paths of each person, the analysis investigated all recorded jobs grouped

according to career categories only. There was no regard for who held each job, when, or in what order. The analysis for the third research question was like that for the second, except that this question focused only on jobs that were coded as TESOL jobs.

RESULTS

The results of the data analysis will be reported in connection with the three research questions: 1) What percent of overall career time do graduates spend in TESOL? Does this time change according to the variables of gender, native speaker status, or degree level? 2) What percentage of TESOL or other jobs acquired by graduates were full-time, what percentage had benefits, and did graduates report that their salaries were adequate? 3) What types of TESOL jobs did graduates obtain? How were the variables of full-time status, benefits, and salary satisfaction distributed across the types of TESOL jobs? The findings from these questions, as well as some interpretation of the findings, will be presented and discussed.

Question 1—Time Spent in Each Job Classification

The first research question investigated the average percent of overall career time each graduate spent in each of the following career categories: ESL-related, EFL-related, Language-related, Education-related, Non-TESOL-related, Unemployed by Choice, or Gap. Gap time accounted for nearly 20% of overall career time, but drawing conclusions about gap time must be done with caution. There is no way to be certain if the time reported as gap time is a result of true gap time, when a respondent was unemployed before, after, or between jobs, or if the respondent could not remember the exact dates of employment well, didn't completely fill out the survey, or was unemployed by choice but did not indicate that in the survey. Thus, although those particular results may be of some interest and perhaps some concern, the gap time was taken out of the equation, and the percentages were recalculated using only the time when the respondents

reported being actually involved in gainful employment or being unemployed by choice. According to that analysis, graduates spent about 53% of their actual employment time, slightly more than half, in the TESOL field, including both ESL and EFL. The results are displayed in Figure 1.
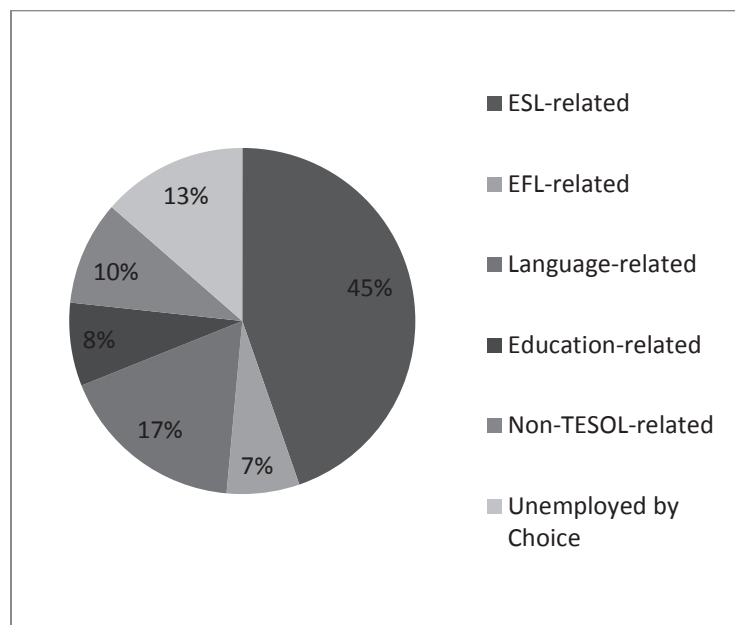
Figure 1. **Average Percent of Career Time Minus Gap (250 People).**

The results for average percentage of overall career time in each job category were further divided according to the variables of degree, gender, and native speaker status to see if any of these variables influenced the amount of time spent in TESOL or the other fields. The gap time was again left out of the analysis. Statistical linear regression tests were also run to see if any of the differences were significant.

The results indicated that those who receive a master's degree are likely to spend a greater average percent of overall career time in the TESOL field than those who receive only a TESOL graduate certificate. On the other hand, those who receive a TESOL graduate certificate seem to spend a larger average percentage of overall career time in language-related fields or unemployed by choice than those who receive a master's degree. Linear regression statistical

tests reveal that these differences are significant (p = .000; p = .011; p = .009). A person with a master's degree would be expected to spend, on average, 18% more time in the TESOL field than a person with a TESOL graduate certificate. One possible reason for this finding is that until 2008, the courses required for the TESOL graduate certificate at this institution were also closely aligned with the first year courses for students completing an MA in Language Acquisition. Completing a graduate certificate required 18 credits of linguistic and pedagogical coursework, including a 125-hour practicum consisting of teaching, preparation, and in-service meetings. There were usually anywhere from six to 10 students in the TESOL certificate program who were also completing an MA in Language Acquisition.

The results of the linear regression analysis showed statistically significant differences based on gender as well. The results indicate that males spend a significantly higher average percent of time in the EFL (p = .037) or Non-TESOL-related (p = .006) positions. Females spend a significantly higher average percent of time in ESL (p = .016) or unemployed by choice (p = .003). Particularly interesting is the difference in percentage of time that men and women spend unemployed by choice. It is also important to note, however, that there was a disproportionately large number of women in the TESOL certificate program.

Finally, the variables of native English speaker versus non-native English speaker also proved to be significant in some areas. Native English speakers spent a significantly higher average percent of career time in ESL (p = .013) or unemployed by choice (p = .038). Non-native English speakers spent a significantly higher percentage of time in EFL (p = .004), other Language-related jobs (p = .012), or other Education-related jobs (p = .009). Therefore, it seems that demographic information did have some effect on the average percent of time graduates spent in different career types.

Question 2—Job Status and Remuneration

The second research question explored some of the remuneration aspects of employment, looking at all of the jobs, irrespective of who held them, for how long, or how they fit into each person's overall career path. It investigated what percentage of jobs in each career category were full-time; whether the jobs provided benefits, including things like retirement, health insurance, paid vacation, housing, travel, etc., but not including flexible hours; and whether the respondents found their salaries to be adequate. The total numbers of jobs coded according to each career category are displayed in Figure 2. More than half of all of the jobs were ESL-related, and there are nearly four times as many ESL-related jobs as there are jobs in any other one category.
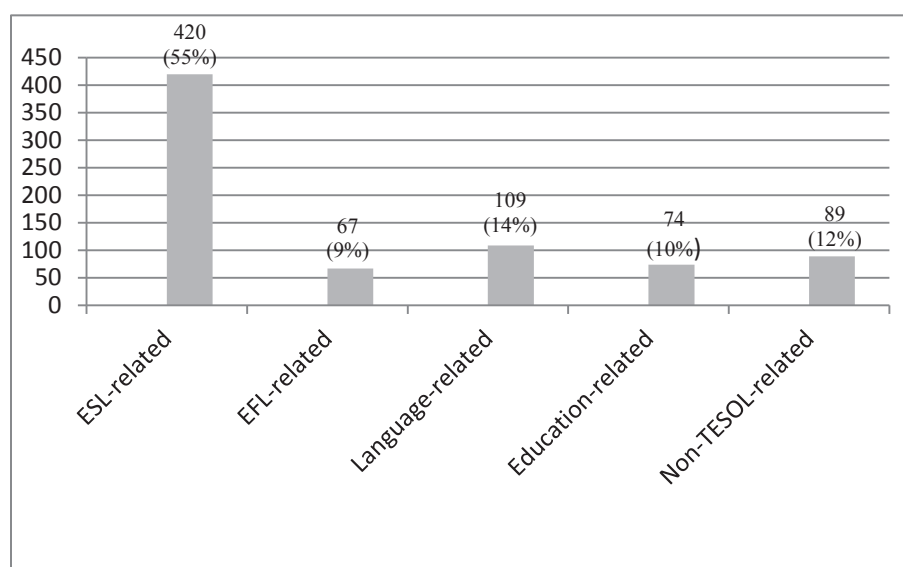
Figure 2. **Number of Jobs Obtained in Each Career Code (Total Number of Jobs = 759).**

Table 1 indicates how many of the jobs in each career category were full-time. Less than half of the ESL-related jobs were full-time, comprising the lowest percentage for any career category. The second lowest category was Language-related jobs. As for EFL-related jobs, on the other hand, 79% of the jobs were identified as full-time. The Non-TESOL-related jobs had

the second highest percentage. Nearly twice as many Non-TESOL-related or EFL-related jobs were full-time as compared to the totals for ESL-related jobs.

As for benefits, the results, also displayed in Table 1, are similar to the results for full-time positions. ESL-related jobs are the least likely job area to include benefits, and Language-related jobs are next to last. The percent of ESL-related jobs with benefits is less than 50. Every other category maintains at least 50%. However, the highest percentage, Non-TESOL-related jobs, is only 67%, so no category is far higher than all the others. EFL-related, Education-related, and Non-TESOL-related jobs are all very close, with about 65% of jobs in each category providing benefits.

Table 1

Number of Full-time Jobs and Jobs with Benefits in Each Career Code

Career Code	Total Number of Jobs	Number of Full-time Jobs	Percent of Full-time Jobs	Number of Jobs with Benefits	Percent of Jobs with Benefits
ESL-related	420	180	43	192	46
EFL-related	67	53	79	43	64
Language-related	109	59	54	55	50
Education-related	74	47	64	48	65
Non-TESOL-related	89	68	76	60	67
Total	759	407	54	398	52

When investigating the perceived adequacy of the salaries for jobs of different career types, the trend is slightly different. Sixty-four percent of the ESL-related jobs were identified as having an adequate or more than adequate salary, in spite of the fact that the percentage of jobs that were full-time and the percentage that provided benefits were both substantially lower than that, and also lower than in any other career category. The percent of ESL-related jobs with

perceived salary adequacy was only second lowest this time, and Language-related jobs came in last place instead at 59%. Once again EFL-related jobs ranked at the top, with 81% of the jobs reporting adequate salaries. The percentage of Education-related jobs with adequate salaries was higher than the percentage of Non-TESOL-related jobs, at 72% and 66% respectively. Conversely, thirty-six percent of those with Language-related jobs reported inadequate salaries, comprising the highest percentage. Some people chose not to respond to this section of the survey, though, and several jobs had no indication about the adequacy of the salary. The number of non-respondents varies by career category. Overall, 66% of all jobs were reported to have adequate or more than adequate salaries.

Question 3—ESL/EFL Employment by Duty Type

The third research question focused only on TESOL jobs, both ESL-related and EFL-related. The question explored specific job responsibilities, and how the different job responsibilities affected remuneration. Respondents were asked in the survey to indicate whether their TESOL-related jobs involved teaching, administration, testing, or materials development. The numbers of each type of job are displayed in Figure 3. Nearly all of the ESL and EFL jobs involved teaching, at 91% and 94% respectively. More than half of the jobs involved testing or materials development. One in three jobs involved administrative duties. The respondents were able to choose as many categories as applied, so the totals add up to more than 100%.

The remuneration aspects of the different job responsibilities were also explored, after the pattern used for the second research question. The percentage of TESOL jobs of each type that were full-time, the percentage that had benefits, and the percentage with adequate salaries were calculated.
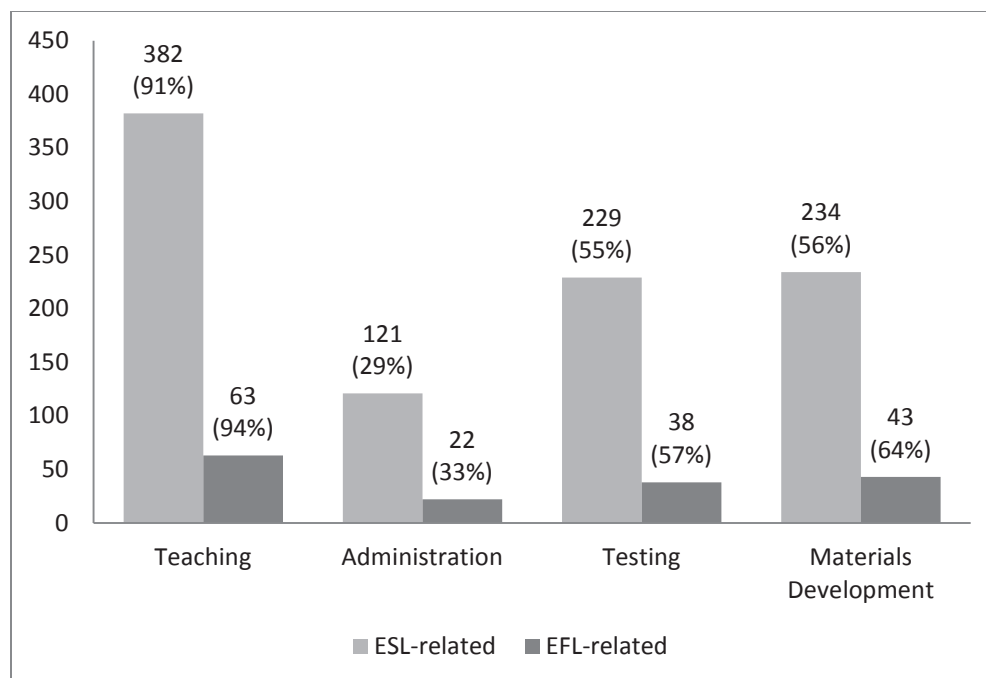
***Figure 3.* Types of ESL-related and EFL-related Jobs (Total Number of ESL-related Jobs = 420; Total Number of EFL-related Jobs = 67).**

As seen in the prior research question, EFL-related jobs were more likely to be full-time than ESL-related jobs. The highest percentage of full-time jobs among ESL-related job types (80%) is only one point higher than the lowest percentage in EFL-related jobs (79%). When comparing the types of jobs, it is interesting to note that in both ESL-related and EFL-related jobs, administrative jobs are most likely to be full-time, and teaching jobs are least likely to be full-time. Testing and Materials Development jobs come somewhere in the middle, having very close percentages. The results are displayed in Figure 4.

As with the full-time status rankings, administrative jobs are also most likely to offer benefits, and teaching jobs are least likely to offer benefits in both ESL and EFL-related jobs. Testing and Materials Development jobs are once again in the middle, with very close percentages. All EFL-related jobs are more likely to have benefits than ESL-related jobs. These results can be seen in Figure 5.
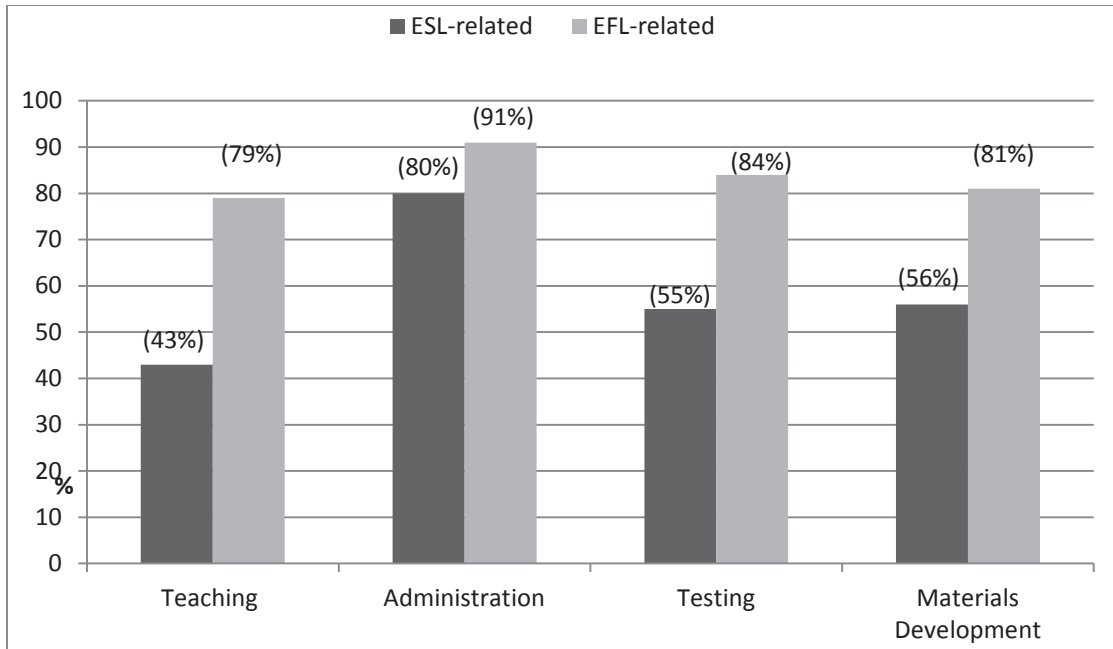
Figure 4. **Percent of Full-time ESL-related and EFL-related Jobs According to Job Type (Total Number of ESL-related jobs = 420; Total Number of EFL-related jobs = 67).**
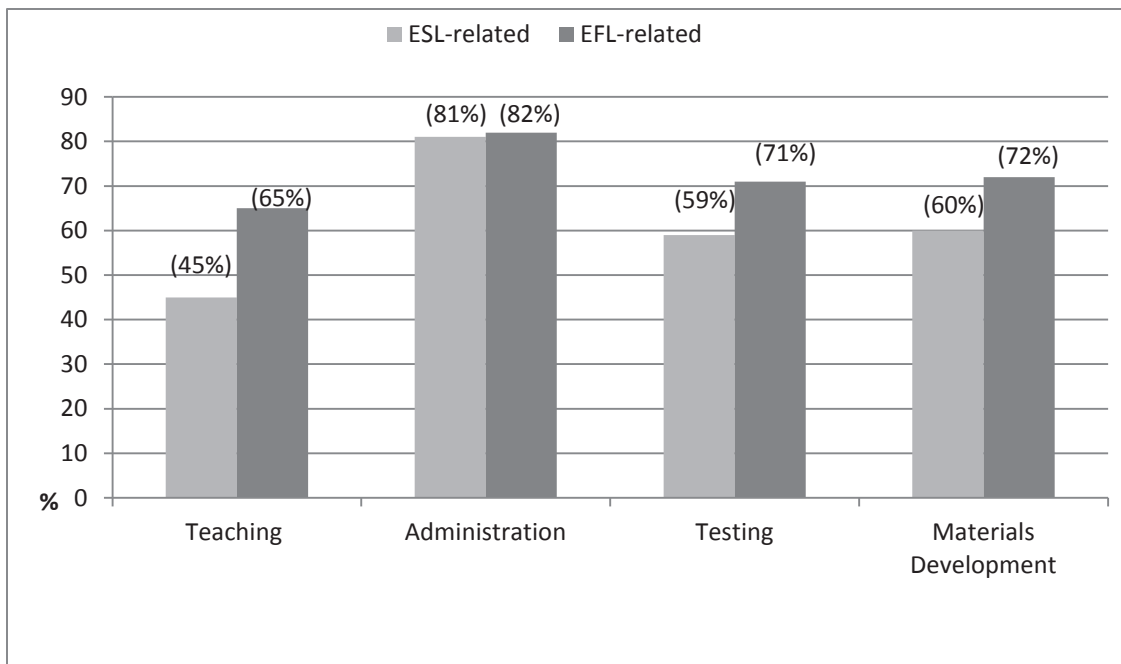
*Figure 5*. **Percent of ESL-related and EFL-related Jobs with Benefits According to Job Type (Total Number of ESL-related jobs = 420; Total Number of EFL-related jobs = 67).**

Even though many of the teaching jobs were part-time and came without benefits, respondents found the salaries for 68% of the ESL-related teaching jobs, and 79% of the EFL-related teaching jobs to be adequate or better than adequate. Salary satisfaction for ESL-related testing and materials development jobs were 66% and 67% respectively, nearly the same as for teaching jobs. For EFL-related testing and materials development jobs, satisfaction levels were 82% and 88% respectively, slightly higher than that of teaching jobs. The percent of administrative jobs with adequate or better than adequate salaries was highest in the ESL-related category, at 80%. Interestingly, administrative jobs had the lowest level of salary satisfaction in the EFL-related category, with only 73% of jobs reported to have adequate or more than adequate salaries. Overall, EFL-related jobs, especially in materials development or testing, had the highest level of salary satisfaction. Administrative ESL positions came next. However, the percent of more than adequate salaries was highest in administrative jobs in both ESL and EFL. Overall, the level of salary satisfaction is fairly high in all categories.

DISCUSSION

The purpose of this research was to investigate employment trends in TESOL by studying the career paths of TESOL graduates. Interesting data emerged from this study, some of which appears to contrast with data found in the Day (1984) and Ochsner (1980) studies. Ochsner and Day both reported that a high majority of TESOL graduates were employed in the TESOL field after graduation. According to Ochsner, who looked only at employment positions within three years of graduation, 75% stayed in the field, and Day, who compared first and last jobs within a twelve-year period, reported about 80% retention. When looking at entire career paths of up to 35 years for participants in this study, graduates were found to have spent only 53% of their overall career time in TESOL-related employment. This finding suggests that, over

time, there may in fact be a low retention rate of individuals employed in the TESOL field. This finding is reinforced in much of the literature (Johnson, 1997; McKnight, 1992). This result could be due to the difficult working conditions that have been reported, or it could be due to the possibility that individuals are not seeking stable, long-term careers, but rather flexible, short-term job commitments. The findings do also reinforce the assertion that TESOL is a flexible profession, and that entering or leaving the profession can be done with relative ease (Johnson, 1997).

It is interesting that graduates in this study reported spending a very small amount of time in EFL positions. Day (1984) found that 50% of the graduates in his study were working overseas for their first position after graduation and 58% at the time of his survey. In this study, graduates were found to spend only 7% of their overall career time in EFL-related jobs. Even the non-native speakers alone spent an average of only 15% of their overall career time in EFL. It could be, as these numbers seem to indicate, that most graduates spend a very small amount of time overseas, or it could actually be that a small number of graduates, like some non-native speakers, spend a large majority of time overseas, while most others spend no time overseas. However, EFL-related jobs were most likely to be full-time, most likely to offer benefits, and graduates reported higher salary satisfaction in this field than in any other career category. These results lead one to question why graduates do not spend more time in EFL-related jobs, especially when data shows that there are many more teaching positions available abroad with less stringent degree requirements (Tanner, 2003). Whatever the reason, these results suggest that EFL employment may be an untapped area for TESOL practitioners seeking stable employment.

It is encouraging to note that the individuals who obtained more education were more likely to spend time in the TESOL field. There was a significant (p = .000) correlation between having a master's degree and spending a greater percentage of overall career time in TESOL employment. This finding supports the ideas of so many that TESOL employment conditions can be improved by increasing the level of training, expertise, and professionalism of the practitioners. It also helps justify the exponential growth in the number of TESOL training programs over the past 30 or so years.

Another interesting result of the survey was the amount of time graduates spent unemployed by choice. It would be interesting to know if that is a trend that occurs in other TESOL programs. It would also be interesting to know if it occurs in other fields as well, or if a higher percentage of TESOL practitioners spend time unemployed by choice, especially because TESOL programs tend to attract a high percentage of females—the results did show a positive correlation between being female and spending time unemployed by choice.

This study supports the findings of Ochsner (1980), Day (1984), and others in studies previously cited showing that TESOL jobs lack stability. Nearly half of the jobs graduates obtained were part-time. TESOL jobs were less likely than jobs in other career categories to offer benefits. Yet, in spite of the fact that half of the ESL-related jobs were part-time and only about half had benefits, the respondents reported that the salaries for the majority of the jobs obtained were adequate or more than adequate. Ochsner (1980) and Day (1984) found similar results. These results may indicate that many of those who participate in TESOL training are not seeking full-time, stable positions. It may be that many graduates obtain only part-time employment, because they want only part-time employment. It could be that the TESOL field, offering mostly part-time jobs, attracts those who are intentionally looking for part-time work. However, a

complication in interpreting these results about salary adequacy is that they are subjective. Unfortunately, it is impossible to differentiate whether the salaries have been reported to be adequate because they are substantial, or if they are reported to be adequate because the respondents have low demands. Though the survey asked graduates to report their exact salaries in addition to salary adequacy, 22% of the jobs had no indication of exact salaries. Perhaps graduates were reluctant to include salary information because of the sensitivity of the issue.

Ochsner (1980) reported that about half of the graduates in his study indicated that they were inadequately prepared for administrative work. This study indicates that administrative jobs are most likely to be full-time, most likely to have benefits, and in ESL, they had the highest reported degree of salary satisfaction. These findings seem to indicate that for TESOL students who are seeking stable, satisfactory employment, they should pursue administrative training in their programs of study. The studies by Ochsner and Day (1984) and this study indicate that the majority of TESOL positions obtained by graduates involve teaching. Yet, positions in materials development and testing were more likely to be full-time and to pay higher salaries. TESOL educators may want to provide training to their students that will enable them to find types of TESOL employment besides teaching.

These findings have many implications for TESOL educators who are advising those commencing TESOL studies. TESOL educators can help students to understand, based on the findings, that if they are seeking teaching positions, these jobs will largely be part-time, providing flexibility but no benefits, unless they are willing and able to go overseas. Teacher educators can further advise their students that those seeking full-time jobs with benefits would do well to diversify their skill set, including an emphasis in administration, materials/curriculum development, testing, or other fields like research or technology (CALL – Computer Assisted

Language Learning). Further, teacher educators may benefit their TESOL students by making them familiar with the data analysis tools used in this study. Stata® is widely available, and students in research methods or testing classes may benefit from training in using this and other statistical tools.

CONCLUSION

This study investigated the long-term career paths of graduates of a university-level TESOL program to uncover the actual post-graduate employment trends of graduates. The amount of time spent in the TESOL field, job responsibilities, and remuneration aspects of particular jobs were explored.

The results indicate that graduates spent slightly more than half of their time in TESOL-related employment, with the other time spent in a variety of other occupations. Those with more education did have a greater likelihood of working in TESOL. While TESOL jobs did tend to lack stability according to normal indicators established by the United States Department of Labor (*Employee Benefits*, 2011; *Household Data*, 2011), the majority of graduates reported satisfaction with their salaries. This finding may also imply a tendency for those seeking part-time employment to enter the TESOL field. Those who are seeking full-time employment are most likely to find it in EFL positions or in non-teaching positions. These results should help future TESOL practitioners to know how best to prepare in order to succeed at finding a stable job in the TESOL field.

Limitations

Though the results of the survey proved interesting, there were some limitations. One negative effect of asking for information about entire career paths is the potential fatigue factor. We found that while most people reported on each of their jobs, some did not want to take the

time to complete the entire survey. Some could not readily remember information about former jobs many years before and did not enter sufficient information or entered it incorrectly. In addition, the open-answer format that was necessary to allow information to be entered about entire career paths left so much freedom in completing responses that it made it difficult to know which answers were actually complete.

Another limitation was that some of the older respondents were unfamiliar with computer technology and indicated that it was difficult for them to complete the survey online. Later, an option to complete the survey by telephone correspondence was offered, but the initial inability to complete the survey may have led some older candidates not to participate.

A third limitation with conducting a study spanning as many as 35 years is the difficulty in contacting program graduates. The hope is that those who responded constitute a representative sample of graduates and not just those who may have had strong feelings, either positive or negative, about the TESOL graduate program.

Suggestions for Future Research

While the findings in this study reflect the career paths of hundreds of TESOL graduates, the respondents do come from only one institution. In order to ascertain whether the results are representative of institutions generally, more research of this type needs to be done. This study could be replicated and performed at other institutions to determine whether the results are generalizable.

In future studies, special care should be taken to insure that respondents give complete and accurate information about each job held. This could be accomplished by using more sophisticated computer programming to allow for entering a flexible number of job descriptions,

but then having a very rigid template for which information must be entered for each job before moving on with the survey.

One of the significant findings of this study is that a percentage of TESOL program graduates spent a significant amount of their time unemployed by choice. Another significant finding is that almost half of the TESOL-related jobs were part-time. Though there were sometimes ways to determine if graduates were choosing to be unemployed, there were no provisions to determine if they were choosing to work part-time. A future study should have more explicit measures to determine when graduates were unemployed by choice and when graduates who were working part-time were working part-time by choice.

Finally, because this study covers a 35-year period, there have been significant changes in the TESOL field, as well as in the world-wide economy in that time. The statistics reported here are mostly simple descriptive statistics. Future researchers could perform more sophisticated statistical analyses comparing the career path trends of TESOL graduates to trends of the overall economy, to determine if there are intervening economic factors that have affected the results. There have likewise been occasional changes to the curriculum of the TESOL program studied in this report. The study could be repeated within this TESOL program to determine if there are different trends for more recent graduates.

This study has provided many interesting insights about TESOL employment trends. However, continued research about this topic is important to help increase understanding about the career paths of TESOL graduates and to illuminate ways that the profession can adjust in order to meet the needs of graduates who are seeking fulfilling TESOL employment.

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Appendix B: Survey of BYU TESOL Graduate Certificate and MA Graduates

A. Personal/Demographic information
1. Name: _____
2. Gender: ___ Female, ___ Male
3. Current address: _____
4. Current telephone: _____
5. Current e-mail address: _____
6. Home country: _____
7. Native language: _____
8. Other languages (in order of proficiency from highest to lowest, please include an indication of your level of proficiency, such as the highest course-level you completed or your highest OPI score, for each language): (EXPANDABLE LIST)
   Language: _____ Level of proficiency: _____
   Language: _____ Level of proficiency: _____
9. Month /year you graduated with your MA in TESOL: _____/_____
10. Month/year you graduated with your TESOL Graduate Certificate: _____/_____
11. Academic degrees you earned before or after receiving your TESOL degree from BYU: (EXPANDABLE LIST)
    Degree: _____ Major/Minor: _____ University: _____ Year: _____
    Degree: _____ Major/Minor: _____ University: _____ Year: _____

B. Employment history since graduation
Please provide the following information about each job you have held since you graduated from our program: (NOTE: THIS SECTION WILL BE EXPANDABLE TO ALLOW RESPONSES FOR AS MANY JOBS AS THE GRADUATE HAS HELD)
————————————————start repeatable section———-——————————————-
1. Position title: _____
2. Employer's name: _____
3. Employer's location (city, state, country): _____
4. Dates of employment:
   From _____/____ (month/year) until _____/____ (month/year)
   Total number of months _____ or years _____ working at this job
5. Nature of position:
   ___ Full-time
   ___ Part-time (number of hours per week:_____)
6. Field of work:
   ___ Teaching English as a second language
   ___ Teaching English as a foreign language
   ___ Non-TESOL related (please specify: _____)
7. Remuneration:
   a. Approximate annual salary (in US$): $_____
   b. Adequacy of this salary relative to your needs and cost of living:
   ___ More than adequate, ___ Adequate, ___ Less than adequate

   c. Other benefits:

    ___ Health insurance
    ___ Retirement plan
    ___ Paid vacation
    ___ Other (please specify _____)

8. Type of work this job required you to do (select all that apply):
    ___ Teaching
    ___ Administration
    ___ Testing/assessment
    ___ Materials development
    ___ Other (please specify:_____)

9. Age or educational level of students you worked with (select all that apply):
    ___ Very young children (up to age five)
    ___ Elementary school children (Kindergarten through 6th grad)
    ___ Secondary school students (grades 7 through 12, junior high and high school)
    ___ Post-secondary, pre-university students
    ___ Community college students
    ___ College or university students
    ___ Adults (basic education, survival)
    ___ Adults (professionals; specify field: _____)
    ___ Other (please specify: _____)

10. Work setting (select all that apply):
    ___ Public school
    ___ Private school
    ___ Library
    ___ Online, Internet
    ___ Home
    ___ Business office
    ___ Other (please specify: _____)

11. Language skills you focused on in your work: _____

12. Your students' native language(s): _____

13. Your students' native-language literacy level: ___ High, ___Medium, ___Low

14. Reason(s) for leaving this position: _____

15. Since graduating with your TESOL degree, have you given any presentations at academic or professional conferences?
    ___ No
    ___ Yes

16. If you answered Yes to item 15, were these presentations employment-related?
    ___ No
    ___ Yes

17. If you answered Yes to item 15, please give details on the number of presentations, your presentation topics, and the conferences:

18. Since graduating with your TESOL degree, have you written anything for academic or professional publications?
    ___ No
    ___ Yes

19. If you answered Yes to item 18, was this writing employment-related?

___ No
___ Yes
20. If you answered Yes to item 18, please give details on the type of writing, your topic(s), and publication venue(s):
21. Since graduating with your TESOL degree, have you conducted any empirical research?
___ No
___ Yes
22. If you answered Yes to item 21, was this research employment-related?
___ No
___ Yes
23. If you answered Yes to item 21, please give details on the type of research, your topic(s), and the outcome(s):
24. Did you teach at BYU's English Language Center (ELC) while earning your TESOL graduate degree?
___ No
___ Yes
25. If you answered Yes to item 24, how much did your teaching experience at the ELC aid you in obtaining employment elsewhere?
  (Not at all) 0   1   2   3   4 (Extremely well)
Explanation/Comments:
26. How well did your TESOL graduate degree program in general prepare you for your subsequent career (in TESOL or another field)? (Circle a number from zero to four on the scale below. Then add any additional explanation or comments you wish.)
  (Not at all) 0   1   2   3   4 (Extremely well)
Explanation/Comments:
27. How well did your TESOL graduate degree program prepare you for life in general? (Circle a number from zero to four on the scale below. Then add any additional explanation or comments you wish.)
  (Not at all) 0   1   2   3   4 (Extremely well)
Explanation/Comments:

C. Dream jobs
1. Please briefly describe any professional positions you wanted but did not apply for or get:
                    _____
2. Reasons for not getting these jobs:
___ Not academically or professionally qualified
___ Geographical location
___ Life circumstances (please specify: _____)
___ Other (please specify: _____)
3. In retrospect, how satisfied are you with your career since graduating with your degree in TESOL? (Circle a number from zero to four on the scale below. Then add any additional explanation or comments you wish.)
(Not at all satisfied) 0   1   2   3   4 (Extremely satisfied)
Explanation/Comments:

D. Value of different TESL/TESOL degree program activities

1. Please rate the career-enhancing value of each item below using the following scale:
   0=No value,   1=Little value, 2=Some value, 3=Great value, 4=Essential

Write the appropriate number in the blank in front of the item.

Write "NA" in the blank if an item does NOT apply to you because you did not do it.

   a) ___ MA thesis itself
   b) ___ Content knowledge gained when researching and writing MA thesis
   c) ___ Skills developed when researching and writing MA thesis
   d) ___ MA project
   e) ___ Content knowledge gained when researching and writing MA project
   f) ___ Skills developed when researching and writing MA project
   g) ___ Academic/professional conference presentations (while a graduate student)
   h) ___ Academic/professional conference presentations (after graduating)
   i) ___ Content knowledge gained when preparing conference presentations
   j) ___ Skills developed when preparing presentations
   k) ___ Academic/professional publications (while a graduate student, but not your thesis)
   l) ___ Academic/professional publications (after graduating)
   m) ___ Content knowledge gained when writing academic/professional publications
   n) ___ Skills developed when preparing academic/professional publications
   o) ___ Experience as a teaching assistant (please specify course(s): _____)
   p) ___ Experience as a research assistant (professor's name: _____)
   q) ___ Teaching at the English Language Center (after your student teaching practicum)
   r) ___ Working as a member of the ELC's executive council
   s) ___ Computer and other technology-utilization skills
   t) ___ Knowledge of existing language-teaching software products
   u) ___ Software development experience
   v) ___ Other instructional materials development experiences
   w) ___ Testing and assessment experiences (please specify: _____)
   x) ___ Other (please specify: _____)

2. What knowledge or skills (if any) did you NOT receive from your TESOL or BYU education that would have benefited your career?

   _____

E. Value of particular TESL/TESOL degree program courses

1. Please rate the career-enhancing value of each course below using the following scale:
   0=No value,   1=Little value, 2=Some value, 3=Great value, 4=Essential

Write the appropriate number in the blank in front of the item.

If a course does apply to you because you did not take it, write "NA" in the blank.

Feel free to write in comments about what made a particular course especially valuable (or not valuable).

Note: Over the years some course titles and numbers have changed. Please choose the course title closest to what you remember from your program of study.

   a) ___ Introduction to modern linguistics (program prerequisite; Ling 330)
   b) ___ Advanced English pronunciation for international students (ESL 302)
   c) ___ ESL Advanced composition (ESL 404)

d) ___ Introduction to research in TESOL (Ling 500)
e) ___ Language acquisition (Ling 540)
f) ___ Teaching culture (Ling 555)
g) ___ TESOL methods and materials (Ling 477, 577)
h) ___ TESOL student teaching (Ling 579)
i) ___ Research design in TESOL (Ling 500, 595)
j) ___ Research data analysis (Ling 600)
k) ___ Pronunciation theory and pedagogy (Ling 625)
l) ___ Grammar usage (Ling 531, 631)
m) ___ Interlanguage analysis (Ling 541, 641)
n) ___ Language testing (Ling 460, 660)
o) ___ TESL reading and writing (Ling 572, 672)
p) ___ Advanced methodology and curriculum development (Ling 677)
q) ___ Advanced materials development (Ling 678)
r) ___ TESOL supervision-administration internship (Ling 679)
s) ___ TESOL seminar (Ling 695)
t) ___ Academic internship: TESOL (Ling 696R)
u) ___ Master's project (Ling 698R)
v) ___ Master's thesis (Ling 699R)
w) ___ Other (please specify: _____)
x) ___ Other (please specify: _____)
y) ___ Other (please specify: _____)
z) ___ Other (please specify: _____)

2. Are there any courses that were NOT offered as part of your TESOL degree program that you later wished you had been able to take? If so, please describe them in a few words:

_____

F. Open response
1. In the space below, write any comments you wish to share about your TESOL graduate program. These retrospective comments may be general or specific, positive or negative. We welcome your feedback.

Appendix C: Job Codes

JobTitle	Career Code
Tax Specialist	Non-TESOL-related
Listening/Speaking Coordinator	ESL-related
English Teacher/Literacy Coordinator	ESL-related
Instructor	ESL-related
Adjunct Instructor	ESL-related
Private Tutor	ESL-related
ESL instructor and language lab director	ESL-related
English specialist	EFL-related
Instructor-Professor	ESL-related
Professor	ESL-related
senior lecturer	ESL-related
ESL content writer	ESL-related
instructional designer & writer	Language-related
Instructor	ESL-related
ESL-Instructor	ESL-related
ESL-Instructor	ESL-related
Adjunct Faculty	ESL-related
adjunct faculty	ESL-related
Teacher	ESL-related
Teacher	Language-related
English Language Center Director	EFL-related
Instructor	ESL-related
Instructor/Special Programs Director	ESL-related
ESL Teacher	ESL-related
ESL Teacher English department co-chair	ESL-related
ESL teacher	ESL-related
Lecturer	EFL-related
Assistant Professor	Language-related
Homemaker, Mother	Unemployed by Choice
TESL Instructor	ESL-related
Administrative Dean	ESL-related
Covell Consulting Service	Education-related
Desktop Support/Help Desk	Non-TESOL-related
IT Manager	Non-TESOL-related
Chief IT Consultant	Non-TESOL-related
Sr. Security Compliance Engineer	Non-TESOL-related
Lecturer	Language-related
Lecturer	Language-related
Lecturer	Language-related
Lecturer	EFL-related

Lecturer	Language-related
Lecturer	Language-related
Asian Languages Cataloger	Language-related
Instructor	ESL-related
Instructor, Dean of Arts and Sciences, Associate Dean of Academic Affairs, Accreditation Liaison Officer	Language-related
Family Literacy Coordinator/Adult Education Instructor	ESL-related
Adult ESOL Intstructor	ESL-related
English teacher	EFL-related
English teacher	EFL-related
English teacher	EFL-related
English teacher	ESL-related
Catalging Librarian	Language-related
Engineer	Non-TESOL-related
ESL Coordinator	ESL-related
Engineer – contract	Non-TESOL-related
ESL teacher	ESL-related
Author	ESL-related
Pharmaceutical	Non-TESOL-related
Nurse	Non-TESOL-related
EFL teacher	EFL-related
ESL Instructor	ESL-related
Professor	Education-related
Special Ed/ESL Teacher	ESL-related
English teacher	EFL-related
Special Ed/ESL teacher	ESL-related
ESL Instructor	ESL-related
Teacher	ESL-related
Development of Online Curriculum, EIL Consultant	Education-related
Teacher	ESL-related
Freelance Author and Editor	ESL-related
Instructor	ESL-related
head teacher of a branch school	EFL-related
Teacher Trainer	ESL-related
Lecturer of a university	EFL-related
Quantitative Research Specialist	Language-related
Managing Editor	Language-related
Manager of online services	Language-related
Manager	Language-related
Director, EFL Program	EFL-related
Owner	Language-related
CLA Instructor	ESL-related
Co-owner	ESL-related

Assistant Dean of Admissions	Education-related
Tutor	ESL-related
Teacher	ESL-related
Teacher	Education-related
Adult Education teacher	ESL-related
reading teacher	Language-related
Reference Librarian	Language-related
Freelance Translator	Language-related
Language Teacher	EFL-related
ESL Teacher	ESL-related
Curriculum Director	ESL-related
ELC full time Faculty	ESL-related
Adjunct Faculty	ESL-related
Adjunct Faculty	ESL-related
Instructor	EFL-related
Instructor	ESL-related
Academic Coordinator	ESL-related
Academic Services and Research and Development Team Member	ESL-related
Test-item writer	ESL-related
Center Director	ESL-related
Human Resources	Non-TESOL-related
Lecturer	ESL-related
Teacher	EFL-related
Instructor	ESL-related
ESOL teacher	ESL-related
ESOL teacher	ESL-related
Preschool Aide	Education-related
ESL Teacher	ESL-related
curriculum developer and consultant	Language-related
course instructor	Language-related
EFL Instructor	EFL-related
ESL Instructor	ESL-related
public school teacher	ESL-related
Professor	ESL-related
Instructor	ESL-related
Instructor	ESL-related
ESL Program Coordinator	ESL-related
Human Resources Clerk	Non-TESOL-related
Teacher	ESL-related
Teacher	ESL-related
Teacher	ESL-related
Teacher	ESL-related
Teacher	ESL-related

Teacher	EFL-related
Japanese Consultant/ESL Specialist	ESL-related
Educational Software Developer	ESL-related
Marketing and Public Relations Coordinator	ESL-related
Targeted Results	Non-TESOL-related
Director of International Marketing	Non-TESOL-related
Instructor	ESL-related
ESL/TESOL Instructor and Academic Coordinator	ESL-related
ELD Instructor and SDAIE Coach	ESL-related
Translator/ Language Support Specialist	Language-related
Associate ESL Instructor	ESL-related
ESL/EFL Instructor	ESL-related
ESL Adjunct Teacher	ESL-related
Income Tax Preparer	Non-TESOL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
instructor/supervisor/program coordinator	ESL-related
Program Coordiinator	Education-related
Senior Project Manager	Language-related
Localization Program Manager	Non-TESOL-related
Electronic Media Manager	ESL-related
Owner	Language-related
Special Instructor	ESL-related
Instructor	ESL-related
ESL teacher trainer	ESL-related
ESL/EFL Administrator and Curriculum Developer	ESL-related
English Instructor	ESL-related
ESL Teacher--Adult Ed.	ESL-related
Director, Legal English Training Program	ESL-related
ESL Director and Curriculum Manager	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Instructor	Language-related
Instructor	ESL-related
Instructor	ESL-related
Self-employed proofreader	Language-related
ESL TEACHER	ESL-related
ESL TEACHER	ESL-related
ESL TEACHER	ESL-related
English Tutor	EFL-related
English Tutor	ESL-related
IEP Asst. Director/Director	ESL-related
Regional Director	ESL-related

Director	ESL-related
Director	ESL-related
Director	ESL-related
Instructor	ESL-related
Level Supervisor	ESL-related
Program Associate for Measurement and Evaluation	ESL-related
Graduate Teaching Assistant	ESL-related
Assistant Professor	ESL-related
Professor	ESL-related
Executive Council	ESL-related
Lecturer in Spanish	Language-related
Teacher at the English Language Center, Brigham Young University	ESL-related
Graduate Research Assistant for the Gear-up Project at Glasgow Middle School under Dr. Sturtevant, George Mason University	Education-related
Graduate Research Assistant for Dr. Kevin Clark, George Mason University, Fairfax, VA (researching digital equity)	Education-related
Teacher at the English Language Center, Brigham Young University	ESL-related
Executive Director	Language-related
Intensive ESL Instructor	ESL-related
Special ESL Instructor	ESL-related
Assistant Professor, ESL	ESL-related
Intensive ESL Instructor	ESL-related
Processor	Language-related
Reference Assistant	Language-related
Associate Instructor	Education-related
Instructor	EFL-related
Instructor	EFL-related
Director of International Marketing	Non-TESOL-related
School Administrator	EFL-related
International Education Consultant	Language-related
Medical Technologist	Non-TESOL-related
Community Grader	Education-related
Library Clerk, Spanish Programs Coordinator	Language-related
PT Teacher	ESL-related
Product Development Manager	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
Financial Advisor	Non-TESOL-related
Training Manager	ESL-related
ESL Writing Instructor	ESL-related
ELC Instructor	ESL-related
ESL Instructor	ESL-related
BYU Ling. 404 Instructor	Language-related

High School Assistant Principal	Education-related
Elementary School Principal	Education-related
Teacher Part-time	ESL-related
Reviewer	Language-related
Linguist	Language-related
Research Assistant	Education-related
Assistant Professor	ESL-related
Part-time Faculty	ESL-related
TeleCommunications Associate	Non-TESOL-related
Voice Instructor	Non-TESOL-related
TESOL Teacher	ESL-related
Part-time faculty	Language-related
Instructor	EFL-related
Staff tutor	ESL-related
English Tutor	EFL-related
Montessori Preschool Teacher	Education-related
Assistant Director/ESL Instructor	ESL-related
Network Academic Coordinator/ESL Instructor	ESL-related
ESL Teacher	ESL-related
Administrative Assistant	Non-TESOL-related
ESL Teacher	ESL-related
Office Worker	Non-TESOL-related
Stock Broker Assistant	Non-TESOL-related
ESL Teacher	ESL-related
ESL Teacher	ESL-related
ESL Teacher	ESL-related
Data Entry	Non-TESOL-related
Teacher's assistant	Education-related
Admin Asst	Non-TESOL-related
Insurance CSR	Non-TESOL-related
Insurance Agent	Non-TESOL-related
Adult Basic Education Teacher	Education-related
Store Clerk	Non-TESOL-related
Truck loader	Non-TESOL-related
Managing Editor, Middle Eastern Texts Initiative	Language-related
General Manager	Non-TESOL-related
Teacher	Unemployed by Choice
TESL Instructor	ESL-related
Conterences and Workshops/English Language Center TESOL Instructor	ESL-related
Japanese Instructor	Language-related
EFL Visiting Lecturer	EFL-related
Curriculum Coordinator	ESL-related
Curriculum Specialist	ESL-related

Japanese & ESL Teacher	ESL-related
Special Instructor	ESL-related
Instructor	ESL-related
SPEAK evaluator	ESL-related
Part-time faculty	ESL-related
Group Coordinator	ESL-related
ESL Teacher	ESL-related
Instructor	EFL-related
Head Teacher	EFL-related
Data Technician	Non-TESOL-related
Financial Aid Processor	Non-TESOL-related
Office Manager	Non-TESOL-related
English teacher	ESL-related
Writer	Language-related
COMMUNITY GRADER	Language-related
Adjunct Faculty	Language-related
Lecturer	Language-related
Private ESL Tutor	ESL-related
Private ESL Tutor	EFL-related
EFL Teacher	EFL-related
Private Piano Instructor	Non-TESOL-related
Bilingual Tutor	Language-related
Bilingual Teacher Assistant	ESL-related
ESL Instructort	ESL-related
Executive Council Member	ESL-related
German Teacher	Language-related
Intensive English Instructor	ESL-related
Nanny	Non-TESOL-related
Transitional Writing Instructor	ESL-related
Adult Basic Education Instructor	Education-related
Writing Workshop Instructor	Language-related
Spanish Translator	Language-related
Adjunct ESL Instructor	ESL-related
Language Analyst	Language-related
Lecturer	EFL-related
EFL Instructor/Lecturer	EFL-related
Instructor/Lecturer	EFL-related
Teacher	Education-related
Teacher	Education-related
Teacher	Education-related
Teacher	Education-related
Assistant Principal	Education-related
Business Manager T/S/I	Education-related

Special Projects Manager/Budget Asst.	Education-related
Asst Principal	Education-related
Asst. Principal	Education-related
Instructor	EFL-related
Researcher/Extractor	Non-TESOL-related
Instructor	ESL-related
Web Developer and Instructional Designer	Non-TESOL-related
Instructor	ESL-related
Assistant Professor	ESL-related
Assistant Professor	ESL-related
Lecturer	ESL-related
Language Team Leader	Language-related
ESL Instructor	EFL-related
ESL Instructor	ESL-related
Swedish Project Manager / Editor	Language-related
Instructor/Materials development coordinator/editor	EFL-related
Professor	EFL-related
Bilingual Assistant	Language-related
Technical Interpreter / Translator	Language-related
Freelance translator / interpretor	Language-related
English Teacher	EFL-related
Advertising Copywriter	Language-related
Technical Writer, Creative Director, Marketing Manager	Language-related
Owner	Language-related
Thought Leadership Research Manager	Non-TESOL-related
Night Manager	Non-TESOL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
Director	ESL-related
Resident Director	ESL-related
Instructor	ESL-related
Consultant	ESL-related
Lecturer	ESL-related
ESL Teache	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
Faculty Demonstrator	Education-related
Faculty Demonstrator	Education-related
ESL Lecturer	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
Professor	ESL-related

Public School Subsitute	Language-related
ESL Tutor	ESL-related
Part-time faculty	ESL-related
Chinese Team Leader	Language-related
Teacher	Education-related
Sales associate	Non-TESOL-related
Teacher	Language-related
Teacher	Education-related
Teacher	Education-related
Training analyst	Non-TESOL-related
Research program leader	Non-TESOL-related
Training Manager to Executive Director - International HR	Non-TESOL-related
Senior HR Dir – Asia	Non-TESOL-related
General Manager - Human Resources	Non-TESOL-related
ESL Instructor	ESL-related
Reading Coordinator	ESL-related
Teaching Assistant	ESL-related
Secondary Supervisor	Language-related
ESL Instructor	ESL-related
Private ESL Tutor	ESL-related
ESL Instructor	ESL-related
Private ESL Tutor	ESL-related
K-12 ELL Teacher	ESL-related
ESL & Bilingual Ed Teacher	ESL-related
ESL Instructor	ESL-related
Faculty	ESL-related
English teacher	ESL-related
ESL certification facilitator	ESL-related
Test Coordinator	ESL-related
Teaching Assisstant	ESL-related
Test Developer	Language-related
Consultant	EFL-related
Assisstant Professor	ESL-related
Instructor	ESL-related
Curriculum Developer	Education-related
Tutor	ESL-related
Teacher trainer	ESL-related
ESL Teacher	ESL-related
ESL teacher, Special Ed.	ESL-related
Prof, ESL	EFL-related
ESL teacher trainer, Curriculum development	ESL-related
Prof ESL	EFL-related
Secondary teacher	EFL-related

Professor	EFL-related
Engl. Prof.	EFL-related
Educational Assistant	ESL-related
Teacher's Aide	Education-related
Facilitator	ESL-related
ESL instructor	ESL-related
Paralegal	Non-TESOL-related
Chinese Teacher	Language-related
P.S. 160	ESL-related
Executive Coordinator, Distance Learning Project	ESL-related
Center Director	ESL-related
Owner	ESL-related
Senior Naval Science Instructor	Non-TESOL-related
Senior Naval Science Instructor	Non-TESOL-related
ESL teacher	ESL-related
Adult Education Teacher	ESL-related
Migrant Education teacher	ESL-related
High School ESL teacher	ESL-related
Adult Education Teacher	ESL-related
Teacher	Language-related
Secretary	Non-TESOL-related
Sales Associate	Non-TESOL-related
ESL Paraprofessional	ESL-related
ESL Teacher	ESL-related
Language Lab Director	Language-related
Adjunct Professor	ESL-related
Graduate Assistant Librarian	Language-related
Multimedia Support Specialist	Non-TESOL-related
Teacher Adult ESL	ESL-related
Teacher	ESL-related
7th Grade US History Teacher	Education-related
Receptionist	Non-TESOL-related
Instructor	EFL-related
Director	EFL-related
Instructor	ESL-related
Documentation specialist	Non-TESOL-related
HR Manager	Non-TESOL-related
Teacher	ESL-related
English As A Second Language Teacher	ESL-related
Manager Elderly Residential Care Facility	Non-TESOL-related
Extension Home Economist & 4-H Agent	Education-related
Extension Educator, FCS/4-H Agent, Washington Co.	Education-related
Kindermusik Educator	Education-related

Full-time instructor	ESL-related
Essay scorer	Language-related
ESL instructor	ESL-related
ESL instructor	ESL-related
ELC Instructor	ESL-related
ELC Visiting Instructor	ESL-related
English Teacher	EFL-related
Student Exchange Coordinator	Education-related
International Flight Attendant/Inflight Supervisor	Non-TESOL-related
Teacher	Education-related
Tax Preparer/Store Manager	Non-TESOL-related
5th Grade Special Education Teacher	Education-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
ESL Professor	ESL-related
ESL Lecturer	ESL-related
ESL Instructor	ESL-related
ESL Teacher	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
Suport Tech	Non-TESOL-related
Tecnical Writer/EDI Support	Non-TESOL-related
Senior IT BA	Non-TESOL-related
English Teacher	ESL-related
Teacher	Education-related
Instructor	ESL-related
Curriculum manager	ESL-related
Lecturer	ESL-related
Teacher/Administrator	ESL-related
Teacher	ESL-related
ESL Instructor	ESL-related
Trainer	ESL-related
Tutor	ESL-related
Senior Research Fellow	Non-TESOL-related
Faculty	ESL-related
Faculty	ESL-related
Assistant Professor	EFL-related
full Professor	ESL-related
full Professor at gard. School	Education-related
Part-time Faculty	EFL-related
Office Manager	Non-TESOL-related
Editor	Language-related

Professor	Education-related
ESL Instructor	ESL-related
Teaching Assistant	Language-related
Assistant Instructor	Language-related
ESL Instructor	ESL-related
Network Analyst	Non-TESOL-related
Professor	Language-related
adjunct professor	Language-related
adjunct professor	Language-related
ad-hoc professor	Language-related
Project Manager	Language-related
Senior Project Manager	Non-TESOL-related
Teaching Staff	ESL-related
Graphic Designer	Non-TESOL-related
English Instructor	EFL-related
Graduate Research Assistant	Education-related
Corporate Accountant	Non-TESOL-related
Financial Advisor	Non-TESOL-related
Lexicographer	Language-related
TESL Instructor	ESL-related
Samsung Art and Design Institute	EFL-related
ESL Instructor	EFL-related
Teacher	Education-related
Teacher	Education-related
ESL Teacher	ESL-related
Communications Specialist	Language-related
Program Assistant	Non-TESOL-related
Communications Specialist	Language-related
Adjunct faculty	ESL-related
President/VP	ESL-related
Adjunct Faculty	ESL-related
Curriculum Specialist	ESL-related
Linguist	Language-related
Instructor	ESL-related
Adjunct Assistant Professor	Education-related
Assistant Professor	Education-related
Professor	Education-related
Educator: Kindergarten & Spanish	Education-related
TESOL	ESL-related
SPANISH/ESL	ESL-related
Assoc. prof	ESL-related
Instructor	ESL-related
China Coordinator	EFL-related

Lead Content Writer	ESL-related
Research Assistant	Language-related
English Director	EFL-related
International Student Advisor	ESL-related
International Director	ESL-related
Instructor, Executive Assistant	ESL-related
Lecturer	ESL-related
English Istructor	EFL-related
English Istructor	EFL-related
Linguist	Language-related
ESL Lecturer	ESL-related
ESL Program Coordinator	ESL-related
Curriculum Specialist	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Teacher	ESL-related
Teacher	ESL-related
Reconciler	Non-TESOL-related
Instructor	ESL-related
Administration	Education-related
Associate Professor	Language-related
Adult Educator	ESL-related
Family Literacy Instructor	ESL-related
Instructor	ESL-related
English Language Fellow	EFL-related
Instructional Designer	ESL-related
Reading Specialist	ESL-related
English Language Instructor	ESL-related
Tax associate	Non-TESOL-related
Underwriting Service Assistant	Non-TESOL-related
French Teacher	Language-related
Owner/Teacher	ESL-related
Owner/Teacher	ESL-related
Adjunct Instructor	Language-related
Assistant Professor	Language-related
Associate Professor	ESL-related
Lecturer	EFL-related

ESL Instructor	ESL-related
Temp	Non-TESOL-related
Various	Non-TESOL-related
HEAD TEACHER	ESL-related
Teacher	ESL-related
INDEPENDENT CONSULTANT	Non-TESOL-related
TOEFL iBT rater	ESL-related
Lecturer	Language-related
Software Engineer	Non-TESOL-related
Secretary	Non-TESOL-related
Teaching Assistant	ESL-related
Research Assistant	Language-related
Instructional Designer	Language-related
Training Manager	Language-related
Instructor	ESL-related
Administrative	ESL-related
Testing Consultant	ESL-related
Instructor	ESL-related
Instructor	ESL-related
Animal Attendant	Non-TESOL-related
Office Management Consultant	Non-TESOL-related
Instructor	ESL-related
Instructor	ESL-related
Asst. City Attorney	Non-TESOL-related
ESOL teacher	ESL-related
ESOL teacher	ESL-related
Personal Tutor	ESL-related
ELC Executive Council	ESL-related
Lecturer	ESL-related
Assistant Professor	ESL-related
Research Specialist	ESL-related
Adjunct lecturer	ESL-related
Sales Associate	Non-TESOL-related
Adjunct Faculty	ESL-related
English Language Instructor	ESL-related
English Language Instructor	ESL-related
English Language Instructor	ESL-related
Instructor	EFL-related
Instructor/Tutor	ESL-related
Visiting Professor	EFL-related
Faculty	ESL-related
Lecturer	ESL-related
Consultant	Non-TESOL-related

Assistant Professor	Language-related
Adjunct Instructor	Education-related
Instructor	ESL-related
Part-time Instructor	ESL-related
Part-Time Instructor	ESL-related
Part-time Instructor	ESL-related
Adjunct Instructor	Education-related
Adjunct Instructor	ESL-related
Adjunct Instructor	ESL-related
Part-Time Instructor	ESL-related
Assistant Instructor of ESOL & Languages	ESL-related
Teacher	ESL-related
Teacher	ESL-related
Coordinator	ESL-related
Coordinator of Adult ESL Night Program, Springville and Payson	ESL-related
Director of Bilingual Education, Supervisor of Multicultural Education, Supervisor of Foreign Languages	ESL-related
Instructor of Multicultural Education	Education-related
Adjunct Assistant Professor of Multicultural Education	Education-related
Instructor of Spanish 302	Language-related
Visiting Assistant Professor of Education (Ed. Studies 651 Multicultural Education)	Education-related
Instructor of Spanish 201, 302, 321, Multicultural Education, Techniques for Teaching the ESL Student	ESL-related
Associate Instructor of Spanish	Language-related
Associate Professor	Language-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
master teacher for Utah Chinese EDNET program	Language-related
curriculum developement coordinator	Language-related
ESL Instructor	ESL-related
ESL Teacher	ESL-related
Desktop Publisher	Non-TESOL-related
TEFL Teacher Trainer	EFL-related
ESL Teacher	ESL-related
ESL Teacher	ESL-related
ESL Teacher	ESL-related
ESL Curriculum Developer	ESL-related
ESL Teacher	ESL-related
Developmental Writing Instructor	ESL-related

ESL/EFL Curriculum Developer	ESL-related
ESL Teacher	ESL-related
ESL Curriculum Developer	ESL-related
IEP Instructor	ESL-related
preschool teacher	Education-related
Optician	Non-TESOL-related
Special Instructor	ESL-related
Instructor	ESL-related
Graduate Instructor	Language-related
ESL Special Instructor	ESL-related
EIL Instructor	ESL-related
Adult Basic Skills Development Instructor	ESL-related
Special Instructor of ESL	ESL-related
Director	ESL-related
Student Advisor	Education-related
Instructor	ESL-related
Primary Teacher	Education-related
Teacher of English	ESL-related
Technical writer	Language-related
Technical writer	Language-related
Listening/Speaking Coordinator	ESL-related
content writer	ESL-related
Community Schools Spanish Teacher	Language-related
ESL Instructor	ESL-related
Director of ESL Program	ESL-related
Coordinator of Int'ls Student Services	Education-related
Director of Int'l Programs	Education-related
Professor	Language-related
ESL Instructor	ESL-related
EIL Lecturer	ESL-related
Store Manager	Non-TESOL-related
Orientation and Materials Coordinator	ESL-related
ESL Instructor	ESL-related
English Teaching Fellow	EFL-related
After-school Manager	Education-related
ESL Teacher	ESL-related
Adjunct Faculty	ESL-related
Acting Lead Faculty	Language-related
Adjunct Faculty	Language-related
Visiting Lecturer	ESL-related
Graduate Assistant	Education-related
Instructor	ESL-related
Instructor	ESL-related

Travel Agent	Non-TESOL-related
ESOL Teacher	ESL-related
adjunct instructor	Education-related
visiting assistant professor	Education-related
assistant professor	Education-related
assistant professor	Education-related
ELC Director/Teacher	ESL-related
ELC Director/Teacher	EFL-related
ESL Teacher	ESL-related
School Acting Director	EFL-related
EIL Lecturer	ESL-related
Online rater and Scoring Leader	ESL-related
Instructor	ESL-related
Instructor/Developer	EFL-related
Change Management Consultant	Non-TESOL-related
Performance Technologist	Non-TESOL-related
Contract Course Developer	Education-related
Curriculum writer	ESL-related
Teachers	Language-related
Assistant Testing Coordinator	Language-related
Graduate Research Assistant	ESL-related
Graduate Research Assistant	ESL-related
Adjunct Faculty	ESL-related
Part-Time Lecturer	ESL-related
Instructor	ESL-related
Teacher	EFL-related
Head of Upper School ESL	ESL-related
Instructor	ESL-related
Adjunct Instructor	ESL-related
Teacher/EFL Instructor	EFL-related
Teacher	ESL-related
Assistant Editor	EFL-related
Spanish Teacher	Language-related
Volunteer ESL Instructor	ESL-related
Instructor of Classical Civ 100: English Vocabulary from Greek and Latin	Language-related
ESL Teacher	ESL-related
Curriculum Developer	ESL-related
Linguistics Instructor (Ling 330)	Language-related
ESL Teacher	ESL-related
Instructor	EFL-related
Grad teaching assistant	ESL-related
Instructor	ESL-related
Instructor	ESL-related

Asst Professor	ESL-related
Director	Education-related
Professor	ESL-related
Instructor	ESL-related
Teacher	ESL-related
Rater	ESL-related
Developer	Language-related
Teacher	ESL-related
ESL instructor	ESL-related
Russian Instructor and Test designer for CLS	Language-related
Materials Developer	ESL-related
English Instructor	ESL-related
ESL Instructor	ESL-related
ESL Instructor	ESL-related
Instructor & Materials Development Specialist	ESL-related
Instructor	ESL-related
Instructor & Materials Development Specialist	ESL-related
Instructor	ESL-related
Instructional Designer	Education-related
Assistant Professor of Instructional Media & Faculty Development	Education-related
Associate Professor of Information Systems	Non-TESOL-related
Professor of Education	ESL-related
ESL teacher	ESL-related
Teacher	ESL-related
Assistant lecturer, part-time faculty, ESL Instructor, instructional design	ESL-related
President	ESL-related
senior technical writer	Language-related
senior technical writer & software trainer	Language-related
academic mentor in ELL MA Program	ESL-related
Chinese Sales Manager	Non-TESOL-related
Faculty	ESL-related
ESL Teacher	ESL-related
ESL Teacher	ESL-related
ESL Test Coordinator	ESL-related
Elementary Teacher	Education-related
ESL Teacher	ESL-related
Mentor (Academic Advisor)	Education-related
ESL Specialist	ESL-related

Appendix D: Summary of Project Hours

Activity	Timeline	Total Hours
Data collection (phone calls and emails)*	9/2009 to 1/2010	40 hours
Analysis 1: Career Path Coding and Descriptive Statistics *	1/2010 to 3/2010	40 hours
Analysis 2: Data Cleanup, Career Coding, Inter-rater reliability, Stata® statistical processing	10/2010 to 5/2011	60 hours
Project Write-up	5/2011 to 8/2011	60 hours
Committee Meetings*	9/2009 to 2/2012	40 hours
Manuscript	11/2011 to 2/2012	50 hours
	Total	**290 hours**

*These hours were also completed as part of my part-time job