



# FULBRIGHT

FLTA Summer Orientation  
August 18-22, 2019  
Eugene, OR

## Language Teaching Methodology: Principles, Practices, Materials, and Reflection

*What does good language teaching look like? (jot down notes here)*

## Microteaching Checklist (Demonstration Lesson)

As you watch the demo microteaching lesson, consider each of the questions in this checklist. After the lesson, you will have a minute to fill out the checklist. You will also use this checklist to help you plan and evaluate your own microteaching later!

	Criteria	No	A little	Mostly	Yes
1	<b>Goal Setting</b> Are the topic and goal of the lesson clear?				
2	<b>Target Language &amp; Culture</b> Are the learners exposed to extensive use of the target language and culture?				
3	<b>Active Learning</b> Are the learners actively involved in the lesson and able to personalize the material?				
4	<b>Materials</b> Are the teaching materials motivating, relevant, and contextualized?				
5	<b>Teacher Manner</b> Is the teacher encouraging and friendly?				
6	<b>Clear Instructions</b> Are instructions for activities clear? Do the learners know what they are supposed to be doing?				
7	<b>Discovery Learning</b> Do learners get to figure out some aspects of the language themselves in this lesson?				
8	<b>Feedback</b> Do the learners get useful feedback? (from either the teacher or each other)				

Examples from the lesson and comments:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Space for notes on mini-demos 1-6

## Glossary of some important terms

**Audio-Lingual Method (ALM)** – historical method that focused mostly on oral language accuracy through repeating drills and dialogues.

**Communicative Language Teaching** - current approach to language teaching in which learners are encouraged to engage in communicating real messages in authentic contexts in all four skills (reading/writing as well as speaking/listening). Grammar learning is contextualized in communicative activities.

**Deductive grammar teaching** – teaching learners the patterns ('rules') of grammar first before learners practice them.

**Flipped Learning** – instructional strategy in which instruction is delivered as homework (often online), while more complex applied activities are done in class with teacher guidance.

**Formative feedback** – feedback to the learner that helps the learner improve performance.

**Grammar Translation Method (GTM)** – a historical method that focused mostly on learning language through grammatical translation, explanation, and exercises.

**Inductive grammar teaching** – helping learners discover grammar patterns by themselves through showing contextualized examples.

**Project Based Learning (PBL)** – current approach to language teaching in which learners use the target language while doing projects together, usually for real purposes and audiences.

**Scaffolding** – ways that the teacher or materials help to support the learners to understand and use the target language.

**Task Based Language Teaching** – current approach to language teaching in which learners are given active tasks to do in the target language in order to learn it.

### Exit ticket reflection

		No	Yes			
1	I can recognize when language teaching is communicative	1	2	3	4	5
2	I can recognize when students are engaged in active learning	1	2	3	4	5
3	I can see when a lesson purpose is clear for learners	1	2	3	4	5
4	I can see when a lesson is relevant or personalized to learners	1	2	3	4	5
5	I can notice when learners have many chances to be exposed to the target language and culture	1	2	3	4	5
6	I can notice when instructions to learners are clear and learners know what to do	1	2	3	4	5
7	I can see when materials are being used creatively	1	2	3	4	5
8	I can recognize the difference between deductive and inductive teaching	1	2	3	4	5

*Questions I still have that I will ask a peer or mentor ...*

# Lesson Plan for Microteaching

What is the lesson focus? \_\_\_\_\_

What do I hope learners will be able to say and do by the end of the lesson?

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What will learners do during the lesson?

What materials or props will I use?

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What key words, gestures, or visuals will I use in the lesson to help learners understand what to do?

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### Self-Reflection on your own Microteaching

	Criteria		No	A little	Mostly	Yes
1	<b>Goal Setting</b>	Are the topic and goal of my lesson clear?				
2	<b>Target Language &amp; Culture</b>	Are the learners exposed to extensive use of the target language and culture?				
3	<b>Active Learning</b>	Are the learners actively involved in the lesson and able to personalize the material?				
4	<b>Materials</b>	Are the teaching materials motivating, relevant, and contextualized?				
5	<b>Teacher Manner</b>	Am I encouraging and friendly?				
6	<b>Clear Instructions</b>	Are my instructions for activities clear? Do the learners know what they are supposed to be doing?				
7	<b>Discovery Learning</b>	Do learners get to figure out some aspects of the language themselves in this lesson?				
8	<b>Feedback</b>	Do the learners get useful feedback? (from either me or each other)				

#### Questions for discussion in the group

1. What did you like about your teaching?

2. What would you change if you could?

3. What are other ways to do this same lesson, even if you were satisfied with what happened?