



New Teachers Program

Training Course (16)
Specialized Content/ Foreign
Languages

Day 6

Planning to Teach Foreign Languages

General Outcomes of the Sixth Day

- Enabling the teachers to plan to teach foreign languages

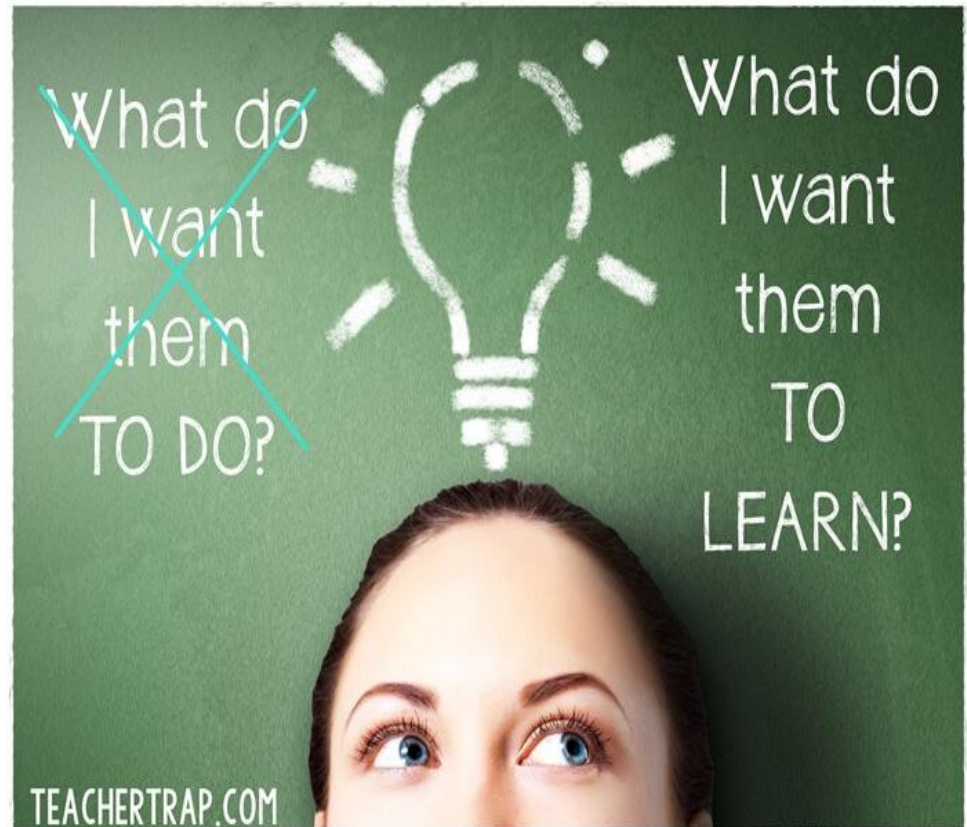
Specific Outcomes of the Sixth Day

- At the end of this training day, you will be able to:
- Analyse the educational content of English and French subjects.
- Apply the Active Based Learning strategy.
- Apply the Direct & Systematic Instruction.
- Determine the beginning and end of the lesson activities to engage students in the teaching and learning process.
- Determine the learning resources needed to teach foreign languages.

Activities of the Sixth Day

Activity	Time
Activity (6/1): Opening Activity	15 min
Activity (6/2): Analysing the Content of the English and French Language	35 min
Activity (6/3): Activities and Lesson Strategies	50 min
Activity (6/4): Foreign Languages Teaching Resources	50 min
Break	30 min
Activity (6/5): Planning to Teach Foreign Languages	90 min
Activity (6/6): Final Activity	15 min
Final Evaluation	15 min

Activity (6/1): Opening Activity



Planning

- is an organized statement of general and specific educational outcomes together with the specific means by which these outcomes are to be attained by the learners under the guidance of the teacher on a given day.

(James Michael Lee's)

Activity (6/2): Content Analysis of the English and French Subjects

What is meant by content analysis?



Content Analysis Form for the English Language

Content Analysis

Subject: English language

School year:

School:

Class/level:

Unit title: We always do our homework

Pages

Topics/Themes	Skills	Structures	Functions	Values/Attitudes	Vocabulary

Content Analysis Form for the French Language

L'analyse de contenu

Classe/niveau : titre de l'unité : Pages :

N.	Unité/-leçon	communication/ savoir-faire	grammaire/ conjugaison	vocabulaire	phonétique	écrit	culture/ civilisation
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
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Task/ Content Analysis

- Divide the teachers into 3 groups
- Distribute textbooks for English and French subjects
- Direct teachers to solve worksheets.



Teacher's Guide

- The teacher's guide is a tool and a guide for applying the lesson in an effective manner. The guide explains the general objectives of the material and the specific objectives for each lesson, along with providing the appropriate procedures for presenting the lesson and providing typical answers to the activities and exercises.

Lessons 4 and 5 People from the past

The outcomes of these lessons are:

- To skim a reading text about famous people from the past
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop listening strategies to complete a factfile
- To demonstrate understanding of a conversation about Alexander the Great
- To engage in a discussion about favourite famous people and give reasons for choosing them
- To write a factfile giving essential information about a famous person
- To distinguish people for good qualities
- To apply literacy / reading books
- To respect sport rules

Materials

- Student's Book pages 8–9
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 1 – pages 8–9

How to go about the material:

- You can ask students to write their own sentences using the key words learnt in the module for homework.

Before you start

- Tell students to work in pairs to think of the three people they think are the most famous. Point out the title, and tell students that their choices can include people from the past.
- Ask a few students to share their suggestions following the format, *I think that [Dina Hattab] is one of the most famous people in Jordan because [everybody knows about her marathon running].*

Answers

Students' own answers

Page 8, Exercise 1

- Make sure students know that when asked to answer a question based on a text, they should read the text with that question in mind. Explain that *Avicenna* is pronounced /ævɪsɪnə/ and *Persia* is pronounced /pɜːʒiə/. As students read about the three famous people from the past, they should try to remember the parts of the passage that mention what made them famous. Remind students that 'CE' stands for 'Common Era', which means anything after the year zero.
- Once students have read the text individually, have them check their answers in pairs. Then, ask students to do research on the Internet, or visit a public library or the school library to find more

Activity (6/3): Tongue Twisters

Betty Botter bought some butter, but she said: this butter's bitter! But a bit of better butter will but make my butter better. So she bought some better butter better than the bitter butter and it made her butter better.



Activity: Tongue Twisters

***As-tu vu le vert ver allant vers le verre en verre
vert?***



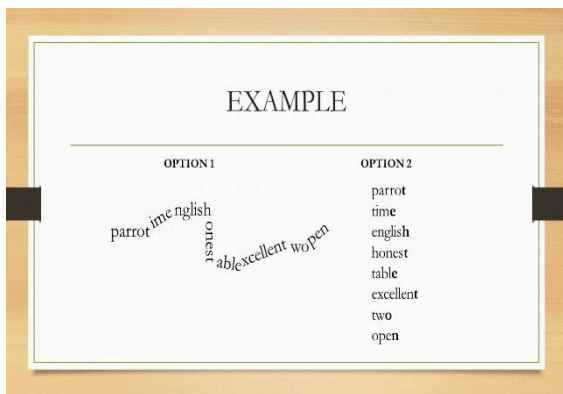
Beginning of Lesson Activities

The beginning of the lesson is one of the most important factors for the success of the lesson and a main reason for students' commitment and understanding of the lesson. It must be remembered that it is not wise to start the lesson without the teacher's prior preparation of the lesson's content, strategies and educational resources. It is necessary to prepare the students to start the lesson with the teacher's presence with a natural smile at the beginning of the lesson time and without delay.



Beginning of Lesson Activities

- Examples of class warm-up activities include:
- Immediate action activities
- Educational games



Beginning and end of class activities

The Warm Up and the Cool Down Activities are Like the introduction and the Conclusion of an Essay.

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End-of Lesson Activities

Examples of end of class activities include:

- Lesson review
- Summary
- Questions
- Quizzes
- Constructive feedback
- Educational games



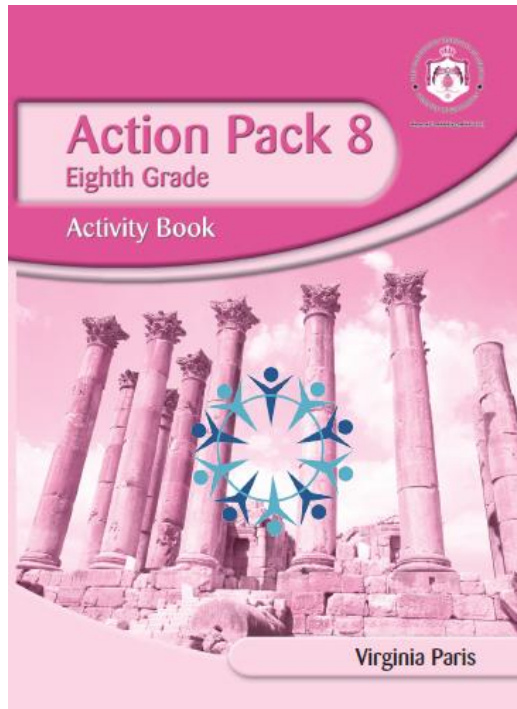
Tracy Les Thomas, Creative Ways to End Lesson, 2016

Task/ Design Activities for the Beginning and End of the Lesson

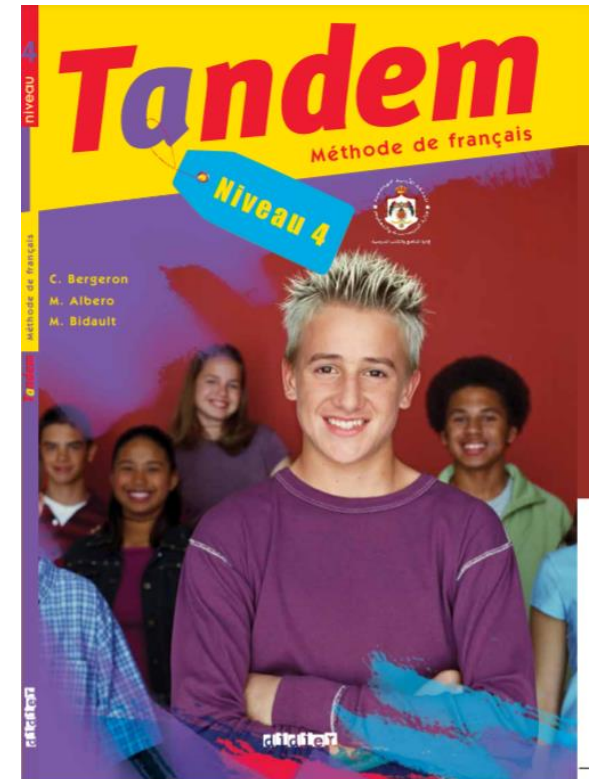
- Divide the teachers into two groups.
- Distribute a textbook for the English language for the first group.
- Distribute a textbook for the French language for the second group.
- Solve worksheet No. (6/2).



Task/ Design Activities for the Beginning and End of the Lesson



Direct Teaching Strategy
And
Active Learning Strategy



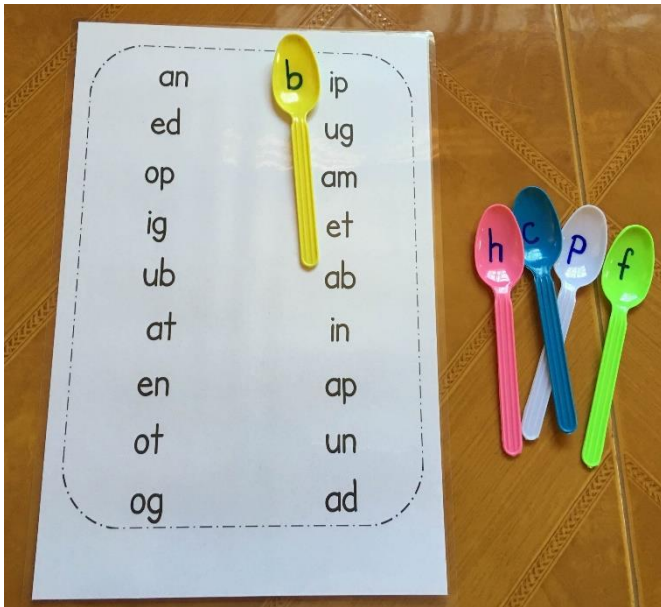
Activity (6/4): Learning Resources

They are tools that the teacher uses to help students learn. The resources may be very simple, such as chalk, or more complex, such as computer programs. Learning resources are divided into non-digital sources and digital sources.



Non-Digital Learning Resources for Teaching Foreign Languages

Learning Resources



Digital Learning Resources for Teaching Foreign Languages

**Social Media
Platforms**

Multimedia



Internet

**Smart Phone
Applications**

Task/ View the planning Notebook

- Divide the teachers into two groups.
- English language planning notebook for the first group.
- Distribute a planning notebook for the French language for the second group.
- Solve Worksheet No. (6/4) to identify non-digital and digital sources.



Digital Resources

Examples of digital resources as presented in the general framework of the English language curriculum.

Helpful Websites and References for Teachers of English

British Columbia Ministry of Education: English as a Second Language Curriculum
<http://www.bced.gov.bc.ca/esl/>

California Department of Education
<http://www.cde.ca.gov/be/st/ss/engmain.asp>

Dave's ESL Café:
<http://www.eslcafe.com>

International Teacher Training Organization:
<http://www.TeflCertificateCourses.com>

Kansas State Board of Education
<http://www.ksde.org/sfp/esol/contentpg.htm>

Massachusetts Department of Education: Framework for Language
<http://www.doe.mass.edu/frameworks/ela/0601.pdf>

Mississippi Curriculum
<http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/outline.html>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs:
<http://www.ecs.org/html/Document.asp?chouseid=2965>

North Carolina Department of Public Instruction:
<http://www.dpi.state.nc.us/curriculum/languagearts/1999/appendixE.html>

Ontario Ministry of Education and Training: Correctional Worker Curriculum
<http://www.edu.gov.on.ca/eng/general/college/progstan/humserv/correct.html#vocational1>

Pennsylvania Department of Education: Academic Strands for Reading, Writing, Speaking and Listening
<http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

TEOSL:
<http://esl.about.com/msub18.htm>

Texas Education Agency
<http://www.tea.state.tx.us/curriculum/rla.html>

The Office of Superintendent of Public Instruction for Washington State
<http://www.k12.wa.us/curriculumInstruct/reading/default.aspx>
<http://www.k12.wa.us/CurriculumInstruct/Writing/default.aspx>
<http://www.k12.wa.us/CurriculumInstruct/Communications/default.aspx>

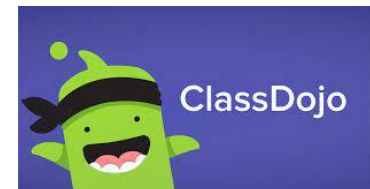
Print References

English Language Curriculum and Its General Guidelines for the Basic Education Stage. prepared by The English Language National Team, General Directorate of Curricula and Educational Technology, Ministry of Education, Jordan, 1990.

General Guidelines and Curricula for the Secondary Education Stage: Comprehensive and Applied. prepared by The English Language National Team, General Directorate of Curricula and Educational Technology, Ministry of Education, Jordan, 1993.

Digital Resources for Teaching Foreign Languages

Examples of digital resources for teaching foreign languages:



Task/ Digital Resources

- Divide the teachers into two groups.
- Ask each group to choose a lesson.
- Determine the appropriate learning resources for the lesson.



Break



Activity (6/5): Planning to Teach Foreign Languages

What are the most important components of the lesson plan?



Task/ Planning to Teach a Foreign Language

- Divide the teachers into two groups.
- Ask the group of English language teachers to review Handout No. (6/5/1).
- Ask the group of French language teachers to see Handout No. (6/5/2).
- Discuss the Handout.



Task/ Planning to Teach a Foreign Language

- Divide the teachers into 3 groups.
- Distribute text books and teachers' guides for English and French subjects.
- Direct the teachers to refer to the template in the worksheet according to each group.
- Refer to Handout No. (6/5/3) when planning.

Activity (6/6): Final Activity/ 15 minutes

- 3 things they will apply in their classes.
- Two things they will be keen to share with their fellow teachers.
- One question they need to know the answer to.



Today's Final Evaluation

- Distribute a sheet of paper (A5) to each teacher.
- Direct the teachers to answer the question: What is the difference between the semester plan and the lesson plan?
- Listen to all the answers and then comment on the correct one.

References and Sources

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