Overview of the Interdepartmental Orientation Workshop for New Language Instructors
August 24-26, 2015

Workshop Goals
This interdepartmental orientation workshop aims to give beginning language instructors a basic understanding of the principles and methods of communicative language teaching (CLT) and general best practices for lesson design. The workshop consists of two parts: demonstration lessons and guided discussions led by faculty from sponsoring departments, and “micro-teaching” in mixed-language groups, an opportunity for new instructors to apply in practice those principles and methods covered in the large-group sessions.

Workshop Schedule
MONDAY, AUGUST 24
1:00-2:30 pm, 104 Van Hise Hall
Lesson Demonstration and Guided Discussion I
- Welcome. Overview of workshop goals, format. (Dianna Murphy Language Institute)
- Focal questions for demonstration lesson I (Dianna Murphy)
- Lesson demonstration I (Naomi Geyer, Department of East Asian Languages and Literature)
- Discussion of focal points from demonstration lesson (Jeanne Schueller, Department of German)
- Reflections on planning demonstration lessons (Naomi Geyer)
- Instructions for micro-teaching I (Jeanne Schueller)

TUESDAY, AUGUST 25
9:00-11:00 am, Van Hise Hall rooms 355, 367, 374, 375, 378, 379, 382, 383, 386, 387
Micro-teaching I*

12:00-1:30 pm, 104 Van Hise Hall
Lesson Demonstration and Guided Discussion II
- Reflections on micro-teaching I (Dianna Murphy Language Institute)
- Lesson demonstration II (Naomi Geyer, Department of East Asian Languages and Literature)
- Reflection on planning demonstration lesson demonstration II (Naomi Geyer)
- General principles of CLT (Jeanne Schueller, Department of German)
- Instructions for micro-teaching II (Jeanne Schueller)
- Study abroad at UW-Madison (Nathan Barker, International Academic Programs)
- The Teaching Assistants’ Association (Clinton Ford and Vikram Tamboli. TAA)

WEDNESDAY, AUGUST 26
10:00-12:00 pm, Van Hise Hall rooms 355, 367, 374, 375, 378, 379, 382, 383, 386, 387
Micro-teaching II*

*Micro-teaching group and room assignments are posted around the room and will be posted online at: www.languageinstitute.wisc.edu. See or contact Dianna Murphy, diannamurphy@wisc.edu, if you have not yet been assigned to a group.
Peer Micro-Teaching in Cross-Language Groups

Goals
Micro-teaching gives new instructors the chance to teach in front of, and receive constructive feedback from, colleagues who are in the same situation as they are. It can give new instructors ideas for lesson plans and in-class activities, and may sensitize new instructors to the tensions and difficulties encountered by students when they are first learning a language.

Format
Workshop participants are assigned to a small group of 6-7 new instructors. Each group is facilitated by faculty and an experienced TA. **New instructors will teach two 10-minute micro-lessons in the language that they are teaching in the fall.** The others in the group will act as students. Of course, one or two of us may already be speakers of the language, and seem “smarter” than real students, but we will perform like regular students anyway. When each peer-teacher finishes, the others in the group write down a few comments on index cards, noting strong points of the lesson and suggestions for improvement. By writing down the comments, (1) all participants can begin analyzing the teaching/learning process and (2) the peer-teacher can receive a variety of suggestions at the end of the peer-teaching time. After everyone has written a few comments, we will have a group discussion to share our ideas. Then, the next person will teach a lesson and we will follow the same format of making written comments and sharing ideas on the lesson. After all the micro-lessons have been taught, we will try to synthesize important points to remember in teaching that type of lesson.

Preparing Your Micro-Lessons
You will prepare two 10-minute lessons, following the lesson phases in the demonstration lessons. The first lesson should target interpersonal communication (i.e., plan to teach a short conversation). The second lesson should build on the first.

You may wish to look at materials in one of the first few lessons of your language program’s elementary or first-year textbook for ideas. If you do, you might prepare a lesson for micro-teaching that you can use when the semester starts and you have real students to teach. (For those of you who will be teaching a higher-level course, please restrict your microteaching lessons to very basic material, even though you will probably not be able to use your lessons in your real class.)

**For your first lesson:**
- Write or select a conversation that could be taught in the first few days of class. Assume no knowledge of the language among your “students.” (Recommended: conversation of 4-6 lines, with some options for students to make their own choices, or express their own opinions or feelings)
- Select a set of words or expressions to accompany the conversation that students can use to enrich and personalize it. (Recommended: 6-8 additional words or expressions)
- Prepare a lesson to teach the conversation, following the lesson phases from the demonstration lesson.

Prepare simple (and if possible, culturally relevant) visuals and, if appropriate for your language, plan how you will give clear written support at some time during the lesson.
A few tips on preparing your micro-lessons:

- Select the material with care: consider what your students’ possible cultural and linguistic knowledge might be.
- Consider how you will build on this first micro-lesson the next day, in your second micro-lesson. Your second lesson could expand on the first by introducing new participants in the conversation, an expanded context, new or expanded tasks, and/or new forms.
- Keep your visuals simple. **You will NOT be able to project from a computer for micro-teaching.**
- Stay in the target language!
- INVOLVE students. Model often, then have students listen, repeat, act it out, practice out loud. The students need the practice; you don’t!
- As you prepare your lesson, practice it out loud, playing the role of both the teacher and the student. Anticipate what your students will say, and what they will do, as you go through the lesson.
- Time your lesson in advance. The facilitators of your micro-teaching group will not let you go over 10 minutes.

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**Sponsoring Departments**
This interdepartmental orientation workshop is possible thanks to the participation of many faculty and experienced TAs from the departments of:

- East Asian Languages and Literature
- French and Italian
- German
- Language Institute
- Languages and Cultures of Asia
- Spanish and Portuguese

**Micro-teaching faculty facilitators:**

- Anna Gemrich, Department of Spanish and Portuguese
- Andrew Irving, Department of French and Italian
- Charles James, Department of German
- Debbie Kaaikiola Strohbusch, Department of Spanish and Portuguese
- Takako Nakabubo, Department of East Asian Languages and Literature
- Tiziana Serafini, Department of French and Italian
- Bei Yang, Department of East Asian Languages and Literature

**Experienced TA micro-teaching facilitators:**

- Margaryta Bondarenko, Department of Spanish and Portuguese
- Nalan Erbil Erkan, Department of Languages and Cultures of Asia
- Bilal Humeidan, African Languages and Literature
- Kelsey Ihinger, Department of Spanish and Portuguese
- Israel Pechstein, Department of Spanish and Portuguese
- Samantha Matteoci, Department of French and Italian
- Cassidy Reis, Department of Spanish and Portuguese
- Rocio Rubio**, Department of Spanish and Portuguese
- Lauren Surovi, Department of French and Italian