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An Evaluation of the Learning Outcomes and Curricular Organization
of the Brigham Young University Undergraduate
TESOL Internships Course

Marisa Irene Ontiveros

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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August 2010

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ABSTRACT

An Evaluation of the Learning Outcomes and Curricular Organization
of the Brigham Young University Undergraduate
TESOL Internships Course

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Master of Arts

This thesis presents two research problems regarding the evaluation of the learning outcomes and the curricular organization of the TESOL minor internship course at Brigham Young University. First, the course learning outcomes have not been revisited after their initial design which demands the need for assessment. Additionally, the current curricular organization of the course does not allow for all learning outcomes to apply to students enrolled in the course, as some of the students do their internships internationally which prevents them from participating in the sessions held locally during their internship. In an effort to find solutions to these two problems, data were gathered from the five main stakeholders of the internship course: university administrators and advisors, TESOL faculty, TESOL program coordinators, TESOL internship providers, and students who have enrolled in the TESOL minor internship course. The analysis of the data collected resulted in recommendations for the change and revision of the current learning outcomes into four new ones and the division of the internship curricular organization into two new components: an internship prep course, and in-service support sessions.

Keywords: TESOL, internships, learning outcomes, curriculum development

ACKNOWLEDGEMENTS

This thesis marks the completion of a two year process of learning and refinement. This journey was not easy but it would have been nearly impossible without the support of my loving family whose prayers, encouragement, and support have gotten me through this time. I recognize the help of angels in human form during this time. I have met kind people who were willing to help me and encourage me as if heaven sent.

Special thanks are due to my TESOL professors whose carefully prepared lessons and expertise are apparent in the completion of this thesis. Particularly, I would like to thank my committee, Dr. Henrichsen, Dr. Tanner, and Dr. Sprenger, whose careful eye and dedication were essential in the completion of this work. Special thanks are due to Dr. Henrichsen who never stopped believing in my abilities and encouraged me constantly this past two years. Thank you. I would also like to thank Dr. Evans for teaching me to love “the messiness” of curriculum design and development. It has grown to be one of my main interests in the field.

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Chapter 1 Introduction

Brigham Young University is an institution committed to excellence in education. Courses in the university offer well-prepared curricula to help students become well-rounded individuals who are able to contribute to society. Education at BYU, however, is not limited to the classroom. It extends beyond the campus through internships, which provide students with opportunities to prepare to meet the demands of the workplace and other life challenges. An internship is one of the most valuable experiences students can have in their college years.

Laura Steeby, a former MA student in BYU's TESOL (Teaching English to Speakers of Other Languages) Program, concluded her MA project report on her evaluation of BYU's TESOL internship course with the following statement:

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. (Steeby, 2007, p. 55)

The research conducted for the present study resulted from Steeby's last statement. Constant evaluation of a program is essential for its proper operation. All curricula ought to have a system with tools that periodically assesses whether or not the program's goals are being met. However, the program must first have clear learning outcomes. The university encourages its

professors to continually evaluate the learning outcomes of the courses they teach. The reasons for this are both to improve the quality of teaching in the classroom, and for administrative matters. In BYU's *Expected Learning Outcomes* website we can find the following recommendation to professors: "By continually reviewing your outcomes, you will be able to quickly identify areas of strength and weakness in your program. Your case for making changes to improve student learning will be well documented and will contribute to ongoing accreditation for BYU." (Center for Teaching and Learning, n.d.) The evaluation of learning outcomes is, therefore, of chief importance.

As the learning outcomes for the undergraduate TESOL internships course (Ling 496R) were considered, an additional issue arose. The current learning outcomes did not apply to all enrolled students. Some of our students leave the campus to do their internships abroad; this prevented them from participating in on campus class sessions and related assignments that students who stayed locally were participating in and that were considered in the fulfillment of the class' learning outcomes. This disparate situation presents a curricular organization problem that needs to be solved. The present study seeks to come up with a solution to the evaluation of learning outcomes and curricular organization of the undergraduate TESOL internships course.

This thesis differs from a project in several key ways. First of all, it is concerned with solving problems rather than developing a product, which is the usual focus of a project. Also, in addition to solving problems, it attempts to test the value of Nation and Macalister's (2010) curriculum model in the area of learning outcomes. The results of this testing will be generalizable to other programs.

As noted above, this thesis deals with research problems rather than questions. Originally, a question was considered for this study that asked how well the current learning outcomes aligned with the expectations of the course's stakeholders. After analysis of the question and consideration of the additional issues with the curricular organization of the course, it was decided to state the research topic in the form of the two problems presented in chapter 2, instead of questions. Problems seek a solution, and this thesis suggests solutions for the problems presented, rather than providing answers to questions.

The type of research conducted for this thesis is primarily practical rather than theoretical. To come up with solutions for the research problems the primary investigator based her findings on established guidelines for developing learning outcomes and the value of founding a curriculum on learning outcomes instead of teaching objectives. Additionally, this thesis also draws on principles of curriculum development. A recently published curriculum design model (Nation & Macalister, 2010) was used to evaluate the curricular organization and the learning outcomes of the internship course, Ling 496R. Other programs undergoing similar evaluations of their learning outcomes or any other area of their curriculum could make use of this research as a case study to exemplify the possibilities offered by this new curriculum model. On the other hand, as noted above, a secondary purpose of this thesis was more theoretical, inasmuch as it tested the usefulness of Nation and Macalister's curriculum model.

Further, this thesis is descriptive rather than experimental, and it uses both quantitative and qualitative data. The qualitative data gathered were analyzed according to principles consistent with grounded theory (Mackey and Gass, 2005, pp. 179, 357), as will be explained in Chapter 3.

This document is organized into five chapters. This first chapter, the introduction, provides the rationale for the present study. Chapter 2, the review of literature presents the reader with an overview of the nature and advantages of internships, as well as the development of learning outcomes. Then, a curriculum design model used to evaluate current learning outcomes as well as the course's curricular organization is described. The model presented in that chapter served as a framework for the discussion of the findings. Chapter 3, methods, describes the stakeholders and the procedures used to collect data. Data for this study were collected from interviews, surveys, and written assignments from the different course stakeholders. Chapter 4, findings and discussion, offers possible solutions to the research problems in light of the curriculum model presented. Finally, in Chapter 5, a conclusion with a summary of the document, along with suggestions for further research, are provided.

Chapter 2

Review of Literature and Background Information

The present study is concerned with the evaluation of the learning outcomes and the curricular organization for the TESOL undergraduate internships course (Ling 496R). This review of literature includes relevant information on internships, and learning outcomes. A curriculum design model will also be described to provide a framework for the evaluation of the learning outcomes for the TESOL internships course. Finally, two research problems will be introduced.

Internships

The traditional way to learn in the school system involves a lot of theory and methods, which enlighten the minds and foster new thoughts in the students sitting in the classroom of an educational institution. By the end of their college careers, students are left with heads full of knowledge, but what is that knowledge without practical experience? Integrating a practical element to higher education enables students to not only have knowledge related to their chosen area of study, but also the ability to apply it outside the classroom.

Giving students the opportunity to mix academic knowledge with real world practice is not a new concept; in fact, long ago learning was done solely with real world practice. It was called apprenticeship: “We taught our children how to speak, grow crops, craft cabinets, or tailor clothes by showing them how and by helping them do it” (Collins, Brown, & Holum, 1991, p.6). In our day, apprenticeship has largely been replaced by formal schooling, but the value of including some sort of apprenticeship as part of schooling is a concept that regained attention in the 1980’s (Collins et al., 1991, p. 6; Furco, 2009, p. xi).

Since the 1980's, the concept of integrating a practical component to formal schooling has taken different names. The earliest name given to this type of experience was *cooperative education*, a term coined in 1906 by Professor Herman Schneider from the University of Cincinnati. "He envisioned the kind of collegiate institution that would offer a combined theoretical and practical education" (Chapin, Roudebush, & Krone, 2003, p.56).

More recently, some of these types of out-of-the-classroom experiences have been oriented toward community service and civic engagement. Some of these academic experiences in the workplace have been called "*academic service-learning, community service-learning, service-learning internships, and co-curricular service learning*" (Furco, 2009, p. xi, italics in original). These different names have all been used to describe a very similar concept: the students' involvement in an actual workplace to learn from experts the trades of the profession they learned about in the classroom, a similar concept to apprenticeship, with the exception that the new apprentice has a lot of theoretical knowledge before entering the workforce.

Collins, Brown, and Holum refer to the merger of traditional apprenticeship and formal schooling as a *cognitive apprenticeship*. In a cognitive apprenticeship, the teacher needs to "identify the processes of the task and make them visible to students; situate abstract tasks in authentic contexts, so that students understand the relevance of work; and vary the diversity of situations and articulate the common aspects so that students can transfer what they learn" (Collins et al., 1991, p. 9). An internship offers the students two teachers, one at the educational institution and a second one at the workplace, who are ideally trying to include the elements of cognitive apprenticeship into the students' experience. Even though the concept of including practical experience in the academic environment is a simple one, not everyone agrees on what counts as an internship.

Definition. Definitions of what an internship is may vary from one educational institution to another. BYU defines an internship as an “academic, curriculum-based practical work experience in a particular field of study that enhances student learning, and for which a student is enrolled” (BYU Internships Office, 2007). The university’s definition makes it clear that an internship is first and foremost an academic experience. This entails enrollment in an academic course in order to receive university credit. The definition also says that it has to be curriculum-based. The internship has to be a part of the program’s curriculum and have a clear reason to exist. This practical work experience, then, has to be in a field related to the program the student is enrolled in, in order to truly enhance the student’s learning.

There are several things that make an internship count as an academic experience. One of the most important is that it must include reflection (Bringle & Hatcher, 1995; Casper, 2003; Collins et al. 1991; Giles and Eyler, 1994). Even though service-learning and the type of internships the TESOL interns at BYU perform are not the same thing, (e.g. service-learning is geared towards the enhancement of community involvement and civic duty whereas an internship is not necessarily a service to the community but employment or volunteering in a language teaching organization), the principles are similar that make an internship and service-learning a valuable experience when integrated to an academic program. Bringle and Hatcher (1995) stated the following about reflection in service-learning, but the underlying principle also applies to internships:

Reflection is viewed as an essential, defining element of service-learning. The presumption is that the educational benefits embedded in community service are best realized through reflection activities that link the service experience to learning

objectives. Establishing the key role of reflection techniques is important to successfully implementing service-learning (1995, p. 115)

A second aspect that makes the internship a true academic experience is that the internship site becomes a learning environment for the novice apprentice. Talking about the similar experiential learning situation of service-learning, Bringle and Hatcher say this happens, “as faculty extend the classroom into the community through service learning. Community partnerships are a fundamental aspect of the success of a service learning course.” They continue to develop this idea by saying that “part of the success of service learning is generating an understanding among agency personnel concerning the nature of service-learning” (Bringle & Hatcher, 1995, p. 116). If there is communication and shared goals between the educational institution and the internship site, students enrolled in an internship may avoid feelings of “excessive negative criticism,” conflicts with coworkers at the internship site or feeling underappreciated, which were negative outcomes of an internship reported in a recent research of a practicum program (Ralph, Walker, & Wimmer, 2007, p.135).

If at least these two aspects, reflection and the internship site as a learning environment, are considered when planning an internship course, then it will become a true academic experience that will bring many advantages to the students participating.

Work advantages of an internship. BYU’s internship office has put together a list of several reasons why internships are beneficial to those who actively participate in internships: the students, the university departments, and the providers (BYU Internships Office, n.d.). Students who participate in an internship have “increased marketability to employers. On average, only 30% of graduating seniors have job offers before graduation; however, after

completing an internship, that figure rises to 58%” (BYU Internships Office, n.d.). An internship doesn’t only increase the students’ chances to get a job offer, it also helps them get a higher starting salary. On average “interns receive...\$2,240 more than non-interns for starting salary” (BYU Internships Office, n.d.). In addition to these benefits, students completing internships also build their resumes, increase their confidence in the workplace, and transition into the work force with more ease.

Work advantages are also apparent for internship providers. When they accept interns into their ranks, they provide themselves with “fresh, enthusiastic and productive employees.” It also gives them the chance to “evaluate prospective employees” with less risk than hiring a full time regular employee (BYU Internships Office, n.d.). The use of interns for them evidently provides a set of extra hands that “frees up professional staff to pursue more creative projects.” Most importantly, experience providers help “bridge the gap between academics and professional settings through input in the education process of future professionals” (BYU Internships Office, n.d.). An internship is usually a win-win situation for all participants.

Academic advantages of an internship. In addition to the work advantages of internships, there are also academic benefits. Two of the main academic reasons to do an internship are that the students “gain exposure to real-world problems and issues that perhaps are not found in textbooks, [and] cultivate adaptability and creativity in a dynamic world” (BYU Internships Office, n.d.). An internship is a clear extension of the theory learned in the classroom and it helps the students synthesize in some way the knowledge they have acquired in the classroom.

Advantages of an internship are not limited to the students. The university and its departments are also benefited by internships. An internship “validates the university’s curriculum in a working environment [and] increases program credibility and student excellence as well as stronger ties with alumni in the professional fields.” Not only that, it also “connects faculty to current trends within the professional field” (BYU Internships Office, n.d). Even if some faculty are not sure about including practical experience in their curriculum, the benefits extend to them as well.

Learning Outcomes

Definition. Traditionally, course objectives state what the teacher will teach and what the student will do in class to learn a given task or concept. A learning outcome, on the other hand, states what the student actually learns by the end of the course or program. Stating learning outcomes rather than class objectives is not only a more effective way to plan a program or course, it also shows that the program’s developer recognizes that student’s learning is more important than what is done in the classroom, and that this learning is in fact evidence of the way a program is conducted. In other words, writing learning outcomes is also a way to assess the effectiveness of a program, as they are based on what the students enrolled in the program are accomplishing.

BYU is a great promoter of learning outcomes. The university defines learning outcomes as “statements that describe the knowledge, skills, and attitudes that learners should have after successfully completing a learning experience or program” (Center for Teaching and Learning, n.d.). This definition matches other definitions given by various researchers (Allan, 1996; Henrichsen & Tanner, forthcoming; Herichsen & Tanner, 2009; Serban & Friedlander (Eds.)

2004; Stutton, Miller, & Rubin, 2007) and emphasizes what the student is learning, rather than what the teacher is teaching.

Development and assessment. The development of efficient learning outcomes has been a topic of discussion in higher education for quite some time. Many authors have written about the proper development and assessment of learning outcomes (e.g. Banta, 2004; Bollen, 2007; Hernon & Dugan, 2004; Palomba and Banta, 2001). In a recent article about the learning outcomes of the TESOL MA program at BYU University, Henrichsen and Tanner (forthcoming) argued that when developing learning outcomes, the following key points should be taken into account: “their number, clarity, learning focus, disciplinary focus, institutional focus, measurability, and sustainability.”

The number of outcomes should ideally be few (Tanner 2006, p. 1) to prevent the assessment of the program or course from becoming onerous. Outcomes should also be clear. They “should be not only unambiguous but also written in language that students and the general public can readily understand” (Henrichsen & Tanner, forthcoming). In addition to being clear, outcomes should also have a learning focus that “clearly and concisely explain[s] what students will be able to do after completing a degree that they could not do before they started” (Henrichsen & Tanner, forthcoming). This means not only stating the type of learning the students will acquire as a result of enrollment in a certain course or program, but also a careful consideration of the verb used in the statement.

BYU has provided guidelines for writing learning outcomes. (Center for Teaching and Learning, 2007). The first instruction given is to write the outcome guided by questions such as “what is most important for students to learn in this program? What should graduates of this

program be able to do?” After consideration of these questions, the recommendation to use action verbs and a general format is given. Thus a final learning outcome would read like this “Program graduates will be able to (*verb + _____*)” (Center for Teaching and Learning, 2007).

As suggested by Henrichsen and Tanner (2010), four additional criteria should be considered when creating learning outcomes. Learning outcomes should also have disciplinary focus. In the case of a course learning outcomes, it should be clear from reading the outcomes that the course is different from other courses in the program. As for the institutional focus of learning outcomes, the outcomes should align with the institution general mission. The last two components of learning outcomes’ design are measurability and sustainability. When writing learning outcomes “it is crucial to consider how each outcome will be assessed later,” and also decide how to implement ongoing evaluation of the program (Henrichsen and Tanner, 2010). Implementing program assessment will help maintain a smooth running program that ensures that the best education is given. After all, developing learning outcomes instead of objectives is a clear step towards program assessment.

Learning Outcomes, Curricular Organization, and Curriculum Design

Many models exist for the development and evaluation of educational programs. Richards (2001) described curriculum development in terms of needs and situation analysis, and planning goals and learning outcomes in order to develop a syllabus for a course. A slightly different model of curriculum design considers five steps in the development of a curriculum; this model is usually referred to as ADDIE. The acronym stands for analysis, design, development, implementation, and evaluation as the steps to follow in curriculum design

(Learning-Theories, n.d.). For this study, a curriculum design model recently developed by I. S. P. Nation and John Macalister (2010. p.3) will be used. This model was chosen over other curriculum design models for its simplicity and obvious cyclical design. The model also goes into great depth in certain areas of curriculum development that the other models do not consider. For instance, one important addition by the Nation and Macalister's model is the consideration of the principles governing curriculum development. Figure 1 shows a simplified version of the model. This model shows the *Goals* of a curriculum as the central part of the curriculum design process.



Figure 1. Simplified curriculum design model

The outer circle in the model contains the three main areas to be considered when planning a curriculum. Each of these three main areas is further divided into three sub-areas. The make-up of the *Environment* (Environment Analysis) area includes learners, teachers, and situation. The *Needs* (Needs Analysis) area is composed of lacks, wants, and necessities. The *Principles* (Following Principles) area includes content and sequencing, format and presentation, and monitoring and assessment. The *Goals* of a curriculum, placed at the center in figure 1, are actually inside another circle (not shown in Figure 1) that contains the same elements of the *Principles* area of the curriculum design model: content and sequencing, format and presentation, and monitoring and assessment. This combined inner circle contains the elements to be considered when developing the syllabus of a course. Both the outer and the combined inner circle constitute the framework of a curriculum. See Figure 2 for a representation of this inner circle.

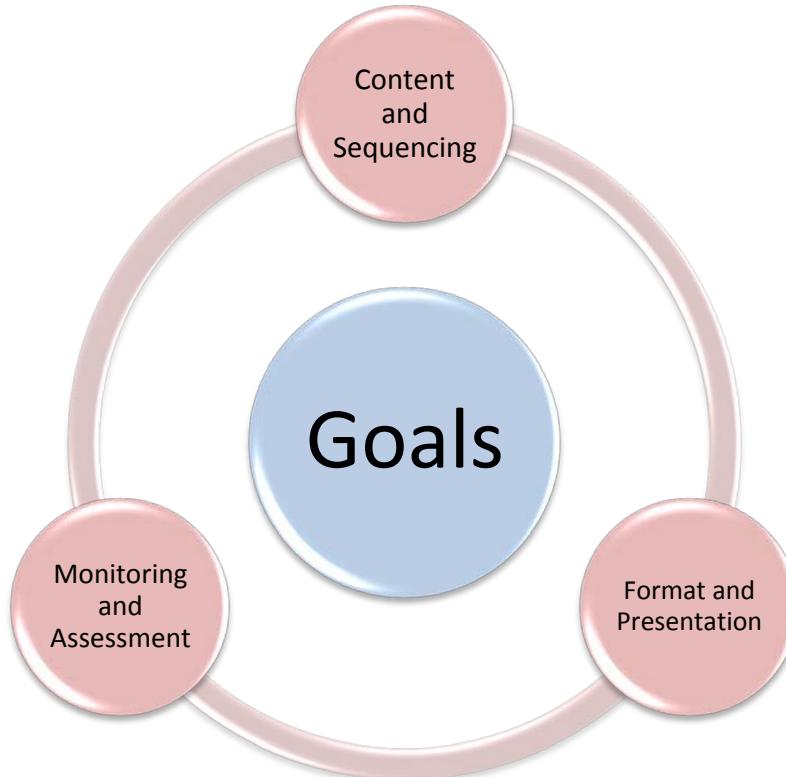


Figure 2. Elements of a course syllabus

The complete model, then, consists of three concentric, interconnected circles, having at their center the goals of the curriculum as can be seen in Figure 3. For the purposes of this study, *Learning Outcomes*, rather than goals, will be placed in the center of the model. So the learning outcomes of the TESOL undergraduate internship course, as well as its organization, will be discussed in the Findings and Discussion chapter of this document in light of this curriculum design model.

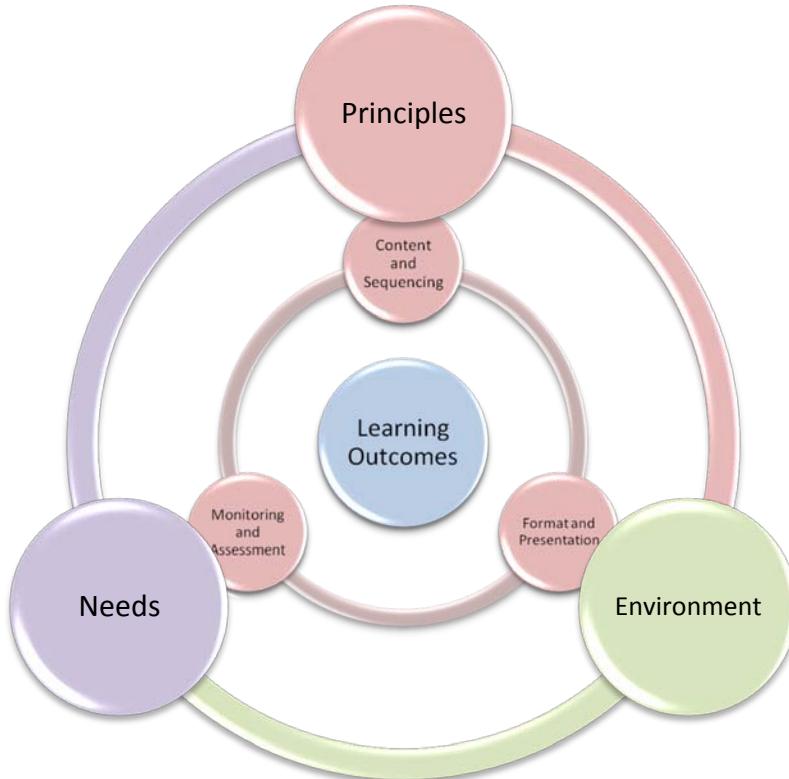


Figure 3. Complete curriculum design model

The TESOL Undergraduate Internship Course

BYU undergraduate students with a declared TESOL minor are required to complete a 3-credit (150 hour) internship either locally or internationally after completing most of the minor coursework. To be enrolled in the internships class they must first complete four classes as prerequisites. Two of the classes are hard prerequisites, that is, they have to be taken prior to enrollment in the internship class (Ling 496R). These two classes are Elang 223 (or Ling 330), Introduction to the English Language (or Linguistics), and Ling 441, Language Acquisition. The last two classes, Ling 473, Literacy Development, and Ling 477, Methods and Strategies, are soft prerequisites, meaning that they can be taken concurrently with the internship course (Ling

496R). Their enrollment in Ling 496R can be spread across semesters, and the registration for each semester depends on the anticipated amount of time they will spend at the internship site.

The internship course is divided into two components: (a) the actual internship experience, and (b) attending class sessions. Each of these components has specific assignments to be completed. Table 1 contains a summary of these two components.

Table 1. Current Components of Ling 496R

<i>Component</i>	<i>Assignments related to component</i>
Component A—Internship site work	<ol style="list-style-type: none"> 1. Reporting hours 2. Writing reflection assignments
Component B—Class sessions	<ol style="list-style-type: none"> 1. Refining a teaching philosophy 2. Sharing a teaching idea 3. Creating a web-based teaching portfolio 4. Participating in class discussion and presentations

Component A. This component of the internship includes the actual time spent at the internship site working. In order to hold the student accountable for the hours they spend at the site, they are required to turn in an hours log every month. This hours log contains a record of the dates and time spent at the site and a short description of the activities performed at the site. For every twenty hours the student reports, he also has to turn in a reflection assignment. This is a one-page, single-space write-up of the reflective exercises designed by Amie Casper for her MA project about critical reflection (Casper, 2003, p. 5). For her project Casper designed seven reflective modules based on pedagogic practices, which help the students engage in structured reflection. This reflection helps them turn their internship experience into an academic endeavor. Students participating in local and international internships participate in this component of the course.

Component B. This component of the course includes all on-campus class sessions and assignments attached to them. Some assignments the students complete during the component B of the course are writing a teaching philosophy, sharing a teaching idea, putting together a teaching portfolio, and giving a summary oral presentation at the end of their internship. See Appendix A for a current syllabus of the class sessions. Currently, students participating in local internships are the only ones that participate in this component of the course.

Current learning outcomes. There are four officially stated learning outcomes for the current Internship course (Ling 496R):

1. Synthesize the knowledge and skills learned in other TESOL minor classes by applying them to real world situations,
2. Demonstrate awareness of community resources that may be useful to ESL students,
3. Feel more prepared and confident to teach ESL, and
4. Create a teaching portfolio that provides evidence of your knowledge and skills related to TESOL.

Statement of the Problems

There are two problems associated with the way the class is handled currently. The four learning outcomes for the internship course originated from one faculty member working in isolation. They have never been evaluated by other TESOL faculty or the interns themselves. Further, some of these outcomes do not apply to international interns, as they do not attend the class sessions offered to students doing a local internship. The purpose of this study is to suggest solutions for these two problems.

Research problem 1. The Learning Outcomes for the Ling 496R Internship course have never been evaluated. There is a need to evaluate the course taking into consideration the expectations of the different stakeholders to decide whether the current learning outcomes align with these expectations and revise them if necessary.

Research problem 2. Students doing an international internship are shortchanged in the course. They do not participate in the second component of the course, where important information is presented. Additionally, there is the issue of this class also serving as the capstone course for the TESOL minor. If the internship class is to serve as a capstone course, there is a need to provide the information given in these sessions to the students that do not stay locally to do their internships, so that their capstone experience is not incomplete.

To provide a solution for these two problems, data were collected from the course stakeholders through interviews, written papers, and surveys. The quantitative and qualitative analysis and discussion of the collected data resulted in recommendations for adjustments in the course learning outcomes and organization which will be presented in Chapter 4.

This chapter has presented a review of relevant literature and presented two research problems. In order to understand the curricular organization and the role of learning outcomes in it a curriculum design model was introduced. The following chapter explains the methods and procedures utilized to provide answers to the two research questions presented in this chapter.

Chapter 3

Methods

The present study seeks to answer two research problems. Research problem number one is to evaluate the current learning outcomes for the Ling 496R class (the TESOL minor internship.) Problem two is to evaluate the curricular organization of the same course, as its contents do not reach all students enrolled. This chapter explains the methods and procedures used to collect the data that was later analyzed to provide possible answers to the research questions.

Data for this study were gathered from various course stakeholders. The stakeholders are all people directly or indirectly involved or interested in the learning outcomes of the course. For the internships course, five stakeholders were considered: university and college administrators and advisors, TESOL faculty, TESOL internship course coordinators, internship site supervisors, and undergraduate students who have completed internship experiences. Information from the stakeholders was gathered through oral interviews with some of them, and statements taken from written assignments and surveys responses by others. The data collected was then coded and analyzed for discussion in the Findings and Discussion chapter. A description of the stakeholders and rationale for their selection follows.

Stakeholders

University and college administrators and advisors. The university and college administrators and advisors at BYU have a vision of what experiences an internship should provide our students. Their ideas and statements were invaluable in the process of evaluating the current learning outcomes. People in these positions include Laurie Wilson as former director of

the University Internship Office, Adrienne Chamberlain as the program coordinator at the University Internship Office, Scott Sprenger as the associate dean in the College of Humanities, Mary Anne Rich as the director of the College of Humanities Advisement Center, Maridee Beeston as the academic advisor over internships in the College of Humanities, and Richard Ang, as the career services advisor assigned to the College of Humanities.

TESOL faculty. The TESOL faculty interviewed included Diane Strong-Krause as the undergraduate TESOL program coordinator and the following graduate TESOL faculty: Neil Anderson, Dan Dewey, Norm Evans, Dee Gardner, Lynn Henrichsen, and Mark Tanner. These faculty members, who teach prerequisite courses to this capstone experience, provided useful information regarding the outcomes of Ling 496R.

TESOL internship coordinators. The TESOL internship coordinator is responsible for maintaining regular communication with the TESOL interns and with the TESOL internship providers. This person also records grades and teaches internship classes for the second component of the course. People who have worked in this position in the past three years provided accurate insights into the current learning outcomes. These people were Diane Strong-Krause, Lynn Henrichsen, and their assistants Nick David. The principal researcher is currently the assistant coordinator and her ideas and points of view are also reflected in this study.

Internship supervisors/providers. As TESOL minor students work on their internships they are assigned a supervisor by their internship providers. This person is usually an employee of the internship site, who provides feedback and help to the student. These individuals can provide invaluable information about the performance and achievements of BYU interns in the workplace. Information was gathered from eight supervisors that have helped the majority of

our students during their internship experience was gathered. Even though there have been more supervisors helping our students, only the ones who have hosted the majority of the TESOL minor interns at their sites were considered. These supervisors and their sites are Karen Bergendorf from Selنate International School, Janine Coons from Nomen Global, Sue Barlett from Project Read, Amy Barlow who coordinated grammar tutors for the City University of Hong Kong, Beth Anne Schnebly as the area manager of Gabby Geckos, Troy Cox who works with evaluation and technology at BYU's English Language Center, Matt Colling from Help International, and Jessica McGovern who coordinates the Foundations Program at the English Language Center.

Students/interns. The students are the actual undergraduate TESOL interns, so their voice was invaluable regarding their perceptions of the class' learning outcomes. Information from students who enrolled and finished their internship from the semesters of Fall 2008 to Winter 2010 was considered for this study. These included 44 students who did both local (39) and international internships (five).

Procedures

Data for this study were gathered from the course stakeholders in the form of interviews with the university and college level internship administrators and advisors, TESOL faculty, internship coordinators, and internship supervisors. Each of these individuals signed a consent form wherein they agreed that the information they provided could be used in this study. A copy of this consent form is provided in Appendix B.

In addition to the interviews with internship supervisors, data were also collected using an evaluation form completed by them at the end of the internships for each of the students they

had supervised. These forms are archived in the TESOL internship's office. From the students enrolled from Fall 2008 to Winter 2010, a total of 42 evaluation forms were received which were used for this study. See Appendix C for a copy of this evaluation form.

Information was gathered from students who enrolled and finished their internships from Fall 2008 to Winter 2010. These students completed two assignments, all of which are archived in the TESOL internships office. These assignments are: (a) a summary paper, written by the students at the end of their internship experience, and (b) a survey completed at the end of the class sessions (only completed by students participating in component b of the course). From the Fall 2008 semester to the Winter 2010 semester 44 summary papers were received and 38 course evaluations were completed. See Appendix D for a copy of the survey completed at the end of the class sessions.

Rationale for Instruments

The instruments used for this study can be categorized into two types: (a) ones designed specifically for this study, and (b) ones done as part of class assignments. The questions used in the interviews with school administrators, TESOL faculty, internship coordinators, and site supervisors, were specifically designed for this study. The supervisor evaluation form, the summary paper, and the class sessions evaluation survey, fall into the second category. Instruments in both categories were considered for use for the same reason: to provide solutions for the research problems.

In order to design possible questions for the interviews, four different factors related to the research problems were considered. The first factor was the current learning outcomes, as they are directly related to research problem number one, which is to decide if the current

learning outcomes match the expected and reported learning outcomes according to the stakeholders.

The second factor was the problem with the curricular organization which relates directly to research problem number two. This problem recognizes the necessity of finding a way to include the international interns in component b of the course, the class sessions.

The third factor considered was the current assignments and activities included in the class sessions. This relates to the learning outcomes as the activities and assignments done in class should help in the achievement of the class' learning outcomes. It also relates to the curricular organization of the class as some of these activities may be modified, replaced or eliminated from the class' syllabus as result of this study.

The fourth and last factor considered for the design of the interview questions was recent training given by the university's internships office regarding the need the department internships offices have to train future interns in professionalism at work, and work etiquette and culture. Table 2 shows the initial categories considered for the interview questions' design. These four factors were also considered when coding the data obtained from these interviews.

Table 2. Information Considered for Interview Questions

<i>Category</i>	<i>Description</i>
Current Learning Outcomes	<ol style="list-style-type: none"> 1. Synthesize the knowledge and skills learned in other TESOL minor classes by applying them to real world situations, 2. Demonstrate awareness of community resources that may be useful to ESL students, 3. Feel more prepared and confident to teach ESL, and 4. Create a teaching portfolio that provides evidence of your knowledge and skills related to TESOL.

Table 2. (continued)

<i>Category</i>	<i>Description</i>
Curricular Organization	<ol style="list-style-type: none"> 1. Internship as a capstone course 2. International interns not participating in activities related to the class sessions
Class Assignment or Activity	<ol style="list-style-type: none"> 1. Session on after-graduation information 2. Session and assignment on community resources 3. Session and assignment on Teaching Portfolio 4. Online resources assignment 5. Reflection exercises 6. Teaching Philosophy 7. Teaching idea assignment 8. Summary paper and presentation
University Internships office suggestion	<ol style="list-style-type: none"> 1. Professionalism in the profession they student is entering 2. Work culture and etiquette

Following is a description for the rationale behind each set of interview questions which were designed specifically for this study.

Interview questions for university administrators and advisors. Because of their positions and experience, the university and college administrators and advisors have an understanding of the global aims of the institution and what things its programs should accomplish. Therefore, the questions asked to these stakeholders were of a general nature. To see all interview questions for University Administrators and Advisors see Appendix E.

Questions one to three, obtained important information regarding the university's perspective on what the students are expected to learn from an internship experience. Question three in particular, "Should an internship course serve as a capstone course for a program or should internship and capstone courses be kept separate?" obtained information regarding the

curricular organization of the course. The reason for asking whether or not the class should be a capstone is because after careful consideration of research problem two, it was decided that if an internship was to serve as a capstone course, then all students enrolled should experience the same capstone. If however, the course was not an appropriate capstone, then the difference in the student's academic experience described in research problem number two might not be an actual problem.

The rest of the questions obtained information related to class assignments and activities which are directly related to learning outcomes, and regarding the curricular organization of the course, more specifically, the content of the syllabus. They also gathered information regarding the alignment of the course's learning outcomes with the institution's mission. This and all subsequent interviews contained a final question that was open-ended to encourage the stakeholder to share additional information that may have not been asked.

Interview questions for TESOL faculty. TESOL faculty members teach all the prerequisite courses for the internship course (Ling 330 or Elang 223, Ling 441, Ling 461, Ling 473, and Ling 477). Their input as to the value of the internship class and the things they have acquired in their classes in order to be successful in their internship is invaluable. The interview with the different members of the TESOL faculty consisted of five questions. The first question informed the researcher of which classes that are prerequisites for the internship course they had taught in the past. Then the second question encouraged them to talk about the activities and assignments in the class that helped the TESOL minor students acquire knowledge in seven different language pedagogy areas. These areas are contained in Amie Casper's (2003) MA project "TESOL volunteers and service learning: Reflection, discovery, vision." Casper's project

included reflection exercises that are currently used by the interns as class assignments, labeled in Table 2 above as “Reflection exercises.”

Asking TESOL faculty members about the groundwork they lay for a successful internship experience was directly related to this assignment, to the training the students have received, and what can be expected from them as a result of this training. TESOL faculty members were also asked about their opinion about the appropriateness of the TESOL internship as a capstone for the minor. To view all the interview questions for TESOL faculty members go to Appendix F.

Interview questions for internship coordinators. The internship coordinator is a TESOL faculty member, aided by a graduate assistant, who conducts class sessions and takes care of all other things related to an academic course. This person also helps the student in the setting up of an internship site and course registration. The input of this person is therefore important. The questions asked related to the importance of the current learning outcomes and class activities. They were also asked about the effectiveness of the course as a capstone for the TESOL minor. To see all questions asked to internship coordinators, see Appendix G.

Interview questions for internship supervisors. The internship supervisors provide on-site training and generally observe the performance of our interns. Their input on what they TESOL interns actually do is very useful. They were asked nine questions that were generally related to the learning outcomes of the class. Questions also elicited information on the type of guidance they provide on-site and the possible areas for improvement. The answers they provided offered insight into what they expect them to do and what things the interns lack. Questions for the internship supervisors can be found in Appendix H.

Analysis of Data Gathered

Both quantitative and qualitative data were gathered from the interviews, evaluations, and summary papers. Quantitative data came from the Likert scale responses given by the internship providers on their forms evaluating the interns and by the interns themselves on their Ling 496R class session evaluation surveys. The analysis and reporting of these data involved using standard descriptive statistics, such as frequency counts, means and standard deviations. (For complete frequency counts of the Likert scale answers of the evaluation surveys answered by internship supervisors and students, see Appendices I and J.)

The qualitative data came from the interviews with various stakeholders: university and college administrators and advisors, TESOL faculty, TESOL internship coordinators, and internship supervisors. The interns' end-of-experience summary papers also provided qualitative data. A final source of qualitative data was the open-ended questions on the Ling 496R course evaluation and the final evaluations of interns by internship providers (See these two forms in Appendices C and D). The researcher, who conducted all these interviews, subsequently listened to audio recordings of them and selected representative statements to transcribe. These selected statements from interviews are found in Appendices K-N. Selected statements from students summary papers are found in Appendix O of this report.

The interview responses that were selected for analysis were made according to whether or not the interviewees' statements related to the categories listed in Table 2 above: current learning outcomes for the TESOL internship course, the internship course's curricular organization, Ling 496R class assignments or activities, and the University Internships Office suggestions. The selected statements were then organized according to the type of people who

made them: university administrators, faculty members, student interns, etc. (See Appendices K-O). In each of these groupings, the statements were subsequently organized by category. Some of the categories came from the pre-existing interview question categories (see Table 2 above). In harmony with grounded theory (Mackey and Gass, 2005, pp. 179, 357), other categories that were not preconceived emerged from the data during the analysis. The order in which these categories are listed in the appendices is based primarily on the order of the categories in Table 2 above, or on the order in which the questions were asked during the interview.

Recommendations made in the findings and discussion chapter below are based on these statements' frequency, the importance of the people who made them, or the emphasis given to them by the interviewee during the interview or by the wording in the statements themselves (e.g., "It is crucial that...").

As is often the case with qualitative analyses, questions about the inter-rater reliability and validity of these procedures may be asked. The categories that emerged in the mind of the researcher during the analysis of the interview data might have been different if another person had been conducting the analysis. This potential for rater bias is a limitation of this study. Having another person listen to the recorded interviews and do a separate, independent qualitative analysis of the data would determine this, but doing so was not deemed practical for the purposes of this study. In cases where the pre-existing interview question categories were used to group data, however, the inter-rater reliability would undoubtedly be much higher.

To strengthen the reliability and validity of this thesis, triangulation was used. The validity of the results of qualitative analysis is bolstered by the fact that in each stakeholder category several individuals were interviewed. For example, seven TESOL faculty members were asked about their opinions regarding the internship course. In some cases, such as the use

of the internship course as a capstone experience, all of these faculty members agreed on its appropriateness for this purpose. This sort of triangulation (from various individual's perspectives) lent strength to the conclusions that were drawn. In other cases, there was disagreement among the stakeholders, and such disagreements were noted in the corresponding discussion (see chapter 4). For example, university level administrators disagreed on the effectiveness of the internship class serving as a capstone.

This chapter has discussed the methods and instruments used for gathering data and the procedures employed in analyzing them. The next chapter will discuss the findings from these analyses.

Chapter 4

Findings and Discussion

In order to ensure the continuing success of a course, constant evaluation of its learning outcomes and curricular organization is essential. Several ways to conduct an evaluation are possible. The previous chapter presented the procedures followed for the evaluation of the learning outcomes and curricular organization of the BYU TESOL minor internships course (Ling 496R.) This chapter discusses the findings derived from the data gathered from the course stakeholders described in the previous chapter.

To understand how the learning outcomes and curricular organization fit into the course's curriculum, all other aspects of the curriculum will be discussed in light of the curriculum model presented in Chapter 2 (Review of Literature) of this thesis. This model, developed by I. S. P. Nation and John Macalister (2010, p. 3), places goals at the center of the model with three main areas affecting it. These three main areas (environment, needs, and principles) and their corresponding subareas will be discussed. The discussion will include relevant statements and other analyses of the data collected from stakeholders to support the information presented.

Environment Analysis

According to Nation and Macalister (2010, p. 14), analyzing the environment of a curriculum means taking into consideration the main factors that strongly influence the attainment of the curriculum's goals, course activities, and teaching and assessment. These factors can belong to three more specific areas. Figure 4 shows the three areas to be considered when analyzing the environment.

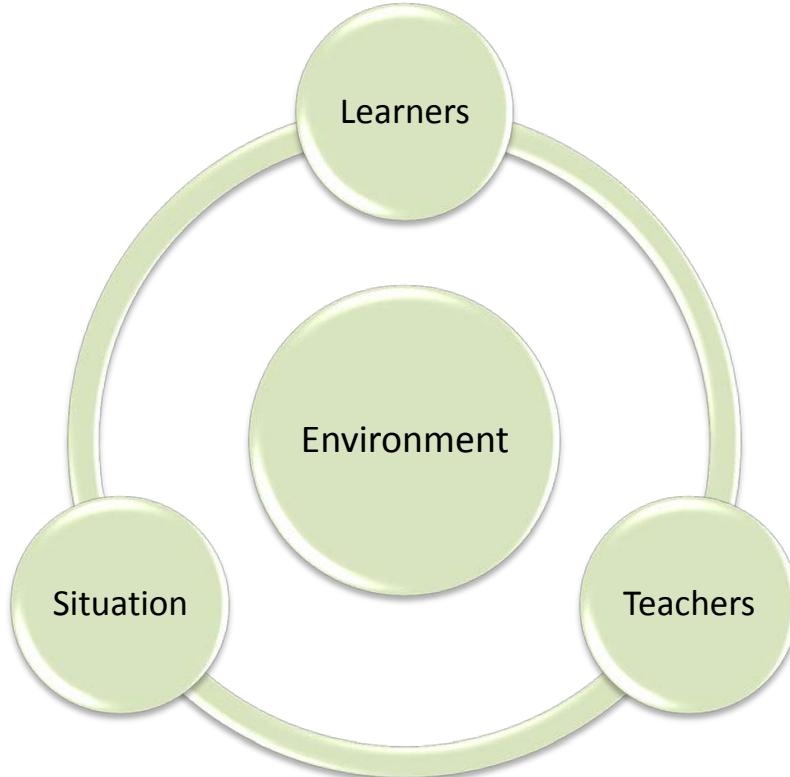


Figure 4. Environment analysis

Learners. The learners in the Ling 496R course are all undergraduate students finishing their TESOL minor. To be enrolled in the class they must first complete four classes as prerequisites (Ling 330/ ELang 223, Ling 441, Ling 473, and Ling 477). These four prerequisite classes are not likely to change as they provide the student with a base knowledge in linguistics and language pedagogy, which are essential in teaching English as a second language.

With this preparation, students enrolled in the internship course are ready, at least in theory, to perform well in the TESOL profession. Participation in the described pre-required training creates a well-prepared student, who consequently does not represent a factor that may deter the accomplishment of the course's learning outcomes; on the contrary, this prerequisite preparation is a determining factor for the Ling 496R course's success.

Teachers. The teacher of the Ling 496R course is a TESOL faculty member who serves as coordinator of the course and manages international internships. He is assisted by a graduate student who helps coordinate the local sites as well as manages the students' grades and helps teach the class sessions. Currently this teacher is Dr. Lynn Henrichsen, as the course coordinator, and Marisa Ontiveros is his assistant. These people are well trained and experienced and do not represent a threatening factor for the success of the course.

Situation. The situation of a program includes the physical environment where the class is to be taught, whether there are time or resource constraints, and the value of the course (Nation & Macalister, 2010, p. 17). One important question to ask when considering the situation of our internship course is whether the course is necessary and what contribution it makes to the TESOL minor program. A reason the internship course is so important to students is that participation in an internship puts them ahead in the work environment, which is the next career step for most of our graduates. One of our university administrators said that "particularly in this current environment of economic recession...where it's harder to find jobs, the employers who are hiring are picking and choosing and they are giving the priority to students who have proven themselves in the workplace by doing an internship" (Find this and all other statements by university administrators and advisors in Appendix K). Another of our university administrators supported the previous statement by stating that "the university encourages students to do internships...because they recognize it is really difficult sometimes for students to get a job after graduation if they don't have that hands-on learning experience." Based on these statements, participation in an internship prepares our students to enter the workforce, and is therefore an important part of their college experience.

In addition to preparing the students to enter the workplace, an internship complies with the university's aims at different levels (Office of the President, n.d.). The aims that most directly relate to an internship are that it is “intellectually enlarging” and “character building,” but most of all, that it prepares students for “lifelong service and learning.” The university’s Center for Teaching and Learning, suggests that when developing the outcomes of a program the *Aims of a BYU Education* should be considered. Related to “lifelong learning and service,” the Center for Teaching and Learning says that a course should aim to prepare a student that “possesses the desire and skills needed for life-long learning” and an internship does that. (Center for Teaching and Learning, 2007).

Even though the importance of an internship is evident, the current curricular organization of the TESOL minor internship course struggles with time constraints and physical environment. The identified issues with time constraints come from the expressed desires from course coordinators and students to spend more time on a particular session of the course, the session about what to do after graduation with a TESOL minor, as they feel the information was rushed through, and they see value in spending more time on it. One of the coordinators said the following about the session on after-graduation information: “[The class] could be a little bit better...we talk some about it in the class but we don’t talk a whole lot about it” (For this and all subsequent statements from internship coordinators, go to Appendix M). Students that have taken the class have also expressed the desire to spend more time on this particular session.

Students also offered supporting statements for spending more time on the session on after-graduation information. One student said that “more discussion about after graduation would help me.” Another student suggested that it would be beneficial to be presented with “more information on jobs; maybe have recruiters come and tell us what they are looking for”

Others students supported this idea with the following statements: “I would add more guest speakers, maybe ones about the opportunities out there for TESOL minors,” “I would’ve liked having more presentations or guest lecturers on what to do after graduation. Different TESOL jobs, etc.,” and “tell more about what you want to do with the undergrad certificate, and MA in TESOL.” Information on what to do with a TESOL minor after graduation is an important topic. After all, education should lead to better employment. As one of the university administrators stated, “We feel an obligation to help students find employment...now there’s a certain expectation when kids got to school [that] they are going to find a job afterward.” Based on these findings, it is suggested that more time be spent in class talking about the different options students have with a TESOL minor after graduation.

A second issue to consider in the *situation* area of the curriculum development model is the one of physical environment—the actual place where teaching and learning occurs. An internship done for university credit has two sides to it: the academic side and the work side. In this sense, each student enrolled in an internship has two teachers and two settings working at similar levels: (1) the faculty member in charge of mentoring the student or, in the case of the TESOL internship course, teaching class sessions, and (2) the on-site internship supervisor, who ideally supervises the students’ performance at the work place and offers suggestions for improvement. These two sides of the physical environment are not the same for all students.

On the academic side of the internship, not all students enrolled in the course participate in the class sessions the course offers, as stated in the research problem two international interns are not in the United States during their internship experience. On the other side, the work place differs from student to student. The availability, ability, and willingness of the on-site supervisor to provide a learning environment for the interns at their site is as varied as the number of sites

used by the students. Several of the sites' supervisors provide on-site training in the form of observations. All of them train their students before starting their internships regarding the site's policies and procedures. Interns also receive training in what is expected of them. This information is vital for the proper functioning of the student at the work place. There is, however, often a lack of understanding on the part of the on-site supervisors as to the purpose of the students' internship. For the internship to be a true academic experience, the internship supervisor must be willing to provide a learning environment for the students at their site. A university administrator expressed the following regarding this situation:

You don't want to overburden the supervisor, but it's not an academic experience if the supervisor doesn't recognize that they are in a teaching role as well. That doesn't mean they spend their whole day teaching, but it does mean that...[the students] would be guided by the supervisor on how to do it better, and we expect supervisors to do that so the students can learn from the people who are in a profession how to refine their skills and apply the principles that they've been taught. Without that supervision it's just work experience, and work experience does not qualify for academic credit. It has to be a learning environment.

In order to turn the internship site into a learning environment, the students should set goals with their on-site supervisors to gain the most of this academic experience. This would help both the intern and the supervisor work towards common goals.

The internships class (Ling 496R) is intended to act as a capstone for the TESOL minor. Usually, university minors do not require capstones, but given the nature of language teaching, a capstone seemed a natural choice for our particular minor. All TESOL faculty members

expressed that the internship experience is a valid capstone for the TESOL minor. One of them stated that “the capstone for the minor in the form of practical experience is critical” (For this and all other statements from TESOL faculty go to Appendix L). Another faculty member said that he thought “that having an internship as a capstone is a valuable activity...you cannot discount the benefit that experience brings, especially when it comes to finding a job.” Yet another faculty member expressed that “an internship is the ultimate capstone...We’re supposed to be developing teachers...so if they are actually not going ahead and doing it and preparing lessons, and dealing with all of the ambiguity that you can’t provide in the textbook, they are really not getting the experience they need.” These statements reflect the value of having the internship as a capstone for the minor.

On the other hand, one of our university administrators said this about our internship serving as a capstone: “A discipline would want to have a capstone course directed by their faculty that brought together all elements of their required education. To expect an internship to do that is not reasonable because you don’t have enough control over the internship environment to do that. An internship teaches the student some valuable things, but it doesn’t replace a professor bringing together things for the students to have the *ah-ha!* moment of how it all fits together.” To reconcile these two differing points of view, our internship course offers class sessions that are meant to help the students *during* their internship experience, and to provide additional instruction. This way the internship *is* an appropriate capstone for the TESOL minor. However, not all students participate in these class sessions and this is a factor that affects the attainment of the learning outcomes of the course.

A problem that the course has is that not all the students enrolled are benefiting from all aspects of the course. If they decide to do an internship abroad, they do not participate in the

class sessions, where other important information and additional assignments are given. Several university administrators suggested the idea of a prep course. One of them said that “a prep class is crucial...especially if you are going overseas. You need to be prepped in the culture, the business culture, or whatever kind of job you’re going into, you need to know about that in advance and not mess up when you get there for a number of reasons, for yourself, but also to maintain good relationships between the two institutions.” Another supported the previous idea with the similar suggestion of having “a pre-internships orientation course” where we offered the same type of learning and activities currently not available to all students. Thus, having a prep course would help us solve the issue we have regarding students doing an internship abroad who do not participate in some of the activities the local interns do, if the prep class contains activities that are currently in component B of the course.

A number of sessions should still be held during the internship itself in order to provide proper academic support to the students enrolled in the internship. Additionally, there is the need to find a way to include the interns interning abroad in those sessions, probably through technology via Skype or Blackboard discussions. Later in this discussion of the findings, additional opinions supporting the suggestion of a prep course and what to include in it will be presented. Table 3 contains a summary of the problems found and the suggestions to solve issues on Environment Analysis.

Table 3. Issues and Suggestions on Environment Analysis

<i>Sub-area</i>	<i>Issue</i>	<i>Suggestion</i>
Learners	None found	None
Teachers	None found	None
Situation	1. Time constraints	Devote more time to the session on after-graduation options.
	2. Physical environment	Intern sets learning goals with supervisor. Divide the course into a prep-course and in-service sessions.

Needs Analysis

Conducting a needs analysis, according to Nation and Macalister (2010, p. 24), helps the curriculum developer “make sure that the course will contain relevant and useful things to learn.” They further divide the needs analysis of a program into three subareas. See figure 5 for a representation of these subareas. They consider mainly the students’ needs, lacks and wishes, but for the purposes of this study, the needs, perceived lacks and wishes of all the considered stakeholders will be considered.



Figure 5. Needs analysis

Necessities. The necessities of a program pertain to “the demand of the target tasks” (Nation & Macalister, 2010, p. 27) In other words and in relation to the TESOL minor course, what do the students need in order to be successful while participating in an internship? The discussion of this topic is directly related to the learning outcomes and related activities. Table 4 contains specific things the students have reported they have learned during their internship experience (on-site work specifically, not the class sessions).

Table 4. Skills and Abilities Learned by the Students in their Internships

<i>Category</i>	<i>Description</i>
Classroom practices and attitudes	<ul style="list-style-type: none"> • simplify or slow down speech • provide opportunities for practice in the classroom • show confidence in front of a class • set up a good classroom environment • give and write clear instructions • use the textbook only as a tool • exercise creativity in the classroom • be consistent • engage students in activities • personalize classes to their own teaching styles • keep activities short • provide a lot of repetition to students • understand common struggles for English learners • build good rapport with students • learn to work with and without technology in the classroom • make learning fun for students • activate students' schemata • interpret student's body language and attitudes • have patience • have a better attitude as a teacher • decide on their role as a teacher
Lesson planning and objectives	<ul style="list-style-type: none"> • improve lesson planning • consider the students learning styles in planning • be flexible • time management • develop course objectives • have a backup plan
Differences in ESL programs	<ul style="list-style-type: none"> • teach a multilingual classroom • teach different proficiency levels • teach English for specific purposes • teach different class sizes • teach community classes

Table 4. (*continued*)

<i>Category</i>	<i>Description</i>
The workplace	<ul style="list-style-type: none"> • set early expectations with supervisors • acquire interpersonal and communicational skills • become familiar with how a school works • adapt own teaching philosophy to site's expectations • deal with cultural differences in the workplace and in the classroom
Student needs analysis and implementation	<ul style="list-style-type: none"> • attend to students' individual needs without overlooking those of the entire class • analyze and consider the needs of the students
Materials development	<ul style="list-style-type: none"> • develop assessment tools • expanded materials/idea file • adapt classes and syllabi
Other skills	<ul style="list-style-type: none"> • computer skills • curriculum development • improve their own grammar as a teacher • good record keeping • set good habits from the start

The previous table represents, in a nutshell, what students have reported they learn in their internship experience. The question now is, what does the course need, or what is it doing, to orient students in this direction? Are these learning experiences what the course is looking for? The course already has learning outcomes stating what the students need to accomplish by the end of the course. Do they match what the students are saying they learned both in Table 4 above and their summary papers and surveys? Do they match what other stakeholders say students need to accomplish by the end of the course? Let us consider the current learning

outcomes then, one by one, along with the activities and assignments done as part of the program to support each of these outcomes.

The **first** current learning outcome reads in the class syllabus: “By the end of your internship, you will **synthesize the knowledge and skills** learned in other TESOL minor classes by applying them to real-world situations” (see Appendix A). This first learning outcome is one of the main reasons for an internship to exist: to synthesize knowledge. Several students have reported that the internship has helped them accomplish this goal. One student summarized the general feelings students experience in the following statement: “I think one of the things that is the biggest challenge and the most rapid growing experience at the same time, has been in discovering the difference between the theories and principles I have learned in my TESOL classes and effectively and consistently applying them in the classes I teach.” Along the same lines another student said that “no amount of classes or books or lectures could ever begin to scratch the surface of the lessons available to me daily as I teach my class. I feel that learning to be a teacher must be done [through] my actual teaching, as the theory and application of teaching are often difficult to connect without practical experience.” These statements are supported by the results from the Likert scale class session evaluation surveys at the end of the semester. This was a 5 point Likert scale where 1 equaled *strongly disagreed* and 5 *strongly agreed*, with 38 respondents. About this learning outcome, the students were asked if they thought they accomplished it. Their answers have a mean of 4.47 and a standard deviation of 0.64, meaning that most of the students agreed or strongly agreed with this statement (For a complete frequency count of all the responses to the student evaluation survey, go to Appendix J).

This first outcome is not only supported by students, but also by University administrators, TESOL faculty, and internship coordinators. One of the university administrators

said about that the purpose of an internship class is to be an extension of the work the students do in the classroom when he said that “what [the students] do in an internship should directly apply what they’ve been learning in classes and help them to better understand the principles they’ve learned.” This outcome is, therefore, one of the things the student needs to accomplish by the end of the class.

Even though the importance of this outcome is apparent, it is recommended that the wording of the outcome be changed to the following: “by the end of the internship program, the student will **apply linguistic and pedagogic concepts** learned in other TESOL minor courses in real world situations.” The previous wording included the verb synthesize, which implies construction and composing of a new element. Apply would be a more appropriate verb for a novice teacher, as they are finishing their theoretical training and are generally putting it to practice for the first time. In addition, the original learning outcome says that the student would synthesize “knowledge and skills.” The change of wording to “linguistic and pedagogic concepts” was deemed to be more specific of the training the interns are trying to apply.”

The **second** outcome reads: “By the end of your internship, you will **demonstrate awareness of community resources** that may be useful to ESL students.” This learning outcome was supported by a class session and an assignment. The class session had as a guest speaker Joan Dixon, who has served intensely in behalf of the Hispanic community in Provo, Utah. The students were also assigned to visit the “Centro Hispano,” an organization founded by Joan Dixon which has a purpose to connect people and services in the community. The students would then report their experience. About the class session with Joan Dixon, the students’ responses on the Likert scale survey had a mean of 4.35 and a standard deviation of 0.88. Additionally, the related assignment to visit “Centro Hispano” received a rating of 4.07 as a mean and a standard

deviation of 0.89. When students were asked to rate how effectively they thought they accomplished this learning outcome, the mean response dropped to 4.0 and a standard deviation of 0.97. This was one of the lowest ratings received overall. Even though the students liked the guest speaker and they reported that both of these activities were somewhat valuable to the students and that they enjoyed them in general, the mean responses were not high in comparison to those of other class activities.

In addition to this comment, a comment made by one of the internship coordinators reflected uncertainty in the value of this second learning outcome when he said that “in real practice...some may and some may not [use those community resources], so that would be varied.” In addition to that he felt that the outcome “[didn’t] seem to fit with the internship itself.”

Further, none of the TESOL faculty members mentioned community resources as something they covered in their class sessions. Based on these three sources of data, it seems apparent that students enrolled in the internship course may not need instruction about these resources at this point in their studies. Becoming aware of community resources is a valuable thing, but not a *necessity* for the purposes of this course. Thus, the final recommendation is to remove this learning outcome from the TESOL internship course.

Learning outcome **three** states that “by the end of your internship, you will **feel more prepared and confident** to teach ESL.” The preparation and feelings of confidence are evident by the responses organized in the different categories presented in Table 4 above. Most of the things the students reported learning relate to being better prepared to teach ESL, as they pertained to things they do in the classroom. In addition to that, numerous statements from the

students' summary papers stated that feeling more confident and prepared was one of the most important things they gained from their internship. Some of these statements are the following:

"My three internship experiences enhanced my skills in teaching English as a foreign language. They gave me the tools I need to find a job in the field. These experiences also gave me a greater perspective into what it is like to teach ESL or EFL. They helped me realize what my strengths and weaknesses are. Overall, the three experiences were very rewarding." "One thing I really appreciated learning was a great confidence in the front of the classroom...each day it got a little easier to stand in front and guide the students in their learning...I feel like I could teach a larger class and still feel confident." "As I got to the end of my six weeks, planning and carrying out good, communicative lessons became a lot easier. Of course I still had plenty of room for improvement, but I could see that I had gotten better in just that amount of time." A final comment said that "as a result of my internship I feel a lot more comfortable teaching ESL and being able to apply the skills that I learned."

Similar statements about gaining confidence and preparation are the most frequent in student summary papers, indicating that it really is one of the learning outcomes of the course. When asked if the course was effective in helping them accomplish this learning outcome in the course evaluation, the students' response yielded a mean of 4.4 and a standard deviation of 0.79. Course coordinators also commented affirmatively in the positive effects an internship has on the confidence and preparedness of a students learning to teach English. One of them said the internship "is very helpful for [the students] to gain confidence."

Another thing several students mentioned is the value of class discussion *while* doing their internship. The internship sessions, although not held every week, helped create a sense of community among the students doing an internship. One of them expressed that he "like[ed] the

group discussions where [they] hear[d] from each other's experiences which ease[ed] [his] nerves and relieve[d] [him] from feeling alone in this TESOL field." A faculty member also recognized the value of class sessions during the internship. He said that one of the most valuable things about meeting as a class during the internship is "the discussion, I mean," he continued, "having never attended one, I can only imagine that the discussion is so much richer because they are in the act of teaching and learning and reflecting in their own teaching." The value of these discussions during the internship is that they promote the accomplishment of the class outcome in question: to become more confident and better prepared to teach ESL. These class sessions also provide the students enrolled in an internship with an expert voice on the academic side of their internship, the faculty member directing the sessions, who can help solve issues and concerns that may develop during the students' internship experience. So the recommendation regarding this outcome is to keep it as one of the things the students need to accomplish during the internship, but also look for a way to involve students doing an internship abroad in these discussions.

As with learning outcome number one, however, a recommendation to change the wording of this outcome is also necessary. The outcome uses the verb *feel*. As all learning outcomes have to be measured, the use of a measurable verb is more appropriate. The suggested verb is then *express*, which is a more observable verb. Thus the revised learning outcome would read like this: "By the end of the internship program, the student will **express feelings of confidence and preparedness** in teaching English as a Second Language." This revised outcome is a necessary result for the internship experience.

The **fourth** and last current learning outcome reads "by the end of your internship you will **create a teaching portfolio** that provides evidence of your knowledge and skills related to

TESOL.” While enrolled in the internship, students put together a web-based teaching portfolio. The content includes teaching and assessment materials they have developed, a curriculum vitae or resume, professional references, their teaching philosophy, and any other items that a future employer might want to look at. The purpose of this activity is to help the students take a step towards their professional career by creating a space where they can gather evidences of their teaching abilities. This is a most valuable tool for the students as the following data will show.

To help them accomplish this learning outcome, for the past years one of the class sessions has guest speaker Ben McMurry, who is a Ph.D. student in BYU’s IP&T program. Ben instructs the students on how to develop a web-based teaching portfolio. After they develop the teaching portfolio as a class assignment, the students also present it to their peers. In the student class session evaluation, the students rated Ben McMurry’s presentation on teaching portfolios with a mean of 4.27. Creating the portfolio had a mean of 4.62 (standard deviation of 0.79), and the actual learning outcome got a mean of 4.54 (standard deviation of 0.69.) These results consistently manifest that the students considered the online portfolio to be a valuable tool for them.

Several students also mentioned the teaching portfolio as one of the things they liked about the class. One of the students said the following on his summary paper: “The portfolio development was especially helpful. Not only did I learn how to create my own website, but I was able to consolidate everything into one place where it is easy to find and navigate through. It motivated me to work on my resume and make it more appropriate for applying for teaching positions.” In addition to this statement, the course coordinators also found value in the activity, one of them said that the portfolio is a way to “gather what you’ve already learned and gained and have that information ready for resumes, for CVs, to have sample lesson plans, just to have

something...readily accessible. It helps people to see *This is what I've accomplished.*" These different statements and sources make evident the value of a teaching portfolio.

Even though the value of the portfolio is evident in the students' comments and evaluations, it is not a learning outcome. A teaching portfolio does an excellent job in compiling evidence of what the students has accomplished, so it is an appropriate summative measure of the first and third outcome and it is even a measure of a yet unstated outcome to be described later in this thesis. For these reasons, the recommendation is to delete this outcome and transform the making of a teaching portfolio into a summative direct measure of the course.

The previous discussion of the data revealed that there is a need to modify some of the learning outcomes. Doing so will result in an improved program that will better benefit the students enrolled.

Lacks. An obvious question to ask when developing or in this case evaluating a course is what do the students lack? According to Nation and Macalister, to determine this we first need to look at where the students currently stand (2010, p. 28). As previously mentioned, in order for the student to participate in the internship course, they need to have completed (or have concurrent enrollment in) a few prerequisite classes. Completion (or concurrent enrollment) of the prerequisite courses enable the student to successfully complete an internship.

During the internship, the students write seven reflection papers in seven pedagogic areas related to ESL. These areas come from the MA project developed by Amie N. Casper (2003), which was discussed in Chapter 2 of this document. Since the students are reflecting on their internship experiences related to these seven areas, TESOL faculty members were asked about

the content of the prerequisite classes, specifically the ones they've taught, in relation to these seven areas. The results are presented in Table 5 below.

Table 5. Content of TESOL Minor Courses.

<i>Class</i>	<i>Course material related to the seven reflection principles.</i>
ELang 223/ Ling 330—Intro to English Language or Linguistics	Language Acquisition —Not the main focus, but there is a chapter on this topic in the textbook used.
Ling 441—Language Acquisition	Language Acquisition —The focus of the class. Objectives —Theories of how language is acquired influence objectives writing. Assessment —How to assess the ESL classroom. Learning VS: acquisition.
Ling 461—Language Assessment	Assessment —Development of assessment tools and test items. Teacher improvement —Analysis of assessment results provides feedback on teaching resulting in plans for improvement.
Ling 473—Literacy Development	Needs Assessment —Analysis of ESL student's reading problems. What type of English do they need to read/learn? Materials —Compilation of a materials file related to teaching literacy. Development of literacy lesson plans. Language Acquisition —How L2 reading is acquired and different process models. Objectives —Learn how to develop objectives for a reading class Assessment —Different assessment tools for reading. Teaching —Students do observations at the English Language Center. In-class teaching to peers. Teaching Improvement —Provide feedback on others teaching. Write self reflection on own teaching.

Table 5. (*continued*)

<i>Class</i>	<i>Related course material to the seven reflection principles.</i>
Ling 477— Methods and Strategies	<p>Needs Analysis—Teaching according to the needs of the students.</p> <p>Teaching—Write a teaching philosophy. Observe a class at the ELC.</p> <p>Objectives—Objective writing in the lesson plan component of the course.</p> <p>Materials—Compile a materials file, mostly electronic sources and materials. They prepare lesson plans.</p> <p>Assessment—Assessment of lesson plan's objectives. Testing in the ESL classroom.</p> <p>Teaching improvement—Get familiar with a professional organization and what benefits it has. Search other professional organizations online and write about them. Become aware of job opportunities.</p>

Table 5 above shows the theoretical and limited practical knowledge the students should have before taking the internship course in order to complete the reflection exercises. These pertain mostly to linguistic and pedagogical knowledge. Since it has been established that the internship is also a capstone class for the minor, there should be a professional knowledge component in addition to the linguistic and pedagogic. Additionally, even though the course considers the reflection exercises as valuable, there is no special mention of them in any of the sessions besides the initial instruction to use them as they complete their internship hours. These two issues are two key drawbacks of the course.

First, the reflection exercises should take on a more important role in the class sessions. There was careful consideration in the development of the seven reflection areas developed by Casper, and it is evident that the reflection of different aspects of teaching will result in better

prepared teachers. Casper (2003, p. 5-6) stated that “service-learning reflection is a sort of internal evaluation—a process of personal meaning-making in which it is expected that students will learn from their service experiences and exploit this learning in future situations that may be similar.” Reflective writing about the internship experiences triggers metacognitive processes that help turn this seemingly work experience into a true academic experience.

A university administrator said the following regarding the value of written reflections: “The student needs to see this work experience not just as a job, but an academic experience, which means thought, reflection. So it means … trying to bridge that gap between academics and work…reflecting on the experience in a way that encourages the student to figure out what it is they have learned… If you never go through the thought process it never becomes clear.” He concluded his thought by saying that “writing is one of the best reflective tools.” An internship coordinator had a similar way of thinking when he stated that “there needs to be some sort of way in helping them reflect on what they do, and whether that’s with essays or with some other measurement I don’t know. I just think that the most important thing is making sure that they become aware of what they are doing as a teacher.” From these statements is clear that stakeholders in the course sense the need for students to reflect on teaching as an imperative part of teaching formation.

Even though the importance of the reflection exercises is evident, students do not see the same value in them as other stakeholders. They were rated with a mean of 3.97 and a standard deviation of 1.02 in the 5 point Likert scale used in the evaluation survey. Writing reflection exercises was the activity with the lowest score and highest standard deviation in the survey. Some students referred to it in the same evaluation as “busy work” or that the number of reflections to be written was too high. On the other hand, some students saw the value of them in

helping them become better teachers. One possible reason this assignment is not popular among students might be that they do not understand the reason for it. The way the assignment is treated right now, as something they do in addition to the internship hours but that is never mentioned in class, makes it seem as busy work. Thus, the recommendation is to include sessions where the pedagogic areas the students write reflections about are discussed in relation to their internships.

This assignment is not the only one that helps the student reflect on their teaching beliefs and practices. Another class assignment involves the development or refinement of their teaching philosophy. The students write a teaching philosophy as part of Ling 477, a prerequisite class. This teaching philosophy is mostly based on theories and methods the students have learned in their minor classes. For most of the students, this teaching philosophy is void of practical teaching experience. During their participation in an internship, the students' ideas regarding their beliefs about teaching may change. Thus the purpose of having a teaching philosophy assignment is to refine the one they have already written according to the teaching experiences they are having as part of their internship.

Even if students do not understand the value of writing reflection exercises, they do understand the value of having a teaching philosophy. In the evaluation survey, students rated the teaching philosophy with a mean of 4.60 and a standard deviation of 0.59 in the 5 point Likert scale class evaluation survey. A student shared the following experience of how his teaching philosophy helped him understand the way he teaches when he received feedback from another teacher regarding his teaching: "after thinking about it more, I realized that she and I simply have different teaching philosophies, and she thought I should make changes that would make me better within *her* philosophy, I thought I shouldn't because the way I was doing it was making

me a better teacher within *my philosophy*" (italics in original). Similar statements from a few other students reflect the value they find in revisiting their teaching philosophies while teaching.

Two other similar activities in the class help the students demonstrate their teaching styles and classroom practice, which includes the use of teaching resources. These are the online teaching resource assignment, where the student searches for ESL teaching resources online; and the teaching idea assignment, where the student shares a teaching idea that he has used in the classroom and that was effective with the rest of the internship class. Even though they have compiled a materials file in a previous prerequisite course, the value of this activity lies in the fact that students are practicing the actual use of these materials and sharing them with the rest of the Ling 496R class is an evidence of how prepared and confident interns are in the classroom. The teaching idea is also a demonstration of their classroom practices. The teaching idea activity is particularly valuable *if* the student is presenting something that he has used in his internship site and has confirmed its effectiveness.

Searching for materials on the internet is something a teacher does only if needed. It would be valuable to present the students with a list of online resources available to them, but the actual assignment may not be needed. As for the teaching idea presentation, a slight change is recommended. The student would present an idea that he has used at his internship site by the third in-service session of the student's internship (later presented as session three of the in-service component of the new internship program), to allow time to try it out at the site. Also, as not all students are teaching, the activity they present should be related to their internship. It could be an assessment tool, an idea for a conversation café, something they did during tutoring, a tip they learned in curriculum development, etc. The important part of this activity is the

reflection they do regarding how the material worked when used. It alerts the students as to the decisions they are making related to material used at the site.

The previously discussed activities help the student accomplish the current learning outcomes one and three, but they do a lot more. They help the students analyze their own teaching practices and also help them decide who they are as a teacher. The course is lacking an additional learning outcome that, even though there are activities to support it, it is not explicitly stated. The proposed learning outcome should be the following: “By the end of the internship program, the student will **demonstrate critical reflection** of his/her own teaching beliefs and practices.”

The second thing the course lacks is the inclusion of training regarding professionalism in the TESOL industry. Since Ling 496R also functions as a capstone course, training regarding entering the work force is appropriate. There should be prior training in how to enter this new culture. It is true that the students are not entering a completely foreign field, as they are going from one educational institution to another. However, their role does change from student to teacher, and the professional interactions related to this new role also change. A university administrator expressed the following regarding the university’s interns: “[The students] are university ambassadors, and they are representing us in a work environment.” In order for students to be represent BYU properly, the course needs to provide them with prior training about what is expected of them professionally in the work place.

One university administrator expressed the following about what he feels future interns need training on:

Students ought to have some kind of instruction in ethics and professionalism prior to their internship...Students today don't even understand, aren't even familiar with the basics of office behavior. [This] is very frustrating to employers, because these are things that employers assume are common sense...[the students] don't know how to behave or dress in the professional environment and it's embarrassing to them and to the provider...there should be some kind of an orientation that teaches professionalism, office etiquette, but definitely ethical behavior.

A second administrator supported the previous statement when he stated:

A prep class is crucial...especially if you are going overseas. You need to be prepped in the culture, the business culture, or whatever kind of job you're going into you need to know about that in advance and not mess up when you get there for a number of reasons, for yourself, but also to maintain good relationships between the two institutions. If we start sending dopes over to Belgium and they don't know what they're doing, we're going to lose those providers. We want them to be trained and know what to expect and what etiquette is proper, clothing, behavior, all those things they need to know in advance.

A third administrator commented that “[there is a need for] a prep class, where [the students] need to learn how to talk about their accomplishments, need to learn how to make a resume, how to interview and how to be professional at the job site.” It is clear that the university level administrators feel that this is important that future interns be trained to be professional contributors to the internship site, to represent our institution and themselves well.

The opinion of the internship providers seemed to match the expectations of the university administrators and advisors at some level. Even though they have very positive things to say about our interns and they value the up-to-date training and fresh ideas the interns bring with them to the site, some of them have commented on the lack of professionalism some interns demonstrate. One provider said that “if you were getting paid for this job, what would you do that you don’t do right now?...it’s work ethics, it’s learning how to work...[a student] usually doesn’t get the skills that belong in the working world.” Some other providers mentioned lack of punctuality, being late turning in forms related to the site, not calling if they are not coming in, and wearing inappropriate dress. (For all selected statements from on-site internship supervisors, see Appendix N)

The internship supervisors also complete an evaluation of the intern at the end of their internship (see Appendix C). In this evaluation, supervisors were asked about the professionalism of the interns in the workplace among other things. Figure 6 contains a frequency count of six of the questions answered by the internship supervisors that relate to professionalism at the workplace. (For a complete frequency count of the answers given by on-site internship supervisors on the student evaluation, go to Appendix I) The figure shows that the TESOL interns have made a generally good impression, and the supervisors did not rate any of the areas as needing improvement. However, there is always room for enhancement of our course in this area. The students need to be prepared to enter the workforce in the same way they are ready with linguistic and pedagogic knowledge to teach ESL classes. In order to do this an additional learning outcome is proposed. This new learning outcome will say: “By the end of the internship program, the student will **become familiar with professional** conduct, practice, and options in the TESOL industry.”

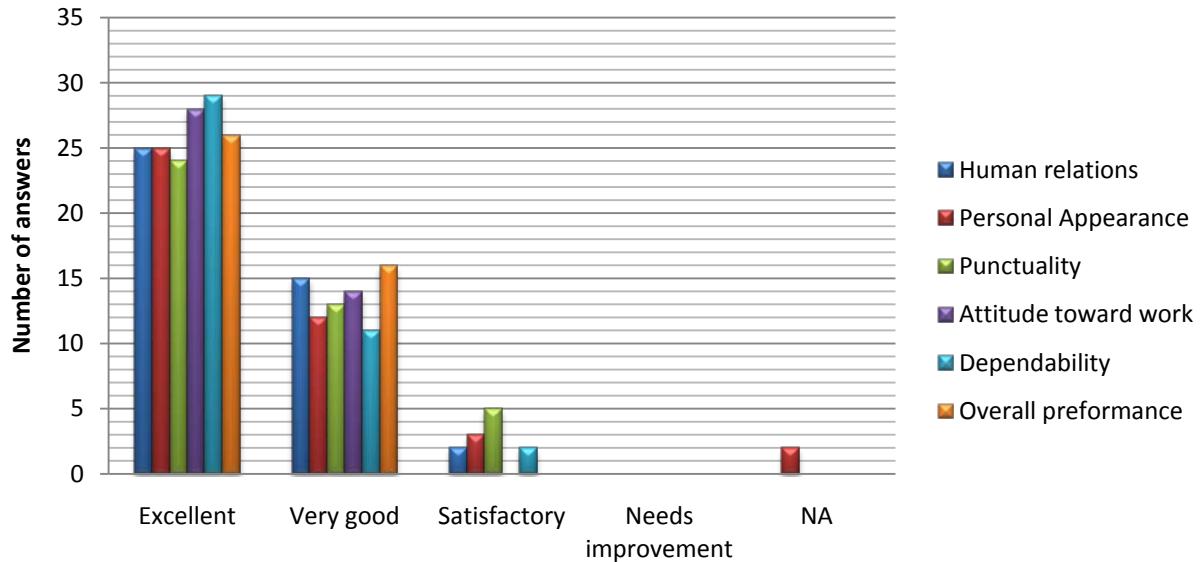


Figure 6. Internship supervisors' answers on professionalism

There are new assignments proposed for this new learning outcome. They are intended to help the students be an active participant in what is being learned. One of these new assignments is to write a statement of personal conduct. This should be a paragraph that states their commitment to professionalism and ethical behavior in the workplace. This statement of personal conduct could be an in-class activity or a homework assignment.

This new learning outcome will be supported by an additional class session that includes work etiquette and dress code, CV or resume writing, and advantages of membership in professional organizations. The teaching portfolio will also fit as a measure of the outcome as it becomes a professional tool for the students' future career. The course currently has a session on information of options for after graduation. This session will also be a supporting activity for this outcome.

The idea of a prep class was introduced before when discussing the physical environment of the internship. To respond to the need of the class to prepare our students to be more professional in their internships, a session containing information on the topic should be offered in this prep class in order to help the student decide what their personal conduct will be *before* they are at the internship site. This is additional support for the idea of separating some of the components of the current course into a prep course and in-service sessions. Adding a prep course to discuss professionalism in TESOL would also benefit students going abroad, as they would participate in these activities which are part of the capstone experience that would be the new internship program.

To summarize, the internship course lacks a learning outcome that encompasses the current activities that promote reflective teaching. It also lacks a more complete component that prepares our students to enter the TESOL industry more professionally. To offer a solution to this situation, two new learning outcomes with some supporting activities were proposed.

Wants. Students also have their own ideas of what is useful (or not useful) for them. In the class evaluation survey, students were asked their opinion regarding things to do in order to improve the course and new things to add to the course. Some of these answers were typical yet impractical answers that could not be considered for implementation of the class such as less homework, or fewer sessions during the semester. Some other answers are worth considering, like one request to hold the session on creating a teaching portfolio in a computer lab rather than a regular classroom. This is a suggestion that was considered important and has already been implemented successfully.

Several students expressed their desire to have more information regarding professional options following graduation. This issue has already been addressed, and spending additional time to cover this material has been recommended. One additional wish a student expressed that reflects the feelings of several students was to “be informed about the internships opportunities earlier.” A prep class would also give the students time to find an internship and be ready for it; it will also ease the registration process in an internship class. Recently, the university internships office implemented a new system for internship registration (Internship Registration and Management System—IRAMS). This system blocks the students from registering in the class until they have found an internship. This has delayed the registration process for several students as they sometimes start looking for an internship the same semester they intend to enroll for it. A prep class would give the students time to find an internship and go through the registration process more easily.

In the last two years, only five students have gone abroad to do an internship. This might be because by the time students realize that doing an international internship is an option, it is already too late to go through the processes the International Studies Office requires, which may take months. So a prep class would give students time to consider if doing an internship abroad is something they would want and then actually have the time to prepare for it.

In general, there have not been major relevant expressions of what the student would want to learn in the course. This might be because of the nature of the course, which is to do volunteer (sometimes paid) work at a TESOL related site, and the expectations are somewhat clear: to practice what you have learned.

For a summary of the discussion of this portion of the study related to needs analysis, see table 6 below.

Table 6.Issues and Suggestions on Needs Analysis

<i>Subarea</i>	<i>Issue</i>	<i>Suggestion</i>
Necessities	Revise current learning outcomes	Remove current learning outcomes 2 and 4 and edit learning outcomes 1 and 3
Lacks	1. Course does not consider some of the activities under a proper outcome	Add a new learning outcome that covers those activities
	2. Course does not offer a complete component in professionalism in TESOL	Add a new learning outcome with additional supporting activities
Wants	More time required to prepare for an internship	A prep class

Application of Principles

A final aspect of the curriculum development process has to be considered in order to create an effective course. Application of principles refers to the decision a curriculum developer has to make regarding the way to encourage learning (Nation & Macalister, 2010, p. 37). The application of principles has three subareas represented in Figure 7 below. The three areas will be considered for discussion and will include general information about the general principles governing an internship. Since the TESOL internship course is a practicum experience as well as a capstone course for the TESOL minor, general principles governing internships and academic capstones will be considered.

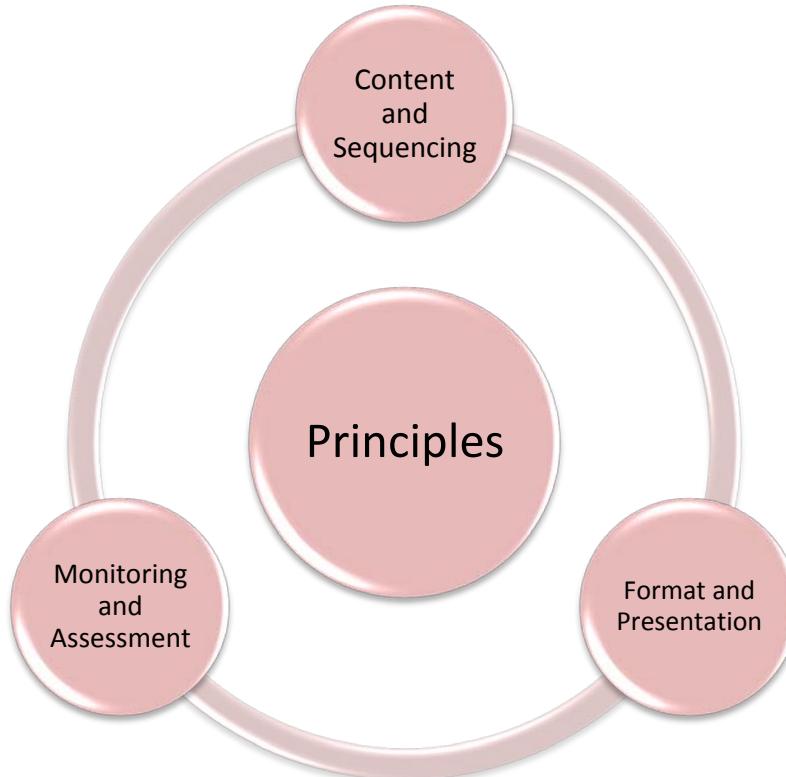


Figure 7. Application of principles

Content and sequencing. Internship programs or volunteer service programs usually provide the future intern with training related to the internship prior to the actual internship. One example of pre-internship training is HELP International, a Provo based organization that sends volunteers around the world to help in various developmental issues of third-world countries. Prior to their departure, volunteers receive training in several areas related to the work they will be doing. Another example is the BYU International Studies office, which offers different training sessions to students planning on going abroad regarding preparation to travel, cultural differences and other important issues.

The university internships office has delineated rules governing the content and sequencing of internships in the university. The following information regarding the academic

and administrative standards of an internship was retrieved from their website (BYU Internships Office, 2007).

Academic standards

Each course designating internship enrollment (.50 -12 credits) should provide a syllabus with the following instructions:

- Purpose of the course
- Course outline
- Assignments and expectations
- Test, evaluation and grading instructions

The assignments must include combinations or elements of the following:

- Text(s) and/or readings
- Papers and/or reports
- Projects and/or research
- Demonstrations and/or presentations

Administrative standards

During a pre-internship orientation, each student is to receive instructions regarding:

- Registration procedures
- Assignments and expectations
- Grading procedures
- Standards of personal conduct

- The nature and amount of supervisory contact between the faculty advisor or department administrator and the student
- Health insurance options

The administrative standards of an internship are all items the university expects an internship course to cover *prior* to the internship. The academic standards contain activities that are expected to be covered as part of the internship enrollment.

In addition to providing practical experience, the TESOL internship course also serves as a capstone course for the TESOL minor. Capstone courses are the last course of a program, where the knowledge acquired in other courses is synthesized in some way. A capstone course is a time for reflection, summarizing and closure of the academic experience and a spring board into the chosen career path. Durel described a capstone course as “a crowning course with the specific objective of *integrating* a body of relatively fragmented knowledge into a unified whole” (1993, p. 223, italics in original) He also said that “in the capstone course students disengage (i.e., separate) from the undergraduate status and existential condition and reemerge (i.e., incorporate) as graduates prepared to assess critically and act responsibly in civil society” (Durel, 1993, p.223) Thus, a capstone course has to provide students with training to become assets to society.

Format and presentation. There are no special guidelines as for the format and presentation of a capstone course or in-service session for an internship. As with any other university level course, this decision is left to the discretion of the instructor. However, there is value in promoting student led discussions, especially during in-service sessions, so that the student participating on an internship is able to report on his experiences at the internship site

Monitoring and assessment. In order for a program to remain successful, Nation and Macalister suggest the need for “ongoing needs and environment analysis.” (2010, p. 39). Correspondingly, BYU encourages its programs to implement ongoing assessment of their courses. In a document by the Center for Teaching and Learning about learning outcomes, it was recommended that professors, “through regular and systematic assessment, demonstrate students who complete their programs have achieved **stated** outcomes, using the full range of appropriate primary and secondary sources of evidence” (Center for Teaching and Learning, 2007, bold in original.) The university requires that the achievement of a program’s learning outcomes be monitored through direct and indirect measures. The following is a description of what direct and indirect evidence are and some examples of each (Center for Teaching and Learning, 2007).

Direct evidence—demonstrates actual learning, performance based work that is reflected in an evaluation of something the student has actually done or produced (e.g. homework, tests, papers, standardized tests, performances, products, etc.).

Indirect evidence—non-performance based data that reveals characteristics associated with learning, but only implies that learning has occurred (e.g. self report survey data, senior survey data, alumni questionnaire data, job placement rates, satisfaction rates, etc.).

In addition to providing these evidences, the university also requires its programs to provide constant assessment. In the same document mentioned before, the university presented a review cycle to follow in order to ensure that proper assessment of the program be followed. The first step in the cycle is to identify and publish learning outcomes, followed by regular and systematic assessment. Finally, evidence of the assessment activities should be provided (Center

for Teaching and Learning, 2007). The university encourages its programs to make this review cycle a priority in order to ensure that the best education is being provided.

Recommendations for New Syllabus and Curriculum

So far this chapter has discussed the evaluation of the learning outcomes and curricular organization of the TESOL minor internship course. Suggestions for improvement have been offered and a review of general principles governing internship and capstone courses has been presented. To visualize all these suggestions in a practical way, a new syllabus organization is proposed. It is not the purpose of this study to produce a new syllabus. However, as many recommendations have been offered throughout this chapter, the framework offered by Nation and Macalister's curriculum model will aid in the organization of the suggestions given. In this curriculum model, goals (or learning outcomes for the purposes of this study) are placed at the center of three concentric circles. The two inner circles are represented in Figure 9 below (Nation and Macalister, 2010, p.3). This figure represents the content of a syllabus. Learning outcomes are used as a guide in deciding how a program or course is organized, and the three subareas are the same as in the *Application of Principles* area of curriculum development. This ensures that the proper principles will be taken into consideration when designing the syllabus of the course.

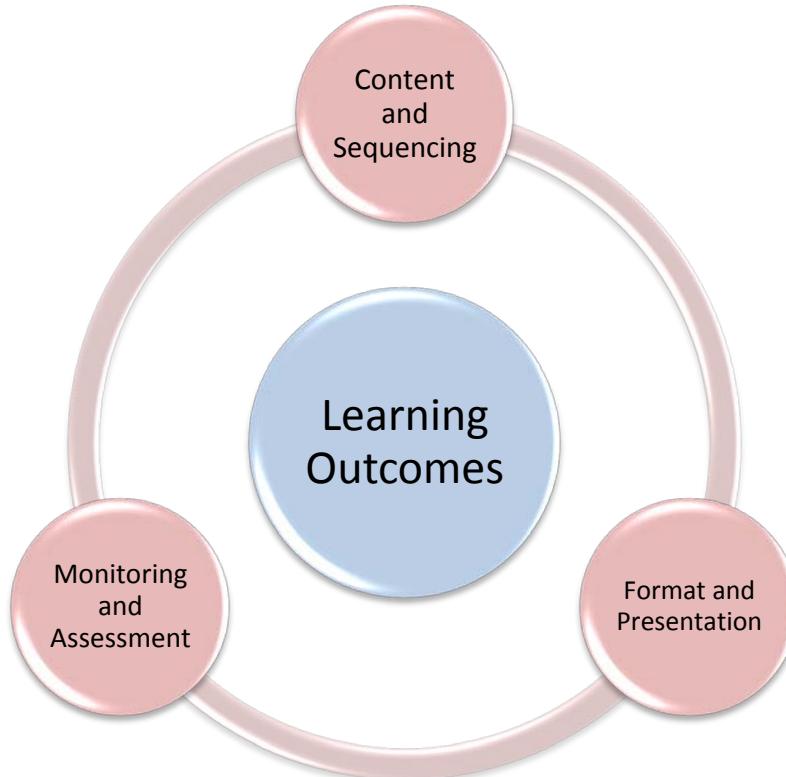


Figure 8. Syllabus content

New learning outcomes. The final learning outcomes proposed for the new TESOL minor internship program are the following:

By the end of the internship program, the student will:

1. **Apply linguistic and pedagogical concepts** learned in other TESOL minor courses in real world situations,
2. **Express feelings of confidence and preparedness** in teaching English as a second language,

3. **Demonstrate critical reflection** of his/her own teaching beliefs and practices, and
4. **Become familiar with professional** conduct, practice, and options in the TESOL industry.

Content and sequencing. The proposed program should be divided into two new components: Component A—Internship Prep and Component B—In-service sessions. These two components combined will facilitate the accomplishment of the learning outcomes for the student. Each component will contain four sessions. The current prerequisites will remain the same for the new Component B of the program, thus the students will not have to make any changes in the sequencing of the minor classes, just add the new internship prep course before they do their actual internship.

The internship prep class should be taught the first block of a regular semester, or during the Spring term, thus allowing the rest of the semester or the summer term for students to find an internship site and be ready for enrollment in the internship class the following semester or term. Since the original Ling 496R class is 3 credit hours, and these two new classes are linked to each other, they would have to share the same amount of credits. This prep class will be 0.5 credits and will have to be listed under a different course number. Table 7 contains the elements to be considered for the internship prep class.

Table 7. Internship Prep Session Content

<i>Class session</i>	<i>Session activity</i>	<i>Measure</i>
Session 1. Orientation	<ul style="list-style-type: none"> • Assignments and expectations • Grading procedures • Internship options • Registration procedures 	Find an internship
Session 2. Professionalism in TESOL	<ul style="list-style-type: none"> • CV/resume writing in TESOL • Standards of personal conduct 	Write a CV or resume Write statement of personal conduct.
Session 3. Teaching Portfolio	<ul style="list-style-type: none"> • Rationale of a portfolio • Hands- on instruction on how to create a web-based portfolio. 	Create a portfolio (a skeleton)
Session 4. After Graduation options	<ul style="list-style-type: none"> • Jobs in the TESOL industry • TESOL Graduate programs 	Job or graduate program search.

After they have enrolled in the prep class they can begin looking for an internship and go through the registration process, and other necessary training if going abroad. Then the actual internship can then be spread across several semesters, which is what some of the students do right now, with the difference being that they would only enroll for 2.5 credit hours of Ling 496R, rather than the previous requirement of 3 credit hours. Table 7 contains the suggested activities for the in-service sessions of the internship, to be held every four weeks of a regular semester, or every two in a term.

Table 8. In-Service Sessions Content

<i>Class session</i>	<i>Session activity</i>	<i>Measure</i>
Support session 1	<ul style="list-style-type: none"> • Internship reports • Talk about reflections themes evaluation, needs analysis and objectives 	Hours logs, reflection exercises
Support session 2	<ul style="list-style-type: none"> • Internship reports • Talk about reflections themes teaching and learning • Share teaching philosophy 	Hours logs, reflection exercises Teaching Philosophy
Support session 3	<ul style="list-style-type: none"> • Internship support • Talk about reflections themes materials and assessment • Share teaching or assessment idea 	Hours logs, reflection exercises Material used idea
Summary session	<ul style="list-style-type: none"> • Summary presentations • Teaching portfolio presentations 	Summary paper Teaching Portfolio

These four in-service sessions will not be attended by students who have chosen to do an internship abroad. This may be perceived as a flaw of the new curricular organization as it failed to solve research problem two, where it was stated as that not all students participated in the class sessions. Problem two was partly solved by the addition of the internship prep class where some of the activities taught in the original Ling 496R class will be taught. Also, participation in the in-service sessions for students doing international internships is still possible through the use of increasingly popular technology like Skype, or they can contribute with their experiences through Blackboard discussions. After all, one of the assignments students doing an internship

abroad currently have is to write a monthly email report to the internship coordinator. It would be of more value for the students to share this report with the rest of the students through Blackboard. In so doing, the student would be better involved in the in-service course.

It is not uncommon for students to take more than one semester to complete their internships. The practice so far has been to require the students who do their internships over two or more semesters/terms to come to the class sessions during one of the semesters they are enrolled for internship credit. With the new curricular organization presented, it would be valuable for the students to come to the in-service sessions every semester they are enrolled in their internship, as they are meant to serve as academic support of their internship experience, and the students would greatly benefit from the class discussion. As for the internship prep class, students would only have to attend the sessions once, prior to their internship.

Format and presentation. The format and presentation of the class could remain very similar to what it is now. Sessions one and four of the prep class can be led by the teacher, who may invite guest speakers for sessions two and three. However, for the in-service sessions, it would be of more value to have student led discussions regarding their experiences at their internship sites.

Sessions one, two, and three of the in-service sessions include discussion of two or three of the reflection areas per class. As explained before, during their internship, the students write seven reflection exercises that are never mentioned in class. With this focused discussion, the hope is that students will begin to see the importance of reflecting on these seven areas of pedagogy.

Monitoring and assessment. A final thing to consider is how learning will be monitored and how the effectiveness of the new program will be assessed. Table 9 contains direct and indirect measures connected to each new learning outcome.

Table 9. Direct and Indirect Measures

<i>Learning Outcomes</i>	<i>Direct Measures</i>	<i>Indirect Measures</i>
1. Apply linguistic and pedagogical concepts learned in other TESOL minor courses in real world situations	<ul style="list-style-type: none"> • Summary paper of internship experience • Presentation of material used. • Evaluation by Internship supervisor 	
2. Express feelings of confidence and preparedness in teaching English as a second language	<ul style="list-style-type: none"> • Summary paper of internship experience • Evaluation by internship supervisor • Professional teaching portfolio 	<ul style="list-style-type: none"> • Student evaluation of the Pre-course and in service sessions of the program
3. Demonstrate critical reflection of his/her own teaching beliefs and practices	<ul style="list-style-type: none"> • Seven reflection exercises • Reviewed, practice-based teaching philosophy 	<ul style="list-style-type: none"> • Student evaluation of their internship experience
4. Become familiar with professional conduct, practice, and options in the TESOL industry	<ul style="list-style-type: none"> • Teaching Portfolio that includes a career appropriate, professional resume or CV, pedagogically sound teaching materials and teaching philosophy • Statement of personal conduct • Search for job opportunities or/and graduate schools in TESOL. 	<ul style="list-style-type: none"> • Evaluation by internship supervisor

In a program of this nature, where students spend most of their time away from the university setting, monitoring of student's progress is essential. After completion of the prep

course, roughly four weeks after the start of the semester, students will start looking for an internship and will seek help when they are ready to register for the second part of the internship program, Ling 496R. It is the internship coordinator's and assistant coordinator's role to aid the student through this process. Additionally, the in-service classes serve as a mean to monitor the students' progress during their internship experience and to offer academic mentorship.

Application of the information provided in this section of this study will result in an effective curriculum for use in both the prep class and the in-service sessions. There are various elements of the new TESOL internship program that need additional evaluation and development. The following chapter presents several suggestions for future evaluation and development.

Chapter 5 Conclusion

The primary purpose of this thesis was to identify a solution to two research problems: a) whether the Ling 496R (TESOL internship course) learning outcomes matched the expectations of the course's stakeholders, and b) to evaluate the curricular organization of the course in order to allow all students enrolled in the course, both doing internships locally and abroad, to participate in all course activities. After gathering and analyzing data from five groups of stakeholders, several changes were suggested major changes suggested include:

1. Adding two new learning outcomes and deleting the two old ones, resulting in a revised list of four learning outcomes.
2. Separating the TESOL internship course into two new components: an internship prep class and an in-service course.

Other changes related to these two main adjustments were also made, mostly related to class activities and content and sequencing of the new program.

Limitations of this study

This study suffered from a few limitations. First of all, only five groups of stakeholders were considered for gathering data for this thesis: university administrators and advisors, TESOL faculty, TESOL internship coordinators, on-site internship supervisors, and students. If this study were to be performed again, other stakeholders could be also considered, such as the students the interns are teaching at their sites.

This study was also limited by the location. The program and stakeholders were all related to BYU's TESOL minor internship course, thus the majority of stakeholders are located in Provo, UT. This is an obvious limitation to the generalizability of this thesis.

An additional limitation of this study is the potential for bias inherent in the type of data analysis employed. There was only one rater, the principal researcher, selecting statements from the interviews and written summaries from the stakeholders to provide support for the findings. Triangulation of the data, that is, citing the same supporting argument from different sources to strengthen a point, was the main source of reliability and validity of this thesis.

Suggestions for future research and projects

While conducting this research, the need to evaluate and develop several areas related to the course's curriculum became apparent. Some of these areas are clear results of the changes proposed. Others, however, are results of severe deficiencies in the course that need to be addressed. The following three are the most pressing.

Revise syllabus for the new internship program. In the Syllabus Organization section of Chapter 4, new content and program sequencing was suggested. However, there is still the need to revise the current syllabus to include the changes proposed. Even though this new program would be conducted in two new components which implies registration in two separate academic courses, the same learning outcomes apply to both courses, as it is *one* program. Thus, one syllabus will be evidence of how these two courses are unified by the same learning outcomes. However, it is recommended that the syllabus makes a clear division between what activities belong to the pre internship component of the program and which belong to the in-service component.

Develop an internship supervisor training packet. Based on feedback and review of data, the on-site internship supervisors may or may not be aware of the teaching role they are accepting when they take an intern under their wing. They need to be informed of what the students are trying to accomplish and what is expected of them. Additionally, they need to know what training the student has received and how they would contribute to their institution. This will help them understand the needs of the interns at their site and also provide for them a learning experience. This packet could also contain the advantages of having an intern at their site, and even positive experiences current providers have had with the program's interns. This way, it could also be used as an advertising tool for prospective internship sites.

Update program assessment tools. As this entire document demonstrates, the need for program assessment is essential for program improvement. There are currently a few tools that help in the assessment of the current course and its learning outcomes. Two of them have been used to gather data for this research: the internship evaluation form, and the class session student evaluation. These need to be revised and updated in order to match the new program. Also, a new mid-internship supervisor evaluation form could be added. This new evaluation could help identify concerns and issues earlier, rather than know about them at the end. This new evaluation should be shorter than the one used right now as to not overburden the supervisor. Use of technology such as Qualtrics could be considered for use.

Feedback from Internship Students about the Suggested Changes

Shortly after the completion of this evaluation, the changes proposed were presented to a group of ten students enrolled in the internship course. The general response to the changes was positive and welcoming. On his/her feedback form, one student wrote, "I really like your ideas. I

hope they'll get approved." In the post-presentation discussion, two students shared the following opinions orally:

Student A: I thought it was really good. I like your ideas of how to change it, you like picked up every single thing I don't like about the class and turned it into something that I like. I like the idea of a pre internship class because I didn't find out about this class until I had already registered in the class so it was like an afterthought and kind of annoying, so if they change the program like that it would be more of a support and helpful thing.

Student B: I like your idea about, what you were just talking about—[attending support sessions every semester students are enrolled in an internship]—I like that because I think that there is another aspect of it, since a lot of this class is discussion, I think that having people who've already done a semester of this class and then coming back for a second semester, I think there's a lot of experience that they have that can be useful.

Other students expressed their agreement with these sentiments. Even when they were leaving the classroom, students offered to provide additional support for making these changes by talking to professors.

While implementing the suggested changes new issues may arise, as is common in program implementation. Although many stakeholders have been considered for the creation of the new learning outcomes and the curricular organization, the number one stakeholder is the student, and keeping that in mind when implementing the new program will hopefully make the process easier.

General Implications

Even though this study provided possible solutions to curricular design problems of a specific course at BYU, the implications of this study have a potentially wider impact. Other programs undergoing the same learning-outcomes evaluation process could take this study as an example of one way in which these evaluations can be done. Additionally, this thesis provided support for the usefulness of the new curriculum model employed (Nation & Macalister, 2010). This model is an effective tool to assist in the creation and evaluation of language programs, as intended by its authors, but it is also useful for developing and evaluating programs in subjects other than languages. This model's careful consideration of different areas affecting a curriculum makes it a solid foundation for designing and evaluating curricula of many types.

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Appendix A: Ling496R Syllabus

Linguistics 496R TESOL Academic Internship Winter 2010

Instructor: Lynn Henrichsen

4040 JFSB, 422-2938

Lynn_Henrichsen@byu.edu

Office hours: Mondays 3:00-4:00, Fridays 12:00-1:00 pm or by appointment

Internship Assistant: Marisa Ontiveros

4048 JFSB, 422-8702

tesol-internships@byu.edu

Office hours: Wednesdays 3:00 pm- 4:00 pm or by appointment

Class Meeting Time: Wednesdays 4:00-4:50 pm. (Not every week; please note specific dates in the schedule.)

Class Meeting Location: 4068 JFSB

Learning Outcomes:

The following are the intended learning outcomes for the TESOL Academic Internship course. By the end of your internship, you will...

- 1) **Synthesize the knowledge and skills** learned in other TESOL minor classes by applying them to real-world situations;
- 2) **Demonstrate awareness of community resources** that may be useful to ESL students;
- 3) **Feel more prepared and confident** to teach ESL;
- 4) **Create a teaching portfolio** that provides evidence of your knowledge and skills related to TESOL.

Assessments:

Evidence that the learning outcomes have been met will be gathered through the following assessments:

1) Monthly Hours Log

For each internship site, complete and turn in a monthly hours log with appropriate verification including a supervisor signature and applicable notes. (**Keep a copy for yourself.**) For each credit hour you are registered for (a total of 3 credit hours are required to complete the TESOL minor), you will need to complete and log a total of 50 hours. These hours include both service hours and training hours. **They are due the 8th of every month for the previous month's work.** At least two-thirds of the total hours must be service hours. Submit your logs in class or to the Linguistics and English Language Internship Office (4048 JFSB). **Note:** Other service and training activities are acceptable with approval from the instructor.

Examples of Service Hours

- Teaching, observing, assisting in an ESL class
- Tutoring ESL learners
- Preparation for ESL class
- On-site training meetings
- Direct contact with ESL learners (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)

2) Reflection Exercises

Examples of Training Hours

- Ling 496R class meetings
 - Lectures (not classes) focused on language and language learning
 - Language Teaching Conferences
 - Language Teaching Workshops
 - Extra Readings/Reflections
- Timpanogos Community Network (TCN)
meetings Weds 10–11am @ Centro Hispano,
800 S 200 W, Provo. Call them at 655-0258
[centrohispanouc.org]

Reflect on your internship experiences by completing a total of 7 reflection exercises during your internship. The reflections are spread out throughout your internship. Submit 1 reflection exercise (one page, single spaced) for every 20 service or training hours. **They are due with your hours log(s) the 8th of every 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. For each reflection complete one bullet point in one of the three areas (Reflection, Discovery and Vision), under one of the seven main headings (Needs Analysis, Teaching, Learning, Objectives, Materials, Assessment, and Evaluation).

3) Attendance

Attend all class sessions. If a session is missed, you will need to make up that session by attending it the next semester or by making other arrangements with the instructor.

4) Online Resource Assignment

Visit at least 10 TESOL-related online websites. A list of possible websites can be found on Blackboard under Online Resources. Use at least one activity from these websites at your internship site. Submit 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

Present (in approximately one minute) an ESL activity with our Ling 496R class and create a one-page handout describing your idea to give to each class member. Your handout should present a basic teaching idea plus explain ways the idea can be adapted for different language proficiency levels. 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) Teaching Philosophy

A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. In addition to general comments, your teaching philosophy should discuss how you put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom. It should be approximately 3 pages double-spaced.

7) Teaching Portfolio

Create a teaching portfolio (web or electronic) that includes your resume, your teaching philosophy statement, sample lesson plans, and other relevant information for future employers.

Note: With instructor approval an alternative final project is possible, such as a graduate school application (including letter of intent); survey of potential jobs and resume, etc.

8) Course Sessions Evaluation

Complete the paper course evaluation at the end of the semester.

9) Evaluation by Internship Supervisor(s)

Provide your internship supervisor(s) with an evaluation form to be submitted to your instructor at the end of your internship.

10) Evaluation of Internship Provider(s)

Complete an evaluation for **each** internship site you work with. Submit these when you have completed your internship hours (150 hours).

11) Summary Paper

After you have completed your internship hours, write a 3-4 page paper reflecting on your overall internship experience. Give a brief overview of your internship responsibilities and then describe what you have learned from your internship.

12) Exit Survey

After turning in the summary paper, complete the exit survey online to provide feedback on your internship experience.

13) Oral Presentation

After you have completed your internship hours, give a brief (6-8 minute) oral presentation about your internship. Include an overview of your responsibilities at each internship site and highlight what you have learned from your internship experiences. This will be scheduled near the end of the semester. All students who have completed their hours during that semester/term will attend the presentations.

Extra Credit

Community Resources Assignment

In order to demonstrate an awareness of community resources available to ESL students, turn in a one-page write up of an experience (or experiences) with one or more of the community resources listed below. (Other activities are acceptable with approval from the instructor.) The experience should last at least one 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 centrohipspanouc.org for local activities)
- Visit Centro Hispano—a resource center; spend an hour learning about what resources they offer the Hispanic Community in Provo.
- Visit the Provo Library (500 N. University Ave.). Find out what programs are offered for your students (e.g., Project Read) 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.

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 WSC).

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	Online Resource Assignment
25 points	Teaching Philosophy
15 points	Teaching Idea
30 points	Teaching Portfolio
20 points	Evaluations –by internship supervisor, of sites, exit survey, course (5 points each)
30 points	Summary Paper & Oral Presentation
35 points	Class Attendance (-5 points for each day missed)
15 points	Participation/Regular Communication with Internship Assistant (Marisa)
450 points	Total

**A = 425 or above A- = 405-424 B+ = 395-404 B = 375-394 B- = 360-374 C+ = 350-359
C = 330-349 C- = 315-329 D+ = 305-314 D = 285-304 D- = 270-284 E = 269 or less**

- Hour logs are due the first week of the month (no later than the 8th).
- Reflections are due the first week of the month (no later than the 8th).
- One reflection is due every 20 hours. This way, by the time you complete 140 hours, you will also have finished the reflection assignments.
- 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.

Example of a Partial Grade Report

Sept Hours	18
Sept Points	18
# of Sept Reflections due	0 (Hours so far = 18)
<u>Sept Reflection Points</u>	<u>0</u>
Oct Hours	25
Oct Points	25
# of Oct Reflections due	2 (Hours so far = 43)
<u>Oct Reflection Points</u>	<u>30</u> (15 points each)
Nov Hours	17
Nov Points	17
# of Nov Reflections due	1 (Hours so far = 60)
<u>Nov Reflection Points</u>	<u>15</u>
Dec Hours	63
Dec Points	57 (Late 1 week—10% deducted)
# of Dec Reflections due	3 (Hours so far=123, #of reflections based on hours, not points)
<u>Dec Reflection Points</u>	<u>40.5</u> (Late 1 week—10% deducted)
Jan Hours	27
Jan Points	27
# of Reflections due	1 (hours so far=150)
<u>Jan Reflection Points</u>	<u>15</u>
Total hours	150

Total Hour points	144	(Out of 150)
Total Reflections	7	
Total Reflection Points	100.5	(Out of 105)

For those who continue on and earn more than three credit hours:

50 points	50 Hours of service-recorded on logs per credit hour
30 points	Summary Paper
<u>20 points</u>	<u>Regular Communication (Monthly email update) with Internship Assistant (Marisa)</u>
100 points	Total

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

- Hour logs are due the first week of the month (No later than the 8th).
- There is 10% deduction/week for all late assignments.
- An additional summary paper is due by the end of the month you turn in your last hour log.

DATE	DISCUSSION TOPIC	ASSIGNMENT DUE
Session 1 Wed Jan 6	OVERVIEW Review Syllabus & Assignments Sign Student Agreement form Teaching Idea Example & Sign-up Brief internship report	
Session 2 Wed Jan 13	TEACHING RESOURCES Online Teaching Resources Teaching Philosophy Individual Internship Reports	Master Agreement form due, if necessary.
Session 3 Wed Jan 20	TEACHING PORTFOLIO Video presentation: Ben McMurray “How to Create an Electronic or Web-based Teaching Portfolio”	Teaching idea presentations
Session 4 Wed Jan 27	COMMUNITY RESOURCES Guest Speaker: Joan Dixon “Combining Language Teaching and Community Resources”	Teaching idea presentations Online Resources Assignment due.
Session 5 Wed Feb 3	INTERNSHIP REVIEW Individual Internship Reports Review draft of Teaching Philosophy	1 st Draft of Teaching Philosophy due. Your first set of hours logs and reflections are due no later than October 8 th in the box outside 4048 JFSB. Be sure they are signed by your supervisor. (Keep a copy for yourself.)
Session 6 Wed Feb 10	AFTER GRADUATION Jobs in TESOL Graduate School Assignments for the rest of the semester Question and Answer Session	
Session 7 Wed Mar 31	INTERNSHIP WRAP UP Teaching Portfolio Presentations What to do if you plan to continue Fill out Grade Change Forms End of Class Surveys	Teaching Portfolio due with final draft of Teaching philosophy.
Session 8 Wed Apr 7	ORAL PRESENTATIONS	For those completing their internship. If finishing, the summary paper is due by the final oral presentation.

Appendix B: Consent Form

Ling496R Class—TESOL internships Research Project Consent Form

Introduction

Marisa I. Ontiveros, a graduate student at Brigham Young University working under the mentorship of Professor Lynn Henrichsen at Brigham Young University (BYU) would like to invite you to participate in a research project that explores the learning outcomes of the Ling 496R TESOL Internships class.

Procedure

If you choose to take part in this project you will participate in an interview. All interviews will be on a voluntary basis, and a tape recorder may be used. These interviews will be conducted by Marisa Ontiveros or received on an email if a survey is to be answered.

Confidentiality

All information obtained from the research project will remain confidential and the data obtained will have no identifying information to ensure this confidentiality. All data will be kept in a secure place and only those directly involved with the research will have access to the files.

Benefits, Risks/discomforts

There are no direct benefits to participating in the study. However, we hope through interviewing you we will be able to learn more about the learning outcomes for our class.

Participation

Participation in this research study is completely voluntary. You may refuse to participate at any time, without any consequence.

Questions about the research

If you have any questions about this study, you may contact Marisa Ontiveros at (801) 422-8702, tesol-internships@byu.edu, or Professor Lynn Henrichsen at lynn_henrichsen@byu.edu.

Questions about your Rights as Research Participants

If you have questions regarding your rights as a participant in research, you may contact a BYU IRB Administrator at (801) 422-1461, A-285 ASB, Brigham Young University, Provo, UT 84602, irb@byu.edu

Consent

I have read, understood, and received a copy of the above consent form and desire to be part of this research project. I understand I may withdraw from the study without reason and without cost.

Print Name: _____

Signature: _____

Date: _____

Appendix C:
Evaluation by Internship Provider

FINAL EVALUATION BY INTERNSHIP PROVIDER
Academic Internships - Brigham Young University

Student's Name _____

Name of Your Organization _____

DIRECTIONS TO SUPERVISOR:

This form has been designed to help you evaluate the intern objectively in comparison to other students or workers of comparable academic level or with other personnel assigned the same or similar tasks. Your remarks are helpful because this evaluation will serve as a basis for helping the student obtain additional skills. The evaluation should be mailed to the Academic Internships Advisor (listed on the back of this form) at the end of the student's internship.

Please check the appropriate spaces to indicate the student's level of performance and make comments as needed.

1. *Relevant Skills.* To what degree has the student acquired and applied the skills needed to perform adequately in the assigned position?

_____ Excellent
 _____ Very Good
 _____ Satisfactory
 _____ Needs improvement (Please indicate the nature of the improvement needed.)

2. *Human Relations.* How well has the student accepted suggestions and related to fellow workers, supervisor, and (where applicable) subordinates?

_____ Excellent
 _____ Very Good
 _____ Satisfactory
 _____ Needs improvement (Please indicate the nature of the improvement needed.)

3. *Quality of Work.*

_____ Excellent
 _____ Very Good
 _____ Satisfactory
 _____ Needs improvement (Please indicate the nature of the improvement needed.)

4. *Quantity of Work.*

_____ Excellent
 _____ Very Good
 _____ Satisfactory
 _____ Needs improvement (Please indicate the nature of the improvement needed.)

5. *Other Characteristics* (Please check the appropriate boxes.)

	Excellent	Very Good	Satisfactory	Needs Improvement
Personal Appearance				
Punctuality				
Attitude toward work				
Dependability				
Ability to learn				
Creativity				
Oral Communication				
Overall performance				

6. *If Teaching* (Please check the appropriate box)

	Excellent	Very Good	Satisfactory	Needs Improvement
Interacted well with students				
Teaching practice matched the organization's objectives				
Taught professionally				
Taught effectively				

7. Comments in regard to this student: Is this the kind of person you would like to hire as a part-time or full-time employee? Why or why not?

8. Comments in regard to the TESOL Internship program: What could our department do to improve the TESOL Internship program for you or for the student?

yes no I give permission to release this information to the student intern

Signature of Internship Supervisor

Date

Please submit to: Dr. Lynn Henrichsen
 Brigham Young University
 4040 JFSB
 Provo, UT 84602
 Phone: 422-2938; E-mail: tesol-internships@byu.edu

Appendix D:
Class Sessions Evaluation Survey

Linguistics 496R
TESOL Academic Internship
Evaluation of Class Sessions

(A separate evaluation of your internship experience will be conducted online)

Section 1. Course Assignments and Activities

Please circle the number that best represents your opinion. If an item does not apply, write N/A by it.

	Strongly Disagree			Strongly Agree
Class expectations were clear from the outset	1	2	3	4
Class assignments were clearly explained	1	2	3	4
Class assignments were graded fairly	1	2	3	4
Time spent in class was constructive	1	2	3	4
Time in class benefited my internship experience	1	2	3	4
Ben McMurry's guest lecture on teaching portfolios was helpful	1	2	3	4
Joan Dixon's guest lecture on community resources was helpful	1	2	3	4
Final oral presentations by interns about their experiences	1	2	3	4
Class assignments (listed below) were useful, meaningful, and helped me develop professionally	1	2	3	4
Monthly hours logs	1	2	3	4
Online teaching resources (visit 10 TESOL-related websites, describe them, use at least one activity from them, and report on how it went)	1	2	3	4
Teaching philosophy	1	2	3	4
Community resources (write-up your experience)	1	2	3	4
Teaching portfolio (Web-based or electronic)	1	2	3	4
Reflection exercises (7 online modules)	1	2	3	4
Teaching idea presentations (in class with handout)	1	2	3	4
Summary paper (submitted at end of internship)	1	2	3	4

Section 2. Course Learning Outcomes

Please circle the number that best represents how well you accomplished each of the learning outcomes for this course*

- | | | | | | |
|--|---|---|---|---|---|
| 1) Synthesize the knowledge and skills learned in other TESOL minor classes by applying them to real-world situations | 1 | 2 | 3 | 4 | 5 |
| 2) Demonstrate awareness of community resources that may be useful to ESL students | 1 | 2 | 3 | 4 | 5 |
| 3) Feel more prepared and confident to teach ESL | 1 | 2 | 3 | 4 | 5 |
| 4) Create a teaching portfolio that provides evidence of knowledge and skills related to TESOL. | 1 | 2 | 3 | 4 | 5 |

Section 3. Open response

Please write whatever you think about each of the following:

Things I liked about the class (Keep):

Things that could be improved (Change):

New things that would improve the class (Add):

Other comments about the course:

Appendix E:
Interview Questions for University Administrators & Advisors

In your opinion/experience:

1. Why does the university encourage students to do internships?
2. How important is it that interns enroll in an internship class?
3. Should an internship course serve as a capstone course for a program? Or should internship and capstone courses be kept separate?
4. If an internship course also holds regular class meetings, what type of things would you expect the sessions to cover?
5. How do internships support the accomplishment of BYU's institutional mission?
6. What else would you like to say about internships?

Appendix F: Interview Questions for TESOL faculty

Have you taught or are currently teaching any of the following courses (Core TESOL minor courses)?

- ELang 223 Introduction to the English Language (3 cr.)
- Ling 441 Language Acquisition in TESOL (2 cr.)
- Ling 461 Language Assessment in TESOL (2 cr.)
- Ling 473 Literacy Development in TESOL (2 cr.)
- Ling 477 Methods and Strategies in TESOL (3 cr.)

In your opinion/experience...

1. Are any of the course objectives in the class(es) you have taught related to any of the following areas? If so, what are some specific assignments they complete in your class?
 - a. Needs analysis: *activities used to collect information about your students' learning needs, wants, wishes, desires, etc.*
 - b. Teaching: *Discover their own teaching styles or form an opinion about them or develop a teaching philosophy.*
 - c. Language Acquisition: *How second language learners acquire language.*
 - d. Objectives: *Role and use/development of objectives for the ESL classroom.*
 - e. Materials: *Type of materials that can be used in the ESL classroom. Development of ESL teaching materials.*
 - f. Assessment: *Various ways to assess second language learners.*
 - g. Teacher improvement: *Teacher's evaluation of his/her own teaching and plans for improvement.*
2. Are there any additional areas you teach in your class that you would like to mention?
3. Is an internship an appropriate capstone course for the TESOL minor? Why?
4. What else would you like to tell me about the TESOL minor courses?

Appendix G: **Interview Questions for Internship Coordinators**

In your opinion/experience:

1. How does the TESOL internship class sessions help the student do the following:
 - synthesize the knowledge and skills learned in other TESOL minor classes
 - demonstrate awareness of community resources that may be useful to ESL students
 - feel more prepared and confident to teach ESL
 - create a teaching portfolio that provides evidence of your knowledge and skills related to TESOL
2. Are the following classroom activities important? Why?
 - become informed of different options in the TESOL field after graduation
 - show familiarity with online teaching resources
 - provide evidence of learning process through written reflection exercises
 - give presentations on their own or adapted teaching ideas, their teaching portfolio, and their internship experiences
3. Would the student benefit from learning the following in class? Why?
 - professionalize themselves in the field through writing an appropriate CV or resume and considering membership in TESOL related professional organization
 - Demonstrate awareness of work etiquette and dress in the TESOL profession.
4. What experiences do international interns have that help accomplish any of the objectives mentioned above?
5. Is our current internship class an effective capstone for the TESOL minor? Why?
6. Are there any additional activities or objectives that should be included as part of the class sessions or the internship experience?
7. What else would you like to say about the internship program?

Appendix H:
Interview Questions for Internship Supervisors

In your opinion/experience...

1. How do interns benefit your program?
2. What responsibilities have interns held in the past at your site?
3. What things do they learn by working at your site?
4. How do you decide what interns do at your site?
5. What type of guidance do interns receive at your site when they start working?
6. What type of supervision do interns receive at your site during their internship?
7. What things do you wish our interns did better?
8. What can we do to improve our relationship with your company?
9. What else would you like to tell me about our interns at your company/school?

Appendix I:
Complete Frequency Count for the Answers of the Evaluation by Internship Supervisors

The TESOL internships office received evaluations for 42 students from the Fall semester 2008 to the Winter semester 2010. There were 16 Likert scale responses in the survey. They were rated in a four point scale where one is Excellent, two is Very good, three is Satisfactory, and four is Needs improvement. Although the survey was not numbered 1 through 16, the numbers on the left side of the table represent the number of the question according to the order in which it is in the survey. The number in each of the cells represents the number of responses for the given category. The actual survey can be found in Appendix C.

	Needs improvement	Satisfactory	Very Good	Excellent	NA	TOTAL
1	1	1	17	23	0	42
2	0	2	15	25	0	42
3	0	1	18	23	0	42
4	0	0	16	26	0	42
5	0	3	12	25	2	42
6	0	5	13	24	0	42
7	0	0	14	28	0	42
8	0	2	11	29	0	42
9	0	1	16	25	0	42
10	0	5	16	18	3	42
11	1	3	18	19	1	42
12	0	0	16	26	0	42
13	1	0	14	17	10	42
14	1	2	16	13	10	42
151	0	1	13	17	11	42
16	0	3	14	15	10	42

Appendix J:
Complete Frequency Count for the Answers of the Class Sessions Evaluation by Students

The TESOL internships office received evaluations from 38 students from the Fall semester 2008 to the Winter semester 2010. There were 20 Likert scale responses in the survey. They were rated in a five point scale where one is Strongly disagree, and five is Strongly agree. Although the survey was not numbered 1 through 20, the numbers on the left side of the table represent the number of the question according to the order in which it is in the survey. The number in each of the cells represents the number of responses for the given category. The actual survey can be found in Appendix D.

	Strongly Disagree				Strongly Agree	NA
1	0	0	4	13	21	0
2	0	1	3	14	20	0
3	0	0	3	6	28	1
4	0	1	3	10	24	0
5	0	2	8	5	23	0
6	0	2	6	9	20	1
7	0	1	6	7	20	4
8	0	0	4	11	12	11
9	0	0	4	10	22	2
10	0	1	6	11	19	1
11	0	0	2	11	25	0
12	0	1	7	9	11	10
13	1	0	1	8	27	1
14	1	1	10	10	14	2
15	0	1	6	9	21	1
16	0	0	4	8	17	9
17	0	0	3	14	21	0
18	1	2	5	17	12	1
19	0	1	4	11	22	0
20	0	0	4	9	24	1

Appendix K:
Selected Statements from Interviews with
University Administrators & Advisors

About learning outcome 1, synthesize the knowledge and skills learned in other TESOL minor classes by applying them to real world situations

“It is a moral imperative on our part to help students see the importance of internships, ...and help the students see the skills they are picking up and help them translate their understanding of those skills into a way that the market can understand them, and one of the best ways to do that is to do an internship in a field that demonstrates that they have real marketable skills.”

“The class enrollment is to mentor the student while they are practicing what they are learning in the classroom, so with that registration they have access to the department’s internship coordinator that gives them the syllabus and talks about the learning outcomes of what the students hope to accomplish while they are on their internship. Part of that syllabus is just like any other class: the student getting assignments, and having readings, or being able to put together a portfolio or something at the end that culminates all their learning experience and then ties it with what they’ve already learned in the classroom.”

“You can sit in a classroom and really enjoy what you are learning, and have it be totally rewarding and fulfilling and click mentally, but until you get into that work environment to practice what you’ve been learning, I think it’s hard to really get that confirmation to know if that’s really what you want to do.”

“An internship allows the student to practically apply what they are learning in the classroom as long as an internship is an extension of the curriculum or an application under supervision of the principles taught in the classroom.”

“What [the students] do in an internship should directly apply what they’ve been learning in classes and help them to better understand the principles they’ve learned.”

“We are asking for an employer to create a learning environment where the student can apply what they’re learning in the classroom.”

About learning outcome 3, feel more prepared and confident to teach ESL

“Part of the responsibility of [the University’s] education is more comprehensive than just offering learning in a subject matter but also preparing them for lifelong learning in their

subjects, so that internships really solidify what they have learned in their areas but also give them options to utilize them.”

“[An internships complies with the universities mission] of lifelong learning, [it] essentially launch[es the students]into their lives”

“[An internship helps you become] an asset to the community.”

“[An internship] gives you a confirmation that you are in the right discipline.”

“An internship is a foundation for life-long learning, because what an internship shows is that you don’t learn everything you need to know in college and then go into the workplace and suddenly you know everything, it shows that the workplace is an extension of the curriculum and that you continue learning in the workplace.”

About class activity, session on after-graduation information.

“We feel an obligation to help students find employment, because most kids go to school to work...now there’s a certain expectation when kids got to school [that] they are going to find a job afterward...and an internship is a key part of that.”

About class activity, reflection exercises

“The student needs to see this work experience not just as a job, but an academic experience, which means thought, reflection. So it means ... trying to bridge that gap between academics and work, so reflecting on the experience in a way that encourages the student to figure out what it is they have learned... If you never go through the thought process it never becomes clear.”

“Writing is one of the best reflective tools.”

“[In class] you can brainstorm what you’ve learned from your [internship] experience.”

About university's suggestions on professionalism and work etiquette

“A prep class is crucial...especially if you are going overseas. You need to be prepped in the culture, the business culture, or whatever kind of job you’re going into you need to know about that in advance and not mess up when you get there for a number of reasons, for yourself, but also to maintain good relationships between the two institutions. If we start sending dopes over to Belgium and they don’t know what they’re doing, we’re going to lose those providers. We want them to be trained and know what to expect and what etiquette is proper, clothing, behavior, all those things they need to know in advance.”

“The [internship] course helps [the students] put [the knowledge they have gained] in a CV in a way that becomes relevant to a job provider once they have left their internship.”

“The key of an internship is going out into the marketplace.”

“An internship professionalizes your [BYU] experience.”

“If you want to be as good as possible and go out there and demonstrate and be an example of BYU’s excellence then [an] internship is going to serve that purpose.”

“For students to be able to move seamlessly from college into a career these internships are pretty essential.”

“[If classes are held they should go over] career training that relates to what they are going to be doing in their internships; rules that govern what they are going to be doing; parameters setting-up: we’re sending you out and we want to make sure that you do this, this and this.”

“[There is a need for] a prep class, where [the students] need to learn how to talk about their accomplishments, need to learn how to make a resume, how to interview and how to be professional at the job site.”

“[For the class sessions] invite experts from the field to teach them some of the social ethics of business, how you deal with people...because work ethics are different from school ethics: how you interact with your supervisor, how you interact with your coworker.”

“[The students] are university ambassadors, and they are representing us in a work environment.”

“[An internship] provides context in the professional world...to find jobs when they graduate.”

“[An internship] supports the ability of our students to get good jobs where they can contribute substantively.”

“Student ought to have some kind of instruction in ethics and professionalism prior to their internship...Students today don't even understand, aren't even familiar with the basics of office behavior. [This] is very frustrating to employers, because these are things that employers assume are common sense...they don't know how to behave or dress in the professional environment and it's embarrassing to them and to the provider...there should be some kind of an orientation that teaches professionalism, office etiquette, but definitely ethical behavior.”

About an internship being an academic experience

“Take your marvelous liberal arts education, but you add other experiences, like internships, so that you are ready to make a contribution.”

“[The internships office] was founded in 1974, and even back then, the administration recognized the importance of students learning theories in the classroom as well as being able to practice them in a real world environment, so they decided to offer credit for that experience so the student can learn in tandem what they are learning in the classroom and to be able to practice it.”

“There are some people in the University who say: work experience shouldn't equate to academic credit, but if you create it as a learning environment it is absolutely invaluable as part of the curriculum and is completely appropriate in the university setting.”

“Sometimes...it is not clear to a faculty member how [an internship] fits in their curriculum, so to grant academic credit for an internship means that you are stealing, basically, three credits from the regular curriculum.”

“Universities are not credible if they give academic credit for work experience...they’re only credible if that academic credit is a learning experience that extends their curriculum.”

About an internship being a work experience

“The university encourages students to do internships now because they recognize it is really difficult sometime for students to get a job after graduation if they don’t have that hands-on learning experience.”

“Particularly in this current environment of economic recession...where it is harder to find jobs, the employers who are hiring are picking and choosing and they are giving the priority to students who have proven themselves in the workplace by doing an internship.”

About an internship being a capstone course

“Most minors don’t require capstone...probably one of the justifications for the Linguistics TESOL minor doing they way they do is because they don’t want to continually add more hours to this minor so let’s be more efficient by doing it wanting the same thing.”

“I would propose having a pre-internship orientation course and offer the same type of learning and education that will be needed.”

“A discipline would want to have a capstone course directed by their faculty that brought together all elements of their required education. To expect an internship to do that is not reasonable because you don’t have enough control over the internship environment to do that. An internship the student some valuable things, but it doesn’t replace a professor bringing together things for the students to have the aha moment of how it all fits together.”

About internships and the university’s mission

“BYU’s aim is to prepare students in every way... I think an internship is a critical way to be able to fulfill the aims of BYU and the aims of our college, to prepare students who will make a difference. We have a marvelous education here and [the students] need practical skills to be able to operationalize those ideals.”

About internship supervisors

“Let’s keep the paperwork to a minimum... user friendly...try not to inconvenience the employer.”

“You don’t want to overburden the supervisor, but it’s not an academic experience if the supervisor doesn’t recognize that they are in a teaching role as well. That doesn’t mean they spend their whole day teaching, but it does mean that...[the students] would be guided by the supervisor on how to do it better, and we expect supervisors to do that so the students can learn from the people who are in a profession how to refine their skills and apply the principles that they’ve been taught. Without that supervision is just work experience, and work experience does not qualify for academic credit. It has to be a learning environment.”

“Students [should] set objectives with their supervisors, learning objectives...If they have an entry interview with their supervisor and identify what they will learn or what skills they will refine on their internship, then that provides a focus and the students know what they are supposed to be doing and the supervisor knows what they are supposed to be doing and the supervisor knows what the student is supposed to be learning.”

Appendix L:
Selected Statements from Interviews with TESOL faculty

About additional things that students learn in prerequisite classes

Elang 223 or Ling 330—“When you know more about the language I think you’re a better teacher...that it’s not specifically there [in the reflection exercises], I think it relates to the content knowledge that the teacher has about language that can be applied when they are teaching.”

“I try to get [the students] to think about how this applies to language teaching and how it might help them to better explain the language.”

About the internships as a capstone course

“I think it is appropriate. And the reason I think it is appropriate and I like it as a capstone when they’ve done the other courses is they get to apply what they’ve learned in those courses in a real situation. I know that some internships are better than others and some...because the students make them better than other...so it can be a really good capstone experience.”

“In the 473 class I’m doing right now there are at least five of the 40 students are interns this semester at the ELC...their level of confidence in addressing issues that we are discussing in class is so much higher than the other students. So I would say keep the capstone experience.”

“I see a disadvantage [on separating the classes from the internship] because the discussion, I mean, having never attended one, I can only imagine that the discussion is so much richer because they are in the act of teaching and learning and reflecting in their own teaching.”

“I think so...those experiences differ depending on the situation...I think it is an appropriate capstone.”

“The capstone for the minor in the form of practical experience is critical.”

“I think that we have the two purposes mixed up. I mean an internship is an experience in the real world where they connect theory in class, models, academic stuff with real world practice. A capstone is where they put everything together and maybe if we look at the internship as a capstone where they not only have to put it into practice but have to put it together then maybe internships and capstones kind of do go together. If it’s simply just a job experience then they don’t...I think it is appropriate to put them together.”

“I think that having an internship as a capstone is a valuable activity...you cannot discount the benefit that experience brings, especially when it comes to finding a job. And the hope is that maybe if they had a really good experience, maybe at some point an employer will hire them.”

“I think an internship is the ultimate capstone, I think that it shouldn’t just be the one time. I think that every class should be giving you some experience in the real world, so that it is not the first time you have this experience...and it is really the purpose of the minor. We’re supposed to be developing teachers...so if they are actually not going ahead and doing it and preparing lessons, and dealing with all of the ambiguity that you can’t provide in the textbook, they are really not getting the experience they need. And I think the way that’s handled, especially if they are reporting their learning, their growth, what’s happened to them, their attitudes, everything like that, so that they are doing a lot of self-reflection, I think is the ultimate capstone, because it kind of ties everything together. And being able to utilize what you’ve seen in the formal classrooms at BYU in those settings, being able to transfer that over, is a skill and they need to be able to have that opportunity.”

About the TESOL minor courses

“I think we have a really solid sequence of classes that, even though is not a major, adequately prepares an undergraduate student to be actively involved in an ESL or an EFL context and I think informs them adequately enough for them to make an informed decision whether this is something that they really want to do beyond the undergrad level and do a masters program.”

“I think it’s a well balanced minor...it is good preparation.”

Appendix M: Selected Statements from Interviews with Internship Coordinators

About learning outcome 1, synthesize the knowledge and skills learned in other TESOL minor classes by applying them to real world situations

“I think the thing that’s unique about the class that we have, the internship class, both the...actual class but also the fact that they need to do internship work, is that a lot of what they learn beforehand, even with having teaching philosophies, is without a lot of practical experience, and sure it’s nice to know all of these things...but when you need to know it in order to effectively teach a group, that’s where you really start to synthesize information, it’s when you start to use your old books, when you start to remember what people said.”

“It really depends on the students if they put forth effort...they could be very passive about it. But [the internship] gives a lot of flexibility if the student really wants to focus in one area or another or a few areas, they could synthesize that knowledge.”

“I think we expect that to happen, but we don’t check on them, only in the reflections, so we don’t really know how well they’re doing on this, we just assume that they are doing well.”

About learning outcome 2, demonstrate awareness of community resources that may be useful to ESL students

“[Joan Dixon’s] presentation...really is an effective way to having them both be aware of community resources ad be aware of how in teaching community students you need to focus your attention on, ok, what do they students really need...in order to accomplish the things that they need to do at their level.”

“In real practice they may use those community resources. Some may and some may not, so that would be varied. They could actually use those resources, just depends on what they’re doing.”

“This is one that I still think is weird, why is that even there. Why do they need community resources as part of their internship? Do they talk about it in any other class? Why don’t they talk about it in 477? It doesn’t seem to be a good fit with the internship itself.”

About learning outcome 3, feel more prepared and confident to teach ESL

“I remember doing exit interviews with a number of students where they just say, you know, at the beginning [of the internship] I was really nervous, I didn’t what I was doing, but now I feel like I can teach not just this class but any class because I’ve got the skills that I need to and I realize I can apply the information that I’ve learned.”

“I think a lot of students who haven’t had experience; this is very helpful for [the students] to gain that confidence.”

About internship course activity, developing a teaching portfolio

“The greatest value in gathering a teaching portfolio isn’t in and of itself the teaching portfolio. I mean, having a teaching portfolio is nice, but is even more important to gather what you’ve already learned and gained and have that information ready for resumes, for CVs, to have sample lesson plans, just to have something...readily accessible. It helps people to see This is what I’ve accomplished.”

“The [students] that are really interested in the area, they are putting a lot of effort for their internship...and they try to get their teaching portfolio pretty good, because...they’ll take that to future employers.”

“We definitely do that...The outcome is to have a portfolio. I think it’s a good outcome.”

About internship course activity, session on after-graduation information

“[The class] could be a little bit better...we talk some about it in the class but we don’t talk a whole lot about it.”

“Students wanted to know what’s available for them.”

“If it’s a capstone, kind of a finishing up course, that’s important, to help them get a job, getting to graduate school, that seems to fit.”

About internship course activity, online resource assignment

“I don’t think I would change it. I would just make sure that students know, after doing the assignment, in case you missed these, here are some important websites (like a greatest hits compilation) you ought to look at.”

“This should be on 477, not in this class.”

About internship course activity, reflection exercises

“I think there needs to be some sort of way in helping them reflect on what they do, and whether that’s with essays or with some other measurement I don’t know. I just think that the most important thing is making sure that they become aware of what they are doing as a teacher. And even though the reflection exercises are an imperfect thing, I think they help to accomplish that objective.”

About internship course activity, teaching idea assignment

“The teaching idea, the idea was that they present this idea and if they can try it out and then report on how it worked. So it’s just taking it a little bit further, so it’s something that they used in the internship”

About internship course activity, teaching philosophy

“The idea was they write it in 477 early on, after they try to get an idea of what’s their philosophy. Then, they do some practice. They go out in the real world, they do some refinement, to me, it could change. So they could go back to it and change it after some experience.”

About university internship office suggestion, professionalism in the field and work culture and etiquette

“I think it would be helpful to let students know of sources like I-TESOL where they can find sources of jobs.”

“Helping them to be aware that because they are representing the TESOL program and themselves, just to be aware that there are professional standards and to follow those professional standards...this really reflects back on us and it reflects back on you and because of these experiences you might have this as your references list and how would you like it if somebody said “Well they’re just not professional.””

“Most students should have a draft [of their resumes] of one they already did and then they can include their internships and if they want to focus it on TESOL. So it’s not just a general one...And the work etiquette and dress, I think that’s a really good idea.”

“We don’t talk about this in the class [currently]. In 695 [the master’s capstone] we have students practice job interviews. We don’t ever talk about that in 496 we just talk about “this is where you can apply” but not how to do a good interview.”

About international interns

“What I see...the ones that go internationally they have a much more intense internship because usually that’s what they go and do, and that’s what they’re focused on, it’s teaching English. So they get a lot more experience and really is real world, because most of them have a class...so I think they have a little different experience in terms of the intenseness.”

“International interns, don’t take the class sessions, and don’t get any support in building a teaching portfolio, so we actually shortchange them there.”

About our internship as a capstone

“A lot of the class sessions contain capstone material.”

“I think that the experience they get in a capstone course is really invaluable. Their internship is where they get the how to their previous readings and assignments. But the capstone is not all about work experience, it should also be about bringing everything together and seeing how it is going to work professionally in the student’s future.”

“I think the internship is a very crucial part of the TESOL undergraduate minor.”

Appendix N:
Selected Statements from Interviews with Internship Supervisors

About how interns benefit their program

“They teach all of the classes so that’s a great benefit because we can run this program without paying teachers for every class. So, I guess it’s a financial benefit for one thing.”

“The biggest benefit I see for having an intern is... that it helps them get familiar with what is coming on [after graduation].”

“I think the interns learn more by...actually being in the environment that they ever learn being in classes.”

“At first I didn’t know that they were using [employment at the site] as an internship and they started asking me to sign some papers and I thought “Oh, I guess they’re using this for an internship...” so I started to sign the papers for them every month and I think that having some background in TESOL...and having the knowledge of TESOL and everything, it seems like some of these interns or the people in this field are some who actually put more effort into it.”

“I think that the interns have really been helpful for the company...they have brought some ideas in...and they can get the job done pretty well.”

“[With the interns] we are able to get more people to give the feedback for the students, and also most have already had some sort of experience with TESOL and so they have kind of a different perspective than other of our regular employees...which is nice for the actual students.”

“What I’ve found is that the students are bringing new and fresh ideas because they are keeping up to date with the latest methodologies and so they come with these ideas and energy because they are younger and they’re in school learning all these methods and activities and that’s been kind of fun...also just having an extra pair of hands.”

“In any type of classroom setting is always good to have extra hands...it’s always good to have different perspectives, new ideas, and just extra people to help, particularly in language classrooms where people need some more one-on-one time.”

“By just participating...most of the TESOL people have been very good about following through and been there and being responsible. That’s a big help.”

About what responsibilities the interns have held at their sites

“[Besides teaching,] they also tutor and they proctor the tests, so they relieve the burden on the tutor, the ELC general tutors, by not taking up their hours so that the other students can use the tutor hours.”

“They have the same responsibilities as other teachers where they have...anywhere from 1 to 2 or 3 students. Each student is taught half an hour, five days a week, so they just need to plan some lessons for their students. Usually there’s not a whole lot of planning that takes place, it’s just a few minutes or something of making sure that they know what they’re going to share. Most of the students have textbooks where the teachers go through some parts of the textbook and bring in other materials that help students to work in their sentence structure and conversation abilities.”

“Their responsibilities were giving feedback to the students in a timely manner, they had to come to trainings, things like that.”

“Mini teaching would be one and assistant, you know, doing small group work is another one...and helping with the conversation café and other activities...and material development.”

“Typically we have put them in as teaching assistants so they’ve just been in the classroom doing whatever the teacher does ask them to do. The last couple of semesters I’ve tried to actually make sure they get teaching experience so I’ve created a few different positions where they are actually in charge of doing some lesson planning for activities and for a new lab class...I’m trying to move them to where they can actually get teaching experience because I think that’s the most important thing for any intern to get.”

“They tutor. They’re meeting a student and teaching them a second language.”

About what the interns learn at their internship site

“[The interns] are learning what it is like to interact with students. They have no experience with actual second language students that can’t speak English. So some of the things that they’ve said that they’ve learned, that for this level of students, the very early beginners, they said they’ve learned how to simplify their English.”

“They are learning how to plan lessons and to carry out those lesson plans, and what works and what doesn’t work and what they feel good about and what they don’t feel good about, and they are learning how much time it takes to prepare a lesson. They are learning something about testing and how students do on tests and what are some kinds of problems that could come up in a test...they learn a little bit about grading and how difficult can that be and how hard it is to be perfectly fair with everything. They learn how important it is to take attendance, and keep good records as a teacher. They learn about all the policies and procedures at [at the workplace]...they learn about the dress code, they learn about the staff and the facility, they learn their way around the building, they learn where the printers are and how to get copies, they learn all of that.”

“Some of the things they learn are...where things at [the site] are, how to ask for help...cheerful attitude, [they] can see that when teachers have positive attitudes the atmosphere of the class is a lot more cheerful and the students enjoy learning...by seeing the teachers interacting with the students they get some ideas of “these are things that I like in teaching and these are things that I don’t like, and these are things that I might want to do when I’m a teacher and these are things that I would avoid.””

“I think they are learning how to actually apply the things that they’re learning in class, because they have classes in these things, and then actually being able to apply those to a real teaching situation is very helpful because they are able to use some of the principles [they’ve learned.]”

“They learned quite a bit actually...since [the internship] was all about giving feedback they had a lot of training, experience, practice on how to give feedback to the students...and also they had to learn better communication skills between them and the students and then also with me.”

“I hope that they’re learning this isn’t an easy job but it’s really worth their time and effort. That it takes the teachers a long time to prepare and sometimes lessons don’t work out the way they planned...they also learned how to manage their time. They also need to learn work etiquette, learn to call if they are not going to be here and things like that.”

“One of the things I try to really work with them on is good lesson planning...I tried to put them in varied situations so that they’re learning to work with different levels of students.”

About the decision process to give assignments to interns

“It’s difficult, but as it turns out their schedules make a lot of the choices for me because some have come and said “oh I’d love to teach [this] class,” “OK, are you free during this time. No.”...The other thing that I do is I interview them very thoroughly and I have several meetings with them, as a group and individually, before I make those choices and I try really to fit the person to the task.”

“I ask them what they want to learn, [and I have them work on that]...and maybe that’s not the right thing, maybe I should make them do some things so that they have some different varied experiences, but I think that in some ways is good to negotiate and see what their future goals are and see if I can make the internship help them.”

“At first is just whoever is available at a certain time because we do have a limited number of teachers and students...it really depends on when they’re available.”

“I look at their resumes and their past work and also when I interview them I ask them the kinds of things that they like to do or they feel are their strengths or what they would be willing to do...I also look at their personality...they have to come in with that enthusiasm and the students have to instantly see “this is a person, they might be young, but they are confident, they know what they’re doing,” that kind of helps determine too what we have them do.”

“Usually I do interviews with the interns and just kind of get a feel for their personalities and then find out what their schedules are...that’s basically it.”

“Ideally we could match people by personality, that kind of thing, but it really boils down to somebody comes and they want a student and the student comes along and wants a tutor and they match based on their availability.”

About the type of guidance the interns receive at the internship site

"I'm here all the time and they stop by a lot to ask questions. In fact, I usually leave the door open...so they can just run in...And we email all the time."

"I have been a very "hands-off" supervisor. I sort of get them started and they may not like me...I think I could do better, be more systematic in my supervision and planning."

"So far there's not very much training but I do get together with them and train them on some of the things that we do, the format of the lessons, and give them a book that has materials in it and show some of the materials and a few ideas on how to use them. Mostly is learn as you go."

"I do a quick orientation...about the procedures in the school. Then I have a meeting with each of them individually to say "ok, these are going to be your responsibilities," and then basically I give them to the teacher that's going to be directly working with them."

About the type of supervision the interns receive at the internship site

"I observe them at least two times during the semester...and then we have a meeting after the observation...and then we go through it...and I give suggestions."

"When I first put them in [the internship assignment] I put one of the [more experienced employee] there and they would be the second person on duty, so they would learn from the expert."

"[On-going training] is something that we need to do, right now we aren't. It has been done sometimes in the past, before I was the manager, then every once in a while it seems like once in a year or something."

"I always made myself available so if they did have question and I would send emails checking up on them to see how things were going."

"Most of the supervision is actually done by whatever teacher they are working under. And then if they are doing lesson plans then I would review them."

About how to improve the internship's office relationship with the site supervisor and suggestions for our program

“I think that as soon as the student decides that they are going to use [work at our site] as an internship, that there should be some form that is telling the internship provider...that this student is one that is using these hours as an intern.”

“It would've been nice to know more in advance (about the forms I had to sign) because sometimes the interns would bring them like the day before they were due.”

“I think in the past I've been kind of confused about what is it that [the interns] need to get out of this internship, so maybe some better guidelines for what is it that you need me to provide for them...It would be helpful for me to know what it is that they are trying to accomplish and then what it is that they need to accomplish...I'm just always concerned that I'm not giving them the experience that they're supposed to have, so that would be helpful to me.”

“There has been no written or verbal directions as to the objective for [the intern.] Some correspondence would have been helpful.”

“More communication from department to school.”

“Possibly integrate a better understanding of what the TOEFL is about and familiarize students with TOEFL materials and workshops online or otherwise.”

“Hold the internship class on Friday afternoon after 2pm.”

About difficulties they've encountered with interns

“There are a few times when someone's slept in and didn't get to class on time, and so sometimes we think that's not as professional as it could be...and getting evaluations and hours in on time. Usually they're pretty good about that. We're working as a company to make sure that everything is more timely...but I think that the interns aren't much different than the rest of the teachers.”

“Lesson planning is a big thing, but I think that’s true for any new teacher.”

“I wish the interns were better at turning in their monthly reports.”

“If you were getting paid for this job, what would you do that you don’t do right now...It’s work ethics, it’s learning how to work...[a student] usually [doesn’t] get the skills that belong in the working world.”

“For most of the semester [this student] was on time and attended classes when she was scheduled. However, two or three times she was absent from the listening and speaking class when she was expected to be there. The teacher planned her lesson around 3 module groups and needed our 2 interns to carry out the plans. After her first absence I told both interns that if they weren’t able to attend class they must notify the school so alternative plans could be made by the teacher. Not long after the first incident, [the student] was again absent without notifying us. She later said she had to study for a test, but didn’t call anyone to say she wouldn’t be at [our school.] We loved working with [her] but these inconsistencies in attendance were troubling. By not notifying us, she caused problems for the classroom teacher.”

“He needs more patience in relating to people.”

“She seemed unable to slow her speech and restrict her use of idioms, phrasal verbs, and contemporary expressions.”

“I think [this student] made a good effort. She had some difficulties during the semester that affected her dependability. She also had a difficult assignment because it was a relatively new program for us. Overall, I think [she] would be a good teacher as she gets more experience.”

“My only concern with [this student] is length and fit of skirts. I would want assurance she would keep the spirit as well as letter of the [site’s] dress code.”

“[This student] spoke a little fast for the student.”

“[Needs to improve] English language pronunciation and fluency.”

“She sometimes wore jeans but I realized this was okay because she wasn’t teaching.”

About the interns

“She is a delightful person and will make a positive, contribution wherever she goes.”

“[This student] would be a very steady, solid employee. I have no complaints about her performance.”

“She was very creative in making the best of [the situation] and always remained positive and cheerful. I am very grateful to her.”

“She is an independent self-directed worker. She takes control and makes good things happen.”

“Students love her.”

“I honestly cannot imagine anyone doing a better job than [this student] did this semester. Maybe someday she’ll hire me.”

“[This student] provided significant contributions and consistently demonstrated productivity, creativity, and flexibility amid some ambiguity.”

“She is very dependable and is not afraid to ask questions.”

“She is great to work with and a very teachable person.”

“[This student] worked well with the students. She showed kindness but was firm and professional.”

“We appreciate the high quality interns we have worked with. They are willing to teach or help with the activities. They are hard working and pleasant students.”

“She is very competent, dependable, and wants to learn and improve teaching methods and practices.”

“She is organized and always prepared for class. She takes feedback well and desires to improve her teaching.”

“[This student] is very reliable and effective in her methods.”

“She was very dependable and I never needed to worry about her job.”

“She was punctual and dependable. [She] also worked well with the students.”

“We enjoyed having [this student] volunteer as a study buddy and come every week to Conversation Café, and we would love to have him in those positions again.”

“Thank you for all your department does—our interns certainly help make a difference here!”

“She was a pleasure to work with. Always positive and cooperative; willing to take any project. She was also flexible with her work duties. She will be hard to replace.”

“[This student] is very creative and would fit in comfortably in our program.”

“He does a terrific job and is dependable.”

“Her language ability is very good. She is very thoughtful and thorough in her lesson preparation.”

“We enjoyed working with [this student.] He is professional and reliable.”

“She is very professional and able. She is also very punctual...she fulfilled all my expectations.”

“She went the extra mile, putting in extra hours to help in the completion of semester grades even though she had already completed her 150 hours.”

“[This student] displayed a positive attitude whenever she attended and participated in class activities and lessons.”

“Extremely diligent and professional.”

Appendix O: **Selected Statements from Students' Summary Papers and Surveys**

From the summary papers

About learning outcome 1, Synthesize the knowledge and skills learned in other TESOL minor classes by applying them to real world situations

“I think one of the things that is the biggest challenge and the most rapid growing experience, at the same time has been in discovering the difference between the theories and principles I have learned in my TESOL classes and effectively and consistently applying them in the classes I teach. I could dialogue all day about the best and worst methods of language acquisition, teaching strategies, test rater reliability, and classroom discipline, and even write an A+ research paper on any of them, but taking real-life students out of the hallways and off of their cell phones, into the classroom and teach a language they’re only learning to get a better job or keep a US visa and get them passionate is an entirely different ballgame. A ballgame of which I am finally beginning to learn some of the rules.”

“During these two semesters that I have been working as a language tutor, the LCC has helped me to actually apply the knowledge that I have acquired and reinforced through my linguistics classes.”

“In addition to giving me opportunities for different responsibilities within the programs, [my internships] gave me opportunities to learn and to reflect on the TESOL instruction I had already received and how I could make it better. Each situation taught me more about teaching methods, about my own expectations, and about adapting to varying types of students.”

“It was also very rewarding to be able to reinforce that which I was reading I books to that which I was learning while teaching in the classroom.”

“With my previous teaching experience, and with the things that I learned in my TESOL classes, I was able to teach in a more professional level.”

“I learned new things and I was able to solidify things that I already knew.”

“Because of the Ling 477 class focus on making course objectives, I was able to make course objectives for [my student] and focus our lessons on those. Having those objectives made it a lot easier for me to know what to teach.”

“No amount of classes or books or lectures could ever begin to scratch the surface of the lessons available to me daily as I teach my class. I feel that learning to be a teacher must be done my actual teaching, as the theory and application of teaching are often difficult to connect without practical experience.”

“I loved seeing all of the strategies I have been learning in my classes as they are being used, in action, and learning how I would want to have my own ESL class perform certain tasks.”

“I took the TESOL assessment class this semester too so I was able to apply some of the things that I learned from that class to the tests that I was writing for the ELC.”

“I liked that my experience was such a real hands-on type of experience and that I got to apply things that I’ve learned in the TESOL program.”

“Not only have I been able to implement all that I have learned in my TESOL classes into real world experience, but I was actually able to make a difference in the lives of a few children.”

“Through these experiences, I was able to finally put to use what I have been studying in my TESOL classes. It was honestly a little difficult to take so many theory classes without the opportunity to put things into practice. I feel like through this internship, I have finally understood just what teaching English is like. Previously, I could only guess and I could only imagine what I would focus on in my own classes. I am definitely grateful for the opportunity and that it went as well as it did.”

About learning outcome 3, feel more prepared and confident to teach ESL

“My three internship experiences enhanced my skills in teaching English as a foreign language. They gave me the tools I need to find a job in the field. These experiences also gave me a greater perspective into what it is like to teach ESL or EFL. They helped me realize what my strengths and weaknesses are. Overall, the three experiences were very rewarding.”

“My teaching skills have improved greatly. Not only have I improved but I feel that I was able to make a difference with the students I taught and help them to improve their English skills.”

“This teaching experience has also given [me] enthusiasm to teach in various classrooms in the future and I look forward to doing so and having great experiences just like this one.”

“One thing I really appreciated learning was a great confidence in the front of the classroom...each day it got a little easier to stand in front and guide the students in their learning...I feel like I could teach a larger class and still feel confident.”

“I learned that I *can* do this whole teaching-thing. What I mean is that instead of just talking classes and learning about how to teach, I got to get in there and actually do it and realized in the process that it is something that I can do, with a little practice mistake-making.”

“I think that the most important experience for me was the realization that this is actually what I want to do with my life. When I decided to become a TESOL minor, I was very excited and passionate about teaching English (I still am). However, never having actually done it, I didn’t really have any ideas as to if I’d be any good at it. I also had no way of knowing if I’d like doing it. All my classes were extremely interesting and I learned so much. But it wasn’t until I did my internship that I began to understand all that is involved with teaching English to non-native speakers.”

“An internship is supposed to give experience and help students learn about their future career field; the City University of Honk Kong experience definitely taught me more about what type of teaching situation I want and how my teaching philosophy will influence my teaching focus.”

“Even though I have finished my hours and my internship, I still look forward to an opportunity when I can at least volunteer as a teacher in a classroom environment. I feel that the contrast to what I have experienced already will be valuable in further shaping my teaching desires, my teaching philosophies, and my teaching methods.”

“Both internships helped me learn new things and become a better educator and person.”

“I gain greater confidence with my English through this internship.”

“I gained more confidence with my English when I found myself able to explain things that I thought I would never be able to explain in English.”

“I’ve had an opportunity to learn about some of the careers that will be available after I graduate and start looking for a job.”

“As I got to the end of my six weeks, planning and carrying out good, communicative lessons became a lot easier. Of course I still had plenty of room for improvement, but I could see that I had gotten better in just that amount of time.”

“This experience showed me that I don’t really want to go into ESL. I can do it, but I probably wouldn’t enjoy it very much. I think planning lessons was what I liked the least. I was also somewhat uncomfortable with being so in charge—I didn’t like being responsible for so much class time. I am glad that I found this out now, rather than someday getting a teaching job and realizing I didn’t like it.”

“As a result of my internship I feel a lot more comfortable teaching ESL and being able to apply the skills that I learned.”

“I also discovered that I became a lot more comfortable explaining grammar the more I had to explain it.”

“Because of my internship experience, I feel like I do have some of the skills needed to go out and be an ESL teacher. I was able to see how my TESOL classes aided in my preparation all of the things I had learned so far in college. I learned that this is the right career path for me because of the enjoyment I had teaching and the opportunities provided me.”

“Being prepared as a teacher is a principle that I hold very dear...Preparation allows me to be confident in myself and my teaching abilities...Only when I am prepared am I confident enough to answer questions, to present and explain concepts, and to correct errors my students make.”

“Merely teaching and serving students and preparing for future employment and work as a teacher has been very motivating.”

“[The internship program] is a very satisfying class with which to graduate from BYU and into professional endeavors.”

“One of the best results of having done this internship is that I feel more prepared to enter the professional world.”

“I now feel much more confident and excited about my future career in TESOL.”

“This internship continues to fire me up for the future. I am excited to take the skills I have acquired to classrooms and English language students around the world.”

“Throughout the semester I have grown more and more confident in my abilities and learned new things every day.”

“I learned a lot from doing this internship that has really prepared me to begin a career working with TESOL. Most of all I learned how much I love to teach.”

“The most important thing I learned from working at the ELC was that I could do this. Completing my internship has given me the confidence I needed to graduate this semester and feel like I can set some professional goals for myself and perhaps go on to completing more school.”

“Completing this internship has helped me to develop my teaching skills to a point that I feel comfortable putting myself out there to create programs and different projects.”

“Working with HELP International has given me the confidence I need to take the skills I’ve learned in TESOL and apply it in a situation that will be out of country and a little less structured.”

“I’ve been able to take things from both [internships] and apply to my future in working with TESOL.”

“These two internships helped me immensely in my TESOL experience. They provided excellent knowledge, information, experience, and learning opportunities for me to take into my professional TESOL career.”

“I think it is very appropriate that BYU’s TESOL minor program requires each student to complete an English teaching internship. It helps each graduate be better qualified for TESOL jobs.”

“I feel like I’ve grown from this experience. I feel like I gathered many good teaching strategies and that if I were to be in a classroom by myself I would be comfortable teaching children this age but I’ve also feel that I might enjoy teaching adults more than teenagers.”

“This experience has reinforced my desire to teach English, and inspired me to reach for higher opportunities.”

“The internship acted as a capstone – I took it after all the other TESOL classes for the minor. It was an excellent way for me to synthesize everything I learned over two years and I feel much more prepared for a further career teaching English to speakers of other languages.”

“I was able to survive in a teaching situation, and I feel prepared for the future if I should find myself teaching English again.”

About internship course activity, writing their teaching philosophy

Talking about differences with a fellow teacher one student said that “after thinking about it more, I realized that she and I simply have different teaching philosophies, and she thought I should make changes that would make me better within *her* philosophy, I thought I shouldn’t because the way I was doing it was making me a better teacher within *my* philosophy.”

“Part of my internship experience that I value along with the actual on-site experience is the reflections, assignments, and class instruction we received along the way. These things added to the on-site experience and allowed me to grow as a teacher. I finally got to solidify what my teaching philosophy is.”

“Last year in Linguistics 477, I wrote my first teaching philosophy. I had some okay ideas, but after actually gaining experiences teaching, my views have changed and been expanded upon. I think that a teaching philosophy is constantly being modified with every experience teaching, because all of our experiences will be different, and new things will constantly be learned.”

“I learned that priorities are super important in teaching and that no matter what you think you want to accomplish, it won’t happen unless you make it happen. That’s why a philosophy is so important, because it guides your teaching!”

About internship course activity, developing a teaching portfolio

“The portfolio development was especially helpful. Not only did I learn how to create my own website, but I was able to consolidate everything into one place where it is easy to find and navigate through. It motivated me to work in my resume and make it more appropriate for applying for teaching positions.”

About university internships office suggestion, work ethics and the work culture

“I developed a stronger desire for adhering to work ethics, I became more aware of the importance of group work and I became more proficient in dealing with people on a one-on-one basis.

“I learned how the [school] system works and how to work with other people.”

“Working with your supervisors is essential for a good internship experience. Knowing what is expected of you brings peace to mind and allows you to do a good job.”

“Working in the office, I learned a lot about the business aspect of teaching English...”

About the internship experience

“Overall, I have absolutely loved my internship and am sincerely sad that it is over. I deem it as one of the most rewarding, worthwhile, educational experiences I’ve had in my entire career at BYU.”

“It was definitely one of the highlights of my college experience, in so much that it has prepared me to do many of the things that I will do outside the university.”

“Despite the recession-related struggles of the company, I was offered a job there this last summer because of the tutoring internship work I did there last winter.”

From the class sessions evaluation survey

About the class sessions. Things they liked

“I appreciated the various activities...[they] were all very helpful. I loved the real world experience this class provided. I feel ready to look for a job and feel as if I have the proper qualifications.”

“I liked learning about community resources in the community and hearing about experiences. I liked hearing stories and teachers/presenters personal experiences.”

“I loved the feeling that it was supportive for our internship and not focused so much on a grade or outside homework. The assignments were directly related and helpful to my internship. I like that we didn’t meet every week. I liked all of the assignments”

“Small, intimate setting. I liked the teacher and the TA. I liked my classmates. The assignments were helpful and beneficial.”

“All of the assignments. Joan Dixon presentation.”

“I really liked the class sessions. I feel like they helped me and I feel like 8 class sessions was just about right. The class assignments were good too. I think the syllabus and structure for this class is quite well organized.”

“Teaching portfolio. I liked not having classes in March. It was helpful to keep a monthly hours log.”

“As stressful as the on-line teaching portfolio was to create, this was probably one of the most useful assignments we did in class. I really would’ve liked a tutoring session with Ben McMurry.”

“I really appreciated the teaching idea assignment.”

“I loved the peer interaction, preparing a portfolio for potential employment, and sharing TESOL experiences.”

“Monthly hours log. Online teaching resources. Teaching idea presentations.”

“I loved hearing the ideas & philosophies of other students! It was very helpful to me we got into groups & discussed those things! I’m also glad we had to create the online teaching portfolio as part of this class, because I didn’t know the first thing about that, and I am glad that I was forced to learn.”

“Teaching portfolio was very helpful. Teaching ideas helped me teach better.”

“I liked the guest speakers and I liked the online portfolio assignment. Both of those I thought were really useful.”

“Explicit explanations and directions for assignments. Ben’s portfolio class at the ELC.”

“Meetings together and learning from each other.”

“I like the group discussions where we hear from each other’s experience which eases my nerves and relieves me from feeling all alone in this TESOL field. The assignment is structured to be very helpful for me to see what I have gained.”

“It’s a fun class and good support for internship and my preparation in ESL.”

“I really enjoyed how comfortable I felt among my classmates and our instructors. There is an efficient structure and organization in this class without forgetting the human side. I really appreciate the peer reviews and the comments after each presentation. It is a very instructive class, I have learned a great deal on how to improve myself as a future ESL teacher.”

“I liked that we met for a while to talk about useful ideas that could improve our teaching, and that once we were done we were able to not meet for several weeks while we were working on our internships and on other needed activities.”

I really liked the discussions we had about what we did in our internship. The collaboration we had really helped me as a student and a teacher. I also really enjoyed making the online portfolio because it gave me something professional to take with me.”

About the class sessions. Things that need improvement

“It seemed that there was a lot of busy work that didn’t really enhance my internship experience.”

“I felt like there was a lot of work in class on top of my internship hours, but I probably would not change it because, like I said, the assignments were beneficial.”

“Reflections for hours were not helpful, I felt that it was just busy work.”

“Time management. I felt that we would often run out of time.”

“I felt that the reflection exercises were helpful but maybe slim down the number required to about 5 or so.”

“I felt like some of the assignments, like the 10 websites associated with TESOL were busy work, but I also realized the importance of them and how they are designed to give the students information to get them more involved in & knowledgeable of the world of TESOL.”

“I would like to meet more frequently.”

“The only thing I would recommend would be to possibly make some changes on the reflection assignment prompts.”

“Community resources?”

“More instructions on oral presentation.”

“I didn’t like having to come to class always. Sometimes I thought class time was wasted & not very helpful.”

“More discussion about after graduation would help me more.”

“Online syllabus. Portfolio instruction.”

“The monthly deadline to turn in the monthly hour log is a bit inconvenient for me this term since I work mostly outside of campus.”

“The only thing I can think of is that it would have been nice to be informed about the internship opportunities earlier in my time at BYU. Then I could have worked at more places for my hours and even possibly abroad! And gotten more of a variety in my experiences.”

“My favorite lecture was the one about future opportunities in TESOL – The “what can I do with my TESOL minor” one. I loved it! It made me so excited about continuing my education and experience. The portfolio was really helpful too.”

New things that would improve the class:

“Simply a longer presentation about internships.”

“More guest speakers to share their experiences.”

“Talk about professionalism and expectations in the workforce. More updates about the personal internships maybe.”

“Tell more about what you want to do with the undergrad certificate, and MA in TESOL.”

“Give list of things to include in teaching portfolio.”

“I think that a session on professionalism in TESOL is a good idea.”

“Less class periods.”

“I would’ve liked having more presentations or guest lecturers on what to do after graduation. Different TESOL jobs, etc.”

“More help creating online portfolios!! (this was so hard for me, and very time consuming!)”

“I wish other interns would share more experiences with other.”

“I would add more guest speakers, maybe ones about the opportunities out there for TESOL minors.”

“To include a portfolio lesson in a computer lab.”

“Maybe help on creating online portfolios. Just one class with no hands on work is hard to work from. Have Ben or someone else teach more or have the class meet in a computer lab and work on things there.”

“More information on jobs; maybe have recruiters come and tell us what they are looking for.”

Other comments about the course:

“It was a great course that got me excited for my future work in TESOL.”

“Thank you-this tapped off my minor experience and I am grateful it is required.”

“I liked it, it was complementary to my actual internship experience.”

“My spouse didn’t have a class to accompany her internship. I am grateful for this class.”

“It was a good experience to teach as an intern.”

“I felt that the internship class was more of a review of what I learned in classes than a threshold preparing me to enter the professional world. Also, it would be nice if interns and the professor for this course could meet in the weeks prior to starting the internship so that they can have guidance/ assistance in finding an internship provider.”

