

**YEAR 2**

**SEMESTER 1**

# **Four-Year B.Ed. Course Manual**

## **Eng. Speaking and Listening KG 1-3**





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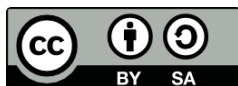


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# FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

**Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission**

## ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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# INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. The course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
  1. What is to be taught and why.
  2. how it can be taught.
  3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

## USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will “own” their manuals and become user-developers. Lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. In preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is .....

In view of this philosophy, I will facilitate this course by/through .....



<b>Course Manual</b>					
A. Course Information					
<i>Title Page</i>					
i. The vision for the New Four-Year B.Ed. Curriculum					
To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners					
ii. Course Details					
Course name	Early Grade Speaking and Listening				
Pre-requisite	Introduction to language and literacy studies				
Course Level	200	Course Code		Credit Value	3
<i>Table of contents</i>					
<b>1. Goal for the Subject or Learning Area</b>					
The Speaking and listening subject is designed to train effective teachers to possess the various skills to teach speaking and listening at the Early Grade(KG P3) effectively to improve learner's language learning and literacy competence.					
<b>Note:</b> <i>There are some topics (especially the initial ones which will cut across all levels (e.g., the concept of speaking and listening and their roles in language learning), however some aspects of the course (e.g. strategies to teaching speaking and listening) will be taught differently at the various levels because what fits for a level will not fit for another level.</i>					
<b>2. Course Description</b>					
The aim of this course is to expose student teachers to the various skills of teaching Early Gradespeaking and listening. The course begins with introducing student teachers to the concept of speaking and how it contributes to language learning and literacy development. The course again aims at assisting student teachers with the skills in materials development for teaching speaking and listening and techniques in assessing speaking at the Early Gradelevel. It will also assist learners with the skills to integrate technology into teaching speaking and listening to enhance Early Gradelearners literacy skills and to equip them with the skills to teach diverse group of learners in terms of teaching speaking and listening. Student teachers will be exposed to the speaking and listening components of the Early Gradecurriculum. Besides, the course will provide trainee teachers with the needed skills to help them to critically reflect on speaking and listening activities and how to apply them in the Early Gradeclassroom. Student teachers will also be exposed to teaching speaking and listening in real classroom situations by team teaching with mentors or colleagues/tutor. The course also emphasises planning appropriate lessons taking into consideration all manner of learners and their needs and interests. The course will be delivered through student-centred approaches like discussion, brainstorming, project work/seminars, think-pair-share, class presentation by students, audio/audio-visual, observation, role-play, school visits/field work and practical teaching. The assessment modes - for, of, and as - for this course include quizzes, assignments, examinations, presentations, report writing, portfolios and observations. The course is aimed at achieving the following NTS 1 a, 2 c and d, 3a, b, c, e, g, l, j, k, l and m, and NTECF p. 25 bullets 2, 3, 5, 6, 11, 13 and 14 requirements.					
<b>3. Key contextual factors</b>					
The course is developed against the background that Early Gradeteachers have limited skills in teaching speaking and listening, have not been taught to integrate ICT into teaching speaking and listening, and have not been trained to develop their own speaking and listening materials. Besides, student teachers have not been trained to integrate speaking and listening in literacy development of Early Graders. In addition, there is the misconception that speaking and listening are not part of literacy and that teaching speaking and listening is the sole responsibility of the language teacher. In addition, Early Gradeliteracy teachers are not adequately prepared to transition learners from home to KG, from KG to P3 and from Primary 3 to Primary 4, in terms of speaking and listening skills development using the L1 of the learner. This course therefore seeks to prepare a student teacher who will be capable of doing these two transitions smoothly.					

4. Core and transferable skills and cross cutting issues, including equity and inclusion	
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> <li>• Collaboration</li> <li>• Communication</li> <li>• Observation and Enquiry skills</li> <li>• Digital literacy</li> <li>• Cultural diversity and inclusion</li> </ul>	
5. Course Learning Outcomes	6. Learning Indicators
1. Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of Early Grade(KG-P3) learners, and components of speaking and listening. (NTS 2c, d, and NTECF 3, p.25)	<p>1.1 Define the concept of speaking and listening.</p> <p>1.2 Identify the roles speaking and listening play in Early Grade(KG-P3) learners’ literacy development.</p> <p>1.3 Discuss the components of listening and speaking</p> <p>1.4 Identify components that underlie effective oral instruction.</p>
2. Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach Early Grade (KG-P3) learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, and NTECF bullets 2 and 5 (p. 25)	<p>2.1. Identify appropriate approaches that address the diverse needs and interests of learners to assess Early Grade(KG-P3) learners’ speaking and listening skills.</p> <p>2.2. Evaluate how these techniques are practiced in schools to address the diverse needs of learners in speaking and listening.</p> <p>2.3 Use appropriate teaching techniques to address the diverse speaking and listening needs and interests of learners to transition smoothly from home to school, from KG to P1 and from P3 to P4.</p> <p>2.4 Apply the techniques/activities learned in the classroom in teaching speaking and listening at Early Grade (KG-P3) level to address the diverse needs and interest of learners.</p> <p>2.4 Use appropriate strategies to develop the speaking and listening skills of learners.</p>
3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Gradelearners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).	<p>3.1 Identify appropriate technology tools that can be used in teaching speaking and listening</p> <p>3.2 Use appropriate technology to prepare speaking and listening TLMs that fits the diverse needs and interest of learners in the Early Grade.</p> <p>3.3 Use appropriate teaching learning materials for teaching speaking and listening which address the diverse needs and interest of Early Grade (KG-P3) learners to enhance their speaking and listening skills.</p> <p>3.4 Identify factors to consider when developing/selecting speaking and listening TLMs</p> <p>3.5 Identify ways to create an environment for effective use of TLMs to enhance learners’ speaking and listening development.</p>
4. Use appropriate methods/tools to assess the speaking and listening skills of diverse Early Grade(KG-P3) learners (NTS 1a, 3k, l, m and NTECF bullet 6, p.25)	<p>4.1 Identify appropriate methods/tools, which address the diverse needs of learners to assess the speaking and listening of Early Grade (KG-P3) learners.</p> <p>4.2 Observe how these methods are used in assessing speaking and listening to improve the literacy skills of all manners learners at the Early Grade (KG-P3) level to address their speaking needs.</p> <p>4.3 Use appropriate assessment methods/tool as developing teachers to assess speaking and listening skills of Early Grade (KG-P3) learners.</p> <p>4.4 Identify problems of using the various approaches to assess speaking and listening skills of Early Grade learners and how to address these problems.</p>
5. Interpret and understand key features of the speaking and listening component of the Early Grade (KG-P3) English curriculum (NTS 2b, d; NTECF bullet 11, 13; p. 25)	<p>5.1 Interpret the speaking/oral and listening components of the Early Grade(KG-P3)literacy (English) curriculum and indicate how they cater for the needs and interests of diverse learners in the classroom.</p> <p>5.2 Identify the deficiencies of the Early Grade speaking and listening curriculum.</p>
6. Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse Early	6.1 Plan and write a scheme of work for an integrated speaking and listening lesson that cater for the diverse needs and interest of learners

Grade learners (KG-P3) learners NTS 3a, g, l, m, NTECF bullet 13,p.25	<p>in the Early Grade (KG-P3 level).</p> <p>6.2. Plan and co-teach a speaking and listening lesson using the integrated lesson plan designed to reach all manner of learners in the Early Grade level to enhance their speaking and listening skills.</p> <p>6.3 Discuss the importance of the integrated speaking and listening lesson plan</p> <p>6.3 Discuss with mentor/teacher on issues that emanated from the lesson delivered.</p>
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### 7. Course Content

Unit	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Introduction to teaching speaking and listening	<p>1.1 Speaking and listening and language learning</p> <p>1.1.1 Definition of speaking and listening</p> <p>1.1.2 Role of speaking and listening in language learning</p> <p>1.2 Components of speaking.</p> <p>1.2.1 Pronunciation</p> <p>1.2.2 Grammar</p> <p>2.2.3 Vocabulary</p> <p>1.2.4 Fluency</p> <p>1.2.5 Comprehension</p> <p>1.2.6.Effective oral instruction</p>	<p>1. <b>Discussion</b> (teacher leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic. Teacher provides feedback to make students contribute effectively)</p> <p>2. <b>Group work</b> (students are put in groups to brainstorm on the role of speaking and listening in language learning and later present their work orally to class for peer critique)</p> <p>3. <b>Discussion</b> (teacher introduces the topic and leads in discussion by using leading and probing questions for students to identify the components of speaking)</p> <p>4. <b>Think, pair, share:</b> Teacher asks students to individually think about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse learners’ needs and interest in mind. Ask students to share/discuss their answers in pairs and finally expand their discussion to the whole class by calling students to share their responses.</p> <p>5. <b>Checklist</b> (students used their prepared checklist to find out if their objectives for the lesson have been met)</p>
2	Teaching Speaking and listening strategies for teaching KG-P3 learners	<p>2.1 Speaking strategies</p> <p>2.1.1. Storytelling</p> <p>2.1.2. Using open-ended question and answer</p> <p>2.1.3.Group discussion/debates</p> <p>2.1.4. Reinforcing active speaking and listening</p> <p>2.1.5. Description of places/things/people</p> <p>2.1.6 Use of audio/audio-visual</p> <p>2.1.7 Modelling speaking and listening</p> <p>2.2. Listening techniques</p> <p>2.2.1 Listening comprehension</p> <p>2.2 Strategies for developing the speaking and listening skills of learners</p>	<p>1. Group Work (Put students teachers in groups and assign one teaching strategy to a group to discuss how each strategy can be used to promote the speaking and listening skills of the KG-P3 learner and how such strategies can be used to address the diverse needs and interest of learners to enhance their speaking and listening skills. Students use PowerPoint to present their work )</p> <p>2. School Visit (Students visit schools and observe how teachers use these strategies to develop the speaking and listening skills of all learners and the advantages and disadvantages of each strategy. Student teachers write report on their visit and present in class).</p> <p>3. Discussion (After school visit, students discuss their observation in class and come out with effective strategies to employ in enhancing Early Gradelearners’ speaking skills taking into consideration learners’ diverse needs and interests).</p>

		2.2 Problems of using the strategies	4. Video (student teachers are shown video of speaking and listening problems of Early Grade(KG-P3) learners. Student teachers then discuss the speaking problems identified in the video) 5. School observation (student teachers visit schools to get first-hand information on speaking and listening problems of learners and compare with what they observed in the video)
3	Technology and developing Early Gradespeaking and listening materials	3.1 What are speaking and listening TLMs? 3.2 Using technology to prepare and use Early Gradespeaking and listening materials 3.3 Challenges of using Technology to produce materials for teaching speaking and listening 3.4 Factors to consider when developing/selecting speaking and listening TLMs 3.5 Creating environment for effective use of TLMs to facilitate speaking and listening development for EARLY GRADE(KG-P3) learners	1. Group Work (Student teacher work in groups and research on factors that affect the preparation and use of speaking materials for Early Gradelearners and present to class) 2. Technology use (student teachers learn how to use computer to develop a speaking material and also use online speaking and listening materials as teaching resource) 3. Demonstration (Student teachers prepare their own teaching materials using technology and use them to teach a selected topic which address the diverse needs and interests of learners in speaking and listening in the classroom) 4. Discussion: Teacher leads discussion on selecting and using appropriate speaking and listening TLMs 5. Discussion (student teachers work in groups to discuss the challenges they face using technology to produce TLMs and how to address the challenges)
4	Assessing Early Grade(KG- P3) learners speaking and listening skills	4.1 Assessing speaking and listening skills of Early Gradelearners 4.1.1 Assessing Early Gradelearners' oral language skills 4.1.2 Assessing speech production (pronunciation) 4.1.3 Assessing comprehension of oral language 4.2.1 Problems of assessing speaking and listening skills of JHS 1-3 learners	1. Discussion (student teachers are put in groups to discuss ways of assessing various aspects of speaking. Later, teacher leads discussion to determine best forms of assessing speaking and listening at the Early Gradelevel to cater for diverse learners' needs and interests. 2. Problem-solving (Teacher puts learners in groups and ask each group to brainstorm on the problems of assessing the speaking skills of learners and ways to address the challenges) 3. School visits (Student teachers visit schools to observe how teachers assess the various components of speaking taking into consideration of diverse needs and interests of learners and the challenges they face and how they address such challenges and write reports on it) 4. Child study (Students teachers practice using appropriate assessment tools on a learner to assess the various component of speaking taking )
5	The Upper Primary speaking and listening component of the Early Gradecurriculum	5.1 Interpreting the Early Gradespeaking/oral and listening component of the curriculum 5.2 Deficiencies in the curriculum	1. Discussion (Teacher leads student teachers to discuss the content of the speaking and listening component of the Early Gradecurriculum 2. Review (student teachers work in groups and use their knowledge of the curriculum to identify the deficiencies in the speaking and listening component

			of the curriculum and how to address the deficiencies. 3. Practical work (students teachers design a scheme of work from the Early Gradecurriculum and share with class for review)
6	Plan and co-teach speaking and listening lesson with mentor/tutor or colleague	6.1 Preparing scheme of work 6.1.1 Factors to consider when designing a speaking and listening scheme of work 6.2 The speaking and listening lesson plan 6.2.1. Components of a speaking and listening lesson plan (pre-, in and post) 6.2.2 Factors to consider when designing a speaking listening lesson plan  6.2.2. Teaching an integrated speaking and listening lesson 6.2.3 Importance of the integrated speaking and listening lesson plan	1. Discussion (teacher leads student teachers to identify and understand the parts of a speaking and listening lesson and develop an integrated speaking and listening lesson plan to cater for the diverse needs and interests of Early Gradelearners)  2. Demonstration (student teachers prepare an integrated speaking and listening lesson plan which targets the diverse learners in the classroom from the scheme of work designed and co-teach with colleague in class)

## 2. Teaching and Learning Strategies

This course will be taught in a one 3-hour session each week.

- Group work
- Demonstrations
- Think, pair and share
- School visits
- Discussion
- Concept mapping
- Individual work and presentation
- Teacher modelling
- Brainstorming
- Questioning

## 3. Course Assessment Components

### Component 1: COURSEWORK

Summary of Assessment Method: Assessment as learning (Student teachers submit a short scheme of work they have co-planned for a sequence of 3 or 4 lessons for a small group of students and develop an integrated speaking and listening lesson plan. It should focus on developing students' speaking and listening and cater for the diverse needs and interest of learners in the Early Grade (KG-P3 level). They should. Identify any TLM they would use and why. Each student should provide a reflection (portfolio) on what they intend students to learn and why they believe it is important to teach speaking and listening. Student teachers should co-teach and evaluate the lessons. Discuss with mentor issues that emanated from the lessons delivered (core skills targeted are *core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work*)

### Weighting: 30%

**Assesses Learning Outcomes:** Learning Outcomes to be measured 2, 3, 4 and 6

NTS 2d, 3 e, g, j, l, m targeted are

*2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach*

*beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.*

*3e. Employs a variety of instructional strategies that encourages student participation and critical thinking.*

*3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.*

*3j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.*

*3k. Integrates a variety of assessment modes into teaching to support learning.*

3l. Listens to learners and gives constructive feedback.

3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

**Component 2: COURSEWORK**

Summary of Assessment Method: Assessment for learning (Students do twoclass group presentations (e.g. by poster or oral) on roles of speaking and listening in the literacy development of early Grade learners, the components and strategies for assessing Early Grade speaking and listening and challenges for using the assessment tools and how to address the challenges. Students will also in groups present on strategies for developing the literacy skills of Early Grade learners in speaking and listening, the challenges involved in using the various strategies and how to address those strategies to benefit all manner of learners and identifies the deficiencies in the speaking and listening component of the early grade curriculum).

(core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work)

**Weighting:** 30 %

**Assesses Learning Outcomes:** Course learning outcomes measured 4, 5, and 6

NTS 1a, 2b, d, 3 g, k, l, m targeted are

1a. Critically and collectively reflects to improve teaching and learning.

2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.

2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach

beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.

3k. Integrates a variety of assessment modes into teaching to support learning.

3l. Listens to learners and gives constructive feedback.

3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

**\* It is recommended that this assessment will be conducted after lessons 1, 3, 4, and 7 have been taught.**

**Component 3: COURSEWORK**

Summary of Assessment Method: Assessment of learning (Student teachers write an end of semester examination, which covers the concepts of Early Grade speaking and listening, misconceptions of the role of speaking and listening in Early Grade learners' literacy development, strategies for teaching speaking and listening, approaches to assessing early grade speaking and listening, the challenges encountered and how to address them, and ways of creating a conducive classroom environment) and the Early Grade literacy curriculum about speaking and listening).

(Core skills addressed include communication, creativity, critical thinking, teamwork/collaboration, inclusivity, observation and inquiry skills, digital literacy)

**Weighting:** 40%

**Assesses Learning Outcomes:** Course Learning outcomes measured 1, 2, 3, 4, and 6

NTS, 2c, d, 3 e, g, j, k, l, m targeted are

2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

3 e. Employs a variety of instructional strategies that encourages student participation and critical thinking.

3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.

3 j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.

3k. Integrates a variety of assessment modes into teaching to support learning.

3l. Listens to learners and gives constructive feedback.

3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

**\* It is recommended that this assessment will be conducted after lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 have been taught.**

<b>4. Required Reading and Reference List</b>
<b>Required Text:</b> Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers
<b>Additional Reading List:</b> Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. Carroll, M. J., Bowyer-Crane, C., Duff, F. G., Hulme, C. & Snowling, M. J. (2011). <i>Developing language and literacy: effective intervention in the early years</i> . West Sussex, UK: Wiley-Blackwell. Fountas, I. C & Pinnell, G. S. (2017). <i>Literacy continuum: A toll for assessment, planning and teaching</i> . Portsmouth, NH: Heinemann. Long, M & C. Doughty, C (2009). <i>The Handbook of Language Teaching</i> . Chichester: Wiley-Blackwell Palmer, E. (2011). <i>Well spoken: Teaching speaking to all students</i> . Stenhouse Publishers Palmer, E. (2014). <i>Teaching the core skills of listening and speaking</i> . Stenhouse Publisher Thornbury, S. (2005). <i>How to Teach Speaking</i> . Pearson Education Ltd. GES (2019). <i>The KG Curriculum</i> . Accra, Ghana: Ghana Education Service.
<b>5. Teaching and Learning resources</b>
<ol style="list-style-type: none"> <li>1. Teaching Speaking and listening Skills to ELL Students: Methods &amp; Resources</li> <li>2. Video – Teaching speaking skills: Strategies and methods <a href="https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html">https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html</a></li> <li>3. Teaching Listening Skills to Children <a href="https://study.com/academy/lesson/teaching-listening-skills-to-children.html">https://study.com/academy/lesson/teaching-listening-skills-to-children.html</a></li> <li>4. Every day Literacy: Listening and Speaking, Grade 1 - Teacher's Edition, E-book</li> <li>5. Computers</li> <li>6. Videos on teaching speaking and listening</li> <li>7. Projector</li> <li>8. Language Laboratory</li> </ol>
<b>6. Course related professional development for tutors/ lecturers</b>
<ul style="list-style-type: none"> <li>• Seminar/workshops on teaching speaking and listening by a resource person</li> <li>• Workshop on preparing speaking and listening TLMs</li> </ul>



# LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	Introduction to teaching speaking and listening				<b>Lesson Duration</b>	3 hrs	
<b>Lesson description</b>	The lesson introduces Early Gradestudent teachers to the concepts of speaking and listening and how they contribute to language learning and literacy development. It also looks at the types and roles of speaking and listening in language acquisition.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about language and literacy and how they contribute to language learning.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Student teachers may not know how speaking and listening contribute to language acquisition</li> <li>• Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b>	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode of work</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	1. Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of Early Gradelearners, and components of speaking and listening. (NTS 2c, d, NTS 3e and NTECF 3, p.25)		1.1 Define the concept of speaking and listening.  1.2 Identify the roles speaking and listening play in Early Gradelearners' literacy development		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>• Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender w</li> <li>• ill be stressed on in forming earning groups.</li> </ul>		
<b>Topic:</b> Introduction to teaching speaking and listening	<b>Sub topic</b> The concepts, types and roles of speaking and listening	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>	<b>Student Activity</b>			
	Revision of the previous lesson the concept of literacy and the components and stages of literacy development	Stage 1: 20mins	Revise previous lesson with students through question and answer technique. Ask student teachers to talk about the concept of literacy, its components and the stages of literacy development		Answer the questions asked by the tutor/lecturer to revise previous lesson (concept of literacy, components and the stages of literacy development.		



Introduction of Course Manual	30 mins.	<b>Discussion</b> First, give an overview of the speaking and listening course manual for early grade teaching of speaking and listening. Through probing and leading questions, assist student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification.	Student teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarifications.
Definition of speaking and listening and types	Stage 2: 60 mins.	<b>Discussion:</b> Tutor leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic using probing and leading questions. Provide feedback to make students contribute effectively. (PDP Theme 3, p. 69) <b>Semantic Mapping:</b> Tutor guides student teachers individually to make a semantic map of what has been learned in the stage.	<b>Discussion</b> Discuss as a class on the meaning of speaking and listening in language learning by answering questions posed by tutor after the presentation.  Student teachers individual make a sematic map of what has been learned in the stage and share with colleagues
The role of speaking and listening in language learning and literacy development	Stage 3: 60 mins	<b>Group work</b> Put student teachers in groups bearing in mind gender and inclusivity to brainstorm on the role of speaking and listening in language learning and later present their work orally to class for peer critique. Provide constructive feedback to students' presentations. (PDP Theme 4, p. 79)	<b>Group Work</b> Form groups to brainstorm on the role speaking and listening play in language learning and literacy development by using available technology and book(s) to search information on the topic under discussion and present their findings orally to class for peer critique
School Visit		Provide student teachers with a checklist they will use during school visit to identify the roles speaking and listening play in language learning of learners and how this will improve their views of speaking and listening in language learning as professionals for next class discussion.	During school visit, student teachers use checklist provided by tutor to identify the roles of speaking and listening in language learning of learners and on how this will improve their views of speaking and listening in language learning as professionals for next class discussion.
Closure	Stage 4: 30min	Ask student teachers to work in groups and write the main points in the lesson. Call student teachers to summarise the lesson. Answer student teachers' questions for clarification  Use provided checklist to identify whether the indicators of the lesson has been achieved	Work in groups to write the main points in the lesson.  Summarise the main points of the lesson orally Ask tutor questions on the lesson for clarification. Use provided checklist to see whether the indicators of the lesson has been achieved.

<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification)</li> <li>• Critical thinking (through discussion, brainstorming and peer critiquing)</li> <li>• Communication (through discussion, presentation and asking and answering of questions)</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p><b>Component 1: COURSEWORK</b></p> <p>Summary of Assessment Method: Assessment for learning (group oral presentation on role of speaking and listening on literacy development of learners done in class). (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Weighting: No.</p> <p>Assesses Learning Outcomes: Course learning outcome 1</p>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptops</li> </ul>
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Units 11 and 12]
<b>Additional Reading List</b>	<p>Bailey, K. (2005). <i>Practical English language teaching: Speaking</i>. New York: McGraw-Hill. [Chapter 2 and 3]</p> <p>Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i>. England: John Wiley and Sons Ltd. [Chapter 13]</p>
<b>CPD Needs</b>	<p>Workshop on teaching listening and speaking as integrated skill and related unfamiliar concepts.</p> <p>Workshop on using technology to prepare speaking and listening TLMs</p>

## LESSON 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	Introduction to teaching speaking and listening				<b>Lesson Duration</b>	3 hrs	
<b>Lesson description</b>	The lesson exposes student teachers to the components of speaking and the views of listening. The lesson also deals with the components of effective oral instruction at the Early Gradelevel.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about definition and types of speaking and listening and the roles they play in language learning and literacy development of learners						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know that speaking and listening have components.</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	1. Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of Early Grade(KG-P3) learners, and components of speaking and listening. (NTS 2c, d, NTS 3e and NTECF 3, p.25)		1.3 Discuss the components/views of listening and speaking 1.4 Identify components that underlie effective oral instruction.		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
<b>Topic:</b> Introduction to teaching speaking and listening	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
	Components of speaking and view of listening		<b>Teacher Activity</b>		<b>Student Activity</b>		
	Revision of the previous lesson the concept of speaking and listening and their	Stage 1: 15 mins	Revise previous lesson with students through question and answer technique. Ask student teachers to discuss the role of speaking and listening they identified during their school visit and		Student teachers answer the questions asked by the tutor/lecturer. Student teachers discuss the role of speaking and listening in language learning, they observed during their school visit and how		

	roles in language learning		how it will improve their views of speaking and listening in their professional development.  Give an overview of the current lesson	it has improved their views of speaking and listening in their professional development. Student teachers take note of the overview of the current lesson provided by the tutor.
	The components of speaking	Stage 2: 55 mins.	<b>Think, pair, share:</b> Ask student teachers to individually think about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse students' needs and interest in mind. Encourage student teachers to use available technology to look for online information on the topic Ask students to share/discuss their findings in pairs and finally expand their discussion to the whole class by calling students to share their responses. (PDP Theme 9, P. 21)	<b>Think, pair, share</b> Student teachers do individual online search for information on the components of speaking using available technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic
	Views of listening	Stage 3: 35 mins	<b>Class Discussion</b> Use leading and probing questions to help student teacher identify and explain the various views of listening. Encourage student teachers to take notes.(PDP Theme 2, p. 35)	<b>Class Discussion</b> Answer questions posed by the tutor to identify the views of listening and takes notes of the views of listening.
	Components effective oral instruction	Stage 4: 50 mins	<b>Group Work:</b> Put student teachers into mixed ability groups to find information online using available or in books on the topic and present their findings to class orally. Provide appropriate feedback. (PDP Theme 4, p. 25)	<b>Group Work</b> Student teachers work in mixed ability groups and use available technology and book to find the components of effective oral instruction and present information to class orally.
	School Visit		Provide student teachers with a checklist they will use during school visit to observe how teachers in the classroom teach the various components of speaking and write report. They should indicate how this will improve their professional development.	During school visit student teachers use checklist provided by tutor to observe how teachers use the various components of speaking manifest the teaching of speaking at the Early Grade and write report. Reflect on how their school visit will improve their skills in dealing with the various components of reading as developing professional teachers.

	Closure	Stage 4:20min	Ask student teachers to work in individually and write the main points in the lesson.  Answer student teachers' questions for clarification  Follow-up: Ask students to read their required text on strategies for teaching speaking and listening.	Student teachers individually write down the main points in the lesson and share with colleagues.  Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment for learning (group oral presentation on role of speaking and listening on literacy development of learners done in class) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: No weighting Assesses Learning Outcomes: Course learning outcome 2			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptops</li> </ul>			
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Units 11 and 12]			
<b>Additional Reading List</b>	Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. [Chapter 2 and 3]  Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John Wiley and Sons Ltd. [Chapter 13]			
<b>CPD Needs</b>	Workshop on teaching components of speaking, views of listening and components underlying effective oral instruction			

## LESSON 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 <b>3</b> 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	Teaching speaking and listening strategies for Early Grade(KG-P3)				<b>Lesson Duration</b>	3 hrs	
<b>Lesson description</b>	The lesson focuses on the strategies that are used in teaching Early Gradespeaking. The lesson also looks at the problems in using the strategies and how to address the problems.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about components and views of speaking and listening. They have also learned components of effective oral instruction.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know that teaching speaking and listening at the Early Grademay have unique strategies</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	2. Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach EARLY GRADEKG-P3 learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25)		2.1. Identify appropriate approaches/strategies that address the diverse needs and interests of learners to assess EARLY GRADEKG-P3 learners' speaking and listening skills. 2.2. Evaluate how these techniques are practised in schools to address the diverse needs of learners in speaking and listening.		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
<b>Topic:</b> Teaching speaking and listening strategies for Early Gradelearners.	<b>Sub topic</b>	<b>Stage/ time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
	Speaking Strategies		<b>Teacher Activity</b>		<b>Student Activity</b>		
	Revision of the previous lesson on the components of speaking, the views of listening and component underlying effective oral instruction	Stage 1: 20 mins	Ask student teachers to develop a semantic map/advanced organizer to show the main things learned on components and views of speaking and listening respectively and components underlying effective oral instruction. Call some student teachers to present the maps orally.		Make a semantic map/advanced organizer of the lesson on components of speaking and views of listening and components of effective oral instruction.  Student teachers take note of the overview of the current lesson provided by the tutor.		

			Give an overview of the current lesson	
	Strategies of teaching speaking to Early Grade learners	Stage 3: 80 mins	<b>Group Work:</b> Introduce the various strategies to class. Put student teachers in groups and assign one strategy to a group to discuss how each strategy can be used to promote the speaking and listening skills of the Early Grade learner and how such strategies can be used to address the diverse needs and interest of learners. Let student present their findings to class using PowerPoint. Tutor and student teacher provide appropriate feedback. (PDP Theme 4, p. 79)	Student teachers listen to the various strategies employed to teach speaking. They then work in groups on task given and search online or in their required text to find how the strategy enhance learners' speaking skills and how the strategy caters for the diverse needs and interest of learners. They present their findings on PowerPoint. Student teachers provide appropriate feedback.
	Problems of using the strategies	Stage 4: 50 mins	<b>Class Discussion:</b> Tutor uses leading and probing questions to help student teachers identify and explain the problems each strategy presents in teaching speaking and how it can be addressed and how to deal with the problems. (PDP Theme 2, p. 35) .	Student teachers contribute to class discussion on the problems of using the strategies and how to address the problems relating to the strategies.
	<b>School Visit</b>		Ask students during their school visit to identify strategies teachers at the Early Grade use to teach speaking and the problems they encounter and write notes on it. Ask student teachers to indicate how this will improve their skills in teaching speaking as developing professionals for next class discussion.	Student teachers write notes on strategies teachers use in teaching speaking and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class. Student teachers indicate how this will improve their skills in teaching speaking as developing professionals for next class discussion.
	Closure	15 min	Ask student teachers to work individually and write the main points in the lesson.  Answer student teachers' questions for clarification	Student teachers individually to write down the main points in the lesson and share with colleagues.  Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment for (Class presentation on the strategies used in teaching speaking at Early Grade) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking) Weighting: 15 % Assesses Learning Outcomes: Course learning outcome 2			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> </ul>			

	<ul style="list-style-type: none"> <li>• Smartphones</li> <li>• Laptops</li> <li>• Video – Teaching speaking skills: Strategies and methods  <a href="https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html">https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html</a> </li> </ul>
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Units 11 and 12]
<b>Additional Reading List</b>	<p>Bailey, K. (2005). <i>Practical English language teaching: Speaking</i>. New York: McGraw-Hill. [Chapter 2 and 3]</p> <p>Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i>. England: John Wiley and Sons Ltd. [Chapter 13]</p>
<b>CPD Needs</b>	<p>Workshop on teaching listening and speaking as integrated skill and related unfamiliar concepts.</p> <p>Workshop on using technology to prepare speaking and listening TLMs</p>



## LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	Teaching Early Grade(KG-P3) speaking and listening strategies/techniques			<b>Lesson Duration</b>	3 hrs		
<b>Lesson description</b>	The lesson introduces student teachers to techniques of teaching listening comprehension and its attendant problems.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about strategies for teaching speaking, and problems of using the strategies and how to address them. Student teachers will also be exposed to teaching listening comprehension.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know that teaching and listening at the Early Grademay have unique techniques</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	2. Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach EARLY GRADEKG-P3 learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25)		2.4 Apply the techniques/activities learned in the classroom in teaching (speaking and) listening at EARLY GRADEKG-P3 level to address the diverse needs and interest of learners		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
<b>Topic:</b> Teaching speaking and listening strategies/techniques for Early Gradelearners	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
	Listening techniques		<b>Teacher Activity</b>		<b>Student Activity</b>		
	Revision of the previous lesson on the strategies of teaching speaking, the views	Introduction: 10 mins	Ask student teachers to develop a semantic map/advanced organizer to show the main strategies used in teaching speaking and how to address problems associated with the strategies. Call some student teachers to present the maps on the board.		Make a semantic map/advanced organizer of the lesson on strategies for teaching speaking and the problems associated with the strategies and present their work on the board for feedback.		

	of listening and component underlying effective oral instruction		Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.
	Listening techniques for developing good listening skills	Stage 1: 40 mins	<b>Class Discussion:</b> Show a 15 minutes video of a teacher teaching listening to Early Gradelearners. Put students teachers in groups to discuss the techniques the teacher used in teaching listening in the video. After the discussion discuss with student teachers some techniques which were not used in the video. (PDP Theme 3, P. 69)	Student teachers watch video on teaching listening to Early Gradelearners. Student teachers discuss in groups the techniques used in the video to teach listening. Each group the present their findings orally to class. Student teachers listen to other techniques provided by the teacher.
	Listening comprehension	Stage 2: 40 min	<b>Class Discussion:</b> Show a 10 minutes video of a teacher teaching listening comprehension and ask student teachers to note the main steps and discuss later as a class. Provide appropriate feedback and comments (PDP Theme 3, 69)	Student teachers watch the video and note the main steps involved in teaching listening comprehension and later discuss as a class. Student teachers ask question for clarification from tutor.
	Strategies of developing listening skills	Stage 2: 40 mins	<b>Think-Pair-Share:</b> Ask student teachers to work individually to search for information online using available technology on the strategies for developing listening skills of Early Gradelearners and share their findings with colleagues. (Theme 9, p. 21)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class for discussion.
	Problems of using the listening techniques and strategies	Stage 4: 40 mins	<b>Class Discussion:</b> Tutoruses leading and probing questions to help student teachers identify and explain the problems of teaching listening and how The problems can be addressed to enhance the listening skills of Early Gradelearners. (PDP Theme 2, p. 35)	Student teachers contribute to class discussion on the problems of using these strategies and how to address the problems relating to the strategies.
	<b>School Visit</b>		Ask students teachers during their school visit to identify strategies teachers at the Early Gradeuse to teach listening comprehension and the problems they encounter and take notes on it for class discussion. They should write in their note how their observation will enhance their teaching of listening in their professional career for next class discussion.	Student teachers write report on strategies teachers use in teaching listening and the problems they encounter and how they deal with the problems and take notes for class discussion. They cross check their findings with what they discussed in class and how this will enhance their teaching of listening in their professional career for next class discussion.
	Closure	Stage 4:10min	Use question and answer techniques to help student teachers summarise the lesson.	Student teachers answer tutors question to summarise the main point in the lesson.

			Answer student teachers' questions for clarification	Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p><b>Component 1: COURSEWORK</b></p> <p>Summary of Assessment Method: Assessment for and as learning (Assessment on quiz to test students teachers' understanding of the lesson) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Weighting: No weighting</p> <p>Assesses Learning Outcomes: Course learning outcome 2</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> <li>• Video on Teaching Listening Skills to Children <a href="https://study.com/academy/lesson/teaching-listening-skills-to-children.html">https://study.com/academy/lesson/teaching-listening-skills-to-children.html</a></li> </ul>			
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Units 11 and 12]			
<b>Additional Reading List</b>	<p>Bailey, K. (2005). <i>Practical English language teaching: Speaking</i>. New York: McGraw-Hill. [Chapter 2 and 3]</p> <p>Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i>. England: John Wiley and Sons Ltd. [Chapter 13]</p>			
<b>CPD Needs</b>	Workshop on strategies and techniques for teaching listening and related unfamiliar concepts.			

## LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Technology and developing Early Gradespeaking and listening materials							<b>Lesson Duration</b>	3 hrs								
<b>Lesson description</b>	The lesson introduces student teachers to how technology can be used in developing Early Gradespeaking and listening material. The lesson will first look at what are speaking and listening TLMs and things they will consider when preparing and using speaking and listening TLMs. The lesson also looks at using appropriate TLMs in teaching speaking and listening. The lesson ends with the challenges of using technology to produce materials for teaching Early Gradespeaking and listening.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about techniques and strategies for teaching listening, and problems of using the strategies and how to address them.																
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know how to use technology in developing speaking and listening materials for Early Gradelearners.</li> <li>Large class size</li> </ul>																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>																
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>													
	3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Gradelearners bearing in mind their interests and needs (NTS 3 and NTECF bullet 10, p.25).			3.1 Identify appropriate technology tools that can be used in teaching speaking and listening 3.2 Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the Early Grade. 3.3 Use appropriate teaching learning materials for teaching speaking and listening which address the diverse needs and interest of Early Grade (KG-P3) learners to enhance their speaking and listening skills.			To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>										

3. Technology and developing Early Gradespeaking and listening materials	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	What are speaking and listening TLMs		Teacher Activity	Student Activity
	Discussion on school visit notes on techniques and strategies for teaching listening and challenges of the strategies.	Introduction: 10 mins	Use probing and leading questions to help student teachers discuss what they observed during their school visit on teaching listening.  Give an overview of the current lesson	Student teachers answer questions to discuss what they observed during their school visit on strategies for teaching listening.  Student teachers take note of the overview of the current lesson provided by the tutor.
	Definition of TLMs in general and speaking and listening TLM particular	Stage 1: 50 mins	<b>Group Work:</b> Put student teachers into mixed group and ask them to search online using available technology and book(s) to look for the definition of TLMs in general and TLMs for speaking and listening in particular. Ask student teachers also to find the factors that affect the preparation and use of speaking and listening for Early Grade learner. Let student teachers present their findings to the class for comments and feedback (PDP Theme 4, p. 25)	Student teachers work in mixed groups to use available technology and book to find out the meaning of TLMs in general, speaking, and listening TLMs in particular. Student teachers use the same procedure to identify the factors to consider when preparing and using speaking and listening TLMs and present to class for comments and feedback from other group members and tutor.
	Using technology to prepare and use Early Gradespeaking and listening materials	Stage 2: 70 mins	<b>Think-Pair-Share:</b> Ask student teachers to work individually to search for information online using available technology on how to use technology to prepare appropriate speaking and listening skills for Early Grade learners and share their findings with colleagues. (PDP Theme 9, p. 21)  Put student teachers in mixed ability groups to select an Early Grade topic, prepare a speaking listening material using available technology, and demonstrate to class how it will be used in teaching.  Provide the need feedback. (PDP Theme 4, p. 25)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class for discussion.  Student teachers form groups, select an Early Gradespeaking and listening topic, and use available technology to prepare a TLM to teach the selected topic to the class. The prepared TLM must cater for diverse needs of learners in class
	Problems of using technology to prepare speaking and listening materials	Stage 4: 30 mins	<b>Class Discussion:</b> Tutor uses leading and probing questions to help student teachers identify and explain the problems of preparing TLMs using available	Student teachers contribute to class discussion on the problems of preparing TLMs using technology

			technology to teach listening and speaking and how the problems can be addressed to enhance the speaking and listening skills of Early Gradelearners. (PDP Theme 2, p. 35)	and how to address the related problems.
	<b>School Visit</b>		Ask students teachers during their school visit to identify how teachers at the Early Gradelevel prepare and use TLMs to teach speaking and listening and the challenges they face and write report on it. They should indicate in their report how their visits will improve their preparation of TLMs to teaching speaking and listening for next class discussion.	Student teachers write report on how teachers use technology to prepare speaking and listening TLMs and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class. Student teachers indicate in their report how their visits will improve their preparation of TLMs to teaching speaking and listening for the next class discussion.
	<b>Closure</b>	20min	Use question and answer techniques to help student teachers summarise the lesson  Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson objective/indicators have been achieved.	Student teachers answer tutors question to summarise the main point in the lesson.  Ask tutor questions on the lesson for clarification Student teachers sue their checklist to find out if learning outcome has been achieved.
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment for learning (Assessment on preparing and using TLMs in selected speaking and listening topic - demonstration) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: No weighting Assesses Learning Outcomes: Course learning outcome 3			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> <li>• Video onTeaching Listening Skills to Children  <a href="https://study.com/academy/lesson/teaching-listening-skills-to-children.html">https://study.com/academy/lesson/teaching-listening-skills-to-children.html</a>and <a href="#">Teaching speaking techniques</a> by John Kay</li> </ul>			
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Units 33 and 34]			
<b>Additional Reading List</b>	Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. [Chapter 12]			

	Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John Wiley and Sons Ltd. [Chapter 24]
<b>CPD Needs</b>	Workshop on strategies and techniques for teaching listening and related unfamiliar concepts.

## LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12		
<b>Title of Lesson</b>	Technology and developing Early Gradespeaking and listening materials			<b>Lesson Duration</b>	<b>3 hrs</b>		
<b>Lesson description</b>	The lesson assist student teachers to identify and explain the factors to be considered when developing or selecting a speaking and listening TLMs to enhance speaking and listening at the Early Gradelevel. It also exposes student teachers ways of creating an environment for effective use of TLMs to enhance speaking and listening development for Early Grade (KG-P3) learners.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about definition of speaking and listening TLMs, use of technology to prepare speaking and listening TLMs and problems of using technology to prepare such TLMs and how to address such challenges.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not be aware of the factors to consider when developing, selecting speaking and listening TLMs and how to create an environment for the use of such materials to enhance speaking, and listening among Early Gradelearners.</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Gradelearners bearing in mind their interests and needs (NTS 3jand NTECF bullet 10, p.25).		3.4 Identify and explain factors to consider when developing/selecting speaking and listening TLMs 3.5 Identify and explain ways to create an environment for effective use of TLMs to enhance speaking and listening developmentfor EARLY GRADE(KG-P3) learners.		To facilitate students’ participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
3. Technology and developing Early Gradespeaking and listening materials			<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>		
					<b>Teacher Activity</b>		<b>Student Activity</b>
	Revision of the previous lesson on Definition of listening and speaking TLMs and challenges		Introduction: 20 mins		Ask students to write down the main ideas of the previous lesson in using technology to prepare and use TLMs in teaching speaking and learning and the challenges faced. They		Student teachers individually write down the main ideas in the previous lesson and share with their colleagues. Student teachers discuss with teacher on report



	of using technology to prepare the materials challenges.		discuss report from their school observation in their previous lesson.  Give an overview of the current lesson	from school visit in their previous lesson.  Student teachers take note of the overview of the current lesson provided by the tutor.
	Factors to consider when developing/selecting speaking and listening TLMs	Stage 1: 70 mins	<b>Group Work</b> Put student teachers into mixed group and ask them to search online using available technology and book(s) to look for the factors to be considered when developing/selecting a speaking and listening TLM for an Early Gradelesson. Let students teachers present their findings to the class for comments and feedback (PDP Theme 4, p. 25)	<b>Group Work</b> Student teachers work in mixed groups to use available technology and book(s) to find out the factors to consider when developing or selecting a speaking and listening TLM for Early Graders.  Student teachers present to class their findings for comments and feedback from other group members and tutor.
	Creating an environment for effective use of TLMs to enhance speaking and listening development for EARLY GRADE(KG-P3) learners.	Stage 2: 70 mins	<b>Class Discussion</b> Lead discussion on how to create an environment conducive for the use of speaking and listening TLM in the Early Gradedto enhance effective learning. After the discussion as students to make notes of the main thing discussed and share with their colleagues. After the discussion and note making, call individual students to make a semantic/advanced organiser on the board of what has been discussed for comments and feedback (PDP Theme 3, p. 69)	<b>Class Discussion</b> Student teachers contribute to class discussion on the various ways we can create an effective environment for the use of speaking and listening TLMs to enhance learning. Student teachers make notes on what has been discussedand present it in the form of semantic mapping/advanced organiser to the class for feedback and comments.
	School Visit		Ask students teachers during their school visit to identify how teachers create a conducive environment at the Early Gradelevel to use TLMs effectively to teach speaking and listening and the challenges they face and write report on it. They should indicate in their report how their visits will improve their use of TLMs in teaching speaking and listening for next class discussion.	Student teachers Ask students teachers during their school visit identify how teachers create a conducive environment at the Early Gradelevel to use TLMs effectively to teach speaking and listening and the challenges they face and write report on it. Student teachers indicate in their report how their visits will improve their use of TLMs in teaching speaking and listening for next class

				discussion. Student teachers indicate in their report how their visits will improve their use of TLMs to teaching speaking and listening for the next class discussion.
	Closure	Stage 3: 20 min	Use leading and probing questions to help student teachers to summarise the lesson in turns.  Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson objective/indicators have been achieved.	Student teachers answer tutors question to summarise the main point in the lesson.  Ask tutor questions on the lesson for clarification Student teachers sue their checklist to find out if learning outcome has been achieved.
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment for learning (Assessment on writing about ways to create a conducive environment for using speaking and listening TLMs effectively in teaching Early Grade. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: No weighting Assesses Learning Outcomes: Course learning outcome 3			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>			
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Units 33 and 34]			
<b>Additional Reading List</b>	Bailey, K. (2005). <i>Practical English language teaching</i> . New York: McGraw-Hill. [Chapter 24]  Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John Wiley and Sons Ltd. [Chapter 24]			
<b>CPD Needs</b>	Workshop on strategies and techniques for teaching listening and related unfamiliar concepts.			

## LESSON 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Assessing Early Gradespeaking and listening							<b>Lesson Duration</b>	3 hrs							
<b>Lesson description</b>	The lesson introduces student teachers to the different methods of assessing the speaking and listening skills of learners. The lesson also provides students the opportunity to observe how these methods are used in school to assess speaking and listening to improve the literacy skills of all manners learners at the Early Grade (KG-P3) level to address their speaking needs.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about the factors to consider when developing, selecting speaking, listening TLMs and how to create an environment for the use of such materials to enhance speaking, and listening among Early Gradelearners.															
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not be aware of the tools necessary for assessing speaking and listening at the Early Grade level and how to use them.</li> <li>Large class size</li> </ul>															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>															
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>				<b>Learning Indicators</b>											
	4. Use appropriate methods/tools to assess the speaking and listening skills of diverseEARLY GRADEKG-P3 learners (NTS 3k and NTECF bullet 6, p.25)				4.1 Identify appropriate methods/tools,which address the diverse needs of learners to assess the speaking and listening ofEarly Grade (KG-P3) learners. 4.2 Observe how these methods are used in assessing speaking and listening to improve the literacy skills of all manners learners at the EARLY GRADEKG-P3 level to address their speaking needs.				To facilitate students’ participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>							

4. Assessing Early Gradespeaking and listening		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	Revision of the previous lesson on factors to consider when developing or selecting speaking and listening TLMs and creating a conducive environment for using TLMs.	Introduction: 20 mins	<p>Ask students to write down the main ideas of the previous lesson in using technology to prepare and use TLMs in teaching speaking and learning and the challenges faced. Discuss report by student teachers on their school visit and experiences they learned on the topic</p> <p>Give an overview of the current lesson</p>	<p>Student teachers individually write down the main ideas in the previous lesson and share with their colleagues. Student teachers discuss their school visit report and they experiences they learned from the visit in relation to the topic learned.</p> <p>Student teachers take note of the overview of the current lesson provided by the tutor.</p>
	4. Assessing Early Gradespeaking and listening	Stage 1: 80 mins	<p><b>Group Discussion</b> Introduce lesson to student teachers and tell them the main areas they will be working on. Then put student teachers into groups and ask them to search online using available technology and book(s) to look for information on ways to assess Early Gradeskills in speaking and listening.</p> <p>Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues, (PDP Theme 4, p. 79)</p>	<p><b>Group Discussion</b> Student teachers work in groups to use available technology and book(s) to find out the different ways of assessing Early Gradelearners' speaking and listening skills. Student present their findings to class on power point for comments and feedback.</p>
	Making speaking and listening assessmentto cater for diverse needs of learners.	Stage 2: 70 mins	<p><b>Brainstorming</b> Form mixed groups and let students brainstorm on how the various forms of assessment discussed in stage 1 can be made to cater for the diverse needs of learners in class.</p> <p>Let students present their views to the class orally for peer critique and tutor feedback (PDP Theme 4, p. 25)</p>	<p><b>Brainstorming</b> Student teachers brainstorm on various ways the different approaches to assessing the speaking and listening skills of Early Gradelearners can be made to cater for the diverse needs of all manner of learners. Student teachers make oral presentation to class of their findings for peer commenting on and tutor feedback. .</p>
	<b>School Visit (Child Study)</b>		During student teachers' school visit, each student should use any of the assessment approaches learned in assessing a	Student teachers use one of the assessment approaches learned to assess a child on either speaking or listening to identify the child's

			learner's speaking or listening skills. (PDP Theme 9, p. 21). They should indicate how their observation or school visit will improve their skills in assessing speaking or listening as professional teachers for their portfolio building.	progress and write report on it. Student teachers indicate how their observation or school visit will improve their skills in assessing speaking or listening as professional teachers for their portfolio building.
	<b>Closure</b>	Stage 10 min	Use leading and probing questions to help student teachers to summarise the lesson in turns.  Answer student teachers' questions for clarification Ask students to read about the problems of assessing speaking and listening for the next class.	Student teachers answer tutors question to summarise the main point in the lesson.  Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment as learning (One page report on child study in relation to assessing speaking or listening for their portfolio) Weighting: No weighting Assesses Learning Outcomes: Course learning outcome 4			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>			
<b>Required Text (core)</b>	Isaacs, T. (2016). Assessing speaking. In D. Tsagari and J. Banerjee (eds). <i>Handbook of second language assessing</i> . pp. 137-146 Belin, De Gruyter Mouton [Chapter 10]			
<b>Additional Reading List</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Unit 42] Shamy, E., May, S., & Or, J. (2017). <i>Language testing and assessment</i> . NY: Springer.			
<b>CPD Needs</b>	Seminar for tutor on speaking and listening assessment of Early Gradelearners.			

## LESSON 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 <b>8</b> 9 10 11 12		
<b>Title of Lesson</b>	Assessing Early Gradespeaking and listening			<b>Lesson Duration</b>	3 hrs		
<b>Lesson description</b>	The lesson introduces student teachers to problems of assessing the speaking and listening skills of EARLY GRADEKG-P3learners. The lesson also looks at how these problems will be addressed.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about the various approaches to assessing Early Gradelearners' speaking and listening skills						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not be aware of the problems for assessing speaking and listening at the Early Grade learners.</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	4. Use appropriate methods/tools to assess the speaking and listening skills of diverseEARLY GRADE (KG-P3) learners (NTS 3k and NTECF bullet 6, p.25)		4.4 Identify the problems of assessing Early Gradespeaking and listening and how to addressing the problems of assessing speaking and listening at Early Grade.		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
4. Assessing Early Gradespeaking and listening			<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>		
					<b>Teacher Activity</b>		<b>Student Activity</b>
	Revision of the previous lesson on various approaches to assessing Early Gradelearners' speaking and listening skills	Introduction: 15 mins	15	Through questioning and answering technique let student teachers recap what was learned in the previous lesson on approaches to assessing Early Graders speaking and listening skills.  Give an overview of the current lesson.	Student teachers individually write down the main ideas in the previous lesson and share with their colleagues.  Student teachers note the overview of the current lesson provided by the tutor.		

	4. Problems of assessing Early Gradelearners' speaking and listening kills	Stage 1: 80 mins	<p><b>Problem Solving</b> Introduce lesson to student teachers and tell them the main areas they will be working on. Show video on assessing speaking: the challenges and opportunities of using a paired format. Then put student teachers into groups and ask them to discuss the video and search for additional information online using available technology and book(s) to identify the problems associated with assessing the speaking and listening skills of learners. Student teachers should identify the problems associated with each approach.</p> <p>Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues.(PDP Theme 4, p. 79)</p>	<p><b>Problem Solving</b> Watch video on assessing speaking: the challenges and opportunities of using a paired format. Then put student teachers into groups and ask them to discuss the video and search for additional information online using available technology and book(s) to find out the problem associated with using the various assessment approaches discussed in the previous lesson in assessing the speaking and listening skills of learners. Each group works on a given approach to identify its attendant problems.</p> <p>Student teachers present their findings to class on power point for comments and feedback.</p>
	Addressing problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	<p><b>Independent Study:</b> Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)</p>	<p><b>Independent Study</b> Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners.</p> <p>Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/</p>
	<b>School Visit</b>		Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing learners using the various approaches to cater for the diverse need of all learners and how teachers solve the problem and how this will improve their skill	Student teachers visit schools to with a checklist and identify the problems teachers face in assessing speaking and listening and how the teachers address the problems to cater for diverse needs of students and write their report.

			in assessing speaking as developing teachers.	Student teachers indicate how this will improve their skill in assessing speaking as developing teachers.
	Closure	Stage 15min	<p>Ask students to write the main points discussed in the lesson as a summary.</p> <p>Answer student teachers' questions for clarification</p> <p><b>Follow-up:</b> Ask student teachers to look for Early Gradecurriculum and look at the literacy section of it.</p>	<p>Student teachers write then main points discuss in the lesson and share with their colleagues.</p> <p>Ask tutor questions on the lesson for clarification</p> <p>Student teachers look for the Early Gradecurriculum for literacy</p>
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Digital literacy (searching online for information on the topic)</li> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p><b>Component 1: COURSEWORK</b></p> <p>Summary of Assessment Method: Assessment for learning (Presentation on assessing JHS speaking and listening and addressing problems associated with them) (<i>Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking</i>)</p> <p>Weighting: 15%</p> <p>Assesses Learning Outcomes: Course learning outcome 4</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul> <p>Video on Assessing Speaking: the challenges and opportunities of using a paired format. Retrieved from <a href="https://www.youtube.com/watch?v=xjfNo3l8Li0">https://www.youtube.com/watch?v=xjfNo3l8Li0</a></p>			
<b>Required Text (core)</b>	Isaacs, T. (2016). Assessing speaking. In D. Tsagari and J. Banerjee (eds). Handbook of second language assessing. pp. 137-146 Belin, De Gruyter Mouton [Chapter 10]			
<b>Additional Reading List</b>	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i>. Accra: Sam-Woode Publishers [Unit 42]</p> <p>Shhamy, E., May, S., &amp; Or, J. (2017). <i>Language testing and assessment</i>. NY: Springer.</p>			
<b>CPD Needs</b>	Seminar for tutors on identifying the speaking and listening assessment problems of Early Gradelearnersand how to address them.			



## LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	The speaking and listening component of the Early Gradecurriculum				<b>Lesson Duration</b>	3 hrs
<b>Lesson description</b>	The lesson introduces student teachers to the Early Gradeliteracy curriculum. Student teachers will be helped to interpreting the Early Gradespeaking/oral and listening component of the curriculum and identify the deficiencies in it and how to address the deficiencies.					
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about identifying the problems of the various approaches to assessing Early Gradelearners' speaking and listening skills and how to address the problem.					
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know the component of the Early Gradespeaking and listening curriculum and their deficiencies.</li> <li>Large class size</li> </ul>					
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>					
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>			
	5. Interpret and understand key features of the speaking and listening component of the Early Grade (KG-P3) English curriculum (NTS 2b, d; NTECF bullet 11, 13; p. 25)		5.1 Interpret the speaking/oraland listening components of the Early Grade (KG-P3)English curriculum and how they cater for the needs and interests of diverse learners in the classroom. 5.2 Identify the deficiencies of the Early Gradespeaking and listening component of the curriculum and how to address them.		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>	
5.The speaking and listening component of the Early Gradecurriculum.		<b>Stage/ time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>			
			<b>Teacher Activity</b>	<b>Student Activity</b>		
	Revision of the previous lesson on problems of assessing Early Gradelearners' speaking and listening skills and how to	Introduction: 20 mins	Ask students to do pair work by identifying then problems in assessing Early Gradespeaking and listening skills of learners and ways to solve the problems. After 10 minutes let learners share what they have done with the class as recap of the previous lesson.	Student teachers work in pairs to identify the problems of assessing Early Gradespeaking and listening and ways to address the problems. They later share their work with the class as a way of revising the previous lesson.		

	address the problems		Preview the current lesson – interpreting the speaking and listening components of the Early Gradecurriculum and its deficiencies with learners.	Student teachers note the preview of the current lesson provided by the tutor.
	5.1 Interpreting the Early Gradespeaking /oral and listening component of curriculum	Stage 1: 70 mins	<b>Group Work</b> Put student teachers into two main mixed groups. Assign group one with the task of identifying then content of the speaking/oral component of the curriculum and group 2 the listening component of the curriculum.Help each group to identify the various contents in each section, how they are sequenced and interpret what the content entails. Later let each group present their observations to the class for further discussions. (PDP Theme 4, p. 79)	<b>Group Work</b> Student teachers work in tasked groups to identify the content of the speaking and listening components of the Early Gradecurriculum, what the topics or content entails and how they are sequenced. Group one works on speaking section while group two works on the listening section. Each group then presents their work to the whole class for feedback and comment from peers and tutor.
	Deficiencies of the Early Gradespeaking and listening curriculum.	Stage 2: 50 mins	<b>Class Discussion:</b> Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Early Gradespeaking and listening component of the curriculum. Give student teachers opportunity to work individually in putting the discussion in the form of concept map and share with class. (PDP Theme 3, p.69)	<b>Class Discussion</b> Student teachers answer tutor’s question to identify the deficiencies of the Early Gradespeaking and listening component of the curriculum. Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.
	Addressing Deficiencies in the speaking and listening component of the Early Grade curriculum	Stage 3: 30 min	<b>Group Work:</b> Put student teachers in groups and ask them to brainstorm on how to address the deficiencies in the speaking and listening component of the Early Gradecurriculum. Ask them to present their work to the class orally for feedback from tutor and peers.(PDP Theme 4, p. 79)	Student teachers work in groups to brainstorm on how to address the deficiencies in the speaking and listening component of the Early Gradecurriculum and present their work to the entire class for discussion and feedback from tutor and peers.
	<b>School Visit</b>		Provide student teachers with checklist to use during school visit to identify how teachers address the deficiencies in the Early Gradespeaking and listening component of the curriculum. Ask student teachers to should indicate in their observation note how their knowledge of the deficiencies will help them use the curriculum effectively and discuss it in their nest lesson.	Student teachers visit schools to with a checklist and identify ways teachers address the deficiencies in the speaking and listening component of the curriculum and write report. Student teachers indicate in their observation note how their knowledge of the deficiencies will help them use the curriculum effectively and discuss it in the next lesson.

	Closure	Stage 10min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification <b>Follow-up:</b> Ask student teachers to read ahead on designing the speaking and listening scheme of work for the next class.	Student teachers answer question write then posed by the tutor tom recap the lesson. Ask tutor questions on the lesson for clarification Student teachers read on designing a speaking and listening scheme of work for the next class.
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment for and as learning (school report on addressing the deficiencies in the Early Gradespeaking and listening component of the curriculum for portfolio). (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: No weighting Assesses Learning Outcomes: Course learning outcome 5			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>			
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Unit 30] GES (2019). <i>The KG Curriculum</i> . Accra, Ghana: Ghana Education Service. GES (2019). <i>The English language Curriculum</i> . Accra: Ghana, Education Service, Ghana. GES (2019). <i>The Ghanaian language Curriculum</i> . Accra: Ghana, Education Service, Ghana.			
<b>Additional Reading List</b>	Nation, L. S. P. & Macalister, J. (2009). <i>Language Curriculum Design</i> . NY: Routledge [Chapter 9]			
<b>CPD Needs</b>	Seminar for tutor on interpreting the Early Gradespeaking and listening curriculum.			

## LESSON 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 <b>10</b> 11 12
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<b>Title of Lesson</b>	The speaking and listening Scheme of Work for Early Gradelearner				<b>Lesson Duration</b>	<b>3 hrs</b>	
<b>Lesson description</b>	The lesson introduces student teachers to designing the speaking and listening scheme of work. The lesson also exposes students to factors to consider when designing a speaking and listening scheme of work for Early Gradelearners						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about interpreting the speaking and listening components of the Early Gradecurriculum, the deficiencies in the curriculum and how to deal with the deficiencies.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know how to design scheme of work for Early Gradespeaking and listening.</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology.</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	6. Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse Early Gradelearners (KG-P3) learners NTS 3 g, l, m, NTECF bullet 13,p.25		6.1 Plan and write a scheme of work for an integrated speaking and listening lesson that cater for the diverse needs and interest of learners in the Early Grade(KG-P3 level).		To facilitate students’ participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
5.The speaking and listeningScheme of Work for Early GradeLearner	<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
Revision on the previous lesson on interpreting the Early Gradespeaking and listening curriculum, its deficiencies and addressing the		Introduction: 20 mins	Ask student teachers individually to write summary/main points of the previous lesson as a recap and let them share it with the class.		Student teachers work in pairs to identify some main contents areas in the speaking and listening component of the Early Gradeliteracy curriculum. They later share their work with the class as a way of revising the		

	deficiencies skills and how to address the problems		Discuss student teachers' report from school visit on the previous lesson.  Preview the current lesson – designing a speaking and listening scheme of work and factors to consider in designing a scheme of work.	previous lesson. Student teachers discuss with tutor their report from school visit on the previous lesson. Student teachers note the preview of the current lesson provided by the tutor.
	6.1. The speaking and listening Scheme of work	Stage 1: 70 mins	<b>Class Presentation</b> Tutor does a PowerPoint presentation on the definition of a language scheme of work and how to sequence topics in the scheme of work. Follow this with discussion on decisions to make when designing a scheme of work using probing and leading questions. Provide a sample scheme of work on speaking and listening. Give student teachers ample time to ask questions or make comments. (PDP Theme 3. P. 69)	<b>Class Presentation</b> Student teachers listen to the PowerPoint presentation by the tutor on design a scheme of work and how topics are sequenced. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided scheme of work,
	Factors to consider when designing a speaking and listening scheme of work	Stage 2: 70 mins	<b>Group Work:</b> Put student teachers into mixed group to use available technology to look for information on line and in books to identify factors to consider when designing a speaking and listening scheme of work. Let student teachers present their work to class using posters for tutor or peer feedback. (PDP Theme 4, p. 25)	Student teachers work in mixed group to find out factors that affect the designing of a speaking and listening scheme of work using available technology or books. Student teachers present their work on posters to the class for tutor and peer feedback.
	<b>School Visit</b>		Let student teachers to visit schools to observe how teachers prepare their speaking and listening scheme of work and compare with what they have learned in class for discussion in the next lesson.	Student teachers visit schools, observe how teachers prepare their scheme of work, and compare with what they have learned in class for next class discussion.
	Closure	Stage 3:1520 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap main issues the lesson. Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment of learning (Assessment on preparing an Early Gradespeaking and listening scheme of work and present for assessment(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 15 % Assesses Learning Outcomes: Course learning outcome 6			

<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> </ul>
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Unit 30]
<b>Additional Reading List</b>	Nation, L. S. P. & Macalister, J. (2009). <i>Language Curriculum Design</i> . NY: Routledge [Chapter 9] Makokha, S. & Ongwae, M. <i>Teachers handbook: A 14 day teaching methodology</i> . Kenya: German Development Services. [Chapter 10] <a href="http://collections.infocollections.org/ukedu/en/d/Jgtz017e/">http://collections.infocollections.org/ukedu/en/d/Jgtz017e/</a>
<b>CPD Needs</b>	Workshop for tutor on designing the Early Grades speaking and listening scheme of work.

## LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 <b>11</b> 12
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<b>Title of Lesson</b>	The speaking and listening Lesson plan for Early Gradelearner				<b>Lesson Duration</b>	<b>3 hrs</b>	
<b>Lesson description</b>	The lesson introduces student teachers to designing the speaking and listening lesson plan. The lesson also exposes students teachers to factors to consider when designing a speaking and listening lesson plan for Early Gradelearners						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about deigning an Early Gradespeaking and listening scheme of work and factor to consider when designing a scheme of work						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know how to design lesson plan for Early Gradespeaking and listening.</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair work etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	6. Plan and (co-teach) lessons in speaking and listening by integrating them to cater for the needs and interests of diverse Early Gradelearners (KG-P3) learners NTS 3 g, l, m, NTECF bullet 13,p.25		6.1 Plan and write a lesson plan for an integrated speaking and listening lesson that cater for the diverse needs and interest of learners in the Early Grade(KG-P3 level).		To facilitate students’ participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
6.The speaking and listening Lesson plan for Early Gradelearner			<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>			
				<b>Teacher Activity</b>	<b>Student Activity</b>		
Revision on the previous lesson on design the Early Gradespeaking and listening scheme of work and factors to consider when designing a scheme of work for Early		Introduction: 10 mins	Ask student teachers in groups to revise the main points on the previous lesson designing a speaking and listening scheme of work for Early Gradelearners. Let groups share their work with the class for comments. Give an overview of the current lesson – designing	Student teachers work in groups to identify the main issues learned in the previous lesson on designing a speaking and listening scheme of work for Early Gradelearners. Later share their work with the class as a way of revising the previous lesson.			

	Gradelearners in speaking and listening		a speaking and listening lesson plan and factors to consider in designing the lesson plan.	Student teachers note the preview of the current lesson provided by the tutor.
	6.1. The speaking and listening lesson plan	Stage 1: 40 mins	<b>Class Presentation:</b> Tutor explains the concept of speaking and listening lesson plan and its importance to language teaching to learners through the use of PowerPoint presentation. Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments. (PDP Theme 3, p. 69)	Student teachers listen to the PowerPoint presentation by the tutor on design a speaking and listening lesson plan and its importance in language teaching and learning. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided lesson plan,
	Components of a speaking and listening lesson plan (pre-, in- and post)	Stage 2: 90 mins	<b>Video:</b> Show student teachers a video on a speaking and listening lesson. Ask student teachers to watch the video carefully and tell the three main components of the lesson, e.g. pre-speaking/listening, in-speaking/listening and post speaking/listening) <b>Group Work:</b> Put student teachers into mixed group and assign each group a stage to search online using available technology and in books the activities for Early Graders used at each stage of the lesson. (PDP Theme 4, p. 69) <b>Class Presentation:</b> Let each group present their work to class using PowerPoint for tutor or peer feedback.	Student teachers watch the video carefully and take down important information for their group work.  Student teachers work in mixed group to find out activities that can be used at every stage of the speaking and listening lesson using available technology or books. Student teachers present their work on posters to the class for tutor and peer feedback.
	<b>School Visit</b>		During school visit, let student teachers observe how teachers prepare their speaking and listening lesson plan and teach speaking and listening and write report on it.	Student teachers visit schools, observe how teachers prepare their speaking and listening lesson plans, and compare with what they have learned in class. Also observe how the teachers teach listening and speaking and write report on it.
	Factors to consider when planning a	Stage 3: 30 min	<b>Class Discussion:</b> Lead class discussion using question and scaffolding to help	Student teachers participate in class discuss by answering tutors



	speaking and listening lesson plan		student teachers identify the condition that influence speaking and listening lesson plan design. Let student teachers use available technology and books in this endeavour. (PDP Theme 3, p. 69)	question, also ask question for clarification and make comments.
	Closure	Stage 4: 10min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment for learning (Assessment on preparing an Early Gradespeaking and listening lesson plan on a selected speaking and lesson topic and present for assessment (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: No weighting Assesses Learning Outcomes: Course learning outcome 6			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> <li>• YouTube video on Teaching speaking and listening. Retrieved from Youtube.com</li> </ul>			
<b>Required Text (core)</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Unit 30]			
<b>Additional Reading List</b>	Nation, L. S. P. & Macalister, J. (2009). <i>Language Curriculum Design</i> . NY: Routledge [Chapter 9] Makokha, S. & Ongwae, M. (n.d) <i>Teachers handbook: A 14 days teaching methodology</i> . Kenya: German Development Services. [Chapter 10] <a href="http://collections.infocollections.org/ukedu/en/d/Jgtz017e/">http://collections.infocollections.org/ukedu/en/d/Jgtz017e/</a>			
<b>CPD Needs</b>	Workshop for tutor on designing the Early Gradespeaking and listening lesson plan.			

## LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 <b>12</b>		
<b>Title of Lesson</b>	Plan and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague				<b>Lesson Duration</b>	<b>3 hrs</b>	
<b>Lesson description</b>	The lesson introduces student teachers to designing the speaking and listening lesson plan. The lesson also exposes students teachers to factors to consider when designing a speaking and listening lesson plan for Early Gradelearners						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learned about deigning an Early Gradespeaking and listening scheme of work and factor to consider when designing a scheme of work						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Student teachers may not know how to design lesson plan for Early Gradespeaking and listening.</li> <li>Large class size</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair work etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>e-Learning:</b> Use of video, use of online information, use of computers, smartphone or any available technology</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>				
	6. Plan and (co-teach) lessons in speaking and listening by integrating them to cater for the needs and interests of diverse Early Gradelearners (KG-P3) learners NTS 3a, g, l, m, NTECF bullet 13,p.25		6.1 Plan and write a lesson plan for an integrated speaking and listening lesson that cater for the diverse needs and interest of learners in the Early Grade(KG-P3 level).		To facilitate students’ participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.</li> </ul>		
5.The speaking and listening Lesson plan for Early GradeLearner			<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>			
				<b>Teacher Activity</b>	<b>Student Activity</b>		
Revision on the previous lesson on design the Early Gradespeaking and listening lesson , components of the speaking and listening lesson plan and factors to consider when		Introduction: 15 mins	Ask student teachers to work in pair to revise the main points on the previous lesson; designing a speaking and listening lesson plan for Early Gradelearners and factors to consider when designing the lesson plan. Let pair share their work with the	Student teachers work in pairs to identify the main issues learned in the previous lesson on designing a speaking and listening lesson plan for Early Gradelearners. Later share their work with the class as a way of revising the previous lesson.			

	designing a speaking and listening lesson plan for Early Gradelearners.		class for comments. Give an overview of the current lesson – designing an integrated speaking and listening lesson plan and importance of designing an integrated the lesson plan.	Student teachers note the preview of the current lesson provided by the tutor.
	6.1.Planning and Teaching an integrated speaking and listening lesson	Stage 1: 50 mins	<p><b>Video Presentation:</b> Prepare the class and show them a video of an integrated speaking and listening lesson been delivered by a teacher.</p> <p><b>Class Discussion:</b> Discuss with student teachers how the lesson was delivered in the video, especially how it was integrated. Tutor explains the concept of speaking and listening lesson integration to student teachers. Use this opportunity to explain to student teachers what is meant by speaking and listening lesson integration delivery Give student teachers ample time to ask questions or make comments about the discussion. (PDP Theme 3, p. 69)</p>	<p><b>Video Presentation</b> Student teachers watch the video on integrating speaking and listening lesson delivery for Early Gradelearners.</p> <p><b>Class Discussion</b> Discuss by answering question posed by the tutor on the video screened to show how speaking and listening were integrated in the lesson. Student teachers get involved in discussion on the concept of integration in lesson delivery. Student teachers ask questions or make comments on the provided scheme of work,</p>
	Importance and challenges of integrated speaking and listening lesson	Stage 2: 70 mins	<p><b>Group Work</b> Put student teachers into groups and ask each group identify the importance and challenges of integrating speaking and listening in a lesson by searching on line or in books available.(PDP Theme 4, p. 79)</p> <p><b>Class Presentation:</b> Let each group present their work to class using posters for tutor or peer feedback.</p>	<p><b>Group Work</b> Student teachers work in groups to identify the importance and challenges of integrating speaking and listening in a lesson by using available technology and books..</p> <p>Student share their findings with another group for feedback and later present to the entire class using posters for tutor and peer feedback.</p>
	Teaching an integrated speaking and listening lesson plan		<p><b>School Visit:</b> During school visit, student teachers plan an integrated speaking and listening lesson co-plan and co-teach with a colleagues or mentor for feedback and comments from tutor and colleagues.</p>	Student teachers prepare an integrated speaking and listening lesson on an Early Gradetopic, co-plan and co-teach with a colleague/mentor and receive feedback or comments from tutor or colleagues.

	Course Overview	Stage 3: 30 mins.	<b>Reflection</b> Ask student teachers to reflect on the main topics in the entire course (all lessons) and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Early Grade School teachers. Let student teachers share their reflections with class.	Student teachers reflect on the main topics in their course and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Early Grade teachers. Student teachers share their reflection with the class.
	Closure	Stage 4: 15 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>• Inclusivity/gender (including both male and female in each group, mixed ability group)</li> <li>• Collaboration (working in groups as a team)</li> <li>• Enquiry skills (asking questions for clarification and school observation)</li> <li>• Critical thinking (Discussion and peer critiquing)</li> <li>• Communication (through presentation and answering questions, writing reports)</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> Summary of Assessment Method: Assessment as learning (Assessment on preparing an Early Grade speaking and listening lesson plan on a selected speaking and lesson topic and co-teach (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 15 % Assesses Learning Outcomes: Course learning outcome 6			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Required Text (core)</b>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Projector</li> <li>• Smartphones</li> <li>• Laptop</li> <li>• YouTube video on Teaching integrated speaking and listening lesson. Retrieved from Youtube.com</li> </ul> YouTube video in integrated language skills – Listening YouTube. Retrieved from <a href="https://www.youtube.com/watch?v=kPnckCUv8Y8">https://www.youtube.com/watch?v=kPnckCUv8Y8</a>			
<b>Additional Reading List</b>	Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers</i> . Accra: Sam-Woode Publishers [Unit 30]			
<b>CPD Needs</b>	Workshop for tutor on integrating the teaching of the language skills.			

- End of semester examination – 40%



