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
The mission of the TESOL 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 students here. Students who 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 an LDS 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 applicant. 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 TESOL graduate program. 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 any 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. Every year, the Graduate Student Society also sponsors an activity designed to help students and faculty get to know each other better.

Baker, Matt
Editing; Social Technologies; Content Analysis; Technical and Professional Communication
mattbaker@byu.edu
801-422-1253
4045 JFSB

Cox, Troy
Assessment; Language Proficiency; Objective Measurement; Listening; Speaking
troy_cox@byu.edu
801-422-5755
4069 JFSB

Bills, Suzy
Editing and Publishing
Director of the Humanities Publication Center
suzy_bills@byu.edu
801-422-1719
4092 JKB

Dewey, Dan
Second Language Acquisition; Japanese
ddewey@byu.edu
801-422-6005
4067 JFSB

Brown, Earl
Linguistics MA Coordinator
Language Variation; Spanish; Quantitative Methods
earl_brown@byu.edu
801-422-26925
4065 JFSB

Eckstein, Grant
Materials Development; ESL Writing Skills Development; Rhetoric
grant_eckstein@byu.edu
801-422-5946
4071 JFSB

Chapman, Don
Old English Language and Literature; History of the English Language; Medieval Literature; Usage; Structure
don_chapman@byu.edu
801-422-8738
4046B JFSB
Eddington, David
Experimental Linguistics; Phonology; Morphology; Utah English; Spanish
eddington@byu.edu
801-422-7452
4041 JFSB

Hashimoto, Brett
Corpus linguistics
Legal linguistics
Pragmatics
Grammar
Language assessment
Vocabulary
brett_hashimoto@byu.edu
801-422-3482
4037 JFSB

Henrichsen, Lynn
TESOL; Methodology; Materials Development; Teacher Education; Adult ESL; International EFL
lynn_henrichsen@byu.edu
422-2938
4040 JFSB

Elzinga, Dirk
Phonological Theory and Analysis; Uto-Aztec Languages
dirk_elzinga@byu.edu
801-422-2117
4043 JFSB

Lonsdale, Deryle
Formal Syntax and Semantics; Computational Linguistics; Salish Languages
dwl8@byu.edu
801-422-4067
4039 JFSB

Evans, Norman
TESOL Curriculum Development; Language Program Administration and Assessment; Writing in a Second Language
norman_evans@byu.edu
801-422-8472
4064C JFSB

Manning, Alan
Linguistics Theory; Syntax; Editing; Design; Technical Writing; Semantics; Syntax
alan_manning@byu.edu
801-422-2974
4053 JFSB

Hartshorn, James
Second Language Acquisition Research, Measurement, and Assessment; Second Language Writing; Curriculum and Materials Development; Program Administration, Development, and Evaluation; TESOL
801-422-2938
4073 JFSB

Nuckolls, Janis
Quichua Grammar; Ideophony; Morphology; Anthropological Linguistics; Cultural Semantics; Discourse Pragmatics
janis_nuckolls@byu.edu
801-422-3448
4055 JFSB
Oaks, Dallin
English Linguistics; Structure of English; Ambiguity; Old English Language
dallin_oaks@byu.edu
801-422-6369
4075 JFSB

Parker, Jeff
Russian; Morphology
jeff_parker@byu.edu
801-422-5353
4050 JFSB

Rawlins, Jacob
Editing; Rhetoric
jacob_rawlins@byu.edu
801-422-2144
4051 JFSB

Rogers, Chris
Language Documentation and Description; Historical Linguistics; Typology; Language Endangerment
chris_rogers@byu.edu
801-422-4707
4047 JFSB

Smemoe, Wendy Baker
Second Language Acquisition; Psycholinguistics; Speech Perception and Production
wendy_baker@byu.edu
801-422-4714
4057 JFSB

Stanley, Joey
Dialectology; (Variationist) Sociolinguistics; Phonetics; Phonology; Statistical methods; American English
801-422-9168
4059 JFSB

Tanner, Mark
Language Acquisition; TESOL; Sociolinguistics; Phonetics; Language Learning
mark_tanner@byu.edu
801-422-8154
4063 JFSB

Administration and Personnel
Department Chair: Norman Evans (801) 422-8472
Graduate Manager: Mary Beth Wald (801) 422-9010
GSS Faculty Advisor: Chris Rogers (801) 422-4707 Linguistics
Graduate Coordinator: Earl Brown (801) 422-3970
TESOL Graduate Coordinator: Troy Cox (801) 422-5755
Graduate Advisors and Committees

The department uses a committee system to advise and evaluate students in its graduate programs. You will be appointed an advisor upon admission. The role of the advisor/advisory committee is to both guide and evaluate you in your coursework, research, professional development, and overall performance.

Advisory committees consist of at least three members: a committee chair (the first reader) and two other faculty members (the second and third reader of a project or thesis). All members of the committee must have graduate faculty status. If you declare a minor, a fourth committee member from the minor department is necessary. If you wish to make an adjustment in the composition of your committee, you 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 committee members share in the responsibility of evaluating you in your progress through the program, and the committee gives final approval of your project or thesis. All committee members participate in events such as the prospectus meeting, the prescheduling meeting, and the project or thesis defense. You should arrange an initial meeting with all committee members as you begin the project or thesis process. Other meetings with the committee may be held as needed. You should arrange a prescheduling meeting with all committee members to discuss the completed project or thesis before scheduling the defense. Faculty members will not sign the defense scheduling form until they have read and discussed the completed project or thesis with you and fellow committee members. You should plan the timing of your 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, you should send a brief monthly email progress report to all of your committee members. These emails are a critical criterion that graduate faculty discuss during student evaluations twice a year.

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

The second reader has a secondary responsibility to mentor you in the project or thesis and to help you find professional opportunities. Generally, the second reader will review ongoing work on the project or thesis after you have incorporated changes and suggestions from the first reader. You should consult with the second reader several times about the progress of the project or thesis before the scheduling of the defense.

Generally, the third reader will review ongoing work on the project or thesis after you have incorporated changes recommended by the first reader and the second reader. The third reader responds to the project or thesis more as a finished product. You may have a fourth faculty member on your committee who is not a member of the graduate faculty, if needed for specialized input.
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 (Mary Beth Wald). 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
Deadline for application is January 15 (only once a year).
Admissions decisions are based upon:

• 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 (test must be taken within five years prior to beginning the program; score must be submitted with application)

• English language skills for all nonnative 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 22 in Speaking, 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 http://www.byu.edu/gradstudies.

The number of students admitted to the TESOL MA program depends on its capacity (which is projected to be a total of 15 active 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 nor are scholarship funds allocated for language classes.

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

Core classes
22 hours (see page 11)

Project or Thesis
Project, 3 hours of project credit (Ling 698R) plus 3 hours of related internship credit (Ling 688R); OR
Thesis, 6 hours (Ling 699R)

Electives
9 hours (see page 11)

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).
Program Courses (see Appendix 1)

Core courses: (22 credits)
- L610: TESOL Methods and Materials Overview (3)
- L611: TESOL Methods and Materials Applications (3)
- L612: TESOL Practicum (3)
- L620: Research in TESOL (3)
- L631: Grammar Theory and Pedagogy (3)
- L640: Language Acquisition (3)
- L660: Language Testing (3)
- L695: TESOL Seminar (1)

Project or Thesis: (6 credits)
- L698R: Project Credits (3) + L688R: Academic Internship
- L699R: Thesis Credits (6)

Elective courses: (9 credits)
- L655: Culture Teaching and Pragmatics (3)
- L670: Teaching Skills, Reading/Writing/Vocabulary (3)
- L671: Teaching Skills, Listening/Speaking/Pronunciation (3)
- L677: Curriculum Development (3)
- L678: Materials Development (3)
- L679: TESOL Program Administration (3)
- L688R Academic Internship (3)

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 II)

Fall, First Year
- L610: TESOL Methods and Materials Overview (3)
- L631: Grammar Theory and Pedagogy (3) or L660: Language Testing (3) with faculty advisor approval
- L620: Research in TESOL (3)

Winter, First Year
- L611: TESOL Methods and Materials Application (3)
- L612: TESOL Practicum (3)
- L698R: Project Credits Prospectus Writing (1) (see Thesis & Project Prospectus below)
- L699R: Thesis Credits Prospectus Writing (1)
- Elective Credits (3): choose one course from list of electives, depending on what is taught that semester

Spring, First Year
- L655: Culture Teaching and Pragmatics (3)
- L688R: Academic Internship (3)

Summer, First Year
- L688R: Academic Internship (3)

Fall, Second Year
- L660: Language Testing (3) or L631: Grammar Theory and Pedagogy (3)
- L699R: Thesis Credits (2)
- Elective Credits (3–6): chose one or two elective courses from the elective list, depending on what is taught that semester

Winter, Second Year
- L640: Language Acquisition (3)
- L695: TESOL Seminar (1)
- L699R: Thesis Credits (1–5) or L698R: Project Credits (2)
Evaluation of Graduate Students’ Progress

At the end of Fall and Winter semesters, the department provides a progress report to the Office of Graduate Studies, rating each student’s progress as one of three categories: Satisfactory, Marginal, or Unsatisfactory. While the evaluation of students’ progress is made by their supervisory committee chair/thesis advisor, students who receive a Satisfactory progress rating typically do the following: they make consistent progress towards completing their coursework and maintain a GPA of at least 3.0; they communicate regularly with their thesis advisor about the progress of their prospectus or thesis; they are responsive to requests for updates from their thesis advisor. Students will likely receive a Marginal or Unsatisfactory progress rating if: their GPA falls below 3.0; they make little or no progress in their coursework and do not communicate with their supervisory committee chair about the reason for the lack of progress; they do not maintain regular communication with their thesis advisor about the progress of their prospectus or thesis; they do not respond to requests for progress updates from their thesis advisor. It is highly important to understand that students who receive a Marginal or Unsatisfactory progress rating two semesters in a row will be dropped from the program, per university policy.

Non-native English-Speaking Student Requirements

In addition to the regular application requirements, all nonnative English-speaking graduate students are required to take the Ling 501 equivalency exam during the first semester in the program before the Thanksgiving break in November. The test can be taken in the JFSB Testing Center (B153 JFSB) and graded within two weeks. A “pass” grade will complete this requirement. If a grade of “marginal” is received, further assessment will be needed. In addition to this test, students will be asked to turn in a previously written academic research paper following APA format. This paper must be turned in by December 1 of the first semester.

All nonnative English-speaking graduate students are also required to complete an Oral Proficiency Interview (OPI) by the end of their first semester. They must receive an advanced-mid score to fulfill this requirement. This interview can be done more than once. Students can contact the department office for more details about the OPI and how to set it up.
All students are required to complete a Program of Study form, 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.

**Due date for Program of Study**

You will input your program of study by February 1.

**How to change the Program of Study**

With approval from your committee chair, you can make changes to your Program of Study. These changes will be submitted as well in gradprog.

**How to submit a Program of Study change**

On 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.

**Classes that can be funded by department scholarships**

Any department scholarship funding you receive will cover tuition only for program pre-requisites and classes 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 http://orca.byu.edu/irb/.

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 exam. 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 Mary Beth 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.
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 Institutional Research Board (IRB) and receive permission from them to proceed with the study. This material is available online at http://orca.byu.edu/irb/.

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 exam. 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 Mary Beth 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.

Final Oral Defense

Scheduling Your Final Oral Defense

1. You must be enrolled in at least two credits during the semester of the defense.
2. You must apply for graduation. The graduation application process is found at https://gradstudies.byu.edu/page/graduation.
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 oral exam or defense at least two days before the actual exam. Be advised that finding a day and time when all your committee members are available can be a complicated and time-consuming process.
4. Once you have found a date and time when all your committee can meet, email that information to Mary Beth at linguistics@byu.edu and she will schedule your defense and find a room in which the defense will be held.

Final Oral Defense

In the oral examination, 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 exam 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 Exam

The final defense is an announced public event. You are encouraged to attend at least one oral examination 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 exam of any student. However, non-committee members cannot vote. Students and all guests must be prompt at the oral defense.
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” found on-line at http://www.byu.edu/gradstudies/forms/forms.php?s=advforms). 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.

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**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 at https://graduatestudies.byu.edu/content/advisement-forms-adv.

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 visit http://etd.byu.edu to view these guidelines. You should work carefully with both your advisory committee chair and the department secretary to review all thesis formatting.
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 http://byu.edu/gss/.

At the department level, the GSS advisor is Dr. Chris Rogers (801-422-4707; chris_rogers@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 LDS member 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. 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 $28,154 LDS and $33,444 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 scholarships available to graduate students, please visit http://graduatestudies.byu.edu/content/funding.

Deadlines
Fall Scholarships: end of June
Winter Scholarships: end of November
Spring/Summer Scholarships: end of February

The Graduate Research Fellowship
The Graduate Research Fellowship (GRF) is a university award sponsored by Graduate Studies, and is designed to support innovative research and creative works conducted by graduate students under the guidance of faculty advisors. Twenty-five to thirty GRF awards will be offered each year. The level of support is $5,000, $10,000, or $15,000 for one year. This flexibility allows you to choose an appropriate level of support after consultation with your faculty advisor. For eligibility requirements and application guidelines, please visit http://graduatestudies.byu.edu/content/graduate-research-fellowship.

Note: Students who receive stipend money should contact their department to make sure this award will not affect the amount received from the department.

Internships for Graduate Students

Internships can be very 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, check the information available online at http://linguistics.byu.edu/wp-content/uploads/2017/08/MA-Internship-Prospectus-1.1-2.pdf 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 $500 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 $500 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 $300. Students presenting posters at these same venues will receive $200. To apply for this funding, you must first fill out a travel request form, which you can find on the Linguistics website under Graduate Resources > Student Travel Application. 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 $400) 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 Research Presentation Award (RPA) averaging $400. RPAs are intended to enable graduate students to travel to important conferences within their discipline in order to present their scholarly and creative work. RPAs 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 the applicants receive an award.

For more detailed information, go to http://www.byu.edu/gss.
Graduate Progress Program

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

1. From My BYU, 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.

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 2020  Graduation Deadlines for Humanities Graduate Students

<table>
<thead>
<tr>
<th>What you must do:</th>
<th>When it must be done:</th>
<th>Each step must be completed before its associated deadline!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for graduation.</td>
<td>16-Oct-20</td>
<td>This is the last day for graduate students to apply for graduation online in AIM. Go to byu.edu → myBYU → School → Apply for Graduation.</td>
</tr>
<tr>
<td>2. Confirm approval.</td>
<td>30-Oct-20</td>
<td>This is the last day for departments to accept a student's graduation application in AIM (GRADQ and ADV01).</td>
</tr>
<tr>
<td>3. Schedule your thesis defense.</td>
<td>At least 2 days before defense No later than 16-Nov-20</td>
<td>Contact your committee to determine a date and time all can attend. Email this information to Mary Beth at <a href="mailto:linguistics@byu.edu">linguistics@byu.edu</a> to schedule. Scheduling the defense earlier leaves more time to make corrections.</td>
</tr>
<tr>
<td>4.a. Pass your oral defense. 4.b. Get signatures.</td>
<td>Ideally by 8-Nov-20 No later than 18-Nov-20</td>
<td>After your oral defense, your committee will go online to GradProg to mark result of defense.</td>
</tr>
</tbody>
</table>
  b. Convert your thesis to a PDF file that meets all of Graduate Studies' requirements. (See especially ADV Forms 11, 11a, and 11b.) |
| 6. Get approval to submit ETD. | Ideally by 25-Nov-20 | Committee approves thesis as passed in GradProg. |
| 7. Submit your ETD. | Ideally by 01-Dec-20 No later than 08-Dec-20 | Submit your ETD in GradProg for first clearance by Graduate Studies.  
  After ETD is approved by Graduate Studies, it will be approved by the department graduate manager.  
  After approval by department, ETD will go to the college for final approval. |
| 8 a. Make corrections.  
  b. Resubmit.  
  c. Repeat until approved. | Ideally by 09-Dec-20 Not After* 11-Dec-20 | 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.  
  This is the last day for the College to approve your ETD, |
| 9. Attend graduation. | 22-Apr-21 23-Apr-21 | Graduation: University Commencement  
  Graduation: College Convocations |
### April 2021  Graduation Deadlines for Humanities Graduate Students

<table>
<thead>
<tr>
<th>What you must do:</th>
<th>When it must be done:</th>
<th>Each step must be completed <strong>before</strong> its associated deadline!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for graduation.</td>
<td>29-Jan-21</td>
<td>This is the last day for graduate students to apply for graduation online in AIM. Go to byu.edu → myBYU → School → Apply for Graduation.</td>
</tr>
<tr>
<td>2. Confirm approval.</td>
<td>12-Feb-21</td>
<td>This is the last day for departments to accept a student's graduation application in AIM (GRADQ and ADV01).</td>
</tr>
<tr>
<td>3. Schedule your thesis defense.</td>
<td>At least 2 days before defense</td>
<td>Contact your committee to determine a date and time all can attend. Email this information to Mary Beth at <a href="mailto:linguistics@byu.edu">linguistics@byu.edu</a> to schedule. Scheduling the defense earlier leaves more time to make corrections.</td>
</tr>
<tr>
<td></td>
<td>Ideally by 4-Mar-21</td>
<td></td>
</tr>
<tr>
<td>4.a. Pass your oral defense.</td>
<td>Ideally by 11-Mar-21</td>
<td>After your oral defense, your committee will go online to GradProg to mark result of defense.</td>
</tr>
<tr>
<td></td>
<td>No later than 25-Mar-21</td>
<td></td>
</tr>
</tbody>
</table>
<pre><code>                     |                                | b. Convert your thesis to a PDF file that meets all of Graduate Studies' requirements. (See especially ADV Forms 11, 11a, and 11b.) |
</code></pre>
<p>| 6. Get approval to submit ETD.     | Ideally by 29-Mar-21           | Committee approves thesis as passed in GradProg. |
| 7. Submit your ETD.                | Ideally by 30-Mar-21           | Submit your ETD in GradProg for first clearance by Graduate Studies. |
|                                   | No later than 5-Apr-21         | After ETD is approved by Graduate Studies, it will be approved by the department graduate manager. |
|                                   |                                | After approval by department, ETD will go to the college for final approval. |</p>
| 8. a. Make corrections. b. Resubmit. c. Repeat until approved. | Ideally by 2-Apr-21 | This is the last day for the College to approve your ETD.  
                         | Not after* 09-Apr-21           | * 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. |
| 9. Attend graduation.              | 22-Apr-21                      | Graduation: University Commencement |
|                                   | 23-Apr-21                      | Graduation: College Convocations |
# June 2021 Graduation Deadlines for Humanities Graduate Students

## What You Must Do

<table>
<thead>
<tr>
<th>Step</th>
<th>When it must be done:</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for Graduation</td>
<td>12-Mar-21&lt;br&gt;*7-May-21</td>
<td>This is the last day for graduate students to apply for graduation online in AIM. Go to byu.edu, myBYU, School, Apply for Graduation. * (If not planning to walk in April graduation ceremonies.)</td>
</tr>
<tr>
<td>2. Confirm approval</td>
<td>19-Mar-21&lt;br&gt;*14-May-21</td>
<td>This is the last day for departments to accept a student’s graduation application in AIM (GRADQ and ADV01). * (If not planning to walk in April graduation ceremonies.)</td>
</tr>
<tr>
<td>3. Schedule your thesis defense</td>
<td>Ideally by 10-May-21&lt;br&gt;No later than 26-May-21</td>
<td>Send request to your committee to clear you on Graduate Progress (GradProg) to defend. Coordinate date and time with your committee and send that information to Mary Beth preferably no later than 1 week prior to the defense date. Scheduling the defense earlier leaves more time to make corrections.</td>
</tr>
<tr>
<td>4. Pass your oral defense</td>
<td>Ideally by 18-May-21&lt;br&gt;No later than 28-May-21</td>
<td>After your oral defense, your committee will go online to GradProg to mark result of defense.</td>
</tr>
<tr>
<td>5. a) Revise&lt;br&gt;b) Read, understand, and follow instructions</td>
<td>Ideally by 28-May-21</td>
<td>a. Revise your Thesis as requested at your thesis defense&lt;br&gt;b. Convert your thesis to a PDF file that meets all of Graduate Studies’ requirements. (See especially ADV Forms 11, 11a, and 11b.)</td>
</tr>
<tr>
<td>6. Get approval to submit your ETD</td>
<td>Ideally by 1-Jun-21</td>
<td>Committee clears thesis as passed in GradProg.</td>
</tr>
<tr>
<td>7. Submit your ETD</td>
<td>Ideally by 4-Jun-21</td>
<td>Upload your ETD to GradProg for first clearance by Graduate Studies.</td>
</tr>
<tr>
<td>8. a) Make corrections&lt;br&gt;b) Resubmit&lt;br&gt;c) Repeat until approved</td>
<td>Ideally by 11-Jun-21&lt;br&gt;<em>Not after</em> 17-Jun-21</td>
<td>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 this “Not After” dates have been rejected, and some students have had to delay their graduation.</td>
</tr>
<tr>
<td>9. Attend Graduation</td>
<td>22-Apr-21&lt;br&gt;23-Apr-21</td>
<td>Graduation: University Commencement&lt;br&gt;Graduation: College Convocations</td>
</tr>
</tbody>
</table>
## August 2021 Graduation Deadlines for Humanities Graduate Students

<table>
<thead>
<tr>
<th>What You Must Do</th>
<th>When it must be done:</th>
<th>Each step must be completed before its associated deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Studies Deadlines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Apply for Graduation</td>
<td>12-Mar-21</td>
<td>This is the last day for graduate students to apply for graduation online in AIM. Go to byu.edu, myBYU, School, Apply for Graduation. <em>If not planning to walk in April graduation ceremonies.</em></td>
</tr>
<tr>
<td>* 25-Jun-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Confirm approval</td>
<td>19-Mar-21</td>
<td>This is the last day for departments to accept a student’s graduation application in AIM (GRADQ and ADV01). <em>If not planning to walk in April graduation ceremonies.</em></td>
</tr>
<tr>
<td>* 09-July-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Schedule your thesis defense</td>
<td>Ideally by 5-Jul-21</td>
<td>Send request to your committee to clear you on Graduate Progress (GradProg) to defend. Coordinate date and time with your committee and send that information to Mary Beth preferably no later than 1 week prior to the defense date. Scheduling the defense earlier leaves more time to make corrections</td>
</tr>
<tr>
<td>No later than 21-Jul-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. a) Pass your oral defense</td>
<td>Ideally by 13-Jul-21</td>
<td>After your oral defense, your committee will go online to GradProg to mark result of defense.</td>
</tr>
<tr>
<td>No later than 23-Jul-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. a) Revise b) Read, understand, and follow instructions</td>
<td>Ideally by 20-Jul-21</td>
<td>a. Revise your Thesis as requested at your thesis defense b. Convert your thesis to a PDF file that meets all of Graduate Studies’ requirements. (See especially ADV Forms 11, 11a, and 11b.)</td>
</tr>
<tr>
<td>6. Get approval to submit your ETD</td>
<td>Ideally by 23-Jul-21</td>
<td>Committee clears thesis as passed in GradProg.</td>
</tr>
<tr>
<td>7. Submit your ETD</td>
<td>Ideally by 26-Jul-21</td>
<td>Upload your ETD to GradProg for first clearance by Graduate Studies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After ETD is approved by Graduate Studies, it will be approved by the department graduate manager.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After approval by department, ETD will go to the college for final approval.</td>
</tr>
<tr>
<td>8. a) Make corrections b) Resubmit c) Repeat until approved</td>
<td>Ideally by 02-Aug-21</td>
<td>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 this “Not After” dates have been rejected, and some students have had to delay their graduation.</td>
</tr>
<tr>
<td>Not after* 6-Aug-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Attend Graduation</td>
<td>22-Apr-21</td>
<td>Graduation: University Commencement</td>
</tr>
<tr>
<td></td>
<td>23-Apr-21</td>
<td>Graduation: College Convocations</td>
</tr>
</tbody>
</table>
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 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
L699R Thesis Research & Writing

9 Elective Credits
Must include L670 or L671
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 SECTION
RESULTS SECTION
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 L688R Internship related to specialization and
3 credits of L698R Project Research and Writing

9 Credits toward Area of Specialization
Teaching - L655, L670, L671,
Program Administration - L679 and L677, plus L670 or L671,
Curriculum & Materials Development - L677 and L678, plus L670 or L671,
Curriculum & Assessment - L677, plus L670 or L671,
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.
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.

### 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**

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**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.

#### 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 CONCLUSION**

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.

### 6 Project Credits

3 credits of L688R Internship related to specialization and 3 credits of L698R Project Research and Writing

### 9 Credits toward Area of Specialization

**Teaching** - L655, L670, L671, L679 and L677, plus L670 or L671,
**Program Administration** - L670 and L677, plus L670 or L671,
**Curriculum & Materials Development** - L677 and L678, plus L670 or L671,
**Curriculum & Assessment** - L677, plus L670 or L671,
plus one chair-directed elective such as IP&T 652

### 6 Project Credits

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### 9 Credits toward Area of Specialization

**Teaching** - L655, L670, L671, L679 and L677, plus L670 or L671,
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**Curriculum & Materials Development** - L677 and L678, plus L670 or L671,
**Curriculum & Assessment** - L677, plus L670 or L671,
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.
# Appendix 1

## TESOL MA

**37 Credit Hours**

### TESOL Required Core Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>L610</td>
<td>TESOL Methods and Materials Overview</td>
<td>3</td>
</tr>
<tr>
<td>L611</td>
<td>TESOL Methods and Materials Application</td>
<td>3</td>
</tr>
<tr>
<td>L612</td>
<td>TESOL Practicum</td>
<td>3</td>
</tr>
<tr>
<td>L620</td>
<td>Research in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>L631</td>
<td>Grammar Theory and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>L640</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>L660</td>
<td>Language Testing</td>
<td>3</td>
</tr>
<tr>
<td>L695</td>
<td>TESOL Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

### Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>L699R</td>
<td>Thesis Research &amp; Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

### Project

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>L688R</td>
<td>Internship at the ELC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>related to the specialization</td>
<td></td>
</tr>
<tr>
<td>L698R</td>
<td>Project Research &amp; Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

**General**

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

**OR**

**Specialize**

Choose one of the four specializations listed at the right.

### Area of Specialization

(Must choose one area related to the project)

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>L655, L670 and L671 (required)</td>
</tr>
<tr>
<td>Program</td>
<td>L679 and L677 (required)</td>
</tr>
<tr>
<td>Administration</td>
<td>Plus L670 or L671</td>
</tr>
<tr>
<td>Curriculum &amp; Materials</td>
<td>L677 and L678 (required)</td>
</tr>
<tr>
<td>Development</td>
<td>plus L670 or L671</td>
</tr>
<tr>
<td>Curriculum &amp; Assessment</td>
<td>L677, L670 or L671, plus (such as IP&amp;T652)</td>
</tr>
</tbody>
</table>

### TESOL Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>L655</td>
<td>Culture Teaching &amp; Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td>L670</td>
<td>Teaching Skills, Reading/Writing/Vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>L671</td>
<td>Teaching Skills, Listening/Speaking/Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td>L677</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>L678</td>
<td>Materials Development</td>
<td>3</td>
</tr>
<tr>
<td>L679</td>
<td>TESOL Supervision Administration Internship</td>
<td>3</td>
</tr>
<tr>
<td>L688R</td>
<td>Academic Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
# Appendix 2

## TESOL MA Sequence of Courses

<table>
<thead>
<tr>
<th>Thesis - General</th>
<th>Thesis - Specialized</th>
<th>Project - Specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1st Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L610 - TESOL Methods and Materials Overview (3 credits)</td>
<td>L620 - Research in TESOL (3 credits)</td>
<td>OR L660 - Language Testing (3 credits)</td>
</tr>
<tr>
<td>L631 - Grammar Theory and Pedagogy (3 credits)</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>Winter 1st Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L611 - TESOL Methods and Materials Application (3 credits)</td>
<td>L612 - TESOL Practicum (3 credits)</td>
<td>OR</td>
</tr>
<tr>
<td>Elective Category - Choose one course from list below, depending on what is taught that semester (3 credits)</td>
<td>OR</td>
<td>L640 - Language Acquisition (3 credits)</td>
</tr>
<tr>
<td><strong>Spring 1st Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L699R - Thesis credits (1 thesis credit)</td>
<td></td>
<td>L698R - Project credit (1 credit)</td>
</tr>
<tr>
<td><strong>Summer 1st Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L688R - Academic Internship (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2nd Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L660 - Language Testing (3 credits)</td>
<td>OR</td>
<td>L631 - Grammar Theory and Pedagogy (3 credits)</td>
</tr>
<tr>
<td>Elective Category - Choose one or two courses from list below, depending on what is taught that semester (3-6 credits)</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>Winter 2nd Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L695 - TESOL Seminar (1 credit)</td>
<td>L640 - Language Acquisition (3 credits)</td>
<td>OR</td>
</tr>
<tr>
<td>Elective Category - Choose one course from list below, depending on what is taught that semester (3 credits)</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>L699R - Thesis credits (1-5 thesis credits)</td>
<td></td>
<td>L698R - Project credits (2 credits)</td>
</tr>
<tr>
<td><strong>Spring 2nd Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L655 - Culture Teaching &amp; Pragmatics (3 credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TESOL Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>L655 Culture Teaching &amp; Pragmatics</td>
<td>3 credits</td>
</tr>
<tr>
<td>L670 Teaching Skills, Reading/Writing/Vocabulary</td>
<td>3 credits</td>
</tr>
<tr>
<td>L671 Teaching Skills, Listening/Speaking/Pronunciation</td>
<td>3 credits</td>
</tr>
<tr>
<td>L677 Curriculum Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>L678 Materials Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>L679 TESOL Supervision Administration Internship</td>
<td>3 credits</td>
</tr>
<tr>
<td>L688R Academic Internship</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*Note: Other graduate-level linguistics courses and appropriate courses from other departments may also be used as electives with approval.*

---

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Appendix 3

Linguistics
BYU College of Humanities

Project Prospectus
TESOL MA Program

Name ____________________________ BYU I.D. # ____________________________
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

Thesis Prospectus
TESOL MA Program

Name ________________________________ BYU I.D. # ____________________________

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 ________________