Graduate Student Handbook: TESOL MA

Brigham Young University, Department of Linguistics
2024-2025

Welcome to the graduate programs in the Linguistics Department of Brigham Young University. We welcome you as friends and colleagues joining us in the development of our professions. We want you to feel accepted and comfortable at the University and in the community. If you have any difficulties that we can help you with, please contact your advisor, chair, the graduate coordinator, or the Linguistics Department secretary.

We are proud of our graduates. You will find them in a variety of work settings around the world. We hope that you will continually feel the stimulation that comes from new learning and experiences. We want you to succeed and will try our best to help you to do so. This graduate handbook is one of our ways of assisting you.

One peak of educational excellence that is highly relevant to the needs of the church is the realm of language. BYU should become the acknowledged language capital of the world in terms of our academic competency. . . . There is no reason why this university could not become the place where, perhaps more than anywhere else, the concern for literacy and the teaching of English as a second language is firmly headquartered in terms of unarguable competency as well as deep concern.

—Spencer W. Kimball, October 10, 1975

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Mission and Aims of Graduate Education in the Department of Linguistics

The mission of the Linguistics graduate program is to provide students with a fundamental understanding of general and applied linguistics. Students will gain competence in contemporary theory and practice with an emphasis on the four aims of a BYU education.

Spirituality Your double heritage and dual concerns with the secular and the spiritual require you to be "bilingual." As LDS scholars you must speak with authority and excellence to your professional colleagues in the language of scholarship, and you must also be literate in the language of spiritual things. We must be more bilingual, in that sense, to fulfill our promise in the second century of BYU.

—Spencer W. Kimball, October 10, 1975

Department graduate faculty members will help students recognize the divine nature of the gift of language. They will encourage graduate students to seek the Spirit in their language studies and related academic experiences.

Intellect You represent in your presence on this campus the wisdom of all the world and of all time. Among you there is known most of the knowledge existing in the world today, whether it be of the stars or the universe, of the rocks of the earth, of the history of nations and peoples, of languages they speak, of the operations of governments, of the laws of economics, of the behavior of the atom, of the nature of electricity, of religion and ethics, of love and hate, of the myriad forces and influences controlling our existence.

—Gordon B. Hinckley, September 17, 1963

Department graduate faculty members will strive to foster the intellectual development of all students that they teach and mentor. They will encourage students to hunger and thirst for knowledge and wisdom. They will also help students acquire marketable skills in the field of language studies.
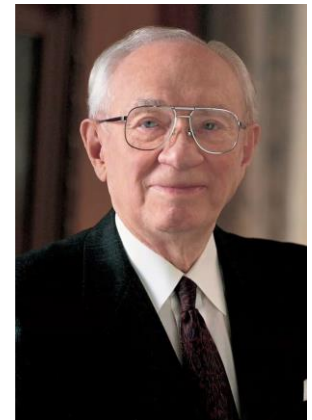
Building of Character Character is the aim of true education. … Character is not the result of chance, but of continuous right thinking and right acting. True education seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also honest men with virtue, temperance, and brotherly love.

—President David O. McKay, September 1, 1967

Department graduate faculty members will encourage students to reach their potential and stretch their capacities by seeking opportunities to serve others while undergoing rigorous studies.

Lifelong Habits of Learning and Service This university will go forward. Its students are idealists who have integrity, who love to work in good causes. These students will not only have secular training, but will have come to understand what Jesus meant when He said that the key of knowledge, which had been lost by society centuries before, was "the fullness of the scriptures." We understand, as few people do, that education is a part of being about our Father's business and that the scriptures contain the master concepts for mankind.

—Spencer W. Kimball, October 10, 1975

Department graduate faculty and staff members will regularly complement their professional duties with family, community, and Church service. Graduate students will magnify their BYU education by working to reach their highest potential, by sharing educational opportunities with others, and by serving as ambassadors of peace and goodwill wherever their careers may lead them throughout the world.
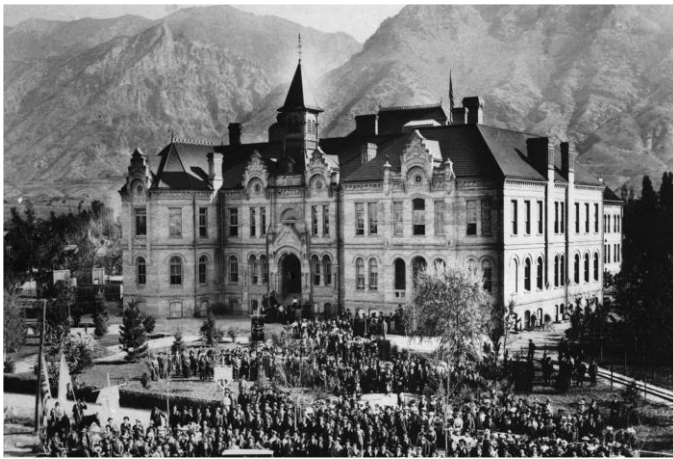
The Context of the University

Brigham Young University is a private institution sponsored by The Church of Jesus Christ of Latter-day Saints (LDS). It originated from the Brigham Young Academy; a teachers college founded in 1875. Although the Church did not directly sponsor the original academy, community and ecclesiastical leaders provided the financial foundation of the institution for many years. In 1903 the academy became a university, and the Church was its direct financial sponsor. Today the Church continues to provide the main financial support for BYU, and selected Church leaders are on the Board of Trustees. Active members of the Church contribute tithing (10% of income), which means that each tithe-paying member makes a significant financial contribution to the Church each year. The University recognizes this contribution by keeping tuition considerably lower than most other private universities, and the tithes of Church members pay about two-thirds of the cost of educating a student here. Students that are not members of the Church pay tuition about one-third higher than members, which is analogous to higher tuition for nonresidents at a state school where residents' taxes provide the main support.

A majority of students at Brigham Young University are members of The Church of Jesus Christ of Latter-day Saints. Religion classes provide spiritual education to complement the secular education of students. Many students are fluent in a language other than English. Ethical and moral values are very important to those who attend BYU. As part of the admissions procedure, all who apply have an interview with a Bishop or a clergy person of their choice in order to affirm their commitment to the university's standards. As part of the interview process, the Honor Code and the Dress and Grooming Standards are explained to the potential student. Those who enroll at the University agree to abide by these behavioral standards and must reaffirm this commitment in an annual interview.

The Purpose of this Handbook

Brigham Young University publishes a graduate catalog online (http://saas.byu.edu/catalog) that describes the university policies and procedures for graduate study. That catalog is the first and most important source of information for earning your graduate degree. This additional Graduate Handbook is provided by the Linguistics Department as a supplement to the BYU Graduate Catalog. This handbook describes policies and procedures that are unique to our department's graduate programs. It also provides, in a single document, useful information for our graduate students that exists in a variety of locations in different handbooks and websites.

Please send your comments, requests, or suggestions for the next edition of this handbook to linguistics@byu.edu.

Introduction to the Faculty

A very important part of your graduate education will come from working closely with faculty advisors and mentors. You need to become acquainted with the faculty so that you can not only choose the right topic for your MA thesis or project but also have the right advisory committee. Below are the names, photos, specialties, and contact information for all the faculty members in the Department of Linguistics. Outside the faculty office doors, you will also find their office hours. Information on the Affiliated Faculty can be found at https://ling.byu.edu/faculty-staff-directory. Every year, the Graduate Student Society also sponsors an activity designed to help students and faculty get to know each other better.

Baker, Holly

Editing & Publishing; History of Style & Usage Guides; Editing Pedagogy; Language Prescription

bakerht@byu.edu

4041 JFSB

Baker, Matt

Editing; Professional Writing; Content Analysis; Social Media

mattbaker@byu.edu

4045 JFSB

Brown, Earl

Linguistics MA Coordinator

Language Variation; Spanish; Quantitative Methods

earl_brown@byu.edu

4052 JFSB

Chapman, Don

Old English Language & Literature; History of the English Language; Medieval Literature; Usage; Structure

don_chapman@byu.edu

4064B JFSB

Cox, Troy

Assessment; Language Proficiency; Objective Measurement; Listening; Speaking; TESOL

troy_cox@byu.edu

3095 JFSB

Dewey, Dan

Department Chair

Second Language Acquisition; Psycholinguistics; fNIRS; Neurolinguistics; Japanese

ddewey@byu.edu

4064C JSB

Eckstein, Grant

Second Language Writing; Writing Program Administration; Rhetoric & Composition; Eye Tracking; Writing Center Research; TESOL
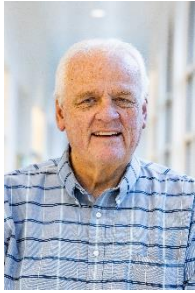
grant_eckstein@byu.edu

4064A JFSB

Elzinga, Dirk

Phonological Theory & Analysis; Uto-Aztecan Languages

dirk_elzinga@byu.edu

4043 JFSB

Evans, Norm

TESOL Curriculum Development; Language Program Administration & Assessment; Second Language Writing

norman_evans@byu.edu

4048 JFSB

Green, Jeff

Neurolinguistics; Syntax; Psycholinguistics; Sentence Processing; Second Language Acquisition

jjgreen@byu.edu

4073 JFSB

Hartshorn, James

Second Language Acquisitions; TESOL; Second Language Writing; IEP Program Administration; Curriculum Development; Research Methods; Assessment

james_hartshorn@byu.edu

4061 JFSB

Hashimoto, Brett

Corpus Linguistics; Forensic & Legal Linguistics; English Grammar; Applied Linguistics; Pragmatics; Vocabulary; Language Assessment; TESOL

brett_hashimoto@byu.edu

4037 JFSB

Johnson, Lisa

Sociolinguistics; Language and Identity; Language in Migration

lisamorganjohnson@byu.edu

4040 JFSB

Nuckolls, Janis

Kichwa Language & Grammar; Ideophony & Sound Symbolism; Cultural Semantics; Evidentiality; Language & Gesture; Anthropological Linguistics

janis_nuckolls@byu.edu

4045 JFSB

Oaks, Dallin

English Linguistics; Structure of English; Ambiguity; Old English Language; Prescriptivism

dallin_oaks@byu.edu

4075 JFSB

Parker, Jeff

Morphology; Slavic Languages; Lexical Processing

jeff_parker@byu.edu

4050 JFSB

Rawlins, Jacob

Editing; Linguistics Prescriptivism; History of Publishing; Rhetoric; Professional & Technical Communication

jacob_rawlins@byue.edu

4051 JFSB

Rogers, Chris

Language Documentation; Typology; Historical Languages

chris_rogers@byu.edu

4047 JFSB

Smemoe, Wendy

Language Acquisition; Psycholinguistics; Phonetics; Speech Perception & Production; Sociolinguistics; Utah English

wendy_smemoe@byu.edu

4057 JFSB

Stanley, Joey

Sociolinguistics; Dialectology; (Western) American English; Phonetics; Quantitative Research Methods

joey_stanley@byu.edu

4059 JFSB

Tanner, Mark

Second Language Acquisition; TESOL; Teacher Education; Sociolinguistics; Language Learning Technology; Pronunciation Pedagogy

mark_tanner@byu.edu

4063 JFSB

Whiting, Miriam

Language & Identity; Language Planning; Editing & Publishing; Discourse Analysis; Russian

miriam_whiting@byu.edu

4069 JFSB

Administration and Staff

Department Chair: Dan Dewey, (801) 422-6005
Graduate Manager: Sherri Hadfield, (801) 422-9010
GSS Faculty Advisor: Joey Stanley, (801) 422-9168

Linguistics Graduate Coordinator: Earl Brown, (801) 422-3970
TESOL Graduate Coordinator: Grant Eckstein, (801) 422-5946

Graduate Advisors and Committees

The department uses a committee system to advise and evaluate students in its graduate programs. Each student is appointed an advisory committee upon admission. The role of the advisor/advisory committee is to both guide and evaluate students in their coursework, research, professional development, and overall performance. Students who wish to make an adjustment in the composition of their committee may do so with a Change of Program/Committee Form which is available on the department website and with the consent of the proposed committee members.

Advisory committees consist of at least three members: a committee chair (or the first reader) and two other faculty members (or the second reader and the third reader of a thesis). All members of the committee must have graduate faculty status. In those cases where a student declares a minor, a fourth committee member is necessary from the minor department.

Advisory committee members share in the responsibility of evaluating students in their progress through the program, and the committee gives final approval of the thesis for MA candidates. All committee members participate in events such as the prospectus meeting, the pre-scheduling meeting, and the thesis defense. Students should arrange an initial meeting with all three committee members as they begin the thesis process. Other meetings with the committee may be held as needed. Students should arrange a pre-scheduling meeting with all three committee members to discuss the completed thesis before scheduling the defense. Faculty members will not sign the defense scheduling form until they have read and discussed the completed thesis with the student and fellow committee members. Graduate students should plan the timing of their defense carefully because of the variability of faculty responsibilities, such as research leaves, administrative assignments, out-of-town conferences, and so forth. This is especially true in the spring and summer terms when faculty members may be unavailable. To facilitate communication, students should send a brief monthly email progress report to all three of their committee members. These emails are a critical criterion that graduate faculty discuss during student evaluations twice a year.

The thesis committee chair, as the first reader, has primary responsibility for mentoring a student in the thesis. The thesis is the student's responsibility; hence, the chair is an advisor, rather than a supervisor. The chair works with students but does not do the work for students. Students should become familiar with graduate school policies rather than expecting the chair to take the initiative. The chair will advise students with regard to the topic, focus, approach, methodology, results, content, organization, expression, format, and originality of the thesis. The chair also helps students to find opportunities for professional development.

The second reader has a secondary responsibility for mentoring a student in the thesis and professional opportunities. Generally, the second reader will review on-going work on the thesis after students have incorporated changes and suggestions from the first reader (chair). Students should consult with the second reader from time to time about the progress of the thesis several times before the scheduling of the defense.

Generally, the third reader will review on-going work on the thesis after students have incorporated changes recommended by the first reader and the second reader. The third reader responds to the thesis more as a finished product. You may have a fourth, non-graduate faculty member, on your committee if needed for specialized input.

TESOL MA

TESOL MA students are assigned a graduate advisor in accordance with the project or thesis topic they submitted in their application packet. TESOL students will work with their advisor to refine or change their original topic, and a suitable committee will then be formed based on faculty expertise and advisement loads. Students must input in GradProg their program of study near the beginning of their second semester. This program of study should be planned with input from their committee chair and will require final approval in GradProg by the graduate manager (Sherri Hadfield).

In addition, students must submit a prospectus to their committee members for approval by the end of their second semester. The prospectus is uploaded and approved by committee members in GradProg.

Learning Outcomes

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

1. **Systems of Human Language:** Demonstrate an understanding of the major systems of human language (phonology, morphology, lexicon, syntax, semantics, and pragmatics).

2. **Language Learning Theory:** Analyze and apply theories of second language learning and acquisition.

3. **Teaching Strategies and Procedures:** Examine second language teaching strategies and procedures and apply accepted principles of effective lesson planning and materials development.

4. **Research:** Analyze, perform, and communicate professional-level research.

Degree Requirements

Admission and Entry

Application deadline is February 15th (only once a year). Admissions decisions are based on:

- Undergraduate GPA, by way of official transcript (all international applicants must send all marksheets, transcripts, and diplomas for credential evaluation to IERF).

- Letter of Intent (including experience, commitment to the profession, and plans for the future).

- Three letters of recommendation.

- GRE score is optional with application.

- A (preferably peer-reviewed) writing sample in English, no longer than twenty pages, that reflects the applicant's best single authored work preferably focused on some area of linguistics, language, or communication.

- English language skills for all non-native speakers of English, whether or not they graduated from an English-speaking school: A TOEFL score of 237 (computer), 580 (paper), or 90 (iBT with an average score of 23 in Speaking, and 22 in Listening, Reading, and Writing). Further information for international students can be found online at http://internationalservices.byu.edu . The TOEFL must be taken within the two years prior to beginning the program.

- An application, found online at https://gradstudies.byu.edu/admissions/applying .

The number of students admitted to the TESOL MA program depends on its capacity (which is projected to be a total of about twenty students) and the number of students who exit the program each year.

Students admitted to the MA program should plan to meet with their advisor at the beginning of the program to identify a timeline for completing their project or thesis.

Prerequisites

- Students must begin coursework during fall semester. However, **any student who has not previously had an introductory linguistics course must attend the previous summer term to take Ling 401: Introduction to Graduate Linguistics**. If a student has taken an equivalent course at another university, he or she should send that course syllabus to the department secretary (at linguistics@byu.edu) for evaluation.

- Students must be competent in one language (other than English) at the 200 level. This requirement may be fulfilled while taking program coursework, but those language credits do *not* count toward the total credits needed for the program.

Requirements for Degree (total credit hours: 37)
(See Appendix 1)

The MA degree in TESOL at Brigham Young University requires successful completion of 37 credit hours which consist of:

CORE COURSES (22 HOURS)

LING 610: TESOL Methods and Materials Overview (3 cr.)
LING 611: TESOL Methods and Materials Applications (3 cr.)
LING 612: TESOL Practicum (3 cr.)
LING 620: Research in TESOL (3 cr.)
LING 631: Grammar Theory and Pedagogy (3 cr.)
LING 640: Language Acquisition (3 cr.)
LING 660: Language Testing (3 cr.)
LING 695: TESOL Seminar (1 cr.)

ELECTIVES (9 HOURS)

LING 655: Culture Teaching and Pragmatics (3 cr.)
LING 670: Teaching Skills, Reading/Writing/Vocabulary (3 cr.)
LING 671: Teaching Skills, Listening/Speaking/Pronunciation (3 cr.)
LING 677: Curriculum Development (3 cr.)
LING 678: Materials Development (3 cr.)
LING 679: TESOL Program Administration (3 cr.)
LING 688R: Academic Internship (3)

PROJECT OR THESIS (6 HOURS)

LING 699R: Thesis Credits (6 cr.)
LING 698R: Project Credits (3 cr.) + LING 688R: Academic Internship (3 cr.)

EXAMINATION: ORAL DEFENSE OF THESIS (CONSULT DEPARTMENT FOR DETAILS)

Specialization

The TESOL MA program offers four specializations: Teaching (Ling 655, 670, 671); Program Administration (Ling 677, 679); Curriculum & Materials Development (Ling 677, 678); Curriculum & Assessment (Ling 677, Chair-directed elective). To specialize, a student must complete the related electives indicated above. All students must complete at least one Teaching Skills class (Ling 670 or 671).

Internships

Academic internships (Ling 688R) are designed to allow students to further enhance their expertise in TESOL. In the case of students who select the project option, an internship must be closely aligned with the project topic. These students will be mentored in their internship by one of the eight full-time administrators who oversee various aspects of the English Language Center (ELC) such as program administration, curriculum development, reading, writing, listening, speaking, vocabulary, testing, and assessment.

Sequence of Courses (See Appendix 2)

FALL, FIRST YEAR

*Ling 610: TESOL Methods and Materials Overview (3 cr.)
*Ling 611: TESOL Methods and Materials Application (3 cr.)
Ling 620: Research in TESOL (3 cr.)
Any other class must have faculty approval and must not conflict with teaching your ELC class.

   *Ling 611 requires students to do supervised teaching at the English Language Center (ELC) and should be taken concurrent with Ling 610.

WINTER, FIRST YEAR

Ling 612: TESOL Practicum (3 cr.)
Ling 640: Language Acquisition (3 cr.)
Ling 660: Language Testing (3 cr.)
Ling 698R: Project Credits Prospectus Writing (1 cr.) or Ling 699R: Thesis Credits Prospectus Writing (1cr.)
Any other class must have faculty approval.

SPRING/SUMMER, FIRST YEAR

Ling 688R: Academic Internship (3 cr.)
Ling 699R: Thesis Credits (0-2 cr.) or Ling 698R: Project Credits (0-2 cr.)

FALL, SECOND YEAR

Ling 631: TESOL Seminar (1 cr.)
Ling 699R: Thesis Credits (0-2 cr.) or Ling 698R: Project Credits (0-2 cr.)
Elective Credits (3-9 cr.): choose one or three elective courses from the elective list, depending on what is taught that semester and how many thesis/project credits you are taking.

WINTER, SECOND YEAR

Ling 695: TESOL Seminar (1 cr.)
Ling 699R: Thesis Credits (1-5 cr.) or Ling 698R: Project Credits (2 cr.)
Elective Credits (3-9 cr.): choose one or three elective courses from the elective list, depending on what is taught that semester and how many thesis/project credits you are taking.

** **Please note that you will need to take at least 2 thesis or project credits the semester you defend.**

Statement on Generative AI

The Department of Linguistics supports the university-level statement on the use of generative artificial intelligence (AI) for academic and professional purposes. The department also expects students, faculty and staff to follow the Academic Honesty Policy. In addition, the department expects graduate students to follow the Graduate Studies Statement on Use of AI.

The department encourages its instructors to clearly delimit what their expectations are with respect to the use or non-use of generative AI in their classes, and their students are encouraged to follow those expectations. Use of generative AI that is not consistent with the expectations of a given instructor is considered a violation of the Academic Honesty Policy.

Additional Requirements for Non-Native English-Speaking Students

In addition to the regular application requirements, all non-native English-speaking graduate students are required to take the Ling 501 equivalency exam the first semester in the program. To take the test, go to the JFSB Testing Center in B153 JFSB and let them know that you need to take the Ling 501 test. The test will be scored within two weeks. A "pass" will complete this requirement. If a grade of marginal is received, further assessment will be needed. The student will be asked to turn in a previously written academic research paper following APA format. The exam must be taken before Thanksgiving break in November of the first semester, but the paper can be turned in by December 1st of the same semester.

All non-native English-speaking graduate students are also required to complete an Oral Proficiency Interview (OPI) by the end of their first semester. You must receive an Advanced-Mid to fulfill this requirement. This interview can be done more than once. Contact the department office for more details about the OPI and how to set it up.

Evaluation of Graduate Students' Progress

Student Evaluations

Twice a year, toward the end of the Fall and Winter semesters, your progress is formally evaluated by your thesis chair and committee, as well as the TESOL section, including the Graduate Coordinator. Your performance and progress will be rated as satisfactory, marginal, or unsatisfactory. These evaluations may consider, among other things, your progress toward graduation, academic achievement, and citizenship in the department. You may find your rating at any time by logging on to GradProg (gradprogress.sim.byu.edu).

If you receive a marginal or unsatisfactory rating, it is expected that you comply with all the stated conditions in order to remain in the program. If you disagree with your rating, you should write a formal letter to the Graduate Coordinator. If you receive a marginal rating one semester and do not make acceptable progress the following semester, you will receive an unsatisfactory rating. You cannot be rated as marginal twice in a row. In other words, failing to correct marginal progress is unsatisfactory.

According to official university policy, students who do not receive satisfactory ratings for two consecutive semesters (i.e., marginal to unsatisfactory; unsatisfactory to unsatisfactory) are subject to program termination.

If you receive an unsatisfactory rating, you are unable to receive financial aid. In extenuating circumstances, the TESOL Committee may choose to support the student in a petition to the Office of Graduate Studies. This petition would include a contract listing student and faculty responsibilities and an appropriate timeline for degree completion.

Description of Progress Ratings

Carefully review the information contained in the Graduate Catalog under the heading, "Academic Standards."

The following is a summary of some of the reasons for the various ratings:

SATISFACTORY

- Meeting deadlines for Program of Study, prospectus, and other timely action items
- Establishing a graduate committee by February 1 of your second semester
- Making adequate progress on research and thesis writing
- Maintaining regular communication with thesis chair and committee members
- Demonstrating excellence in course work
- Involvement and good citizenship within the College of Humanities
- Professional and respectful communication with fellow students, faculty, and the ELC and Linguistics Department personnel
- Ethical and professional conduct at all times

MARGINAL

- Failure to submit Program of Study
- Failure to establish a graduate committee
- Registering for internship, project or thesis hours and completing little or no work during that term or semester
- Failure to submit an approved thesis or project prospectus
- Minimal, disrespectful, or unprofessional contact with chair, committee members, or ELC personnel.
- Unapproved prospectus or thesis draft
- No marked progress with Program of Study requirements
- Poor performance in student instructorship or college-held positions
- Poor performance in research or graduate coursework

UNSATISFACTORY

- Failure to resolve any problems or fulfill any requirements indicated in a previous marginal or unsatisfactory review
- Course grade below B-
- Failure of any defense (prospectus, project or thesis) or written comprehensive exam (if applicable)
- Unethical or unprofessional behavior

Graduate Progress Program (GradProg)

GradProg is the online system used by students to plan and monitor progress throughout your graduate program.

1. From MyBYU, go to https://gradprogress.sim.byu.edu/. The shortcut URL is GradProg if you are already logged in to MyBYU.

2. Click the "Sign In" link at the top right of the screen and enter your BYU Net ID and password.

3. Follow the directions on the website to enter committee, program of study etc.

Program of Study

All students are required to complete a Program of Study indicating the courses they will take to fulfill degree requirements. The Program of Study constitutes a contract between students and the university. It is a necessary step on the path towards graduation. **In their second semester, TESOL students will turn in their Program of Study to their Ling 611 professor by February 1.**

How to fill out a Program of Study

After you decide on your classes, review them with your advisor prior to inputting them in GradProg. You will also determine your thesis/project committee at this time and input that as well.

Changing your Program of Study

With approval from your committee chair, you can make changes to your Program of Study. In GradProg, you will input any new class(es) and delete the class(es) being replaced. If you delete a class that you have already taken and for which you received scholarship, you will not receive scholarship funds for the new class you are adding.

Relationship between your Program of Study and your Progress Report

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

Courses that can be funded by department scholarships

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

Credit-hour requirements

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

TESOL Project and Thesis Options

Graduate students in the TESOL MA program choose between two options for their culminating writing and research experience: project or thesis. By completing the project or thesis requirement, students demonstrate their competence in the field of study as they identify an important area of interest and plan, conduct, and report on a study in that area. The nature and purpose of the project or thesis should be congruent with the strengths, interests, activities, and needs of the faculty in the department. Students are expected to submit a prospectus for the project or thesis to the graduate faculty sometime during their second semester in the program.

Project and Thesis Prospectus

The prospectus is a research proposal that addresses the key questions of what, why, and how your project or thesis will be researched or developed. The prospectus is developed in collaboration with your project or thesis committee. You should enroll in one credit of L698R (Project) or L699R (Thesis) during your second semester (winter) for the purpose of writing your research prospectus. The prospectus submission form, found in Appendix 3 for projects and Appendix 4 for theses, provides an outline for your prospectus.

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

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

The Audience of the Project or Thesis

Regardless of the option selected, the written product of the project or thesis should focus on an audience beyond the project or thesis committee. We strongly encourage students to identify a venue to which they intend to submit the project or thesis for publication following a successful defense. The venue should be a specifically targeted peer-reviewed journal in TESOL or Applied Linguistics. Students should work collaboratively with their chair and committee to determine the most appropriate journal to target for the submission of the manuscript.

Project Option

A project focuses on meeting a pedagogical need that can be identified in several ways through practical experience gained in the internship (Ling 688R) and includes a careful review of relevant literature. The project could be the development of print-based instructional materials, instructional software or a website, instructional videos, a language test, or a curriculum.

Students who select the project option take three credit hours of Ling 698R (Project Credit) and three credit hours of a mentored academic internship (Ling 688R) that is related to the project topic. In addition, students working on a project must select a nine-credit-hour specialization of elective courses that is aligned with the project topic.

Process for Generating a TESOL Project

Since students working on projects must select one of the four TESOL specializations (Teaching, Program Administration, Curriculum & Materials Development, or Curriculum & Assessment) that is most related to the project topic, and complete a three-credit internship related to the topic and specialization, meeting with their chair early in the first semester is extremely important. The following paragraphs outline the process for generating a project from the time of admission to the final semester in the program.

ADMISSION

If you select the project option, it is required of you to submit a topic of interest for a project in the application to the program. This topic serves two purposes: it helps the faculty identify your initial project chair, and it provides a point of departure for your project research and development. This topic is not binding, but you should meet with your chair early in the first semester in the program. The purposes of this initial meeting are to confirm and refine your project idea, determine your area of specialization, and select two more faculty members to complete your committee as well as an internship mentor at the English Language Center. Once an internship mentor is selected, you should set a semester or term for you to complete your internship—preferably in the spring or summer term of your first year.

FIRST SEMESTER

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

SECOND SEMESTER

You will be required to enroll in one credit of Ling 698R: Project Credits during your second semester. This one credit should be used to develop a project prospectus (see Project Prospectus in Appendix 3). Work closely with your chair in this drafting process. This prospectus should be approved by your full committee by the end of your second semester.

SUBSEQUENT SEMESTERS

Once your prospectus has been approved by your committee, you should continue working with your chair and your internship mentor to develop your project. If you are using human subjects as part of your project, you must submit the appropriate forms and receive permission from BYU's Institutional Review Board (IRB) to proceed with the study. This material is available online at irb.byu.edu.

A useful way to think about your project is to begin with the end in mind. A TESOL project has two final aims: a completed project and a manuscript that reports on the project insights that can be shared with other TESOL professionals by means of publication in a TESOL-related journal.

You should work closely with your chair to successfully complete your project and write your manuscript. The chair is responsible for offering guidance through the project development and offering feedback on your manuscript. Of course, you can also obtain feedback from other committee members and your internship mentor during this drafting and review process.

FINAL SEMESTER

Typically, during the final semester of your program, you will present a preliminary version of your final project orally as part of the requirements for completing the seminar course (Ling 695).

When your chair agrees that your manuscript is ready to defend, you must submit your manuscript to all members of your committee for defense approval at least four weeks before scheduling the oral defense. This means that at least one month before you hope to defend your manuscript, it should be submitted to the entire committee. They should have two weeks to read it before approving you as ready to defend in GradProg, allowing you to schedule the defense. You must schedule the defense at least two days before the actual defense. Be advised that finding a day and time when all your committee members are available can be a complicated and time-consuming process. Once you have determined a date and time that works for all your committee, email that information to Sherri at linguistics@byu.edu and she will schedule your defense and find a room in which the defense will be held.

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

Thesis Option

A thesis identifies questions that the research will attempt to answer. The questions are identified based on a clearly focused review of the literature. In order to answer the research questions, data are usually collected from language learners and teachers or from existing data sets. The data are submitted to basic statistical analyses in order to answer the research questions. Appropriate procedures must be followed and approval obtained from BYU's Institutional Review Board (IRB) when using human subjects.

Process for Generating a TESOL Thesis

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

ADMISSION

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

FIRST SEMESTER

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

SECOND SEMESTER

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

SUBSEQUENT SEMESTERS

Once your prospectus has been approved by your committee, you should continue working with your chair to complete a draft of the first three chapters of your thesis; you should also select the data collection instruments and procedures to be used in the study. This material should then be distributed to the other committee members, and you should organize a meeting in which the entire committee is able to give feedback on your research plans and, ultimately, approve them.

As you draft your chapters, follow the approved 6th edition of the APA style manual. See your chair for details. You should also format your thesis for future written and electronic (ETD) submissions. For specific information concerning ETD formatting, you should work closely with your chair and the department secretary. ETD information is also available in GradProg under "resources." There is an ETD class offered at the library that you are highly recommended to take. The graduate office will email the dates for this class to you at the beginning of each semester.

If you are using human subjects as part of your research study, you must submit the appropriate forms to BYU's International Review Board (IRB) and receive permission from them to proceed with the study. This material is available online at irb.byu.edu.

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

FINAL SEMESTER

During the final semester of your program, you will give an oral presentation that describes not only your thesis/project rationale and methods, but also your results. This presentation is a Ling 695 course requirement and may be given in a Ling 695 class session or in another academic venue (e.g., a professional conference) approved by the instructor.

When your chair agrees that your manuscript is ready to defend, you must submit your manuscript to all members of your committee for defense approval at least two weeks before scheduling the oral defense. They should have two weeks to read it before approving you as ready to defend in GradProg, allowing you to schedule the defense. You must schedule the defense at least two days before the actual defense. Be advised that finding a day and time when all your committee members are available can be a complicated and time-consuming process. Once you have determined a day and time your whole committee can meet, email that information to Sherri at linguistics@byu.edu and she will schedule your defense and find a room in which the defense will be held.

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

Thesis Format and Style

You may obtain copies of university format guidelines for theses from http://gradstudies.byu.edu. General style guidelines are available online, in the library, at the bookstore, and in the JKB Writing Center (4026 JKB).

TESOL MA theses should follow APA (American Psychological Association) style, 7th edition (see the APA Publication Manual or http://owl.english.purdue.edu/owl/resource/560/01/ for details). Any deviations from these guidelines must be approved by your advisory committee. For specific formatting guidelines, see ADV Form 11a in the AVD section under "Resources" in GradProg.

Although your committee will give feedback on format and style, do not place the responsibility for editing, spelling, and proofreading on the shoulders of your committee members. It is your responsibility to produce standard academic prose in English. Bring clean and accurate drafts of your work to consultations and meetings. You are, therefore, advised to utilize the BYU Writing Center, experienced editors or proofreaders, and other such resources to improve the presentation and mechanics of your thesis prior to submitting it to your committee.

ETDs require special formatting. Please see instructions under "resources" in Graduate Progress to view these guidelines. You should work carefully with both your advisory committee chair and the department secretary to review all thesis formatting.

Portfolio Option

The portfolio is a type of project designed as a way for students to formally aggregate evidence of their learning and mastery in several key areas that can be presented partially in an online format. Thus, it provides a comprehensive view of how a student has achieved program and course outcomes and is a valuable resource for prospective employers.

Students who select the portfolio option take three credit hours of Ling 698R (Project Credit) and three credit hours of a mentored academic internship (Ling 688R) or one additional elective with permission from their advisor. In addition, students working on a portfolio must select a nine-credit-hour specialization of elective courses that is aligned with their goals as a TESOL professional.

Process for Generating a TESOL Portfolio

Since students working on portfolios must select one of the four TESOL specializations (Teaching, Program Administration, Curriculum & Materials Development, or Curriculum & Assessment) that is most related to their professional interests and complete a three-credit internship related to the topic and specialization, meeting with their chair early in the first semester is extremely important. The following paragraphs outline the process for generating a portfolio from the time of admission to the final semester in the program.

ADMISSION

If you select the portfolio option, it is required of you to submit an area of interest for a portfolio in the application to the program. This area of interest explains your goals as a TESOL professional serves two purposes: it helps the faculty identify your initial portfolio chair, and it provides a point of departure for your portfolio emphasis and development. This area of interst is not binding, but you should meet with your chair early in the first semester in the program. The purposes of this initial meeting are to confirm and refine your portfolio trajectory, determine your area of specialization, and select two more faculty members to complete your committee as well as an internship mentor at the English Language Center. Once an internship mentor is selected,

you should set a semester or term for you to complete your internship—preferably in the spring or summer term of your first year.

First Semester

You are required to take two classes in your first semester that will help you develop your portfolio: Ling 610: TESOL Methods and Materials, and Ling 620: Research in TESOL. Ling 610 will introduce you to a variety of key topics and issues in TESOL, and Ling 620 will help you research key literature necessary for demonstrating critical thinking in your portfolio. While these classes are very helpful, nothing will be more beneficial to your making progress than meeting with your portfolio chair. Set up regular meetings with your chair to provide progress updates and receive feedback and direction on your portfolio.

Second Semester

You will be required to enroll in one credit of Ling 698R: Project Credits during your second semester. This one credit should be used to develop a portfolio, particularly the online component and Job Market Analysis. Work closely with your chair in this process. You are required to meet with your committee to report on your full Job Market Analysis and receive approval to continue with the portfolio before the end of the second semester.

Subsequent Semesters

Once your committee has approved you to continue with the portfolio, you should continue working with your chair and your internship mentor to develop your portfolio. If you are using human subjects as part of your portfolio, you must submit the appropriate forms and receive permission from BYU's Institutional Review Board (IRB) to proceed with the study. This material is available online at irb.byu.edu.

A useful way to think about your portfolio is to begin with the end in mind. A TESOL portfolio has two final aims: 1) an online presentation of you as a well-rounded TESOL professional suitable for job applications, professional networking, and personal business purposes and 2) supplemental materials that demonstrate your internal mastery of essential TESOL concepts and preparation as a TESOL professional.

You should work closely with your chair to successfully complete your portfolio and complete your supplementary materials including completion of the comprehensive exam. The chair is responsible for offering guidance through the portfolio development and offering feedback. Of course, you can also obtain feedback from other committee members and your internship mentor throughout the process.

Final Semester

Typically, during the final semester of your program, you will present a preliminary version of your final portfolio orally as part of the requirements for completing the seminar course (Ling 695). You will also complete a comprehensive exam and a timed writing test at a time scheduled by the department but at least two weeks prior to the portfolio defense (described below).

When your chair agrees that your portfolio is ready to defend, you must submit the link to all members of your committee for defense approval at least four weeks before scheduling the oral defense. This means that at least one month before you hope to defend your portfolio, it should be submitted to the entire committee. They should have two weeks to review it before approving you as ready to defend in GradProg, allowing you to schedule the defense. You must schedule the defense at least two days before the actual defense. Be advised that finding a day and time when all your committee members are available can be a complicated and time-consuming process. Once you have determined a date and time that works for all your committee, email that information to Sherri at linguistics@byu.edu and she will schedule your defense and find a room in which the defense will be held.

Before distributing your semi-final portfolio, you should carefully proofread it for content, spelling, grammar, syntax, word choice, formatting, style, and aesthetics. The primary responsibility of the portfolio committee is to review the content of the portfolio. They should not be required to address basic writing issues. You are, therefore, advised to utilize the BYU Writing Center, experienced proofreaders, and other such resources to improve the presentation and mechanics of any text prior to submitting the portfolio to your committee.

Once the defense is completed you will likely be asked to make minor or major adjustments to your portfolio in order to satisfy the requirements for passing the defense. When submitting your final, updated portfolio, and as a condition of final approval, you should submit your polished Reflective Essay to your committee.

Below is a description of the full requirements and general assessment criteria for the portfolio:

Portfolio Option

The TESOL MA portfolio includes two major components. One is the nominal online portfolio which is public- or employer-facing, is hosted on a publicly accessible website or hosting service, and includes the materials described in this document.

The second component is supplementary requirements which are also described in this document and consist of 1) a comprehensive written exam on TESOL topics, 2) two timed writing essays, 3) a job market analysis, and 4) an untimed reflective essay.

In the defense, the portfolio project is evaluated on all components. Note that students will receive initial support for components of the online portfolio in the classes indicated, but students are expected to refine and improve these throughout the MA program.

ONLINE PORTFOLIO

1. **Curriculum Vitae**
   The CV must be current and well-formatted with sections on employment and education as well as relevant information about service, presentations, publications, curriculum or materials development, etc.

   Supporting courses: Ling 610

2. **Teaching and Learning Philosophy**

   This is a concise but well-written statement of the candidate's guiding philosophy of teaching and learning in a TESOL context that would be pertinent for any employment situation.

   Supporting courses: Ling 610, Ling 611, Ling 612

3. **Evidence of Excellence in Teaching**

This must include at least 3 teaching demonstration video clips, 3 formal lesson plans. It could also include observation reports from colleagues and supervisors as well as student evaluations and ongoing efforts to respond to student sentiment. High quality annotated videos or screencasts are encouraged.

Supporting courses: Ling 610, Ling 611, Ling 612, Ling 631, Ling 670, Ling 671, ELC

4. **Evidence of quality assessments**

Substantial evidence of language assessment or testing that indicates a student's understanding with principles of validity, reliability, test design, and effective language assessment principles. This could include a language test or test items, a rubric with associated prompts and scoring guide, or other evaluation projects meant to be used for language assessment or testing.
Supporting Courses: Ling 660

5. **Evidence of Critical Thinking—Effective Quantitative Reasoning and Data Management**

Substantial evidence of meaningful contributions in research or evaluation designed to answer important questions or solve significant problems. This might include evidence of the development and/or analysis of instruments designed to gather data and the critical thinking involved in the analysis of that data.

Supporting courses: Ling 620, Ling 640, Ling 660

6. **Evidence of Critical Thinking —Creativity and Development**
Substantial evidence of meaningful contributions in the development and application of pedagogical materials. This could include specific materials designed for courses taught as well as artifacts from the development of curriculum or materials associated with coursework.

Supporting courses: Ling 620, Ling 640, Ling 660, Ling 677, Ling 678, plus applicable electives

Online Portfolio Design and Function

The online portfolio will be evaluated on each of the following criteria:

a. Design and organization—each page is concise with a clear purpose that is intuitively and deliberately organized. The color scheme is not distracting and lends to organization.

b. Accessibility and navigation—all links are active. Accessibility options are available.

c. Professionalism and appearance—the portfolio has a clean and up-to-date appearance. The images, language, videos, and other materials are professional and of sufficient quality. It includes appropriate personal information including contact information.

REQUIRED SUPPLEMENTARY MATERIALS

7. **Comprehensive Exam**

This exam includes content from all required courses within the TESOL MA program. It will be an essay-based test completed by computer. It will be timed, proctored, and graded by the student's project committee. Students must take the exam within a two-week window that ends two weeks prior to the defense in order to give professors sufficient time to read and evaluate exam responses.

Supporting courses: All

8. **Timed Writing Tests**

Students will complete two 45-minute timed writing essays from a small bank of potential topics that ask students to respond to teaching scenarios by synthesizing knowledge gained in their TESOL MA program. These essays will be evaluated based on content mastery (including current theories, approaches, and literature related to the topic), application to real-world scenarios, clear organization, and written clarity.

9. **Job Market Analysis**

The job market analysis is meant to evaluate the current and short-term prospects for teaching, curriculum design, assessment, or other jobs within or adjacent to the TESOL field and within the interests of the student. As such, students should submit an analysis of current and short-term prospects for jobs in an official report format. The report should not

merely be a list of 20 or so jobs available in a specific area, though it might include this. Instead, the report should be a narrative analysis, with appropriate tables, figures, and appendices, that shows the major trends within a particular career track and which align with the student's interest. As part of those trends, students should examine not just the educational level required for target jobs, but other required education, skills, or characteristics as well as preferred, optional, and soft skills sought after. The analysis must review at least 20 jobs, all of which must be recent (i.e., posted within 6 months of the student's scheduled defense).

10. **Reflective Essay**

   Students must submit a reflective essay that describes their learning journey over the course of the TESOL MA program. This document is not meant to be a collection of praise for the department or a list of all the student's successes. Instead, it should be an honest appraisal of the student's knowledge, experience, and goals coming into the program, and an evaluation of how their knowledge and experience changed through the TESOL MA program with reference to specific instruction or activities. The essay should also elaborate on situations in which the student's goals were not met and how the student overcame or adjusted to this reality. The essay should also provide some insight into specific components that were added to the online portfolio. For instance, the student could explain the choice to include a particular teaching example or a specific language assessment. Finally, the essay should conclude with an overview of what the student gained from the TESOL MA program. Overall, this essay is meant to demonstrate not only that the student developed as a TESOL professional through the program, but more importantly that they developed critical reflective skills which will allow them to constantly improve professionally and personally because of the TESOL program. The essay will be evaluated based on evidence of professional development in the program, specificity of examples, inclusion of meaningful goal achievement or reworking, clear communication, and written clarity. While there is not a strict page limit, documents shorter than about 3,000 words will likely lack sufficient depth and/or specificity to be positively evaluated by the portfolio committee.

Portfolio evaluation

The portfolio project is meant to be distinct from and substantially more sophisticated than any intermediate portfolio assigned for a specific class. The portfolio project will be evaluated by a committee of three professors (chair and two readers) during a normal graduate defense. The evaluation can result in one of four possible outcomes: Pass, pass with revisions, recess, and fail. If a recess is required, students may be given one additional attempt to meet requirements before being dismissed from the program. During the defense, professors can ask questions about any aspect of the portfolio, teaching experience during the TESOL MA, classroom content covered over the TESOL program, and supporting materials.

Final Oral Defense

Scheduling Your Final Oral Defense

1. You must be enrolled in at least two thesis credits during the semester of the defense.

2. You must apply for graduation. The graduation application process is found under "Tools" in Graduate Progress.

3. After satisfactorily completing the development of your project or thesis, you must schedule an oral defense. This can be done only after applying for graduation. Email the formatted defense draft of the project or thesis to each committee member; some may prefer a paper copy, so check to see which they prefer. Remember that your thesis must be submitted to your entire committee at least one month before you hope to defend. They should have two weeks to read it before approving you to defend in GradProg, allowing you to schedule the defense. You must schedule the defense at least two days before the actual defense. Be advised that finding a day and time when all your committee members are available can be a complicated and time-consuming process.

4. 4. Once you have found a date and time when all your committee can meet, email that information to Sherri at linguistics@byu.edu and she will schedule your defense and find a room in which the defense will be held.

NOTE **When choosing professors to be on your committee and deciding your timeline, be mindful of faculty member availability and its importance when deciding a defense date. As long as none of the faculty on your committee are on professional leave, you are always able to defend during Fall and Winter semesters. Defending Spring and Summer terms may not be an option if a faculty member is on contract only Fall and Winter or is not contracted to teach during the semester you plan to defend. Furthermore, faculty member may have planned time away for personal time off, study abroad commitments, etc. that may also make them unavailable. The student should communicate early on with all committee members to ensure the time they plan on scheduling the defense is agreeable to all committee members. For Spring and Summer defenses, defense dates should be scheduled after discussion with faculty members during Winter semester.

Final Oral Defense

In the oral defense, you present a brief overview of the rationale, design, results, and conclusions of your study, after which members of the graduate committee take turns asking questions to evaluate the quality of the work. The defense and examination will take approximately two hours. Possible results of the oral defense are Pass, Pass with Qualifications, Recess, and Fail. University and Graduate Studies guidelines state that this exam should be "demanding and fair." You are expected to show "currency in the field, thorough analysis of the questions or problems posed, and synthesis of knowledge in the discipline," all at a level appropriate for a master's degree. You are expected to be able to demonstrate how your work relates to the discipline as a whole, the rationale behind your project or thesis, the questions or issues the work was designed to address, the way you addressed those questions, and the implications of your work for future research or practice. If you worked on a research or development team, you should also provide an explanation of your role and contributions.

Attendance at the Final Oral Defense

The final defense is an announced public event. You are encouraged to attend at least one oral defense before defending your own work. Watch your email for announcements of scheduled defenses and plan to attend one. Any faculty member may also attend the final defense of any student. However, non-committee members cannot vote. Students and all guests must be prompt at the oral defense.

Submitting the Final Manuscript

Typically, you will be required to make additional revisions following the oral exam. Once these revisions have been completed, the submission processes for a project and thesis must be followed as outlined below.

Project Manuscript Submission

A critical, early step in the project process is to identify a TESOL-related journal to which a manuscript generated from your project can be submitted. Once this journal is identified, the TESOL project manuscript should be formatted to the publication standards set by that journal. As such, formatting requirements will vary considerably from project to project. Your committee can help identify an appropriate journal. Since projects are not submitted to the university Electronic Theses and Dissertations (ETD) system, ETD formatting guidelines do not apply to projects.

Once your committee has approved your revisions following your defense, you have completed the project requirement for your MA degree. While you are not required to submit your manuscript to the targeted journal for possible review and publication, you are strongly encouraged to do so.

Thesis Manuscript Submission

Your final revised thesis manuscript must meet ETD standards (see ADV Form 11 "Minimum Standards for Submitting Dissertations, Theses, or Selected Projects" in GradProg.) After all your committee members have approved the final draft of your thesis and approved your draft on GradProg, you need to upload your ETD to GradProg. Your ETD will then go through a three-step final approval process for formatting. It will first be approved by Graduate Studies, then by the department graduate manager, and finally by the college. If there are edits needed, you will be alerted to that by the graduate progress system (GradProg) and will need to edit and re-upload your paper. Once all approvals are completed, your ETD will be published.

Graduate Student Society

Graduate student societies (GSS) at both the university and department levels provide students with opportunities to associate with each other and the faculty. The stereotypical image you might have of the individual genius scholar toiling away in some isolated attic apartment is pure myth. Successful graduate students get work done in groups. Be part of the group! Information on the university-wide graduate student society is available at gradstudies.byu.edu/section/gss/. At the department level, the GSS advisor is Dr. Joey Stanley (801-422-9168; joey_stanley@byu.edu). Officers are nominated and elected once a year: two from TESOL and two from Linguistics.

We strongly advise you to become familiar with and get involved in GSS activities. As a graduate student, you have committed yourself to professional-level work in the field of linguistics/TESOL/English language studies. Professionals make it a point to form societies and to interact with each other. Effective research and real-world applications of research never happen without collaboration of some kind with other professionals. You should begin this process of collaboration and interaction with your peers.

By talking together, working together, and socializing together, you and your fellow graduate students will find it easier to think like professionals and gain insights on how you should proceed with your coursework, your own classroom teaching experience, and with the research that will generate your project or thesis.

Financial Assistance for Graduate Students

Everyone who is accepted into the Linguistics Department's graduate programs is eligible for a partial tuition scholarship. The amount of the scholarship for each student is based on the number of credits that student is taking during the semester/term. It also depends on the total amount of money available and the number of students in the program. The scholarship amount varies between 30% and 70% of graduate tuition. Near the beginning of each semester, you will receive an e-mail from the department graduate secretary informing you how to apply for a department scholarship.

The courses applicable to your scholarship must be on your Program of Study (or be language courses used to fulfill the language requirement). Please be aware that the total amount of loan, grant, and scholarship money received by a graduate student each year cannot exceed the estimated cost of education at BYU (which for this academic year is $29,468 LDS and $37,072 non-LDS). Any financial aid received by a student who has borrowed money through

federal student loan programs this academic year in excess of the cost of education will be used to pay down student loans. For more information about financial assistance available to graduate students, please visit: https://gradstudies.byu.edu/admissions/costs-financial-aid

Deadlines

Fall Scholarships: End of July

Winter Scholarships: End of November

Spring Scholarships: End of March

Summer Scholarships: End of May

Professional Presentation Award

The Professional Presentation Award (PPA) is a $500 award sponsored by Graduate Studies for presenting high quality scholarly work at a conference during the school year. Any graduate student presenting original work may apply for an award. For more information, including PPA submission deadlines, please visit this page: https://gradstudies.byu.edu/gss/professional-presentation-award.

Internships for Graduate Students

Internships can be highly valuable educational experiences. They allow students to make connections between the academic content they learn in their courses and the practicalities and constraints of the real world. In addition, internships often lead to post-graduation employment opportunities.

If you wish to do an internship (Ling 688R) as one of your elective courses, fill out this form: https://ling.byu.edu/ma-internship-prospectus, and then see Dr. Norman Evans (801-422-8472; norman_evans@byu.edu). He has information on a variety of local, domestic, and international internship sites. He also has the necessary course contract, internship approval, and other forms. You must fill out these forms and get the internship approved before you begin the internship.

Work Restrictions

Graduate students in their fourth year will need approval from their project or thesis chair to work for any professor in the department. This policy encourages our graduate students to focus on their project or thesis. If you have questions about this policy, please visit with your chair. You can also speak with the department office staff, though this should be as a secondary source.

Travel Funding

Department funds (up to $700 per graduate student per academic year) are available to partially fund graduate students for trips to conferences at which they are presenting. In order to receive the full $700 support, you must present a paper or poster that has been accepted in a conference with the highest professorial or professional peer review standards accepted by the discipline. Students presenting at conferences, symposia, or forums designed for graduate students will receive $500. Students presenting posters at these same venues will receive $300. To apply for

this funding, you must first fill out a travel request form, which you can get from the department office or at ling.byu.edu/conference-travel-funding. You should submit this form (along with a copy of your presentation acceptance letter or e-mail) well in advance of your conference trip so that funds can be apportioned and reserved appropriately. Please contact the department secretary for further information.

The College of Humanities also offers funding for graduate students (up to $500) to travel to conferences when they are presenting. The college funding request forms are included in the department travel request form. BYU's Office of Graduate Studies also has funds to help graduate students attend and participate in professional, academic conferences. Graduate students presenting original research at conferences are eligible to receive a Professional Presentation Award (PPA) averaging $500. PPAs are intended to enable graduate students to travel to important conferences within their discipline in order to present their scholarly and creative work. PPAs are awarded two times each year and are distributed within two months after the application deadline. The application deadline is in the middle of an award period which allows students to apply who have either already presented their research or who are planning to within the specified time period. Approximately one-third of applicants receive an award.

For more detailed information, visit gradstudies.byu.edu.

Research Funding for Graduate Students

Research is an integral part of graduate student studies, so the department seeks to support that research with funding where needed. Graduate students can apply for funding for research that is related to their thesis. All research requests must be explained in detail on the Research Funds Application and endorsed by a faculty member. Funding requests will be reviewed by the research funding committee with priority given to projects that will be publicly presented at regional, national or international academic conferences or written up for publication in peer-reviewed academic journals. Application forms are available in the department office, 4064 JFSB.

Important Deadlines for Graduation

The following deadline timelines are set by our Dean's Office at the College of Humanities. You may see other timelines published as university deadlines for graduation, but our department will hold to the dates listed as the "College of Humanities Deadlines" as the dates you must meet in order to graduate on schedule. Students submitting materials after these deadlines will not be considered for graduation until the following semester. We have included the deadlines for all four semesters and terms. The deadlines for this academic year are found on the following pages.

December 2024 Graduation Deadlines

What you must do:	When it must be done:	Each step must be completed before its associated deadline!
1. Apply for graduation	**13-Sep-24**	This is the last day for graduate students to apply for graduation online. Go to Graduate Progress under tools Apply for Graduation.
2. Confirm approval	**27-Sep-24**	This is the last day for departments to accept a student's graduation application in AIM.
3. Schedule your thesis defense	At least two days before your defense **Ideally by 20-Nov-24**	Contact your committee to determine a date and time all can attend. Email this information to Sherri at linguistics@byu.edu to schedule. Scheduling the defense earlier leaves more time to make corrections.
4. Pass your oral defense	Ideally by **22-Nov-24** No later than **1-Dec-24**	After your oral defense, your committee will go online to GradProg to mark result of defense.
5. Make Revisions and upload ETD	Ideally by **9-Dec-24** No later than **12-Dec-24**	Committee approves thesis as passed in GradProg. Upload ETD in GradProg. *This is the last day for the College to approve your ETD. **Warning! Students rushing to meet these "Not after" dates make mistakes. Historically, more than 70% of the ETD submissions uploaded during the 2 days preceding these "Not after" dates have been rejected, and some students have had to delay their graduation.**
6. All approvals must be done.	**Not after*** **19-Dec-24**	This is the last day for Grad Studies to approve your ETD. This is a hard, fast deadline, so all three prior approvals must be done before this date.
7. Attend Graduation	**April 24-25, 2025**	**Graduation: Commencement/Convocation**

April 2025 Graduation Deadlines

What you must do:	When it must be done:	Each step must be completed before its associated deadline!
1. Apply for graduation	**24-Jan-25**	This is the last day for graduate students to apply for graduation online. Go to Graduate Progress under tools Apply for Graduation.
2. Confirm approval	**7-Feb-25**	This is the last day for departments to accept a student's graduation application in AIM.
3. Schedule your thesis defense	At least two days before your defense **Ideally by 7-Apr-25** **No later than 18-Apr-25**	Contact your committee to determine a date and time all can attend. Email this information to Sherri at linguistics@byu.edu to schedule. Scheduling the defense earlier leaves more time to make corrections.
4. Pass your oral defense	Ideally by **9-Apr-25** **No later than 16-Apr-25**	After your oral defense, your committee will go online to GradProg to mark result of defense.
5. Make revisions and upload ETD	Ideally by **16-Apr-25** **No later than 23-Apr-25***	Committee approves thesis as passed in GradProg. Upload ETD in GradProg. *This is the last day for the College to approve your ETD. **Warning! Students rushing to meet these "Not after" dates make mistakes. Historically, more than 70% of the ETD submissions uploaded during the 2 days preceding these "Not after" dates have been rejected, and some students have had to delay their graduation.**
6. All approvals must be done.	**Not after*** **25-Apr-25**	This is the last day for Grad Studies to approve your ETD. This is a hard, fast deadline, so all three prior approvals must be done before this date.
7. Attend Graduation	**April 24-25, 2025**	**Graduation: Commencement/Convocation**

June 2025 Graduation Deadlines

What you must do:	When it must be done:	Each step must be completed before its associated deadline!
1. Apply for graduation	**5-May-25** **(If you want to walk in April, must apply by 10-Mar-25)**	This is the last day for graduate students to apply for graduation online. Go to Graduate Progress under tools Apply for Graduation.
2. Confirm approval	**16-May-25**	This is the last day for departments to accept a student's graduation application in AIM.
3. Schedule your thesis defense	At least two days before your defense **Ideally by 4-Jun-25** **No later than 11-Jun-25**	Contact your committee to determine a date and time all can attend. Email this information to Sherri at linguistics@byu.edu to schedule. Scheduling the defense earlier leaves more time to make corrections.
4. Pass your oral defense	Ideally by **6-Jun-25** **No later than 13-Jun-25**	After your oral defense, your committee will go online to GradProg to mark result of defense.
5. Make revisions and upload ETD	Ideally by **13-Jun-25** **No later than 19-Jun-25***	Committee approves thesis as passed in GradProg. Upload ETD in GradProg. *This is the last day for the College to approve your ETD. **Warning! Students rushing to meet these "Not after" dates make mistakes. Historically, more than 70% of the ETD submissions uploaded during the 2 days preceding these "Not after" dates have been rejected, and some students have had to delay their graduation.**
6. All approvals must be done.	**Not after 20-Jun-25**	This is the last day for Grad Studies to approve your ETD. This is a hard, fast deadline, so all three prior approvals must be done before this date.
7. Attend Graduation	**April 24-25, 2025**	**Graduation: Commencement/Convocation**

August 2025 Graduation Deadlines

What you must do:	When it must be done:	Each step must be completed before its associated deadline!
1. Apply for graduation	**20-Jun-25** **(If you want to walk in April, must apply by 10-Mar-25)**	This is the last day for graduate students to apply for graduation online. Go to Graduate Progress under tools Apply for Graduation.
2. Confirm approval	**3-Jul-25**	This is the last day for departments to accept a student's graduation application in AIM.
3. Schedule your thesis defense	At least two days before your defense **Ideally by 30-Jul-25** **No later than 11-Aug-25**	Contact your committee to determine a date and time all can attend. Email this information to Sherri at linguistics@byu.edu to schedule. Scheduling the defense earlier leaves more time to make corrections.
4. Pass your oral defense	Ideally by **1-Aug-25** **No later than 12-Aug-25**	After your oral defense, your committee will go online to GradProg to mark result of defense.
5. Make revisions and upload ETD	Ideally by **8-Aug-25** **No later than 14-Aug-25***	Committee approves thesis as passed in GradProg. Upload ETD in GradProg. *This is the last day for the College to approve your ETD. **Warning! Students rushing to meet these "Not after" dates make mistakes. Historically, more than 70% of the ETD submissions uploaded during the 2 days preceding these "Not after" dates have been rejected, and some students have had to delay their graduation.**
6. All approvals must be done.	**Not after* 15-Aug-25**	This is the last day for Grad Studies to approve your ETD. This is a hard, fast deadline, so all three prior approvals must be done before this date.
7. Attend Graduation	**April 24-25, 2025**	**Graduation: Commencement/Convocation**

Completion of Degree

Receiving the Master's Degree

After all qualifications have been met (your course work is completed and your project or thesis is successfully defended), your degree will be awarded. Students who miss the graduation deadlines for any given semester must register for at least two credit hours (preferably project, thesis, dissertation, or internship credit) or pay the equivalent minimum registration fee; they will then graduate the following semester.

Continuing Our Relationship

We hope that as a program graduate you will keep in touch with the department faculty in mutually beneficial relationships. Many former students continue their friendships with other students and with faculty members. Some continue to publish or to work in collaboration with faculty. Some receive assistance to obtain initial job placements or admission to doctoral programs. Graduates may also contribute in various ways to strengthening the graduate program and its reputation. Our network of former graduates continues to grow nationally and internationally, and we will be happy to include you in that network.

BYU TESOL MA Thesis/Project Requirements

THESIS OPTION

A thesis is a carefully designed research study that tests a theory or hypothesis, or that answers specific research questions. This is usually intended to produce generalizable findings that are publishable in a quality academic journal. This may be a good option for students who wish to pursue a doctoral degree with a research focus.

Format

A thesis usually includes the following components:

Introduction

This section introduces the question(s) that will be addressed in the thesis. It explains why the question is worth trying to answer and outlines the key elements of the thesis.

Review of Literature

This section situates the question and the study within the broader context of previous research. This section helps provide a rationale for the study and its methods and often ends with a clearly stated hypothesis or research questions.

Methods

This section outlines research methods and may provide a rationale for the various quantitative or qualitative methods that will be used. It must include adequate detail regarding processes, procedures, participants, or treatments so the work can be easily replicated.

Results

This section presents the statistical or qualitative findings of the study. These findings usually are aligned with the hypotheses or research questions presented earlier.

Discussion and Conclusion

This section discusses the results in light of the information presented in the review of literature. It helps the reader process the results in terms of its implications and practical applications in areas such as pedagogy, materials development, administration, etc. The discussion is typically followed by a concise concluding commentary on the study and its overarching message.

Manuscript and Product

Manuscripts can either be the traditional five chapters or a publication-ready article length based on the style guide of the intended publication venue.

> **6 Thesis Credits**
> Ling 699R Thesis Research & Writing
> **9 Elective Credits**
> Must include Ling 670 or Ling 671
> OR
> One of the four specializations listed on the right.

ACTION RESEARCH PROJECT OPTION

Action research is classroom-based research. Teacher researchers use their students as participants in studies that seek to solve a specific pedagogical problem, enhance some aspect of teaching and learning, or provide opportunities for analytical reflection that leads to further inquiry.

Action research is often interactive and dynamic. It may utilize any method common to traditional forms of research, but often is less hindered by the controls and constraints of more formal types of research. While projects usually strengthen teaching and learning within a specific context, they may not produce generalizable results that contribute to theory.

Format

Action research often follows the same format as a thesis though it may not always include the same level of detail. Nevertheless, the work must be well written and organized and clearly articulate the exigency for the work. The format may follow the same pattern described for the thesis option including:

Introduction
Review of Literature
Methods
Results
Discussion and Conclusion

In some cases an alternative format may be preferable depending on the specific nature and purpose of the action research or the journal to which the manuscript will be submitted. Practitioners may choose to emphasize changes they would like to make in the classroom or address the effects of specific changes. Students should work closely with their Chair to determine the most appropriate format for their project manuscript.

Manuscript and Product

A publication-ready manuscript should be prepared according to the style guide of the intended publication venue.

> **6 Project Credits**
> 3 credits of Ling 688R Internship related to specialization and 3 credits of Ling 698R Project Research and Writing
> **9 Credits toward Area of Specialization**
> **Teaching-** Ling 655, 670, 671
> **Program Admin.-** Ling 679 and 677, plus 670 or 671
> **Curriculum & Materials Development-** Ling 677 & 687, plus 670 or 671
> **Curriculum & Assessment-** Ling 677, plus Ling 670 or 671, plus one chair-directed elective such as IP&T 652

Note that administrators at the English Language Center are eager to assist MA students who need to collect student data. However, since multiple research projects run concurrently, the ELC must carefully coordinate research and data collection to ensure that one study does not interfere with another. Therefore, data collection at the ELC will need to be approved by a student's Chair and the ELC. Frequent and thorough communication between all involved in the research process ensures that work progresses appropriately.

BYU TESOL MA Thesis/Project Requirements

DEVELOPMENT PROJECT OPTION

A development project is a carefully designed academic endeavor that produces a useful product. Usually this product will improve, enhance, or facilitate some aspect of teaching or learning within the curriculum.

Format

Introduction

This section introduces the developed product and clearly articulates the exigency for the work. It describes the design context. It also identifies the stakeholders and end users.

Analysis

This section includes relevant documentation that informs the design of the product. It should include a needs analysis, constraint analysis, and literature review. It argues the case for the creation of product and provides valuable information that directs its design.

Design

Based on the analysis, this section describes the design methodology (e.g., Layers, Backward Design, etc.) and outlines the content of the product. It answers design questions and describes decisions made by the designer.

Development

This section describes the development of the product in terms of the processes and resources used. It may also mention situations that involved altering the initial design.

Implementation & Evaluation

The implementation section may describe how the product was implemented or instructions for implementing the project. The evaluation section may describe how the product was evaluated or provide suggestions for future evaluation.

Conclusion

This section includes a brief overview of the development experience and any implications or recommendations regarding the continued use of the product.

Manuscript and Product

A publication-ready manuscript should be prepared according to the style guide of the intended publication venue. The product itself or information regarding access to the product is included at the end of the document.

EVALUATION PROJECT OPTION

An evaluation project is a carefully designed study that produces an evaluation report. It usually provides useful insight about the value or merit of some aspect of a program or any of its curricular components to determine where appropriate improvements can be made. This might include any number of curricular materials, how they are being implemented, administrative policies and procedures, or a variety of other things that may be worth evaluating.

Format

Introduction

This section frames the evaluation in terms of need and impetus for the evaluation. It describes the evaluand, context, and stakeholders associated with the evaluation.

Literature Review

This section presents research that relates to the evaluand. It highlights research that describes the efficacy of the evaluand and outlines criteria by which the evaluand will be evaluated. It may also refer to other evaluations that have examined similar evaluands.

Evaluation Design

This section outlines the evaluation questions, participants, and data collection methodology. Evaluation questions may be similar to research questions, but specific to the context of the evaluation. A description of the participants and data collection methodology is similar to those provided in research studies.

Data Analysis

This section gives a brief report about the data collected. It gives an overview of the data analysis procedures and describes the results of the analysis.

Recommendations and Conclusions

This section outlines strengths and weaknesses of the evaluand as well as limitations of the evaluation. It also provides recommendations for further action based on evaluation results.

Manuscript and Product

A publication-ready manuscript should be prepared according to the style guide of the intended publication venue.

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6 Project Credits
3 credits of Ling 688R Internship related to specialization and
3 credits of LING 698R Research and Writing
9 Credits toward Area of Specialization
Teaching- Ling 655, 670, 671
Program Admin- Ling 679 & 677, plus 670 or 671
Curriculum & Materials Dev.- Ling 677 & 678, plus 670 or 671
Curriculum & Assessment- Ling 677, plus 670 or 671
plus one chair-directed elective such as IP&T 652

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6 Project Credits
3 credits of Ling 688R Internship related to specialization and
3 credits of LING 698R Research and Writing
9 Credits toward Area of Specialization
Teaching- Ling 655, 670, 671
Program Admin- Ling 679 & 677, plus 670 or 671
Curriculum & Materials Dev.- Ling 677 & 678, plus 670 or 671
Curriculum & Assessment- Ling 677, plus 670 or 671,
plus one chair-directed elective such as IP&T 652

Note that administrators at the English Language Center are eager to assist MA students who need to collect student data. However, since multiple research projects run concurrently, the ELC must carefully coordinate research and data collection to ensure that one study does not interfere with another. Therefore, data collection at the ELC will need to be approved by a student's Chair and the ELC. Frequent and thorough communication between all involved in the research process ensures that work progresses appropriately.

What do our faculty wish they had known in graduate school?

"Write every day, even if it's not much."

"Take advantage of conferences and speakers that occur on campus, even if they aren't about linguistics."

"Start networking now."

"Write your thesis about a topic that really interests you."

"Start working seriously on your thesis as early as you possibly can. Something with your thesis will almost inevitably go wrong, and you'll be grateful when that happens that you are ahead of where you should have been."

"Read the book Surviving Linguistics: A Guide for Graduate Students. *We have two copies in the linguistics conference room. Just ask a secretary for a key."*

"Join a research group."

"Make connections with those in the field."

"Attend conferences"

"Get involved with faculty: research groups, RA"

"Get involved with your peers: study groups, clubs/associations, leadership in clubs and associations."

"Update your CV and résumé each time you complete a semester, attend a conference, publish an article, etc."

"Join professional organizations"

"Go all in. You're in grad school. Dedicate your time. Don't put half effort into anything. (But at the same time, make time for hobbies.)"

"That I can push my advisor"

"That students have access to university funds"

"That my advisor can help me alter program requirements"

"That BYU has a great cellphone office with rates I can take with me after graduation"

"Writing doesn't need to be perfect; it needs to be finished."

"Everyone is trying to figure things out. Even if it looks like they've got everything together, people are all working on it."

"Love yourself & take the time to do things to make yourself and others happy! ❤"

"You belong. Trust me."

Professional Preparation

Other ways you can prepare for future employment and/or PhD study:

- Develop a daily writing habit—even fifteen minutes a day can be powerful. Or you can start or join a weekly writing group.
- Attend our department's monthly teaching brownbag.
- Sign up for LINGUIST List (https://linguistlist.org/subscribe/) or other mailing lists and newsletters that relate to the areas that most interest you
- Talk to your advisor about joining a professional organization related to your area of interest.
- Attend conferences.
- Look at articles to choose two journals you might want to submit to. Once you do, look at a few articles from each journal to get an idea of what they are looking for.
  - Once you identify some journals, Adam Griggs, the European Studies and Linguistics Librarian at the HBLL, is great at finding them. If you'd like to meet with him to learn more about what resources are available, you can set up an appointment using this link
- Try to attend a Humanities Center event every month.
- Attend career fairs and talks.
- Try to meet all the faculty in the department and learn a little about what each of them does.
- Create and maintain a LinkedIn profile.
- Keep a list of success stories that you can turn into material for applications and interviews.

TESOL MA
37 Credit Hours

TESOL Required Core Classes .... 22 credits

L610: TESOL Methods and Materials Overview .... 3 credits
L611: TESOL Methods and Materials Application .... 3 credits
L612: TESOL Practicum .... 3 credits
L620: Research in TESOL .... 3 credits
L631: Grammar Theory and Pedagogy.................................... 3 credits
L640: Language Acquisition .... 3 credits
L660: Language Testing .... 3 credits
L695: TESOL Seminar.. 1 credit

Thesis .... 6 credits

L699R: Thesis Research and Writing........... 6 credits

OR

Project .... 6 credits

L688R: Internship at the ELC....................... 3 credits
(related to the specialization)
L698R: Project Research & Writing.............. 3 credits

Electives .... 9 credits

General Choose any 3 from list below
(must include 670 or 671)

OR

Specialize Choose one of the four
specializations listed at the right.

»

Areas of Specialization
(Choose an area related to the project)

Teaching L655, L670, and L671 (required)

Program Administration L679 and L677 (required) plus L670 or L671

Curriculum & Materials Development L677 and L678 (required) plus L670 or L671

Curriculum & Assessment L677, L670, or L671, plus 1 chair-directed elective (such as IP&T652)

TESOL Electives

L655: Culture Teaching & Pragmatics... 3 credits
L670: Teaching Skills, Reading/Writing/Vocabulary .... 3 credits
L671: Teaching Skills, Listening/Speaking/Pronunciation ...... 3 credits
L677: Curriculum Development .... 3 credits
L678: Materials Development .... 3 credits
L679: TESOL Supervision Administration Internship .... 3 credits
L688R: Academic Internship .... 3 credits

TESOL MA Sequence of Courses

Fall 1st Year

L610: TESOL Methods and Materials Overview (3)
L611: TESOL Methods and Materials Application (3)
(L611 requires students to do supervised teaching at the English Language Center (ELC) and should be taken concurrent with L610.)
L620: Research in TESOL (3)
Any other class must have faculty approval and must not conflict with teaching your ELC class.

Winter 1st Year

L612: TESOL Practicum (3)
L640: Language Acquisition (3)
L660: Language Testing (3)
L698R: Project Credits Prospectus Writing (1)   OR   **L699R:** Thesis Credits Prospectus Writing (1)
Any other class must have faculty approval.

Spr/Sum 1st Year

L688R: Academic Internship (3) (required for project students; elective for thesis students)
L698R: Project Credits (0-2)
L699R: Thesis Credits (0-2)

Fall 2nd Year

L631: Grammar Theory and Pedagogy (3)
L699R: Thesis Credits (0-2)   OR   **L698R:** Project Credits (0-2)
Elective Credits (3–9): Choose one to three elective courses from the elective list, depending on what is taught that semester and how many thesis/project credits you are taking.

Winter 2nd Year

L695: TESOL Seminar (1)
L699R: Thesis Credits (1–5)   OR   **L698R:** Project Credits (2)
Elective Credits (3–9): Choose one to three elective courses from the elective list, depending on what is taught that semester and how many thesis/project credits you are taking.

TESOL Electives

L655: Culture Teaching & Pragmatics
L670: Teaching Skills, Reading/Writing/Vocabulary
L671: Teaching Skills, Listening/Speaking/Pronunciation
L677: Curriculum Development
L678: Materials Development
L679: TESOL Supervision Administration Internship
L688R: Academic Internship
Note: Other graduate-level linguistics courses and appropriate courses from other departments may also be used as electives with approval.

BYU Linguistics Department

Project Prospectus
TESOL MA Program

Name _____ BYU ID# _____

       Last name   First name   Middle initial

Address _____

       Street   City   State   Zip

Email Address _____ Phone Number _____

Area of Specialization _____ Semester Admitted _____

I.   Title of Project:

II.   Statement of the problem (introduction to the research area, project to be developed, question to be answered, explanation of what this project is about):

III.   Significance of the problem (what others have said about this problem and the contribution to scholarship, language-teaching profession, or the English Language Center, i.e., why this project is worth doing):

IV.   Previous related research (a brief discussion of what has been done related to your proposed research, including appropriate citations):

V.   Method (procedures you intend to follow; indicate any instruments, samples, analysis, evaluation, and IRB clearance):

VI.   Time line (when you intend to complete the review of literature, project development, project defense, etc.):

VII. Preliminary list of potential references (submit as a separate attachment):

VIII. List of possible journals for manuscript submission:

_____   _____   _____
Signature of Student   Printed Name   Date

_____   _____   _____
Signature of Committee Chair   Printed Name   Date

_____   _____   _____
Signature of Committee Member   Printed Name   Date

_____   _____   _____
Signature of Committee Member   Printed Name   Date

Appendix 4

BYU Linguistics Department

Thesis Prospectus
TESOL MA Program

Name _____ BYU ID# _____
       Last name   First name   Middle initial

Address _____
       Street   City   State   Zip

Email Address _____ Phone Number _____

Area of Specialization _____ Semester Admitted _____

    I.   Title of Thesis:

    II.   Introduction, which includes a statement of the problem (introduction to the research area, question to be answered, explanation of what this thesis is about):

    III.   Significance of the problem (what others have said about this problem and the contribution to scholarship, language-teaching profession, why this thesis is worth doing):

    IV.   Previous related research (a brief discussion of what has been done related to your proposed research, including appropriate citations):

    V.   Method (study design and procedures you intend to follow; indicate any controls, instruments, samples, analysis, evaluation, and IRB clearance):

    VI.   Time line (when you intend to complete the review of literature, data collection, thesis development, thesis defense, etc.):

    VII.   Preliminary list of potential references:

_____   _____   _____
Signature of Student   Printed Name   Date

_____   _____   _____
Signature of Committee Chair   Printed Name   Date

_____   _____   _____
Signature of Committee Member   Printed Name   Date

_____   _____   _____
Signature of Committee Member   Printed Name   Date