

## Curriculum Vitae

Paula R. Golombek  
Clinical Associate Professor, Linguistics  
Coordinator, Undergraduate TESL Certificate Program  
University of Florida

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Gainesville, FL 32605  
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4131 Turlington Hall  
PO Box 115454  
Gainesville, FL 32611-5454  
352-294-7459  
pgolombek@ufl.edu

### EDUCATION

The Pennsylvania State University 1990 - 1995  
Ph.D. (December 1995)  
Department of Speech Communication  
Dissertation Title - "The Expression of Second Language Teachers' Personal  
Practical Knowledge in Narrative and Practice"

The Pennsylvania State University 1989 - 1990  
Master of Arts: Teaching English to Speakers of Other Languages

Boston College 1983 - 1986  
Master of Arts: Political Science

Regis College 1979 - 1983  
Bachelor of Arts: Major in Political Science; Minor in Spanish  
Summa cum laude

Catholic University Summer 1985  
Lublin, Poland

### PROFESSIONAL APPOINTMENTS

#### University of Florida

Clinical Associate Professor in Linguistics  
Coordinator, Undergraduate TESL Certificate Program 1/1/09-present

#### The Pennsylvania State University

Senior Lecturer in Applied Linguistics 2001-1/1/09  
ITA Program Coordinator 1999-1/1/09

*Other Academic and Administrative Positions:*

Fixed Term Instructor: Speech Communication & Humphrey Program Seminar Coordinator	1998 - 2000
Visiting Assistant Professor/Speech Communication: Program in English as a Second Language	1997 - 1998
Fixed Term Instructor: Speech Communication	1994 - 1997
Fixed Term Instructor: Intensive English Conversation Program	1995 - 1996
Teaching Assistant: Speech Communication	1993 - 1994
Teaching Assistant: English as a Second Language	1989 - 1993
Assistant Director: Humphrey Program	1988 - 1989

## **PUBLICATIONS**

### **Books**

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

### **Edited Books**

Johnson, K. E. & Golombek, P. R. (2010). (Eds.) *Research on second language teacher education: A sociocultural perspective on professional development*. NY: Routledge.

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

### **Journal Articles**

Johnson, K.E. & Golombek, P. R. (forthcoming). Informing and transforming language teacher education. *Language Teaching Research*.

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

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. & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher development. *Teaching and Teacher Education*, 39, 102-111.

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

Golombek, P. & Rehn Jordan, S. (2005). Becoming “black lambs” not “parrots”: A postructuralist orientation to intelligibility and identity. *TESOL Quarterly*, 39, 513-533.

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.

Johnson, K. E. & Golombek, P. R. (2003). ‘Seeing’ teacher learning. *TESOL Quarterly*, 37, 729-737.

Golombek, P. R. (1998). A Case Study of Second Language Teachers' Personal Practical Knowledge. *TESOL Quarterly*, 32, 447-464.

Golombek, P. (1994). Putting Teachers Back Into Teachers' Knowledge. *TESOL Quarterly*, 28, 404-407.

### **Book Chapters**

Golombek, P. R. & Johnson, K.E. (in press). Materializing a Vygotskian-inspired language teacher education pedagogy, In S. Mann & S. Walsh (Eds.). *The Routledge Handbook of English Language Teacher Education*, NY: Routledge.

Johnson, K.E. & Golombek, P.R. (in press). Making L2 Teacher Education Matter Through Vygotskian-Inspired Pedagogy and Research, In J. Lantolf, M. Poehner, & M. Swain (Eds). *The Routledge Handbook of Sociocultural Theory and Second Language Development*. NY: Routledge.

Golombek, P. (2017). Innovating my thinking and doing of language teacher education through *identity-in-activity*. In Gregersen, T. & MacIntyre, P. (Eds.). *Exploring innovations in language teacher education: Transformational theory and practice*. Cham, Switzerland: Springer.

Golombek, P. (2016). Grappling with language teacher identity. In G. Barkhuizen (Ed.). *Reflections on language teacher identity research*. NY: Routledge.

Johnson, K.E. & Golombek, P. R. (2013). A tale of two mediations. Tracing the Dialectics of Cognition, Emotion, and Activity in Novice Teachers’ Practicum Blogs. In G. Barkhuizen (Ed.). *Narrative Research in Applied Linguistics*. Cambridge University Press

Golombek, P. R. (2010). 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.

Johnson, K. E. & Golombek, P. R. (2010). A sociocultural theoretical perspective on teacher professional development. In K. E. Johnson & P. R. Golombek (Eds.). *Research on second language teacher education: A sociocultural perspective on professional development* (pp. 1-12) NY: Routledge.

Golombek, P. (2009). In J. C. Richards & A. Burns (Eds.). Personal Practical Knowledge in L2 Teacher Education. *Cambridge Guide to Second Language Teacher Education*. (pp. 155-162) Cambridge: Cambridge University Press.

Thorne, S. L., Reinhardt, J., & Golombek, P. (2008). Mediation as objectification in the development of professional discourse: The case of International Teaching Assistants. In J. P. Lantolf & M. E. Poehner (Eds.). *Sociocultural Theory and the Teaching of Second Languages*. London: Equinox.

Johnson, K. E. & Golombek, P. R. (2002). Inquiry into experience: Teachers' personal and professional growth. In Johnson, K. E. & Golombek, P. R. (Eds.). *Teachers' narrative inquiry as professional development*. (pp. 1-14) NY: Cambridge University Press.

Golombek, P. R. (2000). Promoting Sense-making in L2 Teacher Education. In K. E. Johnson (Ed.) *Case Studies in TESOL Practice -Teacher Education*. (pp. 87-104) Alexandria, VA: TESOL.

### **Encyclopedia entries**

Golombek, P. (2018). Narratives, Identity, and Institutions. *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons.

### **Instructional Texts**

"Public Speaking for Non-native Speakers: A Handbook for Instructors" to accompany The Art of Public Speaking by Stephen E. Lucas, McGraw Hill. Co-authored with Karen E. Johnson, (1995).

### **Book Reviews**

(1998). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, by M. Celce-Murcia, D. M. Brinton, & J. M. Goodwin. In *Modern Language Journal*, 82, 274-275.

(1998). *Writing in Multicultural Settings*, by Carol Severino, Juan Guerra, & Johnnella Butler (Eds.). In *The Writing Center Journal*, 18, 71-73.

(1992). *Second Language Research Methods*, by Herbert W. Seliger & Elana Shohamy. In *Language Learning*, 42, 423-428.

## INVITED TALKS, LECTURES & PRESENTATIONS

- 2017 *English Language Teacher Emotions as Catalysts for Professional Growth*,  
XIII Foro de Estudios en Lenguas Internacional (FEL), University of Quintana Roo,  
Chetumal, Mexico, October 4
- 2017 *Responsive Mediation in Learning to Teach*, with Karen E. Johnson,  
10<sup>th</sup> International Conference on Language Teacher Education, UCLA, Los Angeles, CA,  
February 2
- 2016 *ESOL Teacher Emotions as Catalysts for Professional Growth*,  
36<sup>th</sup> Maryland TESOL Annual Conference, Columbia, MD, November 12
- 2016 *Responsive Mediation in the Learning-to-Teach Experience of ESL Teachers*,  
1<sup>st</sup> Congreso Internacional de Formadores en la Enseñanza de Lenguas, La Benemérita  
Universidad Autónoma de Puebla (BUAP), Puebla, Mexico, November 17
- 2014 *Enhancing our teaching practice and profession through narrative self-inquiry*,  
49<sup>th</sup> Annual Convention of ASOCOPI, Universidad Pedagógica y Tecnológica de  
Colombia, Duitama, Colombia. October
- 2013 *Expression of emotions in novice teachers' narratives as growth points in their  
professional development*,  
V Coloquio Internacional sobre Investigación en Lenguas Extranjeras, Universidad  
Veracruzana, Ciudad de Veracruz, Mexico, June 27-29
- 2013 Developing language teachers' commitment to teaching through self- and collaborative  
student-inquiry  
First Colloquium of Interdisciplinary Teacher Education in Foreign Languages  
(CIFLEX), at the First Colloquium of Interdisciplinary Teacher Education in Foreign  
Languages (CIFLEX), Universidad de San Buenaventura, Cartagena, Colombia, October  
31- November 2
- 2012 *The Process and Products of Narrative Inquiry*  
IV<sup>th</sup> International Colloquium on Research in Foreign Languages, Universidad Nacional  
de Colombia, Bogota, Colombia. September 13-15
- 2012 *The Transformative Power of Teacher-Authored Narratives in Language Teacher  
Professional Development*  
Symposium on English Language Teaching in the Kingdom of Saudi Arabia: Realities  
and Challenges, Al-Imam Muhammad Ibn Saud Islamic University,  
Riyadh, KSA. April 9-11
- 2010 *Using Dynamic Assessment to promote inclusiveness in second language learning and*

*teaching*

Asociación Colombiana de Profesores de Inglés (ASOCOPI), Universidad Simon Bolivar, Baranquilla, Colombia

- 2006 *Corpus-informed instruction and academic discourse awareness in an ITA Program: Learning to use symbolic power responsibly in the classroom*  
Mid-Atlantic International Teaching Assistant Conference (MAITA), Temple University, Philadelphia, PA
- 2006 *Capturing the Wind: The Value of Teacher Narratives for L2 Teacher Educators and Researchers*  
Sociedad Nacional de Profesores de Lenguas Extranjeras en la Enseñanza Superior (SONAPLES), Concepcion, Chile
- 2006 *Capturing the Wind: The Value of Teacher Narratives for L2 Teacher Educators and Researchers*  
English Summer Town, Santiago, Chile

## **RESEARCH AND CONFERENCE PRESENTATIONS**

- 2018 TESOL, *Reconceptualizing Language Teachers' Narrative Inquiry as Professional Development*, with Karen E. Johnson, March 30, Chicago, IL.
- Research and Practice: More Than Meets the Eye*, Panel March 28  
*Sustaining Dialogues About the Knowledge-Base of Language Teacher Education*, March 28  
*What Works in Professional Development: Research, Practice, and Evaluation*, Panel, March 30
- 2017 TESOL, *Responsive Mediation in Learning-to-Teach*, with Karen E. Johnson, March 21-24, Seattle, WA.  
*The Mentoring Process: Enriching Individual Professional Growth*, Panel.
- 2017 *Transforming Understanding of Students and Teaching Through "Tiny Talks"*, with Patrick Klager, 10<sup>th</sup> International Conference on Language Teacher Education, February 2-4, UCLA, Los Angeles, CA
- 2015 American Association of Applied Linguistics, Toronto, Canada, March 21-24  
*Embracing the complexities of language teacher cognition: Revisiting the territory*, Co-Presenter, Anne Burns  
Colloquium: Towards a New Wave of Teacher Cognition Research in Applied Linguistics: Revisiting the Territory, Redrawing the Boundaries, Reclaiming the Relevance

*Sociocultural theoretical perspectives on mediation and the development of beginning teacher identity*

Colloquium: Advancing the Teacher Research Identity Agenda: Theoretical and Methodological Innovations

- 2013 *Reconceptualizing “stages” of novice L2 teacher development through Vygotskian dialectics: Responsive teacher educator mediation to push development*  
American Association of Applied Linguistics, Dallas, Texas, March 16-19

- 2012 *L2 teacher emotions as a functional component of teacher development*  
IVth International Colloquium on Research in Foreign Languages, at the Universidad Nacional de Colombia, Bogota, Colombia September 13-15

- 2012 *Dynamic assessment in L2 teacher education: The Use of Video Protocols*  
Symposium on English Language Teaching in the Kingdom of Saudi Arabia: Realities and Challenges, April 9-11, 2012, Al-Imam Muhammad Ibn Saud Islamic University, Riyadh, KSA

- 2011 *The transformative power of narrative in L2 teacher education*, with Karen Johnson,  
International Language Teacher Education Conference, Minneapolis, MN

*Unifying emotion, cognition, and activity in language teacher development*, with Meredith Doran, International Language Teacher Education Conference, Minneapolis, MN

*When the “cared-for” does not want to be cared for*, International Language Teacher Education Conference, Minneapolis, MN

- 2010 *Supporting teachers’ professional development through narrative inquiry during mandated reform movements*, ASOCOPI, Baranquilla, Colombia

- 2009 *Dynamic assessment in L2 teacher education: The use of video protocols*, 6<sup>th</sup>  
International Language Teacher Education Conference. George Washington University, Washington, DC

- 2007 *A corpus-informed pedagogical innovation for ITAs*, with J. Reinhardt and S. Thorne  
TESOL, Seattle, WA

*Mediation as objectification in the development of professional discourse: The case of ITA*, with S Thorne and J. Reinhardt, American Association of Applied Linguists, Long Beach, CA

- 2006 *Journal Writing within an “ethic of caring”*  
Colloquium entitled Reflective Journal Writing in Teacher Education. TESOL.  
Baltimore, MD
- 2005 *Learning between teacher and supervisor through journal writing*, with Susan Bobb,  
Voice and Vision in Language Teacher Education conference, Minneapolis, MN
- 2004 *The Action Research Challenge to Teacher Educators*, with Julian Edge. TESOL, Long  
Beach, CA
- Continuing Professional Development*, with Jim Runner, Ross Fenske, and Pat Herrick  
TESOL, Long Beach, CA.
- Narrative Inquiry as Mediatonal Space*, with Karen Johnson. American Association of  
Applied Linguists, Portland, OR.
- 1999 *How MATESL students make sense of theory*. TESOL, NY, NY
- 1995 *Tapping into teachers' tacit knowledge through teacher-researcher collaboration*, with  
Joanne Kozyrev & Stacie Wagner, TESOL, Long Beach, CA
- 1994 *Learner-centered connections between John Dewey and communicative language  
teaching*, TESOL, Baltimore, MD

#### **Academic Sessions and Discussions**

- 2008 Invited participant for Second Language Writing and Teacher Education Intersection  
entitled “Training Second Language Writing Teachers”, TESOL, NY, NY
- 2005 Organized and participated Teacher Education Interest Section Academic Session  
entitled “The Experienced Teacher and Renewing Professional Expertise”, TESOL, San  
Antonio, TX. “Regaining expertise through computer-mediated interaction”
- 2005 Invited participant for Speaking, Pronunciation, and Listening Interest Section Academic  
Session entitled “Perspectives on Accent and Identity”, TESOL, San Antonio, TX.  
“Establishing legitimacy when “intelligibility” is not enough”
- 2002 Challenging Native Speaker Models in Teacher Education  
Discussion offered at TESOL, Salt Lake City, Co-Discussant Mary Jeannot
- 1995 Invited participant for the Teacher Education Interest Section Academic Session entitled  
"Transfer in Second Language Teacher Education", TESOL, Long Beach, CA.  
“Teachers' Personal Practical Knowledge and the Issue of Transfer in Teacher Education”



## **TEACHING EXPERIENCE**

### ***Graduate Courses:***

APLNG 595	Internship for Teaching Assistants (PSU)
APLNG 410	Teaching American English Pronunciation (PSU)
APLNG 412	Teaching Second Language Writing (PSU)
APLNG 597C	Second Language Reading (PSU)
LING 597C	Second Language Teacher Education (Applied Linguistics Institute, Summer 2005, 2009 PSU)
LIN 5741	Applied English Grammar (UF)
SPCOM 493	Teaching English as a Second Language (PSU)
SPCOM 497G	Thesis and Dissertation Writing for Nonnative Speakers of English (PSU)
SPCOM 482 DEW	Introduction to Applied Linguistics (PSU)
SPCOM 497.42	Cross-cultural Communication: Theory and Practice (PSU)
TSL 6370	Materials and Techniques for TESL I
TSL 6371	Materials and Techniques for TESL II

### ***Undergraduate Courses:***

SPCOM 100A	Effective Speech (PSU)
SPCOM 100B	Effective Speech--Small Group Focus (PSU)
LIN 3680	Modern English Structure (UF)
TSL 3360	Introduction to TESL (UF)
TSL 3378	Pronunciation for TESL (UF)
TSL 4940	Internship for TESL (UF)

### ***ESL Courses:***

SPCOM 015	ESL: Rhetoric and Composition
ESL 114	Basic ESL
ESL 115	ESL: Speaking and Listening
ESL 116	ESL: Reading and Writing
ESL 118	ESL for Teaching Assistants II
SPCOM 296G.01	Tutorial Dissertation Writing for Nonnative Speakers of English
IECP	Level 2 Reading, Level 3 Writing, Level 4 Writing and Grammar
	Intensive English and Teaching Assistant Training for Scientists

### **Course Development**

SPCOM 497G	Thesis and Dissertation Writing for Nonnative Speakers of English (PSU)
IECP	Intensive English and Teaching Assistant Training for Scientists (PSU)
SPCOM 597C	Teaching Second Language Writing (PSU)
SPCOM 595	Internship in Intercultural Communication (PSU)
TSL 3378	Pronunciation for TESL (UF)

TSL 4940                      Internship for TESL (UF)  
TSL 3360                      Online version of Introduction to TESL(UF)

### **Test Development**

The Pennsylvania State University Engineering SPEAK Test  
College of Engineering English Language Competency Initiative  
Continued Development of the American English Oral Communication Proficiency Test, The Pennsylvania State University

### **SEMINAR AND WORKSHOP ACTIVITY**

Universidad Autonoma de Chiapas, Qualitative Research in Language Teacher Education , Tuxtla, Mexico, June 7-10, 2017

La Benemérita Universidad Autónoma de Puebla (BUAP), Responsive Mediation, Puebla, Mexico, November 16, 2016

36<sup>th</sup> Annual Maryland TESOL Conference, Using Your Emotions to Enhance Your Teaching. November 12, 2016, Columbia, MD

American University, Exploring the Practices of Second Language Teacher Education, with Karen Johnson, June 29-July 2, 2015

Universidad Veracruzana, Writing a Literature Review, Xalapa, Mexico, June 2013

La Benemérita Universidad Autónoma de Puebla (BUAP), Conducting Narrative Research, Puebla, Mexico, March 2013

Universidad de Chile: Content Based Instruction, Santiago, Chile, January 2006

The Pennsylvania State University:Second Language Teacher Education, Applied Linguistics Institute, Summer 2005, 2009

Pronunciation and Listening Comprehension, Applied Linguistics Institute, Summer 2005, 2009

Teachers' ways of knowing and learning. Workshop presented at TESOL, Baltimore, MD, Co-Leaders Julian Edge, Karen Johnson, and Bill Johnston, March, 2003

Developing Written Expression in English for NonNative Graduate Students, Spring 1997

Basic Principles of Tech Writing in English for NonNative Graduate Students, Spring 1997

Panel Organizer and Moderator: Issues in Teaching in the Multi-Cultural Speech Communication Class, November 1994.

Panel Participant: International Teaching Assistants Enculturation into the American Classroom.  
Instructional Preparation for Teaching Assistants University-Wide Orientation, 1991.

Program Participant: 3rd Annual Conference on the Training and Employment of Teaching Assistants, San Antonio, Texas 1992.

## **HONORS AND AWARDS**

College of Liberal Arts Teaching Award, UF	2011/2012
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Schreyers' Award, Penn State	2006
Developing Academic Discourse Competence in International Teaching Assistants through Corpus-mediated Instruction. Proposed with Steve Thorne and Jon Reinhardt. \$11,800.	

Graduate Assistant Award for Outstanding Teaching, Penn State University-Wide Award	1992
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Pew Foundation Teaching Award, Penn State	1992
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## **PROFESSIONAL ACTIVITIES**

### **Editorial Boards"**

<i>TESOL Quarterly</i> , Editorial Board	2010-2013
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<i>Profile</i> , Scientific Committee	2011-present
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<i>Korea Association of Multi-Mediated Language Learning</i> , Editorial Board	2012-present
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<i>Signum: Estudos da Linguagem</i> , Editorial Board	2013-present
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<i>TESOL Quarterly</i> , Co-Editor, Brief Reports and Summaries	2002 - 2005
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### **Conferences reviewed for:**

American Association of Applied Linguistics (AAAL)  
American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs  
International Seminar on the Professional Development of Foreign Language Teachers, Universidad de Antioquia, CO  
Conference strand co-organizer, teacher education, SLRF  
Language Teacher Education Conference  
Teachers of English to Speakers of Other Languages (TESOL)

**Other professional service:**

TESOL Teacher Education Interest Section – Chair 2005-2006

TESOL Teacher Education Interest Section – Chair-elect 2004-2005

Trained PSU SPEAK rater  
Educational Testing Service, 1992 – 1993  
Conducted three pilot studies for revision of the SPEAK

Mid-State Literacy 1990  
Trained literacy volunteers to work with ESL students

**GRADUATE STUDENTS****PhD committees chaired**

Jean Ferguson, 2008. Applied Linguistics, Penn State, Explicit Second Language Vocabulary Learning: An Investigation of a Gloss-Embedded Text Plus Form, Meaning, and Use Exercises Placement: Garden City Community College, Garden City, KS

Bader M. Alhoshan, 2014. Linguistics, University of Florida, Affordances and Constraints in an ESL Reading Classroom: A Study of Four Saudi Students Cases.

Placement: Institute of Public Administration, Riyadh, Saudi Arabia

Dongyoung Kim. 2015 Linguistics, The Impact of Genre-Based Pedagogy for Military English Writing at the Korean Naval Academy, University of Florida. Co-chair: Steffanie Wulff

Placement: Korean Naval Academy, South Korea

Divya Chaudry. 2016 Linguistics, University of Florida, Barriers in transforming vision to reality: a sociocultural perspective on mediating practices in a pre-recorded teacher education program in India;

Placement: Lecturer at Center for Languages and Intercultural Communication at Rice University,

**International PhD dissertation committees**

Kangxian Zhao. 2012. OISE. Chair: Antoinette Gagne

Internationally Educated Teachers in Canada: Transition, Integration, Stress, and Coping Strategies

Paloma Calderon Avendano in Education. 2016. University of Auckland, NZ. Chairs: Judy Parr and Constanza Toloso

Addressing EFL Teachers' Cognitions and Practices About Oral Interaction Through a Professional Development Programme in Chile

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

TESOL - Teachers of English to  
Speakers of Other Languages

1991 - present

AAAL – American Association of  
Applied Linguists

2004 – present

**COMMUNITY VOLUNTEER WORK**

Assisted in the development of Hebrew curriculum and  
professional development for Hebrew language teachers  
for Congregation Brit Shalom, State College, PA

2005-2009