

# ELT

## Department Program Review - Fall 2013

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## ELT DEPARTMENT OVERVIEW

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The Department of English Language Teaching and Learning (ELT) is central, and even essential, to the institutional mission of Brigham Young University Hawaii and directly supports the traditions, characteristics, and practices that comprise the values and culture of the University. This mission and tradition include the integration of both spiritual and secular learning that seeks to prepare students with “character and integrity who can provide leadership in their families, their communities, their chosen fields, and in building the kingdom of God.” The University mission has always included a focus on students from the United States, the Pacific islands and Asia. Significantly for the ELT Department, the mission includes the support of students who seek to “influence the establishment of peace internationally.” (The mission statements for the Department and the University can be found in **Overview Appendix: Document 0.1.**)

ELT has been variously housed throughout its history in different colleges and departments, but has essentially served the same two constituent needs—assisting international students to improve their English language skills and training future teachers to teach English to speakers of other languages. Following this overview, the Self-Study Report is divided into two sections which reflect these student needs—English as an International Language (EIL) and Teaching English to Speakers of Other Languages (TESOL) programs (see **Department organizational chart in Overview Document 0.2.**)

During the self-study, the faculty within the Department has been aware of the need to prepare for future growth at the University. Many of the discussions on improving curriculum, assessment, and operating systems look forward to that growth and in preparing our programs for increased student enrollment.

### PROFILE: ENGLISH AS AN INTERNATIONAL LANGUAGE

When BYU-Hawaii opened (as the Church College of Hawaii) in 1955, most students were from Hawaii. Gradually, students from other nations in the South Pacific, and then Asia, began arriving. The need for English language support for these international students became apparent and the fore-runner of the current EIL program was created in 1963. From early days as part of fulfilling their College/University mission, BYU-Hawaii has admitted students with relatively low English language scores, and then assisted them with English classes once they arrived on campus. Current enrollment in EIL is both diverse as to language background and student academic experience. Historical enrollment data by year and country is given in Figure 0.1 (see a summary by region in **Overview Appendix 0.3**). More complete and current EIL data will be in the EIL section of the report.

At BYU-Hawaii, students in EIL earn General Education credit, as course work counts for up to twelve credits on the language track. Granting credit is an historical innovation on this campus and varies from other campuses where English language instruction is a pre-admission program. While administration officials have tried to reduce the number of students that place in intermediate-level courses in the EIL Program, the commitment to keep the balance of international students at the University near 50% of the student body naturally leads to students being admitted below the advanced levels.

## **PROFILE: EIL ONLINE**

In 2008, the Department began designing and developing EIL courses for teaching at a distance. Course construction began with the Intermediate II level courses (see planning document for online EIL in Overview Appendix Figure 0.4). The first course, EIL 229 Intermediate II Reading, was piloted in the Spring and Summer terms, 2008. Subsequently to this pilot, seven Intermediate courses have been developed and are regularly taught each semester. During Fall 2013, 17 sections of EIL are being taught. Following each section in the EIL Program Review Report, a short report on the online EIL courses will be given.

## **PROFILE: TESOL MAJOR, MINOR, AND CERTIFICATE**

The TESOL program also has early connections to the mission and history of the University. Some University faculty recognized early on that some international students from the Pacific Islands and Asia wished to teach when they returned home. This led to the development of a B.A. TESOL program, which when authorized by the academic senate in 1967, became the first bachelor-level program in North America. Over the years, the program has remained somewhat small, but has strongly influenced LDS Church Education System teachers in the target area (Asia and the Pacific Rim), prepared a wide variety of domestic and international students for employment and graduate school, produced one of the longest-running journals in the profession (the *TESL Reporter*), and supported active participation by both students and faculty in the profession.

At the present time, the ELT Department offers a BA degree in TESOL and supports students who are seeking a TESOL ED degree. We also offer a TESOL Certificate, TESOL Minor, and a Linguistics Minor. Specific data about these programs and students will be given in the TESOL section of the report.

## **WHAT WAS LEARNED AND ACCOMPLISHED FROM LAST REVIEW**

Nearly all of the recommendations made by the consultants in the previous Program Review have been directly addressed and changes have been implemented. The Program Review Team for the 2007 Program Review provided nine recommendations. What has been accomplished from these recommendations is reviewed briefly here in the overview; where appropriate, more detailed descriptions of changes made are given in later sections.

- Recommendation 1: Propose establishment of an MA in TESOL.
  - The plan to add a few select master's degrees to BYUH has been dropped by the Board of Trustees and is no longer applicable. No graduate degrees will be offered at BYUH.
- Recommendation 2: Address issue of nonrenewable three-year full-time instructor positions.
  - These positions allowed us to have temporary full-time instructors in the EIL program, but were frustrating to both the employee and the Program since the instructors would have to leave just as they began to really be effective. These positions were discontinued in 2011 at a time when enrollment was down in EIL. Now that student numbers have increased again in EIL, we have a need for more instructors. We have

filled the temporary gap with graduate interns, who, currently are teaching full-time for one year.

- Recommendation 3: Improve status of lecturer positions.
  - In 2010, the Lecturer positions were changed to regular faculty positions (assistant professor) with the opportunity to apply for CFS (Continuing Faculty Status). All lecturers serving at the time of the change became assistant professors. One has subsequently retired, but all others were granted CFS.
- Recommendation 4: Improve TESOL Graduate Tracking.
  - Since this recommendation was made, we have created a TESOL Alumni Facebook page where more than 50% of our graduates active on the page. We also keep a database on TESOL students as they graduate. Further work on this recommendation is discussed in ***TESOL GRADUATES' SUCCESS*** page 42.
- Recommendation 5: Need for adequate experience for students in the TESOL Practicum.
  - Several changes have been incorporated to give students a better practical teaching experience, including increasing required hours for the TESOL internships, allowing for two internship experiences, moving the main required internship to a mid-degree experience (usually between the junior/senior year), and increasing campus tutoring/teaching opportunities through tutoring and group activities. Further changes and additions are reported in ***TESOL ACADEMIC CURRICULUM***, page 45.
- Recommendation 6: Assess TESOL Major English Language Proficiency.
  - Following the previous review, the iBT (Internet based-TOEFL) was given to graduating seniors to measure language proficiency over several years. TESOL graduates performed better than classmates in other majors, but concern for their confidence in the language as English teachers leads us to continue to address this issue (see ***TESOL ACADEMIC CURRICULUM***, page 45).
- Recommendation 7: Improve on difficulties with External Communication among the BYUH university community at large.
  - At times in the past, the EIL Program in particular, seemed isolated from other University departments. Several actions have been taken to improve this situation, including creating an EIL liaison who works with other faculty on language issues they face in the classroom, as well as work with University service groups to better include international students. In addition, the liaison invited the Academic Vice-President to team teach an EIL class. More on this situation is reported in ***EIL CONTRIBUTIONS TO THE UNIVERSITY***, page 30 and in ***TESOL CONTRIBUTIONS TO THE UNIVERSITY***, page 50).
- Recommendation 8: Address capacity concerns for the Language and Reading/Writing Centers.
  - Minor improvements have been made, including getting the Language Center Committee reconstituted. These capacity issues, however, are still of concern for our Department and we strongly recommend attention to the vital work these Centers perform as new buildings are completed on campus (see ***EIL STUDENT LEARNING & ASSESSMENT***, page 9).
- Recommendation 9: EIL (and TESOL) Registration Procedures.
  - Changes in EIL registration procedures have occurred with technology and advisement changes on campus, including ability for EIL students to register online along with all

other continuing students. New students are still aided in registration by academic advisors. EIL students are notified of placement results in the University Mapper system, eliminating both errors and a series of various messages from different professors.

In response to these recommendations from the 2007 report, the Department listed four Summary Action Steps.

1. Pilot the iBT with TESOL majors in 2008-2009.
  - a. The iBT test was given over a period of several years to graduating seniors as part of the University assessment package. Data showed that international students whose first language is not English and who were TESOL majors scored on average a 79/80 (paper-based score 550), while other international seniors averaged 61 (500). While these results support the improvement in English among TESOL majors, the results for the rest of the seniors taking the exam were low.
2. Examine ways to make the EIL curriculum more efficient for language learning and more responsive to current University directions.
  - a. A task force has been appointed to investigate further (see discussion of this action step in *EIL ACADEMIC CURRICULUM*, page 21).
3. Ensure that students receive clear information related to placement and progress in EIL courses.
  - a. This Action Step was partly addressed by the improvement in the placement notification system on Mapper, but new student notification has also been simplified by other technology tools (see further response to this item in *EIL ACADEMIC CURRICULUM*, page 21).
4. Consider scheduling issues, specifically by assigning teachers to the same courses each semester as much as possible, examining the assessment workload, and clearly communicating rationale for teaching assignments and changes.
  - a. Primarily this Action Step applied to the scheduling of instructors for EIL classes. While efforts have been made, because of the constraints of timely data on placement at the beginning of each semester, this issue still needs further attention. University committees are working with changes in the new student testing dates, but other sharing of test data, remote testing of new students, and other innovations need to be explored (see response to this item in *EIL ACADEMIC CURRICULUM*, page 21).

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## ELT FACULTY QUALITY SECTION 5

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Since all full-time faculty in the ELT Department now teach both EIL and TESOL classes, the section on Faculty Quality is included here in this Overview. Additional information related directly to faculty and special and adjunct instructors in EIL will appear later in the report in those respective sections. Faculty curricula vitae can be found in **Supplemental Appendices: Curricula Vitae**.

The current list of faculty, adjunct and special instructors, with academic qualifications is included in Overview Appendix Document 0.2. The ELT Department has ten FTEs (although one is vacant awaiting the arrival of a new hire in January, 2014) with a large number of adjunct and special instructors (10-18 at any one time.) All TESOL courses are taught by full-time faculty. All part-time instructors work in the EIL Program.

In general, the department full-time faculty, with the assistance of adjunct and special instructors, can meet the needs of the two programs, although this is at times challenging. With increased enrollment in the EIL Program (see **Section 5: EIL Faculty Issues Table 5.1**) the current number of student credit hours taught within the Department is high (over 6000). Nearly all adjunct and special instructors with sufficient credentials who live within driving distance are used in our (EIL) program. As the University enrollment increases, we anticipate a strong need for additional FTEs for our Department, foreseeing an inability to meet the needs of students without more full-time faculty. Also, one future goal is to grow the pool of qualified adjunct and special instructors. (Issues related to the size, integration, and training of the part-time teaching pool will be discussed in the EIL section of the report.)

The faculty members in the Department are active in the profession, presenting and publishing on a regular basis. Table 0.2 shows the professional output of the faculty from 2007 to-date. In addition, three faculty members have served as officers in the Hawaii TESOL board and one as the conference planner for a Hawaii TESOL annual conference. Faculty regularly take TESOL students to conferences, or present with students at conferences (see number in table below). These accomplishments can be reviewed in the **Supplemental Appendices: Curricula Vitae**.



**Table 0.2 Faculty Presentations Publications 2007-2013**

Type of scholarship	Number published
Books	1 (1 forthcoming)
Book Chapter	5
Refereed articles	15 (1 forthcoming)
Book reviews	6
Materials development projects—online EIL	14
Materials development projects—other	6
Conference presentations	Number given
Paper	77
Conference presentations with students	13
Conference half/full day institutes	16
Poster/electronic village	9

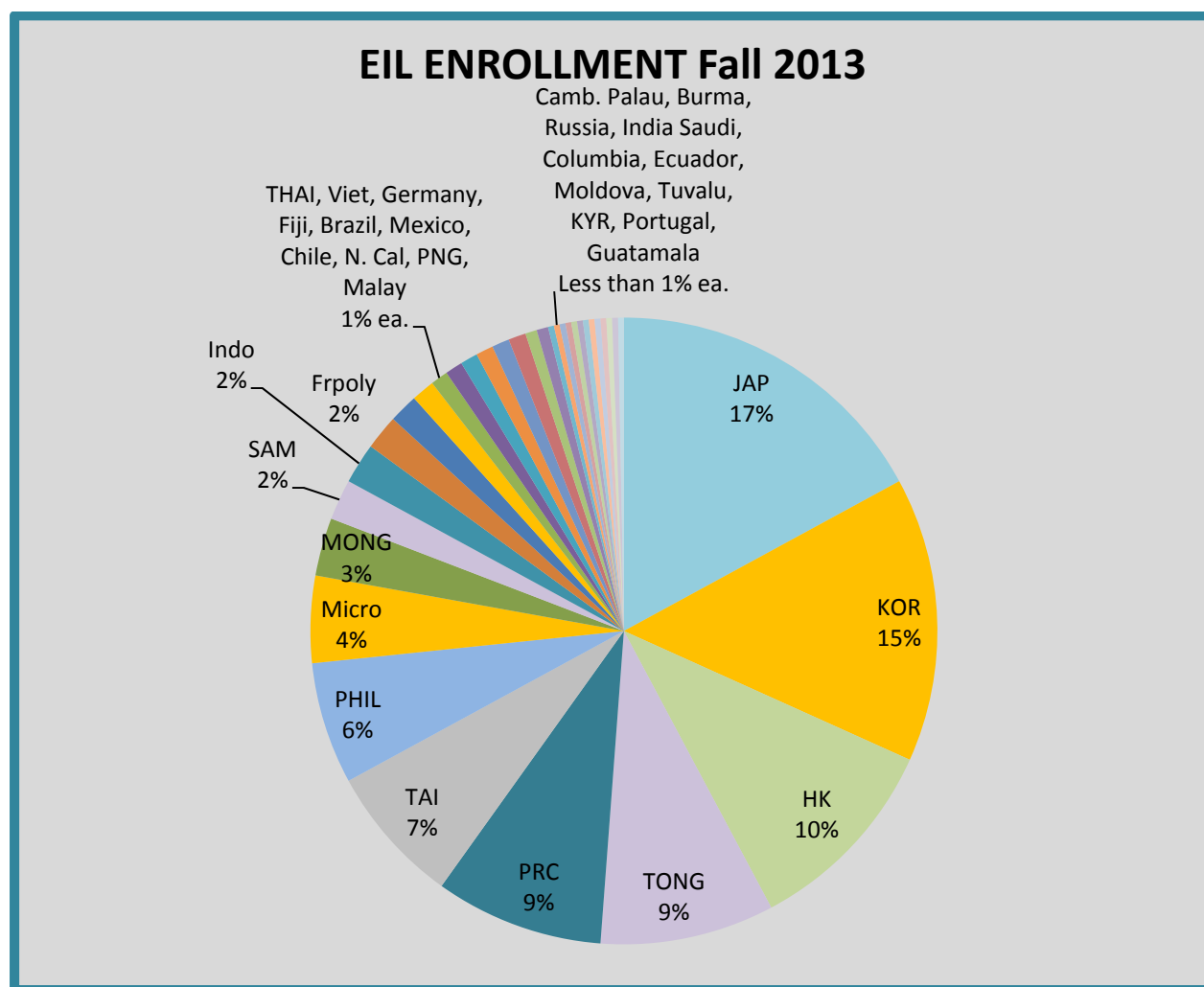
**Standards for faculty**

All FTEs in the ELT Department must have at least an MA in TESOL or a closely related field from an accredited university (current degrees held by full faculty are summarized in Overview Appendix Figure 0.5). A doctorate in a TESOL related field is preferred. It is also preferred that faculty have experience in the BYU-Hawaii target area (Asia and the South Pacific). New people hired may represent specific areas of expertise in addition to these general standards. For example, with the need to help our TESOL graduates be qualified to teach young learners (since many are employed to teach that age group after they graduate), we advertised for and hired a faculty member with that specialty. In addition, faculty and adjunct/special instructors must meet the hiring requirements of the University.

## INTRODUCTION

The EIL Program directly contributes to the University’s mission by helping non-native English speakers improve their academic English proficiency, enabling them to succeed in their college career. Given that BYU-Hawaii’s target population comes from the Pacific (Hawaii, Asian Rim countries, and South Pacific islands and nations), the EIL Program must help international students with a broad range of skills and backgrounds. While many international students have studied English in their home countries or abroad, they may still not have the necessary academic language to succeed in university courses. In addition, international students at BYU-Hawaii are frequently admitted with lower language test scores than those at other universities because of the University commitment to offer education to as many as possible in the target areas.

**Table 1.1 EIL Enrollment Fall 2013 (by geographic region)**



Some of these international students may not be as well prepared to study in a university environment, and still others may be at-risk students (e.g., have lower academic literacy skills). Therefore, EIL offers both online courses, which may be taken before a student arrives on campus, and regular on-campus face-to-face courses at the intermediate and advanced levels (see **Table 1.2**). Once students have completed core courses at the Advanced 2 level, they select elective support classes (and are denoted as POST EIL students). As noted above, EIL students receive full credit towards graduation for EIL classes, which apply as foreign language courses for General Education (GE) credit. Furthermore, students may apply for a minor in EIL once they have completed EIL courses and the three General Education English courses.

### 1. STUDENT LEARNING & ASSESSMENT

Since the last program review, the EIL Program has undergone a period of considerable change, and the EIL curriculum has been restructured several times to meet new directions of both the University and the EIL Program (see **EIL Appendix Documents 4.2, 4.3, 4.4 and 4.5**). Some of these changes were externally mandated by the University administration, including a reduction of credits students were allowed to take in the EIL Program. This reduction came because of institutional changes in semester enrollment and credit limits for students. Other changes to the Program were internal decisions such as the move towards integrated skills in the core advanced courses.

While some of the changes responded to felt- or observed-needs in the Program, the number of increasingly complex changes in the last seven years has put something of a strain on the EIL Program faculty and resources and has impacted assessment, as discussed below. These curricular changes are described in more detail later in this report (see **Section 4. EIL: Curriculum**). Efforts will be made in the next five years to stabilize the curriculum within a more simplified structure to better meet the needs of students in the present university environment and to reduce the stress on teacher workload and Program resources (see **Section 9. EIL: Five-Year Program Goals and Section 10. EIL: Overview of Proposed Changes and Resources Needed**).

At the present time, students are placed in the EIL Program from an EIL New Student Testing process prior to the beginning of classes each semester. First, in-coming international students are screened by Admissions and Academic Advisors using the EIL Policy on English Language Testing (see **EIL Appendix Document 1.1**) to determine if the students are required to test or are exempt from EIL testing. All students required to test complete the EIL New Student Tests during one day. After completing the testing, international students are placed into EIL classes if test results indicate that academic English study is needed. EIL proficiency levels are structured as shown in Table 1.1.

**Table 1.2: EIL Program Proficiency Levels**



Table 1.2 shows the current basic EIL curriculum structure. New students are placed in one of the Intermediate or Advanced levels according to the results from their new student test scores. The POST Advanced 2 level is for continuing EIL students who have complete Advanced 2 (see Section 4. EIL: Curriculum for more information about the POST Advanced 2 levels). Once a student is admitted into the EIL Program, the student advances through Program levels, completing course and Program requirements. These requirements include passing scores on level course exams and department assessments as well as overall passing course grades.

Following the last program review (2007), standardized level exams were implemented for most EIL courses, ensuring a more universal achievement of program learning outcomes across courses and sections. These served well for Program assessment until further changes in curriculum were needed. Given these fundamental changes, however, not only have the specific learning outcomes changed since 2006, but so have the tools of measurement. In many cases, the existing final exams no longer fully match the new curriculum. While new assessment measures are being created, the size of the curriculum means that not all courses have revised tests at this time. Needless to say, assessment is a target area for EIL Program work for the next few years.

Past and current assessment measures within the EIL Program indicate that students generally have acceptable rhetorical knowledge of academic writing by the time they complete the EIL Program. However, grammatical complexity and accuracy is weak. In order to address this concern, a required grammar course (EIL 343) was added to the Advanced 1 level in 2012. Now, diagnostic and assessment measures are needed for this class.

The EIL Program has placed a greater emphasis on learning academic vocabulary and has added a program-wide assessment based on the Academic Word List (AWL), which is used in placement decisions at the end of the semester. An elective class on Learning Academic Vocabulary (EIL 341) was also added.

Some assessment changes have been driven by data. For example, based on a study of BYU-Hawaii GE course assignments and objectives, the EIL curriculum was revised to target the most relevant speaking skills needed by GE students. As such, Intermediate level courses for listening/speaking now specifically focus on group discussion skills (with a discussion-based speaking assessment), Advanced 1 focuses on classroom participation (with a question-answer speaking assessment), and Advanced 2 focuses on oral presentations (with a group presentation speaking assessment). Although these assessment changes are relatively new, the pass rates indicate that most students are developing a full range of academic speaking skills.

Following the reduction of credits allowed students in the EIL Program, data showed a sharp drop in SLEP and TOEFL scores. This drop in proficiency markers was a cause of concern. The Program recently changed the manner in which it assesses some of its outcomes by placing greater emphasis on balancing internal measures of English proficiency (course final exams) with external measures (such as the SLEP and the TOEFL), using these known external exams as benchmarks. In addition, data show that some students--during these times of curricular change and pressure to move students quickly through the

program-- were being advanced through the Program even though they were not gaining the required level of proficiency. In Fall 2012, TOEFL results indicated that students were, on average, one EIL level below their BYU-Hawaii counterparts prior to the credit reduction (see **Table 1.3**). For example, an Intermediate (INT) 2 student should have had an average score of 485 (the historical benchmark) to advance into Advanced (ADV) 1.

**Table 1.3: Comparison of Historical TOEFL Benchmarks per Level to Fall 2012 TOEFL Average Scores.**  
(Total Scores are reported on a range of 310 to 677)

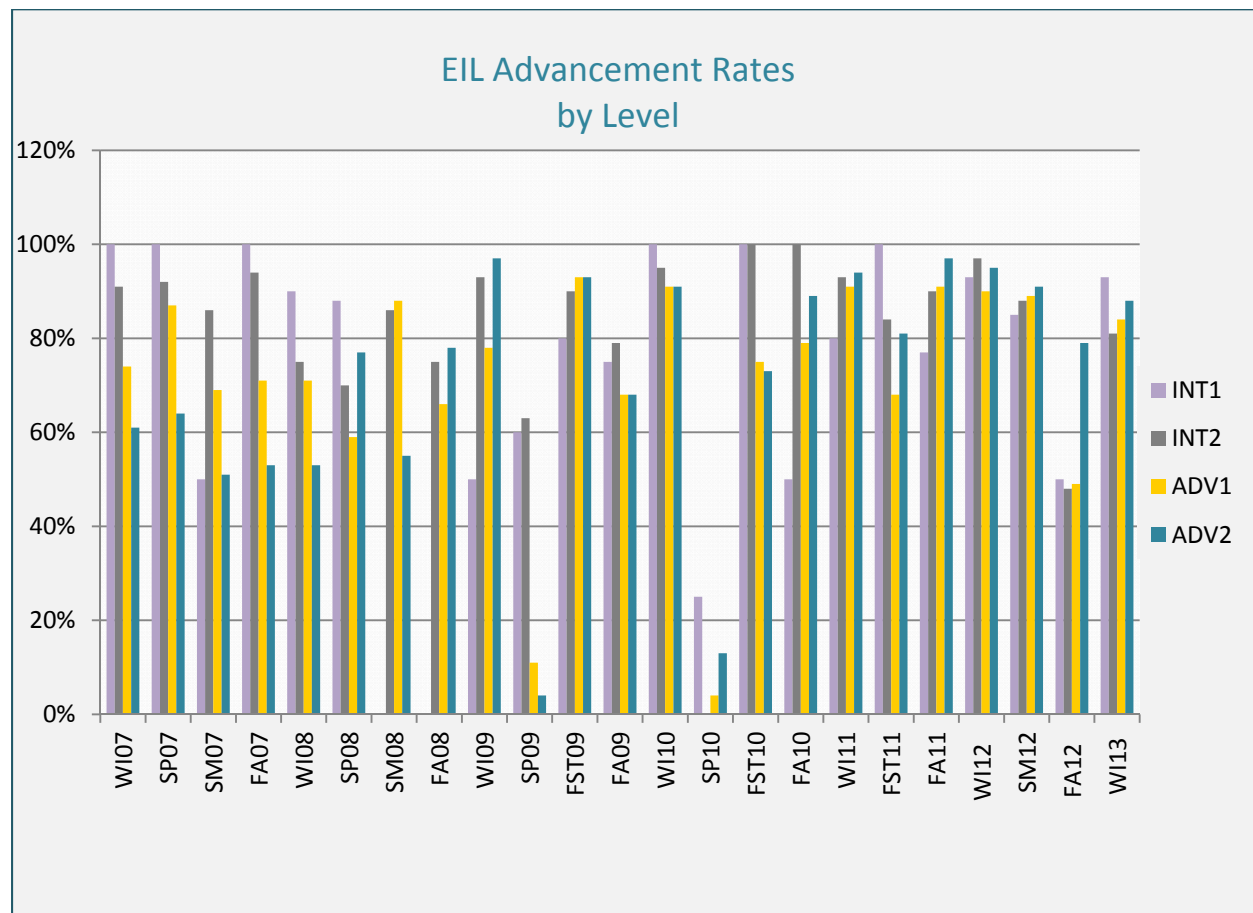
Historic TOEFL scores for students advanced to next level and students required to repeat level					
INT I	INT II	ADV I	ADV II	POST	OUT
445	465	485	505	515	525
FALL 2012 TOEFL Level <b>Averages</b> for students who took the test					
INT I	INT II	ADV I	ADV II	POST	OUT
429	465	484	499	503	547

Table 1.3 shows the historical TOEFL Benchmarks (administered every other year from 2002 to 2008) for students who were placed into listed levels at end of a semester. For example, the Advanced (ADV) 1 benchmark refers to all Intermediate (INT) 2 students who took the test and were moved up to Advanced 1 and all the current Advanced 1 students who did not advance and were required to repeat the level.

It is likely that less time in class contributed to less progress in English language skills. However, the EIL Program is increasing its efforts to support language learning within the tighter credit constraints, including such things as more in-service sessions for teachers, more training for student tutors, the appointment of an assessment coordinator, the addition of a grammar class, and more direct teaching of vocabulary. Some improvements have been made, although current EIL student scores on the SLEP and TOEFL are not as high as their pre-reduction levels. Another factor in the drop in scores could be attributed to curricular changes that focus more on integrated skill classes (at the Advanced level) and a greater emphasis on communicative skills instead of skill-specific instruction that lends itself more towards SLEP and TOEFL preparation.

As noted above, starting in Fall 2012, EIL faculty began work to determine more consistent benchmarks for assessment and placement. Using external measures, including the TOEFL and SLEP scores, the internal measures of language proficiency, such as course final exam scores, were adjusted. Initially, student advancement rates dipped with the implementation of these higher benchmark standards as EIL attempted to correct for students passing at lower standards (see **EIL Appendix Figure 1.2**). However, advancement rates rose again in Winter 2013 following a concerted effort to communicate these higher expectations to EIL students and to apply them throughout the EIL curriculum. The Winter 2013 percentage reflects a more valid rate of advancement (as shown by the Fall 2012 data in **Table 1.4**).

**Table 1.4: EIL Advancement Rates by Level**



To date, it appears that efforts to raise assessment standards have been successful at least in part. The use of external measures has helped ensure that Program standards are maintained even if internal measures are subject to changes in student in-take and curricular revisions. New, standardized final exams have been developed for some courses and will continue to be refined over the next few years. (see **Supplementary Appendix: Assessment Plans**; see also **Section 9. EIL: Five-Year Program Goals** and **Section 10. EIL: Overview of Proposed Changes, Resources Needed**).

### EIL Online

Assessment issues are critical to the success of the online EIL courses. As noted below in the Curriculum section, the online courses were modeled on campus courses, objectives, and curricular materials. Scheduling of courses also matches the semester schedules of campus courses. Courses are taught by teachers that would be qualified to teach on campus. Each course teacher is assisted by a paid student tutor.

While courses operate smoothly for the most part (technology glitches aside), the security of the assessment system is a key concern as the online EIL Program moves forward. Several areas are of high

concern. The first is a need for a better assessment measure for course placement. While the existing system is modeled on measures used on campus, it is difficult to maintain the accuracy and training of those conducting the assessments (primarily student tutors). Secondly, since a non-technology based assessment system is not in place as of yet, important course assignments and exams are not fully secure. Some technology support is available for testing needs (speaking tests are recorded over Skype with the student tutor and the teacher rates the student responses); a secure system to make accurate assessment of language proficiency is needed. A testing committee, shared with BYU Idaho, has recently been formed to address some of these assessment needs.

Currently the committee, composed of the ELT Distance Education coordinator (Ellen Bunker), the BYUH Online EIL Coordinator (Paul Rama), and the BYU Idaho ESL Coordinator (Rebecca Cheney), are working on the development of better placement tests for online students. The committee is reviewing existing tests, meeting with testing experts, and developing a set of placement measures for new students. These tests will be put in place within the next year. Developing an effective and secure method for assessing language levels of new students will aid in the building of a system for secure assessment in all the EIL classes.

## *2. STUDENT SATISFACTION*

One measure of EIL Program student satisfaction comes from the BYUH Graduation Survey (see **EIL Appendix Figure 2.1**). Results from the 2007-2013 period show similar levels of satisfaction as those reported in the last EIL Program Review. In general, about 75% of graduating students who were former EIL students indicated that their overall experience in the EIL Program was Good, Very Good, or Excellent. When asked about the quality of teaching in the EIL Program, an average of 75% responded that the quality of teaching was Good, Very Good, or Excellent. The same average percentage of students felt that the EIL Program was effective at preparing them with the English skills needed for success in other University courses, and that the Program was an appropriate length. In the same survey, when asked if the length of time spent in EIL courses was appropriate, 72% responded Slightly Agree, Agree, or Strongly Agree.

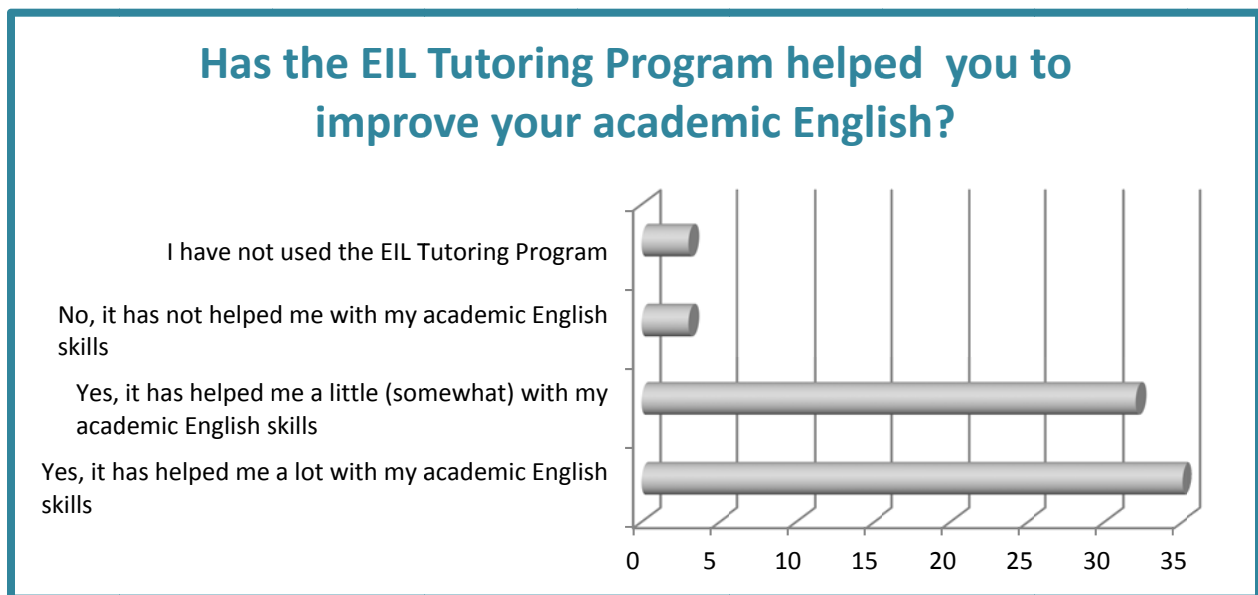
Another measure of student satisfaction is the focus group information taken from the Faculty Advisory Council's (FAC) Student Focus Groups which were conducted in May 2013 (see **EIL Appendix Document 2.2, and note Part 1. and Part 7**). In these focus groups, students commended University faculty overall. Students also stated that EIL helps with their other University courses. However, because of the University's nine-semester time limit, students were concerned that they don't have enough time to complete their major core classes and that the requirements to complete the EIL Program take up too much time and cause discouragement. They also thought it would be helpful if the time spent in EIL did not count towards the nine-semester limit.

In response to these concerns, EIL students do have the option of appealing for a tenth semester should they need time to complete their degrees. EIL data shows that EIL students in general move successfully through the EIL Program within the time limits required by the University (see **EIL Appendix Figure 2.3**). On average, 87% of EIL students across all levels advance satisfactorily through the Program.

As part of a student research project, BYU-Hawaii TESOL students Rainia Sam and Minami Kuroki in 2013 measured student satisfaction with the Language Center EIL Listening/Speaking Tutor Program. Survey data show students generally positive about this EIL resource (see **Table 2.1**). Survey samples were taken from a pool of approximately 75 students who were currently enrolled in EIL across all proficiency levels or who had previously been enrolled in the EIL Program.



**Table 2.1 Student Satisfaction with the EIL Tutoring Program**



It is also interesting to note that former EIL students no longer in the EIL Program (“out” students) enroll in EIL elective courses after completing EIL requirements. The trend in the data from the EIL database shown in Table 2.2 shows that a small but growing number of these students are enrolling in EIL elective courses, despite student concerns with the nine-semester limit. A few of these students are taking these courses for a better grade while the majority of those enrolled are taking EIL electives for additional language support. This also appears to be an indicator of student satisfaction with the language support offered by the Program. More data is needed to see how EIL electives are serving students.

**Table 2.2 Students Out of EIL Enrolled in EIL Elective Courses**

STUDENTS OUT OF EIL ENROLLED IN EIL ELECTIVE COURSES								
	FA10	WI11	FST11	FA11	WI12	SM12	FA12	WI13
<b># OUT Enrolled</b>	4	4	1	1	8	7	9	5
<b>Low Previous Grade</b>	2	2	0	0	1	0	1	2
<b>New Enrollment</b>	2	2	1	1	7	7	8	3

The EIL Coordinator (Amanda Wallace), the EIL Assistant Coordinator for Assessment (Robb McCollum), and the dean (John Bailey) met with the University's Vice President for Academics (Max Checketts) at the end of the Fall 2012 semester to formulate a plan for an EIL language proficiency probation policy and a process for working with at risk EIL students. A draft language proficiency policy is currently being revised. An EIL Exceptions Committee made up of the EIL Coordinator, the EIL Assistant Coordinator for Assessment, and the University's Vice President for Academics has been created to evaluate the progress and placements of EIL students experiencing difficulty in completing EIL Program requirements. The EIL Exceptions Committee now meets regularly immediately following each end-of-semester EIL placement to determine how to assist individual students at risk.

In Winter 2013 and Summer 2013, meetings were held with all EIL students to clarify EIL expectations for achievement and advancement and the University's policy on the nine-semester limit. During these student meetings, attended by the University's Vice President for Academics, the College Dean, the Department chair, and the EIL Coordinator, among others, the Vice President explained the requirements for degree completion for EIL students and also gave EIL students the option of appealing for an additional tenth semester at the University if needed because of required EIL coursework. Results of these initiatives and meetings seem to be positive, with an increase in advancement rates from the low in Fall 2012 to a marked rise in the rate of advancement in Winter 2013. Policies, processes, and assessments of student learning outcomes will continue to be monitored and reviewed to ensure EIL Program quality and to better meet the needs of EIL students.

EIL students can now enroll in EIL courses online each semester. Responsibility for EIL academic advising is shared among all of the University's academic advisors, with specific EIL advising issues covered by the Manager for Academic Advising, Marilee Ching, and the advisors that work with her who also specialize in the TESOL major. This is a change from previous years when the EIL Program had an academic advisor specifically dedicated to EIL.

### **EIL Online**

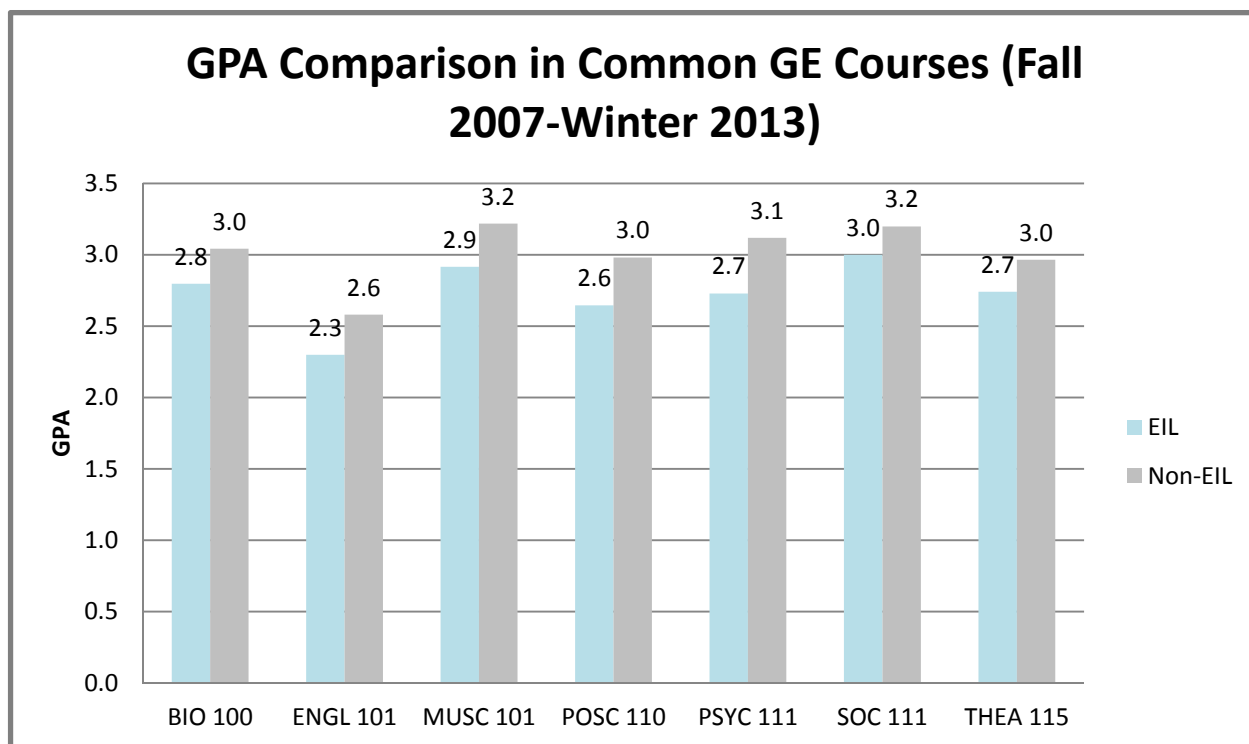
Many students in the online courses are taking the courses to improve their opportunity to gain admission to campus. Data on student satisfaction is collected regularly in these courses. Teacher evaluations are conducted in online EIL classes as they are with campus classes. An overview of these data is given in TESOL Appendix 2.1: Teacher Evaluation Summary (Winter 2011-Summer 2013). In the future, the separation of data for online (DL courses) and campus courses could give a better picture of the effectiveness of both.

### 3. GRADUATES' SUCCESS

EIL students do not “graduate” from the EIL Program, but data are available that demonstrate a positive correlation between EIL courses and EIL students’ subsequent success in GE course work. Data in the past that supported this finding included success of students in EIL support courses for specific GE classes (e.g. Biology 100). These support courses were popular electives for advanced-level students; however, when many of these GE courses moved online, the current model became obsolete, and the EIL Program is now looking at new ways to provide language support to students in the most popular GE courses.

In any case, data suggests that the EIL Program is effective at preparing students for success in GE courses. Table 3.1 shows a comparison of the pass rate (a grade of C- or higher) for EIL students in GE courses versus non-EIL students. Compared with similar data from the last program review, there is a slight increase in EIL students’ GPA even though no such increase appears in non-EIL students’ GPA. In this data set, an EIL student is defined as any on-campus student who was enrolled in any EIL course during her/his study at BYUH.

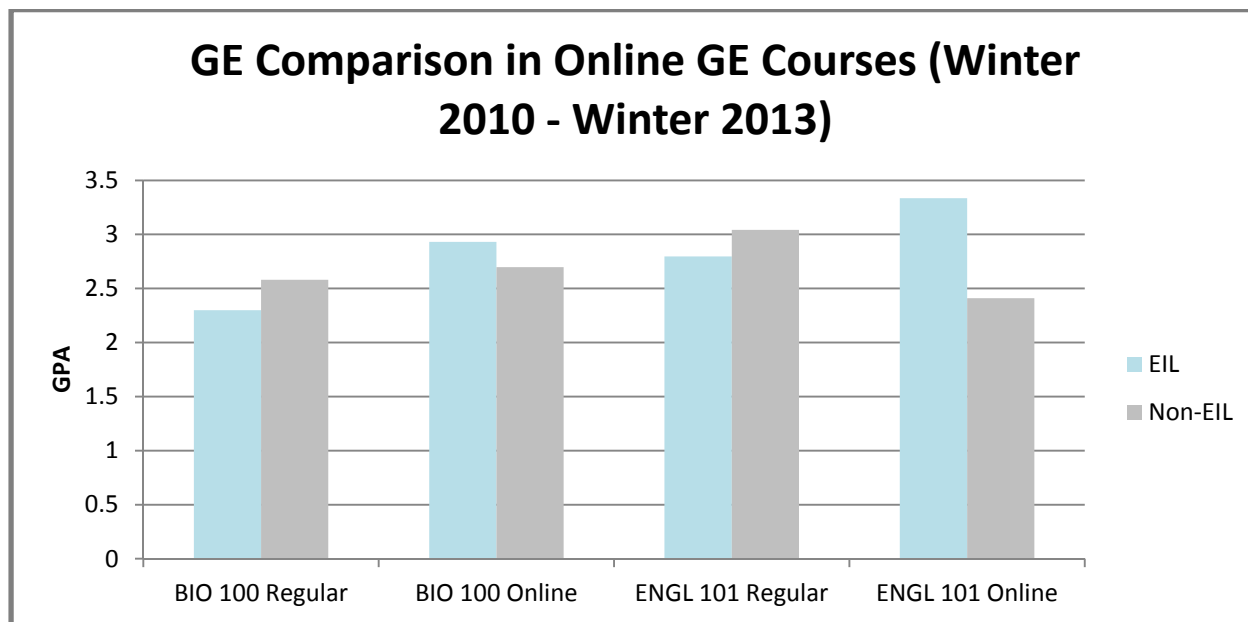
**Table 3.1. Success of EIL students in General Education courses**



*Data from BYUH Institutional Research*

Of particular note, in relation to GE, is the success of EIL students in online GE courses. Table 3.2 displays the GPA of EIL versus non-EIL students in two online GE courses. Although it is unclear why EIL students are more successful in online courses than their non-EIL classmates, this data suggests that EIL students have some advantages over non-EIL students in some aspects of academic study.

**Table 3.2 Success of EIL Students in Online GE Courses**



*Data from BYUH Institutional Research*

## EIL ONLINE

As in the campus EIL Program, the online EIL program has no “graduation.” Because the online courses are relatively new, data needs to be collected to show a variety of measures, including how well students previously enrolled in online EIL courses do once they reach campus. Preliminary data has been gathered but is not yet compiled. Among the preliminary data gathered are the campus placements of online EIL students. While a complication exists in interpreting these data because of the wide variation of possible experiences in the online environment (online Intermediate 2 students arriving on campus and testing back into the same level might have taken one, two, three, or four online courses or even taken courses within more than one level) and the small number of students in each data set, the data need further study. These data analysis will be a priority for the next 5-year plan.

Since the beginning of the online EIL courses, there has been a slow, but steady increase in enrollment. Current enrollment in online EIL is approximately 300 students, serving about 1000 students per year. A pilot collaboration with the online program at BYUI (see information below under section 4) will increase the student enrollment by 40-80 students starting Winter 2014. Should the collaboration be useful to both campuses, enrollment could rapidly become much larger, creating some stress on current program structure (number of student tutors available) and resources.

**Table 3.3 Enrollment in Online EIL 2009 - 2013**

	<b>DL-Online</b>		<b>REG-Online</b>			
Course	# sections	# enrolled	# sections	# enrolled	Total Sections	Total Enrolled
113	10	133	1	0	11	133
117	7	122			7	122
213	9	161	1	16	10	177
217	10	199			10	199
219	13	204	5	39	18	243
223	14	281	6	12	20	293
225	13	117	9	82	22	199
227	17	244	5	5	22	249
229	16	217	6	10	22	227
<b>Grand Total</b>	<b>109</b>	<b>1678</b>	<b>33</b>	<b>164</b>	<b>142</b>	<b>1842</b>

*Data from BYUH Institutional Research*

#### *4. ACADEMIC CURRICULUM*

The EIL Program has nine basic outcomes (see **EIL Appendix Document 4.1**). Objectives for individual courses within the EIL program are designed with these program-level outcomes in mind. The syllabus for each course details the “weight” of each outcome and how it will be addressed in that particular course.

One of the concerns cited by the 2006 Review Team was that “the number of EIL sections [was] disproportionately large relative to the student enrollment and may lead to students feeling fragmented as they are shuttled from class to class without a clear idea of the overall EIL curricular goals.”

Since the previous review, there has been a significant restructuring of the courses offered in the EIL program, particularly at the advanced level. These changes have caused difficulties in the Program, effecting both curriculum and assessment standards. The EIL curriculum flowcharts show the first changes made from the curriculum prior to 2008 at the time of the review (see **EIL Appendix Document 4.2**) to the restructuring made in 2008 in response to the Consultants’ Report (see **EIL Appendix Documents 4.3 and 4.4**).

In the past, reading, writing and listening/speaking were taught as isolated skills. In 2008, efforts were made to combine skills at the advanced level for a more integrated approach. As the 2013 flowchart shows, at the present time, reading, writing, listening, and speaking are taught as integrated skills at both the low and high advanced levels. This change has helped to eliminate some of the fragmentation mentioned above.

The current EIL program offers core courses at low/high intermediate and low/high advanced proficiency levels, and support classes to the core with supplementary and elective courses for matriculated students who are non-native speakers of English. After completing the high advanced level, students are called POST-EIL students; these students take 4-8 credits of supplementary/elective EIL coursework in conjunction with their GE and major courses (see **EIL Appendix Documents 4.5 and 4.6**). While the EIL Program cannot prepare students with *all* the language they will need at BYU-Hawaii, it does provide them with the necessary skills to acquire the language needed throughout a university career.

Perhaps the most significant change in the academic curriculum since 2006 is the move from a set list of required courses to a large pool of potential electives which were implemented first in 2010 and modified slightly in 2013 (see **EIL Appendix Documents 4.4, 4.5, and 4.6**). Due to the introduction of POST-EIL classes, students now have the opportunity to self-select courses they still need to improve their language skills after leaving the dictated courses of the EIL program. This has presented some challenges for the faculty because it dramatically increased the number of 2-credit courses offered, but it has allowed greater freedom and flexibility for the students. However, with the current teaching pool

and classroom limitations, not all of the elective courses can be taught or taught in the number of sections needed by students (see **EIL Appendix Document 4.6**).

Another suggestion from 2006 was to improve the articulation of curricular goals among part-time faculty who reported needing more time to prepare for classes they have never taught before. The reviewers suggested streamlining the placement process for new students and creating the teaching schedule as quickly as possible. Efforts have been made in this regard. For example, the placement process following EIL New Student Testing is completed on the same day so that students can be informed of their class schedules by the next day. Teachers also receive their teaching assignments by the following day. In addition, mentors are now assigned to help new and part-time teachers become familiar with curricular goals and available materials. End-of-semester placement meetings are attended by all EIL teachers to ensure that students take courses in the recommended sequence according to their proficiency levels.

Because of the University's recent move to a nine-semester degree completion model, the EIL Program is still attempting to make its current curriculum structure work with the new time frame. At the present time, EIL teachers are assigned to the same courses within semester course rotations and workload is distributed across the teaching pool as much as possible to reduce stress and workload issues.

In addition to time limitations, the number of EIL students has risen dramatically with the University's move to increase the student population from 2700 in 2012 to 3200 by 2015 (for recent totals of EIL students enrolled see **Section 5: EIL Faculty Issues Table 5.1**). Because of the rapid growth in the EIL student numbers, some courses taught on campus are now rotated to online on-campus when there are not enough teachers or classroom spaces available on campus. Review of the EIL curriculum is ongoing to determine how it can be revised to better meet the needs of students within the new University time frame and to support growing numbers of students enrolled in EIL courses. Two courses are planned for development online to assist the students in the Program.

To ensure that students receive clear information related to placement and progress in EIL courses, meetings for all EIL students have been held during the past year with the University's Vice President for Academics (Max Checketts), the EIL Coordinator (Amanda Wallace), and academic advisors to clarify the placement procedures of the EIL Program and to answer student questions. In addition, the EIL Student Handbook has recently been updated and revised and is now being distributed and discussed in EIL classes across the curriculum and is carefully reviewed especially in EIL 201 (see **EIL Appendix Document 4.7**).

## **EIL Online**

Curriculum for the seven Intermediate courses (3 Intermediate I courses and 4 Intermediate II courses) was patterned on the existing campus courses. These Intermediate courses have not seen the fluctuation in design described above and so, although the online course development began in 2008,

the online courses have been relatively stable. Changes were required in the course when the University adopted a new learner management system, but other changes to curriculum have been slight. Courses follow the University calendar and begin and end with campus courses. Course material may be completely online for some courses (EIL 213, EIL 217, EIL 223, and EIL 225) or supported by external textbooks and learning materials (EIL 227, EIL 219, EIL 229). Students are encouraged to find textbooks in-country; some arrangements are made to supply materials through learning centers (as in Mongolia, for example) or shipped from Hawaii.

Courses were developed with a team of EIL faculty and adjunct or special instructors, supported by the Department distance education coordinator and personnel from the Online Department. One team member taught the pilot of the course. Once the pilot was complete and corrections were made in the course, instructors were generally hired from out of the University community since all qualified instructors were needed on campus.

Future online EIL development will begin to address the need for Advanced level courses. The University recently approved an online Associates Degree, which was recently approved by WASC, the University's regional accrediting agency. A gap exists between the language proficiency of students in the online Intermediate courses and the proficiency needed to be successful in Freshman English and GE courses. The Department plans to begin building the first of the Advanced courses (EIL 393 Extensive Reading and EIL 353 Extensive Listening) during Winter and Summer 2014 as these courses are also needed for on-campus students. Faculty have recently attended a conference in Korea on extensive reading to prepare for the development of these courses.

In addition, the BYU-Hawaii Online Department and the ELT Department are working out an arrangement to share courses for students needing language support. BYUI currently has an online ESL course which is being evaluated for its suitability for our Advanced level students (in the AA degree). In return, BYUI is looking to enroll their potential online students whose level is too low for their ESL course in our online Intermediate course. The first students from the BYUI pool will register for online EIL courses in Winter 2014.



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**EIL—ASSESSING PROGRAM QUALITY**

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**5. FACULTY ISSUES**

The EIL Program currently employs approximately 24 teachers per semester. Eight or nine of these teachers are full-time (currently) and the rest are part-time teachers who teach one or more courses during the semester. Statistics from Winter 2007 to Winter 2013 in Table 5.1 show the following changes in numbers of teachers employed by the EIL Program.

**Table 5.1 Numbers of Teachers Employed by the EIL Program, 2007 to 2013**

	Winter 2007	Winter 2008	Winter 2009	Winter 2010	Winter 2011	Winter 2012	Winter 2013
Enrollment	260	209	151	171	161	313	329
Sections	53	36	33	32	23	42	46
Full –Time Instructors	10	9	8	9	9	8	8
Special Instructors	11	7	4	4	3	16	16
Sections taught by Full-Time	28 (53%)	26 (72%)	26 (79%)	24 (75%)	18 (78%)	20 (48%)	19 (41%)
Sections taught by Special Instructors	25 (47%)	10 (28%)	7 (21%)	8 (25%)	5 (22%)	22 (52%)	27 (59%)

In Winter 2008, EIL enrollment numbers began to decline, causing a decrease in the number of teachers, primarily because the University raised its testing admissions scores for a brief period of time, and fewer students were eligible applicants. However, a recent growth in enrollment in the EIL Program has necessitated more teachers to cover the increase in EIL course sections. In Winter 2012, 16 part-time teachers were employed with 8 full-time teachers. It is anticipated that with the projected sustained growth of the BYU-Hawaii student population, more part-time and full-time teachers will be needed in the very near future. It is anticipated that the EIL Program will have a student enrollment of about 500 by 2015.

With the abrupt growth in the Program, it has been challenging to find qualified instructors locally to meet the immediate EIL teaching needs. At the present time, EIL part-time teachers are required to have a Bachelor's or Master's degree in TESOL or related fields, or a Bachelor's in another field with a TESOL Certificate. Current part-time teachers include recent graduates of the ELT Departments' TESOL major, instructors from the local community who are returning to the field after a prolonged absence from teaching, and EIL adjunct faculty who have been teaching continuously part-time in the Program for a number of years.

Recently, the University approved teaching interns to help cover the teaching need for the EIL Program. The ELT Department is also working to increase the teaching pool for EIL by providing opportunities for TESOL certification for teaching professionals in the local community. Applicants for part-time teaching positions are required to submit a full resume and BYU-Hawaii job application and are interviewed prior to employment by the ELT Department Chair, the EIL Program Coordinator, and sometimes additional full-time EIL faculty members.

Newly employed part-time and full-time teachers are assigned mentors from the EIL full-time faculty and are supported by EIL Assistant Coordinators who provide resources and training. The EIL teacher handbook is also being updated to provide easily accessed information for all EIL teachers. Part-time teachers teach up to 22 semester hours per year and usually start as new teachers by teaching one class during the first semester of employment on a trial basis. Ongoing ELT Program and in-service meetings are regularly scheduled throughout the semester for all EIL teachers. Part-time teachers are invited with full-time teachers to participate in all of these meetings as well as in the yearly ELT retreats at the beginning of each academic year.

EIL teachers serve as EIL Assistant Coordinators in various aspects of the Program including curriculum and assessment. With the number of curriculum changes over the past several years, the responsibilities of these Assistant Coordinators have changed from skill coordinators to level coordinators. More recent curricular restructuring has necessitated changes in these areas of responsibility yet again to better meet current needs. In the present EIL organization, there is an Assistant Coordinator for Assessment (Robb McCollum), an Assistant Coordinator for Core Curriculum (Aubrey Bronson), an Assistant Coordinator for Supplementary Curriculum and Technology (Perry Christensen), and an Assistant Coordinator for Resource Management (Rick Nelson). There is also a supervisor for the EIL Listening/Speaking Tutor and Teaching Assistant Program (Robb McCollum). In addition, one teacher serves as the EIL Liaison (Mark Wolfersberger) to facilitate English language learning and use across campus in a wide variety of activities ranging from faculty workshops and seminars to student events. Assignments for these specialized positions are made based on teachers' professional expertise and interest.

Evaluation of all teachers is ongoing with peer observations, administrative observations, and student evaluations and surveys. The ELT Chair reviews teaching evaluations on a regular basis. Peer observation may include a straightforward observation of a colleague, but instructors in our Department often include such tools as the Small Group Instruction Diagnosis (SGID), Paul Nation's Four Strands model of language teaching, or other formal or informal observation methods. Student surveys include formal end-of-semester online evaluations required by the institution and may also include in-class mid-semester evaluations and other formal or informal evaluations of the teacher's choice.

The ongoing professional development for EIL Program teachers, the diverse professional experience, and the supportive and caring collegial goodwill of the EIL Program are all indicators of the strengths of the faculty within the Program. The urgent need for additional qualified faculty remains the greatest challenge for EIL; however, it is also a clear indicator of a dynamic English language learning program.

## **Online EIL**

All online EIL courses are primarily asynchronous; teachers respond to student work and questions without real time interactions. However, each course instructor is supported by a paid student tutor; these tutors conduct weekly 30-minute synchronous sessions with the online students. (All evaluations show that this interactive segment is the most popular part of the course.) Course enrollment is generally held to 22 students.

Currently, faculty live primarily in 11 western states in the USA, but we have two international instructors at this time, one in Canada and one in Thailand. Faculty not living in Hawaii are paid through an arrangement with BYUI. With the increased number of instructors not living in Hawaii (and perhaps not having taught at BYUH) and the increased number of student tutors, it has been necessary to create tutor and teacher training materials. The tutor training materials were developed and piloted during 2012. The teacher training course had its first pilot during Summer 2013 and is being taught again during Fall 2013. During Summer of 2013, Paul Rama was hired in the Online Department at BYU-Hawaii to help coordinate (among other duties) the online EIL courses. This addition to the faculty will be a great strength to the online EIL program.

### *6. STUDENT RETENTION, ATTRITION, AND GRADUATION*

The only application of “student retention” in EIL is the students’ advancement through EIL Program requirements in order to move ahead toward their chosen university degree. While the EIL Program does not seek to “retain” students, the Program does offer a number of opportunities to international students who choose to attend BYU-Hawaii.

EIL students receive university credit for the EIL courses they complete. In addition, when new international students complete the EIL New Student Testing prior to the start of EIL classes, the students gain the following advantages:

- Completion of the General Education language track for degree work,
- The opportunity to add English as an International Language as a minor to the student’s degree,
- The opportunity to buy or test out of additional credits to complete another degree, and
- A record of level of English language skills at BYUH.

EIL students must apply for the EIL Minor when they apply for graduation. The number of students who receive the EIL Minor each semester is shown in Table 6.1. With the growing emphasis on English as the medium of communication throughout the University target areas in the Pacific and Asia, the minor provides an additional credential for professional opportunities. The EIL Program encourages student understanding of the advantages inherent in the Program, such as the EIL Minor, through the distribution and discussion of the EIL Student Handbook (see **EIL Appendix Document 4.7**). More can be done in EIL 201 to help students know they can take advantage of the EIL Minor.

**Table 6.1: Numbers of EIL Minors Earned, 2007-2013**

<b>EIL Minors Earned By Calendar Year</b>							
<b>Grand Total 367</b>							
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013*</b>
<b>Totals</b>	56	55	46	91	55	46	18

*\*Includes Winter 2013 total only. Data from BYUH Institutional Research*

EIL students also have a consistent percentage of university completion and compare favorably to the data for non-EIL students. Table 6.2 shows the total number of students who were enrolled in EIL courses during Winter 2007 (N=267). The table also gives the outcomes: number who graduated with an associate’s degree, number who graduated with a bachelor’s degree, number who are still enrolled (Fall 2013), and number who did not graduate and are not enrolled. (Graduate counts are as of September 19, 2013.) These numbers may not reflect those who graduated at the end of Summer 2013, as those are still being processed.

**Table 6.2 Outcomes of students enrolled in EIL courses in Winter 2007**

<b>Winter 2007 Enrollment</b>		
	<b>N</b>	<b>%</b>
Bachelors	149	56%
Associates	3	1%
Still Enrolled	3	1%
Did not graduate from BYUH/not enrolled	112	42%
<b>Grand Total</b>	<b>267</b>	<b>100%</b>

*Data from BYUH Institutional Research*

**Table 6.3 Outcomes of Freshmen enrolled in Winter 2007 as of 9/26/13**

<b>Winter 2007 Enrollment as of 9/26/2013</b>				
	<b>All Freshmen</b>		<b>New International Freshmen</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Bachelor's	231	46%	48	55%
Associate's	3	1%	1	1%
Still Enrolled	9	2%	2	2%
Did not graduate from BYUH/not enrolled	255	51%	37	42%
<b>Grand Total</b>	<b>498</b>	<b>100%</b>	<b>88</b>	<b>100%</b>

*Data from BYUH Institutional Research*

In addition to support programs mentioned earlier, the EIL Program has also been looking at ways to help encourage and retain student engagement and motivation in academic language learning in a more informal way. One example of this is the Evening English Exchange which was started in 2013. It is designed as an evening activity in which international students can participate in fun language learning activities with TESOL majors. This activity is a combined initiative with the TESOL major program and has benefited both EIL and TESOL major students.

Faculty in the EIL Program also maintain a presence in University committees in an effort to assist international students with language learning and language use across the university curriculum, and to support other stakeholders as they assist international students in the completion of necessary university processes. Examples of this include the EIL Coordinator's service on the GE Review Committee and as a member of the June 2013 Structured Improvement Process Review (SIPR). The SIPR was held to review all of the BYU-Hawaii processes that students experience from application for admission to the first day of classes. During the June 2013 review, several stakeholders stated that new international students would be better served if they had more time to complete the complex processes required of them prior to the first day of classes, such as financial and international student documentation, housing arrangements, new student orientation, and job placement. Stakeholders inquired if the EIL New Student Testing could be moved to a later day. As a result of this review, the EIL Program in a joint effort

with Academic Advising trialed a time change in the EIL New Student Testing in Fall 2013 to allow more time for international students and other University entities to work through these processes. This time trial is still under review, and EIL and Academic Advising are working closely together to propose a solution and time for testing that will create a better start to the semester for all, including students, faculty, and staff. The EIL Coordinator and the Administrative Assistant (Tanya Smith) regularly attend New Student Orientation meetings to review some of these University-wide processes and to discuss ways to improve them for new international students.

EIL placements are now done by a committee, consisting of the EIL Coordinator and Assistant Coordinators, which has led to several positive outcomes. Placements are now completed in a more timely fashion. This process change has also helped to enhance teacher understanding of the placement process and the standards of achievement required. Subsequent placement meetings have also become more efficient with greater reliability in student assessment, and students also have a clearer understanding of the standards required for achievement and advancement in the Program.

Through the testing and placement processes, the EIL Program works closely with BYUH's Academic Advising to better meet student needs and Program requirements. The EIL Coordinator and the EIL Administrative Assistant meet and speak frequently with the Advising staff to ensure improvement of processes and accuracy in determining academic requirements and placements of EIL students.

The EIL Coordinator has also met recently with Admissions to discuss admission testing scores and the correlation of these scores to new student placements. Along with admissions issues, EIL has revised the EIL Exemption Policy for New Student Testing in an effort to clarify requirements for new international student testing.

### **Online EIL**

As with the campus EIL Program, online EIL seeks to retain students in online courses through completion of the course. Completion rates in the online courses have typically been higher than is usual in distance education courses in general (approximately 75% for most semesters). These completion rates indicate at least that most students can continue in the course, are feeling some sense of accomplishment, and have a strong personal motivation to continue learning English. More data are needed in this area.

### *7. CONTRIBUTIONS TO THE UNIVERSITY*

As previously noted, the EIL Program is central to the mission of BYU-Hawaii. Besides improving academic English proficiency, the EIL Program assists in the acculturation of students into the American university system. All new incoming EIL students take EIL 201 (The International Student at the University) which specifically addresses University policies, academic skills, and social and cultural adjustment. However, all EIL classes and teachers contribute to helping the student know what is expected of a university student not only linguistically but also behaviorally and academically.

Another way the EIL Program contributes to the University is that it works with many other entities to assist in the well-being of students. For example, EIL teachers contact the Counseling Center and/or the International Student Services office when students have difficulties academically or in keeping in status with their visas. EIL teachers will also refer students who may be having personal issues to the Counseling Center for assistance. Additionally, the EIL Program conducts its own extracurricular activities or helps promote service learning activities which are sponsored by the student government to help international students learn and use English better as they participate the social and service-oriented aspects of campus life.

One of the recommendations from the previous program review was to improve external communications with the BYUH community. The EIL Program now has a person assigned as a liaison to the University. The liaison responds to early alerts sent by University faculty from other departments regarding international students with academic English language difficulties. The liaison also teaches workshops and seminars to help the faculty at large gain skills to enhance academic English language learning across the University curriculum. In addition, the EIL liaison works with the BYUH student association to facilitate a variety of activities that build English language learning, cross-cultural awareness, understanding, and communication. An example of these types of activities is the newly implemented International Friendship Day which gives all BYUH students the opportunity to participate in a variety of activities to foster the development of international friendship and communication in a fun setting.

The EIL Program is also closely allied with on-campus learning centers, especially the Language and Speech Center and the Reading Writing Center, in ongoing efforts to support classroom learning and to encourage student self-regulated learning. The Program relies heavily on the tutoring services and other resources available in these centers, such as the Language Center technology classroom, and growing Program needs with increasing student numbers have already begun to exceed the capacity and resources of these very valuable centers. It is hoped that additional space and resources will be allotted to these valuable centers of learning in the University's planned expansion of student numbers and facilities. The EIL Program also assists international students in their learning at BYU-Hawaii in a variety of other ways through the use of Program resources and other University facilities and programs (see **Section 6. EIL: Student Retention, Attrition, and Graduation, Section 7. EIL Contributions to the University, and Section 8. EIL: Societal and Professional Demand**).

Finally, the EIL Program supports students in Church responsibilities and meetings and also offers Church Language classes (EIL 215 and 225) at the Intermediate levels to prepare students to take Religion classes, which are part of the General Education course work at BYU-Hawaii. In addition, the EIL Program supplies a teacher to teach a sheltered language religion class which is taught in a way that supports both the spiritual and language learning needs of the Advanced EIL students taking the class.

### **Online EIL**

BYU-Hawaii has a strong commitment to developing its online program for the University generally with the purpose to primarily serve the campus-based students. BYU-Hawaii has set an institutional goal of having at least 20% of (campus) student course load taught online. While a large majority of the students in online EIL courses are true distance students, on-campus students do use the online EIL courses. For the last several years, some campus Intermediate students have been enrolled in one online course because of the shortage of teachers in the community. For example, currently all of the Intermediate II students are enrolled in online EIL 225 Church Language for this reason.

Now that the University has determined to offer a limited number of AA degrees online, the development of Advanced level courses will also serve this University mission. The development of two advanced courses will begin during 2014.



### *8. SOCIETAL AND PROFESSIONAL DEMAND*

Implicit within the EIL mission statement is the notion that EIL students will be able to use their English skills for “societal and professional needs” after they leave the University. Within the programs in the Department, it is EIL’s partner program, the TESOL program, more than the EIL program itself, that is concerned with “partnerships, organizations, community involvement, specialized accreditation, etc.” Nevertheless, the EIL program and its faculty and students have a number of unique societal and professional connections that deserve mention.

The societal and professional demands on EIL teachers are simple: EIL teachers need to be good at what they do—not only to prepare international students to function competently in their University studies and beyond, but also to exhibit and maintain full competence and professionalism in the academic marketplace. At University and Department meetings, EIL teachers are frequently reminded of their unique assignment at BYU Hawaii—not only to impart a first-class secular education, but also to foster leadership and willing compliance with Church standards. In support of teachers’ academic responsibilities, the University and the College of Human Development provide funding to allow teachers to participate in professional organizations and to present at conferences, seminars, and meetings, and to take courses—both in-person and online—to enhance and improve their academic competence and practical teaching skill. Almost all EIL faculty members belong to TESOL International and to Hawaii TESOL. Full-time faculty members and part-time EIL teachers have recently attended or given presentations at a number of conferences and will continue to participate in these professional activities. The participation of EIL faculty and teachers in local, national, and world-wide conferences indicates that they, along with the Department and the University, recognize and meet the societal and professional demands of competent and responsible professionals.

The societal and professional demands on EIL students individually align directly with those that focus on the EIL program as a whole—to allow international students to acquire and develop enough academic English skill to succeed in university courses and to be better qualified for productive employment thereafter. The urgency of these academic and career demands is intensified by the fact that a number of countries within the Asian-Pacific target area of BYU Hawaii have already adopted, or are contemplating adopting, English as the main language of education and commerce, even where English is not the first language of the country. Such a change can be seen as both a challenge and an opportunity: a challenge because more candidates will be competing for jobs requiring English, and an opportunity because the number of jobs using English is likely to increase. From both points-of-view, the value of English education from a native-English speaking university will increase, along with the pressure to do well.

The reality of these opportunities and pressures is not lost on EIL students nor on their instructors and advisors. The EIL Program offers its students the additional credential of an EIL Minor as illustrated in

Table 8.1. This minor provides academic experience in written and spoken English and prepares students who plan to use English in addition to their first language once they leave the University (see **EIL Appendix Document 8.1**).

**Table 8.1 Requirements for the EIL Minor**

<b>EIL Minor (18 hours)</b>	
Students for whom English is an additional language beyond their native language may receive a minor in English as an International Language. This minor provides academic experience in written and spoken English and prepares students who plan to use English in addition to their first language once they leave the University.	
Students applying for this minor must complete the following courses with a grade of C- or higher:	
<ul style="list-style-type: none"><li>• Advanced EIL courses (9)*</li><li>• ENGL 101 (3), or equivalent</li><li>• ENGL 201 (3), or equivalent</li><li>• ENGL 315 (3), or equivalent</li></ul>	
*These hours may be completed by either completing EIL courses or by applying for credit by examination. (See the link for the EIL Minor at <a href="https://catalog.byuh.edu/node/107#MIEIL">https://catalog.byuh.edu/node/107#MIEIL</a> .)	

### **Online EIL**

EIL enrollments are substantial. Although not a “professional and societal demand” as such, the size and vibrancy of the EIL Distance Learning component indicates that EIL is in step with current trends for University programs to provide substantial online service to the target student base (see **Table 3.3 Enrollment in Online EIL 2009 – 2013**). Many learners around the world seek to improve their English language proficiency, and online language courses can be one way to meet that need.

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**EIL—PROPOSED PROGRAM QUALITY IMPROVEMENT**

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**9. FIVE-YEAR PROGRAM GOALS**

The EIL Program has been a unique feature of BYU-Hawaii since its beginnings, offering international students a variety of opportunities for academic English language learning that are found in few other four-year universities. The Program has come from a strong foundation that has been carefully created to support the overall mission of the University and will continue to be of great importance in supporting the directions of BYU-Hawaii in the years ahead. We appreciate the University's support for our efforts in administering and teaching in the EIL Program.

In the years since the last program review, the Program has undergone a number of changes to more closely align with the overall directions taken by the University. Data collected for this report indicate that additional changes will need to be made to continue to correlate EIL curriculum with the new nine-semester time limits in residence and other aspects of the projected expansion of the University. We will work to accomplish the following goals within the next five years. Goals are not listed necessarily by priority. Table 9.1 below indicates the timeline for completing the most critical goals by 2015 to prepare the EIL Program for the projected growth of students and for the new GE requirements.

**GOALS: NEW INITIATIVES**

- A. We will develop two online courses, an EIL Extensive Reading course and an EIL Extensive Listening course, to expand EIL online offerings and to relieve workload on teachers and limitations on classroom space. With the rapidly expanding Program, this goal will need to be implemented as soon as possible and will be undertaken in Winter 2014.
- B. The current implementation of new courses in the new GE first-year program will require additional academic English language support for EIL Advanced students who will enroll in these new first-semester courses. Within the 2014-2015 timeframe, we will develop an adjunct course that will run alongside the new GE "Local Communities" course to ensure language support.

**GOALS: AREAS OF CONTINUED EMPHASIS**

- C. We will continue to revise curriculum to more clearly articulate course objectives for all skill areas at all proficiency levels. This will be undertaken one skill area (listening/speaking, reading, and writing) at a time across the curriculum over the next two to three years. Vocabulary and grammar learning will be included as part of each skill area review and revision in the curriculum.
- D. Following revision of course objectives, we will continue to refine level final exams to better reflect these course objectives.
- E. As revisions are made to course objectives and final exams, we will work to ensure that instruction and assessment are aligned with program-wide standards.

- F. In addition to objectives and test improvements, we are in the process of raising the quality of our EIL Listening/Speaking tutoring program. Through further development of a more comprehensive training, the EIL tutors will be able to more effectively help students to practice the speaking objectives of the EIL Program. We will also complete the application process for tutor CRLA certification by the end of 2013.

In addition, we will explore the effectiveness of adding EIL-specific writing tutors to help address the linguistic needs of ESL writers on campus to supplement the efforts of the English Department's Reading-Writing Center tutoring and resources. Right now, this is simply an exploration of an idea. After further study, we will determine if this will be feasible for us to develop and implement within the next five years.

- G. We will continue to review, refine, and clarify processes associated with EIL New Student Testing and placement of both new and continuing students.
- H. We will continue our efforts to clearly correlate and align ILOs, PLOs, and SLOs within the EIL curriculum. This is in process now, and we hope to achieve this to a satisfactory level within the next five years.

**TABLE 9.1: Timeline of Goals**

This chart indicates the timeline for accomplishing the most critical goals in the next two years.

**Curriculum and Assessment Revision for EIL 2014-2017**

Winter 2014	Summer 2014	Fall 2014	Winter 2015	Summer 2015	Fall 2015
(Online EIL 393 & 353) Review of EIL New Student Testing	(Online EIL 393 & 353) Review/Refine EIL New Student Testing	Review/Refine EIL New Student Testing	Review/Refine EIL New Student Testing	Review/Refine EIL New Student Testing	Review/Refine EIL New Student Testing
1. Listening/ Speaking	2. Listening/ speaking	3. Listening/ Speaking			
	1. Reading	2. Reading	3. Reading		
	(New GE-linked Course)	(New GE-linked Course)	(New GE-linked Course)		
		1. Writing	2. Writing	3. Writing	
<b>Notes:</b> 1. Needs Assessment, Refine SLOs, course objectives, 2. Create, evaluate assessment measures for signature assignments; (signature assignments, assessment measures) 3. alternate path to pass, Impact on overall curriculum		New GE development committee meets/attend			Supplementary (order of courses to be chosen after core courses in process)

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**EIL—PROPOSED PROGRAM QUALITY IMPROVEMENT**

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**10. OVERVIEW OF PROPOSED CHANGES AND RESOURCES NEEDED**

The EIL Program appreciates the support and concern of the College and University in EIL teaching and learning activities. We also appreciate the collegial goodwill and efforts of our teachers who continue to meet the unique challenges of the EIL Program.

As the student population of the Program continues to grow, additional support for faculty and other types of resources, including classroom space, will be a priority. Right now, the EIL full-time and part-time teaching pool is just barely adequate to meet the minimum needs of the Program. We have appreciated the additional classroom allocated to our Program classroom numbers with the recent building expansion and dedication of the Heber J. Grant Building. However, with the present growing numbers and a projected total increase to about 500 EIL students by 2015, we will urgently need several more teachers and additional classroom space (see **Section 5 EIL: Faculty Issues**). Other needs associated with the goals listed in Part 9 are as follows. Please refer to Table 9.1 for the timeline outlined for completion of these goals.

**GOALS: NEW INITIATIVES**

- A. The development of two online courses, EIL Extensive Reading and EIL Extensive Listening, will require EIL teacher release time beginning in Winter 2014.
- B. The development of an adjunct EIL course for the new GE “Local Communities” course will require EIL teacher release time starting in the second semester of the timeline.

**GOALS: AREAS OF CONTINUED EMPHASIS**

- C. Review and revision of the EIL curriculum will require teacher release time starting in the second semester of the timeline.
- D. Review and revision of assessments will require teacher release time, especially for the EIL Assistant Coordinator for Assessment, beginning in the second semester of the timeline.
- E. Alignment of course objectives and final exams to program-wide standards will not require additional resourcing.
- F. Improvements to the EIL Listening/Speaking Tutor Program will not require additional resourcing at this time.
- G. Review, refinement, and clarification of New Student Testing and placement process will require additional resourcing, teacher release time, and training beginning in the first semester of the timeline.
- H. Correlation and alignment of ILOs, PLOs, and SLOs will require funding and teacher release time for training and implementation.

### *1. TESOL STUDENT LEARNING & ASSESSMENT*

Student learning in the TESOL Program has been assessed through a variety of methods, including course evaluations at the end of terms and semesters, interviews with graduating seniors, focus groups conducted for the purposes of the Program Review, and graduation surveys conducted by the University Research Office.

As reported in the prior Program Review, assessment of outcomes for the TESOL BA regularly showed that most outcomes were met (see previous report on p. 54 [https://eis-web1.byuh.edu/apps/catalog/efolio/view.php?org\\_id=59](https://eis-web1.byuh.edu/apps/catalog/efolio/view.php?org_id=59)). Previously, the TESOL program listed fourteen outcomes (see **TESOL Appendix Document 1.1 and 1.2**); three to five were measured each year. While the assessment measures varied each year based on the outcomes being measured, the assessments were regular and the data were reviewed for improvement (see **Supplementary Appendix: Assessment Plans**).

As part of the self-study for this Program Review, the faculty worked through a number of items generated by data collected in assessments. Included was a review of student learning outcomes, which lead to a major revision. Previous outcomes were targeted to each of the required courses in the major. The new student learning outcomes seek an overall picture of the proficiencies and competencies of a student graduating with a TESOL BA degree, following the guidelines to define the meaning, quality, and integrity of our degree programs. The sub-committee working on the draft of the SLOs noted that considerations of future employers played an important role in shaping the new outcomes. (Similar competencies would apply to students with a TESOL ED degree, although the formal assessment of their learning lies in another department on campus.) Students with a TESOL Certificate or a TESOL or Linguistics minor would have similar, but lesser competencies in the three main categories.

The new outcomes are in the final planning stages as this report is submitted and will be put in place for new students in the degree beginning Winter Semester 2014. The new student learning outcomes for a TESOL degree are:

- Knowledge: Students can articulate a knowledge of human language and how it is learned and taught.
- Experience: Students demonstrate that they can apply what they have learned within a teaching situation.
- Professional Identity:
  - Students demonstrate a sense of professionalism through improving personal language proficiency.
  - Students participate in TESOL professional communities and utilize TESOL resources.
  - Students display a sense of self-awareness and efficacy by demonstrating an understanding of what strengths and weaknesses they bring to the TESOL professions and how they can capitalize on their strengths and improve upon their weaknesses.

As further defined for the benefit within the Department, the SLO in the knowledge category means a student demonstrates knowledge of processes in language acquisition and pedagogy for instructed language learning and language skill development (listening, speaking, reading, writing, vocabulary, grammar, and pronunciation). Within the experience category, a student demonstrates the ability to apply what is learned (from coursework) in a teaching situation, including assessing learner needs, providing appropriate feedback and remediation (in terms of age, proficiency, and culture), and creating lesson plans that address learners' needs. Finally, in terms of the professional identity, a student demonstrates a sense of professionalism through improving personal language proficiency, involvement in professional organizations, and having a cognizance of personal strengths and weaknesses as a language teacher.

BYU-Hawaii TESOL students have for many years produced a final portfolio, first as a paper-based document, but now in an electronic format. Students usually updated and completed their portfolio during their Senior Seminar (TESOL 490). Feedback to the faculty indicate this portfolio has been useful to students to obtain internships, part- or full-time employment, or admission to graduate school.

Under the new SLOs, "signature assignments" will be placed in the portfolio throughout the students' time in the degree program. Some signature assignments will be initial versions (e.g., a personal philosophy of teaching from TESOL 377) as they enter the major, and will be updated at least once during students' time in the program. Students prepare the "backbone" of the electronic portfolio early in the major when they take the TESOL 302 Technology Assisted Language Learning course. Students exiting the major complete the portfolio for TESOL 490 Senior Seminar, preparing versions to submit with graduate school or job applications.

At the time of writing this report, identification of specific signature assignments is still in process, but these assignments will be related to the importance of each SLO in specific classes (**see TESOL Appendix Figure 1.3**). All signature assignments (and preparatory assignments) will be placed in the student portfolio. With assignments in an electronic portfolio, it will be possible to institute cross-grading among the faculty for final signature assignments. Finally, as the new outcomes are being implemented in Winter 2014, adjustments will be made in the Matrix or in the placements of signature assignments within specific courses as is necessary.

During the timeframe of the previous review, as part of their overall assessment, TESOL majors took the Praxis exam. TESOL ED majors are still required to take this exam. However, a large majority of our students are international students and the U.S.-based exam is not well suited to their future needs (see Farrell, T. 2012, Novice-Service Language Teachers Development: Bridging the Gap between Pre-service and In-Service Education and Development. *TESOL Quarterly*, 46:3). This review of research shows that most TESOL programs adequately prepare students with knowledge of language teaching, but often do not give them the competence in the English language that make them confident as they teach. This was an area of concern in the previous self-study and the need must be addressed more directly at this time. This situation influenced the selection of the SLO related to professional identity and the need international students have for a commitment to improving personal language proficiency throughout their professional life.



In support of the assessment of this SLO, we consulted with Troy Cox, a testing expert, on best ways to integrate measurement of language proficiency for our TESOL majors. Future plans include using the Elicitation Imitation (EI), when the English version is ready, as a benchmark for all L2 TESOL students in their initial stages of study in the major. During the senior year, TESOL majors will take either the computer-based or Academic Institutional Oral Proficiency Interview (OPI). Agreements are in process to use the OPI raters in Provo to assist students on our campus.

## *2. TESOL STUDENT SATISFACTION*

Student evaluations of all courses in the Department are collected systematically. The system has changed from a paper- to online-based method of collecting responses in Winter 2011. Combined results for student evaluations from all TESOL/EIL classes for the last 3 years is given in **TESOL Appendix Figure 2.1**. Data for Overall Course and Overall Instructor show that the ELT Department is above the University and College averages on these student evaluations for all semesters for 2011-2013. These data include both EIL and TESOL courses. The data is broken down by semester in TESOL Appendix Figure 2.1.

Exit interviews are scheduled with all TESOL and TESOL ED graduates during their last few weeks on campus. These interviews have assisted in the past in making changes to the TESOL program. One finding from previous interviews that resulted in changes in the TESOL program was the graduates' expressed need for more practice teaching. This finding resulted in several changes, including more tutoring practice in the skills classes (TESOL 424, 425, 426, 427, 428, 429, and 430), the possibility for two internships, an increase in the number of tutoring jobs available (with the increase of online EIL tutor positions and an increase of EIL on-campus enrollment), and participation in workshops and activities (e.g. conducting the activities for the English Exchange) with EIL students outside of class.

A second finding indicated that TESOL majors wanted a greater variety in teachers—many senior-level courses were taught by the same faculty—which led to all full-time faculty teaching at least one TESOL class. Now, students taking the senior level classes (the elective set of skills courses mentioned above, for example) could study with seven different instructors. Other comments from graduates are discussed in other sections of this report.

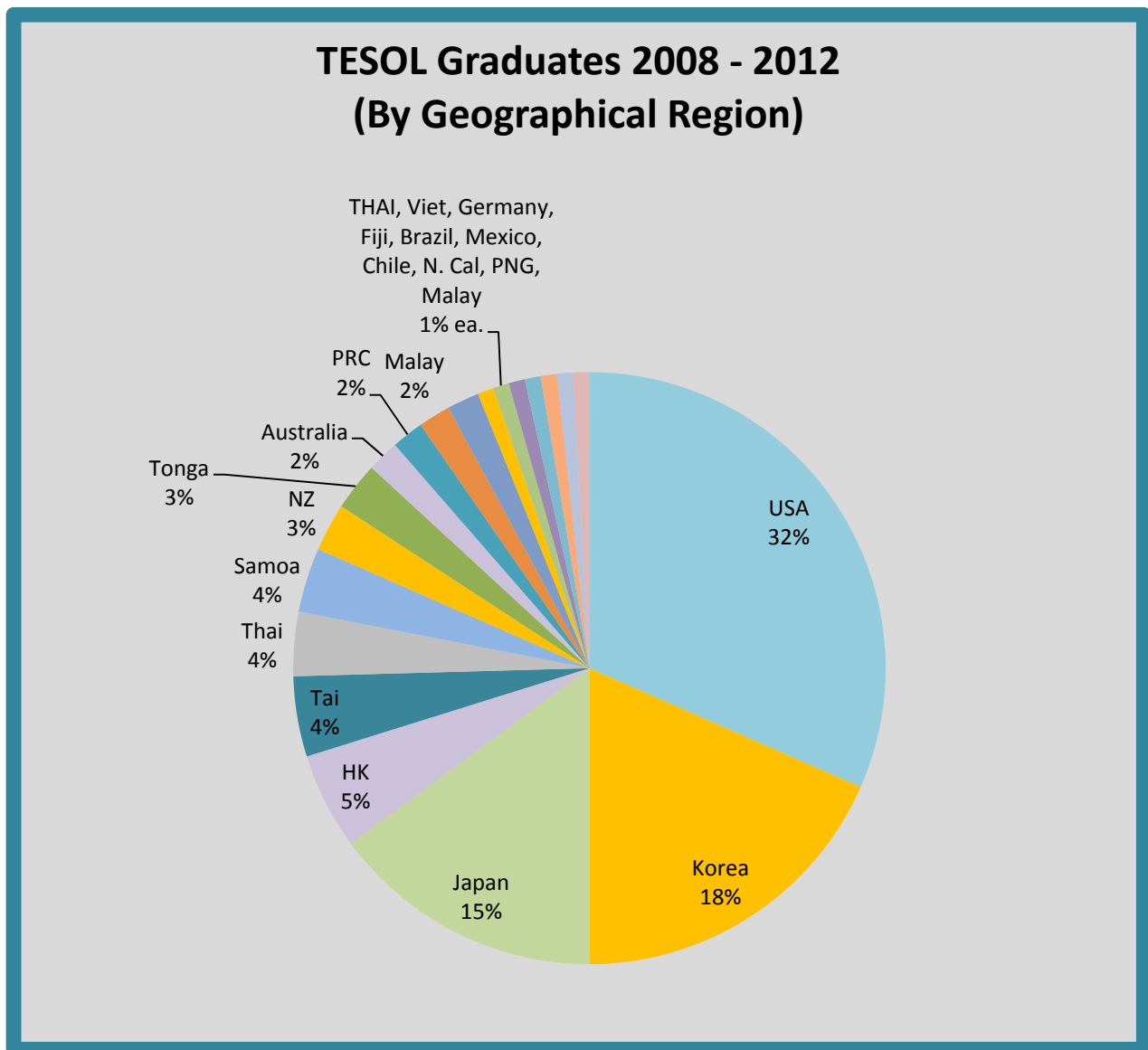
A third finding, coupled with data on graduate placements, showed that students often obtained employment in educational settings with young children. The response to this finding is highlighted elsewhere in the report (see **Section 4. TESOL ACADEMIC CURRICULUM**).

A focus group conducted by the University Research Office during Fall 2013. The data and analysis are not yet available and, therefore, will be included in future reports.

### 3. TESOL GRADUATES' SUCCESS

A list of TESOL graduates and their placement for 2000 to 2005 is given in the previous Program Review (pp. 140-144). Graduates for the last 6 years are given in **TESOL Appendix Figure 3.1**. The breakdown of TESOL graduates from 2008 to 2012 by country is given in Table 3.1

**Table 3.1 TESOL Graduates 2008-2012 (By Geographical Region)**



The university graduating student survey data related to the ELT Department is given in **Supplementary Appendix: University Graduation Survey**. The display shows a mixing of data since some EIL students were identified, rather than only those that received a TESOL degree. However, overall data from the few graduates that answered the survey show basic satisfaction with the education they received as part of their degree. The data over the 5-year period is basically stable, with minor changes in ratings over the years. Under Quality in academic program, the highest ratings in 2012 were for “I am generally satisfied with my educational experiences at BYUH” and “I was able to discuss my career plans and ambitions with a faculty member” both at 5.4. The highest rating in this category (and overall) was for “Faculty members are available outside the classroom” (5.5). Student personal experiences with Academic Advisors was rated as strong (5.4), as was their major program, and “opportunities to do research or work closely with faculty” both 5.2.

The number of Bachelor’s degrees awarded during the last 5 years appears, on first glance, to have decreased (see **Supplementary Appendix: University Graduation Survey/Bachelor’s Degrees Awarded: English Language Teaching and Learning**); however, many students taking TESOL classes are in the TESOL ED program (and are counted in that data). We have worked to help students who would be best served by having a U.S. teaching certificate to know about the different options. Our decrease in the number of reported majors is equal to the gain in TESOL ED majors.

Interactions with alumni occur both formally in the alumni interviews conducted by the University Research Office and informally as we interact with alumni on our social media page (Facebook: BYU-Hawaii TESOL Alumni, [https://www.facebook.com/groups/224731524223413/?bookmark\\_t=group](https://www.facebook.com/groups/224731524223413/?bookmark_t=group)). Currently, the Facebook page has 290 members, which represents 52% of the graduates we have listed in our departmental database (555). The page is active, with graduates posting and seeking jobs, asking pedagogical questions, seeking answers to difficult grammar issues, and sharing information about their professional lives (see **TESOL Appendix Document 3.2.** for a sample of comments about current jobs from a recent request for information).

Interactions with alumni come as visits are made to the areas where graduates are living. In the last five years, faculty have visited alumni in such places as Japan, Korea, Thailand, Taiwan, Hong Kong, Mongolia, New Zealand, Fiji, Kiribati, Samoa, and, of course, the United States mainland.

The Department has a steady flow of alumni who seek additional graduate degrees. These students have success in being admitted and progressing toward their degrees. With some programs, such as the M.A. programs at Brigham Young University (Provo), the University of Hawaii, and the Monterrey Institute of International Studies, students often can qualify for approximately six credits upon admission. We are pleased with the academic success of these students in graduate programs.

Comments from graduates from other sources (email, visits, etc.) show satisfaction with the program. For example, a graduate from ’08 who is now working on a master’s degree wrote to a faculty member that “colleagues compliment me and always ask what school I come from. Of course I humbly say, I graduated from BYU-Hawaii. (Pride is a universal sin!) ;- ) They say I come from a good school and I agree. I am so grateful for the quality of education that I received from the TESOL program at BYUH.”

Although a list of more recent graduates is given in TESOL Appendix Figure 3.1, some high achieving graduates from our program include:

- Bill Eggington ('75), a sociolinguist, faculty member and previous chair of the Linguistics Department at BYU Provo;
- Amanda Covell ('80), who served as the Korean Department head at the Defense Language Institute-Monterrey before her retirement;
- Glen Penrod ('83), who has taught in numerous countries, coordinates a teacher education program in China, maintains a major website in the profession, and is currently employed at Georgetown University;
- Mike Smith ('93), who heads a major language program at UT-Austin,
- Nobuo Tsuda ('83), professor at Konan University in Japan and author of several textbooks,
- Kristin Baker, who has worked many years in the public schools and is now a school district administrator, and
- Stephen Templin, who taught in Japan for 14 years before becoming a bestselling author.

In addition, Linita Havea, Siua Uhila, Vuki Tangitau, Lupe Fuimaono, Ropeti Lesa, and Timaima Vitinavulagi have all become chairs of department or other administration officers in the CES (Church Education System) schools in Tonga, Fiji, or Samoa. Other graduates have been entrepreneurial and have begun their own schools, including Jae Seo ('07) in China, Galen Bench ('84) in Indonesia, Su Park ('07) in Korea, Ben Juan ('88) in Taiwan, and In Ho Jung ('96) in Korea.

#### *4. TESOL ACADEMIC CURRICULUM*

Degree programs and curriculum in the ELT Department have been relatively stable throughout the history of the programs. However, the curriculum has had a few significant changes since the last Program Review, initiated primarily from information from students (as noted above), but also from Self-Study meetings with TESOL faculty. Currently, the Department offers a TESOL BA, TESOL Certificate, TESOL Minor, Linguistics Minor, as well as teaches many students getting a TESOL ED degree from the School of Education. The requirement sheets for each of these degrees are given in (**TESOL Appendix Document 4.1**).

A significant change in offerings was the creation of the TESOL Certificate in 2010, a 17-credit program with more flexibility than the already existing TESOL minor (see the requirement sheets in **Appendix TESOL Document 4.1**). The term *certificate* better serves employment needs of students, particularly those living in the Asian Rim countries, since minors are little understood in this area of the world. As of the end of Winter 2013, 155 students have received the Certificate. Students completing the TESOL BA automatically receive the TESOL Certificate, but the program has potential to be a good match for students in other majors and is a potential recruiting pool for our goal to increase the students in the TESOL program.

A second important change came from data from exit interviews and interfacing with alumni. Students expressed interest in young learners, and an informal survey of employment of graduates showed many working with young learners and at primary school levels. We created TESOL 430 Teaching English to Young Learners and hired a specialist (Aubrey Bronson). This course has been highly successful, leading some students, on their own initiative to create a class on campus for young children (4 year-olds) which has been offered each semester since the first TESOL 430 class was taught.

As noted above, exit interviews with graduating seniors reflect a need for more practical experience; this finding was reported in the previous Program Review. While the problem of having TESOL students teach in EIL classes on campus is even more acute than reported in the 2006 report, TESOL students are getting more experience. First, TESOL students' employment gives active opportunities to gain experience tutoring international students in support centers such as the Reading Writing Center, Language Center, Speech Center, and the Online Department (for EIL classes). These student jobs create opportunities for one-on-one tutoring. However, students need experience with larger groups as well. On campus, we have created another avenue for teaching experience, a program called the Evening English Exchange. Students currently enrolled in EIL come to the evening activity to practice English in a fun, engaging atmosphere. TESOL students conduct the sessions. The benefit for TESOL majors is the opportunity for a larger group experiences than they can have tutoring individual students. The English Exchange started in Winter Semester, 2013 and is currently held multiple times a week.

Internships are now more readily available for students, with funds through the Career Services office. It is possible for all students in the TESOL BA, TESOL ED, and TESOL Certificate programs to have at least one internship, and some may be able to complete two. We have had 93 students completing internships in 18 countries from Winter 2009 to Summer 2013 (see **TESOL Appendix Figure 4.2**). Previously, the most common time for internships was after students had completed all coursework on campus. Many international (and some domestic) students would return to their homes, find and complete an internship, and during that time find employment. In the pressures of their first job, many did not complete all the assignments for the internship class and were left with a “T” grade (given to indicate a student in good standing that needs more time to complete requirements). This result has led to some students failing to graduate in a timely manner.

To address this issue, we moved the internships to the summer between their junior and senior year. The change was made Summer of 2013. While some of the interns during Summer 2013 were seniors under the previous plan, a number of interns have returned to campus. They have shared experiences with other TESOL students, which has created a high interest in internship experiences among other majors. One measure of the success of the Summer 2013 internships is that of the 19 students doing internships, several people (8) received job offers, which some were able to accept (4), and these four are now working in these teaching positions.

Another change to the curriculum was to divide the Practicum class (TESOL 480) into two separate classes so that students might be registered in a course while completing their internships. This change was a University requirement for students to be enrolled in a course during the practicum experience. The courses are now TESOL 480 Practice Preparation and TESOL 481 Practicum.

Other University Services are available to support students gaining practical experience. The Career Services office has assisted a number of TESOL majors in participating in the CareerConnect Program. Students travel to a city that has potential as their employment location. On the program, students meet potential employers in their fields, learn about the process of applying for jobs, and interact with others seeking jobs. In 2012, the CareerConnect program helped six TESOL majors attend the job fair and educational site visits in Dallas, Texas. This year, one student attended the CareerConnect in Salt Lake City and came back to campus with a job offer.

Finally, as part of the plan to increase the number of students taking TESOL classes, we have increased the number of course offerings (see **TESOL Appendix Document 4.3**). The plan was made during a Departmental retreat and began with the current schedule for course offerings. Then, in consultation with TESOL student advisors, courses that create blocks to student progress toward their degrees were identified. These courses were added first (the most important being the introductory courses of TESOL 240 and LING 210). The “map” that was created in this process, as shown in the photo, has proved useful in planning for expansion. These increased course offerings will be important as the Department anticipates future University growth.

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## **TESOL—ASSESSING PROGRAM QUALITY**

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### *5. TESOL Faculty Quality*

See the overview for a general discussion of faculty and faculty quality. See the separate reports for TESOL and EIL for specific issues related to faculty.



#### *6. TESOL STUDENT RETENTION, ATTRITION, AND GRADUATION RATES*

Perquisites for entering the TESOL program include the completion of the two freshman composition classes on campus (required GE courses). Entry-level courses for the program, TESOL 240 Introduction to TESOL and LING 210 Introduction to Linguistics, must be completed with a C+ or higher to be admitted to upper division courses (and certificate or degree programs). Most students entering the TESOL programs are, then, in at least their sophomore year.

Retention data, collected for students who have completed the first upper division course in the program (TESOL 377 TESOL Methods and Materials), show that retention and graduation rates are high (see **TESOL Appendix 6.1**). The data show that at the end of seven years, 95.5% of students pursuing the TESOL BA and 97% of those seeking the TESOL ED degree had graduated. Once students enter the degree program, nearly all stay in the program until graduation. In addition, these students graduate in a timely manner. Among students who took TESOL 377 between 2003 and 2009, for example, 84.7% had graduated within 3 years of initiating upper division coursework. Within the seven year framework (for 2003-2006 numbers), 94.5% had graduated. (Note: Much of these data relate to students who entered the University before the 9-semester graduation plan was implemented.) Of the 5% of students who have not graduated, nearly all are within one or two courses of completing the degree. These students have participated in a practicum experience, but failed to complete course requirements and officially receive their degrees. With the change in internship timing, the number of students who “walk” at graduation but do not obtain their degree should decrease. Continuing to address the problem of the few who have not finished the final requirements and actually obtained their degree is part of an ongoing goal for the Department for the coming years.

An important area of interest for our program is attracting more students into the major and certificate programs. With the University mission having a strong international focus, the degree programs within the ELT Department play an important role in fulfilling the mission. Students who come to this campus because they are interested in multi-cultural or multi-lingual experiences often want to live in other countries. A TESOL BA is highly competitive in the job market, and with the advent of the new TESOL Certificate, students with other majors could have an opportunity to live and work abroad using this job qualification. Seeking to attract more students into our programs will be a goal on our program improvement plan for the next five years.

During the self-study, the faculty discussed a number of ways to proceed with a “grow-the- major” campaign. One good result of this discussion has been that the student officers of the TESOL Society have taken up this campaign as their area of focus for this semester (Fall 2013). We have a record number (67) of students signed up for membership in the club, and, in the way of TESOL Society and TESOL major advocacy, the officers have created a list of activities they wish to do. Some of these activities include making video reports of the recent internships, since club officers wish to highlight the many successful internships that took place during Summer 2013. Officers were also successful in inviting club members to attend the Fall 2013 Hawaii TESOL Opening Social (25 attended). Officers will

also assist with the Career and Majors Fair in October and have initiated a TESOL name-badge outreach where club members wear a name tag that would invite people to ask questions about the TESOL major. These officers, with their creative ideas, are energizing the faculty and we appreciate their interest in promoting their field of study.

## *7. TESOL CONTRIBUTIONS TO THE UNIVERSITY*

The alignment of the missions of the University and the TESOL program is quite straightforward. The University and the ELT Department are committed to international students and to helping them learn, lead, and build. These aspects apply to their family, communities, chosen fields, and in the kingdom of God. The ELT Department takes counsel from the words of President Spencer W. Kimball (1975, *The Second Century of Brigham Young University*, <http://speeches.byu.edu/?act=viewitem&id=401>) “for while you will do many things in the programs of this University that are done elsewhere, these same things can and must be done better here than others do them....There is no reason why this University could not become the place where, perhaps more than anywhere else, the concern for teaching of English as a second language is firmly headquartered in terms of unarguable competency as well as deep concern.” The mission of TESOL supports these elements.

One recommendation from the previous Program Review (see **Overview, page 6**) was to use the professional experience and expertise of the ELT faculty with the larger university community to help them more effectively work with second language speakers of English. As mentioned earlier, ELT faculty have conducted a class for faculty on how they can support international students in their classes and how they can support the learning of English in these same classes. The in-service course was offered for the first time during Fall 2012 and will repeat during Fall 2013. Participants are offered a stipend to attend. Faculty also sit on University committees that relate to issues of international students—GE, Exceptions, admissions retreat, Faculty Academic Council, and other such committees. Knowing about the experiences and needs of international students supports the decision-making in these committees.

A majority of our TESOL students are international (74% during Fall 2013). This directly supports the mission of the University in providing a degree that is of interest and benefit for employment to students in our target area. It also attracts U.S. nationals to international jobs, creating for these students an opportunity to extend their multi-cultural experience at BYU-Hawaii.

Biannually, the TESOL Society and the Department put on a Mini-TESOL Conference. All faculty present (and some present with students) at this one day event, sharing presentations previously given at other conferences or one prepared specifically for this event. While this conference primarily supports students within the Department, the conference is open to the wider university community.

In 1967, BYU-Hawaii began issuing the *TESL Reporter*, a peer-reviewed journal for TESOL professionals designed to speak to needs of classroom teachers in the Pacific Rim. The journal began with a circulation of around 500, but has grown to over 1000 as of Winter 2013.

Each semester, as students across campus prepare for the Great Ideas and similar competitions, one or two students, usually not in TESOL, reflect on the value of creating English schools. Faculty spend a number of hours with these students discussing their ideas. While we wish we had attracted them into the Certificate classes to better support their business idea, we do consult with and support these

students. It may be useful in the future to be more formal about getting some of these students, if they are serious about their English business idea, to take some introductory TESOL classes at least.

For the past several years (beginning October 2011), Mark Wolfersberger has led a project to assist the Missionary Training Center (MTC) with language training materials. These ESL grammar materials are being developed to assist missionaries whose first languages are Mandarin, Tongan, and Samoa to continue learning English after they are in the mission field. This project has included several adjunct and special instructors as well as students from these countries who have assisted with the translation. This project supports the overall mission of the Church and the interest the University has in these countries from our target area.

### *8. TESOL SOCIETAL AND PROFESSIONAL NEED*

The entire world is the employment arena for TESOL graduates. Even within our target area, the need for qualified English teachers has increased as the ASEAN (Association of Southeast Asian Nations) has formed a tighter union and has selected English as the language of the union. (This change may have had an immediate impact on our students since four interns this last summer in Thailand were offered jobs.) Many of these nations are willing to hire any native speaker with a university degree; students with TESOL training are especially useful. Our students, with knowledge and ability in teaching language added to the other attributes they have acquired at BYUH, including integrity, diligence, and care and interest in others, make our graduates attractive to employers.

One ongoing issue in the TESOL field, and true for our graduates, is that many employers wish to hire native speakers of the language. Nearly 75% of our graduates are international students. They come with competent skills in teaching and, when hired, get good recommendations from their employers. However, the prejudice against these graduates continues. To address this prejudice, we aim to help them improve and maintain language competence and to assist them in this by providing test data (OPI scores) that they can use to help with employment. We are pleased, however, that the four students offered jobs after their internships in Thailand during Summer 2013, only one was a native speaker (from New Zealand), although his ethnicity is Samoa/Chinese.

While anecdotal, it seems that each year, several universities and programs seek to establish an official relationship with our program and seek to have a dedicated stream of interns. While these requests are often outside the target area and are beyond our current resources and numbers of majors, we do enjoy a number of official relationships. One relationship is with the Health Sciences University of Mongolia. We have assisted with a summer English camp for faculty and graduate students in 2008, 2010, and 2012, with another camp planned for the summer of 2014. ELT faculty teach methods courses for language faculty in Mongolia while TESOL interns teach at the English camp. Three faculty members from Mongolia have come to BYU-Hawaii for a semester of study, with an additional one coming during Summer 2014.

Faculty and students have assisted at other locations and institutions for the Church. Faculty have given English teacher training workshops (via the Internet) on two separate occasions to a Church Employment Center in the Philippines, while students have gone to a Employment Center in Costa Rica to conduct English classes for members. Faculty traveling to target areas to visit alumni or attend conferences have also participated in some in-service training or as devotional speakers. Notably, Mark James did this on a recent visit to Samoa, Fiji, and Kiribati.

More requests are received for this type of support in Church areas, but faculty are currently working at their maximum load and are needed to teach courses within the TESOL and EIL Programs. If we could get release time for professional development or leave for faculty, many would like to go to some of these target areas to assist in the work.

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## TESOL—PROPOSED PROGRAM QUALITY IMPROVEMENT

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### 9. TESOL FIVE-YEAR PROGRAM GOALS

The stable history of the TESOL program creates a strong foundation for the future. We appreciate those who have worked throughout the history of the TESOL degree to create the programs that exist today. With that firm foundation, the self-study has led to several future areas of emphasis to continue building on our strengths and address areas of need or weakness. We have identified nine goals to accomplish during the next five years, six of which are new initiatives and three of which are some aspects we wish to continue emphasizing.

#### GOALS: NEW INITIATIVES

- A. Implement and re-evaluate the revised TESOL SLOs with accompanying signature assignments, rubrics, and assessment procedures; create appropriate PLOs; coordinate PLOs and ILOs into TESOL syllabi.

The new SLOs will strengthen the program, but the placement of signature assignments, the creation of rubrics, and the refinement of assessment procedures (including the possible cross-grading of final portfolios) must be completed. This part of the goal will be addressed during the 2013-2014 academic year. When these items are complete, Department faculty will work on Program Level Outcomes and the identification of Institutional Level Outcomes in our course descriptions/syllabi. These revisions to the curriculum need to also deal with the new General Education that will soon be implemented. (English 201, a GE requirement currently, is a required prerequisite for taking the introductory TESOL/LING classes.)

- B. Increase the number of students in our classes, to accompany our plan for increased course offerings.

TESOL as a field of study is useful to students from our target area and promotes the mission of BYU-Hawaii. As the size of the University increases, we will seek to increase the number of students in TESOL classes. We have made a plan to increase course offerings and began in Summer 2013 adding additional introductory courses (see **TESOL Appendix Figure 4.2**); we have added additional courses for Fall 2013. Initial increases were handled with current Department resources. The current offerings will allow us to teach approximately 20 more students each in-take, but a full implementation of the increased offerings will require additional FTE.

- C. Implement assessment plan to encourage/assess TESOL majors' language proficiency.

Implementing an effective measure to assess language proficiency for TESOL majors was discussed in the last Program Review and some assessment measures were applied (e.g., iBT for graduating seniors). The goal for this Program Review is to apply oral language proficiency measurements for these international students.

- D. Further identify and clarify the differences between the two internship experiences/expectations (TESOL 399 and TESOL 481).

We appreciate the resources made available by the University through Career Services for student internships. These internship experiences are invaluable in preparing students to be effective teachers. The first experience in having a “junior” internship (Summer 2013) has been mostly positive. Analysis needs to be made of this change. In addition, with an option for two internships (TESOL 399R and TESOL 480/481) for some students and internships for Certificate students, these new options need to be defined, and expectations and course requirements need clarity.

- E. Begin evaluating/implementing the creation of online versions of TESOL Certificate courses.

Plans for creating some TESOL courses online have been discussed in the Department for several years. Priority for online course development was given to EIL courses. Faculty interested in participating in the development for introductory courses (TESOL 240 and LING 110) have now taught the courses on campus. The plan was to begin developing these courses online Winter 2014. However, the advent of the AA degrees online for Winter 2014 means that advanced EIL courses are needed and will take priority. This plan will be delayed for at least 2 years, but is still of interest and use to the Department. These courses could be taught by qualified people not teaching full-time at BYUH, which could relieve some of the load on current FTE as well as provide more flexibility in scheduling for students.

- F. Assist in growing the EIL teaching pool locally (by attracting locals into TESOL programs).

One way that the TESOL Program faculty could assist the EIL Program is to help train special instructors who live locally. We currently have several members of the community in our TESOL Certificate and BA programs; these numbers could be increased to supply more qualified instructors should the EIL Program grow as expected.

#### **GOALS: AREAS OF CONTINUED EMPHASIS**

- G. Continue integrating a range of “voices” (instructors) in both core and elective TESOL and Linguistics classes.

The current practice is to have all full-time faculty teach at least one TESOL course. This goal represents a commitment within the Department to have faculty work in both the TESOL and EIL programs, adding variety of experience and expertise to the TESOL classrooms and strengthening our professional skills and knowledge for the EIL classrooms. Further, the range of “voices” can include speakers of “other Englishes.” Currently the faculty includes 7 from the United States and 2 from Canada. Our new hire is from New Zealand. This variety will help TESOL students prepare for the world market; hiring for new FTE or replacement for retiring FTE should keep this range of voices in mind.

- H. Continue to foster student professionalism by assisting students to conduct research, attend and present at conferences.

Involving students in research, curriculum development (online courses), and presentations at professional conferences is a valuable and empowering experience for them. Several faculty in the Department in the past have regularly done this, but the concept needs to be strengthened to maintain this practice for the future.

- I. Support faculty in professional development, professional participation, and in activities that help them learn about alumni and TESOL employment in target areas.

ELT faculty are active professionally. Past resources have been adequate, but are stretched. Few professional development releases can be granted because all faculty are needed to teach every semester. Requests are generally denied, not on the merit of the request, but on the inability to cover required classes in TESOL and EIL. However, this produces reduced currency in the field, less professional involvement in conferences and publishing (although efforts in presentations are strong), more limited inclusion of students in research, and a very tired faculty. If each faculty applies for one release a year, with 10 FTEs, that would mean a minimum of three faculty getting a PD release each semester. It is not possible to teach the needed TESOL classes (especially with the expanded offerings) and EIL classes if granting these releases. A few of our adjunct instructors are qualified to teach major classes and could “cover” for professors with PD releases. However, these adjuncts are needed in EIL more than in TESOL. To give more PD releases to support the faculty’s desired professional development plans, more faculty are needed.



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## TESOL—PROPOSED PROGRAM QUALITY IMPROVEMENT

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### *10. OVERVIEW OF PROPOSED CHANGES AND RESOURCES NEEDED*

Teaching and learning activities in the ELT Department are generally well supported by the College and University. We appreciate this support for our TESOL students and the faculty. Some of our goals will require no additional resources, but will be a continuing part of our departmental work.

#### GOALS: NEW INITIATIVES

- A. Implement and re-evaluate the revised TESOL SLOs.

The Department will implement and evaluate the SLOs, designate signature assignments and assessment procedures within given resources. No additional resources are needed.

- B. Increase the number of students in our classes.

With current resources, the plan to increase course offerings in TESOL cannot be implemented beyond increases put in place as of Fall 2013, since all current faculty must help teach EIL classes (along with adjunct and special instructors). To fully implement Goal B within the next five years, additional FTE will be needed. (Note: the need for additional FTE is more acute in EIL than TESOL at this time.)

- C. Implement assessment plan.

Minor resources might be required to implement Goal C—purchase of tests, minor fees for test administration (Provo faculty charge \$30 per interview), or support for some students to pay test fee.

- D. Clarify two internship experiences.

We anticipate very few additional resources to implement Goal D. Resources required to support more students (if an increase of students taking TESOL classes is achieved, as stated in Goal B), and possibly more travel funds for the Department internship coordinator (or a designated faculty) to establish additional internship locations and to assess students internship experiences.

- E. Create online TESOL Certificate courses.

Completing the development of online TESOL courses identified in Goal E will require some released time for the development team when the plan is implemented.

- F. Grow EIL teaching pool locally.

Few additional resources will be needed for Goal F, but we do need permission for those interested in this credential in the community who already have Bachelor's degrees to have a path to obtain permission to take courses. In the past, this has been given on a case-by-case basis, but these policy guidelines could be clarified.

#### **GOALS: AREAS OF EMPHASIS**

- G. Maintain range of "voices".

No additional resources are needed to implement Area of Emphasis G (except as noted above with growth in the number of students).

- H. Support faculty/students to conduct research, attend conferences.

Resources are available for Area of Emphasis H through current support of students with the Student Research Associates Program. Except as support for research time for faculty as mentioned below in I, no resources are anticipated.

- I. Support faculty in professional development.

Full support of faculty development, as expressed in Area of Emphasis I, requires more teaching resources for the Department. This need will be compounded by projected growth in the TESOL and (especially) in the EIL Program as the University grows. Requests are frequent but cannot be met with current resources for covering classes.