

CENTER FOR LANGUAGES, LITERATURES AND CULTURES
DIVISION OF ARTS and HUMANITIES
THE OHIO STATE UNIVERSITY
 Online Combined Language GTA Training
<http://cllc.osu.edu/graduate/gta-training>
 Questions? Contact Nina Haviernikova (haviernikova.1@osu.edu)

DATES: Monday, August 10 - Wednesday, August 19, 2020 (via Zoom link – attendance will be taken each day)
THE ENTIRE MORNING WORKSHOP WILL BE HELD ONLINE IN ZOOM AND CARMEN CANVAS (OSU'S COURSE MANAGEMENT SYSTEM).

GTA TRAINING MASTER ZOOM LINK FOR ALL MORNING SESSIONS: [gtatraining2020](#) (password: GTA2020)

AFTERNOON SESSIONS FOR EACH DEPARTMENT WILL BE IN ZOOM OR IN PERSON AT LOCATION BELOW.*

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.
- become familiar with online teaching platforms and tools.
- 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.

****You must obtain at least a 90% average on all Carmen online quizzes to pass the GTA Training course.**

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.**

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.

***LOCATIONS OF AFTERNOON SESSIONS BY DEPARTMENT:**

| DEPT | LOCATION | PASSCODE IF ZOOM |
|------------------------------|---|------------------|
| DEALL (Chinese and Japanese) | See departmental syllabus for Zoom link and locations. | |
| SPANISH | https://osu.zoom.us/my/hollynibert | Butter |
| FRENCH | HH206 | |
| ITALIAN | https://osu.zoom.us/j/95675695420?pwd=Zm1NcmI1QXRMeDNybHN4c1c4eEVNUT09 | 482586 |
| RUSSIAN | https://osu.zoom.us/j/99467436202?pwd=VkpkeEtxRXZCMklrTktUTdUWmZNdz09 | 655201 |
| GERMAN | https://osu.zoom.us/j/93300867636?pwd=SHZtMFNEOU5JRnFHWGp5TWRneTNoUT09 | 819394 |
| ARABIC | https://osu.zoom.us/j/96464258890?pwd=V0Rud1RCbXdOa0lYMG5jekN2L2VvZz09 | 292723 |

Monday, August 10, 2020

- 9:00-9:15 **Welcome to the GTA Training Workshop and Introduction of Faculty**; Professor Glenn Martinez, Director, Center for Languages, Literatures and Cultures
- 9:15 -9:45 **"Get to know OSU,"** location of syllabus for download; GTA (Carmen) site review; Dr. Rebecca Bias and Dr. Nina Haviernikova
- 9:45-10:00 Break
- 10:00-11:00 Breakout sessions with individual department representatives: See your individual department for ZOOM link or location.
- 11:00-12:30 Lunch
- 12:30-5:00 Each GTA should work individually to **complete the following required online training modules (including quizzes and posting questions) in Carmen Canvas:**
<https://osu.instructure.com/courses/84843> **before Tuesday morning (when in Carmen, click on MODULES):**
1. **Welcome to the GTA Training Workshop** (3 minutes)
 2. **SLDS (Disability Services) PowerPoint** and accompanying quiz (approx. 25 minutes)
 3. **Academic Rights and Responsibilities** and accompanying quiz (approx. 50 minutes)
 4. **Human Resources Benefits** by Adam Keller (approx. 20 minutes) **Review in Carmen and YOU MUST POST ONE QUESTION TO THE CARMEN DISCUSSION BOARD BY 5:00PM**
 5. **First Lecture:** "The Fundamentals of Communicative Language Teaching"; (approx. 1 hour) Prof. Janice Aski. Review in Carmen and **YOU MUST POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00PM**

Tuesday, August 11, 2020

- 9:00-9:15 **Human Resources Benefits** Debriefing: Mr. Adam Keller
- 9:15-9:45 First General Session Lecture Debriefing: **"The Fundamentals of Communicative Language Teaching;"** Dr. April Weintritt
- 9:45-10:00 Break
- 10:00-11:30 **Intro to ZOOM features;** Mr. Sujan Manandhar (followed by Q&A)
- 11:30-12:00 Recap: Questions about anything at all so far!
- 12:00-1:00 Lunch
- 1:00-5:00 Breakout sessions with individual department representatives: See your individual department for ZOOM link or location.

****ASSIGNMENTS FOR WEDNESDAY, 8/12:**

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 9:00 PM–Lecture: **"Teaching Vocabulary in Communicative Language Classroom"**; Professor Carmen Taleghani-Nikazm (approx. 1 hour)
2. View **5-minute Lesson Sample in Russian** (Dr. Larysa Stepanova) Two parts with quiz (approx. 15 minutes)
3. **Sexual Misconduct Training** (Required by OSU) (approx. 30 minutes) <https://ohiostate.csod.com/ui/lms-learning-details/app/course/2f1216a6-2c1d-4213-980b-22922ec61a2a>

Wednesday, August 12, 2020

- 9:00-9:30 Lecture Debrief – **"Teaching Vocabulary in Communicative Language Classroom"**; Ms. Budimka Uskokovic
- 9:30-10:00 Break
- 10:00-10:15 **Debrief of 5-minute Lesson sample in Russian** (Dr. Larysa Stepanova)
- 10:15-11:45 **Carmen Canvas features;** Mr. Sujan Manandhar (followed by Q&A)
- 11:45-12:15 **Instructions for 10-minute ZOOM** (and in person) lesson; Dr. Rebecca Bias
- 12:15-1:30 Lunch

1:30-5:00 Breakout sessions with individual department representatives: See your individual department for ZOOM link or location.

****ASSIGNMENTS FOR THURSDAY, 8/13:**

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 9:00PM - Lecture: **"Grammar: Enhancing Form-Meaning Connections in the Classroom"**; Professor Wynne Wong (approx. 55 minutes)
2. **Complete** Implicit bias online training: <http://kirwaninstitute.osu.edu/implicit-bias-training/> (Approx 50 minutes)
3. **View concrete 10-Minute Lesson Example and quiz:** Communication Lesson; Dr. Salome Fouts (approx. 20 minutes)
4. **Prepare 10-minute lesson: "Purposeful Communication in Context: Focus on Vocabulary" and email Lesson Plan to your morning faculty.**

Thursday, August 13, 2020

9:00-11:00 Mixed language practicum/discussion sessions: **10-min lesson: "Purposeful Communication in Context: Focus on Vocabulary"** (Each GTA will microteach on Zoom to their group)

11:00-11:15 Break

11:15-11:45 Lecture Debrief – **"Grammar: Enhancing Form-Meaning Connections in the Classroom"**; Mr. Kirby Childress

11:45-12:00 Recap: Questions about anything at all so far!

12:00-1:30 Lunch

1:30-5:00 Breakout sessions with individual department representatives: See your individual department for ZOOM link or location.

****ASSIGNMENTS FOR FRIDAY, 8/14:**

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 9:00 PM - Lecture: **"Identifying Heritage Learners"**; Dr. Glenn Martinez (approx. 45 minutes)
2. **View 20-minute ZOOM Lesson sample in Serbian** (approx. 20 minutes); Ms. Budimka Uskokovic; be prepared to discuss this video on Friday

Friday, August 14, 2020

9:00-9:30 Lecture Debrief – **"Identifying Heritage Learners"**; Dr. Glenn Martinez

9:30-9:45 Break

9:45-10:30 Zoom 20-min extended concrete teaching lesson instructions **"Purposeful Communication in Context: Focus on Vocabulary and Grammar"**; Dr. Rebecca Bias

10:30-11:00 Recap: Questions about anything so far!

11:00-1:30 Long and well-deserved lunch

1:30-5:00 Breakout sessions with individual department representatives: See your individual department for ZOOM link or location.

****ASSIGNMENTS FOR MONDAY, 8/17:**

1. SEE IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00 PM Sunday, - Module: **"Intercultural Competence Training in the Elementary Language Classroom"** and completion check (approx. 90 minutes); Dr. Janice Aski [See Carmen module for link to open Canvas course: "Purposeful, Interactive World Language Teaching" and further instructions.]
2. **BEGIN TO PREPARE 20-minute lesson for Tuesday: "Purposeful Communication in Context: Focus on Vocabulary and Grammar."**

Monday, August 17, 2020

9:00-10:30 "Culture in the Language Classroom" plus Q&A; Dr. Larysa Stepanova
10:30-10:45 Break
10:45-11:30 "Intercultural Competence (IC) Training Debriefing"; Dr. Janice Aski
NO AFTERNOON SESSIONS

**ASSIGNMENT FOR TUESDAY, 8/18:

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 9:00 PM MONDAY, - Lecture: "Effective Classroom Management in the Second Language Classroom and quiz (approx. 1 hour); Dr. Holly Nibert
2. CONTINUE TO PREPARE 20-minute lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar." Email Lesson Plan to your morning faculty.

Tuesday, August 18, 2020

9:00-11:30 Mixed language practicum/discussion sessions; **20-min lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar"** (Each GTA will Microteach on Zoom to their group)
11:30-11:45 Break
11:45-12:15 Lecture Debrief - "**Effective Classroom Management in the Second Language Classroom**"; Professor Holly Nibert
12:15-12:30 **Foreign Language Publications Information**; Ms. Lauren Barrett
12:30-12:45 Information on **Graduate Interdisciplinary Specialization in Second Language Studies**; Prof. Carmen Taleghani-Nikazm
12:45-2:00 Lunch
2:00-5:00 Breakout sessions with individual department representatives: See your individual department for ZOOM link or location.

Wednesday, August 19, 2020

9:00-10:00 Experienced GTAs panel Q & A session via ZOOM

Required course evaluation is the last module in the Carmen course. Please complete the evaluation by 5:00 pm Friday, August 21, 2020.

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)

Mr. Kirby Childress Department of French and Italian
childress.71@osu.edu (French)

Dr. Salome Fouts Center for Languages, Literatures and Cultures
fouts.25@osu.edu (African languages)

Dr. Nina Haviernikova Center for Languages, Literatures and Cultures
haviernikova.1@osu.edu

Ms. Kristin Hawkins Department of Spanish and Portuguese
hawkins.323@osu.edu (Spanish)

Dr. Richard Henricksen Department of Spanish and Portuguese
henricksen.6@osu.edu (Spanish)

Ms. Tia Jones American Sign Language
jones.2246@osu.edu (ASL)

Mr. Steven Knicely Department of East Asian Languages and Literatures
knicely.1@osu.edu (Chinese)

Ms. Megan Lobert Department of Spanish and Portuguese
lobert.3@osu.edu (Spanish)

Ms. Yuko Kuwai Department of East Asian Languages and Literatures
kuwai.1@osu.edu (Japanese)

Mr. Sujjan Manandhar Distance Learning and Technology Manager, Center for Languages,
Literatures and Cultures, manandhar.1@osu.edu

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)

Dr. Michele Saraiva Carilo Department of Spanish and Portuguese
saraivacarilo.1@osu.edu (Portuguese)

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. Carla Onorato-Wysokinski Department of French and Italian
onorato.carla@gmail.com (Italian)

Ms. Budimka Uskokovic Department of Germanic Languages and Literatures
uskokovic.2@osu.edu (German)

Dr. Abhijit Varde Assistant Director for Technology, Center for Languages, Literatures
and Cultures, varde.1@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 7)
2. Assignments of practice groups to professors (Page 8)
3. Microteaching general information (Page 9)
4. Computing at OSU and the Division of Arts and Humanities (Page 10)
5. Special schedule for new international students (Page 11)
6. Lesson plan/evaluation form (Pages 12-13)

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 Nina Haviernikova (haviernikova.1@osu.edu).
Thank you!

GROUP 1

W. Zhou (Ch)
M. Bainazar (R)
A. Foreman (A)
P. Ortiz Ramirez (S)

GROUP 2

C. Maynard (G)
A. Zaman (A)
A. Armijos Echeverria (S)
A. Cantrell (J)

GROUP 3

M. Bertossa (I)
N. Sletova (R)
Y S Wu (Ch)
U. Baur (G)

GROUP 4

M. Grace (Ch)
N. McBride (S)
T. Abdelquader (A)
Y. Hattori (J)

GROUP 5

G. Berendt (F)
Z. Haldeman (S)
M. Pinerola (A)
X. Li (Ch)

GROUP 6

A. S. Roehm (G)
E. Nicholson (Ch)
S. Kirk (S)

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

PRACTICUM/MIXED-LANGUAGE GROUP & FACULTY ASSIGNMENTS:

Find your group number below (see page 7); go to the Zoom link 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 join in late makes giving a presentation much harder. Please be considerate.

| Instructor & Room | THUR S 10 MIN 8/13 ZOOM | TUES 20 MIN 8/18 ZOOM | Zoom Link |
|-------------------------|-------------------------|-----------------------|--|
| Bias | 1 | 2 | gta2020bias |
| Weintritt | 2 | 3 | gta2020weintritt |
| Stepanova | 3 | 1 | https://osu.zoom.us/j/97819466451?pwd=Z0lZV0pzZlJkZnhld29JQXVWT1h6dz09 (password: 715596) https://osu.zoom.us/j/99581081199?pwd=c2Rkb3JCeJ5czU2cDRBVHQ2VUJnZz09 (password: 363347) |
| Taleghani-Nikazm | 6 | 4 | gta2020taleghani |
| Nibert | 5 | D | https://osu.zoom.us/my/hollynibert (password: Butter) |
| Childress | D | 5 | gta2020childress |
| Lobert | 4 | 6 | gta2020lobert (password: James) |

NOTES:

- The specific assignments will be made during the general session of the previous day. Group pairs and faculty change to maximize feedback.
- (D) = (Giving lecture debriefing) OFF

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

MICROTEACHING: GENERAL INFORMATION

1. You will be asked to teach a short lessons: vocabulary and grammar focus (10 min.) and one 20-minute extended teaching segment (on Zoom). 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 e-mail 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 Zoom. 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, backgrounds, 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 (vocabulary and grammar and 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 VISUAL MATERIALS,** if suitable to your presentation (photos, drawings, backgrounds, PowerPoints).
2. **20-Minute Lesson:** Base your 20-minute lesson on a topic different from the one you presented in your 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. 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

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 established:

- **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: Beginning in fall 2018, new first-year students at all campuses received an iPad Pro with tools and apps.

For more information, see: <https://digitalflagship.osu.edu/>

SPECIAL SCHEDULE FOR INTERNATIONAL STUDENTS

When you arrive: You need to attend an international student ZOOM check-in. See: <https://oia.osu.edu/pre-arrival-and-orientation/graduate-pre-arrival/autumn-semester-2.html> for details.

Friday, August 10: Beginning of the Combined Language GTA training course. Part of the 1st 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 25: 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! EMAIL one to your instructor before the lesson** 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. **Your lesson plan must be written in English.** You should take a photo of the lesson plan or scan it and e-mail to your session instructor before your microteaching lesson.

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):

Lesson plan activities and allotted time (use the back if necessary)

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

Distance technology use: yes somewhat no

Classroom presence observations:

Comments:

Signature of Evaluator _____