

**CENTER FOR LANGUAGES, LITERATURES AND CULTURES**  
**DIVISION OF ARTS and HUMANITIES**  
**THE OHIO STATE UNIVERSITY**  
Combined Language GTA Training  
<http://cllc.osu.edu/graduate/gta-training>

**DATES:** Friday, August 9 - Friday, August 16, 2019

Afternoon program arranged by department.

**LOCATION:** 180 Hagerty Hall; elsewhere as specified

**COURSE GOALS:** The Combined Language GTA Training course is intended as the beginning of a continued process of professional development that will extend throughout your career. The lectures, teaching practica, and materials presented in the morning and afternoon sessions will provide you with the basic tools and understandings that you will need to begin your development as a teacher of language and culture in the university setting.

You will...

- become familiar with basic theoretical and practical issues surrounding the learning and teaching of beginning language to adults.
- become familiar with the characteristics of OSU students, programs, and resources.
- develop skills in planning, organizing, and presenting instruction.
- become familiar with common techniques, technologies, and materials used in language instruction.
- learn a variety of strategies for monitoring learning, assessing student progress, and providing appropriate feedback.
- become more aware of learner differences, styles, and strategies.
- reflect critically on your own teaching, provide support and constructive feedback to others, and learn how to manage your own professional development.

**\*\*EMAIL ACCOUNT ACTIVATION\*\*:**

You should have received mail on how to activate your email account at *my.osu.edu*. Please check *ocio.osu.edu* for further information. You must have an active OSU email to complete required Carmen trainings, some of which are required BEFORE the workshop begins.

OSU requires a dual authentication security system (<https://buckeyepass.osu.edu/>) that you must set up with your devices before you can access the site.

**Prior to the beginning of the workshop, new GTAs and lecturers should complete the following required online training modules in Carmen Canvas:**

1. **Disability Services** and accompanying quiz (approx. 25 minutes)
2. **Academic Rights and Responsibilities** and accompanying quiz (approx. 50 minutes)
3. **Human Resources Benefits** by Adam Keller (approx. 20 minutes) **Review in Carmen and YOU MUST POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00PM AUGUST 8<sup>TH</sup>.**
4. **First Lecture:** "The Fundamentals of Communicative Language Teaching"; Prof. Janice Aski. Review in Carmen and **YOU MUST POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00PM AUGUST 8<sup>TH</sup>.**

**(OSU requires a dual authentication security system (<https://buckeyepass.osu.edu/>) that you must set up with your devices before you can access the CARMEN CANVAS site.)**

You will all receive an email from the **OSU BuckeyeLearn** training system in the fall as it is required that all new employees complete the **Sexual Misconduct** online training. You should complete it as soon as possible. There is no required deadline. However, please email your department language director when you have completed this training to let them know.

## Friday, August 9, 2019

- 9:00-9:15 Welcome: **Introduction by Professor Glenn Martinez**, Director, Center for Languages, Literatures and Cultures; Remarks by **Dr. Garrett Heysel**, Associate Dean, College of Arts and Sciences
- 9:15 -9:45 Introduction of faculty, **Prof. Glenn Martinez**  
Distribution of syllabus, and GTA (Carmen) site; **Dr. Rebecca Bias**
- 9:45-10:00 Break: Crane Cafe
- 10:00-10:15 Human Resources Benefits Debriefing: **Mr. Adam Keller**
- 10:15-10:45 First General Session Lecture Debriefing: **“The Fundamentals of Communicative Language Teaching;” Dr. April Weintritt**
- 10:45-11:15 1st Day Lesson: **Concrete 5 Minute Lesson Example; Dr. Larysa Stepanova**
- 11:15-11:30 Assignment Explanation: 5 Minute “1st day in the classroom”; **Dr. Rebecca Bias**
- 11:30-1:00 Lunch
- 1:00-2:00 Breakout sessions with individual department representatives:  
**DEALL (HH359)**  
**SPPO (HH255)**  
**French (HH206)**  
**Italian (HH351)**  
**SLAVIC (HH406)**  
**GLL (HH145)**  
**NELC (HH306)**
- 2:00-4:30 Specific Language Sessions (ask your coordinator for the specific starting and ending time)

### \*\*ASSIGNMENTS FOR MONDAY, 8/12:

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00PM AUGUST 11<sup>th</sup> –  
Lecture on: **“Teaching Vocabulary in Communicative Language Classroom”**; **Professor Carmen Taleghani-Nikazm**
2. Prepare 5-minute lesson **“1<sup>st</sup> Day in the Classroom”** for micro teaching.

## Monday, August 12, 2019

- 9:00-11:00 Mixed language practicum/discussion sessions; **5-min. “1st day in the classroom” techniques** (see schedule on page 6 for room location)
- 11:00-11:15 Break
- 11:15-11:45 Lecture Debrief – **“Teaching Vocabulary in Communicative Language Classroom”**; **Ms. Budimka Uskokovic**
- 11:45-12:15 **Concrete 10 Minute Lesson Example**: Communication Lesson; **Dr. Salome Fouts**
- 12:15-12:30 Assignment Explanation: **10-min lesson: “Purposeful Communication in Context: Focus on Vocabulary”**; **Dr. Rebecca Bias**
- 12:30-1:30 Lunch
- 1:30-5:00 Specific language sessions (see departmental syllabus)

### \*\*ASSIGNMENTS FOR TUESDAY, 8/13:

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY MIDNIGHT AUGUST 12<sup>th</sup> - Lecture: **“Grammar: Enhancing Form-Meaning Connections in the Classroom”**; **Professor Wynne Wong**
2. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY MIDNIGHT AUGUST 12<sup>th</sup> - Lecture: **“Identifying Heritage Learners”**; **Dr. Glenn Martinez**
3. **Prepare 10-minute lesson: “Purposeful Communication in Context: Focus on Vocabulary;” Dr. Rebecca Bias**

## Tuesday, August 13, 2019

- 9:00-11:00 Mixed language practicum/discussion sessions: **10-min lesson: "Purposeful Communication in Context: Focus on Vocabulary"** (see schedule on page 6 for room location – 1/2 of each group will Microteach - Everyone should be ready)
- 11:00-11:15 Break
- 11:15-11:45 Lecture Debrief – **"Grammar: Enhancing Form-Meaning Connections in the Classroom"**; Dr. Mackenzie Leadston
- 11:45-12:15pm Lecture Debrief – **"Identifying Heritage Learners"**; Dr. Glenn Martinez
- 12:15-1:30 Lunch
- 1:30-5:00 Specific language sessions (see departmental syllabus)

### **\*\*ASSIGNMENTS FOR WEDNESDAY, 8/14:**

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY MIDNIGHT AUGUST 13th – **"Culture in the Language Classroom"**; Dr. Larysa Stepanova
2. **Prepare 10-minute lesson: "Purposeful Communication in Context: Focus on Vocabulary"**

## Wednesday, August 14, 2019

- 9:00-11:00 Mixed language practicum/discussion sessions; **10-min lesson: "Purposeful Communication in Context: Focus on Vocabulary."** (see schedule on page 6 for room location – the remaining 1/2 of each group will Microteach)
- 11:00-11:15 Break
- 11:15-11:45 Lecture Debrief – **"Culture in the Language Classroom"**; Dr. Larysa Stepanova
- 11:45-12:30 20-min extended concrete teaching lesson (sample) **"Purposeful Communication in Context: Focus on Vocabulary and Grammar"**; Dr. Rebecca Bias
- 12:30-1:30 Lunch
- 1:30-5:00 Specific language sessions (see departmental syllabus)

### **\*\*ASSIGNMENTS FOR THURSDAY, 8/15:**

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY MIDNIGHT AUGUST 14th– **"Effective Classroom Management in the Second Language Classroom"**; Professor Holly Nibert
2. **Prepare 20-minute lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar."**

## Thursday, August 15, 2019

- 9:00-11:15 Mixed language practicum/discussion sessions; **20-min lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar."** (see schedule on page 6 for room location - 1/2 of each group will Microteach - Everyone should be ready)
- 11:15-11:30 Break
- 11:30-12:00 Lecture Debrief - **"Effective Classroom Management in the Second Language Classroom"**; Professor Holly Nibert
- 12:00-1:30 Lunch
- 1:30-5:00 Specific language sessions (see departmental syllabus)

## Friday, August 16, 2018

- 9:00-11:15 Mixed language practicum/discussion sessions; **20-min lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar."** (see schedule on page 6 for room location – the remaining half of each group will Microteach)
- 11:15-12:00 Experienced GTAs panel Q & A session

**\*\*Required course evaluation** is the last module in the Carmen course. Please complete the evaluation by 5:00 pm Wednesday, August 21, 2019.

## GTA TRAINING FACULTY:

Prof. Janice Aski	Department of French and Italian aski.1@osu.edu (Italian)
Dr. Rebecca Bias	Assistant Director, Center for Languages, Literatures and Cultures bias.3@osu.edu (French)
Dr. Salome Fouts	Center for Languages, Literatures and Cultures fouts.25@osu.edu (African languages)
Ms. Tia Jones	American Sign Language jones.2246@osu.edu (ASL)
Dr. Steven Knicely	Department of East Asian Languages and Literatures knicely.1@osu.edu (Chinese)
Ms. Yuko Kuwai	Department of East Asian Languages and Literatures kuwai.1@osu.edu (Japanese)
Dr. Mackenzie Leadston	Department of French and Italian leadston.1@osu.edu (French)
Prof. Glenn Martinez	Director, Center for Languages, Literatures and Cultures martinez.474@osu.edu (Spanish)
Prof. Holly Nibert	Department of Spanish and Portuguese nibert.3@osu.edu (Spanish)
Mr. Jeremie Smith	Department of Near Eastern Languages and Cultures smith.12199@osu.edu
Dr. Larysa Stepanova	Department of Slavic and East European Languages and Cultures stepanova.1@osu.edu (Russian)
Prof. Carmen Taleghani-Nikazm	Department of Germanic Languages and Literatures taleghani-nikazm.1@osu.edu (German)
Ms. Budimka Uskokovic	Department of Germanic Languages and Literatures uskokovic.2@osu.edu
Prof. Jianqi Wang	Department of East Asian Languages and Literatures wang.551@osu.edu (Chinese)
Dr. April Weintritt	Department of French and Italian weintritt.1@osu.edu (Italian)
Prof. Wynne Wong	Department of French and Italian wong.240@osu.edu (French)

### CREDITS AND COURSE NUMBER:

As specified by each department. Note that this syllabus should be used in conjunction with your individual department's afternoon syllabus, where applicable.

### INCLUDED IN THIS SYLLABUS:

1. Assignments of students to practice groups (Page 5)
2. Assignments of practice groups to professors/rooms (Page 6)
3. Daily assignments and extended teaching assignment (Page 7)
4. Computing at OSU and the Division of Arts and Humanities (Page 8)
5. Special schedule for new international students (Page 9)
6. Lesson plan/evaluation form (Pages 10-11)

**DIVISION OF ARTS AND HUMANITIES, THE OHIO STATE UNIVERSITY**  
Combined World Languages Depts. & Center GTA Training Course

**DIVISION OF STUDENTS INTO MORNING PRACTICUM GROUPS:**

1. Please stay with your group so that the balance of languages and group size remains stable.
2. Please report additions, absences, and no-shows to Rebecca Bias (bias.3@osu.edu). Thank you.

**GROUP 1**

Jaehyuk Lee (CH)  
Andre Cretu (RU)  
Deborah Waughtal (SP)  
Johannes Vith (GR)

**GROUP 2**

Ke Wang (CH)  
Meaghann Dynes (GR)  
Erin Barrentine (AR)  
Matt Boyd (RU)

**GROUP 3**

Emily Larson (CH)  
Elizabeth Keith (GR)  
Gamze Abkas (TU)  
Alexandra Shubina (RU)

**GROUP 4**

Jinwei Ye (CH)  
Renee Kocsis (GR)  
Cesar Alves Dos Santos (SP/PO)  
Zahra Mahmoudi (PER)

**GROUP 5**

Sarah Jantuah-Agyeman (CH)  
Joshua Kramer (GR)  
Preeti Palvankar (HI)  
Josephine Templer (GR)

**GROUP 6**

Shoichi Ueda (JP)  
Jakob Limbert (GR)  
Hannah Morrison (SP)  
Aleksandra Suslina (FR)

**GROUP 7**

Tricia Pelkington (GR)  
Bradley Brincka (AR)  
Paige Barton (SP)  
Lawrence Gianangeli (IT)

**GROUP 8**

Elizabeth McBean (RU)  
Jorge Clavo Abbass (GR)  
Maud Bahoua (FR)  
Alfonso Roca Suarez (SP)

**DIVISION OF ARTS AND HUMANITIES, THE OHIO STATE UNIVERSITY**  
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**PRACTICUM/MIXED-LANGUAGE GROUP & FACULTY ASSIGNMENTS:**

Find your group number below (see page 5); go to the room to which your group is assigned by 9:00 am each morning. This schedule assures you of a variety of student presentations and languages to observe and a variety of instructors leading discussion/evaluation sessions.

It is crucial that you be on time every day. Even if you are not presenting, having others come in late makes giving a presentation much more difficult. Please be considerate.

<b>Instructor &amp; Room</b>	<b>MO 8/12</b>	<b>TU 8/13</b>	<b>WE 8/14</b>	<b>TH 8/15</b>	<b>FR 8/16</b>
<b>Bias / Taleghani- Nikazm HH 042</b>	1 & 2	3 & 5	3 & 5	2 & 4	(X)
<b>Weintritt HH 045</b>	(LDX)	4 & 8	2 & 7	5 & 8	5 & 8
<b>Stepanova HH 050</b>	3 & 4	2 & 7	(LDX)	1 & 3	1 & 3
<b>Leadston HH 056</b>	5 & 6	(LDX)	4 & 8	6 & 7	6 & 7
<b>Nibert HH 062</b>	7 & 8	1 & 6	1 & 6	(LDX)	2 & 4

**NOTES:**

1. The specific assignments will be made during the general session of the previous day. Group pairs and faculty change to maximize feedback.
2. (LDX) = Giving Lecture Debriefing – OFF DUTY

**DIVISION OF ARTS AND HUMANITIES, THE OHIO STATE UNIVERSITY**  
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### MICROTEACHING: GENERAL INFORMATION

1. You will be asked to teach two short lessons: first day of class (5 min.) and vocabulary and grammar focus (10 min.) and one 20-minute extended teaching segment. The specific details of these assignments will be presented during the morning lecture and discussed in your afternoon classes. General guidelines for peer teaching are given below.
2. Included in this syllabus is a copy of a lesson planning sheet for you to use for each assignment. Make a copy for yourself and a copy to give to the session evaluator. Also included in this syllabus is a copy of the form report that will be forwarded to your afternoon session leader by the morning instructor. This form is used to provide your afternoon instructor with feedback on your areas of strength and those areas that need improvement. You may discuss your evaluation with your afternoon instructor. Lesson plans must be written in English.
3. Each of your teaching assignments will be recorded on video on an iPad that will be loaned to you. This video will provide you with a permanent record of your teaching that you can review yourself or with your program director.
4. Visuals (clip art, drawings or PowerPoint slides) will make your presentation more effective, but this is not required.

### General Guidelines for Peer Teaching

1. In your lessons, you will present a progression of activities for developing the ability to communicate in a culturally appropriate manner in the language that you will be teaching. Although each lesson has a specific focus (e.g., first-day expressions, vocabulary and grammar, extended sequence), all should be based on an overarching COMMUNICATIVE GOAL.
  - A. **CONSIDER YOUR AUDIENCE:** Some members of your peer teaching group know little of your language; direct your teaching towards them, and try to ignore the fact that some others know as much as you do.
  - B. **SELECT YOUR TOPIC AND OBJECTIVES:** Assuming no prior knowledge on the part of your audience, design a series of activities to reach a communicative language goal in a culturally appropriate manner. Be sure to formulate your objective(s) in student terms before planning your lesson. What should students be able to DO by the end of the lesson?
  - C. **PLAN YOUR LESSON:** It should consist of four elements:
    - 1) **Presentation** - First, present the new material (function(s) and/or, structures) within a realistic context.
    - 2) **Practice** - In this phase, students have a chance to work with what you have presented. Meaningful structured practice is suggested here. Rules of thumb: a) It is often good to build in a reception phase (comprehension check) before a production phase (asking students to use the words, phrases or structures); b) recognition activities should precede cued or free recall activities
    - 3) **Application** - Students show you and themselves what they can do with what you are teaching them. Communicative (or at least meaningful) activity is expected here.
    - 4) **Assessment** - Evaluate whether your students learned what you wanted them to. You can do this for example through an additional communicative activity or mini-quiz.

(These four elements do not have to occur in this strict sequence; but they should all be present.)
  - D. **USE YOUR VISUAL MATERIALS,** if suitable to your presentation (photos, drawings, or PowerPoints).
2. **20-Minute Lesson:** Base your 20-minute lesson on a topic different from the one you presented in your 5 and 10-minute session. Assume no prior knowledge of the language; you must teach it all!

## *Computing at OSU and the Division of Arts and Humanities*

### **What's available at OSU?**

There are a number of computer labs on campus, most of them are overseen by the Office of Distance Education and ELearning (ODEE). Lab sites, phone numbers, and hours are listed on the ODEE website: <http://odee.osu.edu/public-computing>

ODEE is the technical support office for the multimedia rooms in which many of you will teach in during the year. They have a "help-line" you can use to access their services. Call 614-247-4357 or (8-HELP) or email [classroomhelp@osu.edu](mailto:classroomhelp@osu.edu). They will assist you with any classroom problems you are having trouble with -- from lights to computers.

Take some time to explore the ODEE website for other services.

### Arts and Sciences Technology (ASCTech)

ASCTech offers computer and technical assistance to the faculty, staff and graduate students employed by the College of Arts and Sciences. Check out their website at <http://asctech.osu.edu/>

### Digital Flagship Program

During your training, you will use a loaner iPad (the same model that is given to all new students – see below). You will record your microteaching videos on the iPad and then upload them to a designated location in BuckeyeBox before returning the iPad.

Ohio State, in collaboration with Apple, is creating a comprehensive, university-wide digital learning initiative that will support educational innovation to benefit students and economic development opportunities for campus and the broader community. Ohio State will establish:

- **A student success initiative** to integrate learning technology throughout the university experience — both inside and outside the classroom — and help provide universal access to a common set of learning technologies. **Timeline:** Starting in fall 2018, new first-year students at all campuses will receive an iPad Pro with tools and apps.
- **An iOS design laboratory** offering technological training and certification to faculty, staff, students, and members of the community interested in developing apps in Swift, the Apple programming language. **Timeline:** The lab will open in a temporary space on the Columbus campus in 2018 and a permanent location in 2019.
- **University-wide training for students to learn coding skills** that will help enhance their career-readiness in the app economy. **Timeline:** Training will begin in spring 2018.

For more information, see: <https://it.osu.edu/digital-flagship>



## SPECIAL SCHEDULE FOR INTERNATIONAL STUDENTS

When you arrive: You need to attend an international student check-in. See: <http://oia.osu.edu/pre-arrival-and-orientation.html> for details.

**Friday, August 9:** Beginning of the Combined Language GTA training course. Part of the 1<sup>st</sup> day is devoted to administrative items where we will try to complete all outstanding paperwork and orient you to details about your department and OSU.

**Tuesday, August 20:** OSU classes begin.

There are tests that must be completed before you can teach at OSU:

### Graduate Student ESL Requirements

**ESL Composition Placement Test:** Incoming international students are required to demonstrate writing proficiency in academic English. Students who do not meet specific exemptions (listed below) will be required to take the ESL Composition Placement Test. If required to take the test, a notification will appear in the student's Buckeyelink To-Do list. <http://esl.ehe.osu.edu/home/testing/graduate-international-students/>

**EXEMPTED FROM POST-ADMISSION ESL COMPOSITION PLACEMENT TEST:** Students who have reported the following Test of English scores to OSU (obtained within the last two years) are exempt from the ESL Composition Placement Test. Scores at these levels—which are higher than those required for admission—indicate that a student has already demonstrated sufficient writing proficiency.

TOEFL (iBT)

114 or higher

101 or higher and a 28 on the Writing section

TOEFL (computer based)

280 or higher, or

253 or higher and 5.0 on the TOEFL Essay

TOEFL (paper based)

650 or higher, or

610 or higher and 5.0 on the Test of Written English

IELTS

9.0 or higher (Overall Band Score)

8.0 or higher (Overall Band Score) and 8.0 Academic Writing module

In the rare instance that you have MELAB scores please refer to this chart:

MELAB 95 or higher, or 90 or higher and 90 on the writing subscore

**ALSO EXEMPTED FROM POST-ADMISSION ESL COMPOSITION PLACEMENT TEST:** 1. Citizens of the following countries or regions: Australia, Belize, Canada (except Quebec), Ireland, New Zealand, Liberia, United Kingdom (England, Wales, Scotland, Northern Ireland), British Caribbean and British West Indies countries, and the United States. 2. Students who graduated from an academic program at The Ohio State University. *A degree from other universities in English speaking countries does not meet this exemption.*

**Oral Proficiency Assessment (OPA):** Graduate students for whom English is not the first language must certify their proficiency in spoken English before assuming Graduate Teaching Associate (GTA) duties. They may become certified through the following scores:

TOEFL iBT Speaking 28 or higher

IELTS Speaking 8.5 or higher

Oral Proficiency Assessment 4.0 (or 3.0 to teach foreign language class not taught in English). For more information about the OPA please visit <http://esl.ehe.osu.edu/home/testing/spoken-english/>

## LESSON PLAN

Please fill out the information at the top of the page and then write your lesson plan **in English** in the space provided. MAKE TWO COPIES! Give one sheet to your instructor at the beginning of the class and keep a copy for yourself (or transfer your copy to note cards). Use the back of the sheet if necessary and make sure that you indicate what you plan to do and how long you plan for each activity.

Student's Name \_\_\_\_\_  
Target Language \_\_\_\_\_  
Date \_\_\_\_\_  
Focus of Lesson \_\_\_\_\_

\*\*\*\*\*

Communicative Objective (stated in terms of the communicative task or function that you want the students to perform):

The students will...

## LESSON PLAN EVALUATION

Student's Name \_\_\_\_\_  
Target Language \_\_\_\_\_  
Date \_\_\_\_\_  
Focus of Lesson \_\_\_\_\_

Your teaching will be evaluated both from the perspective of the students participating in the lesson and from the perspective of the teacher. Important areas to take into account in your lesson planning are listed below. This form will not be returned to you. You may, however discuss these evaluations with your afternoon instructor.

Setting the context:                    yes                    somewhat                    no

Student involvement:                    yes                    somewhat                    no

Sufficient practice:                    yes                    somewhat                    no

Communicative practice:                    yes                    somewhat                    no

Cultural authenticity:                    yes                    somewhat                    no

Sequencing of the lesson:                    yes                    somewhat                    no

Classroom presence observations:

Comments:

Signature of Evaluator \_\_\_\_\_