



2012-07-03

Implementation and Evaluation of Curricular Changes in the Undergraduate TESOL Internship Program at Brigham Young University

Lydia Ripplinger

Brigham Young University - Provo

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

 Part of the [Linguistics Commons](#)

BYU ScholarsArchive Citation

Ripplinger, Lydia, "Implementation and Evaluation of Curricular Changes in the Undergraduate TESOL Internship Program at Brigham Young University" (2012). *All Theses and Dissertations*. 3113.

<https://scholarsarchive.byu.edu/etd/3113>

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

Implementation and Evaluation of Curricular Changes in the
Undergraduate TESOL Internship Program
at Brigham Young University

Lydia Ripplinger

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

Lynn Henrichsen, Chair
Kristine Hansen
Scott Sprenger

Department of Linguistics and English Language
Brigham Young University

August 2012

Copyright © 2012 Lydia Ripplinger

All Rights Reserved

ABSTRACT

Implementation and Evaluation of Curricular Changes in the Undergraduate TESOL Internship Program at Brigham Young University

Lydia Ripplinger
Department of Linguistics and English Language, BYU
Master of Arts

This MA project consists of the implementation and evaluation of the effectiveness of intended improvements to the TESOL minor internship program at Brigham Young University (BYU). The majority of changes implemented and evaluated in this study were suggested by Marisa Ontiveros in her 2010 MA thesis, *An Evaluation of the Learning Outcomes and Curricular Organization of the Brigham Young University Undergraduate TESOL Internships Course*. The present report summarizes relevant literature that led to the current project, including a discussion of the importance of internships in general, information regarding the significance of TESOL internships, and a summary of the BYU TESOL internship program, with descriptions of past studies that have focused on it. Specific curricular changes central to this study are then outlined, which consist of the implementation of new learning outcomes, the alteration of internship prerequisites, the addition and alteration of several course components, and the requirement that international interns participate in internship class sessions. Methods employed to implement and evaluate these changes are also discussed. Evaluation results are summarized, and implications and suggestions for future work are detailed.

Keywords: TESOL, internships, evaluation, curriculum development

ACKNOWLEDGMENTS

First and foremost, I wish to thank my loving family for their support and prayers throughout my time at Brigham Young University. Knowing they wanted me to succeed helped to push me through many difficult times. I am especially grateful for the love, help and support of my father, who not only provided invaluable feedback for this MA project, but assisted me with countless papers and projects throughout the years. It is through my father's careful instruction that, at a very young age, I learned to write. This skill has allowed me to succeed academically. I also wish to express gratitude for my sister, Sofia Ybarra, and my dear friend Angela Shelley. It is through their willingness to listen and help in so many ways that I was able to stay sane during my time in the TESOL MA program.

I also wish to express deep appreciation for my MA project committee members, Dr. Henrichsen, Dr. Hansen, and Dr. Sprenger. Their patience, hard work and encouragement have pushed me to greater heights than I could have achieved on my own. I am particularly appreciative of the patience, flexibility, and dedication of my committee chair, Dr. Henrichsen. His constant belief and trust in me and my abilities has opened windows of opportunity throughout the duration of my graduate school experience. His example has taught me more than any amount of classes or homework ever could have. I will be forever in his debt for the kindness he has bestowed on me. I plan to perpetuate the light he has instilled within me in my future academic and career endeavors.

Table of Contents

List of Tables	vi
List of Figures.....	vii
Chapter 1: Introduction	1
Chapter 2: Review of Literature	4
Internships in General	4
TESOL Internships.....	6
BYU’s TESOL Minor Internship Program	7
Previous Studies regarding BYU’s TESOL Minor Internship Program	12
The value of internationalizing TESOL internships.....	12
An evaluation of Brigham Young University’s local TESOL internship program.	14
An evaluation of the learning outcomes and curricular organization of the Brigham Young University undergraduate TESOL internships course.....	16
Chapter 3: Methodology.....	18
Evaluation Instruments.....	20
Online Qualtrics® survey of interns.....	20
Intern interview and email data.	23
Paper-based survey from internship site supervisors.	24
Internship site supervisor interview data.	26
Participants	27
TESOL interns	27
TESOL internship site supervisors	28
Chapter 4: Analysis and Discussion of Results	30
New Learning Outcomes Applied in the TESOL Minor Internship Program	32
Data from interns.	32
Data from supervisors.....	37
Course Prerequisites Altered, Allowing Interns to Begin Internship Work Earlier	43
Data from interns.	44
Data from supervisors.....	45
In-Service Support Sessions Added for Domestic, International, and Continuing Interns.....	47
Data from interns.	48
Data from supervisors.....	52
New Course Components Introduced	53
Data from interns.	54
Data from supervisors.....	68
Class Sessions Required as Preparation for Interns Going Abroad	70
Data from interns.	71

Intern Final Presentations in TESOL Minor Classes, Not Just the Internship Course	73
Data from interns	74
Data from supervisors.....	75
Reflection Assignments Incorporated into In-Service Support Sessions.....	76
Data from interns	76
Data from supervisors.....	78
Chapter 5: Conclusions	80
Effects on Stakeholders.....	81
Recommendations for the Future of the TESOL Minor Internship Program	83
In-service support sessions.....	83
Professionalism component.....	87
Limitations	87
Suggestions for Future Research.....	88
Concluding Statement	89
References	90
Appendices.....	92
Appendix A: Online Qualtrics® Course Evaluation by Internship Students.....	92
Appendix B: TESOL minor interns’ response to open-response questions in the end of semester Qualtrics® survey of Linguistics 496R.....	101
Appendix C: Interview Topics for Internship Students	105
Appendix D: IRB approval forms	106
Appendix E: In-Service Support Sessions Email Feedback.....	109
Appendix F: Evaluation of Interns by Internship Provider	123
Appendix G: Interview Topics for TESOL Internship Site Supervisors	126
Appendix H: Interview Transcriptions.....	127

List of Tables

Table 1	<i>Content of TESOL Minor Courses</i>	10
Table 2	<i>Current Components of Ling 496R</i>	12
Table 3	<i>TESOL Interns who Agreed/Disagreed that the New Learning Outcomes Were Met</i>	35
Table 4	<i>TESOL Internship Site Supervisors' Ratings of Their Interns</i>	39
Table 5	<i>Internship Supervisor Ratings of Interns, New Learning Outcomes</i>	41
Table 6	<i>Internship Supervisor Ratings of Interns, Decreased Internship Prerequisites</i>	46
Table 7	<i>New Course Components' Value to Learning, as Rated by TESOL Interns</i>	60
Table 8	<i>Internship Supervisor Ratings of Interns</i>	69

List of Figures

Figure 1. TESOL intern survey responses about the new Ling. 496R learning outcomes	34
Figure 2. TESOL minor interns' responses to the first Qualtrics® survey question regarding new course components	58
Figure 3. TESOL minor interns' responses to the second Qualtrics® survey question regarding new course components.....	65

Chapter 1: Introduction

In a moment of humorous seriousness, Mark Twain (1908) said, “soap and education are not as sudden as a massacre, but they are more deadly in the long run” (p. 350). Despite the humor in the comment, its implications are significant: the importance of education in wiping out ignorance and in elevating mankind is clear. *Education* describes the process of learning and gaining new knowledge, whether theoretical information, previously unattained skills, or simply increased ability to perform some task. The commonly accepted definition of education is explained by Fincher (1994):

In its broadest sense, learning can be defined as a process of progressive change from ignorance to knowledge, from inability to competence, and from indifference to understanding.... In much the same manner, instruction—or education—can be defined as the means by which we systematize the situations, conditions, tasks, materials, and opportunities by which learners acquire new or different ways of thinking, feeling, and doing. (p. 48)

Education has undergone much systematization in schools and universities around the world. Brigham Young University (BYU) is an institution dedicated to excellence in education. An integral part of the education process at this university is hands-on learning through internship experiences. Internships provide students with the opportunity to apply what they are learning in their classrooms to real-life situations, and to learn appropriate behavior for professional settings. According to Brigham Young, the founder of BYU, applying theoretical classroom knowledge appropriately in concrete settings, such as internships, is an essential part of the educational process. He explained that this process leads to increased appreciation for life: "Education is the power to think clearly, the power to act well in the world's work, and the power

to appreciate life" (as cited in Brimhall, 1920, p. 831). It is no wonder, then, that BYU's curricula include internships as an integral component.

As today's technology-infused world shrinks, the number of communicative exchanges between those of varying linguistic backgrounds grows exponentially. Because of this growth, this small world's inhabitants need to acquire the linguistic abilities requisite for meaningful communicative interactions to take place. In most instances, this means becoming competent in more than one language. The language most commonly employed to fill this need is the English language, a language which has risen as an important means of global communication in recent decades (Short, Boniche, Kim, & Li, 2001). Thus studies, theories, courses, software, methods, and especially teachers that can assist second-language English students to understand, increase, and facilitate the acquisition of this language have become increasingly vital. The growing need for English as a second language (ESL) teachers led to the creation of the Teaching English to Speakers of Other Languages (TESOL) minor program at BYU. This program, in harmony with the above described importance of internships at the university, requires that all participants engage in an internship component prior to graduation.

The BYU TESOL minor internship program recently underwent a thorough evaluation of both its learning outcomes and the effectiveness of the curricular content/organization. This evaluation was conducted as an MA thesis by Marisa Ontiveros (2010), a graduate of BYU's TESOL MA program. The evaluation resulted in several proposed changes to the TESOL minor internship program. Suggested revisions included altering the learning outcomes and modifying the structure and content of the class sessions that accompany TESOL minors' internship work (Ontiveros, 2010). The purpose of the present MA project is the implementation and evaluation of Ontiveros' proposed changes. The purpose of the evaluation is to ascertain whether or not

relevant stakeholders in the program view the changes as successful in correcting problems Ontiveros noted.

The following chapters of this report begin with an overview of the literature surrounding internships, starting with a discussion of internships in general, moving to an exploration of TESOL internships more specifically, then describing the TESOL internship program at BYU, along with a review of past studies involving the program. A description of the proposed changes to the TESOL internship program will then be outlined, along with the rationale for and an outline of the methods involved in the current study. Analysis of data collected for the purpose of evaluating the changes effected in this thesis project will follow. This report ends with a discussion of said data, including conclusions drawn in the course of the project, and suggestions for future research.

Chapter 2: Review of Literature

This chapter is a brief overview of professional literature about internships. The chapter begins with a discussion of internships in general, both TESOL and other internships. The discussion then narrows and focuses specifically on internships in the field of TESOL. The chapter concludes with a description of BYU's TESOL minor internship program in particular, including a review of recent studies that investigated and sought to improve the program.

Internships in General

According to BYU's Internship Office, an internship is an "academic, curriculum-based practical work experience in a particular field of study that enhances student learning, and for which a student is enrolled" (BYU Internship Office, 2007). Internships are rapidly becoming widespread in many academic disciplines (Henrichsen, Strong-Krause, Robins, & Farnsworth, 2008, p. 194). In a recent evaluation of BYU's TESOL internship program, Laura Steeby Robins (2007) justified her work by explaining that "internships are becoming more and more common in every discipline and in some they are considered a requirement" (Steeby Robins, p. 4). The rationale for this growing internship trend is depicted in a statement from one of BYU's university administrators, when he said "we feel an obligation to help students find employment, because most kids go to school to work.... Now there's a certain expectation when kids go to school [that] they are going to find a job afterward... and an internship is a key part of that" (cited in Ontiveros, p. 35). For good or ill, education is generally seen as a means to an end—a path that leads to employment. Thus internships, which increase employment opportunities, are inevitably becoming an increasingly integral part of many universities' programs and disciplines. Internships, however, do not hold value simply in their expansion of employment opportunities;

neither do education and its application need to be considered distinct. It is through their integration that both are augmented and enhanced.

Internships are intended to “[focus] on providing students with hands-on experience to enhance learning relevant to an area of study” (Heffernan, 2001, p. 10). The importance of internship experiences is vividly illustrated by Donofrio (2002), who states “education will develop your technical skills, but an actual workplace is the only way you can learn to apply those skills relevantly to the real world” (p. 93). Internships, then, provide a helpful transition from academia into the “real world.” They are an opportunity for students to “[integrate] classroom study with planned and supervised experiences in vocational, educational, or cultural settings” (Henrichsen, Strong-Krause, Robins, & Farnsworth, 2008, p. 194). Ontiveros (2010) further explains the academia to real-world transition when she says “an internship is a clear extension of the theory learned in the classroom and it helps the students synthesize in some way the knowledge they have acquired in the classroom” (Ontiveros, 9).

The BYU Internship Office’s website describes the benefits of internships not only to students, but also to departments and universities requiring them, and to internship providing sites. According to that office (n.d.), only 30% of students who do not complete internships receive job offers prior to graduation, whereas 58% of students that have completed internships as part of their course of study receive job offers before obtaining a degree. Not only do more student interns receive job offers than non-intern students, but starting pay for those who have completed internships is, on average, \$2,240 more than starting pay for non-interns.

The benefits of internships are not solely financial. The BYU Internship Office’s website explains that students who participate in internships “gain exposure to real-world problems and issues that perhaps are not found in textbooks.” Among other advantages, departments and

universities benefit from internships because they “[validate] the university's curriculum in a working environment,” “[improve] post-graduation statistics,” “[allow] the university to admit more students because many interns spend the semester off campus,” and “[connect] faculty to current trends within their professional field.” Internship sites also gain by engaging interns. Interns allow organizations the opportunity to evaluate and recruit possible employees, save money (Interns generally work for less than full-time employees.) and gain the “latest industry knowledge” that students, fresh from the classroom, bring with them (BYU Internships Office, 2007).

TESOL Internships

While some academic disciplines are largely theoretical and philosophical, TESOL is not. TESOL deals directly with the immediate reality of assisting ESL students to communicate in a fast-paced, unforgiving world of business, high-stakes social encounters, employment, and familial concerns. TESOL teachers’ development is seriously limited by a classroom setting in which they are the students. Intricacies of effective teaching, such as managing classroom time, dealing with unruly students, adapting personal teaching ideals to fit the philosophy of an established institution, and other essential teaching skills are not easily learned without real life experience. Generally, TESOL teachers first begin to gain such real life experience in an internship or a teaching practicum. While these terms are often used synonymously, their general distinction is that a teaching practicum usually includes a mentor teacher, whereas internships allow students to teach a class as the sole instructor. Richards and Crookes (1988) explain that in many MA TESOL programs, either an internship or teaching practicum “is the major opportunity for the student teacher to acquire the practical skills and knowledge needed to function as an effective language teacher” (p. 9). This frankly illustrates the reality that all experienced teachers

know: learning to be an effective teacher is best accomplished through actual experience in a live classroom. The necessity of real-life experience in education, including teacher education, was well-stated by John Dewey when he said “education is not preparation for life. Education is life itself” (Early Childhood Today Editorial Staff, 2000, p. 48).

Fortunately, many TESOL teacher preparation programs recognize the importance of personal experience in teacher preparation. In 1995, Palmer conducted a nationwide survey of TESOL graduate programs. He found that two thirds of the programs surveyed required their students to complete some sort of practicum or internship prior to graduation (Palmer, 1995). While teachers included in this two-thirds are fortunate, there remains, however, one-third who may never personally teach while pursuing an educational degree, despite the crucial nature of the experience. This reality is echoed in a statement by Ewing (1973): “Many potential teachers of ESL have little or no contact with learners of ESL before they find themselves face-to-face with them in the classroom.” Ewing then describes a solution for this daunting prospect: “Internships offer an immersion into the teaching situation that practice teaching [e.g. role-playing different teaching scenarios with other teachers in training] does not...” (p. 153). Internships for TESOL students are invaluable. They provide a safe environment where aspiring teachers learn priceless lessons only experience can give. Without internships, those lessons must be learned with the additional weight of employers’ expectations of pedagogical excellence heavy on their shoulders.

BYU’s TESOL Minor Internship Program

The TESOL minor internship program at BYU combines academic and real-world learning. Not only are TESOL interns required to participate in on-site ESL teaching, but the program offers a series of eight class sessions dedicated to the instruction, improvement, and

support of student interns. The TESOL minor internship class sessions are designed to fulfill the requirements for academic internships outlined by the university's Academic Internship Office (2007):

ACADEMIC STANDARDS

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

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

The assignments must include combinations or elements of the following:

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

ADMINISTRATIVE STANDARDS

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

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

- The nature and amount of supervisory contact between the faculty advisor or department administrator and the student
- Health insurance options
- University liability insurance
- The university contractual agreement that outlines the obligations of the student, the university and the experience provider
- Procedures for unanticipated termination (BYU Internships Office, 2007)

TESOL minor classes other than the internship class provide a broad, theoretical foundation of knowledge regarding teaching methods, materials development, assessment, language acquisition, and other aspects of ESL teaching. A summary of the pedagogical foundation TESOL students receive in TESOL minor courses other than the internship course is summarized in Table 1, as created by Ontiveros (2010). This summary presents the TESOL minor course material as it relates to seven principles BYU TESOL interns are required to consider and write about throughout their internship experience:

Table 1
Content of TESOL Minor Courses.

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

Table 1. (*continued*)

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

Note. Table created by Marisa Ontiveros (2010), *An Evaluation of the Learning Outcomes and Curricular Organization of the Brigham Young University Undergraduate TESOL Internships Course* (p. 50-51).

It is important to note that, due to the way the TESOL minor is structured, BYU’s TESOL minors seldom experience any practical application of this textbook and classroom knowledge until they participate in the TESOL internship program. This program, then, is the ultimate synthesis, as mentioned by Ontiveros (2010), of classroom knowledge, theories, principles, and ideas. It is through their internships that TESOL minors truly become ESL teachers.

TESOL minors are required to complete three internship credit hours prior to graduation. Each credit hour is equivalent to 50 hours of internship work. “Work” is interpreted to mean the actual face time interns have with those they teach at their internship sites, time spent preparing to teach at their internships, and time spent attending/doing homework for the internship class sessions. The components of the TESOL internship at the time of her MA evaluation as summarized by Ontiveros (2010) appear in Table 2.

Table 2
Current Components of Ling 496R.

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

Note. Table created by Marisa Ontiveros (2010), *An Evaluation of the Learning Outcomes and Curricular Organization of the Brigham Young University Undergraduate TESOL Internships Course* (p. 17).

Having interns work at internship sites, while also receiving information and support through class sessions, remains an accepted method of conducting TESOL internships. However, after completing her MA thesis, Ontiveros concluded that revisions to the learning outcomes and curricular organization of the BYU TESOL internship program were necessary.

Previous Studies regarding BYU's TESOL Minor Internship Program

Three important studies dealing with the BYU TESOL minor internship program have been published during its eight years of existence. They are summarized below.

The value of internationalizing TESOL internships. Henrichsen, Strong-Krause, Farnsworth, and Robins' 2008 study of the BYU internship program focused on the internship opportunities then available to students seeking to intern in English as a foreign language (EFL) teaching capacities. After describing the programs, the authors assessed the value of international internship experiences. The first EFL-teaching internship option they detailed was the International English Language Teaching Service Interns (IELTS) program. This program was designed for students in fields other than TESOL who wished to go abroad in EFL-teaching capacities; a program which has since been discontinued. The TESOL minor

internship program was also reviewed, focusing on those students in the program who chose to do their TESOL internship work internationally instead of domestically. The purpose of the study was to explore the value of internationalizing TESOL internships. Data for this purpose were gathered both qualitatively and quantitatively, through surveys, open-response questions, and final internship summary papers submitted by students who participated. Out of 29 total international interns, 14 (those with valid email addresses) were contacted, and 10 participated; of 39 IELTS interns, 12 participated. Results of the study indicated that interns who work in international settings reported benefits that included “intensified experiential learning, increased appreciation for other cultures, language-learning experience, heightened awareness of cultural differences in teaching and learning styles, and deepened intra-personal insights” (p. 195). While the study was limited, due to the fact that not all participating interns responded or gave permission to use data from their papers, the findings of this study are pertinent to the current investigation, specifically the current organization and sequencing of the course.

At the time of this study, TESOL interns who completed internships domestically were able to participate in the TESOL minor internship classes. There they received instruction on, information about, and participated in the development of professionalism in TESOL. They also created a TESOL resume, portfolio, philosophy statement, etc. While the benefits of an international internship experience are meaningful, international TESOL interns from BYU unfortunately missed the essential information and training provided in the TESOL minor internship class. This was due to the fact that the distance between BYU and their internship sites was generally too great for them to participate effectively in lectures, class activities, etc. Unfortunately, TESOL interns must weigh and decide between benefits gained through

international experience and the valuable lessons presented in the TESOL minor internship course.

An evaluation of Brigham Young University's local TESOL internship program. A second important study concerning BYU's TESOL minor internship program was conducted in 2007, by Laura Steeby Robins. Her study formally evaluated the content of the program, describing in depth its strengths and weaknesses. Steeby Robins began by detailing what then were components of the course, and determining the criteria to be evaluated. There were no course objectives at the time. Her criteria were:

1. The internship program should be viewed by administrators and students as effective.
2. The internship should directly correlate with the content of other TESOL minor classes.
3. The internship should help the students feel more prepared to teach ESL.
4. The internship should help the interns feel more confident when teaching ESL.
5. The internship should foster personal growth and/or understanding for the students.
6. The internship program should help students make decisions about their future in TESOL.
7. The internship should help the students create ties with the community.
8. The internship should increase students' understanding of different cultures. (p. 21)

Data for Steeby Robins' study were gathered in a manner similar to that described in the previous study. Quantitative data were gathered through surveys given to both interns and program administrators, with qualitative data retrieved from open-ended questions in the same surveys, and from final intern summary papers. Pre-surveys (administered before the internship experience) were distributed to 31 interns, and post-surveys (administered after the internship

was completed) were distributed to 52 interns. There were 36 respondents. Though limitations of the study include a novice, possibly biased evaluator who conducted the study with no research team, and the unfortunate fact that no past interns were contacted, pertinent results were still generated. The TESOL minor internship program was determined by Robins to be an “effective entity,” based on the result that “students feel that the internship is often the most meaningful part of their undergraduate education.” Robins justified this conclusion by explaining that students felt the program “allowed them to apply what they had learned in their TESOL Minor classes to the real world and gave them a chance to see first-hand if TESOL was the field that they really wanted to be in upon graduation” (p. 48). Recommendations for improvement of the TESOL minor internship program resulting from this study included: sharing objectives of the program with interns prior to beginning internship work; following up on these objectives during the course of the internship; clarifying the objective “internship creates ties with the community;” improving communication with future interns at the outset of their TESOL minor; requiring interns to participate in more than one type of internship experience; and increasing communication between BYU and internship sites (p. 50).

One of the most significant outcomes of Steeby Robins’ 2007 work was a suggestion for future research. She stated:

A trend within university contexts is to study the learning outcomes of various student experiences.... The current data could be used to determine the specific learning outcomes for this program. This is especially important because this course is usually completed near the students’ graduation, helping the university to know what the students are capable of doing when they graduate with a TESOL minor. (p. 55)

An evaluation of the learning outcomes and curricular organization of the Brigham Young University undergraduate TESOL internships course. Steeby

Robins' suggestion led to the MA thesis of Marisa Ontiveros (2010). Two main issues were addressed in Ontiveros' work: (1) evaluating and revising the TESOL minor internship course objectives, and (2) addressing concerns in the program's curricular organization, including proposing a system where international interns would be able to participate in the internship class sessions. While data for Ontiveros' study were collected with the same basic methods employed by the two previous studies, validity was increased through a more thorough investigation of the stakeholders of the internship program. Unlike Steeby Robins, who gathered data only from interns and directors of the internship program, Ontiveros triangulated her data by gathering information from five main stakeholders: university administrators and advisors, faculty of BYU's TESOL program, TESOL program coordinators, TESOL internship providers, and past and present TESOL interns. Ontiveros also applied the curriculum design model of Nation and McAllister (2010) to the TESOL internship program, and modified it to evaluate, explain and define the program's content. A strength of Ontiveros' thesis is her work's easy application to other university programs undergoing evaluation.

The focal result of Ontiveros' work was the revision of the TESOL minor internship program's learning outcomes into four concise statements:

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

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

3. **Demonstrate critical reflection** of his/her own teaching beliefs and practices, and
4. **Become familiar with professional** conduct, practice, and options in the TESOL industry. (Ontiveros, 2010, p. 66)

The second major result of Ontiveros' study was the suggestion that the internship class sessions be revised in several areas, most notable of which was separating the course into an internship preparation course and in-service sessions in an attempt to facilitate international intern participation in the internship classes. Though the suggestions resulting from Ontiveros' work were pertinent, needed, and theoretically sound, they were not put into immediate practice. Speaking specifically of the process of change in curricula, Rosen and Wright (1987) wisely stated, "change is not an 'event' that can occur simply... rather it is a 'process' that takes place over a period of time" (p. 26). Thus Ontiveros' suggestions presented a project needing attention.

The purpose of the present MA project was therefore to take the time needed to implement Ontiveros' proposed changes to the TESOL minor internship program, and thereafter evaluate their effectiveness, as perceived by stakeholders affected by the changes. Questions researched in the evaluation portion of this project were therefore two-fold:

1. From the perspective of TESOL minor interns, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?
2. From the perspective of TESOL internship site supervisors, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?

Chapter 3: Methodology

This chapter describes the methods used in this MA project. It reviews the changes made to BYU's TESOL minor internship program in the first year of the project, including the rationale for the selected changes. It also outlines the evaluation of newly-implemented changes, conducted in the second year of this project, and describes stakeholders who participated in the evaluation.

The purpose of this study is to implement changes to the TESOL minor internship program suggested by Ontiveros (2010), and to evaluate their worth/benefit to relevant stakeholders of the TESOL minor internship program. Ontiveros' study suggested five main stakeholders. Through consultation with advisors for this project, it was determined that, for the purposes of this study, all five stakeholders' perception of the effectiveness of the newly-implemented changes would be superfluous. The changes to the TESOL minor internship program recommended by Ontiveros and implemented in this study have a direct effect on only two stakeholders: TESOL minor interns and TESOL internship site supervisors. These stakeholders were therefore the focus of the present study.

Dependent variables for this study are outlined in the research questions under examination:

1. From the perspective of TESOL minor interns, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?
2. From the perspective of TESOL internship site supervisors, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?

Variables were examined through data gathered from relevant stakeholders described above, specifically in their responses to the evaluation measures outlined below.

Independent variables of this study include components of the TESOL minor internship program that underwent the process of implementation/evaluation. Changed components were the following:

- New learning outcomes applied in the TESOL minor internship program
- Course prerequisites altered to allow interns to begin internship work earlier in the TESOL minor process
- In-service support sessions added for domestic, international, and continuing interns
- New course components introduced in the place of components deemed less-effective in Ontiveros' 2010 thesis (online and community resources), including:
 - Instruction regarding professionalism in the workplace, including student creation of a personal/professional conduct plan
 - Discussion of the benefits of belonging to professional organizations, including students researching and writing about three TESOL organizations
 - Student presentations of resource ideas actually used in their classrooms
- Class sessions required as preparation for interns going abroad
- Interns' final presentations given in TESOL minor classes, not just the internship course
- Reflection assignments incorporated into in-service support sessions

After their implementation in BYU's TESOL minor internship course, each of the above outlined changes was evaluated to determine how TESOL minor interns and TESOL internship site supervisors perceived their effectiveness. Instruments used in the evaluation portion of this MA project are outlined below.

Evaluation Instruments

According to Worthen and Sanders (1987), formal evaluation is “the use of accurate information and criteria to assign values and justify value judgments” (p.12). The importance of such evaluation has been recognized and implemented in many curricula, programs, and universities. Ontiveros (2010) emphasized the importance of program evaluation in her MA thesis by stating “all curricula ought to have a system with tools that periodically assesses whether or not the program’s goals are being met” (p. 1).¹ Thus formal evaluation measures were created and employed as part of the present project in order to ascertain the effectiveness of the changes made to the TESOL minor internship program, as perceived by relevant stakeholders.

Online Qualtrics® survey of interns. At the conclusion of their internships, all BYU TESOL minor interns are required to complete a comprehensive survey about their internship experience. The survey includes questions regarding what interns thought and how they felt about the instructor of the course, objectives of the course, components of the class sessions, time spent at their actual internship sites, etc. Questions in this survey use Likert response scales, allowing the students to indicate the degree to which they agree or disagree with statements about the effectiveness of different aspects of their internship. The current survey distributed to TESOL interns at BYU was constructed as part of this MA project. The entirety of the survey can be viewed in Appendix A. This survey is computer-based, and was distributed via Qualtrics® survey software online to interns completing TESOL minor internships during the time of this study.

¹ Of course, besides the results of formal evaluation, other factors such as operational efficiency or budgetary concerns may also drive curricular changes. Those factors, however, are not the focus of this study.

Completing this survey is a requirement in the TESOL internship class. It takes the place of and asks questions found in a required, university-distributed survey given at the end of each semester for each course in each department at BYU. The eight-point Likert scale chosen in the construction of this survey was selected because it conforms to the current eight-point scale currently used in all of BYU's end of semester course evaluations. For example, TESOL minor interns were asked to rate their perception of the effectiveness of the new learning outcomes by responding to the statement: "Please indicate the extent to which you agree/disagree that your TESOL internship experience as a whole (not just the 496R class sessions) contributed to the intended learning outcomes." Interns then rated each outcome by selecting one of eight options: "very strongly disagree, strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree," or "very strongly agree." This same basic format was followed for questions about all of the course components.

As completion of this survey is mandatory, a broad sample of TESOL minor intern opinions is represented in the resulting data. Since the changes to the TESOL internship program were first implemented, the survey has been distributed to a total of 89 interns over the course of three semesters and two terms (Winter 2011-Winter 2012). While not all TESOL minor interns chose to complete this survey, a total of 53 interns did: a 60% response rate.

Questions regarding the new components of BYU's TESOL internship program were built into the Qualtrics® survey at the time of its construction. Having TESOL minor interns rate all components of the TESOL minor internship program, not just those newly-changed components, served to make the survey a tool that may in the future be used to evaluate students' perceptions of the effectiveness of the program. Not all data collected from the survey are discussed in this report. Not all are relevant, e.g. data from those questions aimed to determine

students' opinions about the instructor and about components of the course that were not changed have been omitted.

The Qualtrics® survey TESOL minor interns filled out regarding the internship program also presented several open-ended questions. These questions helped gather qualitative data about interns' perceptions of the effectiveness of different components of the internship program. For example, after student interns were asked to rate how they perceived the effectiveness of the new learning outcomes on the Likert scale, they were given the option to respond in writing to the prompt "please add any comments or suggestions you have about your overall learning experience in your internship." Open-ended prompts such as this were provided at regular intervals throughout the survey, allowing interns to qualitatively clarify and add to the data collected quantitatively in other survey questions. While personal or sensitive responses (such as comments directed specifically to or about the instructor of the course) to these free-response questions have been omitted, the remaining, relevant responses are provided in Appendix B. As completing this survey was required of TESOL minor interns regardless of the present study, data gathered through this Qualtrics® survey was considered existing data. IRB approval was therefore not necessary for this evaluation measure.

Student survey responses were analyzed using basic descriptive statistical measures. No inferential statistical means were employed. Instead, the data gathered were sorted, examined, and analyzed for patterns, trends and themes in stakeholders' perceived effectiveness of each of the new components implemented in the program as part this MA project. Triangulation between different sources of data, both quantitative and qualitative, was used in order to add validity to the patterns discovered in the data. Details regarding the analysis measures used for each specific change are described in chapter four.

Intern interview and email data. While the Qualtrics® survey described above elicited a breadth of data over the course of several semesters, more in-depth data were needed to provide a complete picture of TESOL minor interns' perceptions of the effectiveness of the changes made to the TESOL minor internship program. In-depth data of this type were thus collected through two methods: individual interviews with student interns, and email feedback.

Individual interviews with select TESOL minor interns conducted as part of this MA project provided additional qualitative data to that produced by open-ended questions in the Qualtrics® survey. Six students who had participated in the internship program during the time changes were being implemented were interviewed. A list of topics discussed can be found in Appendix C. These interview data were not intended to provide a breadth of information. Their purpose was to highlight and provide depth about interns' opinions of the changes made to the internship program that may not have been readily apparent in the survey responses. These interviews typically lasted 20 minutes. As data of this sort are sensitive, and as this portion of data gathered in this MA project were not existing data, IRB approval was obtained prior to conducting these interviews. Copies of IRB forms for this project are located in Appendix D. Data gathered through these student interviews were compared with the data from student surveys.

A third source of qualitative data was feedback in students' emails regarding TESOL minor interns' perceptions of the effectiveness of the changes made in the internship program. Data of this sort focused specifically on the newly implemented internship in-service support sessions.

In her 2010 evaluation of BYU's TESOL minor internship program, Ontiveros suggested the TESOL minor internship classes be separated into two components: (1) preparation sessions,

consisting of classroom instruction and assignments, to be attended prior to work at internship sites, and (2) in-service sessions, where interns currently working in internship sites would come together and discuss successes, difficulties, experiences, etc. with their fellow interns. The purpose of separating the course into these components was twofold: first, to allow international interns to receive the important classroom instruction that, at the time, only domestic interns were receiving; and second, to allow interns who had completed the class sessions, but were still working to finish internship hours, a chance to collaborate with and receive support from their peers. As large-scale curricular changes such as the separation of a course into two separate components was beyond the scope of this study, this project satisfied the twofold purpose described above through two means: (1) by requiring international TESOL minor interns to attend the class sessions before going abroad, and (2) by implementing in-service support sessions each semester for all interns, whether they were currently attending class sessions, simply working to finish internship hours, or doing internship work abroad.

Because the selected format for the implementation of in-service support sessions did not perfectly match the format suggested by Ontiveros, it was determined that additional data on the topic were needed to ensure the sessions were fulfilling their intended purposes. TESOL minor interns were therefore asked to send their feedback via email regarding the in-service support sessions they attended. These email data were collected during the time the in-service support sessions were being held, and analyzed through the same methods used to analyze other qualitative data gathered in this MA project. All data collected in the form of student emails are reported in Appendix E.

Paper-based survey from internship site supervisors. Changes effected in the course of this study influenced not only the participating TESOL minor interns, but also the

supervisors of the various TESOL internship sites. The second research question of this MA project therefore focuses specifically on those supervisors by asking: “From the perspective of TESOL internship site supervisors, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?” Both quantitative and qualitative data were collected in an attempt to come to a clearer understanding of the answer to this question.

At the end of each semester, TESOL minor interns give each of their internship site supervisors a survey to complete and return to BYU’s TESOL minor internship coordinator. This survey asks the internship site supervisors to rate the TESOL minor interns they have worked with in 15 different areas:

1. Relevant Skills
2. Human Relations
3. Quality of work
4. Quantity of work
5. Punctuality
6. Attitude toward work
7. Dependability
8. Ability to learn
9. Creativity
10. Oral Communication
11. Overall Performance
12. Interacted well with students
13. Teaching practice matched the organization’s objectives
14. Taught professionally

15. Taught effectively

The survey divides these 15 areas into 5 question groups, which are answered using a four-point Likert scale consisting of the options “excellent, very good, satisfactory,” and “needs improvement.” A copy of this survey is found in Appendix F. This survey was not created specifically for this project, but is instead an existing survey given to all internship site supervisors each semester. Thus IRB approval for the internship site supervisor survey portion of this MA project was not necessary.

Aspects of this survey are relevant to and affected by the changes made in BYU’s TESOL minor internship program. The 15 characteristics that internship site supervisors use to rate BYU’s TESOL minor interns correlate with different components of the TESOL minor internship course, both components that were changed as part of this MA project and components that were not changed. Examples of how these 15 characteristics relate to components of the internship course include “relevant skills” being a reflection of the success of the new learning outcomes and the course prerequisites being altered; “human relations” affected by instruction on professionalism in TESOL and discussions with peers in-service support sessions; and “quality of work” and “quantity of work” as committed to in student interns’ personal/professional conduct plans, etc.

TESOL internship site supervisor responses to this paper-based survey were collected and tallied. A total of 63 surveys were analyzed for trends, patterns, and themes. Responses to this survey provide a breadth of data regarding site supervisors’ perceptions of changes to the TESOL internship program.

Internship site supervisor interview data. Similar to the way TESOL minor intern interviews served to create more depth to the data, individual interviews with TESOL

internship site supervisors were conducted to add depth to their paper-based survey data. The data resulting from these discussions illustrated in more detail and more specificity how internship site supervisors perceived the effectiveness of the changes made to the TESOL minor internship program in this MA project.

Two internship site supervisors were selected and interviewed for this portion of the project. Topics discussed in these supervisor interviews are listed in Appendix G. Complete transcriptions of these interviews are located in Appendix H. Data resulting from these interviews were analyzed for patterns, trends and themes. A discussion of the resulting data is presented in chapter four. While IRB approval was not necessary for the survey portion of data gathered from internship site supervisors, it was obtained in order to conduct interviews with these supervisors. All IRB approval forms for this study are located in Appendix C.

Participants

TESOL interns. TESOL minor students are required to enroll in Linguistics 496R and complete 150 hours of internship work before graduation. Similar to completing the Qualtrics® survey, participation in the course was not voluntary. While the required nature of the course and survey may have swayed some responses, the effect was minimized in that student responses were completely anonymous. Advantages of requiring responses to the survey consist mainly of having the high response rate of 60%, as described above.

For the sake of practicality, not all student interns from 2010-2012 were invited to be interviewed as part of this study. Instead, participants were randomly selected from each of the three semesters and two terms during which the new changes to the program were in effect. This random selection consisted of assigning all interns a number based on an alphabetical listing of their names, and then using a random number generator to select those who would receive an

invitation to participate in the interview portion of this study. While a total of 19 interns received an interview invitation, only six agreed, and were subsequently interviewed. Interviews consisted of a discussion of how interviewees perceived the effectiveness of the new changes to the TESOL minor internship program. A complete list of interview topics can be found in Appendix D. All interviews were recorded, transcribed and analyzed for patterns, trends, and themes. Interviews typically lasted 20 minutes.

TESOL internship site supervisors. Internship supervisors who participated in this study did so voluntarily, both those who completed surveys of TESOL minor interns, and those who were interviewed. Respondents to the survey completed by TESOL internship site supervisors included supervisors from 11 internship sites: BYU's English Language Center, Project Read, Selnate International School, Gabby Geckos, Nomen Global, LDS Missionary Training Center, Geneva Elementary School, Topeka Public Schools, BYU's Writing Center, Provo Adult District ESL, Center for High School Global Alliances. Thus these internship site supervisors' surveys were used to collect a breadth of data.

Those supervisors interviewed for this project were not selected randomly, but were intentionally chosen based on the institution they represented. Currently, TESOL minor interns are allowed to complete internships at a number of ESL schools, programs, institutions, etc., both domestically and internationally. It is therefore common for an internship site to receive interns for a semester or two, and then go several semesters without having any interns offer to work for them. Because of this, not all internship site supervisors would realize the full impact of the recent changes to the internship program. Differences they noticed in student intern behavior, attitude, knowledge, etc., could be a result of individual differences as easily as they were an actual correlation with changes in the internship program itself. The supervisors selected to

participate in interviews for this study were therefore chosen because the institutions they represented were well-established TESOL internship sites located close to BYU, institutions which routinely receive several TESOL minor interns each semester.

As was the case with TESOL minor interns' interviews, TESOL internship site supervisors' interviews typically lasted 20 minutes and were recorded and transcribed. Complete transcriptions of these interviews can be found in Appendix H. These interview transcriptions were analyzed for patterns, trends, and themes that indicate how these supervisors perceived the effectiveness of the changes made to internship program.

Trends, patterns, and themes that emerged during analysis, noted mainly for their frequent repetition among the data, were organized around the newly-implemented internship program changes described above. Triangulation between trends discovered among all the data collected, both quantitative and qualitative data from TESOL minor interns and TESOL internship site supervisors, was then used to solidify and add validity to the findings. While many of these stakeholders' perceptions adhered to the expectations inherent in the research surrounding the internship program, several did not. The following chapter details these findings.

Chapter 4: Analysis and Discussion of Results

The purpose of this chapter is to present, examine, and discuss the data collected through both the quantitative and qualitative measures described above. Data for this project were used to answer two main research questions:

1. From the perspective of TESOL minor interns, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?
2. From the perspective of TESOL internship site supervisors, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?

Quantitative data for the first question were gathered through TESOL minor interns' responses to a Qualtrics® survey, that asked questions about these interns' experience with BYU's TESOL minor internship program. Qualitative data regarding student perspectives on the changes to the program were gathered both through open-response questions on the same survey, email feedback, and through personal interviews with interns, all of which focused on the newly implemented changes to BYU's TESOL internship program. Utilizing a survey to collect data allowed a breadth of data to be collected from many interns, while emails and interviews allowed a more focused depth of information to be procured.

Data to answer the second question were also collected both quantitatively and qualitatively. Quantitative data collection measures to answer the second research question were comprised of responses to a paper-based survey in which TESOL internship site supervisors answered questions about the interns they worked with. Qualitative data concerning internship site supervisors' perspective on the changes effected in this project were gathered through personal interviews. Again, the method of using both surveys and interviews allowed for breadth and depth of data to be collected. This collection of data from multiple sources allowed for

triangulation among sources of information, adding validity to the findings. Triangulation would not have been possible had only one source been used. A description of data collected through the above outlined measures follows.

Data discussed in this section will be grouped and analyzed according to the independent variables of this project, the changes that were implemented and evaluated in the internship program:

- New learning outcomes applied in the TESOL minor internship program
- Course prerequisites altered to allow interns to begin internship work earlier in the TESOL minor process
- In-service support sessions added for domestic, international, and continuing interns
- New course components introduced in the place of components deemed less-effective in Ontiveros' 2010 thesis (online and community resources), including:
 - Instruction regarding professionalism in the workplace, including student creation of a personal/professional conduct plan
 - Discussion of the benefits of belonging to professional organizations, including students researching and writing about three TESOL organizations
 - Student presentations of resource ideas actually used in their classrooms
- Class sessions required as preparation for interns going abroad
- Interns' final presentations given in TESOL minor classes, not just the internship course
- Reflection assignments incorporated into in-service support sessions

These changes, resulting from the research of Steeby Robbins, Ontiveros, and others previously described, provided the foundation for intended improvements to the internship

program. The effectiveness of these changes in this regard, as perceived by relevant stakeholders, will now be considered.

New Learning Outcomes Applied in the TESOL Minor Internship Program

As a result of her extensive evaluation of the internship program, Ontiveros (2010) suggested that four new learning outcomes be instated in the program. These outcomes, as described by Ontiveros, were:

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

1. **Apply linguistic and pedagogical concepts** learned in other TESOL minor courses in real world situations,
2. **Express feelings of confidence and preparedness** in teaching English as a second language,
3. **Demonstrate critical reflection** of his/her own teaching beliefs and practices, and
4. **Become familiar with professional** conduct, practice, and options in the TESOL industry. (Ontiveros, 2010, p. 66)

Data from interns. The Qualtrics® survey created to evaluate student perspective on the changes to BYU's TESOL minor internship program asked the students to rate these intended learning outcomes as follows:

1. Please indicate the extent to which you agree/disagree that your TESOL internship experience as a whole (not just the 496R class sessions) contributed to the [accomplishment of the course's] intended learning outcomes

Students were given eight response options for this question: “very strongly disagree, strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree,” and “very strongly agree.” Interns were asked to select from these options for each of the four new learning outcomes individually. For the first learning outcome outlined in Ontiveros’ 2010 thesis, “apply linguistic and pedagogical concepts learned in other TESOL minor courses in real world situations,” the majority of students indicated that they agreed that their internships had contributed to its accomplishment. The mean response for this learning outcome was 6.92, with a standard deviation of 0.90. The second learning outcome, “develop feelings of confidence and preparedness in teaching English as a second language,” also received positive ratings by interns. The mean response for this learning outcome was 6.79, with a standard deviation of 1.04. The third learning outcome, “demonstrate critical reflection of your own teaching beliefs and practices,” was also perceived by interns to be accomplished: the mean response for this learning outcome was 6.69, with a standard deviation of 1.09. The final learning outcome, “become familiar with professional conduct, practice, and options in the TESOL industry,” was also rated by the majority of interns as something their internship experiences helped them accomplish. The mean response for this learning outcome was 6.60, with a standard deviation of 1.09. A total of 52 interns responded to this question. These intern responses are summarized in Figure 1.

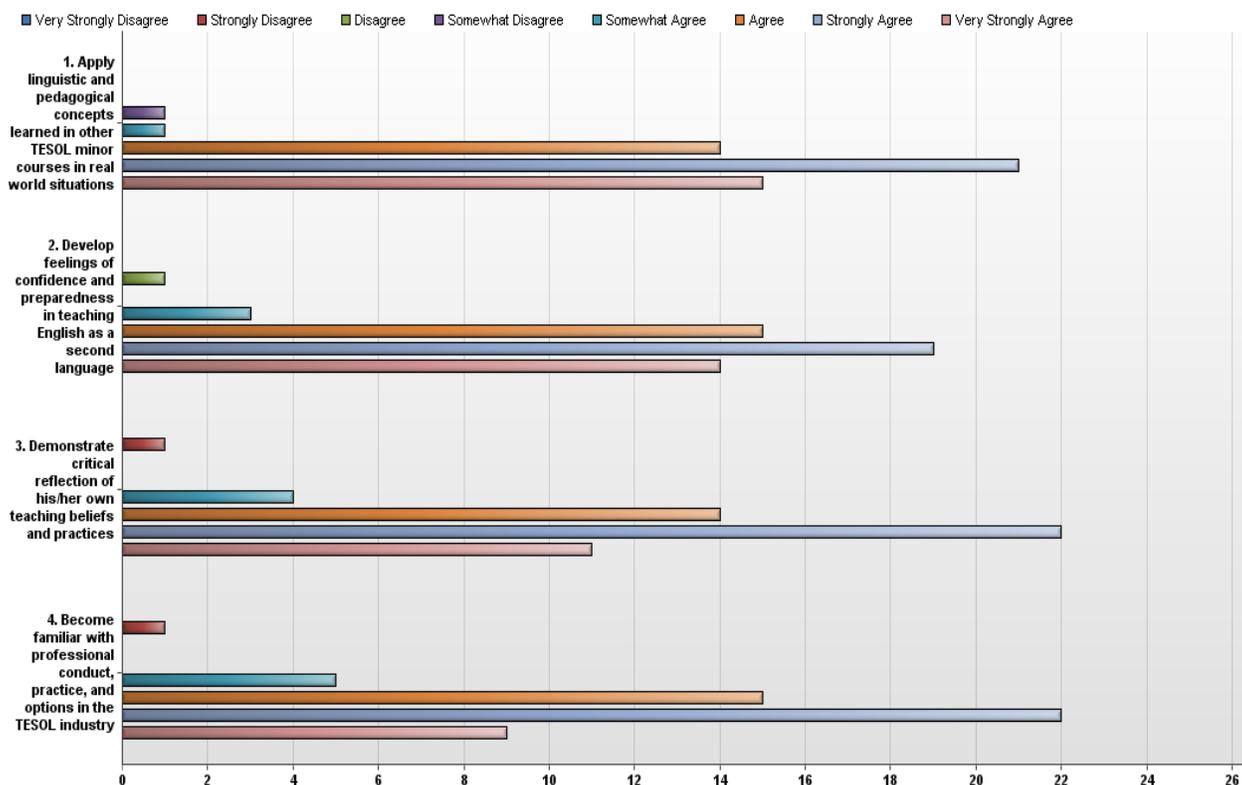


Figure 1. TESOL intern survey responses about the new Ling. 496R learning outcomes. This figure illustrates TESOL minor interns' Qualtrics® survey responses regarding their perceptions of the effectiveness of the new learning outcomes implemented in this MA project.

Of the 52 interns that responded to the question, a vast majority, 96%, indicated that they either “agreed,” “strongly agreed,” or “very strongly agreed” with the first learning outcome. In relation to the second learning outcome, the response was similarly positive: 92% selected one of the three same options in response. The third new learning outcome was also rated favorably by most interns, receiving a 90% agreement rate. Finally, 88% of interns expressed agreement that their internship experience contributed to the fourth new learning outcome. These responses are summarized in Table 3.

Table 3

Percent of TESOL Interns who Agreed/Disagreed that the New Learning Outcomes Were Met

Learning Outcome Met	Agree	Neutral/Disagree	Standard Deviation
1. Apply linguistic and pedagogical concepts learned in other TESOL minor courses in real world situations	92%	4%	0.90
2. Express feelings of confidence and preparedness in teaching English as a second language	92%	8%	1.04
3. Demonstrate critical reflection of his/her own teaching beliefs and practices	90%	10%	1.09
4. Become familiar with professional conduct, practice, and options in the TESOL industry	88%	12%	1.09

Qualitative data collected in relation to interns' perceptions of the effectiveness of the program in helping them achieve its new learning outcomes were gathered through both open-response question on the Qualtrics® internship course survey, and discussion about the outcomes in individual interviews with selected interns. Qualitative data collected in this way were analyzed for patterns, trends and themes. Those discovered reflected the favorable sentiments of student interns as indicated in the quantitative portion of the survey. Free-response answers exemplifying such patterns and themes included statements such as

[My internship experience] provided a great transition from my minor classes, where I was the student, to the real-world, where I was the teacher. [Experiences in my

internship] were a valuable way to gain confidence and experience in an environment where it still felt okay to ask for advice or help as a new teacher. I feel much more prepared and excited to work in the TESOL field.

and

It was a great time to learn and experience new things and real world. Through my internship, I was able to set my career and future goal with TESOL field. Also, I have gained great confidence with my teaching and preparing lesson plan in different teaching areas.

Discussion of the new learning outcomes in individual interviews with interns also included their perception of the program's effectiveness in helping students achieve the new learning outcomes. These interview comments were also analyzed for trends, patterns and themes, which, when they emerged, reflected the positive sentiments toward the new learning outcomes interns had expressed in free-response questions on the Qualtrics® survey. Comments in this regard included the following:

I think they're really good... an internship I feel like should help you become more confident in teaching, cause you haven't done it yet, and then help you to know your options, and it's pretty much applying it, because you're taking all the classes and actually putting them into practice.

and

I feel like those learning outcomes are definitely applied, with the combination of teaching or actually being in a teaching situation, and then just once a week [in class]

drawing our attention to certain aspects, or making us think about certain things as we go back and teach more. Yeah, I thought it was good. Those four areas are definitely things I remember from the class.

Data from supervisors. Favorable impressions of the new learning outcomes implemented in the internship course as part of this MA project were not limited to the TESOL interns. TESOL internship site supervisors also responded favorably in their comments relating to interns' accomplishment of the new learning outcomes, as seen both in quantitative and qualitative data related to the topic.

As described previously, quantitative data from TESOL internship site supervisors were collected through paper-based surveys in which these supervisors rated the interns they worked with in a number of areas. Answers were based on a four-point Likert scale, which ranged from "excellent" to "very good" to "satisfactory" to "needs improvement." The first question asked supervisors to rate interns' "relevant skills" for the internship, by asking "To what degree has the student acquired and applied the skills needed to perform adequately in the assigned position?" The second question asked site supervisors to rate their interns' "human relations" skills by asking "How well has the student accepted suggestions and related to fellow workers, supervisor, and (where applicable) subordinates?" The third question asked supervisors to rate interns' "quality of work," and the fourth question their "quantity of work." The fifth question was somewhat different than the first four, in that it asked internship site supervisors to rate the interns they worked with in a number of different areas: "personal appearance, punctuality, attitude toward work, dependability, ability to learn, creativity, oral communication," and "overall performance." The final question on the survey, question six, was only answered by those supervisors rating interns who had done actual teaching in their internships, as opposed to

those who had tutored, developed curricula, or any other TESOL activity. In this final question, supervisors rated these teacher interns in four areas: “interacted well with students, teaching practice matched the organization’s objectives, taught professionally,” and “taught effectively.” This sixth question therefore received fewer responses than the previous five questions. A copy of this survey is located in Appendix F.

A total of 63 internship site supervisors’ ratings of interns were gathered using the above described survey from 2010-2012. Responses to each of the areas in which they rated TESOL minor interns were tallied, recorded, and analyzed for patterns, trends and themes. These supervisor responses are summarized in Table 4.

Table 4

TESOL Internship Site Supervisors' Ratings of Their Interns

Survey Question	Excellent	Very Good	Satisfactory	Needs Improvement	Total Number of Responses
Relevant Skills	28	30	3	0	61
Human Relations	35	20	3	2	60
Quality of work	37	19	5	0	61
Quantity of work	39	17	6	1	62
Personal appearance	43	16	1	0	60
Punctuality	39	17	3	1	60
Attitude toward work	50	10	1	1	62
Dependability	37	19	3	1	60
Ability to learn	47	12	1	1	61
Creativity	39	18	4	0	61
Oral Communication	40	18	2	1	61
Overall Performance	42	17	1	1	61
Interacted Well with Students	28	24	2	0	54
Teaching Matched Objectives	30	22	2	0	54
Taught Professionally	33	15	4	0	52
Taught Effectively	29	20	3	0	52

Note. Not all internship site supervisors were asked to respond to the last four areas, as they only applied if the intern was teaching a class (as opposed to tutoring, developing curricula, etc.).

While the survey did not specifically ask the supervisors what they thought of the new learning outcomes for the TESOL minor internship program, supervisors' perceptions of the effectiveness of these outcomes were reflected in their ratings of interns. Those questions on the survey most closely linked to the new learning outcomes were those which asked supervisors to rate interns' relevant skills (outcomes one and two), quality of work (outcomes one, two, and three), personal appearance (outcome four), punctuality (outcome four), attitude toward work (outcomes three and four), dependability (outcomes three and four), ability to learn (outcome three), overall performance (all four outcomes), the level of professionalism the interns demonstrated (outcome four), and the effectiveness with which interns taught (outcomes one and two).

In rating interns, those site supervisors surveyed generally indicated interns did quite well in these relevant areas, most frequently selecting the options of "excellent" or "very good." Data collected in this regard are summarized in Table 5. The high ratings depicted seem to indicate that TESOL internship site supervisors felt the new learning outcomes implemented as part of this MA project were being accomplished.

Table 5

Internship Supervisor Ratings of Interns in Relation to the New Learning Outcomes

Category	Excellent/Very Good	Satisfactory/Needs Improvement
Relevant Skills	95%	5%
Quality of Work	91%	9%
Personal Appearance	98%	2%
Punctuality	93%	7%
Attitude Toward Work	97%	3%
Dependability	93%	7%
Ability to Learn	97%	3%
Overall Performance	97%	3%
Professionalism	92%	8%
Effective Teaching	94%	6%

In individual interviews with TESOL internship site supervisors, the new learning outcomes for BYU's TESOL minor internship course were addressed more directly than they were in the supervisor-completed survey of TESOL interns. In these interviews, supervisors were given a list of the new learning outcomes, and asked to discuss their feelings in regard to their effectiveness, and the level to which they felt these new outcomes were being met in their experiences with TESOL interns since the implementation of the outcomes. The favorable impressions depicted in the supervisor-completed survey were solidified in supervisors' interview responses to the new learning outcomes. During their interviews, the two TESOL internship site supervisors interviewed as part of this MA project expressed their sentiments toward the new learning outcomes:

I heard [the interns I worked with] talking about ideas and everything and feeling like they were applying what they were doing.... So I know that went well. [As for confidence

and preparedness], I guess they didn't seem to be too worried. So as far as that goes, they all did say [they'd] like to be in the classroom more, and they all definitely tried to develop this sort of confidence and being prepared.... I don't know that I saw any of them doing [their reflection assignments], but when we sat down together at the end of the semester, I said to them, basically the reason we're meeting today is cause I want to get your feedback on how this has gone, to see what could go better, etc.... And then the last [learning outcome] is being familiar [with professional conduct, practice and options].... They seemed to [have accomplished that]. If that's what they are, they seemed to have done well with them.... All of these ... are really important, I think; for them to see and reflect on what they're learning.

and

Well, especially the interns that have ended up teaching, I can see that they are trying to practice those pedagogical things that they're learning in the class.... It seemed like they were really ready to put into practice what they've learned in their classes so far, into what they've got to do right now – to jump in and start teaching.... You have to carry yourself with a certain air of confidence. I can tell when we go over the different duties that we might do if somebody isn't a computer expert, then we won't ask them to do those kinds of things, but sometimes we end up needing them to do that. And you know, if you'll just let us teach you a little bit, could you, you know, lend a hand, they'll usually say "oh sure" – they'll try anything. So yeah, I can see that they change over time. Once they're in the environment of whatever school they're going to be in, and see how people work together, I think that increases those feelings, too.

The intern and site supervisor responses above suggest that the new learning outcomes applied to the internship course have accomplished their intended goal. Not only were the quantitative data gathered from student and supervisor surveys overwhelmingly positive, but individual interviews with both stakeholders confirmed what the surveys suggested.

Course Prerequisites Altered, Allowing Interns to Begin Internship Work Earlier

Before the outset of this MA project, TESOL interns were required to complete the majority of their TESOL minor coursework before they were allowed to begin work in internship sites. As suggested by the first new learning outcome for the internship program, having some theoretical background knowledge aids in teaching. However, BYU TESOL internship faculty and coordinators decided it was not necessary or perhaps even optimal to require TESOL minor students to complete the majority of their coursework before beginning their internships. Reasoning behind this change included the assumption that beginning internship work earlier in the TESOL minor process would allow students to decrease the total amount of time required to graduate, and would augment the learning process, as principles the students were learning in their TESOL minor classes would be immediately applicable in real-life teaching situations at internship sites. It was therefore decided that, as part of this MA project, prerequisites to the TESOL minor internship program would be reduced to the completion of either Linguistics 330 or English Language 223 (Intro to Linguistics), and either the completion of or concurrent enrollment in Linguistics 477 (Methods and Strategies in TESOL).

Because the change in internship prerequisites was not a component of the TESOL internship program itself, it was not included in the Qualtrics® survey in which TESOL interns discussed their feelings regarding the internship class. Data regarding this change to the internship program were therefore gathered through three means: (1) qualitative data gathered

from interns in personal interviews, (2) quantitative data produced by site supervisors through their ratings of interns on the end of semester survey, and (3) qualitative data gathered from internship site supervisors in personal interviews. Data from these sources were analyzed for patterns, trends and themes. Those discovered suggested that both student interns and internship site supervisors perceived this change to be effective.

Data from interns. The TESOL minor interns themselves agreed with the TESOL internship faculty and coordinators in regard to the change in prerequisites. All interns interviewed as part of this MA project indicated that they perceived the change in TESOL internship prerequisites as effective. Trends expressed in interns' interviews consisted of students indicating that the reduction of internship prerequisites allowed them to graduate sooner, facilitated positive experiences through the application of TESOL minor class information at internship sites, and perpetuated feelings of increased motivation toward learning when newly-acquired principles were applied in real-life settings. Intern interview comments representative of these favorable sentiments toward the change included the following:

[Being able to do my internship early in the TESOL minor] really helped me out, because it would have been really hard for me to... fit in the internship class and graduate on time... There's no way I would have been able to do all the other classes before that. I thought that the Ling. 477 class being concurrent was very helpful. I am glad that that was something they recommended and that I had to force myself to do, because I took things straight from that class, and used them in my internship. So that one especially was super beneficial during the internship.

and

I think concurrent works great.... I think a lot of the assignments from the classes... lined up with the things I was trying at work, trying at my job.

and

I loved it. Actually I wish I would have done internship earlier... because I felt that that was the thing that stimulated my desire. Maybe if I'd have taken it earlier I'd have been more willing to learn in class... and that would have prepared me for later experiences. So I'm glad that you guys didn't have me take all the classes and then go into it, because I think that even though you have so much knowledge in a subject, the motivation to apply that knowledge and to acquire that knowledge comes from actually being in an environment that stimulates that desire.

These selected responses are representative of the attitude of all interns interviewed for this MA project: the reduction of prerequisites for participation in the internship program assisted students to graduate in a more timely manner, allowed them to apply what they were learning in their TESOL minor courses more effectively, and helped increase their motivation to learn.

Data from supervisors. Decreasing the number of hard prerequisites for participation in the internship program had the potential of decreasing the amount of teaching preparation that students received. This created the possibility of reducing the quality of teaching TESOL minors would be able to give at their internship sites. Quantitative data gathered from internship site supervisor surveys, however, suggested that this was not the case. Internship site supervisors rated student interns' relevant skills as either "excellent" or "very good" 95% of the time, despite their taking TESOL minor courses concurrently with instead of before beginning internship

work. Interns' quality of work also received a high rating, with 91% of supervisors rating their interns as either "excellent" or "very good" in this category. Interns' overall performance also received the high ratings of "excellent" or "very good" 97% of the time; and finally, internship site supervisors said that the level of effective teaching they found among interns was either "excellent" or "very good" 94% of the time. These data are summarized in Table 6.

Table 6

Internship Supervisor Ratings of Interns in Relation to the Decreased Internship Prerequisites

Category	Excellent/Very Good	Satisfactory/Needs Improvement
Relevant Skills	95%	5%
Quality of Work	91%	9%
Overall Performance	97%	3%
Effective Teaching	94%	6%

Qualitative data gathered from internship site supervisors supported the positive response to the change in the course prerequisites. When asked how they felt about the change, those internship site supervisors interviewed for this MA project said

Well [changing the prerequisites] makes sense to me. Even just based on things that other teachers have mentioned to me.... When we look at who can take the class, it's always been people leaving it right to the end, and then they have to try to get their hours in really quickly, and it doesn't work very well if we don't have enough hours for them or whatever; and then they're scrambling to get their 150 hours done in a really short period of time when they have to take so many prerequisite classes.

and

I think it makes it good [for us] to the effect that there are more interns to choose from. But, for their benefit, I think it's better for them, because they are starting from the beginning, from the beginning of their majors. So instead of waiting until the end, like someone I student-taught with. This was her last semester of university, and she had a horrible experience student teaching; she decided she didn't want to be a teacher....

When they come here... we look at where they are in the program, and take that into consideration.... Get them started as early as possible, and... they'll begin to gain their confidence as they're learning what they need to do in their classes. Waiting until the end may not be the best benefit for them.

In sum, the data suggest that both interns and site supervisors perceived the changes to the internship course prerequisites as effective. Allowing interns to begin internship work earlier facilitated not only students' timely graduation, but interns indicated that their learning and motivation were enhanced through the concurrent learning and application of teaching principles.

In-Service Support Sessions Added for Domestic, International, and Continuing Interns

One of the major changes to the internship program suggested in Ontiveros' 2010 thesis was the creation of in-service sessions for all interns, whether continuing, domestic, or international. Implementing a curricular change as large as the separation of the internship program into two distinct components proved beyond the scope of the present MA project. It was therefore determined that in-service support sessions would simply be added to the existing Linguistics 496R course as an assignment for TESOL minor interns to attend.

Data regarding the perceived effectiveness of these in-service support sessions by both student interns and site supervisors were gathered quantitatively and qualitatively. Quantitative

data were gathered through the Qualtrics® survey about BYU's TESOL internship program at the close of TESOL minors' internship work. The survey rating interns themselves, filled out by internship supervisors, did not include a question that related to the in-service support sessions, therefore quantitative data relating to the new internship in-service support sessions was procured only from the interns, not from internship supervisors. Qualitative data regarding the perceived effectiveness of the in-service support sessions, on the other hand, were gathered from both student interns and internship site supervisors through personal interviews. They were also gathered through interns' responses to open-ended questions on the Qualtrics® survey.

Because the implemented format of the in-service support sessions did not exactly follow the suggestions made by Ontiveros, additional feedback was deemed beneficial in ensuring that the selected format for in-service support sessions fulfilled the intended purposes. Student interns were therefore asked to write a brief feedback email addressed to the researcher upon completion of each in-service support session. Data from all the above outlined measures were analyzed for trends, patterns and themes as follows.

Data from interns. Two questions on the Qualtrics®, intern-completed survey of the internship program asked interns to rate their perceptions of the effectiveness of the in-service support sessions. The first question asked interns how helpful they felt discussing their “internship experiences/challenges/successes/etc. with other interns” was. A total of 88% of the respondents to this question indicated that they found this activity either ‘helpful,’ ‘very helpful,’ or ‘extremely helpful.’ The second question about the effectiveness of the in-service support sessions asked interns to rate the degree to which they found the sessions valuable to their learning on a percentage scale. This scale began with the option of “0% valuable,” and from there moved to “25% valuable,” to “50% valuable,” to “75% valuable,” and finished with “100%

valuable.” Of 34 respondents to this question, 67% felt the in-service support sessions were 75% or more valuable to their learning. It can be seen that interns’ perceived effectiveness of these in-service support sessions is mixed, especially when compared to their responses to other components of their internship experience. Some interns found them more valuable to their learning than others.

Quantitative data about interns’ perception of the effectiveness of the in-service support sessions was gathered first through open-ended questions in the Qualtrics® survey. Comments in this section that had to do with the in-service support sessions were positive. In regard to the sessions, one intern said “The ISS sessions were the most helpful. It’s really good to hear from the other interns, see what they’re doing and how they’re handling their challenges.” Another intern echoed this sentiment by stating “I thought the in-service sessions were really helpful and useful. Talking with other interns was really helpful in getting insight into how to resolve difficulties I encountered and give feedback to other students was probably helpful for them as well.”

Interns’ feedback in regard to the in-service support sessions in personal interviews, however, more closely matched results from the Qualtrics® survey. In their interviews, interns indicated that they perceived the in-service support sessions to be valuable, but they also offered suggestions for changes to the sessions that they felt could increase their value. Interns’ sentiments as expressed in interviews included statements such as

Well, to be honest, [the in-service support sessions were] kind of a relief. Because while I was having some issues with my internship, being able to discuss that with other people, they were like, oh, I had that same issue. And we were able to talk about it, and it made me feel better, because I felt kind of like a failure at first; cause this is my first time going

out into the real world and actually teaching, and so I was making mistakes. And being able to discuss those mistakes with other people, and seeing that they ran into that too, it was really helpful for my self-esteem, and I learned from my mistakes.... I mean, it's ok to make mistakes; that's what I pulled away from it a lot of the time. We're all making mistakes, we're beginning, so I didn't have to compare myself to my co-workers, who were already really experienced; and I could talk with people who are at my same level and see how they were doing, too.

and

I don't know, for me, I wish I could have discussed [internship challenges, successes, etc.] more with the teachers themselves rather than my peers. Not that I didn't respect the opinions of my peers; the teacher of my course or even someone who had a lot more experience than my peers. My peers, they're in different situations, they're doing different things; I didn't feel like sometimes what they were saying was that applicable to me. Sometimes I was like, 'well, that's nice, but it's just not going to work with where I'm at.' So maybe someone who's had a broader range of experiences could then say – hey look. You know? But I think for those people who did find it beneficial, it was. And it was a good opportunity to also let out your frustrations about things and get it out and just talk about it. For me that was its benefit.

As represented in these intern responses, some found the in-service support sessions to be more effective than others. Qualitative data collected from interns in the form of email also reflected mixed sentiments. In general, interns' emails about the in-service support sessions were positive, saying such things as

I found the ISS extremely helpful and I love talking with the other interns about our internships. I learn a lot from talking with other people and it is also good to talk through my own struggles/concerns/strengths/weaknesses. It is good to have a support group and be able to feel that connection with a whole group of people.

However, while the majority of the feedback indicated that interns found the in-service support sessions to be helpful, there were some reservations expressed in several emails, such as

I thought the ISS yesterday went well. I learned a few good ideas and it was interesting to hear others reflect on their experiences. I enjoy talking to others about their internship experiences, but I already do this outside of class, so I don't really learn anything new there.

Many interns suggested several ways the in-service support sessions could be improved to increase their effectiveness. Common suggestions included ensuring ample time to have meaningful discussions, and having more experienced teachers participate in the sessions along with the interns.

In order to accommodate all interns, both those interning domestically and internationally, some in-service support sessions were held online, through the use of a Google Document. Specific mention of this feedback is important, as intern email feedback in regard to these online sessions was overwhelmingly positive. Intern comments in this regard included the following:

Once again I immensely enjoyed the online ISS more than I enjoy the in-class ISS. The online ISS forces me to think about how to respond to the questions and therefore really reflect on my internship. I feel like I really realize what I am learning/what is going well/what my strengths are/what my weaknesses are when I have to WRITE it down

instead of just SPEAK it. I also love reading what other people have to say and giving my comments/responses. Overall I love the more personal interaction and the opportunity it gives me to reflect.

and

I really enjoyed this ISS session online! It was better for me because it gave me time to think about the questions I needed to answer and allowed me time to respond to questions or suggestions that the other students had about my internship. I didn't have to do it all in a 50-minute time frame and I wasn't able to just sit back and let everyone else in the group do all the talking (which is what I most likely would have done if I did this in person during class). The online session allowed me to actually have a conversation, albeit typed, with the other students about the questions we had to answer. And I just feel like it was more in-depth this way that it would have been had I participated during the regular class time.

These comments highlight the nearly unanimous opinion of interns that online in-service support sessions were, for them, effective. All the data gathered from TESOL minor interns, both qualitative and quantitative, indicate that the in-service support sessions were perceived as generally effective, though this was especially true of the online in-service support sessions. The data also suggest, however, that TESOL interns feel improvements could be made to increase the effectiveness of in-person internship in-service support sessions.

Data from supervisors. TESOL internship site supervisors, though not personally involved in any of the in-service support sessions, felt the concept of allowing interns time to

discuss their internship experiences was a good idea. Discussions with supervisors regarding in-service support sessions and their purposes resulted in such comments as

I don't know if I've seen anything in particular, but I can tell you that the interns that I had that I worked this Winter semester.... I haven't worked with them before, but they seemed like a close group to me.... They were always chatting about X other person, or you know, they seemed like they were really cohesive. They talked with each other about what they were doing and what was going well or whatever, even just in that. So you know, I can't say what it was like before, but they certainly seemed like a cohesive group.

According to the trends in the data, it appears that internship site supervisors perceive the in-service support sessions as an effective component of the internship course. Interns themselves, however, have mixed feelings on the topic. In general, TESOL minor interns perceive the in-service support sessions as effective, but with room to improve.

New Course Components Introduced

In Ontiveros' 2010 evaluation, it was decided that some existing course components, namely instruction and assignments regarding online and community resources, were perceived as less-effective by TESOL minor interns. Ontiveros suggested that these components be replaced with more effective topics, such as professionalism and professional organizations in TESOL. Ontiveros also concluded that the assignment to present a teaching idea was not performing its intended function. It was too broad and theoretical. She suggested that instead, the teaching idea assignment be changed to a more concrete resource idea assignment. In this revised assignment, students would share some resource (whether a teaching idea, assessment instrument, grammar game, etc.) that they had actually used in their classrooms and had proved

to be an effective ESL resource. Ontiveros' suggested course changes were implemented as part of the present MA project. These changes took the form of:

- Instruction regarding professionalism in the workplace, including students writing a personal/professional conduct plan;
- Discussion of the benefits of belonging to professional organizations, including students researching and writing about three TESOL organizations;
- Student presentations of resource ideas actually used in their classrooms during the in-service support sessions.

As part of the present MA project, these new components were evaluated in order to ascertain how interns and internship site supervisors perceived their effectiveness. Assessment to this end was conducted both through quantitative and qualitative means. Quantitative measures of the perceived effectiveness of these changes consisted of data collected through surveys. Surveys included the student-completed Qualtrics® survey, distributed at the close of each semester, and supervisor-completed surveys of the interns themselves. Qualitative data were collected through open-ended questions on the Qualtrics® survey, and through personal interviews with select interns and supervisors.

Data from interns. Quantitative data regarding interns' perceptions of the new components of the internship course were gathered using two questions in the end of semester Qualtrics® survey:

1. How helpful was each of the following internship activities in preparing you for future TESOL work?
2. How valuable were these activities to your learning (as opposed to just doing busy work)?

Interns were then given lists of components of the TESOL internship course to rate: components that were newly implemented as part of this project and existing components that remained unchanged as a result of the evaluation conducted by Ontiveros (2010). All components of the TESOL internship experience were rated, not just the changed components. This allows the survey to be used continually by TESOL minor internship coordinators to gather data concerning the effectiveness of the entirety of the TESOL internship program. Upon completion of this project, the survey will be available for further use to ensure the program's continued productivity in the education of TESOL interns.

The first Qualtrics® survey question intended to gather data regarding the effectiveness of new components to BYU's TESOL internship course allowed interns to answer using an eight-point Likert scale. Answers on the scale began with the option of "extremely unhelpful," and moved from there to "very unhelpful," to "unhelpful," to "somewhat unhelpful," to "somewhat helpful," to "helpful," to "very helpful," and ended with "extremely helpful." The scale interns used to answer the second question regarding the effectiveness of components of the internship course differed from the first due to the nature of the question. Instead of an eight-point Likert scale, the second question used a five-point scale, ranging from "0% valuable to my learning," to "25 % valuable to my learning," to "50% valuable to my learning," to "75% valuable to my learning," to "100% valuable to my learning."

A total of ten components of the internship course were addressed by the first question, "how helpful was each of the following internship activities in preparing you for future TESOL work":

1. Become informed of different options in the TESOL field after graduation.
2. Create a web based portfolio.

3. Apply linguistic and pedagogic concepts learned in other TESOL minor courses in real world situations.
4. Reflect on your own teaching experiences through written reflection exercises.
5. Create and share with other students your own written teaching philosophy.
6. Share your personal TESOL experiences with other students, such as your resource idea, your teaching portfolio, and a summary of your internship.
7. Increase your professionalism in the field through writing a TESOL-appropriate CV/resume.
8. Become familiar with TESOL-related professional organizations.
9. Become aware of work etiquette and appropriate dress in the TESOL profession.
10. Discuss your internship experiences/challenges/successes/etc. with other interns.

Components 3, 6, 8, 9, and 10 were all newly implemented as part of this project. Student intern responses to these components were generally positive, though some more so than others. The mean response to component three, “apply linguistic and pedagogic concepts learned in other TESOL minor courses in real world situations,” was 6.98. The mean response to component six, “share your personal TESOL experiences with other students, such as your resource idea, your teaching portfolio, and a summary of your internship,” was 6.55. Component eight, “become familiar with TESOL-related professional organizations,” received a mean response of 6.57. The mean response to component nine, “become aware of work etiquette and appropriate dress in the TESOL profession,” was 6.39. The final relevant component of this question was component 10, “discuss your internship experiences/challenges/successes/etc. with other interns.” The mean response to component 10 was 6.71. A total of 51 students responded to this question in regard to components 3, 6, 8, and 9. It is unknown why only 34 students

responded to component 10 of the question. A summary of responses to all components of this question can be seen in Figure 2.

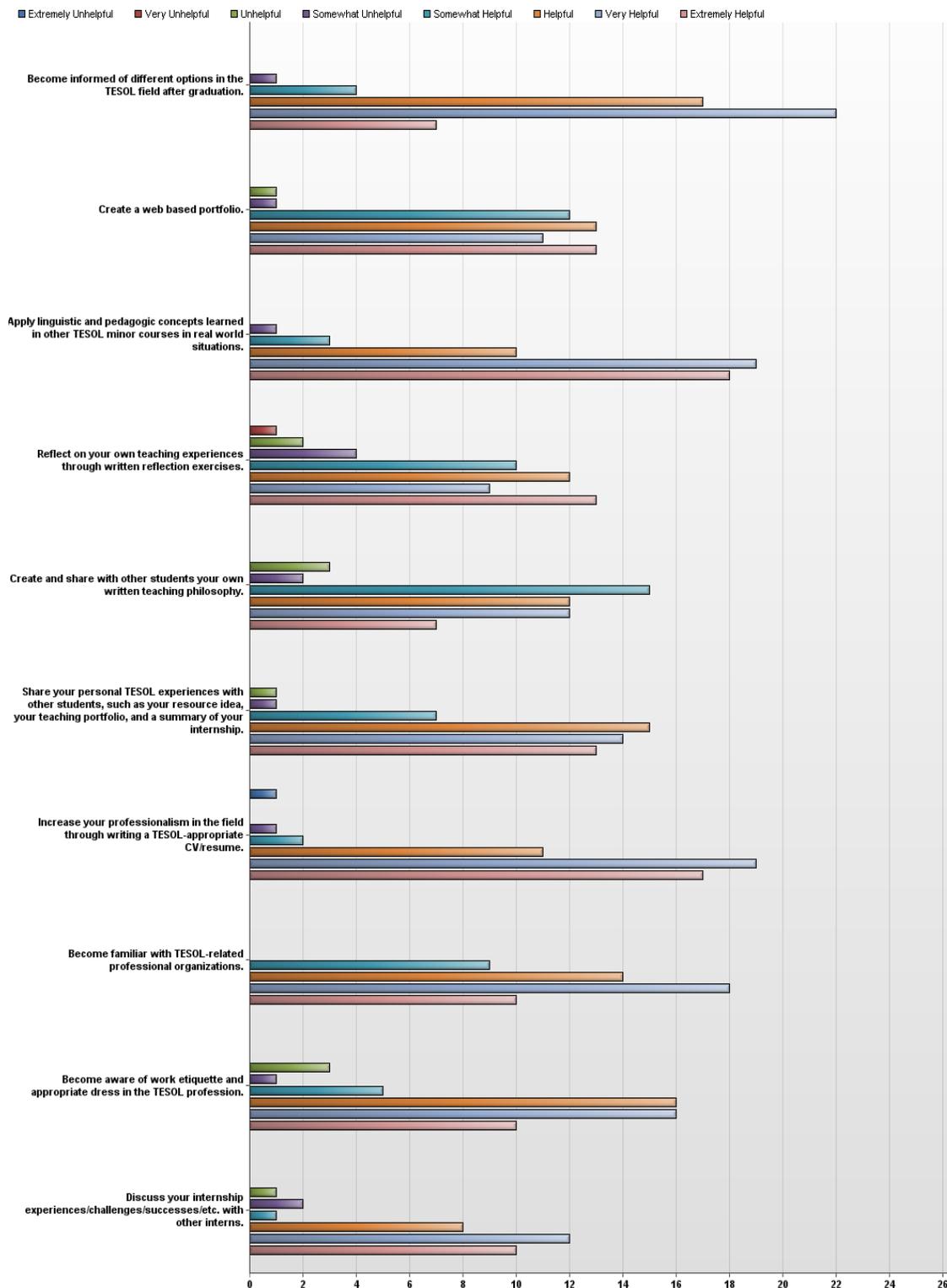


Figure 2. TESOL minor interns' responses to the first Qualtrics® survey question regarding new course components. This figure illustrates TESOL minor interns' responses to the Qualtrics® survey question "how helpful was each of the following internship activities in preparing you for future TESOL work?"

The second question designed to measure student perspectives on newly-implemented components of the internship course, “How valuable were these activities to your learning (as opposed to just doing busy work),” allowed student interns to rate course components on a five-point scale: 0%, 25%, 50%, 75%, or 100% valuable to my learning. While the first question regarding components of the internship course included different aspects of the internship experience as a whole, this question focused instead only on assignments from the internship class itself, upon which student intern grades were based:

1. Monthly Hours Logs
2. Reflection Exercises
3. Teaching Philosophy Statement
4. Resource Idea
5. Personal/Professional Conduct Plan
6. CV or Resume
7. After Graduation Research Report
8. Professional Organizations Research Report
9. Teaching Portfolio
10. Summary Paper and Oral Presentation
11. Evaluations
12. Class Sessions
13. In-Service Support Sessions

Not all assignments from this list were part of the evaluation of changes the program inherent in this MA project. Those assignments that were part of this project, whether the entirety or some aspect of the assignment, correspond to items 2, 4, 5, 8, 10, 12, and 13. Course

assignments not implemented in this project rated by student interns in the question were included in the Qualtrics® survey in order to ensure the continued usefulness of the survey for research purposes after the completion of this MA project. Student ratings of these components are described below, summarized in Table 7, and illustrated in Figure 3.

Table 7

New Course Components' Value to Learning, as Rated by TESOL Interns

New Course Component	0% Valuable to Learning	25% Valuable to Learning	50% Valuable to Learning	75% Valuable to Learning	100% Valuable to Learning	Mean
Reflection Exercises	2	9	10	17	13	3.59
Resource Idea	0	2	6	16	27	4.33
Personal/ Professional Conduct Plan	2	9	5	17	18	3.78
Professional Organizations Research Report	3	5	11	21	11	3.63
Summary Paper and Oral Presentation	2	8	10	19	11	3.58
Class Sessions	2	6	12	20	11	3.63
In-Service Support Sessions	2	5	4	10	13	3.79

Note. A total of 51 interns rated each of the above components, except the oral presentation and summary paper component, which had 50 respondents, and the in-service support sessions, which had 34 respondents. Reasons for this respondent variance are unclear in the data.

The first assignment in this question included as part of this MA project was number 2, reflection exercises. While the reflection exercises themselves were not a new component of the course, the assignment was changed as suggested by Ontiveros (2010) in that student interns

were allowed to discuss topics from their reflection papers in the in-service support sessions. Prior to the implementation of this change, reflection assignments were not discussed in the TESOL internship class, but instead completed and turned in independently by students, without discussion of the assignments in any form. The reflection exercises assignment, including the changes made to it as part of this MA project, was rated by student interns on the five-point scale described above with two students saying it was 0% valuable to their learning, nine 25%, ten 50%, seventeen 75%, and thirteen 100% valuable to their learning. A total of 51 students responded to the reflection exercises portion of the question. The mean response to this question was 64.75%.

The second assignment that was altered and subsequently rated in the Qualtrics® survey by student interns was assignment 4, resource ideas. Previous to this MA project, this assignment consisted simply of students sharing some theoretical teaching idea with their peers. The teaching idea could be something they found or created. It was not required to be relevant to their specific internship experience. The assignment was changed as part of this MA project so that the ideas being shared among student interns were real resources the interns had used in their internship experiences and had found to be useful. The resources could include teaching ideas, testing ideas, websites, books, or any other resource student interns had actually used. Student intern ratings of the resource idea assignment included two students saying it was 25% valuable to their learning, six 50%, sixteen 75%, and twenty-seven 100%. A total of 51 student interns responded to the resource idea portion of the question. The mean response for this portion: 83.25%.

The assignment to write a personal/professional conduct plan was an entirely new assignment suggested by Ontiveros (2010), and implemented in the internship course as part of

this MA project. For this assignment, students received instruction and wrote a short statement about their beliefs and plans regarding personal/professional conduct in an internship/workplace. Two student interns rated this assignment as 0% valuable to their learning, nine 25%, five 50%, seventeen 75%, and eighteen 100%. A total of 51 interns responded to this portion of the survey. The mean response for this portion: 69.5%.

The eighth assignment, professional organizations research report, was also an entirely new component of BYU's TESOL minor internship program suggested by Ontiveros. It required TESOL minor interns to write three brief paragraphs, with the paragraphs summarizing what they had learned about three different professional TESOL organizations. Prior to writing the paragraphs, student interns were directed to go to the websites of and learn all they could about three TESOL organizations that they might be interested in joining. The value of this assignment to student interns' learning was rated as 0% by three interns, 25% by five, 50% by eleven, 75% by twenty-one, and 100% by eleven, totaling 51 ratings for this particular assignment. The mean response for this portion of the question: 65.75%.

Portions of assignment 10, summary paper and oral presentation, were modified as part of this MA project. BYU TESOL interns have always been required to write a summary paper and give a brief oral presentation about their experiences at the conclusion of their internships. This MA project altered the assignment somewhat in the presentation of the oral report. Prior to this project, all TESOL interns gave their oral reports in the TESOL internship class. The assignment was altered to allow student interns the option of giving their final oral reports in either the TESOL internship class, or in some other TESOL minor course. Having interns report in TESOL minor courses other than the internship class served two main purposes: student interns were given a fresh, more authentic audience to share their internship experiences with,

and the reports themselves provided TESOL minors who had not yet completed internships information about possible internship opportunities. In the Qualtrics® survey, two TESOL interns rated this assignment as 0% valuable to their learning, eight 25%, ten 50%, nineteen 75%, and eleven 100%. A total of 50 TESOL minor interns responded to this summary paper and oral presentation portion of the question. The mean response for this portion of the question: 64.5%.

Assignment 12 on the list was the internship class sessions. In accordance with the suggestions made by Ontiveros (2010), elements of the internship course that TESOL interns found less effective (such as instruction and assignments on topics like online and community resources) were eliminated, and new components (such as professionalism in the workplace, professional organizations, options after graduation, and in-service support sessions) were added. The internship class sessions were also altered so that interns going abroad were required to attend the class sessions the semester before leaving for their internship sites. Prior to this MA project, those interns working abroad missed the entire classroom portion of the internship experience. In her 2010 thesis, Ontiveros expressed the concern that international interns were missing essential information, assignments, and interactions intrinsic to the class portion of the TESOL minor internship experience. Requiring international interns to attend the class prior to departure resolved this concern.

With these new elements in place, two interns rated the class sessions as 0% valuable to their learning, six 25%, twelve 50%, twenty 75%, and eleven 100%. A total of 51 TESOL minor interns responded to the class sessions portion of the question. The mean response: 65.75%.

The last item, number 13, evaluated in this portion of the Qualtrics® survey was the internship in-service support sessions. Each in-service support session was an hour long. During

this time, TESOL minor interns gathered in small groups and discussed what was going well, challenges they were facing, and how their reflection assignments and teaching philosophies were affecting their internship work. They were also allowed time to discuss any other internship-related topic they wished. The resource ideas described above were also presented in these sessions. A total of three in-service support sessions were held each semester, with interns allowed to select two of the three to attend. Those interns working at international sites were allowed to attend online in-service support sessions, in which a group of at least four interns discussed the same topics outlined above via Google Documents.

In the Qualtrics® survey created for this MA project, two interns rated these in-service support sessions as 0% valuable to their learning, five 25%, four 50%, ten 75%, and thirteen 100% valuable to their learning. Perhaps because of a lack of interest, only 34 of the TESOL minor interns who completed the survey responded to this portion of the question. The mean response: 69.75%.

Responses to all components of the second question regarding the newly-implemented components of the TESOL minor internship course, “how valuable were these activities to your learning (as opposed to just doing busy work),” are illustrated in Figure 3.

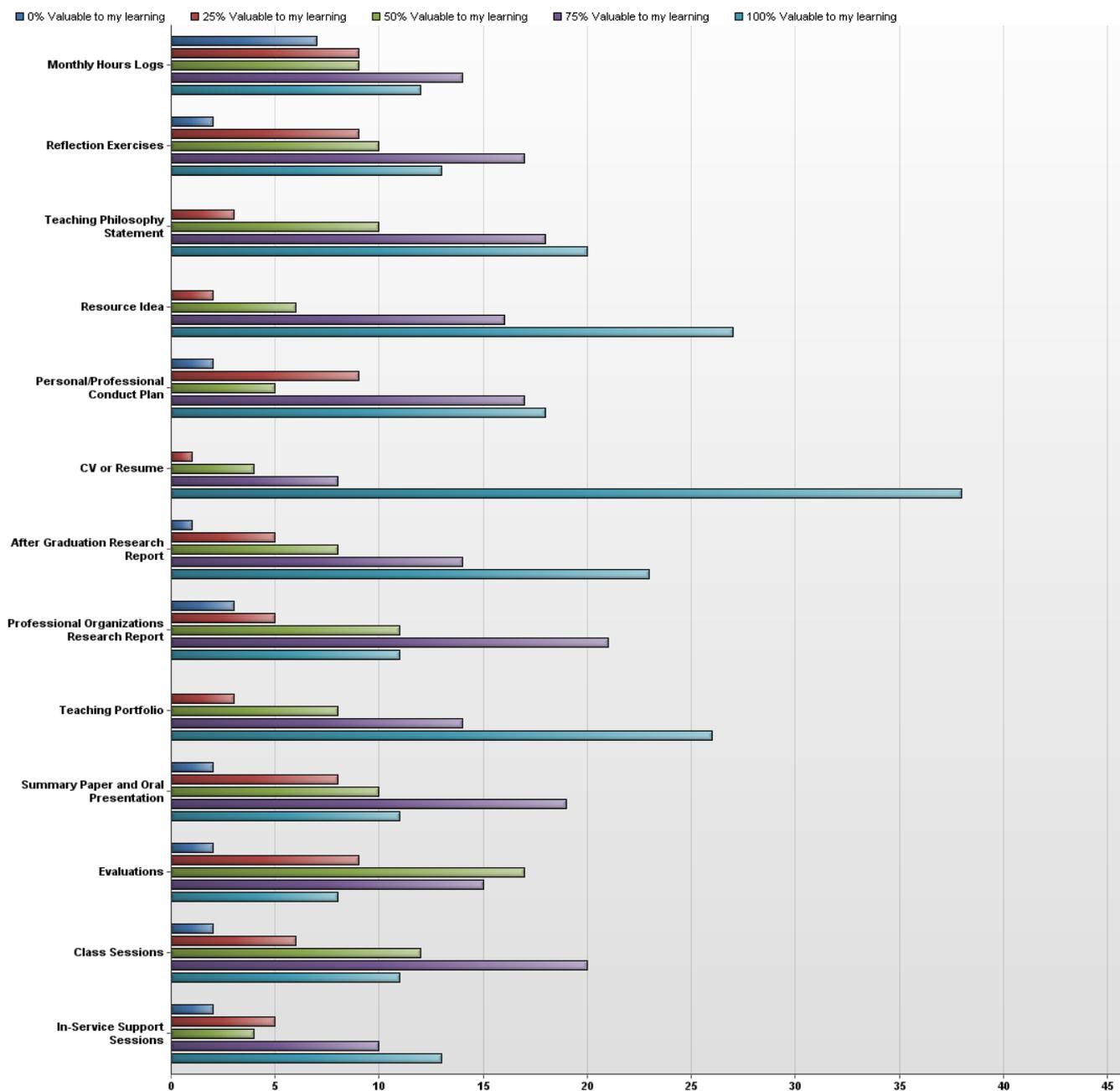


Figure 3. TESOL minor interns’ responses to the second Qualtrics® survey question regarding new course components. This figure illustrates TESOL minor interns’ responses to the Qualtrics® survey question “how valuable were these activities to your learning (as opposed to just doing busy work)?”

When interns rated the new components introduced into the internship course in the first Qualtrics® survey question, 82% said all three of the components were either “helpful,” “very

helpful,” or “extremely helpful.” The second survey question regarding the new components produced more variety in student responses regarding the value of the individual components in the students’ learning: the first new component was rated by 69% of student interns as 75% or more valuable, the second new component by 63% as 75% or more valuable, and the third new component by 84% as 75% or more valuable to their learning. While these values represent more than half of the class finding the new components helpful and valuable to learning, it is clear that interns perceive the first and second new components of the internship course as less effective than other components of the program examined in this MA project.

Qualitative data from this student-completed Qualtrics® survey, in the form of answers to open-ended questions on the topic, further demonstrated that TESOL minor interns perceive the first and second new internship course components as less effective than other components. Comments illustrating this perception included:

I think the students are not kids and so they need to be responsible on the etiquette and appropriate dress. It is common sense!

and

After graduation and professional organization seemed like they could be bundled into one assignment.

and

... one day we talked mostly about our Professional Conduct Plan. I would hope that would be common sense for most people (dress appropriately, show up to your job on time, etc.), but maybe it's not. Anyway, for me, that was one class period that was a waste of time.

Interestingly, these were the only comments on the topics of the new course components from the Qualtrics® student survey. Those students who felt the components were effective did not comment.

Qualitative data from TESOL minor interns were also gathered from personal interviews on the topic of the new course components. Intern perceptions in this data mirrored those expressed in the data from the Qualtrics® survey, both qualitative and quantitative. In their interviews, the majority of interns indicated that they found the new components of the course to be generally effective. One intern described this by saying he loved all of the course assignments, explaining that he “felt that they really prepared me... for the future. Like the professionalism, like the etiquette... all that stuff that we went over in class I found to be beneficial.” Other students expressed similar sentiments, but with the qualification expressed by interns in the Qualtrics® survey: they felt the information was good to have, but perhaps not all of it was necessary, particularly in regard to information presented about personal and professional conduct:

I really liked it, I mean, some of the things in it are kind of like, no duh, but it's a good reminder... And with that, the professional conduct plan? It was good, cause you're kind of committing yourself to those things, so it's on your conscience to do it, and I really liked that.

TESOL minor interns seemed to feel learning about professional TESOL organizations was more effective than learning about professional conduct, as demonstrated in such statements as

[Learning about professional TESOL organizations] was really good; I didn't know there were so many organizations out there. They don't really talk about it in the other classes.

And so it was nice knowing all of the people you can teach for, they have job openings, they have resources and meetings, and things like that. It was really interesting.

Similar to interns' quantitative responses found in the Qualtrics® survey, comments during personal interviews demonstrated that interns found the sharing of resources they used in their classrooms to be more effective and useful than the other new components of the internship course. Sentiments to this effect expressed in personal interviews included one student saying, "I thought it was kind of fun to share ideas of things you use, I think those are good activities, to get ideas from other people" and another student saying "It was really good; I actually ended up using one."

From the data collected from TESOL minor interns, both qualitative and quantitative, it appears that most interns perceive the new TESOL minor course components to be effective, but, similar to sentiments expressed in regard to the new in-service support sessions, there is room for improvement within the new components of the internship course implemented. This appears to be the case mainly with the first new component, instruction regarding professionalism in the workplace, including the creation of a personal and professional conduct plan. While most interns felt the information presented was beneficial, they did not see spending class and homework time on this topic as effective.

Data from supervisors. TESOL minor internship site supervisors, on the other hand, reacted more favorably than the interns to the new course components. Quantitative data on the topic were found in relevant supervisor survey questions. Such relevant questions included those that asked supervisors to rate their interns in the areas of human relations, personal appearance, punctuality, attitude toward work, creativity, overall performance, and the level of professionalism with which they taught. In these areas, internship site supervisors rated interns as

either “excellent” or “very good” 92%, 98%, 93%, 97%, 93%, 97%, and 92% of the time, respectively. These data are depicted in Table 8.

Table 8

Internship Supervisor Ratings of Interns, as Related to New Course Components

Category	Excellent/Very Good	Satisfactory/Needs Improvement
Human Relations	92%	8%
Personal Appearance	98%	2%
Punctuality	93%	7%
Attitude Toward Work	97%	3%
Creativity	93%	7%
Overall Performance	97%	3%
Level of Professionalism	92%	8%

While it is not clear from this data whether or not these high ratings correlate with instruction in the new topics introduced in this MA project, it is clear that internship site supervisors rated their interns as performing at a high level of professionalism. They also found that their interns had many good resources and ideas for teaching.

TESOL internship site supervisor comments in relation to the new components of the internship course, given in personal interviews, also indicated that they perceived the new components as effective. In relation to intern professionalism, one supervisor interviewed said that the interns she worked with “almost always got back to me when I emailed them,” and that “when we had meetings, 90% of them were there. Most of the time when they couldn’t they’d let me know.” This supervisor went on to express that she could not ever remember any interns coming to work dressed sloppily. They were always polite and courteous in their interactions with her. In relation to the interns’ resource idea assignment, this same supervisor said she

believed it to be an effective activity. The interns she worked with never seemed to be lacking for ideas:

Well, as far as that goes, neither student X or student Y... came and said, I don't know what to do, you know what I mean? They both talked to the teachers, ran with it, didn't seem to have any problem with what they were doing... I did expect some questions, I did expect them to come back and say this didn't go very well, do you have any suggestions; but they ran with it, and seemed to do really well, and didn't ask me questions.

The other supervisor interviewed also expressed praise for the level of professionalism and teaching ideas she found in her interns. Both the quantitative and the qualitative data gathered from TESOL internship site supervisors indicate they perceived the new course components implemented in the TESOL internship program to be effective.

Class Sessions Required as Preparation for Interns Going Abroad

In her MA thesis, Ontiveros (2010) expressed concern that those TESOL minor interns completing internships internationally were not participating in the TESOL minor internship class sessions. They instead completed only internship hours and reflection assignments. In order to remedy this, Ontiveros suggested that the internship course be separated into preparation sessions and in-service sessions, and requiring interns wishing to go abroad to attend the preparation sessions prior to departure. While dividing the TESOL minor internship course into two separate components proved beyond the scope of the present MA project, Ontiveros' suggestion was incorporated by requiring international interns to attend the TESOL minor internship class sessions the semester prior to their departure.

Data evaluating TESOL minor interns' and TESOL internship site supervisors' perceptions of the effectiveness of this change were more limited than data in regard to other changes. This limitation of data is results from fewer students electing to complete internships internationally than domestically. The small number of interns that belong to the international cohort make the collection of quantitative data on the subject of preparation sessions before international travel ineffective. Thus data in regard to interns' perceptions of the effectiveness of this change were gathered mainly qualitatively, through open-ended questions in the student-completed survey, and individual interns' comments given in interviews. No data in regard to TESOL internship site supervisors' perceptions of this change were gathered, as site supervisors participating in this MA project worked for domestic internship sites.

Data from interns. Regarding her experiences in the internship class sessions, one international intern wrote in her Qualtrics® survey:

At first I was annoyed that I had to take this course in preparation for my internship in Jordan this coming Spring/Summer. I'm really glad I had it, now. It forced me to develop a portfolio, see what's missing, and try to find ways that I can build it up during my internship. The volunteer hours at the ELC were a nice prep for the heavier task that I will have teaching this Spring/Summer.

This comment indicated that at least this particular TESOL intern perceived as effective her experiences in the internship class sessions as preparation for her time abroad. Further qualitative evidence supporting the notion that this may be a trend among all interns comes from intern comments in individual interviews. One intern explained that she had completed an international internship prior to the time of the internship class changes. She had therefore

departed to teach without attending the internship class sessions. When asked how she felt attending the internship class sessions before her international internship would have affected her, she said

I think that would have been really useful. For me, seeing how much I learned from different resources that are available to us as TESOL teachers, I didn't know about those things when I went and taught in Cambodia, so when I got there, [Dr. Henrichsen] was overseeing it, and he came through and things, but the preparation I had, to be honest, I didn't really have any preparation on teaching. And I felt like when I got there, I was basically just starting from scratch; and I think if you are implementing [mandatory attendance of TESOL internship class sessions before international internships], it would be helpful. Cause I remember when I did my internship, I was just doing whatever.

Though the remaining interns interviewed in this MA project completed their internships domestically, all indicated that they felt it would have been beneficial for them to attend the internship class sessions prior to departure had they chosen to complete international internships. Sentiments to this effect are indicated in such intern statements as

I think that's important for [international TESOL interns] to either [attend the internship class sessions] before or concurrently. If I were to go internationally, and not know the stuff that was in the class, I would feel completely lost, and like 'uh, I hope I'm doing things right.' I'm glad you guys are doing that, the preparations sessions before they go out internationally, because I feel it does prepare them.

While data regarding TESOL minor interns' perceptions of the effectiveness of having international interns attend the internship class session prior to their departure were limited, what

data there were all point to the same conclusion: interns perceive this change to the TESOL minor internship program to be effective.

Intern Final Presentations in TESOL Minor Classes, Not Just the Internship Course

At the conclusion of their internships, TESOL interns are required to write a summary paper and give a brief oral presentation about their experiences, including what they did and what they learned in the process. The present MA project altered the assignment somewhat in the presentation of the oral reports. Prior to this project, all TESOL interns gave their oral reports in the internship class. The change effected in this MA project allowed student interns the option of giving their final oral report in either the internship class, or in some other TESOL minor course. Having interns report in TESOL minor courses other than the internship course served two main purposes: student interns were given a fresh, more authentic audience to share their internship experiences with, and it was hoped that the reports themselves would provide TESOL minors who had not yet completed internships information about possible internship opportunities.

Data regarding TESOL minor interns' and TESOL internship site supervisors' perceptions of the effectiveness of this change were gathered quantitatively and qualitatively. Quantitative data on this topic were gathered from interns' responses to questions about the final oral report on their end of semester Qualtrics® surveys. Data regarding interns' perception of the effectiveness of this change were gathered qualitatively through individual interviews with select interns. No qualitative data were collected from TESOL minor interns from the open-response questions on the Qualtrics® survey. None chose to comment on this particular assignment. Neither were quantitative data regarding the change in interns' final oral presentations gathered from internship site supervisors, as this change was not reflected in any of the quantitative

questions supervisors filled out about interns. TESOL internship site supervisors were, however, asked how they perceived the effectiveness of this change in personal interviews. Data regarding the perceptions of these supervisors were therefore all collected qualitatively.

Data from interns. TESOL minor interns responded to two questions on the Qualtrics® end of semester survey that related to the final oral presentation and summary paper assignment. The first question asked students to rate their feeling about sharing experiences with others, through giving presentations. Of those who responded, 82% said they found the experience to be either ‘helpful,’ ‘very helpful,’ or ‘extremely helpful.’ Interestingly, however, only 60% of these same interns said the oral presentation and final summary paper were 75% or more valuable to their learning when asked about the experience in isolation in the second Qualtrics® survey question. This seems to suggest that interns found the sharing of their experiences somewhat more valuable than the completion of the oral report and the summary paper.

Qualitative data regarding interns’ perceptions of the change allowing them to give final oral presentations in TESOL minor classes other than the internship class were gathered through personal interviews with select interns. Whether by giving or seeing final presentations in TESOL minor classes other than the internship class, all interns who had experienced this change expressed the opinion that the change was positive. They explained that having a fresh audience made them work harder with their presentations, saying such things as “...it was intimidating, cause I’m kind of like, hey, all of you, you’re going to be at this point sometime, and I was like, ok, I better make this look good!” Interns also expressed that they enjoyed giving useful information to their peers who had not yet completed internships. They further indicated that had all the final presentations been given in the internship class, it would have been “a little bit

repetitive.” Those that did present in the TESOL internship class said that the assignment might have been more effective had they been required to present in some other TESOL minor class.

Sentiments to this effect included the following:

I felt like if I had presented to a minor class, I would have been even more motivated to do an even better job at the presentation, first of all, and then second of all, like I think that could have inspired other people who were considering doing it. I remember when I was in one of my TESOL minor classes and I saw two people present, one of them didn't really inspire me, and the other person did. And I was like hey, that's cool, y'know? I might look into doing that. So, I think if it were up to me, I'd bag the whole doing it just in front of the other interns, and require everyone to do it in front of minor classes.

Particularly in the data collected qualitatively, it can be seen that the majority of interns perceived having final oral presentations in TESOL minor classes other than the internship class as an effective change.

Data from supervisors. While this particular change did not affect TESOL internship site supervisors directly, when the change was described to them, both supervisors interviewed expressed that they felt it was a good change. Supervisors were particularly excited about the advertisement aspect of this change, as they felt it helped those TESOL minor students who had not yet completed internships to hear about different internship sites, and begin thinking about the internship work they needed to do in the future. Thus data collected in regard to this change, both from interns and from site supervisors, indicated that these stakeholders perceived having final oral presentations in TESOL minor classes other than the internship class to be an effective change to the TESOL minor internship program.

Reflection Assignments Incorporated into In-Service Support Sessions

Throughout their internship experience, BYU's TESOL minor interns are required to complete a series of seven reflection assignments. These reflections are directly related to the hours the interns complete: one reflection must be written for every 20 hours of internship work. Thus, at the completion of their 150 internship hours, interns will have completed seven reflections. While interns have been completing these reflection assignments for many years, the assignments themselves were not being discussed in the internship class prior to this MA project. Ontiveros (2010) suggested that the TESOL minor internship course be altered so that these reflection assignments could be discussed in in-service sessions. Part of the present MA project was therefore the implementation of this change. Discussion of TESOL minor interns' reflection assignments was incorporated into internship in-service support sessions, along with discussion of other topics, such as those things that were going well, and those things interns found to be challenging in their internship sites.

Data from interns. Quantitative data regarding TESOL minor interns' perceptions of the effectiveness of discussing reflection assignments in in-service support sessions were gathered from the end of semester Qualtrics® survey. The first question dealing with the reflection assignments asked students to rate the learning outcome which states that, by the end of their internship experience, interns will have demonstrated critical reflection regarding their teaching beliefs and practices. A total of 90% of interns said their internships as a whole contributed to this outcome by responding with either "agree," "strongly agree," or "very strongly agree." However, when asked about the reflection assignments themselves in the second survey question regarding this change, only 67% of interns said they found the assignments to be either "helpful," "very helpful," or "extremely helpful;" and only 59% of interns said the

reflection exercises were 75% or more valuable to their learning. Thus it can be seen that intern perceptions of the effectiveness of this assignment in general were mixed. The data suggest that, while interns felt their internship experience helped them reflect on their teaching, not all interns surveyed felt the reflection assignments were effective.

Intern responses to open-ended questions on this same Qualtrics® survey were also mixed. Some interns seemed to find the reflections effective. One commented, for example, that the reflections “were an excellent way to think about and apply the different aspects of teaching in the internship.” Others were not as positive about the assignments, saying such things as

I am also not sure how reflections are helping me become better teacher. It is not the fact that I write them that helps me, so I don't think those were that helpful.

or

Regarding the question about written reflections, it wasn't unhelpful... they were just so ridiculously specific that the questions didn't apply to what I had done during that twenty hours of my internship. It would have been much more helpful to have a more open-ended prompt that we could then write what we actually learned and applied.

These intern comments from the end of semester Qualtrics® survey show that some but not all TESOL minor interns were finding the assignment to be effective. When asked in interviews about the actual discussion of these reflection assignments in in-service support sessions, interns indicated that, while they may have liked the reflection assignments, they generally did not discuss them in the in-service support sessions. This is evidenced in such comments as “[regarding discussing] the reflection assignments. I don't know if we ever did in the groups I was in; we mostly talked about what's going well, what's not going well; but that was probably in some of our reflection assignments.” All interns interviewed on this topic said

essentially the same thing, explaining that they “just talked about what went well with our internships and what we needed help with” during the in-service support sessions, and did not discuss the reflection assignments.

Whether or not the discussion of reflection assignments in in-service support sessions would have increased TESOL interns’ perception of their effectiveness is not clear from the data. What is clear is that the change allowing interns to discuss the reflection assignments in in-service support sessions did not translate to reality. Interns indicated that they did not use in-service support session time to discuss their reflection assignments, though they were allowed and directed to do so. Interns were allowed freedom to discuss the topics they felt were most beneficial during these in-service support sessions. Perhaps this lack of discussion about the reflection assignments adds to the data described above that indicate interns did not perceive the reflection assignments to be one of the more effective parts of their internship experiences.

Data from supervisors. TESOL internship site supervisors were also asked about their perceptions of the effectiveness of having interns discuss their reflection assignments in in-service support sessions. Those internship supervisors interviewed for this MA project explained that, while they did not have any personal experiences with student reflection assignments, they were glad to know interns were discussing and reflecting on their internship experiences in the internship class. One supervisor expressed this opinion when she said

I was glad to know that they had an intern class that they would go to. I didn’t know everything that they were learning.... When I knew that they were actually... going back to school and their talking about whatever their experience is, and learning more skills, that was really kind of reassuring to me. That they weren’t just trying to fill in the 150 hours that they had to do for graduation, but that they were always also doing it with a

specific goal, and that they had some specific guidelines. That was helpful for me to know.

While quantitative data from TESOL internship site supervisors in regard to the change in reflection assignments was not gathered, qualitative data indicated that these supervisors perceived it to be an effective activity to have interns discuss and reflect on their internship experiences in the internship class. Reality, however, indicates that student interns continued to simply write and never discuss the reflections. Despite efforts made in this MA project to have the reflection assignments as a topic of discussion in the TESOL minor internship class, the change suggested by Ontiveros (2010) remains unrealized.

Chapter 5: Conclusions

The purpose of this MA project was to implement and evaluate changes in BYU's TESOL minor internship program, as suggested by Ontiveros in her 2010 thesis. These suggested and subsequently implemented changes included

- New learning outcomes applied in the TESOL minor internship program
- Course prerequisites altered to allow interns to begin internship work earlier in the TESOL minor process
- In-service support sessions added for domestic, international, and continuing interns
- New course components introduced in the place of components deemed less-effective in Ontiveros' 2010 thesis (online and community resources), including:
 - Instruction regarding professionalism in the workplace, including student creation of a personal/professional conduct plan
 - Discussion of the benefits of belonging to professional organizations, including students researching and writing about three TESOL organizations
 - Student presentations of resource ideas actually used in their classrooms
- Class sessions required as preparation for interns going abroad
- Interns' final presentations given in TESOL minor classes, not just the internship course
- Reflection assignments incorporated into in-service support sessions

The effectiveness of these changes as implemented in this study was evaluated to determine the answers to two main research questions:

1. From the perspective of TESOL minor interns, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?

2. From the perspective of TESOL internship site supervisors, what are the perceived effects of the newly-implemented changes to the TESOL minor internship program?

This chapter will outline conclusions that can be drawn about the perceived effect of these changes in relation to stakeholders outlined in the research questions. Implications of these conclusions, including possible future actions in regard to BYU's TESOL minor internship course, will be offered. Limitations of this study will then be addressed, and suggestions for future research will be given.

Effects on Stakeholders

The TESOL minor interns constitute the first stakeholder addressed in this MA project. Changes to BYU's TESOL minor internship program affect interns directly. Their perceptions regarding the effectiveness of the changes implemented in the internship program are therefore of particular interest. According to the data described and discussed above, it can be concluded that interns perceived certain changes implemented in this study to be more effective than others. Those changes interns perceived to be beneficial and effective included the implementation of the new program learning outcomes, the change to internship prerequisites that allowed TESOL minors to begin work at internship sites sooner, instruction and assignments regarding professional TESOL organizations, sharing effective ESL resource ideas they had used in their classrooms with one another, requiring international interns to attend the internship class sessions prior to departure, and allowing interns to give their final oral presentations in TESOL minor classes other than the internship class. The general implication of these conclusions is that these particular components of the internship program be continued.

Though the research leading to the current project implies that both students and site supervisors would perceive the new changes implemented in the internship program as effective,

surprisingly, not all changes were perceived by interns to be as effective as those described above. Those changes that interns indicated as less effective than they could have been, or that were in need of improvement, included the current format of in-service support sessions, instruction and assignments regarding professionalism in the workplace, and the reflection assignments, particularly in the discussion of the assignments in in-service support sessions. The opinions expressed by interns in regard to these changes were contrary to expectations built by previous research on these topics. The perceptions of lesser effectiveness interns indicated in regard to these changes imply that further investigation, revision, or deletion of these components might increase interns' perception of the internship program as an effective entity.

TESOL internship site supervisors' perceptions in relation to the new changes to BYU's TESOL minor internship program were also taken into account in this MA project. In general, the site supervisors perceived most of the changes to the internship program favorably. Those changes site supervisors found particularly appealing included the changing of internship course prerequisites, instruction regarding professionalism in the workplace, and having student interns give their final presentations in TESOL minor courses other than the internship course.

Internship site supervisors explained that lessening the prerequisites TESOL minors were required to complete prior to beginning internship work allowed internship sites to have more interns more consistently. This implies that this particular change should be perpetuated in the future of the internship program.

Quantitative results from internship site supervisor surveys of interns and qualitative data from personal interviews with these supervisors indicated they experienced a high level of satisfaction regarding the level of professionalism they found with the interns who came to work at their sites. Whether or not this professionalism was a result of instruction interns received, or

merely the characteristics of those interns themselves is not clear from the data. It does, however, imply that, somehow, TESOL minor interns are learning and applying principles of professionalism, whether as a result of instruction in the TESOL minor internship course or elsewhere.

Internship site supervisors were also pleased with the idea of having TESOL minor interns give their final oral presentations in TESOL minor classes other than the internship class, as this provided free advertising for their internship sites. While the favorable perceptions internship site supervisors had toward these three changes were most notable, internship site supervisors in actuality did not indicate that they perceived any of the changes measured in this MA project as substantially ineffective.

Recommendations for the Future of the TESOL Minor Internship Program

The conclusions described above indicate that some sort of revision should be made to certain aspects of BYU's TESOL minor internship program in order to increase its perceived effectiveness to both the interns themselves, and to the internship site supervisors.

In-service support sessions. The first new component of the TESOL minor internship course that could be revised is the internship in-service support sessions. The general consensus from the data collected in regard to these sessions was that most TESOL minor interns enjoyed the in-service support sessions, and perceived them to be helpful in their internship experiences. In addition to this general trend, however, several interns suggested that the sessions could be improved through a few slight revisions, namely the possibility of having more sessions held online, and having more experienced ESL teachers participate in the sessions.

It is therefore recommended that, in future semesters, half of the internship in-service support sessions be held online, with discussions carried out among the TESOL minor interns,

through the use of Google Documents. The remaining in-service support sessions could be held in person, as they are now, but with the variation that guests be invited to participate along with the internship students. Guests could include more experienced ESL teachers, such as English Language Center teachers/Executive Council members, well-known TESOL professionals from the community, internship site supervisors, TESOL internship faculty/coordinators, or any others with specific experience or expertise in areas of ESL beneficial to interns. These guests could be invited to participate in small group discussions with interns, or as part of a panel to which TESOL minor interns could direct their questions. Having in-service support sessions held online, among interns, provides for the continued interaction and support of peers that interns currently describe as effective. This online format, according to interns, provides in-depth discussion, reflection, interaction, and support among the interns themselves. Having guests at the in-person in-service support sessions would allow interns to get instruction and advice from more experienced TESOL professionals. This would thus increase the depth of discussion and interaction taking place in these face-to-face sessions. Currently, TESOL minor interns are required to attend two in-service support sessions each semester. As a result of this suggested change, interns would be required to attend one in-service support session online, and one in-service support session in person each semester they register for the Linguistics 496R class. Exception would be made for Spring/Summer terms, as each of these terms is only seven weeks long. These terms would be considered together as one semester, with one online in-service support session held near the end of Spring term, and one in person in-service support session (complete with guests) held during Summer term.

The suggested change in the in-service support sessions facilitates the discussion of reflection assignments. The suggestion made by Ontiveros (2010) to have interns discuss their

reflection assignments in the internship class is currently not fully implemented. The present MA project sought to implement the discussion of interns' reflection assignments in the in-service support sessions. Interns, however, indicated that they did not in actuality discuss their reflections during the in-service support sessions. This could be in part due to the fact that, as many interns indicated, the in-service support sessions were not long enough to discuss all the topics they were given. The format for the online in-service support sessions requires interns to respond to each given topic, and then to give feedback to their peers' responses. Topics for in-service support sessions currently include:

- What is one thing that is going well in your internship?
- What is one challenge you are facing in your internship? How are you dealing or how would you deal with it?
- How is your teaching philosophy affecting you in your teaching? How is your teaching philosophy evolving as you teach?
- How are your reflection exercises affecting your teaching? What are you learning from your reflection?

Online in-service support sessions are typically held over the course of three days. On the first day, interns are required to respond to the questions posted in the Google Document. On the second day, interns are required to read and give feedback to their peers' responses. On the third day, interns return to the Google Document one last time, and read the feedback they received from their peers, and make any additional comments in return. Interns are typically in groups of four for these online in-service support sessions.

Conducting in-service support sessions online has the potential of requiring interns to discuss their reflection assignments, as they could be listed as one of the topics for interns to address. This change would allow for a more thorough implementation of the change to the TESOL minor internship program suggested by Ontiveros (2010), when she suggested that interns' reflection assignments be discussed in internship in-service sessions. This change would not, however, address the concern that many interns expressed when they indicated the perception that the reflection assignments were one of the less effective components of the internship course. Further investigation regarding interns' perceptions of these assignments should therefore be conducted. It is possible that, if interns were required and not just permitted to discuss the reflection assignments in the in-service support sessions, they might perceive them as more effective. It is also possible that revision to the assignments themselves could be beneficial, such as allowing interns the option to select or create and reflect on some aspect of their internship experience not currently outlined in the reflection prompts.

Further study into the reasons why interns perceive the reflections as less effective than other components of the internship program is recommended. Demonstrating critical reflection is one of the major learning outcomes for the TESOL internship program as well as an important part of teacher education. In discussing the importance of reflection for teachers, Stanley (1998) explained that "reflective thinking and examination either during or after [teaching] can lead to greater awareness on classroom teachers' part in relation to their knowledge-in-action, or the theories, ideas, metaphors, and images they use as criteria for decision making in their teaching practice" (p. 585). Because reflection is such a critical part of teacher education, the reflection assignments should not be discarded. It is clear, however, from interns' comments, that further investigation and revision of the current presentation/discussion/etc. of the reflection

assignments might provide insights that could lead to improvements, thus allowing the reflection component of the TESOL minor internship program to be perceived as effective by the students.

Professionalism component. The final component of BYU's TESOL minor internship program that TESOL minors perceived as less effective was instruction and assignments regarding professionalism in TESOL. Interestingly, however, this same component was one of the three components that TESOL minor internship site supervisors perceived as most effective. Interns generally felt that information regarding professionalism was important; they simply did not feel it merited the amount of time, focus, and energy currently given to the topic. It is therefore recommended that this component of the course be condensed. The professionalism component could be combined with another component, such as instruction regarding professional TESOL organizations, or even options for interns after graduation. Thus important information regarding professionalism in TESOL would still be available for those who found it beneficial, but those interns who are already well aware of the expectations of professional conduct would not feel that undue amounts of time were spent on a meaningless topic.

Limitations

As with all academic studies, this MA project had several limitations. The first and most obvious limitation of this study is the possibility of bias on the part of the researcher. It could be argued that the researcher had an agenda, and only sought to find data that would support her preconceived assumptions regarding the changes to the TESOL minor course. It was in an attempt to avoid this bias that all data gathered for this project were presented in this report. Not only were all the data from surveys presented, but careful and complete transcriptions of all interviews are provided in Appendix H.

A second limitation to this study was the fact that surveys used in the evaluation of new internship components were existing surveys. More accurate results could have been produced had surveys specific to this study been created. Efforts to overcome this limitation included the triangulation of survey data with data gathered from personal interviews with the relevant stakeholders. Topics discussed in these interviews were focused specifically on the changes implemented in this study. Data from surveys and interviews were analyzed to ensure common trends, patterns and themes in both data types before conclusions were made.

A third limitation to this study rests in the collection of data only from the time since the implementation of changes to the TESOL minor internship program. Conclusions drawn in this study would be more valid had data collected in this study been compared against data collected from interns and internship site supervisors before the implementation of changes effected in this project. Future research on the topic of the effectiveness of the internship program could therefore include a comparison study. That study could analyze both data collected before and after the implementation of changes to the TESOL minor internship program suggested by Ontiveros (2010) in order to verify the findings outlined in this report.

Suggestions for Future Research

Future research regarding the effectiveness of the changes to BYU's TESOL minor internship program could also include a more thorough evaluation of the effectiveness of the internship program: those components that were changed as a result of this MA project, and those that remained unchanged. This evaluation could include the collection of data from more stakeholders in the TESOL minor internship program (such as TESOL internship faculty, instructors of other TESOL minor courses, those students TESOL interns teach, interns' mentor teachers at internship sites, etc.), as opposed to the collection of data only from the two

stakeholders involved in this study (TESOL minor interns, and TESOL internship site supervisors).

Concluding Statement

Change is inevitable in all curricula and academic programs. It is through informed change, based on research, evaluation, and investigation that controlled improvement can occur. It is hoped that this MA project will serve to add to the rich history of research and improvement that surrounds BYU's TESOL minor internship program. Perhaps the research, data, suggestions, etc. of this MA project can serve in the program's continued improvement. Continual evaluation of and improvement to BYU's TESOL minor internship program will serve to perpetuate the common opinion of interns, voiced succinctly in one intern's declaration that "My TESOL internships have been one of the most worthwhile and rewarding aspects of four years in college!"

References

- Brimhall, G. H. (1920). The Brigham Young University. *Improvement Era*, 23(9), 181.
- BYU Internships Office, (2007). Internships policy. Retrieved from
http://saas.byu.edu/intern/OtherFiles/pdf_forms/InternshipsPolicy10april07.pdf
- BYU Internships Office, (n.d.) *Benefits of internships*, Retrieved from
<http://saas.byu.edu/intern/html/Benefits2.html>
- Fincher, C. (1994). Learning theory and research. In Kenneth A. Feldman & Michael Paulson (Eds.), *Teaching and Learning in the College Classroom* (48). MA: Ginn Press.
- Early Childhood Today Editorial Staff. John Dewey. (2000). *Early Childhood Today*, 15(2), 48.
- Donofrio, N. (2002). Don't be a wallflower, and other tips for new hires. *Electronic Engineering Times*, 1238, 93-95.
- Ewing, W. (1973). Internships and teacher training in ESL. *TESOL Quarterly*, 7, 153-159.
- Heffernan, K. (2001). *Fundamental of service-learning course construction*. Providence, RI: Campus Compact.
- Henrichsen, L., Strong-Krause, D., Farnsworth, M., & Robins, L. (2008). The value of internationalizing TESOL internships. *Academic Exchange Quarterly*, 12(1), 195-198.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York, NY: Routledge.
- Ontiveros, M. (2010). *An evaluation of the learning outcomes and curricular organization of the brigham young university undergraduate TESOL internships course*. Retrieved November 20, 2011, from BYU Electronic Theses and Dissertations.
- Palmer, I. C. (1995). Required courses for masters degrees: A nationwide survey. Paper presented at the 29th Annual TESOL Convention, Long Beach, CA.

- Richards, J. C. & Crookes, G. (1988). The practicum in TESOL. *TESOL Quarterly*, 22(1), 9-27.
- Rosen, L. M. & Wright, M. (1987). Curriculum change is a slow process. *Language Arts Journal of Michigan*, 3(1), 21-36.
- Short, J. R., Boniche, A., Kim, Y. & Li, P. L. (2001). Cultural Globalization, Global English, and Geography Journals. *The Professional Geographer*, 53: 1–11.
- Stanley, C. (1998). A framework for teacher reflectivity. *TESOL Quarterly*, 32(3), 584-591.
- Steeby Robins, L. (2007). *An evaluation of Brigham Young University's local TESOL internship program*. Retrieved November 20, 2011, from BYU Electronic Theses and Dissertations.
- Twain, M. *The writings of Mark Twain, Volume 19*. The American Publishing Company: Hartford, CT.
- Worthen, B.R. & Sanders, J.R. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. White Plains, NY: Longman.

Appendices

Appendix A: Online Qualtrics® Course Evaluation by Internship Students

COURSE EVALUATION BY INTERNSHIP STUDENTS

Academic Internships - Brigham Young University

Online Student Evaluation of TESOL Internship Experience(s) – Collaborative

Indicate the location(s) of your internship:

Please add any comments or suggestions you have about your overall learning experience in your internship:

Comparing your experience with the Internship Coordinator (Dr. Lynn Henrichsen) and the Assistant Coordinator (Lydia Ripplinger) with other BYU professors/T.A.s you have had, please indicate an OVERALL rating:

etiquette and appropriate dress in the TESOL profession. (9) Discuss your internship experiences/challenges/successes/etc. with other interns. (11)	<input type="radio"/>							
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Please add any comments or suggestions regarding these activities:

How valuable were these activities to your learning (as opposed to just doing busy work)?

	0% Valuable to my learning (1)	25% Valuable to my learning (2)	50% Valuable to my learning (3)	75% Valuable to my learning (4)	100% Valuable to my learning (5)
Monthly Hours Logs (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection Exercises (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Philosophy Statement (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Idea (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal/Professional Conduct Plan (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CV or Resume (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After Graduation Research Report (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Organizations Research Report (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Portfolio (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summary Paper and Oral Presentation (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Sessions (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-Service Support Sessions (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have any additional comments regarding your answers, please add them here:

Is there anything you would like to add regarding your overall internship experience?

Appendix B: TESOL minor interns' response to open-response questions in the end of semester Qualtrics® survey of Linguistics 496R

2. Please add any comments or suggestions you have about your overall learning experience in your internship:

Text Response
More scholarships for International internship experiences should be available.
I don't know that I have many suggestions, but I do want to say that the most valuable part of this internship and course were the portfolio-building assignments. I feel like there was no "fat" (unnecessary work) in this internship.
They provided a great transition from my minor classes, where I was the student, to the real-world, where I was the teacher. They were a valuable way to gain confidence and experience in an environment where it still felt okay to ask for advice or help as a new teacher. I feel much more prepared and excited to work in the TESOL field.
It was a really good opportunity to learn how to teach English to ESL students.
It was a great experience. My only comment is that I wish that I could have done this earlier in my minor to help me really apply what I had learned as I was learning it.
It was great
None
I am so glad that the internship is a requirement for the TESOL minor. I have learned so much in the class and especially through working at my sites!
I am not sure what is trying to be accomplished but I think 50hrs/1 credit may be a little bit steep. I think more is learned and experienced that we are given credit for.
I would say that my internship was not extremely representative of the teaching aspect of TESOL. While I had many opportunities for one on one time with my students, I was not often able to gain teaching experience because of the nature of my internship.
None, I'm loving it so far!
It was a great time to learn and experience new things and real world. Through my internship, I was able to set my career and future goal with TESOL field. Also, I have gained great confidence with my teaching and preparing lesson plan in different teaching areas.
I really enjoyed the experience. I feel that I have become more confident in my teaching as well as developed as a teacher.
I loved my experience because it really opened my eyes to the profession of teaching. I gained so much knowledge and some experience which has helped me figure out my goal for the next couple years.
I'm glad that now I'm teaching a lot more than I was at first!
it has been a great experience
It was great.
I feel like the 496R class could have been more organized.
The gap lab experience gave me a great overview of ESL learning and really allowed me to learn a bit in each of the areas of language. I do feel that it was frustrating at times because there wasn't much structure and I didn't have a huge opportunity to really teach, just work one-on-one with students on various tasks. The ELC is great for its locality but I want some new and different experiences (plus I want to get paid). If the ELC were to give paid internships, it might be an option to consider in the future in this regard.

-

I'm grateful for the feedback I got from my supervisor. I would have enjoyed more opportunities to teach and to receive even more feedback. However, I have learned a lot from observation and interaction with the students. I would be interested in doing an internship at the high school level, to see how it compares with the middle school. Also, I am interested in teaching adults in a community setting.

I really enjoyed my first experience internship and I learned many things that I couldn't learn from textbook.

I learned a great deal out of my internship

I liked it.

I learned a lot and I enjoyed my internship, but it would have been better if it was more organized.

At first I was annoyed that I had to take this course in preparation for my internship in Jordan this coming Spring/Summer. I'm really glad I had it, now. It forced me to develop a portfolio, see what's missing, and try to find ways that I can build it up during my internship. The volunteer hours at the ELC were a nice prep for the heavier task that I will have teaching this Spring/Summer.

So far I have just done materials preparation and that has been very eye-opening. You really don't know what to expect or how to improve without practice and experience. I hope they keep the international option!

My TESOL internships have been one of the most worthwhile and rewarding aspects of four years in college!

I've basically only done tutoring hours, so I am looking forward to actually teaching a class for more of my internship hours.

I think it is important for students to be involved in different types of activities during their experience from teaching to tutoring to creating tests or materials.

I am also not sure how reflections are helping me become better teacher. It is not the fact that I write them that helps me, so I don't think those were that helpful.

For future ELC interns it would be a good idea to have a little more organization in what the intern can do and how to contact the teachers that they are working with.

I have not completed most of the actual internship so I'm not sure.

4. Please add any comments or suggestions regarding these activities:

Text Response

All very helpful assignments and activities.

The ISS sessions were the most helpful. It's really good to hear from the other interns, see what they're doing and how they're handling their challenges.

I thought the inservice sessions were really helpful and useful. Talking with other interns was really helpful in getting insight into how to resolve difficulties I encounter and give feedback to other students was probably helpful for them as well.

A lot of the activities in the class sessions were things I had already done in other classes or weren't very applicable or helpful to my internship. The classes didn't seem very necessary to my internship experience.

-

I thought each activity was purposeful and helpful. There was no "busy work" in this class. It was all useful.

Regarding the question about written reflections, it wasn't unhelpful because we didn't do them, they were just so ridiculously specific that the questions didn't apply to what I had done during that twenty hours of my internship. It would have been much more helpful to have a more open-ended prompt that we could then write what we actually learned and applied. Also, the site with the reflections questions and the wheel was a terrible interface for showing students writing prompts and was not organized intuitively.

I think the students are not kids and so they need to be responsible on the etiquette and appropriate dress. It is common sense!

I think that it would be little more helpful if when we hold conferences to have a section for sharing ideas, that we have used in our own experiences, with each other.

6. If you have any additional comments regarding your answers, please add them here:

Text Response

None, really.

Everything is generally helpful. I didn't feel like there was much busy work.

After graduation and professional organization seemed like they could be bundled into one assignment.

I had already completed many of the assignments in previous TESOL minor classes, so I felt like a lot of this class was simply review and was not as helpful as it could have been.

Maybe it's just a spring term thing, but I felt that there was much more classroom time than there needed to be. Two hours is a looong time for this class, and there were many days where I felt like it could have ended after an hour--or less.

-

Since I completed three TESOL internships before I ever entered the course, I felt like some of the materials I already knew. They may have been more helpful for others students who didn't have that prior experience.

7. Is there anything you would like to add regarding your overall internship experience?

Text Response

I think my previous comments for this survey are also applicable here. Great experience and much more valuable than I anticipated.

No.

Nope

It was great!

It was great, I would recommend it to anyone interested

It was really frustrating going into the class not knowing I needed 150 hours of internship experience. If the course catalog would have mentioned something about it I would have started an earlier semester.

-

This survey should say at the beginning how long it is going to take. I'm always suspicious of starting a survey that doesn't say an estimated completion time.

Loved it!

I think that a training session for tutors of the gap lab could be a useful experience. I went into the internship not really knowing what expectations there were and what I would really be doing as an intern at the gap lab.

It was a great experience and I'm grateful for the opportunity to have interned at the ELC!

It has been very helpful to augment the internship with the class assignments. The reflection questions were an excellent way to think about and apply the different aspects of teaching in the internship. Overall, a great class and experience. Thank you!

I like to do get a job related tesol. I really enjoyed my internship and learned a lot!

I really enjoyed doing an internship at the ELC

-

I liked it. Thanks.

I feel like the homework that was expected for the class was mostly all good, but it was too much for only being a half credit class. I feel like I could have spent that time learning more at my internship site than discuss it in class. For example, one day we talked mostly about our Professional Conduct Plan. I would hope that would be common sense for most people (dress appropriately, show up to your job on time, etc.), but maybe it's not. Anyway, for me, that was one class period that was a waste of time. Also, I'm glad we were shown how to begin an online portfolio, because I think that's important; but to expect us to create one in this class when we don't have much to show yet anyway, is a little unnecessary.

I could not be more happy with Ling 496 and my internship has prepared me so much to be a TESOL professional. I feel confident in not only going to grad school but being in the field for the rest of my life.

With possible changes coming to the experience I think they need to make sure that communication within the ELC is done effectively with all faculty encouraged to respond promptly to emails.

It was great! Thanks for helping me have a great experience and prepare for the future.

Appendix C: Interview Topics for Internship Students

TESOL minor interns (both past and present) will be asked how they perceive the effectiveness of the newly-implemented changes to the TESOL internship program. Changes discussed will include:

- Course prerequisites altered
- In Service Support Sessions for domestic, international, and continuing interns added
- New course components introduced, including
 - Instruction regarding professionalism in the work place
 - Discussion of the benefits of belonging to professional organizations
 - Student presentations of resource ideas used in their classrooms
 - Student creation of a personal/professional conduct plan
- Preparation sessions for interns going abroad implemented
- New learning outcomes for the course applied
- Intern final presentations given in TESOL minor classes other than the internship course
- Reflection assignments incorporated into in-service support sessions

Appendix D: IRB approval forms

Consent to be a Research Subject.....

Introduction

This research study is being conducted by Lydia Ripplinger, an MA student at Brigham Young University, and Dr. Lynn Henrichsen, BYU faculty mentor for this project and TESOL Internships Coordinator, as part of the implementation and evaluation of curricular changes to the undergraduate TESOL minor internship program. You were invited to participate because you are affiliated with this internship program.

Procedures

If you agree to participate in this research study, the following will occur:

- you will be interviewed for approximately thirty (30) minutes about your experience with/opinions of the undergraduate TESOL minor internship program, specifically the newly implemented changes to the program
- the interview will be audio recorded to ensure accuracy in reporting your statements
- the interview will take place in the researcher's office at a time convenient for you, or it may take place in a different location if such is more favorable to you
- the researcher may contact you later to clarify your interview answers for approximately fifteen (15) minutes.
- total time commitment will be no more than forty-five (45) minutes

Risks/Discomforts

There are minimal risks for participation in this study. You may, however, feel some discomfort when discussing the TESOL minor internship faculty/program, or when being audio recorded. If you feel embarrassed or do not wish to answer a particular question, you may choose to decline or excuse yourself from the study.

Benefits

There will be no direct benefits to you due to participation in this study. It is hoped, however, that through your participation the researcher may come to a clearer understanding of the effectiveness of changes implemented in the TESOL minor internship program, and by so doing assist in improving the effectiveness of the program for future interns.

Confidentiality

The research data will be kept on the researcher's password-protected computers, and only the researcher will have access to the data. At the conclusion of the study, all identifying information will be removed and the data will be stored on the researcher's computers or deleted.

Compensation

There will be no compensation for participation in this study.

Participation

Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without jeopardy to your class status, grade, standing or employment with the university.

Questions about the Research

If you have questions regarding this study, you may contact Lydia Ripplinger at raidyl@yahoo.com, or Dr. Lynn Henrichsen at lynn_henrichsen@byu.edu for further information.

Questions about Your Rights as Research Participants

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

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name (Printed): _____

Signature _____

_____ Date: _____

Recruiting Method: Email

Dear _____, (TESOL interns, TESOL faculty, Internship site supervisor, etc.)

As you may know, I am currently a student in BYU's TESOL MA program. As such, I am working to finish my MA project in order to graduate. My project is an implementation and evaluation of changes to the curriculum of the TESOL minor internship class/program, Linguistics 496R. In order to evaluate the effectiveness of the newly implemented changes to this program, I will be conducting interviews with TESOL interns, faculty, and internship site directors. As you fall into one of these categories, I am writing to invite you to participate in my study. Your feedback would be invaluable not only as an essential part of my MA project, but also to the future of the TESOL minor internship program, and the quality of TESOL teachers who come out of the program. Interviews will last no more than 30 minutes, and can be conducted either in my office on campus, or at a location that is more convenient to you. There is the possibility of a short follow-up after the interview, which would last about 15 minutes. The total time commitment would therefore be no more than 45 minutes. I sincerely hope you are favorable to this request. I look forward to hearing your response.

Thank you,

Lydia Ripplinger
Assistant Coordinator
TESOL and Linguistic Internships
4047 JFSB

Appendix E: In-Service Support Sessions Email Feedback

I think that the ideas about reflection papers and why we do them and how it can actually benefit us was good. I also really liked the chance to discuss with class members how the internship is going, and to ask for advice and ideas. I wish we had more time to do that. It makes it feel like we're on the same page, working to figure it out, and it seems like a good opportunity to share and gain new ideas. More time and/or more frequently would be nice.

Thanks!

I thought it was very helpful. It was especially good for me because I got a chance to talk to a group of girls who are teaching the same students that I am. It gave us a chance to talk about how we think the students are doing and any problems we've notice. Overall, it was a good experience.

See you Tuesday!

I thought that the ISS was great to hear from other student's internships, especially their challenges. It made me realize that a lot of us are in the same boat. I also enjoyed it because it made me realize how great this experience is going for other students, which helps me want to look for ways to improve and take advantage of this opportunity.

That's what I have to say :)

I think the ISSs are really important. There's a difference between sitting in class with people and then really sharing ideas and having discussions. It's like networking. I also like it better than trying to sort through all the advice on forums and the internet (although there's tons of good stuff there too). It also make me feel less along in the internship. I was thinking about how we approached the reflection paper, and if we had more time it would have been nice to hear a couple of specific examples of the topic and read an example or two. That would make it seem more like a support session than a class. Or, ask us ahead of time to read the reflection options and come with at least one question prepared, or an idea of what we might do. Just some more thoughts, maybe they are helpful. Have a great weekend!

Hello,

The In-Service Support Sessions sound like a good idea. However, it ended up not being enough time to do anything productive or helpful. I believe during this last class that it was only ten minutes instead of half of the class period. My group did not get to talk about what might be going wrong or what we needed help with in our internships. I hope that more time will be saved

for the next In-Service Support Session. Thanks for your hard work.

Hey,

Sorry for the late reply but here is a little feedback about the ISS #1. I thought the ISS was helpful because I was able to hear what other interns are struggling with. It was nice to be able to discuss different difficulties we each are facing and to be able to give each other suggestions on how to solve the problem. I also liked finding out what others were doing for their internship; this helped me become more aware of the options that are available in the field of TESOL. I think that the other ISS's this semester will be even better because we will have more teaching and internship experience under our belts.

Thanks,

I thought the ISS #1 was very beneficial. It allowed students to talk about their frustrations, concerns, or ask questions to other student interns. I found this time very helpful and it increased my confidence in my own internship. I look forward to additional ISS meetings.

I really liked the chance to talk with other interns about what they were doing and the problems that they have encountered thus far in their internship. It made me realize that some of my own problems aren't unique to me - it was nice to share how I felt and reacted in situations similar to theirs. We were able to help each other and share ideas.

I liked having the opportunity to talk with other interns a lot more than just sitting and listening to a teacher for the entire class period. It helped me gain a better perspective of my internship.

I enjoyed ISS #1 and thought it was extremely valuable to listen to what my fellow interns had to say, as well as helpful for me to think about why I am doing what I am doing. Having to express/articulate how my teaching philosophy is evolving was helpful for me to put the internship in context and look at it from a longer-term/bigger-picture perspective. As I was putting my thoughts together, I realized how much I am learning and how valuable it is to my future as an ESL teacher. Hearing about some of my peers' struggles was also helpful because we could relate to each other and offer support or advice. Thanks!

I really liked the part when other students talked about the reflection assignments. It helped me know more about how I would like those to be done for myself. I liked that we shared with each other about our internships, but maybe I would enjoy it more if there would be something more specific shared, for example maybe more ideas on how that intern found out the needs of his or her students or maybe share with us what he or she had applied in the class that really worked with those students. As I think about it now I think some of that was done, but if there could be more specific things that we could apply from experiences of others it would be better for me. Other than that it was great.

Thank you,

I really enjoyed the ISS session. The presentations were good and I enjoyed being able to talk at the end. I can't think of any suggestions to make it better. Keep up the good work!

I enjoyed the ISS. I think that it is really useful to see more ideas from other students about what they are using in their classes. I also like talking with other students generally about the internship. As far as what I think would make these better, I think more interaction with more students would be helpful--although it's harder with the conference room, and the time constraints. Maybe something to try would be a whole class discussion for part of the time and then smaller groups.

One other thing I thought about was if we could make electronic files of our materials presentations that students could download. I like to keep my materials organized on the computer, and those would be nice to include. If everyone was okay with that of course. Another idea I had was to maybe have an electronic forum on blackboard or something for the class, where we could ask and answer questions--maybe make it a requirement to ask at least two and answer at least two questions throughout the semester. That way we could keep in touch and have support outside of class and ISSs. I don't know if that would work, but possibly.

Also, I am going to do the internship showcase. Is there any general information that Dr. Heinrichsen would like to be included about TESOL internships in general? I thought I might at least have a list of possibilities and ideas, although I haven't done much planning yet.

Thanks for all your help!

Hey,

I liked the ISS session a lot more this second time around because we all had some teaching under our belts. It was fun to hear what other teachers were doing in their classrooms and to get ideas from them. I really liked that you wrote down some questions on the board of what we

should talk about. I thought the questions were helpful. Overall, I enjoyed talking to other classmates and learning from them. Thanks for all your help!

You had also requested some feedback about the last class we had together. I enjoyed it a lot. I felt that it was really helpful to hear other peoples perspectives and techniques to help other acquire English more effectively. One improvement could be to hear your feedback, building on or backing up some of the techniques people are implementing.

As feedback from the ISS, I actually enjoyed coming to the session. I think it was valuable for me and I was glad that you had students do resource presentations on that day because I always like hearing new ideas for how to teach something or for a game/activity to use in class. I liked that the second part of the class was pretty informal and we were able to talk to other interns. It was helpful for me to share ideas. Before I went I was kind of skeptical about it being helpful, but I actually really enjoyed it. Thanks for making it a useful session!

Hi!

I attached an electronic copy of my handout to this email. I thought the ISS session went great today! It was fun to get some resource ideas for future classes, and it was great to see the presentations of students who have already finished their internship hours. As always, it was useful for me to get together with students from the class to talk about our internships and any problems or challenges we have. Some of my classmates are teaching the same group of students that I am, so it was especially beneficial for me to talk to them. I'm a fan of ISS class time!

See you on Friday,

I really enjoy the ISS sessions and especially appreciate the opportunity to talk with my fellow teachers who are teaching the same students as I am. It is interesting to touch base with them and see what things we are struggling similarly with, and what things are going well for each of us. Sometimes it's so interesting to hear about things that happen in their class or things that the students did because I have not had a similar experience so it is eye-opening to learn new things about my students from another teacher's viewpoint. We exchange valuable ideas and all come away feeling pretty good about things, I think. Thanks.

I think what's great about the ISS resource presentations is that we spend a lot of time in our TESOL classes coming up with materials that we're never sure if we will use, but the resources we get from our classmates are items and activities and ideas that we know they have used in the classroom. While the materials development in TESOL classes is very useful, have these

resources from our peers is less abstract.

I'm attaching my handout!

Thanks for everything,

The ISS session from last Tuesday was good, although still short on time. It was nice to meet with different people and talk about our experiences, even for a short time. The teaching resource ideas were interesting and I know I will use some of the ideas in the future.

Thanks for the ISS session today. Since I'm pretty much isolated from TESOL people up here in Idaho, it was really nice to get some feedback and see what other people are doing for their internships. It was helpful to be able to connect with other BYU students and talk to them about my experiences so far this summer. Thanks for setting things up with Skype for me! I like these ISS sessions.

See you next week!

Hi,

Here is some feedback on the in-service support session:

I really enjoy hearing about everyone's internship and how they're doing. I liked how you enforced the "supporting" part of the session because I like to hear what suggestions people have for me and I always like to give advice (if I can) to my classmates. I think that I need to improve and not complain so much (sorry!) so next time I'll focus more on real problems with teaching that I can get help with.

Thanks!

I might be able to come. I have to talk with my professor and see if it's ok to cancel my office hour. I want to come because I think they are a great resource. I like being able to talk about how things are going with everyone, I think it is really helpful to me because I have yet to be in a real TESOL classroom so being able to get feedback from other students who may be in that situation is really helpful. I think the resource idea sharing/presentation is also really helpful because I can get input from other students who have done these kinds of activities before and used them in a real classroom. Overall I think the ISS sessions are very helpful for me, and would be even if I have experience in the classroom because I realize that a lot of different problems can come up and getting together with other people who may have had similar experiences and have advice for helping through them is a great thing. (I've obviously combined my feedback with responding to your simple question...sorry)

So, Yes, I believe I will be able to come because I want to be there, but let me talk to my professor at the beginning of next week (she is attending a conference this week) and I will let you know if I will be there or not. Thanks!

I just wanted to let you know that I really liked the support session at the end of class yesterday. I'll admit, at first I thought it wouldn't be very helpful, but it turned out that it was. It's amazing how much pressure is taken away just by talking with others who are going through a similar experience. We were able to exchange some ideas and express our feelings within our group, and that alone, made the session worth it to me.

Thanks.

I thought the inservice support session was a good chance just to hear about other people's experiences. Because the other people's internship experience was different from mine they were not able to offer any real advice to challenges nor did I feel like I could do so with their challenges. I think talking about things still helps think of other things that you can do though and I found it helpful. It seemed kind of like therapy or something with everyone having opportunities to talk about what they are doing.

Thanks,

Hi,

My feedback on the ISS for today:

I found the ISS extremely helpful and I love talking with the other interns about our internships. I learn a lot from talking with other people and it is also good to talk through my own struggles/concerns/strengths/weaknesses. It is good to have a support group and be able to feel that connection with a whole group of people.

Thanks so much!

I found the support session to be very helpful. It was nice to hear what people were doing and, as an international intern, it was good to hear the problems they were encountering and how they were dealing with them. It was also nice to hear who was doing something similar to what I will be doing soon. Maybe later I can ask her later about her experience to help with my own experience. I definitely think more time would be good for these support sessions. That's all and see you next week!

I really enjoyed the opportunity today to hear about others' internships and how they were going. We didn't really get a chance to discuss in detail different ideas or solutions to problems, but it was neat all the same. Perhaps a bit more time spent on this would be nice. I haven't started my internship, so I didn't really have stuff to share, but it was good to hear others' experiences.

The in-service session wasn't super helpful to me, because I haven't started my internship yet, but I did get to hear a few things from other students about some of the issues they were having. It was good to hear how other students were offering them suggestions of how to be more effective.

I thought that the ISS today was helpful, but I would have liked more time to chat because we basically just got a chance to introduce our internships and didn't get into idea sharing very much.

Thanks,

I thought that the ISS session was very helpful, but I wish we had a little more time to discuss together.

I thought the ISS session was a good chance to talk with others about their experiences. I feel for the first time the length of the session was good because I really haven't had much time at my internship site to share all that much about. It was also difficult to relate the experience that I have had so far to my teaching philosophy because I haven't done any teaching yet, nor have I written the philosophy for this class.

Thanks for the reminder.

I felt that the ISS session was helpful, especially because one of the members of my group had been an intern at my internship provider for several years. I liked the open format, but it would have been ideal to have a little more time. It also might have been helpful to get the questions before the session so that we could start thinking about them beforehand.

I felt that it was useful. Even though I am not currently in the class it was interesting to hear about the different opportunities everyone has and the challenges that have come up because of these differences. I felt like I was able to contribute by putting in some of my own ideas even though I haven't had any experience and that a little more time would have been good to keep brainstorming.

Sorry to get back to you so late. I thought the session was really helpful. I think they would be more beneficial if they were longer, but I understand we had other stuff to do that day. Also in the group I was in most of us didn't have a lot to talk about quite yet because we had just barely started our internships, so maybe holding the first session later on in the semester would be better. One other thing is maybe to take a couple minutes at the very end of the session to have all the groups meet back together as the whole class and give people the opportunity to bring up some of their unresolved concerns. All in all though I think the support sessions are very constructive and will be very beneficial.

I cannot judge the effectiveness of the first ISS session because I had to leave early from it. For the part that I was there for, I feel that it was a decent experience.

Hello sorry this is coming in so late.

I really enjoyed the ISS session on Tuesday. It was goo to hear what others are doing and the different problems that we are facing. Some of the issues that were brought up could not really be fixed in class and other then doing the most you can with the information given is the only thing that some people could do. I feel like the biggest issue is that I don't feel like it was long enough for everyone to speak and get feedback. It would be more helpful if there was at least a couple more minutes.

Hey,

I really enjoyed giving and receiving feedback from my classmates. It was great to share experiences with others and get good ideas. If anything were to change I would ask for More Time to talk with people. I think this should actually be a part of every class. It would be nice to even just once go around the table and everyone share their name and where they are working and past TESOL experience.

Hope that's somewhat helpful.

ISS session was fun overall. For me personally it was useful to see what jobs other students have. However, it was a little hard to figure out what problems/challenges we have as teachers because we are still not sure what is a problem and what is not. I think it would be nice to keep the groups so we can track each others' progress. Yet it would also be fun to hear what other students are going through. Other than that it is hard to judge what would work best for everyone since we all have different needs and goals.

I again thought that the ISS was helpful. I'm glad that you had us bring a handout of a resource idea because that was very valuable. I'm planning to keep any information I get about how to improve my teaching or any lesson ideas, so that was great. Discussing how our internships are going was more meaningful this time too, because we've been doing our internships for a while so we had more to talk about. Also, I don't remember what size of groups we had last time, but 2-3 people is a good number. If more than that are discussing their experiences, one person might take over the conversation or not everyone can say what they'd like due to the amount of time. So since this session had fewer students there, I thought it worked out even better.

I thought the ISS yesterday went well. I learned a few good ideas and it was interesting to hear others reflect on their experiences. I enjoy talking to others about their internship experiences, but I already do this outside of class, so I don't really learn anything new there.

Thanks,

I thought it was a good ISS session yesterday. I enjoyed hearing the final presentations and learning about other experiences (and opportunities) as well as discussing them (e.g., pros and cons of the ELC). I thought it was a good idea to have groups of 3 instead of 2--more people to get feedback from and more experiences to here. I don't have any complaints about it.

Concerning the session yesterday it was great to be able to get more teaching ideas. I think it would be great if we could get those ideas in

a digital format also from all the students who present (not just the attending portion). I think we are all in the same class, so it would be great to hear everyone's ideas. Just a thought. Otherwise it was great to hear that I am not the only one with some frustrations and happy moments in my internship.

In thinking about the in-service support session, I only have a few suggestions for improvement. I think that I might be good to give students a copy of the discussion questions before the actual meeting. I had forgotten when the questions were between the first and second sessions, so it took some time to get back in the "groove." I also think that it might be helpful to have students meet with two rounds of people, if possible. I would have liked to meet with other people who are interning at the same location (ELC, Selnate, Nomen Global, etc.) to get some feedback from coworkers and then with another group of people who would provide an outside perspective to balance that.

Thanks,

I absolutely LOVED the online ISS. I felt like it was more meaningful conversation. I actually really had to think about people's questions and respond to them, whereas in class it can be extremely easy to get off topic or just start making generalizations. This forced me to think and be specific and people gave me really nice comments about the things I wrote were difficult in my internship. I also loved the resource ideas and having links to them on the googledoc was very helpful. I am actually surprised I liked it this much because I am a way more face-to-face interaction type of person but I like the ISS support session more than having it in class!! Thanks so much!

I thought the Online In-Service Support Session was effective. It may have been even more effective for me than the in-class one because it forced me to talk (or write I guess) about my internship (what was going well and what wasn't) and share suggestions with others. Because I haven't done many internship hours yet, I don't feel like I have a ton of experience to share with others, but being required to comment and give suggestions helped me think through how I could relate to the situation and really think about solutions whereas in class I might not have shared anything due to my lack of experience. I thought the Online ISS was a great success! I feel like I

contributed and participated fully in the discussion, so I think I deserve the full 5 points of participation.

Thanks!

Hey,

First I wanted to answer the question you posted on response on the google doc about the reflection papers. I can understand the experiences of the other interns that sometimes the responses tend to be more contrived to fit the question of the assignment and less genuine. I have found them helpful, however, because they make me reflect on what I am doing and how things are going which I wouldn't deliberately do otherwise. I think I've always been the type of person to like doing things like that so the experience may be different for other students. I really appreciated what you told us the first day of class which was to select the prompts we were going to focus on that month before we completed our hours instead of waiting until the night before to decide what to write on. I've tried to follow your advice but it has been challenging to make it a priority since it's easier to wait until the end. I think it would be helpful if we were required to report to you at the beginning of each month what reflection questions we were going to focus on. Then we would be more prepared to make the reflections a part of our teaching experience that month. I think this would help us get more out of the assignments. (Along with that, maybe you could allow some students to choose a question but tweak it to better apply to their situation. I think that everyone will be able to find something that relates to their experience out of the basic spokes (Needs, Materials, Assessment...) since they are such fundamental and general principles)

As for the ISS session. It was good doing it online. I am definitely more of a face-to-face person, so I missed not being able to have that type of interaction, but I think for purposes of not being able to meet together (for interns abroad or not in the class etc.) the google doc is a very good alternative. Honestly, sometimes I didn't feel like I had much to say to respond to other people's posts, so made up questions that I wasn't so interested in. I think that is because I only had the information provided to go off of while face-to-face interaction would have allowed for me to get other information more easily. I also would have liked to have had more people involved especially since we had to respond to three other people and there were only three other people. I would have liked to read through various responses and respond to the ones that I could relate to, had genuine questions for etc. And, this probably sounds weird, but I would have liked it if a picture or something was included of each student to make the exchange more...real. I assume the other students were from our class but I can't picture their faces so it was hard answering to just a page. Also, I think that would help me to recognize them on campus or in other classes so that I can continue to have a relationship for them. I think that the ISS is a good way to network with other students and begin to form professional/academic connections that we can hold on to even after school. I don't feel that I've formed those types of relationships mostly because I don't know who I was talking to! Maybe a google hangout would be a possible alternative.

Anyway....hope this helps. If you have any further questions let me know!

AS for the ISS session, the discussing portion after was not extremely useful since I haven't exactly been doing any teaching yet but the two of us who are going internationally this summer talked together and that was interesting and useful in its own way.

I liked the ISS session this past tuesday. I liked how Jules presented about her internship the same class as well. I was able to get some different perspectives from the combination of Jules' presentation and talking with classmates who are interning at other places. For me, the most beneficial part of the sessions is getting an idea of what other intern places are like; being exposed to different possible TESOL settings and getting an idea of what places I might like to work at in the future. Besides this, also being able to get ideas of how to cope with different places even if it's not your ideal setting is also useful.

Hello

I thought that the sessions were very helpful. It was good to hear about the different experience that people have had especially the problems that they have had to face. Trying to figure out solutions or ideas that would help with classroom management and other problems is been the biggest benefit. This process has made me think about what I would do in this situation and what would be the best way to deal with the problems. It has also helped me realize that the very first day of class is very important because it sets the tone for the rest of the class.

And finally feedback: I really appreciated the ISS session. The questions were helpful and it was good to talk with other people about their internships. I kind of wish we had more time or more sessions to meet with other people because their experiences really help me with my own.

This ISS was helpful, just as the last was. I liked speaking in a group of 4 this time, as opposed to a group of 2 last time. However, I think both group sizes have their pros and cons. I liked the

group of 4 because in the group there were a variety of experiences, some similar to mine, some different.

Feedback: We didn't spend much time explicitly answering the questions; rather, we used them as a springboard to find other important topics related to TESOL. We talked a lot about dealing with disruptive students and how the teacher's attitude can impact that. It was really good to see other people's perspectives.

As far as the resources, they didn't seem extremely helpful this time (although they have been in the past). I guess because this time there really weren't many activities, or the handouts were vague, or the handouts just had too much text. It seemed not everyone knew exactly what to do for them. So I would have liked to see better handouts and activities, but really I think the discussion time is the most important part of the ISS session.

Thanks!

Hey!

Here is my feedback:

Once again I immensely enjoyed the online ISS more than I enjoy the in-class ISS. The online ISS forces me to think about how to respond to the questions and therefore really reflect on my internship. I feel like I really realize what I am learning/what is going well/what my strengths are/what my weaknesses are when I have to WRITE it down instead of just SPEAK it. I also love reading what other people have to say and giving my comments/responses. Overall I love the more personal interaction and the opportunity it gives me to reflect.

Thanks!

I really enjoyed this ISS session online! It was better for me because it gave me time to think about the questions I needed to answer and allowed me time to respond to questions or suggestions that the other students had about my internship. I didn't have to do it all in a 50-minute time frame and I wasn't able to just sit back and let everyone else in the group do all the

talking (which is what I most likely would have done if I did this in person during class). The online session allowed me to actually have a conversation, albeit typed, with the other students about the questions we had to answer. And I just feel like it was more in-depth this way that it would have been had I participated during the regular class time.

I don't really have any cons to this type of support session. I think in general, the online version takes more time to complete because it is stretched out over 3 days, but I think the feedback is a lot better. It may not take more time to do it, per say, but it is easier to forget about it because you need to follow up on 3 separate days. But like I said, the feedback is much better than the in-class variation.

I'm sorry that is way late on reporting back to you on the ISS but I thought I better do so because I remember that this had something to do with your Masters project. I think the online ISS went well. It was a good way to be able to interact with everyone and talk about the things that I'm doing and hear about other students experiences as well. It seemed to take longer to do it though as compared to an in class session from what I've heard from students who participated in that way. So I had to really make sure to check every day during the days that we were doing it. It was helpful if only as a reflection exercise. It was also nice to be able to read about other people's experiences and get ideas from those where applicable or where i thought they might be applicable in the future.

I haven't been able to think of anything particularly new in terms of ISS feedback. The only thing that has come to mind is possibly setting a measurable goal and then giving an update at the next ISS session. I feel like many of the issues that came up at my internship were the same from beginning to end; although it helped to discuss them, I'm not sure that I formulated specific things that I could do to be more proactive in solving them.

Thanks!

Appendix F: Evaluation of Interns by Internship Provider

FINAL EVALUATION BY INTERNSHIP PROVIDER

Academic Internships - Brigham Young University

Student's Name _____

Name of Your Organization _____

DIRECTIONS TO SUPERVISOR:

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

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

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

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

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

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

3. *Quality of Work.*

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

4. *Quantity of Work.*

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

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

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

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

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

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

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

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

Signature of Internship Supervisor

Date

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

Appendix G: Interview Topics for TESOL Internship Site Supervisors

Internship supervising personnel (such as internship site directors/supervisors, faculty involved with the internship program, etc.) will be asked about how they perceive the effectiveness of the newly implemented changes to the TESOL minor internship program. Changes discussed will include:

- Course prerequisites altered
- In Service Support Sessions for domestic, international, and continuing interns added
- New course components introduced, including
 - Instruction regarding professionalism in the work place
 - Discussion of the benefits of belonging to professional organizations
 - Student presentations of resource ideas used in their classrooms
 - Student creation of a personal/professional conduct plan
- Preparation sessions for interns going abroad implemented
- New learning outcomes for the course applied
- Intern final presentations given in TESOL minor classes other than the internship course
- Reflection assignments incorporated into in-service support sessions

Appendix H: Interview Transcriptions

Internship Supervisor Interviews:

Supervisor 1 (T):

L: This is the list of the changes to the internship program right here; so the first thing we did was we altered the prerequisites so the interns could start working sooner in the TESOL minor.

T: Well that makes sense to me. Even just based on things that other teachers have mentioned to me; I haven't really talked to the interns about that. But when we look at who can take the class at the ELC, it's always been people leaving it right to the end, and then they have to try to get their hours in really quickly, and it doesn't work very well if we don't have enough hours for them at the ELC or whatever; and then they're scrambling to get their 150 hours in in a really short period of time when they have to take so many prerequisite classes. And it also has meant that things where we would have had no prerequisites at all, where we would have just had them come down and work, not everything at the ELC is like that, but there are a few projects and things like that; we really just want someone to come in and, for example, do a speaking model of a test we're doing. They really don't need any training or whatever. It means they can't actually get credit before it.

L: Before.

T: Yeah. So...

L: Ok, so this has been a good change for the ELC.

T: I think so, yeah. At the moment we also have people who came along to the meeting who hadn't realized that the internship actually had to take a class to go along with it; that was interesting in and of itself, to let them know ok, well if you want to get credit for this time, you have to have the class. So we actually had a couple that actually dropped out cause they weren't going to take the class.

L: I remember those ones. I remember who you're talking about.

T: Yeah. Well...

L: Too bad.

T: Yeah.

L: Ok, so that's good then. In service support sessions; you may or may not have seen an effect; that's when we have the interns, whether or not they're taking the class sessions, if they're just finishing up hours or are international interns, whatever; it's where they have a time where they can just talk with each other; talk about what's going well, what's difficult, just to commiserate and talk and things like that.

T: Ok.

L: I don't know if you've seen anything?

T: I don't know if I've seen anything in particular, but I can tell you that the interns that I had that I worked this Winter semester, there was a group of them, it was the first time that we've ever tried what we did at the ELC; personally I think it worked really well; I talked a little bit to them, but not a huge amount, but they seemed to like what we did. And that happened, basically, because the foundations prep program had one student, and we couldn't run it, so all these people who'd been lined up ready to teach classes had nothing to do. So they kinda said, ok, and they threw it off to me. And I started brainstorming, ok, what can we do with them, how can we use them, and so I emailed teachers, I just started sending out feelers about what kind of things can

we do. I talked to the executive council to see what projects they were working on at the moment that they might be able to work on; you know, what can we do with them. And so I came up with this list of things, being a TA, going to classrooms, doing some tutoring, etc. And they went through and they picked off this list of all these different things that we came up with. And then some of them changed during the semester and did different things; and they also attended Dr. Henrichsen's pronunciation class, quite a few of them, and I think they really enjoyed that sort of interaction, you know, watching the teacher and being able to participate; that went really well. But I haven't worked with them before, but they seemed like a close group to me. They talked a lot about how, when I would come over and we'd have our meetings in the office we use as a ESL writing lab, they were always chatting about X other person, or you know, they seemed like they were really cohesive. They talked with each other about what they were doing and what was going well or whatever, even just in that. So you know, I can't say what it was like before, but they certainly seemed like a cohesive group. The only one I'd say that wasn't was one that I met with early in the semester, and then I didn't see him for the rest of the semester. I'd email, and he wouldn't contact me back, and that's fine, it's his internship, he can run with it. It wasn't that big a deal to me. It was just that it seemed he was the odd man out. But yeah, everybody else seemed to get on really well; they all knew each other, even though they weren't necessarily in the same classes, they certainly all knew each other. Yeah. It was good.

L: I think that's good, cause for me, when I work with other teachers it helps me get better.

T: Yeah.

L: Ok. These are new course components; we're hoping you saw some spill over in the behavior of the interns according to these things. So these two go together—we have a class session all about professionalism, you know, dress, how to address your supervisor, attendance; things everyone should know, but they all don't. And then we have them write a personal and professional conduct plan; it's just one page, but they have to all commit to being a professional and sign it at the bottom.

T: Right.

L: So how was the level of professionalism?

T: Well, like I said, with the exception of that one student, being the odd man out, they almost always got back to me when I emailed them, when we had meetings, 90% of them were there. Most of the time when they couldn't they'd let me know. One of them especially was fabulous. She'd always let me know what was going on, even to the point of like, this is how it went with the students today; she was really good. For her it was easy to sign off on hours, because she always kept in really good contact with me, and let me know what was going on. And it was just copying me on emails she sent to the teacher she was working with and things like that. But it meant that I knew what was going on. And I appreciate that. So she was the best, but they're all reasonable and they all got back to me when I emailed them, they all came to meetings, you know?

L: And did they dress professionally?

T: Um, I don't ever remember them coming in sloppy, if you know what I mean; so if I didn't notice anything then obviously they—I didn't actually see them when there were students, but certainly with me I don't remember them wearing anything that I thought, oh wow, you know? Like what I'm wearing today... so yeah, you know, they were always very courteous to me, you know, thank you very much for your help, you make this really easy to work with; they were really so great to work with as far as that went. All of them.

L: Oh good. I'll tell that one student that she should have you write her letters of recommendation.

T: I definitely could.

L: Alright, and the next one, we talked about professional organizations because they don't talk about them in other TESOL minor classes.

T: Oh, ok.

L: I don't know if that had any effect on them?

T: We do in the graduate class, but it's not really something I mentioned with them either, it didn't really come up.

L: So that didn't really come up with you; and resource ideas, I don't know if that really effects you either; we just had them present resource ideas they used in their classrooms to their classmates. I don't know if that effects you?

T: Well, as far as that goes, neither student X or student Y, who were both doing tutoring, that I set up to do tutoring, neither of them came and said, I don't know what to do, you know what I mean? They both talked to the teachers, ran with it, didn't seem to have any problem with what they were doing. And I was very careful to make sure to introduce by sending an email that was to the teacher and to the intern, and talked about that, and talked to the teachers beforehand, so the teachers knew what they wanted, so I did set it up so they had a good idea of what they were supposed to do; but at the same time I did expect some questions, I did expect them to come back and say this didn't go very well, do you have any suggestions; but they ran with it, and seemed to do really well, and didn't ask me questions. So I don't know if that necessarily means they had plenty of ideas and were fine, or if they just were fairly autonomous.

L: Ok, well that's good then. I know that a couple of them did tell me that they'd used resource ideas they got from their peers, so maybe that really was helpful. That's good to know. Ok; then this one won't affect you; we had the international student attend the classes before they went out, so they'd have that as preparation. And then the next one is a big one. We had some new learning outcomes for the course, that's what this list is.

T: Ok, and this is for the actual 496 class?

L: For the class, yes, but it's also for their internship at the site; so these are supposed to apply to both. So if you don't mind looking at them and telling me if you think they're appropriate and if we're accomplishing them, or if you think anything needs to be revised there.

T: Well, I certainly heard them discussing this.

L: The linguistic and pedagogical concepts?

T: Yeah, so for example, a lot of them were taking the testing class, and they were working on testing projects at the ELC. They work with both Erin and Marisa on testing projects that they were developing. Erin was doing testing stuff with foundations, and Marisa was doing the GAP program. I heard them talking about the ideas and everything and feeling like they were applying what they were doing in the testing class. So I know that went well. I guess they didn't seem to be too worried.

L: Oh, let me mention that we moved on to confidence and preparedness.

T: Yeah. So as far as that goes, they all did say I'd like to be in the classroom more, and they all definitely tried to develop this sort of confidence and being prepared. Not everyone of them did end up being in a classroom, but most of them were either TAs, where I set it up so they were working with some teacher, or they did tutoring. So all of them had some kind of face to face experience. Except one student; he didn't need as many hours, and he's actually going to be doing that this semester in foundations; he's actually going to be teaching foundations prep. So

with the exception of that student, who was fabulous at getting back to me too, they all did something with the students.

L: Ok, that's good. You may not have seen demonstrating critical reflection as much; that one is in the class; every 20 hours they write a reflection exercise based on someone else's thesis project. I don't know if you saw any of them doing any of that?

T: I don't know that I saw any of them doing that, but when we sat down together at the end of the semester, I said to them, basically the reason we're meeting today is cause I want to get your feedback on how this has gone, to see what could go better etc. So we kind of did this. They didn't have huge numbers of ideas; mostly they said it's worked really well, we're happy with it, it's been a fairly easy process. Maybe give me a few ideas of what would be easier in the future; they had some problems occasionally getting in touch with teachers, and being able to work out some kind of a time schedule, cause they're in a class. But for the most part, it seemed to go very well; I was happy, it seemed to go very well. So we did it a little with me, as far as what they felt like about their classes; the only feedback I got was that they enjoyed the fact that they got to do more than one thing. They felt like they got a good variety of experience this semester doing different things. They didn't really talk much about this idea of how has it affected your teaching.

L: Right. And they did more of that in the assignments they turned in to me. That's good that you did some of that.

T: Well, to me it was more a case of ok, I'm probably going to be doing this again next semester, how can we make it better. And I certainly feel more comfortable myself. We have key projects already, and we're setting up some of the interns already for the summer; we've staffed all of foundations prep; we're struggling a little with GAP cause of the time. The time seems to be an awkward time for the students.

L: What time is it?

T: It's one thirty to two thirty five. And a lot of them seem to have the twelve to two thing that they can't do, and so they're kind of stuck with that. We have three names I've given to Heidi, who's writing the list. So we'll see how it goes.

L: Well, if you ever need me to, I have email lists and I could advertise for you.

T: That may be worthwhile, cause I know those three names I gave her, they have like two days each, or one of them only wants to be there spring semester.

L: Yeah, send me a note, and I can forward it to everybody.

T: And then the last one is being familiar; we sort of talked about the conduct sort of thing;

L: And the options comes more in the class, where we talk about professional organizations and things like that.

T: Do most of them look at teaching? Is that why they take the TESOL minor? So they can have teaching as a back up?

L: Yeah, most of them want to have it as a career, and they just don't offer it as a major.

T: Oh. Ok, so do most of them major in Linguistics?

L: Usually; and some of them major in like, Russian, or English, or teaching something else. But most of them are Linguistic majors and TESOL minors, and plan to do teaching after.

T: Oh that's really interesting. Well, I know they have the program in Hawaii, but they don't here. That's interesting.

L: Yeah. It's kind of funny. So overall with the objectives, it sounds to me like you're saying they were accomplished.

T: Yeah. They seemed to, if that's what they are, they seemed to have done well with them.

L: Ok, is there anything you'd change with any of them?

T: Um, I don't think so. I'm still looking back at what I wanted from my internship; and it was mostly this idea of practical experience. All of these others are really important, I think; for them to see and reflect on what they're learning. But that was the main idea. And I suppose then you have to look at the idea of if you let them go too early, they haven't had any classes; and it's hard for them to apply what they're learning. But at the same time I do think it's best to learn both ways; you see the experience and then you learn, and you think, oh, you know?

L: Yeah, and ideally, hopefully, they're doing them along side each other; cause then you're learning and applying, which makes it stick. You know?

T: Yeah.

L: Alright, and then the last ones, I don't know if they apply as much to you; we had them do their final presentations not just to each other, but we had them go out and do them in TESOL minor classes, kind of as an advertising technique.

T: Cool. I think that's a good idea. Hopefully they say good things about the ELC!

L: I've never heard anyone say anything negative! And then the reflection assignments we had them discuss them in the support sessions, so they were doing more critical reflection. I think that's everything we changed. Is there anything you'd want to see changed in the internship program?

T: It might be nice to have a stronger link between the ELC and the program. Because the applications go directly to the ELC website, we got people that were happy to volunteer, but couldn't really actually go participate in the program because they weren't students; the ELC has health and safety issues, if they're not a student. If they're students we can use them even if they're not TESOL minors. They just can't get credit for it, which doesn't make a lot of sense. Maybe if we could know from the students' perspective when we could start advertising and things. I think we're getting better. They're starting to know what's available at the ELC, they're starting to come down earlier; but I think the better we coordinate, the more we'll have interns coming. At the moment, what we find most difficult is we seem to get a big influx, and then it drops down. If we could have a better steady stream, we could make better use. Maybe not give everybody 150 hours in a semester, but we could still make use of a lot of interns, doing a bunch of different things. Just based on what I did this semester, which we haven't done before. There are a bunch of different projects; there's tutoring, there's teaching classes, there's all sorts of things. And I always have more teachers that want interns. I had two or three last semester that let me know they wanted interns, and I had to tell them sorry, they're maxed out as far as what they can do. So yeah; we could definitely use more.

L: Alright.

T: So any recommendations you have about how the ELC's working, from their reflection assignments or anything that would be really helpful for us too. What are they saying, how do they feel...

L: Yeah, I can look some of that up for you.

T: Yeah, we know that we're probably going to have more that come down here, and the better we're prepared, the better it will be.

L: Yeah, I can definitely get you information.

Supervisor 2 (K):

L: So let me explain just my MA project, um, is all about the internship class itself. I implemented some changes that Marissa suggested in her project into the class, and then I'm evaluating how they affected the teachers – I'm sorry, the interns, and also how they affected the internship site supervisors. Which...it's kind of sad, because if they take away the class then my whole MA project is useless. But anyway. First of all, this is the list of changes that I made, so I'd love to just discuss these. Some of them will apply to you and some of them will apply more to the students.

K: Ok

L: So any that apply to you I'd love to talk about. So first of all, we altered the course prerequisites so that interns could do their internships at the beginning – more at the beginning of the TESOL internship minor, so they could start working in the work environment sooner, and so that they could be working at the same time they're learning about it, so it's more hands-on type learning kind of thing. First of all, I think that could affect you in a couple of ways. First of all, it might be a poor effect on your students – they're not as prepared, or it may be a better effect because you have more interns, I don't know. Did that affect you at all?

K: I think it makes it good to the effect that there are more interns to choose from. But, for their benefit, I think it's better for them, because they are starting from the beginning. From the beginning of their majors. So instead of waiting until the end, like someone I student taught with – she'd been, this was her last semester of university, and she had a horrible experience student teaching: she decided she didn't want to be a teacher. So...because she had to wait clear to the end. I think also that the...when they come here, and I know there is a beginning of their major, or minor, we take that into consideration. We always say: "you don't have to teach if you aren't ready", um," maybe after several weeks of sitting in the class you might get more comfortable. You also might be just asked to work with one of two students". So we look at where they are in the program, and take that into consideration. We did have one intern who came and the first time she interned with us, all she did was – you know, ask students: "can I help you?" when they started doing work in the class. She wouldn't teach, she hardly spoke a word she was so shy and insecure. And that's gone on for two years now. And by the end of the time, the next semester, she was a little more courageous. By the third semester of being here, she was substitute teaching, and a lot of things. Because she was used to Selnate now, she was used to our students and our methodology, and we didn't push her into teaching – we let her do the things she was comfortable with. And she's a very shy person, but by the third semester she wanted to jump in. She knew then what was expected of her, and last semester she only interned one hour a day for us, but the very first day of class one of our teachers was sick. So I had to call this young woman and say: "could you teach such and such an hour?" and she said sure. So she walked in the door, took the books, went in – no preparation at all! So to watch her make that change to me is a really good indication that – get them started as early as possible, and if they can return, even if it's just for an hour a day, or a couple hours a week at that same school, they'll begin to gain their confidence as they're learning what they need to do in their classes. Um, but waiting until the end may not be the best benefit for them. So...that's my estimate.

L: Ok, yeah. That's great. So you do agree that it's...

K: I do agree that it's helped, in a lot of ways.

L: And it hasn't adversely effected your program, or the quality of interns that your getting.

K: No, no. Um, everyone knows when they come, um, we talk about their level, how many classes they've taken, so I kind of know how to use them and how much mentoring they need.

Um, but they always come willing to do what we ask them. So I don't think it's adversely affected us at all. Not at all.

L: That's great. I think one thing that's important is what you keep saying: that you have an orientation, that you debrief your students, that you find out what they want to do.

K: Yeah.

L: I think that's why it's okay to do. I sometimes worry about internship sites where the students are thrown in without any supervision, because then maybe it would adversely affect them, because maybe they're told to teach a class they don't know how yet or something.

K: Right, right.

L: Ok. Alright, the next one, we added some in-service support sessions. I don't know that this would have affected you much. That was where we had students – we gave them time in the class to discuss with their peers, to have, uh, the students who were internationally would participate online, and the students who were completing hours but not attending the class sessions would come back and discuss how things were going with their peers. I think that may have increased confidence among the interns...I don't know if you saw the effects of any of that, or if that affected you in any way...?

K: No, I just know that that happened, because I would see those hours written on their report.

L: Right.

K: But, um, I just assumed that it was written on there, and that was a benefit to them; but I didn't see or hear anything about it here.

L: Ok. That's what I assumed. And then these next ones are probably more applicable to you. These are the new components of the actual course that we applied, so we taught them about professionalism in the workplace explicitly. Before, we kind of assumed, well, everybody knows how to be professional, but we found that that was something that was a little bit lacking in Marissa's report. So we taught them about professionalism, and we had them write a personal professional conduct plan, where they could actually take a piece of paper and write down about ethics – about behavior, about dress, about all these things they commit about being a professional. Um, and some other things. If we could discuss that one first...did you notice anything in professionalism in the interns in the last couple of years?

K: I think I did in the way they dress. So the very first thing off the bat was that, um, the females came most of the time wearing dresses, even though we wear slacks here. Um, but I never have talked to an intern in the last couple of years about “could you dress up a little bit”. Some of the...no, male and female. Cannon always came with a tie on, and you know, dressed professionally, which is part of his nature, I think. But especially with the females. Um, I told them that they could wear slacks, but, um, last semester the intern came every day and she had a dress on. She never wore slacks. So she, yes, and very professional with the students. Because we want them to look – even though they're about the same age as some of these students, we need them to look a little bit different and very professional. Um, conduct with the students, also – to not try to be chummy, or friendly, but to be the teacher or be the aid in the class. Yeah, so I did notice – that's a very noticeable thing to notice that. Um, and being on time, and if they can't be on time to call and let us know what's happening, so...those are some things that I noticed. So I would say yeah, they listened to that class, to the instructions.

L: Great! That was a big one...I'm just going to make sure this is still recording....K, we're still ok. Great, that's a big one that I think was an issue before. I'm glad to know that helped a little bit. Another thing we talked about was professional organizations, I don't know if that would

have affected you much...because the interns, they just needed to know about them, they weren't getting it in other TESOL minor classes.

K: Ok.

L: And then they...I don't know if that would affect you either: they presented resource ideas from their internship in our class, but I don't know that that would apply to you, so...

K: Mmm

L: I think mostly that was professionalism...that's great to hear, that that helped. Um, the next one has to do with students going abroad, so that's not you. You don't have any – I know that Selnates is associated with Interact, right?

K: Right, uh huh. We're separate now, but they used to be right next door in our office, and we still are in contact with them because they originated with the same company that we were with, so...um, and one of the interns now went abroad, to Japan, and went on with her schooling. So.

L: That's cool! Yeah, we had them attend the class sessions before they went out. But I guess if you're not sending people, I thought for some reason you were more affiliated with Interact.

K: Yeah. They were a sister company, but now we're separated, so we don't do it anymore.

L: Alright. And the next thing is, we applied some new learning outcomes. Before Marisa's thesis, there really weren't learning outcomes for the class at all. There were general ideas, but nothing structured. So she wrote some, and then, um, I printed out the page from my thesis that has them listed right here...

K: Ok

L: These four. If you want to tell me how you feel about these learning outcomes for interns – if you feel that these are things they are working on, and if you feel that they are appropriate learning outcomes.

K: Ok

L: Not only just for our class, but for their work here at the internship site.

K: Ok. Well, especially because of the interns that have ended up teaching, I can see that they are trying to practice those pedagogical things that their learning in the class. And if they don't quite know what to do, they ask: "What if I get a certain student, or what if I..." they ask a certain question if they're not quite sure "how to I approach that?". So, they do ask questions if they don't know, but when I've watched them...yeah. Yesterday when we discovered we had to have the interns teaching our level one students, um, they got right to work, and we, I had a brief mentoring session with them. We talked about being organized, and then the teacher who taught last semester, those classes, she met with them also. So it seemed like they were really ready to, um, put into practice what they've learned in their classes so far, into what they've got to do right now – to jump in and start teaching.

L: Oh good. Perfect.

K: Um, I know that the, one of the interns is a teacher at the MTC, so see, she feels really, she seems much more confident about what she's got to do, because she's taught Spanish from the very ABC 123 level. And, uh, I think that if you talk about that, that's what they would use in here.

L: And I would say you're whole story that you told me about the young lady who was here for two years,

K: Right

L: And little by little became more confident and able to teach...

K: Yup

L: And I think that applies there, too. Is that generally the case with interns?

K: Yeah, she was about the most insecure that we'd had. Usually they come seeming a little more confident, because they don't want to come and feel too insecure, or they think...they would think, "why would Selnate want me, if I come in like a wippy baby, you know, and don't know what I'm doing".

L: Sure

K: So they, you know, you have to carry yourself with a certain air of confidence. But they, you know, I can tell when we go over the different duties that we might do if somebody isn't a computer expert, then we won't ask them to do those kinds of things, but sometimes we end up needing them to do that. And you know, if you'll just let us teach you a little bit, could you, you know, lend a hand, they'll usually say "oh sure" – they'll try anything. So yeah, I can see that they change over time. Once they're in the environment of whatever school they're going to be in, and see how people work together, I think that increases those feelings, too.

L: Oh, that's great. Ok, good. And the next one is demonstrating critical reflection, that has more to do with the class where they're writing reflection assignments along with their hours, I don't know if that...

K: And they haven't talked to me too much about that, about their own reflection, of their writing about that...I haven't heard too much about that, so.

L: Yeah, that's what I assumed to. That's usually me their – they forward that all to me. And the next one is becoming familiar with the professional conduct practice and options, so...do you feel that their work here – first of all, does it...does this objective apply when they're here, and second of all, do you think they...I guess I'm trying to see: has there been any change in the interns. Do you feel...you mentioned that they seem a little bit more professional in their dress, things like that...

K: Right. But, um, no, the one shy student I told you about, she actually did go with Interact to Japan, and then when she came back, so, when she came back, about a year and a half of gaining more confidence, then she was confident enough that she would actually leave the country and go to Japan, and then come back, and want to intern here. Even though, I think at that time she didn't really need any more hours. She just knew the school, and knew that she could lend a hand. And she literally had from 10 o'clock to 11 o'clock. She had to leave campus, run down here on the bus, and then go back. So she obviously still wanted to be here. But you know, all of, just about everybody in this room has been to a foreign country, and either been a missionary, or done some teaching. So this atmosphere also, as the teachers talk about their foreign experience...because we assume our influence, and I talk about my experiences all the time, and if they work with the other teachers, for very long, they find out their foreign experience of teaching or being a missionary. So we hope that that inspires them to inquire a little more, and take a chance...Yup.

L: That's great, that's great. Ok, well, thank you. Anything else about these objectives?

K: Nope.

L: So you feel that they're all appropriate for what it is that you're learning...

K: Yes I do.

L: K, perfect. Alright, and then let's see if the last ones apply to you or not...I don't think these other ones apply. This is one where the TESOL minors did their little internship presentations in the other classes...

K: K

L: And, we incorporated their reflection assignments into the in-service support sessions, so I don't know...

K: Yeah...I was glad to know that they had an intern class that they would go to...and, um, I didn't know everything that they were learning, but I think to me throughout the semester, then, that, maybe even just attending that class – I think it's maybe just a combination of working here and um, realizing “hey, what they're talking to me about in my classes”, whether it's in the intern class or other classes they can see it in action. And I think that lends itself to the confidence that they begin to show, also. That, “hey, they're not just saying that in an education class, that wow, I can envision it because I'm living it right now”. I think that helps them, also, that combination. But when I knew that they were actually, on a certain day Thursday or whatever that is, they're going back to school and their talking about whatever their experience is, and learning more skills, that was really kind of, um, reassuring to me. That they weren't just trying to fill in the 150 hours that they had to do for graduation, but that they were always...also doing it with a specific goal, and that they had some specific guidelines. That was helpful for me to know. Um...and also, the requirements used to be a little different – I don't know if this changed also, but, um, it seemed that now they have to have an internship – where they're going to do their internship – an idea of that before they can sign up for the class. And so, I think it used to be the opposite.

L: Exactly.

K: And um, so I had a lot of inquiries, maybe the semester before they're going to do it, but also maybe just before the semester starts. And the only thing that I would say, I guess they're interviewing in quite a few places, and it's been disappointing when we have somebody really great, who seems like they'd be so good, and then I write back and say “Ok, you ready to start?” And “Nah, I'm not going to intern with you”.

L: Oh, that's true.

K: Because I have things envisioned that I want them to do, and how I want them to participate, and then when they end up not coming here...and something that – I can't find another place, and I really want to intern here...And I don't know if it just changes at the last minute, but it is, yeah, pretty disappointing when that happens. But I guess, yeah, because there's, you know, there's competition in town, but yeah, that's kind of disappointing. I was glad that they had to find an internship. So that they went out, and really scouted out some interviews before you would let them into the class. You would know, also, that they were serious, and that they didn't waste two or three weeks of the class trying to find something...So.

L: Yeah. That's true. And also it's such a huge, to me, it's a huge part of the process to find your own internship.

K: Right. Do you have a list for them to go...?

L: I do have a list of all the current sites, the ones that have master crème signed with BYU, but we let them, if they want to find a brand new site and get them to sign a form, they're welcome to.

K: So any school where they could...where there would be international students of some kind...

L: An ESL experience, yup.

K: Ok, cool.

L: We have some, um, even going to Provo high school and working with the ESL students there.

K: That was my first job after my mission.

L: Oh really?

K: I worked for the Provo school district, I went to Timpview, Dixon junior high, and Provo high, and kind of did a rotation throughout the week, and kind of decided – hey, maybe I'll change my major. And that's what happened, yeah.

L: Where did you go on your mission?

K: Taiwan.

L: Taiwan, ok. Well I really appreciate, first of all your help with this project, but also your help with all these interns for all these years! I hope that that doesn't end, but...

K: Yeah, I know! It would be horrible. That's my email for today, is to get back to her. Yeah, it's been really nice.

L: Did you have any other final comments before I turn off my recorder?

K: No.

L: K.

TESOL Minor Intern Interviews

Student 1 (A):

L: Ok, so my thesis is for the internship class, so Marisa suggested changes for the internship class, and I'm implementing/evaluating them.

A: Ok.

L: So this is a list of the changes for the internship class. What I want to do is talk about these different things we put into the class, and I want to talk about these different things we put into the class, and talk about if you thought they were effective or not effective, or if you think we should keep them or get rid of them, or how you felt or anything you have to say about them.

A: Ok

L: So the first one is the course prerequisites. Before, you pretty much had to be done with the minor before you could do any internship work. So we changed it so you could do it sooner.

A: MmmHmm.

L: Did that effect you at all?

A: Um, I took it the last just cause that's how it worked out for me, but I think that's good, cause it would have been nice to have been doing an internship while I was in some of the classes, learning about it and doing it at the same time. So I think that's a good idea.

L: Alright, the next one is the in-service support sessions that we had. We never had any before, and we added them and made it so that the interns that were gone internationally could join them.

A: Ok, I don't remember exactly what those were.

L: Ok, that's where we did one of them in class, like half the class, and we had a couple where people came back, and it was just where you'd sit with your peers and discuss, like what's going well and what you need help with...

A: Oh, ok. That was good. It was nice to see how other people were doing, too, and the challenges they were having as well, and how they were handling them.

L: Yeah?

A: MmHmm.

L: And did it help you learn?

A: MmHmm.

L: Ok, good. And then there were new components actually to the course.

A: MmHm.

L: So the course itself, we added some new class sessions, we took some of the old ones away.

A: MmHm.

L: So we talked about professionalism in the workplace, and we wrote your personal/professional conduct plans,

A: MmHm.

L: And you presented your resource ideas, we made them more realistic; before they were more theoretical, you could do anything, but we changed them so they were a resource you actually used in your class.

A: Oh, ok.

L: So let's talk about professionalism first, and the conduct plan, those two go together.

A: Ok, um, I really liked it, I mean, some of the things in it are kind of like, no duh, but it's a good reminder. So you're kind of like, oh yeah, you know? Get reminded about that.

L: Uh-huh.

A: And with that, the professional conduct plan? It was good, cause you're kind of committing yourself to those things, so it's on your conscience to do it, and I really liked that.

L: Oh that's good. Ok, what about talking about professional organizations in the class?

A: That's when we talked about, like, MEXTESOL and TESOL and all that stuff?

L: MmHm.

A: That was really good; I didn't know there were so many organizations out there. They don't really talk about it in the other classes. And so it was nice knowing all of the people you can teach for, they have job openings, they have resources and meetings, and things like that. It was really interesting.

L: Ok, good. That was the point; I always felt like they didn't talk about that in other classes, too.

A: MmHm.

L: Perfect, and having resource ideas, we had you share one that you used, and then your peers—everybody shared with each other.

A: MmHm. It was really good; I actually ended up using one. I ended up using Paul's resource idea, the stretch activity?

L: Uh-huh.

A: Um, in my class that I taught the next term.

L: Oh, ok.

A: So it was really helpful, like, to see other people's ideas.

L: Good.

A: I liked that.

L: Ok, perfect. Alright, I don't know if this one applies to you as much, but we had preparation sessions, that was if you were going abroad for internship work, we changed it so people would do the class sessions before they went out.

A: Oh, ok.

L: Cause otherwise they were missing out on the class experience. Do you think the class was important for your internship experience?

A: Yeah. I think it was good having it, cause I had the class before most of the internship, I was just helping out at Selnate, but then after class ended in the summer, I was actually teaching 16 hours a week at PACE, and so it was nice that I'd already gone through the class, I think.

L: Ok, so you didn't go internationally,

A: No...

L: But having the class beforehand was still a good thing?

A: Yeah. It was nice.

L: Ok, alright, and then new learning outcomes; there weren't any, like, set learning outcomes before Marisa wrote these ones,

A: MmHm.

L: If you wouldn't mind looking at these, and telling me if you feel like they're good learning outcomes, if you feel like we accomplished them, or if there should be something different, or anything like that. And these apply not just to the class, but your internship experience, too.

A: Oh, ok, yeah, I was going to say like, I feel this is more on us, on our situation, needing to do that, but yeah, they're all like, this was really, this was true; developing feeling feelings of confidence and preparedness; and then this was good, cause we wrote our philosophy, and so I really liked that.

L: And that one helped you reflect? Your philosophy helped you reflect?

A: MmHm, yeah. And then yeah, like I said, you had the whole conduct plan, and lecture and stuff. Yeah, I became familiar with it. And the options, the professional organizations.

L: So you think we did accomplish these learning outcomes.

A: MmHm.

L: And do you think they're good learning outcomes for the class? Do you think there should be something different for an internship?

A: No, I think they're really good; cause an internship I feel like should help you become more confident in teaching, cause you haven't done it yet, and then help you to know your options, and it's pretty much applying it, because you're taking all the classes and actually putting them into practice.

L: Yeah. Alright, so you approve!

A: Yeah, I do!

L: K. And then we had a bunch of—I don't remember if you did or not—but a lot of the TESOL minors or the interns would present in TESOL minor classes...

A: Oh yeah, I did.

L: Did you do that?

A: Uh-huh. I did it in the summer in... what class was it in?

L: I don't remember either...

A: You didn't come, I don't remember who came...

L: Dr. Henrichsen?

A: Yes, thank you. He came, and it was intimidating, cause I'm kind of like, hey, all of you, you're going to be at this point sometime, and I was like, ok, I better make this look good!

L: Yeah!

A: But I really liked it. I liked letting people know what's out there.

L: How did it compare to if you had done it in the TESOL internship class, to your peers there?

A: I feel like it would have been easier to do with the class, just because the class was smaller, and it was a little more informal, and I knew everybody; and we'd already had the in-service support sessions, and so we'd already been talking about our internships, and so I think it would have been a little bit repetitive.

L: Yeah. Ok, alright, so that was a good experience for you, it stretched you, I would say.

A: Yes!

L: Ok, that's good! And then the last one was we talked about the reflection exercises in the in-service support sessions, cause before we would just write them and never discuss them.

A: Ok, can you remind me of what some of them are.

L: Yes, that was every 20 hours, you'd write a short, one-page paper, reflecting on your experiences.

A: Oh, ok, yeah, we'd write it and then we'd tell people.

L: Yeah, I don't know, because we kind of let you go in those in-service support sessions,

A: Yeah.

L: So maybe you discussed them, and maybe you didn't, but that was the structured time where you could.

A: Ok, um... So discussing the reflection assignments... I don't know if we ever did in the groups I was in, we mostly talked about what's going well, what's not going well, but that was probably in some of our reflection assignments.

L: That's true.

A: So it was good. It was a good class. It was really helpful.

L: Yeah?

A: MmHm.

L: Well, was there anything else that you'd suggest or change, or other comments?

A: I'm trying to think... It would have been good to ask last semester...

L: When it was fresh?

A: Yeah... I can't think of anything right now.

L: Oh, that's fine! Thank you!

Student 2 (B):

L: So what I did for my MA project was to implement and evaluate Marisa's suggested changes to the internship class.

B: Ok.

L: So this is a list of the changes—they should have all been in effect when you took the class. So I want to discuss them with you, and see how you feel about them; like if you think they were effective or not effective, if they helped you or not, or if there's anything you'd do to change them, or just how you feel about all of these different things.

B: Ok.

L: So the first thing was the course prerequisites. We changed them; before you did your internship, you pretty much had to do pretty much all your TESOL minor classes, and then do your internship at the end. We changed it so you could do it more concurrently. Did that effect you at all?

B: Yes, definitely.

L: Ok.

B: Because I was going to graduate, like, I was planning to graduate this semester, and when I needed to take the course, cause I was already doing an internship, like, I had already planned to do it, and so I actually got an exception, because I hadn't even taken one of the prerequisite courses, but I was taking one concurrent with the internship. So that really helped me out, because it would have been really hard for me to graduate with the TESOL minor if the prerequisites weren't as, like, how do I explain it. I wouldn't have been able to fit in the

internship class and graduate on time if things weren't a little bit different. There's no way I would have been able to do all the other classes before that.

L: Yeah. Ok, that's good. So schedule-wise that helped you.

B: MmHm.

L: Ok, and what about the actuality of doing those classes concurrently with the internship; was that effective?

B: Yeah, I thought that the Ling. 477 class being concurrent was very helpful. Like I am glad that that was something that they recommended and that I had to force myself to do, because I took things straight from that class, and used them in my internship. So that one especially was super beneficial during the internship.

L: Oh, that's good. Who was your teacher for 477?

B: Nancy Tarawhiti.

L: Oh, ok, that's cool. Alright, then, you'd mark that one as effective.

B: Yes.

L: That we changed the prerequisites. Ok, What about the in-service support sessions? We created the in-service support sessions; they didn't exist before, as a chance for international interns or those continuing their internships to come back, and participate in the class and discuss things. How do you feel about the in-service support sessions?

B: Well, to be honest, it was kind of a relief. Because while I was having some issues with my internship, and being able to discuss that with other people, they were like, oh, I had that same issue. And we were able to talk about it, and it made me feel better, because I felt kind of like a failure at first; cause this is my first time going out into the real world and actually teaching, and so I was making mistakes. And being able to discuss those mistakes with other people, and seeing that they ran into that too, it was really helpful for my self-esteem, and I learned from my mistakes. I was like, ok, I need to do this differently. I mean, it's ok to make mistakes; that's what I pulled away from it a lot of the time. We're all making mistakes, we're beginning, so I didn't have to compare myself to my co-workers, who were already really experienced; and I could talk with people who are at my same level and see how they were doing, too.

L: Ok. And you did your internship all at the ELC?

B: No, I did most of my internship for the Provo Adult ESL through Dixon Middle School, and so that was just me, by myself teaching, getting thrown in. But I talked to people from other internships, people doing other things, and they were having similar experiences. So it didn't matter which one I was doing.

L: Yeah. You did some work at the ELC, right?

B: Yeah, for extra hours that I needed to pick up. I did the GAP lab.

L: Did you do your internship over more than one semester? Or was it just one?

B: Yes, I had to finish up in summer. I go the bulk of it done in Spring, and then I had to finish it up in the Summer.

L: Did we have in-service support session in the summer? I know we didn't have the actual class in Summer term...

B: I didn't go—I had already finished the requirements except for the hours. So I had already gone to the in-service support sessions in the spring.

L: Right, it's just that usually we usually have people that are continuing, that are finishing hours come back for support sessions. But maybe we didn't do that in summer, cause we didn't have the class.

B: I didn't attend that...

L: That would make sense, cause if we're not holding the class we probably don't have sessions. Is there anything you'd change with the in-service support sessions?

B: Not that I can think of. I thought it was fine. I remember one girl skyped in some of them; I don't remember if I thought that was effective. I remember there were some technical difficulties.

L: Yeah, that was an experiment. We actually changed that. We had her do it through skype, cause she couldn't be here; but the semester after we did it online with a google document, and people wrote comments to each other. Do you think that would have been better than having skype?

B: Yeah, I remember it was kind of like, I wasn't even in that group that worked with her, but I remember there were some technical difficulties, and it wasn't really as effective when she was on skype.

L: It was more distracting.

B: Yeah.

L: I agree with that. Ok, anything else with the in-service support sessions? Ok, so the next thing is we introduced some new course components. You won't be able to compare how it was before, obviously, but if you could tell me how you feel about these parts of the course from when you took it. Like when we talked about professionalism, and you wrote your professional conduct plan. Also, having the resource ideas be something you actually used in your classroom instead of general or theoretical teaching ideas; and then we had people share them in the in-service support sessions. I don't know if you remember that?

B: Yeah.

L: So if you want to tell me about those different course components; if you thought they were effective, like both in the presentation of them, and generally, do think this is important to have and to learn about.

B: Ok. So instruction regarding professionalism in the workplace and the professional conduct plan. I feel like that one, for me personally, those were things I was already familiar with, or felt were a given, but that is maybe due to how I was raised, or how my parents taught me; so like being on time for work, or dressing for success, a lot of those things I already felt I understood. But I think they are really important; and obviously some people who ran into problems with that, they needed to have that. So for me personally, it was a good reminder, but doing the personal and professional conduct plan was just writing down things that I already understood.

L: Ok.

B: Discussion of the benefits of belonging to professional organizations... what is that?

L: That's when...

B: Oh, like TESOL or JALT,

L: Yeah. Or whatever it is you choose; and we had you write three paragraphs about three of them.

B: Ok. I thought that was really interesting, actually, cause I didn't know about those things before this internship class. I didn't actually join any of them, but if I was going to, well, I am going to teach TESOL, but, it was a really good for me to be aware of those, because I think that when I am becoming more established in the field, that will be something I'll look more into. But as a student I wasn't really motivated to join yet. But I think being aware of that and learning about it was really useful. And I felt like that that was something I'd be interested in doing upon graduation, or going into the field.

L: Good. So that was meaningful for you.

B: Yeah. I had heard about different things like that before, maybe not even in TESOL, but I never really understood why that would be helpful, or how to join them, or who that would apply to. So it was actually very enlightening for me.

L: And you got enough information then?

B: MmHm. I felt like it was thorough and useful.

L: Ok.

B: Student presentations of resource ideas used in the classroom. This one, some of the ideas I thought were useful, but some people's ideas were interesting, but I don't think I'd actually use them. So because it was a pretty open assignment some of it is, like, I was like ok, that's nice. I didn't take it as seriously sometimes, cause I felt it was very opinion, or really personality-specific to people sometimes, and not so much a good rule of thumb kind of thing to do. But I think that might have been the point of the assignment, too, to do things based on your experience or how you think it would work in the classroom.

L: Right, but that's a good point; we could have it be something you've used in your classroom, but try to make it something that your classmates would find applicable to their internships.

B: Yeah. Cause some of those things that were presented, I would probably never use that. But you learned a lot about people and your classmates from it. But I didn't necessarily take any of those ideas and implement them in my classroom.

L: Ok. So with the presentation of resource ideas, would you want it to be more theoretical, something that everybody could possibly use, or would you just maybe get rid of the assignment, or what would you do?

B: Um, I think it's a good idea, cause you do need some ideas for things, but maybe more guidelines on it would be helpful. Like maybe having everyone have an assignment like, what is a good resource idea for this kind of situation, or just more guidelines on it, cause I felt like some people just did it like last minute, like, oh you could do this, and so it wasn't that helpful. It's like, ok, that's not useful...

L: So the assignment wasn't structured enough.

B: Maybe; yeah, if there were more guidelines to what it should cover, or what it should do. Or... I don't know.

L: Yeah, that makes perfect sense. Ok, we talked about all the course changes, yeah?

B: Yeah.

L: Ok, I don't know if this will apply to you as much, but we had preparation sessions for interns going abroad. So we made sure that interns going abroad for their internships attended the class session before they went out, to make sure everybody got that experience; cause otherwise they were going out abroad and missing out on the class altogether.

B: Oh, I did an abroad internship before this internship class, when I wasn't a TESOL person, I did a TESOL internship, and I took two classes from him, but it wasn't the internship class...

L: Right.

B: So is the new thing in the program that you're having them attend the internship class before they do the study abroad.

L: MmHm.

B: I think that would have been really useful. For me, seeing how much I learned from different resources that are available to us as TESOL teachers, I didn't know about those things when I went and taught in Cambodia, so when I got there, Lynn was overseeing it, and he came through and things, but the preparation I had, to be honest, I didn't really have any preparation on teaching. And I felt like when I got there, I was basically just starting from scratch; and I think if

you are implementing this now for study abroad people, it would be helpful. Cause I remember when I did my internship, I was just doing whatever.

L: Ok, perfect. Great. So you agree with that change. As for new learning outcomes, before Marisa's thesis, there weren't any learning outcomes. She created these, and we implemented them in the class. So if you want to tell me about these, if you think that we accomplished them, or if you think they're important or not important; just how you feel about these.

B: Ok, so number one, apply linguistic and pedagogical concepts learned in other TESOL minor courses in real world situations. So is this one supposed to be about the course, or in my experience in the internship?

L: In the internship. Not so much in the course as it is, but in your whole internship experience.

B: Ok.

L: Were you able to apply TESOL minor information in a real life situation.

B: Oh, definitely. Yeah. In the actual internship, I did, yes.

L: Ok, and do you think that's an important concept for you to have accomplished in your internship?

B: Yeah. I think. Cause if you just jump into the internship without applying anything that you've learned, it's just like starting from scratch. But if you've taken some minor courses you can apply it better, and then you can reflect on that in the course as well.

L: And the course helped you do that? To apply TESOL concepts?

B: Yeah.

L: Ok, what about developing feelings of confidence and preparedness for teaching ESL?

B: Mmm...

L: The course and the internship as a whole. If it helped you feel more prepared.

B: Ok, well I think... I feel like, as far as preparedness, I think most of that came from outside of the course; I don't know what happened in the course that would make me prepared to teach; but I do think the course helped me prepare for applying for teaching and for looking for other possibilities, or looking for resources; but I don't know if the course helped me as much in feeling prepared to go out and teach, like the actual practice, if that makes sense.

L: Ok, did the TESOL minor classes help you feel more prepared?

B: Yeah.

L: And then this class was the application of it, do you think? Or maybe I'm not saying that right.

B: Yeah, I feel like this class is more like, bring it to the real world view of like, you're gonna be applying for grad school, or you're gonna be applying for jobs, how are you gonna apply what you've learned and the experiences you've had to help me do that.

L: Ok.

B: So I don't feel like it help me in teaching, like, developing my teaching skills or feeling prepared to enter a classroom, but it did help me feel prepared to go out and to look for those jobs, or to build my future in that.

L: Do you think that was because you'd had so much experience previously?

B: Possibly... I think that taking this course coupled with the 477 class was really helpful. But I think the actual course, like the internship course, we didn't do practice teaching or anything, though.

L: Right, but not in the course, but what about your teaching experiences, like at Dixon middle school, or at the ELC?

B: Yeah. It helped me get a lot of mistakes out, and realize what skills I had and what skills I need to work on. And I think the in sessions—I forgot what they're called;

L: The in service support sessions?

B: Yeah, those helped me realize that I wasn't a failure; and in that way it probably helped build confidence and preparedness.

L: So let me see if I have this right then: the class sessions themselves didn't really help you develop confidence or feelings of preparedness in teaching ESL, but the actual teaching and the in service support sessions did help you develop some more confidence?

B: Yes. I think that's what I'm trying to say.

L: You tell me! I'm trying to make sure I understand.

B: Well if the objective is to develop feelings of confidence and preparedness in teaching English, I feel like they didn't help me as much in teaching English, like actual practicing it, I felt like the class was more geared toward helping me build confidence or preparedness in applying for the jobs, or the profession, and not so much that skill like that.

L: Ok, that makes sense. So it helped you prepare for a career in TESOL more than the actuality of teaching.

B: Yeah.

L: Ok. That makes sense. Perfect. Demonstrating critical reflection of your teaching beliefs and practices; that has to do with the philosophy and reflections; do you feel that was adequately addressed, do you feel like it was effective to have it addressed; how do you feel about the critical reflection you did in the class.

B: Ok, this is based on our reflection papers you said philosophy statement?

L: Yeah, it's basically those two.

B: Yeah, I think I really did have to reflect on my teaching skills; I thought the exercises presented in the packet, or the prompts were effective; and so it covered a lot of different areas of teaching, and also forced me to evaluate myself, and where I want to go with my teaching. So I thought it did a good job of that.

L: Ok perfect. So you feel we did a good job with that objective. And do you feel it's an important objective to have in an internship class? Or do you think that it was...

B: I do; and some of the things doubled up with other classes, like the philosophy statement, but I think they were very useful. I guess one question I had was is the doubling up of what we did in 477 and doing it again in the internship class effective? Cause I feel like I just used the same thing.

L: Yeah, and that would have a lot to do with the fact that you did it concurrently; cause the theory, the idea is that you write a preliminary one in 477, and then when you're actually teaching, you can refine it. So you're not supposed to turn in the same one you did in the 477 class; unless you're doing it concurrently, and then you could do the same assignment, and it wouldn't really matter, cause it's not like you were actually writing two papers.

B: Well, and to be honest, just knowing a lot of the people in the classes, I would bet that a lot of people will just take their 477, and just turn that one in instead of adding on it.

L: That's true. And I bet a lot of people do that. But...

B: Ideally, they wouldn't.

L: In theory, yeah; it's at least to give you the opportunity. So maybe, in demonstrating critical reflection, the reflection exercises did well, but maybe change the philosophy component somehow to actually force people to evaluate and rework their philosophy.

B: Yeah.

L: That's a good thought. Ok, become familiar with professional conduct and practice and options in the TESOL industry. We did talk about that a little already; how you thought it was important to talk about professional organizations and stuff like that.

B: Yeah, and from my experience, I've taken career classes at BYU, like multiple ones, in different semesters, so I've heard a lot of the things that were covered, like multiple times, so for me it was just repetition; but I'm sure for other people who haven't been proactive about finding out about getting into the career world and things like that, they would need to hear that. So from my perspective, it was repetitive, but it is very important. And I think if they're not going to hear it anywhere else, they should hear it in the internship class.

L: Did we do a good job presenting it? Or was there more or less information we should be sharing?

B: I think the only part of the thing was the dressing and standards like that; but in the resume thing, where we had to make the resume, I forgot that guy...

L: Oh, the online portfolio?

B: Yeah, the online portfolio. I don't know how useful that was. I have never used it. And we spent a good chunk of time on it, and so I learned things; but I've never used my online portfolio or used my online resume, you know what I mean?

L: MmHm.

B: So I thought like for spending as much time as we did in the class, and I've never used it; I was wondering about that part of it.

L: Ok.

B: Like if maybe... I don't know.

L: It's true; that's a really good point, cause they have you do that online portfolio as an undergrad, and then they have you do it twice in grad school. And I've never used it to apply to anything. It's a cool idea; maybe we could suggest something about changing that. That's a good thought. The resume, though; the assignment to write a resume, not the online portfolio or the online version, but the assignment to write a resume and refine a resume specific to TESOL, was that good?

B: Yeah, I think that was good. I've had to do my resume in so many classes, and every time it gets better and more applicable to where I'm headed in that moment. And I think especially in an internship class, that was really important to get feedback on that. But as far as doing the online portfolio, I felt like it was a lot of time for something I wasn't applying in the real world.

L: Ok, perfect. Anything else with these learning outcomes?

B: Nope, I think that's good. In your meaning of number two, did you mean in the teaching skill area, or were you talking more about applying it professionally?

L: It's talking more about the teaching area; and I think it's focusing more on your teaching experience, and not on the course. Do you think that's ok that way? Or would you re-work it?

B: Cause when I think about confidence and preparedness in teaching, the actual internship, depending on what internship people did, like I literally did just get thrown into teaching; like, my first day of my internship, there wasn't someone with me or team teaching; like I didn't get to watch someone do it first. I basically had the interview, and they were like, ok you start this day, here's your book, go to it. So there was no training beforehand from the people; and so when I did start it, I didn't feel very prepared. So the preparedness to teach, I think definitely I learned from my mistakes and errors, but I don't know if that was the ideal way to do it.

L: That's true. So maybe less than ideal. But after the experience do you feel more prepared to teach now than you did before?

B: I think it really depends on the internship, cause all the internships are very different.

L: It's context-dependent.

B: It's very context-dependent. Cause like for what I taught, I think that everything was way different than a different job that I would teach. For example, right now I'm applying to teach at UVU, in their evening program or whatever?

L: Yeah, that's where I work right now.

B: And I'm not really sure that what I learned at my internship at Dixon will help me be prepared for that; cause maybe they're gonna have way different expectations or things like that. So I feel like some internships might be more helpful in helping me feel prepared than others.

L: Ok, that makes sense. Cause every teaching situation is so different. Alright, that's good to think about with number two. Anything else?

B: No.

L: Ok. And then the next thing would be—I don't remember, did you do your final presentation in the internship class, or in one of the TESOL minor classes?

B: I did it in a TESOL minor class.

L: And how was that? Do you think that was an effective way of doing it, or would it be better if everybody just did their presentations in the TESOL internship class?

** Technical difficulties with recording; in the remainder of the interview, interviewee agreed that having the presentations in the TESOL minor classes was a good idea, and explained that she didn't talk about reflection assignments in the ISS sessions.**

Student 3 (C):

** Technical difficulties with the first part of the recording; we reviewed what the student said about the first components at the end of the interview.**

L: So these are the learning outcomes, I want to know: do you feel like these were good learning outcomes - that they actually happened in the course?

C: Um...yeah, I'm looking at this first one, I think I used the concepts definitely that I learned in T-sol classes, it's not like we talked about them in the class, you know what I mean?

L: Mmm Hmmm

C: But I used them in my internship. So yeah, I've definitely learned stuff I've used there. I was, like, so intimidated. I'm still kind of intimidated, because I haven't had a lot of actual teaching experience. But I was pretty intimidated by this class and doing this internship, but that was like – I could do it, you know what I mean?

L: Yeah, yeah that's good.

C: So I think that's definitely helped. Um...Reflection, yeah um, I was looking ahead at the final presentation. I mean, we haven't done this yet, but just preparing to do them I've realized it's really good to think about what I have learned, because I've learned a lot, but if I never take the time to think about it then I wouldn't think that I learned that much.

L: Right.

C: And then...become familiar with professional conduct...yeah, working with the ELC and UVU I've like, kind of been able to shadow other teachers, I guess, and see how they handle different things. So that's been good.

L: Oh good! And you think these are good objectives for the internship?

C: Yeah! I mean, they make sense, y'know? With what you're supposed to be learning and everything.

L: K...alright, and this, I don't know if you've experienced this, the final presentations, a lot of other semesters we had interns go to other TESOL minor classes, did you ever see anyone come to any of your TESOL minor classes and give a final presentation?

C: Um...I don't think so. Maybe, and I just didn't realize what it was. I don't think so.

L: That's fine then. And then, we tried to incorporate reflections assignments into the in-service support decision so you'd have time to talk about them. Before hand, we would write all these reflections and then never have time to discuss them in class.

C: Mmm Hmm.

L: Was that beneficial at all?

C: Um...I don't think that I did discuss them.

L: Oh, Ok.

C: We just talked about what went well with our internships and what we needed help with.

L: Ok. And that's fine, because that's the point of it is to talk about what you need to. Well, is there anything else/

C: I don't think so, is there anything else you need?

L: Would you mind recording -let me make sure on record just to see if I have this straight. So the course record that's altered didn't apply to you that much but you can see how it would have been beneficial – that's what you said.

C: Mmm Hmm.

L: The in-service support sessions you thought that you had been speaking to your peers a lot already, but it is helpful to talk to somebody else.

C: Mmm Hmmm.

L: So if you weren't already friends with them it would have been good to have that time with them in class.

C: Yes.

L: Okay. And the course components professionalism and the conduct plan were not so much applicable for you, you already knew the stuff?

C: Yes

L: But professional organizations was good because you didn't know about all the smaller ones as much. C: Mmm Hmm.

L: And the resource ideas were good because it helped you see real ones.

C: Yes.

L: Real lesson plans, real things that people actually used that worked.

C: Yes.

L: And the learning outcomes we got on here, right?

C: Yeah.

L: Okay, Perfect! Any questions, or anything you'd suggest changing, or anything you thought went really well – either way; any last comments?

C: Um, I think it's gone pretty well, I like...I think the amount of class stuff required for this internship is good compared to other internships I've heard about. My husband did an internship where he had to write this huge paper at the end, and it was basically like the reflection papers we've done, but it was all put together.

L: You're not reflecting throughout?

C: Yeah. Which seems, kind of...I don't know, not the best way to do it. So I think having the reflections due with every 20 hours is a good way to reflect as you go.

L: Okay, good.

Student 4 (D):

L: For my thesis, I was basically implementing the changes that were suggested by Marisa Ontiveros, who had this job before me. So her thesis was a big evaluation of the program, and she suggested that we do some new things, and then for mine it was a project – I was implementing them, and now I'm evaluating it. So these are the different things that you participated in, theoretically – we'll see if they all apply to you. So I want to discuss with you just briefly how you felt about them, and how they affected you: if you thought they were effective, if you thought they were less effective, if there's anything you would've changed. The first thing is that we altered the prerequisites. Before, it used to be that you had to have pretty much all of the TSOL minors done before you could start your internship, and we wanted to change it to a little bit more concurrent so that you could be applying what you were learning as you went.

D: So when I took it, I'm trying to remember the classes I took before I did the internship class...I know I took Doctor Evan's teaching methods class, and Doctor Anderson's teaching literacy class, I think I did take Doctor Stronghouse's assessment class. So I did take those before I did the internship, but I'm trying to remember if there was something else.

L: That's pretty much it, we've changed the prerequisites so it's pretty much just the 330, 477 other than the required ones.

D: Okay. Yeah, I think 477 was a very helpful class for the internship, because Doctor Evans did a really good job making that class extremely practical and very motivational. But um, yeah, those are the ones I took before, what questions do you have – like is there something specific you want to know?

L: Well, my question is: was it effective to have those classes done before? Or, I guess if this one doesn't apply to you that much we don't have to talk about it that much. But just the fact that it was more concurrent along with your TSOL minor classes...?

D: I think concurrent works great! I don't think that would have been a problem at all, and I think a lot of the assignments from the classes would have lined up with the things I was trying at work, trying at my job. So I don't think that would have been a problem at all. And I think it might have been actually helpful to have those things really fresh in my mind while I was doing the internship...um...so I think that could be a good idea.

L: Yeah.

D: I didn't do it concurrently, I'd taken them before, but...

L: Yeah. Alright, that's good then. And then the other thing that we applied was the in-service support sessions. Were we doing that when you were here, or did we start that the semester after? That was when people would come back that were finishing hours, but weren't in the class, and we'd discuss it.

D: Um, I did it the whole time I was in the class, and I think we met and talked a couple of times, I don't remember if that's what you're talking about. Or at least I kept you updated. I don't know if that was formally the support sessions, but I was able to get all my hours done during the class.

L: So you never had to come back and do it.

D: I didn't have to come back.

L: Right. What about...were there any support session...remember the semester you did the internship?

D: I think it was fall. I did it fall semester of, I guess it was a little over a year ago: 2010

L: The first time I was the TA.

D: Probably.

L: So we may not have started those formally. The point with the in-service support sessions is just to allow students the time to discuss with peers. If you don't remember that it's ok.

D: I don't remember anything formally, and that could just be because it was a while ago. But, um...sorry.

L: yeah, that's just fine. Let's talk about the course components. I'm pretty sure we'd introduced all of these when you were here.

D: Mmmm Hmmm.

L: There were a couple things that we took out of the course, and these things that we added in their place. So we talked about professionalism in the workplace, professional organizations, and had the little assignments with those, we had you present your resource idea – it was actually something you used in your classroom, and you shared that with your peers.

D: yeah, we did that.

L: and then you created your professional conduct plan.

D: Yup. We did all those.

L: And how did you feel about them? Did you think they were effective, or do you think that they were busy work?

D: No, I thought that they were pretty good. I remember writing the personal professional conduct plan. Um, a lot of the stuff, um, I feel like is really basic and really practical, and I had quite a few jobs and had done quite a few interviews, so at some level I'd already learned, but I think it was good to kind of put it together and make some sort of statement. So I too remember that I enjoyed the professional conduct plan, I thought that was an effective assignment. Um, I did think it was effective, but I think...I noticed a lot with people I work with too, that people tend to get really casual in the way they work, especially in the teaching environment. They have their own class and stuff, and they feel like because someone's not there watching all the time it's easy to get super casual. I don't know if it's different in like an office setting or something when you're working with peers all the time, versus when you have your own class and you're kind of just doing whatever. But I just feel like those were good things to talk about it. It's great to know a lot about what you do, but if you can't present yourself and kind of play well with others I don't think it really matters.

L: That's true.

D: There are lots of people that are really brilliant, but they're not fun to work with. And I think it comes across with your students, too, if you don't know how to act professionally. There needs to be – like as much as your students want to feel comfortable around you, there needs to be...It's like a trust issue. They need to see you as a type of authority figure they can trust, because in the end you are the expert who they need to be gaining knowledge from. So think that's really important, how you conduct yourself for your students to see you is really important. You wanna be there friend and have a good relationship, but they also need to respect you, and I've seen that also helps kind of build respect and trust.

L: That's true.

D: So I feel like it was definitely worth talking about, I liked the practical side of the class, actually talking about being in the workforce and these types of things. Um, I didn't feel like it was particularly difficult, but I don't think that was the goal.

L: Right, no, we're not trying to make it difficult, we're trying to help. Make things useful.

D: So I think those are good things to talk about.

L: Is there any that you would have changed at all, or do you think we did them in a good way...? I know we had instruction about professionalism, and you wrote the conduct plan.

D: Um, I thought it was kind of fun to share ideas of things you use, I think those are good activities, to get ideas from other people. Um, discussing benefits of belonging to a professional organization – was that where we researched a couple of organizations and learned about those?

L: Mmm Hmmm.

D: I thought that was good, too. I thought it was good to see what kind of jobs are out there, because I think they'd be...I mean, we're just not exposed to that very much as students. So I thought those were good activities, I thought they were fine. I didn't think it was busy work that was keeping me from doing other things I needed to do, I don't remember having any negative feelings.

L: Okay, and you felt the presentation, the way we did it was effective?

D: yeah, I think so. I thought it was fine.

L: K, perfect. This one probably doesn't apply to you, because you never went abroad?

D: I didn't.

L: So that's fine. I guess what I could ask with that – the point of this one is we had the students who are going abroad, we had them do the class sessions before going out. Do you feel, with your teaching experiences, that the classes were useful in preparing you for teaching?

D: I think so. I think they made me...it's good to have kind of feedback and be aware of things as you're trying to implement them...if nothing else, it just kind of makes you more aware of the things you're doing: the way you're acting, the activities you're performing, things like that. So yeah, I think it was helpful. I think it's a good idea to at least have some of those things in the back of your mind before you start trying to do some things. Because I noticed – I'd already been teaching for like a month before I started the class, and then when I started it, I changed some things I was doing, and I've taught continuously since then, and so...yeah, I think it's good to have some of those things kind of in the back of your mind as you teach and as you practice.

L: Alright, perfect. And then the new learning outcomes, we've applied them in the course...these were actually all new. Um, before there wasn't really a set of learning outcomes, so these are the ones we were trying to apply.

D: Right.

L: You should be able to apply linguistic and pedagogic concepts learned in your other classes in a real world situation, or develop feelings of confidence or preparedness, critical reflection (that has lots to do with the reflection assignments), and becoming familiar with the professional conduct. So do you feel that we effectively implemented those, and do you feel that they were effective objectives to have for the course?

D: yeah, I think so. I think they were effective. What I liked about the course, I don't remember – did we come to class twice? It was twice in the week, right?

L: It was only once a week.

D: Oh, that's right. It was only once a week. So what I kind of liked about the class is that I'd be working and teaching, then I'd come back to the class and the class is kind a place where we can talk about things and evaluate things, so yeah, I remember I thought it was really good.

We'd do an assignment a week, I remember we learned about the pedagogical concepts and we had to write kind of our teaching philosophy, kind of a synthesis of what we'd been learning, and yeah, I feel like... I thought they were really good. Actually the reflection activities, I really liked the set up of this class where it was kind of just once a week and we'd just get together and talk about things, I feel like, and one of the things in the TSOL minor that almost bothered me a little bit, where I got kind of tired, was talking about teaching. I love teaching, I love doing, but I don't like talking about teaching. And I feel almost like it has a tendency to get almost warm fuzzy, kind of sugary, "oh, we love our students"; which it is, but like, I felt like it was just kind of like warm fuzzies. And sometimes it almost got to the point where I was just like – we're not even having like meaningful content and stuff. Whereas in this class, combined with the internship and stuff, I was actually doing, not just sitting around and talking. And then once a week, we'd come together and talk about practical things, kind of share some ideas, we'd do some things to help us think about it, and then we'd go right back into work. So, actually, this is one of the better classes, which I really like. Sorry if that sounds really cynical, but I really like the doing, and sometimes the talking about doing is a little tedious for me. So I feel like those learning outcomes are definitely applied, with the combination of teaching or actually being in a teaching situation, and then just once a week drawing our attention to certain aspects, or making us think about certain things as we go back and teach more. Yeah, I thought it was good. Yeah. Those four areas are definitely things I remember from the class.

L: K, that's perfect. And then, did you do your final presentation in the internship class?

D: Mmm Hmmm.

L: did you ever have, in any of your TSOL minor classes, did you ever have an intern come in and present their final presentation?

D: I didn't, not in one of the other classes I don't think.

L: We can just skip that one. That's one thing we did: instead of having all of them in the class, we had some of them in the other TSOL minor classes.

D: So they could see?

L: so they could advertise, have a new audience and stuff. But, that's probably not as applicable, because you're in the first semester. And then, I don't know if the last one will be as effective for you either, because we didn't really have the in-service...

D: No, not really.

L: Yeah. I think that's good, then. That's one thing we have had feedback with, that people were saying "we're doing all these reflection assignments, and then we never talk about them in class".

D: Right.

L: But we changed that, I guess the semester after you were there. We got them all in the support sessions and stuff.

D: that's a good idea. How's that been working?

L: it's been working great! Everything's been working great! Is there any other comment you have with the internship program, is there anything you feel could be changed, or do you think...?

D: I definitely feel like it's a really good idea to have this program, because I feel like teaching is so practical, and I feel like we need to stay away from the tendency to make things theoretical, like...there's always going to be a new theory, a new something. You talk about a new way, a silver bullet to fix teaching or whatever, but what I've found is that it's not so much a theory or a way....the best way to teach is just whatever it takes for your particular student to understand

what needs to be understood. If that's singing a song, or reading out of a book, or doing translations, or repeating, or whatever you have to do for that student to understand, I think that's the best way. And these are things I don't think you learn in a class. I think they're things you kind of discover in doing. And so, like, it's really great to have classes to talk about things, to become aware about things that we're maybe not aware of as native speakers, like – this is difficult for students because of this, and these are things they haven't heard, and you might try these activities – that's great. But I feel like you learn so much more doing than you definitely do talking. So I think it's a very good idea to provide opportunities to encourage people to have to figure things out by themselves.

L: Yeah.

D: there are some things you'll just never get out of a classroom. And it really isn't like teaching, like there are theories and stuff, but teaching isn't a theory, it's a practice. You need to be doing. So I feel like that was important. So as far as that goes, it was definitely a good experience. And obviously, I kept doing it since. I like it, so....

L: Where did you do your internship?

D: At the MTC. I do the ESL program at the MTC.

L: Anywhere else, or just the MTC?

D: Um, I've done some tutoring, but my actual job's been at the MTC. I taught, I helped them develop some other curriculum, um, mostly the MTC. Which has actually been really interesting, because at the MTC you get ESL students that you may not get other places. Like ESL schools in the United States, like the ELC you get people that have applied, that are here and paying tuition. At the MTC, you get people from all over the place, from all socioeconomic backgrounds, that um, they didn't necessarily ever plan to learn English. They may or may not have had any school in their lives – some of them come knowing a lot, some of them know nothing. They are just here because that's where they got assigned to come. And so, it's interesting. I almost wonder if our spectrums may be a little bit different than what I've dealt with. It's been really fun. I've taught a lot of students from like – Ketabus – which I'd never even heard of before.

L: yeah.

D: and I don't know how many of those come to the ELC, but...they're fun! And it's different, so...

L: It's probably more real world there.

D: I think so. They're people there learning for necessity, not for option or trying to further their education. Like a lot of them have never done college before. They're just opening their minds “oh yeah, maybe someday when I get home it would be important for me to go to school”. And maybe that even comes from their experience here, like they were in a fishing boat their whole life and they never had thought about the need for education, so now that they've had to learn something new, maybe they're like “maybe there is value in this”. It's different, but it's fun. It's really good. Yeah, we get a huge spectrum of people, our classes are really diverse. I think I had 10 students speaking eight different languages.

L: wow, cool.

D: It was fun, really fun. They've got it set up now so their companion never speaks their same native language, so it's just how they do it. It's fun sometimes, sometimes it's complicated.

L: Yeah, and that's the nature of teaching.

D: oh, absolutely, yeah. It's funny to see the cultures collide. They don't always see eye to eye. So it's fun, and it's usually pretty positive. You really realize that sometimes you've just really

got to throw the theories out the window. You know, this isn't working. We're going to try something different – we're going to play a game. We're going to just read together for like an hour, or whatever it takes. They have different needs and expectations, and that's what you get with ESL. It's a culture. It's probably the hardest thing I've ever had to learn. When you learn a new language, you learn a new way to think, a new way to act.

L: Alright, well, I think I'm good. Do you have anything else?

D: I think we're good.

L: That's great.

Student 5 (E):

L: My M.A. project, I don't know if I've explained it to you, but basically I took a bunch of changes that were suggested for the program...

E: From that meeting that took place?

L: Not actually from the meeting; it's from the girl who had this job before me. She did her whole thesis on the internship program, and she just evaluated it, and suggested a bunch of things to be changed in it. Then I took that, implemented it, and now I'm evaluating the changes - make sense?

E: Yeah, cool.

L: Just kind of building on it. And this is my list of changes, so what I want you to do is just tell me what you thought about them.

E: Ok

L: So if you thought they were good, bad, ineffective, effective, whatever. K?

E: Alright.

L: The first one was – we altered the prerequisites for the internship course. Before I became the internship coordinator, you had to do pretty much all of your TESOL minor classes before you were allowed to take the internship.

E: Mmm hmm

L: So we changed it so it's a lot more flexible so that you can just take it a lot more concurrently with the other classes and you can get started a little earlier.

E: Which is what I did.

L: Yeah? And how was that?

E: I loved it. Actually I wish I would have done internship earlier.

L: Why?

E: Because I felt that that was the thing that stimulated my desire to, y'know – maybe if I'd have taken it earlier I'd have been more willing to learn in class, because I'm like: "oh, I could have used this in my internship!" and so that would have prepared me for later experiences. So I'm glad that you guys didn't have me take all the classes and then go into it, because I think that even though you have so much knowledge in a subject, the motivation to apply that knowledge and to acquire that knowledge comes from actually being in an environment that stimulates that desire. I don't know – does that make sense?

L: Oh yeah, that makes sense.

E: So I'm glad I took it, and I wish I'd have taken it even earlier, even though I would have had less experience. So I think taking internship earlier and having someone coach you alongside would have been even better than what I had here. But this is great, none the less.

L: Great, perfect. That's good to know. That's how I felt, too, because I did mine a lot earlier - I got special permission to do it when I did an internship, and all the sudden everything I was learning became applicable, you know?

E: Uh huh. Because at first...I thought TESOL was a joke, to be honest.

L: Really?

E: I was like, "oh great, teaching English. No big deal." And then I went to the internship, and was like: "wow, this is different, this is cool - so eye opening!"

L: Yeah! Well good, and now it's what you'll do forever.

(laughter)

L: I don't know if you remember the in-service support sessions?

E: Mmm hmmm

L: Those didn't exist before hand. How did you feel about those?

E: Remind me what those were again? They were the ones together talking about our internship experiences and stuff like that?

L: Just time to discuss with your peers ...

E: Oh, the time to discuss with your peers. Yeah. Um...

L: And a lot of times, people who were continuing hours but not in the class sessions came back, so they have a home base or whatever.

E: Yeah, like feedback kind of stuff. Um, I liked it...Um...I don't know, for me, maybe I wish I could have discussed those matters more with the teachers themselves rather than my peers. Not that I didn't respect the opinions of my peers...

L: You mean the teacher of the course?

E: Yeah, the teacher of my course or even someone who had a lot more experience than my peers. My peers, they're in different situations, they're doing different things, so...I didn't feel like sometimes what they were saying was that applicable to me.

L: Yeah.

E: Sometimes I was like, "well, that's nice, but it's just not going to work with where I'm at." So maybe someone who's had a broader range of experiences could then say - hey look. Y'know? But I think for those people who did find it beneficial, it was. And it was a good opportunity to also let out your frustrations about things and get it out and just talk about it. For me that was it's benefit.

L: Yeah, that's good. That's actually a good, interesting thought. So what if we had - just as a thought - like the in-service support sessions and then a couple of professors, or a couple of the ELC teachers join us there or something?

E: I would love that. I would love a couple of professors come there, like one big thing - like a panel. And then have all the students that are currently interning just let out their frustrations...Let's say you have all four teachers there, and you have all the students there that have their questions or concerns, and then fire away. Now if one of my peers has a suggestion, then I can know if it's actually going to work or not based on what the panel says, because they have more experience. So that way it kinda confirms whether, yeah, that's a good suggestion, but the teachers themselves are like - no, yeah, that would actually work, you should try that. I would take that session a lot more seriously.

L: Yeah. That's a really good thought. That could definitely be implemented, like...

E: Yeah, I could definitely see that being done.

L: Especially where people have agreed to be internship supervisors and stuff like that. Give them the responsibility.

E: Mmm hmmm.

L: Yeah, that's a great idea.

E: And it would motivate the people even to be at those sessions, and be like: "ah, I need this!" you know? "Because every time I go there I get suggestions from my teachers, and even my peers, but at least those suggestions are confirmed, and it's being valid or rejected."

L: Hmmm. That is a good thought, I'm glad I'm recording. Alright, so the next thing is, we added a few components to the course itself.

E: Mmm hmm

L: So not specifically for your time at your site; but we talked about professionalism in the workplace, and we had you write your professional conduct plan.

E: Mmm hmm

L: And we also talked about professional organizations, and we had you present - I don't know if you remember the resource ideas, that was when you had something you had actually used in your class and you shared it with your peers.

E: Yeah. I loved all of that.

L: Yeah?

E: Honestly. I thought it was great, because it was stuff that we actually had to do hands on. It wasn't just blah blah theory. It was hands on, we did it. And whenever I do them, hands on assignments – reflection statements, persay, they help me!

L: Uh huh.

E: Because even though I'm forced to write a bunch of whatever, like, I actually think about it. Yeah, if that makes sense. It really makes me think. Yeah, I loved all those things, I felt that they really prepared me, and even for the future. Like the professionalism, like the etiquette, I don't know, all that stuff that we went over in class I found to be beneficial. I was never like "eeehhh...this is a waste of my time."

L: Oh good.

E: So I thought it was beneficial.

L: Perfect, that's great to know. Ok, and the next one, I don't know if it applies to you as much. We had any intern that was going internationally, we had them attend the class sessions first. Before, they would go out internationally and never get the instruction in the class, they would just kind of do their reflections assignments and that's it.

E: I think that's important for them to either get it before or concurrently. Like, if I were to go internationally, and not know the stuff that was in the class, I would feel completely lost, and like "uh, I hope I'm doing things right." I'm glad you guys are doing that, the preparations sessions before they go out internationally, because I feel it does prepare them.

L: Ok, perfect. K, and then the next one was new learning outcomes. Before Marissa's thesis, there weren't really objectives for the class, and so she wrote all these up. And...if you can tell me if you feel like we accomplished these or not, and if they're appropriate objectives for the class or not.

E: From the interest of class.

L: And the experience from your time teaching. The whole internship.

E: The whole internship, as well as the class.

L: Mmm hmm

E: Ok. Yes, I feel the first one. Yeah.

L: K

E: Definitely, number two, mmm hmmm. Just being out there and making it through. I mean, you know you can do it.

L: Ok

E:I think I already knew my teaching beliefs and practices before I went into it, I kind of had already developed my theories and my philosophies.

L: Hmmm

E: Um, one thing that helped was I took that methods class from Professor Sahamastheti, and, uh, we went over that a lot - our teaching philosophy, how we felt about that. And so, I kind of had a good grasp of that. Um...

L: Did the internship help you reflect on it at all, or was it not something that you thought much about?

E: I think so. Um, I think had I set time aside to think more about it during the whole process...I think more at the beginning of the course we wrote up our philosophy again, so I took what I had from methods class and readjusted it based on what I actually thought, so I made sure it was, you know, legit. But um, I think, didn't we do it at the beginning of the class?

L: Yeah, towards the beginning, yeah.

E: I think what would have been good is to maybe have done a very simple outline of my teaching philosophy at the beginning, just to kind of refresh my memory. Like "k, yeah, this is what I believe". And then maybe half way, or towards the end, re-write it and see how it had changed.

L: So, here's what we're doing now - and I'm assuming it's what you did. Toward the beginning we have a draft due, then we have them do peer feedback, then we have them do a draft at the end. The final draft not due until the end. Would you say that's sufficient, or would you have them actually turn in two separate drafts, and have them actually, like - have more assignments that focused on that. What would you do?

E: I would just have - at the beginning, have your basic outline of your teaching philosophy, towards the middle, um, write up other things you want to add to your philosophy other than your actual original outline, so it can't be the same thing. It's kind of like an add on process. You know, like: "as I've been doing this, I'll cross off this part of my teaching philosophy, and I'll input this because it's what I do believe now." Because that way it would actually make me think consistently about what my teaching philosophy is, instead of just saying "this is what it is, it's going to be stuck that way until the end.

L: Ok.

E: Rather than just have my peers review it; that's their opinion - I don't care what they think. (laughter)

E: Sure, edit it for it's like, grammatical things, whatever. But I don't care about your opinion, because it's my philosophy. You know? And what I'm going to get out of it is how I actively implement it, and see if it works or not. So maybe half way through the semester, have us not cast that away, but write down new points that weren't in the original, and then add it to, and maybe cross out the old ones. And at the end, do the same thing.

L: That's a great idea.

E: Because I felt like that assignment was just like: "well, I know what I'm doing, that's great, it's my teaching philosophy, it's not going to change."

L: It wasn't very meaningful.

E: It wasn't meaningful to me.

L: Yeah. That's a really good point. Tell me if I'm right, then: Demonstrating critical reflection of your belief in practices could be improved if we incorporated it more throughout the class instead of just having it once. So maybe this wasn't one of the major learning objectives for you.

E: No.

L: Or outcomes I should say.

E: Not necessarily, because I felt like I'd already reached that outcome, that I already knew what my philosophy was. But I think had I been forced to (I know that's a bad word, I know,) but had I been forced to re-think my philosophy, and put away the things that I'd originally thought, come up with new things, to actually try to implement, then that would have developed and evolved my teaching philosophy more. So...

L: And it could have grown.

E: It could have grown. Rather than just been like, "Ok, I know what. Just re-do it, touch it up, done."

L: Ok, ok, that's great! Perfect, thank you.

E: Mmm hmmm

L: And then the last one, becoming familiar with professional conduct, practice and options. We kind of talked about that a little bit, about professionalism, organization, things like that.

E: I think that we're pretty thorough about that, you spent a good chunk of time on that. And it stuck with me. There were a lot of things that were there, that was like: "ok, I didn't know that". But, um...I think that from the class itself you get the theory behind it, and then when your actually in the environment you can actually see that those things do apply and that they do cause an effect – they do have consequences.

L: Yeah.

E: And um...so...I believe that was fulfilled.

L: K! And would there be anything besides this that we talked about, anything that you'd add, anything that you'd change?

E: I wish I had more time to think about it...um....

L: If you have any thoughts, also, like after today and are like "oh, we should work on that..."

E: Yeah

L: Email me.

E: Ok, will do.

L: Text me, whatever.

E: Because I'm not good at thinking on the spot with something completely new, but...

L: And if you have any ideas...

E: Do you have any ideas? Maybe I could tell you "oh, yeah"...

L: I don't have any, I'm just doing a cold evaluation just for the students.

E: Ok, cool.

L: I'm not really looking to change much, but...

E: Awesome.

L: K. Good? Well, there's these two other ones: we had the final presentations, the option of either doing it in the class or in the other TESOL minor classes. How did...you did yours in the TESOL class, in the internship class, but you saw other interns come to your minor classes.

E: Yes, I did.

L: Did you think that was good, or was it a waste of time?

E: Um...I think that anyone that did present could have contributed more to the TESOL minor program had all of us done it to TESOL minor classes rather than we ourselves.

L: Mmm hmm.

E: I mean, the in-service before training things I felt like we all knew what we were doing, what we were getting out of it – our problems, our struggles. But I felt like if I had presented to a minor class, I would have been even more motivated to do an even better job at the presentation, first of all, and then second of all, like I think that could have inspired other people who were considering doing it. I remember when I was in one of my TESOL minor classes and I saw two people present, one of them didn't really inspire me, and the other person did. And I was like "hey, that's cool, y'know? I might look into doing that". So, I think if it were up to me, I'd bag the whole doing it just in front of the other interns.

L: And require everyone to do it.

E: And require everyone to do it in front of minor classes.

L: Ok, good.

E: And then, maybe in front of those that are in the class, the internship class, a really brief report – a minute summary of what you did.

L: That's a really good idea. I agree with that, because it's more meaningful. You have a fresh audience, all these...yeah, I think it's great. Ok, and the last one is, we gave you the option (we didn't ever force anybody), but we allowed you to discuss your reflection assignments with your peers in your in-service report sessions. Because before, everyone would write all these reflection assignments, and then there'd be no discussion of them in class. So they were kind of just hanging out, high and dry. So we tried to incorporate them in that way. I don't know if your groups ever chose to talk about those, or if you were just talking about what went well, or what could be improved.

E: Our groups...I don't remember doing them, no. I don't know if we were told to, maybe we were. Were we?

L: We'd always put up a bunch of questions, and it was one of the ones to discuss.

E: Oh.

L: But it's all – the in-service support sessions are really, you know...hands off. It's for you guys to discuss whatever's most meaningful to you. So...maybe that one doesn't apply to you much if you never talked about them.

E: Nuh uh.

L: K.

E: I guess not.

L: K, well that's everything. Do you have any other thoughts, comments...

E: Suggestions for you...

L: Feelings, suggestions...

E: Let's see...hmmm...Honestly that was everything. I loved the whole online portfolio, the uh career options and all that kind of stuff we talked about. I liked it when we had guest presentators...

L: Uh huh

E: Who, like, you know, talk about different things, that was cool. Um...yeah. I liked that. I just wish I could have had the whole experience earlier. I think I would have tried to get more out of my TESOL minor classes if I had it earlier.

L: K, great! Well thank you.

Student 6 (F):

L: Ok. So I don't know if I ever explained my project to you,

F: Um, you've mentioned it in – what are they called? The sessions...

L: Uh huh

F: I forget the acronym, but...

L: ISS

F: Yeah, ISS. So that's kind of what you're doing, right?

L: Yeah, that and several other things, that's what this list is.

F: Oh, Ok.

L: There were just a bunch of changes to the program – the internship program. They were all suggested in...the girl who had this job, my job, before me. Her thesis was all about the program.

F: Gotcha.

L: And she suggested changes, so I implemented them, and now I'm evaluating them.

F: Ok, ok.

L: I want to see how you feel about the different things we did.

F: Ok

L: Let me explain a little. The first one was – the course prerequisites were altered, so we changed it. Before, you pretty much had to be done with the minor in order to do your internship work. And we changed it so you could start a lot earlier, do a lot more concurrent kind of work.

F: Mmm hmm.

L: So – let me put her (the dog) in the laundry room real quick....

F: Ok

L: Sorry. So if you want to tell me how you feel about that – if that affected you at all, I don't know.

F: Um, definitely. Because I know I entered pretty late, and everyone was so good at working with my coursework and letting me do a little of it out of order, and letting me do the internship out of order – which really allowed me to do the minor.

L: Mmm hmmm

F: If I would have waited until the end, I don't know if I would have. And I really enjoyed being able to space out my hours, instead of having to do all, you know, the summer after I graduate, or something like that. Um, so yeah, I definitely...and I can see how my training would have helped earlier, um, but I think that...I learned that way. Being able to see "oh, I could have applied this thing that I learned in this class back then".

L: Yeah.

F: Um, so...yeah. No, I definitely think that's a good thing to not have to wait until the end, for me anyway, it was.

L: Good. That's what most people have said, so that's a good thing.

F: Really? Good, good.

L: I'm glad then. Ok, and like you said then, the in-service support sessions, we didn't have this before, we just made them a time for people to come back; just a time for the students to talk, you know?

F: Ok

L: How did you feel about those? Were they...

F: Um, I really liked being able to talk to other students, I got a lot of great ideas from, um, their materials, um, and I liked how they were so short. One minute, one little handout, um, so that was really great.

L: Yeah.

F: Yeah, and being able to talk, um, what were the...I don't remember the questions we talked about, I thought they were good, at the time, but those could probably be worked on...um...

L: Yeah, that's a good point. Because right now, all we did was we put up on the board: What's going well, what is a challenge, and like – what is your philosophy, things like that.

F: Mmm hmm, yeah.

L: So you think maybe having more meaningful questions might improve those sessions?

F: yeah, I think so. And I think those questions are really good, because if someone has something to talk about then it's really going to come out, just from those questions...um...so I don't know, maybe switch the questions up from time to time, because those four are definitely good. Um...but yeah, maybe switch them up a bit.

L: That's a great idea, that's a great suggestion, thank you. Anything else with those sessions?

F: Um, no. Overall I really liked them. I thought that they were a good use of my time, just an hour once a week.

L: Ok.

F: Or not even once a week, yeah.

L: K. And then these next ones are components to the course itself that we changed, so different topics that we added, assignments and things like that. So for example we talked about professionalism, and we had you write your conduct plan.

F: Mmm hmmm

L: Which, we didn't have that before. And we talked about professional organizations...

F: Ok

L: And then the resource ideas, there was something like the resource idea before, but it was just more of a theoretical idea, and we changed it so it's something your using in your class.

F: Ok, I like that. Yeah. Um, what – remind me what the conduct plan was. Was it kind of like the pledge to...

L: Exactly. That's you'll be professional, basically.

F: Oh, ok.

L: And those two went together.

F: Mmmm...I mean, they weren't the most interesting, um...but, like, I remember I saved, liked the blue book or something like that you gave us.

L: Mmm hmmm.

F: Because I think it is useful. Um...yeah, not the most interesting. And it was definitely a change of pace from probably a lot of us, like English linguistic majors who we're...it's not a vocational major.

L: Right.

F: And so... TESOL is pretty heavily, you know – we're training you for a specific task – teaching. Um...whereas, you know, we're teaching you to think, and do all that stuff...

L: Yeah.

F: So it was a nice change of pace...um...I think definitely worth including.

L: Yeah?

F: And I think that professional organizations – that was interesting. I mean, I still get emails from like TESOL

L: Oh good.

F: Yeah. So I thought it was really nice to know about.

L: Good. We just need an...let me see if it's still recording...ok, we're ok. Ok, well that's good. That's one thing I've felt – this wasn't a change that was specifically suggested in the thesis of the girl before me, it was just something I felt nobody talked about. Professional organization stuff.

F: Yeah, uh huh.

L: Um, that's good to hear that was beneficial.

F: Yeah, yeah. Um, I think someone else mentioned it in one of the other TESOL classes, but other than that, you guys were good to...that's what I thought.

L: Ok, good. And you already mentioned that you liked having the resource ideas?

F: Yeah, I did like that. And I mean, because it's not pressure on the person that's presenting, because it's so short, but it does – that's one thing I love about TESOL is how open people are about sharing materials.

L: Yeah!

F: So I've been grateful for that in my own teaching.

L: Oh good! Ok, perfect, thank you. Would there be anything else that you would recommend changing about the course that you remember? Or about these changes in particular? Is there anything else you want to say about that?

F: Um...it was pretty long....um, I don't remember how long exactly, but it was pretty long.

L: The class itself?

F: The class itself, yeah.

L: Did you take it in the spring or summer?

F: Maybe that's why it was long. I don't recall when I took it. Um...yeah, it could have been in spring, that might be why it felt so long. So, maybe it's not so bad. Um...but no, I think it was fine, as far as I can recall.

L: K. Alright, and then the next was is, we – I say preparations such and such, is we started having interns that are going abroad attend the class before they leave.

F: Mmm hmm.

L: Because otherwise they didn't have any of the instruction, or the information, or any of those...

F: Yeah.

L: Probably didn't affect you personally...

F: Uh uh...but sounds like a good idea.

L: So I guess the question for you then would be: was the class effective in helping you in your internship?

F: Mmm hmmm.

L: Would it have been something you would have felt a void if you hadn't had. Mmm...maybe not felt a void, because you wouldn't have known better, but did it help you in your internship experience?

F: Yeah. That's a good question. Um...I think other TESOL classes were more helpful, um, really I think the ISS sessions were the most helpful part of the class. Just being able to talk um, to people. Um, the class, um...let's see... Yeah, honestly, I remember it being pretty long, and pretty boring. I liked having, um, I liked having when different people came and presented on things.

L: Ok

F: So like, guest speakers, I think it would be cool if you could get teachers and different contacts to share their experiences. That's what I find most helpful. Is learning...because it's so easy in a class like this to get a little bit theoretical. Which is fine, um, but for an internship class you want it to be, like, immediately applicable.

L: Mmm hmm

F: Um, and that's how I see it being immediately applicable, is people telling their stories, and, y'know, "I did this in this situation, and it really helped me".

L: You're not the only one who's said that.

F: Oh really?

L: So that's great. I'll definitely put that in my report.

F: K, thank you!

L: That's great. Ok, and the next one is new learning outcomes. That's the one I have over here...

F: Ok

L: Before my...Marisa's thesis before me, there really weren't set learning outcomes described for the class.

F: Ok

L: So she wrote these up, and we applied them. So if you want to tell me if you think we accomplished these, and if you think they're appropriate for the class.

F: Ok. Um...yeah, yeah. Ok. Um, this – the first one is kind of hard for me, because I hadn't taken many courses before I took the internship course, which – when do you guys recommend taking this course?

L: It...right now, they need to have taken this intro course, either 223 or 230.

F: Ok

L: And, we recommend concurrently with 477

F: That's right. Which is like the materials...?

L: And methods.

F: And methods. K, k. I know that one, the like – only three credit one.

L: yeah.

F: K. Ok, yeah, yeah. Um...hmmm...

L: So you were – were you taking other TESOL minor classes at the same time as the internship?

F: I think, ok, I think I remember. I took, um, let's see here. So I took, like, literacy, um, and then I don't remember the course numbers, and then the one from Dr. Strong-krause about, like, testing, yeah, yeah, yeah, and then in the winter I think I took this in the spring, um, so I had those behind me, which you usually do after, but you guys let me do it before, that was awesome.

L: So you may not have had the methods and materials before that...

F: No, I hadn't yet.

L: So you would have only had, like, testing to apply.

F: Mmm hmm, yeah, pretty much. Um, uh, so I can't answer that one really well...

L: That's hard to say. Ok, what about the second one?

F: Um, I think the second one definitely. Um, you definitely feel more prepared talking about, you know, real world type situations. Um...and even though if, you forget everything once you get there, I think the class does make you feel more prepared.

L: Ok

F: Um, so yeah. Number two definitely. Yeah, number three. We did the teaching philosophy...

L: Uh huh

F: yeah, yeah. So I think that's a great exercise. Even if it feels kind of silly at the time, but I actually just re-read mine, and was like "Oh, yeah yeah".

L: It also helps you remember what you believe.

F: Exactly! Yeah, kind of keeps you on track, and um...so yeah, number three definitely.

L: Good.

F: Yeah, number four.

L: We've talked a little bit about that..

F: Uh huh. Yeah, so two three and four definitely. Um...number one, I can't really remember, so...

L: Ok. Um, do you think these are appropriate learning outcomes for the internship course?

F: Yes, definitely. Definitely.

L: Ok.

F: Um...

L: Would there be anything you'd change?

F: Mmm...you know, not that I can think of. I think those are attainable. They're realistic, they're attainable.

L: Ok.

F: I don't know. And I do feel those were met.

L: Ok, perfect! Thank you! Alright, the next one is – oh, that's where we had people give their final presentations in the TESOL minor classes instead of just to each other.

F: Ok, yeah.

L: I don't know – did you do yours in a TESOL minor class, or did you do it in the internship class?

F: Um, I did it...no, it wasn't in the internship class, because I wasn't done. Um, in the internship class. So yeah, I just did it in...oh, no, I did do it. But not for my internship class. I did it for an internship class – do you remember that?

L: Oh yeah!

F: So I'll give an example – yeah, so uh...

L: And then you also saw - in your other TESOL minor classes did you have other people come and present?

F: Yeah, yeah! Not too many, but enough where I saw, um, just all the different things that people have done.

L: Uh huh. And how was that for you? Did you think that was a good idea to have them in other classes? Or do you think it would be better to have it all in the TESOL internship class?

F: Um, no, I liked it in other classes, because then you don't get everything all at once. Um, because I got some presentations fall, winter, when it was all like – whenever I was in a TESOL class there were usually one or two presentations. Um, and I mean – just because they're like, super short, fun, pictures, explanations, um...so I really liked how you can do it in other classes. And it's more conducive to the student's schedule – if you can choose. Um, yeah, and when you don't lump them all together in one single class, then it's not just like: k, k, k, when you're watching them, you know?

L: Yeah.

F: I think more of your attention is on when it's just one or two.

L: Ok.

F: So really did like that, yeah.

L: Great! And then the last one is....you know the reflection assignments you wrote every twenty hours?

F: Ok, yeah.

L: They've existed for a while, but they were just kind of an assignment, and we never discussed it in class. So we tried to incorporate one of those four questions, for the in-service support sessions, we had a time to just talk about them with your peers.

F: Ok.

L: I don't know if you did or not?

F: I don't remember ever talking about the reflection assignments...um, I think they're great assignments, like, super well written and thoughtful ideas...um, but you wanted us to talk about them? Is that the change?

L: that was the change, was giving people a chance to talk about them. Because otherwise they were just written and then forgotten. But if you chose not to talk...the in-service support sessions are really free, you know, so if you chose not to talk about them that's fine.

F: Uh huh. Yeah, I don't remember really talking about them. But a lot of them are really designed where you can't just, like, you know, whip them out the day of.

L: Uh huh.

F: It's like: "implement this for two weeks", and so...no, I thought those were really good.

L: K. Well is there anything else you have thoughts or feelings about the internship class? Or any changes, or anything like that?

F: I think these are all great. I mean, I don't know how it was before, but, I had a really positive experience with the TESOL internship.

L: K, great!