



New Teachers Program

Training Course (16)
Specialized Content/ Foreign
Languages

Day 2

Curricula and Teaching Methods for Foreign Languages

General Outcomes for the Second Day

- Learn about the curricula and methods of teaching foreign languages and how to apply them.

Specific Outcomes for the Second Day

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

- Learn about the stages of acquiring foreign languages (Language Acquisition).
- Determine the characteristics of students at each stage of language acquisition.
- Determine the most prominent methods used by teachers at each stage of language acquisition.
- Identify the curricula and methods of teaching foreign languages.
- Identify language functions, their concept and types.
- Determine methods of teaching foreign languages.

Second Day Activities

Activities	Time
Activity (2/1): Opening Activity/ Introductory Activity	15 min
Activity (2/2): Stages of Language Acquisition	70 min
Activity (2/3): Curricula and Methods of Teaching Foreign Languages Communication Approach/1	60 min
Break	30 min
Activity (2/4): Curricula and Methods for Teaching Foreign Languages Skills Integration Approach and the Task Based Learning Approach/2	50 min
Activity (2/5): Language Functions	40 min
Activity (2/6): Final Activity	20 min
Today's Final Evaluation	15 min

Activity (2/1): Opening Activity

Is teaching foreign languages an easy task? Why?



Activity (2/2): Stages of Language Acquisition

Do students acquire a foreign language in a similar way that they acquire their mother tongue?



Language Acquisition

- Mother tongue acquisition: When a child acquires the mother tongue, the acquisition is automatic and unconscious. During the acquisition of the first language or the mother tongue, the child does not need explicit instructions for language development.
- Foreign Language Acquisition: requires explicit and targeted instruction to support the development of language acquisition, i.e., language learning.

(Stephen Krashen, 2007)

Stages of Language Acquisition

Stephen Krashen classified the stages of language acquisition into five stages as follows:

- Preproduction
- Early Production
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency

Preproduction Stage

Students at this stage do not speak the foreign language, only recognize it and listen to it.

The students in the first stage are characterized as follows:

- Hesitant and distrustful
- Resorting to nonverbal communication such as pointing, drawing and gestures.



Preproduction Stage

The teacher's strategies used during this stage:

- Encourages listening and not being forced to talk.
- Speaks slowly, and focuses on simple words.
- Uses signs and body language.
- Uses multimedia to clarify concepts.

Early Production Stage

During the second stage, students develop their vocabulary and speak using two-word phrases.

The students in the second stage are characterized as follows:

- Use routine phrases: good morning, good evening, I need help, I want to drink water.
- Begin to understand the main idea of the speech during the class session.
- Mispronounce words.

Early Production/ Task

- Duration of the task: (10 minutes)
- Divide teachers into pairs.
- Answer Worksheet (2/2/2).
- Determine the strategies used by the teacher in the second stage of language acquisition.



Early Production Stage

Teacher's strategies during the second stage:

- Speak only using the foreign language.
- Use Yes or No Questions.
- Use WH questions that need simple answers, such as: Who, What, and Where.
- Use Think, Pair, Share when asking a question to the whole class.

Speech Emergence Stage

Students' acquisition of foreign language vocabulary increases, and during the third stage they are able to communicate and speak using simple questions and phrases.

During the third stage, students are characterized by the following:

- The ability to converse in a small group.
- Communicate using simple phrases and questions from a foreign language.
- Use many vocabulary words from the foreign language curriculum.

Speech Emergence Stage

Teacher's strategies during the third stage:

- Encourage students to work in groups.
- Ask questions using How and Why.
- Intensify reading and writing activities.
- Individualization of education in line with the individual abilities of students in a single class.

Intermediate Fluency Stage

In the fourth stage, the students' vocabulary increases significantly, so students are able to use complex sentences and structures.

During the fourth stage, students are characterized by the following:

- The ability to describe details of places or events.
- Retell a story using the correct sentence time.
- Start thinking in the foreign language instead of translating the foreign language to the mother tongue for understanding.
- Communicate and interact with foreign language speakers (Native Speakers).
- Understand the main idea of foreign language films, songs and articles.

Advanced Fluency Stage

At the last stage, students almost reach a degree close to local foreign language speakers, and this period lasts from five to seven years.

During the fifth stage, students are characterized by the following:

- Communicate with local foreign language speakers (Native Speakers).
- Are able to read and write for multiple purposes with proficiency.

The Fourth and Fifth Stages of Language Acquisition/ **Task**

- Duration of the task: (30 minutes)
- Divide the teachers into two groups.
- Hand out A4 paper to each group.
- Determine the strategies used by the teacher in the fourth and fifth stages of language acquisition.



Intermediate Fluency Stage

Teacher's strategies in the fourth stage:

- Focuses on language in terms of adjectives, adverbs of place and time, and proverbs.
- Involves students with retelling activities.
- Promotes self-learning methods to enable students to use the foreign language.

Advanced Fluency Stage

The teacher's strategies during the fifth stage:

- Encourages students to read newspapers in a foreign language.
- Encourages students to watch foreign language television channels.
- Encourages students to use the Internet to research, read and write foreign language topics.

Activity (2/3): Curricula and Foreign Languages Teaching Methods/1

(Communicative Language Approach)

(Integrated Skills Approach)

(Task Based Approach)

Communicative Approach

Groups of methodological options that aim to develop students' communication competence, through simulation or direct construction of real language exchange situations.

(S. Azimava. 2019)

Communicative Approach/ Task

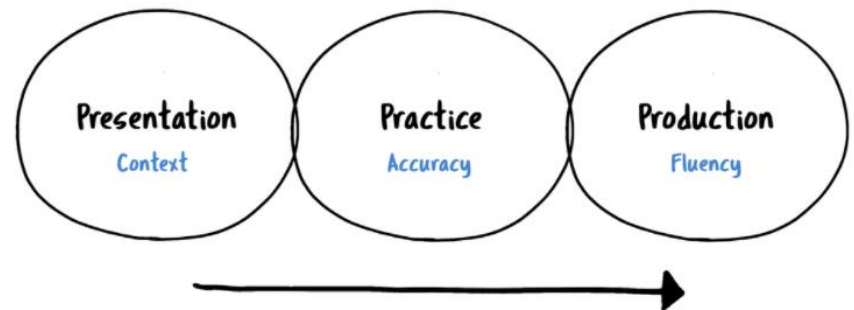
- Duration of the task: (25 minutes)
- Divide the teachers into two groups.
- Read Handout No. (3/2).
- Identify ways of presenting activities in the communicative approach.
- Examples of the types of activities offered.
- Presenting the work of the two groups and commenting on the following slides (25-26).



Communicative Approach

How to present tasks in the communicative approach:

- Presentation
- Exercise and Practice
- Production



Richards, J., & Rodgers, T. (2001). Approaches and methods in language teaching

Communicative Approach

Examples of tasks and activities presented in light of the communicative approach:

- Role- playing
- Information gathering tasks
- Exchanging opinions
- (JIGSAW Activity)
- Fill in the blanks with the correct words or information

Break



Activity (2/4): Curricula and Foreign Languages Teaching Methods/2

(Communicative Language Approach)

(Integrated Skills Approach)

(Task Based Approach)

Integrated Skills Approach

“Teaching of Language Skills Can't be conducted through Separate Structural Element. People in real life don't use Reading, Listening Speaking Writing Skills in Isolation, All these Skills together Serve as Bridge that Connect Person with Society.”

(Pysavchyk & Yamshynska,2015)

Integrated Skills Approach

Combine the four skills to achieve true communication. Productive skills (speaking and writing) or receptive skills (listening and reading) reinforce each other.

(Brown,2007)



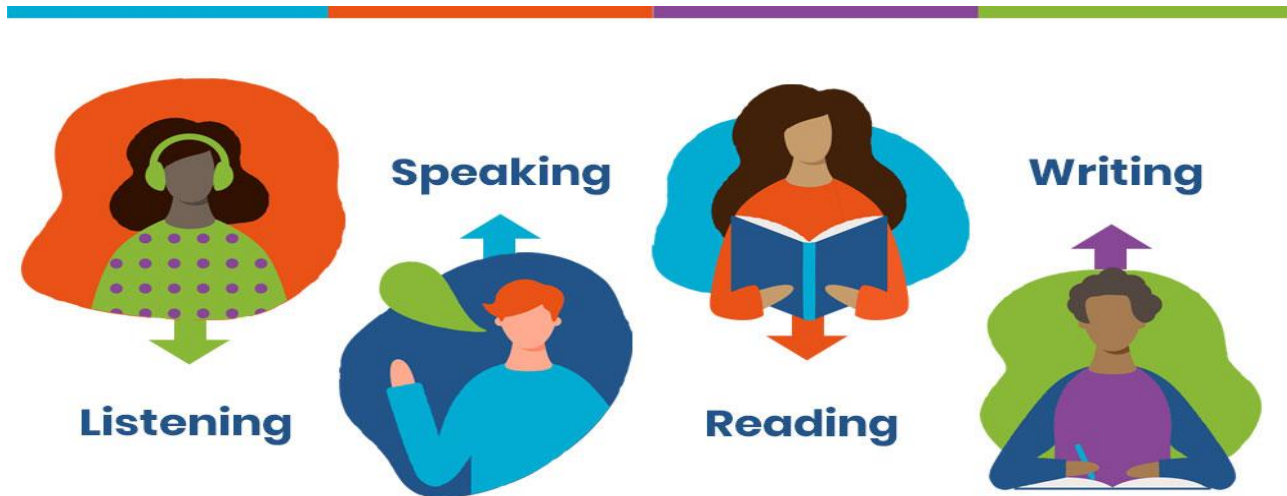
Integrated Skills Approach/ **Task**

- Duration of the task: (20 minutes)
- Divide the teachers into two groups.
- Distribute textbooks for English and French.
- Choose a lesson from the textbook.
- Write an example of how to integrate receptive and productive skills into a lesson during one class session.



Integrated Skills Approach/ Example

Receptive and productive skills can be integrated into the lesson during the class session through *simple integration*, whereby a receptive language skill serves as a model for a productive language skill.



Foreign Language Teaching Curricula

(Communicative Language Approach)

(Integrated Skills Approach)

(Task Based Approach)

Task- Based Approach

This approach is based on the fact that language is the students' means to accomplish the task and not the specific goal. This approach falls under the communicative approach and focuses on providing the teacher with tasks of graded difficulty that simulate real-life situations.

(Ellis, 2018)



Task- Based Approach/ Task

- Duration of the task: (15 minutes)
- Divide the teachers into two groups.
- Distribute A4 sheets to each group.
- Directing the groups to read Handout No. (4/2).
- After reading the Handout, solve worksheet No. (4/2).
- View answers and share feedback between the two groups.



Task- Based Approach

Type of Tasks in a Task- Based Approach:

- Model-based activities: through tasks that focus on a specific model, i.e., texts, whether they are audio or read, to be understood and analysed.
- Simulation-based activities: through simulating model tasks to build semi-real communication in the use of language.
- Structural and Creativity-Based Activities: Creativity-based tasks using different forms of language in actual communication. Students use their vocabulary to interact with each other, with the text, or with others to solve problems, make decisions, or make comparisons.

Task- Based Approach

- Examples of tasks in a task-based approach:
- Brainstorming
- Sorting, categorizing and sequencing tasks
- Problem Solving
- Making comparisons
- Predicting
- Memory Challenge
- Exchanging of students' personal experiences

Activity (2/5): Language Functions

There is a wide range of linguistic functions such as guessing, expressing wishes, opinions, and persuasion. Language functions help students learn basic phrases in the language to complete tasks.

(Beare, Kenneth. 2020. Using Language Functions to Teach English)

Language Functions

Methods of teaching language functions:

- Communicative Drill: For example, asking students what do you do after breakfast?
- Solve problems through: Requesting, Description, asking Questions, or Refusing.

Activity (2/6): Final Activity

Design a poster that reflects the approach and teaching methods that you will be doing in the field?



Today's Final Evaluation

- Duration: 15 minutes (5 minutes of work + 10 minutes of presentation of teachers' answers)
- The task: Distribute an A5 white paper to each teacher and ask each of them to write three learning points related to the second training day. After completion, teachers display the learning points, identifying similar points between them.
- Final product: An exit card containing learning points related to the second training day.

List of References and Sources

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