

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)
115 Matherly Hall
January 7 (R) to April 19 (T), 2022

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Office Hours: T: 1:30-3:30 and R: 3-4:30
Office Location: Turlington 4131 F

Course Description

This course is about being/becoming an ESL teacher! It has been designed to provide instructional support and professional mentoring for you as a novice teacher during the TESL internship experience. Throughout the semester, you will learn about and participate in the various instructional activities common to ESL teachers/teaching as you collaboratively design a conversational English course appropriate for Visiting Scholars.

Course Structure

For the **FIRST SIX WEEKS**, we will be meeting **on Tuesdays and Thursdays at our scheduled times** (1/6-2/1).

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. (2/3-4/7)

After your teaching ends, we will resume our normal T/R schedule meeting times together. (4/12-4/19)

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, based 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 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).

Personal Narrative (10%):

We all come to the internship with implicit ideas about teaching and learning after 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 narrating how your past experiences as a learner have shaped you as a learner/teacher, what your present activity of teaching will ideally look like, and what your goals for the semester are. This requirement makes explicit your ‘teaching philosophy’, which you will need to be able to articulate in some form if you plan to teach abroad or in the US. This narrative also gives me a snapshot of the teacher you hope to be. You will re-write, with feedback, if unsatisfactory. **Assessed as Satisfactory (S)/Unsatisfactory (U). Due January 11th.**

Design and Teach a Course (15%):

You will examine aspects of the educational, institutional, and social setting of your instructional context (to learn more about the Visiting Scholars). You will develop a 8 ½ week length class for a group of Visiting Scholars, which meets 2X/week. The first meeting will focus on getting to know your students and pre-assessment of student knowledge on your instructional focus. (the meet and greet). 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. Throughout the semester, there will be specific benchmarks (course assignments and discussion board posts) that you must complete to be developed during our synchronous class time. These assignments will all form part of the curriculum you will enact in your workshop! **Assessed as D/ND (done/not done) (begin Feb. 3rd and ends April 7th)**

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 definitely a face threatening activity, you will receive invaluable feedback that will help you get ready for the adventure ahead. You should get your lesson plan for the practice teach approved with me by at least two days ahead of time, so your experience is fruitful. **Assessed as D/ND (done/not done). Done starting week 4.**

“Tiny Talks” (20%):

After you teach, you and your ‘reflection partner’ will de-brief by engaging in a “tiny talk”. A “tiny talk” is an unobtrusive 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. **Assessed as D/ND (done/not done). Due within 24 hours after each teaching session. (begin Feb. 3rd and ends April 7th)**

Process: You will set up a regular zoom link if teaching online, so you and your partner can tape your tiny talk. Otherwise, you will 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).

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!’.

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 and 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.

Narrative Inquiry Project (15%):

The **Narrative Inquiry Project** will be the culminating project of your teaching experience, chronicling your **focal points of teaching** (see number 3). Using your tiny talks, dialogic video protocol and plan of action, experience teaching, interactions with students, interactions with your teaching colleagues and me, you will write up an approximately ten-page narrative of your development as a teacher. You will identify specific areas of development and trace that development. **Due April . Graded according to rubric.**

Lesson Plans (20%): 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 April 19th. Graded according to rubric.**

See below for UF grading.

Grading

Course Assignments and Grading

Assignment	Points
Personal Narrative	10
Design and Teacher Course	15
Practice Teach	5
Tiny Talks	20
DVP and Plan of Action	15
Narrative Inquiry	15
TESL CERTIFICATE COMPLETION: 3 LESSON PLANS	20

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
Thornbury, S. (2005). *How to Teach Speaking*, Pearson.

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. (in press). Expansive mentoring in language teacher education through *tiny talks*: The troika ZPD. *The European Journal of Applied Linguistics and TESL*.

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:

Effective immediately, in light of new guidance from the Centers for Disease Control and Prevention, we expect everyone to wear a mask at all times when inside any UF facility, even if you are vaccinated. This includes our students, faculty, staff, vendors and visitors. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons.

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 five 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.

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.