

## TSL 4940 Internship

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M 9, 4:05-4:55

W 9-10 4:05-6:00

101 Flint

**Office Hours:** M 10:30-12:30; W 12:30-1:30  
and by appointment

**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:

**While not required**, you might like to get Graves (2000) book if you plan on teaching. You can always look at mine and see if it's valuable to you. I will have selected a chapter/materials on line for the course. Also, we'll use a chapter from *How to Teach Speaking*, which is packed with good ideas if you are going to go abroad. Again, whether or not you want to buy the book is up to you.

Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston: Heinle & Heinle

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

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

### Course Requirements:

Learning to teach is *both* an intellectual and emotional journey. You will be amazed by what you need to know about English, about teaching, about lesson planning, about...You will feel on top of the world at times and incompetent at others. I try to support your cognitive and emotional development as a teacher. This course will thus most likely not be like any other you have had at UF.

Being in the internship **requires a commitment** to teaching, to your students, as well as to your teaching cohort. You **cannot** skip classes like you might in others. This will be one of the rare times in your teaching

life in which you will be surrounded by a supportive community who will work together to build and share materials. We need to build that supportive community through respect and a generous spirit towards each other. Each of you differs and how I can support each of you as an individual 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 so being in regular dialogue is essential. I base my teaching on the idea that a 'growth mindset' (Dweck, 2006; see <http://blogs.kqed.org/mindshift/2014/07/new-research-students-benefit-from-learning-that-intelligence-is-not-fixed/>) is instrumental to developing any ability. You must be willing to work with others and be open to critique. You will be videotaped doing various activities, some of which you will reflect on. At times, my feedback will be quite direct because time is of the essence—we have a limited amount of time together and you'll want to make changes as soon as possible in your teaching. BUT it's never meant as a criticism of you and is grounded in my intention to enable each of you to grow as much as possible as people and teachers. My research and teaching approach is grounded in Vygotskian sociocultural theory, and I will share my teaching philosophy with you so you gain a sense of why I do what I do.

### **1) 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 begin to do this together during our **third** internship meeting time. By getting to know the students, you will gain some understanding of what you need to develop for your course content. On the basis on our investigation you and your teaching partner will develop specific instructional goals and objectives for the first four weeks of the course at a minimum. The final five weeks will be designed according to goals/objectives that you have identified through working with your students. In addition to a three-week syllabus, you will develop or revise the day to day objectives and lesson plans and activities for those days. Your partial syllabus should be ready for the first day of teaching. Some of you will have more done due to your previous work with me. ALL LESSON PLANS SHOULD BE SHOWN/DISCUSSED WITH ME BEFORE TEACHING.

WE WILL SET THE SPECIFIC TEACHING DATES AND TIMES TOGETHER IN AUGUST. It is beneficial to use the hours of our internship time because we are committed to this time AND most scholars work in labs/offices till about 4. Teaching will begin **February 9<sup>th</sup>** and end **on April 13<sup>th</sup>**.

**2) Practice Teach (10%)**

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. We will do this the week of January 26<sup>th</sup> unless anyone is ready earlier. I **won't** grade your teaching—this is intimidating but tremendously helpful. But you will get credit for doing it. We will videotape this so you have a concrete starting point of your teaching. AND you will write a ½ to 1 page abbreviated plan for what you determine (as a result of our feedback) you need to focus on, possible *growth points*, to enhance your teaching.

**3) Videotaping, Dialogic Video Protocol, and Plan of Action/Self-Reflection (60%)**

I will videotape you teaching a lesson during the first two weeks of teaching. Within 48 hours, 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 dialogue during the protocol, 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 and reflect on in your journal. We will do this during the first few weeks of teaching. We will do a second round of this procedure later in the semester, but rather than a plan of action, you will write up a final **Self-Reflection**

**4) Teaching Philosophy (10%)**

In order to get you thinking about the kind of teacher you want to be and the kind of classroom interaction you hope to have, you will begin by articulating your philosophy of teaching (2 pages). This will be a work in progress throughout the semester, though you will write a draft during the first month (Journal 1), and modify it while you are teaching. Due during reading days/finals, I grade this and have a rubric. You may find this TP valuable in your job searching.

**Grading:**

For information on current UF grading policies for assigning grade points, please go to:

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

A 100-95	C+77.9-75
A- 94.9-91	C 74.9-70
B+ 90.9-87	C- 69.9-66

B 86.9-82      D 65.9-60  
B- 81.9-78    E 59.9-0

**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 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>

**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> (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**

**January 7th**    Introduction to the Course  
Identify teaching teams, courses, and possible teaching times  
Evaluating speakers: brief intro  
Be prepared to discuss some short warm-up activities you could do with your students before beginning class

**Readings for next class:** Thornbury (2005) *How to Teach Speaking*, Chapters 5 & 6

THERE ARE A VARIETY OF READINGS ONLINE THAT YOU SHOULD ONLY READ IF THEY ARE RELEVANT TO YOUR TEACHING. AND YOU DON'T NEED TO READ THEM BY NEXT WEEK, BUT I JUST WANTED TO GIVE YOU SOME IDEAS.

GENRE: PDFS online unless otherwise noted

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

Peruse some of the materials on the website. Check out these:

<http://www.carla.umn.edu/speechacts/compliments/lessonplan.html>

<http://www.indiana.edu/~dsls/publications/Demo.pdf>

<http://www.carla.umn.edu/speechacts/requests/tm.html>

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>

Vocabulary/IDIOMS:

The most frequently used American Idioms

<https://www.teachingenglish.org.uk/article/exploring-metaphors-classroom>

## Week 2

**January 12** Assessing scholars- The how to

**Readings for next class:** 1)Graves, K. Chapter 2 AND 2)Principles of Instruction

By next class, email me a response to the following:

What does my ideal class look like? (not what kind of class would you most like to teach) Answer the following: **What will you be doing?; What will students be doing?; How will you present instructional context?; To what end/for what purpose will students do activities?** You might find it useful to re-visit any curriculum units you've done, especially with me, to help you do this.

**January 14** Basic principles of lesson planning and instruction

## Week 3

**January 19** NO CLASS – MLK Day

**January 21** **Begin Assessing Scholars**

**Reading for next class:** Keep reading relevant articles.

## Week 4

**January 26** **Assessing Scholars**

**Reading for next class:** Keep reading relevant articles.

January 28      Course preparation: objectives and lesson planning  
**Readings:** Asking good questions at  
<http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html>

**Week 5**

February 2      **Practice teach session**

February 4      **Practice teach session**

**Weeks of Feb. 9<sup>th</sup> – April 13<sup>th</sup> Teach**

- During this time, during our regularly scheduled class, we will meet weekly as a group for one hour to provide support and feedback to each other, especially in terms of your “growth points”. We may, if lucky, have some other teachers join us to share ideas.
- I will videotape each of you teaching starting the first week, and we will do a video protocol together (takes 45 – 60 minutes). This will give you a concrete sense of your teaching, and will help us to develop a plan of action for what you will focus on in developing your teaching. We will do second videotaping later in the semester, after which you’ll write up a self reflection.
- I will do additional observations after this is necessary or welcomed.

April 15      Debriefing  
**Draft of Teaching Philosophy Due**

**April 20**      Open day  
April 22      Celebration