



2007-07-14

An Evaluation of Brigham Young University's Local TESOL Internship Program

Laura Kathleen Steeby
Brigham Young University - Provo

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>

 Part of the [Linguistics Commons](#)

BYU ScholarsArchive Citation

Steeby, Laura Kathleen, "An Evaluation of Brigham Young University's Local TESOL Internship Program" (2007). *All Theses and Dissertations*. 1019.
<https://scholarsarchive.byu.edu/etd/1019>

This Selected Project is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu.

AN EVALUATION OF BRIGHAM YOUNG UNIVERSITY'S LOCAL TESOL
INTERNSHIP PROGRAM

by

Laura Kathleen Steeby Robins

A selected project submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Master of Arts

Department of Linguistics and English Language

Brigham Young University

August 2007

Copyright © 2007 Laura Kathleen Steeby Robins

All Rights Reserved

BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a selected project submitted by

Laura Kathleen Steeby Robins

This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

Date

Diane Strong-Krause, Chair

Date

David Williams

Date

Lynn Henrichsen

BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the project of Laura Robins in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

Date

Diane Strong-Krause
Chair, Graduate Committee

Accepted for the Department

William Eggington
Department Chair

Accepted for the College

Gregory D. Clark
Associate Dean, College of Humanities

ABSTRACT

AN EVALUATION OF BRIGHAM YOUNG UNIVERSITY'S LOCAL TESOL INTERNSHIP PROGRAM

Laura Kathleen Steeby Robins

Department of Linguistics and English Language

Master of Arts

An evaluation of BYU's Local TESOL Minor Internship program shows the strengths and weaknesses of this academic internship program. Students are required to complete 150 hours of TESOL-related work outside of their courses. The interns volunteer in different English-teaching programs in the area. Internship hours include the time in the classroom, preparation, materials development, as well as the time in the Linguistics 496R course. The interns are required to have most of their minor classes finished before they complete their internship so that their internship can be a capstone to and an application of what they have learned thus far.

This MA evaluation project reports findings of a formal program evaluation of BYU's Local TESOL Internship program, which has been in place for four years. It specifically looks at how effective the internships are by addressing the program's criteria which are: The internship enhances the student's education, reflects what the students

have been taught in their TESOL minor classes, helps the interns become more confident teachers, helps the interns feel more prepared to teach ESL, and creates ties with the community. The paper presents quantitative data collected from surveys of past and present interns as well as program administrators. It also presents qualitative data from the same surveys as well as from summary papers in which the interns have discussed their internship experience. The evaluation also offers suggestions and recommendations for the program, as well as future research recommendations.

ACKNOWLEDGEMENTS

I would first like to express thanks to my husband, Radley Beau, for continuing to support and encourage me while working on this project, especially as it got close to the end. I am deeply appreciative of his unconditional love and support.

I would also like to thank my chair, Dr. Diane Strong-Krause, for the continual help and advisement as well as expertise. I am also grateful to my committee members, Dr. David Williams and Dr. Lynn Henrichsen. Dr. Williams' expertise was especially beneficial while putting together this evaluation.

It is also necessary to thank Maryruth Farnsworth for her countless hours of time spent helping me to make sure this project was a success. Her never-ending support, encouragement, and willingness to help will never be forgotten.

None of this could have been possible if it weren't for my family who supported me and always told me that I was capable of doing great things.

Table of Contents

Chapter 1: Introduction	1
Outline of this project	1
Chapter 2: Review of Literature	4
Internships	4
Evaluation	8
Chapter 3: The BYU TESOL Minor Internship Program.....	13
Course Description.....	16
Stakeholders	17
Chapter 4: Methods and Procedures	20
Issues and Concerns	20
Criteria for Judging the Evaluand	20
Evaluation Questions	21
Data Collection and Analysis.....	22
Pre-Internship Survey	23
Post-Internship Survey.....	24
Summary Papers	26
Chapter 5: Results	28
Pre-Internship Survey Results	28
Quantitative Results	29
Qualitative Results	31
Post- Internship Survey Results	33
Quantitative Results	34
Qualitative Results	35
Student Intern Summary Paper Results	44
Chapter 6: Conclusion.....	48
Program Recommendations	49
Chapter 7: Future Research.....	53
Strengths and Weaknesses of the Evaluation.....	53
Future Research Recommendations.....	54
References.....	56
Appendix A.....	58
Appendix B	60
Appendix C	65
Appendix D.....	66
Appendix E	68
Appendix F.....	72
Appendix G.....	75
Appendix H.....	80
Appendix I	100
Appendix J	117

List of Figures

<i>Figure 1. Pre-Internship Survey</i>	30
<i>Figure 2. Mean Scores of Importance</i>	36
<i>Figure 3. Mean Scores of Effectiveness</i>	36
<i>Figure 4. Comparison of Importance to Effectiveness</i>	37

List of Tables

Table 1 <i>BYU's Local TESOL Minor Internship Program Sites, Responsibilities, Audience, and Number of Interns since Fall 2004</i>	14
Table 2 <i>Mean Scores of Pre-Internship Survey</i>	29

Chapter 1: Introduction

Brigham Young University's Local TESOL Minor Internship Program is now in its fourth year and offers students interested in teaching English to speakers of other languages the placements, tools, skills, and supervision they need to have a successful experience and enhance their educational experience. Within the field of teaching English to speakers of other languages, interns can be placed in many different teaching situations. In most English-speaking countries, large numbers of immigrants and refugees have very limited financial resources but need English to survive. A variety of programs are available including commercial ESL courses, university-based intensive English programs, and morning or evening ESL classes in community centers, public libraries, or churches. Interns can learn a great deal about English teaching in any of these contexts.

It is now necessary that the program be evaluated to be sure that it is truly offering students what it claims to offer them. This evaluation project will examine what the administrators are hoping to accomplish with the program and what the students are hoping to accomplish by completing a local internship. A formal evaluation will be conducted.

Outline of this project

Chapter One of this MA evaluation project gives an introduction to and a summary chapter outline of the project. Chapter Two reviews the relevant literature related to internships and program evaluation. The TESOL internship program being evaluated in this MA project is one of the few of its kind as it relates to the area of TESOL internships. Instead, the vast majority of projects to date focus on ESL learners serving internships as a way of helping with their own English. There is a growing

academic interest in service-learning internships. These internships connect an academic field of study or class with service projects that the students generally complete during a semester. Service-learning internships are separate from other service/volunteer activities because of the academic experience connected with the service. While there exists current literature on service learning as it relates to ESL, these materials are quoted in the benefits section (chapter two) of the review of literature. It is important to note that this program is not classified as a service-learning program because the goal of the program is to help the student interns themselves; the people who they help are considered a positive side-effect not the focus. However, because there is so little literature as it relates to TESOL internships, it seems justified that the literature discussing the effect of a service-learning internship on the students would still be applicable. The review of literature also provides a brief background of the field of evaluation and its changing trends to date as well as a justification for evaluating the Local TESOL Minor Internship Program.

Chapter Three describes Brigham Young University's Local TESOL Minor Internship Program. In addition to the program description there is also information regarding the evaluator's role in this project. The description includes a chart of the internship sites, responsibilities offered, and the audience. Finally, the stakeholders are introduced.

Chapter Four deals primarily with data collection procedures and analysis, but includes three other sections: issues and concerns, criteria for judging the evaluand, and the evaluation questions used in the project. The data collection and analysis begins with a chart outlining the eight evaluation questions, then discusses the instruments used for data collection, and concludes with notes on validity and reliability.

Chapter Five discusses the results of the evaluation by answering the question “How well is the Local TESOL Minor Internship Program meeting its objectives?” Included in the answer to this question are sections on both the Pre and Post Internship Survey results as well as the summary paper results.

Chapter Six, Conclusion, talks briefly about the BYU Local TESOL Minor Internship Program as an effective entity. It summarizes the eight objectives and presents their individual rating. The chapter also includes recommendations for the program as determined by the evaluation findings and in discussion with program administrators. There is also an indication of how these recommendations might be implemented.

Chapter Seven is the last chapter of the project and focuses on the strengths and weaknesses of the evaluation as well as future research recommendations for projects or theses within the field of TESOL. Included in appendices are the surveys used to collect data, as well as a chart of all quantitative data, the qualitative responses gathered from the survey and from the summary papers, and finally the meta-evaluation which is designed to evaluate the process of the evaluation itself.

Chapter 2: Review of Literature

Internships

One of the main points of this evaluation project is to determine if the objectives of the program are being met so that the program is beneficial for the interns. In order to help determine the objectives of the Local TESOL Minor Internship Program it was important to first discover the benefits of internships in general and then apply those benefits more specifically to the student interns. TESOL-trained interns can make a significant difference to people who need basic English skills to improve their prospects for better employment or higher education; however they receive even more benefits for themselves in the process. Determining and discussing the benefits to those other than the interns themselves are not within the scope of this project, but are mentioned as a future research possibility.

It is becoming more and more difficult to get a job these days no matter what field you are going into. When students leave academia they must be competitive. An internship offers this chance by putting students into temporary work situations and allowing them to get real work experience in their areas of interest. (Neuman,1999). Internships are becoming more and more common in every discipline and in some they are considered a requirement. Donofrio (2002) discussed how he has witnessed the daunting process many students suffer from while trying to make the jump into the corporate engineering world. His response to these students is to “start with an internship. Education will develop your technical skills, but an actual workplace is the only way you can learn to apply those skills relevantly to the real world.” (p. 93). Employers like internships because they often allows them a chance to “try before they buy” and see students in action before they hire them. BristolMyers Squibb, a large pharmaceutical

company, offers internships to help the company find employees and they offer those interns who were high performers permanent positions. (Nueman, 1999). The business world is perhaps the most well known for internships. Stitts (2006) says that business internships serve as the first step to permanent employment, providing opportunities for students to demonstrate the knowledge, skills, and abilities learned in the classroom.

Heffernan (2001) defines an internship as an experience that “focuses on providing students with hands-on experience to enhance learning relevant to an area of study”(p. 10). She also discusses how students are generally charged with producing a body of work that is of value to the community site or school they are attending. However, some internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories (Heffernan, 2001). In the BYU Local TESOL Minor Internship Program the students participate in the latter in which they turn in a reflection paper after completing every 20 hours of internship. Several institutions have seen the benefits of internships. The following are two examples from leading universities. The first, from the University of Nebraska at Omaha, was cited in a presentation by Henrichsen, Farnsworth, and Steeby at the International TESOL Convention, Tampa, Florida, 2006.

Gascoigne Lally (2001) describes how she added a component to her foreign language teaching methods course at University of Nebraska at Omaha that is similar to BYU’s internship program. She explains how the addition of the requirement to tutor students in the local elementary, middle, and secondary schools “drastically altered the content and style” of her foreign language teaching methods course and produced great benefits for her students (p. 57). These benefits included opportunities “to put course

content (teaching methods and techniques) into practice within authentic teaching situations,” to “prepare authentic lessons that provide choices for the diverse students’ learning styles, strategies and interests,” and to “develop a sense of responsibility to their community” (p. 58). She adds that the elementary, middle, and secondary school students in the community also benefited from the following: “(i) one-to-one contact with, and attention from, future professional educators; (ii) linguistic instruction; and (iii) exposure to different cultures” (p. 59). The educational institutions, as well as the larger community, benefit from greater degrees of tolerance among students and additional staffing.

She also points out that the university itself benefits from “an increased presence in the community. Indeed, the students engaged in service learning are wittingly or unwittingly serving as ambassadors enhancing the university’s public relations” (p. 60). In addition, contact with pre-university school population improved and rejuvenates the course itself and adds authenticity. Gascoigne Lally notes that “the course comes alive by exposing students to complex problems, engaging them in real-life contexts, and introducing them to teachers and community members possessing a spectrum of expertise and resources” (p. 60). These benefits were all substantiated through a formal written questionnaire given to students and community contacts. There were also informal follow-up interviews administered to the target community students. (pp 60-61). These are similar to the goals of BYU’s program and the objectives it is trying to reach.

According to the Brigham Young University Academic Internship website, “[An internship] facilitates a higher starting salary than non-interns. In a recent study, interns received, on average, \$2,240 more than non-interns for starting salary.” (2007). Also,

according to the same website and a study by the BYU Academic Internship Office, “According to interns from BYU, students gain the following benefits through academic internships: learning, experience, skill development, perspective, supervision, connections-professional and careers, academic credit, earnings, representing BYU, and service to others.” (2007).

There are a few select studies on TESOL internships specifically. The first study *Internships and Teacher Training in ESL* by Ewing (1973) lists internship components and describes the need for them. The second study *Linking Adult Learners With the Education of L2 Teachers* by Cray and Currie (1996), describes what a TESOL internship can offer students.

Ewing gives valuable advice for setting up a TESOL Internship program and also gives some case studies of students who had different internship experiences and how to handle different interns. According to Ewing (1973) there are three components necessary to any TESOL internship program: Teaching experience, professional guidance in the form of supervised teaching and seminars or workshops, and community involvement. (p. 155). Ewing also suggests two reasons that internships in ESL are especially valuable:

- 1) Traditionally, an internship provides a smooth transition between the academic and professional worlds. A teaching internship can provide the prospective teachers with valuable experience, structured and guided, before they are placed in the classroom alone.
- 2) ESL teachers often complain that their academic training did not really prepare them to teach, that their training was not relevant to

the “real world” of the classroom situation. This is what an internship gives them. (p. 153).

Cray and Currie (1996) from Carleton University discuss several different ways to prepare students to be teachers of English as a second language. One way is to have students participate in a community internship where they observe and teach adult students learning ESL. They state that TESOL internships offer students an opportunity to get to know learners, an opportunity to observe and teach classes, as well as participate in group work, and an opportunity to reflect and decide for themselves how a classroom should be run (p. 119). They also provide other formats for hands-on teacher training in addition to the internship which include interviewing ESL learners, completing dialogue journals with ESL learners, and holding a “good language learner panel” in which students can ask ESL learners about how they learn (p. 120-122).

Without evaluating these benefits they become arbitrary instead of meaningful. It is necessary then to review the literature in the field of evaluation. The review is not comprehensive but represents the most relevant articles giving an overview of the field of program evaluation. This literature laid the foundation for the rest of the evaluation project.

Evaluation

It is important to consider the field of evaluation from the beginning and then see how it relates to the field of TESOL and to the internship program specifically. It is safe to assume that evaluation has always been a part of education because decisions have always been necessary in the field. Everyday teachers are forced to informally evaluate through their impressions or perceptions what education activities would be best to use in their classrooms. Worthen and Sanders (1987) in their book *Educational Evaluation*

devote a whole chapter to the history of evaluation in education. In this chapter they state that formal evaluation, in contrast to what teachers do informally, is “the use of accurate information and criteria to assign values and justify value judgments” and began to be recorded as early as 1920 (p.12). They also mention that noted American educators Henry Barnard, Horace Mann, and William Torrey Harris introduced the practice of collecting data on which later educational decisions would be based (p. 12). In the 1930’s national and regional school accreditation agencies in the United States began to exert a growing influence on the educational school districts. This continued the testing movement which began in the early 1900’s and continued through the 1960’s. It was at this point that the field of evaluation was beginning to emerge.

Stufflebeam (2001) provides a concise historical overview of the field of evaluation. After a period of relative inactivity in the 1950s, several events and developments sparked an increased interest in evaluation in the 1960s (Henry, 2001). The Civil Rights Act of 1964 required equal treatment for minorities and the disabled. Great Society programs (Greene, 2001) such as the War on Poverty (Weiss, 1998) were just beginning and then needed to be evaluated. The 1960s were also a very successful period for the natural sciences. Great accomplishments such as putting a man on the moon helped create an almost unshakable faith in the natural sciences and led social scientists to adopt these methods in dealing with society’s problems. Patton (1997) refers to this as “a new order of rationality in government – a rationality undergirded by social scientists” (p.7). With the new application of scientific methods to program evaluations, traditional evaluation (TE) began.

Traditional evaluation is actually characterized by its emphasis on the scientific methods. Reliability and validity of the collected data are essential, while the main criterion for a quality evaluation is methodological strictness. TE requires the evaluator to be objective, neutral and outcome-focused (Fine, Thayer, & Coghlan, 2000; Torres & Preskill, 2001). This leads to a concern with experimental methods, numbers (as opposed to words), statistical tools, and an emphasis on summative evaluations (aimed to determine whether or not to continue a particular program) rather than formative ones (aimed at program improvement).

Although TE is still commonly used today, it is not the only available approach to program evaluation. Many other approaches have since been developed to compete with TE, mostly in response to one of TE's most serious drawbacks – the fact that many TE reports are not used or even read (Torres & Preskill, 2001; Fetterman, 2001; Patton, 1997). One of the earliest alternatives to TE is what is known as responsive evaluation (Stake, 1973 as cited in Madaus, Scriven, & Sufflebeam, 1987).

Briefly, responsive evaluation approaches evaluation in a less objective way and more tailored to the needs of those running the program. In Stake's (1973) own words, responsive evaluation "sacrifices some precision in measurement, hopefully to increase the usefulness of the findings to persons in and around the program" (p. 176 as cited in Madaus, Scriven, & Sufflebeam, 1987). This method focuses on the complexity and the uncertainty of the program, the difficulty in measuring outcomes, and the importance of descriptive and judgmental data. Instead of oversimplifying through numbers, Stake contends that storytelling can be a means of conveying the "holistic impression, the mood, even the mystery of the experience" (p. 177 as cited in Madaus, Scriven, &

Sufflebeam, 1987). In essence, the debate centers on legitimacy: while TE draws legitimacy from scientific rigor, responsive evaluation draws legitimacy from the endorsements of a majority of important stakeholders. This evaluation is both responsive and traditional. It is responsive in the sense that the evaluation is being done by a stakeholder and in close conjunction with other administrator stakeholders. It is still traditional, however, because the evaluation research is being done by following the scientific method and evaluating it as such.

Many of the articles reviewed list examples of recent events that have somehow impacted evaluation practice. First is a mounting imbalance in the supply and demand of funding. While government funding is declining (Boardman & Vining, 2000), there is an explosion of agencies competing for funds (Kaplan, 2001; Lindenberg, 2001; Rojas, 2000), leading to increased demands in funding and restrictions (Poole, Davis, Reisman, & Nelson, 2001; Pratt, McGuigan, & Katzev, 2000), partially nourished by publicized, high profile mismanagement cases (Hofer, 2000; Rojas, 2000). Second, the technological revolution (e-government, data access, & real-time evaluation) (Datta, 2001; Love, 2001; Mark, 2001) and other improvements have combined with an increased public demand for evaluation information and resulting media interest (Henry, 2001). Taken together, these influences suggest a political setting of increased scrutiny (and increased technological ability to scrutinize), increased competition for decreased levels of funding, and as a result, increased demand to provide results.

As noted BYU's internship program has been in existence for four years and there has yet to be a formal evaluation of it. Students have an exit interview when they have completed their internship hours and they are asked questions like, "What could be done

to better the program?” or “How could the class be improved?” The responses to the interview questions are used to try and continually improve the program, but there is no extensive data collected or formally analyzed.

This is an appropriate time for a formal evaluation. The Linguistics and English Language department is undergoing an academic unit review this year and needs to have an accounting of the programs it supports. Next year, and in the future, the department will be analyzing learning outcomes for the various academic programs which is directly related to university-wide re-accreditation. Hopefully, this project will be relevant during this entire project as it represents one of the largest academic programs within the TESOL division of the department. The BYU Internship Office is also asking internship programs to evaluate how well they are meeting their objectives. The program has also reached a stable state where an evaluation could be more accurate in assessing its effectiveness.

Chapter 3: The BYU TESOL Minor Internship Program

The BYU Local TESOL Minor Internship Program is of particular interest because of my involvement with the program. My involvement began as a TESOL minor when I was required to complete an internship (Fall 2004). In the TESOL MA program at BYU I became an assistant for the internship program (Spring 2005 to present). The job responsibilities include teaching the training course that accompanies the internship, setting up internship sites and maintaining them through regular communication with site administrators, helping students set up the internship that is right for them, and mentoring students as they complete their internship requirement. It should be noted that I feel very strongly about the worth of the program and it is because of this that I want to be sure it is the best program that it can be.

There are two internship programs within the Department of Linguistics and English Language that deal with TESOL. There is an international internship program that allows students to teach English for a semester in a variety of different countries and situations. However, most of the TESOL minors choose to do a local internship. This evaluation project focuses only on the local internship program. The program has been basically the same since Fall semester 2004. Since that time 56 interns have completed the program and 19 are currently participating. More demographic information on interns can be found in Appendix A. It generally takes interns two semesters to complete the 150 hours (50 hours for each credit required) that are requisite in order to fulfill the internship requirement. However, some interns choose to enroll for more than three credits in order to gain more experience. There are many different internship sites and thus many different internship situations. The interns are encouraged to choose a site that

best fits their interest. For example, those interns more interested in K-12 education are encouraged to find an internship where they will be working with ESL children, and those interns who would prefer materials or curriculum development are often referred to companies specializing in ESL materials. Table 1 lists internship sites, intern responsibilities, and audience the interns were interacting with for the 56 interns that have completed the program (as of December 2006). To arrive at the accurate number of interns in the last column of the table, it is important to realize that most interns usually choose more than one site to intern at in order to gain more varied experience. There are 21 sites where the interns go and some are listed more than once because they offer different experiences for the intern. The responsibility column explains the type of activity that the interns were involved in at the site. The most frequent responsibilities are assistant teaching and tutoring. The audience column describes the people the interns were working with, in some places (K-12) they are working with children, some are intensive English programs (IEP), while others are community programs involving adult English education.

Table 1

BYU's Local TESOL Minor Internship Program Sites, Responsibilities, Audience, and Number of Interns since Fall 2004

INTERNSHIP SITE	RESPONSIBILITY	AUDIENCE	# of Interns since Fall 2004
1. Alpine School District	Tutor	K-12	1
2. BYU Independent Study	Tutor	Adults	1
3. Deseret Industries	Tutor	Community; Adults	6
4. Edgemont Elementary	Tutor	K-12	1
5a. English Language Center; BYU	Tutor	IEP; Adults	3

INTERNSHIP SITE	RESPONSIBILITY	AUDIENCE	# of Interns since Fall 2004
5b. English Language Center; BYU	Assistant Teacher	IEP; Adults	1
5c. English Language Center; BYU	Materials Development	IEP; Adults	1
6. Independence High School	Tutor	K-12	1
7. Meridian High School	Teacher	IEP; K-12	2
8. Missionary Training Center	Teacher	IEP; Adults	3
9. Nebo School District	Tutor	Preschool	1
10a. Nomen Global	Teacher	IEP; Adults	2
10b. Nomen Global	Asst. Teacher	IEP; Adults	7
10c. Nomen Global	Tutor	IEP; Adults	4
10d. Nomen Global	Conversation Café	IEP; Adults	2
11. Norwalk Community College	Asst. Teacher	IEP; Adults	1
12. Powerglide	Materials Development	Varies	1
13. Private Class	Teacher	Community; Adults	1
14. Private Tutoring	Tutor	Community; Adults	4
15. Project READ	Tutor	Community; Adults	6
16a. Provo Adult ESL	Teacher	Community; Adults	7
16b. Provo Adult ESL	Asst. Teacher	Community; Adults	15
17. Provo College ESL	Asst. Teacher	Community; Adults	2
18. Provo School District	Tutor	K-12	2
19a. Selnate International	Asst. Teacher	IEP; Adults	8
19b. Selnate International	Materials Development	IEP; Adults	1
20a. TALL	Materials Development	Varies	9
20b.TALL	Tutor	Community; Adults	3
21.Timpanogos Parent Center	Program Administrator	Community; Adults	1

Course Description

Although the internship focuses on having students work in the field of TESOL, they also attend a course during their first semester of interning. The course meets seven times during the semester. The first class is an orientation to the internship where students learn about how to choose an internship site, what is available, and the purpose of the internship. This session is generally held before the beginning of the semester to help students get started with their internship as soon as the semester begins. Other class topics include online teaching resources, teaching philosophy statements, ESL vs. EFL teaching, community and legal issues, community resources available to ESL learners, jobs in TESOL, grant writing, and finally graduate school.

In conjunction with these topics students complete several assignments. They are required to write an internet resources paper where they search at least ten websites related to ESL teaching and summarize the resources that they offer. Students also write a community resources paper where they must spend an hour researching different services that would help their ESL students. The focus of the assignment stems from the point that ESL teachers are often one of the only resources ESL students have to the community they live in. Another component of the course requires students to write a two-page philosophy of teaching. They are encouraged to use the experiences they have had during their internship in writing this philosophy. In addition to these in-class assignments, students must maintain a record of their hours and turn them in every month. For every twenty hours of internship the students complete they must write a reflection paper. The reflection papers are written based on a reflection module packet created by Amie Casper, a previous BYU MA student. Sometime during their internship

experience, students must be observed teaching by an experienced teacher. As part of the assignment they write a short paper discussing what they learned from being observed (i.e., what they are doing well at and what they need to improve on). Also, when the students have completed all 150 hours of internship they must write a summary paper. This paper is 3-4 pages describing what they have learned from their internship experience. Students also have an exit interview with the assistant internship coordinator to orally discuss the internship before the students receive a grade for the course.

The syllabus for the course is included in Appendix B.

Stakeholders

As part of the evaluation process it is important to include all people who are involved with the program being evaluated. These people are known as stakeholders. In the case of the Local TESOL Minor Internship Program there are three important administrators in addition to the local interns themselves. It is recognized that no internship program would be possible let alone successful without the internship sites and their facilitators. However, for this study the sites and facilitators were not included in the study or the evaluation. It should also be noted that this is not a service-learning program in particular and that although the interns may in fact be serving people, the purpose of the program is to help the interns themselves. Therefore, the people the interns work with will also not be included in the evaluation. They are also not being included because this evaluation is being done as a MA Project and it is impractical for one evaluator to be able to include all stakeholders and complete the project in time constraints. Also, it is the

priority of the Local TESOL Minor Internship Program to determine the thoughts and needs of the students and administrators before the other stakeholders.

- Local TESOL Minor Internship Program Coordinator- Diane Strong-Krause
 - Dr. Strong-Krause is responsible for this program to the Linguistics and English Language Department as well as to the university internship office. She is also responsible to the Linguistics department Internship Oversight Committee (IOC) which approves internship sites and ensures the internship programs in the department are necessary and effective.
- Local TESOL Minor Internship Program Assistant Coordinator- Laura Steeby Robins
 - I am responsible for this program to Dr. Strong-Krause. I teach the content of the training course, make contacts with internship sites, help students find internship sites, and answer questions and concerns that students face while completing their internship. I am also a MA student completing this evaluation as part of my program requirements.
- Linguistics and English Language Department (Represented by Chair) - Lynn Henrichsen
 - Dr. Henrichsen is eventually responsible for all programs that take place in his department. He wants to be sure that the program is helping the students in the ways that it claims to and is cost-effective and worth supporting.

- Local TESOL Minor Interns
 - All TESOL minors are required to complete an internship, generally 7-15 students a semester. The interns want the program to be running as effectively as possible to better their experience. The interns also have to meet the requirements of the internship in order to graduate.

Chapter 4: Methods and Procedures

Issues and Concerns

The administrators of the program (including myself) want to know how effective the students feel the internship is and to be sure that the students have the same feelings on what the internship should be accomplishing. The administrators want to know how the program could be improved to best help the students succeed in having an effective internship experience.

The interns want to be assured that the internship is not a waste of their time. They want to feel as though they are receiving benefits from the time and effort that they put into the class. Most interns are also concerned with applying the things they have been learning in their other TESOL minor classes to the real world so they are more prepared when they graduate.

Criteria for Judging the Evaluand

In order to evaluate a program there must be criteria for judging that program (the evaluand). The most important element of the Local TESOL Minor Internship program is to enhance the education of the interns by applying the knowledge they are gaining in their classes. Stakeholders hope the program is meeting all the criteria at least minimally, but are hoping to find to what extent they are meeting the criteria or what would help them better meet the criteria. It seems that to this point the program is successful and is reaching a level of satisfaction to those involved. However, it has never been looked at in-depth and so it is necessary to find out that the satisfaction isn't simply a surface reaction. The following eight criteria have been established by the program administrators as the means for evaluating the program at that in-depth level.

1. The internship program should be viewed by administrators and students as effective.
2. The internship should directly correlate with the content of other TESOL minor classes.
3. The internship should help the students feel more prepared to teach ESL.
4. The internship should help the interns feel more confident when teaching ESL.
5. The internship should foster person growth and/or understanding for the students.
6. The internship program should help students make decisions about their future in TESOL.
7. The internship should help the students create ties with the community.
8. The internship should increase students understanding of different cultures.

Standard for judging the evaluand: In order for the internship to be considered effective the administrators would like each question on the *Post Internship Survey* to receive a mean score of four on the six point Likert scale when ranked by the interns where 0 is not effective and 5 is extremely effective. The qualitative analysis should support these findings with specific examples of how the program is or is not succeeding in each area.

Evaluation Questions

The evaluation addresses the following eight questions:

1. How effective is the internship program at enhancing education?
2. How effective is the internship program at connecting with the content of other TESOL minor classes?

3. How effective is the internship program at helping students feel more prepared to teach ESL?
4. How effective is the internship program at helping students increase their confidence in teaching ESL?
5. How effective is the internship program at fostering personal growth and/or understanding?
6. How effective is the internship program at helping students make decisions about their future in TESOL?
7. How effective is the internship at helping students create ties with the community?
8. How effective is the internship program at increasing students' understanding of different cultures?

These are the questions I have found to be most important to administrators and students and the intent is to answer all of them under the heading “How effective is the internship program?” The questions were approved by the program administrators as important and were rated by the interns on the *Post-Internship Survey*. The questions were asked explicitly in the post-survey. In the summary papers, which were used as data, students are simply asked to discuss their internship in three to four pages.

Data Collection and Analysis

The data collection and analysis section describes in detail the Pre-Internship and Post-Internship surveys and the summary papers. In addition to summarizing the data there is a table which explains how each of the evaluation questions will be analyzed for effectiveness. At the conclusion of the table there are statements relating to validity and

reliability. In order to better understand the information collected from the Pre and Post Survey questionnaires and the interns' summary papers, it is important to present how the data were collected and determine how the analysis of that data were conducted. Before any data were collected all students signed a consent form to be a research subject (included in Appendix C). Data were collected in the following ways:

Pre-Internship Survey

The Pre-Internship Survey was given to students the first day of their Ling 496R course. Most students have not been to their internship site at this time; however a few may have been once. This should not affect students' responses. The survey asked the interns' name, major, minor, previous TESOL courses taken, and any other relevant courses relating to TESOL. These questions were used for demographic data that is included in the Evaluand section of the report. The questions were designed to find out if and/or how the interns' previous experiences were affecting the experience they had during their internship.

The survey then asked the interns three questions. First, they were asked to rate their confidence in teaching English as a second language on a scale from 0-3 with 0 being not confident and 3 being very confident. They were also asked to explain the rating they gave. This question was asked in order to determine how confident the interns were before they started their internships. The part of the question asking them to explain their rating was hoping to determine the source of their confidence or lack of confidence.

The second question asked the interns how prepared and trained they felt to begin teaching English as a second language from their TESOL minor classes and again the scale was 0-3. This question was designed to ascertain if the interns felt their classes were really preparing them to teach. One of the objectives of the internship is that the

internship connects with what they learn in their TESOL minor classes. The question was also designed to see if the interns felt there was going to be this connection before they actually started teaching. This question also asked interns to explain their rating in an attempt to determine why they did or did not feel prepared by their TESOL minor classes.

The final question asked the interns how well prepared and trained they felt to begin teaching English as a second language from other experiences outside of their TESOL minor. The question was again asked on Likert scale of 0-3. This question was designed to determine if interns had other experiences (i.e. teaching English on their mission, teaching at the Missionary Training Center, other tutoring, etc.) that they felt prepared them for their internship. The question was also designed to determine if students who had had other experiences had a better internship experience. The question also asked interns to explain their rating. This part of the question was aimed at determining what the other experiences were and why they felt it prepared them.

The Likert scale responses to the survey were analyzed with basic statistics including mean, mode, and standard deviation. The free response answers were analyzed qualitatively by looking for patterns in student responses to help triangulate the quantitative data. A copy of the survey is included in Appendix D.

Post-Internship Survey

The survey was given to students when they completed their internship. The purpose of the survey was to determine if the interns felt the objectives of the program were important and worthwhile and also the extent to which the program was achieving them. The survey began by asking the interns their name and internship site(s). This was asked in order to determine if a particular site was consistently causing a negative response from interns.

The survey then asked the interns to rate each of the eight objectives of the program (the internship should enhance students education; the internship should directly correlate with the content of other TESOL minor classes; the internship should help the students feel more prepared to teach ESL; the internship should help the interns feel more confident when teaching ESL; the internship should foster person growth and/or understanding for the students; the internship program should help students make decisions about their future in TESOL; the internship should help the students create ties with the community; and the internship should increase students understanding of different cultures) based on how important it was to them. Each question was worded the same stating, “How **important** is it to you [objective]?” (i.e., How important is it to the students that the internship enhances their education?). Following each question the interns gave their answer in the form of a rating on a Likert scale from 0-5 (with 0 being not important and 5 being extremely important).

After each rating of importance was a question about how effective the program has been at achieving the objective. Again, each question was worded the same stating, “How **effective** is the internship program at [objective]?” Again, each effectiveness question was followed by a Likert scale from 0-5 (0 being not effective and 5 being extremely effective) for the interns to give their response.

The survey also asked the interns to discuss why they gave each rating. The purpose of this question was to be able to determine why they had rated each objective in the way that they had.

A ninth open-ended question asked the interns for additional comments about their internship experience. This question was placed on the survey to solicit any

comments or suggestions the interns felt did not fit into any of the categories given to them on the survey.

The Likert scale responses to the survey were analyzed with basic statistics including mean, mode, and standard deviation. The free response answers were analyzed qualitatively by looking for patterns in students' responses to help triangulate the quantitative data. A copy of the survey is included in Appendix E.

Summary Papers

At the end of the internships, students are required to write a 3-4 page paper summarizing their internship experiences and what they learned from them. The assignment is intentionally left vague in order to allow more freedom to the interns and hopefully solicit very honest and varied responses. Interns have been required to write these papers with the same assignment description since Fall semester of 2004. The papers are all kept on file. However, in order to use the papers for evaluation purposes, the students have to sign a consent form. Past students were contacted via email in order to gain consent. These papers were used as another way to analyze students' internship experiences. The papers were qualitatively analyzed by finding patterns and forming categories of responses within the paper.

Table 2 lists the eight evaluation questions and summarizes how the data were collected and analyzed. To present the collection of the data and its analysis the following categories were utilized: Evaluation Questions, Information Required, Source of Information, Strategy/Method of Collecting Information, and Analysis of Data.

Validity

Face validity and content validity have been assured through pilot tests of surveys and questions. The evaluation questions and surveys were first given to program

administrators for approval and then a pilot was given to interns to ensure content was appropriate. A percentage of summary papers (14%) were also read by an outside reader and the categories were marked in order to ensure that the evaluator was appropriately assigning meaning in students' responses. The outside reader was given the categories the evaluator had found and then asked to read the papers and mark them according to the categories given. The correlation of the markings was 90%. To further assure validity the evaluation focused on key questions; the employed procedure used for each type of information found was reported; documentation on scoring, analyzing and interpretation was done; inferences were justified; and meaningful categories were used.

Reliability

The instruments were piloted and some have been used in past situations. The reliability of results also increases as we are able to triangulate the results of the statistical analysis from survey data as well as open-ended responses and the summary papers. All of these things take slightly different approaches to the same evaluation questions to help provide the most reliable results.

Chapter 5: Results

Ideally, in any program, objectives would be decided and agreed upon by all stakeholders when the program was launched. However, in this situation the program was set forth with a few loose unwritten objectives decided upon by some administrators. The evaluator then, based on commentary from administrators and from personal experience, developed the set of objectives upon which to evaluate the program. In order to validate the objectives, part of the study was to ask the interns if the same objectives are important to them. In this section results associated with these objectives/criteria are given briefly with details presented in appendices.

Results from all data sources (Pre-Internship Surveys, Post- Internship Surveys, and Summary Papers) are summarized to estimate how well the objectives for the Local TESOL Minor Internship Program are being met, based on what is currently known about these priorities.

Pre-Internship Survey Results

Pre-Internship Surveys were given to 31 interns before they actually started interning from May 2006 until September 2006. The survey asked the interns three questions. They were asked to rate their confidence in teaching English as a second language, how prepared and trained they felt to begin teaching English as a second language from their TESOL minor classes, and how well prepared and trained they felt to begin teaching English as a second language from other experiences outside of their TESOL minor.

Quantitative Results

On average, the interns felt generally confident in teaching ESL (mean score: 1.92; SD: .68). However, it is important to note that answers did range the whole scale from not confident (scale rating: 0) to very confident (scale rating: 3), but both the median and the mode were also scale ratings of 2.

As far as being prepared by their TESOL minor classes, the interns also felt that they were generally prepared to teach ESL (mean score 1.90) (SD= .49). Everyone felt they were at least somewhat prepared (scale rating: 1) and only one intern felt very prepared (scale rating: 3) and again both the median and the mode scale ratings were 2.

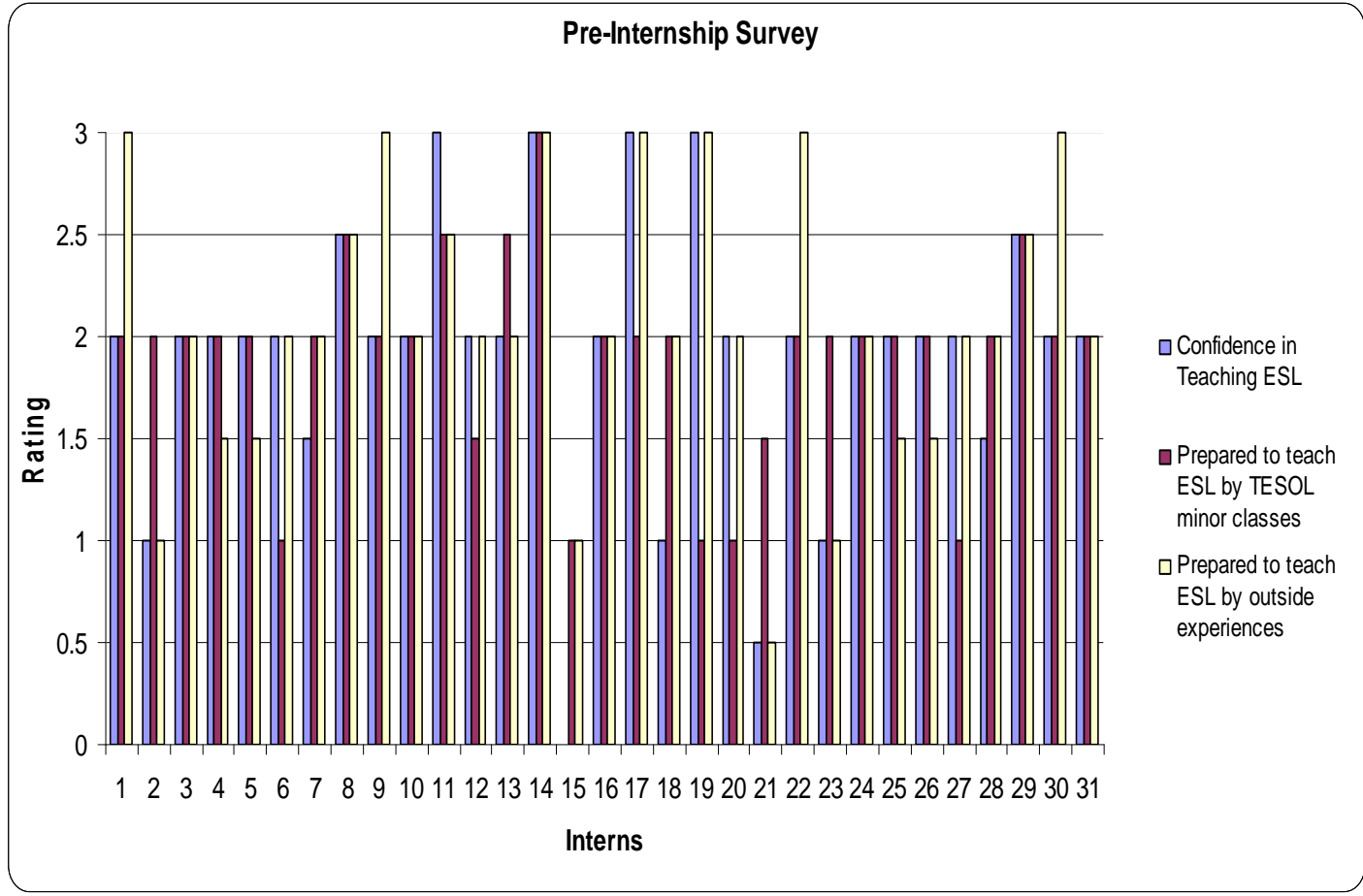
In the question asked about feeling prepared and trained by experiences outside of the TESOL minor, again interns felt generally prepared (mean score: 2.06) (SD= .68). Again, no one felt as though they were not prepared (scale rating: 0), but in contrast to the question regarding the TESOL minor many more interns felt they were very prepared by outside experiences (22.58%). The median and mode were both scale ratings of 2. A complete table of quantitative results is given in Appendix F.

Table 2

Mean Scores of Pre-Internship Survey

Question	Mean	Standard Deviation
Confidence in Teaching ESL	1.919	.68
Prepared to Teach ESL by TESOL Minor	1.903	.49
Prepared to Teach ESL by Outside Experiences	2.064	.68

Figure 1. Pre-Internship Survey



Qualitative Results

The qualitative results of the Pre-Internship Survey are derived from the written responses the interns gave to explain each rating they gave on the Pre-Internship Survey. The comments were analyzed by looking for patterns in the students' responses to help triangulate quantitative data. The written responses were also used to help determine reasons for outlier responses.

Confidence

Many of the students are non-native speakers of English (36.4%) and have derived their confidence from their experience in learning English as a second language. However, in the same light some of the non-native speakers felt less confident because they feel that their English is “not perfect enough to teach someone.”

Many interns also mentioned gaining confidence from some previous teaching experience. This experience helped them feel natural and comfortable in a teaching environment. Their previous experience also helped them to know that they enjoy teaching and the pleasure derived from what they are doing also allows them to be more confident.

The lack of confidence that the interns did show seems to come mainly from lack of ESL teaching experience. Although many of them have been in a classroom they aren't sure how to teach English. Some of them cited specific things they were nervous about like teaching “difficult grammar concepts,” “not being able to answer difficult questions” or “making sure my activities are fun.”

It also seemed to be a common theme that the internship would give them the added ESL experience they needed in order to gain added confidence.

Preparation from TESOL Minor Classes

In general, the interns felt that they were prepared and “equipped” by their TESOL Minor classes. However, many of the responses seemed to be qualified. For example, “I know what to do and generally how to do it. I just need the experience actually teaching.” Another statement read, “I feel they gave me some key tools, but more experience is always good for better preparation.” The interns felt as though their TESOL classes have been a good “springboard” for them, but that they need the hands on experience to be able to apply the principles.

Some interns also felt that their TESOL minor classes only covered some of the things they needed to know. One intern mentioned, “My TESOL classes have prepared me for some things, but not at all for others.” Some interns also feel that their lack of preparation is due to the TESOL classes that they have not yet completed. One intern explained her lack of preparation as “My own lack of study at times during the classes is what makes me not very prepared.” However, she still rated herself as “generally prepared.”

Preparation from Experiences outside of TESOL Minor

Many interns have had some experience teaching English before. Six interns (19.4%) cited teaching English on their LDS Church Mission as helping them feel more prepared. Four other interns (12.9%) cited previous experience teaching English in a foreign context. Another six interns (19.4%) reference having other teaching experiences

that have helped them to feel more prepared, but they did not explain what those teaching experiences were. An additional two interns (6.5%) explain their preparation as coming from their experiences with language learning. The remaining three interns (9.7%) all ranking their preparation as .5 or 1 (somewhat prepared) claimed to have no previous teaching experience.

Summary

In summary, the Pre-Internship Survey results indicate that going into their internship the interns already felt both generally confident as well as generally prepared. They have had experiences from their TESOL minor classes that have given them ideas and materials and most of them have had some sort of outside experience that has helped them feel more prepared to teach English. However, in their qualitative descriptions and comments, the interns almost all indicate they need more experience and to apply their knowledge hands on in order to feel both very confident and very prepared. A complete list of intern responses is included in Appendix G.

Post- Internship Survey Results

Of the 52 total interns completing the program between Fall semester of 2004 and Fall semester 2006, 36 completed the survey. The post-internship survey was completed by interns at the completion of their internship from May 2006 until December 2006. The survey was sent to all interns who had previously finished their internships. The survey was sent via email and five emails (10%) were returned due to interns who have not kept their email address up-to-date on the BYU directory. Of the emails that were assumed to

get to the interns, 11 (21%) did not respond. However, the surveys still represent 69% of the interns who have completed the program.

The survey asked the interns to rate each of the eight program objectives based on how important it was to them and then how effective the program was at achieving the objective. Each question was rated on a 0-5 scale with 0 being not important or not effective and 5 being extremely important or extremely effective. The survey also asked the interns to discuss why they gave each rating. There was a ninth open-ended question asking the interns for additional comments about their internship experience.

Quantitative Results

With regards to importance, the interns rated seven out of the eight objectives about the same with a mean score between 3.97 and 4.57 which rates the objectives as very important. The only objective to receive a lower score was “The internship creates ties with the community”. This objective was given a mean score of 3.03 (SD= 1.38), which rates at moderately important. Although the other seven objectives rated similarly the most important to the interns appears to be “The internship enhances interns’ education” (mean score= 4.57; SD=.55). The objective “Internship helps intern feel more prepared to teach ESL” also ranked high in importance with a mean score of 4.56 (SD=.71).

The quantitative results of importance help to support that although there is no evidence that the interns have the same objectives as the administrators of the program, they do feel that the objectives the program has are important. If they have the same objectives, then hopefully, the interns will help the program to be more effective at achieving those objectives.

In rating the objectives on a scale of effectiveness the interns rated them all about the same. The mean score of the lowest rated objective “Ties with the Community” was 3.44 (SD= 1.08) and the mean score of the highest rated objective (Helps intern feel more prepared) was 4.18 (SD= .72). It was expected that “Ties with the Community” would be the lowest rated objective because it was lowest on the importance scale. However, it is important to note that the objective actually rated higher on the effectiveness scale than it did on the importance scale. This means the internship is helping the interns create ties with the community even though it is only moderately important to them. This is the only objective that did this. However, with that exception, the objectives seemed to follow the same pattern on both the importance and effectiveness chart. The more important an objective was to the interns the more effective they rated it. This seems to indicate the program is doing well at achieving what the interns would like it to although the small gap between effective and important shows there is still some room for improvement. Figures 2 and 3 show the quantitative results for importance and effectiveness and Figure 4 shows a comparison of the two.

Qualitative Results

The qualitative results are derived from the written responses the interns gave to explain each rating they gave on the Post-Internship Survey. The comments were analyzed by looking for patterns in the students’ responses to help triangulate quantitative data. The written responses were also used to help determine reasons for outlier responses.

Figure 2. Mean Scores of Importance

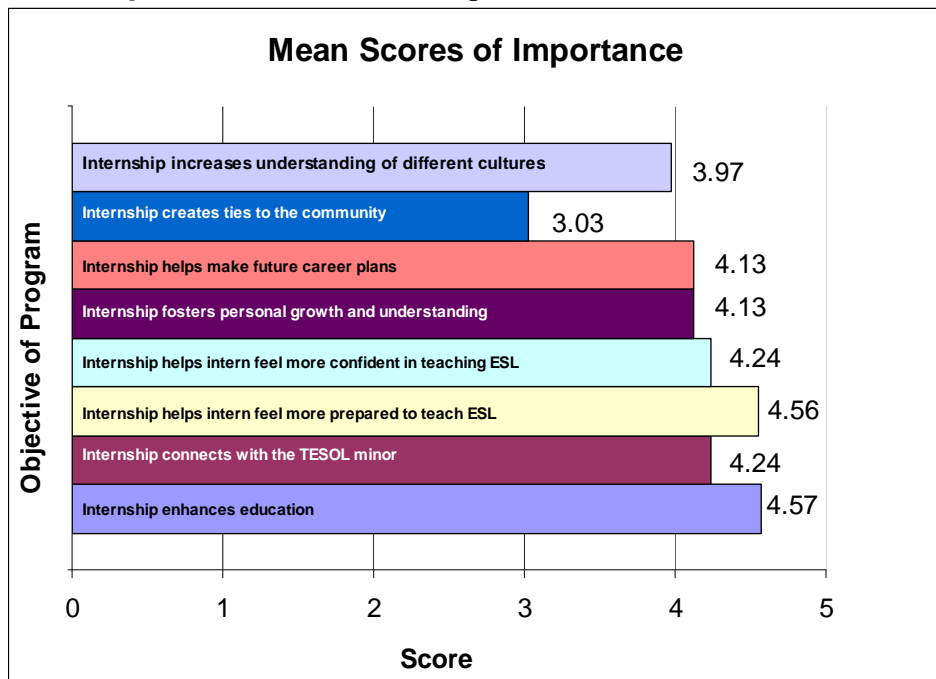


Figure 3. Mean Scores of Effectiveness

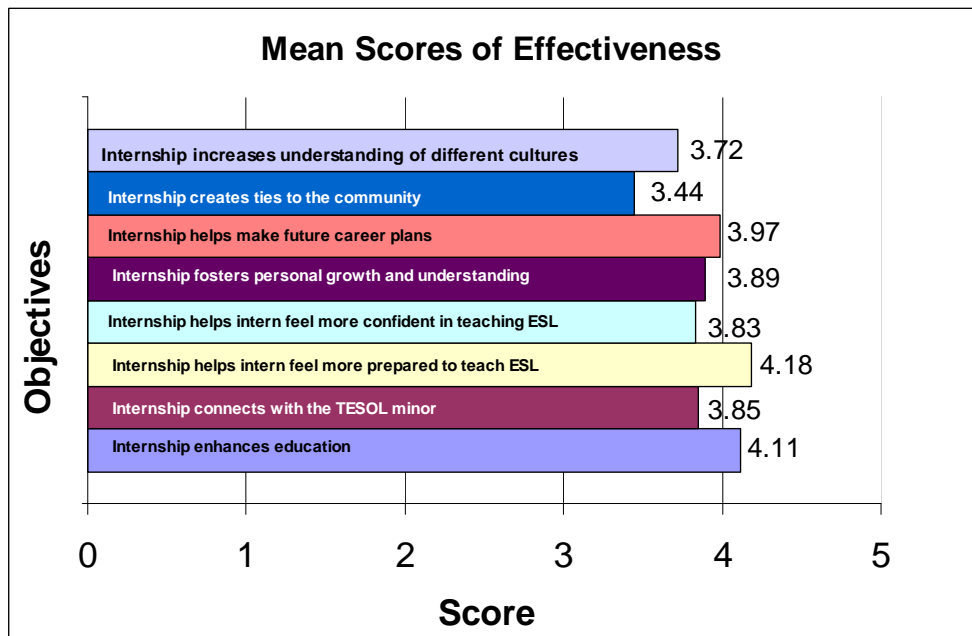
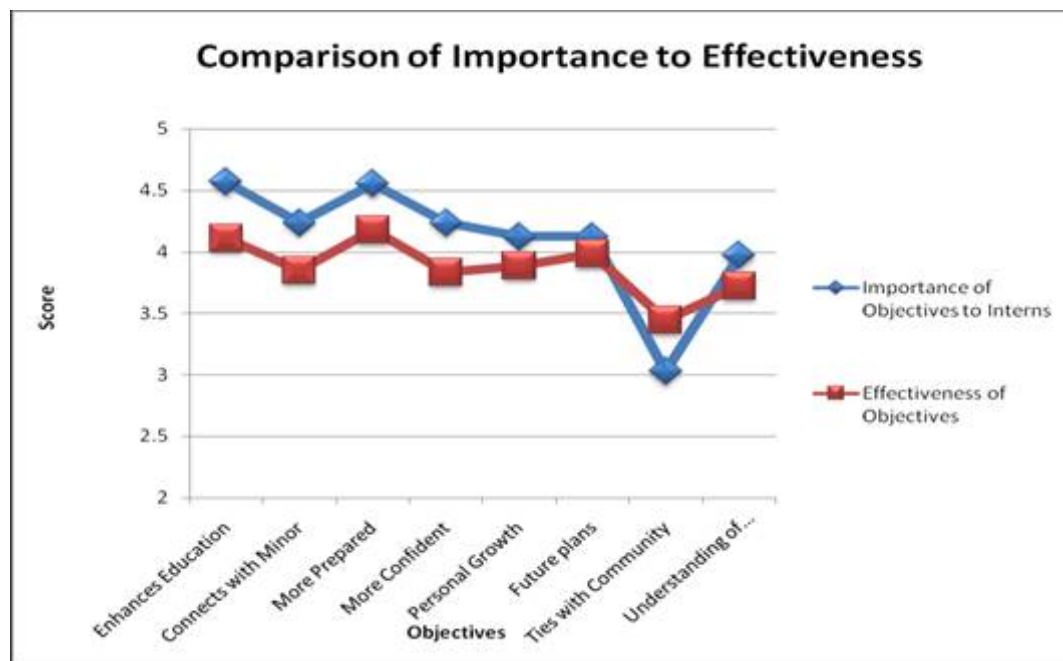


Figure 4. Comparison of Importance to Effectiveness



Internship Enhances Education

The interns seemed to translate “enhancing” education into “gives real world experience.” They felt that the internship gave them experiences they never could have gained in a classroom. The concepts that they were taught were now “solidified” and “clearly understood.” They felt the knowledge gained at their internship site went above and beyond what they could have learned in a classroom and that it gave them experience that will be beneficial for their future lives and careers. The interns gave the internship credit for helping them decide and obtain goals as well as helping them “learn to understand people and cultures better.” Only two responses carried a negative connotation— one started with a positive statement claiming she has learned from her internships, but occasionally she had questions or problems and didn’t have an

opportunity to discuss them. The other negative comment said, “This semester, at least, I did not get many hours in and the tutoring internship I had was not a good experience—it discouraged me actually.” Although her feelings are in the minority, it is important to note that her negative experience reflected on how effective she felt the internship was at enhancing her education.

Internship Connects with TESOL Minor Classes

Most interns feel that the internship does connect with their TESOL minor classes and even more than connecting it, allows them to use what they learned. Many interns referred to the fact that some classes are more connected than others. This seems a logical point because some classes are directly focused on teaching methods and strategies or materials. The correlation between the classes is easier to make. Many interns also commented that the internship helped the knowledge they were learning in their classes “stick,” whereas before they did their internship “the concepts lacked follow-through.” Also, the interns took this forum to point out that it allowed them to apply what they learned in their classes to a real-world experience. The interns also felt it was good to compare an ideal situation context like those they learned about in their classes and textbooks to what really happens in a classroom and how you have to adjust and adapt. The internship program also helps them to better understand the theory they are taught in their TESOL classes.

More Prepared to Teach ESL

Responses from students were overwhelmingly positive about being prepared to teach ESL. They felt that they were better prepared specifically through their internship

than they could have been from any class. They referred to the benefit of hands-on learning and the necessity of having both classroom knowledge and real-world experience to be truly prepared. Some interns did comment on how they only feel prepared in the area in which they interned (i.e. those that strictly did materials development feel confident in developing materials but not as much in teaching or tutoring, etc.). Many interns mentioned the gain of teaching ideas from their internship as well as knowing about more resources to help their teaching. It is important to note that some interns mentioned that although they feel more prepared they still feel like they need more experience before they will be “100% prepared.” One intern also mentioned that “it depends on what you plan to do in TESOL.” She goes on to say that it is good at preparing you to teach, but that it doesn’t address the concerns of those who do not plan to teach.

More Confident in Teaching ESL

Students again responded positively about being more confident in teaching ESL. They felt that the only real way to gain confidence is by having the opportunity to actually teach. Many students also commented that teaching was harder than they realized and although they feel more confident now than they did when they first began they still feel like they need more experience in order to be “completely confident” in their teaching abilities. One student even commented that this was the most important thing she hoped to gain from her internship because she already felt prepared but that she needed to feel confident in order to stand up in front of a class and actually instruct them in English. Some students also used the question to write down their feelings on how important it is to be confident in your teaching and that “students need confident

teachers.” A couple of students did note that they already felt that being confident in front of the classroom was just part of their personality and although it is important, they didn’t feel as though the internship program was responsible for their confidence.

Fosters Personal Growth

It seems that most students felt that personal growth comes from any new experience, especially where they will have to make decisions and some of them will be good choices and some of them will lead to errors. Some interns responded strongly to this question, for example, “I’ve learned more about myself and my personal goals through this internship than I did about TESOL, and for that alone it was a valuable experience.” Another intern wrote, “I didn’t really expect that the internship would allow me to accomplish personal growth or understanding, but it actually did more. I discovered why I love TESOL and it helped me be a better person and develop more love toward people.” Some other interns also explained how they grew and mentioned that patience was an area in which they were forced to grow, as well as responsibility and being more prepared. A few students also noted that it helped them learn the weaknesses that they have in teaching so that they could improve them. It is important to note that two students felt that the internship did not foster personal growth and understanding; one cited that the time period of the internship was simply too short, and the other felt she only learned “teaching related things-- not personal things.”

Helps make Future Career Plans

The most common response students made about the program helping them make future career plans was that “It taught me that I really do/don’t want to work in TESOL.”

Some students even stated that they felt this was the purpose of the internship and that it served it. Some students also commented on being able to see many sides of TESOL by doing different internships and then deciding which part they enjoy the most. On the other hand, some students mentioned that they wish they would have seen more aspects of the field so they would know better what they wanted to do. One student said, “It was far more effective at showing me things that I didn’t want to do, but left me still wondering what I would like to do in TESOL.” Another student said, “My internship, of course, hasn’t shown me every single aspect of TESOL, but I know much more than when I started.”

Created Ties with the Community

The question asking students about creating ties with the community received the lowest rating quantitatively. The reasons students gave for this response seem to follow two trends: 1) They are leaving Provo and felt no need to bond with the community and 2) They felt as though they needed to focus on their classroom or the individuals they were teaching and not the community as a whole. One student wrote, “I never planned to stay in Provo, so connecting to the community wasn’t important, but I did learn a lot about it through the internship program.” Another student had a similar sentiment, “Not planning to stay in Provo, community connections were not very important to me-- however, the practice in learning to make community connections was invaluable.” So even those students not particularly interested in creating ties with the community seemed to gain from working in the local area. Also, some students did feel that they created ties; one student wrote, “Because of the connections I have made, I feel extremely tied to the community, my students, their parents, and the school I worked in.” Another student

wrote, “Creating ties with the community wasn’t really my priority when I signed up for the internship, but getting involved with the community turned out to be very fulfilling and enjoyable. I discovered a new aspect of life that I would like to keep on enjoying.”

Increased Understanding of Different Cultures

Students learned a great deal about different cultures. Most of them were not specific in what they learned, just that they learned “a great deal.” Students commented on the importance of knowing how culture can affect the way a student learns or the dynamics of a classroom. Many students also commented on the importance of knowing how different cultures interact with each other. One student said, “I understood more than I really focused on or thought I was going to. I don’t like to search out differences in cultures to understand them, but rather our similarities and how we can help one another. I got to know people I wouldn’t have and their situation that they worked with in order to learn a new language to be more successful.” Other students noted that they became more acquainted with cultures they weren’t familiar with. Some also mentioned that the exposure to other cultures was very important to them and that their internship offered this exposure. Some students did comment that their particular internship only offered interactions and increased understanding with one particular culture instead of with a variety.

Additional Insights

This question simply asked the students if they had any additional comments about their internship experience. The question was open-ended and thus solicited a variety of responses. It should be noted that only 18 of the 36 respondents wrote

anything for this question. Students that did respond most commonly used this space to express their enjoyment of the program. For example one student wrote, “I love it! I’m realizing how much time and work it takes to teach. It demands a lot of work but all of it is WORTH IT! I seriously LOVE it!” Another student wrote, “It’s been a blast! I feel I’ve learned lots.” Also, from another student, “I couldn’t have enjoyed it more and made friends I will always count myself blessed to have made. Plus I like to teach English even more.” Other students mentioned their internship as one of the most important things they have done in their TESOL minor, college education, and life in general. One student added to her praise of the experience that she still feels she needs “more time in the classroom to become a more effective teacher.” Two students used the space to comment on the “unjustice of unpaid internships.” Both students feel as though the program needs to find some way to help interns be compensated for the time they put in. Another two students commented on the program administrators and how helpful they are in getting internships set-up and how “eager and willing [they] are to help.” The only other comment was a suggestion that “at the end of a course, there should be a contact list of all the people in the internship program, so there could be a network between [interns].”

Summary

The results of the Post-Internship Survey show that the students in the internship program feel that the objectives are in fact important to them. They rated seven out of eight objectives (on average) as very important with the eighth as moderately important. When they rated the program’s effectiveness in achieving those objectives they all averaged between moderately effective and very effective. Similarly, the quantitative

results of the survey, show a positive view from the students to every question. It seems that even though they may have rated the objectives as “very effective” instead of “extremely effective” they feel as though they were having good experiences that in general were helping them to achieve the objectives of the program. The quantitative responses also allowed for the outliers to explain why they rated a certain objective low. In most cases it seemed a personal or isolated experience that did not allow them to feel as though that certain objective was being met. Also, they rated objectives low when they did not feel that that objective was important in the first place. A complete list of intern responses is included in Appendix H.

Student Intern Summary Paper Results

Students write summary papers at the conclusion of their internship. Their assignment requires them to write a three to four page paper summarizing their internship experience as well as what they learned. The assignment has been left relatively open on purpose in order to solicit very individual and personal papers. Past interns had to give permission in order for their summary paper to be used for research purposes, 22 past interns gave this permission. Any mention of the eight objectives of the program, in a positive or negative light, was specifically noted. The papers were also read in order to find patterns in the responses of additional insights into the internship program.

Eventually responses evolved into twelve general categories. The first eight match with the objectives of the program. The additional categories are as follows: 1) The internship gives intern personal insights about teaching in general (i.e. what makes a good teacher, how to best organize a classroom, etc.), 2) The internship gives intern personal rewards (i.e. feeling joy or satisfaction), 3) Some interns also use their summary papers to give

suggestions for the program, and 4) Random comments about the internship that don't fit any of the above categories.

The summary papers show that the objectives in which the program seems to be excelling in are 1). Helping the students to feel more prepared , 2). Helping the students to foster personal growth and understanding, and 3). Helping the student to make career plans. Statements which fit into these categories were certainly the most numerous. Of the 217 comments, 51 of them discussed how their internship helped them to feel more prepared, 22 of them focused on personal growth and understanding, and 20 of them discussed the internships role in their future career plans. Many students cited examples of how they were more prepared by learning about resources from their internship or by learning from the teacher they were with. Students also wrote frequently about how they were forced to learn patience whether they wanted to or not. They gave examples of difficult students or situations that they had to learn to deal with. It was also mentioned that doing an internship helped them learn responsibility. As far as making future plans it is interesting that although many students do want to have a career in TESOL, many students mentioned that teaching English is something they would like to do on the side. It is a "valuable skill that will help me in whatever I decide to do." There were a few who determined after their internship that they would prefer another field to work in.

The objectives that appear to be weaker from the summary paper responses are 1). Internship creates ties with the community and 2) Internship increases understanding and knowledge of different cultures. It is important to note that these objectives are mentioned as weaker because few interns wrote anything about them in their summary papers. In fact, not one person mentioned that their internship helped them to create ties

with the community, but there were seven comments about how their understanding and knowledge of different cultures was increased. It is possible that they just didn't mention them even though they were in fact happening. There were no responses that said these things did not happen. However, these are the objectives rated the lowest in the Post-Survey results. Thus, it is logical that they would also be the weakest objectives noted in the summary papers.

It is important to mention that the additional categories added 1) The internship gives intern personal insights about teaching in general (i.e. what makes a good teacher, how to best organize a classroom, etc.) and 2) The internship gives intern personal rewards (i.e. feeling joy or satisfaction) were among the most mentioned of all the categories. The personal insights about teaching had 53 comments and there were 28 regarding personal rewards. Most interns felt that they gained many personal insights about teaching and often this led to a comment about being more confident or more prepared. Most interns also had some personal reward from their internship. Many interns were actually surprised at the sense of satisfaction they felt while teaching or the feeling of joy they had when one of their students learned something.

Summary

The summary paper results are very similar to the Post-Survey results. They found that even when given no prompt the students still felt that the objectives were important and at least generally effective. The most important finding of the summary papers was that of the additional "categories." It seems that perhaps the two outcomes the interns feel the strongest about and are talking about the most are not objectives of the

program and maybe should be looked at by program administrators. A complete list of intern responses is included in Appendix I.

Chapter 6: Conclusion

After reviewing all the results and talking with program administrators it can be said that the BYU Local TESOL minor Internship Program is an effective entity. According to qualitative data students feel that the internship is often the most meaningful part of their undergraduate education. It allowed them to apply what they had learned in their TESOL Minor classes to the real world and gave them a chance to see first hand if TESOL was the field that they really wanted to be in upon graduation. The standard set at the beginning of the evaluation was that each objective would rate at least 4 out of 5 on the six point scale of effectiveness. It should be noted that only two of the objectives actually accomplished this (internship enhances education and internship helps intern feel more prepared), although, five of the other six objectives scored within .28 of a 4 rating.

When reviewing the open ended responses and the summary papers all of the objectives seem to be effective. The objective which needs to be examined the most is the internship creates ties with the community. This objective was rated the lowest on importance to the interns as well. In qualitative analysis many interns mentioned that they have no plans to stay in Provo and don't care or need to make ties with the community. Perhaps this is not an appropriate objective for the program. Overall, the students and administrators seem to very happy with the program and the outcomes in which it is achieving.

Program Recommendations

The purpose of this project initially was to evaluate and hopefully to improve on the Local TESOL Minor Internship Program. Therefore, this section, recommendations, is perhaps the most valuable outcome of the project. The following five recommendations were arrived at after the results of the evaluation were discussed with the program coordinator. It is hoped that these recommendations will be seriously considered by any future internship program administrators as they implement the results of the evaluation and strive to improve an already successful program.

- Share Local TESOL Minor Internship Program objectives with interns before they start their internship so they are aware of what the program is hoping to help them accomplish. Many of the interns mentioned in the qualitative Post-Internship Survey comments that they hadn't thought about [that particular objective] but it was something that really was happening or something that could be happening if they tried to make it. If the interns are aware of the objectives when starting their internship then they can help the program to reach them. This is also an easy thing to implement into the program. The interns all attend a mandatory orientation meeting in which the internship program is explained to them along with the requirements. It would be easy to include a short section of the orientation meeting to introduce the objectives.
- Follow-up on Program objectives during the course of the internship so that internship sites or experiences that are not as effective can be evaluated and the interns can be placed somewhere better helping them to fulfill the program objectives. In the summary papers as well as the Post-Survey, students mentioned

that one of their internship sites may have been better or more effective than another one. If the students are reminded of the program objectives during their internship and asked to give interim reports on how they feel their internship(s) is helping to meet those objectives then the program administrators can easily identify potential problems. It can be decided if it is truly a problem with an internship site or if it is a problem with the interns.

- Clarify the objective “Internship creates ties with the community.” As noted in the evaluation, this objective failed to be rated as effective by the interns. After reviewing the qualitative data and discussing results with other program administrators, it seems that perhaps the stated objective is unclear. Students interpret the objective as wanting them to create ties with Provo and because many of them are not planning on staying here long-term they felt no need to do this. However, the administrators hoped that this objective would encourage students to see what is available in the community for their students as well as for themselves. Also, it is hoped that students will see how to make ties with whatever community they end up teaching in after graduation. It is for this purpose that the students are required to complete a community resources assignment during the course, to help them see what resources are available. It is then hoped that students will look for similar information in the community they choose to reside in later. As stated earlier, ESL teachers are often the only resource that their ESL learners have to the community in which they live, and thus it is important that the teachers establish ties with their community. If this is

explained to the students then perhaps they would find the objective to be both important and effective.

- Improve communication with future interns from the beginning of their TESOL minor program so they can better plan and prepare for their internship. Some students had no idea what their TESOL internship was about or what it would require. Some students also mentioned they wished they had paid more attention when they were learning different things in their TESOL minor classes because it would have helped them in their internship. If the students are made aware from the beginning of their minor courses that at the end of their coursework they will be required to complete an internship which requires them to actually teach ESL, then perhaps they will be more apt to try and retain the information they are learning. It will also allow them to better plan when they will complete their internship and allot for the appropriate amount of time to do so. This could easily be accomplished by making a short presentation in LING 441, one of the first required classes in the TESOL minor program.
- Require interns to have more than one type of internship experience during the course of their 3 credit requirement, allowing students to be exposed to the various sides of the TESOL field. From the data collected on the interns, most already complete their internship at least two sites (58%) and some even three (19%). The interns reporting on these multiple experiences all had positive things to say about having a varied experience and being able to see various sides of the field. It also helped these interns decide, if they had a preference, what side of the field they preferred. Also, some of the interns not completing multiple

experiences mentioned that they wished they had tried something else or at least been able to see another perspective. Also, this has been discussed in length with the internship director, Dr. Diane Strong-Krause, and she also believes that because there are so many options in the field of TESOL that it would help to improve the interns' resumes, if they could show they have experience with more than one aspect. Again, this is easy to achieve because there are already internships available for the different experiences and as long as students were told from the beginning they would be required to participate in more than one of them it should not create a problem.

- Increase communication with internship sites to ensure interns are having the experience that was originally set-up when the site was established, and that program administrators are able to give accurate information to interns. It was made clear that some of the students were not having the type of experiences that the program was hoping for. As internship sites have changes in administration, occasionally the role of the intern is not clearly defined. This is the fault of the administrators for not checking up more carefully on the internship sites. The assistant coordinator has the contact information of all the sites and should inform the administration there of the objectives of the internship program and be sure the sites are still willing to help the interns achieve these.

Chapter 7: Future Research

Strengths and Weaknesses of the Evaluation

As demonstrated in the conclusion chapter of this MA project, the evaluation led to the discovery that the program is an effective entity and satisfies all the people that are involved with it (i.e., administrators, students). However, to discuss the strengths and weaknesses of the evaluation itself, the program evaluator conducted a meta-evaluation. This full document is included in Appendix J. The following summarizes the results.

A strength of the evaluation itself is that the evaluator is trusted by the stakeholders and addressed the stakeholders' concerns and suggestions. Furthermore, she met regularly with the program administrator giving updates and interim reports and receiving new ideas for analysis. A weakness, however, is that the evaluator is a novice with no previous experience in conducting this type of program evaluation. More significantly, because of the deep involvement of the evaluator (past participant and present program assistant coordinator), there is of course the chance for lack of objectivity, but because of this involvement there is an increased chance that the evaluation findings will be used.

Additional weaknesses could include the lack of an evaluation team. If resources had been available, having more than one person involved in the collection and analysis of data would have been preferable. Offsetting this possible lack of objectivity was the fact that the procedure was clearly stated initially and reviewed by the program administrator. Also, in order to complete the evaluation within the time available the number of surveys was necessarily limited to the number of students enrolled in the program at that time. This number, however, is significant to make the results valid. It was also difficult to contact many of the past interns because they are no longer on

campus and have not updated their contact information. Some data was not usable because a consent form was not able to be signed.

One significant strength of the evaluation was that the results were given quantitatively and qualitatively to more accurately assess the situation. The recommendations were then based off this data and discussions with the program administrator after she viewed the results. The evaluation was also focused on key questions; the employed procedure used for each type of information found is reported; documentation on scoring, analyzing and interpretation was done; inferences were justified, comprehensiveness is reported; and meaningful categories were used. It should also be noted that the evaluation was periodically reviewed and approved by an evaluation expert.

Future Research Recommendations

If another evaluation were to be done there are some possibilities regarding the direction of future projects. The first of these involves including additional stakeholders, primarily the internship site administrators; these were not polled in the current project but could provide valuable information for a future study.

A second possibility would be to research the long term effect of the internship experience on the students. To facilitate this, an updated contact information sheet would be necessary so that either following graduation or within the next year or so students could be contacted to find out if their feelings had changed regarding the importance of the internship experience on their life and career choices. These responses could be different from their initial response to the post-internship survey because of the change of perspective that time and life experience give.

A third research option would involve comparing the local internship experience with an international one. There is a program within the department that sends interns to various international sites to assist in the teaching of English. There has already been some discussion on how well these two experiences compare and there is existing data similar to that from this project from the international interns.

Finally, a trend within university contexts is to study the learning outcomes of various student experiences. Learning outcomes are statements indicating the end result for a learner following a learning activity or course. The outcomes are usually stated in what a person can observe learners doing at the end of a course. The current data could be used to determine the specific learning outcomes for this program. This is especially important because this course is usually completed near the students' graduation, helping the university to know what the students are capable of doing when they graduate with a TESOL minor.

References

- Boardman, A. E., & Vining, A. R. (2000). Using service-customer matrices in strategic analysis of nonprofits. *Nonprofit Management and Leadership*, 10, 397-420.
- Brigham Young University Internship Program Website. (2007). Benefits of Internships. Retrieved May 25, 2007, from the World Wide Web: <http://webpub.byu.edu/internships-byu/HTML/benefits.htm>
- Cray, E. & Currie, P. (1996). Linking adult learners with the education of L2 teachers. *TESOL Quarterly*, 3, 113-130.
- Datta, L. E. (2001). Coming attractions. *American Journal of Evaluation*, 22, 403-408.
- Donofrio, N. (2002, September 30). Don't be a wallflower, and other tips for new hires. *Electronic Engineering Times*, 1238, 93-95.
- Ewing, W. (1973). Internships and teacher training in ESL. *TESOL Quarterly*, 7, 153-159.
- Fetterman, D. M. (2001). Foundations of empowerment evaluation. Thousand Oaks, CA: Sage Publications, Inc.
- Fine, A. H., Thayer, C. E., & Coghlan, A. T. (2000). Program evaluation practice in the nonprofit sector. *Nonprofit Management and Leadership*, 10, 331-339.
- Gascoigne Lally, C. (2001). Service/community learning and foreign language teaching methods: An application. *Active Learning in Higher Education*, 2, 53-64.
- Greene, J. C. (2001). Evaluation extrapolations. *American Journal of Evaluation*, 22, 397-402.
- Heffernan, K. (2001). *Fundamental of service-learning course construction*. Campus Compact. Providence, RI.
- Henry, G. T. (2001). How modern democracies are shaping evaluation and the emerging challenges for evaluation. *American Journal of Evaluation*, 22, 419-429.
- Hoefler, R. (2000). Accountability in action? Program evaluation in nonprofit human service agencies. *Nonprofit Management and Leadership*, 11, 167-177.
- Kaplan, R. S. (2001). Strategic performance measurement and management in nonprofit organizations. *Nonprofit Management and Leadership*, 11, 353-370.

- Lindenberg, M. (2001). Are we at the cutting edge or the blunt edge? Improving NGO organizational performance with private and public sector strategic management frameworks. *Nonprofit Management and Leadership*, 11, 247-270.
- Love, A. J. (2001). The future of evaluation: Catching rocks with cauldrons. *American Journal of Evaluation*, 22, 437-444.
- Mark, M. M. (2001). Evaluation's future: Furor, futile, or fertile? *American Journal of Evaluation*, 22, 457-479.
- Neuman, H. (1999). Internships. *Career World*, 27 (6), 16-20.
- Patton, M. Q. (1997). Utilization-focused evaluation: The new century text (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Poole, D. L., Davis, J. K., Reisman, J., & Nelson, J. E. (2001). Improving the quality of outcome evaluation plans. *Nonprofit Management and Leadership*, 11, 405-421.
- Pratt, C. C., McGuigan, W. M., & Katzev, A. R. (2000). Measuring program outcomes: Retrospective pretest methodology. *American Journal of Evaluation*, 21, 341-349.
- Rojas, R. R. (2000). A review of models for measuring organizational effectiveness among for-profit and nonprofit organizations. *Nonprofit Management and Leadership*, 11, 97-104.
- Stake, R. E. (1973, October). Program evaluation, particularly responsive evaluation. Keynote address at the conference "New trends in evaluation," Institute of Education, University of Goteborg, Sweden. In G. F. Madaus, M. S. Scriven, & D. L. Stufflebeam (Eds.), *Evaluation models: Viewpoints on educational and human services evaluation*. (pp. 229-260) Boston: Kluwer-Nijhoff, 1987.
- Stitts, D.K. (2006). Learning to Work With Emotions During an Internship. *Business Communication Quarterly*, 69, 446-449.
- Stufflebeam, D. L. (2001). Evaluation Models. *New Directions for Evaluation*, 89 (complete issue).
- Torres, R. T., & Preskill, H. (2001). Evaluation and organizational learning: Past, present, and future. *American Journal of Evaluation*, 22, 387-395.
- Weiss, C. H. (1998). Evaluation: Methods for studying programs and policies (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Worthen, B.R. & Sanders, J.R. (1987). Educational evaluation: Alternative approaches and practical guidelines. White Plains, NY: Longman.

Appendix A

Intern Demographic Data

General Information

43 Interns/ 77 Internships

25 Interns had at least 2 internships (58%)

8 Interns had at least 3 internships (18.6%)

1 Intern had 4 internships (2.3%)

% of Internships

Assistant Teachers= 29 (37.6%)

Tutors= 26 (34%)

Materials Development= 10 (13%)

Teachers= 10 (13%)

Test Development= 1 (1.3%)

Program Administration=1 (1.3%)

% of Interns

Assistant Teachers= 27 (61.4%)

Tutors= 21 (48.8%)

Materials Development= 10 (23.2%)

Teachers= 10 (23.2%)

Test Development= 1 (2.3%)

Program Administration= 1 (2.3%)

Assistant Teachers only= 5 (11.6%) or 5 out of 27 who were AT= (18.5%)

Tutors only= 3 (6.9%) or 3 out of 20 who were tutors= (15%)

Materials Development only= 1 (2.3%) or 1 of 10 = (10%)

Teachers only= 9 (21%) or 9 out of 10 who were teachers = (90%)

Test Development only=0 (0%)

Program Administration only=1 (2.3%) or 1 of 1 (100%)

Assistant Teachers and Tutors = 13 (30.2%)

Assistant Teachers and Materials Development= 4 (9.3%)

Assistant Teacher and Teacher= 1 (2.3%)

Materials Development and Tutors= 2 (4.6%)

Assistant Teachers, Test Development, and tutors= 1 (2.3%)

Assistant Teachers, Materials Development, and tutors= 3 (7%)

Students/Audience

Adults=69 (89.6%)

K-12= 8 (10.4%)

Adult Community Program= 45 (58.4%)

Adult Intensive English Program= 24 (31.2%)

K-12 Private English School= 2 (2.6%)
 K-12 Pull-out =5 (6.5%)
 K-12 Pre-school= 1 (1.3%)

Intern Biographical Information

Male= 6 (14%)
 Female= 37 (86%)

Linguistics= 21 (48.8%)
 Spanish=5 (11.6%)
 English=4 (9.3%)
 History=3 (7%)
 English Language=2 (4.7%)

Elementary Education Non-Teaching= 1 (2.3%)
 Family History= 1 (2.3%)
 Geography =1 (2.3%)
 Japanese=1(2.3%)
 Music= 1 (2.3%)
 Portuguese=1(2.3%)
 Recreation Management=1(2.3%)
 Russian=1(2.3%)

Additional Minor to TESOL= 7 (16.3%)

Spanish=2
 Communications=1
 Editing=1
 Humanities=1
 Language and Computers=1
 Psychology=1

Appendix B Course Syllabus

Linguistics 496R
TESOL Academic Internship
www.linguistics.byu.edu/internships.html
Winter 2007

Instructors:	Diane Strong-Krause 4048 JFSB, 422-3970 ds23@email.byu.edu Office hours: By appt.	Laura Robins 4067 JFSB, 422-6005 tesol-internships@byu.edu Office hours: By appt.
---------------------	--	--

Time: Thursdays 11-11:50am
Location: B050 JFSB for most class sessions (see class schedule)

Course Objectives:

The main objective of this course is to provide a way for you to connect knowledge and skills learned in your TESOL courses to real-world settings. In order to accomplish this objective, you will be able to

- 1) account for involvement in 50 hours of real-world TESOL-related experiences for each credit hour you are registered for;
- 2) locate and use online resources related to TESOL;
- 3) demonstrate an awareness of community resources available to ESL students;
- 4) discuss in detail what you have learned while participating in the internship program.

Assessments:

1) **Monthly Hours Log:** Complete monthly hours logs with appropriate verification including a supervisor signature and applicable notes, which will account for 50 completed hours for each credit hour you are registered for. **(Keep a copy for yourself.)** These hours include both service hours and training hours. **They are due the 8th of every month for the previous month.** At least 2/3rd of the total hours must be service hours. **Note:** Other service and training activities are acceptable with approval from the instructor or TA.

Examples of Service Hours

- In an ESL class on-site
- Preparation for ESL class
- On-site training meetings
- Direct contact with ESL learners (party, program field-trip to store, library, workplace, school, tutoring etc.)
- Registration volunteer for Provo School District (or other program)
- Testing volunteer for Provo School District (or other program)

Examples of Training Hours

- Ling 496R class meetings
- Humanities Colloquium Series (Thursdays at 11:00, 2025 JFSB)
- Conferences
- Workshops
- Community Health Connect Monthly meetings
- Extra Readings/Reflections
- Timpanogos Community Network (TCN) meetings Weds 10–11am @ Centro Hispano, 800 S. 200 W., Provo. Call them at 655-0258 [www.timpnet.org]

- 2) **Attendance:** Consistently attend classes as well as meetings at your internship site.
- 3) **Reflection Exercises:** Reflect on your internship experiences by completing 1 reflection exercise for every 20 service or training hours. **These are due with your hours logs the 8th of every month for the previous month.** (Keep a copy for yourself) These exercises are available in the purple packet given to you at orientation or online at http://linguistics.byu.edu/resources/volunteers/TESOLBYU_Home.html
- 4) **Online Resource List:** In order to locate and use online resources related to TESOL, visit at least 10 TESOL related websites. Use at least one activity from these websites at your internship site. Turn-in a brief description of each website you visited and a summary of your chosen activity, how you used it, and what you learned from it.
- 5) **Teaching Idea:** Prepare at least one 5-minute ESL activity to share with our 496R class and create a one page handout describing your idea to give to each class member (email an electronic version to tesol-internships@byu.edu). A sign-up sheet will be passed around in class and an example will be shown to you.
- 6) **Community Resources Assignment:** In order to demonstrate an awareness of community resources available to ESL students, you will turn in a one-page write up of an experience (or experiences) with one or more of the community resources listed below. (The following are options; other activities are acceptable with approval from the instructor or TA.) The activity should take you at least an hour.

Options for the Community Resources Assignment (other activities may be approved by the instructor):

- Attend a Timpanogos Community Network (TCN) meeting (Weds 10–11am @ Centro Hispano, 800 S. 200 W., Provo *Call them at 655-0258 or visit the website www.timpnet.org)
- Participate in one of the local activities described in the TCN mailing list. Find out about the activities by requesting to be on the TCN mailing list by contacting the director Joan Dixon at joan.dixon@comcast.net.
- Visit Centro Hispano—a resource center; spend an hour learning about what resources they offer the Hispanic Community in Provo.
- Visit the Provo Library. Find out what programs are offered for your students and attend one. (This is most enjoyable if with your students)
- Find out what programs/activities are offered at your site—have it approved in advance.

- 7) **Observation:** In order to help you become a better a teacher you need to be observed one time during the course of your internship. You may set up a time for Laura to come and observe you or if you would prefer you may have your supervising teacher at your internship site observe you. The observer needs to observe you for at least 30 minutes. They should take notes and then you should ask the observer things that you did well and areas that you can improve on. You will then write a one page report of how you felt the lesson went and what you learned from the observer. If Laura comes to observe you she needs a lesson plan at least 24 hours in advance of your observation. If you have your supervising teacher observe you may turn in your lesson plan with your observation report. Be sure to follow all observation guidelines that are presented to you in class.

8) **Summary Paper and Exit Interview:** In order to show what you have learned while participating in the internship program, you will complete a 3-4 page paper reflecting on your overall internship experience. After turning in the summary paper, schedule an exit interview with the TA. After your exit interview, your grade will be submitted.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Grade Breakdown for the First 3 Credits

150 points	150 Hours of service—recorded on log
105 points	7 Reflection exercises (15 points each)
25 points	Internet Resource Activity
25 points	Community Resource Activity
15 points	Teaching Idea
25 points	Observation
30 points	Summary Paper
35 points	Class Attendance (-5 points for each day missed)
15 points	Participation/Regular Communication with Coordinator (Laura)
425 points	Total

A = 425-400	A- = 399-383	B+ = 382-374	B = 373-357	B- = 356-340	C+ = 339-333
C = 332-324	C- = 323-307	D+ = 306-290	D = 289-282	D- = 281-255	E = 254 or less

- Hours logs are due the first week of the month (No later than the 8th).
- Reflections are due the first week of the month. One is due for every 20 hours of the running total.
- There is 10% deduction per week for all late assignments.
- The summary paper is due by the end of the month you turn in your last hours log.
- Exit interview must be scheduled no later than 2 weeks from that or 10 points per week will be deducted from your over all grade.

Example of Grade Report:

Student		Internet Resources 25 points	Community Resources 25 points	Teaching Idea 15 points	Class Attendance 35points	Regular Contact 15 points	Summary Paper 30 points	Total
Total Points	389.5	25	25	15	35	15	30	145
Percent	97%							
Grade	A							

	Sept	Oct	Nov	Dec	Jan	Total
Hours (150)	18	25	17	63	27	150
Points (150)	18	25	17	57	27	144
Reflections (7)	0	2	1	3	1	7
Points (105)	0	30	15	40.5	15	100.5

Note in December- 3 Reflections were due because of hours not points

For those who continue on and take one more credit:

50 points	50 Hours of service-recorded on logs
30 points	Summary Paper
20 points	Regular Communication (Monthly email update) with Laura
100 points	Total

A=100-90 B=89-80 C=79-70 D=69-60 E=59-50

- Hours logs are due the first week of the month (No later than the 8th).
- There is 10% deduction/week for all late assignments.
- The summary paper is due by the end of the month you turn in your last hours log.
- Exit interview must be scheduled no later than 2 weeks from that or 10 points per week will be deducted from your over all grade.

DATE	DISCUSSION TOPIC	ASSIGNMENT
12/7	Orientation Meeting –Welcome to Ling 496 R Registration Forms Receive Syllabus and Review Create Password to view grade Question & Answer Session	Identify/Contact and begin at Internship Sites *YOU MUST MEET WITH OR SEND AN EMAIL TO LAURA NO LATER THAN JAN. 11th IDENTIFYING YOUR INTERNSHIP.
1/18	Teaching Idea Example Master Agreements Student Agreements Review Syllabus & Assignments Discuss Internships Problems or Concerns	*Sign up for Teaching Idea
2/1	*Meet in computer lab B013 JFSB* Online teaching resources ESL Publishers/Organizations	*Due: 2/15-Online Resource Assignment (see syllabus for expanded description) *Don't forget to turn in your Jan. hours and reflections by Feb. 8 th
2/15	Philosophy Statement ESL vs. EFL TESOL w/o knowing L1 Intern questions and experiences	*Turn in Online Resources Assignment *Due: 3/1-Philosophy Statement (counts as a teaching reflection)
3/1	*GUEST SPEAKER: Joan Dixon* Community/legal issues Community resources	*Turn in Philosophy Statement *Due: 3/15-Community Resources Assignment *Hours logs and reflection due on the 8 th
3/15	*Meet in computer lab B013 JFSB* Jobs in TESOL Grants/Internships/Fellowships Grad school	*Turn in Community Resources Assignment
4/5	*INTERNSHIP REFLECTION* Set up exit interviews if finishing What to do if you are continuing End of class surveys	*Don't forget Mar. Hours logs & Reflections on April 8 th

Appendix C

Consent to Serve as a Research Subject

BYU's Local TESOL Internship Program is undergoing an evaluation. During the research process you may be asked questions related to this program. You may also be asked to complete a pre-course survey and a post-course survey. Also, if you are currently enrolled in Ling 496R the information you provide to answers asked in class may be used in the evaluation process. If you are currently taking or have completed Ling 496R relative information provided in your summary papers may be used in the evaluation process. The answers you provide will be combined with other sources of data to produce a better understanding of the effectiveness of this program. It is hoped that this understanding will help guide current and future efforts to improve the training and mentoring of the interns, the internship experience, as well as the program generally.

Your participation in this research is entirely voluntary. You may refuse to participate or withdraw at any time without penalty. Signing below implies your consent to participate in this research as well as to allow your Linguistics 496R assignments to be used for research purposes.

As you fill out the surveys you should experience no discomfort, and there are no known physical, emotional, financial, or other such risks.

Please feel free to respond candidly and frankly, and be assured that your anonymity will be protected. The quantitative data will be reported in the form of cumulative, descriptive statistics (as totals, averages, etc.) and individual responses will not be identifiable. Qualitative data (e.g., sentences written by individuals) that cannot be statistically analyzed may be cited in reports on this research. Nevertheless, if specific quotations are attributed to individuals, pseudonyms will be used to protect their identity. In other words, at no point will any personal or identifying information about you be divulged.

If you have any questions about this research and your participation in it, please contact the researcher:

Laura Steeby
 Department of Linguistics and English Language
 4067 JFSB
 Brigham Young University
 Provo, UT 84602
 Telephone: 801-422-6005
 E-mail: Laura.Steeby@gmail.com

If you have questions that you do not feel comfortable asking the researcher, you may contact Dr. Renea Beckstrand, IRB chair, 422 SWKT, Brigham Young University (422-3873, renea_beckstrand@byu.edu).

I have read the paragraphs above describing the nature and purposes of this research, and I agree to participate in it.

Name (please print): _____

Signature (Initials if electronic version): _____

Date:

Address or other contact information:

Appendix D Ling 496R Pre-Internship Survey

Name: _____

Major: _____ Minor(s): _____

TESOL courses taken previously: ELang 223 Ling 441 Ling 477 Ling 461 Ling 473

TESOL courses taking concurrently: ELang 223 Ling 441 Ling 477 Ling 461 Ling 473

Relevant Courses taken in major and/or minor (other than TESOL):

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Relevant Courses taking concurrently in major and/or minor (other than TESOL):

1. _____ 2. _____
3. _____ 4. _____ 5. _____
6. _____

1. Rate your confidence in teaching English as a second language?

0-----1-----2-----

--3

Not confident
confident

Somewhat confident

Generally confident

Very

Please explain this rating (continue on back if necessary):

2. Specifically, from your TESOL minor classes how well prepared and trained do you feel to begin teaching English as a second language?

0-----1-----2-----
-3
Not prepared Somewhat prepared Generally prepared Very prepared

Please explain this rating (continue on back if necessary):

3. From all other experience in your life outside of the TESOL minor (i.e. mission, other teaching experiences, outside trainings, etc.) how well prepared and trained do you feel to begin teaching English as a second language?

0-----1-----2-----
3
Not prepared Somewhat prepared Generally prepared Very prepared

Please explain this rating (continue on back if necessary):

Appendix E

LING 496R Post- Survey

Name: _____

Internship Site(s): _____

1a. How **important** is it to you that your internship enhances your education?

0-----1-----2-----3-----4-----
5
Not important A little important Somewhat important Moderately important Very important Extremely important

1b. How **effective** is the internship program at enhancing your education?

0-----1-----2-----3-----4-----
5
Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

1c. Please discuss why you feel this way:

2a. How **important** is it to you that your internship connects with the content of your other TESOL Minor classes?

0-----1-----2-----3-----4-----
5
Not important A little important Somewhat important Moderately important Very important Extremely important

2b. How **effective** is the internship program at connecting with the content of your other TESOL minor classes?

0-----1-----2-----3-----4-----
5
Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

2c. Please discuss why you feel this way:

3a. How **important** is it to you that your internship helps you feel more prepared to teach ESL (i.e. gives you teaching ideas, resources, etc. to use in your classroom)?

0-----1-----2-----3-----4-----
5
Not important A little important Somewhat important Moderately important Very important Extremely important

3b. How **effective** is the internship program at helping you feel more prepared to teach ESL?

0-----1-----2-----3-----4-----
5
Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

3c. Please discuss why you feel this way:

4a. How **important** is it to you that your internship increase your confidence in teaching (i.e. more comfortable standing in front of a group of people and teaching them English)?

0-----1-----2-----3-----4-----
5
Not important A little important Somewhat important Moderately important Very important Extremely important

4b. How **effective** is the internship program at helping you increase your confidence in teaching?

0-----1-----2-----3-----4-----
5
Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

4c. Please discuss why you feel this way:

5a. How **important** is it to you that your internship foster personal growth or understanding (i.e. you learn things about yourself or improve character like becoming more patient)?

0-----1-----2-----3-----4-----
5
Not important A little important Somewhat important Moderately important Very important Extremely important

5b. How **effective** is the internship program at fostering personal growth or understanding?

0-----1-----2-----3-----4-----
 5
 Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

5c. Please discuss why you feel this way:

6a. How **important** is it to you that your internship help you make decisions about your future in TESOL?

0-----1-----2-----3-----4-----
 5
 Not important A little important Somewhat important Moderately important Very important Extremely important

6b. How **effective** is the internship program at helping you make decisions about your future in TESOL?

0-----1-----2-----3-----4-----
 5
 Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

6c. Please discuss why you feel this way:

7a. How **important** is it to you that your internship help you create ties with the community?

0-----1-----2-----3-----4-----
 5
 Not important A little important Somewhat important Moderately important Very important Extremely important

7b. How **effective** is the internship program at helping you create ties with the community?

0-----1-----2-----3-----4-----
 5
 Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

7c. Please discuss why you feel this way:

8a. How **important** is it to you that your internship increase your understanding of different cultures?

0-----1-----2-----3-----4-----
5
Not important A little important Somewhat important Moderately important Very important Extremely important

8b. How **effective** is the internship program at increasing your understanding of different cultures?

0-----1-----2-----3-----4-----
5
Not effective A little effective Somewhat effective Moderately effective Very effective Extremely effective

8c. Please discuss why you feel this way:

9. Additional comments about your internship experience:

Appendix F

Quantitative Results of Surveys

LING 496R Pre-Survey Results

Confidence in Teaching ESL	Prepared to teach ESL by TESOL minor classes	Prepared to teach ESL by outside experiences	
2	2	3	
1	2	1	
2	2	2	
2	2	1.5	
2	2	1.5	
2	1	2	
1.5	2	2	
2.5	2.5	2.5	
2	2	3	
2	2	2	
3	2.5	2.5	
2	1.5	2	
2	2.5	2	
3	3	3	
0	1	1	
2	2	2	
3	2	3	
1	2	2	
3	1	3	
2	1	2	
0.5	1.5	0.5	
2	2	3	
1	2	1	
2	2	2	
2	2	1.5	
2	2	1.5	
2	1	2	
1.5	2	2	
2.5	2.5	2.5	
2	2	3	
2	2	2	
1.91935484	1.9032258	2.06451613	MEAN
2	2	2	MODE
2	2	2	MEDIAN
0.68430956	0.4902271	0.6799747	STD DEV

LING 496 Post-Survey Results- Importance of Objectives

Enhances Education	Connects with Minor	More Prepared	More Confident	Personal Growth	Future plans	Ties with Community	Culture	
5	5	5	5	4	4	3	5	
4	5	4	3	5	4	1	3	
4	5	0	4	4	0	0	4	
5	3	5	5	5	4.5	4	2	
5	5	4	5	4	5	3	5	
5	3	5	4	5	5	2	4	
4	4	4	4	4	4	4	4	
4	3	4	4	4	5	3	3	
3	4	5	4	5	4	2	4	
5	4	5	4	4	4	2	5	
4	4	5	4	3	3	3	4	
5	5	5	4	5	5	3	5	
5	5	5	4	3	4	2	2	
5	5	3	2	3	4	2	2	
5	4	5	5	5	4	4	5	
4	3	4	3	2	1	1	2	
4.5	4	4	4.5	4.5	4	4	3	
4	3	5	5	3	4	3	3	
4	3.5	4	4	4	4	4	4	
4	4	5	4	4	5	3	4	
5	3	5	5	4	3	0	4	
5	5	5	5	5	5	5	5	
5	5	5	5	5	4	4	4	
5	5	5	5	4	4	3	4	
4	4	5	4	4	4	3	3	
5	5	5	5	4	5	0	5	
4	4	4	3	3	5	4	4	
5	4	5	5	4	4	4	4	
5	5	5	4	5	4	5	5	
5	4	5	4	3	5	3	5	
5	5	5	3	4	5	4	4	
5	4	5	5	5	5	4	5	
5	5	5	5	5	5	5	5	
4	4	4	4	3	4	4	4	
5	4	5	5	5	4	3	4	
4	5	5	4	5	5	5	5	
4.569	4.236	4.556	4.236	4.125	4.125	3.028	3.972	MEAN
5	5	5	4	4	4	3	4	MODE
5	4	5	4	4	4	3	4	MEDIAN
0.550	0.741	0.939	0.761	0.823	1.065	1.383	0.971	STD DEV

LING 496R Post-Survey Results- Effectiveness

Enhances Education	Connects with Minor	More Prepared	More Confident	Personal Growth	Future plans	Ties with Community	Culture	
4	4	5	5	5	5	5	5	
3	2	3	0	5	5	3	2	
3	5	4	4	4	0	4	4	
5	3	5	5	5	4	4	3	
3	3	3	4	3	4	2	4	
4	2	4	3	5	4	3	4	
4	4	4	4	4	4	4	4	
4	2	3	4	3	5	4	3	
4	3	4	4	3	3	4	4	
3	4	4	2	3	3	3	3	
4	3	4	3	2	3	3	2	
5	5	4	3	4	5	4	5	
4	3.5	4	3	4	4	4	3	
4.5	5	3.5	1	3	4	3	3	
5	4	5	5	5	5	3	5	
4	3	4	3	3	2	3	2	
4.5	4	4	4.5	5	4.5	5	4	
4	4	5	5	3	4	2	3	
4	3.5	4	4	4	4	4	4	
4	3	4	5	4	3	1	4	
4	5	5	5	4	3	1	4	
4	4.5	5	4.5	5	5	5	5	
5	5	5	5	5	4	3	4	
5	5	5	5	4	4	3	4	
3	4	4	3	3	4	4	3	
4	2	4	4	2	5	1	3	
3	4	4	3	3	5	3	4	
4	4	4	5	4	4	4	4	
5	5	5	2	3	4	5	2	
5	5	5	5	4	5	3	5	
5	4	3	2	4	5	4	2	
3	4	5	4	5	3	4	5	
5	4	5	5	5	5	5	5	
4	4	3	4	3	4	4	4	
4	4	3	5	4	3	3	4	
5	5	5	5	5	5	4	5	
4.111	3.847	4.181	3.833	3.889	3.986	3.444	3.722	MEAN
4	4	4	5	4	4	4	4	MODE
4	4	4	4	4	4	4	4	MEDIAN
0.698	0.939	0.719	1.271	0.919	1.059	1.081	0.974	STD DEV

Appendix G

Ling 496R Pre-Internship Survey Qualitative Responses

1. Rate your confidence in teaching English as a second language? Please explain this rating:

I have had experience tutoring and teaching in ESL classrooms and am only concerned about starting a student off from scratch and difficult grammar concepts. (KK)

It is my L1 and thus I know that I know more than the students. I'm just not confident in the methods and strategies to go about in teaching them. (BB)

Well, I've taken lots of courses, spent services days on my mission teaching English, spent eight months teaching Spanish, a school year teaching ESL in a public school and now work helping mostly ESL kids with math and reading. (BH)

I have served two missions in Argentina and am fluent in Spanish, plus I have helped in ESL before. (VL)

I have had a lot of previous experiences to prepare me. (LP)

I get nervous beforehand, but once I start teaching I'm fine and I roll with it. (AB)

I like relating to people and feel like I can come up with ways to help them overcome hard concepts in English. My experience as a learner of this language as my L2, helps me feel in my students' shoes and know what to do to help them most of the times (not always though, especially when they're not Spanish speakers). (CR)

I've been able to teach in a classroom environment, but still feel that more experience is required. (SC)

I have experience and feel natural in the classroom. The point where I lack confidence is familiarity with the curriculum. (TW)

I don't have a lot of experience in teaching yet. (SS)

I feel my classes have given me basics from which I can teach. I feel more confident teaching beginner classes than more advanced classes. (SW)

I'm teaching a community class currently and teaching them is scary! First time that I've ever taught an adult class. The school caught me off-guard, the teacher quit and instead of observing, I went straight into teaching. No materials, little experience—scary. (SWo)

Because I am not a native English speaker. My English is not perfect enough to teach someone. I finished all the TESOL courses, so I have some ideas for teaching in ESL situations. I can get nervous easily in front of people, especially when I speak English. (ST)

I am somewhat shy in nature and so getting up to teach is a little intimidating. I am nervous about activities being fun and meaningful and me being able to explain things in a way students will be able to understand. (JS)

I've only ever taught children and that was mostly playing. (BT)

I've just started, and I was afraid at first, but it just came naturally, I knew what to do. (SM)

I am a native speaker of Spanish and I had to learn English as a second language, I understand what it is to learn English as ESL. (MM)

I think teaching is one thing that I enjoy doing. I love to help people to know more also I like to share with people what I have or know. I am not afraid of being in the spot. I like to learn while I teach and feel that I am prepared to do it and confident in myself doing teaching. (BU)

I haven't had a lot of experience. It takes me a while to feel completely confident with it. But I did help teach English three months in Ecuador and for the past three months tutoring here in Provo. (NA)

I love teaching English to ESL students. I feel grateful if they learn something from me. I really understand their situations because I also had the same situation when I first learned English seven years ago, also I am still learning. I tend to help them and understand very well. (HK)

I have had some experience teaching in Japan and volunteering in America. The actual act of teaching isn't a problem, but I do lack some confidence in being able to answer student questions. (RK)

2. Specifically, from your TESOL minor classes how well prepared and trained do you feel to begin teaching English as a second language? Please explain this rating:

I have not yet taken Ling 477 & 473 which will help me create lesson plans to feel more prepared and gain more experience. (KK)

I have only been in the classes for a week, but feel that I have already gained relevant information that will help me get started. (BB)

Though I loved my BEEDE courses, I don't know how accurately they help you to teach a course specifically in English. (BH)

With the books and materials I have from my classes I feel well equipped to find the information I need, plus help in 496 of course. (VL)

Well, I haven't completed them all, but so far they have been very helpful in content, strategies, creative ideas, and teaching methods. (LP)

The classes taught the basics I would need as a teacher. My own lack of study at times during the classes is what makes me not very prepared. (AB)

I haven't taken that many TESOL classes, so I feel like I'm learning as I go! I'm currently taking more TESOL classes than ever before. (CR)

I still have some classes to finish that will help me, but otherwise my other classes have given me a good springboard to start from. (SC)

I have experience and feel natural in the classroom. The point where I lack confidence is familiarity with the curriculum. (TW)

I know what to do and generally how to do it. I just don't have a lot of experience actually teaching. (SS)

I feel they gave me some key tools but more experience is always good for better preparation. (SW)

After attending Ling 477 just this week, my teacher gave me a lot of materials I could use. She showed me where I can find teaching materials. Having materials and teaching ideas makes me feel a lot more prepared and a lot more confident. (SWo)

I have done lots of reading and I planned several lesson plans and I actually taught the plans to classmates. (ST)

I've taken and am taking all of the courses and I've learned a lot of methods and strategies that will help a lot. (JS)

Need experience. (BT)

My TESOL classes have prepared me for some things, but not at all for others. For example, I have no idea where to start with students who have no English proficiency. (SM)

Taking classes about TESOL is different than the actual teaching I need to teach to get practice. (MM)

Since I am currently enrolled in Ling 473 & 477, I am learning some of the things that you require at the time. However, I will make sure to apply the things I learn in my internship site. (BU)

I want to get as much experience as possible so that I can do a good job. (NA)

I believe that choosing a good textbook for a student is important. I try to choose the best text depending on the students and search to find the best book. I try to use various materials to make fun and help them in their real situations. (HK)

My classes have given me a lot of practical information on how to teach. The area I lack the most confidence in is the material I teach, i.e. grammar. I feel like I know how to teach, but that my understanding of what I teach is shaky. (RK)

3. From all other experience in your life outside of the TESOL minor (i.e. mission, other teaching experiences, outside trainings, etc.) how well prepared and trained do you feel to begin teaching English as a second language? Please explain this rating:

Again, experience through the classroom teaching another language. As a missionary we taught American Sign Language to community members. (KK)

On the mission and in Spain I had some experiences teaching English classes and tutoring more advanced people with their English skills, but I wouldn't feel totally prepared to teach an advanced class. (BB)

Well, I've taken lots of courses, spent service days on my mission teaching English, spent 8 months teaching Spanish, a school year teaching ESL in public school and now work helping mostly ESL kids with math and reading. (BH)

I have served two missions in Argentina and am fluent in Spanish, plus I have helped in ESL before. (VL)

I've taught many classes under the supervision of others. I feel a little hesitant about going out on my own, but I've been trained well and learned a lot. (LP)

It was a class on my mission. It gave me actual experience in teaching and learning how to help the students. (AB)

I've never taught it to a class, other than one-on-one tutoring, so I have to see how well I do with a class that might present different levels and interests. (CR)

Many experiences in general teaching have helped me in understanding the general principles involved. (SC)

I have experience and feel natural in the classroom. The point where I lack confidence in familiarity with the curriculum. (TW)

I've had some practice tutoring and explaining concepts to people in various subjects. I've had some practice in presenting things. (SS)

Teaching Sunday school helped, and having a father who taught language concepts helps. (SW)

Teaching and speaking opportunities at church has helped me to be able to stand up and talk in front of a crowd without feeling too nervous. But it doesn't really train me to be a better ESOL teacher. (SWo)

I haven't done any teaching outside of the TESOL classes. (ST)

I've never had any other teaching experience other than this last summer's internship and most of the time I only observed. (JS)

Experiences have helped me associate with people. (BT)

I have a lot of exposure to language learning, and I've been a tutor for over a year now. (SM)

I have learned two other languages in addition to Spanish and English, and therefore I feel like I have a good background on teaching activities and language learning. (MM)

I have taught ESL class in Mongolia for six months, before I came to BYU. I learned a lot from this experience, e.g. be prepared at the time, be reliable, be on time, be there for the students to meet their needs, be creative, be sensitive. So I think my previous experience will help me a lot. (BU)

I feel like learning Spanish as my second language has helped me better understand how I can best teach. (NA)

Right now, I'm teaching music in the primary in the church. I'd taught Korean for 1 year in Korean school, I also had some experiences doing tutoring while I took Ling 441, 473, and 471 class. (HK)

Teaching in Japan taught me what I needed to learn. (RK)

Appendix H

LING 496R Post-Survey Qualitative Responses

1. Internship enhances your education.

An internship gives the “real-world” experience while still in school, allowing the intern to focus their goals in their life. (MP)

Increases my knowledge about teaching. (BT)

Because practice and experience is a good portion of what teaches you how to do something well—especially teaching. (SS)

TESOL is my minor and thus a crucial part of my education. (VL)

The more I learn, the better teacher I will be so the class is very important to me. (NA)

I feel that I’ve learned a lot during my observation at Selnate. Some English principles I learned were new to me and as a teacher, I always had to do a little bit of research before teaching, and I think that really helped. (SWo)

I have learned so many things that I could not have learned in TESOL class. (ST)

It gives me a chance to apply what I learned in classroom in real life. It also helps me explore more ideas and learn new things through different experiences. It is a good way to open more opportunities for myself and discover my strengths and weaknesses. (BU)

Applying what is learned always solidifies concepts. (BE)

I think that doing an internship is important but the program didn’t really help all that much. A lot of the assignments that we had to do were kind of pointless. It was interesting to meet with other interns but I had other classes with them and we did the same type of things in those classes, so the class was just repetition. (NH)

I am using methods I learned in my classes in the class I assist. What we discuss and write about help me decide how I want to teach. (AB)

This semester, at least, I did not get many hours in and the tutoring internship I had was not a good experience—it discouraged me, actually. (JS)

I’ve learned more from my internship than my classes. (SM)

I can’t believe how much I learned. A lot more than just sitting in a classroom. (LP)

From now, I love teaching and feel TESOL is the right choice for my minor. (HK)

The internship is real-life experience. It helps me know whether this is truly something I want to go into and also explore which field I like the best. (CT)

Classroom principles can be applied to real situations. Theories become more practical (this happens while we still have access to professors). (KK)

It gave me good experience and practice of the things I learned in my classes. (MM)

It gave in-classroom experience as well as being able to take the reigns. I got a clear picture of what it would be like to teach ESL and really enjoyed it. (SC)

The program was very helpful or effective because it really allowed me to apply the knowledge I had acquired in the classroom. However, I didn't feel that one of the sites helped very much at all. (JI)

I think that the internship is vital to your education. It is the "real world" experience that one has during their education process. I was allowed to pick my own internship and I chose to volunteer at Noman Global in Provo. Although I was allowed to do many valuable things for them I was promised more practical experience in the classroom, I received very little of this. I thought at the end that a contract would have been beneficial. (AH)

The internship helps you regardless of what field you end up going into. It helps you understand people and cultures better. It has helped me to better develop teaching and influencing skills. (TP)

I felt that my particular internship was exceptional. I was truly using everything that I had learned. But I came across the internship by chance. The program itself wasn't responsible for helping me to have such a great experience. (RR)

The internships were very good at teaching me, but there were a few times that I had questions and I didn't feel like our classes gave us much opportunity to talk about our experiences and problems. (RK)

I think that there is tons of help given to find and start an internship; which is the most effective way to learn in my opinion. Experience in teaching is the best. (SC)

If your internship doesn't teach you anything then there is no point in having one. (AM)

It's hands-on education. It had better enhance my education. (BB)

It helps you realize how useful it is to put into practice what you learn in a classroom. (JA)

The internship helped me gain experience in the field, so that when I started teaching ESL in

Texas, I already had a small idea of what to expect. (AMi)

You can study how to teach all you want. No written test will truly tell you if you will be able to teach well. So, until you're in a classroom, teaching, you'll never really know. (SL)

I think the internship gives me real world experience that synthesizes what I have learned in class and adds upon it in a way no class could. (SW)

The opportunity to practice teaching was very beneficial. (TW)

2. Internship connects with the content of your other TESOL Minor classes.

The classes were aimed at classroom experience, which is good, however, my internship was materials development so it only related somewhat abstractly. (MP)

Because I can use the knowledge I learned in earlier classes in a practical way now. (SS)

Deseret Industries was a non-traditional ESL setting, and it was difficult to make opportunities to teach/learn. (LW)

I consider my internship to be the capstone of my other TESOL classes. (VL)

I am able to put to use the things that I know. (NA)

I see a lot of connection between what I learned in my classes and what I see at my internships. It does help me understand a lot of the theory better. However, I don't think it is all that important that they connect directly because you can not really teach everything in the TESOL classes. (SWo)

There are a lot of things which help me to understand more through TESOL classes, without these classes, it might be difficult [to know] what I should pay attention to during teaching or observing. (ST)

Again it connects the theories we learn in classroom with the real life application process. (BU)

Applying what is learned always solidifies concepts. (BE)

I think that an internship should help you to DO what you learned. It's a good way to gain experience and find out if you really want to do what you've chosen to do. I think because we learn in the TESOL classes how to teach that actually teaching does this well. (NH)

I get to apply the knowledge and resources I gained in my classes. (AB)

I want to feel like the classes here are helping to prepare me for a TESOL job and they are pretty good at that. (JS)

I've been able to figure out how to apply the theories we've learned. (SM)
I liked this because I was able to apply what I learned in class. (LP)

TESOL classes that I learned such as Ling 441, 477, 443, and 461 are really helpful for my teaching in internship and future. (HK)

Academics are kind of obtuse sometimes. I don't feel my TESOL classes helped me a great deal in serving my internship. On the other hand, I didn't really know what the classes were talking about until I had some practical internship experience. (CT)

In TESOL classes we address various ESL classrooms. The methods discussed will differ in class and widen our view of teaching. However, our internship only provides one classroom to see these taught in. (KK)

If not for the classes I previously took (TESOL minor classes) I would have a very little idea of what and how to teach. (MM)

What good is an internship if it doesn't help you practice the things you have learned in class? (BH)

I think some of the BEEDE classes were very difficult to learn from. I didn't enjoy them or absorb much from them. There were some realistic situations discussed, but it was so formulaic I couldn't remember what I was supposed to have gotten from. (SC)

Some of the TESOL minor classes were extremely connected to the internship program but I didn't feel that all of them were very connected. The teaching ones were very connected. (JI)

The internship is, (hopefully), taking things that we've learned in class and putting them into practical use. The TESOL classes were often too book based, but I was able to take that knowledge and apply it. (AH)

The internship gave me the chance to put into practice things I'd learned and helped the content to become more real and memorable (TP)

Again, the program wasn't responsible for my internship, but the internship was fabulous. One reason that it is so important that it is connected is that in the application of knowledge comes true learning. (RR)

I loved being able to take what I learn at school and apply it to what I am doing. It helps reinforce what I am learning and proves/disproves what books and teachers say. (RK)

Allows us to put into practice the things we've learned. (SC)

I feel that we learn how things should be in an ideal world and from my teaching experience I have found that the world isn't always ideal. (AM)

Well, I got a position teaching EVERYTHING that I learn either in this class or my other TESOL classes help...and I need that help! (CR)

If I'm going to be spending 150 hours outside of class I want it to be important and I want it to apply to what I've been learning in class. (BB)

It gives you good ideas/bases about TESOL. (JA)

If the two don't connect, then it's just so much wasted class/ internship time. I think the classes could have been done a better job of connecting with our internships by using the 496R class to plan, get feedback, and ask questions. (AMi)

Most of the classes were practical, down to earth, and helpful. However, some of them just didn't stick. That could've been because they weren't geared in the direction I was going. Or, because I wasn't in a classroom yet and therefore lacked the follow-through to make it stick. (SL)

I would like to apply all the knowledge I've worked so hard to learn in classes. (SW)

I felt that my opportunity to implement TESOL minor class learning was very limited. (TW)

3. Internship helps you feel more prepared to teach ESL.

I'd feel a lot more confident in my ability to develop materials for a classroom now, especially in the literature department, but since it was so focused I really don't feel prepared with any other teaching ideas. (MP)

Experience helps in preparation. (BT)

Because when you are on site teaching, you get practice and helps you to better prepare for teaching later. (SS)

Being honest I ought to have made more teaching opportunities for myself. I found it too easy to take an auxiliary teaching role. (LW)

It is very important to put the "learning" into "action" and the internship does this. (VL)

I want to be as prepared as I can be, and the best way for me to do this is by getting experience through my internship. (NA)

Gave me a lot of exposure and experience. Gave me a lot of great teaching ideas. (SWo)

I didn't think I could be prepared before I started internship, but I really enjoyed teaching and I know there is something I can do. (ST)

Even though it is not a real job, there are so much to learn by just observing. I feel that it is preparing me for my future teaching very well and I am very happy that I am having this opportunity. (BU)

I will not teach so no answer is applicable. (BE)

I think that creating effective lessons and following through with them is a daunting task for a beginning teach. The more ideas you have to play with and the more resources you have to find ideas helps you to feel more confident. (NH)

We had the teaching ideas assignment, we looked up all those different websites (I go to them often), and we learned of programs going on in the community. (AB)

I really like helping with classes- they gave me ideas and knowledge about what students are like. (JS)

I still feel kind of unprepared to be a full-blown teacher. (SM)

When I teach I learn so much, and it motivates me to always be looking for new ideas, lessons, and methods. (LP)

As much as I prepared it makes me feel comfortable while I'm teaching. (HK)

This is real! Again, real experience prepares you more than classes do, especially for teaching. The program is good. However, I feel I would have liked a clearer set of options before choosing my internships. Reports from former interns, perhaps? And a hard copy of a list of possibilities.(CT)

The internship is not a permanent career and should provide enough experience to know if we want to continue working in this field. (KK)

I definitely felt more prepared to teach ESL after I completed my internship. Most of my time was spent tutoring and it would e nice to have more opportunities to team teach with someone else preferably more experienced in teaching ESL. (MM)

An internship is a safer, less scary way to get your feet wet and many people, I believe, need that. (BH)

I could see better how the students interacted with the teacher and how to organize the lesson plans and base them on the needs of the studnets and how to gauge that. (SC)

I was able to learn a lot in the internship program by interning in a classroom. My other site was not very helpful in that way. Also, the internship coordinators provided great info and insight. (JI)

I would have liked to do more teaching at the internships, but it definitely allows for more hands on than most classes can offer. (AH)

I was able to get several ideas from other teachers, learn to use the internet for other ideas and I was given the opportunity to use them to teach during the internship. (TP)

This is an interesting question. I suppose the answer depends on what you planned to do in TESOL. If you plan to teach I think that the internship MUST help you prepare to teach or it is not as effective as it could be. However, if you don't plan to teach then it is not as important and the internship should address other concerns instead. (RR)

I felt like the internship was designed to give me a taste of what TESOL is and I think it did. But nothing can ever prepare you 100%. (RK)

I think it helps, but the minor classes help more with theory and the actual internship helps most with practical teaching. (SC)

Since I observed for one term I saw how other teachers teach etc. From my one term teaching experience I have been able to apply that knowledge. (AM)

I'm not learning "to teach" in the program...BUT, I do in my TESOL classes. I guess that's why I feel like that about the program contents when it comes to preparation to teach ESL. (CR)

I have more teaching ideas than I did before and it forces me out of my comfort bubble. (BB)

There are some things that you learn in class, and other things that you learn in a classroom setting. It is good to have both kinds of knowledge. Also, it's nice to be able to share different experiences with others. (JA)

There's really no substitute for actually teaching—you just have to do it to learn how. The internship forced you to get out of your comfort zone and actually teach. (AMi)

Some of the classes were more helpful than others just because of the direction I've gone. (SL)

After my internship I would like to have the confidence to go to a school or program and say,
"Hire me; I'm worth it." (SW)

I was able to develop resources because I had my own classroom. (TW)

4. Internship increases your confidence in teaching ESL.

It's important if that's what your eventual goal is, but TALL doesn't get you in front of people. (MP)

Experience increases confidence. (BT)

Practice. Having to do it helps to decrease fear, and makes it more natural. (SS)

I never knew I could teach, until I tried it, and practiced. (LW)

Very important. This is the scary part. (VL)

I will be a better teacher if I am confident in what I am doing. (NA)

I feel a little more comfortable standing in front of a class! (SWo)

I didn't like teaching in front of people, although I like teaching. However, I could increase my confidence through this internship. (ST)

To me it is the most important thing that I want to get out of my internship. Even though I feel that I am well prepared just being a foreigner and trying to teach English is very intimidating to me. I keep thinking that students will not be happy with me as an international student teaching them English. (BU)

Students need confident teachers. (BE)

I think that the best way to do this is to actually do it...not pretend to do it. So while teaching is an effective way to get over the fear of teaching, pretending to teach is not. Role-play may help getting over the initial fear, but it isn't real life. (NH)

We don't really do much teaching in class. It all happens at the internship site. (AB)

Teaching classes really helped my confidence, but tutoring lowered it...(JS)

It's shown me that I can actually get up and teach. (SM)

It is neat how much your confidence builds with the more you teach. (LP)

As I'm observing the class and doing the tutoring, I felt that teaching English to others needs much preparation and love for the students. This internship helped me to improve my teaching skill but I'm still a little scared to teach later. I think I need more experiences. (HK)

Teaching is very important, but it's not the only thing. The internship itself was moderately effective because I didn't find a steady teaching internship. (CT)

I wasn't able to teach in front of the class as much as I had hoped for. (NM)

Practice shows you can continue and be effective. (KK)

I feel that the opportunities to teach that I had helped me a lot to increase my understanding of teaching principles and concepts. It also helped me to see my weaknesses as a teacher. (MM)

Teaching is very different from learning about it, so it is important to have experiences with teaching and that they make you feel more competent. I stopped doing EL ED because I continually felt a lack of confidence in teaching fourth graders. I still looked forward to teaching ESL to adults and it payed off because I had a lot of great experiences and felt confident because of that. (SC)

It gave me the opportunity to do it! It provided me with the perfect opportunity to gain confidence and be better prepared. I think everyone should take advantage of that opportunity because it is priceless! (JI)

Because I got to teach in a real class setting. I learned things that worked and things that didn't work. (AH)

It gave me the chane to not only teach but to teach to my audience. It challenged me to be thinking of the students while teaching. (TP)

For me, my internship was not as focused on teaching. I learned a lot about preparation and that I needed to do a lot of work to be prepared to teach and to be effective. In some ways it gave confidence but also it was hard to try to apply all that I had learned. (RR)

After learning about teaching and then going out and doing it I feel confident that I can do this. I know the basics and when I have trouble I know how to get help. (RK)

Practice makes perfect, and the more practical application the more confidence that comes. (SC)

I teach ten hours a week, so I have come to be very comfortable in my teaching. (AM)

We don't practice teaching in the program...I just do it! I don't have problems nor do I feel shy, so, it's not something that I was taught or helped with in the program, that's just how I am. (CR)

I feel like I'm already fairly confident in teaching but it is important that I'm completely confident. (BB)

Again, there are some things that you are able to experience when you are teaching, such as classroom management. (JA)

There's really no substitute for actually teaching—you just have to do it to learn how. The internship forced you to get out of your comfort zone and actually teach. (AMi)

The teaching part of the program helped me increase my confidence more than the classes. Books really can't help me in that way. (SL)

It will be the first time I'll have to keep an entire groups attention. If I succeed it will help that confidence grow, and if I fail then I know better what to do next time. (SW)

Practice. (TW)

5. Internship fosters personal growth and understanding.

I've learned more about myself and my personal goals through this internship that I did about TESOL and for that alone it was a valuable experience. (MP)

Experience fosters growth and understanding. (BT)

I think it's just like any part of life, but that isn't its focus. It's just something that should happen naturally. (SS)

Growth is reflective of my efforts. (LW)

Patience is a definite outgrowth of ESL teaching. (VL)

I still have a lot to work on but it has definitely affected me as an individual. (SWo)

Through talking with students who come from other countries, I could learn a lot of things I haven't known before. (ST)

It teaches me to be more responsible for my work and actions. It also teaches me how to communicate better and understand my students needs, so these are good growing opportunities for me. (BU)

Stagnancy is harmful to everyone the least of which is yourself. (BE)

The program helped me find out my weaknesses of teaching. (NH)

I feel the growth comes mostly from the internship site, but the assignments from class also offered growth and understanding. (AB)

I do feel like I'm learning a lot when I help with the classes. It helps me find out if I really want to teach after graduation or not. (JS)

We have to provide a rationale for what we do, which I think requires a lot of introspection and application. (SM)

Again, real world. I had to figure out things for myself, that makes me more self reliant, aggressive, and I gained lots of perspective into the TESOL world. Great growing experience. (CT)

I had a lot of room to make good decisions and errors and learn from both. (NM)

I want to know that the field I continue in will foster further growth and learning. (KK)

I feel that the opportunities to teach that I had helped me a lot to increase my understanding of teaching principles and concepts. It also helped me to see my weaknesses as a teacher. (MM)

One cannot help but grow and change the first time they get their hands dirty meaning they get a chance to actually put into practice all they've learned. (BH)

Actually doing the teaching and also being able to see it in progress helped me better understand how teaching ESL works. (SC)

I didn't really expect that the internship would allow me to accomplish personal growth or understanding but it actually did more. I discovered why I love TESOL and helped me be a better person and develop more love toward people. (JI)

I learned to deal with fears of teaching in front of class and I learned to deal with stress. The most important thing that I learned was probably PATIENCE, I had to become the most patient person in dealing with students who had zero education. Little things like matching words with their definitions became a difficult task, but I'm glad that I learned to deal with those things. (AH)

It helped me to be in an environment where I would be able to learn many different skills. (TP)

If you are going to improve yourself it will happen in everything you do. I don't think it is responsibility of the internship to do it. (RR)

I learned a lot about myself as a teacher. I'm aware of my strength and weaknesses. I also know how to be more aware of myself and how to make changes. (RK)

I think most of my growth has occurred elsewhere, but it is important to take the things you know and apply them in other situations. (SC)

I have had to deal with students and feedback. Through this feedback I have grown and changed. (AM)

We had some discussions in class about this trait. (CR)

The only way I'll become a good teacher is through personal growth in the classroom. (BB)

People are able to discover and/or reinforce abilities that they have when they face a particular situation. (JA)

Personal growth and understanding generally take more time and work than is possible in a short-term internship. (AMi)

I guess you learn if teaching English, or teaching at all is really for you. I really don't see a ton of personal growth as far as developing new traits. (SW)

I'm not sure what the program did to foster this. (TW)

6. The internship helps make decisions about future plans in TESOL.

The internship really helped me focus and define my life's goals and how they relate to TESOL and teaching. (MP)

It let me know that I really do enjoy teaching ESL. (SS)

Teaching at a variety of sites was helpful. I wish I had worked more with children as well as adults though. I might have decided to do K-12 rather than the regular adult teaching minor. (LW)

My future in TESOL is not going to be determined by my internship but rather by my personal life situations. (VL)

With more experience, I feel that I am better able to make educated decisions with TESOL. (NA)

I realize that I really do love teaching ESL, but I haven't really decided how far I want to take my TESOL cert. (SWo)

I know I really like teaching interacting with others. It enhances my future in TESOL. (ST)

It is a place to prove to myself that I can really do this job in the future or not so trying out internship is important. (BU)

I'm sure it's important for people who want to teach. (BE)

We did have a panel of teachers come and talk to us about their experiences but they all worked at the ELC. I think that had more professionals come that had worked for

different companies, etc. then we would have had a broader perspective of what we could do with the minor. (NH)

The reflection papers helped me decide how I want to do things in my own future class. (AB)

I'm not sure what I want to do, but a future in TESOL seems promising. (JS)

It hasn't changed my decision to be a teacher one way or another. (SM)

It helped me to decide that it won't be my main profession, but its always there for extra income. (LP)

Like I said, the real experience of interning is what helps me determine if I want this field or not. I got good experience, but not enough teaching. (CT)

It gave real-life experience, so I was able to make decisions about the future based on that. (NM)

Ideas and suggestions mostly come from teachers and others I work with. I gain focus from hearing what path others have taken. (KK)

After doing an internship I made a decision to apply to the Graduate Certificate Program at BYU. (MM)

My internship, of course, hasn't shown me every single aspect of teaching, but I know much more that when I started. (BH)

It made me want to teach it. I loved doing it. But I also had to figure out certifying and how I wanted to. I think I will always want to because of my experience, but actually finding a job and taking more school for it is another concern that would postpone it. (SC)

I honestly didn't think the internship would be very valuable. I was kind of dreading it but it turned out really reaffirming my desire to be involved in TESOL during my life. (JI)

I was able to see if I liked the field and to decide what areas of the field I liked most. (AH)

I'm not going to teach ESL, but the internship taught me that I do enjoy teaching and that I wasn't going to go into the ESL teaching field so it served its purpose. (TP)

Before you get a job doing it, it helps to know if you like it or not. However, the internship is at the end (it was the very last thing I did before I graduated!!). It may be a little late to really rely on. (RR)

I now know I want to go on for my masters in TESOL. (RK)

It gives you a taste of what it's like. (SC)

It is important to know if you like teaching, tutoring, or curriculum development. (AM)

As I said before, the position of teacher is giving me hands-on experience and a real taste of TESOL world. And I know now that I really like it. (CR)

If I spend 150+ hours and I still can't figure out if its something I want to do or not it has been a waste of my time, but with less than 100 hours I love it more and more. (BB)

I have had the chance to teach to both children and adults. I realized that teaching is what I really like to do as a living. (JA)

It was far more effective at showing me things that I didn't want to do, but left me still wondering what I would like to do in TESOL. (AMi)

I am teaching right now because of the TESOL program. However, as far as after this, I'm not sure how helpful the TESOL program could be in those decisions. (SL)

I figure I have plenty of time to decide what I'm going to do with my TESOL minor. Although you could use it to see if you like kids/adults or foreign/local. (SW)

I was already sure before the internship. (TW)

7. Internship helps create ties with the community.

I never planned to stay in Provo, so connecting to the community wasn't that important, but I did learn a lot about it through the internship program. (MP)

I know about more opportunities than before I took this class. (SS)

My particular internship is not greatly affected by the community, only to the extent I choose to involve factions of the community. (VL)

I am able to get more involved and find out what is available out there. (NA)

After interning at Provo Adult, I feel I really don't know anything about the community-very estranged. But I don't really feel it's important at this time because I won't be staying in Provo long term. (SWo)

I could know there are many community services offered for our community and I can use it in my teaching. (ST)

Yes, it does help me meet different people and have different experiences. It is just not always easy to stay in touch with the students and people after my teaching is over. (BU)

I got involved with the school community that I taught in but that was all. I did visit a Hispanic center once and that was interesting. (NH)

The community assignment helped me realize all the programs going on in the community. (AB)

My experience at Nomen Global has really expanded my social circle. (JS)
We've specifically been assigned to find out how to connect our students to the community. (SM)

Um, ok...I didn't think about that. I think about creating ties with each place I intern with; with the class I teach, etc. I honestly didn't think about the community. I thought about individual people and specific environments. (CT)

There were ample opportunities to get involved with the student culture and get them involved in the community. (NM)

The students I teach are not from Utah or staying in the area. They were not able to provide that contact. (KK)

I definitely found out much more about programs, resources, and people in the area that work with and help those who don't speak English well. (MM)

Because of the connections I have made, I feel extremely tied to the community, my students, their parents, and the school I have worked in. (BH)

I'm not so interested in creating ties with the community as I am with the people in the class. I will be effecting the students much more than the community by teaching. I took this minor to do that. I don't think I would be the best at targeting a whole community or figuring out better ways to do it. By small and simple means are great things brought to pass. (SC)

Creating ties with the community wasn't really my priority when I signed up for the internship but getting involved with the community turned out to be very fulfilling and enjoyable. I discovered a new aspect of life that I would like to keep on enjoying. (JI)

I learned about how I could get involved in the community and I did somewhat, but I didn't really create the bond or the desire to get involved with the community. I can't exactly say why. I think it's that I feel the ties need to be with my students and how I can help them the most, I don't see me helping a community just individuals. (AH)

I was able to do some volunteer work with in the community but not a lot. I mostly focused on the students at hand. (TP)

You meet people and make connections; however, depending on what area you want to go into, I don't think it is all that necessary. It just depends on the needs of the individual student. (RR)

Before this I didn't have much to do with the Hispanic community, but now I'm much more aware of them and their needs and feel more involved in that part of the community. (RK)

I think the community is the second most effective place to change the world. (SC)

To better serve your students it is good to know your resources. (AM)

We were given all kinds of contacts to be able to help in the community. (CR)

I feel like I know more about what is going on in the community and I would not have otherwise had it not been for the internship. (BB)

By knowing the customs of a culture, you are able to understand your students and their needs in a better way. (JA)

Not planning to stay in Provo, community connections were not very important to me—however, the practice in learning to make community connections was invaluable. (AMi)

The community resource part of the internship course is a good idea. (SL)

You could get ties with local companies if you would like to, but I figure I have plenty of time and opportunities to establish later if I so desire. (SW)

My preferred teaching location is a school like the ELC, not community programs. Again, I'm not sure what the program has done for me in this. (TW)

8. Internship increases understanding of different cultures.

As previously stated, I didn't teach in a traditional TESOL setting, but I did get a fairly good look at post-Napoleonic French culture. (MP)

I haven't felt it doing this much, but it has done it a little. (SS)

My work is only with Hispanic and I already have a good understanding of their culture from 2 missions in Argentina. (VL)

I came in contact with people from many areas and it did give me some exposure of different cultures. But I don't think it's all that important to understand different cultures per se, I think it's more important to understand the individual. (SWo)

The interaction with students from many cultures helps me increase my understanding of different cultures. However, there are no specific lessons about their culture, so I have less chance to know their culture. (ST)

Understanding cultures is a key to a success in the teaching field. (BU)

When you teach someone your language, you are helping them learn the culture, such teachings need to be reciprocated in order for mutual understanding. (BE)

I think a big challenge of teaching foreign students is that culture really does get in the way. Gaining a better understanding of different cultures' learning strategies and teaching methods would help an ESL teacher integrate lessons to the students. Helping the students learn how to learn the style that you teach...(NH)

We didn't really discuss culture in class. But I did learn some of other cultures in the actual internship. (AB)

I have learned a lot about how people of different cultures interact with each other. (JS)

I've gained a lot of insight into how Chinese students work at least. (SM)

This was a big part that I'd never really thought about. We aren't just teaching them a language, we are teaching how to combine their cultures with ours. (LP)

Selnate and Grace (private tutoring experience) were good for this. I learned a lot from Selnate classes and how such diversity (such as ½ Japanese and ½ Latino classroom) affects classroom dynamics. I don't think I set out with that specific goal I wanted to understand the community and learn to teach. (CT)

I was able to see what general strengths and weaknesses each culture had in learning English and adjust accordingly. However, I felt I could have learned more. (NM)

We need to understand our students in order to teach. (KK)

I had a chance to meet and to work with people from various countries and cultures and to learn about their cultures, habits, languages, and the way they approach learning another language. That helped me understand them and work more effectively with them. (MM)

I understood more than I really focused on or thought I was going to. I don't like to search out our differences in cultures to understand them, but rather our similarities and how we can help one another. Culture isn't important, people are how we can learn. In that aspect it was wonderful. I got to know people I wouldn't have and their situations that they worked with in order to learn a new language to be more successful. (SN)

The internship really helped me understand cultures that I am not very familiar with (like Asian cultures). And it also allowed me to keep having contact with many new ones and some that I already knew and love. (JI)

A person's culture and identity are very important. We must give the students our respect in that area. We were taught to be cautious of this. (AH)

I love learning about other cultures. The internship gave me a great exposure to many different cultures. (TP)

The community activities helped gain understanding, but for me I am a Russian speaker and would hope to work with Russian people. Around here Spanish is the predominant TESOL need. I enjoy learning about other cultures but as far as being useful it depends on what I will be doing with it and where. (RR)

Again, I am learning so much about Hispanic culture that I was never aware of. (RK)
Understanding culture gives insight to understanding students which is absolutely necessary for effective and respected teacher student relations (without with teaching is hard). (SC)

Every student brings a different culture with them. If you are not aware of these differences you may offend your students. (AM)

We haven't discussed it in depth for me to learn more that what I've learned before from other sources. (CR)

I have been working with Koreans of which I previously had little or no experience with and they have explained to me many things about Korean culture. (BB)

You are able to realize how different people and cultures in the world are. (JA)

At Meridian I worked with various Asian students, which was a new experience for me and helps me in my current position. (AMi)

I would have liked to study other learning styles and how we can tweak our teaching styles to help our students. (SL)

I think learning about other cultures is a definite benefit and perk of the internships, but not necessary. I do other activities to learn about cultures. The internship does, however, help learn how to better interact with a varied group. I do want to know how different cultures learn to better aim my teaching. (SW)

Within community programs, there is such a dominance of Latin cultures that I don't think there was enough variety. (TW)

9. Additional comments about internship.

Of all my TESOL minor classes, my language testing and assessment class was the most valuable aside from my internship. I really felt as though we reached the heart of teaching in that class, whereas in other TESOL classes I felt a little as though we danced around the issues. Perhaps it was the practical aspects that appealed to me most. Also, Dr. Strong-Krause is a wonderful teacher and mentor. Thanks. (LW)

I like teaching at Nomen just because the students there are so friendly. I think it is more relaxed as well. (JS)

It has been a great experience but I know that I will need more time in the classroom to become a more effective teacher. (KK)

It was a great experience over all and I am very glad that I took this class and did the TESOL minor. (MM)

My internship and other ESL teaching experiences have become some of the most important things I have done in my life. I am very grateful for these experiences and I have developed a love for people and my community that affects my life far outside of the realm of an internship. (BH)

I couldn't have enjoyed it more and made friends I will always count myself blessed to have made. Plus I like to teach English even more. (SN)

I loved working with the Provo Adult Program and it really helped me grow. The TALL materials development was not that valuable for what I am interested in. It was very convenient to my schedule though! I love TESOL! (JI)

I enjoyed the internship experience; I was able to do many things that have helped me now. (AH)

Great! (TP)

As I have filled out this survey I have realized again and again the need for individual needs to be considered. Since everyone has a different reason for doing it, everyone has a different need. I really enjoyed my internship. Part of the reason why it was so fulfilling was that I was needed. I wasn't just watching someone or having someone FIND things for me to do. I was part of a team and we had a specific task that NEEDED to be done. That is why we were assigned to do it. Some of the internships (as I look back) were more just an experience in observation with a chance to teach once in a while. I wonder if there might be a way to really need each intern. Not that they are allowed to come but that we need help doing this and so we get an intern. Just an idea. I really loved my experience. (RR)

Overall, it was a very positive experience. Getting it setup was kind of stressful and bumpy, but once I got it together everything went really well and now I have a job! (RK)
It's been a blast! I feel I've learned lots. (SC)

I have really enjoyed my internship and I have learned a lot. I think it would be even more effective if the TESOL minor had more teaching technique classes to be taught during your internship. (AM)

I love it! I'm realizing how much time and work it takes to teach. It demands a lot of work but all if it is WORTH IT! I seriously LOVE it! (CR)

I'm enjoying it and I look forward to another semester of fun and learning. (BB)

At the end of a course, there should be a contact list of all the people in the internship program, so there could be a network between us. This class should have a grade. Although it is an internship, it doesn't mean it is not demanding. There should be a little more explanation about classroom management for both K-12 and regular TESOL minors. (JA)

Since I also need to earn money during the internship, it was difficult to find an internship that fit my needs (Meridian School finally did- but they aren't a standard internship location). If it were possible to have several locations in the area decide ahead of time to take a certain number of interns each semester and (maybe) find a way to pay a small stipend I think that would ease the burden of those of us who need to work. (AMi)

I really appreciated how eager and willing you are to help us. You understand the importance of great teaching and you try your hardest to help us get there. Thank you for everything. (SL)

I think those who help students get internships are very helpful and kind when helping students to get an internship that will fill their needs. (SW)

Volunteer internships are wrong. I think that the program should put forth more effort into finding and developing paid internships. More time than is accounted for or given credit for goes into these internships. I can't imagine having done this much work without appropriate compensation. As a part of this, I think the program should develop internships within the classrooms of the ELC. I felt that I missed opportunities to implement things I learned in TESOL minor classes because a lot of that material seems to be coordinated with the ELC—probably because the instructors are connected with the ELC. (TW)

Appendix I

Summary Paper Responses

1. Internship connects with ideas or principles learned in TESOL minor classes

I was even able to practice it in my methods class. (RT)

I feel that my internship was a very productive learning experience. (RT)

I have come to love the field of teaching English and I know it is greatly in part to my participating in TESOL courses at BYU. (KK)

I could rely on the knowledge I received in some of my TESOL classes to help me with the task. (MM)

Theory and actual practice are two different things. I mean, we learn so many things in class, but in real life things are not the way we think they would. (JA)

Diglot weaving, being in the environment of course development, tutoring Grace, studying learning strategies, observing classes, and participating and teaching at Selnate, and generally just constantly looking for opportunities to be involved in the ESL world all helped me to apply the classes of the past two years. (CT)

In my TESOL Teaching Methods class I had the hardest time with listening activities. I found them to be the hardest and most annoying to deal with. When I began my internship I was not excited about the idea of designing the listening sections for the level one class. (AH)

It was nice to learn what they learned and to more solidly internalize what I had learned in my assessment class. (BE)

2. Internship enhances education by helping the intern learn academic things besides those things related to TESOL (i.e. computer skills, editing skills, etc.)

My internship also included learning simply from having first hand experiences. (RT)

It has been a course filled with personal growth as well as educational growth. (KK)

The knowledge I have pulled away from this course can be applied in every path I pursue. (KK)

I was learning a lot of very useful information and getting great experience. (MM)

I have learned to use programming languages, graphic programs, etc. (JA)

Perspective comes by experience. The variety of experiences in this internship have given me a lot of perspective. It has been unquestionably the most valuable of all my TESOL classes. I think this should be required for everybody! (CT)

More than that, I learned things that no class could ever teach. Simply being involved and applying concepts helped solidify them beyond the power of any academic course. (CT)

I was forced to learn new technology in order to make the recordings. (AH)

I also learned how to use a video camera and Power Point. Though these tasks may not be TESOL specific, I feel that they will help me no matter what I do in the future. (AH)

My Internship experience at Noman Global was very diverse and I feel that I learned a lot more than I could ever learn in a class room. (AH)

In fact, it's taught me far more about the writing process than it has about TESOL. (MP)

I've learned that I'm an outliner rather than a free-writer. I like having a structure to follow and know that I need to hit certain points in my writing to get to the end goal. It also helped teach me about actual novel construction and what goes into it since I was dissecting *The Count of Monte Cristo* down to its bare bones. (MP)

The skills I've gained aren't going to go to waste, even outside a TESOL profession. (MP)

3. Internship helps intern feel more prepared to teach ESL by helping them gain teaching ideas, materials, or other resources.

I have learned so much and feel I have grown as a teacher and a person. (LS)

I was able to recognize a problem and fix it. (LS)

Because I was able to be involved in many different activities and situations I gained a lot of good and varied experience that will be a great benefit to me when I become a teacher. (RT)

Heidi took time to show me how she planned her lessons for the course. She took great care to give me the materials that she used in class so that I could have it for future teaching. (RT)

This gave me a better understanding of what materials are appropriate for students at an intermediate level. This also helped me prepare a binder that I could use in the future. (RT)

After I taught she gave me very helpful feedback on what went well and how I could improve in the future. (RT)

Observing each of the four teachers taught me a lot about appropriate and productive ways of interacting with students. (RT)

Also, observing four different classes gave me an opportunity to see how the different subjects can be taught and I was able to gather materials from each for my teaching binder. (RT)

She took a lot of extra time helping me to get new and fun ideas for classroom teaching. (NA)

Overall I felt that the internship help me a lot to get some good experience for myself that I can use in the future. (NA)

My internship has proven to be learning experiences not only in how to teach others, but in adjusting my own attitudes and feelings as well. (VL)

Never having taught ESL before, I felt that I was learning along with my students - and I was! (VL)

I found my TESOL internship experience a gold-mine of learning experiences for me, and I know that I will use the knowledge I have gained therein in future teaching opportunities. (VL)

These tasks taught me a lot about bilingual education, lesson planning, and in the importance of having good materials. (SW)

Aside from learning more about the problems with bilingual education, I learned how to better prepare lessons. (SW)

On a larger level, this internship showed me how to plan an overall course. (SW)

Once I started to teach them, then I was better able to see what they need and set-up a plan for what I wanted to accomplish. (SW)

Overall this internship opened my eyes to what it really takes to learn a language and therefore what it takes for an ESL teacher to teach a language. (SW)

I recognize better now that those differences need to be accounted for in working with ESL learners, especially in working with them one-on-one. (MM)

My experience with Tall helped me realize the importance of having relevant and helpful materials for both students and teachers in ESL. (MM)

I was able to use some of the ideas recorded in the Tall teacher manual, which made my job easier and less stressful. (MM)

It was fun and very useful to my growth as a tutor/teacher. (MM)

In addition, as a result of my chance to teach several of the lessons (especially from Level 2) I already had some ideas and exercises besides the ones in the manuals. (MM)

As I was searching for useful ideas and activities I was able to find a lot of really good teaching resources not only for the TALL, but for myself for the future reference and use. Some of those resources were pictures, activities, useful tips, possible themes and questions for the classroom discussions, stories to read, and lesson plans. (MM)

In addition, I was able to find a few helpful websites for the ESL teachers and students which I will definitely use in the future. (MM)

I learned to use what I already had and to be creative because sometimes a teacher will not have all the time to prepare a lesson. (TP)

The class also helped me with awareness of what type of reading books would be good for certain types of students. (TP)

That expectation they had to learn helped me to balance the lesson plans. (TP)

Some of the professional skills I've learned include creating and balancing lesson plans. If I have a curriculum book or an idea, I use that idea and try to make it better. I've learned to use the internet as a valuable source for lesson plans. I've also learned a little bit about what works and what doesn't; what students do and don't like. I've learned to watch and copy the good ideas of other teachers. I've learned to reuse materials for different lesson plans. Another valuable thing I've learned is how to explain things clearly in a way that ESL students will understand. (TP)

Overall, I feel like my awareness of student's needs and strategies of learning has increased through this experience. I feel like I would have a good start if I were to continue in this field. (TP)

I learned a lot during those first few weeks. My own teaching began to change as I came to better understand what it meant to have a communicative setting in a classroom. (RR)

I felt that my teaching was fundamentally better. (RR)

By the end we were finally understanding what it would take to get a ratable speech sample for each item. (RR)

But the principles that we learned were very helpful. I no longer just went into a classroom with a list of words and expected them to learn it. I began to try to determine what I could do to help them learn, and what they should know about to help them learn. (RR)

However, through time and experience the work that I have done this summer will definitely help me in the classroom. (RR)

I have learned how and where to find research to base a course on. I have also learned how to take the principles out the research in order to start to use it. (RR)

On top of that, I have gained a good deal of knowledge about how I can set objectives and test objectives. (RR)

Rewriting *The Call of the Wild* also helped me appreciate the value of modern-day materials. As I mentioned above, I relied heavily on an internet site that evaluated the reading level of all my text's words. This was an invaluable material in meeting the needs of my audience. (NM)

I also learned to use clear, simple communication when explaining difficult concepts about writing. I always made sure the students understood what their paper needed and why before moving on. (NM)

I think that as I reflect more on this internship it will help me to see my strengths and weaknesses as a teacher and student, thereby helping me become a better teacher in the future. (NL)

I am now more aware of my resources, the necessity of preparing detailed lesson plans, and what discipline means in the classroom. In short, my internship helped me take my first steps as a teacher in preparation for my future career. (AMi)

Class should have a wide variety of activities and a lot of repetition. Students tend to get bored if the class has the same pace. I now know there are several games, like pictograph, that are fun to play and students learn new things at the same time. (JA)

I'll use this technique in my future classrooms, and I'm glad to have a chance to practice it. (CT)

I have a lot to learn about preparing and organizing lessons and assigning homework etc. I feel like my lessons were not as organized and focused as they could have been. Looking back, I see that I needed to better plan out the course ahead of time, and help her keep her commitments better as well. I didn't know quite what to expect of a student at her level, and I think I could have expected more and helped her to grow more quickly. I know I learned a lot. (CT)

Now I can do a listening exercise in record time and I have so many activities that I could work into future exercises. (AH)

I learned what an effective lesson included and ways to assess the students' understanding of what I was teaching. By effective lesson I mean that I learned how to put one together

that would teach the objective in mind and I would know if they understood it or not. (SN)

It was challenging to be in charge without much experience, but by the time we were less than half way through, I had a lot more ideas of what to do and how to do it. (SN)

Before they started I didn't feel like I had much to offer or could even if I tried, but after a few months of experience I feel much more equipped to teach ESL. I have a lot of good ideas now that I could use in teaching ESL. (SN)

I have learned what it feels like to be more prepared and I think that that will continue to increase from what I know now. I think that I could even be more prepared by reading information here and there about things in society and in the world that are common knowledge, but not everybody could teach about it if they had to. (SN)

I have learned how to explain the meaning of a word better so that teaching vocabulary is more effective. (SN)

Also, I'm sure that I'll eventually be given the calling at church to teach English because of my background in it, and this has definitely prepared me for that! (MP)

4. Internship helps intern feel increased confidence in teaching ESL.

Luckily, as I grew to know the students I became more and more comfortable. (LS)

I have learned how to plan lessons for one person. (LS)

It has been such a blessing for me to gain the confidence and the comfort of being able to stand in front of a classroom of people, all older than me, and try and teach them something. (LS)

Watching them and then teaching in each of their classrooms helped me build confidence. (RT)

As I started tutoring, however, I was able to build my confidence. I realized that I was able to help them with most of their needs and when I couldn't I could just tell them and then either look up the materials and learn it with them or look it up and help them later. (RT)

Because of my internship I have more confidence to be an English teacher. (RT)

I felt that the opportunity to actually test the material first gave me the needed insight and confidence to revise it, to suggest which activities and ideas work and which don't and why. (MM)

Now that I've had the opportunity to "get my feet wet," I feel much more capable of handling the difficult school year ahead in Houston. (AMi)

Oh, I loved going over their papers with them! They really cared about it and it made me feel, I can be a teacher! (CT)

The experience has also helped me to be much more comfortable. (SN)

They've given me the ability to at least look confident in my abilities to teach other people, even if I don't feel as confident or as knowledgeable as I should. (MP)

5. Internship fosters personal growth and understanding (i.e. increased patience, empathy, etc.).

I have learned so much and feel I have grown as a teacher and a person. (LS)

It has been so helpful to me to have to learn to look at things in new ways. (LS)

Perhaps, one of my greatest experiences was learning that I have so much to offer people and at the same time I always have more to learn. (LS)

This was important information to me because I was able to gain a better understanding of how the students felt and how I could best help them as a teacher by considering their wide range of needs and concerns. (RT)

This summer I have had the great privilege of participating in an internship course at Brigham Young University. (KK)

I saw those who acquired use of the English language living better and richer lives. (KK)

It has been a course filled with personal growth as well as educational growth. (KK)

As a teacher I have learned the arts of service, study, preparation, compassion, humility, love, encouragement and hope for all participants. (KK)

My internship has proven to be learning experiences not only in how to teach others, but in adjusting my own attitudes and feelings as well. (VL)

Oh how I learned patience! (VL)

Some of the personal skills I developed were learning to care more about people and their culture. (TP)

I also learned patience. (NM)

I always assumed that people who got bad grades were probably just not as quick as others. Surely, thought I, everyone is as nitpicky as I. Unfortunately, they aren't. I've had to learn to be more forgiving as a teacher and to sometimes turn a blind eye to my students' behavior. (NL)

Although this doesn't make sense to me, I have come to accept it as the way they are. (NL)

One thing I have done to combat this is trying to make sure it is not my fault if they forget something. (NL)

Best of all, I learned that I really love to teach! (CT)

The biggest thing that I learned doing this was apathy and patience. I've never been an incredibly patient person, but I've learned that patient or not, you can force yourself to be so. (AH)

I learned to be more responsible for the students' learning. (SN)

It has taught me a lot about personal responsibility and writing deadlines. In order to accomplish of my internship in July as I did, I had to give myself deadlines and really force myself to keep to them. (MP)

This internship has really taught me more about myself than it has taught me about TESOL. (MP)

My teaching experience at Orem's Oxford Institute taught me that I'm not as patient a teacher in the classroom as I should be. (MP)

It's given me a little more discipline than I had before, as well as an idea of what it would be like to work professionally as a writer. (MP)

6. Internship helps intern make career plans.

I am looking forward to hopefully being able to do it for the rest of my life. (LS)

This helped me to really see that I wanted to work with adults. (NA)

In the future I hope I will get to work with adults to see the differences between teaching the two groups, and also to see what similarities can be drawn from both groups. (SW)

But overall and especially toward the end of my experience at Tall I felt greater desire and motivation to keep going with TESOL and applying to TESOL graduate certificate

program for the next year. Therefore, my internship experience definitely helped me to determine my future career and helped me to feel good and excited about it. (MM)

As a result, this experience elevated my interest in materials development for both TESOL teachers and students. I think it might be one of the areas that I would like to explore for my future career. (MM)

I really enjoyed it and I hope that as I go on with ESL training in my life I will have more opportunities to work on curriculum development. (MM)

In fact, it has stimulated my interest in continuing my research on this subject. (MM)

My plans actually are not to teach ESL, but the experience has been valuable as I have and will continue to have teaching opportunities. (TP)

I look forward to putting this knowledge to use. (RR)

This internship helped me to realize that I want to stay away from High School students. (NL)

I think that I would like to continue working with English-language learners, but I would like to do so with individuals who are there because they choose to be there, not because their parents are forcing them to be. (NL)

I hope I could teach at the ELC some day. (CT)

I can use them in the future, if I work teaching English. (AH)

Even though I enjoyed my experience, one thing that I have learned that is the most importance to me, other than patience, is that I don't want to teach full time. I would like to have a part time job teaching English, or even full time overseas. I plan on using my 'I ESOL experience to help get a part time job when I have a family. Until then I would like to find a job doing intelligence work for the government. (AH)

Even though I don't plan on "I'ESOL as my main career, I know that the experiences and skills learned will help me in all any job or aspect of life. Especially patience. (AH)

I have seen my share of disappointments and rewards, effectiveness and ineptitude, heartache and heart warmth. (BE)

This by far took the most time but it was very rewarding. (BE)

I learned more than I might have remembered to write in this reflection, but something I learned that was very nice was that I really enjoy teaching ESL to adults. I enjoyed it more than I thought I would and I want to do it in the future. This internship has been a

great experience and showed me how much more I would like to do to involve myself with TESOL. (SN)

After this internship and my teaching experience, I'm fairly sure that I don't want to teach ESL as my career. (MP)

The Count of Monte Cristo taught me that I can probably make it as a writer if I try hard enough and train myself to make self-imposed deadlines. (MP)

7. Internship creates ties with the community.

None.

8. Internship increases understanding and knowledge of different cultures.

My experience with Blanca has also been beneficial in helping me gain a respect for other cultures. (LS)

I love ESL so much because I love the different cultures and people I am exposed to. (LS)

This experience has both furthered my love for teaching and inspired me to continue to work with ESL students. (KK)

Also, tutoring in the Tall lab helped me to gain experience in working with people of various age, culture, nationality, education, and personal background. I have been able to see that as a result of the stated above factors each of my students has individual needs, learning style, and preferences. (MM)

I've learned to develop many of those skills while working with students from all different countries. And it has been a joy to get to know and learn from their lives and experiences. (TP)

In many classrooms, there is a big cultural diversity among students. The teacher needs to make sure that every student is valued and respected for who he/she is. Everybody can learn from others. Cultural diversity can be a tool for learning if it is implemented in the class. For example, there could be a cultural night in which students talk about their country in class. (JA)

I've also learned about others' cultures and that even by observing students doesn't let you into all that they have learned. (SN)

9. Internship gives intern personal insights about teaching in general (i.e. what makes a good teacher, how to best organize a classroom, etc.)

It has to be varied and interesting so that you as a teacher can stay engaged with your student. As a teacher you must also always be active with your student because you don't have the opportunity to observe while they react with other students. It is also hard because you can only rely on yourself to explain things. (LS)

I learned that you have to associate with your students and find common ground. It is in this process that you gain a respect and love for your students and that they, hopefully, do the same with you. (LS)

If your students see you as someone like them who doesn't think they are superior they will also become more comfortable in sharing their experiences and asking questions. The only way to have a successful classroom is to get your students talking. Communication is crucial in learning a second language, especially when students live where they need to use the language constantly. (LS)

In the classroom setting I also learned that everyone is different. You have to learn to adapt your lessons. (LS)

I also realized that day that no teacher is perfect and no matter how good of a teacher you are, you cannot be successful 100% of the time. However, you can turn those negative experiences into positive ones by learning from them. I also believe that sometimes the negative experiences can teach us even more than the positive ones. (LS)

I learned that a teacher can have fun while teaching and in this way help the students enjoy the class and the material. (RT)

By combining this information from the students with my own experience as a student I have a better vision of what I need to do in my own classroom in order to meet in needs and concerns of the students so they feel that their time is being used in the best way possible and so that their learning all they need to in order to be good speakers of English. (RT)

From this experience I learned how much time goes into teaching and preparation. It is really time consuming and often difficult. There is a lot to do to be ready for each class. (RT)

I was able to learn about teaching and about students from the varied experiences and responsibilities I encountered throughout the last three months. (RT)

Students and teachers who can together see education as a priceless gem can truly produce a miracle-working environment. (KK)

One thing that I have learned in my experience with teaching ESL is how different every class really is! (NA)

I quickly realized that if I was going to teach English, I really needed to understand everything about it. (NA)

When I worked one on one with any of these students, I found that one way I could get them to open up to me, was by me talking in Spanish a little bit. (NA)

I think this helped them to be more comfortable with speaking English to me because they had already seen that I made mistakes in their language, and so it was ok for them to make mistakes in English as well. (NA)

I know this isn't a tactic I can always use because not all of my students will be Spanish speakers and it isn't fair for me to exclude anyone, but when working one on one, I found that this was something that helped me a lot in helping the students to open up. (NA)

I think that it helped me a lot to see how I can be good friends with my students as well as their teacher. (NA)

I was learning the complexities of teaching: the psychological nuances involved in teaching basic material to adults without being patronizing, the preparation of quizzes that tested their true abilities, and patience. (VL)

I certainly learned that teaching ESL is nothing at all like teaching a class in church, a university or elsewhere where the students understand the language in which the material is presented. I also learned that just because these are adult students does not mean that they are going to come to class having completed their homework assignments, or ready to take a quiz. Lack of motivation is a universal problem. Each student is still an individual with differing goals. (VL)

In retrospect I should have taught them vocabulary, and then let them experience the objects so things would not have been so chaotic. (SW)

In planning lessons, the entire lesson should be given, and then the activities should be done only after the objectives of the lesson have been completed. (SW)

It is important to find simple and quick materials. It is also important to be creative with what you have so that one is not wasting so much time in creating new things when they can adapt already existing materials to suit their purposes. (SW)

Now, I know for future classes that I should only attempt to have a vague outline before class starts and then finalize it only after a few days of working with the students. (SW)

I also learned the importance of having overall goals. (SW)

I have to admit that preparing and teaching lessons was my favorite part of tutoring at Tall: I felt that it was very helpful to the students to be able to practice together. (MM)

I also realize how difficult it is to take all of those factors into consideration when working with a group or class where the learners are very diverse. (MM)

I have learned that striving to keep everyone involved during class as much as possible helps meeting everybody's needs at least to a degree. (MM)

Another insight that I have gained from my internship is that it is very important to help students recognize their progress and give them compliments on their performance. (MM)

I want to make it one of my goals in teaching: first, to learn to constantly assess my students and, second, to help them feel and recognize their success and progress. (MM)

I began to realize even more how important it is to have a goal behind each activity and practice in every lesson, not just to keep students involved and not just to make sure that they have fun. (MM)

I began to realize even more how important it is to have a goal behind each activity and practice in every lesson, not just to keep students involved and not just to make sure that they have fun. (MM)

I've learned that it is also important to have good, interesting, and fun lessons. Presentation and delivery is just as important as the content The students have to receive the content. They can't receive or understand the content unless it is given to them the right way. Finding that way is most of the battle. To find that way, a teacher must get to know the students and their needs. That right way may also be unique to each student. There are so many needs that need to be met. (TP)

I realized how students need to learn those analytical skills to help them in other aspects of their education. (TP)

I learned that teaching requires you to be emotionally involved in the lessons, and in the students' lives. (TP)

I learned more how to relate to a wide variety of people. I also learned the importance of being a friend (in a professional way) to those you teach. The students have to open up to the teacher for him/her to ever identify correctly their needs. The student has to feel ok with asking questions, and that can be a very hard thing for some students to do. I can't really teach sufficiently unless the students feel like they can talk to me and let me know when they have questions or don't understand something. Teaching has everything to do with personal skills and relationships with people. (TP)

Learning another language has helped me to teach better. I know what things were hard for me to learn, and in that sense I feel like I relate well to ESL students. Sometimes it takes some experience getting used to what types of things or words a student will not understand. After a while, it is easy to see what things they will need help with. (TP)

We soon found out that good questions are a lot of work. (RR)

I had no idea just how involved it was to learn/teach a word. (RR)

My mind has been opened to the complexity behind the different components of a course that should not be overlooked. (RR)

I really liked doing this for the students, but I made sure that I didn't just spoon feed them tips and advice. I required an earnest effort on their part. (NM)

I learned quite a few things. As I already said above, I learned the importance of letting students figure things out without me telling them exactly what to do. (NM)

The main thing that I learned to understand through this internship is how much work it takes to be a teacher. (NL)

Instead of quantity, I should focus more on quality. (AMi)

The chief things I have learned from my internship are what teaching is really like. (AMi)

I have learned so many things about the standards that a course has to have, especially because each state has different standards. (JA)

It promises to be a great teaching/learning tool. (JA)

I also learned from my students. (JA)

It is important to be flexible while teaching a class. A teacher must be prepared to teach a class, and be very confident while teaching. (JA)

I learned that the most important thing for a teacher is to help students find out what their goals are and give them much more than they ever thought possible. (BE)

Teachers not only affect the student, but their generations. (BE)

I also learned that with adult ESL you can be their friend and their teacher and it won't interfere with their learning. (SN)

Teaching isn't easy. In fact, I think that it's one of the least appreciate professions out there today. (MP)

Having good materials when learning a language is also important. (MP)

10. Internship gives intern personal rewards (i.e. feeling joy or satisfaction)

It has been one of the true highlights of my semester. (LS)

I loved teaching the students and feeling like I was truly helping them. (LS)

Luckily, as I grew to know the students I became more and more comfortable. (LS)

It is so beneficial to me to know that I was part of that improvement and happiness in her life. (LS)

I have loved teaching this semester. (LS)

My internship at the ELC was very helpful to me in a number of ways. (RT)

I was blessed to be allowed to become an intern at my current job site. (KK)

This course has been a very rewarding one. (KK)

I honestly would have to say that I have loved each and every one of my experiences, but all for completely different reasons. (NA)

I also had a lot of fun working with the elementary aged students because they are so energetic. (NA)

I enjoyed my students and learned to consider them as my friends. (VL)

This was fun for me. (VL)

My internship experience has been a very helpful one in several important ways. (MM)

I'm grateful for my experience in getting to know so many wonderful students and teachers. I've developed many skills that have already helped me and will continue to help me. (TP)

I really enjoyed this time. I felt that my mind was filling with ideas and principles and that those principles were being reflected in my classroom. (RR)

It has been one of the hardest, yet most rewarding parts of the internship. (RR)

Both internships gave me valuable experience and opportunities for hands-on work in TESOL. (NM)

Even though this was a very difficult internship and I don't think that I would choose to repeat it because it brought so much stress into my life, I learned a lot from my students and from Jenny, my supervisor. (NL)

Overall, doing this internship has been a great experience. I have been able to learn so much of all the different places I have been. All the people have been nice and kind to me. They were willing to help me while I was teaching. (JA)

I personally learn best by example and experience, so observing these classes was one of the most worthwhile things I did. I learned a lot, and enjoyed seeing the variety in classes and teachers. (CT)

Teaching this class was perhaps overall the best experience of the entire internship. (CT)

It's so wonderful to feel the intensity and adrenaline of interacting with the students, trying to say things so they understand, organizing the lesson in an accessible way, and finding creative ways to connect and engage them. (CT)

I felt for the first time the benefit of working with English learners, and the joy of knowing that you're helping someone else. (AH)

I'm proud of it. I've learned so much trying to make it. (AH)

I loved the students and seeing their progress was the best reward I could get from this experience. (AH)

I enjoyed it a lot and got to know them better. (SN)

It was difficult, but I'm glad I made it. (MP)

This entire experience has been a good one for me. (MP)

11. Intern gives suggestion for internship program.

Something that I think would have been good for my internship experience is more frequent sit-ins by my supervisor, who basically let me run my own ship. Not that I minded, but some more constructive criticism would have been nice. I just hope I was doing okay. I honestly really enjoy teaching them, but it's hard because I don't get very much feedback on what I should do differently. (AMi)

12. Random comments about the internship that don't fit above categories.

I found that I really enjoyed preparing the quizzes. (VL)

It has also been very helpful for me to compare this internship experience with my experience of teaching English as a foreign language in Russia. (NL)

Testing is a fascinating aspect of TESOL that I have come to respect a lot. (BE)

Appendix J Meta-evaluation

A meta-evaluation is an evaluation of the evaluation that was performed. Evaluators use meta-evaluations to ensure that they have done a thorough and ethical job of completing the evaluation. There are multiple ways to complete a meta-evaluation, but for the purpose of this evaluation the evaluator chose the 30 Program Evaluation Standard published by the Joint Committee (available at <http://www.wmich.edu/evalctr/jc/>). These standards will serve as the criteria for which the evaluation will be reviewed. This meta-evaluation will compare the report against the 30 standards using both qualitative and quantitative (in terms of a Likert scale rating 1-5 where 1= not addressed and 5= thoroughly and properly addressed).

Utility Standards

- U1 Stakeholder Identification** received a score of **5** = Excellent. All of the stakeholders are identified and those that were included in the study were listed as well descriptions of their relationship to the program.
 - U2 Evaluator Credibility** received a score of **4** = Very good. The evaluator is trusted by the stakeholders and she addressed stakeholders concerns and suggestions. However, she is an amateur evaluator with no previous experience.
 - U3 Information Scope and Selection** received a score of **5** = Excellent. All evaluation questions are listed and stated how they were selected from discussion with all stakeholders as well as data charts showing initial results that are relevant to the issues.
 - U4 Values Identification** received a score of **3** = OK. There are general descriptions of perspectives and rationale, however nothing is incredibly specific.
 - U5 Report Clarity** received a score of **4**= Very good. The report is thorough and included all of the information the stakeholders were interested in. The report has also been edited by a third party to ensure it is clear.
 - U6 Report Timeliness and Dissemination** received a score of **4** = Very good. A schedule was followed and the report was finished on time.
 - U7 Evaluation Impact** received a score of **5** = Excellent. The evaluator works with the program and very closely with the program coordinator thus increasing the chance that evaluation findings will be used.
- Total score for utility is 4.4 = Very Good**

Feasibility Standards

- F1 Practical Procedures** received a score of **4** = Very Good. The procedure is clearly stated and is attainable; however the evaluator carried out most of the procedure herself which allowed for some complications.
- F2 Political Viability** received a score of **3** = OK. The evaluator made a good effort to include all stakeholders in determining the criteria for the evaluation and then the survey content. The evaluation was explained to all of the stakeholders so that their cooperation and understanding could be attained. However, it is impossible

to completely please everyone especially because the evaluator is a stakeholder and holds her own opinions.

- F3 Cost Effectiveness** received a score of **5** = Excellent. The proposal indicates efficiency, makes use of evaluators and resources; informs decisions regularly through interim reporting and e-mail communication; fosters improvement; provides accountability; and generates new insights. It is also not costing anyone any money. A more in-depth analysis would have to be done if a budget was really being used.
- Total score for feasibility is 4 = Very Good**

Propriety Standards

- P1 Service Orientation** received a score of **4** = Very Good. The evaluation identified strengths and weaknesses; assessed outcomes against needs; and ensured interns are served to the capacity that they and the administrators are satisfied.
- P2 Formal Agreement** received a score of **5** = Excellent. All program administrators had to approve the evaluation and all students have signed consent forms (and the form is attached to the proposal).
- P3 Rights of Human Subjects** received a score of **5** = Excellent. IRB approval is necessary before evaluation occurs and all necessary information is in the consent form that the students sign. IRB approval was attained.
- P4 Human Interactions** received a score of **5** = Excellent. It is stated that IRB guidelines will be followed and in order for the evaluation to be published they will be.
- P5 Complete and Fair Assessment** received a score of **4** = Very good. One purpose of the evaluation is to identify strengths and weaknesses of the program as well as reporting them in the results section. The results are given in quantitatively and qualitatively to more accurately assess the situation. The recommendations are based off of this data. It is difficult to be sure that data is ever fully complete.
- P6 Disclosure of Findings** received a score of **5** = Excellent. The report will be published and available publicly via the internet on the Harold B. Lee Library catalog.
- P7 Conflict of Interest** received a score of **4** = Very Good. All stakeholders were identified and communicated with. The evaluator is a stakeholder but has explicitly stated the chance of bias in the evaluation and in this meta-evaluation. However, the other stakeholders trust her in making fair and accurate assessments.
- P8 Fiscal Responsibility** received a score of **5** = Excellent. There is a proposed budget chart, as well as a list of resources needed, but again since most of the labor is done by a MA student as a requirement the cost is minimal.
- Total score for propriety is 4.6 = Very Good/Excellent**

Accuracy Standards

- A1 Program Documentation** received a score of **4** = Very Good. The program is accurately described, however much of the description came from the knowledge

- of the evaluator. The other information was obtained from the program coordinator but there is no previously written documentation of the program.
- A2 Context Analysis** received a score of **4** = Very Good. The background section shows the research that was done outside to the assumed context that the evaluator has from being involved in the program.
- A3 Described Purposes and Procedures** received a score of **4** = Very Good. The evaluation should be able to provide evidence of how the evaluation's purposes stay the same or change over time; procedures will be updated; the procedures will be recorded; when interpreting findings how well intended procedures were taken into account will be considered; and evaluation's purposes and procedures are described in summary and full report.
- A4 Defensible Information Sources** received a score of **5** = Excellent. The surveys and interview questions are included in the appendices and assessed in the report. Pilot study results are given and the final report includes a more in depth analysis.
- A5 Valid Information** received a score of **5** = Excellent. The evaluation is focused on key questions; the employed procedure used for each type of information found is reported; documentation on scoring, analyzing and interpretation was done; inferences are justified; comprehensiveness is reported; and meaningful categories were used.
- A6 Reliable Information** received a score of **4** = Very Good. The instruments were piloted and some have been used in past situations. However, no reliability tests were done to assure reliability.
- A7 Systematic Information** received a score of **5** = Excellent. Information was reviewed periodically by stakeholders. It was also reviewed periodically by an evaluation expert (Dr. Williams as part of MA committee).
- A8 Analysis of Quantitative Information** received a score of **4** = Very good. Evidence is found in the results section where analysis was completed. Statistical analysis as appropriate is also included in the report.
- A9 Analysis of Qualitative Information** received a score of **4** = Very good. Categories were derived and classified; accuracy of findings was verified by examining evidence from multiple sources (interviews, surveys, summary papers); conclusions and meaningful recommendations were derived; and limitations reported.
- A10 Justified Conclusions** received a score of **4** = Very good. Conclusions were limited to applicable periods, questions, activities, and contexts; alternative conclusions were reported; and information was cited.
- A11 Impartial Reporting** received a score of **3** = OK. The possible bias was explicitly stated in the evaluation. The evaluator hopes to still find places for improvement in the program and will use her informal evaluation team to help ensure those results.
- A12 Metaevaluation** received a score of **5** = Excellent. The 30 Program Evaluation Standards have been applied to the proposal.

Total score for accuracy is 4.25 = Very Good