



New Teachers Program

Training Course (16)
Specialized Content/ Foreign
Languages

Introduction

This course aims to enable teachers to teach foreign languages effectively by introducing them to English and French subjects and providing them with the skills, teaching and assessment strategies necessary to teach students a foreign language.

General outcome of the course

Introduce participants to the English and French language curriculum and foreign language teaching strategies.



Specific outcomes of the course

- Introduce the features of the English/French curriculum.
- Introduce the assessment methodology and policies for curriculum skills.
- Introduce the principles of foreign language learning.
- Clarify the stages of acquiring language skills.
- Provide language learning resources.
- Clarify curricula and methods of language teaching.
- Introduce the basic skills of teaching English.
- Apply strategies for teaching and evaluating language skills of a foreign language.
- Clarify literary genres and methods of teaching them.

Components of the training course

- Day 1: Features of the English and French curricula
- Day 2: Curricula and methods of teaching foreign languages
- Day 3: Teaching listening and speaking skills in foreign languages
- Day 4: Teaching reading and writing skills
- Day 5: Teaching literature in foreign languages
- Day 6: Planning to teach foreign languages

Day 1

Features of the English and French curricula

General outcomes of day 1

- introducing foreign language curricula.



Specific outcomes of the first day

At the end of this training day you will be able to:

- Learn about the outcomes and topics of the English and French language curricula.
- Recognize the structure of the curricula for the English language and the French language.
- Familiarize with the assessment methodology and policies for curriculum skills.
- Familiarize with the Scope and Sequence of the English and French language curriculum.
- Determine the principles of learning foreign language.
- Identify the basic skills of foreign languages.

Behavior basics



Phone on silent mode



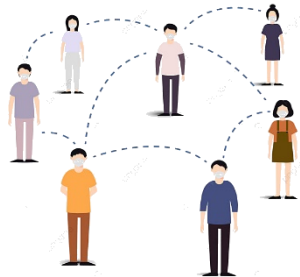
Be on time



**Raise your hand
when participating**



**Respect the opinions
of others**



**Adhere to social
distancing**



Listen to others

First Day Activities

Activities	Time
Activity (1/1): Opening Activity/ introductory Activity	20 min
Activity (1/2): Foreign Languages: their concept and importance	15 min
Activity (1/3): General and Special Outcomes	60 min
Activity (1/4): English and French Language Curricula Topics	65 min
Break	30 min
Activity (1/5): Scope and Sequence	50 min
Activity (1/6): Principles of Learning Foreign Languages	30 min
Activity (1/7): final Activity	15 min
The Day's Final Evaluation	15 min

Activity (1/1) Opening Activity/ Introductory Activity

- Duration of the task: (10 minutes = 5 minutes of work + 5 minutes of presentation of answers)
- Distribute paper scraps to each teacher.
- Ask each teacher to write their name and write a word that expresses them using either English or French.



Opening Activity

What are the common points between your specializations?



Activity (1/2): Foreign Languages, Their Concept and Topics

General principles of languages :

- Language is systematic.
- Language has a sound system.
- Language has a Grammatical System.
- Language has a social meaning.
- Language has a cultural meaning.

Language/ Foreign Languages

- Language: A system made up of a set of written, manual, or spoken symbols.
- Foreign language: It is the language that individuals learn as a result of their desire or need to learn it, that is, it is not their mother tongue or their acquired language.

(June K. Phillips, 2007)

Foreign Languages

What is the importance of learning a foreign language?



Foreign Languages

The importance of learning foreign languages:

- Developing mental abilities: Learning another language allows individuals of all ages to develop their mental abilities, as it contributes to stimulating the brain and strengthening memory.
- Improving communication skills: Learning different languages helps the ability to communicate with a larger segment of people from many cultures and countries.
- Increasing career opportunities where the individual can expand his/her career opportunities and open new horizons. Communication in English, for example, has become a prerequisite for work and life.

Activity (1/3): General and Special Outcomes

Both the English and French curricula have general outcomes



General and Special Outcomes/ **Task**

- Duration of the task: (40 minutes = 15 minutes of work + 25 minutes of group work presentation)
- Divide the teachers into 3 groups.
- Distribution of textbooks for both English and French.
- Define a unit of study and write general and specific outcomes.



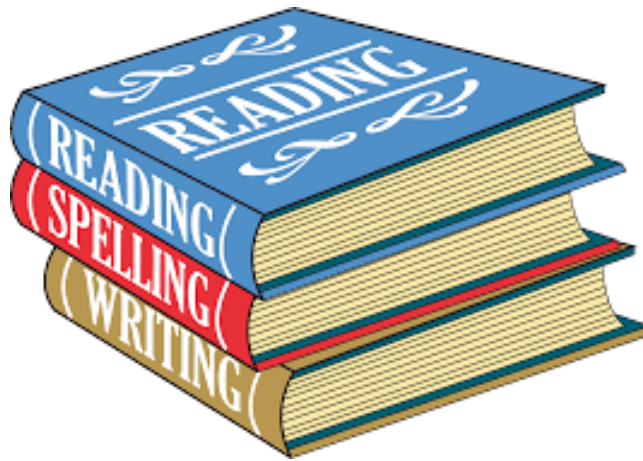
Activity (1/4): English and French Language Curricula Topics

- Duration of the task: 25 minutes
- Divide the teachers into two groups.
- See the Handouts (1/4/1) and (1/4/2). (10 minutes)
- Show the axes of each topic. (15 minutes)

The topics of the English language curriculum

Reading

Writing



Speaking

Listening

The topics of the French language curriculum

Reading

Writing



Speaking

Listening

Teaching Methods

A set of pre-selected teaching procedures by teachers that they plan to use when implementing the lesson in order to achieve the desired teaching goals as effectively as possible and in light of the available capabilities.



Criteria for choosing an appropriate teaching method

- Appropriate method for the course content.
- Appropriateness of the method to the objectives of the lesson.
- The method is suitable for the level of learners.
- Learners participate in the lesson.
- Economy in time and effort.

Educational Activities

It is every act or procedure carried out by teachers, learners, or both, or by a visitor or specialist, to achieve specific educational goals and to develop learners in a comprehensive and integrated manner, whether it is done inside or outside the classroom, inside or outside the school, provided that it remains under the supervision of the school.



Criteria for selecting appropriate teaching activities

- Relevance to the objectives of the lesson.
- relevance to the content.
- Suitability with the physical and human capabilities of the school environment.
- Appropriateness to the level of students and their mental and physical abilities.
- Diversity (non-repetition).
- Positive participation of all students

(Brown,2007)

Evaluation

Paper and Pencil



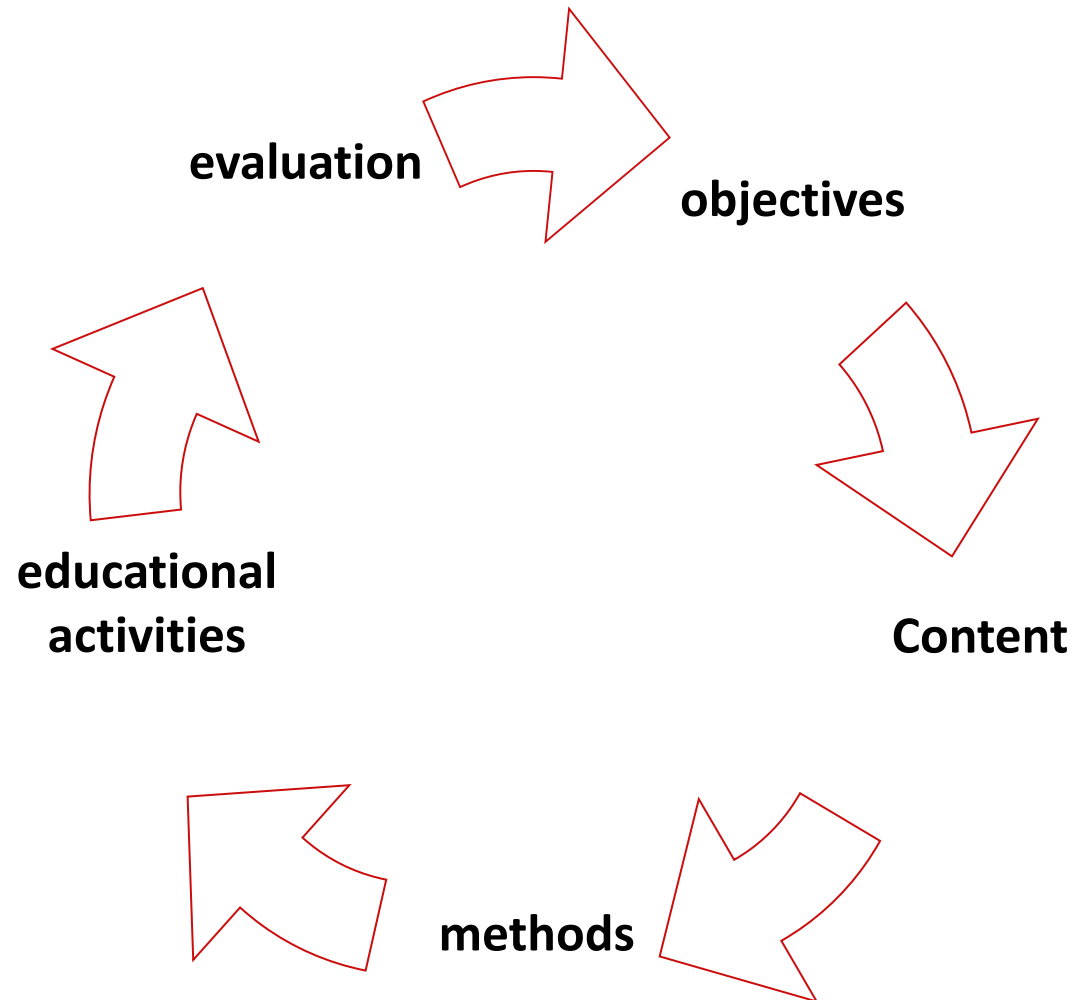
Performance
Evaluation

Task/35 minutes

- Keep teachers in their groups.
- Hand out A4 sheets.
- Specify a unit of study of the English language or the French language.
- Determine the method of teaching, the educational activity and the appropriate evaluation method.



Curriculum components



Break



Activity (1/5): Scope and Sequence

What do we mean by Scope and sequence?



Scope and Sequence

- A set of topics that are presented in a subject throughout the stages of general education and are prepared by experts in the field of the curriculum, taking into account:
- Commitment to the study plan in the educational stages
- Modern content
- Graduation and sequencing of the subject's content through the academic years
- Balance between quantitative and qualitative topics
- Simplicity and clarity
- Adaptation to the level and abilities of students in each grade

(The Ministry of Education)

Scope and Sequence

Listening

G1	G2	G3	G4
L1.1.1 recognize the sounds of the letters of the English alphabet L1.1.2 recognize some basic English words L1.2.1 recognize short, simple greetings L1.2.2 recognize and respond to basic classroom-controlled instructions L1.2.3 show appreciation of listening to short, simple rhymes and songs L1.3.1 use pictures and flash cards to understand new words when listening L1.3.2 recognize objects teachers hold up when listening	L2.1.1 recognize the sounds of all the letters of the alphabet L2.1.2 recognize simple words and phrases L2.2.1 follow short, simple oral instructions L2.2.2 respond to short, simple questions before and after listening L2.2.3 respond in short, simple guided exchanges L2.2.4 use prior knowledge to understand short, simple exchanges L2.2.5 develop a love of listening to short, simple rhymes and songs in English L2.3.1 use pictures, flash cards and posters to understand new words when listening L2.3.2 use teacher introduction to understand new words when listening L2.3.3 use words and short phrases or body language	L3.1.1 recognize the sound of diphthongs in the English alphabet L3.1.2 say two syllable words with the correct stress L3.2.1 follow short, simple oral instructions related to work in class L3.2.2 show understanding of short, simple questions before and after listening L3.2.3 participate in short, simple guided exchanges L3.2.4 show appreciation of simple rhymes and songs in English L3.3.1 use pictures, flash cards, and textbook to understand new or unfamiliar words when listening L3.3.2 use prior knowledge to participate in short, simple guided exchanges L3.3.3 ask for help	L4.1.1 recognize the sounds of consonant combinations in the English alphabet L4.1.2 show understanding of multi-syllable words L4.2.1 use textbook illustrations, and pictionary to understand new or unfamiliar words when listening L4.2.2 use prior knowledge to participate in short, simple guided exchanges L4.2.3 ask peers for help L4.3.1 write dictated simple sentences, or a short paragraph L4.3.2 follow short, simple instructions L4.3.3 respond to questions before, during, and after listening L4.3.4 participate in short, simple guided exchanges L4.3.5 show appreciation of simple rhymes and songs in English

Scope and Sequence/ Task

- Duration of task: (35 minutes)
- Divide the teachers into 2 groups: English teachers group and French teachers group
- See Handout No. (1/5/1) for the English teachers and Handout No. (1/5/2) for the French teachers (15 minutes)
- Answer Worksheet (1/5). (10 minutes)
- Facilitate a discussion and clarify the opinion of a group member. (15 minutes)

Activity (1/6): Principles of Learning Foreign Languages

- Duration of the task: (20 minutes)
- Divide the teachers into two groups.
- Then answer the worksheet No. (1/6).
- Define the principles of learning foreign languages collectively.



Principles of Learning Foreign Languages

- Strategies and self-learning
- Practice and repetition
- Language system
- Purposeful learning

(Douglas Brown.2007. Principles of Language Learning and Teaching. Pearson Education, NY.)

Activity (1/7): Final Activity

As a foreign language teacher in my school, I will strive to



Today's Final Evaluation

- Duration: 15 minutes (5 minutes of work + 10 minutes of presentation of teachers' answers)
- The task: distribute a grade sheet to each teacher to assess their knowledge and skills after the first training day, then ask them to answer it and discuss their answers.
- The final outcome: a grade scale for each teacher

List of References and Sources:

- Douglas Brown (2007). Principles of Language Learning and Teaching. Pearson Education, NY.
- Phillips, June (۲۰۰۷). Foreign language Education: Whose Definition?. The modern Language Journal. Vol 91, No 2. Pp. 266-668.
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