

Teaching a World Language Techniques Reading Guide & FLTeach

Part I: Brandl identifies many strategies and techniques that are useful as you begin to plan lessons. In his discussions, he also identifies methodologies, the guiding force behind the strategies and techniques that we are using in classrooms today. As you read your text, please list these strategies and techniques and provide some way of connecting to the idea (elaboration – think EDUC 231!). As you complete this reading guide, think about how an assignment like this might be beneficial in your own classroom. Once you've completed your guide, it will be useful to organize your ideas by categories. One way might be to group them by task type (listening, reading, etc.). Develop your own system as you continue to explore methodologies.

Example:

Category	Technique/Strategy	Elaboration Idea	Reference Page
L	Break up audio activities into smaller parts, focusing students each time on a “critical part”	How do you balance the needs of the language learner (hearing things multiple times) and the logistics of a typical 43-minute period?	244-245

Part II: After you are finished compiling your list, choose one or two topics that seem particularly interesting to you. They might be things that are related or may not have anything in common.

1. After you've identified this topic, go to the FLTeach archives (<http://listserv.buffalo.edu/archives/flteach.html>).
2. Investigate the topics you selected using different key words. Then write a minimum, 2-page summary that explains what you've found and how this might be helpful to you in the classroom.
3. Turn both your log and your reflective essay into the instructor by the date posted on the syllabus.

Part III: Becoming a Member

After you consider the wealth of information that you see, consider becoming a member of the list serve. This list is an open, supportive forum that can be useful to you as you are working with students of any age. But please remember, the members of the list are hardworking professionals: requests such as "I need a lesson by Monday" or "what's a fun way to teach AR verbs" might not be welcomed or responded to simply because these types of responses take additional time. Additionally, these professionals, including myself, do not want to feel "duped" because you are really asking for a class, rather than yourself.

I would encourage you to monitor the list for a few weeks before you post your own message, simply to understand the culture of the serve, much as you will observe your cooperating teacher's classroom for a few weeks, before you take over and teach.

Lastly: you are a representative of Hiram College and of me. Consider the examples we saw in class of what happens on a list serve when you post a question that appears to be an exercise in procrastination or laziness. Do you really want your name associated with such a post forever in the archives? Do you really want to send this to the 4000+ inboxes that you're sending too? Do you really want me to read such a message? 😊