CENTER FOR LANGUAGES, LITERATURES AND CULTURES
DIVISION OF ARTS and HUMANITIES
THE OHIO STATE UNIVERSITY
Online Combined Language GTA Training
https://cllc.osu.edu/graduate/gta-training/schedule-syllabus
DRAFT ONLY-updated 8-9-2021
Questions? Contact Nina Haviernikova (haviernikova.1@osu.edu)

DATES: Monday, August 9 - Wednesday, August 18, 2021 (attendance will be taken each day)
LOCATION: 180 Hagerty Hall; elsewhere as specified
AFTERNOON SESSIONS FOR EACH DEPARTMENT 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
DEALL (Chinese and Japanese)	Page Hall 060
SPANISH/PORTUGUESE	HH 255
FRENCH	HH 259 for afternoon sessions (August 9 session in HH 200)
ITALIAN	HH 251for afternoon sessions (August 9 session in HH 200)
RUSSIAN	HH 406
GERMAN	HH 145
NELC (Arabic)	n/a

Monday, August 9, 2021

9:00-9:15	**Welcome to the GTA Training Workshop and Introduction of Faculty**; CLLC Interim Director Prof. Janice Aski, 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: Crane Café/Courtyard
10:00-11:00	Breakout sessions with individual department representatives: See your individual department for 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. Academic Rights and Responsibilities** and accompanying quiz (approx. 50 minutes)
> **3.** SLDS **(Disability Services) PowerPoint** and accompanying quiz (approx. 25 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. 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**
> **THESE TRAININGS ABOVE SHOULD TAKE YOU APPROXIMATELY 4.5 HOURS TO COMPLETE.**

Tuesday, August 10, 2021

9:00-9:15	**Human Resources Benefits** Debriefing: Mr. Adam Keller (via ZOOM in Hagerty Hall 180)
9:15-9:45	First General Session Lecture Debriefing**: "The Fundamentals of Communicative Language Teaching;"** Dr. April Weintritt
9:45-10:00	Break
10:0O-11:15	**Intro to ZOOM features;** Mr. Sujan Manandhar (followed by Q&A)
11:15-11:45	**5-minute Lesson sample in Slovak**; Dr. Nina Haviernikova (followed by Q&A)
11:45-12:00	Assignment Explanation: 5 Minute "1st lesson"; **Dr. Rebecca Bias**
12:00-1:00	Lunch
1:00-5:00	Breakout sessions with individual department representatives: See your individual department for location.

**ASSIGNMENTS FOR WEDNESDAY, 8/11:
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; and accompanying quiz (approx. 20 minutes)
3. Prepare 5-minute lesson **"1ˢᵗ Lesson"** for microteaching.

Wednesday, August 11, 2021

9:00-10:30	Mixed language practicum/discussion sessions; **5-min. "1st Lesson" techniques** (see schedule on page 8 for room location)
10:30-10:45	Break

10:45-11:15	Lecture Debrief – **"Teaching Vocabulary in Communicative Language Classroom"**; Ms. Budimka Uskokovic (via ZOOM in Hagerty Hall 180)
11:15-12:15	**Carmen Canvas features**; Dr. Nina Haviernikova (followed by Q&A)
12:15-12:45	**10-Minute Lesson sample in Portuguese;** Dr. Leila Vieira (followed by Q&A)
12:45-1:00	Assignment Explanation: **10-min lesson: "Purposeful Communication in Context: Focus on Vocabulary"; Dr. Rebecca Bias**
1:00-2:00	Lunch
2:00-5:00	Breakout sessions with individual department representatives: See your individual department for location.

**ASSIGNMENTS FOR THURSDAY, 8/12:
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. **Prepare 10-minute lesson: "Purposeful Communication in Context: Focus on Vocabulary"**

Thursday, August 12, 2021

9:00-11:15	Mixed language practicum/discussion sessions: **10-min lesson: "Purposeful Communication in Context: Focus on Vocabulary"** (see schedule on page 8 for room location)
11:15-11:30	Break
11:30-12:00	Lecture Debrief – **"Grammar: Enhancing Form-Meaning Connections in the Classroom";** Dr. Mackenzie Leadston
12:00-1:30	Lunch
1:30-5:00	Breakout sessions with individual department representatives: See your individual department for location.

**ASSIGNMENTS FOR FRIDAY, 8/13:
1. COMPLETE MODULE IN CARMEN - Lecture: **"Identifying Heritage Learners"** and accompanying quiz; Dr. Glenn Martinez (approx. 55 minutes)
2. View **20-minute Lesson sample in Spanish or in Chinese** (choose one; approx. 20 minutes); be prepared to discuss this video on Friday
3. View **20-minute ZOOM Lesson sample in Serbian** (approx. 20 minutes); Ms. Budimka Uskokovic; be prepared to discuss this video on Friday

Friday, August 13, 2021

9:00-9:45	**20-Minute Lesson sample in Russian;** Dr. Larysa Stepanova (followed by Q&A)
9:45-10:00	Break
10:00-10:30	20-min extended concrete teaching lesson instructions **"Purposeful Communication in Context: Focus on Vocabulary and Grammar";** Dr. Rebecca Bias
10:30-11:00	Questions about anything so far
11:00-12:00	Using students' iPads for language learning; Mr. Anthony Palmiscno (via ZOOM in HH 180)
12:00-1:30	Lunch
1:30-5:00	Breakout sessions with individual department representatives: See your individual department for location.

**ASSIGNMENTS FOR MONDAY, 8/16:
1. WATCH WEBINAR:
   https://mediasite.osu.edu/Mediasite/Play/b480f818a9cc46e98eafa62e53a832501d
   AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00 PM Sunday: **"Intercultural Learning in World Language Education**" and accompanying quiz (approx. 90 minutes); Dr. Janice Aski and

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Dr. April Weintritt
2. BEGIN TO PREPARE **20-minute lesson for Tuesday: "Purposeful Communication in Context: Focus on Vocabulary and Grammar."**)

Monday, August 16, 2021

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 Learning Training in World Language Education Debriefing**"; Dr. April Weintritt
11:30-11:45   Information on **Fulbright Scholar and Fulbright-Hays Program**; Ms. Joanna Kukielka-Blaser (via ZOOM in HH 180)
11:45-12:00   Information on **Translation & Interpreting Program**; Dr. Patricia Sieber and Ms. Hui Yao

Afternoon off (take a breath and **CONTINUE TO PREPARE 20-minute lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar."**

**ASSIGNMENT FOR TUESDAY, 8/17:
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

Tuesday, August 17, 2021

9:00-11:30   Mixed language practicum/discussion sessions; **20-min lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar"** (1/2 of each group will teach today, all must be ready; see schedule on page 8 for room location)
11:30-11:45   Break
11:45-12:15   Lecture Debrief - **"Effective Classroom Management in the Second Language Classroom";** Ms. Megan Lobert
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 location.

**ASSIGNMENT FOR Wednesday, 8/18:
1. **Complete** Implicit Bias online training including quizzes (under "Check-in"):
   http://kirwaninstitute.osu.edu/implicit-bias-training/
   (Approx 50 minutes)

Wednesday, August 18, 2021

9:00-11:15   Mixed language practicum/discussion sessions; **20-min lesson: "Purposeful Communication in Context: Focus on Vocabulary and Grammar"** (other ½ of each group will teach today; see schedule on page 8 for room location)
11:15-11:30   Break
11:30-12:30   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 20, 2021.

GTA TRAINING FACULTY:

Prof. Janice Aski, Interim Director of Center for Languages, Literatures and Cultures, 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)
Dr. Nina Haviernikova, Center for Languages, Literatures and Cultures
haviernikova.1@osu.edu (Slovak)
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. 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. Scott Levi, Department of Near Eastern Languages and Cultures
levi.18@osu.edu
Ms. Megan Lobert, Department of Spanish and Portuguese
lobert.3@osu.edu (Spanish)
Mr. Sujan Manandhar, Distance Learning and Technology Manager, Center for Languages, Literatures and Cultures, manandhar.1@osu.edu
Prof. Holly Nibert, Department of Spanish and Portuguese
nibert.3@osu.edu (Spanish)
Ms. Carla Onorato-Wysokinski, Department of French and Italian
onorato.carla@gmail.com (Italian)
Mr. Anthony Palmiscno, Department of Spanish and Portuguese
palmiscno.1@osu.edu (Spanish)
Dr. Nicole Sedor, Department of Spanish and Portuguese
sedor.13@osu.edu (Spanish)
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 (German)
Dr. Leila Vieira, Department of Spanish and Portuguese
vieira.31@osu.edu (Portuguese)
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)

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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:

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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
Marcia Mota Macedo (Sp)
Xuezhao Li (Ch)
Fabia Weisser (Ge)
Gordon Goodwin (Ar)

GROUP 2
Kai Fai Law (Ch)
Derek Reiman (Jp)
Mykyta Tyshchenko (Ru)

GROUP 3
Lauren Miranda (Sp)
J. Bixie Eutsler (Ge)
Xuan Ye (Ch)
Keitaro Mitsuhashi (Jp)

GROUP 4
Fernando Sanchez Lopez (Sp)
Ai-Ling Lu (Ch)
Siyuan Dong (Jp)

GROUP 5
Adriana Rojas Castro (Sp)
Jonathan O'Dell (Ch)
Saori Wakita (Jp)
Stefani Scimeca (It)

GROUP 6
Monica Ramirez Cano (Sp)
Matthew Steinhauer (Jp)
Kellie Giordano (Fr)
Haley Grubb (Ge)

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PRACTICUM/MIXED-LANGUAGE GROUP & FACULTY ASSIGNMENTS:
Find your group number below (see page 7); go to the room to which your group is assigned <u>by 9:00 am each morning</u>. This schedule assures you of a variety of student presentations and languages to observe and a variety of instructors leading discussion/evaluation sessions.

<u>It is crucial that you be on time every day</u>. Even if you are not presenting, having others join in late makes giving a presentation much harder. Please be considerate.

Instructor	WEDN 5 MIN 8/11 (ROOM)	THURS 10 MIN 8/12 (ROOM)	TUES 20 MIN 8/17 (ROOM)	WEDN 20 MIN 8/18 (ROOM)
Bias	OFF	OFF	3&5 (HH 042)	OFF
Stepanova	3&4 (HH 050)	2&5 (HH 050)	1&2 (HH 050)	1&2 (HH 050)
Weintritt	5&6 (HH 046)	1&3 (HH 046)	4&6 (HH 046)	4&6 (HH 046)
Lobert	1&2 (HH 042)	4&6 (HH 042)	D	3&5 (HH 042)

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. D=debriefing (OFF)

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

MICROTEACHING: GENERAL INFORMATION

1. You will be asked to teach two short lessons: first lesson (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 bring to the session evaluator. Also included in this syllabus is a copy of the form report that will be given 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. <u>Lesson plans must be written in English.</u>
3. Each of your teaching assignments will be recorded. The video will be for you and your instructor/program director.
4. Visuals (clip art, drawings, or PowerPoint slides) will make your presentation more effective, but this is not required.

<u>General Guidelines for Peer Teaching</u>

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, all should be based on an overarching COMMUNICATIVE GOAL. Base your 20-minute lesson on a topic different from the one you presented in your 5-minute and 10-minute session. Assume no prior knowledge of the language; teach it all!

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) from a student's perspective before planning your lesson. What should students be able to <u>do</u> by the end of the lesson? For example (communicative goals): At the end of the lesson, students will be able to...
• order a coffee and a pastry at a café in France.
• order lunch from a street vendor in Mexico City.
• describe flu-like symptoms to a doctor.
• introduce themselves at a friend's party.

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. Consider:
• Set the context: with a picture on a PPT slide, with music, with props, etc.
• Repeat the communicative words/phrases **multiple** times before asking students to repeat
• Sequence new words/phrases in a logical order: "hello" before "My name is…" and "Goodbye"
• Present the new communicative words/phrases into small, "bite-sized" chunks (i.e., you don't present seven new words/phrases at one time)?
 2) **Practice** - In this phase, students have a chance to work with what you have presented. Meaningful structured practice is suggested here. Consider:
• 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); Example: Asking "Is this an apple?" before "What is this?" Recognition activities should precede cued or free recall activities
• Offer students ample opportunity to practice the communicative words/phrases with the instructor
 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. Consider:
• Model (**not** describe) the entire activity from start to finish with a student before asking the students to apply the communicative words and/or phrases in independent practice?
 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. (For example, two students successfully model the activity together in front of the class.)

(These four elements above 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, PowerPoints).

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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 which 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 614-688-4357 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/

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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.

<u>Monday, August 9</u>: 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.

<u>Tuesday, August 24</u>: 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 <u>exemptions</u> (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, the British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Ireland, Liberia, New Zealand, Scotland, the United States and Wales. 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/

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MICROTEACHING LESSON PLAN TEMPLATE

Instructions: (This entire form should be completed **in English**.) First, fill out the lesson plan details at the top of the page. Then, state the communicative goal of your lesson in the box provided. Lastly, write your lesson plan in the space provided. MAKE TWO COPIES! <u>BRING one to your instructor before the lesson</u> and keep a copy for yourself (or transfer your copy to note cards).

I. Lesson Plan Details
a. Student's Name: **b.** Target Language: **c.** Date of Lesson:

II. Communicative Goal
The communicative objective should be stated in terms of the <u>communicative task</u> or function that you want the students to perform.

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

Presentation:

Practice:

Application:

Assessment:

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MICROTEACHING EVALUATION

Overview: Your teaching will be evaluated both from the perspective of the students participating in the lesson and from the perspective of the teacher. The evaluation criteria are listed below. This form may not be returned to you. You may, however, discuss these evaluations with your afternoon instructor.

I. Lesson Plan Details
a. Student's Name: **b.** Target Language: **c.** Date of Lesson:

d. Communicative goal:

II. Evaluation Criteria

Sets the context:	yes	somewhat	no
Sufficient input:	yes	somewhat	no
Modeling:	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:

General Comments:

Signature of Evaluator   _____   Date   _____

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