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A TESOL MA Introductory Course: A Course for New TESOL MA Students at Brigham Young University

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A TESOL MA Introductory Course: A Course for New
TESOL MA Students at Brigham Young University

Paula Celina Cabrera Campos

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

Master of Arts

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ABSTRACT

A TESOL MA Introductory Course: A Course for New TESOL MA Students at Brigham Young University

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Concerns at the beginning of a graduate program may or may not be met promptly enough to ensure students will all begin confidently. Not all graduate students understand what is expected of them at the beginning of their programs and where they can go to receive the necessary help. The Introductory TESOL MA Course has been designed to bridge this gap and support students in their desire to feel more prepared for this academic challenge. The three-module online course addresses the most common topics graduate students wish they had known at the beginning of their graduate experience. The course will allow new students to have access to this information upon admission and face graduate school with a clearer understanding of what is expected of them, how to work with it, and know the critical milestones they need to work towards.

Key Words: Graduate program, curriculum design, online education, introductory course, TESOL.
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Introduction

Pursuing a master’s degree is one of those choices that requires much consideration. It’s the type of endeavor that will require a full-time commitment and will take a substantial portion of an individual’s income. These considerations may be enough reason for a person to feel discouraged. However, those who have completed this experience can attest that many skills are developed, much insight and expertise are gained, and even joy can be found along the way.

While completing an MA program can be daunting, the first few weeks in the program may be the most challenging. Getting acclimated to a new setting and school, the initial workload, meeting and working with faculty, and choosing between a thesis or project option are all new concerns that can turn into potential sources of stress when they are not understood properly. To help alleviate this burden from their students, the Linguistics department at Brigham Young University now offers an introductory online course for their incoming TESOL MA students. The primary objective of this course is to provide a preview of the program that will help new students become more familiar with technical graduate topics and procedures, as well as receive advice from faculty and other graduate students in the program. Another important feature of this course is that it will be moderated by an experienced TESOL MA student who will be available to answer the new students’ questions and will provide them with the necessary information to make the transition into the TESOL MA program with more confidence and better preparation for the challenge.
The Problem

A year ago, most of my cohort was graduating or about to graduate. As I saw them closing their graduate school cycle, I could only wonder why I was not one of them and what I had done wrong. At that point, I was considering the idea that I did not have what it takes to complete graduate school and that I should quit. It was my fourth semester in the program, I had changed my thesis advisor once already and I still didn’t have a committee. I was afraid to approach the faculty and I did not know who I should ask for help. That was the worst possible scenario.

It was around this time when in the Ling. 677 (Curriculum Development) class, we had the opportunity to choose a project and work on it as a class requirement. Developing a course for incoming TESOL MA students was one of the topics and immediately made an enormous impression on me. I knew that I was not the only student in the room who was or had been struggling since the beginning of the program and I knew there would be other students in my same position in future cohorts. Though a popular topic, it did not get chosen in class; however, I knew how much it was needed and how much it would benefit other students.

A couple of weeks later, I was knocking on a faculty member’s door asking him to let me make this topic my final project. By working on this project, during the following months, I was able to find my way back into the program and feel competent and motivated to complete my master’s degree. When I look back, I can see now how little I knew about the TESOL MA program, how to work with faculty, and what was expected of me as a graduate student. My personal experience became the reason I decided to work on this project.

Like me, many college graduates decide to become students again by entering a master’s degree program to step up in their career and gain valuable experience that will help them become a better professional and ensure better jobs (Chalela, Valencia, & Arango, 2017).
However, their understanding of what it means to be a graduate student in many cases is limited. Many students enrolled in master’s degree programs are not fully aware of what the program requirements or milestones are, what will be expected of them, and how to work with faculty. Ideally, students should become familiar with the aims and requirements of a program before enrolling in it. Since these issues may be challenging to new students, a program can help mitigate this frustration and uncertainty by offering their incoming MA students a way to familiarize themselves with these important matters.

In order to clearly identify the needs of the students in the TESOL MA program at Brigham Young University, a survey was sent out to a group of sixteen students currently enrolled in the program. The participants at the time of the survey were in their first, second and fifth semester in the program. Fourteen of them were women and two were male. Three out of the sixteen students were international. In the survey, these students were asked about their experience as new graduate students. Faculty were also invited to participate in a similar survey about their perceptions about new students in the program. The responses for both surveys, students and faculty, will be further discussed in detail in this manuscript.

The students and faculty insights helped orient the investigation of the TESOL MA program. Students and faculty reported that there is a missing link needed to help new graduate students “hit the ground running”. These needs might not necessarily reflect the program’s efforts to prepare their students for graduate school but, as it will be explained in this manuscript, the problem might be due to the difficulty students are having with identifying the resources they already have available and helping them see how to use these resources to meet their needs. How can critical information be made even more readily available to them? However big the problem seems to be, the solution could be closer than we think; in fact, it might be in a type of instruction that is not new to anyone.
In their responses, the students expressed their desire to have known earlier about the heavy workload of the program, that teaching experience was not a necessary requirement, but that it would be useful, and that the program is heavily research oriented. Additionally, working with faculty was an area that students felt they would benefit the most knowing before entering the program because it is crucial to the completion of the program requirements. Not having a clear understanding of the program, and how to work with faculty seem to be the areas that students wish they had known prior to the beginning of the program.

Possible Solutions

There are several proposed options to address this critical issue. After personal reflection, consulting with the department chair, and reviewing relevant literature. Two potential solutions surfaced—provide an on-campus course and provide mentors for the incoming students.

Asking incoming students to take a class on campus about what to expect on their first semester could be useful, but impractical for two main reasons. First, trying to fit a new class into an already existing curriculum is not something that can be done easily. Prior to an addition, there needs to be a careful evaluation of the new course as well as finding the time and an instructor who can teach the class. Second, making this class available during summer and before fall semester on campus might not accommodate some students’ schedules and there might be a chance that not everyone will be able to participate in the course. Also, making the course part of their first semester would probably add to their workload and it would defeat the purpose of making this valuable information available before they start their first semester. For these reasons, it seemed that an on-campus instruction solution may not be practical.

Another option would be to invite students completing the TESOL MA program to be mentors or tutors of the new students. Mentorships have proven to be highly successful to promote engagement, participation, and understanding (Allen, Finkelstein, & Poteet, 2009).
Through mentoring, mentor and mentee will develop valuable soft skills that will benefit them in future work experience (Hansen & Hansen, 2014, para.4). However, volunteering time in graduate school for more experienced students could be a challenge for some due to a limited amount of time and a sense of burden. To find the right number of willing mentors to help first-year students could become challenging. Furthermore, prospective mentors might need to set time aside for being trained in this task. Consequently, it might be difficult to find enough volunteers to take the roles of tutors for every new student.

**The Proposed the Solution**

After contemplating these two possible solutions and based on the data obtained from the needs analysis survey conducted with the 16 students, a third option was selected as the best option, creating an online course. The Analysis, Design, Development, Implementation, and Evaluation model, ADDIE (Branch, 2009) was used in designing the curriculum and materials of this course.

**The ADDIE Model: Analysis, Design, Development, Implementation, and Evaluation**

Prior to choosing the ADDIE model, two other models of curriculum design were evaluated. These other models were the Successive Approximation Model (SAM) and the Waterfall model. The two major drawbacks of these options can be summarized as time-consuming. One of the most recognizable characteristics of SAM is the many repeated and small iterations that take part in this process (Rimmer, 2016). Though a positive trait, if not careful, to constantly evaluate and reevaluate parts of the product, this process might end up becoming tedious and wasteful. On the other hand, the Waterfall model leaves no room for unexpected changes or revision (Lucidchart Content Team, 2017). Neither of these models appeared to provide an ideal solution in guiding the course development, considering the always changing nature of curriculum design. Inability to make changes at different stages of a product creation
might lead to unavoidable delays and re-creation of entire sections of it. Therefore, the need for a more agile and flexible model such as ADDIE was found to be more useful.

Addie “is a common approach used in the development of instructional courses” (Peterson, 2003, p. 227). It includes 5 phases—Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model of instructional design is a five-stage-developmental approach for the creation of instructional materials and courses. As Kurt (2017) explains it:

The concept of Instructional Design can be traced back to as early as the 1950s. But it wasn’t until 1975 that ADDIE was designed. Originally developed for the U.S. Army by the Centre for Educational Technology at Florida State University, ADDIE was later implemented across all branches of the U.S. Armed Forces. (para. 5)

As shown in Figure 1, “The ADDIE framework is a cyclical process that evolves over time and continues throughout the instructional planning and implementation process” (Peterson, 2003, p. 228). Originally the cycle began with the Analysis stage and would end in the evaluation stage. This original set up did not allow developers to evaluate their projects earlier in the process of creation of a course, which meant they were not able to identify and correct any anomaly until the end. This used to be a highly criticized deficiency of this model.
To remedy this weakness, the use of evaluation throughout the developmental stages and not only at the end was implemented (see Figure 1). This new adaptation reinforces the idea of receiving continual or formative feedback while instructional materials are being created allowing the developer to make revisions and adjustments on the go. This model attempts to save time and money by catching problems while they are still easy to fix (E-Learning Design and Development, 2019).

The steps of the ADDIE model were used to help frame the developmental process involved in organizing the online course for MA TESOL students. In each section, I describe the processes and the results for that stage. As with most processes, we begin with an analysis of the
situation, including reviewing literature, and surveying other programs, and former and current graduate students.

**Needs Analysis and Results**

According to Long (2005), the one size fits all approach to curriculum design should be replaced by a more personalized approach to find and attend to specific needs. The success of a curriculum will depend on how effective it is at responding to those needs. In developing this course, the method used to analyze the needs of the students and the faculty was based on Hutchinson and Waters (1987) approach of targeting needs that include necessities, lacks and wants. First, the necessities were assessed based on what TESOL MA students (in their second, and third semester) and faculty think is necessary for these new graduate students to know to be better prepared for their first semester in the program. Second, their lacks were assessed considering the basic information regarding the program published in the TESOL MA handbook and faculty perceptions of students in their first semesters. Finally, their wants were obtained from first, second and third-semester students’ responses about the information they wish they had known before entering the program.

According to Nation and Macalister (2014), practical needs analysis is not expensive, does not occupy much time, provides clear easy-to-understand results, and can be easily incorporated into the curriculum design process. This idea was fundamental to decide how to identify the needs of the TESOL MA students at the beginning of their program.

With the purpose to know which areas in the program needed to be better understood by students before they start, a survey was sent out to 16 enrolled TESOL MA students of different cohorts and faculty members. This survey was voluntary and anonymous which unfortunately makes it difficult to track the participants’ background. The students were asked to reflect on their experience during their first semester in the program. Using a Qualtrics® survey, they were
asked two questions. First, they were asked to name three things they wish they had known before their first semester in the TESOL MA program, and second, what would have helped them prepare better as a TESOL MA student.

The comments given by the students were clear and easy to categorize, for this reason no-interrater reliability was done on their qualitative responses. The qualitative data obtained from the surveys were organized in three steps: 1) making a coded table in a spreadsheet for each question, 2) dividing the table into categories, and 3) assigning the data a place in each category. The comments obtained in the surveys were organized in this manner to make sure that all comments were considered and displayed graphically during their analysis.

**Students’ Survey Responses**

**Question 1.** As illustrated in Figure 2, 22% of the students surveyed said that they wish they had known and understood the difference between a thesis and a project earlier. According to the students, understanding the difference between these two options would have helped them make better decisions sooner regarding their path of research. It seems that even though students know about the thesis and project option, they didn’t understand the requirements and the time commitment of each one.

The next two categories garnered an equal level of responses (16%). The students said that meeting the faculty members earlier, and understanding the purpose of the English Language Center were items that they felt were critical for the graduate students to know prior to the beginning of their first semester. In their comments, students expressed that meeting the faculty earlier and knowing about their academic interests would have helped them approach the professors and begin conversations leading to an academic working relationship much earlier in their program. Fourteen out of the sixteen students who participated of the survey reported they wished they had known more about the English Language Center (ELC). This answer is very
puzzling considering that several of the new TESOL MA students entering the program had completed a TESOL minor from BYU where they completed the ELANG 478 course as their practicum at the ELC. The reasons why they think they didn’t know enough or much about the role of the ELC as an important part of the TESOL MA program are not clear.

*Figure 2. Before starting the program, I wish I had known about …*

The next most common response (15%) of those answering said that knowing the requirements of the program better would have been helpful. They specifically mentioned they wished they had known how research-oriented the program was, and that teaching was a fundamental component of the training in the TESOL MA program. It is important to mention that one of the program requirements for all new students is to read the Graduate Handbook, an online resource where many of the program’s requirements can be found. Students were not asked if they had fulfilled this assignment and therefore, we don’t know with full certainty the reason they don’t know or even remember this information. However, in their answers, they
expressed that understanding the requirements of the program would have given them a chance to think about their own strengths and weaknesses and helped them better prepare for graduate school.

Nine percent of the students agreed that they never imagined how heavy the workload in the program would be. For these students, if they had known better, they said they would have been better able to balance their personal and academic lives. Many students felt that they had to make graduate school their priority in life and they were not prepared for that commitment.

A small fraction of the students (6%), manifested interest in knowing more details of the classes in the program earlier. According to them, details like the learning outcomes and the learning experiences for the classes would have been useful to know beforehand. As it will be explained in the Discussion section of this manuscript, a reason why some students feel they do not know much about the program might be because they do not know where to look for the already existing and available information.

Finally, a few answers were grouped into a category classified as “Others.” This section made up a total of 16% of the answers. These answers were single responses that did not group into any other category. The comments included students wishing they had known about APA style, the TESOL community, trends of research in TESOL, and TESOL professional opportunities. They also said they wish they had known that a linguistics background would have been helpful and that they didn’t need to be afraid of approaching senior students in the program and faculty.

In their comments, the students expressed that knowing about these elements would have helped them better understand the expectations of them as students and of the program saving them both time and energy at the beginning of the program. It seems clear from this survey, that
helping students understand what would be expected of them before they entered the program would have helped them to feel more assured and ready for the challenge.

**Question 2.** What would have helped them to prepare better? The answers collected from this question showed that students were aware of some of the available and existing materials designed to inform them about the program. Even though many of their answers focused on those already available tools, they also provided some new ideas on how to make sure that the students are accessing them (see Figure 3).

Two answers received 29% agreement among students. Students expressed that understanding what the orientation meeting at the beginning of the first semester is about and having an online “crash course” would have made this meeting and their first semester less overwhelming. Students commented that the orientation meeting organized by the department is very useful, but they would have liked to know beforehand what they should expect from it, so they could attend more prepared to ask questions or interact with the faculty. Additionally, a couple of students mentioned that having an online course would be a good idea, as one of them said, “Maybe an online module with basic concepts and some of the lingo used in the field.” It is possible that the students feel that the information they receive in the orientation meeting, what that they are expected to know in their first weeks, and what the expectations are for the first semester in the program might be too overwhelming. They could be seeking a way to make assimilating this information less taxing.

They mentioned that the orientation meeting was helpful, but at the same time overwhelming; there was a lot of information that they were not able to retain. However, they found it extremely helpful and it was a meeting they hoped all new students could participate in.
A new idea that 29% of the students shared was that of creating an online course. This course should contain the most critical information they needed to know as new students. They believed that having a source where all this information could be compiled and available would make a significant positive impact on new students.

Eighteen percent of the students said that finding information online was very helpful to them and that they used the Linguistics BYU website for most of their inquiries. Finally, and with 12% each, the students reported that having a calendar with all the deadlines they needed to be aware of would have helped them organize themselves and their work pace better and that having graduate students being tutors of the new students, would be an idea worth trying.

![Pie chart showing responses](image)

*Figure 3. What could have helped you to be more prepared for the program?*

**Faculty Survey and Responses**

*Faculty Survey.* The five faculty members who teach TESOL MA courses were also invited to participate in a survey. Two of the five faculty members participated and only provided answers for the first two of four questions. The survey questions were:
1. Name three things you wish students who come to the TESOL MA program would be more prepared with.

2. What are some important readings that new TESOL MA students could benefit from?

3. In your opinion what are the top 5 Academic journals a TESOL MA student should know about?

4. What are 2 things incoming TESOL MA students should know before they enter the program?

**Faculty Responses.** The faculty answered in question one that students would be more prepared to come to the program if they:

1. have a better sense of what they want to do with their degree.

2. understand that this is a research-focused program.

3. are familiar with the faculty and who they would like to work with.

4. have an idea of how they can get involved with existing research projects rather than creating new ones.

To question number two, one faculty member answered that there are three academic readings from which incoming TESOL MA students would benefit, these are:


4. Online blogs about how the mentoring relationship works in grad school.

All the answers provided by students and faculty members were critical to assess the needs of both parties. These answers were the focal point of consideration when designing and developing this course. It is expected that incorporating these ideas into the TESOL MA Introductory Course would be the means of helping students to be successful from the beginning of their graduate experience.

**Survey of other Programs**
In order to understand the results from the survey completed for this study in a larger context, forty-four programs at other universities were investigated to see what means these programs used to orient their graduate students. Many universities across the country offer master’s degree programs in TESOL. The Master’s Degree in TESOL/ESL and certificates are offered by approximately 134 American universities, and upon visiting 45 of their websites, it became evident that an online course like the TESOL MA Introductory course Brigham Young University would offer is either nonexistent or not made available on their websites or educational platforms at the time of the research (see Appendix A). What is consistent among all of them is making available to prospective students information on their websites. The information presented can be found in the form of online academic catalogs, student handbooks, blogs, along with traditional contact information such as phone number, fax, and emails to make inquiries. It is possible that the Linguistics department at Brigham Young University might not be the only one implementing an introductory online course for their first-year cohort, but based on the limited information gathered online, only speculation be made.

Once the problem was identified, and a survey was completed as to how other institutions have been dealing with the issue of informing students, it was time to think about the specifics of designing a successful product for the incoming TESOL MA students. Based on the results of the surveys, I decided to create an online course that would meet the needs of the students and faculty. To inform the design, research in distance education was evaluated.

Distance Education

Though it might be considered a relatively new type of instruction, distance education is by no means a new concept among educational institutions and students. Distance education has
become more common as the internet and personal computers have become more available and reliable. This means of instruction has also become popular among those who despite busy lives look for further opportunities to develop their skills and knowledge. This methodology has become so widespread that the development of a theory in distance education justifies its sustainability (Gokool-Ramadoo, 2008). Moor and Kearsley’s approach to Transactional Distance Theory (TDT) (2005), claims the benefits and the conditions needed to make distance education a successful learning experience. According to Chen (2001), Moore (1993), and Park (2011) transactional distance can be measured by the learner’s perceived openness of dialogue, the student’s sense of autonomy within the learning setting, and the learner’s perception of the learning structure’s flexibility. Including these conditions into the development of an online course are key for its success.

The proposed solution for the problem described earlier, will be known as the TESOL MA introductory course. The development of this course follows some of the most salient recommendations for developing a successful course based on the TDT approach. The decisions of choosing the best layout of the course and its sections, the incorporation of technology and media resources, the writing style, and the monitoring and evaluation of the course, are all examples of the many considerations that were made based on what has proven to be successful in distance education according to this model of Transactional Distance Theory.

After gathering data for this project, the second step in the ADDIE model is Design. The following section explains the rationale behind the delivery method chosen and the process to design the course.

**Designing the TESOL MA Introductory Course**

The first choice made about the design of the TESOL MA Introductory Course was how the course would be delivered. The reason for this first step is that the delivery system would
dictate the possibilities and limitations available for design the course. Based on the analysis, I decided that the delivery method for the course should be online because it would provide a wider range of options to deliver the content, such as text, media links, and videos, as well as provide a channel of communication between students and administrators.

**Delivery Method: The Canvas Platform**

Choosing the right learning management system (LMS) requires careful consideration. Some of the options considered included designing a website, writing a handbook, and finally using a learning platform.

Brigham Young University mainly uses two learning management systems (LMS), Learning Suite, and Canvas. This last one has been used since 2016 and it is the learning platform used at the ELC. As a teacher at the ELC, I have access to Canvas, and have developed my teaching syllabus every semester for the past couple of years using this LMS. I have found Canvas to be reliable and practical. Having this resource readily available allowed me to chose it as the learning platform to develop the TESOL MA Introductory course (see Figure 4).

Canvas is an Instructure software education learning platform (2008) developed in 2012. According to its website, the platform is used by over 3,000 universities, school districts, and institutions around the world (Canvasmls, 2019). Some of the benefits of the platform advertised on their website are how easy it is to use, it offers the right features that teachers and students need, it provides easy mobile access, it is dependable, makes teachers and administrators jobs easier, and it saves time (Canvaslms, 2019).

Over a period of three years, many educators and curriculum coordinators have used the platform. After using the platform for over two years, I can say by experience, that the software has proven to be easy to manage, accessible and more importantly, it contains the means for dialogue between students and teachers. For these reasons, this LMS was the first choice to
deliver the Introductory TESOL MA program. With a chosen delivery system, we now know the constraints and capabilities that can help inform our design of the course.

![Instructure dashboard](https://byuatic.instructure.com)

**Figure 4.** Front page Instructure dashboard

**Design**

The most important considerations in the design process were the time required to complete the course, and how students would navigate the course. The time limit was set as two hours. This time frame was determined based on the course objectives and content. The course was not meant to be comprehensive, but introductory, that is why two hours were considered a reasonable amount of time for an overview. To refer to the main sections in the course, the word “module” will be used accompanied by a number. This framework will make it easier for users to locate a specific section within the course. The fact that each section is listed in numerical order does not mean students need to take the course as presented. Students would be able to take the course starting in any module. However, the content within each module follows a suggested
order. The Course was designed to have four parts, an Introduction, Module 1: TESOL MA Program, Module 2: Meet the Faculty, and Module 3 Introduction to the ELC.

The modules. The content in each module was designed based on the responses obtained from the survey sent out to the first- and second-year students in the program as well as the faculty. As explained earlier, there is flexibility in students accessing the information contained in the modules. While they are numbered, it is not required to complete the modules in the order they appear.

The Introduction. The introduction of the course describes the aims and objectives of both, the TESOL MA course and the TESOL MA program. It was also considered important to have this section because it provides an overview of the course. In addition, by sharing the learning outcomes of a course with the students the responsibility of the learning process was also shared (Liaqat, 2018).

Module 1: TESOL MA Program. In this module, students will find a chronological history of the TESOL MA Program, the program learning outcomes, the basics to understanding what a prospectus is, the differences between a thesis and a project, and a description of the teaching experiences that are required and offered by the program (see Appendix B, Figure 4).

Module 2: Working with the Faculty. One of the most common answers that the needs-analysis results showed was the necessity to have met the faculty earlier, to learn of their background and become familiar with their research interests. The development of this module responds to that necessity. Biographies of the program’s faculty are listed with the professors’ classes they have taught and their research interests. In this module, students will also be informed about the functions of their advisor and committee members, how to work with faculty in progressing towards their graduation. They also can view videos and links to websites where
they will find advice on how to cultivate a positive and professional relationship with a thesis/project advisor (see Appendix B, Figure 5).

**Module 3: Introduction to the English Language Center (ELC).** This section is valuable because many of the interviewed students reported having little if any information about this Center and what role it would play in their teacher-training. Students will find in this module a history of the ELC, a description of the coordinators and area supervisors, and the training and professional development opportunities it offers (see Appendix B).

At the end of each module, there is a “Check for Understanding” (CU) section where students can reflect on and write down 3 things they learned about the program in the module. They can choose 2 things that were personally relevant to them. They also have the option to ask questions about the module. The purpose of the CU section at the end of each module is to provide an open window for students to communicate their ideas and concerns as well as to ensure they are participating in the experience. As Benson and Samarawickrema (2009) point out, low levels of autonomy are shown by students taking online courses, especially at the beginning of their first year. To prevent this, online courses “require high levels of structure in order to bridge the transactional distance” (p. 15). For this purpose, a moderator will overseen communicating directly with each student as they make progress throughout the course. The role of the moderator and some suggestion about implementation of the course will be presented in the discussion section of this manuscript.

Once the backbones of the course were decided and a structure was put into place, a bigger task was waiting ahead. Flushing out the modules and developing the content of each module. This process is explained in the following section.

**Developing the Content of the Course**
The task of developing the content of the course was divided into 3 stages: populating the modules and each of its sections, developing videos appropriate for the course, and selecting media links and visuals. First, populating the modules and its sections required making use of the information that the program already had available, compiling it in one site, selecting what was relevant for the introductory course, adapting the information to make it manageable for the audience, and displaying it throughout the sections.

The second task and the most time consuming during the whole creation of the course was developing audiovisual material. There were two main purposes for the development of the videos: first, to make the course more visually engaging, because the Canvas platform does not offer many visually engaging options, and second, to show the teachers and students talking about themselves and their work. This audio-visual material will help new students see faculty and other graduates as people that they can relate to and approach for help.

Selecting the media links and visuals was the last phase of the development of the course. Sources were used to link valuable information to the modules such as the Brigham Young Linguistics Department website, blogs for Graduate Students, and YouTube. All the elements included in this course were carefully designed and selected to provide the new incoming TESOL MA student with a greater understanding of the program and what will be expected of them.

It is important to mention that the Canvas platform easily allows implementing additions to the program as well as adapting it to any future needs. Even though the planned development of these three modules included all three phases, the scope of this project focused primarily on getting a basic layout and essential content. Because of time constraints, some modules have undeveloped sections. Developing them in the near future will enhance the course to better meet the users’ needs.
Part of this process and part of the modified approach to the ADDIE model was to frequently evaluate the created content. For this purpose, many hours were put into meetings with faculty and students, video editing, online search for external links, etc. All of this ensured that the content developed was appropriate and relevant for the students. Many changes were made during this process to the content of the modules until reaching the desired product. Some of these changes were, selecting the right type of headings and font style and size, adapting the content of the modules, reorganizing how the content would be presented, and deciding on what media links and videos to include in the course. Once this stage was finalized, the next stage was to implement the course by delivering the product in a piloting experience.

**Implementation and Evaluation of the Pilot Course**

Five students participated in the piloting of the course. Three TESOL MA students in their third semester and two in their last semester took the course with the intent to evaluate it and provide meaningful feedback. These individuals were chosen because they had previously expressed interested in the project and were willing to provide feedback. The students were instructed not to spend more than two hours on the course. They were also asked to complete the course with a critical eye and be prepared to answer an evaluation survey upon completion of or after they had spent two hours on the course.

**Pilot Evaluation**

Participants were given a Likert scale type of survey to evaluate the program in two main areas, structure and content. Students had to evaluate positive statements related to these two main sections according to their experience navigating the course. The scale used was 1 to 5 points; 5 points meant strongly agree, 4 points agree, 3 neither or N/A, 2 points disagree, and finally 1 point strongly disagree. Additionally, followed by the scale, the students were provided a comment box to justify their answers if needed.
Survey Structure. The first section was about the structure of the course. Participants had to give their opinion on how easy or difficult it was to navigate the course and how effective and functional the visuals, links to websites and videos are. Furthermore, they were also surveyed about the consistency throughout the course in the size and case of letters in the modules and titles, appropriate match between titles and content and finally, an assessment on the time they spent working on the course.

The second part of the survey aimed at evaluating how relevant the content presented in the course is for the new TESOL MA students. Questions were asked about the appropriateness of content, relevancy of the media and videos featured in the course, and an opinion of how useful this course would have been for them at the beginning of their graduate experience. The participant responses are summarized in Tables 1 and 2.

To understand what the findings of this experience were and how they relate to the course the next section will provide significant and additional input.

Data Analysis: Structure of the Course. The positive means shown in Table 1, most likely suggest that the students who participated in the piloting felt the course was well designed and organized. These results also demonstrate the value of iterative evaluation of the design at the different stages of the course. The feedback obtained by the students and faculty after each iteration was key in making the necessary adjustments to the course and receiving positive responses in this piloting experience.
Table 1

*Course Structure*

<table>
<thead>
<tr>
<th>Statement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course is easy to navigate</td>
<td>4.40</td>
<td>0.55</td>
</tr>
<tr>
<td>2. The pictures, external links, and videos work correctly</td>
<td>4.00</td>
<td>1.22</td>
</tr>
<tr>
<td>3. There is font and size letter consistency through the course</td>
<td>4.80</td>
<td>0.45</td>
</tr>
<tr>
<td>4. The heading on the modules match the information they contain</td>
<td>4.40</td>
<td>1.34</td>
</tr>
<tr>
<td>5. The headings in the sections within each module match the information</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>6. Based on the two hours spent reviewing this course, two hours seems</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>like a reasonable amount of time to complete it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data Analysis: Content of the course.* The evaluation of the standard deviation showed very little change among the participant’s answers, demonstrating that the content selected is appropriate and relevant for incoming students (see Table 2). Furthermore, the participants had a strong belief that having had something like this course available to them in the past would have been very beneficial as new graduate students. Some of the comments went as far as suggesting that the course should be made available as a reference source throughout the TESOL MA program.

Table 2

*Course Content*

<table>
<thead>
<tr>
<th>Statement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The modules are relevant and appropriate to incoming TESOL MA students.</td>
<td>4.40</td>
<td>0.55</td>
</tr>
<tr>
<td>2. The information in each section is relevant and appropriate to incoming</td>
<td>4.00</td>
<td>1.22</td>
</tr>
<tr>
<td>TESOL MA students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The videos are useful and appropriate for each topic.</td>
<td>4.80</td>
<td>0.45</td>
</tr>
<tr>
<td>4. As a new TESOL MA student, I feel this course would have helped me a</td>
<td>4.40</td>
<td>1.34</td>
</tr>
<tr>
<td>great deal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feedback from a Public Presentation of the TESOL MA Introductory Course

As part of the TESOL MA program requirements, the TESOL Seminar class (Ling. 695) requires presenting the thesis or project to an audience of people who are not related to the
presenter. To fulfill the assignment, this project was presented to 10 students of the program in their third semester. This presentation helped reveal several weaknesses and strengths of the project. The main weakness was not about the structure or content of the course, but about the logistics in the implementation of it. One participant suggested that there should already be a definite time arranged for the new students to take this course, ideally before classes start. The predominant opinion in the group was that the sooner the new students take the course the better. These comments cannot be ignored, after all, the purpose of the course is to help the students be better prepared for graduate school. Additionally, some other students suggested that the completion of the course could be part of a first grade, or at least a percentage of one, for a first-semester class such as Methods and Materials Overview (Ling. 610). Doing this will work as an incentive and will make the new students more involved and accountable for their learning.

Finally, the most significant strength these students saw in this project was how meaningful it is to students in the program. The students in the audience were thrilled to know that the incoming cohort will have this educational tool. Many expressed they wish they had had the chance to do the course during their pre-enrolment. They have already experienced not having the chance to have at their disposition a source like this, and they strongly believe this course will benefit the incoming students. Without any doubt, the biggest support this course has received has come from graduate students from various cohorts in the program.

Discussion

One of the most significant findings of this study was that there is a general feeling among the students in the program that they do know there are resources available that they can use to find information they need about the program. However, it seems that the types of sources available do not offer them the necessary motivation to access them. For instance, the TESOL MA program expects students to read the Graduate Online Handbook, which, among other
things, contains the program requirements. However, a considerable number of the students surveyed said they wish they had known the program requirements better. This result might be confusing and contradictory, but it makes sense when we think that a possible explanation might be a generational gap. It might be possible that these students are expecting to receive that information in a more interactive manner.

Another important finding is that students and faculty agree that something should be done to start working together sooner and more effectively. Students agreed that meeting and working with faculty early in the program are critical to start working promptly nevertheless they still find it hard to approach to faculty members and begin their academic relationship. Similarly, faculty recognizes the importance of beginning this academic interaction soon and they look forward to these meetings. Students and faculty agree that how to work with a project/thesis advisor and a committee should be part of the information given priority early in the program.

The findings of this research are critical in understanding how a program can best help incoming students be oriented into the program. As a result of these findings, the TESOL MA Introductory course has been created. A framework for an online course has been provided and critical materials have been developed for it. This course has the potential to be implemented during the fall semester 2019 when the new TESOL MA students arrive. Yet, ideally, it is recommended that in the future, the course be made available to new students prior to them beginning the first semester.

**Limitations and Future Recommendations**

The development of this project has been an arduous, but rewarding process. From envisioning the course until its piloting, much effort was made to finalize the product now available. However, there are many aspects of this project that can and must be further developed and perfected. Some of the limitations of this course are that there is no exclusive section for
international students. Another limitation is that the videos displayed are not representative of females who are the most predominant gender in the program. In addition, there was not enough faculty input and participation during the needs assessment stage. Finally, there is no information about how to do research and write academically; this was one of the top-rated topics by the students during the need assessment. Each of these limitations will be discussed in the next paragraphs.

Every year many international students apply to American Universities for graduate courses. Brigham Young University is not an exception. According to BYU International student services, there are 2,200 international students at BYU representing over 120 countries (BYU ISS, 2019). The TESOL MA program at Brigham Young University enrolled 5 international students during the years 2016 and 2018. Foreign students have slightly different requirements in the program such as the minimum number of credits they need to take and when an exception to this can be made, the requirement to take an academic writing class, and the option to test out of it if they meet certain criteria. TESOL MA international students also have to complete an oral proficiency interview (OPI) in English in order to be eligible for working at the ELC. Lacking this information in the course represents a limitation because the potential needs of a specialized subgroup in the program has not been met. Foreign students’ needs cannot be ignored and even though they represent a small fraction of the students in graduate programs, assisting them in their efforts to succeed should be a priority for any department. Undoubtedly, a section in module for international students would help them deal with their unique circumstances.

The TESOL MA program has a high female enrollment every year. During the years 2013 through 2017, a total of 51 students enrolled in the program (N. Evans, personal communication, March 22, 2019). Forty-nine of those students were women. That is 96% of all the students in the program during those years. Moreover, in 2017 100% of all the students
enrolled were female. The female students come from different backgrounds. Portraying their invaluable differences, experiences, and contributions will make this course even more representative of the program’s population. Suggestions to remedy this situation would be the making of additional video-interviews to female students and interviews to record their experiences in the program.

Two of the most predominant concerns expressed about expectations were, how to do research and how to write academic papers. Students also expressed that those two areas were the ones they knew less about and was more challenging especially at the beginning of the program. The reason why this topic was not considered as part of the course is that first, there are instances in the program where students can develop their academic writing abilities and second the TESOL MA introductory course is meant to be introductory and not comprehensive. It is recommended, however, because of the high agreement among students during the needs analysis, that the idea of developing a fourth module be considered that would include the basics of how research is done and some tips on academic writing. Such a module would benefit many students who might not have a strong academic writing background and would like to feel more prepared for the work they will have ahead of them.

The program faculty is a valuable source of knowledge. They have seen many students come and go and are aware of what first-year students lack academically. Having that input and using it to enrich the TESOL MA Program would improve this educational product even more. A way in which the faculty of the program can improve this course would be by going through the course themselves. Their feedback would complement the students’ needs and would make this course more representative of students and faculties needs.

Inserting the previously discussed subjects into the course would benefit incoming graduate students greatly. It would also be valid to discuss the possibility of making the course
available and open throughout the program as a reference resource. This project will be left in the hands of the Linguistics department to keep developing and updating it according to students and faculty needs and changes in personnel and policy.

Even though the course can be used for the next cohort during the fall, it is strongly advised that these recommendations be made in the near future. All of them are very important for the improvement of this course. The details of the full implementation of the course have not yet been discussed in detail with the Linguistics department. It is recommended that the course be made available for free upon the admission of the students into the program and that completion of the course be tied to the grade in Ling.610. Having this type of accountability will provide an incentive to students in actually completing the course. It is also advised that the department look for a suitable moderator to oversee the students’ progress and questions related to the course. A good moderator might be a graduate student in the program who has been part of the program long enough to know how to answer questions the new students might have.

**Conclusion**

An introductory online course for the TESOL MA program will help new TESOL MA students be much more prepared to face the demands of the program and their coursework. The design and delivery method of this course will allow students to prepare on their own time and at their own pace for graduate work. Additionally, this course will allow them to have contact with a moderator who will help them with their concerns and will give useful feedback. It is hoped that incoming students to the program find this learning tool useful, and they can find the answers and encouragement they need to begin their graduate studies journey fulfilling and enriching. Graduate School is a challenging quest but at the same time professionally and academically gratifying. The TESOL MA Introductory Course shares the mission of Brigham Young University: to assist students in their quest for perfection and eternal life.
References


doi: 10.1080/01587910902845972


BYU International Student Services (2019). Coming to BYU. Retrieved from https://iss.byu.edu/content/prospective-students


Appendix A

Universities that Offer a TESOL MA or Certificates Investigated

<table>
<thead>
<tr>
<th>University</th>
<th>Program Website</th>
</tr>
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<tbody>
<tr>
<td>1. Azusa Pacific University</td>
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<tr>
<td>2. Auburn University</td>
<td><a href="https://global.auburn.edu/map/degrees/master-of-english-for-speakers-of-other-languages/">https://global.auburn.edu/map/degrees/master-of-english-for-speakers-of-other-languages/</a></td>
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<td>3. Ball State University</td>
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<td>4. California State University, Fullerton</td>
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<tr>
<td>5. California State University, Los Angeles</td>
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<td>7. Fresno State University</td>
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<td>12. Kent State University</td>
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A61E1094F&_z=z) |
<p>| 15 | School for International Training                            | <a href="https://graduate.sit.edu/tesol-programs/">https://graduate.sit.edu/tesol-programs/</a> |
| 16 | Temple University                                             | <a href="https://education.temple.edu/tesol">https://education.temple.edu/tesol</a>       |
| 18 | University of Wisconsin Green Bay                            | <a href="https://www.uwgb.edu/tesl/">https://www.uwgb.edu/tesl/</a>                     |
| 19 | University of Georgia                                        | <a href="https://coe.uga.edu/directory/tesol-world-language-education-programs">https://coe.uga.edu/directory/tesol-world-language-education-programs</a> |
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| 25 | University of Nevada, Reno                                   | <a href="https://www.unr.edu/degrees/teaching-english-to-speakers-of-other-languages/certificate">https://www.unr.edu/degrees/teaching-english-to-speakers-of-other-languages/certificate</a> |
| 26 | Minnesota State University                                    | <a href="https://english.mnsu.edu/tesol/">https://english.mnsu.edu/tesol/</a>            |</p>
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<td>36. The University of Findlay</td>
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<td>University of Pennsylvania</td>
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<td>44.</td>
<td>Virginia International University</td>
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</tbody>
</table>
Appendix B

TESOL MA Introductory Course

1. Introduction and overview

1.2 Introduction

- Students Thoughts (Video to be developed)

1.3 About this course

2. Module 1: TESOL MA Program

2.1 Introduction to the TESOL MA

2.2 Chronological Timeline of the TESOL MA Program at BYU

2.3 Learning Outcomes

2.4 Prospectus Project and Thesis

- Prospectus

- Project

  - Project Graduate Experience (Video)

2.5 Process for Generating a Project (To be developed)

2.6 Project Prospectus Document TESOL (To be developed)

- Thesis

  - Thesis Graduate Experience (Video)

2.7 Process for Generating a Thesis (To be developed)

2.8 Thesis Prospectus Document TESOL (To be developed)

2.9 Teaching Experience

- TESOL Practicum Ling. 612

- Community Outreach English (CORE) Historical Overview and Mission
2.10  Further preparation and suggested Readings (To be developed)

2.11  Check for Understanding Module 1

3.  Module 2: Working with Faculty

3.1 Meet the Faculty

3.2 Graduate Committee and Advisor
   ●  What is the Role of my Committee?

3.3 Working with a Thesis or Project Advisor
   ●  Deadlines and Meetings

3.4 Program of Study
   ●  Program of Study PDF

3.5 Check for understanding Module 2

4.  Module 3: Introduction to the English Language Center (ELC)

4.1 About the English Language Center

4.2 Meet the ELC Coordinators’ Council

4.3 Meet the Area Supervisors

4.4 Work at the ELC

4.5 Check for Understanding Module 3
Appendix C

Introduction and Overview

Introduction

"... for while you will do many things in the program of this University that are done elsewhere, these same things can and must be done better here than others do them... There is no reason why this University could not become the place where, perhaps more than anywhere else, the concern for the teaching of English as a second language is firmly headquartered in terms of unarguable competency as well as deep concern."

President Spencer W. Kimball

Getting Started

This introductory course has been designed to give you the freedom to explore the topics that might interest you and that are relevant to know as a first approach to the TESOL MA program. Feel welcome to start in any order or if you prefer, follow each module and its topics sequentially as presented. At the end of each module, you will find a section where you can leave your questions about the module and its sections. In time, your questions will be answered and you will receive further information as requested.

Enjoy!

Students Thoughts Video (To be developed)

About this Course

About this course

Welcome to the TESOL MA introductory course! We hope this course can give you an initial glimpse of some basic content of the TESOL program, as well as important information and knowledge to begin your TESOL MA journey in a smoother and more confident way.

Below you will find information about the structure and content of the course, as well as a roadmap to help you navigate it more effectively.

Structure

The modular system in this course is designed to give you full autonomy of work in each one of them. We advise that you look into each module to become familiar with its content. Each
module contains subtopics that will be accompanied by examples, links, videos, or even tasks meant to give you a better understanding of each topic.

Content

<table>
<thead>
<tr>
<th>Module 1: TESOL MA Program</th>
<th>Module 2: Working with Faculty</th>
<th>Module 3: Introduction to the English Language Center</th>
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<tbody>
<tr>
<td><strong>1.1 Introduction to the TESOL MA Program</strong></td>
<td><strong>2.1 Meet the Faculty</strong></td>
<td><strong>3.1 About the English Language Center (ELC)</strong></td>
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<tr>
<td>- TESOL MA program historical overview</td>
<td>- Biographies, interest, and current research</td>
<td>- Mission Statement</td>
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<td>- Learning outcomes</td>
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<td>- Historical Overview</td>
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**Module 1**

**Introduction to the TESOL MA program**

TESOL is an abbreviation for Teaching English to Speakers of Other Languages. The TESOL MA program at BYU is designed to prepare students with linguistic, instructional, and cultural-awareness skills for professional careers as teachers, materials developers, curriculum designers, supervisors, administrators, and assessment specialists in the international field of TESOL.
In this module, you will find the necessary background information about the TESOL MA program at Brigham Young University. The module opens with a brief historical overview of the program, the general program outcomes, and an explanation of the critical concepts of projects and theses. About the project and theses, examples of both will be given and video recordings of graduates telling their experiences working on a thesis or project will be shared.

Chronological Timeline of the TESOL MA Program at BYU

This timeline focuses on the highlights of the TESOL MA program from its beginning until now.

1966

- The first ESL teacher training at BYU started in 1966 and it was taught by Professor Karl Young

1970-1971

- The TESL program is created at BYU. During these years, the TESL certificate and the TESL graduate certificate is approved.
- The TESL program, for a long time referred to as the ESL program, receives individual recognition and becomes part of the Linguistics Department.
- The TESL MA is approved.

1972

- TESL MA becomes functional under the name of Master of Arts degree in Teaching English as a Second Language (TESL).

1973

- TESOL State certification. The Utah State Board of Education approves the motion to recognized Teaching English as a Second Language as a major and a minor. Utah becomes one of the first few states in the nation to approve TESL certification for secondary school teachers.
- Intermountain TESOL (ITESOL) becomes an official affiliate of national TESOL. This local TESL community an affiliation would serve as a focal point for teachers and students of TESL where they would align with TESOL.

1978-1979

- A proposal is sent and approved to establish an English Language Center (ELC) at BYU.
The ELC was first housed in the Amanda Knight building in Provo.


- BYU Hawaii announces its internship program in TESL and one-year teaching assignments.

1997

- After careful consideration and to make the program more inclusive to both EFL and ESL teaching setting, the name of the program changes from TESL to TESOL, which stands for teaching English to speakers of other languages.

1999

- The creation and the dedication of the English Language Center ELC building in University Parkway take place.

2000

- The options for TESOL MA students to work on a thesis or a project are made available.

2002

- The department is renamed the Linguistics and English Language Department.

2018
- The department is renamed the Linguistics Department.

**Learning Outcomes**

The TESOL MA program is designed to achieve the following four learning outcomes:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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- Ling. 640, Language Acquisition.  
- Ling. 655, Culture Teaching.  
- Ling. 678, Materials Development.  
- Ling. 695, TESOL Seminar.  
- Ling. 670, Teaching Skills: Reading, Writing, and Vocabulary. | Ling. 640: Students research a topic of their interest related to language acquisition and write a research paper showing understanding of the topic as well as their ability to research and hypothesize.  
Ling. 631: We review parts of speech and highlight about a dozen grammar points that ESL students struggle to understand.  
Ling. 670: Students learn to use several online tools such as Vocabulary and COCA for understanding the complex nature of vocabulary. |
| 2. Language Learning theory | - Ling. 610, Methods and Materials Overview.  
- Ling. 620, Research.  
- Ling. 640, Language Acquisition.  
- Ling. 655, Culture Teaching and Pragmatics.  
- Ling. 695, TESOL Seminar.  
Ling. 670: Reading assignments detail very specific processes such as how individuals learn to read or how writing works in a second language.  
Ling. 650: Students discuss theories of language learning in small groups as a way to facilitate understanding of otherwise rather complex ideas. |
| 3. Teaching Knowledge and Skills | - Ling. 610, Methods and Materials Overview.  
- Ling. 611, Methods and Materials Application.  
- Ling. 612, TESOL Practicum.  
- Ling. 640, Language Acquisition.  
- Ling. 655, Culture Teaching and Pragmatics.  
- Ling. 660, Language Testing.  
- Ling. 670, Teaching Skills: Reading, Writing, and Vocabulary.  
- Ling. 671, Teaching Skills: Listening, Speaking, and Pronunciation.  
- Ling. 677, Curriculum Development. | Ling. 650: Students increase their teaching knowledge by actively reflecting on their teaching throughout the semester. They think about specific problems they are encountering and how to overcome them. They write six short reports over the semester detailing their investigations.  
Ling. 611: Students also read real and rather dramatic teaching dilemmas encountered by other teachers. As a class, we discuss the dilemmas and come up with ways to address or prevent them in our own teaching practice.  
Ling. 670: Students will teach a community ESL class. They will be able to create lessons and materials that will be utilized in daily English language instruction.  
Ling. 670: Students design realistic lesson plans for reading, writing, and vocabulary lessons and present these to the class.  
Ling. 677: Students in this class will develop a working definition of curriculum, identify principles for developing curriculum in various contexts, conduct a thorough needs analysis based on an appropriate curriculum development model, and develop language teaching curricula. |
Prospectus, Project, and Thesis

Graduate students in the TESOL MA program choose between two options for their culminating writing and research experience: a project or a thesis.

By completing the project or thesis requirement, students demonstrate their competence in the field of study as they identify an important area of interest and plan, conduct, and report on a study in that area.

The nature and purpose of the project or thesis should be congruent with the strengths, interests, activities, and needs of the faculty in the department. Students are expected to submit a prospectus for the project or thesis to the graduate faculty sometime during their second semester in the program.

In the next sections, you will find a description for each one of these 3 requirements.

Prospectus

Project and Thesis Prospectus

The prospectus is a research proposal that addresses the key questions of what, why, and how your project or thesis will be researched or developed. The prospectus is developed in collaboration with your project or thesis committee. You should enroll in one credit of L698R (Project) or L699R (Thesis) during your second semester (winter) for the purpose of writing your research prospectus.

The prospectus should be approved by your full committee by the end of your second semester of enrollment. A completed prospectus will be 3–5 pages in length and include the following key components:

- Proposed title.
- An introduction with a statement of the problem and the rationale for the thesis research or project development.
• Reference to significant articles that have been read (including appropriate citations) and how they have led to this prospectus.
• An overview of the methodology that will be followed to develop the project or research the thesis.
• Research questions for a thesis or outcome statements for a project.
• An indication of several professional journals that may be good venues for publication of your final work.
• Timeline.

The link below will redirect you to a BYU linguistic department page. There you will find an example of a thesis prospectus. Additionally, you can download a Project and Thesis blank form.

1. Example of thesis prospectus and blank forms Link (Links to an external site.)Links to an external site.

Project

A project focuses on meeting a pedagogical need that can be identified in several ways through previous teaching experience or experience gained during the practicum Ling.612 and/or the internship (Ling 688R) and includes a careful review of relevant literature.

Examples of a project could be:

• The development of print-based instructional materials
• Instructional software or a website
• Instructional videos
• A language test
• A curriculum

Students who select the project option take three credit hours of Ling 698R (Project Credit) and three credit hours of a mentored academic internship (Ling 688R) that is related to the project topic. In addition, students working on a project must select a nine-credit-hour specialization of elective courses that are aligned with the project topic.
For examples of projects click in the link below and you will find the title and abstract of recent work of TESOL MA students.

1. Example of project title and abstract Link (Links to an external site.)

Project Graduate Experience

Paul Cave

**Degree:** TESOL MA

**Project Topic:** Motivational Partnerships: Increasing ESL student self-efficacy.

**Since Graduation:** Thesis was accepted for publication in the *English Language Teaching Journal* (January 2018). Currently, he works at the ELC teaching grammar classes and running his own event singing business.
A thesis identifies questions that the research will attempt to answer. The questions are identified based on a clearly focused review of the literature. In order to answer the research questions, data are usually collected from language learners and teachers or from existing data sets. The data are generally submitted to basic statistical analyses in order to answer the research questions.

Since working on a thesis in many cases requires the participation of human subjects, appropriate procedures must be followed, and approval must be obtained from BYU's Institutional Review Board (IRB).

For more examples and information about title and abstract of recent theses and also about IRB approval click on the link below.

1. Thesis title and abstract example Link (Links to an external site.)
2. About IRB Link (Links to an external site.)

Juan M. Escalante

Degree: TESOL MA

Since Graduation: Works as Core (Community Outreach) Supervisor and teacher at the English Language Center.

Video Juan Escalante

Process for Generating a Project (underdeveloped and unpublished)

For students working on projects meeting with their chair early in the first semester is extremely important because they must select one of the four TESOL specializations (Teaching, Program Administration, Curriculum & Materials Development, or Curriculum & Assessment) that is most related to the project topic. Additionally, they need to complete a three-credit internship related to the topic and specialization.

The following paragraphs outline the process for generating a project from the time of admission to the final semester in the program.

Admission

If you select the project option, it is required of you to submit a topic of interest for a project in the application to the program. This topic serves two purposes: it helps the faculty identify your initial project chair, and it provides a point of departure for your project research and development. This topic is not binding, but you should meet with your chair early in the first semester in the program.

The purposes of this initial meeting are to confirm and refine your project idea, determine your area of specialization, and select two more faculty members to complete your committee as well as an internship mentor at the English Language Center. Once an internship mentor is selected, you should set a semester or term for you to complete your internship—preferably in the spring or summer term of your first year.

First Semester

You are required to take two classes in your first semester that will help you further focus your topic: Ling 610: TESOL Methods and Materials, and Ling 620: Research in TESOL. Ling 610 will introduce you to a variety of key topics and issues in TESOL, and Ling 620 will help you research key literature that can build a strong foundation for your work. While these
classes are very helpful, nothing will be more beneficial to your making progress than meeting with your project chair. Take advantage of your chair’s office hours.

**Second Semester**

You will be required to enroll in one credit of Ling 698R: Project Credits during your second semester. This one credit should be used to develop a project prospectus. Work closely with your chair in this drafting process. This prospectus should be approved by your full committee by the end of your second semester.

**Subsequent Semesters**

Once your prospectus has been approved by your committee, you should continue working with your chair and your internship mentor to develop your project. If you are using human subjects as part of your project, you must submit the appropriate forms and receive permission from BYU’s Institutional Review Board (IRB) to proceed with the study. This material is available online at [http://orca.byu.edu/irb/](http://orca.byu.edu/irb/). A useful way to think about your project is to begin with the end in mind. A TESOL project has two final aims: a completed project and a manuscript that reports on the project insights that can be shared with other TESOL professionals by means of publication in a TESOL-related journal. You should work closely with your chair to successfully complete your project and write your manuscript. The chair is responsible for offering guidance through the project development and offering feedback on your manuscript. Of course, you can also obtain feedback from other committee members and your internship mentor during this drafting and review process.

**Final Semester**

Typically, during the final semester of your program, you will present a preliminary version of your final project orally as part of the requirements for completing the seminar course—Ling 695. When your chair agrees that your manuscript is ready to defend, you must submit your manuscript to all members of your committee for defense approval at least four weeks before scheduling the oral defense. This means that at least one month before you hope to defend your manuscript, it should be submitted to the entire committee. They should have two weeks to read it before agreeing to sign ADV Form 8c, allowing you to schedule the defense. You must schedule the defense at least two weeks, to the day, before the actual exam. Be advised that finding a day and time when all your committee members are available can be a complicated and time-consuming process.

Before distributing your semi-final draft, you should carefully proofread it for content, spelling, grammar, syntax, word choice, formatting style established by the target journal’s publication guidelines, and other writing conventions. The primary responsibility of the project committee is to review the content of the manuscript. They should not be required to
address basic writing issues. You are, therefore, advised to utilize the BYU Writing Center, experienced proofreaders, and other such resources to improve the presentation and mechanics of your manuscript prior to submitting it to your committee.

Blank Project Prospectus TESOL.docx (To be developed)

Download Blank Project Prospectus TESOL.docx (61.2 KB)

Process for Generating a Thesis (underdeveloped and unpublished)

The following paragraphs outline the process for generating a thesis from the time of admission to your final semester in the program.

Admission

You are required to submit a topic of interest for a thesis and a rationale for selecting that topic in the application to the program. This preliminary topic serves two purposes: it helps the faculty identify your initial thesis chair, and it provides a point of departure for your research. This is not a binding topic; you should meet with your initial chair during the first semester in the program to begin refining your topic and selecting a full thesis committee of three faculty members.

First Semester

You are required to take two classes in your first semester that will help you further focus your topic: Ling 610: TESOL Methods and Materials, and Ling 620: Research in TESOL. Ling 610 will introduce you to a variety of key topics and issues in TESOL, and Ling 620 will help you research key literature that can build a strong foundation for your research. While these classes are very helpful, nothing will be more beneficial to your making progress than regularly meeting with your thesis chair. Take advantage of your chair’s office hours.

Second Semester

You will be required to enroll in one credit of Ling 699: Thesis Credits during your second semester. This one credit should be used to develop a thesis prospectus (see TESOL Prospectus form in Appendix 4). Work closely with your chair in this drafting process. This prospectus should be approved by your full committee by the end of your second semester.

Subsequent Semesters

Once your prospectus has been approved by your committee, you should continue working with your chair to complete a draft of the first three chapters of your thesis; you should also select the data collection instruments and procedures to be used in the study. This material should then be distributed to the other committee members, and you should organize a meeting in which the entire committee is able to give feedback on your research plans and,
ultimately, approve them. If you are using human subjects as part of your research study, you must submit the appropriate forms to BYU’s International Review Board (IRB) and receive permission from them to proceed with the study. This material is available online at http://orca.byu.edu/irb/. 

You should work closely with your thesis chair to successfully complete your thesis. Your chair is responsible for reviewing each chapter and providing feedback. Your thesis should be submitted chapter by chapter to your chair. It should never simply be submitted as a whole, since this would not allow for revisions along the way that could affect subsequent portions of the work. Of course, you can also obtain feedback from other committee members during this drafting and review process.

Final Semester

During the final semester of your program, you will give an oral presentation that describes not only your thesis/project rationale and methods, but also your results. This presentation is a Ling 695 course requirement and may be given in a Ling 695 class session or in another academic venue (e.g., a professional conference) approved by the instructor. When your chair agrees that your manuscript is ready to defend, you must submit your manuscript to all members of your committee for defense approval at least four weeks before scheduling the oral defense. This means that at least one month before you hope to defend your thesis, it should be submitted to the entire committee. They should have two weeks to read it before agreeing to sign ADV Form 8c, allowing you to schedule the defense. You must schedule the defense at least two weeks, to the day, before the actual exam. Be advised that finding a day and time when all your committee members are available can be a complicated and time-consuming process. Before distributing your semi-final draft, you should carefully proofread it for content, spelling, grammar, syntax, word choice, approved APA style, and other writing conventions. The primary responsibility of the thesis committee is to review the content of the thesis. They should not be required to address basic writing issues. You are, therefore, advised to utilize the BYU Writing Center, experienced proofreaders, and other such resources to improve the presentation and mechanics of your thesis prior to submitting it to your committee.

Blank Thesis Prospectus TESOL.docx (To be developed)

Teaching experience

The TESOL MA program is designed to provide you with theoretical background of methods, material, and ESL evaluation, as well as ESL teaching to put these principles to work. For this purpose, the TESOL practicum and the English Language Center can provide you with these
opportunities. The next sections will give you more detail about these two teaching opportunities.

TESOL Practicum Ling. 612

This course consists of 10 weeks of ESL teaching in a community ESL program. The course will take place at the English Language Center.

The learning outcomes for this course are:

1. Learn current and effective methods, techniques, materials, and strategies for teaching language skills (listening, speaking, reading and writing), as well as grammar and vocabulary.

2. Learn effective teaching principles and practices by observing experienced ESL teachers.

3. Create well-organized curricula, lesson plans, and materials, which includes needs analysis, creating effective goals and objectives, and selecting and utilizing appropriate language learning activities and assessment tools.

4. Learn how to produce smooth and effective lessons.

5. Learn your teaching strengths and weaknesses by reviewing your own teaching performance through viewing videotapes of your classroom teaching.

6. Improve your teaching performance by responding to constructive feedback received on your teaching performance from mentoring teachers, the course TA, and course faculty.

Community Outreach English (CORE) Historical Overview and Mission.

A brief overview of the beginning of the ELC

The Linguistics Department and the ELC worked closely together, providing students with opportunities to observe, teach, and do research. This led to the development of the TESOL Teacher Training Course (TTTC) a program envisioned to teach community classes for people who had a desire to improve their English. This initial program, later on, changes its name to Community Out Reach English (CORE) which still continues providing valuable teacher training experience to students, as well as teaching English to the non-English speakers in the community. CORE classes have become very successful and are now held at the ELC every semester.

The ELC today
The Community Outreach English (CORE) course is designed to provide you with experience teaching ESL to help you strengthen and develop the teaching skills that an ESL instructor needs. During the semester, you will have the opportunity to grow professionally by teaching community ESL, working together with peers, sharing information/ideas, and getting to know and work with faculty at the English Language Center.

The mission of the Community Outreach English (CORE) program is twofold. First, CORE supports BYU’s Department of Linguistics by facilitating the teaching, learning, and research of English as a second language in a non-Intensive English Program context. Second, CORE aims to provide ESL learners from the community with high-quality, low-cost English language instruction. CORE achieves this mission by:

1. Providing BYU student teachers with opportunities to apply university study in practical contexts and to develop excellence in English language teaching, curriculum design, materials development, technology use, assessment, and evaluation.
2. Providing BYU students with opportunities to develop mentoring and administrative experiences.
3. Providing the community with high-quality English teaching necessary to meet the needs of everyday life.

Further Preparation and Suggested Readings (Underdeveloped and unpublished)

"Writing your Journal Article in 12 Weeks" by Wendy Belcher

"Statistics in Plain English" by Timothy Urdan

"Practical Statistics for Nursing Using SPSS" by Herschel Knapp

Online blogs about how the mentoring relationship works in grad school


Check for Understanding Module 1

This is an opportunity for you to show comprehension of the module and ask about the topics presented. Please answer the following questions in the space provided. In time, your answers and questions will be addressed by a TESOL MA student.

Module 2

Meet the faculty
A very important part of your graduate education will come from working closely with faculty advisors and mentors. You need to become acquainted with the faculty so that you can not only choose the right topic for your MA thesis or project but also be able to choose the right advisory committee according to their professional interests. In the following sections, you will find a series of biographies and videos that will help you familiarize yourself with the TESOL faculty. This information will be of substantial importance as you consider those that you would associate with for future research for your thesis or project.

Faculty Members

Dr. Troy Cox

Assistant Professor, Linguistics and English Language

Dr. Dan Dewey
Associate, Chair Professor, Linguistics and English Language.

**Biography**

I am primarily interested in language learning that takes place outside of the classroom (i.e., informal learning). My research has focused on untutored learning by university students living and studying abroad, international interns, missionaries, and families relocated abroad for work and other purposes. I try to determine factors that contribute to informal language use and acquisition with the goals of providing guidance for students and language programs and of supporting sound policy planning. I am also interested in motivation, emotion, and affect and second language acquisition and in physiological and psychological responses to being immersed in a second language abroad. Finally, I am interested in the role of social networking and social support in the transition abroad and in second language acquisition.

**Commonly Taught Courses**

Ling 640, Language Acquisition; Ling 660, Language Testing

**Research Interests**

- Second Language Acquisition and Teaching
- Motivation in Language Acquisition and Teaching
- Social Networks and Language Acquisition
- Language Testing
- Study abroad and Experiential Learning
- Interplay between Cognitive, Linguistic, Psychological and Physiological Factors during SLA
Dr. Grant Eckstein

Assistant Professor, Linguistics

Watch Dr. Eckstein video

Dr. Norman Evans
Dr. Lynn Henrichsen

Full-Time Faculty, Affiliated Faculty

Watch Dr. Henrichsen video

Biography

I was born and raised in Provo. I taught at BYU-Hawaii from 1977 to 1992, and then I came back to BYU in Provo (1992–present). I have also worked as an ESL teacher for Iraquis and Syrians, an English curriculum specialist and materials developer, a TESOL program evaluator, and adjunct professor for the University of Hawaii and Hawaii State Department of Education just to name a few. I have served TESOL as chair of the Teacher Education Interest Section, guest editor for the TESOL Journal, member of the Professional Standards
committee, and team leader for the Graduate Student Forum. In my years at BYU, I have served on over 70 graduate student (thesis/project) advisory committees.

**Commonly Taught Courses**


**Research Interests**

- Language Learning and Teaching
- TESOL Methods Materials, and Research
- Adult ESL
- International EFL
- Internships

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Dr. Mark Tanner

Full-time Faculty, Linguistics, Affiliated Faculty, Second Language Teaching

**Biography**
Graduate Committee and Advisor

Upon admission, each graduate student is assigned an advisor whose purpose is to provide guidance during the students' first steps in the program. Eventually, when the student decides on a thesis /project and a topic, a decision to change faculty advisor might be made based on faculty interests and expertise on the chosen research topic. This faculty member then will become your thesis /project advisor.

The role of the advisor/advisory committee is to both guide and evaluate you in your coursework, research, professional development, and overall performance. Advisory committees consist of at least three members: a committee chair (the first reader) and two other faculty members (the second and third reader of a project or thesis). All members of the committee must have graduate faculty status.

Advisory committee members share in the responsibility of evaluating you in your progress through the program, and the committee gives final approval of your project or thesis. All committee members participate in events such as the prospectus meeting, the prescheduling meeting, and the project or thesis defense.

If you wish to make an adjustment in the composition of your committee, you may do so with a Change of Program/Committee Form, which is available on the department website, and with the consent of the proposed committee members.

What is the Role of my Committee?

By understanding the role that each one of your committee members, you will be able to know what type of guidance to expect from them.

**The project or thesis committee chair.**

As the first reader, your chair has the primary responsibility of mentoring you in the project or thesis. The project or thesis is your responsibility; hence, the chair is an advisor, rather than a supervisor. The chair works with you but does not do the work for you. You should become familiar with graduate school policies rather than expecting the chair to take the initiative. The chair will advise you with regard to the topic, focus, approach, methodology, results, content, organization, expression, format, and originality of the project or thesis.

**The second reader**

Has a secondary responsibility to mentor you in the project or thesis. Generally, the second reader will review ongoing work on the project or thesis after you have incorporated changes and suggestions from the first reader. You should consult with the second reader several times about the progress of the project or thesis before the scheduling of the defense.

**The third reader**
Responds to the project or thesis more as a finished product. Generally, the third reader will review ongoing work on the project or thesis after you have incorporated changes recommended by the first and second readers. You may have a fourth faculty member on your committee who is not a member of the graduate faculty if needed for specialized input.

**Working with a Thesis or Project Advisor**

Working with your advisor is one of the most critical relationships that you will experience as an MA student. Your success in great measure will depend on how well you can work together, respect each other's time, be responsible with due dates, gratefully receive advice, and respectfully articulate your opinions.

In the following links and videos, you will be able to find important information on how to cultivate successful communication with your advisor and members of your committee.

**Links to websites**

- [Great Expectations: Tips for a Successful Working Relationship with your Thesis Advisor Link](example.com)
- [Working with your thesis/ Project advisor Link](example.com)
- [Develop a healthy working relationship with your advisor Link](example.com)
- [Use your master's thesis supervisor PDF Link](example.com)

**Videos**

- 1. How to upset your supervisor.
  - [Link](example.com)
- 2. 7 Steps to a positive relationship with your supervisor.
Deadlines and meetings

You should arrange an initial meeting with all committee members as you begin the project/thesis process. Other meetings with the committee may be held as needed. You should arrange a prescheduling meeting with all committee members to discuss the completed project or thesis before scheduling the defense.

Faculty members will not sign the defense scheduling form until they have read and discussed the completed project/thesis with you and fellow committee members. You should plan the timing of your defense carefully because of the variability of faculty responsibilities, such as research leaves, administrative assignments, out-of-town conferences, and so forth. This is especially true in the spring and summer terms when faculty members may be unavailable.

To facilitate communication, you should send a brief monthly email progress report to all of your committee members. These emails are a critical criterion that graduate faculty discuss during student evaluations twice a year.

Program of study

All students are required to complete a Program of Study form, indicating the courses they will take to fulfill degree requirements. In their second semester, TESOL students will turn in their Program of Study to their Ling 611 professor by February.

1. How to fill out a Program of Study

On your Program of Study, list all classes (required courses, skill courses, and electives) that you plan on taking in your graduate program at BYU. After you decide on your classes, review them with your advisor and obtain signatures of all committee members on the Program of Study form. You should turn in your program of study your second semester in the program.

2. How to change the Program of Study

With approval from your advisor, you can make changes to your Program of Study. The “Program of Study Change Form” is available at http://gradstudies.byu.edu/forms. On the change form, list the classes currently on your Program of Study that need to be deleted, and
then list the classes that you want to add. Have your advisor approve the changes by signing the bottom of the form. Submit this form to the department secretary in 4064 JFSB.

3. **Relationship between your Program of Study and your Progress Report**

Your progress report compares your individual study list with the courses you have actually taken. It summarizes your progress in your program: classes completed, current registration, classes still needed, and current grade point average. In addition, the progress report alerts you and your advisors to possible problems with academic status, GPA, prerequisites needed, minimum registration requirements, time limits, and so forth. Your progress report is available on your myBYU account by searching for “prgrm” in the Quick URL box under Campus Links.

4. **Classes that can be funded by department scholarships**

Any department scholarship funding you receive will cover tuition only for program prerequisites and classes on your approved Program of Study form. Tuition for any additional courses (not on your approved Program of Study) must be funded from other sources.

5. **Credit-hour requirements**

You are required to take two thesis or project credits during the semester you graduate (defend your project or thesis). You are required to complete a minimum of six credits per academic year (fall semester through the next summer term). Otherwise, you will be dropped from the graduate program by the university.

On the next page, you will find a copy example of a program of study.

Program of study.pdf

[Download program of study.pdf](#) (422 KB)

**Check for Understanding Module 2**

This is an opportunity for you to show comprehension of the module and ask about the topics presented. Please answer the following questions in the space provided. In time, your answers and questions will be addressed by a TESOL MA student.

**Module 3**

**About the English Language Center.**

Mission Statement
As a lab school, the English Language Center supports BYU’s Department of Linguistics and by facilitating the teaching, learning, and research of English as a second language. The ELC achieves this mission by:

1. Providing BYU students with opportunities to apply university study in practical contexts and to develop excellence in English language teaching, tutoring, curriculum design, materials development, technology use, assessment, evaluation, and research.

2. Providing ELC students with the highest quality teaching of foundational and academic English in a research-based curriculum.

3. Sharing our scholarship by presenting and publishing our relevant experience, research, and resources for the benefit of others.

Historical Overview of the English Language Center

The conception of an English Language Center for BYU dates to 1971 when the first draft of an intensive ESL program was suggested by the TESL advisory committee. This incipient proposal involved the "creation of an intensive summer school program which would provide up to six hours of English instruction daily over a six to eight-week period" (Madsen, April 12, 1971). The proposal was well received; however, it did not see its conclusion and approval until 1979. The initial summer program became so popular that started receiving an increased number of students every year and in the next decade, the program became available every semester.

After such a steady increased in the number of students it became necessary to think about moving to a bigger building. In 1996, Elder Merrill J. Bateman at that time President of Brigham Young University envisioned the opportunity to try a unique concept, using a church building as part of the university campus. In order to increase the usage of a church building that had the capacity to host the ELC and combine secular and spiritual learning. The First Presidency of the Church at the time agreed with Elder Bateman’s idea and 3 years later in December the 12th 1997, the Church building located on the South-West corner of the stadium parking lot was dedicated with the dual purpose of worshiping and education, becoming the first one of its kind in the church.

Meet the ELC Coordinators’ Council

Program Coordinator
Dr. K. James Hartshorn

Biography

K. James Hartshorn received his Ph.D. in instructional psychology with a specialization in second language acquisition and an ESL emphasis. This was preceded by a BA degree in Japanese with an English minor and an MA degree in second language acquisition. James also has a graduate TESOL certificate and has been certified as an ACTFL oral proficiency interviewer. James’ involvement in second language education in the United States and Asia spans more than three decades. His professional interests include mentoring new professionals in the TESOL field by helping them to optimize the efficacy of their teaching and research.

Roles and Professional Interests

James is interested in a wide array of research focusing on the effects of formal instruction on second language development, language measurement, teacher development, and program evaluation.

Technology and Assessment Coordinator
Judson Hart

Biography

Judson has worked at the English Language Center in various roles since 2006. He is currently serving as the associate coordinator of technology and assessment. He received his MA in TESOL from Brigham Young University and his BA in Asian studies with minors in TESOL and business.

Roles and Professional Interests

Judson's research interests include scalable proficiency assessment solutions, vocabulary teaching, and testing and teacher evaluations.

Curriculum Coordinator
Benjamin McMurry

Biography

Ben has over 15 years of experience working with ESL students. He earned an MA in TESOL and a Ph.D. in Instructional Psychology and Technology. Ben is passionate about curriculum and materials development.

Roles and Professional Interests

As the Curriculum Coordinator, he organizes class schedules, new teacher mentoring, and other projects that benefit the curriculum, teachers, and students at the ELC. His research interested includes teacher professional development and instructional design among others. Ben also enjoys building web apps for language learning.

Meet the Area supervisors

Grammar Supervisor
Andrea Gonzales

Biography

Andrea received her TESOL MA from BYU in 2013 and her BA in Linguistics with a minor in TESOL in 2009. She has taught at the English Language Center since 2010 and loves teaching grammar.

Roles and Professional Interests

Her research interests include self-regulated learning, curriculum development, and teacher training.

Listening and Speaking fluency Supervisor

Karina Jackson

Biography

Karina graduated from BYU in 2016 with her TESOL MA. She received a BS degree from BYU in 2010 in Geography and a minor in English.

Roles and Professional Interests

Her research interests are in curriculum development, listening as a skill, and teacher training.

Reading Supervisor
Biography

Mariah Krauel is a recent graduate of BYU’s MA TESOL program with an emphasis in curriculum and materials development. She also received a BA in Linguistics and two minors in TESOL and Music from BYU. Mariah has taught ESL/EFL for many years, beginning as an intern at BYU’s English Language Center. She has ESL teaching experience in private tutoring, adult education, community English programs, and intensive English programs.

Roles and Professional Interests

Her research interests are related to educational psychology, including the development and implementation of self-regulated learning within intensive English programs.

Writing Supervisor
Christin Stephens

Biography

Christin received her TESOL MA from BYU in 2016. Previous to completing her MA work, she graduated with a BA degree in Spanish Translation and a TESOL minor. She enjoys working at the ELC in teaching, mentoring, and development roles.

Roles and Professional Interests

Christin is interested in research that relates to pronunciation (especially as it guides teachers to effective activities that can be done to improve perception or production), listening, and novice learners.

Community Outreach English Supervisor

Juan Escalante

Biography
Juan Escalante was born in the state of Michoacan in Mexico. At the age of 14, he and his family moved to the Oregon coast. He is a recent BYU’s MA TESOL graduate with an emphasis on assessment and curriculum development. He also earned a BA in TESOL Education and a minor in psychology from BYU-Hawaii. His research interests are related to reading, specifically, the cognitive processes elicited while reading and teacher training. Juan has taught ESL/EIL for many years, starting with his experience as the Online EIL Head Tutor at BYU-Hawaii. He has experience teaching and tutoring in private schools, community programs and EIP programs at universities including BYU-Hawaii, BYU, and Utah Valley University. Juan enjoys teaching reading and writing in particular but is also drawn to grammar and listening and speaking. Juan enjoys teaching students of all proficiency levels.

**Role**

As a member of the Executive Council, Juan Escalante supervises and mentors teachers who are part of the Community Outreach English program as well as undergraduate and graduate student teachers. Other duties include developing curriculum, conducting teacher training, and evaluating students’ proficiency for placement in the program.

**Work at the ELC**

**Hiring Policy**

Because of their central role in the ELC’s mission, BYU’s TESOL graduate students receive priority in the hiring process. First-time teachers who have received at least a “B” in Linguistics 611 and 612 are eligible to be hired for one class. Returning student teachers may be eligible to teach one or two classes. However, students who are not progressing adequately in their graduate work or are past their second year in the program will lose their priority status and may not be offered a class. Depending on enrollment and the number of TESOL graduate students, non-students with a record of excellence in teaching and a willingness to mentor student teachers may also be hired to teach some ELC classes. Continuing employment for all teachers at the ELC is based on quality of teaching and teacher citizenship as demonstrated by the timely completion of administrative responsibilities and the overall contribution the teacher makes to the ELC. Classes will not be offered to teachers who fail to fulfill teaching and administrative responsibilities or who undermine the ELC’s positive learning and teaching environment.

**Proficiency Requirements for L2 English Speaking Teachers**

The English language proficiency standard for teaching or tutoring at the ELC is Advanced-High. Exceptions must be approved by the Executive Council.
For more details about working opportunities at the English Language Center follow the link below.

Hiring evaluation and mentoring Link (Links to an external site.)

Check for Understanding Module 3

This is an opportunity for you to show comprehension of the module and ask about the topics presented. Please answer the following questions in the space provided. In time, your answers and questions will be addressed by a TESOL MA student.