

TSL 4940: The Internship

Course Information

Fall 2021: Tuesdays, Periods 9-10 (4:05 PM - 6:00 PM)
Thursdays, Period 10 (5:10 PM - 6:00 PM)
14 Matherly Hall
1/10/23-4/25/23

Instructor: Paula Golombek, PhD
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Office Hours: TBA
Office Location: Turlington 4131 F
Zoom link: <http://ufl.zoom.us/j/93816857163>

Course Description

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This course takes you through a process of being/becoming an ESL teacher in the TESL Internship experience. It has been designed to provide instructional support and professional mentoring for you as a novice teacher. Throughout the semester, you will participate in the various instructional and professional development activities common to ESL teachers/teaching as you collaboratively design and teach an English course appropriate for Visiting Scholars at the University of Florida.

Course Structure

For the **FIRST 4 WEEKS**, we will be meeting **on Tuesdays and Thursdays at our scheduled times** (January 10 through February 2).

Once you start teaching, **you will be teaching with your students for an hour T/R from 5:15 to 6:15** (most students work till 5 and will need time to get to class) or 5:05 to 6:05 if teaching online. If this time frame is problematic, please let me know. (**Workshop 1 is February 7 through March 2; Workshop 2 is March 21-April 13**). We will meet after the first workshop ends and after spring break for one week during our regular time to debrief and revise for Workshop 2 (March 14 and 16).

After your teaching ends, we will resume our normal T/R schedule meeting times together. (April 18)

Course Objectives

By the end of the course, you will be able to:

- create and teach appropriate instructional activities and materials for your course,
- find resources to support your instructional activities,
- assess your ability to teach lesson content while effectively managing the learning environment,
- develop and/or implement appropriate assessment measures to evaluate student learning and achievement,
- work collaboratively with fellow interns and the internship supervisor as you plan and carry out their internship responsibilities,
- articulate your pedagogical reasoning/teacherly thinking about your instruction, and
- plan and enact instructional changes to support your professional development as an L2 teacher.

Course Learning Activities

These assignments, grounded in the Vygotskian Sociocultural Theory that informs my teaching and research, have been developed in a highly systematic and intentional way. My goal is for you to develop as a teacher within the very short amount of time we have together and to ‘act a head taller’ as Vygotsky said. As a result, my approach focuses on development rather than evaluation (learning LEADING development).

Conception of Teaching (15%):

We all come to the internship with implicit ideas about teaching and learning, or what has been called the “apprenticeship of observation” (Lortie, 1975), the thousands of hours we’ve spent in classrooms as students. You will begin the semester by reflecting on and representing your understanding of the concept of *teaching as dialogic mediation* and connected *pedagogical concepts* that will inform your language teaching this semester. You will represent this visual and narrate your visualizations during the first weeks of the semester and then after you have finished teaching. This assignment externalizes your pre-understandings of teaching, mediates you through pedagogical concepts and your experience teaching (theory/practice=praxis). 1st one due Jan. 10 and final one due April 20. **Assessed as Satisfactory (S) (completed)/Unsatisfactory (U) (not done or done with minimal effort).**

Design and Teach a Course (25%):

You will examine aspects of the educational, institutional, and social setting of your instructional context (to learn more about the Visiting Scholars). You will co-design and co-teach a 4-week workshop on a focused topic for a group of Visiting Scholars, which meets 2X/week. You will then teach this workshop again to a new group of students. Each of you will have four weeks of instruction per partner (8 weeks total): You will design a syllabus that is appropriate for this context and meets the specific instructional goals and objectives you have identified. We will work together to create instructional materials and activities to engage and assess the students. We will have a break from teaching between the workshops (week 9). Throughout the semester, there will be specific course assignments to support you in your development as a teacher (see other course

assignments). You will be responsible for a group of learners, so teaching in the internship is quite different from taking a class. **Assessed as D/ND (done/not done)**

Practice Teach (5%):

Before you begin teaching, each of you will do a **Practice Teach** (30 minutes) with your classmates and me. During this time, you will receive direct, explicit feedback on your lesson, your power points, your activities, and your teaching (kinds of questions asked, etc.). Though this is a face threatening activity, you will receive invaluable feedback that will help you get ready for the adventure ahead, as well as learn from watching your classmates. You should get your lesson plan for the practice teach approved with me by at least two days ahead of time, so your PT experience is a fruitful one. **Assessed as D/ND (done/not done). Starting week 3 if anyone is ready. Otherwise done during week 4.**

“Tiny Talks” (25%):

After every class that you teach, you and your ‘reflection partner’ will de-brief by engaging in a “tiny talk”. A “tiny talk” is a safe space for you to externalize your thoughts and feelings on your teaching through dialogue with your partner. It enables me to have a sense of how teaching is going for you and to provide mediation. The point of the tiny talk is to **do immediately after teaching and to send to me ASAP**. The timing is a crucial aspect of this assignment, so if it’s not sent within 24 hours, I will not provide feedback and it will be considered not done. This is a way for you to get out the emotions of teaching, self-reflect and evaluate yourself, and help me understand how to guide you. **Assessed as D/ND (done/not done). Due within 24 hours after each teaching session. (begin and ends with teaching)**

Process: After you teach, you and your partner will ‘do’ your tiny talk. You should audiotape yourselves on your phone and send me the file via email. Your tiny talk should be 6-12 minutes long. After listening, I will then send you feedback, including giving specific suggestions, providing, materials, asking questions, and validating what you’re feeling.

Teacher/Talker: I think of the tiny talk as a DUMP (express what you are feeling and thinking about how your teaching went); DEEPEN (try to talk through why what happened happened); and DO OVER (express what you coulda/shoulda/woulda done or will do differently). Use the pedagogical concepts we discuss over the semester to understand what you experienced differently and in increasingly teacherly/sophisticated ways.

Teacher/Listener: You act as a kind of sounding board. Ask questions—‘why do you think....?’, ‘what could you have done differently?’. Say ‘Tell me more about that’. Let your partner know you feel them—‘oh you seem frustrated! Yah, you seem happy!’. Be encouraging—‘way to go!’. Describe what you’re hearing/seeing through any pedagogical concepts that are relevant.

Dialogic Video Protocol and Plan of Action (15%):

We will watch one of your teaching sessions together and do a **Dialogic Video Protocol** in which you and I will watch and reflect on the videotaped lesson. We will then, on the basis of our observation and discussion, set up a **Plan of Action** for you to address focal points of teaching, growth points, that you will need to work on the rest of the semester. We will be particularly concerned with how you respond to student engagement and

interaction with you and your teaching activities, and how that shapes what you do/did. **Assessed as D/ND (done/not done). Done within your first or second week of teaching.**

If you are going to ask me for a **letter of recommendation** for your teaching, you will **need to do a second DVP** so I can capture the fuller picture of your development as a teacher.

Lesson Plans: As part of the UNDERGRADUATE TESL PROGRAM, you are required to submit three formal lesson plans from the Internship at the end of the semester as the final exit exam for the program. **Graded as Satisfactory (S)/Unsatisfactory (U). Due May 2nd. Graded according to rubric.**

See below for UF grading.

Grading

Course Assignments and Grading

Assignment	Points
Conception of Teaching	15
Design and Teacher Course	25
Practice Teach	5
Tiny Talks	25
DVP and Plan of Action	15
E-Portfolio	15

TESL CERTIFICATE COMPLETION: 3
LESSON PLANS

Grading Scale

100—93	A	76—73	C
92—90	A-	72—70	C-
89—87	B+	69—67	D+
86—83	B	66—63	D
82—80	B-	62—60	D-
79—77	C+	59—0	E

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Suggested Course Textbooks

Graves, K. (ed.), (1996). *Teachers as course developers*. Cambridge University Press. OR
Graves, K. (2000). *Designing language courses: A guide for teachers* (No. 428 G7.). Heinle & Heinle

Additional Resources

Various readings and links to websites will be provided on CANVAS.

If you would like to know about the theory and research behind the professional development activities in which you'll engage throughout the semester, here are some references:

Theory and practice underlying the Internship:

Johnson, K. E. & Golombek, P. R. (2003). 'Seeing' teacher learning. *TESOL Quarterly*, 37, 729-737.

Johnson, K. E. & Golombek, P. R. (2016). *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. NY: Routledge.

Johnson, K.E. & Golombek, P. R. (2020). Informing and transforming language teacher education. *Language Teaching Research*, 24 (1), 116-127.

Language Teacher Narrative Inquiry:

Johnson, K. E. & Golombek, P. R. (2002). (Eds.). *Teachers' narrative inquiry as professional development*. NY: Cambridge University Press.

Golombek, P. R. & Johnson, K. E. (2004). Narrative Inquiry as a mediational space: Examining cognitive and emotional dissonance in second language teachers' development. *Teachers and teaching: Theory and practice*, 10, 307-327.

Johnson, K. E. & Golombek, P. R. (2011). The transformative power of narrative in second language teacher education. *TESOL Quarterly*, 45, pp. 486-509.

Golombek, P.R. & Johnson, K.E. (2017). Re-conceptualizing Teachers' Narrative Inquiry as Professional Development. *Profile*, 19, pp. 15-28.

Golombek, P.R. & Johnson, K.E. (2021). Recurrent restorying through language teacher narrative inquiry. *System*, 102.

Tiny talks:

Golombek, P. (2022). Expansive mentoring in language teacher education through *tiny talks*: The troika ZPD. *The European Journal of Applied Linguistics and TESL*, 11(1), 23-44.

Golombek, P. & Klager, P. (2019). Tracing teacher emerging conceptions in the moment through “tiny self talks”. *The European Journal of Applied Linguistics and TESL*, 39-60.

Dialogic video protocols:

Golombek, P. R. (2011). Dynamic assessment in teacher education: Using dialogic video protocols to intervene in teacher thinking and activity. In K. E. Johnson & P. R. Golombek (Eds.). *Research on second language teacher education: A sociocultural perspective on professional development* (pp. 121-135) NY: Routledge.

Emotions in learning to teach:

Golombek, P. & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher development. *Teaching and Teacher Education*, 39, 102-111.

Golombek, P. (2015). Redrawing the Boundaries of Language Teacher Cognition: Language Teacher Educators' Emotion, Cognition, and Activity. *Modern Language Journal*, 99, 470-484.

Golombek, P. & Klager, P. (2015). Play and Imagination in Developing Language Teacher Identity-in-Activity. *A Journal of English Language, Literatures in English and Cultural Studies*, 68, 17-32.

Your responsibilities as a student in this class to yourself and others AND to the students you will be teaching!

Stay Aware/Comply With Covid Policies on Campus

Campus Briefs are being sent regularly. Here is the latest:

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors and our loved ones.

If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening/testing and vaccination opportunities.

If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Attend and Actively Participate in Class

The Internship is not a course in which you can selectively choose three absences.

Attendance is expected. The first four weeks are crucial in terms of preparing to teach and then you are responsible for your own courses. If you cannot make class due to illness, job interview, or some very pressing issue, please let me know ASAP. I understand that we are experiencing unusual circumstances. If you fall ill or have an emergency, please contact me immediately. If you cannot teach and your partner is doing for you, PLEASE INFORM ME.

Complete the Readings

The reading provide some food for thought and lots of ideas for activities. The more you read, the more ideas you'll have.

Submit Work on Time

Deadlines are part of life, and the deadlines in this course were set to help build your knowledge and abilities throughout the semester to help you be successful in the class assignments. Late assignments will be penalized (penalty of 10% of the grade deducted for each day it is late). BUT I will give you extensions without penalty if you let me know **ahead of time** (for example, sickness, religious holidays, emergencies). If you tell me after the fact, your work will be penalized.

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our main online platform for the course. It will be the main way that I communicate with you outside of class. You are welcome to contact me via Canvas or my UF email (pgolombek@ufl.edu). I send out Announcements and reminders about upcoming assignments regularly, so make sure to set up your Canvas notifications.

Communicate

Your develop and success as teacher matters to me. If you are unsure about expectations, need feedback, or must miss class, PLEASE reach out to me. You can text me (I'll give you my cell in class), email me at pgolombek@ufl.edu, Canvas message me, see me during office hours (zoom or in person), or touch base after class.

According to Florida House Bill 233, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Please see Canvas for details about when you are allowed to record the class.

Be a good citizen of our learning community

Follow the University of Florida, you are bound by The Honor Code [Student Responsibilities < University of Florida \(ufl.edu\)](#). Of course not cheating is part of the Honor Code, but it also specifies a number of behaviors that are in violation of this code and the

possible sanctions. I take this part seriously in my work: “Only in an atmosphere of equality and respect can all members of the university community grow.”

That being said, we will be collaborating extensively over this semester and sharing ideas and materials from former teachers!

Take Care of Yourself

We are in challenging times. You will find my door is always open for you.

If you feel overly challenged, please contact the Counseling and Wellness Center <https://counseling.ufl.edu/> 352-392-1575. If you are having difficulty setting something up at the CWC or see a friend in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student. OR, come to me and I will reach out to the Dean of Students office.

Request Accommodations if Needed

Any student with differing abilities/needs who is requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to me as the instructor when requesting accommodation. Please do **this as early as possible in the semester**. If you need any help, let me know.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week & Dates	Focus	To do	Due Dates
Week 1 Jan. 10	<p>Introduction to the Internship</p> <p>Overview of what the semester entails: workshop format and focus; goals; partners; requirements, etc.</p> <p>Personal stories: What in your</p>	<p>Be prepared to talk about yourself. Why are you doing the TESL Certificate? What is your personal history with language learning/teaching? What are your motives/goals for doing the certificate?</p>	

	personal & educational life brings you here?		
January 12		Meet with your partner and discuss the course content. Begin designing lesson plans. See me for advise! NO ONE can do this on their own!	Visual of Language Teaching due(Concept 1)
Week 2 Jan. 17	Concepts of teaching: Pedagogical concepts: Orienting, engineering participation, teaching off your students	Read materials online. Continue to design your workshop lesson plans. Dialogue with your partner and me!	
Week 2 Jan. 19	Pre-assessments	Continue to design lesson plans. Dialogue with your partner and me!	
Week 3 Jan 24		Create an orientation for your first day of teaching. Create a pre-assessment on some of your course content to gain a sense of	Share your orientation and pre-assessments with me via email or come see me.

		your students' understand	
Week 3 Jan 26	<p>Developing our concepts of teaching/learning</p> <p>Practice teach if someone is ready!</p>	<p>Prepare your lesson for the practice teach.</p> <p>Prepare your course. See me!</p>	<p>You should be sharing your practice teach lesson plan with me this week to ensure you have a confidence building time doing your practice teach!</p> <p>Share your orientation with me. It should be part of your Practice Teach</p> <p>You and your partner should check your pre-assessment with me so you can send next week to students.</p>
Week 4 Jan 31	Practice Teach	Practice Teach	<p>Practice Teach ready to go!</p> <p>Send your pre-assessment to your students!</p> <p>Email or tell me what your beginning of class</p>

			routines are going to be
Week 4 Feb 2	Practice Teach	Practice Teach Prepare your course. Prepare your lesson for the practice teach. Revise your lessons after the practice teach. See me!	Practice teach
Week 5			
1st Workshop Series Weeks 5-8 Feb. 7 – March 2	You will each teach two weeks during this workshop every other week.	Tiny talks done after each teaching session.	Tiny talks done after each teaching session and sent to me within 24 hours for feedback.
FEB 7&9	PARTNER 1 TEACHES	Tape yourself teaching. You can do this from day one and determine whether you'd like to use your first or second day of teaching. If you need equipment, let me know!	Dialogic Video Protocol of a day of your first week of teaching. Can be done that week or the following one.
Week 6 Feb 14 & 16	PARTNER 2 TEACHES	Tiny talks done after each teaching session.	PARTNER 1 SHOULD HAVE DONE DVP LAST WEEK OR WILL DO BY END OF THIS WEEK
		Tape yourself teaching. You can do	

		this from day one and determine whether you'd like to use your first or second day of teaching. If you need equipment, let me know!	
Week 7 Feb 21 & 23	PARTNER 1 TEACHES	TINY TALKS	
Week 8 Feb 28 & March 2	PARTNER 2 TEACHES	TINY TALKS	PARTNER 2 SHOULD HAVE DONE DVP LAST WEEK OR WILL DO BY END OF THIS WEEK
SPRING BREAK MARCH 7 & 9	NO CLASS OR TEACHING		
Week 9 March 14 & 16 Return at normal class time to connect and revise for 2nd workshop!		MEET IN OUR SCHEDULED CLASSROOM AND AT SCHEDULED CLASS TIMES ON TUESDAY AND THURSDAY	
2nd Workshop Series Weeks 10- 13 March 21-April 13	You will each teach two weeks during this workshop every other week.	Tiny talks done after each teaching session.	Tiny talks done after each teaching session and sent to me within 24 hours for feedback.
March 21& 23	PARTNER 1 TEACHES	If you want a second DVO, tape yourself teaching. It could be	If you want a recommendation,

		the same lesson you did your original DVP on or not. Your choice!	a second DVP is necessary for me to write about you as a teach. Videotape a day of teaching you choose and set up a viewing date with me.
March 28 & 30	PARTNER 2 TEACHES	TINY TALKS Tape yourself teaching. It could be the same lesson you did your original DVP on or not. Your choice!	
April 4 & 6	PARTNER 1 TEACHES	TINY TALKS	
April 11 & 13	PARTNER 2 TEACHES	TINY TALKS	
Week 14 April 18	Debriefing of the semester! How have I developed as a teacher?	Begin final visuals	
Week 14 April 20	No class		Final Visual of Teaching due
Week 15 April 25	Celebration		
May 2			3 Lesson Plans for Certificate Program

