

### Guidance for FLTA Microteaching Session

Thank you for agreeing to observe and provide feedback during the FLTA teaching demonstrations (“microteaching” on Thursday, August 9). This teaching practice is a crucial part of the orientation, and one that is both rewarding and oftentimes very stressful for the FLTAs. Page two of this document contains information that was sent to the FLTAs prior to their arrival on campus.

Each FLTA is expected to give an 8-minute mini-lesson in their native language to up to 9 of their peers (including one MSU student) on Thursday, August 9, as a microteaching exercise. They will have seen an example mini-lesson on Wednesday, and have received limited instruction in pedagogy during their sessions on *Foreign Language Teaching Methodology and Curriculum Development* and *Creating and Using Foreign Language Materials*. They will then be asked to prepare a lesson during that evening to deliver the next day. FLTAs were given specific guidelines ahead of time (see page two).

Since FLTAs are likely to be nervous about this, make sure to start with positive feedback and be gentle in your suggestions. Encourage constructive feedback from the peers and the MSU student.

If you are not experienced in giving feedback, below are some **suggestions** on what to look for and comment upon in your feedback. Please do not limit yourself to only these ideas.

### Guiding questions to ask yourself

You don’t need to give feedback that covers every question below. Choose a few the FLTA did well, and a few he or she could improve upon.

- How did you, as a “student,” **feel**? (Engaged? Challenged? Confused? Overwhelmed?)
- Did the FLTA stay in the **target language**?
- **Did you understand** the main ideas of the lesson?
- Was the **pace** appropriate (not too fast or too slow)?
- Was the **amount of material** presented appropriate?
- Was the **level/content of the material** appropriate for a student new to the language?
- Did the FLTA do anything to **check the comprehension** of his or her students?
- Did the FLTA make **eye contact**?
- Did the FLTA have an appropriate **tone and volume of voice**?
- Did the FLTA look **relaxed**?
- Did the FLTA use **visuals** to help you understand?
- Did the FLTA use **gestures and modify his or her speech** to help you understand?
- Did the FLTA try and **engage the group**?
- Did the FLTA try and **engage individuals** in the group?
- Was there enough **variety** in the activities?
- If an activity was set up, were the **directions or modeling** of what the students needed to do clear?

The main goal of the microteaching session is for the FLTAs to get their feet wet, see others teach, and receive friendly feedback. We ask that facilitators are positive, encouraging, and offer comments on their teaching without instructing. This is a learning experience, not a professional evaluation. Perfection is not expected – tell the FLTAs not be hard on themselves. They should use “areas of development” as points of departure for learning to improve their instruction. Raise consciousness about what works and what good teaching is.

**Re: FLTA Microteaching Overview**

Dear FLTA Orientation participant:

In preparation for your upcoming orientation, we want to inform you that each FLTA will be expected to give an 8-minute mini-lesson in their native language during the last full day (Thursday, August 9) of the orientation.

The purpose of this microteaching activity is for you to get formative feedback on your teaching strategies in a friendly atmosphere, and to provide a forum for you to apply some of the concepts we will have discussed in our pedagogy workshops. There will be sessions focusing on lesson planning, using materials, and curriculum development. You will also see a sample mini-lesson on Wednesday. We recommend that you begin to plan this lesson before arrival in the U.S., but also be prepared to make adjustments to your ideas after you arrive. Please watch this sample micro-teaching video:

<http://youtu.be/E4JpJZtVyGs>.

Microteaching lesson specifications:

- Your mini-lesson should be 8 minutes long.
- Your lesson should focus on oral skills, and assume no prior knowledge of your writing system if your language uses a non-Roman script.
- Your lesson must be delivered in the target language (your native language).
- Plan your lesson for an audience of 7-9 “true” beginners. Do not assume the students have any prior experience with the language.
- Please involve some degree of interaction, although we know this will be limited due to the brevity of the lesson.
- We encourage the use of visuals. A chalkboard will be available for you to use. You also will have plain white paper and markers in your welcome bag. Computers will **NOT** be available due to time considerations. You also will NOT have the option to print materials.
- Choose one of the following topics:
  - greetings/introductions/leave taking
  - numbers
  - colors
  - body parts
  - classroom language and items in the classroom
  - days of the week or months of the year (calendar items)
  - food
  - family

We encourage you to start giving this lesson some thought and possibly bringing some simple (and lightweight!) materials to assist you in your teaching.

Safe travels!

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