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The Development of Two Units for Basic Training and Resources for Teaching English to Speakers of Other Languages: "Tutoring Guidelines" and "Designing an Overall Plan for a Course"

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A selected project submitted to the faculty of
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Abstract

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A team of graduate students from Brigham Young University under the supervision of the main author, Dr. Henrichsen, collaborated on creating a book with an accompanying website, *Basic Training and Resources for Teaching English to Speakers of Other Languages* (BTRTESOL). The entire program consists of 10 main sections with nearly 50 units addressing topics that novice teachers can choose from to help them prepare to teach English to non-native speakers. The BTRTESOL program answers the need for material designed for novice teachers, material that will help them to be better prepared in a minimalistic, non-overwhelming way. The goal of this program is that novice teachers will be more prepared to face the challenges and responsibilities that teaching English to speakers of other languages (TESOL) brings. Each member of the BTRTESOL team created two units of the program. Each unit summarizes the information about each topic into a few pages of text that provides the minimum amount of information novices should know. The units then direct them to other sources in order to learn more. The program is still under development and is anticipated to be completed within the next few years with other TESOL MA students and Dr. Henrichsen completing subsequent units.

This selected project details the making of two units of the BTRTESOL program, one in section one, "Basic Concepts," titled "Tutoring Guidelines," and one in section two, "Designing Programs and Lessons," titled "Designing an Overall Plan for a Course." The tutoring unit describes some guidelines for novice tutors, whether or not they have taught larger classes before. The course design unit describes the basics of creating a course curriculum. Novice tutors and teachers are frequently expected to plan everything for the tutoring sessions or courses as soon as they start their assignments. These units are designed to give them a starting point. In addition to an opening scenario, explanatory text, and resource connections, both of these units provide activities (i.e., a video clip or case studies) for visualization, analysis, reflection, and practical application.

Keywords: Tutoring, curriculum, courses, needs assessment, goals, and objectives

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Chapter One: Introduction

The *Basic Training and Resources for Teaching English to Speakers of Other Languages* (BTRTESOL) program contains information to help novice teachers. This report describes the making of my two units in the BTRTESOL program. This chapter provides a summary of why I chose the two BTRTESOL units I did, an overview of the BTRTESOL program, and some delimitations of the BTRTESOL program.

The Choice of Two BTRTESOL Units

This first section of chapter one describes my background, interest, and experience with novice English teachers that led up to choosing this project and these two BTRTESOL units, "Tutoring Guidelines" and "Designing an Overall Plan for a Course."

My background. Several life experiences influenced my decision to create the BTRTESOL units I did; completing a bachelor of arts degree in linguistics, a TESOL minor, and a TESOL graduate certificate at Brigham Young University (BYU). In completing these degrees and progressing in my English teaching ability, I learned to enjoy teaching English as a second language (ESL) and English as a foreign language (EFL). I decided to help Dr. Lynn Henrichsen in his efforts to provide a resource for novice teachers. The BTRTESOL program is that resource; novice teachers can use it to teach more effectively from the beginning of their teaching careers. Another reason I decided on these two units is my extensive experience and research in the areas of tutoring and course development throughout my graduate coursework.

The beginning of my own teaching career came with several opportunities to teach and tutor English. Many of these opportunities came while I was obtaining my education at BYU. I now have over seven years of ESL and EFL teaching and tutoring experience. This includes experience locally in Provo and Orem, Utah, abroad in Tokyo, Japan, and online to Seoul, Korea

and the City University of Hong Kong. I have tutored a wide range of ages of students from age five to seventy on topics ranging from colors and food to the Test of English as a Foreign Language (TOEFL) preparation and business idioms. I have taught and tutored at universities and for independent contractors.

Since my first tutoring experience, I have actively sought out teaching and tutoring opportunities. I often took on many at once, to the extent of holding five part-time paid English teaching/tutoring jobs at the same time. I am currently the manager of Gabby Geckos (an online EFL tutoring company based in Korea) and an adjunct ESL professor for Utah Valley University (UVU). As manager of Gabby Geckos, I train and supervise online English language tutors. I have been the manager of Gabby Geckos for over four years and have tutored during all those years plus one before becoming the manager. As an adjunct ESL professor at UVU, I teach various classes within the four levels and skill areas there. My experience in these positions was a significant factor in my decision to create the tutoring and course development units.

It was experience and love for tutoring that eventually led me to decide on the BTRTESOL tutoring unit as one of my choices for completing my master's project. My internships in Provo, Utah and Tokyo, Japan led me to choose the course development unit as my second unit. As an MA TESOL student, I took courses relating to the topics my units covered in order to learn more about them. I am excited to be a part of this great work to help provide novice teachers with the resource they need.

Interest in languages. I have always been interested in languages. I have studied Spanish, Russian, and American Sign Language (ASL). I enjoy learning languages and plan to continue learning many more. This interest in languages is the reason I got into the TESOL field and it helps drive my desire to help other people teach and learn English.

Experience with novice English teachers. In the year 2006 as an intern at the Selnate International School in Provo, Utah, I had a first-hand experience as a novice English teacher in an ESL classroom setting. Another experience with novice teachers came when I completed an EFL teaching internship in Japan with five other interns, most of whom had never taught English before. In the schools in Japan, we often had to create our own lesson plans and course materials and had little idea of how to do so. I have met many people who have taught EFL while on internships or study abroad opportunities. Some went expecting to teach English, and others were surprised when they were asked to teach English while travelling in a foreign country. Because of my experiences and those of my friends and other acquaintances, I recognize that many teachers need guidance in learning how to develop courses. When I heard about Dr. Lynn Henrichsen's BTRTESOL program, I was excited to help make this program a reality.

Overview of BTRTESOL

Part of the BTRTESOL overview in this chapter is adapted from a prospectus created in the Ling 678 course by Dr. Henrichsen, other graduate students on our BTRTESOL team, and me (see Appendix A for the complete 2009 version of the prospectus). The overview identifies the purpose and audience of the program, describes the content of the units, and defines key terms.

Purpose of BTRTESOL. In an article published in the *Journal of Adult Education,* Henrichsen (2010) explains the overall purpose and description of the BTRTESOL program. He states that "[i]n contrast with previous programs for providing basic training for novice English language teachers, the BTRTESOL program utilizes an instructional approach that is minimalist, connectivist, and problem-based" (p. 11). These ideas are explained a little more in the following sections of this chapter.

The need for better ESL/EFL teacher preparation has been identified in several studies examining novice foreign language teacher preparation (Blanton and Trathen, 1998; Cochran-Smith and Lytle, 1999; Hill, 2003; Warschauer, 2000). According to Cochran-Smith and Lytle (1999), teacher training is "one of the most important concerns of the educational establishment" (p. 249). Once the BTRTESOL website and book are finished, they will be a much needed resource to help novice ESL/EFL teachers who use the program to be more effective. Because the program will be available online, novice teachers can access it to find basic information, even after they arrive at their destinations.

BTRTESOL audience. In many countries of the world there is a great need for teachers of the English language. Therefore, some schools decide to employ novice teachers who are willing to teach English in spite of the fact that they lack the necessary education and experience. Frequently, their only qualification is that they are native English speakers (Hand and Nolting, n.d.). Teaching English however, involves more than just speaking the language (Pennycook and Coutand-Marin, 2003, p. 341). There is a gap between the knowledge and experience of novice English teachers and that of professional English teachers. Professional English teachers frequently have background knowledge in areas such as linguistics, curriculum design, materials development, teaching methods for grammar, reading, listening, speaking, and effective writing. Novice teachers, obviously, have not yet acquired this knowledge. The BTRTESOL program is working to bridge this gap.

Description of the BTRTESOL program and units. The BTRTESOL program utilizes a minimalist approach to helping novice ESL/EFL teachers be more effective, professional, and successful. The BTRTESOL program will be usable in two ways: traditional, face-to-face classes where regular meetings are held with teachers, and independent self-study, according to an

individual's particular interests, needs, and schedule. Because the materials are on the Internet, they can be accessed anytime, from anywhere in the world.

Each unit in the BTRTESOL program contains information about a specific topic, with the same organized format for each unit. Each unit includes the following sections: introduction, scenario, objectives, the least you should know (to summarize the main important points in the unit), video examples or case studies, reflections and responses, and where to go to learn more (this resource section includes three parts: connections to other units in this program, online and other electronic resources, and print and paper-based resources). Some units also have additional references provided for further research.

Definitions of terms. This project uses a handful of terms that are new or can be interpreted in multiple ways. Following are definitions of these terms as they will be used in the report and in the BTRTESOL units.

Course: this includes everything teachers use to teach including, the lessons, materials, actual teaching, and the syllabus included in one class.

Curriculum: this broad term describes the various elements of a course. It includes the following: the implications of a situation and needs analysis, the goals and objectives of a course, a description of methodology to be used in teaching a course, the materials to use, resources available to teachers, and planned evaluation methods.

Syllabus: this term has two widely used meanings. The first is used by non-specialists and refers to the content, requirements, rules, and calendar of a course as described on the paper given to students at the beginning of the course. The second meaning is used by curriculum specialists and refers to the scope and sequence of course content. This sort of

syllabus can be organized in various ways. Possible organizational schemes include situational, notional-functional, lexical-structural, and communicative.

Minimalist: the smallest amount of information that novice teachers need in order to teach.

Connectivist: a description of a person or thing that is informed and connected to others in the TESOL field through the Internet.

Tutoring: teaching one-on-one or in small groups, not including student-teacher conferences.

Delimitations

A number of constraints were set for units in the BTRTESOL program. These constraints were put in place to ensure uniformity in quality and format for each of the units, even though they are being completed by multiple graduate students.

Delimitations of the BTRTESOL program. One major constraint I worked with was the five to seven page limit specified for each unit. Staying within this limit required an evaluation of the available literature and a careful selection and synthesis of only the literature that worked best for the program.

It was also necessary, in order to keep with the minimalistic approach of the program, to maintain the section headings and formatting of the first BTRTESOL units. Dr. Henrichsen created this format and also specified that each unit provided should have a "The Least You Should Know" section and contain only information that was essential for novices to have.

Lastly, the language in each of the units had to be at an eighth to ninth grade reading level, similar to a daily newspaper. This constraint assures that the language is informal and accessible to a wide audience.

Delimitations of my BTRTESOL tutoring unit. The "Tutoring Guidelines" unit will not include anything more than novice teachers might need. Therefore, student-teacher conferences will not be included.

Delimitations of my BTRTESOL course development unit. The "Designing an Overall Plan for a Course" unit focuses only on the course level instead of the larger area of curriculum development.

There is a separate BTRTESOL unit about creating lesson plans. Therefore, the "Designing an Overall Plan for a Course" unit does not cover lesson planning, just organizing lessons into a course plan. The next chapter will present a literature review for each of the topics represented in these two units: tutoring and curriculum development.

Chapter Two: Review of Literature

This chapter provides a review of the literature on each of the two main topics included in the two BTRTESOL units I developed—tutoring and course development—as well as the rationale for why and how the content was chosen for each unit

Tutoring

Tutoring is defined in this unit and review as one-on-one or small group instruction outside of a classroom context. Therefore, tutoring is small-scale teaching. The terms "students," "learners," and "tutees" will be used interchangeably in this report. Topping (2000) explains tutoring as "people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way...[t]utors could include parents...brothers and sisters, other students from the peer group, and various kinds of volunteers" (p. 3). Student-teacher conferences are also a type of tutoring, but they will not be covered in this review or in the BTRTESOL unit because they are beyond the intended scope. This unit focuses only on general tutoring aspects and on ESL/EFL language tutoring to individuals not being tutored by their own classroom instructor.

There is a growing need for ESL/EFL tutors. Blumenfeld (2000) states that "[t]he need for tutors today is greater than ever. The reason for this is quite obvious… [p]ublic education is mass education, and there are hundreds of thousands of children who need individual, one-on-one attention if they are to achieve any real success in their schoolwork" (p. 11). Reed and Michaud (2010) agree that the need for ESL tutors is growing. They state that "[t]he demand for one-on-one tutors to work with English language learners, usually through programs such as citizenship organizations, faith-based organizations, literacy programs and libraries, has increased" (p. 36).

This increasing need and the recent changes in technology have encouraged teachers and community members who have never tutored before to engage in online tutoring and to utilize resources such as the BTRTESOL program, which are becoming available online (Warschauer, 2000). Unfortunately, many novice ESL/EFL teachers and tutors do not know how to tutor and need resources to help them with the basics of effective tutoring. Reed and Michaud (2010) also note that tutoring organizations "typically provide minimal amounts of training for their volunteer tutors... [and that] the danger of slipping into the role of merely a conversation partner is particularly great in these cases" (p. 36). The availability of online resources, the growing number of online tutors, and the increasing need for better trained tutors indicate the need for the BTRTESOL "Tutoring Guidelines" unit.

Key elements from the literature. Relevant literature on the topic of tutoring can be categorized into seven guidelines for novice teachers to consider for effective ESL/EFL language tutoring. These guidelines are noted in my BTRTESOL unit on tutoring and consist of the following: 1) needs and situation assessments and goals, 2) material selection, timing, and financial considerations, 3) location/setting, 4) planning and flexibility, 5) professional manner, 6) record keeping, and 7) feedback/assessment. These guidelines are discussed in the main part of the unit. They are also explained in the sections of this chapter that follow.

The top row in Table 1 lists the seven guidelines included in the "Tutoring Guidelines" BTRTESOL unit. The left column lists some of the resources that mention each guideline (see the reference list at the end of this project report for the complete resource titles). An X below the guideline indicates that the given guideline is included in the specified resource. This table shows the frequency of each of these topics in the tutoring literature. Some of the guidelines

were mentioned by every expert. Others are mentioned less frequently but frequently enough to be included in the unit.

Table 1.

Tutoring Guidelines and References for the BTRTESOL Unit 1C.

Author & date of resource	Needs and situation assessments and goals	Material selection, timing, and financial considerations		Location/ setting	Planning and flexibility	Professional manner	Record keeping	Feedback/ assessment
Brod, 1998	X			X		X	X	X
S. Brown, 2007	X	X	X	X		X	X	X
Colvin, 2009	X			X		X	X	X
Conway, 1996	X		X	X		X	X	X
Dalle & Young, 2003	X	X	X	X		X	X	X
Reed and Michaud, 2010	X		X	X		X	X	X
Weigle and Nelson, 2004	X		X	X			X	X

Needs and situation assessments and goals. One thing that all these tutoring experts agree on is the necessity of conducting a needs assessment during the first tutoring session (Brod, 1998; S. Brown, 2007; Conway, 1996; Weigle & Nelson, 2004; Dalle & Young, 2003; David, 2009; Klingner & Vaughn, 1996; Reed and Michaud, 2010; & Tokuda & Chen, 2001). Brod (1998) informs the reader that "[t]here are two basic types of needs assessment: tests to assess what learners already know, and assessments of what they want to learn or be able to do" (p. 4). These assessments are the first things that should be done in a new tutoring situation.

Both types of assessments—finding out what students know and finding out what they want to learn—help tutors know how to plan for tutoring sessions and how to support their tutees. The first type helps in at least three ways: first, it aids in the discovery of students' strengths and weaknesses in certain skill areas; second, it brings out the students' learning styles and strategies; and third, it helps identify what skills students need most for their immediate circumstances. The second type also helps in three ways. First, it helps determine students' purposes for learning English (e.g., to take tests for education, to get a job, or to obtain a pay raise). Second, it determines how hard students are willing to work. And third, it helps tutors and tutees develop goals and long-term action plans together (Conway, 1996; Reed & Michaud, 2010; S. Brown, 2007; Snow, 2006).

Dalle and Young (2003) provide some questions that can be asked to gather background information for the first type of assessment. The questions have to do with "age," "native language and other languages learned," "length of English study," "years in the United States," "highest level of education," "special goals," and "special problems" (p. 13—19). These questions can be asked on a written or oral survey.

Conway (1996) sums up the importance of conducting the first type of needs assessment by stating "[y]our learner is the curriculum. He will bring his very individual needs, strengths, learning style and pace, and life experience to your tutoring sessions. Use … ideas and activities … only if they are relevant to your learner" (Introduction section, para. 3).

Conway goes on to provide some examples of techniques for use in conducting the first type of a needs assessment: "[a]sk questions," "[r]ole technique," "[m]apping technique," "[l]anguage [n]eeds [g]rid," and "techniques for assessing language levels" (Conway, 1996). For example, his mapping technique (see Figure 1) helps tutors find out what tutees need to learn by

having the tutees draw pictures of places they go in their daily lives. Tutors can look at those

pictures and understand what topics need to be discussed in tutoring sessions.
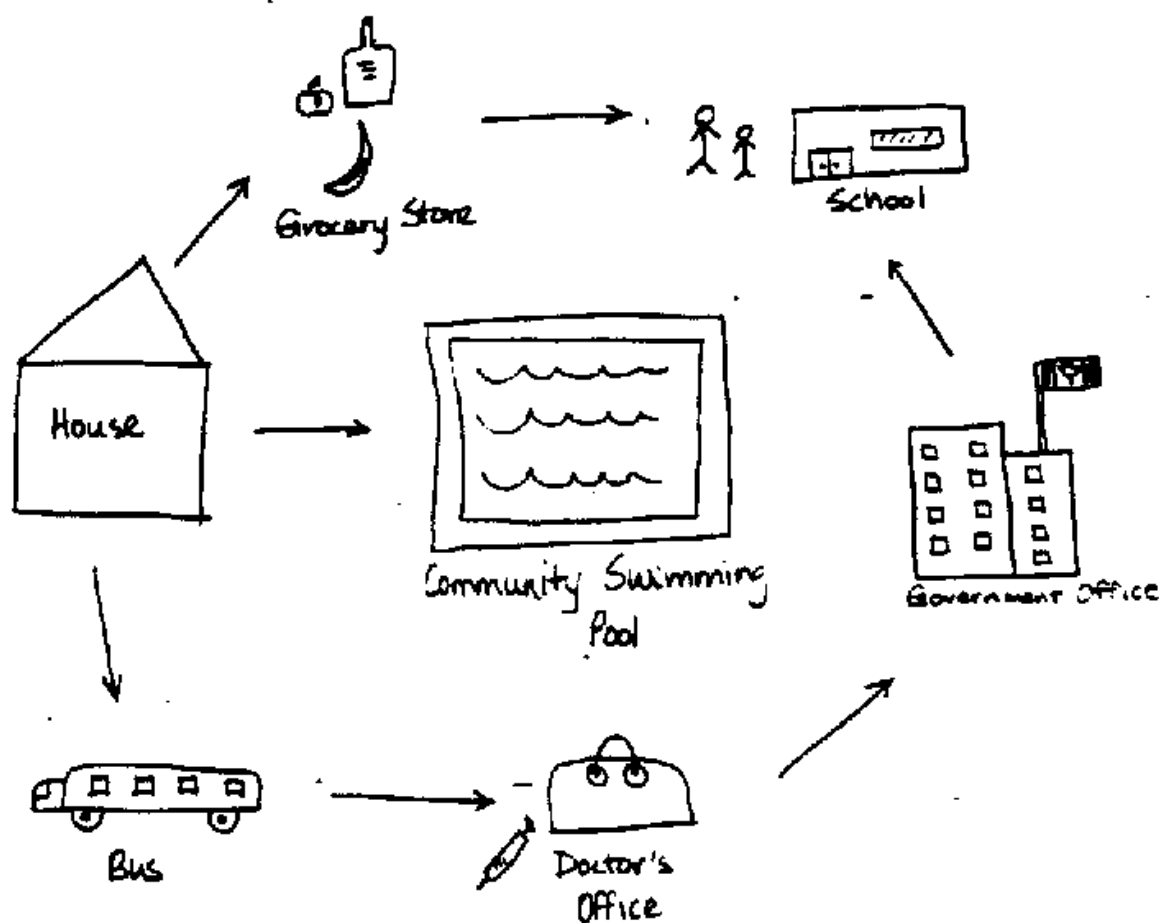
Figure 1. Example of Conway's mapping technique for a needs analysis (Conway (1996) The E.S.L. Tutor's Handbook. Retrieved from http://literacy.sa.utoronto.ca/resources/esltutorhandbook.html)

As for the second type of assessment, Snow (2006) provides three questions about goals

for tutors to think about what students really need: "1. Why are the students learning English? 2.

What are reasonable expectations for the progress of the students in English? [And] 3. What are

the students' goals?" (p. 24—25). Reed and Michaud (2010) provide sample speaking and

writing diagnostics that help tutors to set goals with their students. One diagnostic has students

record themselves reading a given story, the tutor then listens to the recording while filling out a form with written feedback for the student. Tutors can copy these diagnostics and forms for individual use. Reed and Michaud (2010) also state that "teachers need to … focus … activit[ies] on students' genuine needs" (p. 27). Using these diagnostics can greatly increase the chances of students going away satisfied from tutoring sessions and coming back eager to learn more.

S. Brown (2007) also discusses the importance of goals. She states that tutors need to "[u]se the first meeting as a time to get acquainted and to find out [their] student's goals" (p. 5). She then recognizes that the needs of individual students may be different. "[Y]our student is [unique]" she says, and "[y]ou may need to modify your lesson plans in order to meet the student's specific needs." "Lessons should revolve around the student's goals," (p. 8). In sum, getting to know the student is a fundamental part of effective tutoring.

Material selection, timing, and financial considerations. Deciding which days and times to tutor and how long lessons will be is another important part of being an organized tutor. This is especially true for one-on-one tutoring independent of a school or university. Scheduling days and times of tutoring in a university setting such as a writing center is usually taken care of by a coordinator. Literacy programs and organizations such as Project Read in Provo, Utah have directors to find and train tutors. Those tutors are then responsible to set up meetings on their own with the tutees they are assigned to. S. Brown (2007), the program director for Project Read, advises tutors to "[s]et up a weekly tutoring schedule with your student" (p. 5). She also encourages tutors to "be available at the times you have arranged with your student[s]" (p. 5). Project Read tutors are required to report to the program director regarding which times and locations they chose to meet. If tutors have someone to report to, they are often more responsible about showing up for tutoring sessions.

It is important to set and keep a regular schedule. Having daily or weekly meetings at arranged times, with make-up lessons when necessary, helps students to trust the tutors. If for any reason tutors need to miss a lesson, it is very important for them to let their tutees know and to arrange make-up lessons beforehand when possible (S. Brown, 2007). S. Brown also reminds tutors to "[b]e sure your student knows where to contact you, and stress the importance of telling you if she or he will be absent" (p. 10). In cases where tutors sit in a room waiting for different tutees to come in for walk-in or pre-arranged one-time lessons, it may not be feasible to contact the students who miss appointments. Therefore, it is up to the students to contact the tutors. In either case, it is important to be dependable.

Location/setting. Weigle and Nelson (2004) explain that the setting for tutoring is "[an] important contextual factor which has largely been ignored in the research literature..." (p. 204). They inform tutors of the "different settings in which tutoring occurs" (p. 205). For example, "in writing centers...drop-in appointments are the norm... [when] tutoring [takes] place outside of a writing center or a specific English/ESL course...tutors/tutees [have] a certain flexibility in choosing the time, location, and direction of their tutoring sessions..." (p. 205).

For personal safety reasons, it is important to find a public place for tutoring sessions, especially when the tutee is a member of the opposite gender. It is possible to be abused or affronted by your tutee. On the other hand, it is also possible to be accused of abusing or harassing your tutee. Holding your sessions in a public place can be a key part in avoiding accusations of improper conduct.

Dalle and Young (2003) also provide a list of places in which tutoring can occur: "a home, a school, a church, a volunteer agency, [and a] soundproof [room at a] public librar[y]." (p. 36). They also advise tutors to "ask for a space that has privacy, good lighting, a table where

two can sit side-by-side, and access to an electrical outlet" (p. 36). Weigle and Nelson (2004) studied graduate students tutoring ESL students in a different setting than the typical university ones. "The setting in this study differs substantially from the two most commonly mentioned tutoring settings: writing center-based tutoring and curriculum-based tutoring" (p. 220). Weigle and Nelson (2004) agree with Dalle and Young (2003) that finding a public place to meet, such as a vacant room in a library or school, is important for professionalism and safety. Colleges and universities with tutoring programs, and some independent tutoring programs, often designate a room at the school or local library for tutoring purposes.

Planning and flexibility. Planning and flexibility involve two important things, helping students to establish goals and deadlines and then planning lessons accordingly (Brod, 1998; S. Brown, 2007; Conway, 1996; David, 2009; Reed and Michaud, 2010; Tokuda & Chen, 2001). Reviewing good study habits (Brod, 1998) and being prepared with materials and lessons are also important. Careful planning is key, but it is also important for tutors to be flexible enough to change activities to meet students' needs, letting them learn at their own pace (S. Brown, 2007).

Other aspects of this guideline include beginning with easier topics and gradually moving on to more difficult concepts, attending training sessions when provided, and asking good questions both while planning and while delivering the lesson (Brod, 1998; S. Brown, 2007; Conway, 1996; David, 2009; Reed and Michaud, 2010; Tokuda & Chen, 2001). Conway (1996) recommends having a back-up plan in case lessons don't go the way you want them to. One reason it is important to have back-up plans is to keep the lesson moving. For example, a tutor might plan on practicing phrasal verbs during the session, and then realize as the session progresses that the tutee doesn't even know what a verb is. What the tutee really needs is to learn

the different parts of speech before getting into more complicated material. It is important to be willing to change lesson plans if necessary, even if they are already in progress.

Demonstrating a professional manner. Part of demonstrating a professional manner involves establishing and maintaining both a positive learning atmosphere and a positive rapport with the tutees. Doing this generally means being respectful and accepting of tutees as they are, encouraging them to not be afraid of making mistakes, being enthusiastic about what is being taught, being able to keep confidential matters private, being supportive and willing to help tutees learn as much as possible, and avoiding criticism of schools, teachers, and other tutors (S. Brown, 2007; Conway, 1996). Having these qualities will help tutors gain the respect and trust of their tutees.

Being a professional ESL tutor also includes being familiar with specific things that certain language groups struggle with most. Even novice tutors should understand that some things are more difficult than others for students from different language groups. It would be helpful for novice tutors to have somewhere to go to see those most common difficulties. If tutors understand the common errors among most language groups—spelling, syntactic, and semantic for example—they will most likely focus on those errors first and be more prepared to assist students with correcting mistakes made in those areas. Some common spelling errors are; 'accept', 'except', 'affect', 'effect', 'ate', and 'eight'. Some common syntactic errors include: prepositions, perfect tenses, subject/verb agreement, and word order (David, 2009). Some semantic errors include phrasal verbs, idioms, and slang.

Record keeping. Keeping good records is an essential part of tracking students' improvement. S. Brown (2007), in her *Tutor Training Manual* for *Project Read*, provides a good list of elements to keep records of in order to have a good evaluation of the lesson. She says

"Assess the effectiveness of the lesson by: A.) Talking with the student. B.) Asking the student to record thoughts in a journal or dialog journal. C.) Making notes in your tutor log … [and] writing ideas for the next lesson" (p. 12). One thing that could be done is to have coordinators or other tutors observe tutoring sessions and give suggestions on improvement. Weigle and Nelson (2004) and S. Brown (2007) agree that it is helpful for tutors to give and receive feedback from coordinators, tutees and other tutors.

It is important for tutors and tutees to refer back to original diagnostics and keep track of the learning that takes place periodically throughout the time-period of tutoring sessions, even when there is no set ending time to the course of the lessons. Reed and Michaud (2010) state that "[i]n ungraded situations, a metacognitive assessment is particularly useful because it can show you and the students' progress that is happening behind the scenes…" (p. 108). Keeping good records will aid immensely in the process of checking for progress and learning.

Feedback/assessment. Positive feedback helps students be motivated to work harder (S. Brown, 2007). Conway (1996) says it well when he states, "Learning begins with attention to the learner's strengths and successes rather than deficiencies and failures" (Guiding Principles of Adult Learning section, para. 7). It is much easier for tutees to have a desire to work hard if they know they are making improvements. When they succeed, they will feel good about themselves (S Brown, 2007). Tutees need to learn something new during each session in order to know they are making progress (S. Brown, 2007). Continuing on the topic of feedback, S. Brown (2007) and Conway (1996) agree that it is important to give direct feedback and praise frequently, but only when tutees deserve it. Tutors should point out specific areas in which tutees have improved so that tutees will know that the praise is genuine.

Assessment in tutoring is important in helping tutees and their tutors see progression. Brod (1998) suggests that tutors should have alternate ways of testing comprehension. Rather than just asking "Do you understand?" She gives examples such as having students, tell a story, draw a picture, act out a situation to introduce vocabulary, or answer simple production questions. For example, simple questions to elicit one word responses might include the following: "Do you put the key in the ignition or the carburetor?" and "Is lettuce yellow?" (p. 4). These alternate ways of looking at questions help tutors to know if tutees really understand. These questions require students to interpret and apply what they have learned and will show their level of comprehension. In contrast, yes/no questions elicit only the fact that students can tell that the tutor has asked a question.

Reed and Michaud (2010) understand the importance of assessment in one-on-one situations. They state three reasons why assessment is important even in tutoring situations. First, "[it] tells you whether or not your lessons have been working." Second, "[it] gives you a direction for future instruction." And third, "[it] makes clear to students what their progress is" (p. 108). Without assessment, tutors and tutees do not really know how much progress is being made.

"Tutoring Guidelines" unit rationale. Novices, because they are novices, will not necessarily know where to go to find information about the basics of tutoring. The tutoring unit will make critical information available to novice tutors who access the BTRTESOL program. This information will help these tutors to be better, more effective tutors.

Resources in the where to go to learn more section. The tutoring books recommended in the "Where To Go to Learn More" section of the "Tutoring Guidelines" BTRTESOL unit include the following: *Tutor* by Colvin (2009), because it is a great resource for tutoring adults in

varying literacy skills; *Goal Driven Lesson Planning for Teaching English to Speakers of Other Languages*, because it has some tutoring needs analyses that can be copied; and *PACE Yourself* by Dalle and Young (2003), because it has four sections describing how to "prepare," "assess," "construct," and "evaluate" (p. 13—167) tutors, tutees, and tutoring sessions. It also provides numerous example worksheets for tutors in each section of the book.

Electronic tutoring references included in the "Where to Go to Learn More" section of the "Tutoring Guidelines" BTRTESOL unit are found in individual PDF articles and websites online. The PDF articles included are as follows: *ABC's for Tutors: 26 Teaching Tips* by Brod (1998), because it describes how to conduct many useful activities; and *Project Read's Tutor Training Manual* by S. Brown (2007), because it helps promote reading literacy for both ESL and native English speakers.

The online resources included are as follows: *Dave's ESL Café*, this site has many ideas for ESL and EFL teachers and tutors; *Randall's ESL Cyber Listening Lab*, this site has articles for tutees to listen to and respond to; and *Frontier College @ the U of T St. George Campus*, which has several articles about tutoring, including *The E.S.L. Tutor's Handbook* by Conway (1996), which contains activity ideas for all four skill areas (listening, speaking, reading, and writing).

These electronic resources are included because they should be helpful for novice tutors. In a review of Computer Assisted Language Learning (CALL), Douglas (2000) states that "computers are shifting from their role of tutor to being a tool that can be used to assist students in doing homework, self-study, and other personal purposes" (p. 621—622). Tutors can use the Internet resources to help tutees, through computers or in person.

The resources mentioned are helpful places for tutors and teachers to find ideas, materials, and sample lesson plans. Consequently, these sites were referenced in the "Tutoring Guidelines" unit as "Where to Go to Learn More" resources for our audience.

Tutoring success factors. Some factors contributing to tutors' success were found in a qualitative study on writing tutors done by Weigle and Nelson (2004). They found that several things contributed to the tutors' success. For instance, having tutees e-mail assignments to the tutors before the tutoring session allowed tutors to be more prepared to answer questions effectively. Paying attention to the tutee's affective needs, such as homesickness and fear of writing, helps tutees to feel comfortable. Being flexible and able to adjust lessons to fit the tutees' individual learning styles is also very helpful.

Novice NES (Native English Speaking) English tutors are those who have little or no prior experience tutoring ESL or EFL, even though they speak the target language and may have taught it in a classroom setting before (Weigle and Nelson, 2004). The tutors however, try to help international students the best they can, which is sometimes not good enough. Sometimes novices just have students repeat after them for pronunciation practice, teach them things they don't really want to learn, give too much homework, and so forth. They can usually tell tutees what sounds wrong, but they may not know how to give a good explanation of why and how to fix the problem. Therefore, in order to be successful tutors some training or practice is necessary.

Tutoring aspects in this BTRTESOL unit. The aspects of tutoring included in the "Tutoring Guidelines" BTRTESOL unit have been chosen by analyzing the literature, determining what novices need, and noting the increasing need for ESL/EFL speaking, listening, and writing practice all over the world. The increase in technology usage helps some tutors expand their reach. Many tutors in the U.S. and abroad are novice NESs' (Hand and Nolting,

n.d.), some of whom have no experience, while others have a teaching degree and a moderate amount of teaching experience but no tutoring experience. Therefore, the need is high for better tutor preparation to successfully meet the growing demand for English tutoring.

The novice ESL/EFL tutor audience influenced my choice of materials for this "Tutoring Guidelines" BTRTESOL unit. I checked the wording and resources in the unit for clarity and comprehension. The unit must be understandable by novice tutors with little or no experience teaching. Consequently, the resources selected for the tutoring unit were those websites, books, and articles showing more recent and very useful tips and guidelines for good tutors. I was not able to include all of what I found because some resources contained too much academic language and others were too old. However, I did find that the guidelines from old and new sources alike contained much of the same information.

Course Development

 Synthesizing the ideas in the various articles and books I read on this topic (cited throughout this chapter) helped me identify the key elements of a course. The next step was to determine which of those key elements were most useful for novice teachers. These key elements are explained in the sections of this chapter that follow. Later, this chapter also explains the rationale for the inclusion of certain applicable elements in the BTRTESOL unit on "Designing an Overall Plan for a Course." Course development is a smaller level of curriculum development. Course development is defined in this review and in the BTRTESOL unit itself as putting a series of lessons together to achieve common goals in a course. The reason for this definition is that my unit's focus is fairly narrow, as novice teachers are most likely to create individual courses rather than a whole curriculum. A few models of curriculum and course design will be described in the next section of this chapter.

 Models of course development. Several models of course-level curriculum design have been created. The first model discussed in this section, Nation and Macalister's (2010), addresses the larger, more complex area of curriculum development. Three smaller, course-development models—Fink's model (2003b), Richards' model (2001), and the ADDIE model—will also be discussed, to give the reader perspective on the different types of models. The ADDIE model (Clark, 2011) will be discussed last, as it is most significant to this project and comprehensible for novice teachers. After the model descriptions, this review will describe the key components of course-level curriculum development for novice English teachers that I selected from the literature.

 Nation and Macalister's Model. I.S.P. Nation and John Macalister's (2010) curriculum development model (see Figure 2) consists of six concentric circles. The circle in the very center

of the model contains the word *goals*, indicating that goals are central to the curriculum. The circle around the goals contains three sections representing the parts of a syllabus: "content and sequencing," "format and presentation," and "monitoring and assessing" (p. 3). The syllabus helps organize the curriculum. There are then three outer circles surrounding the inner ones, connected by lines indicating that the syllabus and whole curriculum work together. These outer circles represent the curriculum. The first of the three outer circles contains the word *needs*. This signifies the fact that a curriculum developer needs to determine the needs of the students and situation. Another circle contains the word *principles,* indicating the necessity of connecting "the research and theory of language learning [with] the practice of designing lessons and courses," (p. 5—6) and the other circle reminds curriculum developers to consider the *environment* where the curriculum will be used (p. 2—3). The final circle, encompassing all the others, is the circle of *evaluation*, indicating that the whole curriculum needs to be evaluated continuously. Evaluation can help determine how good the curriculum is as a whole and what needs to be revised to make it better. The circles indicate the continuous process of developing a curriculum and the courses within it because of the fact that circles never end.
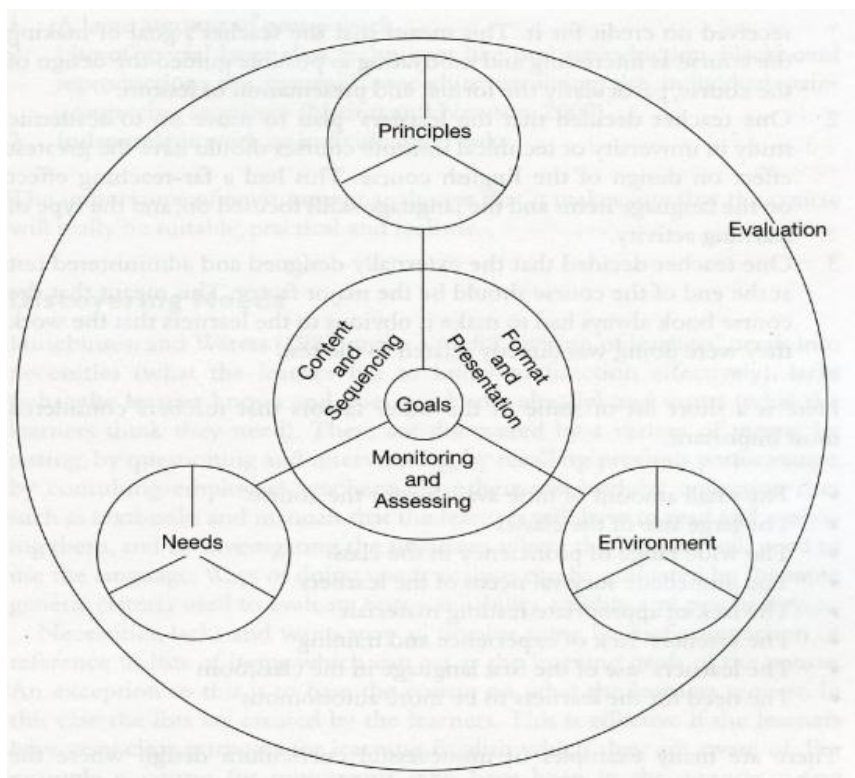
Figure 2. Nation and Macalister's Model of the Curriculum Design Process (2010)

Fink's Model. L. Dee Fink's (2003b) model for designing individual courses within a curriculum depicts the key components of integrated course design. This model is also available online (Fink, 2003a). This model provides three phases of design, along with a simple 12-step process (see Figure 3). The three phases are (1) "Initial: Build Strong Primary Components," (2) "Intermediate: Assemble the Components into a Coherent Whole," and (3) "Final: Finish Important Remaining Tasks" (p. 1). Several tasks in each phase help designers build a strong course with all the necessary elements. The phases and steps are shown in Figure 3.

INITIAL DESIGN PHASE: <u>**Build Strong Primary Components**</u>
Step 1. Identify important **situational factors**
Step 2. Identify important **learning goals**
Step 3. Formulate appropriate **feedback and assessment procedures**
Step 4. Select effective **teaching/learning activities**
Step 5. Make sure the primary components are **integrated**
INTERMEDIATE DESIGN PHASE: <u>**Assemble the Components into a Coherent Whole**</u>
Step 6. Create a thematic **structure for the course**
Step 7. Select or create an **instructional strategy**
Step 8. Integrate the course structure and the instructional strategy to create an **overall scheme of learning activities**
FINAL DESIGN PHASE: <u>**Finish Important Remaining Tasks**</u>
Step 9. Develop the **grading system**
Step 10. De-Bug **possible problems**
Step 11. Write the course **syllabus**
Step 12. Plan an **evaluation** of the course and of your teaching

Figure 3. Phases and steps in Fink's model (2003b). This figure lays out the 3 phases and 12 steps in Fink's model.

Richards' Model. Jack C. Richards' (2001) model includes needs analysis, situation analysis, goals and learning outcomes, designing instructional materials, and evaluating the students. Richards (2001) states that "[o]ne of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs" (p. 51). When courses are based on learners' needs, the learners feel like they are learning more.

Figure 4 is a representation of the Richards' model as depicted by Henrichsen (personal communication, September 11, 2009). Richards' model consists of five steps, represented in the model as five spokes extending from a central circle. The first step is *Needs Analysis*. This spoke includes a *Situation Analysis* and a *Communicative Needs Analysis*. These analyses provide the purposes and methodology for courses. This step reminds course developers of the necessity of finding out the needs of everyone involved in the learning process. The second step is *Goals and*

Objectives. This step includes a definition of goals and objectives and four types of objectives,

Behavioral, Skills-Based, Content-based, and *Proficiency Scales*. This step shows the importance

of setting goals near the beginning of a course. The third step is *Syllabus Design.* In this step,

course designers select a syllabus type with which to organize their courses. Several syllabus

types are described. The fourth step is *Methodology,* which has five central issues: *Approach,*

Role(s) of teacher, *Role of Learners, Learning Activities, Tasks and Experiences, Instructional*

Materials. This step includes the main content of what occurs in courses, who is taught, who

teaches, and how lessons and tasks are carried out. The fifth and final step is *Testing &*

Evaluation. The central activity of this step is gathering data to make sure that appropriate

instruction is taking place. There are two types of assessments, *Summative* and *Formative*.

Evaluation should occur throughout the course so that a course developer can make necessary

adjustments as needed. All together, these five steps of curriculum development form a wheel,

possibly to foster an image of movement and progression.

5. Testing & Evaluation

Central role (data-gathering)
Many kinds of tests (e.g., proficiency, placement, achievement, diagnostic, etc.)
Two basic types of evaluation

<u>Summative</u>
Conducted at *end* of course
• Tests (criterion referenced, achievement)
• Interviews (graduates, dropouts, teachers)
• Questionnaires

<u>Formative</u>
Conducted *during* course
• Checklists
• Observations
• Questionnaires
• Enrollment & attrition

4. Methodology

Prereq.: Goals, objectives, content
Five central issues:
1. <u>Approach</u> (philosophy)
   The nature of...
      language
      language learning
2. <u>Role(s) of teacher</u>
   e.g., monitor, motivator, organizer, model, counselor, analyst, materials developer, evaluator, etc.
3. <u>Role of learners</u>
   Approaches, attitudes, learning styles and activities, e.g.,
      L-L interaction
      T-L interaction
4. <u>Learning activities, tasks, and experiences</u>
   Dependent on skills, objectives
5. <u>Instructional materials</u>
   Primary or supplementary?

1. Needs Analysis

Purposes and Processes
• Identify and validate needs
• Establish priorities
• Involve learners, teachers, administrators, & staff

<u>Situation Analysis</u>
Who-learners?
What-their goals, expectations, learning styles?
Teachers' proficiency, training, experience, favored approach, expectations?
Administrative context
Constraints
Tests and Assessment
(Example in Appendix 1)

<u>Communicative Needs Analysis</u>
Settings
Role relationships
Modalities (L,S,R,W)
Communicative events
Speech acts
Level of proficiency
(Example in Appendix 2)

Curriculum Development in Second Language Teaching
Jack C. Richards

2. Goals & Objectives

Goals = general statements of intended outcomes

Objectives = specific (various types)

<u>Behavioral</u>
Unambiguous descriptions of...
1. terminal behavior
2. conditions of performance
3. standard (criteria)

(cf. Mager 1962)

<u>Skills-based</u>
"Micro-skills" of...
   reading
   writing
   listening
   speaking
   etc.

<u>Content-based</u>
Topic areas
For example, Accommodation
   rooms
   furniture
   rent,
   etc.

(cf. Council of Europe, 1980)

<u>Proficiency Scales</u>
For example, FSI Oral Proficiency
ACTFL Proficiency Guidelines

3. Syllabus Design

Selection and organization of content (sequence, priorities, etc.)
Various types (possibilities)
• Structural (grammar)
• Functional (describing, reporting, etc.)
• Notional (conceptual categories e.g., location, quantity)
• Topical (themes: health, food, clothing)
• Situational (speech settings and transactions, e.g., bank, supermarket)
• Skills (e.g., listening for information)
• Task or activity-based (e.g., drawing maps, following instructions)
• Combinations of the above (e.g., lexico-structural, notional-functional)

Source: Richards, J. C. (1990). *The language teaching matrix*. Cambridge: Cambridge University Press. pp. 1-34

Figure 4. Richards' (2001) Model as depicted by Henrichsen (2009).

The ADDIE model. The basic principles and processes of course planning that appear throughout the literature are laid out clearly in the ADDIE model (see Figure 5). The principle elements of the ADDIE model are (1) "Analyze," (2) "Design," (3) "Develop," (4) "Implement," and (5) "Evaluate" (Clark, 2011). The simplicity of this model was the reason it was chosen for the BTRTESOL Course Development unit; its linear, straight-forward design helps answer the needs of novice teachers. Novice teachers will benefit from the simple to follow design. The arrows in this particular depiction of the ADDIE model indicate that, although initially a course

developer can move through all the stages in a linear fashion, as the course proceeds, the teacher should continue to revise it whenever necessary.

The ADDIE model has been said to be "elusive" (Molenda, 2003) because of the difficulty of finding its original source. However, Branson and a group from Florida State University claim to be the original authors, with Michael Schlegel being the first to call it "ADDIE." Clark (2011) states that "ADDIE first appeared in 1975…It was created by the Center for Educational Technology at Florida State University for the U.S. Army" (p. 1). Clark (2011) provides a timeline of how the model was developed and revised. He states that "[t]he U.S. Army… evolved [the ADDIE model] into a more dynamic nature…[s]ince the original ADDIE model was designed in [a] university" (p. 5). The ADDIE model has been revised many times since the time of its creation in 1975 to the present (Clark, 2011) and it has been widely used in educational, military, and other settings. It is my conviction that the principles in the ADDIE model will also help novice course designers create effective courses in an organized manner.
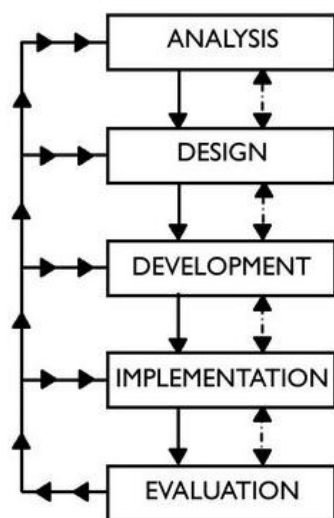

Figure 5. Depiction of the ADDIE model. This figure represents the steps in creating a course. (Retrieved from http://moodle.gprc.ab.ca/mod/page/view.php?id=94769)

Literature on course development. The ADDIE model will be used to organize the discussion of course development principles in the remaining portion of this chapter, as well as in the BTRTESOL unit itself. There are three reasons for using the ADDIE model for this unit. First, it is simple enough for novice teachers to follow. Second, it incorporates the main principles from the other models in a clear-cut design. Third, it has an easy to remember acronym; ADDIE sounds like a name. The following sections describe the five key components within the model.

Analyze. Analysis was stated in almost every expert resource as being the foundation of a course. Richards (2001) states that "[t]he first–or perhaps among the first–steps in course design is an analysis of the setting, the audience, and needs of the students, otherwise known as a situation analysis ..." (as stated in H. Brown, 2007, p. 151). Nation and Macalister (2010) define a needs analysis as "a kind of assessment and thus [it] can be evaluated by considering its reliability, validity and practicality" (p. 30). Nunan (1999) describes the needs analysis process as "[s]ets of tools, techniques, and procedures for determining the language content and learning process for specified groups of learners" (p. 149). It is important to assess needs at the beginning of a course in order to make sure that courses will have the tools necessary to meet students' needs.

Richards (2001) separates the analysis into two parts, analysis of needs and analysis of the situation. He defines the needs analysis as "[p]rocedures used to collect information about learner's needs," (p. 51) and the situation analysis as "an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project…[t]hese factors may be political, social, economic, or institutional" (p. 91). H. Brown (2007) also separates this analysis into the same two parts. He defines a needs assessment as "an

important precursor to designing the [goals] of a course in that it can identify the overall purposes of the course, 'gaps' that the course is intended to fill, and the opinions of both course designers and learners about their reasons for designing/taking the course" (p. 152). He lists some of the same factors as Richards does in his situation analysis. H. Brown (2007) states that "[e]very effective course is undergirded by a consideration of the following factors:" (1) "[e]ducational setting," (2) "[c]lass characteristics," (3) "[f]aculty characteristics," (4) "[g]overnance of course content," (5) "[a]ssessment and evaluation requirements" (p. 151—152).

Brindley states that "[t]he term *needs* is not as straight forward as it may appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation[s], motivations, lacks, constraints, and requirements" (as cited in Richards, 2001, p. 54). Hutchison and Waters agree with Brindley, they divide learners' needs into three parts," (1) "necessities (what the learner has to know to function effectively)," (2) "lacks (what the learner knows and does not know already)," and (3) "wants (what the learners think they need)" (as cited in Nation and Macalister, 2010, p. 5). These three considerations can be useful to novice teachers as they assess students' needs and then decide which needs are the most important to focus on.

Snow (2006) explains more about the importance of using needs assessment results, "[b]efore beginning to make detailed plans for your courses, try to find out as much as possible about your teaching environment and the students' goals, needs, and expectations" (p. 21) Snow (2006) provides an example of when to conduct a needs assessment. He suggests using the "first few days of class as an excellent opportunity to find out more about the students and their English skills" (p. 21). In order for students to be motivated to learn, they need to feel that their needs are being met.

Richards (2001) suggests that "needs have objective reality and are simply there waiting to be identified and analyzed" (p. 54). He goes on to say that, "[a needs assessment can describe] the difference between what a learner can presently do in a language and what he or she should be able to do" (p. 54). On the other hand, Porcher asserts that a "[n]eed is not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed [and] is dependent on judgment and reflects the interests and values of those making such a judgment" (as stated in Richards, 2001, p. 54). These two ideas suggest that there are different types of needs, some that exist innately and others that can be learned.

H. Brown (2007) elaborates on this idea, categorizing needs as "objective and subjective" (p. 152). The first type is "[objective needs which] are those that can be relatively easily measured, quantified, or specified with agreement by administrators (and possibly teachers) on what constitutes defined needs" (p. 152). The second type is "[subjective needs which] are often of equal or greater importance as they focus on needs as seen through the eyes of the learners themselves" (p.153). Nation and Macallister (2010) agree that learners' opinions matter. They state that "[n]ecessities, lacks and wants may all involve some kind of comparison or reference to lists of items which can act as the learning goals of the course. An exception to this is to base the course on what the learners request" (p. 5). Thus, we see the importance of conducting an analysis of needs toward the beginning of a course. We also see the importance of paying attention to what learners want as well as what they need.

Design. In the design stage of development, needs, methodology, goals, and objectives are important. For clarification's sake; *needs* refer to the existing states of situations and learners, *methodology* is the plan and means to an end by which those needs can be met, and *goals* and

objectives describe the desired end. Thinking about goals and objectives can provide motivation for students to continue learning until they are able to do things they planned on doing.

After assessing the needs, teachers should be organized enough to use the analyses design courses that meet the needs of their students. Nation and Macalister (2010) propose that "[t]here is a wide range of factors to consider when designing a course...[including] the learners' present knowledge and lacks, the resources available including time, the skill of the teachers, the curriculum designer's strengths and limitations, and principles of teaching and learning" (p. 1). They go on to state that "[if] factors such as these are not considered then the course may be unsuited to the situation and learners for which it is used, and may be ineffective and inefficient as a means of encouraging learning" (p.1).

H. Brown (2007) defines goals as "rather broadly based aims and purposes in an educational context [which] are therefore more appropriately associated with whole programs, courses, or perhaps sizable modules within a course" (p. 155). He explains that "[objectives] are much more specific than goals, both in their conception and in their context…Objectives usually refer to aims and purposes within the narrow context of a lesson or an activity within a lesson" (p. 155). Both goals and objectives help set the stage for an effective learning environment that meets students' needs.

Clear needs-based goals and objectives can help motivate students (Nunan, 1999). Snow (2006) provides three general all-purpose suggestions for how to create goals and objectives in the design phase, even if you can't fit them exactly to specific needs. First, "When you cannot tailor instruction to a particular set of needs, it is generally best to help students develop a balanced, general set of English skills and knowledge," (p. 36). Second, "it is often best to emphasize fundamental knowledge and skills rather than situation-specific knowledge or skills,"

(p. 36) and third, "in a course it is often best to have a mix of skill goals (listening, speaking, reading, writing) and content goals (vocabulary, grammar, cultural information)" (p. 37). Clear goals help courses stay organized so that during and at the end of courses teachers can check to see if students have met the goals or not.

Snow (2006) suggests that "explicitly stated goals…help students feel better about their language study, thereby improving the chances that they will learn willingly and be able to sustain that willingness over the long haul" (p. 37). When students are willing to learn, they tend to learn more. Celce-Murcia (2001) states that "if the aim of language teaching is to help learners develop skills for expressing different communicative meanings, then surely these ought to be reflected in classroom tasks and activities" (p. 10). Classroom activities that are based on specific language goals maximize the effectiveness of those activities (Reed & Michaud, 2010). Therefore, setting and keeping relevant goals is essential to effective language learning in classrooms.

Develop. In the development stage, course developers need to decide which materials will be used in their courses, which syllabus framework to use for their course syllabi, and how everything will fit together. In the "Designing an Overall Plan for a Course" BTRTESOL unit, the course developers are the novice teachers or course instructors. Therefore, teachers and course developers will be referred to as one and the same; they are the people responsible for choosing the content and materials for their courses. Richards (2001) uses the term "rationale" (p. 145) to describe "the reasons for the course and the nature of it" (p. 145). He states that, "[t]he course rationale seeks to answer the following questions: - Who is this course for? - What is the course about? - What kind of teaching and learning will take place in the course?" (p. 145).

The rationale is based on the analysis of the situation and needs of the students. After the rationale is established and goals are set, materials can be chosen and developed for the courses.

In actual practice, one of the first things to do when deciding on the content and materials for the course in the development stage is to review the current textbook, if there is one, decide how to use it and which supplementary materials to use along with it. Snow (2006) states that "[u]nlike goals, the problem with materials is usually not one of overly abundant choice. You may be fortunate enough to find a well-stocked library…but more often the issue of materials boils down to how you deal with the assigned course text" (p. 38). H. Brown (2007) reminds course developers to connect the materials and syllabus with the course goals, situation, and needs analysis. He says to make sure that these goals and analyses are "in central focus at all times," and he warns teachers that "[i]t is tempting to allow existing textbooks to drive your goals, but doing so can obviously lead you astray" (p. 157). Novice teachers should learn how maintain that focus on the goals of the course by using relevant sections of the textbook and by supplementing the text with other relevant materials.

Posner and Rudnitsky agree with the idea of keeping a specific focus on goals. They provide the following explanation of the purpose of goals:

Developing a rationale also helps provide focus and direction to some of the deliberations involved in course planning. The rationale thus serves the following purposes:

- guiding the planning of the various components of the course
- emphasizing the kinds of teaching and learning the course should exemplify
- providing a check on the consistency of the various course components in terms of the course values and goals (as cited in Richards, 2001, p. 146).

Richards (2001) connects needs and objectives to the development of content in courses, "[g]iven that a course has to be developed to address a specific set of needs and to cover a given set of objectives, what will the content of the course look like?" (p. 147). He goes on to explain the "scope and sequence" (p. 149) of courses and the fact that course content should be organized. Nation and Macalister (2010) assert that "[i]t is possible to plan…the content of courses by looking at each of these four areas [language, ideas, skills, and text (discourse)]…" (p. 71). After teachers decide which topics to include, they should decide the order to teach them in and write the plan down on a syllabus to give to students at the beginning of the course.

Snow (2006) emphasizes the importance of long-term planning in the development stage of the ADDIE model. He states that "[a] course needs to have a long-term plan because plans made day-to-day can leave students feeling that the course lacks direction." (p. 33). He goes on to mention two common traps that English teachers might fall into: one, "planning the course one day or lesson at a time, the 'I wonder what will work in class tomorrow' syndrome" and two, "simply sticking to the book" (p. 34). Stevick elaborates on the second trap mentioned by Snow, simply sticking to the book, and distinguishes between teaching experience and using the textbook. "For the untrained teacher, a good textbook can stand in for a syllabus and training program, while an experienced teacher can use the text as an aid, adopting some parts, adapting others..., or can even dispense with it completely" (as cited in Crookes and Chaudron, 2001, p. 30). Deciding what to cover, what to leave out, and how to organize lessons can be difficult for novice teachers. Long-term planning helps teachers make these decisions and organize lesson plans in an organized fashion. Reed and Michaud (2010) reiterate the importance of having a long-term plan. They assert that teachers need "to know how each day's lesson fits in to the overall unit…it helps to see how the parts relate to the whole and to gauge how much time is

permissible given what has to be covered in a given semester (p. 56). The long-term plan is usually written down and given to the students in a course in the form of a syllabus; a consecutive list of objectives, content, topics, situations, activities, skills, and forms to be taught through a course of study (H. Brown, 2007; Crookes & Chaudron, 2001; Nunan, 1999).

As explained in chapter one, a second type of syllabus is used by curriculum specialists to plan courses. This type of syllabus can employ various frameworks. Knowledge of these frameworks can also help novice teachers see how to organize their lesson plans into courses. Richards (2001) lays out a list of syllabus frameworks that teachers can use in the development stage. The frameworks are as follows:

- "Situational: organized around different situations and the oral skills needed in those situations."

- "Topical: organized around different topics and how to talk about them in English."

- "Functional: …organized around communicative functions ...most commonly needed in speaking... such as requesting, complaining, suggesting, agreeing."

- "Task-based: Organized around different tasks and activities that the learners would carry out in English"

- "Grammatical (or structural): …one that is organized around grammatical items."

- "Lexical: ...one that identifies a target vocabulary to be taught, normally arranged according to levels such as the first 500, 1,000, 1,500, 2,000 words."

- "Text-based syllabus: one that is built around texts and samples of extended discourse."

- "An integrated syllabus: Decisions about a suitable syllabus framework for a course reflect different priorities in teaching rather than absolute choices" (p. 153—163).

Another syllabus framework is one that H. Brown (2007) refers to as a "communicative syllabus (function-focused as opposed to form-focused)" (p. 156). He informs the reader of several typical items that could be included on this type of syllabus. Some of these items could also be included on other syllabus frameworks and therefore could be helpful for novice teachers. The items include the following:

1. "Goals for the course (and possibly goals for modules within the course)."
2. "Suggested objectives for units and possibly for lessons."
3. "A sequential list of functions (purposes), following from the goals, that the curriculum will fulfill (Such a list is typically organized into weeks or days)."
4. "A sequential list of topics and situations matched to the functions in #3."
5. "A sequential list of grammatical, lexical, and/or phonological forms to be taught, again matched to the sequence of functions."
6. "A sequential list of skills (listening, speaking, reading, writing) that are also matched to the above sequences."
7. "Matched references throughout to textbook units, lessons, and/or pages, and additional resources (audio, visual, workbooks, etc.) to be used."
8. "Possible suggestions of assessment alternatives, including criteria to be tested and genres of assessment (traditional tests, journals, portfolios, etc.)" (p. 156—157).

Syllabus frameworks give teachers structured guides for organizing their syllabi. In the development stage, course developers need to look at these different frameworks and decide which one to use for their course syllabus. After deciding on a syllabus framework and materials, course developers need to put the lesson plans and everything together.

The syllabus and course goals can help course developers stay on track with lesson plans by planning in advance to meet those goals. Snow (2006) states that "having a carefully constructed lesson plan in hand allows you to enter the classroom with…confidence" (p. 61). He goes on to state that "[e]ffective lesson planning, especially during your early days of teaching, rests heavily in good habits such as setting aside quality time for planning and putting the plan in writing" (p. 61). Novice teachers need to learn how to develop structured courses with effective lesson plans that are connected to the goals and each other. The lessons and materials should closely follow the course syllabus and help students effectively meet the course objectives.

Implement. The implementation stage of the ADDIE model is where teachers try everything out in class. Teachers need to manage the classroom, handle teaching and learning styles, and teach lessons with selected materials and activities. H. Brown (2007) observes that "...after several decades of research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself" (p. 212). Interaction with others helps students and teachers learn. Teaching in classroom settings gives teachers the opportunity to see if their plans work and then to make modifications where necessary.

Managing the classroom is one aspect of teaching that needs to be learned mostly by experience but can be planned for with help from available resources and seasoned teachers. Nation and Macalister (2010) assert that "[f]ormat and presentation must take account of the environment in which the course will be used, the needs of the learners, and principles of

teaching and learning" (p. 88). Teachers can prepare to manage their classrooms by being aware of the environment and by being prepared for each class. Snow (2006) states that "[u]ltimately… your goal in each day's English lesson should be to provide a good learning experience for the students" (p. 62). Teachers need to decide how the classroom will be set up on a daily basis and for specific learning activities. Nunan (1999) states that "[a]s we have seen, the traditional mode of classroom organization was a teacher-fronted one, with learners sitting in rows facing the teacher" (p. 83). However, a better organization for the classroom is to have students communicate in small groups. Nunan (1999) calls this type of classroom organization "cooperative, task-based learning, with learners working in small groups and pairs" (p. 83). Learning how to manage classrooms early with confidence will help novice teachers be prepared for class. Students will have good impressions of them from the beginning if they look like they know what they are doing.

Learning how to handle teaching and learning styles is also important in the implementation stage because everyone's styles are different. Teachers need to adjust some of their styles to more closely fit those of their students when possible. Students should also be flexible and realize that each teacher has a different style of teaching. Richards (2001) states that "[a]s teachers use materials they adapt and transform them to suit the needs of particular groups of learners and their own teaching styles" (p. 270). Nation and Macalister (2010) bring to attention some things about the learners, including the following: "[t]he learners should have the skills to do the activities," "[t]he activities should be suitable for a range of levels of proficiency in a class," "suit the size of the class," and "fit the learning styles of the learners" (p. 89). Teachers must be flexible enough to adapt and meet expectations. Nunan (1999) reveals that "…a substantial amount of research has now been carried out on learning styles and strategies,

and, in classrooms where teachers have been able to draw on this research, their students are able to develop a range of effective language learning strategies" (p. 83). Understanding and utilizing learning strategies will help novice teachers be more understanding of their students.

Lessons, selected materials and activities should be well planned out ahead of time but remain flexible to meet students' needs in class. Snow (2006) provides some basic habits for good lesson planning. First, "make a plan for each lesson." Second, "block out quality time in your weekly schedule for making lesson plans." Third, "[write] down your lesson plans." And fourth, "[write] flexibility into your lesson plans" (p. 63). Each class of students is different. If teachers learn early the importance of flexibility, they can avoid many conflicts and misunderstandings. Nation and Macalister (2010) provide some ideas for what teachers should consider when adapting materials to fit their students' needs. For example, "[t]he material in the course or the course book should not be too expensive," "[t]he amount of material in a lesson should suit the length of a class," and "[t]he activities should suit the physical features of the classroom [e.g. move desks for group work; sound proof for oral work]" (p. 89). Managing the class, paying attention to teaching and learning styles, and using activities that are relevant for the class all work together in implementing the course plan. Course revisions can be made later where necessary.

Evaluate. Evaluation of a course is the process of measuring the learning that is taking place. Evaluation and assessment are used interchangeably in this unit and review. Assessing the effectiveness of lessons and materials can help students progress. H. Brown (2007) provides some example aspects of evaluation, "[a]ssessment of the students' attainment of objectives of lessons and units, and of the goals of the curriculum, may be offered in a wide array of formats. Traditional periodic tests such as quizzes, multiple choice tests, fill-in-the-blank tests, and other

somewhat mechanical test types offer the possibility of a practical, quick level check of students' attainment" (p. 158). Evaluation of students' progress in courses answers questions about whether or not the course goals are being reached. Exams also help students track their own progress to know whether or not they are achieving their personal goals. Nation and Macalister (2010) assert that "…monitoring and assessment can provide a teacher and learners with information about the learners' present knowledge and progress, and it can also be a means of encouraging involvement and participation" (p. 107). Without evaluation, teachers would not be able to prove their students had learned anything.

Nation and Macalister (2010) provide the following major types of course assessments that can be conducted and considered in the planning and assessment stages of course development:

1. "Placement assessment"—"The learners are assessed at the beginning of a course to see what level of the course they should be in."

2. "Observation of learning"—"While the course is running, the activities that the learners do are carefully monitored to see if each particular activity is likely to achieve its learning goal."

3. "Short-term achievement assessment"—"At regular intervals during the course, the learners may be monitored to see what they are learning from the course."

4. "Diagnostic assessment"—"In order to plan a programme, it is useful to know where the learners' strengths and weaknesses lie and where there are gaps in their knowledge."

5. "Achievement assessment"—"Usually at the end of a course, and perhaps at one or two other points during the lesson."

6. "Proficiency assessment"—"Proficiency assessment is based on items drawn from the language as a whole rather than from the content of a particular course. It tries to measure a learner's language knowledge in relation to other learners who may have studied different courses, or in relation to areas of language knowledge that are based upon an analysis of the language" (p. 107—109).

The inclusion of some type of assessment in a course is necessary in order to ascertain the progress of the students. Reed and Michaud (2010) state that "[y]our view of student progress should be directly tied to your goal-driven lesson planning: How many students can meet how many of the different language goals you have set? Answering that will demonstrate progress in a language class" (p. 102). Assessments are necessary for motivation and progress. Reed and Michaud (2010) also propose that assessment can be set up during the planning process as follows:

When you begin the process of lesson planning, you begin by stating what students will be able to do or say if the lesson is successful. Right there, at that very preliminary point, you have drafted the essence of an assessment for that particular lesson. Whether you administer that assessment orally or in writing, formally or informally, in a high-stakes or low-stakes setting, is less important and more dependent on the specifics of your course than the fact that you have it to begin with (p. 104).

Preparing for assessment from the beginning of a course can help everyone feel good about the learning that takes place. If assessment is built into the course and planned ahead, teachers will not have to scramble and wonder what to test their students on when a test is approaching.

Table 2 shows how Nunan (1999) helps novice teachers understand how assessment can

bring about change. He lists some problems ans solutions that can be addressed during an

assessment:

Table 2.

Nunan, (1999) Assessment Problems and Solutions

"Why are learners unmotivated?"	"What can be done?"
• "Lack of success over time/lack of perception of progress"	• "Make instructional goals explicit to learners"
• "Uninspired teaching"	• "Break learning down into sequences of achievable steps"
• "Boredom"	• "Link learning to the needs and interests of the learners"
• "Lack of perceived relevance of materials"	• "Allow learners to bring their own knowledge and perspectives into the learning process"
• "Lack of knowledge about the goals of the instructional program"	• "Encourage creative language use"
• "Lack of appropriate feedback"	• "Help learners to identify the strategies underlying the learning tasks they are engaged in"
	• "Develop ways in which learners can record their own progress" (p. 233).

Nunan's (1999) problems and solutions (see Table 2) can help novice teachers know

what to expect and what to look for in an assessment. Snow (2006) gives some insight on the

importance of evaluation. "Evaluation is valuable not only for determining students' skill levels

but also as a way of holding students accountable and encouraging them to keep working.

Backwash, the impact that your evaluation methods have on what and how students study, is a

very important factor in deciding how to evaluate" (p. 47). Kroll (2001) explains the importance

of having an organized evaluation system. "The evaluation criteria should be identified so that

students will know in advance how their output will be judged" (p. 226). Such criteria, often

called rubrics, help students know what to expect. Students are more willing to accept their

grades when they know exactly where the points were lost and why.

Evaluation is the last step of the ADDIE model. Taken together, the five steps, as stated previously, are a helpful curriculum-planning tool. The ADDIE model can be applied at several different levels of curriculum development; the country level, the state level, the school level, the program level, the individual teacher level, and the class level (Beane, Toepfer, and Alessi, 1986). This unit focuses only on the latter two–the individual teacher level and the class level because of the BTRTESOL program audience. Only the low levels are relevant to most novice teachers.

Rationale for the content of the course design BTRTESOL unit. The "Designing an Overall Plan for a Course" unit, as with the "Tutoring Guidelines" unit, is geared toward a novice audience. The reasons for the inclusion of certain aspects are based on the literature, my experience, and the experience of other novice teachers I have met and watched. When novice teachers design courses, they will probably not develop a whole curriculum for a school or program. Novice teachers will probably only prepare the lessons and materials necessary for their own individual courses. Hence, the planning and organization of individual lessons in one course is the focus of this unit.

When designing or redesigning a course, several questions should be asked to ensure that the new course will be effective. Dubin and Olshtain (1986) provide questions to ask about each part of the developmental process. The following are some questions from their list that are applicable for novice teachers. These questions may help novice teachers better understand how to create effective individual courses and syllabi. The other questions from the list were omitted because they are beyond the scope of this unit. The questions applicable for novice teachers are as follows:

1. "Objectives: Have we related the project's objectives to those of any syllabus or curriculum [or program] that was produced to guide us?"

2. "Learners: How much responsibility will they be given? What contribution will they make to the learning process? How will we account for differences in learning styles in our audience?"

3. "Inventiveness: How will we provide internal structure to our lessons or units without boring our audience because of repetitive processes?"

4. "Skills: How will we integrate the language skills we have chosen to emphasize with the language structures, themes, situations, or functions?"

5. "Processes: What will [the teacher]/learners do before the lesson (preparation)? What will they do during the lesson (workouts)? And afterwards (reinforcement)? How will we provide learners with occasions for utilizing elements of the lesson outside the classroom?"

6. "Options: How can we provide alternative choices in the materials to ensure that ... learners have the means for adapting the work more readily to their own needs?"

7. "Evaluation: What measures will we include for assessing learners' mastery of the content?" (p. 7)

In order to have an effective course, the objectives and every part of a course need to work together (Smith and Ragan, 1999, p. 7). One aspect of the curriculum planning process that Beane, Toepfer, and Alessi (1986) identify, is that "[c]urriculum planning...is a continuous process" (p.53—56). Novice teachers may well find themselves discouraged as they continually think of more information and changes that should be made to improve their courses. Knowing

that course planning is a continual process may help novice teachers keep from getting

discouraged while planning and carrying out their courses.

It is important to remember that the BTRTESOL units are part of a minimalistic program

for novices. Therefore, many concepts were left out of this unit if they were not directly relevant

for the audience. Very little could be included in the units because of the page limit constraint.

The next chapter will present the phases of the development process that I and both of my

BTRTESOL units went through from the beginning of this project until completion.

Chapter Three: Developmental Phases

This chapter consists of five different phases that show the development process that I and my two BTRTESOL units went through. Phase one consisted of the conceptual and design stages. It provided a well-focused beginning for my project, with background in researching and teaching ESL and EFL. Phase two covered the experimental stage, where I was able to gain personal experience teaching whole classes and implementing new concepts. Phase three was the process of the ongoing evaluation of the products I created. Phase four was the piloting and revision stage, where our BTRTESOL group had regular meetings together at first and individually later on. We wrote our program prospectus in 2009 (see appendix A) and gave presentations of our pilot units. Phase five included project revisions, meetings with faculty members, writing this report, and final touches until completion.

During the first phases, several things I learned about in my BYU TESOL classes helped me form parts of my project. For example, the main developmental model I followed while developing my units was Greer's (1988) model (See Figure 6). I learned about this model in my Linguistics 678 *Advanced Materials Development* course. Greer's (1988) model has several steps included in three phases of project management. These steps coincide with the BTRTESOL project development phases described in this chapter. Phase one is "project planning," phase two is "instructional development," and phase three is "follow up" (p. 1—5). I also used elements of the ADDIE model, which I learned about in several of my TESOL courses. I completed all the required, and some optional, BYU TESOL courses. I then continued developing the units and revising them and this report until they were all complete.
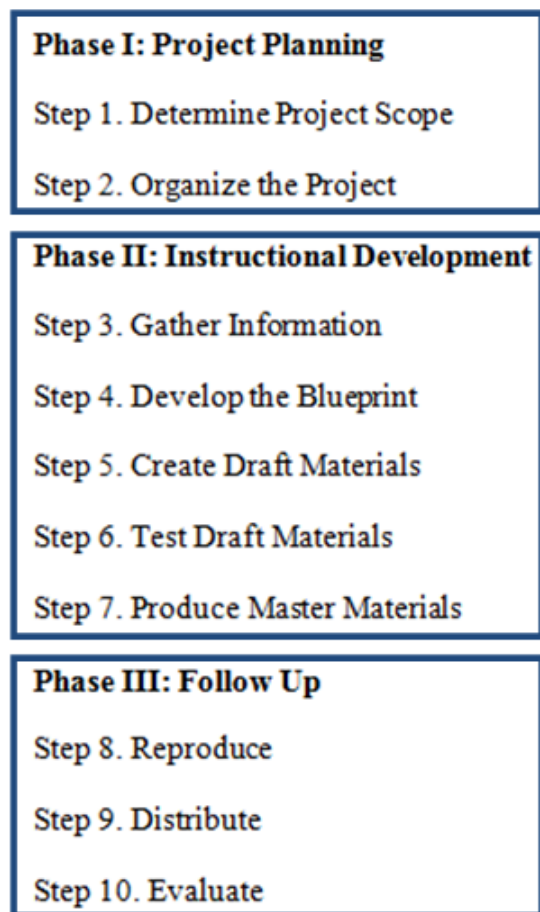
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┌─────────────────────────────────────────────┐
│ Phase I: Project Planning                     │
│                                               │
│ Step 1. Determine Project Scope               │
│                                               │
│ Step 2. Organize the Project                  │
├─────────────────────────────────────────────┤
│ Phase II: Instructional Development           │
│                                               │
│ Step 3. Gather Information                     │
│                                               │
│ Step 4. Develop the Blueprint                 │
│                                               │
│ Step 5. Create Draft Materials                │
│                                               │
│ Step 6. Test Draft Materials                  │
│                                               │
│ Step 7. Produce Master Materials              │
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│ Phase III: Follow Up                          │
│                                               │
│ Step 8. Reproduce                             │
│                                               │
│ Step 9. Distribute                            │
│                                               │
│ Step 10. Evaluate                             │
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Figure 6. Greer's project management model.

Phase One: Conceptual and Design Stage

This phase took place from the time I started learning about TESOL up through the first semester I began the TESOL graduate certificate program in fall of 2008. This phase closely correlates with Greer's (1988) first phase with steps one and two, "determine the project scope" and "organize the project" (p. 1—2).

For my master's project, I decided to work with Dr. Henrichsen on his novice teacher training program–"TESOL the least you should know and where to go to learn more." The name of the project has since been changed to BTRTESOL (Basic Training and Resources for

Teaching English to Speakers of Other Languages). My main reason for this decision was because I had recently been a novice teacher and saw working on this project as an opportunity to help others who were facing the same challenges I had.

Next, I had to decide which two of the then 40 units (there are currently 50 units) to create for my project. This decision was difficult because of the many interesting topics. However, I ultimately chose, 1) "Tutoring vs. Teaching: How They Are Different," which I changed to "Tutoring Guidelines;" and 2) "Planning a Curriculum," which is now called "Designing an Overall Plan for a Course." Some of the reasons for choosing my two units will be described later in this chapter.

After choosing the units, I studied the relevant literature to decide which main concepts would be included in my units. I also had to keep in mind the basic nature of the project and that the audience consisted of novice tutors and teachers, people who had minimal ESL training. Due to these constraints, everything had to be very easy to understand. As I considered which concepts to include in my units, I kept in mind Dubin and Olshtain's (1986) suggestion that using "appropriate materials for your audience" (p. 167) is very important. Keeping things simple was quite difficult for me as I read and synthesized the literature, wrote literature reviews, and created the units. However, I did my best to keep the units as light as possible with only the basics that novices would need to know.

Phase Two: Experimental Stage

This stage takes in Greer's (1988) second phase and steps three, four, and five "gather information," "develop the blueprint," and "create draft materials" (p. 2—3). During this experimental stage, I thought about my previous experience with the two areas I had chosen. I then started developing the units, beginning with the tutoring unit because that was where I had

the most extensive experience. At that point I began working on my course development unit. Although I had less experience in this area, I had taught several different ESL and EFL courses by then, so the groundwork had been laid for that unit as well.

My tutoring foundation began as I helped BYU ESL students at their request. Although I lacked experience at first, I enjoyed being able to help students learn. I truly learned the joy of tutoring in the BYU Linguistics 625 *Pronunciation Theory & Pedagogy* class with Dr. Henrichsen, where I had the opportunity of tutoring pronunciation strategies to three international students of varying educational levels, BA, MA, and PHD. Tutoring pronunciation is now my favorite element in TESOL.

I started developing the "Tutoring Guidelines" unit and then presented it at several conferences, for groups at BYU, and in BYU courses in order to obtain feedback. The first presentation was at the Graduate Student Forum in Denver, Colorado on Wednesday the 25th of March 2009. The feedback I gained from my first major presentation substantially helped me gain insights to guide the formation of my tutoring unit. Other conference and class presentations will be explained in phases three and four, the revision and piloting stages.

As for my "Designing an Overall Plan for a Course" BTRTESOL unit, the Linguistics 579 *TESOL Student Teaching* course I took in the winter of 2009 helped immensely (This course has since been renamed as the Linguistics 612 *TESOL Practicum*). In this course, I learned about the immense general process of curriculum development. I also had the opportunity of teaching a community language course and intensive ESL course at the BYU English Language Center (ELC). Dr. Evans and Dr. Tanner effectively taught my classmates and me how to become better teachers. Watching their examples of good teaching methods was one of the most helpful things I learned from this class. I also learned about course development through actual teaching and by

observing other teachers at the ELC. These first teaching experiences were very difficult and time consuming (as was this BTRTESOL project) but helped me build dedication and the hard working skills I needed to persevere and succeed at complicated tasks. I learned by practical application how to organize lesson plans into a course.

Linguistics 677, the *Curriculum Development* course, was also very helpful in creating my course development unit. I learned how to create a curriculum by actually creating one, albeit much more in depth than the BTRTESOL unit allows for. But in the creation of my course development unit, I worked to create the same level of practical application that had helped me feel successful.

Phase Three: Ongoing Evaluation and Development Stage

This stage relates to Greer's (1988) phase two, step seven "produce master materials," and phase three, step eight "reproduce" (p. 3). I created the two units and wrote, revised, presented, and rewrote the materials several times. For each presentation, I collected feedback from my audience and then used the comments to help me revise my units.

As I continued work on the BTRTESOL units in my second year of graduate school, I took more courses that specifically helped in the development of my units. Linguistics 676, *Technology in Language Teaching,* helped me to learn a few of the current ways that technology is being used in teaching English. Some of the learning outcomes and associated learning activities I benefitted from in this course include the following:

1. Assign Computer Assisted Language Learning (CALL) programs into appropriate instructional categories based on each program's goals, students' attributes, learning activities, and assessment measures.

2. Evaluate the likely effectiveness of a program's pedagogy in achieving that
program's stated (or implied) learning outcomes.

These learning activities helped me realize the importance of finding materials that relate to the goals of the course and are focused on helping students learn. Activities should not be simply fun and interesting with no connection to the course focus.

My Linguistics 678 course, *Advanced Materials Development,* was especially helpful because I had the opportunity to work with a group to create our BTRTESOL project prospectus and to learn about and develop materials. I took the course mainly to help with my MA project and to learn to develop ESL/EFL materials efficiently. Many learning outcomes and associated learning activities helped me in this course. Some of the most valuable activities in relation to my project corresponded to the following course learning outcomes:

1. Design and produce professional-quality language teaching/learning materials by creating a major project (material for teaching some aspect of a language or preparing language teachers) that exemplifies the appropriate application of established principles in making materials-development decisions regarding the following:

- Project management

- Curriculum development (including needs analysis, situation analysis, goal setting, syllabus design, methodology, and assessment)

- Current professional trends and issues in language teaching

- Intellectual property and copyright laws

- Instructional media types and tools (…electronic/digital) for producing and editing materials.

2. Discuss materials-development issues, factors, and processes, as well as their application in real-world contexts, in an intelligent, informed manner that reflects knowledge of all the elements listed under objective #1 above

The knowledge I gained from completing the activities related to these outcomes was beneficial in helping me understand the materials development process. The following examples are materials from the linguistics 678 packet that facilitated the creation of my BTRTESOL units: The Greer (1988) article provided a good 10-step overview of project management, as mentioned earlier. I have since found the same 10 steps from his 1988 article in Greer's (2004) article available online along with more recent program management publications and resources including videos, books, articles, and free materials. These can be found at http://www.michaelgreer.biz/idpm-mdl.htm. I included this website in my BTRTESOL course curriculum development unit because the free resources and ideas will be helpful for novice teachers. The resources are accessible and well organized with simple instructions.

Richards' (2001) *Curriculum Development in language teaching* book was an optional book I bought for my Linguistics 677 *Curriculum Development* class. I realized the value of the book as I looked back at it after the course, while I worked on the BTRTESOL units. It was an especially helpful resource in creating my curriculum development unit. It lays out the basic components of a curriculum: "needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation" (p. 41). Dr. Henrichsen and Dr. Evans referred to Richards' (2001) book and helped me learn about the curriculum development process. I used Dr. Henrichsen's depiction of Richards' (2001) model (Figure 4) as I developed my own courses at the beginning of my career.

Dr. Evans was also very effective in explaining the curriculum development process and guiding me through it as I worked with my group to create a curriculum.

Some other sources that aided in my course development unit include Dubin and Olshtain's (1986) book, *Course design: Developing programs and materials for language learning*, attending a mini Intermountain TESOL workshop in March of 2011 on curriculum development, and reviewing Bell and Gower's (1998) article, *Writing course materials for the world: A great compromise*. While I was fortunate enough to find many valuable sources of direction, I always had to keep in mind that whatever information I found had to eventually be condensed to conform to the minimal length requirement for each of the BTRTESOL units.

Phase Four: Piloting and Revision Stage

This stage relates to Greer's (1988) second phase and sixth step "test draft materials" (p. 3). During this stage I was able to test and revise these materials, my BTRTESOL units, to make them better for my audience.

My presentations at conferences, in the BTRTESOL Ling 377 classes, and to groups of people going abroad with HELP International were other experiences that helped me pilot and revise my BTRTESOL units. The venues for these presentations were as follows:

1. The Graduate Student Forum with TESOL in Denver, CO in March of 2009

2. Intermountain TESOL in Provo, UT in October of 2009

3. A presentation to Linguistics 377R students and Help international students at BYU in February of 2010

4. The Graduate Student Forum with TESOL in Boston, MA in March of 2010

5. The Developer's Showcase at the International TESOL Convention also in Boston, MA in March of 2010

6. A presentation to Help International students in May of 2010

7. A presentation to Ling 377R students in April of 2011

8. Intermountain TESOL in Salt Lake City, UT in October of 2011

The first major presentation involved a presentation on tutoring at TESOL's Graduate Student Forum in Denver. Feedback sheets (see Appendix D: *Example feedback form* for an example) filled out during each of these presentations helped me obtain feedback and knowledge about my audience. I made revisions according to that feedback. Some things I changed were to make sure that there were more practical materials in the units and less of an academic tone in the writing. I had too many quotations and more academic information than necessary for a novice tutor audience. I needed to make the tutoring information in my unit more accessible and interesting for novice tutors.

The subsequent presentations listed above yielded valuable feedback that was used in making sure my units would be helpful and interesting for my audience. The most helpful presentations were to the Linguistics 377R classes and the HELP International students. These were groups of novice teachers who could actually make use of the materials, as they would be doing internships in the near future. The feedback from these HELP International students made me realize what they were seeking from this program. One comment from the audience told me that I needed to make the units more interactive. One of the changes I made as a result was to add a section to my "Designing an Overall Plan for a Course" BTRTESOL unit for novice teachers to stop, think, and write goals for their current teaching situations.

One comment about the tutoring unit was that I should give less of an introduction on the differences between teaching and tutoring. This comment was addressed by changing the title of the unit from "Teaching vs. Tutoring: How They are Different" to "Tutoring Guidelines" and

deleting content about teaching to focus more on tutoring aspects. I also took out most of the information about teaching vs. tutoring to make sure it had less theory and background of the differences between the two concepts and more guidelines for just tutoring. I reasoned that these changes would provide more focused information for novice tutors. Novice tutors do not need to know all the differences between teaching and tutoring. However, it is a good idea for novice tutors to be aware that the two contexts are different. I included guidelines on how to tutor, realizing that this amount of information would be sufficient. (See Appendix B for one of the earliest versions of the tutoring unit).

Some comments gave me reason to believe that certain content should be left in. For example, in the tutoring unit, several people commented on how important it is to prepare and find out the needs of the students. From the curriculum unit, several novice teachers were happy to learn from the sections about goals and objectives, how to plan a course, and again how important it is to focus on needs. Therefore, I left those aspects intact with slight revisions that added clarity.

Some feedback from the course development unit showed me that it would be helpful to include a picture of the ADDIE model as a useful visual for novices in creating a course. The novice teachers also learned from seeing the different types of curricula and syllabi provided, so these were left in. They also learned well from the example situations and asked for more, so I added additional example situations they could practice with.

I also sent my units out by e-mail to a few pilot users, a tutor at Gabby Geckos, and some friends who were potential users who had agreed to give me feedback. I received only minimal response from those e-mails. However, the feedback I did receive was very helpful and well

thought out. The feedback received from the e-mails, my BYU professors, and the Linguistics 377R students was the most helpful.

Phase Five: Consultations, Revisions, and Completion Stage

This phase sums up the rest of the process from piloting and revisions to piloting again, making more revisions, receiving feedback, and polishing up the materials into finished units ready to be distributed. This process relates to Greer's (1988) phase three, steps nine and ten "distribute" and "evaluate" (p. 3).

The Linguistics 695 *TESOL Seminar* course was helpful in preparing me for a profession in the TESOL field. It also helped me to see what is involved in creating a curriculum. I was able to apply some of the more basic principles from this class to my course development unit, "Designing an Overall Plan for a Course." From the learning activities and course requirements for Linguistics 695, I learned about understanding, summarizing, and critiquing the research of others by doing the following:

- Giving an oral presentation based on a published research report

- Leading a class discussion on that report

- Creating my professional online teaching portfolio

- Conducting a thorough needs analysis

- Developing language teaching curricula in a professional manner

- Reading, understanding, and critically analyzing professional research in the field

- Giving professional quality presentations of [my] own research results and/or teaching ideas

I learned more about conducting research and becoming a master in this field by giving the class presentations and the other presentations mentioned above at professional conferences.

These experiences have helped me to create my units for the BTRTESOL program in a professional way.

During winter semester I recorded my own video for the tutoring unit with the help of two of my friends, Gordon Firnges, and an international classmate, Caiping Sun. I needed to create my own video because I did not find any in Dr. Henrichsen's supply that would work, and video clips online usually have copyright issues. Gordon ran the video camera, Caiping posed as the tutee, and I was the tutor. The whole situation turned out fairly well. I conducted a short pronunciation needs analysis and then proceeded to tutor according to those needs. My classmate was happy to actually learn some things about pronunciation. I had previously tutored her in pronunciation informally during study sessions for our classes. It was nice to have a situation for the video where actual learning took place.

The revisions proceeded until I had completed the units and they were added to the BTRTESOL website. I continued to discuss my project report with Dr. Henrichsen and to make necessary revisions until everything was complete. Following Greer's curriculum development model helped me keep my project organized.

The next chapter will present the final versions of the two units of the BTRTESOL program that I completed.

Chapter Four: Final Versions of the Units

This chapter consists of the completed print version of each of my two units. For the tutoring unit, screen shots of the online version are also included to provide the reader with an idea of what the units look like on the Internet. The organization of the units is explained in chapter one in the "Overview of BTRTESOL."

Tutoring Guidelines

Introduction

Many people who teach English to speakers of other languages end up working as tutors. That is, instead of working with whole classes of English language learners, they work with individuals (or very small groups). Tutoring situations may seem less intimidating to some people, but they have their own set of challenges. This unit will provide some guidelines for working successfully as a tutor.

Scenario: A university student on an internship in Japan is asked to tutor English

Mary, an American university student, went to Japan on an internship to teach English in junior high schools. As she travelled, she met people who asked her to tutor them and their children in English during her free time. Tutoring kept her very busy, and she didn't know what she was doing at first. She had to find out what the students' goals were or help them come up with some if they didn't have any. She also had to decide whether to work for free or to have her students pay her, and if so, how much. She had to find materials to help her students understand concepts she couldn't explain very well. She learned that she had to tailor her lessons to fit individual students' needs. It was difficult. However, the students really appreciated her help, so it was satisfying work. She learned a lot from the experience.

- **Have you ever worked in a tutoring situation, or do you think you will soon? What did you do or what will you do in that situation?**
- **How might you create a healthy, professional learning environment for the people you tutor?**
- **What is the best way to give feedback to students in a tutorial setting?**
- **What important concerns should you think about before you start tutoring?**

Objectives of this unit

After working through this unit, you will be able to do the following:
- ➢ Plan what you will do when you find yourself in particular tutoring situations.
- ➢ Follow the seven guidelines listed below in "the least you should know" section to improve your tutoring sessions.
- ➢ Understand and use tutoring resources to guide your tutees' learning.

Note: Tutees and students are the same in this unit. Also, tutoring and teaching are used for the same idea in this unit.

If you learn well, and apply what you have learned, you will know how to better approach tutoring situations. Your sessions will be enjoyable for those involved and effective in helping them improve their English skills.

The Least You Should Know

A tutor should have one main objective in mind while tutoring; to help students learn what they want and need to know as quickly and as efficiently as possible by helping them accomplish their goals. Tutoring involves much more than simply having a conversation. Some guidelines to remember in your tutoring sessions include the following:

1. **Needs and Situation Assessment and Goals:** Learn about your tutees' learning styles and needs.
2. **Material selection, Timing, and Financial Considerations:** Decide what to use in tutoring, when and how long to tutor, and how much to charge.
3. **Location/Setting:** Choose a good place to tutor.
4. **Planning and Flexibility:** Be prepared with lessons and materials that match tutees' needs.
5. **Professional Manner:** Create and maintain a healthy and professional learning environment.
6. **Record Keeping:** Keep track of tutees' progress.
7. **Feedback/Assessment:** Provide tutees with helpful and immediate feedback.

The remainder of this unit will provide details about the seven topics listed above. The following table lists several different types of tutoring:

Type	Description	Examples
Pull-Out Tutoring	Students who are having difficulty in class are pulled out for some extra help one-on-one with a tutor.	A young Hindi student just moved to the US from India and was placed in a mainstream English elementary school. She had difficulty understanding what was going on. She was therefore scheduled at a certain time each day to leave class and go work with a tutor.
Specific Skills for Professionals	Some professionals in businesses have difficulty being understood. They need a special tutor to help with pronunciation or specific fine-tuning of skills.	A business executive who worked as an interpreter for several different languages, also helped with customer service. Sometimes his coworkers had difficulty understanding him. His boss hired an accent coach to help him with pronunciation.
Online Tutoring	Students are taught one-on-one through Skype, MSN Messenger or another video chat or messaging program.	An online company hires native English speaking teachers in the U.S. to tutor Koreans living at home in Korea. Over an online connection tutors correct students' sentence structure, pronunciation, and speaking and listening skills.
Test Preparation Tutoring	Helping students prepare for tests to get better grades and pass them sooner. Many ESL/EFL students need to take major tests to accomplish certain tasks.	An international student hires a personal tutor to help him prepare for the TOEFL. Several ESL students do this in order to get a score high enough to be admitted to a university.
Peer Tutoring	Students help each other learn. These tutors are usually in the same class, or have taken the same class before.	A university student who was doing very well in her classes helped members of her class understand the material. They got together outside of class.
Tutoring with an Organization	Students either make appointments or just walk in for tutoring help.	An ESL tutoring lab or writing center associated with a university. This kind of tutoring is often more structured than some. Tutors help students with homework from their ESL classes.

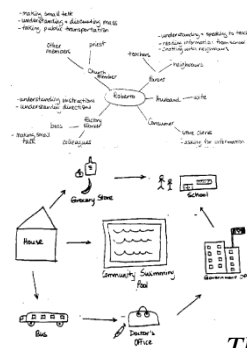| Random Extra Help Tutoring	ESL students ask native English speakers around them for help whenever they need it.	An ESL student stopped an American girl at a bus stop and asked her to help with editing and correcting a paper.

1. Needs and Situation Assessment and Goals: Learn about your tutees' learning styles and needs.

Learning about your tutee is a crucial part of tutoring. In order to tutor your tutees effectively, you will need to know as much as you can about them. Efficient tutoring depends on how well this is accomplished.

Do a needs analysis (See units 2B – "Designing an Overall Plan for a Course," 2C – *Lesson Planning*, and 5C – "Learning Styles and Cultural Differences" and also the "What Are Your Student's Language Needs?" section of *The E.S.L. Tutor's Handbook* in the *Where to go to learn more* section of this unit for more information.)

Find out what your students know and need to know by asking written or spoken questions. Mind maps (pictured below) can be used instead of questions to find out students' needs. Students can either draw pictures or write about places they go and what they do. You can use this information to guide your lessons. Here are some examples of questions you might ask:

- Where are you from? What is your first language?
- What do you want to study? What are some other things you are interested in?
- When did you start learning English?
- What are your goals for the future? (Attend a university, help your children with homework, get a job etc.)
- How do you plan to reach your goals?

Decide what to teach

Your choice of what to teach will depend mainly on what you find out from the needs analysis. What are the most important things your tutees need and want to learn? This information should be your focus during
tutoring sessions. If you can see other things that your tutees could benefit from, besides what they say they want to learn, you should also offer to teach those things. Some ideas are listed in the table below.

(Source, *The E.S.L. Tutors*

Items and skills to teach in tutoring sessions

What	How	Why
Vocabulary	• New words and terms the tutees come across in their reading are always good to learn. • Others are words that they need for everyday living. If you did the mind map in point 1 above you can use that to see what kind of vocabulary they need to learn.	The more vocabulary the students know, the better they can understand and be understood
Pronunciation	• Help with small things such as individual sounds. • Help with bigger things like linking words together, correct sentence and word stress, intonation and so forth.	Help tutees with this because they want it. It also helps them understand others and be understood better.

Listening	- Give tutees things to listen to then ask them questions about the dialogue or story. - Have students carry on a conversation with a friend or you. If they understand, they will be able to respond correctly. - Have tutees watch a video clip or read a paragraph and then summarize it in writing or speech. You could also have them tell you the main ideas. - Have tutees listen to a lecture or news report and take notes on it. Have them show you what they wrote. Help them know what to listen for. (Ex. They could listen for dates, times, events, grammar tenses, main ideas, etc.)	This is one skill that is often overlooked but is necessary in order for students to understand what is going on. Everyone should practice this skill.
Speaking	- Make sure tutees have lots of opportunities to talk. The more they practice the better they will get. - Let tutees do most of the talking during your tutoring sessions. - You could give tutees assignments to talk to people they don't know about topics you are working on.	Tutees always need practice. The more they speak, the better they will get.
Reading	- Have tutees read aloud with you. - Help tutees to learn reading strategies. - Find books that are recorded. Have tutees listen to them and repeat after the recording, or read along at the same time, trying to match the recording.	There are things to read everywhere (at the grocery store, street signs, labels, information on the Internet and so forth) Reading helps with all the other skills.
Writing	- Have tutees write short paragraphs about topics you are studying. Give feedback on the grammar in those paragraphs by writing comments about types of errors. - Let tutees correct themselves with guidance. Draw their attention to things and help them correct themselves. - Help tutees know the way we normally write essays. (Five paragraphs with an intro with the main ideas at the beginning…and a conclusion at the end.)	Help tutees learn to write because it will help them in their education and future jobs. Tutees will always need to write things, especially e-mails, notes, and documents on the computer.

2. Material Selection, Timing, and Financial Considerations: Decide what to use in tutoring, when and how long to tutor, and how much to charge.

Before agreeing to tutor someone, there are things you should consider and questions you should ask. Some important considerations are listed below:

What: select materials to use in tutoring
Think about which books, videos, activities, websites and so forth you will use in your tutoring sessions. Some options are provided in the *Where to go to learn more* section of this unit and in other units in this program. You can also do your own search on the Internet when you know the needs of your students in order to find things that will be helpful for individual needs. Think about and ask what is available where you will be tutoring (computer, white board and markers or chalk board and chalk, student materials— paper, and pencils, books or other materials—pictures etc.) (See Unit 2B "Designing an Overall Plan for a Course" for more ideas on materials). If you are going abroad, be sure to take materials with you if you are not sure you will be able to get them at your destination. The availability of materials in other countries is often limited. If you are tutoring online, you will need to use materials that can be shown through the camera, by screen share, or on websites. It is important to be prepared in any situation, if you are staying in your home country, tutoring online, or going to a foreign country. Make sure you have the materials you will need. If you have electronic media, make sure the hardware resources where you are tutoring will be compatible and able to play the media.

When and how long: decide how long lessons will be and how many days per week you will meet
It is important to talk with your students about timing so that you can agree on how many lessons you will have. Discussing this at the beginning will help you avoid misunderstandings and differences of expectations later on. Set up a plan for giving extra lessons if any get missed. It is especially important to be organized for the more professional tutoring situations. You should always be on time for appointments. Keep in contact by phone or e-mail, especially if something comes up and you have to reschedule a tutoring session.

How much: decide how much to charge
If your students are going to be paying you, decide in advance how much you will charge but be flexible. People will ask how much you charge, so it is a good idea to have an amount in mind ahead of time. (Many ESL students are used to paying about $10—$20/hour depending on the tutor's experience, number of contact hours, and level of preparation. However, some are not able to pay as much, others pay more.)

3. Location/Setting: Choose a good place to tutor.

Finding a safe and comfortable place to tutor is important.

Decide where you will meet
Public places like libraries, offices, or schools are the best, especially if the person you are tutoring is of the opposite sex. A home can also be used but is not usually recommended. Another option is to tutor online. Online tutoring is becoming popular and can be done from anywhere. (Safety is not as much of an issue online.) Meet in a place where there are plenty of people around. Meet where your tutee can learn comfortably and you can both be safe and comfortable.

4. Planning and Flexibility: Be prepared with lessons and materials that match tutees' needs.

Prepare lesson plans, but be flexible and adjust them to meet the needs of your students (See unit 2C "Planning Effective and Efficient Lessons").

Be prepared: When students see that you are prepared for each session they will pay attention better. Sometimes you will only get through the first part of your plan because you find the student needs lots of help with that particular topic. You might skip parts and do the last of your lesson first, but that is okay. However, you will always feel better and more able to meet your students' needs if you are prepared with an advance plan. If you don't finish, you can always save the rest of your plan for the next session. You can also throw out your lesson plan completely if you find that your tutee really needs something different. Whatever you do, don't let yourself fall into the trap of just having a conversation. You always need to have some goals and some type of checklist so you can show the tutees what they learned during each session.

5. Professional Manner: Create and maintain a healthy and professional learning environment.

Showing your students that you are professional is important. Earn their respect by doing what you say you will do.

Be Polite: Be fair and polite with your tutees. When tutees see that you treat them politely, they will want to continue having lessons with you. Treating all tutees like the intelligent human beings they are can help build trust.

Create a comfortable environment: Helping your students feel comfortable and able to ask questions without being looked down on is very important for a healthy environment. Remember that even though learners' language skills may be limited, they can be very intelligent. Remember not to treat adults like children or like they are stupid. Treat others how you would like to be treated when learning a new language. Correcting students' mistakes in a non-intimidating way helps them learn more (see units 3C "Managing Classes of English Language Learners," 3D "Correcting Errors", and 8A "Conducting Conversation Classes").Think about heating, air-conditioning, noise, and other distractions. Make sure that you and your students are comfortable so that tutoring sessions will be as effective as possible.

Think about potential concerns
Things such as gender, age, and learner's background can make a big difference as to what, where, and how you teach. Be safe, and keep your tutees safe by learning as much as you can about them and respecting their privacy.

Maintain a professional distance
This principle is very important to remember. Let students know you are there for them and want to help them learn, but do not take too much time with casual conversation. Let them know you have a time schedule. If and/or when you become friends, be sure to keep casual conversations brief at the beginning of lessons. Keep lessons well structured. Even if you are just helping them with what they want to learn, you should always have a plan. Maintaining a professional distance also includes not dating or getting too close to your tutees.

6. Record Keeping: Keep track of tutees' progress.

Keeping track of lessons and things your tutees learn is important because if you have good records you will be able to show your tutees, and yourself, that they are progressing. For example, if you are teaching a listening and speaking class, you should record your tutees at the beginning, middle, and end of a course, or every month, if not more often. One free resource available that can do this is Google Voice. If you get an account, you can have your tutees call the phone number and it will record for up to three minutes. Or you can use a handheld recording device. Make sure to keep track of each concept and new idea your student learns. Whichever skill tutees are learning, remember to record their progress. Writing in a spreadsheet like Excel is a good way to keep things organized.

7. Feedback/Assessment: Provide tutees with helpful and immediate feedback.

Feedback can be anything from giving praise where and when it is deserved to giving your students a formal written assessment of their progress. Giving feedback is very important because if students do not get any feedback, they may not realize how they are learning and progressing. It is a good idea to continually help students set goals (see unit 2B "Designing an Overall Plan for a Course"). Each month or at an appointed time you can look at the goals together to evaluate how well they were accomplished. You can see if your tutees have met the deadlines you set together. If the goals were not met, set a new time frame and possibly smaller goals that can actually be reached. The most important thing is that tutees see that they are learning. In order to see this, you need to keep track of their progress in some way and show it to them.

Comprehension and Reflection Questions

1. Without looking back, which of the guidelines explained above can you recall?
2. How can you apply these guidelines to your present or future teaching situations?
3. Think about your current or future tutees. What are their needs? How will you help tutees set goals? What are some questions you can ask to find out more about them?

Video example

Please follow this link online http://www.youtube.com/watch?v=YiQnx4fPitI or click here to watch this video clip of a one-on-one tutoring session.

After you view this video clip of an ESL tutoring situation, think about and respond to each of the following questions in the "Reflection and Responses" section below.

Reflection and Responses

- What are the key factors of tutoring you noticed as you watched the video clip of a tutor at work?
- What was especially good about this session? What was done well by the teacher and student?
- What tutoring principles discussed earlier in this unit did you notice in this clip?
- Was there any feedback? If so, what kind? Student to teacher? Teacher to student? What was it?
- What adaptations could you make for the situations you are/will be tutoring in?
- What might you do differently to make your lessons better?

That's it. That's "the least you should know" about English language tutoring. Of course, there is much more that you will learn later as you tutor your own students.

Where to go to learn more

Connections to other units in this program

Here are some other units in this program that relate to topics we have addressed in this unit.

- Unit 2B, *Planning a curriculum that fits your students and meets their needs.*
- Unit 2C, *Designing effective lessons for language learning and teaching.*
- Unit 2D, *Assessing your students' language proficiency*
- Unit 3C, *Managing classes of English language learners.*
- Unit 3D, *Correcting errors, and developing self-monitoring skills.*
- Unit 5E, *Teaching your students to use language-learning strategies commonly employed by successful language learners.*
- Unit 8A, *Conducting effective and enjoyable conversation classes.*
- Unit 8B, *Using songs and chants to increase participation, recall, and enjoyment.*
- Unit 8C, *Using games, and other fun yet effective activities for English language teaching.*

Online and other electronic resources

Here are some helpful online resources for tutors.

ABC's for Tutors: 26 Teaching Tips is an article online from the Spring Institute in Denver, Colorado with 26 very helpful tutoring tips, one for each letter of the English alphabet.
http://www.springinstitute.org/Files/26tips1.pdf

Dave's ESL Café is an Internet site where many ESL and EFL teachers go for great ideas and resources to use while tutoring.
http://www.eslcafe.com/idea/index.cgi?Private:Teaching

Randall's ESL Cyber Listening Lab is a great resource for tutoring listening. There are short audio clips for students to listen to with pre-, during, and post-listening activities.
http://www.esl-lab.com/tips.htm
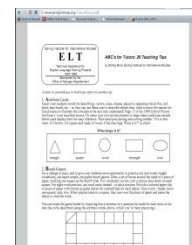
Project Read's ***Tutor Training Manual*** on their website is designed to assist tutors in tutoring first language learners in reading literacy. However, these ideas can be useful in many different tutoring situations. There are many tips for tutoring included here. http://www.project-read.com/TrainingManual.pdf

The E.S.L. Tutor's Handbook by Shawn Conway
http://literacy.sa.utoronto.ca/resources/esltutorhandbook.html
is a great resource on the Frontier College website
http://utfrontiercollege.wordpress.com/tutor-resources/
It has basic tutoring steps to follow for all the skill areas.
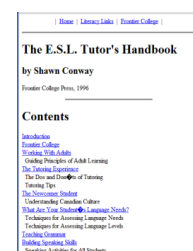
Print and paper-based resources

Here are some published books that have proven to be helpful resources for tutoring.

Reed, Marnie and Michaud, Christina. (2010). ***Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages.*** Michigan: The University of Michigan Press. ISBN: 978-0-472-03418-5 This book helps tutors know how to set goals by finding out what students really need. There are some examples that can be copied for use in the classroom. This book is available for purchase online at http://www.amazon.com/Goal-Driven-Planning-Teaching-Speakers-Languages/dp/0472034189

Colvin, Ruth J. (2009). ***Tutor***. Syracuse, NY: New Readers Press. ISBN 978-1-56420-895-8 This book provides detailed information on teaching the four different skill areas, listening, speaking, reading, and writing. It also has detailed sections on setting goals, assessment, lesson planning, and specific difficulties that learners have and tutors should be aware of. This book is available for purchase online at http://www.newreaderspress.com/Items.aspx?hierId=4050
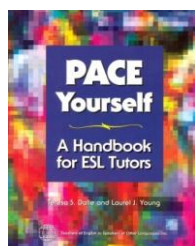
Dalle, Teresa S. and Young, Laurel J. (2003). ***PACE yourself: A handbook for ESL tutors***. Alexandria, Virginia: Teachers of English to Speakers of Other Languages, Inc. ISBN 193118506-9 "This is a very easy to follow tutoring guide, it gives step by step instructions on what to do, from gathering information, to preparing an organized schedule, to knowing what to teach and assessing students learning, and your own teaching skills" This book is available online at http://www.amazon.com/s/ref=nb_sb_ss_i_0_39?url=search-alias%3Dstripbooks&field-keywords=pace+yourself+a+handbook+for+esl+tutors&sprefix=pace+yourself+a+handbook+for+esl+tutors

Additional resources

Speak Method is a part of I.E. Tutoring. This is a free online English language program for pronunciation, communication, stories, and grammar. It can be found at http://www.speakmethod.com/

Please go to the Web-based version of this unit at btrtesol.com to provide feedback on this unit by responding to the online survey questions. Thank you.

Sample Screen Shots of the Website Version of the Tutoring Unit.

The following pictures are screen shots from the BTRTESOL website. (The website is found online at www.btrtesol.com) The two units I created are available there, along with the others in the program. A few of the basic parts are depicted here to give an idea of what it looks like.

Figure 7 is a screen shot of the home page. On the left-hand side is a list of all the other BTRTESOL units with live links to those units. In the middle, there is a linked list to all the sections of the Tutoring Guidelines unit. Each unit has the same layout with minor differences in items on the list. For example, the items on the list for the "Tutoring Guidelines" unit include the following:

- Introduction

- Scenario

- Objective of this unit

- The least you should know

- Comprehensive questions

- Video example

- Reflection and responses

- Where to go to learn more

  - Connections to other units in this program

  - Online and other electronic resources

  - Print and paper based resources

  - Additional references

Figure 7. Screen shot of the "Tutoring Guidelines" unit home page online. This page provides a layout for the whole unit.

Figure 8 is a screen shot depicting the *Introduction* and *Scenario* portion of the "Tutoring Guidelines" unit. This scenario is actually based on one of my personal experiences when I was a novice tutor. I completed an internship in Japan. Almost everywhere I went people asked me to

tutor them. I discovered that there was a lot I did not know about English. I also gained a love of

tutoring. In this tutoring scenario, a university student was on an English teaching internship in

Japan. While there, she was asked by people she met to tutor them in English. She found out

some differences between classroom teaching and tutoring by experiencing both.

Introduction

Many people who teach English to speakers of other languages end up working as tutors. That is, instead of working with whole classes of English language learners, they work with individuals (or very small groups). Tutoring situations may seem less intimidating to some people, but they have their own set of challenges. This unit will provide some guidelines for working successfully as a tutor.

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Scenario: A University Student on an Internship in Japan is Asked to Tutor English

Mary, an American university student, went to Japan on an internship to teach English in junior high schools. As she travelled, she met people who asked her to tutor them and their children in English during her free time. Tutoring kept her very busy and she didn't know what she was doing at first. She had to find out what the students' goals were or help them come up with some if they didn't have any. She had to decide whether to work for free or to have her students pay her, and if so, how much. She had to find materials to help her students understand concepts she couldn't explain very well. She learned that she had to tailor her lessons to fit individual students' needs. It was difficult. However, the students really appreciated her help so it was satisfying work. She learned a lot from the experience.

- Have you ever worked in a tutoring situation, or do you think you will soon? What did you do or what will you do in that situation?
  - How might you create a healthy, professional learning environment for the people you tutor?
- What is the best way to give feedback to students in a tutorial setting?
- What important concerns should you think about before you start tutoring?

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Figure 8. Screen shot of the "Tutoring Guidelines" unit introduction and scenario.

Figure 9 depicts the section where novices can view a video clip of a tutor at work and

respond to it by reflecting on things they learned in the unit and deciding which things they

would do differently if they were in the same situation. I created this video with a student that I tutored occasionally. Novices can view the video either by clicking on the link provided in the unit or online at http://www.youtube.com/watch?v=YiQnx4fPitI.

Video examples

Watch this video clip of a one on one tutoring session. This video shows a tutor working with an English learner on her pronunciation difficulties. Click here

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Reflection and Responses

As you view this video clip of an ESL conversation class, think about and respond to each of the following questions.

1. What are the key factors of tutoring you noticed as you watched the video clip of a tutor at work?

2. What was especially good about this session? (What did the teacher and student do well?)

3. What tutoring principles discussed earlier in this unit did you notice in this clip?

4. Was there any feedback? If so, what kind? Student to teacher? Teacher to student? What was it?

5. Which adaptations could you make for the situations you are/will be tutoring in?

6. What might you do differently to make your lessons better?

That's it. That's "the least you should know" about tutoring. Of course, there is much more that you will learn later as you tutor your own students.

Figure 9. Screen shot of the "Tutoring Guidelines" video example and reflection sections.

Figure 10 is a depiction of the "Where to go to learn more" section. It includes resources that novices can go to if they want to learn more about the topic, since there is a very minimal amount of information provided in the unit itself.

Figure 10. Screen shot of the "Where to go to learn more" resource section of the Tutoring Guidelines unit.

Designing an Overall Plan for a Course

Introduction

If you are reading this, you have probably decided to teach an English class, but are unsure of what to do first. You may have some lesson plans or ideas but don't know how to put them together in an organized course. This unit will help you plan a course that flows well. It will also help your students know what to expect in your course. They will be able to see that you are well prepared. This is important, because in many cases the students you teach will only come if they feel you are prepared to teach them.

Scenario: Teaching without a textbook or instructions

Jenny was assigned to teach an English class in Thailand. She went expecting to be taught what to do, or at least be given a textbook or instructions to follow. However, she was given very limited guidance or materials to work with. The program director and others told her, "Well, you're the expert, you should know what to do." She was happy to have been given a lot of freedom and trust. Even so, she wondered where to begin. She knew how to plan lessons, but didn't know how to connect them together to create a course.

Have you ever been in a similar situation? If so, what did you do?
Do you think you might someday be in a situation like this?
How can you create a course when no specifics are given?

Objectives of this unit

After you work through this unit, you should be able to do the following:

➢ **L**ist and follow the basic stages in developing a course. This includes learning about the teaching context and your students' needs.
➢ **C**reate goals and objectives based on your students' needs. These elements will help you to create a course that will meet your students' needs.
➢ **D**esign a syllabus for the course that connects your lessons together. (A syllabus is a written plan for organizing lessons, activities, and guidelines for a course during a specific time period.)
➢ **E**valuate your course to see if it's working and for your students to see how much they have learned.

The Least You Should Know

You go through five main steps when developing a course. Just remember, "ADDIE."

1. **A**nalysis: Find out your **students' needs and wants**.
2. **D**esign: Create **goals and objectives** for your course
3. **D**evelopment: Decide which **materials** will be used in your course and how everything will fit together in a course **syllabus**.
4. **I**mplementation: **Try it out in the classroom**.
5. **E**valuation: Test and **evaluate your students and course**. **S**ee what works and what needs to **change**.

ANALYSIS
DESIGN
DEVELOPMENT
IMPLEMENTATION
EVALUATION
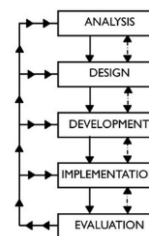
This collection of five steps is called the ADDIE model. It was first created at Florida State University in 1975 and has been used by thousands of course developers since then. This acronym, ADDIE, might help you remember the steps. The rest of this unit will provide more detail for these five steps.

1. Analysis: Find out your students' needs and wants

Gathering information about the key parts of your teaching situation and the needs of your students is a very important beginning step in developing a course. This information helps you know what you have and what you need.

1) Situation Analysis

One important step of the analysis stage is to gather information about the teaching situation. Find out everything you can about who, where, when, and what you will be expected to teach. Here are some questions you can ask yourself to see what you already know and what else you should find out. It might help to list positives and negatives of each.

A. Location and Materials
- What is the classroom or school building like? (Size, number of chairs, seating arrangements, space to move around, etc.)
- Where is the classroom located? (In the building, in the neighborhood, etc.)
- Which conditions will affect the course? (Lighting, construction, traffic, or other distractions, etc.)
- What materials and resources are available? (Textbooks, equipment, photocopies, computers, etc.) What materials will need to be created or found?
- How long will the course last? (Four months/semester, two months/term, two weeks etc.)
- How many times a week will you meet with the students? (Two or three times a week, Mon-Fri, etc.) How long will the lessons be? (30 minutes, 50 minutes, 60 minutes etc.)

B. **Learners** (See the following needs analysis section.)

C. **Teacher**
- Which skill areas can you teach? (Reading, writing, listening, speaking, and grammar.)
- What about yourself and your teaching style will affect the situation the most?

2) Needs Analysis

The other important thing to find out is the needs of the students. Here are some questions you can ask your students to see how much they know, what they want to learn, and what they need to learn. For instance, if you know your students are children, their needs are more general and future oriented (you could have pictures for them to circle what they want to learn about). If your students are adults, their needs are more specific and immediate.

Example needs analysis questions:
- How much English do you already know?
- Which English skills are you good at (Listening/speaking/reading/writing)? Circle how good you are with each skill. Very good means almost native-like and poor means a few words and phrases (ex. Speaking - very good/good enough for conversation/not very good/poor)
- What are your goals?
- Which English skills do you want to learn the most? Number these 1-4 with 1 as most important.
- Which of these things are you most interested in learning about? Circle the words or pictures. (Banking, making a reservation, shopping, applying for a job, something else—please explain.)
- What is your first language?
- Where are you from?
- What do you need to learn and use it for? (Job, home, school, travel...)
- Where do you work?

2. Design: Create goals and objectives for your course

One major part of designing courses is figuring out goals and objectives to work toward. These goals should be based on the teaching situation and the needs of the students. Goals help you be prepared for what to do, helping you have something to work towards. Goals are general things to focus on such as, being able to do something at the end of a course or lesson. Objectives are specific things students should do during a course or own their own such as, completing activities that will help them reach their goals.

Goals and objectives of English courses can relate to the following:
1. Language   3. Skills
2. Ideas or Content   4. Texts
A good way to write goals and objectives is to start with phrases such as: "Students will practice…," or "Students will be able to…"
Example:

Goal:
- "Students will be able to carry out basic transactions in a bank."

Objectives:
- "Students will be able to make a bank deposit."
- "Students will be able to withdraw money from their bank account."

Before continuing on, take a minute to write down some goals for the course you are developing. Then ask yourself the following questions:
- How well do these goals connect with the needs of my students?
- What will my students be able to do after accomplishing these goals?
- Will I be able to teach these things to my students? If not, what can I do to prepare?

3. Develop: Decide which materials will be used in your course and how everything will fit together in a course syllabus

The organization of lessons into a course should be based on your course goals. The plan should also be written down in a syllabus. A syllabus is a written list of topics, skills, and learning outcomes organized in the order they will be taught in the course. A few example materials and syllabus types for language courses are provided below:

Materials You Might Need:
- pictures (of your family and vocabulary words, etc.)
- songs and something to play them with
- video clips and something to play them on
- small objects for visual aids
- cardboard, 3 X 5 cards, tape, push pins
- paper, hole punch and binders

- computers, hardware, and software
- chalk and eraser, white board markers and eraser
- paperclips, rubber bands, stapler, and staples
- candy (for incentives)
- writing utensils: different colors of pens, pencils, crayons, markers etc.

Common Syllabus Types and Topics:
Choose the type or combination of types that best fits the needs of your students. Use your needs analysis as a guide.
- **Grammar-based**
  Teach different grammar principles including:
  ➢ past, present and future tenses (simple and progressive)
  ➢ prepositions, articles, pronouns etc.

- **Task-based**
  Teach how to communicate by completing activities and goals such as the following:
  ➢ finding a solution to a puzzle
  ➢ piecing parts of a story together

- **Situation-based**
  Teach skills for situations such as:
  - ➤ in grocery stores
  - ➤ at airports
  - ➤ at banks
  - ➤ in restaurants
  - ➤ at hotels
  - ➤ on the phone

- **Function-based**
  Teach how to carry out functions such as:
  - ➤ greetings
  - ➤ making requests
  - ➤ apologizing
  - ➤ asking for directions
  - ➤ restating
  - ➤ agreeing/disagreeing

- **Topic, Theme, or Content-based**
  Teach different themes for each lesson or group of lessons. Some themes are:
  - ➤ television
  - ➤ advertising
  - ➤ drugs
  - ➤ technology

- **Skill-based**
  Teach the four skill areas and smaller skills within them:
  - ➤ reading (previewing, scanning etc.)
  - ➤ writing (using appropriate transitions, hooks, and organization etc.)
  - ➤ listening (understanding conversations etc.)
  - ➤ speaking (pronunciation, fluency etc.)

4. Implementation: Try it out in the classroom

Implementing includes trying out materials and teaching methods by actually teaching your course. You need to learn to manage the classroom. Learn by teaching.

Things to think about as you teach include:
- Are your plans for the whole course working? Remember to be flexible and change things as necessary to adapt to your students' needs. Remember to be prepared for each class.
- How well are the materials and activities meeting the students' needs? What additional materials do you need to find now? Remember, each student has a different learning style. Are you meeting the students' expectations for the course?
- Are you using activities that are useful for your students or are they just fun? Remember to have a learning purpose for each activity.
- How are you using the textbook in the classroom? Is it a resource? Is it the guide for class? Do you only use chapters that are applicable for your students?
- How quickly do you give feedback to your students? (Do you congratulate them in class for assignments done well and give suggestions for improvement?)
- Which principles are you teaching? What can be improved? Have you figured out your teaching style yet?

After teaching your course for a while, you will know how well things work. You will also see what skills and topics you are able to teach well. You will know things about students and their learning styles. You can then revise your lessons and course to meet your students' needs.

5. Evaluate: Test and evaluate your students and course. See what works and what needs to change.

'E' is the last letter in the ADDIE acronym but evaluating your course is a continual process. Don't wait and do it only at the end of a course. Students' needs will change, and you will find material along the way that needs to be updated. Remember that a course is never completely finished. You need to have a good plan and then be flexible and open for suggestions and change.

At the beginning of a course, students usually take placement tests to see the level in which they will be placed. Whether or not this happens regularly where you are teaching, it is a good idea to give your students a test at the beginning of your class as part of your needs assessment. Placement tests help you know how much your students know and help you adapt to what they need rather than teaching exactly from textbooks all the time.

During a course, you can ask your students what is working well, and what they would like changed. You can write the questions on a paper for them to fill out without putting their names down. Doing this helps them feel involved with the class and allows them to tell you what they really think. From this survey, you can find out things you are doing well, and things you can improve on. Often you will find that the students are learning more than it seems. Evaluations can motivate you to continually improve your teaching.

Three questions to ask on teacher or course evaluations include the following:
- **What do you like best about this class?**
- **What suggestions do you have for change?**
- **What else would you like your teacher to know?**

Some questions to ask yourself before, during, and after each course include:
- Which tests and assessments will be given in this class?
- What scores on the tests will determine where students are placed and if they can move on to the next level?
- How will I record the students' improvement to know if my students are progressing or not?
- Will I need to write the tests for my own class? Are some tests already prepared? (see unit 2C for more information on programs and testing)

That's it. That's "the least you should know" about creating a course. Naturally, there is much more that you will learn later. Creating a course is a challenging process, but you can do it. The more you practice, the better you will get. Use the resources at the end of this unit to help you.

Comprehension and Reflection Questions

1. What are some questions you can ask your students to find out what they need?
2. What will you need to know about the students you teach?
3. Can you name at least two things to consider when designing a course?
4. What do you know about the situation in which you will be teaching?
5. What can you create to organize your lessons and make sure they flow well?

Situation Examples for Practice:

Please read the following situations, think about them, and respond to each of the following questions. Write down what you would do in order to create a course for each situation, by applying your new knowledge. Then do the same for your own situation.

After reading the following situations, answer these questions.
1. What would you do in each of these situations?
2. Would you accept the assignments?
3. If you would accept, how would you decide what to teach?
4. Which principles/techniques discussed earlier in this unit would you use?
5. Which adaptations could you make for the situation you are/will be creating a course for?
6. What other things might you do to make your course better?

Situation 1:
You go on a study abroad to Rome, Italy to learn Italian, and while you are there an English teacher at the college you are attending gets very sick right before the semester starts. You are asked to take over teaching her English course because you speak English. You have tutored English a couple of times before, but you have no idea how to plan and teach a whole course. You only have two days before the semester starts. What would you do?

Situation 2:
You have recently arrived in China on an internship and have been assigned to teach a class of 60 students ranging in age from 5—10 years old. You have been given an old notebook with a few lesson plans that another teacher left a while ago. You will be teaching these students outside with only the notebook you have been given, the resources you brought with you, and anything you can find around you. What would you do?

Reflection and Responses

1. Have you ever created a course before? If so, could the steps in this unit have helped you make it better?
2. What about your current or future teaching situations? Which of the steps in this unit will help you most when you create your course?

Where to go to learn more

Connections to other units in this program
Here are some other units in this program that relate to topics we have addressed in this unit.

- Unit 1E, *Working successfully within foreign educational and administrative systems.*
- Unit 2A, *Setting up and operating successful courses for adult English language learners.*
- Unit 2C, *Designing effective lessons for language learning and teaching.*
- Unit 2D, *Assessing your students' language proficiency.*
- Unit 3A, *Developing a successful teaching personality.*
- Unit 5E, *Understanding your students' language learning styles*
- Unit 6E, *Integrating multiple language skills in one class.*
- Unit 10A, *Locating, evaluating, and selecting authentic, effective print/electronic teaching materials for language learners.*
- Unit 10B, *Collecting and creating your own language-teaching materials.*
- Unit 10C, *Successfully adapting existing materials for greater teaching enjoyment and success.*

Online and other electronic resources
Here are some helpful online resources for creating and organizing your course.

Developing Goals and Objectives
http://pixel.fhda.edu/id/six_facets.html
This webpage is part of a work shop, this part provides a good list of things to think about when creating goals and objectives laid out in three different stages.

A Self-Directed Guide to Designing Courses for Significant Learning
http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf
This is a PDF article online where Fink provides a helpful way of designing courses by showing 12 steps in a 3 stage process.
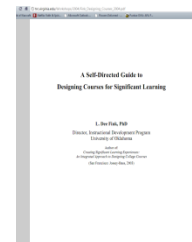
The Official Website of Dr. David Nunan, *Curriculum Development and Design* section at http://davidnunan.com/books/articles.php This is the third section down on Dr. Nunan's official website. He is a professional in the TESOL field and has written several articles about course development. These articles are available in downloadable PDFs. Many of these will be helpful for novice teachers but especially article numbers 15, 16, 19, and 20 (communicative tasks, syllabus design, styles and strategies, and task-based language teaching).

Print and paper-based resources

Here are some published books that have proven to be helpful resources for designing courses.

Language Curriculum Design–I.S.P Nation and John Macalister–ISBN: 978-0-415-80606-0 This book describes the steps involved in the curriculum development process. It is given in a very general context so that these steps can apply to a wide variety of settings. Several tasks and case studies are provided to help the reader design courses effectively. This book is available for purchase online at http://www.amazon.com/Language-Curriculum-Applied-Linguistics-Professional/dp/0415806062/ref=sr_1_1?ie=UTF8&qid=1330669998&sr=8-1

Curriculum Development in Language Teaching – Jack C. Richards – ISBN: 978-0-521-80491-2 This book provides a systematic approach to curriculum development including the issues involved with creating one and all the steps needed. For example, it has some example needs and situation analyses. This book is available for purchase online at http://www.amazon.com/Curriculum-Development-Language-Cambridge-Education/dp/0521804914/ref=sr_1_1?s=books&ie=UTF8&qid=1330670130&sr=1-1
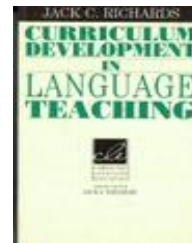
Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages – Marnie Reed and Christina Michaud – ISBN: 978-0-472-03418-5 This book helps teachers develop a framework for how lessons should be put together in a course. The focus is on setting goals and having everything work towards those. It is a great resource with resources that can be copied and used in the classroom. This book is available for purchase online at http://www.amazon.com/Goal-Driven-Planning-Teaching-Speakers-Languages/dp/0472034189/ref=sr_1_1?s=books&ie=UTF8&qid=1330670278&sr=1-1

Additional resources

Clark, D. (2011). ADDIE timeline. Retrieved from http://www.nwlink.com/~donclark/history_isd/addie.html

Please go to the Web-based version of this unit at btrtesol.com to provide feedback on this unit by responding to the online survey questions. Thank you.

        This chapter has presented the final versions of my two BTRTESOL units. The next chapter will present the evaluation process, readability, and the revision process.

Chapter Five: Evaluation, Readability, and Revisions

This chapter will explain more about how the project evaluation process worked in my case, how the readability of the units was assessed, and some revisions that were made on the units after receiving feedback.

The Evaluation Process

After beginning to write my units, I reviewed them with Dr. Henrichsen in several of our meetings where he provided me with useful evaluation and feedback. I used this feedback to make many revisions. As I gave the presentations mentioned in chapter three, I received more feedback. Sometimes however, the feedback was more on the presentation itself, which was not as helpful as feedback on the units themselves. However, that presentation feedback was still somewhat useful because I was able to take it and try to build some of those things into my unit so that users could feel a personal connection, almost as if they were hearing my voice talking to them as they went through the units. I attempted to generate this feeling by giving users more questions to think about and actions or physical activities to accomplish in each unit. For example, in the course development unit, novices are asked to create goals and objectives for their own situations before moving on to the rest of the unit.

Feedback was collected by distributing sheets of paper with a few of the following questions (see also Appendix D: *Example feedback form*):

- What did you learn from this unit?

- Which tutoring tips helped you the most?

- What was most helpful about this presentation?

- What did you like best?

- What could be improved?

- What would you change about this unit?

- What would you add?

- What would make this unit better?

Each feedback form included a few of the questions listed above (see Appendix D: *Example Feedback Form*). After receiving the feedback on forms, I read through and analyzed the most frequent and helpful comments people made and changed things accordingly. For example, after the first presentation at Intermountain TESOL in Provo, UT in 2009, the most frequent comments I received about things to change were to add more examples and details about tutoring. There were comments such as the following:

- "Add some more details about tutoring - I know you said space is limited"

- "Less intro on teaching vs. tutoring"

- "Give specific examples"

- "Definitions on tutoring seem too simplistic, but maybe that's the goal for a novice audience?"

- "[Add examples like] keeping lists of Ss' accomplishments [i]nformal and [f]ormal assessments"

- "Emphasize that good tutoring requires some skills that are not necessarily common to good classroom teaching. List and explain those skills"

- "Cover more of what people want and need to know"

After my presentation to the students/novices who would be teaching with Help International in the summer of 2010, I received feedback that helped me see that these students didn't want to simply be told a list of things to do, they wanted practice and examples that would give them a chance to use their knowledge and skills. I thought about how I could do that in a

written unit. I knew how to do this in a classroom setting, and I decided that it could be almost the same. I could ask the questions in writing that I would in real-life, before or after giving some of the lists and examples. I thought that perhaps novices would get the practice and information they wanted in that way. I tried that out with my course development unit and received a positive response, at least to the point that novices said they felt that they "…could get started first thing in the morning with setting up an ESL [course] and have a reasonable expectation [they] could complete it…" This was useful feedback because it made me feel that these units were accomplishing their purpose.

I received additional feedback from my various conference presentations. The majority of positive responses were in regards to the examples and steps for how to tutor. There was also a major interest in the online tutoring portion of my presentation. I therefore made mention of online tutoring in my BTRTESOL tutoring unit, though I did not have enough room to describe it in detail.

After giving a presentation about the course development unit to students in the Linguistics 377R class in the winter of 2011, I realized that my units still had wording issues. They had too many academic words. I reduced the academic language to make it easier for novices to understand. For example, I changed the word 'curriculum' to 'course' throughout the unit.

Another way that I received feedback on the units was through meetings with Dr. Henrichsen. One way that others might receive feedback in the future is through the trial users that Henrichsen (2010) invites. He informs readers that the BTRTESOL program is available online and that "[t]rial users are invited to use the units (online at www.btrtesol.com) and to

provide feedback on them" (p.11). Trial users can aid in the betterment of the program by providing that feedback. The online feedback feature is now in place at the end of all units.

Readability

One of the constraints Dr. Henrichsen determined for the BTRTESOL program is the importance of having each of the units as close to an eighth to ninth grade reading level as possible. This level was chosen for two reasons; one, because the readability level in newspapers is usually about an eighth or ninth grade level, which is low enough for the average person to read, regardless of schooling. Dale states that "the dividing line between impersonal reporting and personal reporting is at about the eighth-grade level." (as cited in Johns and Wheat, 1984, p. 432). Second, because the novice teachers using this program should be able to read at that level.

In order to determine the level of each unit, I did readability checks using the following three readability programs; Microsoft Word, Paul Nation's Range program, and Tom Cobb's Compleat Lexical Tutor (also known as "Lex Tutor"). These checks were done several times during the revision process. The final readability levels in both units were low enough to be able to be read by the general population of our target audience. Details on the process I went through follow:

Microsoft Word readability statistics. One program used for readability checks was Microsoft Word's proofreading utility for readability. The following are the steps for determining the readability of a text using Microsoft Word's readability statistics option. The user must first select the "Review" tab, then click on "Spelling & Grammar." A window will then pop up with spelling and grammar help. Click on the "Options" tab at the bottom of that window to open the options window. Make sure the "Show readability statistics" box is checked in the options window (see Figure 11). Go back to the document to be checked for readability

and run the spelling and grammar check all the way through. After the spelling and grammar check is complete, a new box will appear providing the "readability statistics," which include the Flesch-Kincaid grade levels, for your document. The results of the Flesch-Kincaid grade levels for my BTRTESOL units were: "Tutoring Guidelines" =7 (see Figure 12) and "Designing an Overall Plan for a Course" = 6.3 (see Figure 13).
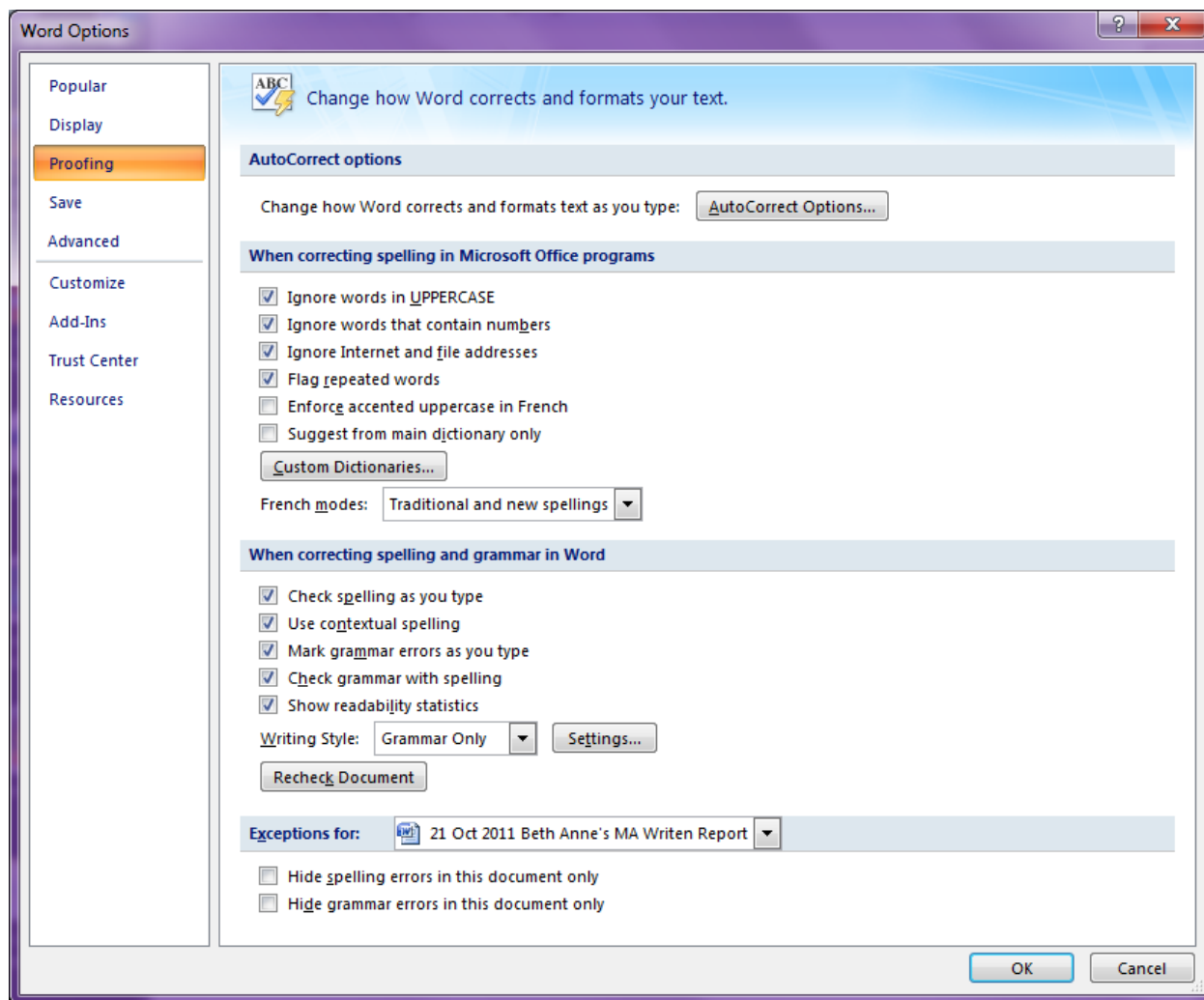
Figure 11. How to check readability in Word.

Figure 12 shows the readability statistics of the "Tutoring Guidelines" BTRTESOL unit generated through Word. The results show that it is at a seventh grade reading level according to

the "Flesch-Kincaid Grade Level." The "Designing an Overall Plan for a Course" BTRTESOL

unit was about a sixth grade reading level according to the "Flesch-Kincaid Grade Level."
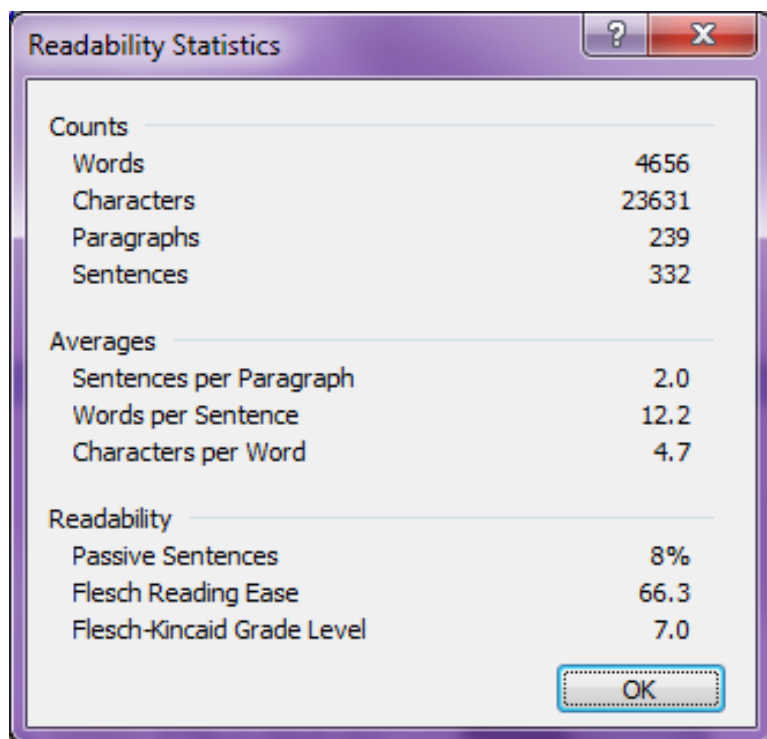
Figure 12. Tutoring readability statistics from Microsoft Word.

Figure 13 shows the readability statistics generated through Microsoft Word for the

"Designing an Overall Plan for a Course" BTRTESOL unit. It ended up at about a sixth grade

reading level according to the "Flesch-Kincaid Grade Level."
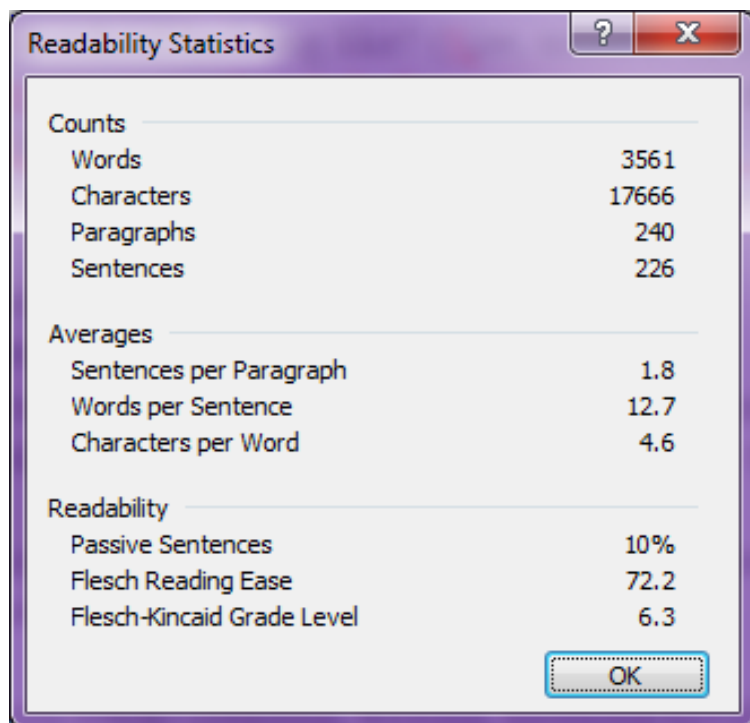
Figure 13. Word Readability Statistics for the "Designing an Overall Plan for a Course" BTRTESOL unit.

Paul Nation's Range Program with GSL/AWL list. This program is designed to calculate the frequency of words in a given text, and how many words from the text appear in each word list. There are three word lists, one for each of the first thousand most common words in the English language; the first one thousand, second one thousand, and third one thousand. The output file provides tokens, types, and word families from the calculated text. These break-downs helped me to see how many different words were in my text and which word lists they appeared in. The larger the percentage of my words that appeared in the first word list, the easier the text. For example, Figure 14 shows an example of the output file for my "Designing an Overall Plan for a Course" unit. There are 3000 (83.82%) words from the first word list and under 250 from the others in this unit. The program file lists all of the words in the whole

document and their frequency (the number of times a word appears in the text). Only the first

four words are shown in the screen shot provided.

```
WORD LIST                    TOKENS/%                 TYPES/%                FAMILIES

one                          3000/83.82               522/60.84                   364
two                           146/ 4.08                89/10.37                    75
three                         201/ 5.62               102/11.89                    77
not in the lists              232/ 6.48               145/16.90                 ?????

Total                        3579                     858                         516



 Number of BASEWRD1.txt types: 4119   Number of BASEWRD1.txt families: 998
 Number of BASEWRD2.txt types: 3708   Number of BASEWRD2.txt families: 988
 Number of BASEWRD3.txt types: 3107   Number of BASEWRD3.txt families: 570

Table of Ranges: Types

   858  Words appear in  1 input files

Table of Ranges: Families

   516  Words appear in  1 input files


Types Found In Base List One

TYPE                              RANGE       FREQ         F1
A                                    1          94         94
ABLE                                 1           8          8
ABOUT                                1          22         22
ACCEPT                               1           2          2
```

Figure 14. Paul Nation Range file results from "Designing an Overall Plan for a Course" BTRTESOL unit.

Compleat Lexical Tutor. This online program provides a color-coded output list that

lets the users know the frequency of each of the words in a given document. This information

can be helpful for understanding the difficulty of a text because of the meaning of each color.

The colors for each are as follows; blue for the first one thousand most common words in

English, green for the second one thousand most common words in English, yellow for words on

the Academic Word List (AWL), pink for technical words, and red for words that do not appear

in any of those lists. Most of the words I used were in the first one thousand most frequent words

in English, the blue text (see Figure 15).

Figure 15 is a screen shot of the output readability statistics for my "Designing an Overall Plan for a Course" BTRTESOL unit. 83.43% of the words are from the first 1000 most common words in English. The exact reading level is not provided from this program. However, this high percentage of easy words means that it should be fairly simple to read.

WEB VP OUTPUT FOR FILE: Untitled

Recategorized words: None

Note: In the output text, punctuation (but not sentence capitalization) is eliminated; figures (1, 20, etc) are replaced by the word *number*; contractions are replaced by constituent words; type-token ration is calculated using constituents; and in the 1k sub-analysis content + function words may sum to less than total (depending on user treatment of proper nouns, and program decision to class numbers as 1k although not contained in 1k list).

	Families	Types	Tokens	Percent			
First 500:	...	...	(2622)	(71.80%)	Words in text (tokens):	3652	
K1 Words (1 to 1000):	367	524	3047	83.43%	Different words (types):	868	
Function:	...	...	(1686)	(46.17%)	Type-token ratio:	0.24	
Content:	...	...	(1345)	(36.83%)	(Tokens per type:	4.21)	
					Function-content ratio:	0.46	
K2 Words (1001 to 2000):	72	86	143	3.92%	Onlist Tokens:	3388	
AWL Words (academic):	77	101	198	5.42%	Onlist Types:	711	
MED Words (technical):	...	14	39	1.07%	Onlist Type-Token:	0.21	
Off-List Words:	?	150	225	6.16%	Onlist Families:	516	
	516+?	868	3652	100%	Onlist Family/token:	0.15	
					Onlist Family/type:	0.73	

Output text: Designing an Overall Plan for a Course Introduction If you are reading this you probably have decided to teach an English class and do not know what to do first You may even have some lesson plans or ideas but do not know how to put them together in an organized course This unit will help you plan a course that flows well It will also help your students know what to expect in your course They will be able to see that you are well prepared This is important because in many cases the students you teach will only come if they feel you are prepared to teach them Scenario Teaching Without a Curriculum or Textbook Jenny was assigned to teach an English class in Thailand She went expecting to be taught what to do or at least be given a curriculum or textbook to follow However she was given very limited materials to work with The program director and others told her Well you are the expert you should know what to do She was happy to have been given a lot of freedom and trust Even so she wondered where to begin She knew how to plan lessons but did not know how to connect them in a course Have you ever been in a similar situation If so what did you do Do you think you might someday be in a situation like this What steps would you follow to create this course Objectives of this unit After you work through this unit you should be able to LCD number;List and follow the basic stages in developing a course This includes finding out about the teaching situation and your students needs number;Create goals and objectives based on your students needs These will help you to create a course that will meet your students needs number;Design a syllabus for the course that connects your lessons together A syllabus is a written plan for organizing lessons activities and guidelines for a course during a specific time period The Least You Should Know You go through five main steps when developing a course These five steps are ADDIE number Analysis Find out
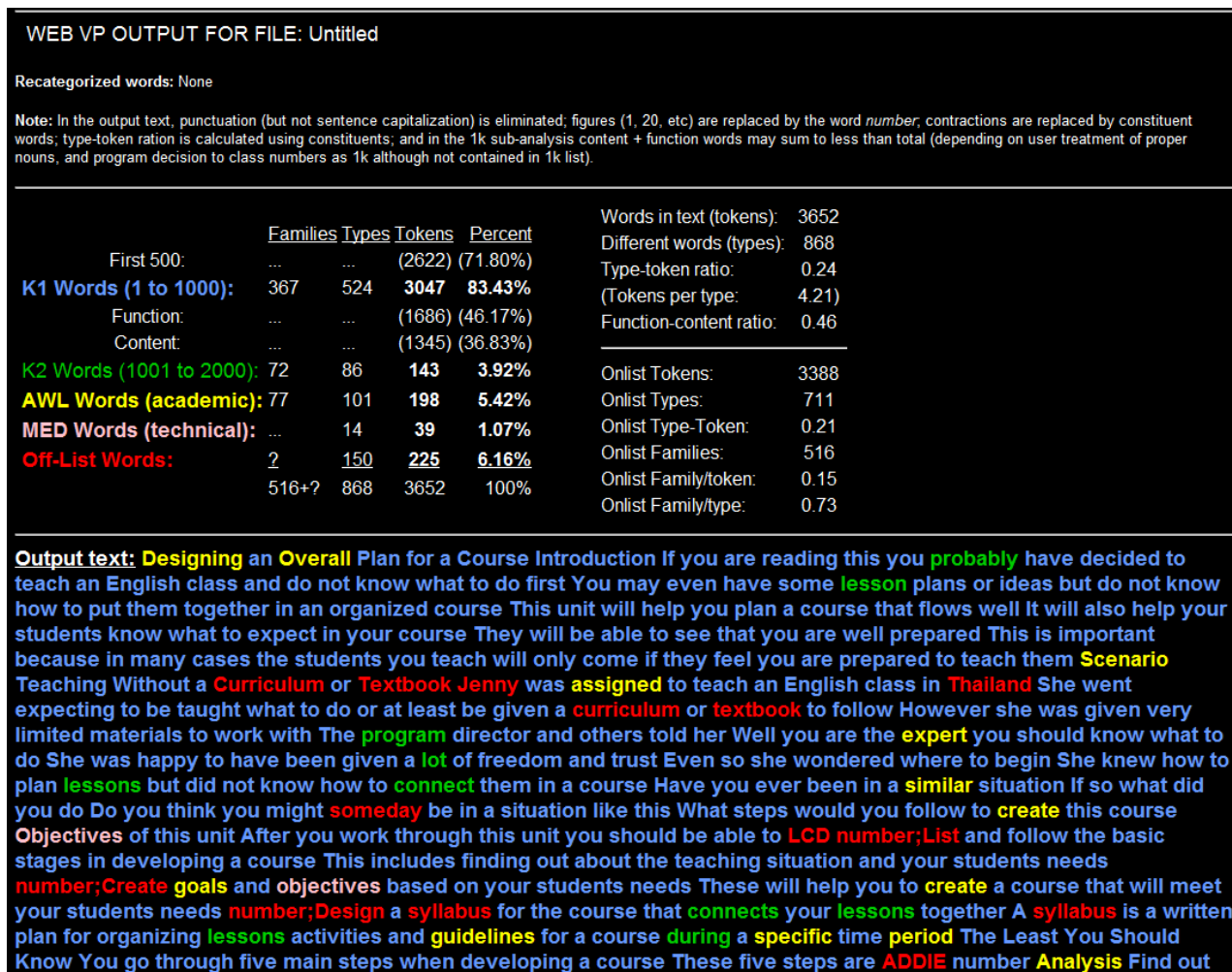
Figure 15. Compleat Lexical Tutor readability statistics for the "Designing an Overall Plan for a Course" BTRTESOL unit.

Revisions for Each Unit

Some revisions I made in each unit will be listed here with generalities where the same problem was fixed several times. These changes were made after receiving feedback and revising

the unit according to the scope and audience of this project. Minor changes such as spelling and grammar will not be mentioned here except for the fact that in many of my units I tended to use a lowercase 'i' when writing the word 'Internet.' Dr. Henrichsen made sure I noticed and corrected that because there is only one Internet. Mostly, however, larger changes will be mentioned.

Common changes. There were three things that were changed in both of the units. First, the overall program unit numbering system changed from only numbers, to numbers and letters. This update was made to reduce the number of changes needed to the numbering system when new units were added as the need arose. It went from being a 40 unit project to being 10 sections with over 50 units interspersed within the sections.

Second, the questions after the scenarios were unclear and redundant at times, so they were revised to be clearer. Dr. Henrichsen helped me come up with words to use that would help people take action rather than just think about the questions. Consequently questions and wording such as "What would you do?" changed to "What will you do?" "View" changed to "reflect on." "As you work through this unit you will…" changed to "After you work through this unit you will…." "Be able to understand…" changed to "Come to understand" "Know some different situations…" changed to "List some different situations…." (This type of vocabulary was then used to revise both of my units).

Third, in the "Where to go to learn more section," the screen shots of the websites were too big, and the references needed more information, like an annotated bibliography along with the ISBNs. I updated those and added links for where the books could be found and purchased online.

Revisions to "Tutoring Guidelines" unit. As noted previously, the title changed from "Tutoring vs. Teaching: How they are different" to "Tutoring and Teaching" to "Tutoring Tips"

and finally to "Tutoring Guidelines." As I first tried to describe the differences between tutoring and teaching, I realized that the audience was not interested in hearing history about the differences or background of teaching and tutoring. They wanted steps to follow that they could actually use. I also realized that tutoring is a form of teaching, even though there are some differences. Then the word "tips" just didn't have the right ring to it, because it sounded too informal, so I decided on "guidelines," which seems to be working very well. Now the main focus of the unit is on helping novice tutors be more effective.

The scenario changed from being focused on an intern in Japan tutoring in her free time and how different that was from teaching, to being focused on what that intern needed to learn about and to more closely focus on the guidelines that would be taught in the unit.

Another change was the number of guidelines. At first I found six guidelines and later decided to split the sixth one, "Feedback/Assessment," into two parts, "Record keeping," which is now number six, and "Feedback/Assessment," which is now number seven. This change was made because I realized that although they have parallels, they are both important enough that there should be a separate guideline for each.

Revisions to "Designing an Overall Plan for a Course unit". As with my first unit, the title of this unit also changed. This one changed from "Planning a curriculum that fits your students and meets their needs" to "Designing an Overall Plan for a Course." This change was made because the audience would probably understand the term "course" better than "curriculum," and it is a less academic and less intimidating word. If novices were to see the word "curriculum," they may become discouraged and think they would not be able to create one. Perhaps they might not even look at the unit, thinking it was above their level or something

they would never do. Also, novices are most often involved with creating, at most, the curriculum for a single course not an entire program.

The scenario in this unit was changed from one about a novice creating a two week teacher preparation course in Japan, to an intern developing materials and lessons for an EFL student class in Thailand. This situation more closely relates to the situation that many people in the target audience may encounter.

Instead of having the question "What is a curriculum?" as the beginning phrase in "the least you should know" section and then listing the five main points of a course, the text was changed to "Steps you should go through in developing a course," with the ADDIE model as the framework for the content. Later, the text under the same section was changed to "You go through five main steps when developing a course," with the focus still on the ADDIE model. The rest of the unit was then changed to follow the format of those steps so that the unit flowed better.

The next chapter will explain lessons I have learned, give advice for future students, present some limitations to my work, suggest work that could be done by future MA students or anyone completing more units of Dr. Henrichsen's BTRTESOL teacher training program, and provide a conclusion to this report.

Chapter Six: Lessons Learned, Recommendations, and Conclusion

This last chapter will present some of the lessons I learned as I went through the developmental process of creating my BTRTESOL units. It will also give advice for future students, describe the challenges of completing this project, and suggest recommendations for future work. The chapter ends with a concluding summary to this project report.

Lessons Learned/ Advice for Future Students

While working on this project, I have learned the importance of keeping track of everything, including time spent and resources from all my classes in the BYU TESOL master's program. I did not purposely save all my syllabi because I did not know they would be important when doing my written report; however, I did save most of them, and I was able to dig them out when I needed them. It would have been better to have them all organized in binders as they were during the semesters I was taking the classes.

I learned that it is important to write things down every day, recording hours in a daily log, and writing up parts of the project even if only for 15 minutes a day. I usually kept a daily record whenever I worked on the project. It would have been better to have been more consistent.

Remembering to work at least a little bit each day helped me to stay motivated. I was able to get the most work done when I was focused on the task ahead and had the motivation of knowing that it was possible. Things that helped my motivation levels to increase were positive meetings with my professors and observing other students' successful defenses and graduations.

Another thing I learned was something Dr. Henrichsen taught me. He said that everything would take about three or four times as long as I thought it would. I then learned this by experience. I had first planned on graduating in April of 2010. I realized it was very important to

start early and not keep pushing the MA project aside for class projects, because other things will always fill up the rest of the time. It is very important to keep making goals, setting individual deadlines, and sticking to them, and finally being able to complete this work in a timely manner. I have never thought of myself as a procrastinator because I always like to get things done on time or early. It was very difficult however, to do the same with this project. I did start early, and worked on it little by little along the way, but I still came very close to the deadlines at the end of the time for completing the project and defending and then turning in the completed ETD version of the project report. I guess it is just human nature to put things off when there are no set deadlines along the way. The major deadlines at the end are harder to meet if earlier personal deadlines have not been set and adhered to.

Working together as a research group on the BTRTESOL project was useful as we learned about the target audience, wrote our project prospectus, learned how to write our units and project reports and met with our committee members. Since we came in at the beginning of several major changes to the program, faculty members did not have a set way that these projects were to be completed. Therefore, we learned from each other and from sharing our resources, inspiration, and ideas. Group work was something we learned about in Dr. Henrichsen's Linguistics 678 Advanced Materials Development course, and it has proven to be helpful. Although we didn't actually work on our units together, we met together and were part of a group working on the prospectus and units for the same project. At the meetings we discussed things each person in the group was working on and came up with general ideas together. The times we heard the most about each other's units were when we gave presentations at conferences and for classes such as pilot testing in the Linguistics 377R course at BYU.

Team meetings and individual meetings with Dr. Henrichsen took place throughout the course of our unit creation. Manning and Chambers (2002) and their personality survey helped me realize the importance of having each member of the team working together. Each person in a group has something different to add; we all have different skills and strategies that we use. Everyone has different things they are good at. Some people are better organizers than leaders, while others are better at getting right to work on completing projects. Some members of our team got right to work and completed their projects very quickly, while others of us thought about each detail carefully and subsequently took more time developing our units. We each learned and decided how to develop our materials and present them to the world.

Three of my BYU classes were the most helpful in preparing me to conceptualize and design my BTRTESOL units; first, Linguistics 496R *Academic Internship: TESOL* in which I interned at Selnate International School in Provo, Utah and then in Tokyo, Japan with Interac. These internships helped me recognize and become familiar with the main audience for the BTRTESOL program: current novice teachers. Second, Linguistics 500, *Introduction to Research* (now Linguistics 620) in which I learned to critically analyze published research, to identify and use appropriate tools in order to conduct and write a review of literature, and to effectively use the APA manual to write research papers. These research skills helped me decide what to include in my BTRTESOL units, how to write my review of the literature, and how to write this report. The third helpful class in the conceptual and design stage was Linguistics 577 *TESOL Methods & Materials.* (This class has since been separated into two classes in the new TESOL curriculum–Ling 610 *TESOL Methods and Materials Overview* and Ling 611 TESOL *Methods and Materials Application.*) In this course, I learned the importance of asking the right questions to learn about needs and situations and how to create and use English teaching

materials. This information aided me as I began creating my units and finding materials for them. The practical application of materials we created in class helped me realize the importance of providing novice teachers with practical activities to use.

After completing the courses required for the MA degree, I was still faced with the task of completing my units and writing this report about the creation process. Dr. Henrichsen and I set up monthly and sometimes weekly meetings. During these meetings, we focused on my particular units and specific areas for change. The previous research group meetings had been helpful up to this point in receiving and discussing general information, but at this point each of us needed more individual help.

Before I began this project, I thought I would be working with all three members of my committee all the way through. As soon as I started, many people told me otherwise. I thought I had learned that I was only supposed to work with my committee chair until the very end and then give my completed report to the others to review at least two weeks before the deadline for scheduling a defense. However, when I contacted my other committee members at the end of the time I first thought I was ready, I found out that they had wanted to see more drafts of my project along the way as well as everything at least two weeks, if not more, before the deadline to schedule a defense. My committee chair is just the main person I should work with. Only part of what I had heard was correct. This cost me a whole year's worth of work. I had to completely redo my reviews of the literature because I had done them only according to one member of my committee. I learned that no one knows everything that the committee wants. It is best to find things out on one's own by asking committee members themselves rather than other people. Each committee member has different ideas and expectations of how a project should be

completed. As a master's student, each individual needs to work with each member of the advisory committee to come up with a product that everyone is happy with.

In April of 2010, Dr. Henrichsen and I thought I was nearing completion. After discussing my write-up with other members of my committee, however, we decided that my literature review and units still needed some work. I continued to work on my units and literature review over the next year, researching more, and zoning in on the literature that was most useful for my units. I continued to make additional revisions to my units until they met the expectations of my committee. We had an initial defense wherein it was decided that I still had too much to do. I worked diligently on making the changes suggested by my committee, doing much more research, and many, many revisions. By the time I completed the revisions and synthesis of the materials the second time, I was very ready to be done. I also felt better about my units and more of a master in the field of TESOL.

I learned that the literature review should have about 30% quotes and the rest should be interpretation and explanation. Maybe that's a basic thing I should have learned before, but I just learned it towards the end of writing my project report. I also learned that what I did at first was more of repeating the literature instead of reviewing the literature. I had had the wrong idea of how to organize a literature review. Headings really help organize the literature review and can keep the information focused and clear. I learned that I didn't have to put everything in the review of literature. I had thought that I had to reference all the resources that I reviewed but I learned that I could just choose the most relevant ones.

I recommend that future MA students who work on BTRTESOL units, make sure to take time to work on the whole project (units and project report) every day. They should also

remember to ask for feedback from each committee member often and then apply that feedback by making necessary revisions as soon as possible so as to not forget important details.

Another thing I did was to attend optional classes offered by the BYU library. I attended a Qualtrics class in order to learn how to create surveys. I created one for the BTRTESOL program but did not end up using it to get feedback from the online versions. The group of students I worked with mostly received feedback on our units in person after presentations, but a similar survey is now online and being used by the current group of masters' students who are developing BTRTESOL units. I also took a Dreamweaver class in order to assist Dr. Henrichsen in putting my units online. Because of this, Dr. Henrichsen did not have to do it alone. I took this class close to the end of completion because I needed intact versions of my units before I could prepare the Dreamweaver files for Dr. Henrichsen to upload to the website. In order to put my units online I needed to use Dreamweaver. I downloaded a trial version of Dreamweaver so that I could work on my BTRTESOL units at home. I e-mailed the files back to Dr. Henrichsen so he could add them to the online version of the BTRTESOL program.

As old units are revised, I suggest that each unit can always have more done on it. Unit developers should keep in mind that a unit can be complete when it is organized well with some of the most important information for novices. I got stuck in a rut for a while because I kept finding more and more information and kept changing some details in my units and report. As a result, I kept making revisions for over two years. I think that even now if I were to do more research I would find more things I would like to change about my units, even though I feel that they are great as they are. Just like course development, unit development in the BTRTESOL program can be a never-ending process if you let it. If it drags on too long, it can become too overwhelming. Some of the most important things to include are hands-on materials to help

novice teachers with practical application. They like to see examples and to be asked to do things that make them think. All of these things can help the units to be the best resources possible for novice teachers.

Another thing I would suggest is to make sure to request feedback through e-mails. Master's students can send out unit drafts to potential users and give people a deadline to respond in order to ensure timely responses. These e-mails can be a great benefit because of their ability to provide more detailed comments on the units whereas; in conference presentations much of the feedback relates more to the presentation than the actual content of the unit. In short, master's students need to make sure to elicit applicable feedback for their units.

Challenges

One challenge that new graduate students should remember is that the endless process of paring down information from the numerous resources to find the most important points of each topic for the literature reviews and units can be very time-consuming. I began to think it would never end. I spent over 800 hours on this project (see Appendix C to view my project log). It is important to remember that this was a three credit project, not a six credit thesis.

Another challenge I had was writing at the correct level; I needed to write at about the eighth to ninth grade level or lower in my units, and then in higher-level academic writing in this report. The units needed to have clear and understandable wording for a less experienced audience, and this report needed to be written academically for university students and professors. I got in the mode of writing at a lower level and then had to switch back over to academic writing in this report. Sometimes I mixed the two together and wrote too academically in my units and too simply in this report. Therefore, I had to change some wording back and forth. For example, some words that are less academic that were used in the units include:

"students" instead of "population," "find out why" instead of "determine the reasons," "which materials and how to use them" instead of "methodology," and "keep it going" instead of "sustain it."

Another difficulty I encountered was that when I gave copies of my report to my committee to review for my initial defense, I had too many versions. I had printed a slightly different version for myself, which made it more difficult when answering committee questions. I corrected this at my final defense. I suggest that each master's student label every document with the date and print all four copies of the report at the same time.

I was not able to include all of the resources that I wanted in the units because of the BTRTESOL page constraint (see Chapter one). Some resources that I included at first had to be removed later because they were out of date. I found that many of the concepts were still relevant, but newer resources reflect more recent technology, such as the Internet. Another reason some resources were left out is simply the fact that there is an endless number of resources. However, I realized that to be a master of the field I do not have to have read every article about each topic, just enough to understand the concepts. I also need to keep up with current literature and be aware of the most recent articles having to do with the topics in the units I created. Therefore, there are several sources I was not able to synthesize as thoroughly as others. However, I have researched enough to find the most important concepts that novice teachers should be aware of.

I was not able to get as much feedback on my units as I would have liked. If I could start over, I would send out more e-mails and make sure to follow up on them better. I would be more organized next time to make sure additional feedback was acquired. This is also true about

meetings with professors; the more I followed up and called my professors on the phone rather than contacting them through e-mails, the more rapid the responses were.

Recommendations for Future Work

My recommendations concerning the BTRESOL project as a whole are minimal. However, my units "Tutoring Guidelines" and "Designing an Overall Plan for a Course" could have augmentative resources added periodically as times and needs change in the TESOL field and the world. The units should be kept up-to-date with current resources for novice teachers to use as references.

As students create future units, I suggest that they remember to work on their units at least a few minutes each day. As they research materials, I suggest that they look at the bigger picture first and then narrow things down. Also, they should remember to look at articles as well as books. When I began my tutoring unit I looked only for whole books that had to do with ESL and EFL language tutoring. I later learned to broaden my perspective and then narrow it back down again. It is important to look for general sources that have to do with the topics of the units first. If I had realized that earlier I believe it would not have taken me as long as it did to complete my units.

Another thing for future BTRTESOL project students to remember as they write their written reports is that the literature reviews are the most important part. The literature reviews and the units should be worked on together. It is important to start out writing the literature review and then the units. This way the professional literature will inform the content and design of the units. However, developers should not feel wary of returning to those literature reviews and working back and forth as they develop their units.

Conclusion

The two BTRTESOL units I created–"Tutoring Guidelines" and "Designing an Overall Plan for a Course"–work together with the other units in the BTRTESOL program to create a helpful resource for novice English teachers. As tutors and teachers work through these units, they can become better instructors. Through my research I have learned of the vast number of novice teachers throughout the world. Users of this program will now have the resources they need to know the basics of teaching ESL/EFL. When I was a novice English teacher I would have benefitted greatly from this program.

I began my career by tutoring occasional ESL students who asked for my help. I later became interested in pursuing more education in the field in order to better help those ESL students. It is my hope that novice teachers using the BTRTESOL program will also become interested in obtaining further education in the TESOL field after receiving this introduction to the field. Therefore, the number of prepared ESL/EFL teachers in the world will increase as they become aware of and use this program. In a few years, the BTRTESOL program will become available in print format as well as online. With the sincere effort and thought I have put into creating my units, I hope my units will be greatly appreciated by novice teachers in many countries. I'm happy to have been a part of this innovative project that will be accessed throughout the world.

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Appendix A: BTRTESOL Program Prospectus

I prepared this prospectus with a group of other MA students in the Linguistics 674 Materials Development class with Dr. Henrichsen. *Basic Training and Resources for Teaching English to Speakers of Other Languages; The Least You Should Know and Where to Go to Learn More*

Prospectus prepared by

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Product Overview

Teaching English as a Second or Foreign Language; The Least You Should Know and Where to Go to Learn More is a paper book and website (supplemented by video clips) that utilizes a minimalist, connectivist approach to helping minimally trained, novice ESL/EFL teachers be more effective, professional, and successful. It is usable in two ways: in a traditional, face-to-face class with a teacher and regular meetings, or by independent self-study, according to an individual's particular interests, needs, and schedule.

Rationale

Many countries in the world are lacking professional teachers of the English language. Because of this, many schools decide to employ untrained people or novices (mostly native

speakers) who are willing to teach English in spite of the fact that they lack teaching education and experiences. Nevertheless, teaching English is more than just speaking the language (Pennycook and Coutand-Marin, 2003, p. 341). It requires knowledge and experiences in many areas such as curriculum design, material development, teaching methods for grammar, reading, listening, speaking, and effective writing. It is necessary to provide specific guidelines to help inexperienced and nonprofessional teachers with the challenges of this profession. Currently, very few materials are available that would serve as a guideline to novices who are teaching English as a second language.

Audience/Market

Many untrained or minimally trained people teach ESL/EFL in community programs, commercial schools, public libraries, churches, homes, language schools abroad, etc. Teaching English as a Second or Foreign Language; The Least You Should Know and Where to Go to Learn More is designed for the thousands of untrained or minimally trained teachers of ESL (in the United States and other English-language environments) and EFL (in other settings around the world). It will also be attractive and useful for untrained people who on the verge of teaching ESL/EFL. For various reasons (finances, timing, location), most of these teachers are unable to enroll in full-scale TESOL teacher-preparation programs, but they still need and want basic training in effective classroom procedures and materials, as well as in the teaching and learning principles behind them.

No one knows exactly how many novices or volunteers teach ESL/EFL around the world. No one tracks them, so data in this area is scarce. The number, however, is undoubtedly large. A 1986 study of adult literacy/ESL programs in the United States alone found that about half of the 2,900 adult education programs and nearly all the 1,300 English language and literacy programs

used volunteers. Starting with these figures, simple mathematics results in an estimate of 107,000 volunteers in related ESL programs. The 2005-2006 Statistical Report of ProLiteracy states that 120,480 volunteers worked in its 1,200 affiliate programs, 88% of which provided ESL services. The number is undoubtedly greater today with the recent floods of refugees and immigrants to English-speaking countries and the growing demand for English around the world. Many companies advertise several tens of thousands of ESL/EFL teaching jobs in many locations around the world.* Some of these programs, of course, provide at least minimal, in-house training for their volunteers. The number of untrained teachers who work independently or in other programs that provide no training is still very large. These people constitute a huge but invisible/ignored group of teachers needing preparation. That is the market for Teaching English as a Second or Foreign Language; The Least You Should Know and Where to Go to Learn More.

*For example: http://www.transitionsabroad.com/listings/work/esl/index.shtml

http://www.oxfordseminars.com/Pages/Teach/teach_services.php

Approach and Distinctive Features

Teaching English as a Second or Foreign Language: The Least You Should Know and Where to Go to Learn More employs a minimalist and connectivist approach to teacher preparation. It does not attempt to cover every teacher-preparation topic in great breadth and depth. Rather, in a large number of short chapters (5-10 pages each), it introduces teachers to key concepts and procedures related to a particular teaching topic and then directs them to other sources for additional, in-depth information.

In contrast to many TESOL teacher-education textbooks that present teaching/learning theories and practices in a didactic fashion and then hope readers will be able to apply them in actual classroom settings, each chapter in The Least You Should Know takes an engaging, highly

practical, problem-solving approach to teacher preparation by beginning with short case studies and classroom scenarios situated in ESL (in the United States) and EFL (in Asia and Latin America) settings that illustrate the challenges that teachers face in the real world. In this way, each chapter immediately confronts teachers with authentic instructional challenges and involves them in realistic analytical and problem-solving tasks. To support the textual explanations in the book, many of these case studies and scenarios are also viewable on an accompanying DVD or at a designated Web site.

The Least You Should Know about Teaching English as a Second or Foreign Language also focuses primarily on proven instructional procedures that can immediately be put into practice. In accordance with Hersey and Blanchard's Situational Leadership Model, the book's underlying approach recognizes that the preparation needs of teachers vary depending on their levels of competence and commitment. Novice, short-term, volunteer teachers—in contrast with the committed, experienced, career-oriented teachers found in many graduate-level TESOL teacher education programs—typically need and want simple, directive instruction of a "teacher training" sort. Therefore, The Least You Should Know provides specific instructions for classroom teaching strategies. Chapter one introduces the reader to the scope of this material, however there is no specified sequence to these chapters. Novice teachers are able to assess their needs and focus on relevant units that interest them. Each chapter carefully guides novice teachers through the process of identifying language-teaching problems, setting goals, developing action plans, carrying them out, and evaluating their success. At the same time, it helps them recognize and understand the underlying principles that affect success in language teaching.

Competition

More Than a Native Speaker. Author: Snow Don. Publisher: TESOL 2006. ISBN: 0-939791-64-1. $31.20. Audience: native English-speaking volunteer teachers.

Features: could be useful with other materials that will add more practical information, text is user friendly and readable.

Weaknesses: even though the book gives different examples of assessment, teaching principles and subjects to teach, it will be difficult for new or less experienced teachers to decide in what situation, for what level to use them, the title does not give us any hint that "More Than a Native Speaker" is a guide for volunteer native English teachers teaching abroad, contains only plain text, no graphic, pictures, very little about different proficiency levels, classroom management etc.

Basic Smooth Moves. Author: Hopkins Dave. Publisher: undecided-not published yet. Audience: teacher programs, volunteers, novice English teachers.

Features: topics with related video, useful references, tasks and questions for the trainers and teachers, online references, systematic sequences based on principles.

Weaknesses: it may not be easy for novice teachers to grasp some principles and do tasks alone because tasks and activities are designed to do some group discussion, page design is not structured in user-friendly fashion so it is not easy to follow and what the author wants or means.

Teach English: A training Course for Teachers. Teachers workbook and Trainer's Handbook". Author: Doff Adrian. Publisher: Cambridge University Press. 1990. ISBN for the trainer's manual: 0-521-34864-1 for $18.79 - $32. ISBN for the teacher's workbook: 0-521-34863-3 for $ 2.51-$28.00. Audience: teachers and teacher trainers.

Features: step by step instructions, pictures, example lesson plans, activities to be used and copied in class, unit on the importance of assessment and how to use it effectively.

Weaknesses: it seems to be old, but it has been reprinted in several editions, and the cover does not look interesting enough.

TESOL Core Certificate Program. Author and publisher: TESOL website based resource. TESOL member: $1000; TESOL global member: $400; Nonmember: $1000. Audience: current or prospective teachers and administrators with limited training.

Features: includes a 60-hour course on language skills and assessment, in the second course one has the option of focusing on adult or young learners, the course designers and teachers appear to be qualified, it has the TESOL name, focuses on ESL and EFL.

Weaknesses: it is costly- one must register months in advance so it is not immediately accessible, limited availability (limited number of openings), it is not necessarily connected to a real teaching position (limited applicability).

Colorin Colorado. Author: *WETA*- with funding from the American Federation of Teachers, National Institute for Literacy and the U.S. Department of Education. Publisher: no publisher- free web-based service launched in 2008. Audience: educators and parents of Hispanic and English speaking children K-12.

Features: good for an ESL, mostly U.S. setting, has online webcasts with professionals, good resources for parents and educators; good resources for boosting reading.

Weaknesses: mainly targeted to the Hispanic ESL learners, with only materials up to the third grade in Arabic, Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Tagalog, Vietnamese, only targets children K-12, not adults, would not always be as beneficial in an EFL setting, only targets reading specifically and not all skills.

A Training Course for TEFL. Authors: Hubbard Peter, Hywel Jones, Barbara Thornton, Rod Wheeler. Publisher: Oxford University Press. Published in 1983. ISBN: 0194327108 for $15.00. Audience: teachers of English as a second or foreign language for anywhere in the world.

Features: offers discussion examples of dialogue between students and teachers; provides references for further readings, charts, graphs and symbols to illustrate principles and ideas, communicative teaching tasks, offers techniques for all skills to be taught.

Weaknesses: outdated, now there are other techniques and strategies that need attention, may be out of print, for more technical and graduate level students, not built for volunteers with little or no understanding of language jargon.

Project Rationale

Many countries in the world are lacking professional teachers of the English language. Because of this, many schools decide to employ untrained people or novices (mostly native speakers) who are willing to teach English in spite of the fact that they lack teaching education and experiences. Nevertheless, teaching English is more than just speaking the language (Pennycook and Coutand-Marin, 2003, p. 341). It requires knowledge and experiences in many areas such as curriculum design, material development, teaching methods for grammar, reading, listening, speaking, and effective writing. Gilbertson (2002) states that in some instances untrained teachers can do more harm than good (p. iii). That is why it is necessary to provide specific guidelines to help inexperienced and nonprofessional teachers with the challenges of this profession. Currently, as expressed by leaders in the linguistic field such as Diane-Larsen Freeman, very few materials are available that would serve as a guideline to novices who are teaching English as a second language (Henrichsen).

Scope and Sequence

The 45 units in Basic Training and Resources for Teaching English to Speakers of Other Languages; The Least You Should Know and Where to Go to Learn More cover a broad range of teacher-preparation topics and are divided into 10 major areas:

1. Introduction: Basic Concepts

A. "The Least You Should Know" (the purposes and delimitations of this program and suggestions for follow-up TESOL courses, resources, and professional organizations).

B. Differences between teaching English as a second language (ESL) and English as a foreign language (EFL).

C. Tutoring vs. teaching: How they are different.

D. Dealing with cultural differences and culture shock (in your students and yourself).

E. Working successfully within foreign educational and administrative systems.

2. Designing Language-teaching Programs, Courses, and Lessons

A. Setting up and operating successful courses for adult English language learners (i.e., administrative concerns).

B. Planning a curriculum that fits your students and meets their needs.

C. Designing effective lessons for language learning and teaching (i.e., curriculum and lesson planning).

D. Assessing your students' language proficiency (for course design purposes and for determining student placement).

3. Developing Fundamental Teaching Skills

A. Developing a successful teaching personality.

B. Adjusting your spoken English to make it comprehensible and helpful to English language learners at various levels of proficiency.

C. Managing classes of English language learners (encouraging participation, maintaining discipline, building a supportive sense of community, avoiding demeaning or negative behavior, setting up groups, dealing with multiple levels of proficiency in the same class).

D. Correcting language learners' errors productively, and developing their self-monitoring skills.

4. Understanding Key Principles Behind Successful Language Teaching

A. Understanding basic principles of second language acquisition.

B. Creating and using exercises for mechanical, meaningful, and communicative practice.

C. Using communicative language teaching principles and information gap exercises.

D. Encouraging cooperative and collaborative learning to increase student interaction.

E. Creating activities that provide imitative, rehearsed, and extemporaneous practice.

F. Developing an awareness of teaching styles and cross-cultural style differences.

5. Knowing Your Students: Learner Types, Styles, and Strategies

A. Understanding, respecting, and appreciating adult ESL learners.

B. Working successfully with young English language learners.

C. Understanding your students' language learning styles—including cross-cultural differences in learning styles—and then teaching them accordingly.

D. Recognizing multiple intelligences and their implications for language teaching.

E. Teaching your students to use language-learning strategies commonly employed by successful language learners.

6. Developing Language Skills

    A. Developing English language learners' listening skills.

    B. Developing English language learners' speaking skills.

    C. Developing English language learners' reading skills.

    D. Developing English language learners' writing skills.

    E. Integrating multiple language skills in one class.

    F. Teaching content-based language classes.

7. Teaching English Language Components

    A. The least you should know about English grammar and how to teach it.

    B. The least you should know about English pronunciation and how to teach it.

    C. Planned and unplanned vocabulary teaching.

    D. Vocabulary teaching and learning strategies that work well.

    E. Understanding and teaching about culture.

8. Making Language Teaching and Learning Enjoyable and Memorable

    A. Conducting effective and enjoyable conversation classes.

    B. Using songs and chants to increase participation, recall, and enjoyment.

    C. Using games, and other fun yet effective activities for English language teaching.

    D. Using computers and Internet resources for English language teaching.

    E. Using video for teaching English.

9. Testing English Language Skills

    A. Widely used general proficiency tests (e.g., TOEFL, BEST, CET).

    B. Developing valid and reliable local measures of student achievement.

10. Choosing, Creating, and Adapting Language Teaching Materials

    A. Locating, evaluating, and selecting authentic, effective print/electronic teaching materials for language learners.

    B. Collecting and creating your own language-teaching materials.

    C. Successfully adapting existing materials for greater teaching enjoyment and success.

    These units are designed to be used independently, in any sequence, according to users' interests.

Ancillary Materials

    Each unit includes video clips of ESL/EFL teachers in authentic classroom situations. These clips illustrate the principles and procedures described in the unit, and they provide the basis for observation and reflection activities. For the paper book, these videos will be provided on an accompanying DVD. They will also be available online as part of the website.

Current Status of the Work

    Number of units completed: 8 (video clips to be inserted later)

    Number of units nearly completed: 4

    Number of units under development: 22 (various stages)

    Number of units no one is working on: 6 with others posited as well

    Over the next year other units will be developed and finished available for use. As they become available they will also be posted to the website.

The Authors

Lynn Henrichsen (Ed.D, University of Hawaii) has over 30 years experience teaching English to speakers of other languages in a variety of settings around the world. A former chair of TESOL's Teacher Education Interest Section, and former chair of the Department of Linguistics and English Language at Brigham Young University, he regularly teaches courses in TESOL methods and materials. He has authored 7 books and over 70 chapters in books and articles in professional periodicals.

Beth Anne Schnebly (Firnges) is currently a graduate student in the TESOL Masters program at Brigham Young University (BYU). She has had extensive experience tutoring and teaching ESL/EFL for six years in different locations throughout the world, including interning as an EFL assistant language teacher in Japan, tutoring several international ESL students in speaking, writing, and grammar and a professional businessman in ESL pronunciation, and teaching at the English Language Center at BYU in Utah, tutoring Korean students online, and tutoring Chinese writing students through an online program with the City University of Hong Kong.

Eleanor Clark is a graduate student in the Brigham Young University TESOL Master's program. She has had experience teaching in ESL contexts, with particular interests in reading and literacy. Eleanor has also had the opportunity to tutor in EFL and ESL contexts. She has lived on three continents and experienced various aspects of second language learning, both as a student and as a teacher.

Paul Scholes is currently a student in the TESOL Master's program at Brigham Young University. His experience with second language acquisition stems from teaching English in two different contexts. He taught for 1.5 years to adults in the Provo, UT school district's Adult

ESOL Program and is currently teaching university-age students at the BYU English Language Center. He has also successfully completed a graduate course in Second Language Acquisition at BYU.

Kyle Johnson is part-time teacher at Brigham Young University's English Language Center where he has been teaching for the last year while completing an MA in TESOL from BYU. He has earned a Bachelor's degree from BYU in Linguistics. He has taught ESL classes in applied grammar and academic writing, which he is also currently teaching. He has helped organize and implement extracurricular activities at the ELC. His interests include ESL writing, ESL volunteer training, and language program administration.

Iva Crookston is a graduate student in the Brigham Young University TESOL Master's program. She earned her bachelor's degree in German Literature from BYU. She has experiences with teaching several languages such as German, English and Czech while being fluent in four. She has taught English listening-speaking class to prospective collages students of the ELC institute in Utah, as well as tutored English pronunciation classes to non-native university students. She is currently teaching a Czech language class at the Brigham Young University.

Monty Colver is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL at BYU-Hawaii in 2004 and has several years of experience teaching EFL in South Korea. He enjoys learning new languages and cultures and has lived in various multicultural environments. His primary interests are speaking/listening, using technology in the language classroom, and understanding and teaching culture.

Inho Jung is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL and Secondary Ed. at BYU-Hawaii in 1999. He has more than 10 years of teaching experience in America as well as in Korea and he also has five years of

running an English institute. He is currently working on developing teaching materials for his students. He is interested in vocabulary and material development.

Minhye Son is finishing a graduate degree in TESOL at BYU. She graduated from BYU-Hawaii majoring in TESOL education. Upon her graduation, she got Hawaii Teaching License and taught at Hawaii public elementary schools for a year. She is currently teaching at the English Language Center in Provo, Utah.

Appendix B: Initial Version of Tutoring Unit Produced in Ling 678

Here is one of my first drafts of the tutoring unit with some changes I made after getting specific feedback:

Unit 3

Teaching vs. Tutoring:

Scenario: A TESOL Graduate Student Learning how to Tutor ESL/EFL

Mary, a TESOL graduate student, was often approached by international students asking for help with their English. Many of these students were from Korea. One student even stopped her at a bus stop one day. Even though she was an experienced classroom teacher, she had never worked in one-on-one tutoring situations such as this. She accepted the opportunity but wasn't sure how to proceed.

This graduate student ended up asking her professors for help, and searching on the Internet to find information about how to be a good tutor. The international student was pleased with the results.

Have you ever been in a similar situation?

What did you do?

Do you have any international friends who might benefit from help by a tutor?

What could you do to learn how to be an effective and helpful tutor?

Objectives of this unit

As you work through this unit, you will…

➢ Be able to understand clearly the differences between teaching and some different types of tutoring.
➢ Know some different situations where tutoring takes place.
➢ Be prepared for what to do in these situations when you encounter them.
➢ View a video clip of a tutor at work and reflect on what you see.

If you learn well, and apply what you have learned, you will know how to approach these situations and your tutoring sessions will be both enjoyable for those involved and effective in helping them improve their English skills.

The Least You Should Know

The objective of tutoring is to help students learn what they want and need to know as quickly and as well as possible. Since each student's needs vary from wanting to improve pronunciation in order to be understood better at work, to wanting to be accepted into a university, to passing the TOEFL, to helping parents be able to help their children with homework. Thus, it is important to ask students what they want and need to know during your first tutoring session. Some things to think about and do include…

1. Learning about your students
2. Figuring out the logistics of tutoring
3. Creating a healthy learning environment
4. Preparing lessons ahead of time
5. Giving and following up on homework assignments

The remainder of this section will talk about these topics.

1. Learning about your students

Learning about your student is crucial. In order to teach your students effectively you will need to know as much as you can about them. Efficient teaching depends on how well this is accomplished.

Doing a needs analysis (see unit 7 for more information)
Find out what your students need to know by asking them questions, some examples are included below:
- What do you want to learn?
- When did you start learning English?
- Where are you from?
- What are your goals for the future?
- What is your first language?

Deciding what to teach
This will depend mainly on what you find out from the needs analysis. What are the most important things the students need and want to learn?

Thinking about potential concerns
Things such as: Gender, age, and background can make a big difference as to what, where and how you teach. Be safe and keep your students safe by learning as much as you can about your students and then meet in a place where there are plenty of people around or where your student can learn comfortably.

Being sure to maintain a professional distance
This is very important. Let students know you are there for them and want to help them learn, but do not take too much time just talking as friends. If and/or when you do become friends, be sure to keep those conversations brief at the beginnings of lessons. Take time to talk outside of the lesson time if you want to have a longer conversation and catch up.

Comprehension and Reflection Questions

1. What are some questions you can ask to find out more about your students?
2. Name and explain at least two factors that need to be considered when thinking about potential concerns with tutoring.

2. Figuring out the logistics of tutoring

Before agreeing to tutor someone there are some things that should be considered and questions that should be asked. Some of these things are listed below:

Where will you meet?
In a home, a library, an office, a school etc…? (A public place is good, especially if the person you are tutoring is of the opposite sex, otherwise a home can be fine)

Selecting materials to tutor with
Think about which books, videos, activities and so forth you will use in your tutoring sessions, some are listed here in the *where to go to learn more* section and in other units in this program. You can also do your own search on the Internet when you know the needs of your students in order to find things that will be helpful for individual needs.

Deciding how much to charge
If your student is going to be paying you, decide how much you would like to charge. Many times they will just ask you how much you charge, so it is a good idea to have an amount in mind ahead of time (Many ESL students are used to paying about $10-$20/hour depending on the experience of the teacher, however some are not able to pay so much).

Deciding how long lessons will be and how many days per week you will meet
This is important to talk about with your students so that you can agree on how many lessons you will be teaching. If you make sure to talk about this with your students you will not have to worry as much about misunderstandings and differences of expectations.

What are the resources?

Think about and ask what is available where you will be tutoring. Is there a computer? Is there a white board or chalk board? Will the student bring materials? Or will you be expected to provide things like paper, and pencils for the students? Will you need to bring white board markers, chalk, books or other materials?

3. Creating a healthy learning environment

Helping your student feel comfortable and able to ask questions without being looked down on is very important for a healthy environment. Remember, most of your students will be very intelligent individuals, remember not to treat them like children or like they do not know anything. Think about how you would like to be treated when learning a new language. Correcting students' mistakes in a non-intrusive and non-intimidating way is also important for this (see unit 32). Think about heating, air-conditioning, noise, and other distractions to make sure that you and your student can be as comfortable as possible.

4. Preparing lessons ahead of time

Prepare lesson plans but be flexible and able to adjust to the needs of your students (See unit 6 for more information). Sometimes you will only get to the first part of your plan because you find the student needs lots of help with that particular thing, or you might skip and do the last part first, but that is ok. However, you will always feel better and more able to meet your students' needs if you are prepared. You can always save the rest of your plan for the next day if necessary.

5. Giving and following up on homework assignments

This is very important because if you do not find out if students did the assignment you gave them the time before, it will become busy work that does not really help them learn. Help them see that anything you ask them to do is important. Talk about it in class both when giving the assignment and then when finding out whether they did it or not. If they did not do it on their own, do it together during the next class period, they might not have understood or just forgotten about it. This can help build trust with your students.

Comprehension and Reflection Questions

1. Have you ever had a teacher give you homework and then never ask if you did it or not? How did you feel?
2. What are some ways you can help your students practice on their own in meaningful ways?
3. Think about what you have seen here in this unit and apply it to your situation, think about the needs of the student first, whether or not you are able to help them. Think about what to do if you do not know how to teach them what they want to learn. For example, a professional businessman asked for help with his English, he wants to learn some business vocabulary. What would you do?

Video example

Please watch this video clip of a one on one tutoring session. This particular session was held in Provo, Utah.

That's it. That's "the least you should know" about the difference between teaching and tutoring. Of course, there is much more that you will learn later.

Reflection and Responses

As you view this video clip of an ESL conversation class, think about each of the following questions.

- What was especially good about this session? (What did the teacher and student do right?)
- What tutoring principles/techniques discussed earlier in this unit did you notice in this clip?
- Which adaptations could you make for the situation you are/will be tutoring in?
- What other things might you do differently to make your lessons even better?

For future (Web-based) use: Write your reflections in the box provided. Then, click on the button by each box to see what other people have said after viewing and reflecting on this video clip.*

Where to go to learn more

Connections to other units in this program

Here are some other units in this program that relate to topics we have addressed in this unit.
- Unit 5, *Planning a curriculum that fits your students and meets their needs.*
- Unit 6, *Designing effective lessons for language learning and teaching (i.e., curriculum and lesson planning).*
- Unit 7, *Assessing your students' language proficiency (for course design purposes and for determining student placement).*
- Unit 11, *Managing classes of English language learners.*
- Unit 12, *Providing performance feedback, correcting errors, and developing self-monitoring skills.*
- Unit 22, *Language-learning strategies.*
- Unit 33, *Songs.*
- Unit 34, *Games.*
- Unit 32, *Conversation.*

Online and other electronic resources

http://www.esl-tutor.com

http://www.project-read. com

Print and paper-based resources

Here are some published books that have proven to be helpful resources for teaching conversation classes.
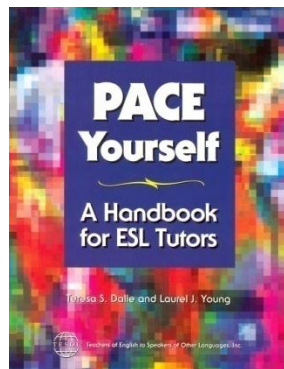
Dalle, Teresa S. and Young, Laurel J. (2003). PACE yourself: A handbook for ESL tutors. Alexandria, Virginia: Teachers of English to Speakers of Other Languages, Inc. ISBN 193118506-9 "This is a very easy to follow tutoring guide, it gives step by step instructions on what to do, from gathering information, to preparing an organized schedule, to knowing what to teach and assessing students learning, and your own teaching skills"

Marian Arkin, *Tutoring ESL Students* (1982)
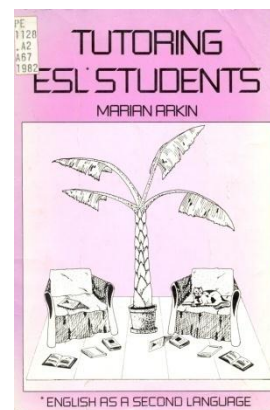
While this book is a little outdated it still holds some great principles and ideas.

Appendix C: Project Log

Date	Total Time	Description
April 2009	1:00	Initial meeting with Dr. Henrichsen to determine information about which project I would do.
May 2009	1:00	Team meeting to decide which units each person on our team would do. I decided on the tutoring and course development units.
June 2009	1:00	Researching information on the Internet about teaching and tutoring.
September 2009	4:40	Team Meetings. Defining terms, thrashing out underlying concepts, and discussing the purpose for the program. Researching and talking about materials. We found out that Clergy Bridge has a website that is similar to this program except for bishops instead of novice English teachers. We decided that we must not be "eggs in a carton"; we need to work together more. We need to make sure we are using simple enough vocabulary in our units. We talked about our prospectus. We practiced our ITESOL Presentations. We need to make feedback sheets for people to fill out about our units at the ITESOL conference.
September 2009	3:20	Researching and reviewing possible materials for my units. Dr. Henrichsen suggested some and I found some in the BYU HBLL (Brigham Young University Harold B. Lee Library) *Pace Yourself* is one of those materials. I decided to use it as a paper-based resource for my unit.
September 2009	3:10	Free writing, beginning to write drafts of my units. I need to remember to keep them down to 5-7 pages. Writing a scenario based-on one that I remembered from my own life when I was a novice English Teacher. Working on a PowerPoint Presentation for ITESOL.
October 2009	3:19	Team meetings. We need to get more feedback. We should use pictures in our units. We worked together on our project prospectus. Reviewing emails and feedback from Dr. Henrichsen on resources for my units. Working on my tutoring unit. Searching the Internet for some resources to add to my "where to go to learn more" sections of my units. http://www.teaching-esl-to-adults.com/ this might be a good website.
November 2009	1:05	I found out some information about Project Read. I set up an appointment for a meeting with the Executive Director, Shauna Brown, for Thursday morning (19 Nov) at the Provo Library. Finding information about tutors, Dr. Henrichsen sent me information in Ling 500 about tutoring and some possible video clips I could use. I looked through what he sent and did more research. I did not find a good video so I decided to create my own.
November 2009	3:15	Team Meetings. Figuring out revisions for the prospectus. We need to research the articles of competitors and do an analysis of them; we put it in a grid on Google Docs so that we could all edit it more easily. We sent our unit drafts to Eleanor for feedback. Since she is not creating her own units, she helped the rest of us proofread and edit ours a little bit. We communicated by email and Google docs about the articles we reviewed for our project prospectus.
November	1:00	Reviewing notes from our team meetings. Organizing materials.

2009		Reviewing Textbooks for English Teachers *Teach English: A training course for teachers* by Adrian Doff. Entering the information into our Google doc for our prospectus. Updating the Google doc for our prospectus.
November 2009	9:00	Working on my units. Working on the draft of my Tutoring unit. I decided to put my units in Google docs too in order to receive feedback from Eleanor better. Eleanor looked at them and gave me feedback which I then used to revise parts of my units. I continued working on my units on a flight to Guatemala.
December 2009	1:00	I revised my document. I found things from the Project Read information to add. I emailed my units to Eleanor for feedback.
January 2010	3:15	BTRTESOL team and individual meetings with Dr. Henrichsen and members of our team. Figuring out what to do with our units and committees. We set a goal to finish our units enough to be put up on the web, this week. I explained the types of things I changed – the revision process etc. Check readability. 8th, 9th, or 10th grade reading level is what we want. Find out range and readability stats.
January 2010	4:15	Tutor training meeting for Project Read at the Provo Library. I went to get ideas about what to put in my tutoring unit. I piloted my units in the BYU BTRTESOL (Basic Training and Resources for Teaching English to Speakers of Other Languages) class - Ling 377.
January 2010	1:00	Meeting with my whole committee, 30 minutes with all three of them Dr. Tanner, Dr. Evans and Dr. Henrichsen. And the last 30 minutes with only Dr. Henrichsen.
February 2010	2:48	BTRTESOL team meetings with Dr. Henrichsen and members of our team. We decided when we will be teaching our units to a 7 week Basic Training and Resource class on campus. The course will start on March 3rd. It will be every Wednesday night from 5-7 or 7:30pm - we might change it to be later if we need to. There are about 7 students signed up for credit right now but more will probably just come. We need to finish our units enough to present by then. I am working on making a video clip for my Tutoring unit. Kyle is going to record it for me. Today I decided that I need some more motivation to work on this project so I am going to figure out something with Google docs or calendar so that people can check up on me to make sure that I am meeting my goals. That will be better than doing the very little that I am as it is. We talked about the format of the write-up, we can use first person and we should make sure to describe our purpose for and process of creating out units.
February 2010	1:00	Keep track of my log and work on setting up a reminder/motivation system for myself to keep myself on track so that I can finish my units in time to defend in May. I made a Google doc and calendar and emailed it to the rest of my group members so that they could help me keep on track with my goals. And they can use it too if they want.
March 2010	8:25	I organized some materials and revised my tutoring unit to send to Dr. Henrichsen. I updated the numbers and links because we decided to change the unit numbering system. I also updated the scenario, and reflection questions in my tutoring unit. I started on my other unit, Effective Curriculum development. Working on writing the scenario for that unit, Curriculum development. I revised my tutoring unit to include a

		table with the different types of tutoring, more sources, and more tips for what to do in tutoring situations. I noticed that they had a tutor-training meeting schedule for BYU tutors so I went to the WILK and got some information about that. I found tutoring tips from the Project Read website. Revising my unit and making updates according to some feedback I received from pilot testing.
March 2010	2:20	BTRTESOL team meeting - We discussed how the first day of the Basic Training and Resource class went. Iva talked about the feedback she got from presenting her classroom management unit. Some novice BTRTESOL students think they already know how to teach and don't want to change their styles and ideas. Class will be from 5:30-8:30pm now. For the next two weeks we will have a bigger class to teach our units to. We need to get our videos and units to Dr. Henrichsen. I sent mine to him today. But I might update it more before he gets to putting it up on the website because he is going in a systematic order according to who is teaching them in the 377 BTRTESOL class. Kyle and Paul will do their presentations next week. I need to get my other unit done so that people that are taking more credits in Dr. Henrichsen's BTRTESOL class can review my other unit to give me more feedback. We talked about Kyle's and Monte's units that they presented in the Ling 377 class, we learned some good lessons. Be prepared, make sure the things we teach are relevant to what the students will be doing not a long boring research report. Give tips on what they can do. Dr. Henrichsen showed me his poster presentation that he made for TESOL; I think I will use the same style.
March 2010	1:00	Getting my PowerPoint from Ling 377 fixed up and ready to print and use for the GSF (Graduate Student Forum) TESOL Presentation.
April 2010	1:45	BTRTESOL team meeting. We talked about the Qualtrics survey for feedback. We need to revise it. Individual meeting with Dr. Henrichsen for some specific help on how to organize my written report. He suggested that I get someone to proof-read it.
May 2010	19:33	I worked on Unit 2B Curriculum Design. I searched the BYU Library for curriculum design and development articles and books. I imported some references into RefWorks to gather information about resources and keep it all together. Writing the curriculum unit, organizing, and reviewing the draft of my whole written report. I printed a draft of my curriculum unit. Revising some things Dr. Henrichsen and I talked about with unit 2B my curriculum unit. Making sure I have things organized for my project. Finding information for my units and write-up. Revising my units after receiving feedback from Help International students and Dr Henrichsen. Reviewing Iva's Write-up to see the format I should follow, I have started but want to make sure it is almost the same way. Working on my write-up and all three units to finish everything up. I worked on the formatting of my written report. I found some articles on the Internet.
May 2010	3:00	Individual meeting with Dr. Henrichsen about the whole MA project and my progress on it. There will be a class this Wednesday to pilot my course development unit. Wed 19th May and Wed 26 May - TESOL Training Workshop 5:00pm - 8:00pm. B060 JFSB Start at 5:30pm-7:30pm - Help International – Dr. Henrichsen will do an introduction first.

May 2010	4:00	I prepared and submitted a proposal for a presentation on my BTRTESOL tutoring unit at the TESOL 2011 convention. I prepared a PowerPoint to pilot both of my units for Help International interns.
May 2010	2:30	I attended the ling 377 class where Paul and Kyle piloted their units in order to be more aware of the content of other team members' units.
June 2010	2:00	Individual meetings with Dr. Henrichsen. I updated and printed my units to show to Dr. Henrichsen in our individual meeting today. Dr. Henrichsen is very motivating; he helped me figure out what to do next in order to keep progressing. I need to free write more so that I can get everything finished. He said I have done enough research and just need to write it all up now. I mostly just need to keep writing and slay this monster. Dr. Henrichsen showed me his Power Point about writing again and how our monsters can take us over unless we master them, which is what I am going to do with mine.
June 2010	6:05	I communicated with my committee and the department office, LoriAnne, through email concerning my upcoming defense. I downloaded and looked at some documents that Dr. Henrichsen gave me that should be included in my write-up. I emailed Brad Harris in connection with the BYU Development Network for information about non-profit organizations for feedback on one of my units. He never gave me any feedback. I also emailed Dr. Tanner and Dr. Evans to inform them of upcoming feedback I would need on my project report in the near future. I am planning to defend within the next month or so and graduate in December 2010. I also emailed LoriAnne for help with formatting. I wrote emails to Dr. Tanner and Dr. Evans to let them know when to expect my report so they could be ready and we could have a quick turn-around.
June 2010	6:40	I downloaded a trial version of Dreamweaver to work on putting my units up on the Web. I searched through more materials, emailed Dr. Henrichsen, and wrote more on my report. I wrote more on my course development unit. I need to finish it soon in order to get more feedback in time. I finished up my course development unit.
June 2010	3:00	I scanned some documents, feedback forms, and materials to add to my written report and units on tutoring and developing a course. I worked on revising the feedback survey for my units.
June 2010	51:45	I worked on writing and polishing up my written project report, log, and units. I worked on the process section of my report. I added scanned feedback and other documents to my project report. I added and fixed some of the screen shots, tables, and figures in my project report. I checked to make sure I was using correct APA style formatting. I revised chapters 1-3. I updated the table of contents and figures. I worked on my tutoring video again to make it shorter.
June 2010	9:05	I sent my report to Kimberly Keck for editing and proofreading. I looked to make sure all the citations were correct in my written report. I checked my document for errors and updated it according to feedback from Kimberly my current editor. I checked for correct citations. I emailed my report to my committee members.
July 2010	32:55	Individual meeting with Dr. Henrichsen. We discussed the types of things I need to change, such as the revision process etc. The review of literature and process sections need to be revised the most.

		I made revisions based on Dr. Henrichsen's advice and feedback. I emailed copies to myself several times to back up my work. Worked on my literature reviews. Worked on my process chapter. I added pictures and formatted versions of my units.
July 2010	1:50	Individual meetings with Dr. Tanner about my project report. He said that it is not ready to defend yet. I will meet with him again on Monday to get some feedback and help with my units. He loaned me two books for now; "Teaching English as a Second or Foreign Language" and "Partnerships in Learning: Teaching ESL to Adults". He might loan me more books on Monday. I should work on chapters two and three and then update my units accordingly. I will meet with him again about chapters two and three after making some changes. Borrowed 4 more books today.
July 2010	8:25	I read through Dr. Tanner's comments on my written report, and notes I took during our meetings and made changes accordingly. I reviewed the books he loaned me and used principles from them in my units and written report.
July 2010	8:15	I worked on chapter 2 of my written report. I read more books and did more research. I started lists of key points for each of the units that reference the literature. I fixed the table of contents in my written report.
August 2010	25:55	I organized materials and rewrote my lit reviews to include key issues from books I have read now. I checked the wording of some of my written report. I proofread the introduction section. I got stuck on my lit review, so I am reviewing some other reviews of literature to see how they were written. I also searched the Internet for more published materials on tutoring. I decided to look for any kind of tutoring, not only ESL, and I found more information. I also emailed Dr. Henrichsen and Dr. Tanner to give them an update on my progress, and to ask for help. I created an annotated bibliography. I am going to get this done. I feel empowered by the usefulness of this tool.
September 2010	17:45	Working on my lit reviews. Reading Don Snow's book. Reading more books from Dr. Tanner. Reviewing what I have written in my Lit. review already and revising it so it will flow better. Organizing my lit reviews and thoughts. Reviewing the latest book Dr. Tanner loaned me.
September 2010	1:30	Meeting with Dr. Tanner to return the 6 books I borrowed from him. Then I borrowed one more: Management: in English Language Teaching by Ron White, Mervyn Martin, Mike Stimson, and Robert Hodge. Dr. Tanner also suggested that I read "Making it Happen" the 3rd ed. Chapters 18, 19, and 20. I think I already own that book so I'll look those up. Finding more materials in the HBLL. "Curriculum, Plans, and Processes in Instructional Design and a tutoring guide.
October 2010	25:55	Rewriting my Lit Reviews and units. Cleaning them up and getting them ready to send to Dr. Tanner and Dr. Henrichsen.
November 2010	5:50	Individual meeting with Dr. Henrichsen. Working on revising my units and Chapter 3 the process. Reading other projects and looking up the ADDIE Model. Fixing my list of figures.
December 2010	1:40	Work on Revising my Lit review to send to Dr. Tanner.
January 2011	12:00	Meeting with Dr. Tanner. Work on Revising my Lit review and units to send to Dr. Tanner. They are sent. Revising Chapter Two as per notes and suggestions from Dr. Tanner.

January 2011	1:00	Researching General Tutoring - BYU Library.
February 2011	1:30	Meeting with Dr. Tanner. Revising Chapter Two as per notes and suggestions from Dr. Tanner.
February 2011	1:10	Emailing Dr. Henrichsen about a meeting and Dr. Evans about notes on Curriculum Development from his upcoming presentation at a mini-INTERMOUNTAIN TESOL Conference. Also emailing Grant about the same conference and Monty and Paul about their MA Projects. Revising my Literature reviews in chapter 2 to give back to Dr. Tanner next Monday 7 Feb 2011. Grant emailed me this morning and I emailed him back at about 6:45am. He gave me a resource about the ADDIE Model. I read some of Nick David's Thesis again and started writing down more specific details from it.
February 2011	19:50	Researching and making notes about tutoring. Organizing info from Tutoring Articles. Rewriting the tutoring section of my Lit review in chapter two. Rewriting and sending chapter two, my lit reviews to my committee. Making a schedule. Revising Tutoring unit
February 2011	2:00	INTERMOUNTAIN TESOL mini conference in Salt Lake City - Abt Curriculum development. Presented by Dr. Norman Evans, Troy Cox, James Hartshorn (not present today), Grant Eckstein, Ben McMurry, and Marisa Lee
March 2011	17:50	Reviewing other theses and projects to get an idea of how to better organize my project report. Especially the Lit reviews. Organizing and fixing the table of contents. Proofreading and revising everything from the beginning to get a better idea of the big picture and work on anything else that needs to be done. Fixing some of the table of contents, it still needs more and so do the references.
March 2011	2:30	Class on campus - ETD and EndNote
April 2011	45:35	Revising the lit reviews and units, I'm actually making progress today! Working on Curriculum unit Presentation. Presenting my Curriculum Unit to Dr. Henrichsen's BTRTESOL Class. Reviewing comments from Dr. Henrichsen's BTRTESOL class. Revising my lit reviews and sending them to my committee. Revising Chapter 3 – Development. Revising the table of contents, figures, and other touch ups.
April 2011	1:45	Meeting with Dr. Henrichsen
May 2011	33:50	Revising Chapter Three, Five, and Six. Still need to fix the page numbers and make sure the resources are all listed correctly. Checking all the references and citations to make sure they are correct and then proofreading the whole document and making necessary revisions. Printing Defense copies for Dr. Tanner and Dr. Evans.
May 2011	7:25	Meetings with Dr. Henrichsen to see if I'm ready to defend. He thinks I am, so I need to just make a few revisions and then give it to the other members of my committee for their approval. Making revisions suggested by Dr. Henrichsen, and checking more references and citations.
May 2011	2:35	Meeting with Dr. Evans and Dr. Tanner. They approved my project. He only wanted me to add one reference to my project. I expected so much more. He said "The future is bright for you" That makes me a little more confident that I will be able to pass my defense and graduate. Dr. Tanner had several corrections for me to make already. I will work on those before my defense. I scheduled my Defense with LoriAnne Spear for 2:30-

		4:30pm on Tuesday 31 May. Meeting with Dr. Henrichsen and Kate to prepare for our defenses. Kate (Khemlada Chittaladakorn) is defending the same day as me, next Tuesday 31 May.
May 2011	25:40	Correcting things from Dr. Tanner's comments. I found out that Dr. Tanner says that periods should be on the outside of the quotation marks after the in-text citation but Dr. Henrichsen just barely told me they should be inside, so I changed them and I'm changing them back to how I had them with the period on the outside again. Preparing for my defense.
May 2011	12:25	Making the lit reviews more organized. Preparing my Power Point presentation for my defense and emailing it to Dr. Henrichsen for feedback. I will meet with him tomorrow at 3:00pm. Preparing my defense copy of my project report. Finding a binder to put it in. I need to keep it organized.
May 2011	2:00	Reviewing the video I created, modifying it, and changing the file type so I can send it to Dr. Henrichsen.
May 2011	11:00	Finding and ordering the book Dr. Evans suggested. Revising my units with Dr. Henrichsen's comments and markings. Revising things Dr. Henrichsen suggested in my units. Correcting page numbers and page breaks.
May 2011	6:00	My Thesis Defense - I got a remission. I have lots more work to do. I borrowed *More than a native speaker* by Don Snow from Dr. Henrichsen for my "Designing an ESL/EFL Course that Meets Your Students' Needs" unit. I need to borrow some Writing Tutoring books from Dr. Evans (Ferris, Leki, Reed, Ferris and Hitchcock), and some pronunciation tutoring ones from Dr. Tanner. Oh, and punctuation does need to be on the inside of quotation marks. Reviewing notes and comments from my defense and making revisions. The resources listed in this section didn't apply to my situation.
June 2011	16:50	Reviewing notes on my MA Project Report and making the suggested revisions along with others that I notice. Reading Chapter 3 - Planning Your Course in *More Than a Native Speaker* by Don Snow. I borrowed this from Dr. Henrichsen. I still have his *Pace Yourself* book as well. Those are the only other books I have borrowed from professors right now but I am going to borrow more. I will get some from Dr. Evans today. Well he told me I could borrow them but he told me it would be better to look on the Internet again and find more relevant resources that way
June 2011	2:50	Meetings with Dr. Henrichsen, asking questions about my report and units. He emailed me some information about pronunciation tutoring.
June 2011	42:50	Reviewing materials on curriculum development to glean basics about only course development, not everything about a curriculum. Studying the APA manual to make sure I am citing sources correctly in the text and reference list. Finding Resources Online. Synthesizing Materials. Rewriting the lit reviews and units to send to my committee for approval for my second defense. Sent the main part of my course development literature review to the whole committee.
July 2011	21:30	Organizing, Revising, and cleaning up my MA files including lit reviews. Scanning some documents, feedback and materials to add to my written report in Appendix D. Proofread through Analysis and Design stages.
August 2011	11:40	Revising and cleaning up the course development and tutoring lit reviews and proofreading. Sending everything to my committee members. Trying

		to get the formatting right on my course development unit to send.
September 2011	31:30	Trying to get the formatting right on my course development unit to send. Sending what I have to Dr. Henrichsen to ask him for help and set up an appointment to meet. Sending what I have to all my committee members. Working on my Tutoring lit review. Working on Tutoring lit review, video, and references. Changing the formatting of the columns/tables in the units in order to fix the page number problem.
September 2011	4:45	Meeting with Dr. Henrichsen - Discussed what I have done and made a timeline for completion, he will give a copy to LoriAnne. I will complete the Tutoring lit review and unit revisions, look for a good copy of the tutoring video with cards, explain the range and word readability process and take care of editing. The project should be completed by 15 Oct 2011 to be reviewed by the rest of my committee. We discussed his feedback and some revisions to make on the Course development lit review and unit. We will change the name of Unit 2B from Designing ESL/EFL Courses that Meet Your Students' Needs to "Designing Overall Plans for a Course."
October 2011	39:35	Changing the formatting of the columns/tables in the units in order to fix the page number problem. Revising the course development lit review and unit per Dr. Henrichsen's comments last Thursday. I have almost completed those revisions. Looking for better copy of Dr. Henrichsen's depiction of Richards' model. Making revisions for flow in chapter 2. Proofreading from the beginning. Emailing Dr. Evans, he responded to my update message, he would like a hard copy of my report. I will get it to him at the very beginning of November. Working on getting my Tutoring unit updated on the Web through the Dreamweaver file. Starting and finishing my Power point slides to send to Dr. Henrichsen. Updating figures, citations, and tutoring lit review. Cleaning everything up. Preparing to send everything to Dr. Henrichsen on Tuesday.
October 2011	8:00	Meeting with Dr. Henrichsen. He said just keep working. I will work on getting my units ready with the Dreamweaver files to put up on the Web. We looked at the Dreamweaver file I sent him and he will work on getting it put up on the Web. Emailing Dr. Henrichsen about I-TESOL and Proofreading and updating various parts of my project report. Readability. Units. Lit reviews. Figures. . I need to clean everything up - fix the tables and figures, add a table of tables, reword things, find a source for "many" novice teachers in the world - Julie or Kyle or the Internet may have one. Write "the" instead of "this" BTRTESOL program and so forth...
October 2011	18:10	Downloading the trial version of Dreamweaver. Working on Dreamweaver Files to send to Dr. Henrichsen. I looked at Dr. Henrichsen's unit on lesson planning and then decided to change a few things in my Course Development unit. I think these changes will help this unit be more helpful for novice teachers. I also remembered from the feedback I got from novice teachers that they wanted more examples of actual useable materials. Therefore, I decided to put some actual examples of needs analyses and syllabi. I hadn't done this before because of space. I saw that Dr. Henrichsen did screen shots of some and then they could be shrunk down smaller. I am working on adding those examples now.
November 2011	20:10	Checking references, having a phone meeting with Dr. Henrichsen, and trying to fix page numbers and table of figures. Fixing technical issues

		with tables, page numbers, references, and editing. Meeting with Dr. Henrichsen for 30 mins - He said I can go ahead and send it to the other committee members tomorrow after I fix a few more things. I am especially working on the reference list and conclusion. Adding a table to pg. 36 for tutoring guidelines from resources. Checking references and proofreading. Sending emails to editors for corrective feedback.
November 2011	9:30	Coordinating with editors. Sending an update to my committee. I will send my project to them tomorrow. Making revisions from the edited version of my project report I received from Darcy Creviston. Making other revisions as I saw the need.
November 2011	49:20	Printing 4 copies of my project report and turning them in to my committee. Preparation for my second defense. Reviewing the deadlines and files needed for defense and graduation, and my project report hard copy like the ones I gave to my committee. I am making corrections I see on the paper version and marking them there so I can be ready for my defense. I am making the revisions in the electronic version as I go along. Instead of tracking changes in the electronic version. I am doing this so that it will be more ready for submission when the time comes. Setting up and preparing for my defense and then defending successfully! Then talking with Dr. Henrichsen about how to proceed from now on.
December 2011	4:55	Starting to make some major revisions. I need to think carefully about what I have included and see if I really need it. Dr. Evans said I need to cut out about half of Chapter 1. I need to cut out almost all of the autobiographical stuff from the whole report. I will mark my paper copy so that I can track my changes without tracking changes in Word. I don't want to have to remove all the tracking before submitting it. Condensing the hours for my project report.
December 2011	10:45	Researching about good writing. Starting with chapter one creating outlines and making sure I am using good writing basics. Creating outlines of my units to make sure I only have essential information and that everything flows well. Working on my outlines to organize my unit better. Working on filling and condensing chapter one to fit my outline.
January 2012	14:30	Reading through Chapter 1 and 2 to make revisions to help the flow. Sending chapters to Darcy, my editor. Reading the emails and comments from her. Called Dr. Henrichsen to keep him up to date on my progress.
February 2012	64:10	Revising all the chapters. Creating outlines of my units to make sure I only have essential information and that everything flows well. Reading through the whole project report. Proofreading. Making revisions from Darcy's and my committee members' comments. Condensing the project hours in Appendix C. Condensing the hours for my project report. Checking references.
March 2012	20:50	Completing final revisions. Checking ETD formatting at the library with Sam in the multimedia center. Communication by email, phone, and in person with all my committee members (Dr. Henrichsen, Dr. Tanner, Dr. Evans), the department secretary (LoriAnne Spear), the graduate coordinator (Dr. Wendy Baker Smemoe), and the dean of humanities (Dr. Ray Clifford). Proof-reading everything, converting the document to a PDF for ETD submission.
Total Hours	886:50	

Appendix D: Example Feedback Sheet

Feedback on Tutoring Unit   19 May 2010

What did you learn?

there were some great resources shared, differences
between teaching and tutoring

What did you like best?

Specific steps for tutoring

What could be improved?

explain what acronyms mean

What would you add?

how to make a tutoring session engaging

Feedback on Course Curriculum Unit

What did you learn?

a good reminder to use pictures about what
their interests are

What did you like best?

- Specific Steps for developing curriculum
- I liked that you had an example of an objective
- I liked the examples of syllabus design.

What could be improved?

What would you add?

tell about some curricula that you have
taught in the past and what worked