

TSL 4940: The Internship

Course Information

Spring 25: **January 13th – April 23rd**
 Tuesdays, Periods 9-10 (4:05 PM - 6:00 PM)
 Thursdays, Period 10 (5:10 PM - 6:00 PM)
 2306 TUR

Instructor: Paula Golombek, PhD
 pgolombek@ufl.edu
 (352) 294-7459
 Office Hours: T 10:30-12:00
 R 2-3:30
 BUT also as needed given that you're teaching!

Office Location: Turlington 4131 F
Zoom link: <http://ufl.zoom.us/j/93816857163>

Course Description

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This course takes you through the process of being/becoming an ESL teacher in the TESL Internship experience. It has been designed to provide instructional support and professional mentoring for you as a novice teacher. Throughout the semester, you will participate in the various instructional and professional development activities common to ESL teachers/teaching as you collaboratively design and teach an English course appropriate for Visiting Scholars at the University of Florida.

Course Structure

For the **FIRST 4 WEEKS**, we will be meeting **on Tuesdays and Thursdays at our scheduled times** (January 14 through February 6).

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. (**Workshop 1 is February 11 through March 11; Workshop 2 is March 25-April 17**). We will meet after the first

workshop ends and before spring break during our regular time to debrief and revise for Workshop 2 (March 7).

After your teaching ends, we will meet on Tuesday April 22nd at our normal scheduled meeting to have a celebratory dinner on our last day of class.

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, grounded 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 very 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).

1. **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 a face threatening activity, you will receive invaluable feedback that will help you get ready for the adventure ahead, as well as learn from watching your classmates. You should get your lesson plan for the practice teach approved with me by at least two days ahead of time, so your PT experience is a fruitful one. **Assessed as D/ND (done/not done). Starting week 3 if anyone is ready. Otherwise done during week 4.**

2. **Design and Teach a Course (25%):**

You will examine aspects of the educational, institutional, and social setting of your instructional context (to learn more about the Visiting Scholars). You will co-design and co-teach a 4-week workshop on a focused topic for a group of Visiting Scholars, which meets 2X/week. You will then teach this workshop again to a new group of students. Each of 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. We will have a break from teaching between the workshops (week 9). Throughout the semester, there will be specific course assignments to support you in your development as a teacher (see other course assignments). You will be

responsible for a group of learners, so teaching in the internship is quite different from taking a class.
Assessed as D/ND (done/not done)

3. **“Tiny Talks” (25%):** After every class that you teach, you and your ‘reflection partner’ will de-brief by engaging in a “tiny talk”. A “tiny talk” is a 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. This is a way for you to get out the emotions of teaching, self-reflect and evaluate yourself, and help me understand how to guide you. **Assessed as D/ND (done/not done). Due within 24 hours after each teaching session. (begin and ends with teaching workshops)**

Process: After you teach, you and your partner will ‘do’ your tiny talk. You should 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). Use the pedagogical concepts we discuss over the semester to understand what you experienced differently and in increasingly teacherly/sophisticated ways.

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!’. Describe what you’re hearing/seeing through any pedagogical concepts that are relevant.

4. **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 shaped what you do/did. **Assessed as D/ND (done/not done). Done within your first or 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.

5. **E-portfolio or Narrative of your Learning (15%):** Depending on what the next step in your professional life is, you will have a choice in this assignment. If you are planning on teaching, I encourage you to put together an e-portfolio that you could use as you explore job possibilities. This can be a real asset in your search for teaching programs, etc. If you don't feel as though this would be helpful, I encourage you to write a narrative of your learning, including how you have changed as a person/student through this experience, what you learned, and how what you have learned might help you in the future. **Graded according to rubrics.**

Lesson Plans: 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). Graded according to rubric.**

See below for UF grading.

Grading

Course Assignments and Grading

Assignment	Points
Conception of Teaching	15
Design and Teacher Course	25
Practice Teach	5
Tiny Talks	25
DVP and Plan of Action	15
E-Portfolio	15

TESL CERTIFICATE COMPLETION: 3
LESSON PLANS

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

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., & Rieker, J. (Eds.) (2025). *Transformative L2 Teacher Education Innovations: Insights from Vygotskian Sociocultural Theory*. NY: Routledge.

Johnson, K.E. & Golombek, P. R. (2020). Informing and transforming language teacher education. *Language Teaching Research*, 24 (1), 116-127.

Johnson, K. E. & Golombek, P. R. (2016). *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. NY: Routledge.

Language Teacher Narrative Inquiry:

Golombek, P.R. & Johnson, K.E. (2021). Recurrent restorying through language teacher narrative inquiry. *System*, 102.

Golombek, P.R. & Johnson, K.E. (2017). Re-conceptualizing Teachers' Narrative Inquiry as Professional Development. *Profile*, 19, pp. 15-28.

Johnson, K. E. & Golombek, P. R. (2011). The transformative power of narrative in second language teacher education. *TESOL Quarterly*, 45, pp. 486-509.

Johnson, K. E. & Golombek, P. R. (2002). (Eds.). *Teachers' narrative inquiry as professional development*. NY: Cambridge University Press.

Tiny talks:

Golombek, P. R. (2025). Tiny talks as an intentional mediational space: 'Listening' to how novice language teachers think/feel together. In Johnson, K.E., Golombek, P.R., & Rieker, J. (Eds.). *Transformative L2 Teacher Education Innovations: Insights from Vygotskian Sociocultural Theory*. New York: Routledge.

Golombek, P. (2022). Expansive mentoring in language teacher education through *tiny talks*: The troika ZPD. *The European Journal of Applied Linguistics and TESL*, 11(1), 23-44.

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.

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.

Your responsibilities as a student in this class to yourself and others AND to the students you will be teaching!

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 four 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. If you fall ill or have an emergency, please contact me immediately. If you cannot teach and your partner is teaching for you, PLEASE INFORM ME.

Complete the Readings

The readings 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 development and success as a 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.

Gator Evals

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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.

Week & Dates	Focus	To do	Due Dates
Week 1 Jan. 14	Introduction to the Internship Overview of what the semester entails: workshop format and focus; goals; partners; requirements, etc. Personal stories: What in your personal &	Be prepared to talk about yourself. Why are you doing the TESL Certificate? What is your personal history with language learning/teaching? What are your motives/goals for doing the certificate? <hr/>	

	educational life brings you here?		
		Meet with your partner and discuss the course content. Begin designing lesson plans. See me for advice! NO ONE can do this on their own!	
Week 2 Jan. 21	Concepts of teaching: Pedagogical concepts: Orienting, engineering participation, teaching off your students	Read materials online. Continue to design your workshop lesson plans. Dialogue with your partner and me!	
Week 2	<u>Pre-assessments</u>	Continue to design lesson plans. Dialogue with your partner and me!	
Week 3 Jan 28		Create an orientation for your first day of teaching. Create a pre-assessment on some of your course content to gain a sense of what your students' knowledge base is	Share your orientation and pre-assessments with me via email or come see me.

Week 3	<p>Developing our concepts of teaching/learning</p> <p>Practice Teach if someone is ready!</p>	<p>Prepare your lesson for the practice teach.</p> <p>Prepare your course. See me!</p>	<p>You should be sharing your practice teach lesson plan with me this week to ensure you have a confidence building time doing your practice teach!</p> <p>Share your orientation with me. It should be part of your Practice Teach</p> <p>You and your partner should check your pre-assessment with me so you can send next week to students.</p>
Week 4 Feb 4	Practice Teach	Practice Teach	<p>Practice Teach ready to go!</p> <p>Send your pre-assessment to your students!</p> <p>Email or tell me what your beginning of</p>

			class routines are going to be
Week 4	Practice Teach	Practice Teach Prepare your course. Prepare your lesson for the practice teach. Revise your lessons after the practice teach. See me!	Practice teach
Week 5			
1st Workshop Series Weeks 5-8 Feb. 11 – March 11	You will each teach two weeks during this workshop every other week. Note that first Tuesday is meet and greet, so you will be teaching on a Thursday/Tuesday schedule	Tiny talks done after each teaching session.	Tiny talks done after each teaching session and sent to me within 24 hours for feedback.
FEB 11	BOTH “TEACH”	Get to know your students and pre-assessments	
FEB 13 FEB 18	PARTNER 1 TEACHES	Tape yourself teaching. You can do this from day one and determine whether you’d like to use your first or second day of teaching. If you need	Dialogic Video Protocol of a day of your first week of teaching. Can be done that week or the following one.

		equipment, let me know!	
Week 6 Feb 20 Feb 25	PARTNER 2 TEACHES	Tiny talks done after each teaching session. Tape yourself teaching. You can do this from day one and determine whether you'd like to use your first or second day of teaching. If you need equipment, let me know!	PARTNER 1 SHOULD HAVE DONE DVP LAST WEEK OR WILL DO BY END OF THIS WEEK
Week 7 Feb 27 March 4	PARTNER 1 TEACHES	TINY TALKS	
Week 8 March 6 March 11	PARTNER 2 TEACHES	TINY TALKS	PARTNER 2 SHOULD HAVE DONE DVP LAST WEEK OR WILL DO BY END OF THIS WEEK
Week 9 March 13 Return at normal class time to connect and revise for 2nd workshop!		MEET IN OUR SCHEDULED CLASSROOM AND AT SCHEDULED CLASS TIME ON THURSDAY	
SPRING BREAK	No class March 18 th and 20 th		

<p>2nd Workshop Series Weeks 11-14 March 25-April</p> <p>March 25 & 27</p>	<p>You will each teach two weeks during this workshop every other week.</p> <p>PARTNER 1 TEACHES</p>	<p>Tiny talks done after each teaching session.</p> <p>If you want a second DVO, tape yourself teaching. It could be the same lesson you did your original DVP on or not. Your choice!</p>	<p>Tiny talks done after each teaching session and sent to me within 24 hours for feedback.</p> <p>If you want a recommendation, a second DVP is necessary for me to write about you as a teach. Videotape a day of teaching you choose and set up a viewing date with me.</p>
<p>WEEK 12 April 1 & 3</p>	<p>PARTNER 2 TEACHES</p>	<p>TINY TALKS</p> <p>Tape yourself teaching. It could be the same lesson you did your original DVP on or not. Your choice!</p>	
<p>WEEK 13 April 8 & 10</p>	<p>PARTNER 1 TEACHES</p>	<p>TINY TALKS</p>	
<p>WEEK 14 April 15 & 17</p>	<p>PARTNER 2 TEACHES</p>	<p>TINY TALKS</p>	
<p>Week 15 April 22</p>	<p>Celebration! Debriefing of the semester!</p>		

April 25	How have I developed as a teacher?		3 Lesson Plans for Certificate Program
April 30			E-Portfolio or Narrative due