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An Evaluation of a Curriculum for Basic Training in TESOL

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AN EVALUATION OF A CURRICULUM FOR BASIC TRAINING IN TESOL

by

Gordon Travis Wilson

A master's project submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Master of Arts

Department of Linguistics and English Language

Brigham Young University

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BRIGHAM YOUNG UNIVERSITY

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This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

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ABSTRACT

AN EVALUATION OF A CURRICULUM FOR BASIC TRAINING IN TESOL

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Department of Linguistics and English Language

Master of Arts

A formal evaluation of BYU's Basic Training in TESOL course shows the strengths and weaknesses of the curriculum of this course. Interns take this course in preparation for international internships where they may be asked to teach English. However, the interns are generally not seeking majors or even minors in TESOL. Furthermore, most interns are not seeking any teaching major. Internship locations vary throughout the world and include, but are not limited to the following regions: Central and South America, Africa, Asia, Southeast Asia, and the Pacific Islands.

This MA curriculum evaluation project reports findings of a formal evaluation of BYU's Linguistics 377, Basic Training in TESOL, a course designed to provide interns with minimal teacher training in preparation for international internships. It specifically looks at how effectively the basic training course prepares the interns and to what extent it helps increase the confidence of the interns. This report presents quantitative and qualitative data collected from the interns enrolled during the Winter 2008 semester course, via interviews and questionnaires. The evaluation also offers recommendations for the course and other volunteer programs, as well as future research recommendations.

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Chapter 1: Introduction

As one enters the campus of Brigham Young University through the main western entrance, one can clearly see a prominent sign with the inscription, “Enter to Learn, Go Forth to Serve.” A second sign on the opposite side of that entrance reads, “The World Is Our Campus.” These two signs are reflected in the mission of the university’s David M. Kennedy Center for International Studies, which supports various university programs that involve international aspects. One such opportunity for students is completing an international internship that may fulfill major requirements or general education language requirements, or may fulfill a personal desire to serve others and gain valuable experience. Because all BYU students have native or near-native English language skills, many international interns are asked to help with English language teaching when they go abroad. One reason for this is that English is the modern day international language, which increases the desire for many to learn English language skills. With the likelihood of being asked to teach English in mind, Linguistics 377 (Ling 377), Basic Training in TESOL, was created to train interns with a minimal amount of training for English language teaching.

Basic Training in TESOL was first offered in the Winter 2001 semester to provide training for BYU students going abroad to teach English as part of a service-oriented international internship program. Typically, the interns are not TESOL minors or TESOL graduate students, and most of the interns are not even teaching majors in any discipline. Originally, the course was offered as part of an international English-teaching, service-learning internship program that offered interns interested in teaching English to speakers of other languages the location placements, tools, skills, and

supervision they needed to have a successful experience in their internships. As the course name suggests, it offers these interns minimal or basic training to prepare them to be able to conduct English classes, despite their lack of previous experience in teaching English as a Second or Foreign Language. Through the years that the course has been offered, principles of instructional design have been used to guide the development of its curriculum.

Within instructional design, the ADDIE model (Molenda, 2003) – Analysis, Design, Development, Implementation, and Evaluation – is often used to design the curriculum of a course, including Basic Training in TESOL. The ADDIE model was first developed in 1975 by Florida State University and used by the United States Armed Services to develop training (Clark, 2008). In the ADDIE model process, the needs of the students and the situation surrounding the course are analyzed. Taking the analysis into account, the curriculum is designed. The curriculum that has been designed and the curriculum's various aspects are then developed. The curriculum is then implemented. Finally, the curriculum is evaluated – formally and informally – for continual improvement. Additionally, in the initial stages of the model, designers may find elements that cause them to reflect back to a previous stage (see Figure 1).

In order for improvement to occur, the findings of the evaluation must be used to cycle back in the ADDIE model. Depending on the findings of the evaluation, cycling back in the model can occur at any stage (see Figure 1). After changes have been made, the curriculum is evaluated again and the cycle continues. Using the ADDIE model in this cyclical way, formal and informal evaluations can provide direction for strengthening any curriculum.

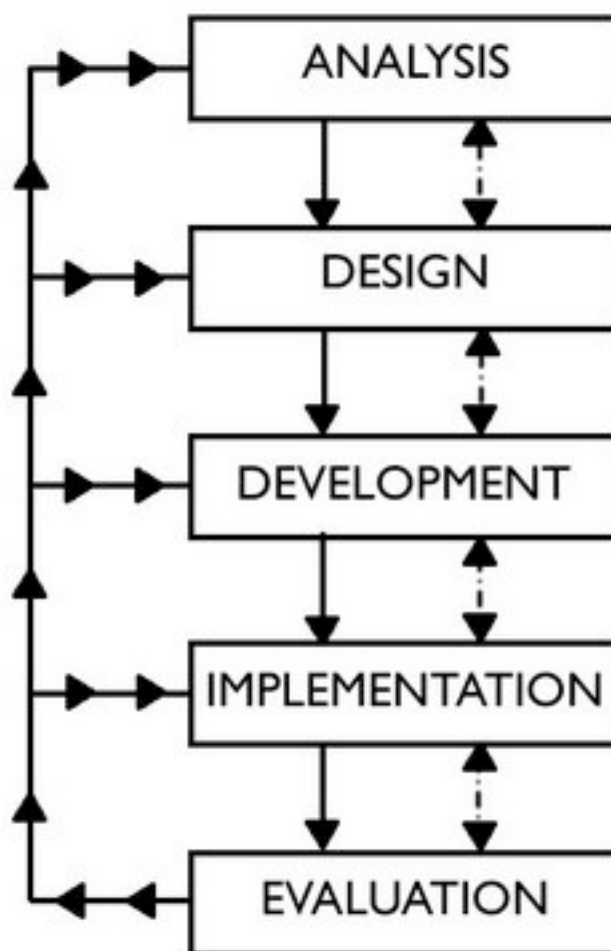


Figure 1. The cyclical nature of the ADDIE model. Evaluation findings cycle back to any of the previous stages. Additionally, as the curriculum is initially designed, elements of the design may shift back and forth between stages.

Note. From http://elearningcurve.blogspot.com/2008_05_01_archive.html.

After several years of offering the course accompanied by a gradual evolution of the details of the course, it is now advisable that the curriculum of Ling 377, Basic Training in TESOL, be evaluated according to the last step of the ADDIE model in order to determine the curriculum's effectiveness in training its interns. This evaluation project

will provide administrators within the Linguistics and English Language department, as well as administrators and faculty in other programs connected to the internships, with information to help make decisions about the future of the training course. Additionally it will provide information to help make decisions about the training course's connection with the international internships by examining the training course objectives set by department administration along with the needs of the interns before and during their internships in various locations throughout the world. A formal evaluation of the curriculum will be conducted.

While this evaluation focuses on the course, Basic Training in TESOL, its findings are relevant to other programs such as those where volunteers are heavily used and may or may not be trained. The growth of the number of English learners demands more from such programs, especially when such demand far exceeds the supply of trained, professional teachers of English. Therefore, the needs of such programs have been considered throughout the development of this report.

Outline of This Project

Chapter One of this MA evaluation project provides an introduction to the project along with a summary outline of the project. Chapter Two provides a review of relevant literature related to the need for training novice English language teachers and the value of providing such training.

Chapter Three describes Brigham Young University's course, Basic Training in TESOL. In addition to a description of the course, the evaluator's role in this project is also explained. The description includes internship sites (including the audience) and interns' backgrounds. The stakeholders are also introduced.

Chapter Four involves data collection procedures and analysis. Two interviews, one pre-course and one post-course, and two questionnaires, one mid-internship and one post-internship, were used to ask interns about the basic training course and their internships. The criteria for structuring the data collection process, evaluation questions, and the type of analysis used are further explained.

Chapter Five discusses the results of this project by answering the question “To what degree is the course, Basic Training in TESOL, meeting the curriculum objectives and the needs of the interns?” Sections on intern survey results are included.

Chapter Six, Conclusion, talks about the effect of BYU’s Basic Training in TESOL course. It also includes recommendations for the course determined by the evaluation findings. As other programs such as those that use volunteers may benefit from the findings of this evaluation, recommendations for such programs are also provided. Additionally, recommendations for future research and evaluations are given.

Appendices provide a history of the course offerings, the course syllabus, class session lesson plans, a chart of quantitative data, qualitative responses gathered from the interns, and sample lesson plans created by the interns.

Chapter 2: Review of Literature

This chapter discusses literature relevant to the topic of training novice TESOL instructors. The chapter begins with an introduction explaining the evaluator's personal experience with untrained English language teaching and the world's need for trained TESOL instructors. The explanation of the need for trained instructors and the need for English language teaching leads to a discussion of the problems associated with untrained instructors. Within the discussion of the problems with untrained instructors, a hierarchy of teacher needs is also discussed. Problems associated with providing training are also addressed. The chapter concludes with a discussion about using evaluation and assessment as a means for improving curricula.

Introduction

When I (the evaluator) lived in Japan for two years as a missionary, I taught English conversation classes once, sometimes twice a week for an hour to an hour and-a-half. Despite being a native speaker of English, I had no idea how to *teach* English, not having received any training before going to Japan or even after arriving. I had access to a few resource books that mostly provided conversation ideas. They certainly did not give any sound, pedagogical advice or instruction.

As a missionary, I always worked with another missionary colleague. This included the teaching of English, which we did as voluntary service for the people of Japan. My first colleague had only been in Japan for six months when I arrived and he had as little experience as I did in teaching English. We tried to get more ideas, more resources, and more materials – anything that would improve our classes. When we asked more experienced missionaries for suggestions, they were also at a loss. Of the

roughly two hundred native English-speaking missionaries in the area, I don't recall anyone who had been formally trained in English language teaching. For two years, as an untrained volunteer, I struggled to learn and think of how to effectively teach English. The Japanese eagerly wanted to learn English, and I was anxious to teach them. This experience opened my eyes to the reality that being a native speaker of English does not qualify one to teach English. Additionally, this experience helped me realize my own need to become trained and educated in English language teaching.

In the ESL/EFL world, the need for trained instructors grows as the number of English learners grows. English is the modern day international language, which increases the demand for people to learn the language for various communication uses. As the demand increases, the gap between that demand and the supply of adequately trained professionals will widen unless more people become adequately trained to balance that supply and demand. The reality is that the supply of TESOL professionals will likely never catch up with the demand. Additionally, some of the people who need English language learning opportunities cannot afford the services of a TESOL professional. The needs of these people, therefore, are generally relegated to volunteer services, an affordable alternative.

Need for English Language Teaching

A statistical report from ProLiteracy America (2007) showed the types of literacy services provided by program affiliates. Of those affiliates, 88% provided some kind of ESL service, second only to Basic Literacy service provided by 95% of the affiliates. The report also showed that over the last three annual periods, about half of all literacy program students were ESL students. Another report from the Center for Statistics

(MacArthur, 1986) indicated that at that time, only a little over half of all adult literacy programs offered ESL services. When comparing these two reports that span twenty years, the growth of the need for ESL services within the United States becomes apparent.

In the United States and around the world, the number of English learners grows every day. In a 2005 publication, Crystal addressed the issue of English becoming the global language. While recognizing the different varieties of English (e.g. American, Australian, British, Caribbean) as the mother tongue, he also noted that English is used in other countries, officially or not, as the leading complement to that country's mother tongue(s). For example, the official language (meaning that government or media communications occur in that language) of Ghana is English; however, English is not the mother tongue for most people in that country. The emergence of English – in whatever form – around the world is increasing the demand to learn the language. Because the supply of certified TESOL professionals cannot meet the needs of the learners, the need for qualified but affordable instructors increases.

Problems Associated With Untrained Instructors

This section addresses various problems associated with untrained instructors. While any number of problems or issues could be discussed, this section will focus on the disservice provided by untrained instructors. Generally speaking, this disservice is caused by a reliance on uninformed instincts as well as a lack of priority caused by a hierarchy of needs for instructors. Additionally, the issue of simply being a native speaker of English and the interference on training caused by previous experiences will be addressed. Furthermore, a few principles – *Sage* vs. *Coach* models, rapport with

students, and use of strategies – that untrained instructors are generally unaware of will be discussed.

In 2000, Gilbertson studied the situation of volunteers working with refugees in the Midwest. She identified refugees as the most financially needy immigrant group because of their unique situations. With little money available, they depend on the generosity of volunteers to teach them English. However, Gilbertson found that well-meaning but untrained volunteers actually provide more of a disservice because of their lack of training. Untrained instructors do not know the pedagogy that is crucial and unique to teaching ESL/EFL effectively. They make solid attempts, but fall short due to their lack of training.

Without adequate training, novice instructors are often left to rely on their own uninformed instincts. As they observe their immigrant and refugee students, they see people who need minimal, or survival, English to get a basic-level job. Therefore, Gilbertson stated that “volunteers provide immigrants and refugees with vocabulary and canned submissive responses appropriate only for gaining menial employment” (2000, p. 13). And, they see this as a success. It may be a success at a very basic level, but these refugees are left with only the basics, despite needing much more. However, refugees are not alone in being helped by instructors who rely solely on their own instincts.

Harris and Silva (1993) discussed some of the issues that face tutors at ESL writing centers. Instinct tells the untrained tutor to essentially edit an ESL student’s writing for mechanical errors or grammatical correctness. However, a trained tutor is aware that the more effective approach involves the structure and format of writing more than just its grammatical correctness. In an essay about writing centers, North (1984)

described one purpose of writing centers. “Our job is to produce better writers, not better writing” (p. 438). David (2009) added a twist to North’s coinage. “Better writers through better writing” (p. 81). North’s statement suggests that editing may provide better writing, but it does not improve the writer’s ability in the long run. David’s statement suggests that guiding the writer toward better writing is part of producing a better writer.

Also, in discussing cultural differences in writing styles, Harris and Silva asserted that “without any knowledge of cultural preferences tutors are likely to see differences as weaknesses and to assume that the ESL student needs basic writing help” (p. 527). The reality is that cultural differences provide *different* writing styles, not inferior ones. Instructors need to be trained to be aware that this issue is a cultural difference, not an issue of inferior writing. By so doing, they can help the students learn an *additional* writing style.

Harris and Silva also stated that without training, untrained “tutors, who bring to their work a background of experience and knowledge in interacting effectively with native speakers of English, are not adequately equipped to deal with some additional concerns of non-native speakers of English” (p. 525). In other words, tutoring ESL students requires a different set of skills that go beyond traditional instincts of native English speakers, necessitating the training of tutors to enable them to handle those additional concerns of English language learners indicated by Harris and Silva. An untrained tutor is unaware of the needs of an ESL student who comes from a different language background that has different writing structures. Training that tutor breaks down the cultural writing style differences so that the ESL student can be better helped.

In a publication designed to help native English speakers going abroad to teach EFL, Snow (2006) described his first experience teaching English and addressed his concerns in relation to a hierarchy of needs that shows the foremost concerns of many inexperienced instructors.

It was at the Taipei YMCA in 1979 that I first stood before a class as an English teacher, wondering how to survive the period with my dignity intact. I was assured of my command of English, but much less confident that I would even understand a jargon-laden question about English grammar rules, let alone be able to answer it.

I was also distinctly aware that knowing how to speak English was not the same as knowing how to teach English... Thus, in that first class period, my attention was focused much more on my need not to make a fool of myself than on effective pedagogy, and my primary goal was to hear the bell ring before I had run out of things to say (p. v).

Snow goes on to explain a hierarchy of needs for an instructor. In the beginning, the untrained instructor just wants to do something without suffering the embarrassment of running out of material. A more developed instructor wants to make sure that an activity is not just filling time, but that it is the most effective use of time to help students learn. This is one of the major differences between a trained and untrained instructor.

Pennycook and Coutand-Marin (2003) presented another dilemma with untrained instructors in using the phrase “You don’t learn swimming from a fish” (p. 341). They argued that just being a native speaker does not automatically qualify someone to teach his or her native language. They also pointed out the struggle in the TESOL profession

over the employment (often with higher salaries) of under-qualified native speakers over trained professionals who are not native English speakers. By the same token, simply being a non-native speaker who learned English does not qualify someone to teach English.

Training is necessary for professional, effective language teaching to occur. Even though professionals receive training and education spanning years, a minimal amount of training for instructors will go a long way to improve English language teaching overall by increasing the professionalism of novices. How much training, then, is needed? As will be mentioned again in this report, BYU students earning a TESOL minor receive about 1,000 hours of training, and BYU students earning a TESOL master's degree receive more than 2,000 hours of training. To a point, more training and preparation are better than less, but how much is enough? Another example of the amount of training required is the internationally recognized CELTA certification. Its syllabus suggests that approximately 200 hours of training are provided (CELTA website).

An untrained instructor may not have the same amount of training as one who has a master's degree, a CELTA certification, or even a BYU student with a TESOL minor. Determining the amount of training required may depend on the teaching situation. While a master's degree is required for many full-time positions, minimal training may be sufficient for other situations (Tanner, 2003). While the question of how much training is "enough" may never be answered, it can certainly be said that some training is better than none at all.

Of course, even with a trained instructor, another question is how much of a difference training makes. Johnson (1992) suggested that instructors do not always rely

on the training they have received, but rather personal experience. When faced with difficult situations that did not exactly follow the instructor's lesson plan, the instructors in her study tended to rely on personal experience instead of the training they had received.

Gilbertson (2000) also indicated a reliance on personal experience. She cited a study by Bradley in 1998 that suggests that the average volunteer is a retired, middle-class, white female. Based on that profile, Gilbertson suggested that the average volunteer grew up in school before Communicative Language Teaching dominated the field. Typically, without training, instructors will naturally teach the way they were taught which does not necessarily include more recent and more effective methodologies and approaches. "If they believe we learn by [mimicry] and grammar translation – the way they learned, then that is the way they teach," said Gilbertson (p. 37).

Snow (2006) further addressed the issue of methodologies used by novice instructors. He discussed the "*Sage model of teaching*" (p. 11), by warning the novice instructor about teacher-centered classrooms where the expert on English (the instructor) delivers knowledge to the students. He noted that this may be the model that many instructors saw in their own education. While acknowledging that some aspects of the Sage model can be a good thing, he warned against excessive reliance on it. Instead, he recommended the *Coach model*, where someone enables the students to use their newly acquired skills like a coach who gives tips but lets his players practice without the coach in the middle. This is the student-centered classroom that a trained instructor would be aware of.

Another barrier that Gilbertson (2000) presented is the instructor's personal rapport with students. Without training, a lot of people are unaware of how belittling they may be in teaching. With foreigners, native speakers tend to adapt their speech in ways similar to how parents adapt their speech with very young children. That practice, along with others, tends to belittle students and impede their progress with English. Unfortunately, the belittling tends to go unnoticed until the instructor is made aware of the mistake.

Snow (2006) addressed another important issue facing untrained instructors: their failure to use learning strategies in their teaching. An untrained instructor knows little or nothing of the learning strategies within each of the four skill areas of Listening, Speaking, Reading, and Writing. This is another area that could lead to doing a disservice to students rather than helping them. By not being aware of the learning strategies that exist in each of the skill areas, an untrained instructor must rely on instinct and what seems right. In an attempt to do what seems right, an untrained instructor may set learners back by using a wrong strategy and misguiding them along the way. One may stumble across or happen to think of a helpful strategy, but even a minimally trained instructor would already have a small, but adequate supply of strategies to pass on to students and help them learn to communicate effectively. Also, simply being aware of the existence of learning strategies would equip the trained instructor enough to lead to further reading on specific strategies.

Problems Associated With Providing Training

Just as there are problems associated with untrained instructors, there are also problems associated with providing training. This section will focus on two major

problems: money and motivation. Within the discussion of money, funding sources and teaching content will also be discussed. The motivation discussion will focus on factors that motivate instructors to teach.

One major detractor to the lack of adequately trained instructors is money, or the lack thereof. Gilbertson (2000) reported that some administrators view training as an unnecessary expense, especially when turnover rates are rather high. At Brigham Young University, the internship requirements for an undergraduate TESOL minor involve volunteering with ESL students for a minimum of 50 hours. Even this requirement is not a long-term commitment considering that the interns may never work with their internship program again once the internship is completed. Therefore, it is easy to understand why administrators would rather spend precious moneys on resources other than training instructors. They don't want to invest in someone who will leave after just a short time. However, in an interview with a program administrator, Gilbertson discovered a concern that "the lack of an effective training program was a deterrent to recruiting and retaining quality volunteer instructors" (p. 19). In that researched program, training consisted of observing another volunteer once or twice before working with one's own students. The untrained train the untrained; the blind lead the blind.

Gilbertson (2000) also identified that the government is slow in responding to the needs of ESL students and English language teaching. She indicated that the government limits the amount of time for an immigrant to learn English and still pushes forward in the English-only movement requiring immigrants to perform tasks that require learning the language. However, the government does not provide adequate funding to make learning English a feasible option.

Another component Gilbertson (2000) identified is that the curricula of federally-funded Adult Basic Education ESL programs are influenced by the Basic English Skills Test (BEST). The test is used to initially place students in classes as they enter the program and then to advance them to higher levels through the program. As long as the students progress through the program by improving on the BEST, the government continues to fund the program.

However, because the program relies on the results of the students' performances on this test, instruction is limited by the BEST. It is a test of only the basics, so the instruction given is only the basics, not necessarily the actual needs of the students. In short, the students' opportunities are limited because of the lack of funding; once they reach the top level, they must find a new resource to continue their language development. It is a case of negative washback; BEST affects the objectives of the class in addition to the continued progress of the students beyond the basics.

The motivation of instructors is another factor contributing to frequent turnover. Without pay for volunteers and little recognition, some may find it difficult to set aside the time for consistent, committed volunteer work. However, some find that volunteering is the Lord's errand, particularly in the context of an institution such as BYU, which is sponsored by the Church of Jesus Christ of Latter-day Saints (hereafter referred to as the Church and its members as LDS). Again, as a missionary in Japan, I taught English conversation classes. Missionaries were urged to offer students a highly prized opportunity: time conversing with a native English speaker. This strategy was used because it opened doors to teach the Gospel.

In the most recent guide book for missionaries, *Preach My Gospel* (2004), published by the Church, an entire chapter is dedicated to offering suggestions for finding people who want to learn about the Church's message. One suggestion is to teach ESL/EFL. However, no other guidelines or training is offered. Within the Church's organization around the world, young LDS men (generally 19-21), young LDS women (generally 21-23), and retired LDS couples are left to their own devices to teach English because it may lead to opportunities to teach the Gospel. Therein lies the motivation for some to volunteer.

Pennycook and Coutand-Marin (2003) argue against the use of English language teaching as a missionary tool. They see the teaching of English by untrained missionaries as a device that counts success in "souls rather than sentence structures" (p. 346). The reality is that as long as missionaries are encouraged to teach English without adequate training, their initial focus is going to be on proselytizing. However, along with other volunteer instructors, if they would receive even minimal training for English language teaching, the students' needs would become the focus and better English language teaching would occur. Missionaries would actually be more effective missionaries if they were first, more effective English teachers.

Another motivating factor for some instructors is addressed by Snow (2006). He suggests that many people volunteer to teach abroad in exchange for the experience of living overseas. Some people love culture and language and just want to experience them firsthand. Volunteering to teach English is certainly one option to provide the means to fulfill that desire. Some are even able to get enough of an experience from foreign students by volunteering domestically.

However one chooses to volunteer, minimal training will help strengthen the experience for all involved, as indicated by Gilbertson's study (2000). Snow (2006) addresses another possible motivation: the prospect of a professional future in the field of ESL/EFL. Again, minimal training, at least, will enhance the experience of teaching and give the volunteer a clearer, and possibly brighter glimpse into the professional field.

Evaluation as a Means of Improving Curricula

The "E" in the ADDIE model stands for evaluation, but what is evaluation, and what is curriculum evaluation? And, what is the purpose of an evaluation project like this one? Every decision that an instructor makes in the classroom is based on an evaluation – formal or informal. When an instructor decides between two activities for the students, that decision is based on the results of an evaluation of the needs of the students and/or an evaluation of the class' situation. But, evaluation extends into all areas of interest – program evaluation, product evaluation, institutional evaluation, etc. – to determine effectiveness and more (Stufflebeam & Shinkfield, 2007 and AEA website, 2009).

The object of an evaluation – the curriculum of Basic Training in TESOL, in this case – is referred to as the evaluand. When evaluating the evaluand, it is important first to consider whether it does well what it is supposed to do. This consideration allows the evaluator to report on the effectiveness of the evaluand (Stufflebeam & Shinkfield, 2007). When using the ADDIE model to guide instructional design, evaluation provides the information necessary to cycle back to the early stages of the model to make changes that will strengthen the object of the design.

Conclusion

Gilbertson (2000) addressed the issue of untrained volunteers and their negative effect on the language learning of immigrants and refugees. However, her study did not address the effect of trained novices on language learning. Pennycook and Coutand-Marin (2003) did not address the effect that adequately trained missionaries, who place language learning first (sentence structure before souls), can have on spreading the good word of English, as well as the good word of God. Also, Harris and Silva (1993) did not take into account the difference that a trained tutor can make when compared to an untrained tutor.

The purpose of this evaluation project is to evaluate the curriculum of the course, Basic Training in TESOL, and hopefully strengthen the course by using the ADDIE model to cycle back to various stages with suggestions for improvement. This project focuses on evaluating a teacher-training course for previously untrained native English-speaking novice instructors. As mentioned in the previous chapter, even though this evaluation focuses on a particular training course, the hope is that the findings from this research can and should be applied to other programs, particularly those that use untrained instructors. The primary purpose of this project is to evaluate the course, Basic Training in TESOL; however, this report also attempts to provide evidence to suggest that training teachers in any discipline – but specifically TESOL – and in any setting is an absolute necessity, not just a desired luxury.

Chapter 3: The Course – Basic Training in TESOL

This chapter will describe the course, Ling 377, Basic Training in TESOL, as well as the stakeholders involved in this evaluation. The purpose of the training course and its connection to the international internships will be explained, along with a brief history of the course. Learning outcomes, teaching topics and learning activities of the training course will be presented in addition to details about the specific semester involved in this evaluation. The chapter will conclude with a description of some of the stakeholders.

The Department of Linguistics and English Language at Brigham Young University has a TESOL minor internship program. Undergraduate TESOL minors are required to fulfill an internship, which most do within the local area of Provo, Utah; however, some fulfill the requirement with an international internship. An evaluation project (Steeby Robins, 2007) for the BYU TESOL Minor Internship Program – focusing only on the local intern sites – was recently performed.

In addition to the TESOL minor internships, non-TESOL students in majors or minors such as Sociology, Chemical Engineering, Nursing, International Development, Japanese, Portuguese, etc. are able to fulfill international internships that often involve English language teaching to satisfy various requirements in their respective disciplines. Henrichsen, Strong-Krause, Farnsworth, and Steeby Robins (2008) reported in an article about these international internships, “Because these interns are not pursuing a degree in teaching English to speakers of other languages, their commitment to English language teaching is usually short-term in nature. Therefore, the training they receive is narrow and focuses on giving them the skills they need for specific, limited, structured teaching activities in a particular setting” (p. 196). Additionally, this report on international

internships showed that the interns only want narrow, focused training. Truly, their commitment, while amiable, is generally short-lived when compared to a TESOL professional. Recognizing the need for minimal training for these non-TESOL students, the department of Linguistics and English Language began offering Basic Training in TESOL, which will be described in this chapter.

Whatever an intern's major or minor may be, international internships can be coordinated through the David M. Kennedy Center for International Studies at BYU. The Kennedy Center is structured to support university programs that involve international aspects, such as international internships. In connection with the Kennedy Center and other university programs, a course was created for non-TESOL students to provide them with minimal training for teaching English to speakers of other languages during their internships. This curriculum evaluation project will only focus on the course, Basic Training in TESOL.

Basic Training in TESOL began in Winter 2001 with a group of Spanish majors and minors going to Guadalajara, Mexico. The international internship has evolved from the International English-Teaching Service-Learning Internship to a service oriented International Internship that may involve English instruction in many different settings around the world for BYU students in various majors and minors. Recent internship sites include Cambodia, Ecuador, Fiji, Guatemala, Japan, Mexico, Mozambique, Taiwan, Thailand, and Tonga. The interns often go to a country where they speak or are learning to speak that country's dominant language. Additionally, many of the interns are studying international development as a minor and want first-hand experience in a developing country. The administrating faculty member within the program for which

the intern is fulfilling the internship generally arranges the specific location of the internship, as well as accommodations and other in-country concerns with logistical support from the Kennedy Center. Even though some changes have been made to Basic Training in TESOL to adapt to the needs of the interns based on their internship locations, the curriculum and objectives have generally remained the same, year to year. A table indicating when Basic Training in TESOL has been taught and by whom is included as Appendix A.

The Intended Learning Outcomes for Basic Training in TESOL, Winter 2008 semester, are quoted below from the syllabus, which is included along with weekly lesson plans as Appendix B.

After completing this course, students will have developed confidence, gained knowledge, prepared materials, and built skills that will enable them to successfully (1) conduct basic English as a foreign language (EFL) conversation sessions and (2) present content-based EFL lessons for learners in pre-designated instructional settings in Mozambique, Japan, and Southeast Asia.

Teaching topics for the Winter 2008 semester included, but were not limited to, the following.

- Needs assessment
- Situation analysis
- Lesson planning
- Teacher talk
- Classroom management

- Methodology
- Language skills/features
- Cross-cultural rules of behavior
- Assessment
- Understanding and responding to student errors
- Materials development

Major learning activities for the Winter 2008 semester included, but were not limited to, the following.

- Observations of ESL/EFL classes
- Readings provided by the instructor and follow-up discussions
- Creation of a teaching resource materials file
- Lesson plan creation and sharing
- Simulated in-class teaching
- Reflection journals.

Another requirement for interns would have involved observations of ESL/EFL classes at the Brigham Young University English Language Center, an intensive English program for non-native English-speaking, university-bound students. However, in response to concerns expressed by students and their administrating professors about the amount of time this would require in relation to the low number of credit hours assigned to the training course, this requirement was removed shortly after the course began. The interns felt overwhelmed with the amount of work requested. In class, interns were able to watch videos of previous interns teaching on site, after which the class discussed the principles and practices they observed from the videos.

Interns read selected units from a forthcoming book and website, *Teaching English as a Second/Foreign Language: The Least You Should Know and Where to Go to Learn More* (Henrichsen), provided by the author and instructor in preparation for class discussion. The creation of a teaching resource materials file involved the synthesis of instruction and other things learned through the course to compile EFL teaching materials to use during the internship. This also involved considering the location of the internship and the interns' perceptions of what may or may not have been available onsite.

After receiving instruction on how to develop lesson plans, the interns prepared lesson plans that could be used during the internship and then shared those lesson plans collectively. In addition, they used their own lesson plans to teach a ten-minute segment to their fellow classmates in a simulated in-class teaching opportunity.

With various teaching topics and learning activities, instruction was given to look at ideas from more than one perspective. For example, when discussing the use of games, interns learned that games can be very effective tools for teaching English. They actively involve learners and are generally enjoyable. However, the interns also learned that games must be a structured component of the lesson, not just a frivolous unconnected activity used to fill time. They also learned that games often require minimal language use, may be overly elaborate or complicated, and may not be suited for all audiences.

In addition to the teaching topics and learning activities already discussed, instruction – followed by discussion – was also provided for the difference between teaching English as a foreign language and English as a second language, content-based instruction, sheltering and scaffolding, first language interference, language learning styles and strategies, multiple intelligences, and others. For most of the major learning

activities, interns were also required to write a reflection paper discussing what they had learned from the experience.

During the evaluation period, the course was offered as a 2nd block course, meaning that it only met during the second half of a full semester: Winter 2008 semester. The evaluator also served as a teaching assistant during this period. As students, interns received one credit hour. The class met once a week for a two-hour class session, for seven weeks. One week, a virtual class discussion was used – instead of a regular class session – via Blackboard (a web-based course-management system), where interns responded to questions posted by the instructor, as well as each others' responses. The interns received no more than 14 contact hours of instruction through the training course. At BYU, undergraduate students are counseled to plan on two to three hours of study outside of class per week for every credit hour assigned to the course. Graduate students are counseled to plan on more. Using the figure of two to three hours per credit hour offered, it is estimated that the interns participated in about 28 to 42 hours of learning outside of the class. Combining in-class and out-of-class hours, the interns received a total of approximately 42 to 56 hours of English language teacher training.

At BYU, a TESOL minor requires 18 credit hours, which suggests at least 1,000 hours of training. A TESOL Graduate Certificate also requires 18 credit hours, but at the graduate level. This also suggests well more than 1,000 hours of training. A TESOL Master of Arts degree at BYU requires 18 credit hours and a project or thesis in addition to the Graduate Certificate requirements, again at the graduate level. All of these numbers indicate that the training provided in Basic Training in TESOL in comparison to BYU's TESOL programs truly is a minimal amount of training.

The 17 interns (6 males, 11 females) that enrolled in Basic Training in TESOL during this evaluation fulfilled their internships in Cambodia (3), Japan (2), Mozambique (8), and Thailand (4). As mentioned before, none of the interns were TESOL minors; however, one was a TESOL K-12 minor in connection with an Elementary Education major, and one other intern was considering a TESOL minor, perhaps depending on the outcome of the internship experience. Additionally, only three others reported their minors: History, Japanese, and Portuguese. Twelve different majors – Sociology (4), Portuguese (3), Art, Asian Studies, Chemical Engineering, Economics, Elementary Education, Linguistics, Manufacturing Engineering and Technology, Nursing, Psychology, and Theatre – were represented in this group, showing the diversity of the interns involved with the training course. Linguistically, all 17 interns had studied at least one second language, and 4 were raised in bilingual homes. 10 reported studying at least one foreign language at the university level. Additionally, 5 reported gaining fluency in a foreign language while serving a LDS mission.

Stakeholders

The inclusion of interested or involved parties with the training course is an essential element in a formal evaluation. These parties (individuals, departments, institutions, etc.) are known as stakeholders. This section will identify some of the stakeholders, but not all can be described because of practicality issues. One example of such a stakeholder would be the parents of the interns, who may be very interested in the success of their children, but it is impractical to include them in the evaluation.

The interns are perhaps the most visible stakeholders. In addition to them, the instructor of the course, administrating faculty from the other programs for which the

interns are fulfilling the internship, administrators from the International Study Programs of the David M. Kennedy Center for International Studies, and other administrators are all key stakeholders. The next chapter will discuss the data collection process, but it is valuable to note here that the evaluation data come exclusively from the interns. The internship sites, their administrators and other facilitators, and their students are also key stakeholders; however, they are not included in this evaluation.

Even though these particular internships focus on the service provided at the internship sites and the local people there, this evaluation focuses on the training course taught at Brigham Young University and its students, the interns. Therefore, the following list indicates the stakeholders who are more directly involved in this evaluation and thereby hold the greatest interest in the outcome of the evaluation. But, it is important to note that all stakeholders have an important role in any evaluation.

- Ling 377R, Basic Training in TESOL, Instructor – Lynn Henrichsen
 - Dr. Henrichsen is responsible for this course to the Linguistics and English Language Department as well as to the university's International Study Programs at the David M. Kennedy Center for International Studies.
- Ling 377R, Basic Training in TESOL, Teaching Assistant – Travis Wilson
 - The teaching assistant is responsible for this program to Dr. Henrichsen. He assists Dr. Henrichsen with the instruction of the course and the management of its students (the interns). The teaching assistant is also the evaluator, a MA student completing this evaluation as part of the MA project requirements.

- Linguistics and English Language Department (Represented by Chair) – William Eggington
 - Dr. Eggington is eventually responsible for all courses within his department. He wants to ensure that courses benefit students in the ways that curriculum objectives claim and that they are worth supporting.
- David M. Kennedy Center for International Studies, International Study Programs, International Internships Coordinator – Aaron Rose
 - Mr. Rose is responsible to the David M. Kennedy Center for International Studies in coordinating the international interns and their internships. He wants to ensure that the internship program runs smoothly and that the training course benefits the interns' experience.
- International Interns
 - With support from the International Study Programs at the David M. Kennedy Center for International Studies, interns are able to fulfill requirements toward their undergraduate programs. In order for their internships to be as successful as possible, the interns want the course to be as effective as possible.

In summary, this evaluation project focuses on the course, Linguistics 377, Basic Training in TESOL. The course has been taught the past several years to provide non- TESOL interns with minimal training they could use in their internships where they may have taught English to speakers of other languages. This is the point in the ADDIE model where the information gathered from a formal evaluation is used to cycle back into

the model for continued improvement of the curriculum of the course. This evaluation project will utilize and/or focus on the following stakeholders: the instructor and teaching assistant, other university administrators, and the interns.

Chapter 4: Methods and Procedures

This project formally evaluated the course, Basic Training in TESOL, a minimal training course for non-TESOL students who completed an international internship that may have involved English language teaching. This chapter will address the aspects involved in how the training course was evaluated. What questions were addressed? How were those questions approached and answered? This chapter will look at the criteria for evaluation and the collection and analysis of the data.

Issues and Concerns

In discussions with the instructor of the course before the Winter 2008 semester, it became apparent that Linguistics and English Language Department administrators wanted to know how effective the training course was at preparing the interns to teach English as part of their internships. Again, this is the point in the ADDIE model of curriculum development where information gathered in a course evaluation is cycle back into the previous stages of the model in order to improve the curriculum. Additionally, other university administrators, such as the professors of the interns and David M. Kennedy Center administrators, also wanted to know how effective the training course is. Administrators also wanted to know what improvements could be made to ensure that the internship experience is effective and successful.

It was also discussed that the interns would want an effective internship experience for themselves. However, because English teaching was only a part of their internship, the interns would have other concerns that were not addressed by Basic Training in TESOL. Furthermore, because the interns were generally not fulfilling a TESOL minor internship requirement but instead fulfilling a requirement for a different

program, English language teaching concerns would not necessarily be their first priority. As university students, the interns would have other classes during the semester they took the training course. Additionally, they would be responsible for paying tuition and other expenses during the internship, and therefore would possibly be preoccupied in time and thought with securing funds. The interns would also be busy with other preparations for the internship itself (obtaining passport & visas, etc.)

Criteria for Judging the Evaluand

The evaluand is the object of the evaluation. This section addresses the criteria for judging or evaluating the evaluand: Ling 377, Basic Training in TESOL. While the other aspects of the internship program have their own, various elements of success, Basic Training in TESOL has elements of success that are designed to enhance the internship experience by providing a service of English language teaching that often enables the interns an affordable internship opportunity. In other words, as has been mentioned before, volunteer English language teaching is often exchanged for other elements of the internship experience to make the entire experience more financially affordable for all involved. For example, an internship site may offer to house and feed an intern in exchange for English language teaching. Therefore, while English language teaching may not be the primary focus of the internship for the intern, it is an extremely valuable and enabling commodity within the internship experience.

Brigham Young University has a vested interest in the success of its programs, employees, alumni, and current students. Sandra Rogers, International Vice-President of BYU has stated, “We do the best service when we do what we know how to do” (personal communication, July 7, 2009). BYU wants interns who represent the university

on their internships to do and be their best. As with any other course offered at the university, Basic Training in TESOL needs to fulfill the expectations of all involved with the university in order to be considered a successful entity.

Stakeholders of a program, by nature, have an expectation that a training course will meet all of its criteria at least minimally. Beyond that, however, they also want to know to what extent the criteria are being met. Through various informal evaluations (such as the instructor's personal reflections of the training instruction), the training course has appeared to be successful at meeting its criteria, and those involved have been generally satisfied. However, since its inception, Basic Training in TESOL has not been formally evaluated. It is now appropriate to find out if the success and satisfaction that appear to have been informally observed truly reach deeper than an informal glance offers. To formally evaluate the course, the following criteria were established based on discussions with the instructor of the training course and analysis of the evaluation of BYU's local TESOL internship program (Steeby Robins, 2007):

1. The course should be viewed as effective – in meeting its objectives – by the instructor, other administrators, and students (interns).
2. The content of the course should be directly applicable in the internship.
3. The course should help prepare the interns to teach English in their respective internship sites.
4. The course should help increase the interns' confidence to teach English.

Evaluation Questions

Based on the criteria for judging the evaluand, the evaluation addresses the following questions:

1. To what extent is the course effective in meeting its objectives, according to administrators?
2. To what extent is the course effective in meeting its objectives, according to the students (interns)?
3. To what extent is the content of the course applicable in the internship itself?
4. To what extent is the course effective in preparing the interns to teach English?
5. To what extent is the course effective in helping increase the interns' confidence to teach English?

The underlying question of this evaluation was “To what extent is the course effective, overall?” To answer this underlying question, the above evaluation questions were developed and then used to form two interviews and two questionnaires: a pre-course interview, post-course interview, mid-internship questionnaire, and a post-internship questionnaire. Interviews were digitally recorded and later transcribed, and questionnaires were delivered and responses received via email. Interview transcripts and questionnaire responses are included respectively as Appendices E, D, E, and F. Additionally, quantitative results from the questionnaires are presented in a table included as Appendix G.

Data Collection and Analysis

This section describes in detail the interviews and questionnaires used to acquire qualitative and quantitative data from the interns in the training course. Before collecting any data, all participants signed a consent form to be a research subject – approved by BYU’s Institutional Review Board – included as Appendix H. Data collection was facilitated in the following ways:

Pre-Course Interview

Before the course began, the evaluator contacted the interns enrolled in the training course to arrange individual interviews within a two-week period before the course began. Interviews were arranged during the first week of the course for those who were unable to meet before the course started; however, this difference did not have any effect on their responses because not enough material was covered during the first class session to influence responses. Even though the same questions were used with each intern, interviews ranged in length from about three minutes to almost ten minutes, depending on the length of each interns' individual responses.

The pre-course interview questions are listed below followed by further description of the questions:

1. Tell me about yourself (personal background, studies, interests, etc.).
2. What language(s) have you studied, how, and for how long?
3. What experience do you have teaching subjects other than languages?
4. What experience do you have teaching languages other than English?
5. What experience do you have teaching English as a second/foreign language?
6. What training do you have for teaching?
7. How confident are you about teaching English?
8. What do you expect to learn from this course?
9. What concerns do you have in anticipation of this experience?

The interview started by asking each intern's name, major, and internship location. These questions were used for demographic data, included as Appendix C.

Each of the subsequent questions was an open-ended question allowing for explanation

with each response, as needed. Additionally, some of the open-ended questions required clarification from the interviewer, as can be seen in the transcripts. In such cases, the interns were encouraged to interpret each question and respond as freely as desired.

The interview continued with questions about each intern's language learning background, general teaching background, language teaching background, English language teaching background, and teacher training. The question about language learning background was asked to gain insight into each intern's experience studying a second/foreign language because of the possibility of those experiences influencing one's language teaching as mentioned previously in the discussion of personal experience overshadowing training.

The next four questions asked interns to expand upon their teaching experiences and training. The questions were designed to ascertain what kind of and how much experience the interns had before receiving the training from the course, and how their experience may have influenced their training and their internship. These questions ranged from teaching in general, to teaching second/foreign languages, to more specifically teaching English to speakers of other languages. The final question of this group of questions addressed the interns' training for teaching. It asked for any type of training they may have received relative to any type of teaching.

The interview concluded with questions about the interns' current confidence level, expectations of the course, and concerns related to the internship. The question about confidence level was asked as an open-ended question to later compare with similar questions about confidence in the post-course interview and the subsequent questionnaires. Questions about course expectations and concerns were asked for data

collection purposes in addition to the purpose of conducting a needs analysis for the training course itself.

Post-Course Interview

After the course was finished, but before the interns left for their internships, individual interviews were conducted over a period of two weeks from the last class session. Similar to the pre-course interviews, the same set of questions was used with each intern. Interviews ranged in length from about two minutes to six minutes, again depending on the length of each interns' responses. The post-course interview questions are listed below followed by further description of the questions:

1. What do you think you knew about teaching English before this course started?
2. What are the three main things you feel you have learned from Ling 377?
3. How has this course helped you prepare for your forthcoming teaching experience?
4. How confident are you now about teaching English?
5. Do you feel there is anything that you wish you had learned in this class that wasn't taught?
6. Do you feel prepared now to go teach English?

This second interview started by asking the interns to reflect on what they thought they knew about English language teaching before receiving the course training in comparison to what they learned through the course. The question was designed specifically to gather a personal reflection of how much the interns felt they learned throughout the training course. Then, the interns were asked to identify three specific things learned through the course. This question aimed to ascertain specific principles or

practices of English language teaching that the interns gained from the course that they felt they could use in their internship. Similarly, the interns were asked to identify how the training course had prepared them for their internships. This question also allowed the interns further to identify useful principles or practices gained from the course.

Additionally, the interviewer asked the interns about their confidence level. Again, an open-ended question was specifically designed which asked the interns to compare their confidence level reported in the pre-course interview with that reported in the post-course interview and subsequent questionnaires. Furthermore, the interns were asked to identify if there were any things that they wished had been taught but were not addressed in the training course. This question pointedly asked the interns in the course to identify a topic that may have been missing from the course that could possibly be implemented to improve future offerings of the course. Finally, the interns were asked whether they felt prepared for their internship. This question was also asked to determine to what extent the course was meeting its objective in preparing the interns.

Mid-Internship Questionnaire

At the end of each post-course interview, the interns were also asked to identify the dates of their internship. The internships ranged from about 8 to 16 weeks in length, depending on the internship site. Approximately halfway through each internship, the evaluator sent an email to each intern with a short questionnaire to which the interns replied via email. Questionnaires were emailed because of the distant locations of the internship sites. Interns were asked to reply within a week of receiving the questionnaire, which most did. The questions used in the questionnaire are listed below followed by further description of the questions:

1. How prepared were you for teaching English?
2. What did you learn from Ling 377 that has been most helpful so far in your experience?
3. If anything, what do you wish you had known about teaching English before going abroad?
4. How confident are you now about teaching English?

The interns were asked to consider their status at the end of the training course but before the internship to compare with their status now halfway through the internship, when responding to the questionnaire. Upon reflection, they were first asked about their preparation for teaching English through the training course. These responses were given on a Likert scale ranging 0-5 with 0 being absolutely not prepared and 5 being totally prepared. Next, they were asked what they had learned in the training course had been most helpful in their internship up to that point. This question was designed to gather what was most directly useful from the course, now that the interns had some experience teaching.

The third question asked the interns if their internship, up to that point, had given them the opportunity to identify anything that they wish they had known before the internship. In other words, now that the interns had some experience, what would have been good to learn in the training course? The final question asked the interns to identify their confidence level at the halfway point on a scale of 0-5 with 0 being absolutely no confidence and 5 being totally confident. Again, this question was designed for correlation of the interns' confidence level reported in the interviews and the other questionnaire.

Post-Internship Questionnaire

Using the dates of the internship that the interns had reported in the post-course interview, the evaluator emailed the post-internship questionnaire to each intern at the end of their respective internships. Questionnaires were emailed because the majority of the interns had returned to their hometowns rather than the university, following their internships. Interns were asked to complete the questionnaires within a week of returning home, which most did. The questions used on the questionnaire are listed below followed by further description of the questions:

1. How prepared were you for teaching English?
2. What did you learn from Ling 377 that has been most helpful throughout your experience?
3. If anything, what do you wish you had known about teaching English before going abroad?
4. How confident are you now about teaching English?

Once again, the interns were asked to compare their status at the end of the course with their status at the end of the internship, as they responded to the questionnaire. Both the mid-internship and post-internship questionnaires addressed the same questions, relative to the timing of the interns' internship. In this final questionnaire, they were first asked about their preparation for teaching English. These responses were again given on the same Likert scale ranging 0-5. Next, they were asked to identify from what was learned in the training course, what had been most helpful throughout their internship. This question was designed to gather what was most directly useful from the course, now that the interns had even more experience teaching.

The third question asked the interns if their entire internship had allowed them to identify anything that they wish they had known before the internship. In other words, now that the internship was complete, what would have been good to learn in the training course? The final question again asked the interns to identify their confidence level on the same scale of 0-5, were they to continue teaching English. Once again, this question was designed for comparison with the interns' confidence level from before the course began (as reported in the pre-course interview) through the end of their internship (reported in the post-course interview, the mid-internship questionnaire, and finally the post-internship questionnaire).

For both interviews and both questionnaires, the Likert scale responses were analyzed with basic statistics including mean, mode, and standard deviation. Open-ended question responses from the interviews and questionnaires were thematically analyzed (Stufflebeam & Shinkfield, 2007) by looking for trends, patterns and themes in the interns' responses to use in connection with the quantitative data. Additionally, the evaluator analyzed the interns' recorded responses to identify emotional undertones and elements like tone of voice that cannot be conveyed in written transcripts.

Data Use and Response Rate

Initially, 21 interns were interviewed in the pre-course interview. One intern, however, withdrew from the training course and the internship within the first couple weeks of the training course. Another intern, who was serving as an internship facilitator for the group of interns who went to Mozambique, stopped attending classes having already taken the training course the previous year. Consequently, that intern was not available for the post-course interview or the questionnaires. Additionally, two interns

completed the training course and participated in both interviews. However, due to financial concerns related to the internship, neither of them carried out the internship nor did they have an opportunity to participate in either the mid-internship or post-internship questionnaire. Not having complete data from these four individuals, the evaluator decided not to use any of their responses in the analysis of the rest of the data.

Of the 17 interns who completed the training course and their internships, all of them participated in the pre-course and post-course interviews and responded to the mid-internship and post-internship questionnaires. Therefore, all of the data collected from these 17 interns was used. It is important to note that as students, the interns received a grade of either Pass or Fail for their participation in the training course. Regardless of the content of their responses, participation in the interviews and questionnaires qualified the students for a grade of Pass. Not participating would have resulted in a grade of Fail.

Trustworthiness

Trustworthiness is a term similar to validity and reliability. Where validity and reliability are more commonly used in connection with quantitative data, trustworthiness is used in studies with qualitative data. The trustworthiness of the questions used in both interviews and both questionnaires has been confirmed with a pilot test using the same type of questions used in the interviews and questionnaires. Responses to the pilot test were compared with interview and questionnaire responses to confirm trustworthiness of the questions. Evaluation questions were first given to program administrators for approval. The pilot test, with questions similar to those used in the interviews and questionnaires, was administered in the form of a questionnaire at the beginning of the course in order to ensure the content of the questions was appropriate.

Grounded Theory was used as a framework for analyzing the responses (Glaser & Strauss, 1967), along with thematic analysis (Stufflebeam & Shinkfield, 2007). With only 17 interns involved, all interview transcripts and questionnaire responses were read by an outside reader to ensure that the evaluator appropriately identified patterns and assigned meanings to the interns' responses. The outside reader was asked to independently identify patterns and assign meanings to the interns' responses. The outside reader's analysis agreed completely with the analysis of the evaluator, using the same thematic analysis approach mentioned above. While complete agreement between the evaluator and the outside reader is rare, it is important to note the small number of participants. Had a larger sampling been available, it is more likely that some differences in analyses would have occurred.

The trustworthiness of the findings was corroborated with analysis of both quantitative and qualitative data. Particularly with the questions about preparedness and confidence, when the quantitative data showed an increase, the qualitative data also showed an increase. The same is true of decreases in the findings. Each of these questions and their results approach the same evaluation questions differently in order to help provide the most trustworthy results.

Chapter 5: Results

When Basic Training in TESOL was first taught, the course objectives were set to fulfill the needs of that first group of interns. Through the years, the course has been adapted to meet the needs of each succeeding group of interns. Using course history, discussions with the current instructor, and the evaluation of BYU's local TESOL internship program (Steeby Robins, 2007), the evaluator developed the set of objectives upon which to formally evaluate the course. The evaluation objectives were used to develop the questions addressed in the pre-course interview, the post-course interview, the mid-internship questionnaire, and the post-internship questionnaire. This chapter will present the results of the two interviews and two questionnaires, in their sequential order.

Pre-Course Interview Results

Pre-course interviews were conducted with 17 interns before the course began or within the first week of the training course, during the Winter 2008 semester. The interviews consisted of nine questions. Interns were asked about their personal backgrounds, including their own study of foreign languages. They were also asked about teaching experience in general, language teaching, and English language teaching. Additionally, interns were asked about teacher training, their confidence in teaching English, their expectations of the course, and concerns regarding the internship. The interviews were audio-recorded and later transcribed for analysis. Transcripts of the interviews are included as Appendix C.

Qualitative Results of Pre-Course Interview

The pre-course interviews involved qualitative data only and did not produce quantitative data. The qualitative results were derived from the responses the interns

gave in their pre-course interviews. The interview recordings and transcripts were analyzed by looking for trends, patterns, and themes in the interns' responses, specifically utilizing thematic analysis (Stufflebeam & Shinkfield, 2007) and a Grounded Theory framework (Glaser & Strauss, 1967) to identify common themes expressed by the interns. Additionally, the evaluator analyzed the interns' recorded responses to identify emotional undertones and elements of tone of voice that cannot be conveyed in written transcripts alone.

Language learning experience. Brigham Young University is a unique university in regards to language learning. The university is a private university owned by the Church of Jesus Christ of Latter-day Saints; therefore, the majority of the university's population are members of the Church. Because of the Church's proselytizing efforts internationally, many of the university's students have been missionaries in a foreign language environment for several months and are considered bilingual. The interns included in this evaluation are no exception.

All 17 interns indicated experience learning at least one language other than English; 15 indicated learning more than one other language. Most began learning a non-native language during high school. Five were missionaries in foreign language environments. Four reported coming from bilingual homes – two Portuguese and English, one Spanish and English, and one Cambodian and English.

Teaching experience in general. Overall, the interns reported very little experience teaching. Only one intern majoring in Elementary Education who had already fulfilled a teaching practicum stood out as having the most teaching experience in general. Most reported experience teaching weekly or less frequently in church

assignments. A handful had experience teaching dance or sports classes or tutoring subjects like math in high school. Also, a total of seven of the interns reported being missionaries, thereby gaining some experience teaching religious topics, albeit in small-group or one-on-one settings, generally in private residences.

Language teaching experience. When asked about their experience teaching a language other than English, 12 reported no experience. The other five indicated informal teaching or tutoring with family, friends, or classmates with the other languages they (the interns) had learned.

English language teaching experience. Four interns reported no previous experience with English language teaching. Five said that they had taught English as missionaries. Two had worked with the Study Buddy Program through Brigham Young University's English Language Center. In the Study Buddy Program students are paired together with a native speaker of their target language (e.g. a native English speaker learning Portuguese is paired with a Brazilian student learning English). They spend equal time helping each other with language learning tasks. Four interns indicated that they had helped family and friends with English.

Three interns reported the most extensive experience. One had lived in Brazil as a Church Welfare Department intern and had taught a few English classes in addition to providing some informal tutoring with colleagues there. One had helped a non-native English speaker with a TESOL minor internship teaching English to Japanese students who were preparing to apply to an English-medium university. The third intern had tutored local elementary students through a BYU program, using Spanish to teach English.

Teacher training. Overall, the interns reported having received little or no teacher training. 11 interns said they had not received any formal training. A few of those did recognize “life experience” or learning experiences as training opportunities. Only two of the interns who indicated experience teaching in Church also indicated having taking the Church’s Teacher Improvement course.

Additionally, the intern who had worked in Brazil with the Church Welfare Department reported having received training for that internship, which involved teaching some English. Also, two interns indicated taking a teacher training course: Japanese 377, Language Teaching Procedures, which focuses on Japanese language teaching. Finally, the one intern reported extensive teacher training being an Elementary Education major.

Confidence. For this item, interns were simply asked, “How confident are you about teaching English?” They were not given any relative indication of how to respond, like a Likert scale. However, the majority responded with similar wording to the Likert scale responses used in the later questionnaires. Using that scale as a relative standard, most of the interns indicated a lack of confidence.

Additionally, a few of the interns who expressed at least moderate confidence qualified that confidence with a lack of confidence in another area. “I do have that really deep understanding of Portuguese,” indicating an ability to help Portuguese speakers learn English. However, “I am a little bit uncertain on evaluating students, seeing how they’re doing, giving appropriate feedback.” Also, those who indicated more confidence than not, suggested that their confidence came from simply being a native English speaker.

Course expectations. Overall, the interns in the training course expected to be given what they needed for the internships. They expected to receive tools, lesson plans, activity ideas, starting points. Only a few expected things more in line with English language teaching pedagogy: lesson planning, class structuring, methodology, effective teaching. Perhaps because the interns were generally inexperienced and untrained, they did not know what to expect from a teacher training course. Due to this lack of knowledge and experience, the interns generally expected to be given the actual items that they would need in the internship. Rather than learn how to create a lesson plan, most wanted a lesson plan to just be given to them, with which they could then enter the classroom and teach.

As the interns reflected on their expectations of the course, it became apparent that their expectations were shaped by their own language learning experiences. When asked, “What do you expect to learn from this course?” one intern replied, “Ideas of how to help people integrate vocabulary that would be relevant.” That same intern had earlier commented about learning irrelevant, textbook vocabulary in a classroom setting. Relevant vocabulary (at least relevant to this particular intern) was finally learned after living in Foreign Language Housing – on-campus housing where six students live in an apartment of five non-native speakers and one native speaker of that apartment’s target language – “which was good ‘cause it helped me with...vocabulary...that you don’t necessarily learn in a regular classroom setting.” This intern knew from personal experience that some vocabulary items are more relevant than others for generating authentic language. A few other interns also had similar expectations that were influenced by personal learning experiences.

Concerns. When asked about their concerns regarding the internship, the majority of the interns expressed concerns unrelated to the training course. As mentioned in Chapter 2, there is a hierarchy of needs in the interns' minds. Maslow (1970) described a hierarchy of needs for life. Snow (2006) described a hierarchy of needs for teachers. It is natural that the interns expressed concerns about living in a third world environment, a lack of details of the internship (itinerary, structure, etc.), lack of ability to communicate in the internship location due to limited knowledge of that location's language, and getting prepared for the internship.

The question asked about concerns related to the internship, not just the training course. But, as a whole the majority of the interns focused on aspects of the internship other than the course and replied with concerns unrelated to the course itself. "I'm worried that I won't be able to communicate well enough with the kids [in Thai] to explain the concepts." Two interns going to Thailand expressed this type of concern. Another intern, despite being a fluent speaker of Portuguese, replied, "It's a big difference going from here to [Mozambique], to a third world country and the only white person." Another intern expressed concerns about "going into a country that I'm not familiar with." With this international internship, the interns realized that they had more to worry about than just teaching English.

Summary of Pre-Course Interview Results

In general, the interns seemed rather experienced learning other languages, which certainly helps give perspective and ideas when teaching a language. However, as a whole, the interns were very inexperienced in regards to formal teaching and had very little teacher training. They lacked knowledge and experience with pedagogy for

teaching English as a second/foreign language. Arguably, their only major qualifications for teaching English were a desire to teach and a native level of fluency in English.

Post-Course Interview Results

Post-course interviews were conducted with 17 interns after the training course ended but before the internships actually began, at the end of the Winter 2008 semester. The interviews consisted of six questions. Interns were first asked to reflect back to what they thought they knew about teaching English before the course. They were then asked to identify three things they had learned from the course, as well as how the course had helped them prepare for the internship. Additionally, interns were asked about their confidence in teaching English, emphasizing the difference between confidence at the beginning of the course and at the end of the course. They were asked if there was anything they wished they had learned that wasn't taught. Finally, they were asked if they now felt prepared to teach English. The interviews were audio-recorded and later transcribed for analysis. Transcripts of the interviews are included as Appendix D.

Qualitative Results of Post-Course Interview

The post-course interviews also involved only qualitative data and did not produce quantitative data. The qualitative results are derived from the responses the interns gave in their post-course interviews. The interviews were analyzed with the same approach used with the pre-course interview analysis.

Reflection on pre-course status. As the interns reflected on their level of preparedness to compare what they knew before the course with what they knew at the end of the course, several realized that they did not know as much as they had previously thought. Particularly with this question, one thing that could not be directly expressed in

a transcription was emotion. As the interns responded, the evaluator recognized a common pattern of humility. One intern initially expressed knowing a few things, “but I really don’t know a whole lot of skills.” After the course, the same intern stated, “I knew the language and I knew that I could probably teach it to English learners, but I didn’t know how.” Taking the training course helped this intern realize that there is more to teaching English than just standing in front of a classroom and “sharing” one’s own language. There is more to teaching English than just being a native or native-like speaker.

Three things learned. When asked what they had learned in the training course, by far, the most common reply was lesson planning and sharing lesson plans. The interns were not just given a set of lesson plans, but rather were instructed on how to develop a lesson plan. They were required to develop a few lesson plans for themselves; consequently, the majority expressed lesson planning as one of the three things they learned. Then, they shared their lesson plans with each other. “I came out with a lot of...lesson plans... It’s real intimidating to...think, ‘What am I going to teach these kids?’ And you realize there’s all sorts of little things you can do.”

The next most common reply was materials development. The interns were required to develop a file of teaching materials that they could take with them on their internship. One intern, who interestingly later happened to report not learning much from the training course, expressed the importance of the materials development assignment. “Just having a...reservoir...of resources like pictures, things like that, to be able to use in your lessons, it’s important.” Another reported appreciation for learning about materials development even though it may have been more applicable for other interns.

“Preparing...visual aids before you go in country. Now, Japan, that’s not going to be much of a problem, but for other people that are going to third-world countries... I never really thought about...not being able to get...those sort of things.” Yet another intern energetically stated, “I’ve gathered some materials that seem to be good.”

The third most common reply was needs analysis. The interns seemed to realize that every teaching environment could be different and that they would need to adapt their teaching based on the needs of their students. “You have to learn how to tailor to the students that you’re teaching, so each situation will be a little different, depending on the language and the age.” Another response that was similar to needs analysis dealt with situational analysis. “Things to be aware of going into a teaching situation in different areas of the world and how to adapt to their cultural learning style. That’s...something I needed to think about...going into a country that I don’t know anything about.”

Other responses included having self-confidence, flexibility, sharing ideas with others, and contingency plans. It was clear from the interns’ responses that these things had not been previously considered as a part of teaching. “You also need a backup plan...if your first plan doesn’t work, if your students are too advanced for it, or need an extra day to catch up, you always have an extra plan, and I’d never thought of that.”

Preparation from the course. When asked how the course had helped prepare them, the interns’ most common reply was that the course had given them a better understanding of what to expect. The instructor of the course provided selections of videos of similar interns teaching English in similar locations. The videos not only provided an example of teaching, but they also gave the interns a visual image of the conditions in which they would be teaching. They expressed appreciation for being able

to see the types of classrooms they would be teaching in, which also gave them a better idea of the resources that would be available to them. “It helped me to know a little bit more of what to expect. I think the part that helped me the most is actually watching the movies where people were in other countries teaching and I could know...what would actually [be] going on.”

Confidence. After the course, the majority of the interns expressed an increase in confidence. While the interns’ increase in confidence could not be quantified at this point, the evaluator did recognize a positive change in the majority of their responses to the question of confidence after having received teacher training. Even though the interns overall reported an increase in confidence, many of them still expressed hesitancy or qualified their confidence.

Also while expressing an increase in confidence, a few of the interns echoed some of the same concerns as before about not knowing details of their destination or assignment and how that affected their confidence level. “It’s not necessarily that I didn’t learn a lot. It’s just that I’ve never been to Thailand either, so that’s part of why I’m not really that confident because I don’t know what to expect.” Additionally, most who expressed a relatively low confidence level qualified their statement with the realization that they lacked experience and that experience would give them more confidence.

What was not taught. While some interns stated that they no longer had concerns or that the course had adequately prepared them with what they needed, others did give some suggestions for what they wished had been taught in the training course. “I wish we had some guidance on which content things we should focus on in teaching English.”

“One thing that was missing...was having students who misbehave or talk in class or how to handle that.”

Others also commented that they did not know at the time what they would have liked to have been taught, but perhaps they would have a better idea after teaching a little. “I guess I don’t really know exactly what I’m missing, yet.” “I can’t really think of anything else [the instructor] could have covered. I’m sure that there probably is. ...but what I learned is all new to me.”

Similarly, some of the interns expressed that they wished they had experience teaching before leaving for their internships. Additionally, a few stated that they would have liked the course to have been a little more in-depth. “There can always be more depth, but since the time didn’t really permit more than that, I don’t feel cheated at all.” “I wanted to build more in-depth in all the subjects a little more. That’s why I’m going to re-read...the lessons. And I wish I had that [*The Least You Should Know*] book.”

Feeling prepared by the training course. Similar to increased confidence levels, the interns reported feeling prepared by the course. Most of them realized that they were not 100% prepared or even as prepared as they might want to be, but “I think as prepared as I can be.” Another intern expressed delayed preparation. “Not now, [but] in a week... In a week, I’ll be done with all of my materials... I have...cut out flash cards...for visual stuff...”

Summary of Post-Course Interview Results

Again, it is difficult to express in writing the emotion, intonation, or tone of voice encompassed with each interns’ responses. Overall, the interns expressed in word and feeling that they were more confident and more prepared for their internship because of

the course. Also, they expressed a great deal of gratitude for the things they had learned through the course. Naturally, there were still some things they would have liked to be included to further prepare them.

Mid-Internship Questionnaire

Mid-internship questionnaires were sent to the interns and responses were returned via e-mail about halfway through their internship, based on their departure and return dates, during the Spring and/or Summer 2008 terms. Each questionnaire consisted of four questions, two of which were open-ended. Interns were first asked to reflect back to what they thought they knew about teaching English before the course, using hindsight. They were asked how prepared they were, using a Likert scale ranging 0-5, 0 being absolutely not prepared and 5 being totally prepared. They were also asked from what they had learned from the course, what had been most helpful in the internship. The third question asked what they wished they had known about teaching English before leaving for their internships. Finally, they were asked to rate their current confidence level for teaching English on a Likert scale ranging 0-5, 0 being absolutely not confident and 5 being totally confident. The interns' responses to the questionnaires are included as Appendix E.

It is important to note that not all of the Mozambique interns taught English throughout their internships. Three interns taught subjects other than English (economics, AIDS prevention, science, math, etc.) throughout the entire internship, never teaching English; three others taught other subjects for the vast majority of the internship, only teaching an English class once or twice. Again, all six of these interns who mostly taught subjects other than English were in Mozambique. Of the eight interns who went to

Mozambique, only two taught English for most or all of their internships. However, the responses of interns who did not teach English are still included here because their responses are valid within the context of teaching in general, particularly because the training occurred before the interns knew their teaching assignments.

Quantitative Results of Mid-Internship Questionnaire

Two questions provided quantitative data: a question about preparation and a question about confidence. The interns rated their levels of preparedness and confidence on a Likert scale, described above, for both questions. The first question about preparation asked the interns to reflect on their level of preparedness before the internship to compare with their experience so far in the internship. On average, the interns felt they were quite prepared (mean score: 2.82; SD: 0.81). Answers ranged widely from somewhat prepared (scale rating: 2) to very prepared (scale rating: 4). The median was a scale rating of 3, and the mode was a scale rating of 2.

For the second question, about confidence, the interns rated their level of confidence between quite confident and very confident (mean score: 3.44; SD: 0.79). Answers to the confidence question also ranged along the scale from somewhat confident (scale rating: 2) to very confident (scale rating: 4). The median was 3.5, which did not match the whole number scale ratings. The reason for this is that when the responses were ranked, the median response happened to be the one intern who reported being quite confident (scale rating: 3) with one group of students and very confident (scale rating: 4) with another. The evaluator felt it was appropriate to average the two responses from this intern so that only one figure would be used in calculating the results. The mode was a scale rating of 4.

Qualitative Results of Mid-Internship Questionnaire

The qualitative results are derived from the responses the interns gave to the Mid-Internship Questionnaire. The interns' responses were thematically analyzed (Stufflebeam & Shinkfield, 2007) with a framework of Grounded Theory (Glaser & Strauss, 1967) with the same approach used in the analysis of the interview responses; however, because the questionnaires were responded to via email, emotion, tone of voice, and other unwritten parts of communication were not conveyed and could not be analyzed.

What was most helpful. The two most common responses were lesson planning and activity ideas. Additional comments included flexibility, being creative and enthusiastic, using anything to teach English. One intern reported learning “to always be enthusiastic when teaching!” A couple of interns indicated that the class was not useful to them at all. “I’m sorry to say it but the Linguistics class we took didn’t really help me that much.” However, the two who indicated this sentiment were among the six who did not teach English.

What would have been helpful. Again, many of the interns responded that even though they appreciated the instruction on how to plan lessons, they would have liked more lesson plans to be given them along with more activity ideas. Several interns were surprised that the ages of the students they taught varied so much; some were teaching children and adults, albeit in different classes. This range in audience types made it difficult for novice teachers to adjust, so they commented that they would have liked to learn how to make appropriate adjustments for different audiences. “The hardest thing was the fact that there were different levels of learners in the classroom.... I wish I had

been more prepared [with] how to deal with the fast learners and slow learners at the same time.”

Some stated a desire to have learned more of the local language to help with explanations in the classroom. “I wish I would have known how challenging it would be not knowing Thai and trying to teach English.” A few said that they wished they had learned more about classroom management. Only a few responded that there was nothing more that would have been helpful. Also, a few did indicate a lack of preparation based on their lack of experience. One intern said, “I feel like what I really needed was experience.”

Summary of Mid-Internship Questionnaire

In general, the interns seemed prepared to teach English, in as much as they could be. The training course truly was a minimal training opportunity, so it understandably could not totally prepare the interns. They seemed appreciative of the training they did receive, and for the most part, would have liked to have had more of what they received, more in-depth training, and more experience.

Post-Internship Questionnaire

Post-internship questionnaires were sent to the interns and responses were returned via e-mail toward the end of their internship based on their return dates, during or at the end of the Spring and/or Summer 2008 terms. Each questionnaire consisted of four questions, two of which were open-ended. Interns were again asked to reflect back to what they thought they knew about teaching English before the course, using hindsight. They were asked how prepared they were, using a Likert scale ranging 0-5, 0 being absolutely not prepared and 5 being totally prepared. They were also asked what

had been most helpful throughout the internship, from what they had learned from the training course. The third question asked what they wished they had known about teaching English before leaving for their internships. Finally, they were asked to rate their current confidence level on a Likert scale ranging 0-5, 0 being absolutely not confident and 5 being totally confident. Responses to the questionnaires are included as Appendix F.

Quantitative Results of Post-Internship Questionnaire

Again, two of the four questions requested quantitative data: a question about preparation and a question about confidence. The interns rated themselves on a Likert scale, described above, for both questions. The first question about preparation asked the interns again to reflect on their level of preparedness before the internship to compare with their experience throughout the internship. On average, the interns still felt they were quite prepared (mean score: 2.71; SD: 0.69); however, the mean score indicates a slight decrease from 2.82 from the mid-internship questionnaire question about preparation. Perhaps after completing the internship, some interns realized they were not as prepared as they had previously thought, although no one explicitly stated this. Answers still ranged along the scale from somewhat prepared (scale rating: 2) to very prepared (scale rating: 4). The median was again a scale rating of 3, and the mode was a scale rating of 3.

For the second question, about confidence, the interns still rated their confidence levels between quite confident and very confident, with a slight increase (mean score: 3.47; SD: 1.01), compared to 3.44 in the mid-internship questionnaire. This time, answers to the confidence question ranged along the scale from somewhat confident

(scale rating: 2) to totally confident (scale rating: 5), the highest point of the scale. The median was a scale rating of 3, and the mode was a scale rating of 3.

Qualitative Results of Post-Internship Questionnaire

The qualitative results are derived from the responses the interns gave to the Post-Internship Questionnaire. The interns' responses were thematically analyzed (Stufflebeam & Shinkfield, 2007) along with a Grounded Theory framework (Glaser & Strauss, 1967) with the same approach used in the analysis of the interview responses; however, with the questionnaires being responded to via email, emotion and tone of voice were not conveyed and could not be analyzed.

What was most helpful. In this questionnaire, the same responses were echoed that had been expressed in the mid-internship questionnaire responses: lesson planning and various activity ideas. Two examples of lesson plans prepared by interns during the training course are included as Appendices I and J. These are representative of the lesson plans that interns developed and shared.

Additionally, some of the interns commented that being taught the need to be creative and enthusiastic was very helpful. One intern reported learning "to just be positive and enthusiastic in the classroom and the students will be more involved and have fun learning." Another reported that "taking [the instructor's] example of being excited and enthusiastic about everything and always being positive" was most helpful. One other thing that an intern mentioned was the videos of previous interns. "When [the instructor] showed videos of past years, it helped give me confidence and turn something abstract into something real. This confidence was really important when I started teaching."

One intern reported something similar to gaining experience before the internship, similar to what was reported by some in the post-course interviews. “There was nothing more that could have prepared me to teach, except for coming and experiencing teaching firsthand.”

What would have been helpful. The interns offered several suggestions of things that would have been helpful to have learned before the internship, based on what they experienced during the internship. Essentially, the interns wanted more of everything – more linguistics, more activity ideas, more visual aids, more games, more lesson plans, etc. One intern expressed this sentiment very well. “Nothing [more would have been helpful]. I think in one way or another the course mentioned all the issues that I came across while teaching English. I only wish there would have been more time to go deeper into the topics, but that is difficult to do in half of a semester!” Additionally, a few interns stated that they wished they had known more about their internship location before arriving, including the language spoken by their students. Interestingly, the interns’ foci still seemed to be narrow and shallow. For example, they still wanted more lesson plans to be given them, rather than expressing a desire for more time to think of the needs of their students and carefully structure a student-centered activity in developing more of their own lesson plans.

Also, a couple of interns indicated that they would have appreciated explicit grammar instruction or linguistic instruction. One wanted to learn “how to go about teaching grammar and other lessons that I feel will really help the students speak better, instead of just body parts, and other vocabulary.” Another expressed a desire to learn “more about grammar, and how to say grammar terms in Japanese.” “I wish I would

have known more linguistics and how exactly you should pronounce certain words or letters instead of going by how I was raised to say them [as a native speaker].”

Summary of Post-Internship Questionnaire

The interns seemed to learn the most from actual teaching experience. If nothing else, they learned what they wished they had known before, from the experience of teaching. Still, not being TESOL professionals, the interns’ concerns for their students seemed to be very narrow and shallow, focused on the interns themselves rather than their students.

Summary

The results presented in this chapter provide wonderful insight into what the interns felt was and could have been useful from the training course in their internships. Despite the brevity of the course and its minimal training, the interns seemed to have been successful in their internships and to have enjoyed their experiences. Their responses indicated that they learned a lot about English language teaching from the training course and even more from their experiences teaching English.

Chapter 6: Conclusion

This chapter brings a conclusion to an evaluation project of the curriculum of Ling 377, Basic Training in TESOL. Recommendations for the course, recommendations for other programs such as those that utilize volunteers, limitations of the evaluation, and recommendations for future research are presented here. The evaluation project has focused on the effectiveness of the course in preparing interns for international internships where they may teach English to speakers of other languages. The conclusions presented in this chapter are based on the findings of this curriculum evaluation project.

After reviewing the results of the interviews and questionnaires, it can be said that Basic Training in TESOL is an effective course. According to the quantitative and qualitative data, the interns felt prepared for teaching English during their internships and their confidence increased, both as a result of the course. The course gave them a minimal amount of training in English language teaching that they could use directly in their internships.

Course Recommendations

The purpose of this evaluation project was to evaluate the curriculum of the course, Basic Training in TESOL, and hopefully strengthen the course by using the ADDIE model to cycle back to various stages with suggestions for improvement. Therefore, this section containing course recommendations and the next section listing recommendations for other programs are the most valuable project outcomes. The course recommendations are suggested along with an indication of how the ADDIE model applies in each situation. The evaluator arrived at the following recommendations by

using a framework of Grounded Theory (Glaser & Strauss, 1967) and thematic analysis of the evaluation data (Stufflebeam & Shinkfield, 2007) along with the structure of the course, the curriculum, and the stakeholders.

- Continue offering Ling 377, Basic Training in TESOL. This recommendation doesn't necessarily cycle back in the ADDIE model, but it is important to indicate that the training course should continue to be offered. Recent research (Gilbertson, 2000), as cited in chapter 2, indicates that volunteers especially – such as the interns who have taken and will take this course – must be trained. Without proper training, they do more of a disservice to the people they try to serve. With proper training, the quality of the interns will reflect positively on each of the stakeholders: Brigham Young University, the Linguistics and English Language Department, the David M. Kennedy Center for International Studies, and the interns. Additionally, the data do suggest that the interns are more adequately prepared and more confident to teach English after taking the training course.
- Increase the credit hours of the course. This recommendation cycles back in the ADDIE model to the design stage; the structure of the course should be redesigned to allow for an increase in the credit hours. As mentioned in chapter 3, in the Winter 2008 semester, some teacher-training activities had to be removed due to a realization of time constraints in relation to the number of credit hours being offered. One such requirement was a teaching practicum. This teaching practicum would have given the interns some experience teaching or tutoring English with non-native speakers before departing for their internships. This is

the very experience that some of the interns later realized would have been helpful before their internships. While this course is still beneficial at only 1.0 credit hour as a one-block course, it would be more beneficial to increase the number of credits offered in addition to adding more instruction and course requirements.

- Increase the amount of instruction and course requirements. This general recommendation cycles back in the ADDIE model to the different stages. The following recommendations outline specific suggestions for increasing the amount of instruction and course requirements, along with their respective ADDIE stages.
 - Provide more video of previous interns teaching in similar locations. This recommendation cycles back to the development stage as more videos need to be developed. The interns found it very beneficial to see interns from previous years teaching in the same locations or even similar locations. More class time would allow more opportunities to watch these types of videos. Another possibility would be the opportunity to watch more videos independently, outside of class. This suggestion is, of course, dependent on the existence of such videos. Similar to the instructor's travels to internship sites during the Spring and Summer 2008 terms that enabled him to capture footage of interns teaching English on site, more opportunities will need to be provided to shoot additional footage to use in future training. Because the interns expressed the greatest amount of appreciation for videos that portray the actual, specific situations of

teaching, footage shot in the actual situations where interns will teach in various countries is of greatest value.

- Provide more instruction on lesson planning. This recommendation cycles back to the analysis stage to analyze how much more instruction the interns need. The interns were very appreciative of this particular aspect of the course, but wanted more. Particularly with novice instructors, lesson planning and development can be very daunting and time-consuming. During this course, interns were required to prepare a few lesson plans and then share them with classmates. Even more lesson plans could be provided by the interns themselves by increasing the number of opportunities to prepare lesson plans to then share with each other. Additionally, the instructor could collect sample lesson plans from previous interns to benefit future interns.
- Require a teaching practicum. This recommendation should cycle back to the analysis stage, as well. Several interns, particularly those who reported having less confidence than others or qualified their confidence by saying it could have been higher with experience, indicated a desire to have more experience before the internship. This could be done as tutoring sessions with children and adults from around the community. Another option would be to set up a small group of students from the community so that the interns could rotate teaching sessions.
- Increase communication with internship site administrators and Brigham Young University faculty. This recommendation cycles back to the analysis stage. Many

of the interns expressed concerns about their internship sites and assignments. It seemed that their lack of information was frustrating and impeded their ability to focus more on learning about teaching English. Their frustrations centered around seemingly simple answers, such as the city they would live in, the demographic of their students, whether they would even be teaching English.

Recommendations for Other Programs

While this evaluation project has focused on one particular course that is part of an internship program, findings of this evaluation can certainly benefit other English teaching programs that utilize the services of volunteers and other novice instructors. The following recommendations outline suggestions for administrators of such programs that benefit from the use of novice instructors. The recommendations are presented here in order of priority according to the evaluator's opinion based on personal experience as a novice volunteer and the results of the data from the experiences of the novice interns who participated in this evaluation project. Additionally, the recommendations are presented in such a way that assumes that administrators of such programs are trained in TESOL. It is very important to note that these recommendations are not all-inclusive and do not have to be implemented in one session. It may be best to provide short, in-service training sessions.

- Instructors must be sensitive to the needs of the learners. This includes doing needs analyses and being culturally sensitive.
- Instructors must understand the differences between English language learners and native speakers of English. Then, they need to understand the differences between teaching ESL and EFL.

- Instructors need to know how to structure or plan lessons. This may also include lesson activity ideas. Especially as novices begin, they tend to rely heavily on others for ideas, more ideas, and even more ideas.
- Identify resources that instructors can use.
- Instructors need to be able to use nearly anything to teach language.
- Help instructors identify the purpose of their teaching. If a game is used, why? What is the purpose of that game? They need to fill the time with effective communicative activities, not just time-fillers.
- Break bad traditions. Instructors need to know that the way they learned may be outdated and no longer the most effective method for learning a language.
- Provide opportunities for novices to observe others teaching. Whether observed in person or on video, if good examples are used identify why they're good, and if bad examples are used identify ways to avoid such practices. Again, it is best if the situation being observed (especially if on video) be as similar to the situation where they will be teaching.

As stated above, these recommendations are not all-inclusive. However, the above list certainly provides a starting point for program administrators who recognize the importance and value of training instructors.

Limitations of the Evaluation

No evaluation is perfect, and the evaluator recognizes that this evaluation is no exception. Within any formal evaluation, there are limitations, which can be used to identify areas that could be strengthened in future research. The limitations of this project involve data collection, sample size, and stakeholders.

Within data collection, this section will focus on the nature of the interns' responses and incentives for their responses. There were relatively few negative comments about the training course. While the interns were free to respond however they wanted without negatively affecting their grades, some may have only responded positively since the evaluator was also the teaching assistant of the training course. Because the interns who completed their internships were required to participate in all four methods of data collection in order to receive a grade of Pass, they may have felt a need to give responses that would please the evaluator.

The sample size used in this evaluation is relatively small for data collection. Because of this limitation, the results cannot be fully generalized for all programs. With this limitation in mind, the general recommendations for other programs that are included in this chapter are still believed to be valid and applicable because untrained instructors, similar to untrained instructors in other programs, received the training in this course and provided the data used in this evaluation. Also, only one course offering was evaluated.

While other stakeholders were considered throughout this evaluation, data were only collected from the interns. Other stakeholders who could be included in future evaluations include the interns' administrating professors, the International Internship Coordinator in the David M. Kennedy Center for International Studies, and the instructor. Additionally, internship site administrators and students could be used.

Future Research Recommendations

Possibilities regarding the direction of future projects and research are suggested here, with the issues of any curriculum evaluation project in mind – including this curriculum were it to be evaluated again.

One possibility for future research relates directly back to the course recommendation of increasing the number of credit hours for Ling 377. Increasing the number of credit hours incurs costs and raises the question of whether the increase in costs is worth the benefit gained from increasing the number of credit hours. A future project could address the question of the effectiveness of increasing the number of credit hours with a cost-benefit analysis.

Another possibility for future research would be including additional stakeholders in the data collection portion of an evaluation of Basic Training in TESOL. Internship site administrators and Brigham Young University faculty other than the instructor were not polled in the current evaluation project. Additionally, the International Internship Coordinator in the David M. Kennedy Center for International Studies was not polled in this evaluation. These stakeholders could provide valuable insight for other aspects of the training course in a future study.

This evaluation project focused on only one offering of the training course, meaning that only 17 participants were involved. A future evaluation could look at more than one offering of the course to compare a larger sample size of participants. A longitudinal study could provide more insight to the effectiveness of several offerings of the course.

The evaluator has identified that the recommendations for other volunteer programs are not exhaustive. More research could be performed to provide a more exhaustive list of recommendations. Emphasizing the need for instructors to be trained, it would be appropriate to provide more evidence of what would generally be most beneficial in a particular sequence of training modules.

Summary

It has been stated several times throughout this report that instructors must be trained, but hopefully that repetition will emphasize the importance of this challenge. This evaluation project has identified areas for improvement, but overall, Basic Training in TESOL is very effective at providing the minimal training that BYU's international interns need during their service teaching English to eager speakers of other languages.

The interns have a more enjoyable experience being prepared and more confident in their internships. The more qualified interns represent Brigham Young University and its various departments and programs in a better light. The English language learners have benefited from better instruction because the interns are more qualified. Training these interns, even minimally, creates a win-win situation for each of these stakeholders. The training received in Ling 377, Basic Training in TESOL, is not a desired luxury in this scenario. Rather, it is an absolute necessity for all involved. In every program, novice instructors must be trained, even minimally, so that most importantly, the learners receive the best instruction available.

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Appendix A
History of Offerings of
Basic Training in TESOL

Semester/Term Taught	Instructor	Enrollment
Winter 2001	Lynn Henrichsen	28
Winter 2001	Patrick Slowinski	24
Winter 2001	Julie Damron	10
Spring 2001	Joan Dixon	3
Winter 2002	Julie Damron	13
Winter 2003	Maryruth Farnsworth	14, 7
Spring 2003	Maryruth Farnsworth	7
Winter 2004	Maryruth Farnsworth	15
Spring 2004	Maryruth Farnsworth	2
Winter 2005	Maryruth Farnsworth	9, 11
Spring 2005	Maryruth Farnsworth	5
Summer 2005	Maryruth Farnsworth	2
Winter 2006	Maryruth Farnsworth	19
Winter 2007	Maryruth Farnsworth	24
Winter 2008	Lynn Henrichsen	19

Note: Any unlisted fall/winter semesters or spring/summer terms between Fall 2000 semester and Winter 2008 semester indicates that the course was not offered at those times. Any repeated semester/terms indicates more than one section of the course was offered, each with a different instructor. Any semester/term with two numbers for enrollment indicates that the instructor held two sections of the course.

Appendix B
Course Syllabus and
Weekly Lesson Plans
 (Provided by Dr. Lynn Henrichsen)

Linguistics 377R
Basic Training in TESOL

Section 001, for students going to Mozambique, Japan, & Southeast Asia

Winter 2008, 2nd block

1 credit hour, Course ID #10155

Catalog Description:

Basic preparation to teach English to speakers of other languages.

Meeting Time and Places:

- Wednesdays, 4:00-6:00 p.m. in B062 JFSB and 4068 JFSB
- Practice Teaching/Tutoring Lab on designated days (with adult ESL students in BYU's TTTC, 203UPC, MTTH, 3:30-4:10 pm; with ESL children at Timpanogos Elementary School on 900 East, Mondays 2:00-3:00 pm and 3:00-4:00 pm; if neither of these possibilities works for you, please see the instructor.)

Instructor:

Lynn E. Henrichsen, 4040 JFSB, 422-2938, e-mail: Lynn_Henrichsen@byu.edu
 Office Hours: Immediately after 377 class sessions (other times by appointment or by chance)

Teaching assistant: Travis Wilson

Intended Learning Outcomes:

After completing this course, students will have developed confidence, gained knowledge, prepared materials, and built skills that will enable them to successfully (1) conduct basic English as a foreign language (EFL) conversation sessions and (2) present content-based EFL lessons for learners in pre-designated instructional settings in Mozambique, Japan, and Southeast Asia.

Textbooks and Materials:

Selected units from Henrichsen (forthcoming), Teaching English as a Second/Foreign

Language: The Least You Should Know and Where to Go to Learn More (Available via the Web and Blackboard)

Additional Materials on the Web

To learn about lesson planning, go to
<http://linguistics.byu.edu/faculty/henrichsen/LessonPlanning/>

A number of lesson plans made by previous students are in a lesson plan database on the World Wide Web. You may access them by going to <http://linguistics.byu.edu/resources/lp/home.html>

A module with various exploratory exercises for TESOL volunteers and service learning is available at http://linguistics.byu.edu/resources/volunteers/TESOLBYU_Home.html

Optional Teaching Skill and Activity Resource Books

Choose (and special order) any one of the following that you wish to add to your teaching resource library *after* we have talked about them in class:

1. Bailey, Kathleen M. & Savage, Lance. *New ways in teaching speaking*. (ISBN 0-939791-54-4)
2. Brown, H. Douglas, *Strategies for Success: A practical guide to learning English*. (
3. Carver, Tina Kasloff and Fotinos, Sandra Douglas. *A conversation book: English in every day life*. Book 1 (0-13-792433-X) or Book 2 (ISBN 0-13-728114-5).
4. Cross, David. *A practical handbook of language teaching*. Prentice-Hall, (ISBN 0-13-380957-9)
5. Helgesen, Marc & Brown, Steven, *Practical English Language Teaching: Listening*
6. Klippel, Friederike. *Keep talking: Communicative fluency activities for language teachers*. (ISBN 0-521-27871-6)
7. Lee, W. R. *Language teaching games and contests*. (ISBN 0-19-432716-7)
8. Linse, Caroline T. *Practical English Language Teaching: Young Learners*
9. Nunan, David (ed.), *Practical English Language Teaching* (ISBN 0072820624)
10. Parnwell, E. C.. *The New Oxford Picture Dictionary*. (Spanish-English version) (ISBN 0-19-434355-3)
11. Pollard, Laurel & Hess, Natalie. *Zero Prep: Ready-to-go activities for the language classroom*. (ISBN 1-882483-64-2)
12. Schinke-Llano, Linda & Rauff, Rebecca (eds.). *New Ways in Teaching Young Children*. (ISBN 0-939791-63-3)
13. Zelman, Nancy Ellen. *Conversation inspirations: Over 2,000 conversation topics*. (ISBN 0-866-47-094-8)

Major Learning Activities

Creation of a Teaching Resource Materials File. This assignment involves the creation of a file of EFL teaching materials (pictures, CDs, readings, realia, etc.) to use during your English-teaching experience. Specific guidelines regarding the types and numbers of items expected in the file will be provided. During the course, you will share ideas from the file with class members.

Lesson Plan Creation and Sharing, and Simulated In-class Teaching. After receiving instruction in what constitutes a good lesson plan (and the possible variations), you will create several lesson plans that you will be able to use in the instructional setting where you will teach English. During the Ling 377R course, you will present (“teach” in a micro-teaching format [10 minutes]) at least one of your lesson plans to a small group of class members who will act as students. In addition, you will explain (“walk through”) a different lesson plan to a group of your classmates. In both cases, you will be expected to use the feedback you receive for (1) conducting a self-evaluation and (2) revising your lesson plans accordingly. You may also use these plans as you complete your tutoring/teaching practicum assignment. These lesson plans will become part of your teaching resource file. They may also be copied and shared with others in the class who are going to teaching situations similar to yours.

Teaching/Tutoring Practicum. As part of your out-of-class work, you will engage in actual ESL teaching/tutoring. You will need to participate in and report on (see *Log of Practicum Experiences* below) one of these sessions every week, until you have accumulated a total of five hours of teaching/tutoring experience.

- For those working with adult English language learners, arrangements have been made to offer special “live-lab” help sessions as an adjunct to the English Language Center’s TTTC (community ESL course) program. These help sessions will meet from 3:30-4:10 p.m. (immediately before TTTC classes start) Monday, Tuesday, and Thursday in room 203 of the University Parkway Center (UPC) on the southwest corner of the stadium parking lot. Note: The TTTC program ends on March 27!
- For those preparing to work with children, ESL tutor and bilingual volunteer opportunities exist as part of the After School Program at Timpanogos Elementary School on 900 East (just east of the Taylor Building) on Mondays 2:00-3:00 pm and 3:00-4:00 pm.

If you have schedule or other conflicts and cannot participate in these experiences, please see the instructor so an alternate experience can be arranged.

Log of Practicum Experiences. As you go through your teaching practicum experience, you will create a teaching log book which consists of written descriptions of what you did and brief, reflective evaluations of your teaching/tutoring. The complete log will be submitted to the instructor at the end of the semester.

Readings, Double-entry Peer-response Journals, and Follow-up Discussions. For this activity, you will choose a quote (a sentence or short paragraph) from our assigned reading material for the day and write a brief (half-page) response to it. Then, you will bring that page to class where a classmate will read the quote and your response and then respond to what you have written. Finally, the page will be submitted to the teacher for grading.

Virtual Class Discussions. At least once during the semester, in lieu of our regular class sessions, we will conduct an electronic discussion. Before the due date for this discussion, you will need to write a paragraph or two describing your reaction to the assigned topic and send your paragraph to the class electronic discussion group on Blackboard. Your reaction paragraphs will be available to everyone in the Ling 377 class automatically. You will then be expected to read these reactions and send your reaction to them to the electronic discussion group by the second due date.

Final Examination. The final examination will consist of written items and a brief oral interview. The interview portion will be administered individually at an appointed time and take about ten minutes.

Attendance and Participation. Attendance and participation in our weekly class sessions is an essential part of this course. You will learn a great deal from interaction with your classmates in these sessions. For this reason, attendance is mandatory. Missing class or arriving late will hurt your grade. You will be allowed one excused absence for illness. Exceptions will be allowed only if prior arrangements have been made.

Course Requirements and Grading Scheme

Minor assignments, virtual class discussions, and class attendance and participation.....	15%
Readings, comprehension questions, reflections, and peer-response journals	10%
Teaching resource materials file	20%
Lesson plan creation and sharing.....	20%
Log of teaching/ tutoring practicum experiences	25%
Final examination	10%

Extra credit may be earned by completing the “Exploratory Exercises” online at http://linguistics.byu.edu/resources/volunteers/TESOLBYU_Home.html

Basic Principles:

- Good grades are not *given* by the teacher; they are *earned* by the student. (An "A" grade represents exceptionally good work. The grade for acceptable, average work is a "C.") Your responsibility as a student is to learn the material and complete the course requirements to the best of your ability. The teacher's responsibility is to help you accomplish these goals.
- Your participation in class discussions is essential. Remember, there are no stupid questions. When you ask a question, you may appear ignorant for a moment, but if you don't ask you may remain ignorant for a lifetime. We are all ignorant in some areas and expert in others, and we all have experiences and ideas to share. The primary purpose of class is to learn from each other.
- Assignments must be completed and turned in (at the beginning of the class period or when called for) on or before the date specified in the course calendar. Unless previous permission is granted by the teacher, late work will *not* be accepted. If you miss class, it is *your* responsibility to get the assignment from a classmate or the teacher.
- Plagiarism or any other form of cheating on any assignment will result in an automatic failing grade.
- As BYU students, members of this class are expected to support the BYU Honor Code, including the dress and grooming standards.
- As a prospective teacher of English to speakers of other languages, you will be expected to demonstrate a high level of quality in your writing. Assignments should be neat (preferably typed or done on a word processor when appropriate) and employ correct English. Assignments that do not measure up to this standard will earn an "I" grade and be returned to you for rewriting. When this leads to delay, the eventual grade will be lowered accordingly.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC) (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Dress and Grooming Standards

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor code office at 422-2847.

Course Calendar (subject to change)

Session/Date class)	Topic(s)	Assignment(s) (before
1. W Feb 27	Fill out and submit add/drop cards. Pre-course survey on confidence and competence. Introduction to course, instructors, requirements, classmates, textbooks, etc. Discuss TLYSK #1 and share responses. Video clips of former Ling 377 students teaching English in various countries. Teaching resource materials file.	Read TLYSK #1 "Only the beginning" and respond to comprehension questions and reflection prompts.
W Mar 5	LH gone to SITE convention. No regular class meeting. Travis Wilson conduct interviews at appointed times.	Meet with Travis Wilson for your interview. Contact a former participant in your international program and learn about where they taught English and the instructional activities they engaged in by completing the worksheet provided by the instructor. Read TLYSK #39 "Collecting and creating your own language-teaching materials"
2. W Mar 12	Peer-response journals. Reports on interviews with former program participants re: English-teaching situations and activities. Differences between TESL and TEFL Lesson planning guidelines Content-based language instruction Distribute <i>Learner English</i> (Swan and Smith) handouts	Read TLYSK #2 "Differences between TESL and TEFL" and respond to comprehension questions and reflection prompts. Read TLYSK #6 "Designing effective lessons for language learning" and respond... Read TLYSK #35 "Teaching content-based language classes" and respond... Double-entry peer-response

			journal entry #1 due
3.	W Mar 19	Peer-response journals. Producing “comprehensible input” for language learners. English learning difficulties created by L1 interference. Songs and chants for English teaching Games for English learning Creating and collecting materials for teaching.	Read TLYSK #10 “Adjusting your spoken English” and respond ... Read appropriate section (Portuguese, Japanese, Thai, Cambodian) of <i>Learner English</i> Read TLYSK #33 “Using songs and chants to increase participation, recall, and enjoyment” and respond... Read TLYSK #34 “Using games and other fun yet effective activities” and respond... Double-entry peer-response journal entry #2 due
4.	W Mar 26	Peer-response journals. Conversation classes. Classroom/learner management skills. Lesson plan presentations, Round #1. Teaching resource materials file sharing. Distribute Rebecca Oxford’s <i>Strategy Inventory for Language Learning</i>	Read TLYSK #32 “Conducting effective and enjoyable conversation classes” and respond... Read TLYSK #11 “Managing classes of English language learners” and respond... Bring your teaching resource materials to show in class. Double-entry peer-response journal entry #3 due
5.	W Apr 2	LH & TW gone to TESOL convention in New York City. Guest speakers? Virtual class session (electronic discussion). Potential topic: Defining and explaining new vocabulary.	Contribute to both rounds of the virtual class discussion. (Potential: Read TLYSK #30 “Vocabulary teaching and learning strategies”)
6.	W Apr 9 Last day of class.	Peer-response journals. Developing learners’ language learning strategies. Cross-cultural rules of behavior. Lesson plan presentations, Round #2. Turn in log of teaching practicum experiences.	Complete Rebecca Oxford’s <i>Strategy Inventory for Language Learning</i> Read TLYSK #22 “Teaching your students to use language-learning strategies” and respond... Read TLYSK #31 “Understanding and teaching about culture. Operating successfully in a foreign culture” and respond... Double-entry peer-response journal entry #4 due. Log of teaching practicum experiences due.

Reading Days		
W Apr 23 5:45-7:45 pm)	Final Examination	Written exam and oral interview

Lesson Plan for Ling 377
Session No. 1
 Wednesday, 27 February 2008

<p>Topics</p> <ul style="list-style-type: none"> • Preliminary business (add/drop, pre-course survey) • Introduction to course, instructors, requirements, classmates, etc. • TLYSK #1 “Only the beginning” • Video clips of former Ling 377 students teaching in various countries • Teaching resource materials file
<p>Objectives</p> <p>Course members will...</p> <ul style="list-style-type: none"> • Officially register for the course • Complete a pre-course survey (used for comparative, evaluative purposes later) • Understand the course requirements, activities, etc. • Get acquainted with the instructors and each other • View video clips of former Ling 377 students teaching and say “I can do that!” • See potential items for their own teaching resource materials files

<p>Materials/Equipment Needed</p> <ul style="list-style-type: none"> ○ Laptop computer ○ Laser pointer ○ 377 Binder ○ Bell ○ Blank add/drop cards ○ Student information cards ○ Paper copies of course syllabus/calendar ○ Paper copy of TLYSK #1 “Only the beginning” ○ Ppt pres for TLYSK#1 comprehension and reflection questions ○ Sign-up sheet for interviews with Travis ○ Copies of pre-course survey (Travis) ○ LH world map with pins (for self-intro) ○ Sample teaching resource materials ○ Sample lesson plans ○ Sample log ○ Sample peer-response journal entries 	<ul style="list-style-type: none"> ○ DVD: Mission Impossible (Travis) ○ Video: Teaching resource materials files ○ Guadalajara videos: “Barrio Victoria” cued@58:30 (children following directions), and “CES Institute” @ 00:15 (children and adults, giving personal information) ○ China: CTW video #4, Brecken Schwartz (explaining bio and introducing her father) ○ Japan Interac Internship (program promotion, Oct 3, 2006) DVD ○ Mozambique DVD? (Fred Williams?) ○ Thailand video? (Jon Muir?) ○ Copies of needs and situation analysis worksheet ○ Guest speakers contact information (e-mail addresses)
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TEACHING/LEARNING ACTIVITIES

3:50-	<p>Before class</p> <ul style="list-style-type: none"> ○ Set up laptop, video player, books, etc. ○ Put up message in B062 JGSB telling students to come to 4064 JFSB ○ Check with Frederick Williams, Paul Ricks, Jon Muir to see if they brought any pictures of former 377 students. 	
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4:00 - 4:05	Business <ul style="list-style-type: none"> Classrooms (4064 JFSB and B062 JFSB) Complete add/drop cards to register for the course Ling 377 Blackboard® site on Route Y Sign up for interviews with Travis next week (no class meeting on March 5; next class meeting on March 12) 	Add drop cards Sign up sheet
4:05 – 4:10	Pre-course survey (TW) Pass out survey sheets and have students respond to them now (before going any further)	Survey sheets
4:10 - 4:20 (10)	Instructor introductions Lynn Henrichsen (world map with pins), 1973-2008 = 35 years of TESOL, BYU-Hawaii, BYU, second time teaching Ling 377R, China Teachers Workshop for 14 years Travis Wilson: TA	World map with pins
4:20 – 4:30 (10)	Getting to know you activity Class members pair up with 1-2 other students going to same site. Interview each other briefly (2 min. each). Then, when bell rings, find another group of students going to a different site and introduce partner(s) to that group.	
4:30 - 4:35 (5)	“Mission Impossible” video clip and reflection Individual Reflection: What is YOUR mission? Why are you going to Mozambique/Japan/Thailand/Cambodia? What will you do there? (include English teaching) How will you teach English? What tools, skills, etc. will you need?	DVD/Laptop (TW)
4:35 - 4:37 (2)	Purposes (delimitations) of this course Read “Intended Learning Outcomes” from course syllabus “After completing this course, students will have developed confidence, gained knowledge, prepared materials, and built skills that will enable them to successfully (1) conduct basic English as a foreign language (EFL) conversation sessions and (2) present content-based EFL lessons for learners in pre-designated instructional settings in Mozambique, Japan, and Southeast Asia.”	Course syllabus
4:37 - 4:44 (7)	Follow-up on TLYSK #1 “Only the beginning” CMs should have read this already (sent out last week) Notice that I am author. Bigger audience than 377. Piloting units in this class. Will appreciate feedback. PowerPoint slides Comprehension questions (discuss each; CMs should have written their answers already, but...)	Ppt pres

	<ol style="list-style-type: none"> 1. What does <i>minimalist</i> mean in the context of this program (and this 377 course)? 2. What does <i>connectivist</i> mean in the context of this program? 3. What are the key characteristics of <i>directing</i> and <i>coaching</i> leadership behavior? (Training: preparing you with targeted, specific skills for an immediate need) 	
4:44 - 4:55 (11)	<p style="text-align: center;"><i>Reflection and Responses</i></p> <p>(Similar to the questions on the survey you took privately, individually earlier. Now we're going to "go public.")</p> <p>Think about each of the following questions. Write a sentence or two in response to each one. Be prepared to share your responses in class.</p> <ol style="list-style-type: none"> 1. Why are you teaching (or going to teach) English? What motivates you? What is your rationale for doing it? 2. How confident do you feel about your ability to teach English? Do you think you can do the things that you saw the teachers doing in the video clips? 3. What do YOU want to get out of this training program? (It might help to skim through the list of unit titles [see "Where to go to learn more" below] and choose the topics of greatest usefulness to you.) 4. How well does the above description of "audience" fit you and your teaching setting? 5. How much do you already know about the setting where you will be teaching English (if you are not already in it)? How could you go about learning more? 6. How much do you already know about English language teaching in general? <p>In pairs, CMs share their responses with a classmate Afterwards, they hand in their papers to LH</p>	Ppt pres.

4:55 - 5:15 (20)	<p>Syllabus/Calendar/Learning Activities/Assignments</p> <p>Go through syllabus quickly, focusing on Questions the students may have.</p> <p>Major learning activities</p> <ul style="list-style-type: none"> • Teaching resource materials file • Lesson plan creation and sharing (simulated teaching) • Teaching/tutoring practicum (and log) 	<p>Teaching resource materials files: Video and Sample materials</p> <p>Sample lesson plans</p> <p>Sample log</p> <p>Sample peer-</p>
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	<ul style="list-style-type: none"> Readings, double-entry peer-response journals <p>Calendar</p>	response journal entries
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5:15 - 5:45 (30)	<p>Video clips of former Ling 377 (and CTW) students teaching English</p> <p>Show the following video clips as time allows.</p> <p>After each one, have CMs say “I can do that!” 4 times</p> <ul style="list-style-type: none"> Guadalajara: My former 377 students (2001) (VHS) <ol style="list-style-type: none"> CES Institute of Religion: (@00:15) Providing personal information (and English verb endings) (1 min. each segment, then fast forward to next = 10 minutes total) Barrio Victoria: (@58:30) Class #3 Children (giving and following directions) (total = 9 minutes) China: CTW #4 VHS. Brecken Schwartz’s high school class, introducing self and father) (3 minutes) Japan: Interac (Internship Promo DVD) <ol style="list-style-type: none"> Elementary school, Ren (2:05) Middle school, Maile (1:30) Mozambique? (Frederick Williams DVD, Paul Ricks?) Thailand (Cambodia): Jon Muir? 	<p>Guadalajara video</p> <p>China (Brecken Schwartz) video</p> <p>Japan Interac DVD</p> <p>Mozambique DVD? (Fred Williams)</p> <p>Thailand video?</p>
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5:45 - 5:50	<p>Assignments for next class meeting</p> <ol style="list-style-type: none"> Contact a former teacher (377 student) who went to your site (or something close) and conduct a needs/situation analysis interview (using the worksheet provided) Mozambique: Elyssa Peterson <elyssanicole@gmail.com>, Japan: Meghan Bush aidasedai@gmail.com>, Angela Shelley 	<p>Needs/situation analysis worksheet</p> <p>E-mail addresses of contacts</p>
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	<p><chafaile@hotmail.com>, Thailand/Cambodia "Angela Mooney" <amooney@byu.net> (Annie), "Mike" <kaelgotrice@gmail.com> (Mike)</p> <ol style="list-style-type: none"> Show up for your interview with Travis Wilson (even those who talked to LH before) on March 5 or other times TBA w/Travis (COLLECT SIGN-UP SHEET) Read through the TLYSK units I will send you via e-mail and post on the 377 Blackboard site and respond to the comprehension and reflection questions. (Differences between TESL and TEFL, Designing effective lessons, Teaching content-based language classes) Bring your peer-response journal entry based on those readings (on a sheet of paper) Start your teaching practicum experience (more info via Blackboard and e-mail)??? 	
5:50-	<p>Summary/Conclusion</p> <p>Have everyone take one minute to think of the three most important things they've learned today. As time allows, call on a few CMs to share their thoughts.</p>	
5:55:	<p>Next Time (Preview)</p> <ul style="list-style-type: none"> No class next Wednesday (individual interviews with Travis) On March 12, talk about (1) differences between TESL and TEFL, (2) designing effective lessons, (3) teaching content-based language classes 	
After class	<p>Self-Evaluation</p>	

Lesson Plan for Ling 377
Session No. 2
 Wednesday, **12 March 2008**

<p><u>Topics</u></p> <ul style="list-style-type: none"> • Differences between TESL and TEFL • Lesson planning guidelines • Content-based language instruction • 	
<p><u>Objectives</u></p> <p>Course members will...</p> <ul style="list-style-type: none"> • Understand that teaching ESL and EFL are different in significant ways • Become acquainted with 	
<p><u>Materials/Equipment Needed</u></p> <p>Laptop computer Laser pointer 377 Binder Learner English HOs for each language group (Portuguese, Swahili, Japanese, Thai [No Cambodian, sorry]) Folder with word and number card activities Folder with “Which face?” OHT My picture file My index card picture file Collapsed cereal box Catalog with pictures to cut out</p>	<p>Ppt. Charlie Brown cartoon: You can do it! Video: CTW VHS #3 Materials Development and Teacher Art Blank paper for “Which face?” activity DVD: Jean Beers @SIMT, PRC, using “Thematic, content-based instruction” Ppt pres. TESL-TEFL differences Ppt pres. Designing effective lessons Ppt Pres: Content-based Lang Tchg</p>

Teaching/Learning Activities

3:50-	<p>Before class</p> <ul style="list-style-type: none"> • Set up laptop, OHP, books, etc. 	
4:00- - 4:15	<p>Business</p> <ul style="list-style-type: none"> • Call roll & check on registration (add/drop cards) • Discuss “Needs and situation analysis” as it applies to Ling 377 students’ work load and preparation needs. (Need to lighten up and provide more flexibility.) • Propose flexible “Inclusive Grade Rule: ABCDEIPT” option. a) Students attend and participate (attendance, lesson plans, accompanying lesson materials, and presentations) for a P grade. b) Students do additional work (readings, response journals, materials file, practicum & log) for an ABC grade Who is interested in each option??? • Check on practicum experiences (By show of hands, who is doing what? Study Buddy, TTTC, Timpanogos School, other?) • Go to corners and conduct program business (5 min.) (Mozambique visa applications) (LH set up Ppt pres on laptop) • Travis? (interviews? Consent forms?) 	

4:15 - 4:17	Introduction/Review Last time “I can do that!” Show Charlie Brown cartoon Today: Start “HOW you can do it!”	PPt Charlie Brown
4:17 - 4:20	Overview 1. Review and share what you learned from your readings (peer-response journal entries) 2. Share what you learned from your situation and needs analysis interviews with former teachers 3. Collecting and creating materials (and what you can do with them) 4. Differences between TESL and TEFL 5. Principles and practices for designing effective lessons 6. Teaching content-based language classes	

4:25 - 4:30	Peer-response journal entries Students hand their entries in. LH/TW redistribute to other CMs, who read silently and then write their reactions.	
4:30 - 4:40	Needs and situation analysis reports Students go to corners by target country and in small groups share what they learned. (LH & TW circulate and listen)	
4:40 - 5:20	Collecting and creating materials for language teaching Why use visuals and realia? (capture students’ attention, convey meaning, increase memory, increase enjoyment) 1. Collecting existing materials (before going abroad) Discuss list of 25 potential items. Show a few. 2. Acquiring materials and realia after arriving in country. (newspapers, magazines, Internet) 3. Creating your own teaching materials (word and number cards, drawings). Sample activities using these materials “Read and Remember” “Word card misfits” “Wh-question word cards” “Creative picture stories” (with LH picture file) Live demo and then VHS video of class in China 4. Teacher art: Frames, eyebrows, eyes, mouths, tags. Discuss corresponding vocabulary items for each. Then do “Which face?” communicative activity. (Have students fold blank paper into 16 squares, draw 16 different faces) i.t.a. Show “Teacher art” videos of “Roots,” “Sippin’ Cider” song drawings, drawing boy and girl and corn, drawing ant.	Show picture file and index cards, cereal box, catalog, etc. CTW VHS video #3 LH using creative picture stories Blank paper for “Which face?” CTW VHS video

		#3 of Teacher Art
5:20 - 5:25	<p>Differences between TESL and TEFL</p> <ul style="list-style-type: none"> • Linguistic homogeneity vs. heterogeneity (need to use English to communicate in class) • Need to create the target linguistic and cultural environment in class • Learners' ultimate objectives (EFL=pass test, work with tourists, read books, etc. vs. ESL=assimilate into society) • Level and type of motivation (need to use English outside of class; integrative/instrumental) • Out of class opportunities to practice/apply what was learned in class. • Need to review at the start of each class • Class size • Learners' proficiency level in English • Teacher's ability to speak the students' native language • Teacher's proficiency level in English (EFL=NNS) • Students' rate of progress (EFL=generally slower) 	PPt pres. TESL-TEFL differences
5:25 - 5:35	<p>Designing effective lessons</p> <p>Discuss elements (check comprehension [What is it? Why is it useful?], answer questions):</p> <ol style="list-style-type: none"> 1. Background/Pre-assessment 2. Topic & Objectives 3. Materials Needed 4. Warm-up/Review 5. Introduction & Presentation 6. Practice 7. Evaluation 8. Application 9. Contingency Plan 10. Self-evaluation 	PPt pres. Designing effective lessons
5:35 - 5:40	<p>Content-based language teaching</p> <p>What it is (a matter of proportions)</p> <p>Advantages (naturalness, contextualization, lexical and semantic associations, continuity/unity)</p> <p>How you do it:</p> <p>Talk about your chosen content, but make adjustments in two areas:</p>	<p>PPt Pres: Content-based Lang Tchg</p> <p>Write key words on board in two</p>

	<p>Sheltering (verbal adjustments) See separate TLYSK unit???</p> <ul style="list-style-type: none"> • Special teacher talk characteristics (MORE NEXT TIME): clear pronunciation, simplified vocabulary/grammar, pausing for processing • Repetition and emphasis of key points, • Definition/explanation/translation of key vocabulary along the way. <p>Scaffolding (non-verbal support for verbal messages)</p> <ul style="list-style-type: none"> • Stable predictable class routines, • Visuals [pictures, diagrams, words], • Direct experiences for students • Gestures, • Models, • Working from general to specific, familiar to foreign, • Small steps carefully sequenced, • Cultural/linguistic explanations, • Extra encouragement, patience to ensure participation by learners 	sunburst patterns
5:40 - 5:50	<p>Video demonstration of content-based instruction (using lots of collected/created materials)</p> <p>Show DVD: Jean Beers at SIMT, China. Mothers day lesson</p> <p>Use fast-forward button to advance chapter by chapter</p> <ol style="list-style-type: none"> 1. “Start of class” Welcome 2. Business 3. Radio News report by student 4. Song in Chinese (about mothers?) 5. Idioms, e.g. “Get a lump in one’s throat.” 6. Historical information: Anna Jarvis, Susan Anthony coin, States who gave vote to women 7. Picture of mother (chapter 11) 8. Mothers day cards (chapter 12) 9. Story book: Love you forever (chapter 13) 10. Discussion (in groups): 5 most important things about mothers 11. Presentation by students in groups <p>Can you do that? (“Yes, I can do that!”)</p>	DVD of Thematic, content-based instruction
5:50 - 5:54	<p>Summary/Conclusion</p> <p>What is the most important thing you’ve learned so far?</p> <p>Everyone think for 30 seconds.</p> <p>i.t.a. Invite a few students to share their thoughts.</p>	
5:54	Next Time (Preview)	Place “Learner

- 5:55	Adjusting your spoken English to make it more comprehensible for English language learners Effects of your students' native language on their English language learning (pick up right HOs on your way out) Songs and chants for teaching English Games for teaching English	English" HOs by door.
	Assignments: Read through "Learner English" handout as your interests dictate. Watch for additional TLYSK units.	
After class	Self-Evaluation	

Lesson Plan for Ling 377
Session No. 3
 Wednesday, **19 March 2008**

Topics

- The effects of L1 interference on L2 learning
- Content-based language teaching
- Producing comprehensible input
- Songs and chants for language teaching
- Games for English learning

Objectives

Course members will...

- Connect what was learned last week (teacher-made and collected materials) with various teaching activities.
- Identify potential trouble spots in their learners' English caused by L1 interference
- Experience content-based language teaching via video
- Practice producing comprehensible input for ELLs•
- See how songs (and other musical, rhythmic activities) can be used for English language teaching (and understand the criteria for selecting appropriate songs)
- See how games can be used for English language teaching (ditto)

Materials/Equipment Needed

Laptop computer	DVD: Thematic, content-based instruction (Jean Beers, Mothers Day)
Laser pointer	PPT: "Sing me English" Thailand 2005
Bell	CD (or iTunes) w/Sing me English songs
Water bottle	Folder "I know an old lady who swallowed a fly"
Goodies for class	DVD: CTW "Miscellaneous Class Clips-- Songs
377 Binder	DVD: CTW "Maturity: Adult-level activities" games
PPT: Content-based language teaching	Books: PHLT, W.R.Lee <i>Language Teaching Games and Contests</i>
PPT: Producing comprehensible input	
PPT: Songs for ELT	
PPT: Games for ELT	
Books: <i>1000 pictures for teachers to copy, Chalk talks, Lessons from nothing</i>	
Video: CTW VHS #3 Materials Development and Teacher Art (& songs)	

Teaching/Learning Activities

3:50-	Before class • Set up laptop, OHP, books, etc.	
4:00	Business • Business in country groups (Mozambique visas) • Check to make sure everyone got e-mail with new P/NP requirements (anyone going for an A,B,C?)	

4:10	<ul style="list-style-type: none"> • Call roll • Distribute goodies??? • No peer-response journals today • Lesson presentations next week. Who will go first? 	
4:10 - 4:15	<p>Introduction/Review</p> <ul style="list-style-type: none"> • Show (and pass around) books on teacher art and low-budget teacher-made materials (<i>1000 pictures for teachers to copy, Chalk talks, Lesson from Nothing</i>) • Show video CTW VHS video #3 of Teacher Art (incl. LH “Sippin’ Cider”) 	CTW VHS video #3 of Teacher Art
4:15 - 4:25	<p>English learning difficulties caused by L1 interference</p> <p>Discuss what CMs got out of <i>Learner English</i> handouts (In country groups?)</p> <p style="padding-left: 40px;">Mozambique: Portuguese and Swahili Japan: Japanese (Travis?) Thailand: Thai (nothing for Cambodia?)</p> <p>Point out that these handouts suggest many possible direct language teaching points (grammar, pronunciation, vocabulary, culture)</p> <p>Caution: Easy to get in over your head quickly!</p> <p>Wisest approach: Content-based language teaching or fun, interactive activities in English (like songs and games)</p>	
4:25 - 4:40	<p>Content-based language teaching (PPt pres.)</p> <p>What it is: A matter of proportions</p> <p>Advantages: naturalness, contextualization, lexical and semantic associations, continuity/unity</p> <p>How you do it:</p> <p>Talk about your chosen content, but make adjustments in two areas:</p> <p>Sheltering (verbal adjustments) See separate TLYSK unit???</p> <ul style="list-style-type: none"> • Special teacher talk characteristics: <ul style="list-style-type: none"> clear pronunciation, simplified vocabulary/grammar, pausing for processing • Repetition and emphasis of key points, • Definition/explanation/translation of key vocabulary along the way. <p>Scaffolding (non-verbal support for verbal messages)</p> <ul style="list-style-type: none"> • Stable predictable class routines, • Visuals [pictures, diagrams, words], • Direct experiences for students • Gestures, • Models, 	<p>PPt Pres: Content-based Lang Tchg</p> <p>Write key words on board in two sunburst patterns</p>

	<ul style="list-style-type: none"> • Working from general to specific, familiar to foreign, • Small steps carefully sequenced, • Cultural/linguistic explanations, • Extra encouragement, patience to ensure participation by learners 	
4:40 - 4:55	<p>Video demonstration of content-based instruction (using lots of collected/created materials)</p> <p>Show DVD: Jean Beers at SIMT, China. Mothers day lesson</p> <p>Use fast-forward button to advance chapter by chapter</p> <ol style="list-style-type: none"> 11. “Start of class” Welcome 12. Business 13. Radio News report by student 14. Song in Chinese (about mothers?) 15. Idioms, e.g. “Get a lump in one’s throat.” 16. Historical information: Anna Jarvis, Susan Anthony coin, States who gave vote to women 17. Picture of mother (chapter 11) 18. Mothers day cards (chapter 12) 19. Story book: Love you forever (chapter 13) 20. Discussion (in groups): 5 most important things about mothers <p>11. Presentation by students in groups</p> <p>Can you do that? (“Yes, I can do that!”)</p> <p>You will! Lesson presentations start next week.</p> <p>Practice with classmate for a couple of minutes! (as time allows) (Topics: My family, My hometown)</p>	DVD of Thematic, content-based instruction
4:55 - 5:00	<p>Songs (and chants) for language teaching</p> <p>PpT presentation</p> <p>“Music has power” (motivation, memory)</p> <p>Scenario: Sara remembers singing</p> <p>Benefits of using songs for ELT</p> <ul style="list-style-type: none"> • Greater motivation and involvement of students (active) • Improved attitudes (fun) • Increased retention (memory due to melody, rhythm, involvement, repetition, enjoyment) • Cultural awareness (simulating native-like experiences, content knowledge) e.g., “My Darling Clementine (“Lived a miner, 49’er” 	PpT pres.

	Football? Gold rush)	
5:00 - 5:05	<p>How to teach English through songs (Procedures) More than just “Let’s sing”</p> <p>OHT/PHLT: Many ways of teaching songs and rhymes:</p> <ul style="list-style-type: none"> • Ostensively (directly, through demonstration), translation, cloze texts, focus questions, true-false statements, private study, jigsaw listening, disappearing texts, dictation, etc.) • Part of/related to larger lesson/curriculum • Step by step (introduce/review vocabulary, etc.) • Clear modeling by teacher, tape, or example students • With contagious enthusiasm • With appropriate support (words on board or poster, pictures, musical instrument [ukulele], etc.) <p>See some examples from real classrooms in a few minutes. But <u>beware. Not just any song will work.</u></p>	
5:05 - 5:10	<p>Selecting songs for language teaching Consider the following:</p> <ul style="list-style-type: none"> • Language teaching purpose (not just for fun, instructional value) • Level (language, maturity, musical) e.g., “Row, Row, Row Your Boat” vs. “The Star Spangled Banner” • Length (not too long, unless telling a story) • Language use (quantity, repetition) • Cultural content <p>Example: “I know an old lady who swallowed a fly” Sources for songs: PHLT: <u>Selected songs and rhymes</u> (pp. 167-ff) Another good resource: Boy Scout Songbook</p>	
5:10 - 5:15	<p>Video (and other) examples of using songs for ELT Thailand 2005, Johnson and Robertson (ORCA grant) “Sing me English” Ppt pres. Sanwan Wittaya elementary school, Chiang Mai, Thailand Play “Sing me English” songs on iTunes in background</p>	Ppt: Sing me English (and songs on iTunes or CD)
5:15 -	<p><i>As time allows: Show excerpts from CTW DVD on songs</i></p> <p><i>China DVD: “Miscellaneous Class Clips—Songs”</i></p>	

5:25	<ul style="list-style-type: none"> • “Country road” and “The Moon Represents My Heart” (Rochelle Welty, BeiDa) Notice: Song sheet, but students sing a capella. Purpose: w-v pronunciation practice “West Virginia. • “Fun, fun, fun” (Janice Hansen, BeiDa) Notice: CD player. Beach Boys song at fast pace. Purpose: Fluency, culture? • “Take me to your heart” and “Today” (Pauline Evans, QUST) Notice: CD played on classroom sound system. Students in carrels. • “Welcome (to our family time)” (Sue Giles, Nanjing Univ.) from Disney’s “Brother Bear” movie. • <p style="text-align: center;">Songs can be fun, addictive, but...</p> <p style="text-align: center;">WARNING</p> <p>Remember: Songs, at best, provide <u>only “rehearsed” practice</u> Songs (if used) must have an instructional purpose. Explain it. Don’t use them as a steady diet. (that may make you look unprofessional, unprepared)</p>	
5:25 - 5:27	<p>Games for language teaching GAMES for (rehearsed & extemporaneous) oral English practice Productive, enjoyable practice, if done right.</p> <p>Note: The value of play (but need to have a clear instructional purpose also—and explain it to students if appropriate) <u>Games must be an integrated part of an entire lesson</u>, not just a frivolous, unconnected activity that makes you appear unprepared or unprofessional.</p>	
5:27 - 5:32	<p>Beware of some games:</p> <ul style="list-style-type: none"> • Minimal language use required • Elimination (e.g., traditional “Simon Says” those who need practice the most get eliminated earliest) • Complicated, time-consuming set-up/take-down/scorekeeping • Elaborate materials (e.g., Monopoly?) • Overly childish (e.g., London Bridge) 	
5:32 -	<p>Live demos of games from <i>PHLT</i> (or try for demo lessons) “My shopping basket “ p. 158 “Sound chains” p. 158</p>	

5:35	<p>“Chain story” p. 163</p> <p><i>PHLT</i>, Chapt. 12 “Language learning games” (pp. 153-ff)</p> <p><u>Number & letter games</u> (bingo, secret messages, prices, etc.)</p> <p>Word games (word sets, word building, card scrabble, etc.)</p> <p>i.t.a. Sample demo: Anything to declare? (<i>PHLT</i> p. 158)</p> <p><u>Speaking games:</u> What’s my line, chain story.</p> <p>Recommended resource book: W. R. Lee. <i>Language teaching games and contests</i>. Classic!</p>	
5:35 - 5:50	<p>Video examples of games used by teachers in China</p> <p>China DVD: “Maturity: Adult-level activities”</p> <p>Game: “Just a minute” (Don Bird, Nankai Univ.) (<i>Already shown in earlier class</i>)</p> <p>What was the instructional purpose???: Get students talking in English, build their vocabulary and fluency (time limit)</p> <p>Game: “Concentration” (Ron Nielsen, Shanghai Jiao Tong). Show corresponding pages from <i>21st Century College English</i> textbook. Each team has a spokesperson. Match words and their definitions. Each match=1 point. Purpose: Review vocabulary from lesson</p> <p>Game: “Wad Ball” (Ruby Nielsen, Shanghai Jiao Tong) Three teams. T. gives definition. Ss say the word. If correct, then throw “ball” (wad of paper) in “basket” (box) on T’s desk. Purpose: Review vocabulary from lesson</p>	

5:50-	<p>Summary/Conclusion</p> <p>What is the most important thing(s) you have learned today?</p> <p>Everyone think</p> <p>A few individuals respond</p>	
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5:55:	<p>Next Time (Preview)</p> <ul style="list-style-type: none"> • Conducting effective, enjoyable conversation classes (TLYSK unit #32) • Classroom and learner management • Your lesson (plan and materials) presentations 	
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	Assignments Prepare your lesson plan and materials to share	
After class	Self-Evaluation	

Lesson Plan for Ling 377
Session No. 4
 Wednesday, **26 March 2008**

Topics	
<ul style="list-style-type: none"> • Lesson plan presentations • Follow up on direct language teaching, songs, and games • Conversation classes, Classroom & learner management 	
Objectives	
Course members will...	
<ul style="list-style-type: none"> • Try out their own lesson presentations and get feedback on them. • See video examples of BYU students teaching in Thailand (direct language teaching, games, and conversation class) • Listen to a presentation on key points for conducting effective, enjoyable conversation classes. 	
Materials/Equipment Needed	
Laptop computer	Sample conversation books (Carver, Penrod, Folse, Zelmar)
Laser pointer	DVD of Chiang Mai, Thailand: monks in conversation class, tongue twister (th), direct language teaching (past tense), and doing "Simon Says"
377 Binder	
Bell	
Water bottle	
Goodies	PPT pres. TLYSK #32 Conducting effective, enjoyable conversation classes
"I know an old lady" masters	
Copies of Oxford's strategy inventory	CTW DVD Songs
Paper copy of TLYSK #32 conversation	Digital camera

Teaching/Learning Activities

3:50-	Before class • Set up laptop, OHP, books, etc.	
4:00 - 4:10	Business <ul style="list-style-type: none"> • Mozambique program? • Distribute Oxford's strategy inventory (for April 9 class) • Discuss procedures for virtual class discussion • Decide on topic(s) for virtual class discussion 	
4:10 - 4:15	Introduction/Review What did we talk about last week? Last time we talked about <ol style="list-style-type: none"> 1. Direct language teaching 2. Content-based language teaching 3. Using songs for ELT 4. Using games for ELT Follow up today (before or after lesson presentations, depending on whether students need to start lesson presentations right away): Structure of class period: <ol style="list-style-type: none"> 1. Follow-up or Lesson plan presentations (or vice versa) 	

	2. Conversation classes 3. Class/learner management	
4:15 - 4:16	Presentation of lessons “Today you get your first chance to put into practice what we’ve been talking about the past few weeks: lesson planning, materials collection/creation, adjusting your speech to make it comprehensible, providing scaffolding to increase students’ comprehension and comfort, etc.” Can you do that?	
4:16 - 4:19	Grouping (check attendance and readiness): • Mozambique (N=8/2) A: 1. Kristen Aten, 2. Heidi Clark • Mozambique (N=8/2) B: 1. Jessica Gibb, 2. Brandon Lewis • Japan (N=4): 1. Casey Beres, Bryant Redford • Thailand (N=4): 1. Sam Turman, 2. Tempestt Turman • Cambodia (N=3): 1. Jadith Munoz (combine with Thailand?)	
4:19 - 4:23	Procedures: 10-15 minute presentations by students in small groups (Combination walk through and demonstration. From among those not teaching today, 1. Choose/designate timer person . (Keep everything on time: 10 minutes for presentation, 5 minutes for discussion) 2. Choose/designate discussion leader . (Conducts session and, after each presentation, asks following <u>questions</u> : OHT: <u>Questions to discuss</u> in groups after each lesson 1. What was good about this lesson? (topic, procedures, materials, level, etc.) 2. How could it be improved? 3. For what types of learners (age, proficiency level, etc.) would this lesson be best? 4. How might this lesson need to be adapted to be most effective in Thailand, Mozambique, Cambodia, Japan?	
4:23 - 4:55	Lesson presentations by students In different corners of B062 JFSB If necessary, one group go upstairs to 4068 JFSB LH and TW circulate among groups to observe, guide discussion, take notes, take photographs	
5:00 - 5:15	Follow up from last time Direct language teaching: Show DVD of monks in Thailand (Chapter 5 “10:54 am: 14:48-16:35: Jenae teaching about past tense verbs)	DVD Thai monks, chapt 5 DVD Thai monks, chapt 6

	<p>Songs: Distribute copies of “I know an old lady” masters</p> <p>Games: Show DVD of Alan teaching monks in Thailand doing “Simon Says (Chapter 6 “11:14 am,” start: 16:39, stop at 19:30, goes on until 33:00!)”</p>	
5:15 - 5:25	<p>Conversation classes (and classroom management) TLYSK unit #32 Conducting effective and enjoyable conversation classes (available on Ling 377 Blackboard site)</p> <p>Pass around sample conversation textbooks</p> <p>Ppt presentation of five main points from TLYSK #32</p> <ul style="list-style-type: none"> • Selecting the right conversation topics (reflection question re culturally sensitive topics) • Establishing a supportive classroom atmosphere • Keeping everyone speaking English • Managing the class properly <ul style="list-style-type: none"> ○ Avoiding teacher domination ○ Avoiding student domination • Correcting students' mistakes in a non-intrusive and non-intimidating way (reflection question) <p>Discuss responses to reflection questions during or after presentation</p>	<p>Sample conversation textbooks</p> <p>PPt “TLYSK #32”</p> <p>Paper copy of TLYSK #32</p>
5:25 - 5:45	<p>Video of conversation class Buddhist monks in Chiang Mai, Thailand, Wat Suandok Chapter 3 “10:47 am” @ 10:20-14:07 N=8-10 <i>10:20 Teacher questions</i> (Notice hierarchy of question types and student responses):</p> <ul style="list-style-type: none"> • Where are you from? (simple, one-word answer) • Why are you always smiling? (more difficult) • Tell me about this English class? (very open ended) • What have you learned? • Do you think I am beautiful? <p>Notice: Simplified teacher talk to produce comprehensible input</p> <p>Notice: Varying levels of student proficiency in English (one talks at length, fluently, another has “nothing to say” except “my English is better than before.” Another says, “We are really sorry because you are leaving.”</p> <p><i>12:55 Tongue twister for pronunciation practice</i> “Thirty three thousand thriving thugs think that they bathe with baths” Students say, “We can now speak English.” “Before, we don’t really know how to pronounce th.”</p>	

	<p>More teacher questions: How much sleep did you get last night?"</p> <p>Chapter 4 "10:53 am) @14:07. Students try to say tongue twister "Thirty three thousand..." word by word. "Very good!"</p> <p>@14:47 End</p>	
5:45	<p>Finish PowerPoint presentation (Where to go to learn more?)</p> <p>Discuss sample textbooks. Collect them at end)</p> <p>Discuss additional concerns about classroom management (i.t.a.)</p>	
5:50-	<p>Summary/Conclusion</p> <p>What did you learn today?</p> <p>What do you still want to learn about? (feel unprepared for? We have one more class session)</p>	
5:55:	<p>Next Time (Preview)</p> <ul style="list-style-type: none"> • Virtual class session (via Blackboard) next Wednesday • Meet here again in two weeks (April 9) for more lesson presentations and language learning strategies 	
	<p>Homework</p> <p>Do Oxford's language learning strategy inventory (good for yourself, and good for your future students)</p>	
After class	<p>Self-Evaluation</p>	

<p>Date: Mon Mar 31 2008 08:09 Author: Thailand D Subject: My 3 characteristics In Thailand I believe being an english teacher is much different from teaching within the United States. In Thailand there are different characteristics that are important to success. Compassion is a characteristic that will help the teacher help the students succeed. Another important characteristic that goes along with compassion is patience. The teachers need to be patient to help the students succeed. The students can tell when there teacher is frustrated and will only add negative feelings to the classroom. The classroom should be a place where the children should be able to feel comfortable. The last characteristic that I believe is essential to being a good english teacher in Thailand is being structured but flexible at the same time. This characteristic is two opposing characteristics that make up one and can be very hard to achieve but will benefit the students and the teacher.</p> <p>Date: Mon Mar 31 2008 22:56 Author: Mozambique A Subject: My three Charecteristics for Mozambique</p> <p>I think that the three most important charecteristics that someone could have while teaching in Mozambique are an ability to adapt, innovation, and a good sense of humor.</p> <p>I think that an ability to adapt is needed because we might not have all the materials we planned our lessons with here in the US when we get to Mozambique and we might need to improvise and that is also where the innovation enters into the equation. I think the ideas given by Dr. Hendricksen about using scrap paper to teach was innovative approach to a lack of resources, and that kind of innovation will be a needed skill while in Mozambique. I also think that a good sense of humor would be good to have not only in Mozambique but in any one of the countries where our classmates will be teaching. Humor relives tension and nervousness in the classroom and it can bridge cultural gaps like nothing else, we all need to remember to make this experince fun for both us and the students, and one of the best ways to do that is through a good sense of humor.</p> <p>There are my three charecteristics for teaching in Mozambique, they might not be anything too earth-shattering, but I think they will make things a lot easier on both the teachers and students if they are put to use.</p> <p>Date: Mon Apr 07 2008 12:37 Author: Mozambique F Subject: Re: My three Charecteristics for Mozambique The ability to adapt will be crucial in Mozambique because we have no idea what we will find when we get there.</p> <p>Date: Tue Apr 01 2008 13:52 Author: Mozambique H Subject: Three Characteristics I think the three characteristics that are the most important in order to teach English are patience, creativity, and commitment. You need to have patience with the students, especially when they won't be able to leave the school and practice what they learn in an everyday setting. It may take them</p>	
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longer than desired to really grasp the new concepts and vocabulary. Creativity is important in order to present English in such a way as to keep the student's attention and keep them excited to learn. And finally, commitment helps you become an active part of the student's learning process, and helps them learn more effectively. Nothing helps a student learn like a teacher who cares.

Date: Wed Apr 02 2008 14:48

Author: [no internship]

Subject: Re: My 3 for Japan

I think patience is an excellent characteristic for all EFL teacher to lean quickly.

Date: Wed Apr 02 2008 09:26

Author: Thailand C

Subject: Three characteristics of a good teacher

I feel that three characteristics of a good teacher should be boldness, resourcefulness, and cleverness.

A teacher needs to be bold. If a teacher is bashful or shy they will not be able to teach a class full of children. I know for me it may be hard but I feel it is necessary to be able to dive in and not be afraid to look foolish. I feel it is important to be bold in order to teach.

Second characteristic I feel is essential is being resourceful. I think rarely classes, especially those in Thailand, will go exactly according to your plan. I think it is essential to be able to be resourceful in changing your plans on the fly and being able to improvise.

Third characteristic I feel is vital to teaching is being clever. This fits together well with number two as you may need to bake up some new lesson off the cuff. Also you have to be clever on how to maintain control of your classroom. Also I feel you have to be clever in correcting students without making them feel stupid or make them later scared to comment in class.

Date: Wed Apr 02 2008 16:25

Author: Japan B

Subject: Re: Three characteristics of a good teacher

I think that being bold is a good point because if you act unsure of what you are teaching they won't really believe that you are teaching them something worth while.

Date: Wed Apr 02 2008 12:04

Author: Thailand A

Subject: My 3 for Thai

I think the three most important qualities for a teacher to possess are flexibility, enthusiasm, and to be able to set an encouraging, comfortable atmosphere. Flexibility is a key characteristic that has been repeated by those familiar with the Thai culture. It will be essential to be patient and plan for alternatives in lesson teaching. I am much more willing to learn from an enthusiastic teacher. Having that kind of energy will be very helpful in getting students excited to come to class. I also believe the learning environment is very important. A teacher who can set up learning English with encouragement and make sure the students are comfortable, will have a much more rewarding experience.

Date: Wed Apr 02 2008 13:35

Author: Mozambique F

<p>Subject: mozambique I think the most important characteristics are: Enthusiasm, Confidence, and Humor.</p> <p>If the teacher is not enthusiastic about the subject, how are the students going to be able to get excited about it. If the teacher thinks the class is great, chances are so will the students.</p> <p>A teacher needs to be confident in his/her abilities to teach. Without confidence, the class may get out of control and nothing will be taught. The teacher needs to be able to take control of the discussions.</p> <p>If the students enjoy the class, they will want to keep coming back. In my personal experience, I have had some really hard teachers that were also hilarious. Even though the work load was a lot and the subject hard to understand, I still enjoyed going to the classes.</p> <p>Date: Thu Apr 03 2008 14:25 Author: Mozambique H Subject: Re: mozambique Humor is a good point. I can think back to some of my teachers who knew how to make the atmosphere light through humor, and they knew how to connect well with the students. It makes learning easy</p> <p>Date: Wed Apr 02 2008 13:50 Author: Cambodia B Subject: 3 Important Qualities for Teaching English in Cambodia These are the 3 qualities that I think are most important. 1. A teacher must be able to want to be there! I believe that students know when a teacher cares about their well being, so they will more likely be motivated if they have a teacher with this quality.</p> <p>2. Clear and organized structure in a teacher is also very important. I think that the teacher needs to be clear in their teaching so that the students are able to understand them. I also believe that things go more smoothly when lessons are organized, and it might also be a good idea to have a backup plan for each lesson.</p> <p>3. Patience and persistence. Teachers should realize that these are students that want to learn English, but will not learn everything in just an hour each day. Teachers need to have patience and persistence.</p> <p>Date: Wed Apr 02 2008 22:54 Author: Cambodia A Subject: Re: 3 Important Qualities for Teaching English in Cambodia YES! Patience and persistence, I think that is very wise Cambodia B.</p> <p>Date: Wed Apr 02 2008 14:30 Author: Mozambique G Subject: 3 most important qualities in teaching 1. Passion! Passion to teach. Passion for the material. Passion for the education of the students. When there is passion, there is excitement, and when there is excitement in learning, amazing things happen.</p>	
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<p>2. Flexibility. Flexibility in teaching styles and content is an indication of the teacher's confidence, skill, and love for what is being taught. No one learns in the same way.</p> <p>3. Knowledge. It is almost impossible to implant in someone else, something that you do not personally possess.</p> <p>Date: Wed Apr 02 2008 14:47 Author: [no internship] Subject: The most important 3 things to me. I think that in order to teach English well in Japanese are:</p> <p>1) Learn their culture. It would do you a great service to understand at least the basics of how Japanese culture works in comparison to your own culture. There are many differences such as honorifics and respect rules that you should take into consideration when you are dealing with your students, as they will be looking up to you as a teacher first and not a friend at first.</p> <p>2) Be familiar with the basic linguistic aspects of Japanese and how it differs from English The phonological, syntactic and morphological elements are similar to English in some ways but very different in others. Learn their language so that you can see where they are making mistakes. Learn their phonetics so that you can properly fill in the gaps for those sounds that are not in their phonetic inventory.</p> <p>3) Age of your learners. I think age would play a great deal in how you do as a teacher in Japan. I think that older people would give you more respect and look up to you more as they are trying to learn than children. You must also be mindful of your respect of older students and their age rank in their society such as not making them lose face in your classroom.</p> <p>Date: Wed Apr 02 2008 14:59 Author: Cambodia A Subject: 3 Characteristics I think the 3 most important things a TESOL teacher should do are:</p> <p>1)Have knowledge and respect for the traditions of the students they are teaching. Knowing that pointing is rude, or addressing people in a certain way is inappropriate, etc... will create a mutual respect between student and teachers which is most crucial in my opinion.</p> <p>2)Come to class prepared with a plan, but be willing to switch things up based on feedback and class participation. I don't want to walk into class feeling unprepared and unorganized, but I also know the importance of being flexible and accommodating the class for the most success.</p> <p>3)Continue to have a positive attitude and engage the students. Boring teachers who teach the material but don't make it interesting are not going to be effective...</p>	
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<p>Date: Wed Apr 02 2008 17:57 Author: Cambodia B Subject: Re: 3 Characteristics i concur!</p> <p>Date: Fri Apr 04 2008 07:33 Author: Thailand D Subject: Re: 3 Characteristics I really like the point she made about having knowlegde and respecting others traditions. I think that this point is very important and often can be underestimated.</p> <p>Date: Tue Apr 08 2008 19:44 Author: Cambodia C Subject: Re: 3 Characteristics I agree that knowing the background and culture of the students is important. Mutual respect is key. Having a positive attitude is something I also mentioned in my 3 important characteristics. Boring teachers are not cool but Cambodia A is cool because she will be a cool teacher!</p> <p>Date: Wed Apr 02 2008 15:07 Author: Sok, ChanNa <csok.25@gmail.com> Subject: My 3 characteristics 3 most important characteristics 1. Have good communication skills. Being able to communicate to students what is expected of them. Going into the program with basic TESOL skills. 2. Have a pleasant disposition. If the teacher is happy to teach then the students will be happy to learn. Be positive and set an example for the students. 3. Be a good leader in the classroom and come to class prepared, have contingency plans and know how to take charge as head of the class.</p> <p>Date: Wed Apr 02 2008 22:52 Author: Cambodia A Subject: Re: My 3 characteristics I like how you kept it clear and concise. Contingency plan, good idea. Cambodia C is the coolest.</p> <p>Date: Fri Apr 04 2008 07:46 Author: Thailand C Subject: Re: My 3 characteristics I agree with everyone's three characteristics. I think there is really no wrong answer. From reading these I have found that there are so many characteristics that are important. I do not know if it is possible to narrow it down to one or two key responses. I agree with Cambodia C that you must have the basic skills, cheerful disposition and being a good leader.</p> <p>Date: Wed Apr 02 2008 15:17 Author: [no internship] Subject: most important characteristics. I think that the three most important characteristics for a teacher to have are organization, preparedness, and experience. Organization is important because you can keep the class flowing well if you're not looking around for the items you brought. Preparedness is important because you won't</p>	
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stumble through lessons, and will help you keep organized. Likewise, being prepared helps you be organized. Experience is harder to come by than organization and preparedness, but the more you practice something the better you get at it. Experience will help you be organized and prepared. I think that having all three of these characteristics will help anyone be an awesome English teacher.

Date: Wed Apr 02 2008 15:21

Author: Mozambique B

Subject: My 3 Characteristics for Mozambique

The 3 characteristics I think are most important are:

1. Flexibility. It's important to have some lessons planned out and a basic outline of what to teach, but it's more important to be able to cater that to your particular students based on level and need.
2. Respect. When you show respect for someone as an intelligent human being, they will generally respond the same way. In order to be a successful teacher it's important to have respect both ways.
3. A sense of fun. I think its always important to feel comfortable and able to laugh. Especially in a place where students aren't going to have outside English influences, it's important that they want to come and learn and participate and have a desire or else they won't get much out of it.

Date: Wed Apr 02 2008 16:15

Author: Mozambique G

Subject: Re: My 3 Characteristics for Mozambique

Excellent ideas! I especially liked the idea of respect for every individual. It is so true that when we feel respected, we perform at a higher lever and push ourselves harder. I also believe that a combination of respect and fun creates an ideal environment to learn. Well done! :)

Date: Wed Apr 02 2008 15:37

Author: Mozambique D

Subject: Most Important Characteristics- Mozambique

The three most important characteristics of an English teacher in Mozambique...

1. Flexible. We never know what is going to be thrown at us. The age group or abilities may vary and we have to be prepared to handle that. We don't know what subjects we may be teaching or much about our situation. We need to be able to do whatever they need us to.
2. Resourceful- We need to be able to work with our surroundings. We aren't going to have a lot of resources so we need to be resourceful and flexible with the way that we teach our lessons.
2. Excited and friendly. If we can bring enthusiasm into the classroom and show the students that we care about them we will be much more effective. These will make all the difference in our teaching. Even if a lesson flops, if we are flexible, resourceful and excited it will be ok and we will be able to pull through.

Date: Wed Apr 02 2008 15:48

Author: Japan A

Subject: Three important characteristics of an ideal teacher in Japan.

In my opinion, three important characteristics of an ideal English teacher in Japan are a sense of humor, a humble character, and caring about the

	<p>students.</p> <p>1.) I feel a sense of humor is a needed characteristic because the students might be a little nervous to perform during the performing stages of the class, and might be afraid of failure or messing up. To alleviate this, the teacher can laugh with the students (not at them!) Having a sense of humor can make the class have more of a relaxed atmosphere, thus hopefully relaxing the students and the teachers and making them more comfortable to perform the dialogues and drills. Laughing with the students when they make a humorous mistake, and correcting them in a manner that is not uncomfortable to them can make them less fearful of making a mistake.</p> <p>2.) Having a humble character is important I think because as you will be a foreigner in their country and nobody like's an "ugly American", or rather, an arrogant American. Respecting the culture of the students and the country can make the students more comfortable with the teacher, and the teacher will receive more respect from the students I think. Of course the students will already be respectful as it is because of the Japanese culture and classroom behavior, but I think having a humble character will make things go more smooth. Also knowing something about the Japanese culture before you go will also impress the students I think.</p> <p>3.) Showing the students that you actually care about them and their success in the class is I think one of the most important traits a teacher can have, be it in Japan, or elsewhere in the world. I feel comfortable to learn more from a teacher who actually cares about his/her students, and shows that he/she cares. It can range from being sincere, to being willing to help the students as much as possible, even outside of class. If the students feel that you are there just to earn money or complete an internship requirement, and don't really care about teaching them, then I think they will be less motivated in class and will respect you less.</p> <p>Date: Wed Apr 02 2008 16:28 Author: Japan B Subject: Re: Three important characteristics of an ideal teacher in Japan. You made a good point about living in their culture and trying to act like them but not be on of them because if they are put off by you, they will most likely not listen to what you have to say.</p> <p>Date: Wed Apr 02 2008 16:59 Author: Thailand A Subject: Re: Three important characteristics of an ideal teacher in Japan. I think most of the students listed very similar characteristics, but I liked that you mentioned being humble. That is such a great quality to have, and it shows a great amount of respect for the people we are teaching. With that attitude, hopefully a trusting and amiable atmosphere can be achieved.</p> <p>Date: Wed Apr 02 2008 18:04 Author: Mozambique E Subject: Re: Three important characteristics of an ideal teacher in Japan. I agree with the previous two students that humility was a good way to characterize it. If the students feel put off by the attitude of the teacher they definitely won't want to try hard for them. We will have to be extra careful about seeming proud and condescending if there is already a preconcieved notion about Americans being rich and proud. Good job.</p>	
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	<p>Date: Wed Apr 02 2008 20:25 Author: Henrichsen, Lynn <lynn_henrichsen@byu.edu> Subject: Three ideas from Mozambique C</p> <p>Mozambique C had computer problems, so I'm posting her first response for her. Here it is:</p> <p>1. Be positive -I think a good teacher has to be positive and always have a smile and be friendly. You want to be the type of person that your students want to wake up in the morning and go to school just to hear what you have to say!</p> <p>2. Have a good sense of humor and know how to have fun! -learning should be fun! no one wants a boring teacher. I've learned the most when I've had engaging teachers that are funny and make history or chemistry fun!</p> <p>3. Know the subject material -Nothing is more frustrating that a teacher that has no idea what he/she is talking about. You have no desire to go to school because you think they are an idiot. Good teachers know the subject matter and know it well. They are your teacher because they teach you...and so they should know more than you.</p> <p>Date: Wed Apr 09 2008 10:21 Author: [no internship] Subject: Re: Three ideas from Mozambique C I agree that these are important characteristics for a teacher to have. The classes I enjoyed most were always ones where the teacher was positive, funny and knew their subjects really well.</p>	
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5:55-	Summary/Conclusion	
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5:59:	Next Time (Preview) •	
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After class	Self-Evaluation	
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Lesson Plan for Ling 377
Session No. 6
 Wednesday, 9 April 2008

<p>Topics</p> <ul style="list-style-type: none"> • Language learning strategies • Lesson plan presentations (round 2) • Follow-up on virtual class discussion (teacher characteristics, personality) • Communicative language teaching (ita) • Cross-cultural rules of teaching behavior (ita) • Follow-up on other topics (classroom management, materials creation)
<p>Objectives</p> <p>Course members will...</p> <ul style="list-style-type: none"> • Share their lesson plans and get feedback on them • Come to an understanding of important teacher characteristics • Become acquainted with the concepts of language learning styles, multiple intelligences, and strategies; know their own and how to adjust their teaching accordingly

<p>Materials/Equipment Needed</p> <p>Goodies Laptop computer Laser pointer 377 Binder Foam die Audio recorder Oxford's SILL Ppt. Strategies, intelligences, and styles (includes Ppt. Learning styles of East Asian students) HO: Mary Ann Christison's "Student-generated inventory for secondary level and young adult learners."</p>	<p>Book: Gardner, <i>Multiple Intelligences</i> Book: Christison. <i>Multiple Intelligences and Language Learning</i> HO: CTW packet p. 2.F.1 "Instructional Techniques and Activities" HO: Joy Reid's "Perceptual learning style preference survey" Book: H.D.Brown: <i>Strategies for Success</i> HO: Kagan's Classroom management procedures HO: Kagan's Win-Win Discipline preventative procedures HO: Nancy?'s creating your own materials handout from TESOL discussion group</p>
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Teaching/Learning Activities

3:50-	<p>Before class</p> <ul style="list-style-type: none"> • Set up laptop, OHP, books, etc. 	
4:00 - 4:10	<p>Business</p> <ul style="list-style-type: none"> • Country groups? (Mozambique visas?) • Final examination (Wednesday, April 23, 5:45-7:45 pm) interview with Travis • Grades (P=T for now, change to P later, after e-mails to Travis) • If you need to make up for lost class sessions, please see me. • Procedures for sharing lesson plans online. (send electronic copy to LH, he will post on Blackboard under "Course materials" and "Lesson plans shared in class") 	

4:10 -	<p>Follow-up on virtual class discussion (<i>start audio recorder</i>)</p> <p>Sam Turman summarized things very well: I agree with everyone's three characteristics. I think there is really no wrong answer. From reading these I have found that there are so many characteristics that are important. No "right" or "wrong" answers, but many important characteristics. Together, in practice, they constitute what is called a "teaching personality"</p>	Audio recorder
4:11 - 4:16	<p>Here is a summary listing of characteristics mentioned in your responses: (roughly in order of descending frequency)</p> <ul style="list-style-type: none"> • Humor, fun, attention grabbing • Flexibility, adaptability • Knowledge of subject matter (English) • Patience, persistence, commitment • Culturally adjusted, aware, respectful • Structured, clear, organized • Respect for students • Preparation • Enthusiastic • Friendliness, smiling, pleasant disposition, positive • Caring, compassion for students • Humility • Knowledge of students' native language • Boldness, confidence • Creativity, innovativeness, cleverness • Good communication skills • Earns students' trust, confidence • Commitment • Resourcefulness • Passion • Aware of students' age level 	
4:16 - 4:20	<p>Big question: Not "What is most important?" but "How do you measure up?" What are your strengths/weaknesses?</p> <p>What can you do to develop, improve your own teaching personality?</p> <p>Take a couple of minutes and write down your thoughts.</p>	
4:20 - 4:21	<p>Presentation of lessons</p> <p>"Today the rest of you get your first chance to put into practice what we've been talking about the past few weeks: lesson planning, materials collection/creation, adjusting your speech to make it comprehensible, providing scaffolding to increase students' comprehension and comfort, etc." Can you do that?</p>	

4:21 - 4:23	<p>Grouping (check attendance and readiness):</p> <ul style="list-style-type: none"> • Mozambique (N=8/2) A: 1. , 2. • Mozambique (N=8/2) B: 1. , 2. • Japan (N=4): 1. , • Thailand (N=4): 1. , 2. • Cambodia (N=3): 1.
4:23 - 4:25	<p>Review Procedures:</p> <p>10-15 minute presentations by students in small groups (Combination walk through and demonstration.</p> <p>From among those not teaching today,</p> <ol style="list-style-type: none"> 1. Choose/designate timer person. (Keep everything on time: 10 minutes for presentation, 5 minutes for discussion) 2. Choose/designate discussion leader. (Conducts session and, after each presentation, asks following <u>questions</u>: <p>OHT: <u>Questions to discuss</u> in groups after each lesson</p> <ol style="list-style-type: none"> 5. What was good about this lesson? (topic, procedures, materials, level, etc.) 6. How could it be improved? 7. For what types of learners (age, proficiency level, etc.) would this lesson be best? 8. How might this lesson need to be adapted to be most effective in Thailand, Mozambique, Cambodia, Japan?
4:25 - 5:00	<p>Lesson presentations by students</p> <p>In different corners of B062 JFSB</p> <p>If necessary, one group go upstairs to 4068 JFSB</p> <p>LH and TW circulate among groups to observe, guide discussion, take notes, take photographs</p>

5:00 - 5:05	<p>Language learning styles and strategies (and multiple intelligences)</p> <p><i>Start audio recorder again</i></p> <p>Intro: Use big foam die for intro (have Ss roll it and respond) e.g., “What do you already know about this topic?”</p>	Big foam die
5:05 - 5:10	<p>Presentation and learning activities</p> <p>Carol Rueckert’s “ESL lesson plan”</p> <p>Strategy instruction</p> <ol style="list-style-type: none"> 1. Explain to the students that they will be completing a questionnaire and that there are no correct answers. The results might help them to understand themselves better and might also help the teacher to help them learn more effectively. 2. Have students fill in the questionnaire. (DONE AS HOMEWORK) 3. Ss discuss their answers with partners (is there a difference between use of strategies in class and at home?) 	SILL

	<p>4. Feedback in large group- are there any other strategies that they use? What are the benefits/drawbacks of using each of the strategies?</p> <p>For more information about language learning strategies, check out the following two books:</p> <p>1. "Learning Strategies in Foreign and Second Language Classrooms" by Ernesto Macaro (2001). London: Continuum</p> <p>2. "Language Learning Strategies" by Rebecca L. Oxford (1990). Massachusetts: Heinle and Heinle.</p> <p>Good luck!</p> <p>Carol Rueckert Writer, ESL Lesson Plan E-mail: crueckert@eslemployment.com Blog: www.esl-lesson-plan.com</p>	
5:10 - 5:15	<p>PowerPoint Presentation-Strategies, intelligences, styles</p> <p>Strategy Inventory for Language Learning, © 1990, Rebecca Oxford</p> <p>Six parts</p> <p>A. Remembering more effectively. B. Using all your mental processes. C. Compensating for missing knowledge. D. Organising and evaluating your learning. E. Managing your emotions. F. Learning with others.</p> <p>Your averages?</p> <p>A. Remembering more effectively. B. Using all your mental processes. C. Compensating for missing knowledge. D. Organising and evaluating your learning. E. Managing your emotions. F. Learning with others. G. Overall (The overall average tells you how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use most for learning English.)</p> <p>Interpretation (questions, discussion)</p> <ul style="list-style-type: none"> • What do these scores say about YOU as a language LEARNER? • What do these scores imply about YOU as a language TEACHER? • What if there is a mismatch between your preferred styles/strategies and those of your students? 	PPT: Strategies, intelligences, styles
5:15 - 5:16	<p>Cardinal rule of teaching: Know your students.</p> <p>Subset of that rule: Know how your students learn best (and how best to teach them)</p> <p>Don't assume that they are like you. (Know yourself and how to</p>	

	depart from your preferences) Not just strategies, but also intelligences and styles	
5:17 - 5:25	<p>Multiple intelligences</p> <p><i>Continue PowerPoint</i></p> <p>Howard Gardner @ Harvard</p> <p>Go through the list of 8 intelligences very quickly: Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Interpersonal, Intrapersonal, Musical, Naturalist</p> <p>What are your intelligences/gifts?</p> <p>Do Mary Ann Christison's "Student-generated inventory for secondary level and young adult learners."</p> <p>How did you come out?</p> <p><i>What implications do your results have for your teaching?</i></p> <p>Show Christison's book on <i>Multiple Intelligences and Language Learning</i></p> <p>Discuss</p> <p>Don't just use teaching activities that reflect your favored intelligences</p> <p>See packet p. 2.F.1 "Instructional Techniques and Activities"</p> <p>Different activities to reach students with different intelligences</p>	<p>Christison's Student generated inventory</p> <p>Christiso's book on multiple intelligences and language learning</p> <p>HO: Instructional techniques and activities</p>
5:25 -	<p>Learning Styles</p> <p>NOT the same as intelligences. Rather, styles are learning preferences.</p> <p>Do Joy Reid's "Perceptual learning style preference survey" p. 2.G.1</p> <p>How do <i>you</i> prefer to learn?</p> <p>What are the implications for how you <i>teach</i>?</p> <p>Wise to vary your teaching style to reach learners with different styles and intelligences.</p>	
5:30 - 5:38	<p>Ppt. Preferred Learning Styles of (most) East Asian Students</p> <p>Discuss <i>TESOL Journal</i> article: "Bridging the gap between teaching and learning styles in East Asian contexts."</p> <p>OHT or PPT: Table 1. Typical learning styles of East Asian students</p> <p>Discuss each of these briefly: Show term and ask CMs to explain (to partner) what it is.</p> <ol style="list-style-type: none"> 1. Introverted 2. Closure-oriented 	

	<p>3. Analytic</p> <p>4. Visual</p> <p>5. Thinking-oriented and reflective</p> <p>6. Concrete-sequential</p> <p>Beware possible mismatches between the learning styles of your students and you, their teachers.</p> <p>Try to stretch your students' styles. Teach them to use different styles and strategies.</p>	
5:39 - 5:40	<p><i>Doug Brown book'</i>: Strategies for Success</p> <p>Strategies used by good language learners</p> <p>“Discovering your learning styles, Learning to take risks, Using individual learning strategies, Learning a second culture, etc.</p>	
i.t.a.	<p>Example of a learning strategy that works for some people</p> <p>Learning a sequence of 10 numbers</p> <p>8-[zero]0--1-4--2-2--2-9--3-8</p> <p>How to remember? Rote? Repetition?</p> <ol style="list-style-type: none"> 1. Recognize it as a phone number 2. Already know some information (801: Utah) (422: prefix for BYU, or 4=2+2) 3. Only four numbers left. Notice that first two digits and last two digits each add up to eleven. The second pair is in a logical (reducing/increasing) series. The next pair would be 4-7, then 5-6, etc. 	
5:40 - 5:43	<p>A final thought</p> <ul style="list-style-type: none"> • Moroni 10:8-17 (Who knows this scripture? Moroni 10:4?) <p>“Gifts of God” “They are many...and they come from the same God...unto men, to profit them.”</p> <p>“Teach the word of wisdom.” “Teach the word of knowledge.”</p> <p>“Exceedingly great faith.” “Gifts of healing.”</p> <p>A final thought</p> <p>“All kinds of tongues.” “The interpretation of languages and of divers kinds of tongues.”</p> <p>“And all these gifts come by the Spirit of Christ: and they come unto every man severally, according as he will.”</p>	
5:43 -	<p>My own personal experiences and testimony, after studying nine different languages.</p> <p>Suggestion: <u>Enlighten your students about their strategy options.</u></p> <p>Teach your students to use some new strategies:</p>	

	<p>Not just rote memorization and repetition. (story: girl sitting under tree speaking to herself, Dalian students standing like individual posts practicing speaking)</p> <p>Comparison: Basketball player with only one kind of shot. Coach's advice: Develop new shots.</p> <p><u>Use (and teach your students to use) as many strategies as possible (appropriately).</u> Having "a gift" for language learning may often mean the ability/willingness to use appropriate, helpful strategies.</p> <p>Try some as you study Chinese.</p>	
5:45 - 5:49	<p>Follow-up items/Contingency plans</p> <p>Communicative language teaching (MMC scale, back to back drawing)</p> <p>Cross-cultural rules of behavior (country-specific sessions, go with the flow, danger of gestures (beckoning with finger), humor?)</p> <p>Classroom management (Kagan sheets)</p> <p>Creating your own materials (Nancy ?? HO from TESOL)</p>	
5:49 - 5:50	<p>Summary/Conclusion</p> <p>Thanks for taking this course! I hope it was helpful to you.</p> <p>Please do online course evaluation even if you won't know the value of our class activities until after you are in country a while. (Travis will be contacting you about that.)</p> <p>Have a great teaching experience! You don't yet know everything you need to know about ELT, but you've got a good start!</p> <p>I'll be coming to see you in late May or early June!</p> <p>Be prepared to shine! REMEMBER: YOU CAN DO IT!</p>	
	<p>Next Time (Preview)</p> <ul style="list-style-type: none"> Final examination 	
After class	<p>Self-Evaluation</p>	

Appendix C Pre-Course Interview Transcripts

The interview transcripts have been edited to remove the public identity of the participants (the interns). Also, filler words (um, uh, so, like, etc.) have been removed to make the style of the transcript more consistent with academic writing. Each new paragraph within a transcript indicates a change in speaker. Generally, the evaluator limited himself to only the interview questions (listed directly below) except when clarification or other responses were requested.

1. Tell me about yourself (personal background, studies, interests, etc.).
2. What language(s) have you studied, how, and for how long?
3. What experience do you have teaching subjects other than languages?
4. What experience do you have teaching languages other than English?
5. What experience do you have teaching English as a second/foreign language?
6. What training do you have for teaching?
7. How confident are you about teaching English?
8. What do you expect to learn from this course?
9. What concerns do you have in anticipation of this experience?

Mozambique A

Tell me about yourself – your personal background, your studies, your interests, just kind of short introduction stuff.

I am from Fairfield, CA. This is my 4th year at BYU; I'm a senior. I'm double majoring in Portuguese and History. Let's see, my background experience. I started studying Portuguese here at BYU. I'm going to Mozambique for the internship. And then I went to study abroad in Brazil, Summer of 2006. And I was also an intern for the Church Welfare Department, Employment Services, in Fall semester of 2006, down in Curitiba, Brazil. And I taught the whole time I was there. I was teaching classes every week with people, 15 people all the way up to 45 people, depending on how many people came in that week. I also helped with teaching English – intermediate English, and then also basic, not because I have any previous teaching experience, but just because I was a native speaker there, and they threw me in the class to help them with conversations, pronunciation, etc. So I have a little bit of experience teaching English, and a little bit of experience teaching in general, but other than that, that's it.

What languages have – I mean, you've already kind of answered this, but – what languages have you studied, how have you studied them, and for how long?

I, in high school, studied Spanish, all through high school. I was lucky enough to have a native speaker for Spanish. She was from Peru. So that gave me a huge basis. A lot of the time we learned with a text book, so that kind of wasn't always the best, because we were learning very random vocabulary that we would never really use. And then also, Portuguese was a little bit different 'cause I took classes here. So, it was the same thing again with a textbook, going to class, learning vocabulary, verb conjugations and everything. But I also lived at Foreign Language Housing, which was good 'cause it helped me with my conversational skills and also household vocabulary, cooking

vocabulary, vocabulary for getting ready, things like that, that you don't necessarily learn in a regular classroom setting.

So other than your abroad experiences using Portuguese, and the Foreign Language Housing, and the classroom, have you done anything else outside of classroom-type of learning, with Portuguese or with Spanish?

Other than just traveling, not really. That's about it.

What experience do you have teaching subjects other than languages?

Just Sunday School. I don't know if that counts. I've been a Relief Society teacher, so that's a pretty big group, I mean 60 or 70 women. And then also, I've taught Gospel Doctrine, which was a smaller group – probably about 15 or 20 people. So, that's about it.

What experience do you have teaching languages, other than English? And that could include even tutoring, any kind of teaching.

Yeah, I've tutored a couple people with Portuguese, helping them just a little bit with their homework and stuff. But, that's about it. I haven't ever officially done anything.

And then, what experience – you kind of mentioned this at the beginning – but what experience do you have teaching English as a second/foreign language?

Just for those four months while I was in Brazil. I was helping with that. And then there was also two ladies who weren't in the class, but they worked with me in the office. And I was helping them with, 'cause they would receive the calls coming in from Salt Lake, and they didn't know how to direct them 'cause people would call in English, obviously. So, I was helping them just get phone conversational skills, phone vocabulary, building that stuff up, so we did a word-of-the-day kind of thing for them, or a phrase-of-the-day. And, that was about it. And then, helping people that have moved here, friends, or whatever, with their English homework or their conversational skills. Whether they're from Brazil or Mexico or El Salvador, whatever. If they need help, usually, I can help them out somewhat, but anyway that's not such a formal teaching setting.

What training do you have for teaching? And again, this could, since you mentioned Church callings before, that could include Teacher Improvement in Church, any kind of training.

Yeah, Teacher Improvement, that's pretty much, what I've gotten. Before I left on my internship, I had to go through the class that I would be teaching, the Employment Workshop, while I was here. And then I also had to go up to Church headquarters in Salt Lake for a week. And, it was pretty much, I guess, the equivalent of being in the MTC for us, 'cause we were there from 8 in the morning until 6 pm, with a little break for lunch, just learning teaching techniques – how to deal with different classroom problems that might arise, and then I was shipped off. So, very slim to none on the actual, formal instruction on how to teach.

How confident are you about teaching English?

Despite the fact that I don't have a lot of training, I would say that I'm somewhat confident, just because I do have that really deep understanding of Portuguese. And I've also helped a lot of people that have come from Brazil, just like personal friends and stuff, see the differences between Portuguese and English. I feel like I'm fairly certain on being able to help them with those pronunciation skills and everything, after studying

Portuguese phonetics and understanding my own native language. I feel like I might be able to bridge a lot of those gaps for people. I am, though, a little bit uncertain on evaluating students, seeing how they're doing, giving appropriate feedback, and also making sure that they feel comfortable. Since I am a native speaker coming in to teach them my native language, they might feel a little intimidated by that. And, I want to make sure that that's not the case.

What do you expect to learn from this course?

Ideas of how to help people integrate vocabulary that would be relevant to their everyday life that they can actually use. I would hate to be there for 6 weeks teaching them things that they wouldn't ever be able to use. Also, like I said, evaluating students and giving positive feedback in a way that isn't going to distance the student from the learning process, or anything, make it a negative experience for them. I want it to be fun and positive, and help them learn at the same time.

What concerns do you have in anticipation of this experience?

Cultural differences. I'm pretty open to different cultures, but I don't know. It's definitely going to be different. This is my first time ever going to Africa. I've traveled a lot, but I mean, this is going to be totally new for me, so that's my biggest concern. Another concern would be making sure that I'm being an effective teacher. I would hate to get over there and not really give valuable resources to the people that I'm going to be teaching.

Mozambique B

Tell me a little bit about yourself, personal background, short introduction, what you're studying, where you're from, and where you're going on this experience.

I'm from Alpine, UT. My dad is from Portugal, so I grew up speaking Portuguese, and, so I'm going to Mozambique. Um, what else?

What are you studying?

Oh, sociology, planning on studying sociology. I'm not in the program yet, but that's what I'm planning on.

You've already hinted at this, but what language or languages have you studied? How have you studied them? And for how long?

I grew up speaking Portuguese. I've never really, I've taken one class for it, but I never really learned to read or write in it – just learned speaking it at home, and I never really learned the formal, just kind of kids' Portuguese you know, so I did take that class last semester, and then I've taken French just in high school.

How about, first with the Portuguese, what was your home set up? Was it something like you just spoke Portuguese growing up and then you learned English when you went to school? Or do you know, or was it a kind of thing where you spoke English during the day and Portuguese during the evening?

Actually, I'm not sure. It was kind of both at the same time. I know I've always been able to speak both. I'm sort of watching my little sister; she's only 2 so she's kind of going through the same thing. And she speaks English and Portuguese both, just as well one as the other. I think just because of church and other associations, I think for the most part I spoke a lot of Portuguese at home when I was little, but just through other associations, I picked up English at the same time.

And then you said French in High School? Did you do anything with that other than the high school classroom?

No.

What experience do you have teaching subjects other than English? Other than languages?

Actually, I don't have very much experience, at least not in a formal setting. I guess you're always teaching people in some form or another, but as far as actually coming up with a lesson plan I've not really done that.

What experience do you have teaching language other than English?

I guess just with my siblings. Helping teach Portuguese and then I guess sometimes people asking you know, how do you say stuff, but I guess I have never really come up with a way to teach stuff and then learning how. I guess sort of secondhand by learning French, at the same time.

What experience do you have teaching English as a second or foreign language?

My grandparents don't speak very much English. So we sort of help them whenever they're around. They live just up in Salt Lake, so we see them a lot. And then cousins who've come over from Portugal. They haven't spoken very much, so just once again, very informal, but sort of helping people catch on though, learning new things and saying that's what this is called.

What training do you have for teaching?

Not much. I don't think really any formal training.

How confident are you about teaching English?

I'm fairly confident. I don't, from what I've heard. I've heard that pretty much from being raised in a first world country is a lot of preparation that you realize for something like this that I'm doing. I don't think I could go into a high school class and teach English or something like that, but for what we're doing, I feel pretty confident that I'll be able to do what I need to.

What do you expect to learn from this course?

The linguistics course?

Yeah, 377.

Hopefully how to set up some lesson plans and just what's the best way to go about teaching people who don't, I mean, you know, where do you start with teaching someone who has no background? So hopefully that'll be helpful, and then just also, I don't know how to be a teacher. I've never been in that position. From being student to a teacher.

What concerns do you have in anticipation of this experience?

I'm not sure. I guess it's more of just the cultural thing. It's a big difference going from here to Africa, to a third world country and the only white person, I guess, just kind of get used to it, but I think, I mean I hope I don't sound cocky saying this, but I think I'll be okay with what we're doing. I mean I'm going to learn on the way, but I don't feel too nervous about what we're going to be doing over there.

Japan A

Tell me a little bit about yourself, you know, short introduction, personal background, what you're studying, where you're going on your experience.

I'm from California. 23, doing Asian Studies major, emphasis in Japanese and, TESOL minor and probably Japanese minor as well. And I would like to sometime get my Bachelor's work or my Masters in TESOL and get a job teaching English as a Japanese professor at an actual college in Japan.

What languages have you studied, how have you studied them, and for how long?

I did a year of Spanish in high school, which was pretty much a joke. And then I did a year at Snow College, about maybe three years ago or something like that. Then I got interested in Japanese, and I started taking that here, Fall of 2006, and I've reached up to the 202 level. What else did you want me to?

Snow College was still Spanish?

Snow College was Spanish, and then when once I came here in 2006, I started Japanese and dropped the Spanish.

What experience do you have teaching subjects other than languages?

At Snow College for about 5 or 10 minutes I taught a little snippet on Jamaican music in one of my music classes, very brief history of Jamaican music, very, very brief. Anyway, and then in addition to that, my calling here in church is Extractions. Are you familiar with that at all?

Family name extractions?

Yeah. And so I've had to train a bunch of people in my ward, and as part of that I had them all get together in one group and just kind of taught them that way.

What experience do you have teaching languages other than English?

Other than English? Other than teaching English? Besides helping my friend with Japanese, not too much.

Was that kind of like personal tutoring, just little snippets, like helping friends.

Of Japanese? The guy before me [another intern], not the girl, but the guy before me, he's in the same class, so we sometimes get together if he's not understanding something. I help get him up to speed or vice versa.

What experience do you have teaching English as a second or foreign language?

Since I came here to BYU and since I got started with Japanese, I've been involved in the Study Buddy program. So, I've pretty much done that every single semester I've been studying Japanese. Also this semester, one of my Japanese friends, who's a linguistics major and TESOL minor as well, as part of his TESOL internship, he's been teaching English to Japanese people who have been studying at the ELC or elsewhere in Utah, and he's kind of pulled me in to help with that from the native's perspective. I've actually been doing a lot of the teaching myself. A lot of it has been kind of more tutoring. But there have been teaching moments as well.

What training do you have for teaching?

Teaching English or teaching...

In general.

Last semester I did Japanese 377 as part of the internship. We had to take that. So that taught us how to teach Japanese, but we did it as from an English standpoint. Everybody else was doing it from the Japanese standpoint, so we kind of got the best of both worlds. So we got from the English standpoint and the Japanese standpoint. How to teach both. Besides that, I'm English 377, doing ELANG 223, so like I said they don't teach you how to teach English, but they teach you about English. Other than that...did you take Japanese 377?

I didn't.

As part of that we had to do a five minute teaching episode and a ten minute teaching episode and as part of that class we had to do a lot of things we are going to do in here, you know designing lesson plans, and materials and what not, so it's very similar. But from a little different standpoint.

How confident are you about teaching English?

Well, I suffer from anxiety disorder among other things, but we won't get into that. They're tied into each other. Because of that, I get a little more nervous that the average person in front of people and just in general communicating with people in general. Over the years I've been trying to overcome that, but with that said, I still, I'm still worried about it. Now, it's probably unnecessary worrying, but I can do it. I think it'll be ok. Like I said it's just unnecessary worrying, but because of that, I'd like to be as prepared as possible.

What do you expect to learn from this course?

From this course...well, one, confidence. Um, especially, also, lesson planning, maybe. I have trouble thinking up activities. That's something--I'm creative, but not creative in that field, so that's something I'd like to work on as well, getting some idea of activities I could do, of course. Are you familiar at all how they teach the lower levels of Japanese at all?

No.

We'll be teaching English in Japan with Professor Watabe the same way they teach [Japanese] 101 through 202 here. It's a little bit different than your average EFL and ESL whatever they're called, a little bit different from that, so for now, confidence, lesson planning, and coming up with some good ideas for activities during the class that we could do as part of those lesson plans, which I think can all kind of relate with each other.

What concerns do you have in anticipation of this experience?

Well, we still haven't got all the details worked out between Professor Watabe and I of exactly who I'll be teaching and where I'll be teaching, so that's a little worrisome. I still don't know my audience yet. And I might not know for a little longer. Mainly just doing the best I can.

Mozambique C

Tell me about yourself. Short introduction. Personal background, what you're studying and then also where you're going.

I'm Brazilian from Belo Horizonte, Brazil. I'm from Phoenix, AZ, so I'm American, too. I'm studying Portuguese here at BYU, and a business minor. I'm interested in traveling. And, whatever I want to do in the future, I would love to work somehow being paid to do service. Like, being paid to work, you know, all around the world with the church distributing humanitarian services, something like that, even teaching, like teaching or to schools. I just really want to serve, and it would be great to be paid to do that. But for right now, I'm going to do my dream which is going to Mozambique, that's the program that I'm in, and I'm hoping to teach English or French or Spanish there. That's me.

You've already kind of hinted at this, but what languages have you studied? How have you studied, and for how long?

How, as in?

As in, was it just sitting in the classroom, or was it anything beyond the classroom?

Oh, well, I know English and Portuguese like completely fluent. Like at a college level.

And that situation, where did you grow up?

Both in Brazil and here. I learned Portuguese first, and I started learning English when I was five, which helped because I don't have an accent either. And then I started learning French in high school, and I went to France, the summer after high school, but it's been three years since, so I've lost a lot of my French. That's why I am retaking French classes right now. So now my French is better. I studied Spanish, and I know Spanish pretty fluently now. Well, just taking it in classes, and I have a lot of friends that are either [returned missionaries from Spanish-speaking missions] or are from Spain or Mexico, and that's how I practice my Spanish.

And also with your English and Portuguese, obviously, up until five your home was just Portuguese?

Right.

So after that were you in an immersion program at school or did you start using both English and Portuguese at home? What was the situation there?

We started, well, my dad started bringing in English a little bit in my home around four. He would be like "table." He would say it in English and he would say it right after in Portuguese. Like introducing vocabulary in English, and also the TV was in English, so I would sit down, and all the Disney movies were in English. I would watch them in English, so I think I understood everything. I just wasn't talking in English, 'cause I watched TV, "I Love Lucy." All those programs and that helped my English a lot, but in school, people would ask me questions in English, and I would respond to them in Portuguese, and they would look at me as if I was stupid, and I would look at them like they were stupid. Like, "You didn't understand me?" Like, "What's your problem?"

This is school in Brazil? Or school in the States?

This is school here, in Kindergarten. Even in church, Primary and stuff was hard. But, slowly I think my brain kind of realized, if they ask in English, respond in English. If they ask in Portuguese, respond in Portuguese. And that's how I differentiated the two, and slowly English caught up with Portuguese because I was immersed so much into it. The school – everything, my friends, everything was English, so English caught up.

And then living in the States, was your home environment still Portuguese?

Still Portuguese, yeah.

What experience do you have teaching subjects other than languages?

I have a lot of experience teaching, just because in high school I was a math tutor. So every day for an hour, we taught math, I tutored math. My school was specially for engineers and any type of science, where I didn't want to do any of that, but it was the closest school to my house, so that's why I went there. I got done through Calculus 3 by Junior year, so I just had all this math under my belt with nothing to do. I might as well get paid for it, so I became a tutor. My Senior year of high school, the algebra 1, 2 teacher, he had some problems, so he got kind of fired but not really. He needed to have

a female student in that room at all times. So, they kind of hired me to be a tutor, but they wanted me to teach the class as well, so I did that. That was fun.

What experience do you have teaching languages other than English?

Well, I don't have very much experience, except teaching my friends. They'll come to me for Spanish homework help or French homework help, so I'll get out my whiteboard. I have a big whiteboard in my room, and I'll teach them the verbs and stuff, so I just love teaching. So, I think it kind of comes natural to me. I really like it, and also, I remember trying to teach my grandma and family in Brazil English.

What experience do you have teaching specifically English as a second or foreign language?

Just to my friends and family in Brazil.

What training do you have for teaching?

Just my passion for it really. I've never taken a class or anything. I think what helps a lot is that I've taken a lot of language classes. I took French all throughout high school. I've taken French, Spanish, Portuguese here. I kind of know, since I've taken so many different languages and experienced a lot of different teachers that were so amazing. I kind of have a lot of different ideas in my head, like different games and things that you can do to make grammar and teaching kind of fun. 'Cause a lot of the time it can be run down if you have a bad teacher, so I just think, learning from example really, like having a good teacher I think that's like the best way to learn.

How confident are you about teaching English?

Well, actually, I'm pretty confident. I think if I was given the chance to do it, I think I would be really good. I think ever since I was little everyone always told me I would be a really good teacher. At first I didn't want to do it because of the wages, but I think I've matured and realized that money isn't everything.

What do you expect to learn from this course?

I would think more of the technical things of teaching like making lesson plans and organizing your amount of time, and ways to do that, cause I have a lot of ideas about what to do and how to do this because of the previous teachers I've had and experiences, but I've never been taught how to make a lesson plan or more of the mechanics like grading or things like that or even how to deal with discipline – college students my own age, what if they misbehave, what to do?

The last question is, what concerns do you have in anticipation of this experience?

Concerns? I don't really have any. The only concern that I have is that I won't get to do what I want to do. Which is fine. Life isn't fair. 'Cause I know there's a couple programs. You can either teach English, or teach something else, like history or something. And, I'm hoping foreign language. Or you can do AIDS prevention, and I don't really want to do AIDS prevention, but they kind of put you where they think you'd be best, so if I get there, maybe I'd be a little concerned because I'd be like, "Oh, I really wanted to teach." But, it's good. We're there for them, not for us.

Mozambique D

Please tell me a little about yourself, you know--personal background, what you're studying, and then also, where you're going this summer.

I'm from Washington state, Ellensburg. And I come from a family of seven kids. I'm the oldest of seven. My dad's a farmer, so I grew up on a farm there in Washington,

and then I went to BYU-Idaho, served a mission in Brazil, Curitiba, and then I came here to BYU. I'm studying Elementary Education, and I'm getting a minor in TESOL, and I'm going to Mozambique for my internship.

Your minor in TESOL. Is that the TESOL minor or the TESOL K-12 minor?
TESOL K-12.

What languages have you studied? How have you studied? And for how long?

I studied Spanish for about two years in high school, not a very in depth study. And then I studied Portuguese in the MTC, so that I could go and serve a mission, so basically, just in Brazil, and I took a class when I got back, just one class, so I studied just that much.

In high school, did you do anything beyond the classroom?

No.

What experience do you have teaching subjects other than languages?

I have taught, my minor being Elementary Education. I work in an Elementary school, Grandview Elementary, and I taught at their after school programs, so I taught last year, fifth grade. I taught summer school, and I'm teaching 2nd grade right now, and then during our practicum, I worked with a first grade class for a month, and I'm now working with a fourth grade classroom, so teaching the basic elementary education contact classes.

What experience do you have teaching languages other than English?

When I was serving my mission in Brazil, I taught English. Oh, other than English?

Yeah, other than English.

Well, I haven't had a lot of experience, basically.

And now, what experience do you have teaching English as a second or foreign language?

When I was in Brazil I taught English classes for about seven and a half months to a wide range of ages and skill levels, and other than that, basically, that's about it.

What training do you have for teaching, obviously, with your major?

My major and training as in specific course-like training? Basically, just my major and then any preparation I received in the MTC.

How confident are you about teaching English?

I feel confident about my ability to do it and the teaching part of it and being in a classroom, that part of it. The part that I don't feel so confident about is more the basic grammar, the knowledge of it, the content of it. And just how to teach that clearly in Portuguese, speaking Portuguese, so I don't know if we'd be speaking English or not.

What do you expect to learn from this course?

I expect to come out better prepared, learn more about how to teach English, how to teach it in a way that would be simple for the people to learn. And, I guess maybe to understand better, be better prepared to go over to a foreign country, and live in that environment.

What concerns do you have in anticipation of this experience?

Of going to Mozambique? Just that it's going to be something completely different, and I don't know if there's any way to prepare for that. I guess sometimes I'm kind of nervous about it being dangerous or the risks involved there. I think my biggest

concern is the cost of it. I'm trying to get money right now. We'll see if that happens. Basically, just that it's something foreign and something unfamiliar, but it's exciting, too.

Any concerns specifically to the teaching aspect?

Teaching? I guess my knowledge of the grammar and specific things of English, how to teach them.

Mozambique E

Tell me a little bit about yourself, personal background, what you're studying, and also where you're going to be going this summer.

I'm from Oregon. I grew up on a farm. I'm majoring in chemical engineering. I served my mission in Brazil, and I'm headed to Mozambique.

What language or languages have you studied? How have you studied? And for how long?

Portuguese. I've studied French actually, up through high school. Three years or so of French, just in high school though. And then Portuguese obviously in the MTC and I think what helped me the most get over the hump was read the Book of Mormon out loud, twice in the first two months of my mission, that helped a lot and then I'm studying Spanish right now in the same way, just reading the Book of Mormon out loud with someone who speaks, a native speaker who can help me with the accent, and things like that.

In high school with French, did you do anything beyond the classroom?

Not really.

What experience do you have teaching subjects other than English?

How so?

Obviously mission, you taught the gospel, so any other type of teaching? Even, church callings, just teaching something other than language.

Formal experience I don't have much. But I've, other than language, like you said, I was a missionary. I've been a teacher in church callings and stuff. I don't know, formal applications, not much. I don't know, besides one-on-one type teaching, mainly in a classroom or anything, not really besides language.

What experience do you have teaching languages other than English?

None, you know, except helping my sister with her Portuguese, but aside from that, no formal experience.

What experience do you have teaching English as a second language?

For about half of my mission once a week we would teach an English class to anywhere from five to forty-five people. And, so that was a good part, I could say for about a full year, so about fifty different times. I would teach a lesson like that to people who would show up from the community.

What training do you have for teaching?

None, other than my own education.

What do you expect to learn from this course?

To be able to teach the things that they most need to know, so that, you give them the tools, teach them the rules, and teach them the things that they really need to know to be able to learn English on their own if we weren't there, kind of just a jump start. I don't really know where to focus to help them to be able to do that. It's kind of a huge subject, in order to focus.

What concerns do you have in anticipation of this experience?

Worries? Not many. I got pretty comfortable with it teaching in Brazil – not too worried about teaching it in Mozambique. Usually the people who really want to learn, do. I don't have any particular difficulty with English obviously, so I wouldn't – I don't really have those concerns especially.

Thailand A

And tell me about yourself: personal background, what you're studying, also where you're going for this?

Well, I'm from Alaska, and I'm studying sociology, probably communications minor. And, I am going to Thailand for an internship.

What language or language or languages have you studied? How have you studied them? And for how long?

I took two years of French in high school, and then one year at college. Then I took one year of American Sign Language in college. And, now I'm studying Thai, once a week in class, but mostly on my own.

What experience do you have teaching subjects other than languages?

Basically, just Sunday school type things. I've taught 12 and 13 year-old Sunday school for a while.

What experience do you have teaching languages other than English?

None really.

What experience do you have teaching English as a second or foreign language?

None.

What training do you have for teaching?

Not any formal training.

How confident are you about teaching English?

Pretty confident. I really am looking forward to the TESOL classes, because I definitely know I need it. But, I'm pretty confident. I think that I can. I know there's a lot to it, but if I can get some basics down, I know that I can progress from there.

What do you expect to learn from this course?

A lot of it just like an intro level, because I know that you can keep going and going and there's a Master's program and it's very complex, but just get my feet wet, and build a base for something to kind of build on.

What concerns do you have in anticipation of this experience?

In the experience in Thailand? As far as what are my concerns? I think my concerns are that I don't know exactly what age group I'll be teaching, or how they want us to teach. If we'll be an actual teacher or a tutor. And the differences in culture as far as teaching English here and teaching English there. There'll be a big difference.

Do you know if you'll find out what age group, or who you'll be teaching?

We'll hopefully find out pretty soon, but hopefully, I'll be teaching children. We have the option of children or university students, depending on where we live.

Mozambique F

Tell me a little bit about yourself: personal background, what you're studying, also where you're going?

I'm 23. I'm majoring in economics and Portuguese at BYU. I'm going to Mozambique in the spring, to teach English and to take some Portuguese classes that will help fulfill my major. I'm from Long Creek, California. Served a mission in Brazil.

What languages have you studied? How have you studied? And for how long?

I took Spanish for three years in high school. And then I spoke Portuguese on my mission, so I learned Portuguese for nine weeks in the MTC, and then on my own after that.

Particularly with Spanish in high school, did you do anything beyond the classroom?

No.

What experience do you have teaching subjects other than languages?

I'm a swim coach, in summer; that's my summer job. So, I teach swimming to kids coming to the swim team at BYU, so it's an easy transition.

What experience do you have teaching languages other than English?

None.

What experience do you have teaching English as a second or foreign language?

On my mission we had English classes, like once every couple of weeks, with members who wanted to show up. Things we'd just do – things like ABCs – just the most basic things, because they had not a clue about anything.

Did you do that throughout your mission?

No, just a couple areas, so, maybe for a three or four month period. Not very long.

What training do you have for teaching?

None.

What do you expect to learn from this course?

I expect to learn the basics for what types of things you should start off teaching. There's probably certain areas that are more important than others, probably like teaching vocabulary of certain areas, kind of build off that, I'd assume. Just teach the basics.

What concerns do you have in anticipation of this experience?

Of teaching? Or in learning in this class?

Mostly, of the teaching abroad experience.

Not really worried about it. I guess just teaching the right things, like not getting too far ahead of myself or the class. Being prepared, something that's beneficial to them.

Thailand B

Tell me about yourself: a short introduction, personal background, studies, interests, and where you're going.

I'm twenty-one and I'm from Agora Hills, California. I have grown up in the film industry. My first job was when I was four years old, and I was on a soap opera for eight years after that, and just doing that kind of thing. And then I moved to Utah when I was sixteen and decided I was probably not going to get much film work here, so I switched to theatre. That's what I'm doing right now. I've taken dance since I was about seven. All kinds of dance and have done like an assistant in dance classes, and taught some dance classes on my own. I think that's about an introduction of me.

And, where are you going on your...?

Thailand.

What language or languages have you studied? How have you studied? And for how long?

I took Spanish in high school for, I guess two years, and I don't remember any of it, and I don't think I did very well. I know a little bit of American Sign Language, but as far as being fluent in a language, or, anything like that, I'm not at all.

When you studied Spanish in high school, was it anything beyond classroom?

Like, applying it, to conversation outside? No.

And same thing with Sign Language?

That's just through my brother-in-law. He does it a lot. He's fluent in ASL, I guess you'd say. He teaches me stuff, and I took one class, for one semester. It was just an intro. And, was very basic.

Was that one class here? ASL?

No, it was in high school.

What experience do you have teaching subjects other than languages?

Like I said, I've taught a couple dance classes before. And, right now, I'm a teacher's assistant in two different acting classes, which also involves a lot of outside time – helping people with their scenes, monologues, sort of coaching them, and guiding them.

What experience do you have teaching languages other than English?

None.

What experience do you have teaching English as a second or foreign language?

None.

What training do you have for teaching?

I would say experience. And, I think as far as communication, humans always find a way to communicate. For a while, my mom was a single parent. We would have a housekeeper come in once in a while. She only spoke Spanish, but we were friends, and we understood each other. I think we both taught each other a little bit of what we knew. So, I don't know. I think there are things that when I get over there I won't realize will help me just from my life, I guess.

How confident are you about teaching English?

Oh, not at all.

What do you expect to learn from this course?

Hopefully, some tools. I feel like I'm a pretty creative mind, and so when I was watching that video about that one girl's portfolio and packages and stuff like that, I started getting more ideas and thinking of different things I could incorporate into my lesson plan to teach, so I think I just need some basic outlines, and principles and things like that that have withstood the test of time, as opposed to me, who's just a newcomer to things like this. Just doing it all on my own.

What concerns do you have in anticipation of this experience?

Well, the Thai language is pretty tricky, so I guess that I'm worried that I won't be able to grasp enough of it before I go over there, but I think that's inevitable. So, I think I just want to be successful over there, in the sense that, me and the students can communicate with each other and also, helping each other, and I don't know, I guess just enrich their lives. I don't think that there's a point A or point B or C to get to. It's just the experience that will be valuable. It's just being understood and understand them.

Mozambique G

Tell me a little bit about yourself: short introduction, personal background, what you're studying, and then also where you're going.

I'm from St. George, Utah. I grew up there and went to Dixie State College after I graduated. Got my Associate's there. Then I went to BYU-Hawaii, then went on a mission to Brazil, came back, and I've been studying here this last year. I am actually going to major in Portuguese, and get a minor in music. And I am going to Mozambique, for my internship.

And you've already kind of hinted at this, but what language or languages have you studied, how have you studied, and for how long?

Well, I took French for one year, in middle school, but I don't remember anything pretty much. I learned Portuguese on my mission, and since I've been back, just keeping in contact with people from Brazil and people that speak, and then also I've been taking classes, to maintain and hopefully to get better at it.

And, with French in middle school, did you do anything outside the classroom?

As far as French goes? Um, no, not really.

What experience do you have teaching subjects other than languages?

Gospel subjects?

Anything other than languages.

Calls in the church. I've taught gospel doctrine classes, Relief Society and those kind of things. Obviously, on my mission, the gospel. It seems like I've taught other places, but formal places, probably just that. I can't think of other places that I've really taught.

What experience do you have teaching languages, other than English?

None.

What experience do you have teaching English as a second or foreign language?

Only a little bit on my mission. We did it in one of my areas, but we didn't do it a whole lot.

There, did you just do conversation? You know, what kind of structure was there?

We had it set up where anybody could come, and then we would have some things planned to teach. Mostly, it ended up it was just members that would come. They weren't to the point where we could really do conversation, so we could just do really basic things. So we did a lot of music and just the simple songs, teaching the simple words, and trying to help them retain that. So that's pretty much what we would do in our class, and we would try to speak in English, although a lot of time, we kind of had a problem because they didn't have very much at all, so we would try to help them and when we saw them again, try to help them remember those words we had taught them.

What training do you have for teaching?

English?

Experience. Oh, the little experience that I have, other than that, nothing.

How confident are you about teaching English?

I know the language well, but I would like to learn more skills as far as different ways and what people. I would like to be able to learn how different people learn and how to adapt to them better, and just teaching them generically because I know I learn specifically better in certain ways better than others. So, I would like to be able to learn

how to read that first of all and then how to apply that. The only thing I really know how to do is to sing songs and teach words, that way, and then talk to people, but I really don't know a whole lot of skills.

What – and you've already touched on this a little bit – what do you expect to learn from this course?

This course? I expect to have more confidence, to learn that there are lots of different ways to teach. And I expect and hope to feel like I have a lot of options. Like there is not one set way, and that I am comfortable enough to adapt to every different type of person and learning ability.

What concerns do you have in anticipation of this experience?

Of the class or the internship? Both? What am I afraid of, is that what the question is?

What concerns do you have?

What concerns. I'm concerned about not being prepared enough to go. Only semi-concerned, but it's still a concern. And, feeling confident enough that even if I don't know exactly what I'm doing, they will know that I am still somewhat confident in what I am doing and can learn something from me. I don't want them to get the image I don't know. I want them to know that they can learn something from me even if I haven't studied this for years.

Mozambique H

Tell me a little bit about yourself. Short introduction, personal background.

I grew up in Boise, or a little town outside of Boise, Idaho. Moved there when I was eight. Served a mission in Brazil. That's about it. I don't know. Right now I plan on going into a nursing degree.

Where are you going on your [internship]?

Mozambique.

What language or languages have you studied?

In high school I did a semester of Spanish. Hated my teacher, so I quit after that. That was the end of Spanish. Studied Portuguese down in the MTC in Brazil, so I studied that for those two months and then throughout my mission. That is about the only language learning base that I've had.

Particularly with the Spanish in high school, did you do anything beyond the classroom?

No, no.

What experience do you have teaching subjects other than languages?

Definitely on the mission, teaching people about the gospel. That was a big, big experience. Off the top of my head that's the only one I can think of. I'm sure I've had other experiences teaching people in high school. I used to, I did some tutoring for math, that I really enjoyed. I think that's about it.

What experience do you have teaching languages other than English?

I think I have only helped teach English before. On the mission, teaching people that had a desire to learn. I think that's about it.

That's the next question. What experience do you have with English as a second/foreign language?

We used to have an English teaching class at the church every week, just help people kind of get the basics and help them with their homework and stuff.

Did you do that for the full two years?

No, it was probably about, we did it for like two months.

What training do you have for teaching?

Teaching English? Or just teaching in general? I think that any time I'm learning a new aspect of anything, I'm qualifying myself a little more to teach that thing. Becoming more like a professional. So, all of the schooling that I have had has helped, and I think a desire to teach plays a part. I think that's about it.

How confident are you about teaching English?

If I had to teach it right now? Not too confident. I think I would do okay, because I like to interact with people, relating with them and helping them learn the concepts as well I would like to – I don't feel too confident about that.

What do you expect to learn from this course?

Not only how to present English as a second language, but how to make it so people can connect with it so they can actually enjoy learning a second language, so they'll see it as an asset in their lives, so that they can use it forever.

What concerns do you have in anticipation of this experience?

Well, last time I taught English, I knew the Brazilian people, so I think I'm mostly excited, but anxious to meet the African people, so I know how to relate with them so I can connect with them culturally and then be able to teach them. So, I think it's my most, biggest, thing – connecting with the people.

Cambodia A

Tell me about yourself: personal background, what you're studying, where you're going on this?

Well, I'm a junior. This is my third year at BYU. I'm from Vancouver, Washington. I'm a linguistics major with a minor in Spanish. And I'm working on Mandarin Chinese right now, but I also studied a little Arabic. I really like studying languages and culture.

You've already touched on this a little bit. In all, what languages have you studied, how, and for how long?

Spanish. I dabbled a little bit in high school, but didn't really comprehend it very much. And then, as I minored in it at BYU, I had more of a passion for it, and I studied abroad in Spain for a semester my sophomore year. And, I studied abroad in Jerusalem this summer and really liked the Arabic culture, so I decided to take a 101 course when I got back last semester. So then I took Arabic 101. I've always had an interest in the Eastern culture, and I decided I wanted to try Mandarin out. So this semester is my first semester of Mandarin.

And, where are you going on your [internship]?

I'm going to teach English in Cambodia.

What experience do you have teaching subjects other than languages?

I've never really had teaching positions, but I have substituted in Primary before and taught little kids, like one time, not much. I used to be, well, teaching? Or experience with children? Because teaching, I technically really don't have any

experience, but with children I've had experience with the ages I'm going to work with in Cambodia. Such as mentoring, camps.

What experience do you have teaching languages other than English?

None.

What experience do you have teaching English as a second/foreign language?

I've never taught it, but I've done the Study Buddy program for not even the whole semester. I did a little bit last year with a Spanish speaker.

What training do you have for teaching?

None really. I mean, not really. I was a teacher for Relief Society before, and they had training sessions for that, but I think that's more of a spiritual aspect than actually teaching.

How confident are you about teaching English?

I think I can do it. I think I'd feel more confident if I had more of a basis or I had methods or some kind of a skeleton to go off of.

What do you expect to learn from this course?

I hope we get some kind of a methodology. Like we don't have to... I was kind of scared last class, because it seemed like we had to go out and do everything ourselves, and I was hoping that there would be some kind of an example or a plan for us to go off instead of making it up ourselves.

What concerns do you have in anticipation of this experience?

Coming into a country that I'm not familiar with and working with children all the time. It's something new, so I know I'm going to make mistakes. That's something I'm kind of nervous about, because I don't know really what I'm getting myself into, because I don't have that much experience. And, getting, keeping the children's attention is a worry for me. I don't want them to be bored or want to make class a fun thing a good experience for them...

Cambodia B

Tell me a little bit about yourself like, personal background, where you're going on this experience.

I'm a Junior. My major is sociology, and I'm trying to do pre-med as well. And I'm going to Cambodia for three months, so I'm going to be in Southeast Asia for about four months this summer.

What language(s) have you studied, how, and for how long?

I've studied English all my life. Spanish I just studied when I was very young, and I can speak that fluently. I've studied French in school for a couple of years. And right now I'm learning Camai, which is what Cambodians speak, and it's just in the classroom, so I'm barely starting to learn.

Your Spanish, learning that as a child, were you brought up in a bilingual home?

Mhmm [affirmative].

What was the set-up there? Did you speak Spanish during the day and English during the night?

At school we spoke English, but at home we spoke Spanish. And, I went, I only started reading and writing in Spanish in kindergarten and maybe in first grade, and that was reading and writing Spanish, but that's about it in school.

You also said French, and now Camai? Have you done anything with those outside of classroom learning?

No. Camai I will use this summer.

What experience do you have teaching subjects other than languages?

Subjects, I've done tutoring with science classes. Just general classes in high school and even here, but nothing with a classroom.

What experience do you have teaching languages other than English?

I tutored a couple people with a program at BYU. They were struggling with English, and they were 2nd graders, and just helped them with their English.

Anything with languages other than English?

No.

And your experience with the 2nd graders. Is that your only experience with English?

We were teaching from Spanish to English, so yeah.

Any other experience teaching English as a second/foreign language?

No.

What training do you have for teaching?

None.

How confident are you about teaching English?

Somewhat, but not really, because I know how when learning a second language because English is my second language, and I'm learning languages, so I can relate, but I don't know any techniques.

What do you expect to learn from this course?

I want to teach in an efficient way that I can get to my students, so that I'm not just mumbling stuff. I want to teach them to understand me and understand concepts, and I want to be organized.

What concerns do you have in anticipation of this experience?

One concern is to understand the hows and my teaching. I want to be able to teach at their level, and I want them to be able to understand me. I want to be on the same page as them.

Japan B

Tell me a little about yourself. Kind of a short introduction, personal background, what you're studying, where you're going, that kind of stuff.

I'm from Bakersfield, California. I served a mission in South Dakota. I'm going to Japan. I've been studying Japanese and Manufacturing Engineering.

Are you double majoring?

I was going to minor, but I've ran out of time. I don't think I'll be able to finish my minor.

You've already hinted at this. What language have you studied, how, and for how long?

Like even really minor? I took four years of French in high school. When I left on my mission, I had a Mexican and Colombian companion, and so I learned some Spanish from them. I tried learning Lakota Indian when I was on a reservation. That didn't work out too well. And now I've been taking Japanese here.

Where are you at in Japanese?

I'm in 202 now.

With French in high school, did you ever study in any way other than high school classroom?

No, I never went to France or anything. I talked to my brother because he went to Quebec as a missionary, so I talked to him every once in a while.

And then the same thing with Japanese. Have you done Study Buddy Program? Foreign Language Housing, anything like that?

Yeah, I've done Study Buddy.

What experience do you have teaching subjects other than languages?

Obviously, I taught the gospel for two years. The only thing I've ever really taught has been English.

Anything else like church callings, like teaching?

No.

What experience do you have teaching languages other than English?

None.

What experience do you have teaching English as a second/foreign language?

I have a little bit. I did the Study Buddy programs. One of my first Study Buddies went on to pass his TOEFL. I did a couple practice teaching sessions. Like I did one with a Japanese people last semester, but it was only for like 15 minutes.

What training do you have for teaching?

I took Japanese 377. 'Cause they wanted us to teach in that format that we teach Japanese here at BYU, but for Japan. And, that's about it.

How confident are you about teaching English?

Pretty confident. Doesn't seem, well, I shouldn't say it doesn't seem too terribly difficult. It seems difficult, but it doesn't seem like something that's going to stop me too bad.

What do you expect to learn from this course?

I'm hoping to have a little bit of direction. 'Cause, we have a book, and I want to know the theory behind it all. What actually should we start them out on. When I was taught languages, I was taught well, how are you? These are eggs. How much do they cost? It was just pure survival. But, I just want to know, is that really what we should be focusing on, or should we start out with structure and grammar. Something for direction.

What concerns do you have in anticipation of this experience?

I don't think I really have any, off the top of my head.

Cambodia C

Tell me about yourself: short instruction, personal background, what you're studying, that kind of stuff.

I'm a junior now at BYU. I'm from, mostly Maryland, but I graduated from Texas in high school and came out here. I'm studying psychology, hoping to go into social work.

What language(s) have you studied, how have you studied, and for how long?

Well, apart from growing up, speaking Cambodian, that was just the language I grew up with. Didn't really study that, but growing up in middle school and high school I studied Spanish, through classroom instruction. And, the first couple years of college,

studied Spanish, and I took a semester of Portuguese. So the languages I learned besides Cambodian were just in school. Through formal instruction.

And with Cambodian, was that spoken in the home? Or, why Cambodian first of all, and then how was it used in the home?

Yeah, my parents were immigrants. And so that was actually the first language growing up that I learned. I was actually put in ESOL when I was in kindergarten. Not because my English was bad, but they were taking precautions, I guess. I guess that's what it was. Not that my English is great now, but that was my first language growing up.

What experience do you have teaching subjects other than languages?

I don't have too much teaching experience actually. Taught in Sunday School, Relief Society. That's about it.

What experience do you have teaching languages other than English?

I can't recall really teaching English at all, besides teaching my mom a few words here and there.

Other than English.

Oh, other than English. Pretty much can't think of anything.

So then with English, probably the only thing would be with...

Just teaching relatives.

Was that ever like classroom teaching or just conversationally?

Just conversational. Just simple sentences to get my mom through, to help with parent teacher conferences. Little things like that.

What training do you have for teaching?

No training at all.

How confident are you about teaching English?

I'm not very confident. Just because I feel like I don't know the language myself very well, to be able to teach it. Like my writing skills aren't very good in English. So, I'm not confident at all. I think it'll be pretty hard.

What do you expect to learn from this course?

I expect to learn the basic things that I can take and apply and share that with um, the students in Cambodia. Like, the things that are pertinent, I guess. Just like the really important things that they need to know that will set a basis for lots of other things, because I can't teach the advance things of course, but I'm sure I can teach very basic things, so I just wanna learn um, like simple lesson plans that are effective with my level of teaching skills. The very little that I have. Just the basic things.

Do you have any other concerns in anticipation of this experience?

Of this class?

And your abroad experience.

I just want to be sure that I'm teaching them effectively. I'm not just throwing words out there and it's actually making an impact. So, I have some basis, some groundwork, for what I'm teaching. I want to make sure it gets out to them instead of me just talking. That's it.

Thailand C

Tell me a little bit about yourself: short introduction, personal background, what you're studying, interests.

I'm studying sociology with a double minor in business and communications, which means nothing and everything all at once, which makes it really nice. I'm from Virginia, originally. Grew up there, went on my mission to Georgia. One point I was three hours from home. My wife and I were married December 29, 2006, so a little over a year now. And we're going to Thailand this summer to teach English.

What language(s) have you studied, how have you studied, and for how long?

Just English. That is the only language. I studied Spanish in high school for three years, but I can't remember much of that, so can't really say that. Only way I've studied English is through school.

Spanish, was it anything outside of high school classroom?

Just high school classroom. On my mission, I knew the door approach, to say who we were, and that's about it.

What experience do you have teaching subjects other than languages?

Only real experience that I've had – this sounds really dumb – but I was a BYU cheerleader for two years and I was captain of the team. So, I taught, I guess, the subject of cheerleading. Just partner stunting, did a lot of that, but also, my mission, more like traditional teaching would be like the gospel. As much as I understood of it.

Any other, church callings?

I was an Elder's Quorum teacher for six months, not long, which meant I taught six times. So, not that much.

What experience do you have teaching languages other than English?

None, at all.

What experience do you have teaching English as a second/foreign language?

None. None.

What training do you have for teaching?

Outside the Missionary Training Center, that's about it. So, not much, if any.

How confident are you about teaching English?

Before our first class, I wasn't confident at all, but after seeing a few examples of seeing how people deal with kids, playing head, shoulders, knees, and toes. If you go in there with some ideas, I feel pretty confident that we'll do ok. Really awkward at the beginning I'm sure, but once I get over that, I'm gonna do fine.

What do you expect to learn from this course?

I expect to learn some confidence, and kind of some tools to take with me. I don't know if I'll have set lesson plan or anything, but at least kind of have a toolbox of things I can pull out and do something with. That's what I'd like to take away from it.

What concerns do you have in anticipation of this experience?

Just getting everything done in time before we leave. As far as teaching goes, just trying to balance everything in my life, really take advantage of the course and learn a lot from it. 'Cause it's pretty hectic at the moment. But concerns about teaching, I've, you've prepared us before. I have all the confidence in the course that it'll give me what I need to teach.

Thailand D

Tell me about yourself: personal background, where you're from, what you're studying.

My parents are in the military, so I've lived lots of places, so I don't really claim any one. I'm studying art. I'm an art major. I've been married for a year and a half. My husband is doing the internship through the sociology degree, and I'm going just for the humanitarian work and stuff. I think it would be a good experience.

What language(s) have you studied, how have you studied, and for how long?

I've studied Spanish now for...I took classes in junior high and then in high school. And now I'm in my fourth or fifth class of university in Spanish.

Have you ever done anything with Spanish outside the classroom?

I used to work for the grocery store, and so I talked to a lot of people, and I really try to make an effort if I see someone speaking Spanish. I try because it makes me want to learn more and be better.

What experience do you have teaching subjects other than languages?

I guess I taught Doctrine, not Doctrine Essentials, Gospel Essentials.

What experience do you have teaching languages other than English?

None.

What experience do you have teaching English as a second/foreign language?

None.

What training do you have for teaching?

Training? Well, I guess this class.

How confident are you about teaching English?

I think I'm pretty confident. Not for the fact that I have great skills, but I am pretty creative, not to be boastful, but I'm pretty creative, so I feel that will make up for my lack...the structure of things. I'll make up for everything with my creativity.

What do you expect to learn from this course?

I try to learn the essentials about basically how to structure a class, what are the basic things to teach them, what to do with your time there.

What concerns do you have in anticipation of this experience?

With the class or with Southeast Asia? Both?

The whole thing.

I'm worried because I'm learning Thai right now, so I'm worried that I won't be able to communicate well enough with the kids to explain the concepts in English. That's my only concern.

Appendix D

Post-Course Interview Transcripts

The interview transcripts have been edited to remove the public identity of the participants (the interns). Also, filler words (um, uh, so, like, etc.) have been removed to make the style of the transcript more consistent with academic writing. Each new paragraph within a transcript indicates a change in speaker. Generally, the evaluator limited himself to only the interview questions (listed directly below) except when clarification or other responses were requested.

1. What do you think you knew about teaching English before this course started?
2. What are the three main things you feel you have learned from Ling 377?
3. How has this course helped you prepare for your forthcoming teaching experience?
4. How confident are you now about teaching English?
5. Do you feel there is anything that you wish you had learned in this class that wasn't taught?
6. Do you feel prepared now to go teach English?
7. When are you going and when will you return to the US?

Mozambique A

What do you think you knew about teaching English before this class started?

Not a whole lot. I didn't really have too much experience. So I was coming into this basically like a clean slate. I had a little bit of experience prior, but not a whole lot.

What are the three main things you feel you have learned from Ling 377?

I think how to talk clearly for the students to understand. The importance of a lesson plan, definitely. And the third one would have to be, I think, using innovation in the classroom to keep people's attention – different tactics and stuff.

How has this course helped you prepare for your forthcoming teaching experience?

I think having us write a lesson plan was really good. That put us through the whole process. And then, also teaching the lesson plan. I learned a lot from that. The lesson I made was way too hard for people and there was too much to cover, so it was really nice to see exactly how much time and how much preparation you need, for 15 minutes or whatever. And then also, those steps that we need to go through when we're teaching English to make sure that people are understanding, and how to reaffirm past concepts and stuff. It helped me out a lot. Kinda get a basis for what it is that I should do in the classroom to make it a positive experience for the students.

How confident are you now about teaching English?

I would say I'm fairly confident. Just seeing that we don't have to be teaching hard linguistic concepts or anything like that, that we can just be teaching. 'Cause coming into this class I thought that's more of what we would be doing, but I saw how effective it was through those videos and stuff that we saw, that people were teaching about things as simple as their family or the state that they came from or Christmas. And it was interesting to the students, but it also helped them learn a whole lot of new vocabulary and everything. I think I can bring all that with me to Mozambique without having to do a ton of preparation, and still make it a positive experience.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

Wish I had learned? Not really, not that I can think of. The one thing that did pop to mind would be maybe how to deal with a lack of resources, but we talked about that a lot. So, I really can't think of anything.

Do you feel prepared now to go teach English?

I do, but I also have a lot of uncertainty about what's gonna be available in Mozambique, so it's kind of a hard question for me. But, yeah, I do. As prepared as you can be, I guess.

Mozambique B

What do you think you knew about teaching English before this course started?

I guess I just assumed I'd be able to do it. I don't know. I didn't really know much of what would go into it. So, honestly not very much. I kind of just assumed.

What are the three main things you feel you have learned from Ling 377?

I learned how to communicate with the students, and to be able to gauge their learning level and what they're taking in. And then, some good lesson ideas. I think that's important. I got some really good ideas for what would be effective for what different levels and stuff. And then also from the other students [interns], getting their ideas. And then, I don't know. I guess just learning what it's really gonna be like, instead of just what I assumed, you know, like how the classrooms are gonna, when we watched the examples from previous years when people did that, that was helpful just to see how the students actually respond, and stuff like that.

This may be a little redundant, but that's okay. How has this course helped you prepare for your forthcoming teaching experience?

It's helped me get some lesson plans together. It's just helped to understand what it's gonna be like and helped me realize what more things I need to prepare to bring, and I didn't realize all the little things I should bring to help teach lesson stuff. So, I guess it just really helped me get prepared.

How confident are you now about teaching English?

Probably not as confident as I was at the beginning. Once again, just 'cause I realize all the stuff that actually goes into it. But I'm definitely more prepared. So I think that will help me. I'm a little bit nervous, now, but I feel like I'm gonna be able to do it. I know what needs to be done and stuff.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

I don't know. I really liked getting sample lesson plans, so maybe more of those. 'Cause it would help me while I'm there just to already have some samples and stuff of what to do. I'm not sure. I guess I don't really know exactly what I'm missing, yet.

Do you feel prepared now to go teach English?

Relatively. Definitely more than I was at the beginning. I think it's something that's gonna come with it as I go there and actually get up there and do it, and learn as I go, too.

Japan A

What do you think you knew about teaching English before this course started?

Well, about standard ESL, or EFL, whatever it's called, the standard way of teaching that, not a whole lot. I knew the style that Professor Watabe [BYU Professor of Japanese] taught us to teach. But in terms of what we learned this semester, not a whole lot. I knew some things that my grandparents – they taught in China – and they had told me some things they had done, and kind of the format they taught under.

What Professor Watabe taught you, you're referring to the... What is it, 3, Japanese 377 [a course for Japanese language teaching]?

Yeah, yeah.

What are the three main things you feel you have learned from Ling 377?

Well, the main thing, I learned a lot of good ideas for activities. Also, could be, from watching the other people when they did their teaching, what's the word I'm looking for?

Their lesson plans and lesson presentations?

Yeah, yeah, their presentation. I got some good ideas from that. Mainly the use of – sorry. I'm really tired today, so my brain is not working that well. The visual aids, the use of visual aids, and preparing those visual aids before you go in country. Now, Japan, that's not going to be much of a problem, but for other people that are going to third-world countries. I never really thought about that and not being able to get those sort of things in the country. Also, I learned that when you're writing a lesson plan and probably even a syllabus, too, direct it towards the students. Let the students know what they're gonna be doing, not what the teacher's gonna have them be doing. And then another thing is not letting the class be just controlled by the teacher, but also probably not just controlled by the students, but kind of a balance between the two.

How has this course helped you prepare for your forthcoming teaching experience?

Well, the visual aids. I've been collecting some visual aids. I still have no idea what I'll be doing when I get to there. So, I don't really know if I'll be doing it in Professor Watabe's style, or if I'll be doing it more in this style. It's kind of hard to answer that question. What, what was it? How has it helped me prepare? Good ideas for lesson plans, and things you could do within a lesson – activities, games, even topics.

How confident are you now about teaching English?

Well, I'm a pessimist, so, more confident. I'm just scared about, not knowing which style I'm gonna be teaching in. Or, exactly what I'm gonna be teaching, and how. That's the thing that scares me the most. Getting up in front of the students, and I still have trouble with coming up with ideas on the spot. I need some time to prepare. If something happens during class, and I didn't do a, what is it, a contin, contin...?

Contingency?

Yeah, if I didn't do that, then that's gonna be a problem. It's gonna be hard for me to think of something on the spot. But, in terms of the actual getting up and teaching. I'm a little more confident. But, I guess, not knowing what I'll be doing is the scary part.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

You know what? I think everything I was worried about he covered.

Do you feel prepared now to go teach English?

To the extent that I can be prepared, yes.

Mozambique C

What do you think you knew about teaching English before this course started?

I knew some stuff about teaching. About teaching English? Just language stuff, just mimicking, from, like, when I learned English.

What are the three main things you feel you have learned from Ling 377?

I think learning how to make lesson plans, backup plans because just knowing that things are never gonna work out the way you planned them to. So, either it's gonna be a couple minutes short or a couple minutes over. So, knowing, okay, well, we went over this much, and so you cover that tomorrow, or how to cope with stuff like that. And I think like different activities and suggestions for teaching.

How has this course helped you prepare for your forthcoming teaching experience?

It's definitely set apart time to force you to think about it. 'Cause I think if there wasn't a course, then I would just be like – Oh, tomorrow, tomorrow, later, later, later, and then it would be the day before we leave, and I wouldn't have prepared at all. Whereas, this forced, once a week, for you to think – Oh, yeah, I really am gonna leave in a couple weeks to teach. So, it was really good, in that aspect.

How confident now are you about teaching English?

I'm a lot more confident now, especially after the trial teaching thing that we had – the little practice. I think I've always been a good teacher, so pretty confident. The only part that I'm not confident in is just the material. I know how to speak English, but I don't necessarily know what the simple past is, or the perfect, whatever, future, whatever. Kind of wish they went through that in the class more, because there's really no way to know that or learn that.

Do you feel there is anything else – you just mentioned one thing – do you feel there is anything else that you wish you had learned in this class that wasn't taught?

I think that just because you know English doesn't mean you know how to break it down, basically like that. I think at least like one or two days, they should have gone over at least the basics, like when you say "I am running," it's the gerund and it's the simple whatever, whatever. We have absolutely no idea what that is, and I've gone down to the library and researched and looked at different textbooks in the bookstore to prepare myself, but really, I haven't found any one textbook that's basic enough for what we're doing. The E..., not the ESL, no, it is the ESL, right? The programs?

The ELC?

Yeah, the ELC textbooks over in the bookstore. They're alright, but I think they're not even basic enough. I looked at them and they start out with everything in English, and there's not very much vocabulary and stuff like that. They're already assuming that they have some kind of English basis. I kind of had to make my own little textbook, which was hard. But, I kind of had to teach myself English, kind of teach myself what the basic terms for everything is. So, if we had gone through that, it would have been a lot more convenient, and a lot of time that I wouldn't have had to go and do that. That's my little tidbits.

Do you feel prepared now to go teach English?

Not now, in a week, yeah. In a week, I'll be done with all of my materials and stuff. So I've done a bunch of listening activities and reading comprehension, and now I just have to just cut out flash cards and stuff for visual stuff.

Mozambique D

What do you think you knew about teaching English before this class started?

I'd taken some TESOL classes, so I knew the basic importance of using lots of connection to the student's background, or manipulatives, and things like that, in teaching English. And probably just the basics.

What are the three main things you feel you have learned from Ling 377?

I think the biggest is probably how to teach with few resources. That's been really beneficial. And also, how to make teaching a little more fun and interactive with the students. And, how to use the resources that I have, just the things around me. Just the magazine clippings or anything that is simple make a really good lesson out of. That you can do that.

How has this course helped you prepare for your forthcoming teaching experience?

It's helped me to have a better perspective on what it is I would be doing if I was teaching English, and just have a more, just a visual of what it is that I would be doing so that I can prepare myself and go out and get it.

How confident are you now about teaching English?

I feel pretty confident. I mean I'm scared a little bit, because I'd be teaching it in Portuguese, and so just the language barrier there could be difficult, but I feel like it will be okay.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

I wish you would have gone over basic English principles about what content we should be teaching, and I know that's kind of hard because you don't know what level the students who you're teaching are at, but I wish we had some guidance on which content things we should focus on in teaching English.

Do you feel prepared, now, to go teach English?

Not one hundred percent, but I feel like it'll be okay. I'll be able to do it, but I don't know if I'm completely prepared.

Mozambique E

What do you think you knew about teaching English before this course started?

I didn't know much, just from my limited experience teaching, you know, kids, teenagers, and young adults in Brazil. I didn't know much of the technical aspect of it.

What are the three main things you feel you have learned from Ling 377R?

Maybe how to prepare a lesson plan. A lesson plan is a big deal, and then also just having a resource, like a reservoir of resources like pictures to be able to use in your lessons. It's important. And how to involve everyone in the day instead of, things like that, involve everyone and be able to adjust so that it's universal across the classroom.

How confident are you now about teaching English?

More confident, I guess, than when I started the class. And, I have a better, a little bit better grasp on being more prepared now, than I did before; maybe have a little bit better base to be more prepared.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

No, because it's on all the strategies for teaching English-specific ideas and certain propositions that apply to specific intellectual art, pronunciations, and I can't think of all of them. There are quite a few things that are exclusive to English that it's hard to teach, and so maybe we could have gotten more of the strategies on how to deal with that.

Do you feel prepared now to go teach English?

Sure.

Thailand A

What do you think you knew about teaching English before this course started?

Very little. Not anything, really. I can't remember what I used to think. Just very abstract ideas, and now it's a little bit more concrete.

What are the three main things you feel you have learned from Ling 377R?

I think that I've learned to have a little bit more confidence, lesson planning, and just how to speak and be more confident in speaking to those that want to learn, not speak in their native tongue.

How has this course helped you prepare for your forthcoming teaching experience?

Definitely like the lesson planning, different ideas like the songs, and activities that will actually keep them interested and make it a little bit more entertaining.

How confident are you now about teaching English?

I feel more confident than I was before, because now I have something to hold onto, something like lesson planning and different activities that I can fall back on and go forward with.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

Not that I can think of.

Do you feel prepared now to go teach English?

As prepared as I can be. A lot of it is just going to be getting out there and doing it.

Mozambique F

What do you think you knew about teaching English before this course started?

Very little, I guess.

What are the three main things you feel you have learned from Ling 377R?

Visual aids are important. To speak clearly and don't use contractions. Songs work pretty well to remember vocabulary and different words.

How has this course helped you prepare for your forthcoming teaching experience?

Well, I'll be teaching economics to eighth graders in Portuguese, so I won't be teaching English. But, I think it's just the idea of a lesson plan and things like that. The preparation will help me a lot. Just to be a teacher and not, specifically English teaching.

So, the next question doesn't really apply. How confident are you now about teaching English? So, how confident are you now about teaching economics in Portuguese?

I'm a little nervous about it, just because I've never done it before. But, I think once I get a book and I start studying and preparing, I'll be fine. I'm just a little bit nervous now, because I just haven't had time to prepare yet, but I'll be ready when the time comes.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

Not that I can think of.

Do you feel prepared now to go teach?

No, just because I'm teaching a whole new subject. I have to go prepare for it. I have to go do a lot on my own before I get there.

Thailand B

What do you think you knew about teaching English before this course started?

Just basic communication skills and using charades.

What are the three main things you feel you have learned from Ling 377R?

Having confidence in what I already know and that I'm capable of doing that and to be creative and, I would say, to be flexible.

How has this course helped you prepare for your forthcoming teaching experience?

Like I said, I think it helped me build a confidence in myself, and that I'll be able to do it, and getting a lot of ideas of ways to teach English, other than what I've seen before.

How confident are you now about teaching English?

Well, I don't really know what to expect, but especially for my scenario, I'm teaching college-age students. I realize things like they already know some English and I think we'll be able to communicate really well, and I feel pretty confident that it'll be a good experience.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

No. I mean I wish that I knew more Thai, but that wasn't really the purpose of taking this class. No, I can't really think of anything besides maybe other ways for me to improve my end of learning Thai.

Do you feel prepared now to go teach English?

Yes.

Mozambique G

What do you think you knew about teaching English before this course started?

I didn't think I knew very much about it. I knew the language, and I knew that I could probably teach it to English learners, but I didn't know how.

What are the three main things you feel you have learned from Ling 377R?

The three main things? One would probably be confidence that I can do it, since I know the English language, just knowing a few other helpful things makes me... I'm able to teach it even though I don't have a degree in English teaching. So that's one, confidence. Another one would probably be just having more of an awareness of cultural differences and the things to be aware of going into a teaching situation in different areas of the world and how to adapt to their cultural learning style. I think that's something

that I wasn't really aware of and something I needed to think about more going into a country that I don't know anything about. So, there's another one. A third would probably be, I've learned a lot of different ideas of possibilities of things I can do and different lessons that I can teach and how to teach them and how to use songs and games and things like that to help me in teaching, and so those are probably the three main things that stuck out to me.

How confident are you now about teaching English?

A lot more confident than I was. I'll see when I start how confident I really am, but, I'm not nervous about it. I just know that there's other things that I need to do to prepare for it, but I know what I need to do to be prepared, so it makes me not so scared about it.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

Well, there can always be more depth, but since the time didn't really permit more than that, I don't feel cheated at all, so I don't know.

Okay. Do you feel prepared now to go teach English?

Mm Hmm [affirmative].

Mozambique H

What do you think you knew about teaching English before this course started?

Less than I thought I did. I thought I knew just a little bit of the basics about people skills, how to communicate with them, not much about teaching itself, lesson plans, and that kind of thing.

What are the three main things you feel you have learned from Ling 377R?

I think the main thing I learned is how to create an effective lesson plan. The other point I think that made a big difference was that it doesn't have to be something completely structured. It has to be flexible, if you're able to teach and be flexible, then you'll be okay. And also, to be relaxed, as long as you're teaching something that you use every day, English, so as long as you're relaxed, as long as you just go with the flow, teaching things that you already know how to do, then you'll be okay.

How has this course helped you prepare for your forthcoming teaching experience?

It helped me know a little bit more of what to expect. I think the part that helped me the most is actually watching the movies where people were in other countries teaching and so I could kind of know what would actually going on.

How confident are you now about teaching English?

Scale of one to ten, I'd say about seven. I think more will come once you get there and after a little bit of experience.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

Right now, no, just because I really... Even though I know what it would be like, I still don't know exactly what to expect once I get to Mozambique. So, no. I think it was very helpful.

Okay. Do you feel prepared now to go teach English?

Yeah, I think as prepared as I can be. There's still that element of mystery but, yeah, I think I feel prepared.

Cambodia A

What do you think you knew about teaching English before this course started?

Not very much at all. I knew a little bit when I read my Intro to Linguistics class, but it was more theory and not very helpful at all.

What are the three main things you feel you have learned from Ling 377R?

I've learned what's important, like when everything else falls apart, it's also important that we've learned to keep enthusiasm when we teach, some little things like that. Also one of the most important things I took away was that we got to practice giving the lesson, so I got a hands-on experience to see what it would kind of be like for them. And then also, seeing other people's styles was also helpful, to see where I could improve.

How has this course helped you prepare for your forthcoming teaching experience?

Well, at first we were given examples of what it should look like, so that helped me feel more prepared to go, and then to actually formulate our own lesson, it's what we are going to be doing the whole time we're there, so it was very appropriate preparation.

How confident are you now about teaching English?

I would say that I'm more confident than I was, but I'm still pretty scared because, at least in my situation, you don't know a lot about where you're going to be teaching, because we're the first group to go to Cambodia to teach. And, I know it's going to be elementary schoolers, but we don't know anything about how it's been done in the past there, because we're the first ones, so I'm a little scared, but I think it'll work out. I'm not into expecting it to be really structured or anything over there.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

One thing that was missing that I'm not sure that there could have been much to do about was having...students who misbehave or talked in class...how to handle that. I kind of wish you had developed a little bit more scenarios like where the whole class is talking a lot where there are appropriate ways to approach that.

Do you feel prepared now to go teach English?

Well, yes and no. Kind of like I said before, I feel more prepared than I was, but I still feel like I have a long way to go, but I'll find out when I get there what the situation is.

Cambodia B

What do you think you knew about teaching English before this course started?

I don't think I knew anything at all.

What are the three main things you feel you have learned from Ling 377R?

I've learned a lot of things that I never even thought of, like I was thinking of certain things that I know about, like how organization is really important. And, 'cause a teaching plan, if you don't have one, then it's hard for your students to understand what you're doing, and you also need a backup plan, so if you have a backup plan, if your first plan doesn't work, if your students are too advanced for it, or need an extra day to catch up, you always have an extra plan, and I'd never thought of that. I also think that, just the way you present yourself, you have to speak more slowly and at their level, and I never

thought of that, 'cause when you just talk normally, it's really hard not to, and I never thought that, I already thought that I talked normal and slow, but you have to talk to them extra slowly and make sure to use simple words and at their pace, and small words, and I thought that was really important. And the third is how you engage in the teaching is really important and, this again, I didn't think of, but when applying in your teaching, you have to apply the things that you are teaching to their normal lives so they can use it, like making up games so they can remember – playing word games and things like that can help them remember, but also if you try to relate, after every concept that you teach them, if you relate, ask them questions about themselves so they can relate it to themselves. I know it makes it easier if you can relate, and if you can be able to have these conversation skills, because you know you can relate to.

How has this course helped you prepare for your forthcoming teaching experience?

It's helped me a lot, because I have all the lesson plans so I can read them over, and they have some, for the most part, I think they have some really good ideas that I can look over, like ideas how to plan your lesson and how to present yourself – all those things – I think that they're really useful tools. I think you gave us a lot of tools to use or else I would have gone there empty-handed and not know where to start.

How confident are you now about teaching English?

I'm not super confident, but I think I can do it now. I feel like I can do it. I have the tools, or at least the amount of tools I need, and I think, if I can follow those, I think I'll be pretty good.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

I think, no there's not. There's a lot more I wanted to build more in-depth in all the subjects a little more. That's why I'm going to re-read over the lessons. I think it would be important. And I wish I had that book [*The Least You Should Know*], but I think I just needed more practice when we were teaching ourselves. It's pretty boring when we're teaching people I already know, but I think more practice would have been good.

Do you feel prepared now to go teach English?

I fear that the least amount. Like this book says, the least I should know. I think I know the least I should know, which is good enough for right now, and I think after I teach over there, I'll learn more.

Japan B

What do you think you knew about teaching English before this course started?

Nothing much. I knew it was hard. That's about it.

What are the three main things you feel you have learned from Ling 377R?

I guess the first thing would be, be really flexible, with your lessons plans and with your students. Also try to teach according to what they need to work on. If they have the vocab already done you don't need to focus too much on it, and I guess also trying to find ways to get them involved, and get them motivated.

How has this course helped you prepare for your forthcoming teaching experience?

It kind of gave me a base of what to start off. I mean, we couldn't cover everything that we need to, but it gave me a good base to work out, kind of gave me a little bit of direction, gave me an idea of what I need to do.

How confident are you now about teaching English?

I'm pretty confident. I feel like I can do it.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

We're going different places, but maybe I can focus on this is square one, period. And this is what you need to teach them first, something like that – that would have been a little bit useful and just in case I'm dealing with that kind of situation when it's first time English learners.

Do you feel prepared now to go teach English?

Yeah, I feel prepared to do what I need to do so I'll be a TA. So I feel prepared. I know how to read the materials and everything, so I kind of now I know a little bit more how to help them out, a bit more so.

Cambodia C

What do you think you knew about teaching English before this course started?

I thought it would be just really straightforward and didn't take much skill. That's what I thought.

What are the three main things you feel you have learned from Ling 377R?

I think I've learned that it actually does take skill. It takes some personality, and it's not just simple reading off the lesson plan. Also, you have to learn how to tailor to the students that you're teaching, so each situation will be a little different, depending on the language and the age. And also, it's not that easy. I didn't think it would be easy before, but I thought I'd just go into it and it'd be fine, but it doesn't seem that easy.

How has this course helped you prepare for your forthcoming teaching experience?

It's emphasized lesson plans, which I think would help me a lot, to have everything organized and know when to do things and have contingency plans and have objectives instead of just going into the lesson plan, and I think the lesson plan is something I learned how to do.

How confident are you now about teaching English?

I'm a little more confident. It's still a little nerve-racking, but I think it's something I can have fun doing.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

No. Maybe, I kinda wished we could have just more experience doing more hands on and actually doing the teaching 'cause we did have the lesson when we talked to Dr. Henrichsen, but maybe just more experience, and that would have helped a lot.

Do you feel prepared now to go teach English?

A little bit. I don't feel well prepared.

Thailand C

What do you think you knew about teaching English before this course started?

I knew it would be kind of scary. I didn't know anything about it, other than I was scared of it.

What are the three main things you feel you have learned from Ling 377R?

I think I learned that, especially teaching children keeping it simple is the best thing to do, and I think I learned that I need to just not be scared and to kind of throw myself out there and just do it, I guess. The third thing, I came out with a lot of cool lesson plans that you can... It's real intimidating to first think, what am I going to teach these kids? And you realize there's all sorts of little things you can do.

How has this course helped you prepare for your forthcoming teaching experience?

It really gave me a lot of ideas and a lot more confidence on being able to teach kids. I mean it'll still be nerve-racking, I'm sure. I'm not totally confident 'till I've actually done it, but I'm a lot more sure about it than I was before.

How confident are you now about teaching English?

I'm more confident. I can't say I'd jump up in front of a classroom at any second, but I think I'll do okay. It's still...I'm scared to death about it, but I'll figure it out.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

Not ever teaching English before, or not really having any idea... I think we pretty well covered a lot. I can't really think of anything else you could have covered. I'm sure that there probably is. I just, my knowledge of the subject is so limited, but what I learned is all new to me.

Do you feel prepared now to go teach English?

I feel prepared. Again it's still something that I've never done before, so I guess we'll see once we do teach, how prepared I am. But, I think much better prepared than I was two months ago when I started.

Thailand D

What do you think you knew about teaching English before this course started?

I knew I was going to do it, and that's pretty much it.

What are the three main things you feel you have learned from Ling 377R?

I've learned that you can use anything as a teaching tool, things that you wouldn't have really expected as a teaching tool, and I've learned different ways to make the class learn and make the kids excited about learning. And, I also learned not to be making a schedule I'll just try to make it more good.

How has this course helped you prepare for your forthcoming teaching experience?

It helped me prepare by...I've gathered some materials that seem to be good and I've used some tutorials that you sent us and made up different lesson plans, so that's what I learned.

How confident are you now about teaching English?

One to ten? Ten being extremely? Well, it'd be a seven. It's not like necessarily that I didn't learn a lot, it's just that I've never been to Thailand either, so that's part of why I'm not really that confident because I don't know what to expect.

Do you feel there is anything that you wish you had learned in this class that wasn't taught?

No, I think the class was very well organized and taught us some important things.

Do you feel prepared now to go teach English?

Yeah, I do.

Appendix E

Mid-Internship Questionnaire Responses

The content of the responses to the questionnaires has not been edited. All of the responses have been formatted to the standardized format seen below. The questions of the questionnaire are listed directly below. Note that some of the quantitative responses are accompanied by statements by the respondents.

1. How prepared were you for teaching English?
2. What did you learn from Ling 377 that has been most helpful so far in your experience?
3. If anything, what do you wish you had known about teaching English before going abroad?
4. How confident are you now about teaching English?

Mozambique A

1. 3
2. Making lesson plans and talking about interesting easy subjects.
3. How to teach young adults and not so much towards children.
4. 3

Mozambique B – I'm not teaching English. I was given a different assignment when I got here so I will answer about teaching in general if that helps you at all.

1. 3
2. How to know if the students are really understanding and not just saying they are.
3. I feel like what I really needed was experience. It's hard to get up in front of a group of people, even kids, for me at first. It just took getting used to.
4. 4

Japan A

1. 4, Due to Japan 377, I was actually very prepared.
2. The Teacher art is the most important thing I learned in Ling. 377
3. More about English grammar, and how to explain it, not in great depth or anything, but just the basics. I also wish I would have known more of the English grammar terminology, such as "past participle" and the like, and what they mean and how to use them.
4. 4, In the style that I've been trained under thru Professor Watabe, I'm completely confident now, at least for the teaching bit. The thing I'm still not very confident in is giving grades to the students. Since I'm an OCD and a perfectionist, it's hard for me to determine what daily grades really reflect the students performance. but it's getting easier and easier everyday, both the giving of daily grades and the teaching English part. As long as I prepare well enough for my lesson, and I can get up and teach and not be nervous or anything. I just learned to have fun with it and not take it too seriously and show my students my true personality...I like to have fun and laugh and joke, so I bring those qualities into my teaching, yet I don't let them rule over the teaching aspect.

Mozambique C

1. 2
2. games and songs and practicing and lesson plans
3. more lesson plan ideas, learning how to teach english like parts of speech and a mini english textbook that we could learn from would be nice
4. 4

Mozambique D

1. 3
2. The teaching techniques and ideas that were shared in class. Those that were presented by our teacher as well as the other student presentations.
3. A list of the different subjects that would be important to cover in an English class.
4. 3

Mozambique E – I'm not really teaching English here so I really don't know how to answer your questionnaire. I'm teaching mostly economics, science and math.

1. 4, I guess I still feel pretty prepared to teach English.
2. I'm sorry to say it but the Linguistics class we took didn't really help me that much. Maybe when we talked about involving everyone in games and being sensitive but I don't think I would have been teaching any differently if I hadn't taken that class.
3. I wish I had a list of the most commonly needed English words and phrases used in business and trade with English speakers.
4. 4, Nothing has changed.

Thailand A

1. 4
2. So far I have found different games and songs learned in the TESOL class to be the most helpful. It helped prepare me for teaching English to young children. With this age group, fun activities are the most helpful for teaching English in a playful, relaxed atmosphere.
3. I had a unique experience, teaching all grades 1-9 every week. I wish I could have prepared more for catering to different age groups. For example, older classes don't respond well to games, so an alternative activity must be provided.
4. 4

Mozambique F – I did not teach English at all, just economics.

1. 2
2. The class really did not apply at all to me.
3. Nothing, I knew I would not teach English.
4. 2

Thailand B

1. 2
2. To be creative, energetic, and patient.
3. I actually wish I had known more Thai so I could speak to the students about certain things in their native tongue to explain stuff to them.

4. 4 (teaching kids) and 3 (teaching college age) – I am teaching both.

Mozambique G

1. 3
2. Flexibility, self confidence
3. I'm not teaching, but I would have liked to get a bigger bag of game ideas.
4. 3

Mozambique H

1. 2, I had no idea what I needed to know to teach about AIDS, but I learned a lot more when I got here about what I needed to know.
2. I can do it! When I have faith in myself and just go have fun, teaching is easy.
3. I don't think that there was anything else that would have helped me for my assignment.
4. 5, I love to teach, and I have fun helping the people here in Mozambique.

Cambodia A

1. 3
2. To always be enthusiastic when teaching! The mock lesson we prepared was also a very good exercise that was useful.
3. I wish we had learned more about how to maintain order in the classroom.
4. 3

Cambodia B

1. 4
2. Making up your own lesson plans has helped so much. Even though we go by a book, having a back up plan and adding other interesting ideas is essential.
3. I wish I would have known how to get the student's attention when they weren't acting in their best behavior.
4. 3

Japan B

1. 2
2. Thus far it would have to be using pictures to spell things out. I've had to do this frequently and find it to be very useful, and they start to gain a better understanding of how the language works.
3. More of an insight on where the students are starting from and how I can teach more according to those needs.
4. 4

Cambodia C

1. 2
2. Learning how to prepare lesson plans was the most helpful tool for me to learn.
3. Nothing.
4. 2

Thailand C

1. 2
2. Knowing how to find resources anywhere to teach with.
3. Just a little more about what kind of teaching we would be doing.
4. 3

Thailand D

1. 3
2. I learned that you can use anything to teach English.
3. I wish I had known how hard it was going to be so I would have prepared myself better... I wish I had prepared better lesson plans than the ones that I had prepared.
4. 4

Appendix F

Post-Internship Questionnaire Responses

The content of the responses to the questionnaires has not been edited. All of the responses have been formatted to the standardized format seen below. The questions of the questionnaire are listed directly below. Note that some of the quantitative responses are accompanied by statements by the respondents.

1. How prepared were you for teaching English?
2. What did you learn from Ling 377 that has been most helpful throughout your experience?
3. If anything, what do you wish you had known about teaching English before going abroad?
4. How confident are you now about teaching English?

Mozambique A

1. 3
2. Learning how to plan lesson plans
3. How to work with an extreme lack of resources (no texts, no books, etc.)
4. 4

Mozambique B – I only taught English once so I'll answer about that experience.

1. 2
2. How to evaluate the students and understand their needs.
3. How to get started. I didn't know what to start teaching with.
4. 3

Japan A

1. 3
2. teacher art
3. More about grammar, and how to say grammar terms in Japanese
4. 4

Mozambique C

1. 2
2. How to make lesson plans
3. English grammar
4. 5

Mozambique D – Just so you know I was not teaching English for the most part. At the end of the trip I taught a couple English classes but that was it.

1. 3
2. Teaching ideas and little techniques to teach different specifics of English learning.
3. I wish I would have had a list or reference of some sort of the things that can be focused on when teaching English so that I didn't waste my time teaching little things that won't actually help the students.

As far as my other classes where I wasn't teaching English it would have been nice to have been able to do some research about the topic ahead a time.

4. 3

Mozambique E

1. 3

2. Once more I didn't really learn anything in Ling 377R that helped me in my experience that I can think of.

3. I wish I would have had a list of the lessons most important for adults that would need English in their careers. I didn't know which lessons to prepare that would be most useful for them.

4. 3

Thailand A

1. 4

2. I think seeing examples of others' teaching English has been very helpful. When Dr. Henrichsen showed videos of past years, it helped give me confidence and turn something abstract into something real. This confidence was really important when I started teaching.

3. Nothing. I think in one way or another the course mentioned all the issues that I came across while teaching English. I only wish there would have been more time to go deeper into the topics, but that is difficult to do in half of a semester!

4. 4

Mozambique F

1. 2

2. Be enthusiastic

3. Did not teach English

4. 2

Thailand B

1. 3

2. To be flexible, creative, and have fun. Not to talk down to the students or treat them like they are stupid.

3. The language more, and brought more visual aids.

4. 4

Mozambique G – I did not teach English in Mozambique, but still had fun!

1. 3

2. Taking Dr. Henrichsen's example of being excited and enthusiastic about everything and always being positive.

3. More teaching games

4. 2

Mozambique H

1. 2, I got to teach English once, and now I feel that I was somewhat prepared.

2. There was nothing more that could have prepared me to teach, except for coming and experiencing teaching first hand.
3. How to go about teaching grammar, and other lessons that I feel will really help the students speak better, instead of just body parts, and other vocabulary.
4. 3

Cambodia A

1. 2
2. To just be positive and enthusiastic in the classroom and the students will be more involved and have fun learning. Throwing my own games and ideas into the mix was also a big hit.
3. The hardest thing was the fact that there were different levels of learners in the classroom. Some students didn't understand my instructions, while others were already finished with the assignment. I wish I had been more prepared about how to deal with the fast learners and slow learners at the same time. I think I did well with the majority of the class with my pace in teaching new material.
4. 3

Cambodia B

1. 4
2. Balancing the lessons with activities. Kids DO learn better when they are interacting with their classmates.
3. I wish I would have known more linguistics and how exactly you should pronounce certain words or letters instead of going by how I was raised to say them.
4. 5

Japan B

1. 2
2. At first it was using pictures to spell things out. But as the students began to understand more and more of what I was saying at that point it was more about listening to what they said and trying to think about whether or not a native would understand this and not that I understand it because I know them because we finished the book and moved on to more TOEFL type things, meaning more conversation oriented things rather than recitation. So I had to learn to pay attention more to their mistakes and how even though what they said was grammatically correct it wasn't culturally correct in the sense most people would not understand it.
3. The amount of stress that you feel when preparing the lessons, teaching the students and then having them evaluated.
4. 5

Cambodia C

1. 2
2. planning lesson plans
3. What my classroom setting was going to be like. I thought at first that I was going to be teaching in rural areas but instead I taught at a private English school in the city.
4. 2

Thailand C

1. 3
2. Finding ways to play games with the kids, that was the best. Also learning good ideas on finding materials and such to teach with.
3. How hard it would be, there is a lot of preparation that goes into it that you never ever think of.
4. 3

Thailand D

1. 3
2. That you can use anything to teach and to make your lessons fun and interactive
3. I wish I would have known how challenging it would be not knowing Thai and trying to teach English.
4. 4

Appendix G
Mid-Internship and Post-Internship Questionnaire
Quantitative Data

Intern	Mid-Internship Preparedness	Mid-Internship Confidence	Post-Internship Preparedness	Post-Internship Confidence
Cambodia A	3	3	2	3
Cambodia B	4	3	4	5
Cambodia C	2	2	2	2
Japan A	4	4	3	4
Japan B	2	4	2	5
Mozambique A	3	3	3	4
Mozambique B	3	4	2	3
Mozambique C	2	4	2	5
Mozambique D	3	3	3	3
Mozambique E	4	4	3	3
Mozambique F	2	2	2	2
Mozambique G	3	3	3	2
Mozambique H	2	5	2	3
Thailand A	4	4	4	4
Thailand B	2	3.5*	3	4
Thailand C	2	3	3	3
Thailand D	3	4	3	4
Mean	2.82	3.44	2.71	3.47
Median	3	3.5	3	3
Mode	2	4	3	3
Standard Deviation	0.81	0.79	0.69	1.01

*Note: Interns were asked for a whole number scale rating. This intern indicated two levels of confidence, depending on the age group of students. Thus, the two were averaged together.

Appendix H Consent Form

Evaluation of a Curriculum for Training Novice ELT Volunteers Consent to be a Research Subject

Introduction

This research study is being conducted by G. Travis Wilson, at Brigham Young University to evaluate the curriculum of a training course for novice English Language Teaching (ELT) volunteers. You were selected to participate because you are currently enrolled in Ling 377R.

Procedures

You will be asked to complete a questionnaire at the beginning of the first day of class. The questionnaire consists of four questions and will take approximately ten minutes. Questions will include an evaluation of your level of preparedness to teach English. You will also be asked to participate in an individual interview to address the same issues. The interview will take approximately fifteen minutes, and it will be tape-recorded and then transcribed. At the end of the semester, you will be asked again to participate in an interview to address similar issues, but after having received training. The semester-end interview will follow a similar format to the one at the beginning of the semester. During your experience abroad and after returning from it, you will be contacted by e-mail with a questionnaire to follow up on your teaching experience. Each questionnaire will follow a similar format to the one at the beginning of the semester.

Risks/Discomforts

There are minimal risks for participation in this study. However, you may feel emotional discomfort when answering questions about personal abilities. The interviewer will be sensitive to those who may become uncomfortable.

Benefits

There are no direct benefits to participants. However, it is hoped that through your participation researchers will learn more about the effect of the training in order to provide information for evaluating the program.

Confidentiality

All information provided will remain confidential and will only be reported as group data with no identifying information. All data, including questionnaires and tapes/transcriptions from the interviews, will be kept in a storage cabinet within the locked office of Dr. Henrichsen, and only those directly involved with the research will have access to them. After the research is completed, the questionnaires and tapes will be destroyed.

Compensation

Unfortunately, no compensation is being offered. It is hoped that you will participate for the benefit of future participants in similar programs.

Participation

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

Questions about the Research

If you have questions regarding this study, you may contact Travis Wilson at (702) 505-0934, traviswilson@byu.net or Dr. Henrichsen at 422-2938, lynn_henrichsen@byu.edu.

Questions about your Rights as Research Participants

If you have questions regarding your rights as a research participant, you may contact Christopher Dromey, PhD, IRB Chair, 422-6461, 133 TLRB, Brigham Young University, Provo, UT 84602, Christopher_Dromey@byu.edu.

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

Signature: _____ Date: _____

Appendix I
Sample Lesson Plan
Created by Intern
Thailand C

Body Part Vocabulary
 Lesson Plan

Materials Needed:

- Doll with separate detached limbs, head, foot, hand, fingers, nose, and ear.

Class activities:

- Warm up/ Review: review colors from previous week.
- Presentation:
 - Teach vocabulary: draw on the board, head, shoulder, knees and toes, eyes ears mouth and nose.
 - Have kids repeat out loud each body part as I point to it on my person.
- Practice:
 - Show how to play head shoulders knees and toes and play. Give children the opportunity to lead the song in front of the class room.
- Presentation:
 - Teach vocabulary: draw on the board legs, hands, fingers, foot, and toes.
 - Have kids say out loud each word as you point to it.
- Practice:
 - Bring out stuffed body parts. As you pass an arm to a student they must say what they body part is and pass it back. Work your way around the room throwing different body parts out.
 - After children get comfortable with saying and recognizing the body part. Give out all of the stuffed limbs. Have each student sit on their desk and have them name a body part. After it is named instruct the student with that part to throw it to the student that requested. Then move on to next student and so on and so forth.
- Application:
 - Ask students to tell you what you use each body part for. For example: what do you stand on? Feet. What do you see with? Eyes, and so forth.

Homework: Play head shoulders knees and toes with a friend at home.

Evaluation:

Appendix J
Sample Lesson Plan
Created by Intern
Thailand D

Lesson Plan: Fruit and Vegetables

Objectives: To create a knowledge of fruit and vegetables commonly eaten in the United States. The students should be able to name the different fruits in English.

Materials needed:

- Cut outs of the fruits and vegetables
- Story book hungry caterpillar
- Woman who ate... bag
- Veggie Tales song
- Something to play the song

Warm –up/ Review: Last time we discussed colors and the names of colors. Point to things around the classroom and ask what color they are. (10 minutes)

Introduction to the new lesson: Today we will be talking about fruits and vegetables. In the United States some of the fruits and vegetables we eat are different than in Thailand. One of my favorite fruit is a strawberry. (Show a picture of a strawberry) A strawberry is red, juicy and has little seeds around it. It also has a green stem growing out of the top. (10 minutes)

Presentation: Hold up a picture of a fruit/ vegetable and name it's name. Then have the children repeat after you the names. Go through the list 3 times and the last time have the children try to say the names by themselves.(15 minutes)

Read the story of the hungry caterpillar. (15 minutes)

The story of the woman who ate all the fruit and vegetables. (10 minutes)

Practice: Play “Veggie Tales” song and when you hear a vegetable clap your hands.(10 minutes)

Coloring page of fruits and vegetables. (10 minutes)

Evaluation: Ask the children their favorite vegetables and fruit along with their least favorite. (10 minutes)