

## ***TSL 4940 -- The Internship***

**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:

- learn about and participate in instructional activities of experienced ESL teachers,
- design, in collaboration with others, a course appropriate for Visiting Scholars,
- create and teach appropriate instructional activities and materials for your course,
- 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, and
- reflect on and learn about your own professional development as L2 teachers.

**Text:** There is no required textbook, but required readings are provided as links.

**Course Requirements:** These assignments, based in the Vygotskian Sociocultural Theory that informs my teaching, have been developed in a highly systematic and intentional way. My goal is for you to develop as a teacher. As a result, they focus on development rather than evaluation.

**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 your goals for the semester are. This requirement makes explicit your ‘teaching philosophy’, which you will need to be able to articulate in some form if you plan to teach abroad or in the US. You will re-write, with feedback, till satisfactory. **Assessed as Satisfactory (S)/Unsatisfactory (U). Due September 8<sup>th</sup>.**

- 2. “Tiny Talks” (10%) :** After you teach, you and your ‘reflection partner’ will de-brief by engaging in 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. **Assessed as D/ND (done/not done). Due after each teaching session.**

**Process:** You will set up a regular zoom link, so you and your partner can tape your tiny talk. Your tiny talk should be 6-12 minutes long. You will share your link with me, so I can listen and

learn about what you are experiencing. 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).

**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!’.

- 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). You will develop a five-week length workshop for a group of Visiting Scholars, which meets 2X/week. The first week will focus on getting to know your students and pre-assessment of student knowledge on your instructional focus. You will have four weeks of instruction: 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. Throughout the semester, there will be specific benchmarks (course assignments and discussion board posts) that you must complete to be developed during our synchronous class time. These assignments will all form part of the curriculum you will enact in your workshop!

**Assessed as D/ND (done/not done)**

- 4. Practice Teach (5%):** Before you begin teaching, each of you will do a **Practice Teach** (30 minutes) online 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 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). Done during Module 6.**
- 5. 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 shapes what you do/did. **Assessed as D/ND (done/not done). Done first week of teaching.**

6. **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 tiny talks, 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 development as a teacher. You will identify specific areas of development and trace that development. **Due December 8<sup>th</sup>. Graded according to rubric.**
  
7. **Lesson Plans (20%):** 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). Due December 15<sup>th</sup>. Graded according to rubric.**