

TSL 4940 Internship

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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, I do urge you to get Graves 2000 book if you plan on teaching. I will have selected chapters on line.

Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston: Heinle & Heinle OR (1996). *Teachers as Course Developers*. NY: Cambridge University Press.

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) Teaching Journal (20%)

The **Teaching Journal** will be the central mechanism for creating a chronology of your learning experiences during the Internship. The Journal will be your on-line personal space where you will describe your weekly internship experiences, report on specific dimensions of your internship, respond to particular readings that I have assigned, and reflect on your own development as an L2 teacher. I will respond to your Journals regularly. The first four journals will be in response to specific prompts. The other weekly journals will be written during your teaching and will be in response to your

teaching (NO explicit prompts). These will be done through email. If, however, you have a penchant for blogs, you are welcome to set up a blog. Weekly.

2) Narrative Inquiry Project (30%)

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 last day of class.

3) 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 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 syllabus must be ready for the first day of teaching.

WE WILL SET THE SPECIFIC TEACHING DATES AND TIMES TOGETHER IN January. It is obviously beneficial to use the hours of our internship time, but we'll need to set up another day as well for teaching. Begins week of Feb. 11 and goes till week of April 8.

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. Week of Feb. 4th.

4) Observation, Dialogic Video Protocol, and Plan of Action (20%)

I will observe your teaching on at least two occasions. After each observation, we will meet individually to discuss all dimensions of your teaching. For this requirement, we will arrange to

have your instruction videotaped on one occasion and then shortly thereafter 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 first few weeks of teaching.

5) Teaching Philosophy (5%)

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 (first journal) and modify it while you are teaching. Due April 15th.

Grading:

For information on current UF grading policies for assigning grade points, please go to: <http://www>

Grading:

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

[.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

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 January 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

January 7 Introduction to the Course
Identify teaching teams, courses, and possible teaching times
Evaluating speakers: brief intro
Videotape: Orienting a class; classroom interaction; eliciting interaction
Reading: Johnson & Golombek (2002)
Journal 1: What does my ideal class look like? (not what kind of class would you most like to teach in BUT what will you be doing, what will students be doing, etc. In other words, how do you imagine your idealized version of your teaching to look like?)

January 14 Course objectives and lesson planning
Evaluating Scholars – the how to
Readings: Graves, K. Chapter 2
Journal 2 Due: What are my strengths as a teacher? What are my concerns?

January 21st **NO class**
Readings: Paltridge, B. (2001). *Genre and the Language Learning Classroom*, **Chapters 1 & 2**;
Thornbury & Slade, Ch 5; Critchley, genre of self introductions

January 28 Begin Assessing Scholars
Genre based-approaches to teaching
Readings:

February 4 Evaluating Scholars
Practice teach session
WE WILL HOLD **ANOTHER PRACTICE TEACH** THIS WEEK BASED ON AVAILABILITY.

Journal 3: What did I learn from assessing scholars? from my practice teach?

Weeks of Feb. 11 – April 8 Teach

-During this time, we will meet weekly as a group for one hour to provide support and feedback to each other. Previous interns have found this essential to their well-being and development.

-I will videotape each of you teaching starting first week, and we will do a video protocol together. 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.

-I will do additional observations after this is necessary or welcomed.

-You will write weekly teaching journals during this time (no journal week of video protocol).

This is essential for you to do your narrative inquiry project.

April 15: Meet together again as a class in Burlington. Debriefing activities. How to approach the Narrative Inquiry Project.

Teaching Philosophy Due

April 22: Final meeting as a class

Narrative Inquiry Projects Due