

**YEAR 1**

**SEMESTER 1**

# Four-Year B.Ed. Course Manual

ORAL COMMUNICATION AND FRENCH LANGUAGE USAGE  
(MANDATORY COURSE)





The Government of Ghana



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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, NTECF, 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.

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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:

- 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.
- 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 CoEs 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 topics 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 topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order 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 .....

# ORAL COMMUNICATION AND FRENCH LANGUAGE USAGE (MANDATORY COURSE)

COURSE DETAILS							
Course name	ORAL COMMUNICATION AND FRENCH LANGUAGE USAGE (MANDATORY COURSE)						
Pre-requisite	(Credit in) WASSCE FRENCH						
Course Level	100	Semester	1	Course Code		Credit Value	3

## 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, the curriculum seeks to instil in new teachers, the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable and high-quality education for all learners.

## GOAL FOR THE SUBJECT OR LEARNING AREA

The goal of the French language studies course is to train effective, efficient, resourceful and proficient professional French language teachers equipped with requisite skills, knowledge, attitudes and values that will enable them teach French effectively to learners at the JHS level through motivation, increase in their reflective capacity and confidence in the learning process. The course also aims at developing learner's ability to communicate effectively in French both orally (particularly) and in writing as well as through reading.

## COURSE DESCRIPTION

This course is designed to equip student teachers with basic oral communicative skills in French through oral production and summary. It focuses on the correct use of common speech acts through listening, speaking and reading. Attention will be paid to basic principles of phonetics and phonology, the spoken aspect of language structure and usage as well as appropriate basic vocabulary and expressions. Student teachers will also reflect on key oral communication features of the JHS French language curriculum. Practical activities and assessment include speech training, language games, storytelling, picture description and songs to facilitate the acquisition of proficiency in pronunciation and reading. Through communicative and task-based approaches, student teachers will be exposed to using varied documents to teach oral communication as related to pedagogical knowledge (PK) as well as cross-cutting issues. They should become aware of their own professional needs in terms of practice, knowledge, values, attitudes, self-awareness, professional commitment, motivation and objectivity as well as the needs of their learners in order to assess different ability learning groups. (NTS 2cf, pg. 13, NTECF 1 pg. 20, NTS2 abdf, pg.13, NTS 3 ijklm, pg. 14, NTECF 2 pg. 23, NTS 3 egh, pg.14, NTS 1bfg, 2ab, pg.12 &13, NTECF pg. 28).

## KEY CONTEXTUAL FACTORS

French language is one of the major international languages in the world and it is the most widely taught foreign language in Ghana. It is a tool for access to knowledge and culture of the French-speaking community. Aside from the importance of French within the global context, Ghana is geographically surrounded by French-speaking countries, hence the need to reposition herself to derive maximum benefit from her association with her neighbours and the francophone world at large. The study of French in Ghana should be posited within such context as to successfully design and implement an inspiring and engaging curriculum particularly for the Junior High School (JHS) level. The following are the relevant contextual issues for the French course.

1. Ideally, the teaching of French should start from the lower grade but the existing French language policy states that French should be taught as a subject at the JHS level based on the availability of a teacher of French. Currently, French is not a core subject at the JHS level. Also, at the Senior High School (SHS) level, it is an elective subject under the General Arts programme. As a result, many beginning student teachers do not have adequate knowledge in the language. This weak foundation occasioned by insufficient exposure to the language leads to the student teacher's inability to excel in French.
2. French is an elective subject in six (6) Colleges of Education. Almost all the Colleges find it difficult to get the required enrolment for student teachers in French.
3. There is no clear policy on immersion programmes for student teachers.
4. Some trained teachers of French are prevented from teaching it on the field because of the negative attitude of some Heads towards the teaching and learning of French in their schools. They do not want French introduced in the schools because of apparent lack of interest and for fear that the overall performance of the school and/or the students in their final exams may be negatively affected.
5. Teachers of French are not encouraged to teach it because of the negative attitude of other staff members towards its use in schools and in Colleges.
6. There are inadequate materials and facilities (textbooks, language laboratories, ICT tools) and lack of human resource (teachers) for the teaching of French in schools.
7. French language is perceived to be very difficult to learn and to teach. Consequently, some trained teachers of French from the Colleges of Education and even from the Universities do not teach it because of apparent lack of competence and confidence.
8. The French language is generally taught in large classes making it difficult for the teachers to focus on the oral aspect of the language and offer better help to weak learners.
9. Some teachers of French teach the language using English due to lack of requisite competence in French. Student teachers are supposed to be trained entirely in French for them to be able to teach French using French.
10. Student teachers of French are not trained to use ICT tools to teach French.

The French course, therefore, seeks to equip student teachers with requisite knowledge and skills to communicate well in French and teach it effectively at the JHS level. Meanwhile, there is the need to set out a clear policy on the status of French and its teaching in schools in Ghana, preferably making it compulsory at the lower level. In any case, users of this course manual are expected to take into account all of these key contextual factors in their delivery and address them appropriately as they reflect in the various lessons.

## **CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION**

- Critical thinking
- Collaboration in groups
- Digital literacy/ ICT
- Cultural diversity
- Equity and inclusivity in group works

Course Learning Outcomes (CLOs)	Learning Indicators (LIs)
<b>On successful completion of the course, student teachers will be able to:</b>	
<p>1. Demonstrate awareness of themselves as committed and motivated student teachers of French as they discuss misconceptions about teaching and learning French in a multilingual environment and with reference to gender, inclusion and learners with SEN and as they address transition issues. (NTS1bfg, 2ab, 3egh, pg. 12,13, 14, NTECF 1 &amp; 2, pg. 20, 23).</p>	<p>1.1 Discuss issues related to transition from SHS to Teacher Education Institution with reference to teaching and learning French.</p> <p>1.2 Identify and discuss the qualities of a professional teacher of French.</p> <p>1.3 Itemise and reflect in smaller groups on activities and other issues related to commitment and motivation of professional teachers of French.</p> <p>1.4 Identify a number of misconceptions and demotivating factors for teachers of French and suggest ways to overcome them.</p> <p>1.5 Discover reasons for teaching and learning French in Ghana, the importance of French to communities and discuss the impactful lives of some Ghanaian French scholars.</p> <p>1.6 Discuss factors affecting the teaching and learning of French/oral communication in a multilingual environment.</p> <p>1.7 Discuss the pedagogical implications of these factors as well as their own experiences with the learning of French and what could have made the experiences better.</p> <p>1.8 Brainstorm on issues related to gender, inclusion and SEN as related to teaching and learning oral communication in French.</p>
<p>2. Demonstrate knowledge in French phonetics/ phonology and apply it in the correct pronunciation of words, reading simple sentences aloud in French as well as observing and reporting on phonetics and phonology class at the basic level (NTS3ijklm, pg14, NTECF 2 pg. 23).</p>	<p>2.1. Describe learning experiences with phonetics and phonology as well as what could have made those experiences better.</p> <p>2.2. Identify a number of misconceptions and demotivating factors for teachers and learners of French in phonetics/ phonology and suggest ways to overcome them.</p> <p>2.3. Identify basic sounds in given words in French by pronouncing them correctly.</p> <p>2.4. Identify and describe differences between their pronunciation and that of others.</p> <p>2.5. Pronounce familiar words correctly in sentences and practise them individually and collectively in simple conversation tasks.</p> <p>2.6. Identify mistakes/challenges in wrongly pronounced words and discuss ways to overcome them.</p> <p>2.7. Brainstorm on what to look out for in learners when observing a phonetics/phonology class.</p>

<p>3. Demonstrate ability to differentiate between similar sounds, different accents and other auxiliary signs related to pronunciation and read fluently short passages in French (NTS3ijklm, pg14, NTECF 2 pg. 23).</p>	<p>3.1. Describe learning experiences with differentiating between similar sounds and what could have made the experiences better.</p> <p>3.2. Identify misconceptions and demotivating factors for teachers and learners of French in using different accents and other auxiliary signs in reading and suggest ways to overcome them.</p> <p>3.3. Identify and pronounce correctly similar sounds in given words in French.</p> <p>3.4. Pronounce correctly similar words in given sentences in French.</p> <p>3.5. Identify challenges in pronouncing correctly words with accents and other auxiliary signs.</p> <p>3.6. Discuss ways to overcome these challenges.</p> <p>3.7. Practise reading aloud of given short passages in French.</p> <p>3.8. Describe student teachers' experiences with reading aloud and what to look out for when observing a reading aloud lesson.</p>
<p>4. Demonstrate content knowledge (CK) in general pleasantries and rudiments of the French language to be able to engage in simple dialogue and conversation on varied topics using audio-visual materials (NTS2 abdf, pg. 13, NTECF 1 pg. 20, NTECF 2 pg. 23).</p>	<p>4.1 Describe their learning experiences with engaging in simple dialogue and conversation and what could have made their experiences better.</p> <p>4.2 Identify misconceptions and demotivating factors for teachers and learners of French in general pleasantries and rudiments of the French language and suggest ways to overcome them.</p> <p>4.3 Identify a number of words and expressions related to every day vocabulary and comment on their usage in groups.</p> <p>4.4 Use every day vocabulary to express themselves on given topics in French.</p> <p>4.5 Interact with one another in pairs and in small groups to exchange pleasantries.</p> <p>4.6 Listen to audio materials and discuss related topics using simple and short sentences in French.</p> <p>4.7 Present oral report in group activities on given dialogues and conversations.</p> <p>4.8 Describe their experiences with learning general pleasantries at the basic level and what to look out for when observing an oral expression class on such topics.</p>
<p>5. Use correct simple sentences in French in terms of structure and usage based on picture description to engage in short conversation with one another on topics related to daily routine, family and society (NTS3ijklm, pg14, NTECF 2 pg. 23).</p>	<p>5.1 Describe their learning experiences with structure and usage in French and what could have made their experiences better.</p> <p>5.2 Identify misconceptions and demotivating factors for teachers and learners of French in structure and usage as well as picture description and suggest ways to address them.</p> <p>5.3 Identify and comment on a number of expressions related to picture description and challenges associated with specific structures and their usage in French.</p> <p>5.4 List daily activities of individuals, families and societies and identify verbs that can be used to describe them.</p> <p>5.5 Construct simple sentences correctly in French on daily activities.</p> <p>5.6 Identify key elements in simple sentences in French and discuss their function in the sentence structure.</p>

	<p>5.7 Identify tenses and mood of verbs in sentences.</p> <p>5.8 Discuss the functions of key elements in relation to verbs in the sentence structure.</p> <p>5.9 Engage in simple conversations on topics related to family and society.</p> <p>5.10 Describe given pictures using simple and correct sentences in French.</p> <p>5.11 Narrate events using picture descriptions activities.</p> <p>5.12 Describe experiences with learning structure and usage and work on picture description and what to look out for when observing an oral expression class on related topics.</p>
<p>6. Demonstrate ability to speak French fluently as they identify their professional needs in terms of language use through oral production and summary activities (NTS1bfg, 2ab, pg.12 &amp; 13, NTECF pg. 20).</p>	<p>6.1 Describe learning experiences with oral production and summary activities in French and what could have made the experiences better.</p> <p>6.2 Identify misconceptions and demotivating factors for teachers and learners of French in oral production and suggest ways to address them.</p> <p>6.3 Identify and comment on a number of activities related to speaking French fluently and challenges associated with oral production and summary and how to address them.</p> <p>6.4 Use the French language extensively through role play, songs and dramatisation.</p> <p>6.5 Identify and discuss professional needs related to language use.</p> <p>6.6 Discuss specific difficulties/challenges related to speaking French fluently and propose remedies.</p> <p>6.7 Read short passages fluently in French and answer simple questions on them.</p> <p>6.8 Read given passages in French and summarise them orally.</p> <p>6.9 Describe experiences with learning to speak French fluently and what to look out for when observing oral expression lessons on related topics.</p>
<p>7. Develop skills to effectively reflect on key oral communication features of the JHS French language curriculum and related assessment issues as set out in learning outcomes 2 to 6 above (NTS 2 c pg. 13, NTECF pg. 20).</p>	<p>7.1 Describe learning experiences with activities and assessment in French and what could have made the experiences better.</p> <p>7.2 Identify misconceptions and demotivating factors for teachers and learners of French in using manuals and policy documents and suggest ways to address them.</p> <p>7.3 List and comment on key oral communication features to look out for in the JHS curriculum and related assessment issues.</p> <p>7.4 Familiarise themselves with key oral communication features of the JHS French language curriculum.</p> <p>7.5 Brainstorm on key assessment issues related to oral communication features of the JHS French language curriculum.</p> <p>7.6 Suggest topics in oral expression and related assessment components that could be considered or otherwise in the JHS French curriculum.</p> <p>Describe experiences with assessing various aspects of oral expression in the JHS curriculum and what to look out for in assessment during their school observation.</p>

<p>8. Develop skills in observing learners' experience in class by identifying and monitoring learning progress in speaking French as they identify their own professional needs in terms of practice, knowledge, values and attitudes (NTECF Pg. 39).</p>	<p>8.1 Describe learning experiences with class observation and assessment during the STS and what could have made the experiences better.</p> <p>8.2 Identify misconceptions and demotivating factors for teachers and learners of French during the STS and suggest ways to address them.</p> <p>8.3 List and comment on key findings to report on during school visits and related individual professional needs.</p> <p>8.4 Report on school visits with reference to observing learners' experience in class and their background abilities in pronouncing words correctly and reading aloud in French.</p> <p>8.5 Report on how they identified and monitored a child/ group of children's learning and progress in speaking and reading French.</p> <p>8.6 Report on how they identified and discussed their (student teachers') own professional needs in terms of practice, knowledge, values and attitudes as related to oral expression in French with the help of their mentors.</p> <p>8.7 Report on ICT integration into the teaching and learning of Oral Expression at the basic level based on their experiences during the STS.</p> <p>8.8 Brainstorm on the use of language laboratory and ICT integration into teaching and learning of French in general and oral expression in particular.</p> <p>8.9 Describe experiences in observing learners' experience in class by identifying and monitoring learning progress in speaking French.</p> <p>8.10 Describe experiences in identifying their own professional needs in terms of practice, knowledge, values and attitudes as related to teaching and learning oral expression and the JHS curriculum.</p>
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## 1. Course Content

Weeks	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	<b>Teaching and Learning French in Ghana</b>	<ol style="list-style-type: none"> <li>1. Transition issues and experiences with teaching and learning French</li> <li>2. Qualities of the teacher and student teacher of French</li> <li>3. Teaching and learning French in a multilingual environment</li> <li>4. History and Misconceptions about French in Ghana</li> <li>5. Teaching French in Ghana: <ul style="list-style-type: none"> <li>• Historical conceptions</li> <li>• Motivating factors</li> <li>• Misconceptions and addressing them</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Using small group discussions to address transition related issues to teaching and learning French.</li> <li>• Using YouTube/ recorded videos of lessons in French to discuss the qualities of the teacher and student teacher of French as well as related issues.</li> <li>• Creating awareness and motivation as student teachers of French and brainstorm on the need to learn French in Ghana using pictures of people/ students about to cross the border to Francophone countries.</li> <li>• Videos and pictures of: <ul style="list-style-type: none"> <li>✓ Lessons in French depicting typical Ghanaian teaching and learning environment.</li> <li>✓ Some Ghanaian French scholars at seminars, conferences, etc.</li> </ul> </li> </ul>
2	<b>Basic Phonetics and Phonology I</b>	2.0 Système phonétique du français: <ul style="list-style-type: none"> <li>• Voyelles et consonnes</li> <li>• Lettres non prononcées</li> </ul>	<ul style="list-style-type: none"> <li>• Using Video and audio to illustrate the pronunciation of French sounds.</li> <li>• Guiding student teachers to practise pronunciation and basic skills in phonetics.</li> <li>• Speech training tasks/activities/ exercises/ at the language laboratory.</li> </ul>
3	<b>Basic phonetics and Phonology II</b>	3.0. Phrase et intonation <ul style="list-style-type: none"> <li>• Sons identiques</li> <li>• Signes auxiliaires</li> <li>• Liaison et enchaînement</li> </ul>	<ul style="list-style-type: none"> <li>• Using audios and Videos to illustrate French intonation.</li> <li>• Introducing listening exercises using written texts (words, short sentences/ dialogues/ passages) in class and at the language laboratory.</li> </ul>
4	<b>Speech acts depicting daily routine I</b>	4.0 Se présenter, prendre contact, inviter, exprimer ses goûts, etc.	Initiating discussion, dialogue, listening exercises, role play, simulation, dramatisation, language games, and songs to teach speech acts, verbs, etc. depicting daily activities
5	<b>Speech acts depicting daily routine II</b>	5.0 S'orienter, voyager, parler de soi et des autres, etc.	Guiding discussion, dialogue, role play, simulation, dramatisation and language games to teach speech acts, verbs, etc. depicting daily activities.
6	<b>Structure and usage of French language (Spoken) I</b>	6.1 Parties du discours: Noms, déterminants, pronoms, verbes, prépositions, adjectifs, adverbes, etc.  6.2 Notion de genre et nombre	<ul style="list-style-type: none"> <li>• Using YouTube videos, PowerPoint presentations, discussion, songs and iBox to teach various aspects of grammar indicated in this unit.</li> <li>• Assessing through group work, language games, audio recordings, tasks, individual research on the net.</li> </ul>

<b>Weeks</b>	<b>Topics</b>	<b>Sub-topic (if any)</b>	<b>Teaching and learning activity to achieve the learning outcomes</b>
7	<b>Structure and usage of French language (Spoken) II</b>	7.0 Temps et mode: présent, futur, passé composé, imparfait, etc. du mode indicatif, conditionnel, etc	<ul style="list-style-type: none"> <li>Using YouTube videos, PowerPoint presentations, discussion, songs and iBox to teach various aspects of grammar indicated in this unit.</li> <li>Assessing through group work, language games, audio recordings, tasks, individual research on the net.</li> </ul>
8	<b>Picture reading and description</b>	Description des images portant sur des thèmes tels que: <ul style="list-style-type: none"> <li>Faire des courses, faire des achats, au restaurant etc.</li> <li>Parler de sa vie, raconter un événement, etc.</li> </ul>	Collection of pictures from newspapers and magazines and using think pair share, dialogue, discussion, given tasks, Individual Presentations, etc. to describe them.
9	<b>The JHS French Curriculum: Oral Expression and Vocabulary Teaching</b>	Aspects de l'enseignement du/ de: <ul style="list-style-type: none"> <li>L'expression orale</li> <li>Vocabulaire</li> </ul>	Using think-pair share, group presentation, peer interview and discussion to reflect critically on components and features of the JHS French curriculum with emphasis on teaching/learning of oral expression.
10	<b>Class Observation Skills in Oral Expression</b>	Identification et suivi des apprenants en expression orale: <ul style="list-style-type: none"> <li>Progrès dans la communication orale/ l'apprentissage du français</li> <li>Besoins professionnels: pratique, valeur, attitudes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Using class observation guide, videos/ recorded lessons in French and discussion to observe learners' experience in class.</li> <li>Using group work, seminars peer interview to brainstorm on their professional needs, practice, values, attitudes, etc.</li> <li>Using checklist to report on field work/experience.</li> </ul>
11	<b>Oral Comprehension and Summary I</b>	11.0 Stratégies de lecture: lecture silencieuse/lecture à haute voix  11.1 Écoute et analyse des documents audio-visuels	<ul style="list-style-type: none"> <li>Using extracts of simple texts.</li> <li>Guiding group works and reading for peer corrections.</li> </ul> Initiating storytelling, listening exercises, questions and class assignment/work.
12	<b>Oral Comprehension and Summary II</b>	12.0 Résumé oral: technique de résumé, compte rendu et rapport	<ul style="list-style-type: none"> <li>Using extracts of simple texts.</li> <li>Guiding group works and reading for peer corrections.</li> <li>Initiating storytelling, listening exercises, questions and class assignment/work.</li> </ul>

## 2. Teaching and Learning Strategies

- Using YouTube/ recorded videos of lessons in French to present key features of various lessons.
- Using pictures of people/community members/students in actions depicting that they are speaking French and pictures of Scholars in French to create awareness and motivation for student teachers to brainstorm on the need to learn French in Ghana.
- Using pictures and videos of Ghanaian French scholars at seminars, conferences, workshops to motivate student teachers and to ensure their full participation in all activities.
- Using CD on French intonation, other tools at the language laboratory, listening exercises and written texts (words, short sentences/dialogues/passages) to practise pronunciation, reading and basic skills in phonetics and phonology.
- Using discussion, dialogue, listening exercises, role play, simulation, dramatisation, language games, and songs to teach speech acts, verbs, and related expressions on daily routines and structure and usage.

## 3. Course Assessment Components

### Component 1: Coursework (assessment as learning)

#### Summary of Assessment Method: Oral Quizzes

Student teachers will be Given short passages, from the text book, in French to read and present oral summaries on them.

#### Weighting: 30%

Assesses Learning Outcomes: Course Learning Outcome 1, 2 to 7 & 8 (NTS 2 ce pg. 13; NTECF pg. 20).  
NTS 2c. Has secure content knowledge, pedagogical knowledge and pedagogical.

### Component 2: Coursework (assessment as learning)

#### Summary of Assessment Method: Group/class presentations.

Student teachers will:

- Present reports of about 1500 words spelling out: transition issues, misconceptions, demotivating factors, challenges on teaching and learning French and how to address them

#### Weighting: 30%

Assesses Learning Outcomes: Course Learning Outcome 2 to 7 (NTECF p. 20 & p. 23).

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

2c) Has secure content knowledge, pedagogical knowledge and pedagogical

2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

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

### Component 3: Examinations (assessment of learning)

#### Summary of Assessment Method: End of semester Examination

Student teachers will: Demonstrate ability to speak French fluently as they identify their professional needs in terms of language use through oral production and summary activities (NTS1bfg, 2ab, pg.12 & 13, NTECF pg. 20).

#### Weighting: 40%

Assesses Learning Outcomes: Course learning outcome 6. (NTS 2 cf, 3 egh pg. 14; NTECF pg. 39).

NTS 2c. Has secure content knowledge, pedagogical knowledge and pedagogical

NTS 2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

#### 4. Required Reading and Reference List

*Barféty, M. & Beaujouin, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.*  
*Barféty, M. & Beaujouin, P. (2017). Expression oral, niveau1 (A1&A2). Paris : CLE International.*  
*Girardiet, J. & Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.*  
*Ripaud, D. & Kamoun, C. (2017). 100% FLE Phonétique essentielle du français Niveau A1 A2, Paris : Didier.*  
*Crépieux, G., Mensdorff-Pouilly, L. & Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris : Didier.*

#### 5. Teaching and Learning resources

- YouTube videos and animations/pictures,
- Recorded lessons in French (audio & video),
- Computers: Laptops, Projectors and Internet access,
- The JHS Syllabus for Teaching French,
- Pictures in the teaching Manuals for the basic level, pictures depicting daily routines/activities, etc.,
- 'Documents authentiques',
- Language laboratory,
- Internet connectivity.

#### 6. Course related professional development for tutors/ lecturers

√ See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 1

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Teaching and Learning French in Ghana</b>						<b>Lesson Duration</b>	<b>3 hours</b>
<b>Lesson description</b>	This lesson focuses on the qualities and attributes of both the teacher and the student teacher of French with reference to their experiences in teaching and learning of French in a multilingual environment. It also considers the history and misconceptions about the study and use of the French language in Ghana. Student teachers are expected to demonstrate awareness as committed and motivated learners of French by discussing these misconceptions and their implications for the teaching and learning process. Attention will be paid to ways of addressing related challenges with particular reference to transition into teacher education, gender, inclusion and learners with SEN.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can describe their experiences in teaching and learning of French at the pre-tertiary level, particularly at the Basic and Senior High School (JHS & SHS) levels in Ghana.							
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Weak linguistic background of student teachers in French.</li> <li>• Perception that French language is very difficult to learn and to teach.</li> <li>• Lack of self-motivation and commitment to the teaching profession.</li> <li>• Large class size.</li> </ul>							
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, use of online information, use of computers, smartphone or any available technology to enhance teaching and learning.</p>							

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teacher will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues – core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<p>Demonstrate awareness of themselves as committed and motivated student teachers of French as they discuss misconceptions about teaching and learning French in a multilingual environment and with reference to gender, inclusion and learners with SEN and as they address transition issues.</p>	<ul style="list-style-type: none"> <li>• Discuss issues related to transition from SHS to Teacher Education Institution with reference to teaching and learning French.</li> <li>• Identify and discuss the qualities of a professional teacher of French.</li> <li>• Itemise and reflect in smaller groups on activities and other issues related to commitment and motivation of professional teachers of French.</li> <li>• Identify a number of misconceptions and demotivating factors for teachers of French and suggest ways to overcome them.</li> <li>• Discover reasons for teaching and learning French in Ghana, the importance of French to communities and discuss the impactful lives of some Ghanaian French scholars.</li> <li>• Discuss factors affecting the teaching and learning of French/oral communication in a multilingual environment.</li> <li>• Discuss the pedagogical implications of these factors as well as their own experiences with the learning of French and what could have made the experiences better.</li> <li>• Brainstorm on issues related to gender, inclusion and SEN as related to teaching and learning oral communication in French.</li> </ul>	<p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills and information literacy.</p> <p>Inclusivity, cultural diversity, gender, and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube video, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning activities to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent study</b>				
1. Transition from School to TEI	Introduction <ul style="list-style-type: none"> <li>Teaching and Learning at the pre-tertiary environment, etc.</li> <li>Transition from School to Adults life (Non-traditional students) and to College.</li> <li>Need for counselling.</li> </ul>	25 minutes	Use tutor-led class discussion to address transition issues in relation to student teachers' background and the teaching and learning of French.  Lead discussion on the need for counselling, understanding the tertiary system, the teaching profession, the student teacher, collaboration with others, etc.	Identify various modes of transition and the need for support to cope with the tertiary environment.  Describe their experiences to recognize that many of them will have come from school level education and from a wide range of backgrounds and experience.  Brainstorm on the need for counselling, the tertiary system, the profession, etc.
2. Misconceptions about the teacher and student teacher of French.	Misconceptions about French Language Teaching. <ul style="list-style-type: none"> <li>Qualities of a teacher of French.</li> <li>Qualities of a student teacher of French.</li> </ul>	Stage 1: 30 minutes	Use group discussions to outline misconceptions about the teacher and learner of French in general PDP Theme 4, p15-17.  Lead discussion on the perception of French language and its teaching at the pre-tertiary level. PDP Theme 3, p 31.	Outline misconceptions about the teacher and learner of French.  In a whole class discussion, share their perceived ideas about the French language.
			Use question and answer technique and small group discussions to get student teachers to describe their experiences in teaching and learning of French at the Basic and Senior High School (SHS) levels in Ghana. PDP Theme 4, p16 -17.	Student teachers describe their experiences in teaching and learning of French at the pre-tertiary level in small groups and whole class discussions.
			<ul style="list-style-type: none"> <li>Brainstorming with student teachers on the qualities and attributes of a teacher of French. PDP Theme 3, p 62 -63.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers explain their experiences about the qualities of a teacher with the tutor.</li> </ul>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
3. Teaching and learning French in a multilingual environment.	<ul style="list-style-type: none"> <li>The Ghanaian learner of French.</li> <li>Factors affecting teaching of French.</li> <li>Ways to promote teaching and learning of French in Ghana.</li> </ul>	Stage 2:  60 minutes	<ul style="list-style-type: none"> <li>Put student teachers in groups to think-pair-share their experiences about teachers of French at pre-tertiary level. PDP Theme 4, p 23.</li> </ul>	<ul style="list-style-type: none"> <li>In smaller groups, student teachers discuss about themselves as professional teachers to be, put down their points and share with the rest of the class.</li> </ul>
			<ul style="list-style-type: none"> <li>Put student teachers in groups to think pair and share thoughts about factors affecting teaching and learning of French and ways to promote it in Ghana PDP Theme 4, p 23.</li> </ul>	<ul style="list-style-type: none"> <li>In smaller groups, student teachers discuss about factors affecting teaching and learning of French in Ghana and the way forward.</li> </ul>
4. History of French at the pre-tertiary level.	<ol style="list-style-type: none"> <li>Geographical position of Ghana.</li> <li>History of French teaching in Ghana: the 21st century teacher of French.</li> </ol>	Stage 2:  45 minutes	<ul style="list-style-type: none"> <li>Lead discussion on the history of French language and its teaching at the pre-tertiary level. PDP Theme 3, p 31.</li> </ul>	<ul style="list-style-type: none"> <li>In a whole class discussion, share their perceived ideas about the history of French language in Ghana.</li> </ul>
	Conclusion/ Closure	20 minutes	<ul style="list-style-type: none"> <li>Put student teachers in small groups to summarise the lesson by highlighting major challenges associated with the teaching and learning of French in Ghana and how to address them. PDP Theme 4, p 123.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the lesson by highlighting major challenges associated with the teaching and learning of French in Ghana and how to address them using small groups discussions.</li> </ul>
			<ul style="list-style-type: none"> <li>For the next lesson, direct the student teachers to go online to read on different factors that can affect the learning of French in Ghanaian environment.</li> </ul>	<ul style="list-style-type: none"> <li>Go online to read on factors that influence the learning of French Ghana for the next lesson.</li> </ul>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to course lesson learning outcome)</b>	<ul style="list-style-type: none"> <li>• Group presentation.</li> <li>• Participation in class.</li> <li>• <b>Assignment:</b> on-line Research about the qualities and attributes of French teachers in Ghana and writing down personal observations and comments for further discussions.</li> </ul>
<b>Teaching and learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos and animations on the teaching and learning of French.</li> <li>• Resource persons of French.</li> </ul>
<b>Required Text (core)</b>	MOE (2007). Teaching Syllabus for French, Junior High School, 1-3, Accra: CRDD. MOE (2010). Teaching Syllabus for French, Senior High School, 1-3, Accra; CRDD.
<b>Additional Reading List</b>	AKAKPO, E. & BAKAH, E (Ed.) INFOPROF: Journal de l'Association des Professeurs de Français, Accra: Beyond Designs. <i>* Other Manuals used to teach French at the pre-tertiary level in Ghana: Bonjour Amis, Voilà, etc.</i>
<b>Required CPD</b>	<ul style="list-style-type: none"> <li>• See PD Material on Teaching French Year 1 Semester 1 Course.</li> </ul>

# LESSON 2

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Basic Phonetics and Phonology I</b>				<b>Lesson Duration</b>	<b>3 hours</b>	
<b>Lesson description</b>	This lesson introduces student teachers to basic elements and rules of French Phonetics and Phonology. Student teachers should be able to pronounce correctly commonly used words in French, differentiate between similar sounds and respect rhythm and intonation in reading simple sentences. Rules and principles of "pronunciation des voyelles et consonnes" as well as "lettres non-prononcées" will be dealt with to make room for student teachers to appreciate key features of the French Phonetic System.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can pronounce correctly some letters, sounds and words in French. They can also describe their experiences with teaching and learning aspects of phonetics and phonology in French.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Large class size.</li> <li>• Varied linguistic background of student teachers with regard to learning and speaking French.</li> <li>• Lack of self-motivation and commitment to the learning of French.</li> </ul>						
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related to teaching phonetics and phonology, documents and materials, as well as practical activities at the language laboratory.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of Sounds in French.</p>						

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues – core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<p>Demonstrate knowledge in French phonetics/ phonology and apply it in the correct pronunciation of words, reading simple sentences aloud in French as well as observing and reporting on phonetics and phonology class at the basic level.</p>	<ul style="list-style-type: none"> <li>• Describe learning experiences with phonetics and phonology as well as what could have made the experiences better.</li> <li>• Identify a number of misconceptions and demotivating factors for teachers and learners of French in phonetics/ phonology and suggest ways to overcome them.</li> <li>• Identify basic sounds in given words in French by pronouncing them correctly.</li> <li>• Identify and describe differences between their pronunciation and those of others.</li> <li>• Pronounce familiar words correctly in sentences and practise them individually and collectively in simple conversation tasks.</li> <li>• Identify mistakes/ challenges in wrongly pronounced words and discuss ways to overcome them.</li> <li>• Brainstorm on what to look out for in learners when observing a phonetics/ phonology class.</li> </ul>	<p>For full participation and maximum benefit within the limited available instructional time, the course tutor may have to request student teachers to carry out online research prior to the lesson for presentation on aspects of teaching phonetics and phonology in French.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account varied linguistic backgrounds of student teachers and giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube video, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
Système phonétique du français	Introduction.  Experiences and misconceptions about teaching and learning phonetics and phonology.  Pronunciation of sounds in French.	25 minutes	Use class discussion to guide student teachers to describe their learning experiences with phonetics and phonology and what could have made the experiences better.  Use small group discussion to let them identify and outline misconceptions and demotivating factors for teachers and learners of French in phonetics/ phonology and suggest ways to address them.  Use video, audio and practical demonstration to illustrate the pronunciation of French sounds PDP Theme 5, p 33.	Describe their learning experiences with phonetics and phonology as well as what could have made their experiences better.  Identify and list a number of misconceptions and demotivating factors for teachers and learners of French in phonetics/ phonology and suggest ways to overcome them.  Observe, imitate and discuss pronunciation of French sounds based on illustrations.
	1. Voyelles et consonnes.	Stage 1: 25 minutes	Use vowel chart to demonstrate places and organs of articulation PDP Theme 5, p 69	Observe and practise pronunciation of vowel sounds.
			Guide student teachers to practise pronunciation and basic skills in phonetics in small groups. PDP Theme 3, p 69.	Practise pronunciation of both vowel and consonant sounds and basic skills in phonetics in small groups.
2. Lettres non prononcées.	Stage 2: 35 minutes	Take student teachers through speech training activities/exercises in class on words and short sentences using CD; placing emphasis on accents and silent letters as well as transcription skills PDP Theme 5, p X	Practise correct pronunciation of words, reading of short sentences in French as well as basic transcription skills.  Identify mistakes in wrongly pronounced words and discuss ways to overcome them.	

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 3: 35 minutes	Use CD on French intonation and listening exercises on dialogues/passages to demonstrate pronunciation and basic skills in phonetics.	Practise reading of dialogues and passages to improve pronunciation skills.  Identify challenges in wrongly read sentences and discuss ways to overcome them.
		Stage 4: 45 minutes	Give and explain speech training tasks and exercises at the language laboratory.	Carry out speech training tasks and activities at the language laboratory, report on them and discuss them.
	Conclusion / closure.	15 minutes	<p>Give student teachers the opportunity to comment on challenges involved in pronouncing and transcribing selected vowels and consonants.</p> <p>Guide student teachers to brainstorm on what to look out for in learners when observing a phonetics/phonology class.</p> <p>Direct student teachers to search from YouTube how French letter are pronounced for the next lesson.</p>	<p>Student teachers comment on challenges involved in pronouncing and transcribing selected vowels and consonants and discuss how to overcome the challenges.</p> <p>Brainstorm on what to look out for in learners when observing a phonetics/phonology class.</p> <p>Search from YouTube how French letters are pronounced for the next lesson.</p>

<b>Lesson assessments - evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Assessing Speech work.</li> <li>• Discriminate Sound on Audio tapes and Videos.</li> <li>• Transcribe French sounds.</li> </ul>	
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos and animations.</li> <li>• Recorded lessons in French (audio &amp; video).</li> <li>• Computers: laptops and projectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Language laboratory.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p> <p><i>Ripaud, D. &amp; Kamoun, C. (2017). 100% FLE Phonétique essentielle du français Niveau A1 A2, Paris : Didier.</i></p> <p><i>Crépieux, G., Mensdorff-Pouilly, L. &amp; Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris : Didier.</i></p>	
<b>Additional Reading List</b>	<p>Français interactif <a href="http://www.laits.utexas.edu/fi/home">http://www.laits.utexas.edu/fi/home</a></p> <p>Ma France <a href="http://www.bbc.co.uk/languages/french/mafrance/flash/#">http://www.bbc.co.uk/languages/french/mafrance/flash/#</a></p> <p>TV5 Monde <a href="http://www.tv5.org/TV5Site/7-jours/">http://www.tv5.org/TV5Site/7-jours/</a></p>	
<b>Required CPD</b>	<p>See PD Material on Teaching French Year 1 Semester 1 Course.</p>	

# LESSON 3

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Basic Phonetics and Phonology II</b>					<b>Lesson Duration</b>	<b>3 hours</b>
<b>Lesson description</b>	Lesson 3 is the continuation of lesson 2 which focuses on basic elements and rules of French Phonetics and Phonology. Student teachers are expected to read simple sentences and passages using correct rhythm and intonation. They will also differentiate between similar sounds, different accents and other auxiliary signs related to pronunciation. Different types of "liaison" and "enchaînement" as well as rules governing their correct use will be studied to enable student teachers to improve upon their skills in reading aloud.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can identify and pronounce sounds in French and distinguish them from sounds in other languages.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Large class size.</li> <li>• Varied linguistic background of student teachers with regard to French.</li> <li>• Lack of self-motivation and commitment to the learning of French.</li> <li>• Not making conscious effort to pronounce words correctly in French.</li> </ul>						
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related teaching phonetics and phonology, documents and materials, as well as practical activities at the language laboratory.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of Sounds in French.</p>						

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	Demonstrate ability to differentiate between similar sounds, different accents and other auxiliary signs related to pronunciation and read short passages in French fluently.	<ul style="list-style-type: none"> <li>• Identify misconceptions and demotivating factors for teachers and learners of French in using different accents and other auxiliary signs in reading and suggest ways to overcome them.</li> <li>• Identify and pronounce correctly similar sounds in given words in French.</li> <li>• Pronounce correctly similar words in given sentences in French.</li> <li>• Identify challenges in pronouncing correctly words with accents and other auxiliary signs.</li> <li>• Discuss ways to overcome these challenges.</li> <li>• Practise reading aloud given short passages in French.</li> <li>• Describe student teachers 'experiences with reading aloud and what to look out for when observing a reading aloud lesson.</li> </ul>	<p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account varied linguistic backgrounds of student teachers and giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.</b>				
Phrase et intonation	Introduction	25 minutes	Use discussion to guide student teachers identify misconceptions and demotivating factors for teachers and learners of French in using different. Accents and other auxiliary signs in reading and suggest ways to overcome them.  Use CD on French intonation to explain differences and similarities between similar sounds PDP Theme 5, p 33.	In small group discussion, identify misconceptions and demotivating factors for teachers and learners of French in using different accents and other auxiliary signs in reading and suggest ways to overcome them.  Identify and pronounce correctly similar sounds in given words in French.
	Signes auxiliaires: accents, tréma, etc.	Stage 1: 45 minutes	Use YouTube videos for presentation on auxiliary signs, their uses in pronunciation and meaning of words. PDP Theme 5, p 33.	Differentiate between different accents and other auxiliary signs based on varied activities and tasks.  Identify challenges in pronouncing words correctly with accents and other auxiliary signs and ways to address them.
	Liaison et enchaînement: Liaison obligatoire, facultative et abusive.	Stage 2: 45 minutes	Using CD and YouTube videos to explain different types of "liaison" and "enchaînement" PDP Theme 5, p 33.	Identify and differentiate between types of "liaison" and "enchaînement" in given sentences and short passages.
	Intonation en français.	Stage 3: 45 minutes	Using tasks and activities based on audio and written texts (sentences/dialogues/passages) to practise listening production and intonation in class and in the language laboratory PDP Theme 4, p 63.	Practise correct intonation by reading aloud given sentences and short passages in French.  Make room for critiquing and justifying wrong and correct intonation in reading aloud.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Conclusion/ closure	20 minutes	<p>Guide student teachers to make general and specific observations /comments on differences and similarities between vowels, consonants, auxiliary signs and intonation in French.</p> <p>Guide student teachers to describe current experiences with reading aloud and what to look out for when observing a reading aloud lesson.</p> <p>Lead student teachers to identify YouTube videos on how to express speech act in French for the next lesson.</p>	<p>Make and discuss general and specific observations / comments on differences and similarities between vowels, consonants, auxiliary signs and intonation in French.</p> <p>Describe current experiences with reading aloud.</p> <p>Outline what to look out for when observing a reading aloud lesson.</p> <p>Watch YouTube videos on speech act for next lesson.</p>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Group presentations.</li> <li>• Speech work.</li> <li>• Sound discrimination on Audio tapes and Video (intonation/rhythm).</li> <li>• Transcription of French sounds (words, phrases and sentences).</li> <li>• Reading to identify and practise “liaison” and “ enchaînement”.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos and animations.</li> <li>• Recorded lessons in French (audio &amp; video).</li> <li>• Computers: laptops and projectors.</li> <li>• Language laboratory.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujouin, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.</i></p> <p><i>Barféty, M. &amp; Beaujouin, P. (2017). Expression oral, niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p> <p><i>Ripaud, D. &amp; Kamoun, C. (2017). 100% FLE Phonétique essentielle du français Niveau A1 A2, Paris : Didier.</i></p> <p><i>Crépieux, G., Mensdorff-Pouilly, L. &amp; Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris : Didier</i></p>
<b>Additional Reading List</b>	<p>Français interactif <a href="http://www.laits.utexas.edu/fi/home">http://www.laits.utexas.edu/fi/home</a></p> <p>Ma France <a href="http://www.bbc.co.uk/languages/french/mafrance/flash/#">http://www.bbc.co.uk/languages/french/mafrance/flash/#</a></p> <p>TV5 Monde <a href="http://www.tv5.org/TV5Site/7-jours/">http://www.tv5.org/TV5Site/7-jours/</a></p>
<b>Required CPD</b>	<ul style="list-style-type: none"> <li>• See PD Material on Teaching French Year 1 Semester 1 Course.</li> </ul>

# LESSON 4

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Speech Acts Depicting Daily Routine I</b>						<b>Lesson Duration</b>	<b>3 hours</b>
<b>Lesson description</b>	This lesson focuses on the use of every day vocabulary to engage in simple dialogue and conversation. Student teachers should be able to demonstrate content knowledge (CK) in general pleasantries and rudiments of the French language using audio-visual materials. They should also be able to express themselves in French on varied topics such as "se présenter, prendre contact, inviter, exprimer ses goûts et préférences, etc." as they interact with one another in pairs and in small groups to exchange pleasantries.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can read simple sentences in French and explain or interpret them.							
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Reluctance of student teachers to speak French for fear of making mistakes and being mocked.</li> <li>• Large class size.</li> <li>• Varied linguistic background of student teachers.</li> <li>• Lack of self-motivation and commitment to the learning of French.</li> </ul>							
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related teaching oral production, documents and materials, use of role play and dramatisation to practise conversation on specific daily routines, as well as other practical activities at the language laboratory.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> Getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> Use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of expressions and vocabulary related to daily routines. Getting on line materials (dialogues/conversations) to introduce student teachers to native speakers' intonation and accent), etc.</p>							

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<p>Demonstrate content knowledge (CK) in pleasantries and rudiments of the French language to be able to engage in simple dialogue and conversation on varied topics using audio-visual materials.</p>	<ul style="list-style-type: none"> <li>• Describe their learning experiences with engaging in simple dialogue and conversation and what could have made their experiences better.</li> <li>• Identify misconceptions and demotivating factors for teachers and learners of French in general pleasantries and rudiments of the French language and suggest ways to overcome them.</li> <li>• Identify a number of words and expressions related to every day vocabulary and comment on their usage in groups.</li> <li>• Use every day vocabulary to express themselves on given topics in French.</li> <li>• Interact with one another in pairs and in small groups to exchange pleasantries.</li> <li>• Listen to audio materials and discuss related topics using simple and short sentences in French.</li> <li>• Present oral report in group activities on given dialogues and conversations.</li> <li>• Describe their experiences with learning general pleasantries at the basic level and what to look out for when observing an oral expression class on such topics.</li> </ul>	<p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information and literacy. This takes into account the varied linguistic background of student teachers, giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
Se présenter, prendre contact, inviter, exprimer ses goûts et préférences, etc.	Introduction	25 minutes	Use class discussion to guide student teachers to describe their learning experiences by engaging in simple dialogue and conversation and what could have made their experiences better.	Describe their learning experiences by engaging in simple dialogue and conversation and what could have made their experiences better.
			Use small group discussion to let student teachers identify misconceptions and demotivating factors for teachers and learners of French in general pleasantries and rudiments of the French language and suggest ways to overcome them.	Identify misconceptions and demotivating factors for teachers and learners of French in general pleasantries and rudiments of the French language and suggest ways to overcome them.
			Guide student teachers to identify a number of words and expressions related to every day vocabulary and comment on the challenges in using them in small groups.	Identify a number of words and expressions related to every day vocabulary and comment on their usage in groups.
	Se présenter	Stage 1: 35 minutes	Project a video clip on savoir se presenter PDP Theme 5, p 33.	Observe projected video and comment on participants in the conversation.
			Initiate dialogue with student teachers using expressions and structures on 'se présenter' based on examples in the video PDP Theme 3, p 69.	Comment on the projected video and repeat the expressions and structures related to "se présenter".
			Use language games to teach speech acts, verbs, etc. depicting daily activities.	Practise the language games and use the speech acts and verbs in the sentences.
	Prendre contact	Stage 2: 35 minutes	Use role play and simulation to practise speech acts. PDP Theme 4, p 63.	Perform a role play on speech acts.
			Use video to introduce vocabulary and structures in French on telephone conversation PDP Theme 5, p 33.	Observe projected video
			Guide student teachers to identify vocabulary and expressions on telephone conversation. PDP Theme 4, p 63.	Observe projected video and bring out the vocabulary and expressions on telephone conversation.
			Use role play and dramatisation to practise telephone conversation PDP Theme 4, p 63.	Perform a role play to practise telephone conversation.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Inviter quelqu'un/ Accepter une invitation.	Stage 3: 35 minutes	Use video to introduce vocabulary and expressions on how to invite someone or accept an invitation. PDP Theme 5, p 33.  Guide student teachers to bring out vocabulary and expressions on how to invite someone or accept an invitation.  Use role play and dramatisation to practise structures on invitation. PDP Theme 4, p 63.	Observe projected video on how to invite someone or accept an invitation.  Bring out the vocabulary and expressions from the video on how to invite someone or accept an invitation.  Perform a role play to practise structures on invitation conversation.
	Exprimer ses goûts et préférences.	Stage 4: 30 minutes	Use video to introduce vocabulary and expressions on how to express one's taste and preferences. PDP Theme 5, p 33.	Discuss projected video on how to express one's taste and preferences.
			Guide student teachers to bring out vocabulary and expressions on how to express one's taste and preferences.	List and use the vocabulary and expressions to express themselves in simple and correct sentences on one's taste and preferences.
			Use role play and dramatisation to practise structures on how to express one's taste and preferences. PDP Theme 4, p 63.	In groups, prepare a short sketch on expressing one's taste and preferences.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Conclusion/ closure	20 minutes	<p>Use questions and answers to recapitulate key expressions used in introducing oneself within specific contexts. PDP Theme 2, p 30.</p> <p>Use class discussion to guide student teachers to describe and compare their current experiences with learning general pleasantries at the basic level and what to look out for when observing an oral expression class.</p> <p>Lead student teachers to identify YouTube videos on how to use daily routine speech act in French for the next lesson.</p>	<p>List key expressions that are usually used to introduce oneself and identify associated specific contexts within which they are used.</p> <p>Describe their current experiences with learning general pleasantries and compare them with the basic level experiences.</p> <p>List what to look out for when observing an oral expression class on general pleasantries.</p> <p>Watch video on YouTube on the use of speech act for the next lesson.</p>

<b>Lesson assessments - evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Group presentations (oral).</li> <li>• Preparation of dialogue in class.</li> <li>• Assignment: preparation of dialogues, rehearsing and video on them.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos and animations.</li> <li>• Recorded dialogues in French (audio &amp; video).</li> <li>• Computers: laptops and tablets.</li> <li>• Projector.</li> <li>• Language laboratory.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujouin, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.</i></p> <p><i>Barféty, M. &amp; Beaujouin, P. (2017). Expression orale, niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p> <p><i>Crépieux, G., Mensdorff-Pouilly, L. &amp; Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris: Didier</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). <i>Approches de la langue parlée en français</i>. Paris: Ophrys.</p> <p>Charles, R. &amp; William, C. (2001). <i>La communication orale</i>. Paris: Nathan.</p> <p>Grevisse, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris: Duculot.</p> <p><a href="http://www.frenchpdf.com">www.frenchpdf.com</a></p> <p><a href="http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p><a href="http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html">http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</a></p> <p><i>Le français en images.pdf.gratuit</i></p> <p>Français interactif <a href="http://www.laits.utexas.edu/fi/home">http://www.laits.utexas.edu/fi/home</a></p> <p>Ma France <a href="http://www.bbc.co.uk/languages/french/mafrance/flash/#">http://www.bbc.co.uk/languages/french/mafrance/flash/#</a></p> <p>TV5 Monde <a href="http://www.tv5.org/TV5Site/7-jours/">http://www.tv5.org/TV5Site/7-jours/</a></p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 5

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Speech Acts Depicting Daily Routine II</b>					<b>Lesson Duration</b>	<b>3 hours</b>
<b>Lesson description</b>	Lesson 5 is the continuation of lesson 4 which focuses on the use of every day vocabulary to engage in simple dialogue and conversation by demonstrating content knowledge (CK) in general pleasantries and rudiments of French. Student teachers are expected to express themselves in French on advanced topics such as “s’orienter, voyager, parler de soi et des autres, etc.” As they interact with one another in pairs and in small groups using audio-visual materials.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can initiate dialogue and conversation in French on topics related to daily routine and general pleasantries.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Reluctance of student teachers to speak French for fear of making mistake and being mocked.</li> <li>Large class size.</li> <li>Varied linguistic background of student teachers.</li> </ul>						
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related to teaching oral production, documents and materials, use of role play and dramatisation to practise conversation on specific daily routines, as well as other practical activities at the language laboratory.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of expressions and vocabulary related to daily routines. Getting online materials (dialogues/conversations) to introduce student teachers to the intonation and accent of native speakers), etc.</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>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
	Demonstrate content knowledge (CK) in pleasantries and rudiments of the French language to be able to engage in simple dialogue and conversation on varied topics using audio-visual materials.	<ul style="list-style-type: none"> <li>• Describe their learning experiences by engaging in simple dialogue and conversation and what could have made their experiences better.</li> <li>• Identify a number of words and expressions related to every vocabulary and comment on their usage in groups.</li> <li>• Use every day vocabulary to express themselves on given topics in French.</li> <li>• Interact with one another in pairs and in small groups to exchange pleasantries.</li> <li>• Listen to audio materials and discuss related topics using simple and short sentences in French.</li> <li>• Present oral report in group activities on given dialogues and conversations.</li> <li>• Describe their experiences with learning orals and what to look out for when observing an oral expression class on daily routines.</li> </ul>	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account the varied linguistic background of student teachers giving attention to those with weak linguistic background as well as those with speech difficulty.  Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.  Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
Savoir s’orienter, voyager, parler de soi et des autres, etc.	Introduction	15 minutes	Use class discussion to guide student teachers to describe their learning experiences by engaging in simple dialogue and conversation and what could be done to make their experiences better.  Use small group presentation to identify and comment on the challenges in using given words and expressions related to every day vocabulary.	Describe their learning experiences by engaging in simple dialogue and conversation and what could have made their experiences better.  Identify and comment on challenges associated with using given words and expressions related to every day vocabulary.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Savoir s'orienter, voyager, parler de soi et des autres, etc.	<b>Savoir s'orienter</b>	Stage 1: 45 minutes	Present the lesson with a video on savoir s'orienter. PDP Theme 5, p 33. Initiate dialogue with the expressions and structures used in the video PDP Theme 5, p 33.	Watch projected video and note few observations. Comment on the projected video by sharing their observations in pairs and as a whole class.
			Use language games to teach how to ask for/show direction, focusing on the correct usage of verbs and expressions used, etc. PDP Theme 1, p 22 – 32.	Practise through language games speech acts and given verbs and expressions used in asking for / and showing direction. Construct simple sentences to ask for and show using their own verbs and expression.
			Use role play and simulation to practise speech acts on how to ask for direction.	Perform a role play on speech acts on how to ask for direction.
	<b>Voyager</b>	Stage 2: 35 minutes	Present the lesson with a video showing a dialogue/ conversation on travelling. PDP Theme 5, p 33.	Watch projected video and note new words and expressions.
			Initiate dialogue with the expressions and vocabulary related to means of transport. PDP Theme 3, p 69.	In pairs, practise the expressions and vocabulary related to means of transport.
			Use role play and simulation to practise vocabulary related to means of transport.	Perform a role play using expression and vocabulary related to means of transport.
	<b>Parler de soi</b>	Stage 3: 35 minutes	Present the lesson with a video on how to describe oneself. PDP Theme 5, p 33.	Watch projected video and note new words and expressions.
			Initiate dialogue with the expressions and structures on how to describe oneself.	In pairs, practise the expressions and structures related to how to describe oneself
			Use simulation to practice speech acts on how to describe and talk about oneself.	Simulate a description about oneself.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Parler de quelqu'un	Stage 4: 35 minutes	Use simulation to practice speech acts on how to describe and introduce others.  Discuss the use of personal pronouns with student teachers. PDP Theme 3, p 69.	Simulate speech acts by describing and introducing others.  Think pair and share on the correct use of personal pronouns in self introduction and in introducing and describing others.
	Conclusion/Closure:	15 minutes	Guide student teachers to use personal pronouns to describe someone.  Guide student teachers to describe their experiences with learning orals. Identify what to look out for when observing an oral expression class on giving directions, travelling, etc.  Direct student teachers to go online watch dialogue in French for discussion for the next lesson.	In pairs, describe someone using personal pronouns.  Report on group work on sharing their experiences with learning orals in French.  Identify and comment on what to look out for when observing an oral expression class on topics treated in this lesson.  Watch dialogues on YouTube video for discussion during the next lesson.

<b>Lesson assessments - evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Group presentations (oral).</li> <li>• Preparation of dialogue in class.</li> <li>• Assignment: preparation of dialogues, rehearsing and preparing videos on these activities.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos and animations/pictures.</li> <li>• Recorded lessons in French (audio &amp; video).</li> <li>• Computers: laptops, projectors and tablets and smartphones.</li> <li>• Pictures in the teaching manuals for the basic level, pictures depicting daily routine/ activities, etc.</li> <li>• Language laboratory.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujourn, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.</i></p> <p><i>Barféty, M. &amp; Beaujourn, P. (2017). Expression oral, niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p> <p><i>Crépieux, G., Mensdorff-Pouilly, L. &amp; Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris : Didier.</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). <i>Approches de la langue parlée en français</i>. Paris : Ophrys.</p> <p>Gadet, F. (2008). <i>La variation sociale en français</i>, Paris : Ophrys.</p> <p>Grevisse, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris : Duculot.</p> <p><a href="http://www.frenchpdf.com">www.frenchpdf.com</a></p> <p><a href="http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p><a href="http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html">http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</a></p> <p><i>Le français en images.pdf.gratuit</i></p>
<b>Required CPD</b>	<p>See PD Material on Teaching French Year 1 Semester 1 Course.</p>

# LESSON 6

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Structure and Usage of French Language (Spoken) I</b>				<b>Lesson Duration</b>	<b>3 hours</b>	
<b>Lesson description</b>	This lesson introduces student teachers to the correct use of parts of speech: noms, déterminants, pronoms, verbes, prépositions, adjectifs, adverbes, conjonctions et interjection. Emphasis will be placed on rules of emploi du genre et du nombre” with regards to the correct use of parts of speech. Student teachers are expected to construct correct simple sentences in French in terms of structure and usage and engage in short conversation with one another on topics related to daily routine.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can identify some parts of speech in given sentences and passages. They can also describe their experiences with teaching and learning grammar and what could have made their experiences better.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Reluctance of student teachers to speak French for fear of making mistakes and being mocked.</li> <li>Large class size.</li> </ul> Varied linguistic background of student teachers.						
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of spoken language structure and usage. Getting online materials (dialogues/conversations) to introduce student teachers to native speakers’ intonation and accent in reading), etc.</p> <p><b>Practicum (supported teaching in school):</b> support student teachers to experience and learn from the basic school context by doing observations and child study one day in a week for 6 consecutive weeks in both semesters in Y1 (towards full class teaching and action research in Y4). It is expected that the STS starts from the week of this lesson.</p>						

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<p>Use correct simple sentences in French in terms of structure and usage to engage in short conversation with one another on topics related to daily routines, family and society.</p>	<ul style="list-style-type: none"> <li>• Describe learning experiences with structure and usage in French and what could have made the experiences better.</li> <li>• Identify misconceptions and demotivating factors for teachers and learners of French in structure and usage as well as picture description and suggest ways to address them.</li> <li>• Identify challenges associated with specific language structures in French and discuss ways to overcome them.</li> <li>• List daily activities of individuals, families and societies and identify verbs that can be used to describe them.</li> <li>• Construct simple sentences correctly on daily activities in French.</li> <li>• Identify key elements in simple sentences in French and discuss their function in the sentence structure.</li> <li>• Engage in simple conversations on topics related to family and society.</li> <li>• Describe experiences with learning structure and usage and what to look out for when observing an oral expression class on structure and usage.</li> </ul>	<p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account the varied linguistic background of student teachers and giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube video, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.</b>				
Parties du discours	Introduction	20 minutes	<p>Use class discussion to guide student teachers to describe their learning experiences with structure and usage in French and what could have made the experiences better.</p> <p>Use small groups discussion to help student teachers identify misconceptions and demotivating factors for teachers and learners of French in structure and usage and suggest ways to address them.</p> <p>Guide student teachers to identify challenges associated with using specific language structures in French and discuss ways to overcome them.</p>	<p>Describe their learning experiences with structure and usage in French and what could have made the experiences better.</p> <p>Identify misconceptions and demotivating factors for teachers and learners of French in structure and usage and suggest ways to address them.</p> <p>In pairs, identify challenges associated with using specific language structures in French and discuss ways to overcome them.</p> <p>Watch videos, follow PowerPoint presentations on parts of speech, note and discuss observations</p>
	Éléments de la phrase: Noms, déterminants, pronoms, verbes, prépositions, adjectifs, etc.	Stage 1: 40 minutes	Using YouTube videos, PowerPoint presentations, songs and iBox to teach parts of speech and how to use them correctly. PDP Theme 5, p 33.	Construct simple sentences correctly on daily activities in French based on examples given in the videos and presentations.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Nature et fonction des constituants de la phrase simple.	Stage 2: 35 minutes	Use PowerPoint presentations and YouTube videos to explain the constituent structure of a simple sentence.  Use language games to reinforce explanation PDP Theme 5, p 33.	Watch videos, follow PowerPoint presentations and identify key elements in simple sentences in French.  Comment on observations made on their usage and use them in similarly structured sentences using language games.
			Use tasks-based approach and activities to difference between "nature et "fonction" of the constituents of a sentence.	Identify key elements in given simple sentences and discuss their functions in the sentence structure using language games.
Notion de genre et nombre.	Genre: masculin et féminin des noms, adjectifs, déterminants, etc.	Stage 3: 35 minutes	Use YouTube videos, PowerPoint presentations and iBox to explain gender as related to various parts of speech. PDP Theme 5, p 33.	Engage in simple conversations using correct forms of masculine and feminine of selected parts of speech in correctly constructed sentences.
	Nombre: singulier et pluriel des noms, adjectifs, déterminants, etc.	Stage 3: 35 minutes	Use PowerPoint presentations and YouTube videos to explain number as related to parts of speech PDP Theme 5, p 33.  Use tasks-based approach and activities to difference between "genre" et "nombre " of key constituents of a sentence.	Identify key elements and aspects of words and sentences that depict number in given sentences using language games.  Engage in simple conversations on topics related to daily activities and family using correctly constructed sentences with regards to gender and number.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Conclusion/ closure	15 minutes	<p>Use question and answer technique to get student teachers to differentiate between: nature et fonction", "genre et nombre" of given parts of speech.</p> <p>Guide student teachers to describe their current experiences with learning parts of speech and what to look out for when observing an oral expression lesson on this topic.</p> <p>Direct student teachers to watch video online on the use of parts of speech in French for discussion during the next lesson.</p>	<p>Differentiate between "nature et fonction", "genre et nombre" of given parts of speech.</p> <p>Describe their current experiences with learning parts of speech and what to look out for when observing an oral expression lesson on this topic.</p> <p>Watch video online on parts of speech for the next lesson for discussion.</p>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Group presentations (oral).</li> <li>• Preparation of dialogue in class.</li> <li>• Assignment: preparation of dialogues, rehearsing and video on them.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos and animations/pictures.</li> <li>• Recorded lessons in French (audio &amp; video).</li> <li>• Computers: laptops and projectors and,</li> <li>• Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/ activities, etc.</li> <li>• Language laboratory.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujouin, P. (2017). Expression oral, niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). Approches de la langue parlée en français. Paris : Ophrys.</p> <p>Charles, R. &amp; William, C. (2001). La communication orale. Paris : Nathan.</p> <p>Grevisse, M. (2009). Le français correct, guide pratique des difficultés. Paris : Duculot.</p> <p><a href="http://www.frenchpdf.com">www.frenchpdf.com</a></p> <p><a href="http://www.didieraccord.com/exercices/index.php?ex=2.2.3">http://www.didieraccord.com/exercices/index.php?ex=2.2.3</a></p> <p><a href="http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p><a href="http://www.podcastfrançaisfacile.com/exercices/2015/03/les-partitifs-exercice.html">http://www.podcastfrançaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</a></p> <p>Le français en images.pdf.gratuit</p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 7

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Structure and Usage of French Language (Spoken) II</b>				<b>Lesson Duration</b>	<b>3 hours</b>	
<b>Lesson description</b>	Lesson 7 is the continuation of lesson 6 which focused on "emploi du genre et du nombre" with regards to the correct use of parts of speech. Student teachers will be introduced to the correct use of tenses and mood (temps et mode: présent, futur, passé composé, imparfait, etc. du mode indicatif, conditionnel, etc.). They should be able to identify correctly constructed sentences in given conversations in French as they use correct sentences in terms of structure and usage to engage one another on varied topics related to daily routine, family and society.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can distinguish between gender and parts of speech. They can also comment on approaches to teaching structure and usage of spoken French.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Reluctance of student teachers to speak French for fear of making mistakes and being mocked.</li> <li>• Large class size.</li> <li>• Varied linguistic background of student teachers.</li> </ul>						
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of expressions and vocabulary related to daily routines. Getting on line materials (dialogues/conversations) to introduce student teachers to native speakers' intonation and accent), etc.</p> <p><b>Practicum (supported teaching in school):</b> support student teachers to experience and learn from the basic school context by doing observations and child study one day in week for 6 consecutive weeks in both semesters in Y1 (towards full class teaching and action research in Y4). It is expected that opportunity will be given to student teachers to share their experiences gathered during the STS in relation to topics in this lesson.</p>						

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<p>Use correct sentences in French in terms of structure and usage to engage in short conversation with one another on topics related to daily routine, family and society.</p>	<ul style="list-style-type: none"> <li>• Construct simple sentences correctly on daily activities in French.</li> <li>• Identify key elements in simple sentences in French and discuss their function in the sentence structure.</li> <li>• Identify tenses and mood of verbs in sentences.</li> <li>• Discuss the functions of key elements in relation to verbs in the sentence structure.</li> <li>• Engage in simple conversations on topics related to family and society.</li> <li>• Describe experiences with learning verbs and what to look out for when observing an oral expression class on verbs and conjugation.</li> </ul>	<p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy, taking into account varied linguistic background of student teachers and giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Pay attention to correct use of Gender in sentence construction in spoken French.</p> <p>Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.</b>				
Temps et modes: présent, futur, passé composé, imparfait, etc. du mode indicatif, conditionnel, etc.	Introduction	30 minutes	Use class discussion to get comments from student teachers on approaches to teaching structure and usage of spoken French.	Construct simple sentences correctly using verbs depicting daily activities.
	Distinction entre genre et nombre.		Use question and answer technique to revise the functions of parts of speech in sentences.	Identify key elements in given simple sentences and discuss their function in the sentence structure.
	Distinction entre temps et modes.		Use presentation to guide student teachers to distinguish between gender and parts of speech in given sentences.	Present their work on distinguishing between gender and parts of speech.
			Use YouTube videos and PowerPoint presentations to explain the difference between tense and mood. PDP Theme 5, p 33.	Use tasks-based approach and activities to differentiate between "tenses" and "moods" in varied types of sentences.
	Les temps: présent, passé, futur, etc.	Stage 1: 45 minutes	Use PowerPoint presentations and iBox to teach the different types of tenses. PDP Theme 5, p 33.  Use task-based approach and language games to guide student teachers to practise the correct use of tenses in sentences.	Follow the PowerPoint presentation and identify key elements related to tenses and use them in similarly structured sentences using language games.  Practise the correct use of tenses in sentences using language games and the task-based approach.
	Les modes : indicatif, subjonctif, conditionnel, etc.	Stage 2: 45 minutes	Use PowerPoint presentations, YouTube videos and iBox to teach the different moods. PDP Theme 5, p 33.  Use task-based approach and language games to guide student teachers to practise further on differentiating between the various moods.	Follow the PowerPoint presentation and identify key elements related the different moods and use them in similarly structured sentences using language games.  Practise the correct use of moods in sentences using language games and the task-based approach.

<b>Topic Title</b>	<b>Sub-Topic:</b>	<b>Stage/ time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>
	Les modes et leurs temps.	Stage 3: 45 minutes	Use power point presentations, YouTube videos and iBox to illustrate the correct use of moods and their corresponding tenses PDP Theme 5, p 33.	Identify key elements in relation to moods and their corresponding tenses in the sentence structure and discuss their functions in pairs.
			Use task-based approach and language games to guide student teachers to practise further on differentiating between the various moods and their corresponding tenses.	Differentiate between the various moods and their corresponding tenses using language games.
			Use task-based approach to engage student teachers in conversations on topics related to family and society using correct tenses and moods.	Construct simple sentences correctly on family and society in French.  Identify the moods and the tenses in the sentences constructed and discuss them.
	Conclusion/ Closure.	15 minutes	Use questions and answers to lead student teachers to describe their experiences with learning verbs in French and what to look out for when observing an oral expression class on verbs and conjugation.	Describe their experiences with learning verbs and outline what to look out for when observing an oral expression lesson on verbs and tenses.
			Direct student teachers to watch video online on picture reading games for the next lesson.	Watch picture reading game online for discussion during the next lesson.

<b>Lesson assessments - evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Group presentations (oral).</li> <li>• Preparation of dialogue in class.</li> <li>• Assignment: preparation of dialogues, rehearsing and Videos on them.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos and animations/pictures.</li> <li>• Recorded lessons in French (audio &amp; video).</li> <li>• Computers: laptops and projectors and Internet access.</li> <li>• Pictures in the teaching manuals for the basic level, pictures depicting daily routine/ activities, etc.</li> <li>• Language laboratory.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p> <p><i>Crépieux, G., Mensdorff-Pouilly, L. &amp; Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris : Didier.</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). Approches de la langue parlée en français. Paris : Ophrys.</p> <p>Charles, R. &amp; William, C. (2001). La communication orale. Paris : Nathan.</p> <p>Grevisse, M. (2009). Le français correct, guide pratique des difficultés. Paris : Duculot.</p> <p><a href="http://www.frenchpdf.com">www.frenchpdf.com</a></p> <p><a href="http://www.didieraccord.com/exercices/index.php?ex=2.2.3">http://www.didieraccord.com/exercices/index.php?ex=2.2.3</a></p> <p><a href="http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p><a href="http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html">http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</a></p> <p>Le français en images.pdf.gratuit</p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 8

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Picture Reading and Description</b>							<b>Lesson Duration</b>	<b>3 hours</b>
<b>Lesson description</b>	This lesson introduces student teachers to picture reading activities on topics like "Faire des courses, faire des achats, au restaurant, parler de sa vie, raconter un événement, etc.". Student teachers are expected to use correct expressions and sentences in French in terms of structure and usage based on picture description to engage one another in conversation on varied topics related to family and society.								
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can describe events or scenes in French. They can also use correctly constructed sentences in French to describe people and places.								
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Lack of Teaching and Learning resources for student teachers with SEN.</li> <li>• Weak linguistic background of student teachers in French.</li> <li>• Perception that French language is very difficult to learn and to teach.</li> <li>• Lack of self-motivation and commitment to the teaching profession.</li> <li>• Large class size.</li> </ul>								
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of videos, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of expressions and vocabulary related to daily routines. Getting online materials (dialogues/conversations) to introduce student teachers to the intonation and accent of native speakers), etc.</p> <p><b>Practicum (supported teaching in school):</b> support student teachers to experience and learn from the basic school context by doing observations and child study one day in a week for 6 consecutive weeks in both semesters in Y1 (towards full class teaching and action research in Y4). It is expected that opportunity will be given to student teachers to share their experiences gathered during the STS in relation to topics in this lesson.</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>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
	Use correct sentences in French in terms of structure and usage based on picture description to engage in short conversation with one another on topics related to daily routine, family and society.	<ul style="list-style-type: none"> <li>• Describe experiences with learning oral French through picture reading and how the experiences could have been better.</li> <li>• Describe given pictures using simple and correct sentences in French being mindful of correct moods and tenses.</li> <li>• Narrate events using picture description activities and correct moods and tenses.</li> <li>• Engage in simple conversations on topics related to family and society based on picture description activities.</li> <li>• Describe experiences with learning structure and usage through picture description and what to look out for when observing an oral expression class on related topics.</li> </ul>	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account varied linguistic background of student teachers and giving attention to those with weak linguistic background and being mindful of mixed ability groupings.  Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.  Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
Description des images portant sur des affaires quotidiennes.	Introduction	30 minutes	Use discussion to guide student teachers to share their experiences with learning oral French through picture reading.	Describe experiences with learning oral French using picture reading.  Sharing views on how the experiences could have been better in pairs and in whole class discussion.
			Use question and answer technique to guide student teachers to construct correct sentences in French to describe people and places.	Describe people and places in French using correctly constructed sentences and being mindful of correct moods and tenses.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
			Use question and answer technique to lead student teachers to describe events or scenes in English and provide the translated version of the commonly used verb.	Describe events and scenes in English and provide the French translation of some the commonly used verbs.
	Faire des courses, faire des achats, au restaurant.	Stage 1: 65 minutes	Present the lesson using pictures and videos depicting market scenes, supermarket/ shopping centres.	Watch videos, study the pictures depicting market scenes, supermarket/ shopping centres and note observations and discuss them in pairs.
			Use PowerPoint presentation and small group discussion to guide student teachers to describe the pictures or the videos using simple and correct sentences in French being mindful of correct moods and tenses.	Describe hard and soft copy pictures in videos or PowerPoint presentation in simple and correct sentences in French being mindful of correct moods and tenses.
			Use small groups work to guide student teachers to analyse the sequence of events in the pictures on market scenes, supermarket/ shopping centres. PDP Theme 2, p 30.	Analyse sequence of events in the pictures provided.
			Use small group work to guide student teachers to create short dialogues and conversation from the pictures. PDP Theme 2, p 30.	In groups of 4 or 5, create short dialogues and conversations from the pictures provided.
			Organise the groups for whole class presentations and practice on the dialogues and the conversations created. PDP Theme 2, p 30.	Present the prepared dialogues and conversations before the class in turns.  Discuss, critic and defend comments on observations made by peers on the presentations.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Parler de sa vie, raconter un événement, etc.	Stage 2 : 60 minutes	<p>Use PowerPoint presentation to showcase variety of pictures depicting people's daily routines, events, scenes, etc.</p> <p>Use whole class discussion to guide student teachers to analyse and brainstorm on verbs, words and expressions that can be used to describe the pictures.</p> <p>Use small group discussions to direct student teachers to describe the events and scenes they analysed and discussed in the pictures. PDP Theme 2, p 30.</p>	<p>Study the pictures depicting market scenes, supermarket/shopping centres.</p> <p>Analyse and discuss the sequence of events in the pictures provided and brainstorm on verbs, words and expressions they can use to describe them.</p> <p>In small groups, think pair share and narrate events based on picture descriptions and using correct moods and tenses.</p>
	Conclusion/ closure.	25 minutes	<p>Use question and answer technique to engage student teachers in simple dialogues and conversations on topics related to family and society based on the pictures they have described.</p> <p>Use whole class discussion to guide student teachers to describe their current experiences with learning structure and usage through picture description.</p> <p>Guide student teacher to watch video online on vocabulary games and link them to the provision in the JHS curriculum for the next lesson.</p>	<p>Engage in simple dialogues and conversations on topics related to family and society based on the pictures they have described.</p> <p>Describe current experiences with learning structure and usage through picture description and what to look out for when observing an oral expression lesson on picture description.</p> <p><b>Watch video online on vocabulary games for discussion for the next lesson.</b></p>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Group presentations.</li> <li>• Contribution in class.</li> <li>• Picture reading / description activities.</li> <li>• Assignments on narration of events, scenes on daily routines as presented in pictures or in videos.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube animations and pictures.</li> <li>• Computers: laptops, Smartphones, projectors and internet access.</li> <li>• Pictures in the teaching manuals for the basic level, pictures depicting daily routine/activities, etc.</li> <li>• 'Documents authentiques'.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujourn, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.</i></p> <p><i>Barféty, M. &amp; Beaujourn, P. (2017). Expression oral, niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p> <p><i>Crépieux, G., Mensdorff-Pouilly, L. &amp; Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris: Didier.</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). Approches de la langue parlée en français. Paris: Ophrys.</p> <p>Grevisse, M. (2009). Le français correct, guide pratique des difficultés. Paris: Duculot.</p> <p>Grevisse, M. (2010). Le petit Grevisse, grammaire française. Paris: Duculot.</p> <p>Martin, J. - C. (2003). Le guide de la communication. Italie: Marabout.</p> <p><a href="http://www.frenchpdf.com">www.frenchpdf.com</a></p> <p><a href="http://www.didieraccord.com/exercices/index.php?ex=2.2.3">http://www.didieraccord.com/exercices/index.php?ex=2.2.3</a></p> <p><a href="http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p><a href="http://www.podcastfrançaisfacile.com/exercices/2015/03/les-partitifs-exercice.html">http://www.podcastfrançaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</a></p> <p>Le français en images.pdf.gratuit</p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 9

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	<b>The JHS French Curriculum: Oral Expression &amp; Vocabulary Teaching</b>										<b>Lesson Duration</b>	<b>3 hours</b>				
<b>Lesson description</b>	This lesson exposes student teachers to key components and features of the JHS French Curriculum with regards to teaching oral expression and vocabulary. Emphasis will be placed on the availability of manuals for the effective use of the syllabus in terms of teaching oral expression at the pre-tertiary level. Student teachers are expected to develop skills to effectively reflect on key oral communication features of the JHS Curriculum and related assessment issues.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can describe their experiences on teaching and learning of French oral expression and vocabulary at the Basic level.															
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Weak linguistic background of student teachers in French.</li> <li>• Perception that French language is very difficult to learn and to teach.</li> <li>• Lack of self-motivation and commitment to the teaching profession.</li> <li>• Large class size.</li> </ul>															
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related teaching oral production, documents and materials, the JHS French curriculum to get an insight into topics related to the teaching and learning of orals in French at the basic level.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of expressions and vocabulary related to daily routines. Getting on line materials (dialogues/conversations) to introduce student teachers to native speakers’ intonation and accent etc.</p> <p><b>Practicum (supported teaching in school):</b> support student teachers to experience and learn from the basic school context by doing observations and child study one day in week for 6 consecutive weeks in both semesters in Y1 (towards full class teaching and action research in Y4). It is expected that opportunity will be given to student teachers to share their experiences gathered during the STS in relation to oral expression, vocabulary teaching and assessment issues related topics in the JHS curriculum.</p>															

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	Develop skills to effectively reflect on key oral communication features of the JHS French language curriculum and related assessment issues as set out in learning outcomes 2 to 6 above.	<ul style="list-style-type: none"> <li>• Describe learning experiences with activities and assessment in French and what could have made the experiences better.</li> <li>• Identify misconceptions and demotivating factors for teachers and learners of French in using manuals and policy documents and suggest ways to address them.</li> <li>• List and comment on key oral communication. Features to look out for in the JHS curriculum and related assessment issues.</li> <li>• Familiarise themselves with key oral communication features of the JHS French language curriculum.</li> <li>• Brainstorm on key assessment issues related to oral communication features of the JHS French language curriculum.</li> <li>• Suggest topics in oral expression and related assessment components that could be considered in the JHS French curriculum.</li> <li>• Describe experiences with assessing various aspects of oral expression in the JHS curriculum and what to look out for in assessment during their school observation.</li> </ul>	<p>Core skills targeted include critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account issues related to inclusivity, cultural diversity, gender and SEN in the JHS curriculum.</p> <p>Analytical skills of student teachers will be considered in forming learning groups.</p> <p>Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.</b>				
Aspects de l'enseignement du français dans le syllabus de JHS.	Introduction	25 minutes	Use small group discussion to get student teachers to describe their experiences on teaching and learning of French with reference to oral expression and vocabulary at the Basic level.	Describe experiences on teaching and learning of oral expression and vocabulary at the Basic level and discuss how the experiences could have been better.
			Use question and answer technique to guide student teachers identify misconceptions and demotivating factors for teachers and learners of French in using manuals, curricular and policy documents and suggest ways to address them.	Identify misconceptions and demotivating factors for teachers and learners of French in using manuals and policy documents and suggest ways to address them.
	Aspects d'Expression Orale.	Stage 1: 45 minutes	Guide student teachers to present their research work on aspects of the JHS curriculum.  Guide student teachers to identify, list and comment on key oral communication features they have looked out for in the JHS curriculum and related assessment issues.	Present research work on aspects of the JHS curriculum in groups.  List and comment on key oral communication features identified in the JHS curriculum and related assessment issues.
			Guide student teachers to study the JHS French Curriculum in small groups to familiarise themselves with other key features on oral communication PDP Theme 3, p 69.	In small groups, student teachers study the JHS French Curriculum with focus on topics related to oral communication.
			Use discussion to guide student teachers compare current findings with those outlined in their research work presented above.	Compare current findings with those outlined in the research work presented above and discuss new areas identified.
	Aspects de vocabulaire	Stage 2: 45 minutes	Put student teachers into small groups to study the French Curriculum for JHS with focus on the components of vocabulary teaching and learning. PDP Theme 3, p 69.	In groups, student teachers study the Curriculum with focus on the component of vocabulary.

<b>Topic Title</b>	<b>Sub-Topic:</b>	<b>Stage/ time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>
	Aspects de vocabulaire.	Stage 2: 45 minutes	Guide student teachers to identify, list and comment on key features of vocabulary teaching and learning as well as related assessment issues and compare them with what they have looked out for in their presentation as in Stage 1.	List and comment on key features of vocabulary teaching and learning identified in the JHS curriculum and related assessment issues. Compare them with those identified and presented in the research work as in Stage 1.
	Aspects d'évaluation.	Stage 3: 45 minutes	Guide student teachers to discuss possible challenges with the teaching and learning of both vocabulary and oral expression components of the Curriculum PDP Theme 3, p 69.	Student teachers prepare and present on the possible challenges with both the oral expression and vocabulary components of the Curriculum.
			Guide student teachers to brainstorm on key assessment issues related to oral communication and vocabulary teaching in the curriculum.	In groups, student teachers think-pair and share on assessment issues related to both oral expression and vocabulary teaching.
	Conclusion/ Closure.	20 minutes	Using question and answer technique to guide student teachers to suggest topics in oral expression and vocabulary teaching/learning as well as related assessment components that could be considered in the JHS French curriculum.  Use question and answer technique to guide student teachers to describe experiences with assessing various aspects of oral expression and vocabulary in the JHS curriculum and what to look out for in assessment during their school observation.	Suggest topics in oral expression and vocabulary teaching/learning as well as related assessment components that could be considered in the JHS French curriculum.  Describe experiences with assessing various aspects of oral expression and vocabulary in the JHS curriculum and what to look out for in assessment during their school observation.

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Group presentations.</li> <li>• Individual contributions in class.</li> <li>• Assignment: In groups, student teachers study and bring out the oral and vocabulary components of the JHS Curriculum.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Recorded lessons in French (audio &amp; video).</li> <li>• Computers: laptops, Smartphones, and projectors.</li> <li>• The JHS Curriculum for teaching French.</li> <li>• 'Documents authentiques'.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujouin, P. (2017). Expression orale, niveau1 (A1&amp;A2). Paris: CLE International.</i></p> <p><i>Crépieux, G., Mensdorff-Pouilly, L. &amp; Sperandio, C. (2017). 100% FLE Vocabulaire essentiel du français Niveau A1 A2. Paris: Didier.</i></p> <p><i>MOE (2007). Teaching Syllabus for French Junior High School, 1-3, Accra: CRDD.</i></p> <p><i>MOE (2010). Teaching Syllabus for Senior High School, 1-3, Accra; CRDD.</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). <i>Approches de la langue parlée en français</i>. Paris : Ophrys.</p> <p>Grevisse, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris : Duculot.  <a href="http://www.didieraccord.com/exercices/index.php?ex=2.2.3">http://www.didieraccord.com/exercices/index.php?ex=2.2.3</a>  <a href="http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a>  <a href="http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html">http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</a>  <i>Le français en images.pdf.gratuit</i>  <i>Français interactif</i> <a href="http://www.laits.utexas.edu/fi/home">http://www.laits.utexas.edu/fi/home</a></p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 10

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	<b>Class Observation Skills in Oral Expression</b>										<b>Lesson Duration</b>	<b>3 hours</b>				
<b>Lesson description</b>	This lesson focuses on the application of the Oral Communication course to teaching and learning experiences through Supported Teaching in Schools. Student teachers are expected to develop skills in observing learners' experience in class by identifying and monitoring their learning progress in speaking French. They should also be able to identify their own professional needs in terms of practice, knowledge, values and attitudes as well as the integration of language laboratory and ICT into teaching and learning of French in general and oral expression in particular.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can describe their experiences on teaching and learning of oral expression in French at the Basic level as compared with their experiences with lesson one to eleven in the course manual.															
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Large class size.</li> <li>• Perception that French language is very difficult to learn and to teach.</li> <li>• Lack of self-motivation and commitment to the teaching profession.</li> </ul>															
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related teaching oral production, documents and materials, use of role play and dramatisation to practise conversation on specific daily routines, as well as other practical activities at the language laboratory.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of videos, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of expressions and vocabulary related to classroom skills. Getting online materials (dialogues/conversations) to guide student teachers to use native speakers' intonation and accent), etc.</p> <p><b>Practicum (supported teaching in school):</b> support student teachers to experience and learn from the basic school context by doing observations and child study one day in week for 6 consecutive weeks in both semesters in Y1 (towards full class teaching and action research in Y4). It is expected that opportunity will be given to student teachers to share their experiences gathered during the STS in relation to classroom observation skills in oral expression.</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>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
	Develop skills in observing learners' experience in class by identifying and monitoring learning progress in speaking French as they identify their own professional needs in terms of practice, knowledge, values and attitudes.	<ul style="list-style-type: none"> <li>• Describe learning experiences with class observation and assessment during the STS and what could have made the experiences better.</li> <li>• Identify misconceptions and demotivating factors for teachers and learners of French during the STS and suggest ways to address them.</li> <li>• List and comment on key findings to report on during school visits and related individual professional needs.</li> <li>• Report on school visits with reference to observing learners' experience in class and their background abilities in pronouncing words correctly and reading aloud in French.</li> <li>• Report on how they identified and monitored a child/ group of children's learning and progress in speaking and reading French.</li> <li>• Report on how they identified and discussed their (student teachers') own professional needs in terms of practice, knowledge, values and attitudes as related to oral expression in French with the help of their mentors.</li> <li>• Report on ICT integration into the teaching and learning of Oral Expression at the basic level based on their experiences during the STS.</li> <li>• Brainstorm on the use of language laboratory and ICT integration into teaching and learning of French in general and oral expression in particular.</li> <li>• Describe experiences in observing learners' experience in class by identifying and monitoring learning progress in speaking French.</li> <li>• Describe experiences in identifying their own professional needs in terms of practice, knowledge, values and attitudes as related to teaching and learning oral expression and the JHS curriculum.</li> </ul>	<p>For full participation and maximum benefit within the limited available instructional time, the course tutor will have to request student teachers to carry out online research prior to the lesson for presentation on aspects of classroom observation skills.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account varied linguistic background of student teachers and giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.</b>				
Identification et suivi des apprenants en expression orale.	Introduction	25 minutes	Use Question and answer technique to get student teachers to describe their experiences in learning Oral Expression in French at the Basic level. PDP Theme 2, p 30.	Describe experiences in learning Oral Expression in French at the Basic Level based on questions asked and how the experiences could have been better.
			Use small group discussion to guide student teachers describe learning experiences with class observation and assessment during the STS and what could have made their experiences better.	Describe and discuss learning experiences with class observation and assessment during the STS and what could have made the experiences better.
			Use whole class discussion to guide student teachers identify misconceptions and demotivating factors for teachers and learners of French identified during the STS and suggest ways to address them.	Identify and discuss misconceptions and demotivating factors for teachers and learners of French identified during the STS and suggest ways to address them.
	Progrès dans la communication orale/ l'apprentissage du français.	Stage 1: 65 minutes	Discuss with student teachers the progress of teaching/ learning of French orals at the College of Education and at the basic level. PDP Theme 3, p 69.	In groups, student teachers discuss the progress of the teaching and learning of French orals at the College of Education and at the basic level.
			Guide student teachers to report key findings on the following topics during their school visits: <ul style="list-style-type: none"> <li>Learners' experience in class and their background abilities in pronunciation and reading aloud.</li> <li>A child/ group of children's learning and progress in speaking and reading French.</li> <li>ICT integration into the teaching and learning of Oral Expression.</li> </ul>	Report on and discuss key findings related to classroom observation skills in oral expression that they have included in their draft report on STS: <ul style="list-style-type: none"> <li>Observe learners' experience in class and their background abilities in pronouncing words correctly and reading aloud in French with ease.</li> <li>Identify and monitor a child/ group of children's learning and progress in speaking and reading French.</li> <li>Integrate ICT into the teaching and learning of Oral Expression at the basic level.</li> </ul>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
			Guide student teachers to brainstorm on the use of language laboratory and ICT integration into teaching and learning of French in general and oral expression in particular as well as the challenges associated with these tools.	In small groups, brainstorm on the use of language laboratory and ICT integration into teaching and learning of French and Oral Expression. Discuss the challenges associated with the use of these tools in language teaching and learning.
	Besoins professionnels: pratique, valeur, attitudes, etc.	Stage 2: 70 minutes	Put student teachers into small groups to brainstorm on their professional needs, practice, values, attitudes and attributes as student teachers of French and how they can carry themselves in an oral expression class. PDP Theme 3, p 73 -74.	In groups, student teachers think pair and share on the values and attributes of a teacher of French in relation to teaching and learning Oral Expression.
			Guide student teachers to report on how they were able to identify their own professional needs in terms of practice, knowledge, values and attitudes as related to teaching and learning oral expression in French with the help of their mentors.	Report on and discuss how student teachers identified their own professional needs in terms of practice, knowledge, values and attitudes as related to teaching and learning Oral Expression in French with the help of their mentors.
			Guide student teachers to prepare and make presentations on the attributes of a professional teacher of French and a good student teacher of French. PDP Theme 3, p 69.	Prepare and make presentations on the attributes of a professional teacher of French and a good student teacher of French.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Conclusion/ Closure.	20 minutes	Use question and answer technique to guide student teachers to describe their experiences in observing learners' experience in class, identifying and monitoring their learning progress in speaking French.	Describe their experiences in observing learners' experience in class. Identifying and monitoring their learning progress in speaking French.
			Use writing frames to guide student teachers to produce individual summaries as recapitulation to the lesson and respond to general questions from student teachers on the lesson. PDP Theme 3, p 69, PDP Theme 2, p 30.	Highlight key points of the lesson and ask general questions on the lesson.

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Group presentations, classroom observation skills and identification of professional needs related to teaching and learning oral expression.</li> <li>• Report presentation on student teacher's individual observation of learners in class on specific aspects of oral expression during the STS.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos.</li> <li>• Recorded lessons in French (audio &amp; video).</li> <li>• Computers: laptops, projectors and smartphones.</li> <li>• The JHS Syllabus for teaching French.</li> <li>• Language laboratory.</li> <li>• Internet connectivity.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujoui, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.</i></p> <p><i>Barféty, M. &amp; Beaujoui, P. (2017). Expression orale, niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>MOE (2007). Teaching Syllabus for French Junior High School, 1-3, Accra: CRDD</i></p> <p><i>MOE (2010). Teaching Syllabus for Senior High School, 1-3, Accra; CRDD</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). <i>Approches de la langue parlée en français</i>. Paris : Ophrys.</p> <p>Charles, R. &amp; William, C. (2001). <i>La communication orale</i>. Paris : Nathan.</p> <p><a href="http://www.didieraccord.com/exercices/index.php?ex=2.2.3">http://www.didieraccord.com/exercices/index.php?ex=2.2.3</a></p> <p><a href="http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p><a href="http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html">http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</a></p> <p>Le français en images.pdf.gratuit</p> <p>Français interactif <a href="http://www.laits.utexas.edu/fi/home">http://www.laits.utexas.edu/fi/home</a></p> <p>Ma France <a href="http://www.bbc.co.uk/languages/french/mafrance/flash/#">http://www.bbc.co.uk/languages/french/mafrance/flash/#</a></p> <p>TV5 Monde <a href="http://www.tv5.org/TV5Site/7-jours/">http://www.tv5.org/TV5Site/7-jours/</a></p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 11

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Oral Comprehension and Summary I</b>							<b>Lesson Duration</b>	<b>3 hours</b>
<b>Lesson description</b>	This lesson introduces student teachers to general techniques of reading (“stratégies de lecture: lecture silencieuse/lecture à haute voix”). Attention will be given to activities on listening, comprehension and summary based on oral analysis of audio-visual materials. Student teachers are expected to use the French language extensively through role play, songs, language games and dramatisation as they identify their own professional needs in terms of language use.								
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can read and summarise a given text in English. They can also read sentences and short passages and interpret them in French.								
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Large class size.</li> <li>• Perception that French language is very difficult to learn and to teach.</li> <li>• Lack of self-motivation and commitment to the teaching profession.</li> </ul>								
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related teaching oral production, documents and materials, use of role play and dramatisation to practise oral comprehension and summary, as well as other practical activities at the language laboratory.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of oral comprehension and summary. Getting online materials (dialogues/conversations) to guide student teachers to practice native speakers’ intonation and accent), etc.</p>								

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes: The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<p>Demonstrate ability to speak French fluently as they identify their professional needs in terms of language use through reading, oral production and summary activities.</p>	<ul style="list-style-type: none"> <li>• Describe learning experiences with oral production and summary activities in French and what could have made the experiences better.</li> <li>• Identify misconceptions and demotivating factors for teachers and learners of French in oral production and suggest ways to address them.</li> <li>• Identify and comment on a number of activities related to speaking French fluently and challenges associated with oral production and summary and how to address them.</li> <li>• Use the French language extensively through role play, songs and dramatisation.</li> <li>• Identify and discuss professional needs related to language use.</li> <li>• Discuss specific difficulties/ challenges related to speaking French fluently and propose remedies.</li> <li>• Read short passages fluently in French and answer simple questions on them.</li> <li>• Read given passages in French and summarise them orally.</li> <li>• Describe experiences with learning to speak French fluently and what to look out for when observing oral expression lessons on related topics.</li> </ul>	<p>For full participation and maximum benefit within the limited available instructional time, the course tutor may have to request student teachers to carry out online research prior to the lesson for presentation on aspects of teaching oral comprehension and summary in French.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This take into account varied linguistic background of student teachers and giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.</b>				
Stratégies de lecture:	Introduction	20 minutes	Use question and answer technique to guide student teachers to describe their learning experiences with oral production and summary activities in French and what could have made the experiences better.	Describe learning experiences with oral production and summary activities in French and what could have made the experiences better.
			Lead discussion on misconceptions and demotivating factors for teachers and learners of French in reading and oral production and suggest ways to address them.	Identify misconceptions and demotivating factors for teachers and learners of French in reading and oral production and suggest ways to address them.
	Lecture silencieuse	Stage 1: 45 minutes	Use video and PowerPoint presentation to introduce student teachers to aspects of silent reading and the stages of a lesson on silent reading. PDP Theme 5, p 33.	Follow the presentations and note down observations for comments, questions and discussions.
			Lead student teachers to identify and discuss the stages of a lesson on silent reading and how important silent reading activities are for oral comprehension. PDP Theme 3, p 69.	Identify and discuss stages of a lesson on silent reading and the importance of silent reading activities for oral comprehension.
			Use group activity to guide student teachers to identify and categorise various activities for a silent reading lesson. PDP Theme 2, p 30.	In groups, identify and categorise activities of a silent reading lesson and match them to the stages involved in an oral lesson in French based on examples from given documents and manuals used at the JHS level.

<b>Topic Title</b>	<b>Sub-Topic:</b>	<b>Stage/ time</b>	<b>Teacher Activity</b>	<b>Student Activity</b>
	Lecture à haute voix	Stage 2: 55 minutes	Use PowerPoint presentation and videos to present the stages of a reading aloud lesson. PDP Theme 5, p 33.	Observe and note down the stages of a Reading Aloud lesson.
			Lead student teachers to identify and discuss the stages of a reading aloud lesson and how related activities can facilitate oral comprehension and extensive language use. PDP Theme 3, p 69.	Identify and discuss the stages of a reading aloud lesson, related activities and how they facilitate oral comprehension and extensive language use.
			Guide student teachers to compare and contrast the stages of a silent reading and a reading aloud lesson and identify their professional needs in handling such topics. PDP Theme 3, p 69.	In groups, compare and contrast the stages of silent reading and reading aloud lessons. Identify and discuss their professional needs related to language use in handling such topics.
	Écoute et analyse de documents audio-visuels.	Stage 3: 45 minutes	Present recorded audio-visual materials to student teachers and discuss with them, the processes involved in analysing a text. PDP Theme 2, p 30.	Listen to the audio-visual text, identify and discuss the processes involved in analysing a text.
			Guide student teachers to listen to other audio-visual recordings and analyse them orally in groups based on the processes outlined above. PDP Theme 5, p 33.	In groups, listen to audio-visual texts and analyse them orally based on specific guidelines.  Present report on group activity for whole class discussion.
			Discuss with student teachers specific difficulties/challenges associated with speaking French fluently and lead discussion on proposed remedies.	Discuss specific difficulties/challenges associated with speaking French fluently and propose remedies.
	Conclusion/ Closure	15 minutes	Guide student teachers to describe their experiences with learning to speak French fluently and what to look out for when observing Oral Expression lessons on related topics in this lesson.	Describe their experiences with learning to speak French fluently and what to look out for when observing oral expression lessons on topics related to this lesson.

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Summarise sentences and short passages in groups and present them orally.</li> <li>• Outline the differences between types of reading and describe experiences with reading aloud.</li> <li>• Identify topics in the JHS Curriculum and activities related to oral comprehension, reading and extensive language use.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos.</li> <li>• Recorded lessons, dialogues and conversations in French (audio &amp; video).</li> <li>• Computers: laptops, smartphones, projectors and internet access.</li> <li>• The JHS Curriculum for teaching French.</li> <li>• Language laboratory.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujouin, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.</i></p> <p><i>Barféty, M. &amp; Beaujouin, P. (2017). Expression orale, Niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). <i>Approches de la langue parlée en français</i>. Paris : Ophrys.</p> <p>Charles, R. &amp; William, C. (2001). <i>La communication orale</i>. Paris : Nathan.</p> <p>Gadet, F. (2008). <i>La variation sociale en français</i>, Paris : Ophrys.</p> <p>Grevisse, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris : Duculot.</p> <p><a href="http://www.frenchpdf.com">www.frenchpdf.com</a></p> <p><a href="http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p><a href="#">Le français en images.pdf.gratuit</a></p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.

# LESSON 12

## DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

<b>Year of B.Ed.</b>	LEVEL 100	<b>Semester</b>	1	<b>Place of lesson in semester</b>	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Oral Comprehension and Summary II</b>						<b>Lesson Duration</b>	<b>3 hours</b>
<b>Lesson description</b>	<p>Lesson 12 is the continuation of lesson 11 which focuses on techniques of oral comprehension and summary.</p> <p>More emphasis will be placed on the student teachers' professional needs in terms of language use as they discuss specific challenges associated with speaking French fluently. They are expected to propose remedies to the challenges through practical activities based on extensive oral use of French, analysis of audio-visual materials as well as activities on reporting events orally (résumé oral: compte rendu et rapport).</p>							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers can read, analyse and summarise short passages in French.							
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>• Large class size.</li> <li>• Perception that French language is very difficult to learn and to teach.</li> <li>• Lack of self-motivation and commitment to the teaching profession.</li> </ul>							
<b>Lesson Delivery - chosen to support student teachers 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> creating the opportunity for an extended and coherent line of argument. This lesson delivery mode includes discussion (whole class and small group), brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led.</p> <p><b>Practical Activity:</b> enabling experimentation, analysis and discussion of issues related teaching oral comprehension and summary, documents and materials, use of role play and dramatisation to practise conversation on using commonly used verbs, words and expressions, as well as other practical activities at the language laboratory.</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection. This could be student teacher and / or tutor led.</p> <p><b>Independent study:</b> getting student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, etc.</p> <p><b>E-Learning opportunities:</b> use of video, audios, online information, computers, smartphone or any available technology to enhance the teaching and learning of oral comprehension and summary. Getting online materials (dialogues/conversations/short passages) to guide student teachers practice native speakers' intonation and accent), etc.</p>							

<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification.</b></li> </ul>	<b>Learning Outcomes:</b> <b>The student teachers will be able to:</b>	<b>Learning Indicators</b>	<b>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</b>
<ul style="list-style-type: none"> <li>• <b>Learning indicators for each learning outcome.</b></li> </ul>	<p>Demonstrate ability to speak French fluently as they identify their professional needs in terms of language use through oral production and summary activities.</p>	<ul style="list-style-type: none"> <li>• Identify and comment on a number of activities related to speaking French fluently and challenges associated with oral production and summary and how to address them.</li> <li>• Use the French language extensively through role play, songs and dramatisation.</li> <li>• Identify and discuss professional needs related to language use.</li> <li>• Discuss specific difficulties/ challenges related to speaking French fluently and propose remedies.</li> <li>• Read short passages fluently in French and answer simple questions on them.</li> <li>• Read given passages in French and summarise them orally.</li> <li>• Describe experiences with learning to speak French fluently through oral comprehension and summary and what to look out for when observing oral expression lessons on related topics.</li> </ul>	<p>For full participation and maximum benefit within the limited available instructional time, the course tutor may have to request student teachers to carry out online research prior to the lesson for presentation on aspects of teaching oral comprehension and summary in French.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, information literacy. This takes into account varied linguistic background of student teachers and giving attention to those with weak linguistic background as well as those with speech difficulty.</p> <p>Inclusivity, cultural diversity, gender and SEN will be stressed in forming learning groups.</p> <p>Use of ICT (YouTube videos, etc.) and other audio-visual materials will be embedded and discussed.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.</b>				
Résumé oral: technique de résumé, compte rendu et rapport.	Introduction	25 minutes	Use discussion to guide student teachers to identify and comment on activities related to oral comprehension and summary as well as speaking French fluently.	Identify and comment on activities related to oral comprehension and summary as well as speaking French fluently based on experiences gathered in the previous lesson.
			Use question and answer technique to outline specific difficulties/ challenges related to speaking French fluently and propose remedies.	Outline specific difficulties/ challenges related to speaking French fluently and propose remedies.
			Use small group discussion to brainstorm on how to use the French language extensively through role play, songs and dramatisation, both at the tertiary and at the basic levels.	Use small group discussion to brainstorm on how to use the French language extensively through role play, songs and dramatisation, both at the tertiary and at the basic levels.
	Technique de résumé.	Stage 1: 60 minutes	Use PowerPoint/YouTube videos and recorded audio-visual materials to present to student teachers the techniques of summary. PDP Theme 5, p 33.	Watch the videos, follow the presentations and note down main ideas as well as their personal observations.
			Use discussion to guide student teachers to identify and comment on the processes involved in summary writing PDP Theme 3, p 69.	Comment on personal observations about the presentations, identify and discuss the steps involved in summary writing.
			Use the task-based approach to lead student teachers listen to a recorded audio-visual conversation/dialogue or text and summarise it in small groups. PDP Theme 5, p 33.	In groups, listen to an audio-visual recording, note down the main ideas and provide the summarised version of the text.
			Lead discussion of reports from groups and guide them to identify and discuss their professional needs related to language use and how to address them through activities in oral comprehension and summary PDP Theme 3, p 69.	Present reports on group activity for whole class discussion. Identify and discuss their professional needs in terms of language use and brainstorm on how to address them using activities in oral comprehension and summary.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Technique de Compte rendu / Rapport.	Stage 2: 75 minutes	Guide student teachers to present their research work on teaching oral comprehension and summary and outline the differences between summarising and reporting.	Present their research work on teaching oral comprehension and summary and outline the differences between summarising and reporting.
Present passages and excerpts of books to student teachers to read and guide them to identify the steps involved in reporting.			Read and write down main ideas from the texts presented.  Discuss the steps involved in reporting as compared to summarising.	
Use variety of texts/passages to guide student teachers to prepare them for oral report presentations in groups. PDP Theme 3, p 69.			In groups, study given texts/passages, discuss main ideas and prepare them for oral report presentation and whole class discussion.	
	Conclusion/ Closure.	20 minutes	<p>Guide student teachers to describe and present reports on their current experiences with learning to speak French fluently and what to look out for when observing oral expression lessons on related topics.</p> <p>Brainstorm with student teachers on their current perception of teaching and learning of French after the first semester's experience.</p>	<p>Describe and present reports on their current experiences with learning to speak French fluently and what to look out for when observing oral expression lessons on related topics.</p> <p>Reflect with the tutor their new experience on the teaching and learning of French at the end of first semester.</p>

<b>Lesson assessments - evaluation of learning: of, for and as learning within the lesson</b>	<ul style="list-style-type: none"> <li>• Summarise short passages in group and present them orally.</li> <li>• Outline the differences between summary and oral presentation of reports and reporting orally.</li> <li>• Identify topics in the JHS Curriculum and activities related to oral comprehension and extensive language use.</li> </ul>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• YouTube videos.</li> <li>• Recorded lessons, dialogues and conversations in French (audio &amp; video).</li> <li>• Computers: laptops, smartphones, projectors and internet access.</li> <li>• The JHS Syllabus for teaching French.</li> <li>• Language laboratory.</li> </ul>
<b>Required Text (core)</b>	<p><i>Barféty, M. &amp; Beaujoui, P. (2017). Compréhension orale, Niveau 1 (A1/A2). Paris : CLE International.</i></p> <p><i>Barféty, M. &amp; Beaujoui, P. (2017). Expression orale, Niveau1 (A1&amp;A2). Paris : CLE International.</i></p> <p><i>Girardiet, J. &amp; Pécheur, J. (2016). Écho, méthode de français niveau1 A1/A). Paris : CLE International.</i></p>
<b>Additional Reading List</b>	<p>Blanche-Benveniste, C. (2010). <i>Approches de la langue parlée en français</i>. Paris : Ophrys.</p> <p>Charles, R. &amp; William, C. (2001). <i>La communication orale</i>. Paris : Nathan.</p> <p>Gadet, F. (2008). <i>La variation sociale en français</i>, Paris : Ophrys.</p> <p>Grevisse, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris : Duculot.</p> <p>www.frenchpdf.com</p> <p><a href="http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html">http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html</a></p> <p>Le français en images.pdf.gratuit</p>
<b>Required CPD</b>	See PD Material on Teaching French Year 1 Semester 1 Course.



