

## TSL 4940 Internship Spring 2018

Professor Paula Golombek  
4131 Turlington Hall  
[pgolombek@ufl.edu](mailto:pgolombek@ufl.edu)  
352-294-7459

T 9-10: 4:05-5:45; R10: 5:10-6:00  
51 Matherly  
Cell: 814-360-3052

**Office Hours:** These are my office hours as UGA and professor: T and W 1:30-3:30. 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.

### **Text:**

**This is helpful, but I will put several chapters online for you if you don't want to buy:**

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.**

#### **1. 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. Assessed as Satisfactory (S)/Unsatisfactory (U)

#### **“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 audiotape it and then send it to me as an audiofile, which you will upload onto CANVAS. This will be 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)

## **2. Design and Teach a Course (20%)**

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 of 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. We will work together to create activities to assess your students’ understanding of the concept you’re teaching before and after your instruction. Assessed as D/ND (done/not done)

## **3. Practice Teach (5%)**

Before you begin teaching, each of 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. 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)

## **Dialogic Video Protocol and Plan of Action (15%)**

For this requirement, we will arrange to have your instruction videotaped on two occasions and then shortly thereafter (within 48 hours) we will 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. During your first weeks of teaching, we will set up the first video so you have the semester to address your growth points. 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. We will do the second video later in the semester. Assessed as D/ND (done/not done)

## **4. Final project (20%)**

The final project will be connected to your learning this semester and your professional development as a teacher. Will be graded

## 5. Lesson Plans (20%)

As part of the UNDERGRADUATE TESL PROGRAM, you are required to submit three formal lesson plans at the end of the semester as the final exit exam for the program. Graded as Satisfactory (S)/Unsatisfactory (U)

### **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> (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:**

**Jan 9** Introduction to the Course

What in your personal/educational life brings you here?

Overview of what the semester entails

Intro to assessing scholars

**Readings:** Thornbury, Chapters 4 & 5; Please review these chapters for ideas. Note any activities that you think are particularly valuable and explain why. Please send these to my email by Tuesday, Jan. 16<sup>th</sup>.

LOOK AT THE MATERIALS ONLINE UNDER FILES to get a sense of what other have done. You **will be using/modifying these lessons** to start though you can also choose new topics to teach. You should identify any lessons you think you'd like to do this semester. Send to me by Tuesday, the 16<sup>th</sup> too!

**Jan 10 and Jan 11--Assessing scholars- You will come whatever time your schedule permits to assess scholars with me as part of your training. This will prepare you to assess scholars on the 16<sup>th</sup> with a partner**

**Wednesday, June 10 1:00-3:00**

**Thursday, June 11 2:00-4:00**

**Jan. 11** Teaching Issues

Course preparation: objectives and lesson planning; establishing routines, and orienting

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

**Week 2:**

**Jan. 16** Assessing Scholars 4:05-6:00 – You will assess scholars in teams without me

**Jan. 18** Principles of instruction

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

**<http://busyteacher.org/8916-practical-suggestions-scaffolding-esl-classroom.html>**

**[http://www.oise.utoronto.ca/eslinfusion/Classroom Resources/Scaffolding Methods.html](http://www.oise.utoronto.ca/eslinfusion/Classroom_Resources/Scaffolding_Methods.html)**

**I HOPE TO HAVE YOUR CLASS LISTS and LEVEL TO YOU BY END OF WEEK\_**

**Week 3:**

**Jan. 23** Preparing classes and differentiating instruction

SIGN UP FOR PRACTICE TEACH

**Readings:**

Graphic organizers:

<http://www.writedesignonline.com/organizers/>

<http://www.educationoasis.com/printables/graphic-organizers/>

Sentence stems:

<http://www.theteachertoolkit.com/index.php/tool/print-tool/sentence-stems>

<http://alliinc.com/using-sentence-frames-sentence-starters-and-signal-words-to-improve-language/>

**Jan. 25** NO CLASS Meeting—Individual meetings to be set up to go over first lessons and preparation for practice teach

**Week 4:**

**Jan. 30** Course preparation: Engineering student participation (dialogue with/between students not telling students); adapting instruction for different abilities

**Readings:** Asking good questions at

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

Other readings TBA

**Be prepared to share!**

**What is the routine you will use to start class?**

**Will you have a routine to end class?**

**Practice teach session\* if anyone is ready**

**Feb. 1** \*Practice teach session

**Week 5:**

**Feb. 6** \*Practice teach session\*

**Feb. 8** **FIRST DAY OF YOUR TEACHING**—get to know your students (non-teaching day)

**Week 6 – 13** You teach during these weeks

**Feb. 13- April 12**

### **Teach Your Classes!**

**Feb. 8th is not a “teaching” day but a “get to know your students” day**

- During the weeks you teach during our regularly scheduled class, we will meet occasionally as a group for ½ hour to provide support and feedback to each other.
- You’ll do your “tiny talks” after each class you teach and send to me in an audiofile via email.
- I will videotape each of you teaching starting the first week so you can focus on your development. You will be videotaped a second time later in the semester.
- Students from Intro to TESL class will participate in your class one day towards the end of the semester. Use as an opportunity for students to practice what they have learned.

**March 6-8! Spring break—NO CLASSES/TEACHING**

### **Week 15:**

**April 17** de-brief

**April 19** NO CLASS

### **Week 16:**

**April 24** LAST CLASS DINNER

### **Some additional readings:**

**Helpful site for a LOT of ELL teaching ideas, etc.**

<http://larryferlazzo.com/english.html>

### **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](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/~dsjs/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](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.)