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Community Outreach English:
Marketing a Community
ESL Program

Carrie L. Drake

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

Mark W. Tanner, Chair
Norman W. Evans
Neil J Anderson

Department of Linguistics and English Language

Brigham Young University

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ABSTRACT

Community Outreach English: Marketing a Community ESL Program

Carrie Drake
Department of Linguistics and English Language
Master of Arts

The focus of this MA TESOL project was to develop promotional products for BYU's Community Outreach English (CORE) program. The purpose of these products is to create greater community awareness of the program and the resources it provides to learners. It is also hoped that the promotional products will aid in the process of recruiting students for the program from one year to the next. While the essential elements of the marketing mix (product, place, promotion, and price) were reviewed, an emphasis for this project was placed on promotion, which translated into developing materials for this purpose. Promotional materials that were created included a video of student testimonials, a new program name and logo, program flyers, and a Facebook page.

The promotional video was viewed and evaluated by a group of past and future CORE instructors. From the teachers' feedback, the video was shortened, the text script was altered to make it more readable, and some video segments were edited and rearranged. After editing the video, a group of 36 CORE students were shown the video and data was collected with a follow-up survey. Feedback showed that 100% of the students felt the video provided an accurate description of the student experience in the CORE classes. Demographic information also obtained from the survey indicated that the CORE students generally do have access to the internet outside of class, that the majority have newly arrive in the U.S. within the past three years, and that the majority do not work. Further elaboration on the data is provided in the discussion of the findings.

Keywords: ESL, TESOL, recruitment, marketing, community ESL programs, promotion

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TABLE OF CONTENTS

Acknowledgements.....	iii
Table of Contents.....	v
List of Tables.....	viii
List of Figures.....	ix
Chapter 1 Introduction.....	1
Background.....	1
Project Rationale.....	3
Project Focus.....	4
Chapter 2 Review of Literature.....	6
The Four P's of Marketing.....	8
Product.....	8
Place.....	8
Promotion.....	9
Price.....	10
The Art of Blending the Elements: Creating an effective marketing mix.....	10
Successful Marketing Example: H1N1 pandemic response.....	11
West Valley City English Initiative.....	14
City of Provo.....	17
BYU's Community Outreach English Program (CORE).....	19
Conclusion.....	20
Chapter 3 Project Development.....	22
Introduction.....	22

Stages of the ADDIE Model	25
Community Outreach English Promotional Project	26
Analysis.....	26
Design	28
Development	31
Chapter 4 Project Implementation and Evaluation	40
Initial Review of Video With Committee Chair	40
Presentation of Video Prototype to CORE Teachers	41
Redesigning of Promotional Video.....	42
Showing of Revised Promotional Video to Students in CORE Program	44
Collecting Student Feedback	45
Administering the Student Evaluation	45
Chapter 5 Results and Discussion.....	46
CORE Student Demographics	46
Participants.....	46
Student Responses to Promotional Video.....	50
Impressions	50
Recommendations.....	51
Discussion.....	53
Demographic Data	54
Video Evaluation (Impressions/suggestions).....	55
Chapter 6 Conclusion.....	57
Promotional Product Development Summary	57

Lessons Learned Through the Project Development Process.....	57
Limitations	60
Suggestions for Further Development	63
Summary.....	66
References.....	68
APPENDIX A: GRADUATE STUDENT FORUM POSTER PRESENTATION- NEW ORLEANS, MARCH 2011	72
APPENDIX B: PRE-FILM INTERVIEW QUESTION PROMPTS	73
APPENDIX C: MEDIA RELEASE FORM	74
APPENDIX D: SCREENSHOT IMAGES OF CORE PROMOTIONAL VIDEO	75
APPENDIX E: PROGRAM FLYER.....	76
APPENDIX F: SCREENSHOT IMAGES OF CORE FACEBOOK PAGE/GROUP.....	77
APPENDIX G: CORE TEACHER VIDEO EVALUATION	78
APPENDIX H: TEACHER EVALUATION SURVEY RESULTS	79
APPENDIX I: STUDENT VIDEO OBSERVATION DIRECTIONS.....	85
APPENDIX J: CORE STUDENT VIDEO EVALUATION QUESTIONNAIRE	86
APPENDIX K: MA PROJECT HOURS LOG.....	88

LIST OF TABLES

Table 1. Provo/Orem ethnic diversity.....	17
Table 2. Suggestions for further project development.....	65

LIST OF FIGURES

Figure 1. US 2010 Census results	1
Figure 2. Provo/Orem population diversity 2010	18
Figure 3. Official seal of Brigham Young University	36
Figure 4. Initial attempts at creating the CORE program logo	36
Figure 5. CORE program logo.....	37
Figure 6. Teachers' suggestions for change to the CORE video.....	43
Figure 7. CORE student ages.....	47
Figure 8. CORE student L1	47
Figure 9. CORE student time living in U.S.A.	48
Figure 10. CORE student employment.....	49
Figure 11. How students heard about CORE.....	50
Figure 12. Students' suggestions for change to the CORE video	52
Figure 13. Students' suggestions for places to advertise the CORE program.....	53

CHAPTER 1

INTRODUCTION

Background

“E pluribus unum.” This Latin phrase is scripted on the seal of the United States. It means ‘Out of many, one’ and signifies what America represents, diversity and unity. According to the 2010 census results as portrayed on their website (See Figure 1), the majority of the American population is made up of more than seven main nationalities, with more than 16% of the national population comprising individuals from Hispanic or Latino origin. It is clear that “E pluribus unum” is a fitting phrase for our ethnically diverse nation. With the increases in the different races, as shown in Figure 1, it is also evident that our nation’s diversity will continue to expand (Census, 2010).

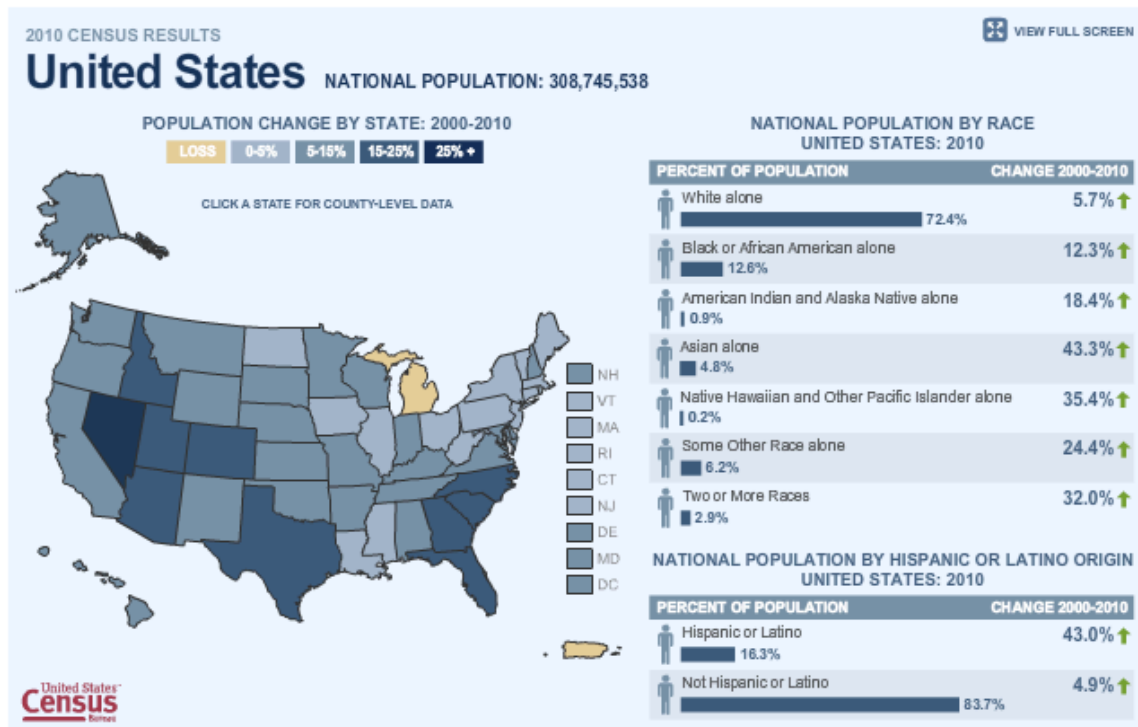


Figure 1. US 2010 Census results

Chisman and Crandall (2007) synthesized findings from the 2000 U.S. Census; they reported that:

Immigrants to the U.S. constituted virtually half of the net increase in the size of the American workforce in the 1990's...and they are expected to constitute most of the net growth in the next few decades. Hence, they are a large and essential part of our human capital, and they will continue to be regardless of what federal immigration policies are adopted... In many ways, the future prosperity of the American economy depends on the contributions immigrants make, and it is very much in the interest of all Americans to ensure that they [immigrants] can make the greatest contribution possible. In addition, immigrants are neighbors, consumers, and, increasingly, voters. It is in the national interest to enable them to contribute fully in these roles as well. (p. 3-4)

Chisman and Crandall (2007) reported findings about immigrants' limited employment opportunities from a report to Congress given by the U.S. Department of Education in 2006.

They explained the following:

Because English is the dominant language of the U.S. virtually all immigrants with limited English proficiency realize that this places them at a severe disadvantage. Most immigrants with limited English ability are employed in low wage jobs, and their opportunities for advancement are severely limited. In large numbers, they enroll in ESL programs *wherever they can find them*. More than 1.2 million per year turn to the publicly funded adult ESL programs offered by community colleges and other adult education providers. The success of these programs is of great national importance. (p. 4)

The learning of a common language, English, is an important means of bridging the cross-cultural communication barriers that exist among immigrants on U.S. soil. English as a

Second Language (ESL) programs can facilitate the learning of English in an effort to improve community relations and communication (Chisman & Crandall, 2007).

There appear to be two main obstacles in the process of facilitating these ESL programs to meet immigrants' ever-growing need to learn English. First, many immigrants/English language learners are unaware that such programs exist. It is difficult to take advantage of a service if one lacks knowledge of its availability (Chisman & Crandall, 2007). The second obstacle is that many English language programs operate on a limited budget and provide English instruction at minimal or no cost (Eaton, 2005). Consequently, little money, if any, may be available for the marketing efforts of such programs. How can an immigrant population, who needs English language resources, best be informed of where these services are located and what services are provided all at a minimal cost? Chisman and Crandall (2007) recommend that non-credit ESL programs develop "stronger marketing efforts" (p. 110).

Project Rationale

The purpose of this project was to identify and produce marketing materials for one such English language program. Brigham Young University in Provo, Utah operates such a community outreach English course. The course serves two needs. First, the program provides novice teachers in BYU's Graduate TESOL MA Program the opportunity to gain valuable teaching experience as they complete their student teaching practicum. Second, the program provides English language instruction to individuals in the greater Provo area. The ESL program, now known as CORE- Community Outreach English - is offered each year during the winter semester. Members of the community receive current/supervised English language instruction, four days a week, for 10 weeks. Costs for the program are kept low because the teachers in the CORE program teach without compensation as part of their practicum experience. Further

description of the program is provided in Chapter 2. The community-based ESL program offered by BYU has been in operation for more than 25 years. In conversations with Dr. Mark Tanner, one BYU faculty member who has been directly involved for several years in helping oversee the practicum experience for first year TESOL graduate MA students, identified that a major challenge faced in administering the program each winter semester is having to get the word out to the limited English proficient individuals in the community. Over 100 ESL students are needed during winter semester to fill the classes that provide the teaching practicum experience for the first year TESOL graduate students (M. Tanner, personal communication, 2010).

Promotion for the program up to this point has largely involved posting signs advertising the program around mid-December in churches around Provo, at Hispanic businesses, and in businesses in Utah County that employ adults who are limited English proficient. In the fall of 2009, the BYU TESOL faculty responsible for the student teaching practicum in BYU's Graduate TESOL MA Program, Dr. Mark Tanner and Dr. Norman Evans, identified the need to better promote the community ESL program connected to the practicum. The hope was that by creating promotional materials for the ESL program, it would be easier to obtain students on a more consistent basis and to reach those in Utah County who could make the best use of the English language instruction. Both of these faculty members serve on the committee for this master's project.

Project Focus

The intent of this project was three fold: 1) assess the demographics of the target population of second language learners and determine how they obtain information about community events and services, 2) create print and media products for promoting the

community- based English program, and 3) obtain students' and teachers' impressions of the media materials created to advertise the CORE English program.

CHAPTER 2

REVIEW OF LITERATURE

In order for any business to succeed, effective marketing strategies need to be implemented (White, Martin, Stimson, Hodge, 1991). The American Marketing Association (AMA) defines marketing as “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that will satisfy individual and organizational objectives” (AMA, 1985). Marketing, therefore, is one means by which a business or organization, such as an English language program, can “satisfy individual and organizational objectives” by increasing and maintaining enrollment and by establishing a positive program reputation (AMA, 1985, p. 1). Marketing is also the means by which potential students can be made aware of and benefit from such programs. The four P’s of marketing: product, place, price, and promotion are elements that make up a balanced and effective marketing mix (Zikmund and d’Amico, 2002). This review of literature will first establish the importance of the four P’s in creating an effective marketing program. Next, a specific example will be given in which these elements have been implemented to help create an effective information campaign. Third, a specific example will be shared of how the marketing mix elements have been used to help promote a community-wide English initiative in taking place in Utah’s West Valley City. Finally, greater details will be provided describing the need for promotional products for Brigham Young University’s CORE program.

Vining (2000) stated that the word ‘marketing’ used to have a negative connotation for educators. However, this has changed, and marketing is now an essential management task for educational sectors. Typically marketing has been associated with the business world and monetary exchange. However, it has become evident that all organizations, including not-for-

profit organizations, benefit and thrive as they engage in conscious marketing strategies. In order to continue to attract students, intensive English/ESL programs must make their presence known (Jenks, 1991; White et al., 1991). Zikmund and d'Amico (2002) described not-for-profit organizations as marketers. They noted that while economic transfer of goods in exchange for money is most frequently associated with marketing, the term extends to service organizations and their objectives as well. The primary characteristic of marketing is that there is an exchange, whether tangible, as with monetary exchanges, or intangible, such as a feeling of goodwill. One not-for-profit example of marketing is the case of the Communication for Healthy Living (CHL) organization's H1N1 pandemic preparedness plan; while their marketing effort did not result in monetary exchange, there was a vital exchange of services that resulted from their marketing efforts. An example of marketing language services is seen in the promotion of Utah's West Valley City's English Initiative effort. This marketing campaign has been aimed at encouraging non-English speaking immigrant residents to learn English and for local businesses to use English. In this way, tolerance is promoted for ESL learners in the process. The specific marketing plan and elements used by CHL in their campaign and those used by the West Valley City English Initiative will be discussed later in this chapter. Research specifies that marketing strategies can be applied to education, specifically English language programs, and can be effective in such areas as planning and enrollment management (Drysdale, 2001). In the next several sections, I will define in more detail the marketing mix and the four P's of marketing, describe how the H1N1 campaign in Egypt exemplified these elements, provide an example of how the marketing mix was used to promote an English initiative in Utah's West Valley City, and finally suggest how BYU's CORE could use the four P's to help market their services.

The Four P's of Marketing

Marketing managers are faced with many choices when selecting the right combination of ingredients to meet the organization's objectives and exchange goods or services. The steps involved in carrying out the exchange of services between individuals or organizations are known as the *Marketing Mix*. Within this mix, the key elements that should be included in an effective marketing plan of an organization are known as the *four P's of marketing*. These include *product, place, promotion, and price* (Borden, 1964). These four P's of marketing will be defined in the following sections.

Product

The first element of the marketing mix is product. Product refers to what the business or nonprofit organization is offering to its potential customers or clients. The offering may be a tangible good or an intangible good such as an idea or service (Borden, 1964; Zikmund and d'Amico, 2002). In the marketing of schools or ESL programs, the product would include the type of English that will be taught, or other services beyond the classroom such that an English language program might offer such as standardized test preparation services (i.e. TOEFL preparation) and computer literacy development.

Place

The second element in the marketing mix is *place*. Equally important to the materials developed to promote an organization's product is the place in which distribution will occur. Zikmund & d'Amico (2002) stated the following:

Place, or distribution, activities involve bridging the physical separation between buyers and sellers to assure that products are available at the right place. Determining how goods get to the customer, how quickly, and in what condition are decisions that are made to

place products were and when buyers want them. A *channel of distribution* is the complete sequence of marketing organizations involved in bringing a product from the producer to the consumer. (p. 11)

For educators and language programs, place indicates the location of their services. Place can also represent the way in which the service is promoted to potential customers or students.

Promotion

The third element of the marketing mix, and the focus of this project, is *promotion*. “Promotion is the means by which marketers ‘talk to’ existing customers and potential buyers. Through promotion, a message about the organization is conveyed. Promotion is marketing communication” (Zikmund & d’Amico, 2002, p. 12). In educational marketing, specifically ESL program marketing, student recruitment is one important element of promotion. Typically recruitment efforts pertain to four main categories: I like to refer to these as Cherry PIE (C.P.I.E.) (See Appendix A): **C**ollateral materials, **P**ublic relations activities, **I**nternet, and **E**xhibitions (advertisements). Examples of *collateral materials* include brochures, videos, applications, flyers, or posters. Recruitment fairs, exhibits, presentations, publications, visitor bureaus, etc, are examples of *Public relations activities*. *Exhibitions/Advertisements* are located in study guides, advising manuals, newspapers, professional organization publications, and directories, or on television. *Internet* refers to promotional efforts made through website development and online social networking (Christison and Stoller, 1997).

Miller (1997) suggests that effective collateral materials for ESL programs include a unified graphic image that portrays a positive program image, and is targeted toward students who will succeed in the program. Narratives written for student recruitment should be short and concise. Videos should use a “frequently asked questions” format, and be focused on answering

the question of what benefit is there for the student in attending this program? It is important to spotlight program attributes that will draw in potential students.

Price

The final element of the market mix is *price*. While price most commonly signifies the money that is exchanged for a product or service, in the case of non-profit organizations, the price can more broadly be what is exchanged for a service. Price may be expressed in terms of volunteered time or effort (Zikmund & d'Amico, 2002). In educational marketing, price could be revenue if the program or school is a profit market, or in the case of community language services the price may more accurately represent student help in assisting in word of mouth efforts; something that is exchanged for the service of language instruction.

The Art of Blending the Elements: Creating an effective marketing mix

In order for an organization to successfully attain its objectives, it needs to find the right marketing mix. Zikmund and d'Amico (2002) likened this process to a chef preparing a meal.

They said the following:

Each [Chef/program manager] realizes that there is no one best way to mix ingredients.

Different combinations may be used, and the result will still be satisfactory. In marketing, as in cooking, there is no standard formula for a successful combination of ingredients.

Marketing mixes vary from company to company and from situation to situation. (p. 13)

It is important for an organization, particularly an ESL program like BYU's CORE Program to carefully create a plan for marketing in order to increase promotion and maintain student enrollment.

Successful Marketing Example: H1N1 pandemic response

There are several successful case-study marketing examples that exemplify effective marketing. In this section, we will look at one public service organization that, through planning and effective marketing strategies, successfully carried out its objectives with great achievement. The H1N1 public awareness promotional campaign is one that is identified in marketing literature as a successful example of how to incorporate the four P's of marketing, particularly in regards to promotion.

In 2009, the first major influenza pandemic of the 21st century broke out worldwide. The H1N1 (also known as swine flu) pandemic was distinguished by its abnormally high degree of viral infectiousness and fast global spread (Rogers, 2010). With such a rapid dissemination rate, the U.S. Agency for International development (USAID) had to take fast action to create a public service marketing campaign to generate public awareness and establish precautionary measures to prevent further spread of the virus around the globe. USAID (implemented by Johns Hopkins University) had previously developed the Communication for Healthy Living (CHL) project in Egypt, which made possible the immediate dissemination of information to the Egyptian public about the H1N1 flu. The objectives of the CHL program were to facilitate the protection and maintenance of personal health for families and communities in Egypt. The Egyptian undersecretary of Health for Preventative Affairs, Dr. Amr Kandeel, said of the H1N1 Pandemic preparedness plan, "I see CHL's contributions as a pillar for the success of the H1N1 communication program" (USAID, 2009). What made CHL's pandemic preparedness marketing campaign a success? There were several contributing factors to the success of the pandemic awareness plan. Dr. Samir A. Refaey, executive director of the Ministry of Health's Epidemiology and Disease Surveillance Unit said, "Communication has been the best part of

Egypt's response." To facilitate superior communication and obtain its objectives the CHL applied the four main P's of marketing to their campaign: product, promotion, place, and price.

First, *product*- CHL had worked in conjunction with the Egyptian government since 2003 to create a "strategic approach to communication" concerning health issues. When the H1N1 pandemic threat hit the globe in 2009, they were ready because of the distribution systems that were already in place. Having a pre-meditated plan is crucial to the achievement of any marketing campaign. In marketing terms, this "strategic approach to communication" could be identified as the product of the public service campaign. In the H1N1 campaign the offered product included a public service announcement (PSA) informing the public of pandemic preparedness and the plan they had previously implemented to make the distribution of that plan possible. The product involved the definition of the organization's objective. The implications of this product example for ESL programs, would be defining what the program has to offer and what the consumer stands in need of. The first step in marketing an ESL program is to develop the product by defining the program and its services.

Second, *promotion*- The CHL H1N1 marketing effort was successful because of the quality and variety of material/electronic means that were developed to share the message. They used all types of materials, print, audio-visual and electronic, to raise public awareness. Approximately five million posters and brochures with information about H1N1 were delivered to the Egyptian public. TV announcements and radio announcements and text messages were also broadcast containing familiar messages and characters about the H1N1 virus. The brochures, flyers, posters, TV and radio spots, the Internet sites, the text messages were all part of the product promotion. ESL programs likewise should use a variety of promotional means to communicate their product message to the community and potential students. Timing may be an

important factor in promotion of any product. Another factor, which aided the success of the promotion of the H1N1 pandemic awareness campaign, was the speed with which the message was distributed through the different channels of communication (USAID, 2009). As was mentioned previously successful organizations operate pro-actively rather than sporadic and reactively (Eaton, 2009).

Third, *place*- In addition to creating a variety of quality materials, the CHL project effectively used a variety of channels of distribution as well as previously existing networks to proliferate the pandemic message. A variety of sectors were targeted including the public and private sector and civil society partners. Posters and brochures were posted on busses, in subways, at grocery stores, and pharmacies. Print materials were also passed out at international airports and ship ports. The Public service announcements were aired on satellite channels that spanned the Middle East. Over two-thirds of television viewers were reached via television networks by June, just about a month after the pandemic had begun to spread. The CHL networked with cellular networks to send PSA text messages to four million subscribers. Other networking included distributing messages during public events in villages, summer camps, universities, public and local leader meetings, health worker training events, and other private workplaces. Outreach continued with the production of 60,000 H1N1 education-kits by CHL and the Egyptian government for distribution to schools and universities. The H1N1 example used as many channels of distribution as possible. As was mentioned, they used both public and private domain. Posting PSA in airports, seaports, grocery stores, schools, television and radio networks helped allocate the health preservation message. For ESL programs to successfully distribute the message about their service they need to connect with the right channels of distribution and networks.

Fourth, *price*- In the case of the H1N1 Public awareness campaign, the price was the time volunteered and the speed with which they were able to spread their message as well as tax money of working individuals in order to provide social services. Language programs (specifically non-profit like the CORE program), instead of focusing on monetary gain, can focus on the price paid in time and effort and student assistance with promotion. Minimal fees or donations may be collected to cover the cost of materials, but the focus of non-profit organizations is not on monetary gain (Zikmund & d'Amico, 2002).

The four marketing elements: *product, promotion, place, and price* utilized in the CHL's H1N1 public awareness campaign in Egypt are part of the specific marketing strategies incorporated to distribute the message and carry out their objectives with great success. The application of these elements to other organizations, namely community ESL programs can greatly aid in the successful marketing of those programs as well.

West Valley City English Initiative

The need for effective promotional materials does not only occur on the world stage, as with the H1N1 promotional campaign, but it is also needed in municipalities where population diversity may create some perceptions that the diversity of cultures that exists in a city marks it as a less desirable place to live. Such has been the case in Utah's West Valley City. News reports are often highlighting the gang activity that occurs in this section of the Salt Lake Valley ("Crime Rates," 2011). Community leaders, however, anxious to change the public's perception of their city and to take active steps to help deal positively with the linguistic challenges brought on by the diverse population that lives in this city, has taken steps to create an English Language Initiative.

West Valley City, has more than 45% of its population made up of minority groups, with the largest minority groups comprising of Hispanics, Asians, and Pacific Islanders (Giauque, 2011; "Population," 2011). Incidental to this wide range of nationalities has been a breakdown in the commerce/trade within the city as well as a hindrance to communication within the community as a whole. In an interview with KSL, West Valley City's Mayor, Steve Winder, stated, "People who do not speak English have problems communicating with neighbors, doctors, and government officials as well as doing the day-to-day things. They also tend to earn less and are more likely to be unemployed" (Giauque, 2011). West Valley City has tackled the problem by developing and implementing a plan to increase unity and communication among its various ethnic groups. City leaders are calling it the "English Language Initiative." This community program has three main facets to it. First, The city is encouraging all residents to take English classes. The city has provided an easily accessible list of resources and English classes that are offered throughout the community. Second, leaders are encouraging businesses to use English on signs and advertisements. Third, leaders are giving recognition to those who have made an effort to learn English through participation in English classes. On April 5, 2011, 92 immigrants were recognized with a certificate of achievement for their English language learning and participation in the English Language Initiative. They were given an English achievement award at a city council meeting in West Valley. The participants and community members have responded with optimism and improvement to the English language initiative (Monson, 2011).

In order to promote the English language initiative, certain elements of the marketing mix (*product, place, promotion, and price*) have been included in the initiation of this West Valley City community-wide program. As was described, the product is a push for local businesses and community members to learn and use English in their daily interactions and business

transactions. Regarding place, the city is encouraging English classes to be easily accessible throughout the community at large. Promotion of the initiative has been done through advertisements (flyers and posters) as well as with the creation of a website (www.englishwvc.org) which contains a comprehensive list of English classes offered throughout Salt Lake County and West Valley City (Winder & Buhler, 2011). News articles have also promoted the initiative to the community and to wider audiences across the state. In this way residents are encouraged to “take advantage of every opportunity to learn and speak English, thereby creating a more cohesive society and inviting all the opportunities and advantages available to individuals who search for the American dream” (Winder & Buhler, para. 11, 2011). Additional promotion has occurred as the governor and city council has encouraged all businesses and housing providers “to use English in signs, advertisements, promotions and menus” (Winder & Buhler, para. 11, 2011). A variety of elements have been implemented in the dispersal of the English Language Initiative in West Valley City.

The prices of the English courses offered throughout Salt Lake County and West Valley City is included in the list of available courses on the city’s website. The courses are convenient and affordable, ranging in price from free to \$50 for up to 18 weeks of instruction. Many of the courses offer a flexible schedule and babysitting services to make the learning of English as easy to access as possible for immigrants.

In summary, West Valley City’s population consists of a large percentage of minority groups. As such, the community’s communication dynamics have faced difficulty. In an effort to improve community communication and trade, they have developed the English Language Initiative. Specific elements of the marketing mix have been implemented into the initiative.

Other cities and organizations can benefit from the example of West Valley City’s English Initiative Proclamation.

City of Provo

The diversity in Utah is not unique to West Valley City. Numerous cities throughout the state have seen similar increases in nonnative English speaker populations. Provo, Utah’s third largest city, has also experienced this increase of ethnic population (“About Provo City,” 2011). The U.S. Census conducted in 2010 revealed that the neighboring cities of Provo and Orem have had a significant increase over the past 10 years in the ethnic group population, with more than a 70 percent increase in each major ethnic group over the last 10 years, as is portrayed from the census website in Table 1 and Figure 2 (Census, 2010).

Table 1.

Provo/Orem ethnic diversity

POPULATION DEMOGRAPHICS AND DIVERSITY: Population by Race/Ethnicity		123
	2000	2010
Hispanic	26,008	56,172
Non-Hispanic White	336,641	444,339
Non-Hispanic Black	1,011	2,442
Non-Hispanic American Indian	1,961	2,449
Non-Hispanic Other Race	334	636
Non-Hispanic Multi-Racial	4,845	10,006
Non-Hispanic Asian/Pac. Islander	5,974	10,766

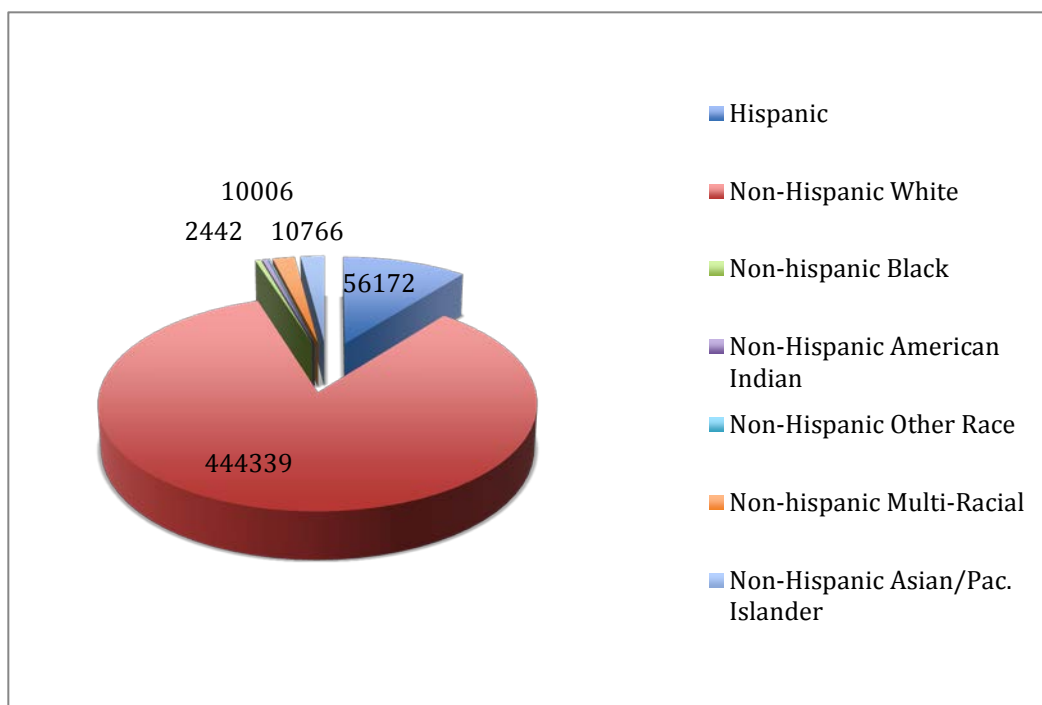


Figure 2. Provo/Orem population diversity 2010

In a similar way that West Valley City desired to unify and bridge communication breakdown among the city's various ethnic groups, the city of Provo is also seeking to unify its residents and provide opportunities for their development. The Unity Committee for Provo's Vision 2030 plan made the following statement:

Provo City is home to a growing and highly diversified population. Various racial, ethnic, and nationality groups merging within the neighborhoods and outlying areas of the city include Latin American, Polynesian, African-American, Haitian, Asian, and others.

Through the support and energy of the Provo City government, and the vision of volunteer groups providing leadership, the cultural heritage of all ethnic citizens continues to merge with greater appreciation and acceptance for one another. *Effective educational programs* heighten citizen awareness of community strengths and weaknesses, thus providing ongoing opportunities of service exchange programs, etc.

Multi-culturalism in Provo City is enhanced, making way for stronger multi-cultural

leadership and involvement on area committees, councils, and service agencies. (Clark, 2010)

As was mentioned, “effective educational programs” are needed in order to bridge multicultural gaps within Provo. English language programs are one important aspect of this merging effort. There are various ethnic outreach efforts that are implemented by local religious groups, school districts, and universities. Within the city of Provo, there are several English language programs that have evolved in the past few years to help address the growing need for English language services. These include both not-for-profit and revenue generating programs. English classes are being offered by Dixon middle school and the Daily Dose program as well as revenue generating classes offered at Selnate, Nomen Global, and Utah Valley University.

BYU’s Community Outreach English Program (CORE)

One not-for-profit program that seeks to bridge the barriers that come with ethnic diversity and the growing population of ESL speakers is Brigham Young University’s Community Outreach English (CORE) program, formerly known as the TESOL Teacher Training Course. The purpose of the CORE program is twofold. First, the program seeks to provide English language instruction as a public service to the community members in the larger Provo, Utah area who are in need of ESL instruction. Second, it also serves as a training ground for emerging TESOL teachers enrolled in the first year of the Graduate TESOL MA Program at BYU. The CORE program has struggled to manage productive enrollment and public awareness. While this program has been in operation for more than 25 years, the program has often scrambled at the last minute to recruit students (M. Tanner, personal communication, 2009). Eaton (2005) spoke of this enrollment scramble. “Successful businesses build marketing activities into their work week. Schools tend not to do this, but rather, they operate on a model

that is sporadic, last minute and reactive, rather than pro-active” (p. 16). This last minute and reactive action has been prevalent in the CORE program. In the past, solicitation of students for the CORE program relied largely on word of mouth advertising and simple flyers passed around the community a couple of weeks prior to the beginning of classes. Registering students for the program has occurred right up to the time that the program was to begin providing instruction.

Because the course is only offered once a year, communication with students has been limited. Limited effort has been exerted in marketing the program, and with this history, there is a need to establish a fixed marketing plan to help in maintaining interminable enrollment from year to year. Eaton (2005) spoke of the solution to sporadic and reactive scrambling, “What I encourage program managers to do is think in a strategic way about marketing. Be pro-active about marketing your school and remember that your efforts need to be consistent and, most of all, enduring” (p. 16). Language programs in general, and more specifically BYU’s CORE program, need a strategic plan for marketing their services. A review of previous literature has demonstrated the essential elements for marketing ESL programs in help ensure the program’s success.

Conclusion

“E pluribus unum”; of many, one. This U.S. seal phrase is indicative of the great diversity that exists in America. In order to become “one” or to be unified as a nation, there needs to be a unifying element; a common bond, per se, that facilitates the communication and interaction of U.S. Citizens. As was demonstrated in the example of West Valley City’s English Initiative, the learning of English can be a helpful link towards establishing the unity needed among the numerous cultures that exist in our nation. BYU’s CORE program has likewise faced setbacks in its effort to maintain enrollment and to become acknowledged as a useful community resource.

In an effort to overcome setbacks and succeed in maintaining enrollments and a positive reputation, a language program must implement an effective marketing/public-relations plan. As was evidenced by the review of literature and CHL's successful marketing campaign for H1N1 awareness in Egypt, the critical elements required for successful program promotion include a vibrant marketing mix of the four P's of marketing: product, place, promotion and price.

CHAPTER 3

PROJECT DEVELOPMENT

Introduction

As previously mentioned, in order for an English language program to establish credibility and draw public awareness, there needs to be a strong marketing mix established (White, et al., 1991). In the case of BYU's CORE Program, the elements of product, price, and place have been previously determined. Regarding product, much of the focus of CORE program instruction is on developing students listening and speaking skills in order to strengthen communicative competence. English instruction provided is geared more toward topics or themes central to the students' daily need for English. Regarding price, the program charges \$20 per student for 10 weeks of ESL instruction. The price is kept at a minimal rate because teachers in the BYU TESOL MA program teach without compensation as part of their practicum experience. The \$20 fee covers the cost of copies and materials used during the course. As to place of instruction, classes are taught in classrooms made available at BYU's English Language Center (ELC). The CORE classes are taught in the late afternoon (from 4:15-5:45 p.m. Monday through Thursday) so that they will not conflict with the regular ELC classes that are taught from 8:15 a.m. until 2:35 p.m. Monday through Thursday, nor with the Church of Jesus Christ of Latter-day Saints who uses the facilities after 6:00 p.m. (M. Tanner, personal communication, 2010).

The purpose of this project was to focus on the remaining "P" in the marketing mix, that of *promotion*. The goal of the project was to develop a series of promotional materials, specifically a promotional video that could be used to better advertise the program to the intended "market," adult ESL learners in Utah County.

In the development of any material or curriculum, it is helpful to have an organizational model to follow in order to ensure efficiency and productivity throughout the development process. In the Curriculum Development and Advanced Materials Development courses I took as part of BYU's MA TESOL Program, we studied several different models of curriculum/project design, including the following: Nation and Macalister's language curriculum design model, Grave's framework of course development processes, Murdoch's model of curriculum design, and the ADDIE model. A brief review of these models helps identify the model that was most appropriate for the CORE promotional materials development project.

Nation and Macalister (2010) developed a model for designing curriculum containing eight primary steps. These steps include 1) environment analysis, 2) needs analysis, 3) principles, 4) goals, 5) content and sequencing, 6) format and presentation, 7) monitoring and assessment, and 8) evaluation (Nation & Macalister, 2010). The model is very thorough and detailed and can be carried out in a cyclical manner, which are all beneficial aspects. However, the time required and the complexity of the steps in the model are more than what was available or necessary for the CORE project.

Grave's framework of course development model (2000) is similarly organized to Nation and Macalister's, in that it also contains eight steps to follow in the development process. Grave's steps include the following: 1) defining the context, 2) assessing needs, 3) articulating beliefs, 4) formulating goals and objective, 5) organizing the course, 6) conceptualizing content, 7) developing materials, and 8) designing an assessment plan (Nation & Macalister, 2010). While the steps of this model are clearly laid out, this model includes more steps than were necessary for the CORE promotional project.

Murdoch's model (1989) contains seven steps and four sub steps making it more complex. The steps include: 1) learners' present level of competence, 2) course objectives, 3) reasons for studying English and long-term learning aims, 4) resource limitations that affect classroom activity 5) analysis of sociocultural factors and learning habits of relevance to English teaching, 6) analysis of learner's age group, present lifestyle and interests, and 7) Aspects of target culture that will interest learners and can be exploited in materials. The main disadvantage of this model is that it is missing an evaluation phase, which is essential for the CORE project. The model too specifically applies to language classroom curriculum and is difficult to be adapted to other project development processes. The model also uses a waterfall approach, which means that each step must be thoroughly conducted before moving on to the next step, a process that requires much time (Nation & Macalister, 2010). The project time constraints as well as all the simultaneous stages and materials being produced for the CORE project, disqualify this model as being the most appropriate.

Nation and McAlister (2010) suggest that in the project development process there needs to be a guiding model that allows for flexibility. "What is needed to meet the realities of most curriculum design situations is a model that allows for a 'good enough for now' level of quality to be reached"(p. 145). While there is much overlap among the various models, the ADDIE model seemed to best represent the steps and phases involved in the CORE promotional materials development process. The ADDIE model was presented as a developmental process used by curriculum designers to create an effective instructional curriculum. While the model's intended use is for curriculum design, the principles are applicable in any project design situation, and I have used the model to as a guide in the development of the promotional materials created for this project. Christine Peterson (2003), of California University of

Pennsylvania, described the ADDIE model in the following way: “The ADDIE instructional design process provides educators with useful, clearly defined stages for the effective implementation of instruction” (p. 227). ADDIE is an acronym representing the five stages of development: Analysis, Design, Development, Implementation, and Evaluation. I made use of these same stages in creating the video segment, producing a new program logo, developing an advertising flyer, and designing a web tool for informing the public about the program. In the next section, the steps of the ADDIE model will be briefly described followed by a description of the components of the project as they related to the five stages of the ADDIE model.

Stages of the ADDIE Model

The first stage of the ADDIE design model is *Analysis*. In this stage, a needs analysis is conducted to determine the needs of the target audience (Peterson, 2003). To gather data, interviews and surveys might be conducted in order to collect information on the needs of the intended group. Needs analysis is critical to the development of effective promotional materials so that the materials meet the needs of the target population.

The second stage of the model is *Design*. The design step is the stage where planning takes place (Eckstein, Evans, Hartshorn, McMurry, & Lee, 2011). In this stage, data gathered from the analysis is used in order to plan what curriculum, product, or service will be provided and how the development will be carried out.

The third stage in the ADDIE model is *Development*. In the development stage, there occurs a transition from research and planning to the actual production of the product (Peterson, 2003). The building blocks of the product or service are produced and assembled together according to the design.

Development is followed by *Implementation*. In this stage, materials are implemented according to their intended use. During implementation, developers should continue to analyze, redesign, and enhance the product (Peterson, 2003).

The final stage of development in the ADDIE model is *Evaluation*. Eckstein et al. (2011) stated that “evaluation is the systematic and defensible assessment of the worth or merit of an object to the stakeholders and the public at large” (p. 19). Evaluation is for the purpose of instructional improvement. According to Peterson (2003), the designer determines “if the problem has been solved, if the objectives have been met, the impact of the product or course, and the changes that are necessary in the future delivery of the program or course” (p. 232). In the case of program promotion, the evaluation stage can help identify if the collateral materials designed for program marketing are indeed meeting the intended needs of the target population, stakeholders and general public. The five overarching stages of the ADDIE model make a usable model that is easily adapted to the CORE promotional project with its multiple facets and time constraints under which the project needed to be carried out.

Community Outreach English Promotional Project

Patterned after the cyclical steps of the ADDIE curriculum development model, developing the promotional materials for BYU’s CORE course (formerly known as TTTC), involved several stages. What follows will include a discussion of each of the various stages with a more complete description of how that stage contributed to the overall project development. This chapter will provide a description of the analysis, design, and development stages of the project. The elements of implementation and evaluation will be addressed in Chapter 4.

Analysis

Interview with program director/committee meeting. The initial part of the process, the brainstorming step, took place during the winter semester of 2010. I met with the coordinator of the CORE program, Dr. Mark Tanner who in consultation with Dr. Norman Evans initially identified the need for CORE promotional materials. Both men are faculty members in BYU's Linguistics and English Language Department and they both teach the practicum courses for first year graduate students. The CORE classes serve as a venue in which the first year TESOL graduate students at BYU have an opportunity to complete half of their practicum training in teaching ESL by spending five weeks team-teaching in a CORE class. The other five weeks are spent teaching English in an English for Academic Purposes program at the ELC. In consultation with Dr. Tanner and Dr. Evans, we discussed the need to create promotional materials aimed at making the process of procuring ESL students for the CORE Program less difficult.

In discussing what new promotional materials could be developed, we first identified what marketing tools were currently being used for the TESOL Teacher Training Course (TTTC). The primary tool that had been used for several years was to post flyers in English and Spanish advertising the community English class. The flyers were posted in local church buildings, ethnic stores, in BYU's married student housing, and at the ELC. In consultation with the practicum faculty, it was determined that the focus of the project would be to capture and assemble video clips that would be used to produce a marketing video for the CORE Program. Additional promotional materials would include developing a new print flyer, and an Internet presence for the program.

Miller (1997) states that typically, promotional efforts fall into four categories: collateral materials, public relations activities, Internet, and exhibitions/advertisements. Since the CORE program is a not-for-profit organization, our main focus for the project included the first three

elements, which have the potential of being implemented at little or no cost. The initial thrust was on creating authentic video segments, from actual students' perspectives that would accurately portray the program's environment, instructional methods, and benefits. Jenks (1991) emphasized the importance of having a promotional video as part of a business/program's marketing mix. He said that "nothing is better for accurately showing one's school than a video presented to an interested audience" (p. 182). Once produced, the video can then be used for public relations activities. The committee also identified that an important piece of collateral material would be an updated flyer. The flyer could be made more visually appealing and provide clear information regarding the dates of the program, location of the classes, and cost. A third type of promotional material discussed was idea of creating an Internet presence for those potential students who had access to the web either at home or at work. The plan was to create a website, or web group for the program where prospective students could obtain current information about the program, be directed to online ESL learning resources, and be able to view the promotional video advertising the CORE Program. There was some concern, however, on the part of the committee, that potential CORE students may not have access to the Internet in order to actually make use of the site. Even with this concern, the committee decided to include the creation of a website so that potential students could be directed to the site for up-to-date information regarding the program.

Design

Following the initial analysis of the products currently in place to promote the CORE Program, the next process was to focus on design. In the case of this project, this part included taking the intended goal for the video and creating an outline of the various video clips that would need to be shot. The design stage also included creating questioning prompts that would

be asked of the ESL students in shooting the video clips, and determining a specific plan for as to what pieces might be part of a promotional website.

Video segment design. In consultation with my graduate project advisor and committee, it was decided that the promotional video(s) should portray an overall program summary from the perspective of the students. The video design included the filming of actual student testimonials, mingled with video images of classroom and student/teacher interactions. Miller (1997) counseled that collateral materials, such as video, should portray a positive image of the organization and be targeted toward future students who would likely succeed in the program. He said,

Keep the narrative short and concise. Use a frequently asked questions format while always striving to answer this question: How will the student benefit by attending your program? Link your narrative contextually to photograph placement. Highlight program attributes that will both attract potential students and inspire students to initiate contact for more information. (p. 309)

The video design was created based off of this idea of using a frequently asked question format and striving to highlight positive program attributes. The categories that were selected for the video organization included classroom environment, caliber of teachers and other students, program curriculum, etc.

After a brief introduction, the first section of the video addresses the question “What do you enjoy about CORE?” In the second section, the students are responding to the question, “What is taught in CORE,” and in the third section, the students explain why they would recommend the program to other English language learners. Before creating an outline of my video, I reviewed some of the local competing ESL programs’ videos in order to know what has

been created already. I noticed that several of their videos were also conducted in a frequently asked questions format and were brief and highlighted positive program attributes. This was beneficial in supporting the video design that we had already created.

Creation of pre-filming question prompts for CORE students. To help facilitate the filming of the video interviews, I developed a list of questions for the CORE student participants that were designed to capture the students' impressions of the program (See Appendix B). These questions were to be asked during the filming that occurred in the winter semester of 2010. The questions were meant to elicit key information about the program that would be enticing to a community member seeking English instruction. Tracey Forrest from Baruch College in New York wrote an article about filming in the ESL classroom. She suggested that in the "preparations phase" of video development, teachers should visit each group of students and help the students decide which content to include and to also encourage the students to keep their narrative clear and concise (Stempleski and Arcario, 1992). In order to facilitate clear, concise, and meaningful language production and responses, the interview questions were printed and distributed to each student prior to the videotaping so that students could cognitively prepare and write down their feelings about their experience in the program. This step helped students express themselves more clearly and concisely during the video interviews.

Creating a program identity. While in the process of conducting the interviews, it became evident to me that the students were largely unclear as to what the program's identity actually was. The students were either altogether unaware of the name of the program or they could not pronounce the program name. As a result of this experience, I approached my graduate committee during the fall semester 2010 about the possibility of re-naming the community ESL program. We decided that it would be in the best interest of the program and students to come up

with a new name that would be clear, concise and an embodiment of what the program represents. After all, it would be difficult to promote a program that lacks a strong identity. In connection with creating a new name, we identified that connecting the name to Brigham Young University would be beneficial for the students as well as developing a strong graphic representation of the program.

Development

Once the key project elements were designed, the development process could take place. Development included collecting video footage of student interviews, as well as developing a new program name, logo, updated program flyers, and creating a Facebook page to establish the program's Internet presence.

Capturing of video interviews with CORE student participants. After developing questions to prepare students for the film interviews, the next part of the filming process was to recruit participants who would be videotaped. At the end of February 2010, I made several class announcements and sent e-mail notifications to the teachers requesting recommendations and volunteers to participate in the filming. More than 20 students agreed to participate in the filming.

Next, I contacted the copyright licensing office and requested an official media release form for the students to sign before filming them. I was given permission to use the talent release form used by BYU (See Appendix C).

The final step of the video interview was to carry out the actual filming. The student testimonial filming took place over a two-week period in March 2010. The filming was conducted at the English Language Center in a few different locations including classrooms, the chapel, and the gymnasium. The video footage consisted of students from a variety of countries

and language abilities describing their experience in the CORE program and sharing their feelings about the teachers, classes, materials, and other students. In the end, I had more than 10 hours of raw video footage.

As a result of the video process, I was able to further analyze and identify the language learning needs of the participants and what enticed them to participate in the program in the first place. From the interviews, it became clear that the name of Brigham Young University held prestige and was a draw for the students. In their interviews, the students continually emphasized the need for a relaxed and comfortable atmosphere in which to learn. They wanted consistency, affordable classes, and the ability to communicate with confidence in English. They wanted to learn grammar and vocabulary and all this in an engaging and entertaining way. The common themes that emerged through process of the video interviews helped guide my design of the CORE program promotional materials, specifically the promotional video.

Developing promotional videos. Next to completing the project write-up, the most time consuming portion of the project involved the development of the promotional video to be used in marketing the CORE program. First, the video was identified by my committee as the key promotional product to be developed in this MA TESOL project. Second, Pennington (2002) states that a video is likely the most useful recruitment tool a program can have. Preston (2011) suggests that video marketing is effective because it is simple, easy, and convenient for consumers and potential customers to access. It is simple because videos can easily be created and can generate high search engine results. It is easy because it doesn't necessitate an inquirer to read or sift through information; they can easily watch and listen. Finally, video marketing is convenient because it is less complex and time consuming than reading and does not require a website to reach its intended audience; videos can be posted anywhere on the Internet.

As was suggested by Miller (1997), the videos were formatted in a ‘frequently asked questions’ format; addressing the main concepts that potential students would desire to know. The completed video was arranged according to three main categories from the students’ perspective: What the students enjoy about the program, what is taught in the program, and why the students recommend the CORE program to other students. Video images were strategically placed to match the narrative content for reinforcement of the message. Specific clips were also chosen to match the language learning needs of the target audience.

The whole video production process involved numerous hours of organizing, editing, and revising the sequence of video clips. In his article, “Designing and assessing the efficacy of ESL promotional materials,” Jenks (1991) spoke about the time required to produce a promotional video. “Estimates of time expended on videotape productions vary, but a standard guideline is five hours of preparation for each minute of final videotape. Thus, a 15-minute tape will probably require nearly two full weeks of staff time to produce” (p. 182). My experience was no exception to the standard. I produced two promotional videos (one 35 seconds long and one 6 minutes in length) after approximately 45 working hours. The six-minute video was later divided into three shorter videos. Due to being a full-time student and working 20-40 hours a week, the entire process took place over a six-month time frame. For additional video clips that were not used in the promotional videos, I created categories in order to organize the individual segments. This step was done to aid the facilitation and production of additional promotional videos at some later date. I also filmed and gathered over 20 hours of classroom and special event footage (parties and activities) from teachers and events within the program. These clips were used as fillers to portray the classroom and program environment. See Appendix D for Screenshot images of the CORE promotional video.

Creating program identity: New program name. Using the employee list serve at the English Language Center at the beginning of fall semester 2010, I notified teachers/staff of a contest that would be held in order to rename the TESOL Teacher Training Course (TTTC- pronounced “triple T C”). I collected name submissions from faculty, staff, and graduate students and then created an online survey so that all teachers could give their input in the naming of the program. The top three names were then submitted to my graduate committee for the final approval. In the end, the name with the strongest support was “Community Outreach English” which would be referred to as “CORE”. The inventor of the winning entry said the following about the new course name: “BYU CORE Classes (Community Outreach English) Classes -- I think the name emphasizes the reality that the TTTC is really a fundamentals program or it presents the core English language skills the students need/are ready for.” The name fit the objective of being clear and representative of the program principles of being a service to English language learners within the community by giving them “core” or fundamental English language training.

Creating a program identity: Creation of program logo. Miller (1997) suggests that when developing materials for the marketing of language programs, that there should exist a “unified graphic image” (p. 309). Once the name was selected, the next task was to create a program image or logo, in order to give the program a unified visual presence and permanence. According to Jenks (1991), school seals are crucial since “official emblems are considered to be signs of stability and prestige” (p. 176). Difficulties with program stability have precisely been one of the key challenges for maintaining and transitioning student enrollment in the program. It was decided that the CORE program needed a visual representation to go along with its new name.

I enlisted the help of a friend who had a background in graphic design to create the program logo. As was mentioned prior, through the student video interviews it became evident that students elected to study in the CORE Program due in part to the status that Brigham Young University has in Utah County. Students told me that they let people know they were studying English at BYU. Given the connection between the CORE Program and BYU, we wanted to develop a logo that embodied our program objectives (to teach core English skills), while drawing attention to the fact that this program was under the jurisdiction of Brigham Young University. We began with this focus in mind.

The initial designs for the program logo attempted to make use of BYU's well-known seal (See Figures 3-4). These efforts however, were quickly stifled through conflict of interest with the regulations on use of the University's seal. After several weeks of development and coordination with the BYU Licensing and Trademark office, and the development of over 13 different versions of the logo, I finally received approval for use of our new program logo (See Figure 5). We included the name "ELC" on the Logo. The English Language Center (ELC) is owned by BYU, and thus the use of the name brings attention to the fact that this is a BYU English program. Also, the color blue psychologically links our program to the university and its prestigious reputation. The apple representing the 'O' in CORE symbolizes the fundamental English communication skills that an ESL student can gain by participating in the CORE program.



Figure 3. Official seal of Brigham Young University



Figure 4. Initial attempts at creating the CORE program logo



Figure 5. CORE program logo

Developing program print materials (program flyers). Once a new name and logo had been created for the program, the next step involved creating print materials, specifically flyers, to advertise the program's services to the community. Previously, the program had used a very basic flyer containing the essential program information of start date, location, and cost. Print materials are in essence a representation of the language program and as such need to be strategically designed and implemented in order to effectively market to target audiences. Jenks (1991) stated that "all print materials should have as a primary purpose the educating of prospective students regarding the program, its features, and ways to receive further information about it....All of this material must, of necessity, be comprehensible to the limited-English reader while simultaneously striving to be interesting and to influence the reader to consider applying" (p. 175). In developing the flyer, my intent was to provide the essential information in a clear, understandable manner by using a concise 'who, what, where, when, how much' format. I also included actual photographs of CORE Program participants that I took in connection with my video filming (See Appendix E). Once my graduate committee chair approved the initial flyer,

the flyer was then translated into Spanish and Portuguese. The translation was done by native speakers of Spanish and Portuguese. Upon completion of the three language versions, the flyer was then printed and distributed through the TESOL graduate students enrolled in the Linguistics (Ling.) 610 course to various locations (church buildings, ethnic businesses, apartment complexes, etc.). The graduate students in the Ling. 610 course in the fall semester are those who will teach the CORE classes during the following winter semester. The flyers were posted in December 2010 in order to promote and inform the community of BYU's CORE program that would start January of 2011.

Developing a web presence. The next portion of the project development involved creating a web-identity for the program. Initially there was some concern that the students enrolled in the CORE program would not have access to the Internet, so it remained in question if the effort spent to create a webpage or online group would be valuable or in vain. In consultation with my committee chair, we determined that the most efficient way to notify current and future students of the CORE Program resources would be to create a Facebook page and group.

There are many reasons why Facebook is an appropriate platform for the development of the CORE Web presence. First, Facebook has tremendous potential to assist in word of mouth advertising. White et al. (1991) stated, "All schools will agree that the best way of filling [enrollment] is through word-of-mouth recruitment" (p. 218). The impression of the CORE director and those helping facilitate the organization of the program was that students often came as a result of being referred by friends or family members. Knowing this, the Facebook page and group had the potential of providing current and prospective students, who were actively using the Internet, to stay updated on current information regarding the CORE Program. Kermit

Pattison, author of “How to Market Your Business With Facebook,” stated that “small businesses are using it [Facebook] to find new customers, build online communities of fans and dig into gold mines of demographic information” (Pattison, 2009). With Facebook, it is also easy to add students and teachers as “friends.” This allows students the opportunity to remain in contact with the program and see when photographs, videos, and other materials and information are posted to the site. With more than 800 million active users on the site, Facebook is one of the most trafficked sites on the Internet today (“Statistics,” 2011). The CORE Facebook group page can be accessed at the following web address: <http://www.facebook.com/pages/ELC-Community-OutReach-English-CORE/124799447587124>. The CORE Facebook profile page can be accessed at the following web address: <http://www.facebook.com/profile.php?id=100001677719202> or by searching for ‘ELC Community OutReach English (CORE)’. See Appendix F for screenshot images of the Facebook page and group. It is foreseen that the website will be a linking mechanism to help maintain former student contact with the program so as to encourage future enrollment and to aid in “word of mouth” marketing.

CHAPTER 4

PROJECT IMPLEMENTATION AND EVALUATION

Once the elements of analysis, design, and development (ADDIE) had been completed, implementation and evaluation could then occur. For this particular project, the stages of implementation and evaluation went hand in hand with each other, with the main focus being on implementing and evaluating the CORE promotional video segment. This chapter will describe the various stages. I initially met with my committee chair to conduct an initial review of the video. Following the preliminary review, I debuted it to the group of teachers in the 2011 CORE Program and collected their feedback. After reviewing the teachers' feedback and suggestions, adjustments were made and implemented in the video clip. The revised version was then shown to the CORE students several weeks later, and their feedback was also gathered. "No product, course, or program can be effective without conducting an evaluation and necessary revisions" (Peterson, 2003, p. 231). The implementation and evaluation steps were organized so that there was continual progression toward producing a better product with each step. The data collected from the student survey will be reported in the results section of chapter five.

Initial Review of Video With Committee Chair

After the primary creation of the promotional video, I requested feedback from my committee. I met with my committee chair to conduct an initial review of the video in order to reduce the length and remove instances of redundancy. The intended purpose of the video segment was to portray the CORE program's positive attributes, including, as was aforementioned in Chapter 2, classroom environment, teacher/student characteristics, program curriculum, activities and other benefits. We tried to select the best clips that embodied a positive

portrayal of the CORE program to potential participants and community members. At this point, the video was eight minutes in length.

Presentation of Video Prototype to CORE Teachers

The implementation stage involved the public viewing of the promotional video. The first group who viewed the video consisted of teachers that were currently teaching in the CORE program, as well as other teachers and one faculty member of my project committee. Twenty teachers (8 CORE teachers and 12 non-CORE teachers) participated in the teacher evaluation of the promotional video. All teachers were affiliated with Brigham Young University's TESOL Master of Arts program. The viewing took place on February 8, 2011. I contacted Dr. Tanner and Dr. Evans, who were teaching the Ling. 612 course at the time, and arranged to come and show the video during one of the class periods. I created a survey to be filled out as an evaluation of the video (See Appendix G). I was allotted approximately 15 minutes to show the video, distribute the evaluation survey, provide ample response time, and collect the surveys. In preparation for working under this time constraint, questions were carefully selected to capture teachers' immediate impressions upon seeing the video. The survey was organized into three sections and was designed to capture the teachers' impressions of the video and collect their suggestions for change and further development. The first section asked for feedback from those teachers who had already taught in the CORE program. It was designed to capture their overall impressions of how well the video matched with the teaching experience they had experienced in CORE. In the second section, I requested specific feedback from all teachers in the Ling. 612 class regarding their impressions of the teachers, students, environment of the CORE program as was portrayed by the video. All questions were designed to be open ended in order to record the feelings and impressions the teachers had as they watched the video. The last section of the

survey covered the recommendations and suggestions that the teachers had, knowing that the video would be used for promotional purposes. The video was played and the teachers submitted their responses.

At the same time that the teachers viewed and evaluated the video, I had one committee member (Dr. Evans) watch it as well. He also responded to the video and gave his suggestions for adaptation. His comments were in line with what the teachers suggested and included a suggestion for clear segment breaks and the removal of some redundant/awkward clips.

Redesigning of Promotional Video

After collecting and processing the feedback given from the teachers in response to the CORE promotional video, I then compiled their feedback into a chart in order to better facilitate the thematic analysis (See Appendix H). The comments were analyzed according to frequency of topic. The major categories of comments included the following: 1) the length of the video was too long; 2) the text questions during transitions were difficult to read, and 3) based on the video alone, it was difficult for the viewer to capture an overall image of the teachers, who they were and what they were like (See Figure 6).

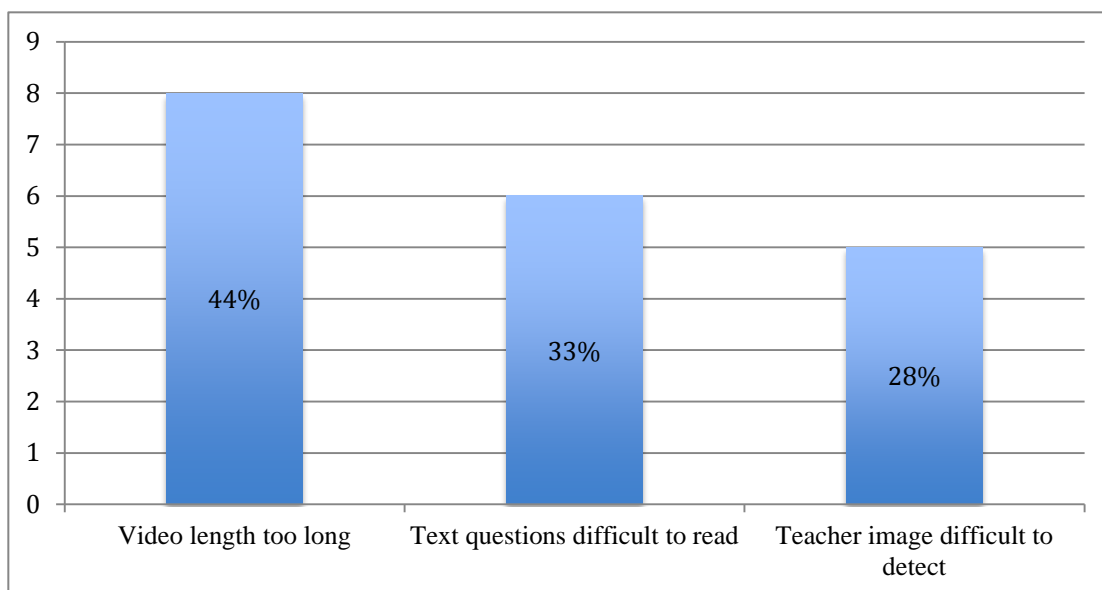


Figure 6. Teachers' suggestions for change to the CORE video

One teacher addressed the issue of the image of the teachers being difficult to detect by saying that through the video, “I didn’t feel like I got a good impression of the teachers, but they must be fun and energetic and they must have created good class atmosphere if the students enjoyed it that much.” Another stated that the viewers “did not get a chance to meet or hear any of the teachers- only students.”

After analyzing the teachers’ evaluative comments, I returned to the video editing board and attempted to shorten and adapt the video to better match the needs of the target audience according to the suggestions made by the teachers: First, I reviewed the clips multiple times, searching for items to cut and ways to rearrange the material to clarify the overall message. As I was reviewing and revising the video, I tried to make sure that there was good representation of both male and female participants and that there was representation of various nationalities, even though the program participant population is predominantly female and Hispanic. I was able to shorten the video to six minutes in length. The video can be viewed at (<http://www.youtube.com/watch?v=EH-m3lcCdp4>). In collaboration with my graduate

committee, the video was further divided into three shorter videos, each approximately two minutes in length. The first video addresses what the students enjoyed about the CORE program. The second video portrays what is taught in CORE, and the third video depicts why students recommend the CORE program for other English language learners. These video segments can be viewed on the CORE Facebook page. The three shorter videos better facilitate the “frequently asked questions” format while keeping the narratives concise.

Next, I researched the steps necessary to change the aesthetically difficult font. I removed the prompt questions as an overlay over the program logo. As was suggested, I embedded the questions on the video clips (in the bottom left corner) so that the viewer could be constantly aware of the topic being addressed by the students’ responses. Third, in regards to an unclear teacher presence, I edited and rearranged some of the video clips in an attempt to improve the message. The overall purpose of the clip was to show the program from the student perspective and more emphasis was given to their words.

Showing of Revised Promotional Video to Students in CORE Program

The main evaluation step of the project took place in the form of a student evaluation of the CORE promotional video. I made a copy of the revised six-minute video for each class in the CORE program and provided the teachers with a step-by-step guide for showing the video and completing the student evaluation. In addition to containing video evaluation questions, the student survey also contained a section on student demographics. This information will help guide the promotional activities to the right target audience. The form was translated into Spanish (by a native Spanish speaker) in addition to English to allow lower level students to understand the questions and respond in Spanish, if they so desired. Once the data was collected, I used the same process that I had done with the teacher survey to tally the students responses to

each of the survey questions. On March 24, 2011, the video was shown to the students in each of the CORE classes. The information gathered from the CORE student survey was used to evaluate the video segment and identify if its content, organization, and message was reflective of the students' experience in the CORE Program.

Collecting Student Feedback

Administering the Student Evaluation

After the teacher evaluation and feedback was implemented into the CORE promotional video, I created a student questionnaire in order to capture demographic information about the current population enrolled in the CORE program and also to determine if the video was reaching our intended audience and meeting the objective of containing our intended message. After some predominantly recommended changes were made to the promotional video as per the teachers' recommendations, a refined version of the video was shown to the group of 36 CORE students. The classroom teachers conducted the evaluation in their individual classes following a specific set of guidelines, which clearly explained the evaluation process (See Appendix I). The students watched the six-minute video and then answered a student questionnaire, which included questions about their demographical information and their feelings, impressions, and suggestions for change and use of the video (See Appendix J). The questionnaire was available in both English and Spanish so as to effectively capture accurate information from the participants, including those who were in the lower level courses. The results of this data will be presented and discussed in Chapter 5.

CHAPTER 5

RESULTS AND DISCUSSION

The focus of this chapter is on presenting the data gathered from the student survey and discussing this, impressions, and reactions (suggestions for change/implementation) to the CORE promotional video. The primary product produced for this MA project was a promotional video designed to highlight positive program attributes from the students' perspective to be used in recruitment and promotional efforts. In order to capture some market responses to the video, it was shared with ESL student currently attending CORE classes during the winter 2011 semester. Following the viewing of the video clip, students completed a survey designed to capture their demographic data and responses to questions.

CORE Student Demographics

Participants

Students. A survey was conducted during winter semester 2011 of the current community ESL students enrolled in the CORE program. A total of 36 CORE students, 30 female and six male, responded. Students' ages ranged from 22 to 62 years old ($M = 40$) with the largest population (72%) being those in the 20-40-year age range (See Figure 7). The participants also represented seven native language groups: Spanish ($n = 18$), Portuguese ($n=11$), Quiche ($n = 2$), Chinese ($n = 2$), Korean ($n=1$), Russian ($n=1$), and French/Creole ($n=1$) (See Figure 8). The

largest ethnic groups were Hispanics (50%) and Brazilians (31%).

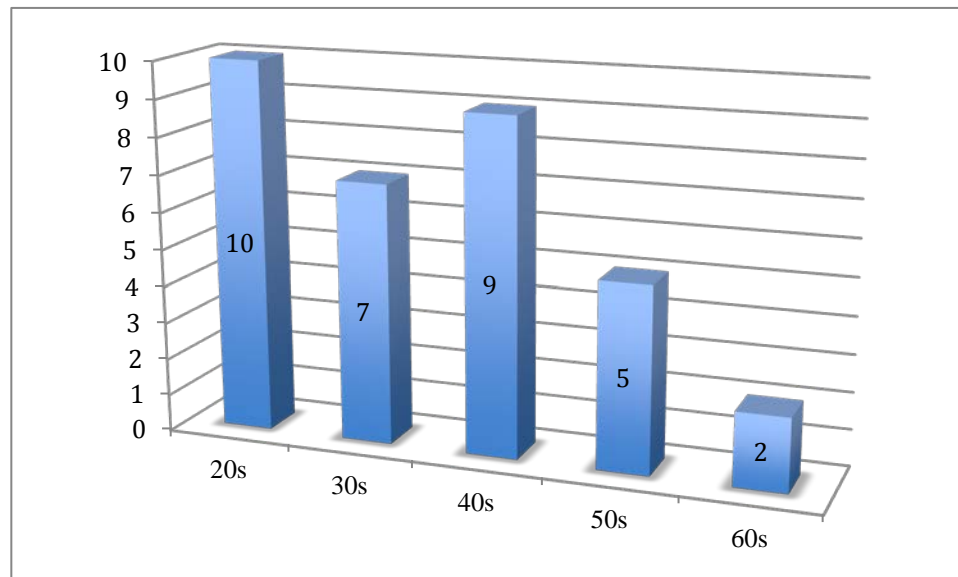


Figure 7. CORE student ages

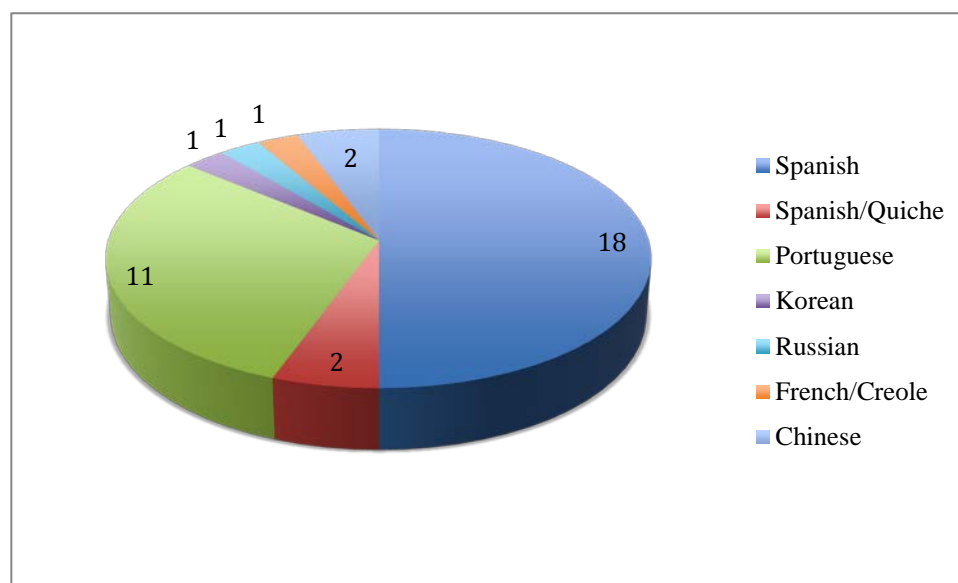


Figure 8. CORE student L1

The majority of the students (56%) who participated in the evaluation stated that they had been in the United States less than one year ($n=20$). Eight students (22%) had been living in the U.S. between one and three years and eight students (22%) had been living in America for more

than 3 years (See Figure 9). The mean age among those who had lived in the U.S. less than one year was 40.4 with the median being 41 years old. Among the group of students having lived in the U.S. for one to three years, the average age was 35.9 with a median age of 35.5 years old. The average age of the group living in the U.S. for more than three years was 42 with a median age of 44.5 years old.

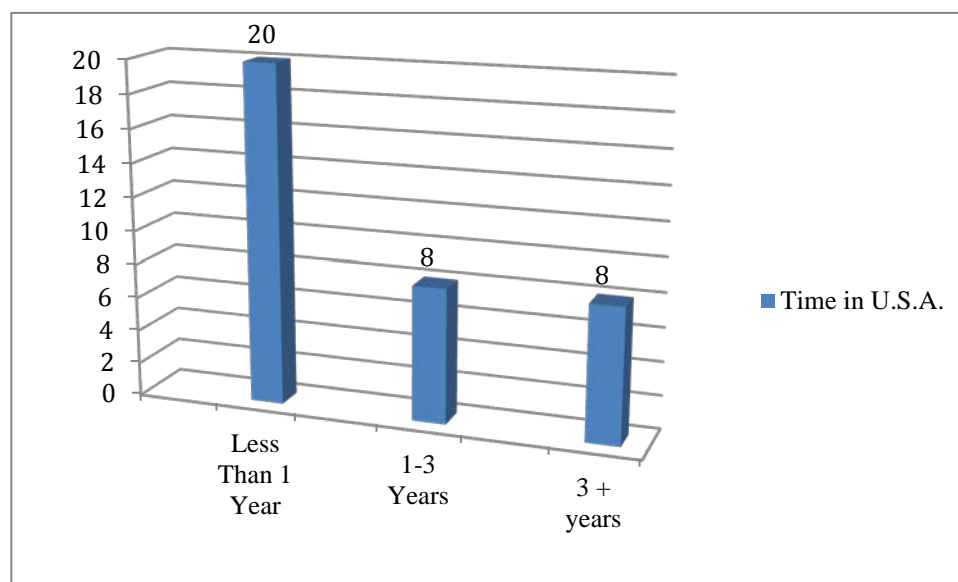


Figure 9. CORE student time living in U.S.A.

In addition to identifying their age and how long they have lived in the U.S., the survey also inquired about the students' employment status. Data from the participating students were organized into six categories of employment: Unemployed outside of the home (n= 25), industrial (n=2), food service (n=2), professional (n=3), student (n=1), and no response (n=3) (See Figure 10). From these results, we can see that the majority of the students (69%) attending the CORE program were unemployed.

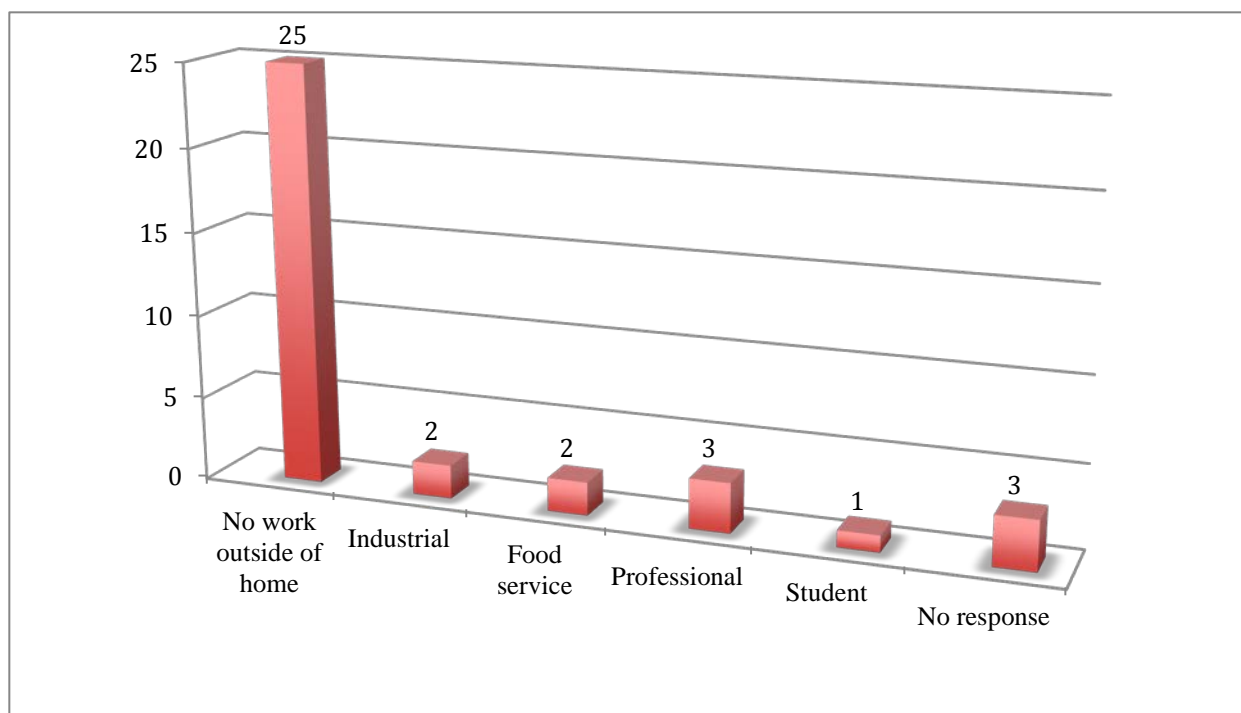


Figure 10. CORE student employment

Next, the survey asked the students to identify the ways they had learned about the CORE program. The students were given the option of selecting one or more choices from a list of seven options. These options included: flyers and announcements made at church, postings at the public library, seeing a sign/or a poster, hearing about the program from a friend or relative, internet, employer, plus an “other” category. A summary of the categories they selected is given in Figure 11. The most popular source of information was hearing about the program from a friend or relative (n=28). The second most popular means was through flyers or announcements made at church (n=8). Two students reported that they had heard about the program through another source. Only one person indicated that she had learned about the program through an employer, and one indicated that the Internet was the means of informing him about the program.

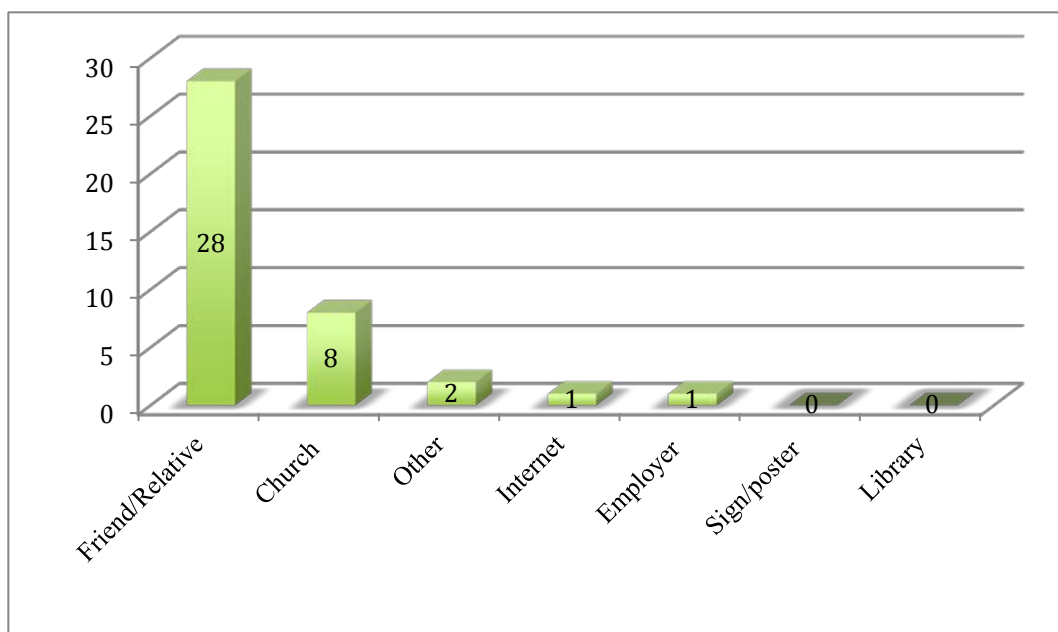


Figure 11. How students heard about CORE

Given that one of the promotional products created for the project was a Facebook page, I wanted to investigate what access these students had to the Internet. Question seven of the survey asked the students if they had access to the Internet, and if so, where they accessed it. Out of the 36 students who participated in the video evaluation, 34 (94%) reported that they had access to the Internet. They accessed the Internet at home (n=27), work (n=1), library (n=4) or other: school/friend's home (n=3).

Student Responses to Promotional Video

Impressions

Question nine of the survey asked the students to identify whether or not the video really showed what students' experiences are like in the CORE classes. Of the 36 students who participated in the evaluation, 100% of the students agreed that this was the case. One particular student explained her agreement to this question. She said in Spanish, "Porque explican como son las clases, por ejemplo: Además de aprender puedan interactuar, hacer juegos, es mas

relajado, barato, etc” [Because they explain how the classes are, for example. Beyond learning, students can interact, play games, it’s more relaxed and inexpensive”]. Another said she felt that the video accurately represented students’ experiences in the program, “because all the people enjoy the classes, the teachers, the other students. The teacher help us with some skills to learn better and they teach no only grammar, pronunciation, reading in different forms and there were very nice and they help me a lot. Thank you, thank you, thank you.” Another student expressed his agreement with the question by saying in Spanish, “Porque uno aprende sin tener estres y la necesidad de hacer tarea uno aprende facilmente se divierte y la vida cambia cuando hablamos mas Inglés.”[Because one learns without stress or the need to do homework and easily learns, has fun, and life changes when we speak more English].

The students were also asked to: 1) indicate if their personal experience in the CORE program was reflected in the experience portrayed by the students in the video, and 2) if watching the video would entice them to want to learn more about the program. Thirty-three of the 36 participants (92%) indicated that they strongly agreed that their experience was similar to that of the students in the video. Two of the 36 participants (6%) indicated that they only somewhat agreed. Of the 36 participants, 32 (89%) responded that they strongly agreed that watching the video would make them want to know more about the CORE program and four students (11%) indicated partial agreement with this statement.

Recommendations

Following the students’ impressions and reactions to the video, the students were asked to provide recommendations for change to the video as well as places in which to market the program. In their feedback about changes to make to the video in order to improve it, the students suggested 11 different categories (See Figure 12).

Suggested changes to video. Some (16.7%) suggested that more class activities be shown in the video (n=6). Two people (5.6%) suggested that the length of the video was too long. One student (2.8%) suggested that it was too short. Two people (5.6%) felt that there should be some teacher testimonials included in the video. Three students (8.3%) commented that more students from other levels should be shown in the video. Another suggestion was that there be a broader representation of nationalities shown in the video (n=2). Two (5.6%) presented the idea of making the film seem more natural and less scripted. The largest response (52.8%) was that no additional changes needed to be made to the video (n=19). Another 5.6% of the participants suggested that some of the redundancy and repetitive statements be reduced (n=2). The final suggestion came from 13.9% of the participants, and that was to include more about the program including cost and how it works (n=5). A second rater analyzed a 10% sample of the students' suggestions for change to the video in order to increase reliability of the classifications; there was an agreement rate of 86%.

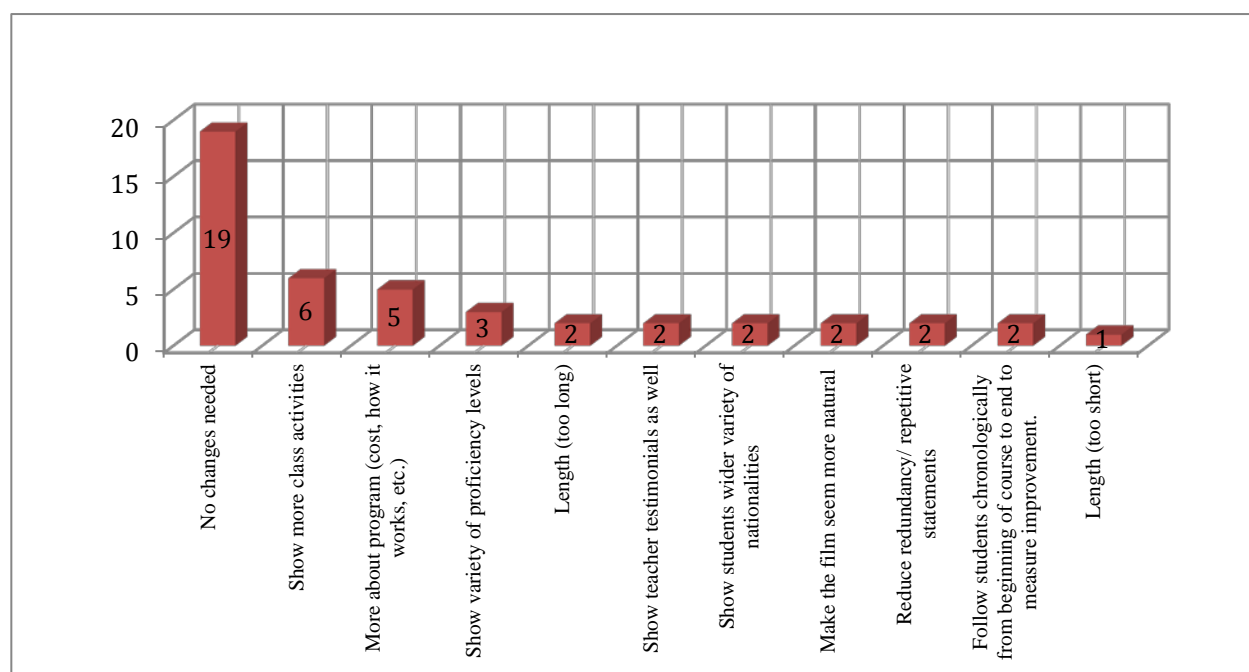


Figure 12. Students' suggestions for change to the CORE video

Suggested locations for advertising. In addition to providing suggestions for changing the video, the students also shared ideas as to where to advertise the program. They listed 12 sectors in total: church (n=11), Internet (n=8), television (n=8), grocery store (n=7), schools: elementary and college (n=6), airports or airplanes (n=5), local businesses (n=3), magazines and newspapers (n=3), flyers (n=3), neighborhoods or student housing (n=2), and other: such as theaters and word of mouth (n=2) (See Figure 13). A rater agreement assessment was also conducted on 10% of the students' suggestions for places to advertise the CORE program and resulted in 93% agreement.

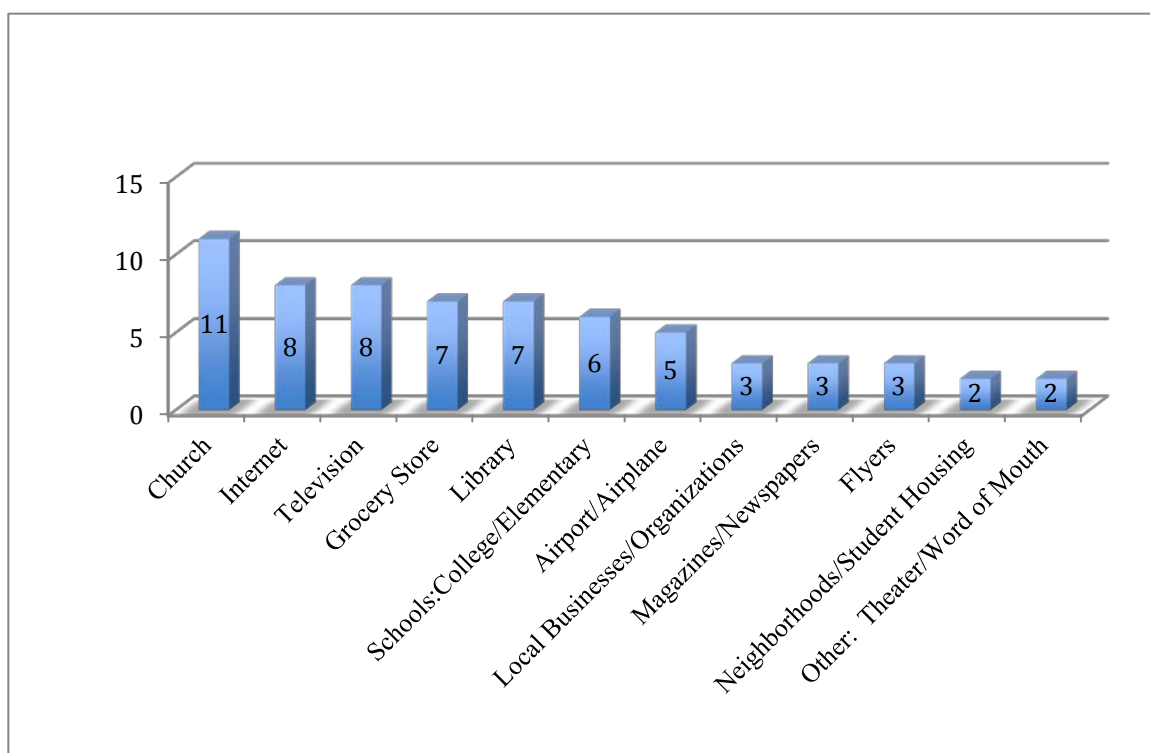


Figure 13. Students' suggestions for places to advertise the CORE program

Discussion

The purpose of the video evaluation and questionnaire was twofold: 1) to better understand who our target audience is and 2) to verify that the promotional video accurately

represented the students experience while in the program. The hope is that if the video is an accurate reflection of students' experiences that it will serve as a motivational instrument to draw them to participate in the program.

Demographic Data

One discovery from the survey results was having greater clarity as to who our target audience really is. While the number of participating students was small, the information is still beneficial and helps to guide and justify promotional efforts for the CORE program.

As was noted in the results section, 50% of the students came from a Spanish L1 language background. The population that we appear to draw to the CORE program seems to be in keeping with the largest minority group in the city of Provo. In the Provo City, 11% of its overall population is Hispanic, and 68% of Provo's non-white population is Hispanic (See Table 1 and Figure 2). According to the data, the predominant age range among the students surveyed was 20-40 years old with the median age being 40. The average participant then, and thus our target for promotional materials, is a middle aged, stay at home, Hispanic female. With this information in mind, students coming to participate in the CORE program appear to have the characteristics of being middle aged and fairly new to the U.S. This data suggests that English skills are important to these learners, as they will assist the individuals in improving their level of communication in the host country and assist them in obtaining higher paying jobs.

Another discovery from the data was the number of students who have access to the Internet. This finding confirms the initial suggestion from the literature that having a Web presence can be an important tool in marketing the program. In the original meeting that was conducted with the graduate committee, when the creation of a website was proposed, there was some concern that the type of students participating in our economically inexpensive program

would not have access to a computer to make use of that particular tool. To our surprise, however, there were only two of 36 students who reported not having Internet access and the majority revealed that they have access to the Internet at home. Thus, the creation of a website, especially in this technologically advancing world, will, in fact, be a beneficial investment of time and resources for the program. It is also notable that 30 of the 36 students provided their e-mail address on the evaluation form in order to be contacted in the future, making it evident that students are using the Internet as a mode of communicating and sharing information. Those who provided e-mail addresses could be added to the ELC CORE Facebook page enabling continual communication with past students in order to advance future enrollments.

In addition to confirming the advantage of creating an Internet page, another key piece of marketing information identified from the survey is that word of mouth, through friends and family, appears to be the most frequent way that participants learn about the program. A number of students also return from one year to the next. With 78% of enrollment resulting from a word of mouth effort, this is clearly the mode that should be enhanced and implemented in future promotional efforts. By implementing the promotional videos on a Facebook website, it is placing the program in a position to be easily accessed by past students who will then assist in alerting friends family of upcoming classes.

Video Evaluation (Impressions/suggestions)

Both the students and teachers reacted positively to the promotional video. All students said that the materials would spark their interest in learning more about the CORE program. The majority (92%) of the participants indicated that they strongly agreed that their experience was similar to that of the students in the video and 89% reported that watching the video, specifically, would make them want to know more about the CORE program. While there were several

suggestions given for ways to improve the video, only a few made specific comments regarding the content. The most common statement, given by 53% of the students, was that the video was good to use and did not need additional changes. The next two most common suggestions were that more class activities could be shown and that more explanation could be given about how the program works. Perhaps in the future, some changes could be made to the video that would provide clarity on these two points. Ongoing filming of classroom activities could help facilitate this. Under the time constraint in which the video was filmed, there was not adequate time to visit each classroom to film class activities. With permission, I made use of teacher observation videos that had been filmed throughout the course, in order to select classroom clips to supplement the video. The main focus of the current promotional video was on providing student testimonials about the program. The classroom video footage was used to help provide visual support for the students' comments. The positive comments from the students provide encouragement and evidence that the video met its intended objectives and accurately reflected program information in a way that is appealing to potential students.

CHAPTER 6

CONCLUSION

Promotional Product Development Summary

The focus of this project was to develop marketing materials to be used for promotion and student recruitment for Brigham Young University's CORE program. The purpose was to produce promotional products to better advertise the CORE program to its intended audience. The following products were created: 1) a new program name, 2) a program logo, 3) an updated flyer, 4) a web-presence through the creation of a Facebook page, 5) and two edited-video segments. Many hours were spent in the analysis, design, development, implementation, and evaluation of these materials (See Appendix K). The principal promotional material that was developed was a six-minute video comprised of various student testimonials and classroom images portraying the positive aspects of the CORE program. The video was conceived, shot, edited, and shown to the current group of 20 CORE teachers, and to a group of 36 ESL students enrolled in the CORE program. These two groups of viewers provided evaluative feedback regarding the video. The feedback collected from the two evaluations was used to make changes to the video and support marketing efforts for the program in general. In the following section, I will describe the lessons I learned in completing the project, limitations to the project, and suggestions for further development.

Lessons Learned Through the Project Development Process

From this experience I gained a greater awareness of the different aspects of marketing, including the four P's of marketing: *product, place, price* and most specifically *promotion*; I learned better how to develop effective ESL program marketing materials, draw students to the program and how to better produce an effective media campaign based on the needs of a group

of community ESL learners. I was able share my findings and suggestions about marketing and community ESL programs at a poster session presentation at the TESOL convention in New Orleans in March, 2011 (See Appendix A). This knowledge of marketing has not only helped me with ESL program marketing, but also with promotional efforts in other aspects of my life and current employment. For example, I currently work as the student life activities chair for the English Language Center at BYU. I have used the four P's of marketing, specifically promotion, to guide my promotional efforts for each activity. The principles learned through this project will positively impact me for many years to come.

In addition to learning about marketing and promotion, I learned how to work with a committee and how to better collaborate. For example, Dr. Tanner and I set up weekly meetings throughout the project to discuss project steps, progress, organization, and especially to work through the writing process. This was invaluable. It can be challenging at times to coordinate multiple people's busy schedules, but it is important to be consistent. It is acceptable to be persistent, but remember to remain respectful. I learned to trust in the expertise of my committee; in the end, they have much more experience and knowledge of the process. I learned to be patient with the process. During the weekly meetings, I typed notes containing the suggestions that Dr. Tanner gave me. I would then print checklists to work on that week, checking off each item on the list as I accomplished it. I also wrote down questions that I had for our next meeting; this helped to direct my work and keep me on course. I learned to involve my committee members along the way and inform them of the progress and intended deadlines for finishing the project, write-up, etc. I learned the value of my committee chair. Dr. Tanner taught me the importance of setting small, attainable goals and also about the revision process. He taught me to write a little every day, even if it is just for 10 minutes. This helps to maintain focus and clarity

during the project write-up process. Through the consistent encouragement of my committee chair, I learned the value of positive support. Ultimately, these professors want us to succeed and are willing to help students take the steps necessary to find success and completion of their work. I have also learned the value of endurance and persistence as I spent days, weeks, and months completing the project write-up. I have learned that I can do hard things.

Through the creation of the promotional video, I learned more about shooting and editing video. I learned how to better guide video interviews, for example, preparing students beforehand for the interview by giving them the questions in advance. I learned to allow students to speak, uninterrupted and also to continue to ask questions during the interview to guide their responses and help them to feel comfortable and natural. Through the filming, I also learned about the time involved in such a process. I increased my skills and knowledge of video editing programs such as iMovie, while also developing a further understanding of video interlay and sound manipulation.

During the project creation, evaluation and write-up process, I learned to develop a critical eye and I learned the importance of collecting and implementing feedback. I learned the value of the phrase “the majority rules” as important improvements for the materials became clear when multiple evaluators repeatedly made the same comments or suggestions. I learned the value of implementing the ADDIE curriculum development model and following its cyclical steps to maintain order and organization in the development process. Through the creation of the videos and materials for the CORE program and completing the write-up, I have become more proficient in valuable programs such as iMovie and Microsoft Word.

Through my experience in dealing with the Licensing and Trademark division at BYU, I learned the challenges of bureaucracy. As I sought for permission regarding logo usage with the

CORE program, I learned that permission and progress is a slow process. One must practice patience, tolerance, and learn to handle constructive criticism well.

When my computer crashed and needed a replacement hard drive, I learned the hard way the importance of backing up work and regularly safeguarding important files and documents. For future students, I strongly recommend saving your work often and backing up your work. I made use of the Dropbox website which allows you to store documents online and access them from any computer with Internet access. In this way, I could consistently save the most current draft of my project, and it also aided in the sharing of my document with others.

In addition to learning the significance of regularly backing up and saving my work, I also learned the value of time and just how time-consuming product development is. I shot the video a full year before actually producing and evaluating it. As was mentioned by Jenks (1991), the video editing took an innumerable amount of time (See Appendix K).

Limitations

As with any project, through the process of the CORE program promotional project, several limitations were identified. These include, but are not limited to, the following: The reduction of course availability, which resulted in time constraints for filming the video and a discontinuity of student enrollment, as well as the lack of a clear explanation of the purpose of the video on the teacher survey and missing additional information on the student questionnaire.

Due to a curricula change to BYU's TESOL MA program in 2009, the community ESL program courses went from being taught twice a year to only once a year during the winter semester. This change meant that in order to collect data and video footage, I had to get permission from teachers and students to interview the students and shoot video a year prior to having the project fully laid out. In order to have the video edited and ready for evaluation and

use for the following school year, the filming had to be conducted immediately at the inception of the project without proper time to fully develop a clear project plan. Because the class was only offered in the winter semester, there were also no second chances for filming, meaning the footage captured during the winter 2010 course was the only video footage that I had to work with to create the video and attempt to reach our intended audience. As was mentioned, because of this gunshot approach to the project there was limited time to film classroom activities and routines. I had to rely on the pre-recorded teacher observation videos, which all took place in the same classroom with lower quality recording equipment, as well as video footage that I had collected from parties and classroom games. More time to adequately film a variety of classroom settings would have made for a better selection in the visual images shown in the video.

It is also notable that many of the difficulties with maintaining student enrollment from year-to-year may have to do with the lack of continuity in the program. One section of the student evaluations asked students if they had any other suggestions or comments. While the question was intended to illicit feedback about the video, students took the liberty to thank teachers for their time and also express their desires for the program in general. Nine (4%) students mentioned that they would like to see the program offered more than just three months a year. One Spanish-speaking student said, “We can pay more for the course, but you need to put this course for all year round, [because] three months isn’t sufficient, we need more class.” This was also a common comment made during the oral video interviews with students. The ability to retain students would be very different for a year-long program as opposed to one that lasts only three months.

The next limitation to the project was the information included on the teacher video evaluation survey. In the teacher survey, no written explanation was given about the survey as to

the goal and purpose of the video. When asked what changes they would make to the video, one teacher stated, “It would be nice to hear a little more teacher testimonial, but maybe that’s just because of my perspective watching as a teacher.” Another teacher stated that he/she was unclear as to the use of the video while giving his/her suggestion for change to the video, he/she said, “Maybe shorter? I’m not sure the scenario in which it’s shown, but that’s my impression as far as advertising.” While an explanation as to the purpose of the video was provided prior to showing the video, these comments indicated some uncertainty as to who the viewing audience is. It might have been more advantageous, for the feedback collected, if there was an explanation to better portray the nature of the video and explain that the purpose of the promotional video was to collect information about the CORE program from the students’ perspectives and not the teachers.’ A student testimonial-centered video will better serve the ‘word of mouth’ marketing effort that the video attempts to achieve.

The final limitation to the survey, mentioned here, is the need for further information from the student evaluation survey. In addition to adding a written description of the goals and objectives of the video to the teacher survey, there is one additional question that should have been included in the student questionnaire. The survey asks many questions about demographic information, such as time in the U.S., and how they heard about the CORE program, etc, but nowhere on the survey are the students asked why they were learning English. We can only speculate based on the age and time in the U.S. and employment status, but a more defined response to this question would have proved valuable to understanding our current student population and their English language learning needs.

Suggestions for Further Development

In order to assist in the marketing efforts of BYU's CORE course and to effectively implement and evaluate the promotional materials created in this project, there are some further steps to be taken. First, there is a need to gather demographic data about the CORE students each semester that the program is taught. In this way, the database will more accurately reflect the broader population being serviced by the program as opposed to just having one semester of data. This can be accomplished by adding a section to the initial student application as well as the closing class evaluation that includes questions about demographic background. Student demographic questions could include, language/employment background, time in the U.S., age, gender, as well as motivation for learning English and how the student heard about CORE.

Along with updating demographic data, is the need to regularly evaluate whether or not the program is meeting the needs of the students. Miller (1997) suggested to "regularly convene focus groups of currently enrolled and departing students to determine student needs, program perceptions, and impacts of your collateral materials, advertisements, public relations activities, and Internet outreach marketing efforts...." (p. 310). Using focus groups will ensure that the program and marketing materials can continually target the correct audience and their specific set of needs.

My second suggestion is to regularly update and manage the Facebook group/page developed for the CORE program. One way to do this would be to include this task as part of the program's administrative assistant list of duties, or invite supervising teachers from Ling. 679 to help with page maintenance. The Facebook page could be updated each semester with current information about the program, its dates of operation, and pictures from the previous year's class. The administrative login information for the CORE Gmail and Facebook accounts can be

located in the Ling. 611/612 T.A. file on the Linguistics server. This updating would also include collecting contact information from current students and adding them to the Facebook page in order to promote continuity of enrollment and help broaden the pool of potential students. A section should be added to the CORE student application asking for an e-mail address in order to facilitate this. Upon entering the program, BYU TESOL graduate students should also be added to the CORE Facebook page to facilitate awareness and aid in the “word of mouth” efforts. In connection to the responsibility to update the Facebook page, is the suggestion to re-post videos to Facebook every 3-4 weeks. Facebook is set up with what’s called a “news feed”. This link updates viewers on new materials and activity that occurs on one’s account. By re-posting the videos, the program can continually bring itself to the forefront of the minds of past, current, and future students.

A third suggestion for implementation involves the development of additional promotional materials. It would be beneficial to continually implement the *frequently asked questions* format for the website by creating new, brief video segments highlighting particular aspects of the program such as what the teachers are like, a student spotlight or program specifics (Miller, 1997). Given that the apparent target population is nearly 50% Spanish speaking, there could also be videos created in Spanish to better reach those Spanish speakers in our community who have low listening comprehension. I conducted some of the video interviews in Spanish, and the footage is available for use. It would also be helpful to add Spanish subtitles to the already existing videos to better reach English language learners of all skill levels. Another aspect of the CORE materials development would be to develop a brochure that could be used along with the current video and Facebook page to promote the program at such locations as

Deseret Industries or career fairs where individuals who want English language services can be contacted.

A fourth suggestion is to capitalize on the *word of mouth* mode of marketing. As was discovered in the data collected from the student survey, the majority of students learned about the CORE program through a family or friend recommendation. During the first week of class, it is advisable to give the students a slip of paper, or send them an email, with the web link to the promotional video. Teachers should invite them to share the video with their friends, families, co-workers, etc. This would benefit both the students and the program by allowing students to visually share with family and friends where they are studying and promote interest in the program from potential students. Another manner to help facilitate *word of mouth* promotion is to create collateral materials containing the program logo. These materials could include inexpensive items, such as T-shirts or writing utensils. The materials could be given away as prizes for exemplary attendance, behavior, participation or progress. As a result, the students would proudly show friends and family members where they were studying English, what they had earned; these products would simultaneously draw attention to the program. These promotional efforts will also help to solidify the graphic image attached to the program to subconsciously build a feeling of program establishment and stability, as noted by Jenks (1991).

Table 2.

Suggestions for further project development

	Suggestions for change	Description
1	Gather Demographic Data	- Include section on student application/class evaluation about demographic background
2	Focus Groups	-Hold focus groups to identify if students needs

		are being met/materials are adequately reaching students
3	Manage Facebook page	-Add all enrolled MA students and CORE students as “Friends” on Facebook -Encourage teachers to ‘like’ the CORE group page - Repost videos -Update statuses/course information
4	Develop more promotional video	-Create videos in Spanish -Add Spanish subtitles to previous videos
5	Capitalize on “Word of Mouth” marketing	- Give slip of paper/send e-mail with link to the videos
6	Develop collateral materials	-Program brochure -T-shirts with the CORE logo -Pen/pencils with logo

Summary

As was previously mentioned, in regards to the CORE program, the marketing elements of product, place, and price have been previously established. The focus of this project was on program promotion, which resulted in the creation of several materials to aid in the already existing *word of mouth* recruitment that is being executed. It is advisable, however, to revisit these other elements of marketing. In the future, other projects could be conducted involving the marketing of the CORE program. In these projects, some of the other P’s of marketing could be examined to identify what is the *product* that is being offered? How might the type of English being provided be expanded or updated? Are there other target populations with whom we

should be working? The results of these questions will impact *place*. It may be discovered that the real need for ESL learners in Provo is more English for specific purposes (ESP) and less survival English. If this were the case, it is feasible that the classes should be taught on-site at a business; that would change the dynamics of the program as well as the price. Greater expertise might also be required in purchasing ESP type of materials.

For the time being, and in the current marketing climate that has been established, the implementation of the promotional materials developed in this project will help draw attention to the CORE program and assist in establishing program stability and continual enrollment. These materials create ease in the facilitation of program promotion and greatly aid and encourage *word of mouth* marketing. It would be helpful to conduct a follow-up evaluation in the upcoming courses to determine how effective the materials were in promoting the program and enhancing enrollment.

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APPENDIX A: GRADUATE STUDENT FORUM POSTER PRESENTATION- NEW ORLEANS, MARCH 2011

INCREASING THE BUZZ!

Marketing Community ESL Courses

MARKETING MIX: Four P's of Marketing

Product:
A good, service, or idea that offers a bundle of tangible and intangible attributes to satisfy consumers.

Price:
The amount of money or other consideration – that is, something of value – given in exchange for a product.

Place (Distribution):
The element of the marketing mix that encompasses all aspects of getting products to the consumer in the right location at the right time.

Promotion:
The element of the marketing mix that includes all forms of marketing communication.



Zhou and Wang & Zhang, M. (2002). The power of effective marketing. Creating and keeping customers in an e-commerce world (pages 3). Cincinnati, Ohio: South-Western.

PROMOTION... easy as Cherry PIE!



C - Collateral Materials: Unified program image (logo), brochures, videos, applications, flyers, or posters.

P - Public Relations Activities: Recruitment fairs, exhibits, presentations, publications, visitor bureaus, churches, public libraries, international markets, community centers, Hispanic Chamber of Commerce, etc.

I - Internet: Facebook, Twitter, YouTube, and other websites.

E - Exhibitions (Advertisements): Located in study guides, advising manuals, newspapers, professional organization publications, directories, or on television.


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Community Outreach English

BRIGHAM YOUNG UNIVERSITY



Program Logo



Program Flyers



Facebook Page



Program Promotional Videos

APPENDIX B: PRE-FILM INTERVIEW QUESTION PROMPTS

Name:

Class Level:

Instructors:

TTTC Survey

Why did you decide to enroll in the TTTC English Class?

What have you enjoyed most about your experience in the TTTC English Class?

What have you appreciated most about your teachers?

How do you feel about your classmates?

How has your English improved since you started the TTTC class?

What activities have been the most helpful?

What has been your favorite part/memory from TTTC?

Why would you recommend the TTTC classes to your friends?

What would you tell someone if they asked why they should enroll in the TTTC English Class?

APPENDIX C: MEDIA RELEASE FORM

MEDIA RELEASE FORM

I hereby irrevocably grant to Brigham Young University ("BYU") absolute and unconditional permission to use and assign all rights, title and interest, including copyrights to such videotaped or filmed interview(s), photograph(s), broadcast(s), telecast(s), audio or audiovisual recording(s), or record on any other medium as described below in which I am recorded, pictured or a participant. In connection with this gift I release BYU and its assignees from any and all claims and demands related to such use of my talent, image, voice or performances, including any and all claims for libel or invasion of privacy. BYU and those acting pursuant to its authority shall have the right to use my name, picture, voice, silhouette, likeness, and biographical material in connection with these recordings, including any and all rights to exhibit or distribute such recordings or edits thereof in whole or in part without restrictions or limitation, and in any medium whether now known or yet to be discovered. Moreover, BYU shall not be obliged to make any use of these recordings or exercise any of the rights granted herein. I acknowledge and represent that I have read and understand the meaning of this release and that I am voluntarily participating in the activity described below, and that this release agreement is the entire agreement between me and BYU and superseded all other agreements. Further more, I represent and covenant that I have the full right to enter in to this agreement granting the rights herein, that this grant does not violate any rights of any third party, and I agree to hold BYU harmless from any claim made by any third party arising out of my performance.

Signature: _____

Name (printed): _____

Address: _____

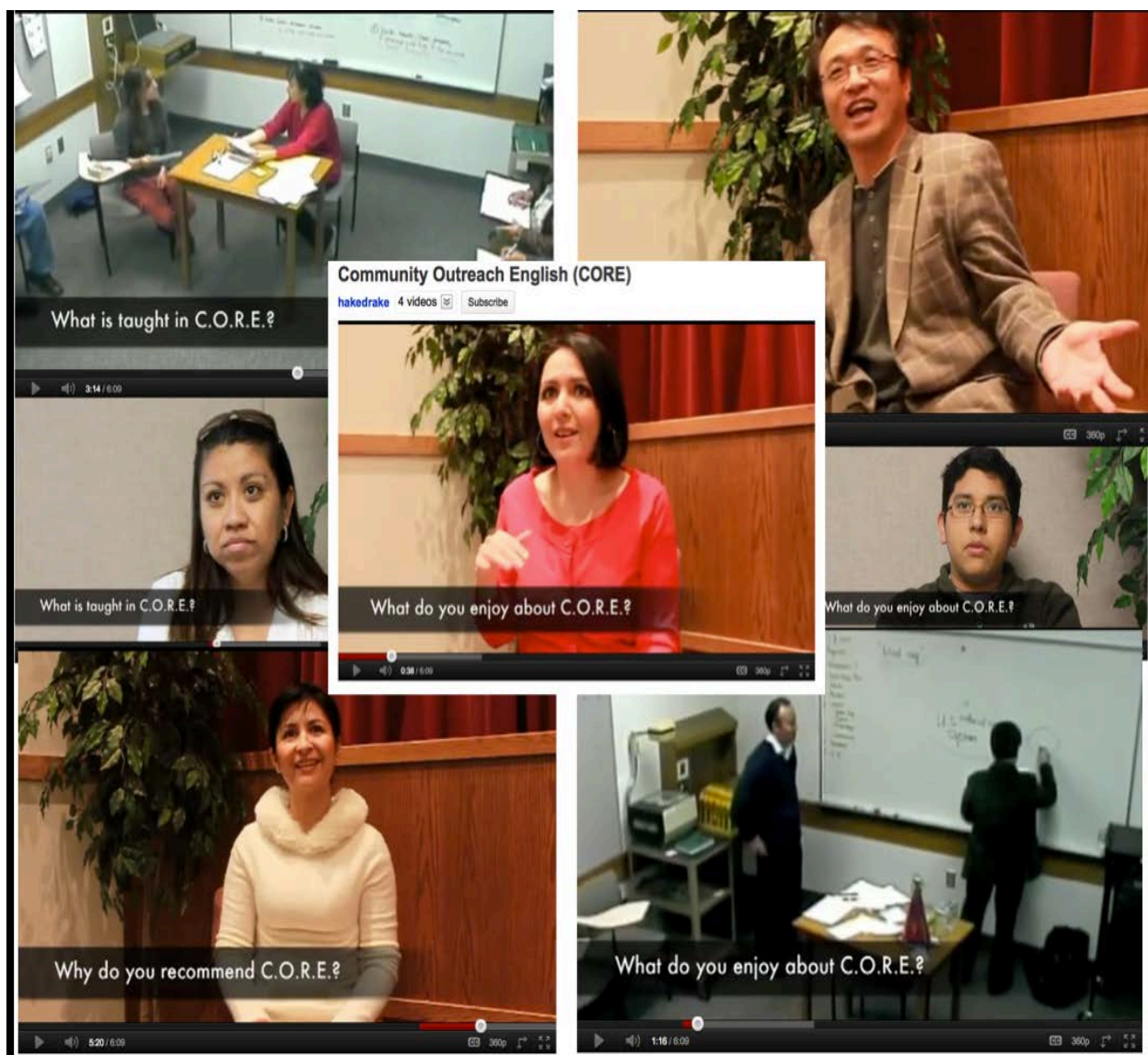
Phone No.: _____

Parent/Guardian Signature (if under 18): _____

Date: _____

Recording Description(s):

APPENDIX D: SCREENSHOT IMAGES OF CORE PROMOTIONAL VIDEO



APPENDIX E: PROGRAM FLYER



English Classes

When?

Monday – Thursday 4:15 – 5:45 p.m.
January 12 – March 25, 2011

Where?

Brigham Young University's
English Language Center (ELC)
Corner of University Avenue
& University Parkway in Provo
Register in Room 103 of the ELC

How much?

Only \$20!

Registration Begins

December 15, 2010

For more information call:

(801)-422-3137

Find us on Facebook: "ELC Community Outreach English (CORE)"



APPENDIX F: SCREENSHOT IMAGES OF CORE FACEBOOK PAGE/GROUP

facebook Search

ELC C.O.R.E.
COMMUNITY OUTREACH ENGLISH

Wall
Hidden Posts
Info
Friend Activity (1)
Photos
Discussions
Videos
EDIT

About Edit
Community Outreach English (C.O.R.E.) is a community ESL program held at BYU...
More

37 like this
1 talking about this

Get Updates via SMS
Get Updates via RSS
Unlike
Share

ELC Community Outreach English (CORE)
Community · Provo, Utah · Edit Info

English Classes · Clases de Inglés · Clases de Inglés

Wall ELC Community Outreach En... · Everyone (Most Recent)

Share: Status Photo Link Video Question

Write something...

ELC Community Outreach English (CORE)
Listen to student testimonies about BYU's CORE program.
Community Outreach English (CORE) [HQ]
Length: 6:08

Unlike · Comment · Share · 15 hours ago ·

You and Rodrigo Scarante Cordeiro like this.

ELC Community Outreach English (CORE) Here is what students are saying about CORE
15 hours ago · Like

Write a comment...

ELC Community Outreach English (CORE) shared a link.
C.O.R.E. (Formerly known as TTTC)
gdata.youtube.com

facebook Search

ELC C.O.R.E.
COMMUNITY OUTREACH ENGLISH

Wall
Info
Photos
Notes
Friends
Subscriptions

Friends (71)
Holly Mueller
Shue Ying Sarah Ting
BYU Hawaii
Nexos Byu
Changhoon Lee
Caprice Bailey
Kristi Lundstrom

Elc Core
Studied at Brigham Young University · Lives in Provo, Utah · Add where you work · Add your hometown · Edit Profile

Update Status Add Photo / Video

What's on your mind?

Elc Core shared a page: ELC Community Outreach English (CORE).
ELC C.O.R.E. ELC Community Outreach English (CORE)
Community Outreach English Taught by volunteer TESOL graduate students.
Page: 37 like this
Like · Comment · Share · July 28 at 1:34pm

Pedro Gonzalez posted a photo to your Wall.
one more

Unlike · Comment · See Friendship · March 29 at 4:21pm

APPENDIX G: CORE TEACHER VIDEO EVALUATION

C.O.R.E. Teacher Questionnaire*Impressions*

CORE Teachers: **(If NOT currently a CORE teacher, leave blank)**

1. On a scale from 1-5, how well does this video capture the experience you have had teaching students in the CORE Program? 1 2 3 4 5

(Key: 1 – not representative, 3- somewhat representative, 5 – very representative)

Please explain the reason for your selection:

All 612 Teachers:

1. What were your first impressions as you watched the CORE video segment?
2. What impressions did you get about the teachers?
3. What impressions did you get about the students?
4. What impressions did you get about the environment in the CORE program?
5. As a teacher, do feel any sense of obligation after watching the video? Yes/No; If yes, what?

Recommendations

6. What changes if any would you make in the video?
7. Are there elements of the video that need to be changed in order to encourage students to enroll in the CORE program?
8. If we use this video to recruit students for the CORE program, where would you suggest we show it so potential students will see it?
9. Other Comments:

APPENDIX H: TEACHER EVALUATION SURVEY RESULTS

	Question #									
	1	2	3	4	5	6	7	8	9	10
Core Teachers										
1	5- Lots of fun Students are great	Very professional, good advertisement for the program.	They are fun, professional, and diverse. It didn't seem apparent that the classes are team-taught though.	They love their classes and are excited to learn. They are fun to work with.	Lots of different types of activities comfortable environment learn a lot & have fun.	Yes- Yes, I want my students to be able to say similar things about the program after being in my class. I want my students to learn a lot while having fun.	It seems long, I'm not sure what environment this would be used in.	Lower level students wouldn't be able to understand. Maybe have some key words flash on the screen when people say them to help w/ comprehension.	If you made a 30 sec. video you could run it on T.V. -You could put it up on YouTube and rely on word of mouth - You could create a website and have these on the homepage.	N/A
2	4- I would agree that my experience has mirrored the ones shown- but there is more challenge that the students face than is shown on the video- challenge not in terms of the negative, but in terms of- yes this program is fun, but it also helps students work with the challenges of learning a second language		Based on the students' testimonials we know or assume the teachers give attention to the students' particular interests and offer variety in their lessons.	They feel a part of the CORE community.	It provides useful resources for students to help both their learning and their sense of comfort.	Yes- Not so much an obligation, but encouragement to recognize our responsibility to maintain the CORE atmosphere that has been successful.	We did not get a chance to meet or hear any of the teachers-only students.	I may be aware of individuals who may think the CORE video is too "peachy" We didn't hear about challenges the students may have had in class but were able to overcome.	Local TV: a link on the ELC homepage.	
3	4- Teachers' testimonials, a little repetitive	Students liked the program.	That they did lots of different activities and that students liked	That they were motivated and excited to speak/learn English.	Small class, good learning community	Yes- That they need us teachers!	Teachers' impressions /testimonials? I saw lots of games but maybe you	A little repetitive? - Student testimonials. The questions were hard to see, brighten	YouTube	N/A

			them.				could stop the music and just show a small part of the lesson so that the audience can see what it's like to be in class. Maybe examples of actual instruction / class management.	it a little (the screen)		
4	5- All the things they said in the video	N/A	The students were very impressed with them, they appreciate everything they do & feel that they are very beneficial and bring a lot of important things to the classroom and program.	They really enjoy the program, especially the cost, and the caring and love the teachers show toward the students, and feel that the curriculum is very beneficial for them.	The students love it. They love the setting, the teachers, the relaxing, yet learning atmosphere, and they like meeting new people and talking & having fun w/ their classmates.	Yes-An obligation to helping the students' lives here in the U.S. & wherever they go in their future.	Maybe have a segment about how the CORE program has improved or affected the students' lives outside of class.	N/A	In Spanish branches, or all the foreign wards around the area; Anywhere where foreigners and their wives going to BYU will see it.	N/A
5	4- It does not show many, if any beginning learners, other than this aspect, it was well representative.	It was very positive and happy because of the music in the background.	All of the students said the teachers were great. The film never showed any of them.	They all loved CORE.	It is welcoming, cheap, fun educational.	Yes- I feel an obligation to teach in a way that students enjoy.	Interview more low-beginners- there are lots in CORE.	It would be difficult for beginners to understand.	In front of Rancho Markets grocery store (Mexican grocery store).	N/A
6	4/5- It was very fun, laid back yet always doing something good. The students seem to love and enjoy it and keep coming back. I just don't know if we could've	I was mostly wondering what type of video it would be to 'capture the experience.' Lots of short interviews.	I didn't feel like I got a good impression of the teachers, but they must be fun and energetic and they must have created good class atmosphere.	They were motivated.	Very good/ positive atmosphere/ rapport with students and teachers.	I suppose I want to make sure my students feel the same way and make sure I'm being a quality teacher for them.	Perhaps have a little more explanation of what the activities are that are being shown. It would be nice to hear a little more teacher testimonial but maybe that's just	Maybe shorter? I'm not sure the scenario in which it's show but that's my impression as far as advertising.	Exactly what I was wondering... how do you target community course to potential students...I put up fliers in church where I knew other language wards meet.	N/A

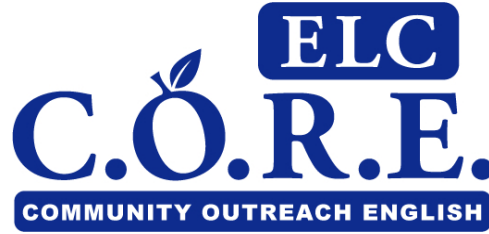
	done something to make it more effective		re if the students enjoyed it that much.				because of my perspective watching as a teacher.			
7	3- No sound for any actual teaching moments; few examples; midterm/final party looks weird and out of content; doesn't reflect high dropout rate nor co-teacher set up.	Most students are Latin.	They said they were good, but I never saw much of them in action.	Older, good English	Apparently they pay a lot of games (more than we did, at least)	No	Super long, kind of repetitive. The questions appearing over the CORE logo is strange.	I'd want more information on the class mechanics-length, dates, how many hours in class, etc. (price!)	No idea. Way too long for a teaser trailer.	N/A
8	5- It conveys the upbeat and fun yet useful learning environment.	Where were the men...oh, that's better.	They use a variety of techniques & are more relaxed and they are skilled and concerned about their students	They are eager to learn and like the practicality in cost and topic choice that the program offers. They are divers in background including current speaking skills.	It is meant to be a fun environment and immediately useful.	They movie conveys their eagerness and that is easy to see in the classroom.	Maybe show another man or 2 at the begin. One more would be alright. At first I was afraid there were no men interviews, but the rest was fairly balanced.	Where and now to enroll	Local primary and secondary schools-during meetings where parents are present. Current ELC students.	I like that the students were at a variety of fluency levels.
Non-Core Teachers										
9	N/A	It seemed like everyone loves this program. Like it's just great.	They work hard to get across what they need, creative, flexible, prepared, fun.	They seemed very neat, appreciative, interested	Seemed like a great, happy, positive, and safe place.	To be prepared after what students need and to fulfill expectations (all the fun, practicality of knowledge) and all very organized.	Maybe make it shorter (if it's a "commercial" type thing).	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	Overkill on the "I love it quotes" -Clearer segment breaks-maybe even a constant	N/A	N/A	N/A

							sidebar that indicates what the focus of the segment is -I am a little uncomfortable w/ the "senior citizen" scene dancing and twirling etc.			
11	N/A	N/A	N/A	N/A	N/A	N/A	-Shorter -Different music	N/A	N/A	N/A
12	N/A	Seemed really real, brought out the best in the program.	The students loved their teachers.	They were there to learn.	The students liked it.	Yes- To teacher students better, to work harder, to engage them more, to care more.	Seemed just a little too long.	Bring out more that it's cheap.	YouTube, Facebook, flyers with the link, e-mail to friends (former students in CORE)	N/A
13	N/A	The students loved the course; the course is fun and useful.	They are experienced and helpful. They care about their students	They are grateful for the course.	Loving environment w/ close friendships.	Yes- To make it fun exciting and applicable to their lives.	When the screen flashes the next question I would take out the "ELC CORE" background. It makes it hard to read the question and it's distracting. I kept thinking the video was ending.	No, I think it would make students want to enroll.	As an advertisement on the local Spanish channel, on BYU TV	N/A
14	N/A	It was motivating and would encourage students to come.	They seemed fun and full of energy with great activities.	They were ready and willing to come and learn, motivated to do better.	It seems like a great "family-like" environment with students and teachers both respecting each other.	Yes- I feel like because I know/I'm learning to teach English that I should use it in the community to make it a better place.	It was great but seemed a little long and some students were saying the same things in each section.	Show the fun side, activities, etc Incorporated with the curriculum/skills.	You should show it on YouTube, stream it at the Wilkinson Center, public places like the library, or on KBYU.	
15	N/A	The students were really positive about the program. I felt that I	I really couldn't get a feel for the teacher b/c they were all video	The students are very dedicated. They really enjoy the classes.	The environment is very friendly. Not intimidating, yet	Only that I should provide that type of environment. I need to live up to these	Placing the questions over the CORE sign makes it a little hard	N/A	I have no idea.	I didn't feel that I really got to know the teachers.

		was absorbing that positivity.	clips. Honestly they seemed a little goofy.	They come from different backgrounds.	academic and relative.	expectations.	to read. I would display the questions separately.			
16	N/A	It looks like fun. A wide variety of activities.	Creative, welcoming, engaging	Happy, relaxed, motivated	Relaxed, welcoming, relevant, fun	Yes- to create/maintain an enjoyable and valuable experience for the students.	More of the teachers.	Some specific information displayed in an easy to understand format.	Workplaces, churches, community centers, put it on a website, flyers directing students to the website.	N/A
17	N/A	The students love the opportunity to learn English from their teachers.	The teachers make the lessons fun to motivate the students. The teachers put in a lot of effort preparing for the lessons.	The students have a great desire to learn. They are looking forward to keep learning. They like games, internet, and their teachers.	Very tight knitted community, good rapport between the students and the teachers, fun.	Yes- To teach them the best I know how.	I love the video. It's great overall. I dislike the CORE logo transition though.	N/A	Church's Relief Society Enrichment activity. Basketball games (half-time).	N/A
18	N/A	There was a lot of focus on having fun at first and no talk of learning language till later in the video. Maybe include language learning at the start, too.	I don't know they weren't interviewed	They really love their school.	Fun	No	-See #1 - Have teachers teaching, not just walking around student learn or make food.	More language learning activities shown-traditional language activities. They want that.	-Centro Hispano -possibly waiting rooms in Dr. offices/ urgent care rooms.	The parts where the questions appear at the bottom of the screen is a little odd- it's hard to see the questions and almost looks like they're there by accident. Possibly change the background to something less distracting, and put the question bigger and centered so the answers are contextualized better.
19	N/A	Yay for CORE! This is the kind of program I pursued this career for!	They facilitate! In the activities, I couldn't always see the teacher; I didn't	They are motivated. They are looking for opportunities to grow and they love	So fun! So collaborative and community based. Helpful. Effective.	Yes- Of course! I need to be on the ball and keep this passion for learning going.	Everything was GREAT. Maybe the main logo looked a little dated.	Add an e-mail + address on top of the phone #	Latin grocery markets. Local Latin channels.	N/A

			know which one they were. Students were collaborating and learning together.	the class community that's built.						
20	N/A	Students are motivated by the atmosphere, they enjoy classes because the teachers get them involved- the teachers provide varied opportunities for students to use English.	The teachers are dynamic and excited about the subject. They are professional and work hard for their students.	They are very motivated and pleased with the experience- They appreciate each other and love studying together.	Positive, non-threatening- great environment in which to learn English.	YES- Students are expecting a great experience, we should do our best to offer it to them.	The video is affective, but perhaps a shorter version could be made. Perhaps 2 minute spot that would be engaging to potential students.	Perhaps to appeal to different preferences a list of benefits of attending the ELC- also a video tour of the facilities (the resources we will use ect).	On a blimp- J/K perhaps in Ethnic supermarkets	N/A

APPENDIX I: STUDENT VIDEO OBSERVATION DIRECTIONS



Instructions for **CORE** teachers:

Please conduct an evolution of the CORE promotional video with your current students.

The whole review should take about 15 minutes.

1. Explain to the students that we have made a general video about CORE to use in promoting our program to the community.
2. Explain that we will have them watch the video and then give us feedback on the video and how to best use it. (We are providing you with questionnaires in both **English** and **Spanish**. The students can use whichever they prefer).
3. Pass out student questionnaires and have the students review the questions for comprehension.
4. Show the CORE promotional DVD (6 minutes).
5. Have students fill out the questionnaires and return them to you.
6. Return completed questionnaires to Carrie Drake's box in the ELC main office, room 106.

Thank you for your help and participation!

APPENDIX J: CORE STUDENT VIDEO EVALUATION QUESTIONNAIRE

*I. Demographics*

1. Which CORE class did you attend? (Circle one): B C D E
2. Age: _____
3. Gender (circle one): Male Female
4. What is your native Language? _____
5. How long have you been living in the U.S.A.? _____
6. What kind of work do you do? _____
7. Do you have access to the Internet? (Circle one): No Yes

*If yes, where do you use the Internet? Home Work Library Other _____

8. How did you learn about the CORE program? (Check as many as apply)

___ Church

___ Library

___ Sign/poster

___ Internet

___ Friend

___ Employer

___ Other: _____

II. Impressions- Watch Video

9. Based on your experience, do you think the video really showed what students' experiences are like in the CORE classes? _____ Yes _____ No

Explain your answer:

10. Did you have a similar experience in the CORE program as the students in the video?
(Put an X on the line that shows most how you feel).

Yes _____ No

11. Watching this video would make me want to know more about the CORE program.
(Put an X on the line that shows most how you feel).

Yes _____ No

III. Recommendations

12. What changes do you think need to be made to the video to encourage students to enroll in the CORE program?

13. If we use this video to inform future students about the CORE program, where would you suggest we show it so potential students will see it?

Other Comments?

*If you would like to be contacted in the future for more information about the CORE Program write your e-mail address below.

E-mail address:

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APPENDIX K: MA PROJECT HOURS LOG

Activity	Total Hours
Researching: Journal articles, books, internet, TESOL presentation	10
Weekly meetings/Committee meeting	15
Video: Preparation, recruiting, interviewing, filming, capturing, and editing	47
Designing and developing materials: flyers, logo, and webpage.	16
Evaluation of Materials: Creating surveys, presentations, collecting feedback, analyzing feedback.	7
Project Write-up/Editing	187
Total	284