

## **Curriculum Vitae**

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

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### **EDUCATION**

The Pennsylvania State University Ph.D. (December 1995) Department of Speech Communication Dissertation Title - "The Expression of Second Language Teachers' Personal Practical Knowledge in Narrative and Practice"	1990 - 1995
The Pennsylvania State University Master of Arts: Teaching English to Speakers of Other Languages	1989 - 1990
Boston College Master of Arts: Political Science	1983 - 1986
Regis College Bachelor of Arts: Major in Political Science; Minor in Spanish Summa cum laude	1979 - 1983
Catholic University Lublin, Poland	Summer 1985

### **PROFESSIONAL EMPLOYMENT**

<b>University of Florida</b> Clinical Associate Professor in Linguistics Coordinator, Undergraduate TESL Certificate Program	1/1/09-present
<b>The Pennsylvania State University</b> <i>Academic Positions:</i> Senior Lecturer in Applied Linguistics	2001-1/1/09

*Administrative Positions:*

ITA Program Coordinator 1999-1/1/09

*Other Academic and Administrative Positions:*

Fixed Term Instructor: Speech Communication 1998 - 2000

& Humphrey Program Seminar Coordinator

Visiting Assistant Professor/Speech Communication: 1997 - 1998

Program in English as a Second Language

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*: 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.

**Refereed Journal Articles**

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. (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.

### **Chapters in Referred Books**

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.

### **Chapters in Non-Referred Books**

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.

Golombek, P. (in press). Narratives, Identity, and Institutions *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons. (2,500 words)

### **Under Review**

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

Golombek, P. 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*. Springer.

### **Books and Articles Reviewed**

(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.

### **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).

## **CONFERENCE PRESENTATIONS**

### **Invited Plenary Speaker**

- 2014 49<sup>th</sup> Annual Convention of ASOCOPI, Enhancing our teaching practice and profession through narrative self-inquiry Universidad Pedagogica y Tecnologica de Colombia, Duitama, Colombia, October 2014
- 2013 V Coloquio Internacional sobre Investigación en Lenguas Extranjeras, Expression of emotions in novice teachers' narratives as growth points in their professional development, Universidad Veracruzana, Ciudad de Veracruz, Mexico, June 27-29
- 2013 First Colloquium Of Interdisciplinary Teacher Education In Foreign Languages (CIFLEX), Developing language teachers' commitment to teaching through self- and collaborative student-inquiry at the First Colloquium of Interdisciplinary Teacher Education in Foreign Languages (CIFLEX), Universidad de San Buenaventura, Cartagena, Colombia, October 31- November 2
- 2012 IVth International Colloquium on Research in Foreign Languages, The Process and Products of Narrative Inquiry, Universidad Nacional de Colombia, Bogota, Colombia September 13-15
- 2012 Symposium on English Language Teaching in the Kingdom of Saudi Arabia: Realities and Challenges, The Transformative Power of Teacher-Authored Narratives in Language Teacher Professional Development, Al-Imam Muhammad Ibn Saud Islamic University, Riyadh, KSA April 9-11, 2012
- 2010 Asociación Colombiana de Profesores de Inglés (ASOCOPI), Using Dynamic Assessment to promote inclusiveness in second language learning and teaching Universidad Simon Bolivar, Baranquilla, Colombia
- 2006 Mid-Atlantic International Teaching Assistant Conference (MAITA), Corpus-informed instruction and academic discourse awareness in an ITA Program: Learning to use symbolic power responsibly in the classroom, Temple University, Philadelphia, PA
- 2006 Sociedad Nacional de Profesores de Lenguas Extranjeras en la Enseñanza Superior (SONAPLES), Capturing the Wind: The Value of Teacher Narratives for L2 Teacher Educators and Researchers, Concepcion, Chile
- 2006 English Summer Town, Santiago, Chile  
Capturing the Wind: The Value of Teacher Narratives for L2 Teacher Educators and Researchers

## **Academic Sessions**

- 2008 Invited participant for Second Language Writing and Teacher Education Intersection entitled “Training Second Language Writing Teachers”, TESOL, NY, NY

### *Organized and presented*

- 2005 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”
- 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”

## **Paper Presentations**

- 2015 American Association of Applied Linguistics, Toronto, Canada, March 21-24  
Colloquium: Towards a New Wave of Teacher Cognition Research in Applied Linguistics: Revisiting the Territory, Redrawing the Boundaries, Reclaiming the Relevance  
Embracing the complexities of language teacher cognition: Revisiting the territory, Co-Presenter, Anne Burns
- Colloquium: Advancing the Teacher Research Identity Agenda: Theoretical and Methodological Innovations  
Sociocultural theoretical perspectives on mediation and the development of beginning teacher identity
- 2013 American Association of Applied Linguistics, Dallas, Texas, March 16-19  
Reconceptualizing “stages” of novice L2 teacher development through Vygotskian dialectics: Responsive teacher educator mediation to push development
- 2012 IVth International Colloquium on Research in Foreign Languages, at the Universidad Nacional de Colombia, Bogota, Colombia September 13-15  
L2 teacher emotions as a functional component of teacher development
- 2012 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

Dynamic assessment in L2 teacher education: The Use of Video Protocols

- 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. Washington, 6<sup>th</sup> International Language Teacher Education Conference. George Washington University, Washington, DC.
- 2007 A corpus-informed pedagogical innovation for ITAs. TESOL, Seattle, WA. Co-Presenters J. Reinhardt and S. Thorne.
- Mediation as objectification in the development of professional discourse: The case of ITAs. American Association of Applied Linguists, Long Beach, CA. Co-Presenters S. Thorne and J. Reinhardt.
- 2006 Journal Writing within an “ethic of caring” in a Colloquium entitled Reflective Journal Writing in Teacher Education. TESOL. Baltimore, MD
- 2005 Learning between teacher and supervisor through journal writing. Paper presented at Voice and Vision in Language Teacher Education conference, Minneapolis, MN. Co-Presenter Susan Bobb.
- 2004 The Action Research Challenge to Teacher Educators  
TESOL, Long Beach, CA. Co-Presenter Julian Edge.
- Continuing Professional Development  
TESOL, Long Beach, CA. Co-Presenters Jim Runner, Ross Fenske, and Pat Herrick.
- Narrative Inquiry as Mediational Space  
American Association of Applied Linguists, Portland, OR. Co-Presenter Karen Johnson.
- 1999 How MATESL students make sense of theory  
TESOL, NY, NY

- 1995 Tapping into teachers' tacit knowledge through teacher-researcher collaboration  
TESOL, Long Beach, CA. Co-Presenters Joanne Kozyrev & Stacie Wagner.
- 1994 Learner-centered connections between John Dewey and communicative language  
teaching, TESOL, Baltimore, MD

### **Discussions**

- 2002 Challenging Native Speaker Models in Teacher Education  
Discussion offered at TESOL, Salt Lake City, Co-Discussant Mary Jeannot.

## **TEACHING EXPERIENCE**

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

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

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

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

### ***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
IECP	Intensive English and Teaching Assistant Training for Scientists
SPCOM 597C	Teaching Second Language Writing
SPCOM 595	Internship in Intercultural Communication
TSL 3378	Pronunciation for TESL
TSL 4940	Internship for TESL
TSL 3360	Online version of Introduction to TESL

### **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 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:  
 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	2011/2012
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Schreyers' Award	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	1992
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University-Wide Award	
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Pew Foundation Teaching Award	1992
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### **PROFESSIONAL ACTIVITIES**

<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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TESOL Teacher Education Interest Section – Chair	2005-2006
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TESOL Teacher Education Interest Section – Chair-elect	2004-2005
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<i>TESOL Quarterly</i> , Co-Editor, Brief Reports and Summaries	2002 - 2005
Reviewer, Teacher Education Interest Section for TESOL	2000 – present
Reviewer, Language and Pedagogy for AAAL	2004

<i>TESOL Quarterly</i> Reviewer	1998 – 2002
Co-Editor of Brief Reports and Summaries in <i>TESOL Quarterly</i>	
Reviewer, Second Language Research Forum Conference	2004- present
Reviewer, Teacher Education Interest Section for TESOL Conference	1998-present
Reviewer, Voice and Vision in Language Teacher Education Conference	2005
<b>American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs</b>	2004-present
Reviewer, <i>Language Teaching Research</i>	2004-present
Reviewer, <i>Modern Language Journal</i>	2008-present
Reviewer, <i>Systems</i>	2010-present
Reviewer, <i>Teaching and Teacher Education</i>	2014
Reviewer, <i>Annual Review of Applied Linguistics</i>	2014
Reviewer, <i>English Australia</i>	2014
Reviewer, 5 <sup>th</sup> International Seminar on the Professional Development of Foreign Language Teachers, Universidad de Antioquia, CO	2014
Reviewer, AAAL Conference	2013
Conference strand co-organizer, teacher education, SLRF	2004
Teachers of English to Speakers of Other Languages (TESOL) Awards Committee	1996 – 1998
Trained PSU SPEAK rater Educational Testing Service, Conducted three pilot studies for revision of the SPEAK	1992 – 1993
Mid-State Literacy Trained literacy volunteers to work with ESL students	1990

### **UNIVERSITY SERVICE**

Reading Advisory Board. University of Florida, College of Education	2015-present
English Language Institute Advisory Board. University of Florida	2009-present
Consultant: College of Communications at Penn State. Helped in development of oral and written evaluation. Trained tutors to work with international students in the College of Communications.	
Supervisor: Development of a discipline-specific course for Chem ITAs	2005
Presentation for Writing Center TAs and English 005 tutors (graduate students in English) to provide information for working with ESL students.	2000 - 2009

Excellence in Writing Advisory Collective	1998 - 2009
Committee to Evaluate Fulbright Scholars The Pennsylvania State University Undergraduate Fellowships Office	1997, 1994
Panel Moderator/Participant Orientation Program for MA TESL students The Pennsylvania State University	1989 - 1991
Faculty Search Committee The Center for ESL The Pennsylvania State University	1992

### **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
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