

CENTER FOR LANGUAGES, LITERATURES AND CULTURES  
DIVISION OF ARTS and HUMANITIES  
THE OHIO STATE UNIVERSITY

Combined Language Instruction Training

<https://cllc.osu.edu/graduate/gta-training>

**updated 7-18-2025 (subject to change)**

Questions? Contact Nina Haviernikova ([haviernikova.1@osu.edu](mailto:haviernikova.1@osu.edu))

**DATES: Monday, August 11 - Wednesday, August 20, 2025** (attendance will be taken each day)

LOCATION: 180 Hagerty Hall; elsewhere as specified

## AFTERNOON SESSIONS FOR EACH DEPARTMENT AT LOCATIONS BELOW.\*

**COURSE GOALS\*\*:** The Combined Language Instruction 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 Language Instruction Training course.***

## EMAIL ACCOUNT ACTIVATION:

You should have received mail on how to activate your email account at [my.osu.edu](mailto:my.osu.edu). Please check [it.osu.edu](https://it.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)	Hagerty Hall 359
SPANISH	Hagerty Hall 255
RUSSIAN	Hagerty Hall 351
GERMAN	Hagerty Hall 159
FRENCH	Hagerty Hall 206
ITALIAN	Hagerty Hall 251
American Sign Language (ASL)	Hagerty Hall 120C

## Monday, August 11, 2025

10:00-10:20	<b>Welcome and Introduction to the Language Instruction Training Workshop and CLLC;</b> CLLC Director Janice Aski, Center for Languages, Literatures and Cultures
10:20 -10:50	<b>"Get to know OSU,"</b> location of syllabus for download; LIT Carmen Canvas site review; Dr. Nina Haviernikova
10:50-11:15	Break and coffee: Crane Café/Courtyard
11: 15-12:15	<b>Student Wellness Center Presentation:</b> Finding Balance When Life is Imbalanced: Stress Management for Graduate/Professional School ( <b>NOT</b> required for Associated Faculty)

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PORTION OF THE WORKSHOP

Homework (1.5 hrs) Each participant works individually to **complete the following required online training modules (including quizzes) in Carmen Canvas:** <https://osu.instructure.com/courses/188796> **before Tuesday morning (when in Carmen, click on MODULES):**

1. **Welcome to the Language Instruction Training Workshop** (3 minutes)
2. **Lecture: "The Fundamentals of Communicative Language Teaching;"** Prof. Janice Aski and accompanying quiz (approx. 60 minutes)
3. **SLDS (Disability Services) PowerPoint** and accompanying quiz (approx. 25 minutes)

## Tuesday, August 12, 2025

10:00-10:45	Discussion: <b>"The Fundamentals of Communicative Language Teaching"</b>
10:45-11:15	Break and coffee: Crane Café/Courtyard
11:15-11:30	<b>5-minute Lesson sample in Slovak;</b> Dr. Nina Haviernikova (followed by Q&A)
11:30-11:45	Assignment Explanation: 5 Minute <b>"1st lesson"</b> ; Dr. Rebecca Bias (See page 9)

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PORTION OF THE WORKSHOP

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

1. Prepare for tomorrow's lecture by Dr. Uskoković by previewing (**NOT** answering) questions in **Module "Teaching Vocabulary in Communicative Language Classroom"**
2. in Carmen. You will have to answer these questions after hearing the lecture.
3. **VIEW IN CARMEN: Five-Minute Lesson Sample in Russian;** Dr. Larysa Stepanova and accompanying quiz (approx. 20 minutes)
4. Prepare 5-minute lesson **"1st Lesson"** for microteaching.

## Wednesday, August 13, 2025

9:00-10:30	Mixed language practicum/discussion (microteaching) sessions; <b>5-min. "1st Lesson" techniques</b> (see group assignments on page 8, as well as schedule on page 9 for room locations in basement of Hagerty Hall)
10:30-11:00	Break and coffee: Crane Café/Courtyard
11:00-12:15	Lecture- <b>"Teaching Vocabulary in Communicative Language Classroom"</b> ; Dr. Budimka Uskoković
12:15-12:45	<b>10-Minute Lesson sample in Swahili;</b> Dr. Salome Fouts (followed by Q&A)
12:45-1:00	Assignment Explanation: <b>10- min lesson: "Purposeful Communication in Context: Focus on Vocabulary"</b> ; Dr. Nina Haviernikova

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PORTION OF THE WORKSHOP

**\*\*ASSIGNMENTS FOR THURSDAY, 8/14:**

1. Answer questions in quiz “Teaching Vocabulary in Communicative Language Classroom”
2. Lecture: “Grammar: Enhancing Form-Meaning Connections in the Classroom;” Prof. Wynne Wong and accompanying quiz (approx. 60 minutes)
3. VIEW IN CARMEN: Ten-Minute Lesson Sample in Luganda; Dr. Salome Fouts and accompanying quiz (approx. 25 minutes)
4. Prepare 10- minute microteaching lesson: “Purposeful Communication in Context: Focus on Vocabulary”

## Thursday, August 14, 2025

9:00-11:00	Mixed language practicum/discussion sessions: <b>10-min lesson: “Purposeful Communication in Context: Focus on Vocabulary”</b> (see group assignments on page 8, as well as schedule on page 9 for room locations)
11:00-11:30	Break and coffee: Crane Café/Courtyard
11:30-12:15	Discussion; <b>“Grammar: Enhancing Form-Meaning Connections in the Classroom”</b>

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PORTION OF THE WORKSHOP

**\*\*ASSIGNMENTS FOR FRIDAY, 8/15:**

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); View 20-minute ZOOM Lesson sample in Serbian (approx. 20 minutes); Dr. Budimka Uskokovic

## Friday, August 15, 2025

10:00-11:30	<b>Academic Integrity and Misconduct;</b> Dr. Jennifer Whetstone (followed by Q&A)
11:30-11:45	Break
11:45-12:15	<b>15-Minute Lesson sample in Russian;</b> Dr. Larysa Stepanova (followed by Q&A)
12:15-12:30	15-min extended concrete teaching lesson instructions <b>“Purposeful Communication in Context: Focus on Vocabulary and Grammar”;</b> Dr. Nina Haviernikova

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PORTION OF THE WORKSHOP

**\*\*ASSIGNMENTS FOR MONDAY, 8/18:**

1. BEGIN TO PREPARE 15-minute microteaching lesson for Tuesday: “Purposeful Communication in Context: Focus on Vocabulary and Grammar.”

Saturday, August 16, 2025 no sessions, take the day off, see you on Monday 08/18

Sunday, August 17, 2025 no sessions, take the day off, see you on Monday 08/18

## Monday, August 18, 2025

10:00-11:15      **“Culture in the Language Classroom”** plus Q&A; Dr. Larysa Stepanova  
11:15-11:30      Break and coffee: Crane Café/Courtyard  
11:30-1:00        Lecture **“Intercultural Learning in World Language Education”** and Q&A; Prof. Janice Aski

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PART OF THE WORKSHOP

### **\*\*ASSIGNMENTS FOR TUESDAY, 8/19:**

1. PREPARE 15-minute microteaching lesson for Tuesday: **“Purposeful Communication in Context: Focus on Vocabulary and Grammar.”**

## Tuesday, August 19, 2024

9:00-11:00        Mixed language practicum/discussion sessions; **15-min lesson: “Purposeful Communication in Context: Focus on Vocabulary and Grammar”** (1/2 of each group will teach today, all must be ready; see group assignments on page 8, as well as schedule on page 9 for room locations)  
11:00-11:15      Break and coffee: Crane Café/Courtyard  
11:15-12:45      **“Effective Classroom Management in the Second Language Classroom”** plus Q&A; Prof. Holly Nibert

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PORTION OF THE WORKSHOP

## Wednesday, August 20, 2025

9:00-11:00        Mixed language practicum/discussion sessions; **15-min lesson: “Purposeful Communication in Context: Focus on Vocabulary and Grammar”** (other ½ of each group will teach today; see group assignments on page 8, as well as schedule on page 9 for room locations)  
11:00-11:15      Break and coffee: Crane Café/Courtyard  
11:15-12:15      Experienced GTAs panel Q & A session (**NOT** required for Associated Faculty)

REFER TO YOUR DEPARTMENT FOR SCHEDULE OF THE AFTERNOON PORTION OF THE WORKSHOP

**Required course evaluation** is the last module in the Carmen course. Please complete the evaluation by 5:00 pm Friday, August 22, 2024.

TRAINING FACULTY:

**Janice Aski**, Director of Center for Languages, Literatures and Cultures, Professor, Department of French and Italian  
aski.1@osu.edu (Italian)

**Rebecca Bias**, Assistant Director, Center for Languages, Literatures and Cultures  
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**Salome Fouts**, Center for Languages, Literatures and Cultures  
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**Galit Golan**, Department of Near Eastern and South Asian Languages  
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**Christa Gould**, Department of Spanish and Portuguese  
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**Nina Havierníková**, Center for Languages, Literatures and Cultures  
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**Larysa Stepanova**, Department of Slavic and East European Languages and Cultures  
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**Budimka Uskoković**, Department of Germanic Languages and Literatures  
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**April Weintritt**, Department of French and Italian  
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**Wynne Wong**, Professor, 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 faculty (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. Microteachings lesson plan template (Page 12)
7. Lesson plan/evaluation form (Page 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!

Groups	Participants
Group 1	Solène Cotier (Fr) Ayumi Naraoka (J) Jiahang Wu (Ch) Marge Stafford (Ru) Anna Strauch (G) Pedro Rosales-Diaz (Sp) Max Jensen (Sp)
Group 2	Deborah Idowu (Fr) Shoko Amioka (J) Ruofan Wang (Ch) Kelly Gallagher (Ru) Willa Wang (G) Valeria Wagner (Sp) Lucas Rubin (Sp)
Group 3	Eraste Kossa (Fr) Joseph Santiago (J) Lulu Yuan (Ch) Meli Kristen (G) Clara Miller Dunlop (Sp) Andrew Campbell (Sp) Lindsey Patterson (ASL)
Group 4	Fatou-code Niang (Fr) Dario Chimenti (It) Huiyi Zhang (Ch) Emmanuel "Rop" Rop (G) Isabelle Leimkuhler (Sp) Victor Pastrana Falcon (Sp) Meredith Burke (ASL) Whitney Hutchinson (ASL)
Group 5	Ogechi Mgbudem (Fr) Keitaro Mitsuhashi (J) Matthew Perkins (It) Qingke Sun (Ch) Shannon Scott (G) Daniel Patricio-Agosto (Sp) Mariana Aguilar Corachan (Sp) Margaret Jones (ASL)

# DIVISION OF ARTS AND HUMANITIES, THE OHIO STATE UNIVERSITY

Combined World Language Depts. & Center Language Instruction Training  
Course

## PRACTICUM/MIXED-LANGUAGE GROUP & FACULTY ASSIGNMENTS:

Find your group number below (see page 7); 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 join in late makes giving a presentation much more difficult. Please be considerate.

	<b>WED 8/13 5 MIN</b>	<b>THURS 8/14 10 MIN</b>	<b>TUES 8/19 15 MIN</b>	<b>WED 8/20 15 MIN</b>
<b>Group 1</b>	Room: HH042 Faculty: Mutidjo	Room: HH042 Faculty: Ponce	Room: HH042 Faculty: Schlosser	Room: HH042 Faculty: Nibert
<b>Group 2</b>	Room: HH046 Faculty: Bias	Room: HH046 Faculty: Mutidjo	Room: HH046 Faculty: Gould	Room: HH046 Faculty: Schlosser
<b>Group 3</b>	Room: HH050 Faculty: Nibert	Room: HH050 Faculty: Uskoković	Room: HH050 Faculty: Mutidjo	Room: HH050 Faculty: Morado Vázquez
<b>Group 4</b>	Room: HH056 Faculty: Schlosser	Room: HH056 Faculty: Nibert	Room: HH056 Faculty: Uskoković	Room: HH056 Faculty: Mutidjo
<b>Group 5</b>	Room: HH062 Faculty: Lobert	Room: HH062 Faculty: Schlosser	Room: HH062 Faculty: Havierníková	Room: HH062 Faculty: Uskoković



# DIVISION OF ARTS AND HUMANITIES, THE OHIO STATE UNIVERSITY

## Combined World Language Depts. & CLLC Language Instruction 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 15-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. Lesson plans must be written in English.
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.

### General Guidelines for Peer Teaching

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 that differs 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 do 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).

# 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 Technology and Digital Innovation (OTDI). Lab sites, phone numbers, and hours are listed on the OTDI website:

**<http://odee.osu.edu/public-computing>**

OTDI is the technical support office for the multimedia rooms in which many of you will teach 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](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/>

# SPECIAL SCHEDULE FOR INTERNATIONAL STUDENTS

When you arrive: You need to attend an international student ZOOM check-in.

See: <https://oia.osu.edu/units/international-students/new-student-check-in-and-orientation/orientation/>

**Monday, August 11:** Beginning of the Combined Language Instruction 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 26:** 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

*IELS*

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/>

# MICRO TEACHING 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! BRING one to your instructor before the lesson** 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 communicative task 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:**

# 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
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Sufficient input:	yes	somewhat	no
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Modeling:	yes	somewhat	no
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Student involvement:	yes	somewhat	no
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Sufficient practice:	yes	somewhat	no
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Communicative practice:	yes	somewhat	no
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Cultural authenticity:	yes	somewhat	no
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Sequencing of the lesson:	yes	somewhat	no
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Classroom presence observations:

General Comments:

Signature of Evaluator

