

TSL4940: TSL Intnership, Fall 2017

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T 9-10: 4:05-5:45; R10: 5:10-6:00
5 Matherly
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Office Hours: These are my office hours as UGA and professor: M 1:30-3:45; R 4:00-4:45. We will most likely meet outside these hours to prepare lessons, etc.

Course Description: This course is designed to provide instructional support and professional mentoring for novice L2 teachers during their TESL internship experience. Throughout the internship, you will have opportunities to: 1) learn about and participate in instructional activities of experienced ESL teachers, 2) design, in collaboration with others, a course appropriate for Visiting Scholars, 3) create and teach appropriate instructional activities and materials for your course, 4) assess your ability to teach lesson content while effectively managing the learning environment, 5) develop and/or implement appropriate assessment measures to evaluate student learning and achievement, 6) work collaboratively with fellow interns and the internship supervisor as you plan and carry out their internship responsibilities, and 8) reflect on and learn about your own professional development as L2 teachers.

TextRequired:

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

Other readings will be posted on the e-learning site.

Course Requirements:

Learning to teach is both an intellectual and emotional journey. This course will thus most likely not be like any other. Being in the internship requires a commitment to teaching, to your students, as well as to your teaching cohort. This will be one of the rare times in your teaching life in which you will be surrounded by a supportive community. We need to build that supportive community through respect and a generous spirit towards each other. How I can support each of you as individuals is something that becomes clearer as we work together. Helping me understand what you need in this internship is crucial to your growth as a teacher. You must be willing to work with others and open to critique.

You will examine aspects of the educational, institutional, and social setting of your instructional context (to learn more about the Visiting Scholars) through assessments of the students' oral proficiency. We will do this together during our internship meeting time. On the basis on our investigation you and another intern will develop/revise an approximately eight-week length course for a group of Visiting Scholars (which meets approximately twice/week). You will design or revise a syllabus that is appropriate for this context and meets the specific instructional

goals and objectives you have identified. Your initial syllabus will cover the first three weeks at a minimum. The final five weeks will be designed according to goals/objectives that you have identified with your students. In addition to a detailed three-week syllabus, you will develop or revise the day to day objectives and activities for those days. Your three-week syllabus must be ready for the first day of teaching so you can explain the course to your students. Assessed as D/ND (done/not done)

- **Personal Narrative (10%)**

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 you hope for the future for you and your students.

- **“Tiny Talks” (10%)**

After you teach, you and your co-teacher will de-brief for 5-10 minutes doing 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 who will contribute to your understandings from his/her own unique vantage point. There are no “prompts” or “right” ways to do this. Just express what you’re feeling/thinking. You will use your phone to audioatape it and the send to me as an audiofile, which you will upload onto CANVAS. This will a space where you can externalize your teaching experiences, notice any concerns, get feedback from your partner, etc. I will listen to these to help me understand how you feel your teaching is going. Assessed as D/ND (done/not done)

- **Inquiry into Teacher Development -Student Learning Project (60%)**

For this requirement, you will participate in **a series of activities** to enable you to develop as a teacher through which you will enhance your understanding of the interactive nature of your learning in terms of content knowledge (adjustments in casual speech), how to teach that content (listening or speaking), pedagogical strategies, in relation to your students’ learning. Assessed as D/ND/I (done/not done/incomplete). If marked as incomplete, you will need to do some additional explaining/revising.

- **Collaborative Development of Student Assessment (5%)**

We will work together to create 2 activities to assess your students’ understanding of the concept you’re teaching before and after your instruction.

- **Practice Teach (5%)**

Before you begin teaching, you will do a **Practice Teach** (20-30 minutes) in front of 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.

- **Revised Lesson Plans (5%)**

After your practice teach and once you have met your students, you will revise your lesson plans from curriculum unit for TSL 3378 on the basis of feedback from practice teach and with your specific students in mind. You will provide a rationale for your revisions.

- **Implement Lesson—to be videotaped**
- **Dialogic Video Protocol (DVP) (15%)**

We will watch your video within 48 hours and engage in a dialogic video protocol, in which we will discuss critical aspects of your teaching that emerge. 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. On the basis of our observation and discussion, we will set up a *Plan of Action* for you to address focal points of teaching, *growth points*, that you will address through the rest of the semester.

- **Revised Lesson Plan for Next Class (10%)**

You will revise your lesson plan on the basis of what you experienced from the first day of the plan and our DVP. You will provide a rationale/explanation for these revisions.

- **Implement Next Lesson—to be videotaped**
- **2nd DVP (15%)**

We will do a second DVP of select sections of your lesson. We will address your *growth point* and *plan of action* to identify your learning and target how you can continue to develop.

- **Revised Lesson Plan (5%)**

You will revise the second day of your lesson plan and provide rationales/explanations for any changes. You will hand in **all** your lesson plans from the Inquiry Project and rationales/explanations from the Inquiry Project.

As part of the TESL Certificate Program, you are **REQUIRED TO SUBMIT FORMAL LESSON PLANS AT THE END OF THE SEMESTER AS THE EXIT EXAM FOR THE PROGRAM FOR CLAS**. Failure to do so means that you will not receive the certificate. Due on last day of class.

- **Narrative Inquiry Project (20%)**

The **Narrative Inquiry Project** will be the culminating project of your teaching experience, chronicling your **focal points of teaching** (see number 3). Using your teaching journals, 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 perceived development as a teacher. Sample narrative inquiry projects will be available. Due during finals week.

Grading:

<u>A 100-95</u>	<u>C+77.9-75</u>
<u>A- 94.9-91</u>	<u>C 74.9-70</u>
<u>B+ 90.9-87</u>	<u>C- 69.9-66</u>
<u>B 86.9-82</u>	<u>D 65.9-60</u>
<u>B- 81.9-78</u>	<u>E 59.9-0 (Links to an external site.)</u>

[For information on current UF grading policies for assigning grade points, please go to: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html) (Links to an external site.)

ATTENDANCE POLICY: Attendance is required. Because activity focused on instruction drives this course (as opposed to information you can gather from books), being in class is essential to your educational experience, especially in August/September as we prepare courses. Once you begin teaching, you obviously need to be there. However, you may have to be absent for personal reasons, and having a teaching partner alleviates any problem. You have to be committed to being present for the internship.

Academic Integrity: The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course. For more information see <http://www.registrar.ufl.edu/catalog/policies/students.html#honesty> (Links to an external site.)

Disability Access Statement: The University of Florida is in compliance with the provisions of **Americans with Disabilities Act**. Students requesting classroom accommodation must first

register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. . Students who qualify for accommodations should contact the Dean of Students Office: <http://www.dso.ufl.edu/drc/current.php> (Links to an external site.) (001 Building 0020 (Reid Hall); 392-8565). If you anticipate needing special accommodations as a result of a disability, please see me as soon as possible.

Examination Policy: There are no exams in this course.

Tentative Course Schedule

Week 1:

Aug. 22 Introduction to the Course

What in your personal/educational life brings you here?

Overview of what the semester entails

Identify teaching teams

Intro to assessing scholars

Aug. 24 Assessing scholars- The how to

Some basics to preparing your classes

Reading: Principles of Instruction (This is an invaluable reading for common issues in the classroom)

LOOK AT THE MATERIALS ONLINE UNDER FILES

Some of the items you read will depend on what you decide to teach

Week 2:

Aug. 29 Classroom management

August 31 Assessing Scholars during class

**SIGN UP FOR OUTSIDE CLASS TIME TO APPRENTICE WITH ME IN
ASSESSMENT OF SCHOLARS**

**I HOPE TO HAVE YOUR CLASS LISTS TO YOU BY END OF WEEK SO YOU
KNOW WHAT LEVEL YOU'RE TEACHING**

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Week 3:

Sept. 5

Sept. 7 Course preparation: objectives and lesson planning

Readings: 1)Graves, K. Chapter 2 AND 2) TBA

Week 4:

Sept. 12 Course preparation: objectives and lesson planning

Readings: Asking good questions at

<http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html> (Links to an external site.)

Other readings TBA

SIGN UP FOR PRACTICE TEACH

Week 5:

Sept. 12 *Practice teach session*

Given the number of students in the internship, we may need extra time to do this and we will set up schedule so you do not take more than our meeting hours. Of course you will be welcome to attend more than required if you find it useful and you have time.

Sept. 14 *Practice teach session*

Week 6 -14

Weeks of September 19th – November 21st: Teach Your Classes!

- During this time, during our regularly scheduled class, we will meet weekly as a group for ½ hour for lesson study and to provide support and feedback to each other.
- You'll do your "tiny talks" after each class you teach and send to me.
- I will videotape each of you teaching starting the first week in order to begin the self-inquiry project.

Week 15:

Nov. 28 Debriefing

Nov. 30 NO Class meeting- individual meetings

Week 16:

Dec. 5 Final class meeting dinner

Some additional readings:

TOPICS FOR IMPROMPTU TALKS, WARM UPS, ACTIVITIES:

<http://conversationstartersworld.com/250-conversation-starters/> (Links to an external site.)

<http://iteslj.org/questions/> (Links to an external site.)

http://www.learn-english-today.com/resources-for-teachers/conversation-topics_advanced.html (Links to an external site.)

<http://printdiscuss.com/> (Links to an external site.)

GENRE: PDFS online unless otherwise noted

Paltridge, B. (2001). *Genre and the Language Learning Classroom*, Chapters 1 & 2

Complaining

Peruse some of these websites on genre and speech acts:

<http://www.carla.umn.edu/speechacts/compliments/lessonplan.html> (Links to an external site.)

<http://www.indiana.edu/~dsls/publications/Demo.pdf> (Links to an external site.)

<http://www.carla.umn.edu/speechacts/requests/tm.html> (Links to an external site.)

<http://coerll.utexas.edu/methods/modules/pragmatics/> (Links to an external site.)

http://instructional1.calstatela.edu/lkamhis/tesl565_sp04/troy/spchact.htm (Links to an external site.)

<http://americanenglish.state.gov/resources/teaching-pragmatics> (Links to an external site.)

<http://jalt-publications.org/tlt/articles/711-practical-criteria-teaching-speech-acts> (Links to an external site.)

STORYTELLING IN THE LANGUAGE CLASSROOM: PDFs online unless otherwise noted:

Storytelling genre

Freadman Storytelling in the Language Classroom

Storytelling as a Pragmatic Skill

Storytelling in language classroom

Storytelling in EFL Classroom: <http://iteslj.org/Techniques/Jianing-Storytelling.html> (Links to an external site.)

Vocabulary/IDIOMS:

The most frequently used American Idioms

Teaching English language through metaphors

<https://www.teachingenglish.org.uk/article/exploring-metaphors-classroom> (Links to an external site.)