

Four-Year B.Ed. Course Manual

LITERACY: SPEAKING AND LISTENING









The Government of Ghana









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 meet the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

A participatory team approach was used to produce these sets 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 copies 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 is approach used to produce these manual.

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is	
In view of this philosophy, I	will facilitate this course by/through

Course Manual

A. Course Information

Title Page

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 (NTS). In doing this to instill in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. Course	Details	5				
Course name	Junio	r High School (JH	IS 1	L-3) speaking a	nd li	stening
Pre-requisite	JHS speaking and listening					
Course Level	200	Course Code		Credit Value	3	
Table of content	ts					

1. Goal for the Subject or Learning Area

The Speaking and listening course is designed to train effective teachers to possess the various skills to teach speaking and listening at the Junior High School (JHS 1-3) effectively to improve learners' language learning and literacy competence.

Note: There are some topics (especially the initial ones which will cut across all levels (e.g., the concept of speaking and listening and their roles in language learning), however some aspects of the course (e.g. strategies to teaching speaking and listening) will be taught differently at the various levels because what fits for a level will not fit for another level.

2. Course Description

The aim of this course is to expose student teachers specialising to teach at JHS 1-3 to the various skills of teaching speaking and listening. The course begins with introducing student teachers to the concept of speaking and listening and how they contribute to language learning and literacy development. The course seeks to equip student teachers with the skills in materials development for teaching speaking and listening and techniques in assessing speaking and listening at JHS 1-3 level. It will also provide student teachers with the skills to integrate technology into teaching speaking and listening to enhance JHS 1-3 learners' literacy skills. The course also aims at exposing students teachers to the speaking and listening component of the Junior High SchoolEnglish curriculum. Besides, the course provides student teachers with the needed skills to help them to critically reflect on speaking and listening activities and how to apply them in the JHS 1-3 classroom. The course equips student teachers with the knowledge and skills in teaching speaking and listening in real classroom situations by either team teaching with mentors or colleagues. The course emphasises planning appropriate lessons taking into consideration diverse learners' interests and their needs. Finally, the course is aimed at equipping student teachers with the skill to teach diverse group of learners in terms of teaching speaking and listening and develop their skill as a literacy teacher. The course will be delivered through student-centred approaches like discussion, project work/seminars, brainstorming, think-pair-share, class presentation by students, observation and school visits/field work and practical teaching. The assessment (both formative and summative) strategies for, of, and as learning will include quizzes, assignments, examinations, presentations, report writing, interviews, portfolios and others. The course is aimed at achieving the following NTS 1 a, 2 c, d, 3a, b, c, e, g, I, j, k, I and m, and NTECF p. 25 bullets 3, 5, 6, 11, 13 and 14 requirements.

3. Key contextual factors

SPECIFIC CONTEXTUAL ISSUE: The course is developed against the background that Junior High School (JHS1-3) teachers have limited skills in teaching speaking and listening, have not been taught to integrate ICT into teaching speaking and listening, and have not been trained to develop their own speaking and listening materials. In addition, there is the misconception that speaking and listeningare not part of literacy and that teaching speaking and listening are the responsibility of only language teachers. Junior High School 1-3 teachers have also not been trained to transition learners from Upper Primary 6 to JHS1 and from JHS 3 to SHS 1 in terms of teaching speaking and listening. This course aims at among other things training teachers who are capable of effecting this transition effectively.

4. Core and transferable skills and cross cutting issues, including equity and inclusion

- Critical thinking and problem solving
- Collaboration
- Communication
- Observation and Enquiry skills
- Digital literacy
- Cultural diversity and inclusion
- Inclusivity and gender

5. Learning Outcomes	6. Indicators
1. Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of JHS learners, and components of speaking and listening. (NTS 2c, d and NTECF 3, p.25)	 1.1 Define the concept of speaking and listening. 1.2 Identify the roles speaking and listening play in JHS learners' literacy development 1.3Discuss the components of listening and speaking appropriate approaches to teaching speaking and listening at JHS 1-3.
2. Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach JHS learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25)	 2.1. Identify appropriate approaches that address the diverse needs and interests of learners to assessJHS 1-3 learners' speaking and listeningskills. 2.2. Evaluate how these techniques are practised in schools to address the diverse needs of learners in speaking and listening. 2.3 Use appropriate teaching techniques to address the diverse speaking and listening needs and interests of learners to transition P 6 learners to JHS1 and from JHS 3 to SHS 1 smoothly. 2.4 Apply the techniques learned in the classroom in teaching speaking and listening at JHS 1-3 level to address the diverse needs and interest of learners.
3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among JHS learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).	 3.1 Identify appropriate technology tools that can be used in teaching speaking and listening 3.2 Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in JHS. 3.3 Use appropriate teaching learning materials forteaching speaking and listening whichaddress the diverse needs and interest of JHS 1-3 learners to enhance their speaking and listening skills.
4. Use appropriate methods/tools to assess the speaking and listening skills of diverse JHS 1-3 learners (NTS1a, 3k and NTECF bullet 6, p.25)	 4.1 Identify appropriate methods/tools, which address the diverse needs of learners to assess the speaking and listening of JHS 1-3 learners. 4.2 Observe how these methods are used in assessing speaking and listening to improve the literacy skills of all manners learners at the JHS 1-3 level to address their speaking needs. 4.3 Use appropriate assessment methods/tool to assess speaking and listening skills of JHS 1-3 learners as developing teachers
5. Interpret and understand key features of the speaking and listening component of the JHS 1-3 English curriculum (NTS 2b, d; NTECF bullet 11, 13; p. 25)	 5.1 Interpret the speaking/oraland listening components of the JHS 1-3English curriculum and how they cater for the needs and interests of diverse learners in the classroom. 5.2 Identify the deficiencies in the JHS speaking and listening curriculum and how to address the deficiencies.
6. Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse JHS 1-3 learners (learners NTS 3a, g, l, m, NTECF bullet 13,p.25	 6.1. Plan and write a scheme of work for an integrated speaking and listening scheme of work for JHS 1-3 from the English curriculum that cater for the diverse needs of learners. 6.1.2 Identify factors to consider when designing a scheme of work for an integrated speaking and listening lesson that caters for diverse needs and interest of learners in the JHS 6.2Plan Speaking and listening lesson Plan 6.2.1 Identify components of a speaking and listening lesson (plan) 6.2.2 Plan an integrated speaking and listening lesson that cater for the diverse needs and interest of learners in the JHS 1-3 level. 6.2.3Plan and Co-teach a speaking and listening lesson using the integrated lesson plan designed to reach all manner of learners at the JHS level to enhance their speaking and listening skills. 6.2.4 Identify the importance of integrating speaking and

		listening in a lesson for JHS1-3 learners 6.2.5 Discuss with mentor/teacher on issues that emanated				
		from the lesson delivered. Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes			
1	Introduction to teaching speaking and listening	1.1 Speaking and listening and language learning	Discussion (teacher leads discussion by first introducing the topic through lecture			
		1.1.1 Definition of speaking and listening 1.1.2 Role of speaking and listening in language	(using PowerPoint) followed by class discussion on the topic. Teacher provides feedback to make students contribute effectively)			
		learning	Group work (students are put in groups to brainstorm on the			
		1.2 Components of speaking. 1.2.1 Pronunciation 1.2.2 Grammar 2.2.3 Vocabulary	role of speaking and listening in language learning and later present their work orally to class for peer critique)			
		1.2.4 Fluency 1.2.5 Comprehension 1.2.6.Effective oral instruction	3. Discussion (teacher introduces the topic and leads in discussion by using leading and probing questions for students to identify the components of speaking)			
			4. Think, pair, share: Teacher asks students to think individually about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse students' needs and interest in mind. Ask students to share/discuss their answers in pairs and finally expand their discussion to the whole class by calling students to share their responses.			
			5. Checklist (students used their prepared checklist to find out if their objectives for the lesson have been met)			
2	Teaching Speaking and listening strategies for teachingJHS learners	2.1 Speaking strategies 2.1.1. Storytelling 2.1.2. Using open-ended question and answer 2.1.3.Group discussion/debates	1. Group Work (Put students teachers in groups and assign one teaching strategy to a group to discuss how each strategy can be used to promote the speaking and			
		2.1.4. Reinforcing active speaking and listening 2.1.5. Description of places/things/people 2.1.6 Use of audio/audio-visual	listening skills of the JHS learner and how such strategies can be used to address the diverse needs and interest of learners to enhance their speaking and			
		2.1.7 Modelling speaking	listening skills. Students use			

		and listening	PowerPoint to present their
			work)
		2.2. Listening techniques 2.2.1 Listening	School Visit (Students visit schools and observe how
		comprehension	teachers use these strategies
		gemprenensen	to develop the speaking and
		2.2 Strategies for developing	listening skills of all learners
		the speaking and listening	and the advantages and
		skills of learners	disadvantages of each
			strategy. Student teachers
			write report on their visit and
			present in class). 3. Discussion (After school visit,
			students discuss their
			observation in class and come
		2.2 Problems of using the	out with effective strategies to
		strategies	employ in enhancing JHS
			learners' speaking skills taking
			into consideration learners'
			diverse needs and interests). 4. Video (student teachers are
			shown video of speaking and
			listening problems of Upper
			Primary (P4-6) learners.
			Student teachers then discuss
			the speaking problems
			identified in the video)
			5. School observation (student teachers visit schools to get
			first-hand information on
			speaking and listening
			problems of learners and
			compare with what they
			observed in the video)
3	Technology and developing JHSspeaking and listening materials	3.1What are speaking and listening LTMs?	Group Work (Student teacher work in groups and research
	insterning materials	listerinig Litvis:	on factors that affect the
		3. 2Using technology to	preparation and use of
		prepare and use JHS	speaking materials for JHS 1-3
		speaking and listening	learners and present to class)
		materials	2. Technology use (student
		2.2 Challenges of wains	teachers learn how to use
		3.3 Challenges of using Technology to produce	computer to develop a speaking material and also use
		materials for teaching	online speaking and listening
		speaking and listening	materials as teaching
			resource)
		3.4 Factors to consider when	3. Demonstration (Student
		developing/selecting	teachers prepare their own
		speaking and listening TLMs	teaching materials using technology and use them to
		3.5 Creating environment	teach a selected topic which
		for effective use of TLMs	address the diverse needs and
		to facilitate speaking and	interests of learners in
		listening development	speaking and listening in the
		for JHS 1-3 learners	classroom)
			4. Discussion: Teacher leads
			discussion on selecting and
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			using appropriate speaking and listening TLMs
			and listening TLMs

4	Assessing JHS 1-3learners speaking and listening skills	4.1 Assessing speaking and listening skills of JHS 1-3 learners 4.1.1 Assessing JHS learners' oral language skills 4.1.2 Assessing speech	5. Discussion (student teachers work in groups to discuss the challenges they face using technology to produce TLMs and how to address the challenges) 1. Discussion (student teachers are put in groups to discuss ways of assessing various aspects of speaking. Later, teacher leads discussion to determine best forms of
		production (pronunciation) 4.1.3 Assessing comprehension of oral language	assessing speaking and listening at the JHSlevel to cater for diverse learners' needs and interests.
		4.2.1 Problems of assessing speaking and listening skills of JHS learners and addressing the challenges	 Problem-solving (Teacher puts learners in groups and ask each group to brainstorm on the problems of assessing the speaking skills of learners and ways to address the challenges) School visits (Student teachers visit schools to observe how teachers assess the various components of speaking taking into consideration of diverse needs and interests of learners and the challenges they face and how they address such challenges and write reports on it) Child study (Students teachers practice using appropriate assessment tools on a learner to assess the various component of speaking taking)
5	The JHS speaking and listening component of the English curriculum	5.1 Interpreting the JHS speaking/oral and listening component of the curriculum 5.2 Deficiencies in the JHS speaking and listening curriculum and how to address them	1. Discussion (Teacher leads student teachers to discuss the content of the speaking and listening component of the JHS curriculum 2. Review (student teachers work in groups and use their knowledge of the curriculum to identify the deficiencies in the speaking and listening component of the curriculum and how to address the deficiencies. 3. Practical work (students teachers design a scheme of work from the JHS curriculum and share with class for review)

- 6 Plan and co-teach JHSspeaking and listening lesson with mentor/tutor or colleague.
- 6.1 Preparing scheme of work
- 6.1.1 Factors to consider when designing a speaking and listening scheme of work for JHS learners.
- 6.2 The speaking and listening lesson plan for JHS learners
- 6.2.1. Components of a speaking and listening lesson plan (pre-, in and post)
- 6.2.2 Factors to consider when designing a speaking and listening lesson plan
- 6.2.3. Teaching an integrated speaking and listening lesson
- 6.2.4 Importance of the integrated speaking and listening lesson plan
- 6.2.5 Discuss with mentor/teacher on issues that emanated from the lesson delivered.

- 1. Discussion (teacher leads student teachers to identify and understand the parts of a speaking and listening lesson and develop an integrated speaking and listening lesson plan to cater for the diverse needs and interests of JHS learners
- 2. Demonstration (student teachers prepare an integrated speaking and listening lesson plan which targets the diverse learners in the classroom from the scheme of work designed and co-teach with colleague in class)

Teaching and Learning Strategies

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

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

Course Assessment Components

Component 1: Subject Portfolio Assessment: (30% overall score)

- Selected Items of students work (3 of them 10% each) 30%
- Midterm assessment, 20%
- Reflective Journal 40%
- Organisation of the subject portfolio 10% (how it is presented/organised)

Note:

- Selected Items of students work: The selected items of students' work will include the ff:
 - Written analysis of approaches to teaching speaking and listening. Student teachers reflect on an approach to teaching speaking and listening and their attendant challenges and write a one-page report on it.
 - TLM to support speaking and listening teaching (Student teachers prepare an appropriate TLM they would use for a given topic and make a write-up on how it is prepared and used in teaching speaking and listening).
 - Written approaches analysis of speaking and listening approaches LO 4 NTS 1a, 3k)
- Mid-semester will involve a quiz on the following topics: the concept of speaking and listening, components of speaking, strategies for teaching speaking and learning. Technology and TLM development and assessing speaking and listening (LO 1, 2, 3 NTS 1a, 2d, 3e, g, j, k, m)

• The **Reflective Journal** will include writing a 600-word reflective report on challenges of the various strategies for assessing speaking and listening at the Upper Primary level and how to address the challenges. Indicate how it has helped in developing your professional career as a language teacher. Let student teachers put it in their portfolio for assessment (LO 3 – 3k)

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

Assesses Learning Outcomes: Learning Outcomes to be measured 2, 3, 4 and 5

NTS 1a, 2d, 3 e, g, j, m targeted are

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

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

beginning reading and numeracy and speaking, listening, reading and writing, and to use English as a medium of instruction.

- 3e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
- 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

Component 2: Subject Project: (30% overall semester score)

- Introduction, a clear statement of aim and purpose of the project 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project 20%
- Substantive or main section 40%
- Conclusion 30%

Note:

This will involve a review of Basic School Curriculum. Report on Basic School Curriculum: student teachers write a report of about 550 words on the basic school Upper Primary speaking and listening curriculum identifying the weakness and strength and how classroom teachers deal with the deficiencies. They should indicate how the curriculum review has boost their confidence in teaching speaking and listening (LO 5 - NTS 2b, d)

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

Assesses Learning Outcomes: Course learning outcomes measured LO 5

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

- 1a. Critically and collectively reflects to improve teaching and learning.
- $2b.\ Has\ comprehensive\ knowledge\ of\ the\ official\ school\ curriculum,\ including\ learning\ outcomes.$
- 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
- 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 31. Listens to learners and gives constructive feedback.
- 3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

Component 3: End of Semester Examinations - 40% overall

Note:

Student teachers write an end of semester examination, which covers the concepts of Upper Primary speaking and listening, misconceptions of the role of speaking and listening in Upper Primary learners' literacy development, strategies for teaching speaking and listening, approaches to assessing Upper Primary speaking and listening, the challenges encountered and how to address them, and ways of creating a conducive classroom environment) and the Upper Primary literacy curriculum about speaking and listening).

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

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

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

- 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in
- 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning speaking, listening, reading and writing, and to use English language as a medium of instruction.
- 3 e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
- 3q. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3 j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 31. Listens to learners and gives constructive feedback.
- 3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

✓ Required Reading and Reference List

Required Text:Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers

Additional Reading List:

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✓ Teaching and Learning resources

- 1. Teaching Speaking and listening Skills to ELL Students: Methods & Resources
- 2. Video Teaching speaking skills: Strategies and methods https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html
- 3. Teaching Listening Skills to Children https://study.com/academy/lesson/teaching-listening-skills-to-children.html
- 4. Every day Literacy: Listening and Speaking, Grade 1 Teacher's Edition, E-book
- 5. Computers
- 6. Videos
- 7. Projector
- 8. Language Laboratory

✓ Course related professional development for tutors/ lecturers

- Seminar/workshops on teaching speaking and listening by a resource person
- Workshop on preparing speaking and listening TLMs

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 23456789101112
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Title of Lesson	Introduc listening	tion to tea	ching JF	IS speak	king and	Le	Lesson Duration			3 hrs
Lesson description	_		ces stud	ent tea	chers spec	ialising	to teach	at the JH	IS 1-3to	the concepts of
	-	speaking and listening and how they contribute to language learning and literacy								
	-	development. It also looks at the types and roles of speaking and listening in language acquisition.								
Previous student teacher	-		ave lear	ned ah	out langua	ge and	literacy a	nd how	they lay	the foundation
knowledge, prior learning		iage acquis		iica ab	out langue	ige aria	interacy a	ila liow	tricy lay	the roundation
(assumed)		0 1								
Possible barriers to learning	•			may no	t know ho	w spea	king and	listening	contrib	ute to language
in the lesson		acquisition								
Lesson Delivery – chosen to	Face-	Large class Practical	work	, c	eminars	Indon	endent	e-learn	ing	Practicum
support students in	to-face	Activity	Based		√ V	Study			unities	Practicum
achieving the outcomes	\(\sqrt{\sqrt{\chi}}\)	Accivity	Learn			Juay	✓	орроге	√	
Lesson Delivery – main	Face-to-	face: opp			extended	and coh	nerent line	of argu	ment. It	includes
mode of delivery chosen to								etc. This	s can be	tutor and / or
support student teachers in		teacher led			-					_
achieving the learning	-	-								iate materials
outcomes.	-	be part of			-	uiry, mo	ore in-dep	oth analy	sis and c	development.
		-	-			creativ	itv. discus	sion and	l reflecti	on: student
		tutor led.	Ü	•			,,			
	E-Learni	ng: Use of	video, u	se of or	nline infori	mation,	use of co	mputers	s, smartp	hone or any
		technolog					ıs lessons)).		
Learning Outcome for	Learning	Outcome	S	Learni	ng Indicat	ors				
the lesson, picked and developed from the	1. Demo	nstrate		1.1 De	fine the co	oncept	To facili	itate stu	dents' pa	articipation and
course specification	und	erstanding	and	of			achieve	achieve more in the limited time,		
Learning indicators for		wledge of t	the						udent teachers	
each learning outcome		cepts of			entify the r				e research a week before and do some presentation	
		aking and ning and tl	hair	-	eaking an stening pla				of listen	-
		s in literacy			Slearners	-		-		hey play in
		elopment d			nguage			ge learnii		- 7 7
	lear	ners, and			equisition a	and	• Co	re skills	targeted	linclude
		ponents o	f		eracy					itical thinking,
	-	aking and	2	de	evelopmer	nt				ervation and
		ning. (NTS 3e and NT								digital literacy. g gender will be
	p.25		LCI 3,							ning learning
	,	,						oups.		8
Topic: Introduction to	Sub topi	С	Stage/t	ime	_		_			g outcomes:
teaching JHS speaking	The cond	-			_	_	-			eacher led,
and listening	types an				collabor	ative gr	oup work	c or inde	penden	-
	of speak listening				Teacher	Activity	У			Student Activity
	Revision				Revise p	revious	lesson wi	ith	Answer	the questions
	previous		Introdu	ction:	-		s through		asked b	-
	the conc	-	20 mins	;	question		iswer		-	ecturer to
	literacy a				techniqu				-	previous lesson
	compone						chers to t	II.		ot of literacy,
	and stag literacy	es of					ept of liter and the s		-	nents and the of literacy
		ment						tages	_	·•
	истеюрі		development of literacy development development.							

Inti	roduction of	30 mins.	Discussion	Student teachers listen to
Соц	urse Manual		First, give an overview of the speaking and listening course manual for JHS teaching of speaking and listening. Through probing and leading questions assist student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification.	the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarifications.
Def	finition of	Stage 1: 60	Discussion	Discussion
	eaking and ening and nes	mins.	Tutor leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic using probing and leading questions. Provide feedback to make students contribute effectively. (PDP Theme 3, p. 69)	Discuss as a class on the meaning of speaking and listening in language learning by answering questions posed by tutor after the presentation. Student teachers individual make a sematic
				map of what has been
			Semantic Mapping: Tutor guides student teachers to individually make a semantic map of what has been learned in the stage.	learned in the stage and share with colleagues
The	e role of	Stage 2: 60	Group work	Group Work
spe liste lan lea lite	eaking and ening in guage rning and eracy velopment	mins	Put student teachers in groups bearing in mind gender and inclusivity to brainstorm on the role of speaking and listening in language learning and later present their work orally to class for peer critique. Provide constructive feedback to students' presentations. (PDP Theme 4, p. 79)	Form groups to brainstorm on the role speaking and listening play in language learning and literacy development by using available technology and book(s) to search information on the topic under discussion and present their findings orally to class for peer critique
Sch	nool Visit		Provide student teachers with a checklist they will use during school visit to identify the roles speaking and listening play in language learning. Ask student teachers to include in their reflective note how this will enhance their professional development in teaching speaking and listening for next class discussion.	During school visit, student teachers use checklist provided by tutor to identify the roles of speaking and listening in language learning. Student teachers include in their reflective note how this will enhance their professional development in teaching speaking and listening for next class discussion.
Clo	osure	10 min	Ask student teachers to work in groups and write the main points in the lesson.	Work in groups to write the main points in the lesson.

		Call student teachers to	Summarise the main				
		summarise the lesson.	points of the lesson orally				
			Ask tutor questions on				
		Answer student teachers'	the lesson for				
		questions for clarification	clarification.				
		questions for significant	Use provided checklist to				
		Use provided checklist to	see whether the				
		identify whether the	indicators of the lesson				
		indicators of the lesson has	has been achieved.				
		been achieved	nas been demeved.				
Which cross cutting issues	Digital literacy (see	earching online for information on the t	tonic)				
will be addressed or		er (including both male and female in ea					
developed and how			ich group)				
developed and now		orking in groups as a team)					
		king questions for clarification)					
		through discussion, brainstorming and					
		through discussion, presentation and a	sking and answering of				
	questions)						
Lesson assessments –		Method: Assessment for learning (grou	-				
evaluation of learning: of,		on literacy development of learners dor					
for and as learning within	-	communication, team work/collaboration	on, enquiry skills, digital				
the lesson(linked to learning	literacy)						
outcomes)		tcomes: Course learning outcome 1					
Teaching Learning	 computer 						
Resources	 Projector 						
	 Smartphones 						
	 Laptops 						
Required Text (core)		oduction to language teaching skills: A r	, ,				
		Sam-Woode Publishers [Units 11 and 12					
Additional Reading List	Bailey, K. (2005). Practical	l English language teaching: Speaking. N	New York: McGraw-Hill.				
	[Chapter 2 and 3]	•					
	Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John						
		Wiley and Sons Ltd. [Chapter 13]					
CPD Needs	Workshop on teaching I	istening and speaking as integrated s	skill and related unfamiliar				
	concepts.						
	Workshop on using techn	ology to prepare speaking and listening	TLMs				

Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11
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Title of Lesson	Introduction to teaching speaking and listening Lesson Duration 3 hrs							hrs		
Lesson description	compon	The lesson exposes student teachers specialising to teach at the JHS 1-3 to the components of speaking and the views of listening. The lesson also deals with the components of effective oral instruction at the JHS level.								
Previous student teacher							peaking and	d listening and		
knowledge, prior learning							-	one semester		
(assumed)	one cou	one course								
Possible barriers to learning in the lesson	•	Student tead Large class s		ot know that	speaking a	and lis	tening have	e components.		
Lesson Delivery – chosen to	Face-	Practical	Work-	Seminars	Indepe	e-le	arning	Practicum		
support students in achieving the	to-face	Activity	Based		ndent		ortunities			
outcomes			Learning		Study		•	✓		
Lesson Delivery – main mode of	Face-to-	face: oppor	tunity for an	extended ar	nd coherer	nt line	of argumer	nt. It includes		
delivery chosen to support		• •	•				_	n be tutor and		
student teachers in achieving the	/ or stud	ent teacher	led. It should	d not usually	be the ma	in mo	de.			
learning outcomes.	_	_		udents to en				•		
		•			•	•	re in-depth	analysis and		
				any of the al						
		s: to genera and / or tuto		d individual c	reativity, c	discuss	sion and ret	lection:		
		-		nline inform	ation use	of cor	mnutare em	nartphone or		
		lable technol		Jilline IIIIOIIII	ation, use	01 001	iiputers, sii	iai tpriorie oi		
Learning Outcome for the	Learning	Outcomes	Learning Indicators							
lesson, picked and developed	1 Domo	netrate unde	1.3 Discuss the			To facilitate students'				
from the course specification		nstrate unde wledge of the	_	components/views of			participation and			
Learning indicators for each		ing and lister	-	listening a				achieve more in the		
learning outcome	-	es in literacy		appropria	-	_	limited tin			
		ment of JHS	1-3learners,	to teachin			tutor/lect	tor/lecturer will ask		
	and com	ponents of s	peaking and	and listen	ing at JHS	(1-	student teachers to do			
	_	. (NTS 2c, d,	NTS 3e and	3)			online research a week			
	NTECF 3	, p.25)		1.4 Identif	-			e lesson and		
				that unde		ive		resentation		
				oral instru	iction.		on the cor	nd speaking		
							_	oles they play		
								ge learning.		
								skills targeted		
							inclu	•		
								nunication,		
								al thinking,		
								ooration,		
							obsei	rvation and		
							-	iry skills, and		
							digita	iry skills, and al literacy.		
							digita Inclus	iry skills, and al literacy. sivity		
							digita Inclus	iry skills, and al literacy.		

Topic: Introduction to teaching speaking and listening	Sub topic Components of speaking	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected Teacher led, collaborative group work or independent study			
	and view of listening		Teacher Activity	Student Activity		
	Revision of the previous lesson the concept of speaking and listening and their roles in language learning	Introduction: 15 mins	Revise previous lesson with students through question and answer technique. Ask student teachers to define the concepts of speaking and listening and the roles they play in language learning. Ask student teachers to discuss the role of speaking and listening they identified during their school visit and how it will improve their views of speaking and listening in their professional development.	Answer the questions asked by the tutor/lecturer to revise previous lesson (definition of the concepts of speaking and listening and the roles they play in language learning) Student teachers discuss the role of speaking and listening in language learning, they observed during their school visit and how it has improved their views of speaking and listening in their professional development.		
			Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.		
	The components of speaking	Stage 1: 60 mins.	Think, pair, share Ask student teachers to individually think about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse students' needs and interest in mind. Encourage student teachers to use available technology to look for online information on the topic Ask students to share/discuss their findings in pairs and finally expand their discussion to the whole class by calling students to share their responses. (PDP Theme 9, P. 21)	Think, pair. share Student teachers do individual online search for information on the components of speaking using available technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic		
	Views of listening	Stage 2: 40 mins	Class Discussion Use leading and probing questions to help student teacher identify and explain the various	Class Discussion Answer questions posed by the tutor to identify the views of listening and takes		

			views of listening. Encourage student teachers to take	notes of the views of listening.			
			notes.(PDP Theme 2, p. 35)				
	Components effective oral instruction	Stage3: 50 mins	Group Work: Put student teachers into mixed ability groups to find information online using available or in books on the topic and present their findings to class orally. Provide appropriate feedback.	Student teachers work in mixed ability groups and use available technology and book to find the components of effective oral instruction and present information to class orally.			
	School Visit		Provide student teachers with a checklist they will use during school visit to observe how teachers in the classroom teach the various components of speaking and write report. They should indicate how this will improve their professional development.	During school visit student teachers use checklist provided by tutor to observe how teachers use the various components of speaking manifest the teaching of speaking at the Upper Primary and write report. Reflect on how their school visit will improve their skills in dealing with the various components of			
	oralinstruction as developing profest teachers.						
	Closure	15 min	Ask student teachers to work in individually and write the main points in the lesson.	Student teachers individually write down the main points in the lesson and share with colleagues.			
			Answer student teachers' questions for clarification Follow-up: Ask students to read their required text on strategies for teaching speaking and listening	Ask tutor questions on the lesson for clarification			
Which cross cutting issues will be addressed or developed and how	 Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions) 						
Lesson assessments – evaluation of learning: of, for and as learning	Summary of Asso	essment Method:	Assessment as learning (Onn) (Core skills targeted are of	ne page report on the			
within the lesson(linked to	work/collaborat	ion, enquiry skills,	digital literacy)	communication, team			
Iearning outcomes) Teaching Learning Resources	Assesses Learnin comput Projecto	er	irse learning outcome 2				
	SmartpLaptops	hones					
Required Text (core)	Owu-Ewie, C. (20	018). Introduction	to language teaching skills: ode Publishers [Units 11 and				

Additional Reading List	Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 2 and 3] Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John Wiley and Sons Ltd. [Chapter 13]
CPD Needs	Workshop on teaching components of speaking, views of listening and components underlying effective oral instruction

Year of B.Ed.	2 Semester	1	Place of lesson in semester	12 3 456789101112
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Title of Lesson	Teaching speaking and listening strategies for JHS 1-3 Lesson Duration 3 hrs						3 hrs		
Lesson description							l in teaching JHS s		
		The lesson also looks at the problems in using the strategies and how to address such problems.							
Previous student teacher		Student teachers have learned about components and views of speaking and listening.							
knowledge, prior learning	They have a			-				J	
(assumed)	-		-	JHS learners.					
Possible barriers to learning in	• Stu	dent teacl	ners may	not know th	at teachin	g spea	aking and listenin	g at the JHS	
the lesson		y have uni	-			· .	J		
	• Lar	ge class siz	ze .						
Lesson Delivery – chosen to	Face- Pra	ctical V	Vork-	Seminars	Independ	den	e-learning	Practicum	
support students in achieving	to- Act	ivity E	ased		t Study		opportunities		
the outcomes	face	L	earning				✓		
Lesson Delivery – main mode of			-				e of argument. It		
delivery chosen to support	1		• .				, etc. This can be	tutor and /	
student teachers in achieving				d not usually					
the learning outcomes.	-	-					vant and appropri		
		-			-	-	nore in-depth ana	lysis and	
	_		-	of any of the					
		Seminars: to generate group and individual creativity, discussion and reflection: student							
	and / or tutor led.								
		e-Learning : Use of video, use of online information, use of computers, smartphone or any available technology							
Learning Outcome for the	Learning Ou			ng Indicators					
lesson, picked and	Learning Ou	tcomes	Learnin	ing inidicators	'				
developed from the course	2. Demonsti	ate	2.1. lde	entify approp	riate	To fa	cilitate students'		
specification				ches/strateg	ies that	partio	cipation and achie	eve more in	
Learning indicators for	understandi	ng of	addres	s the diverse	needs	the li	e limited time, tutor/lecturer		
each learning outcome	appropriate	speaking	and int	terests of lea	rners to	will a	sk student teache	rs to do	
cuen rearming custome	and listening		assess	JHS learners	'		e research a week		
	techniques/			ng and listen	ing		n and do some pr		
	to teach JHS		skills.				e concept of liste	•	
	with diverse			aluate how t		•	king and the roles	they play	
	and interest			ques are prac			guage learning.		
	enhance the			S to address t			Core skills targete		
	speaking an	_		e needs of lea			communication, c		
	skills. (NTS 2 m, k, NTECF	_	iii spea	aking and list	ening.		thinking, collaboration and e		
	and 5 (p. 25						skills, and digital l	-	
	ana 3 (p. 23	'					Inclusivity including	•	
							merasivity meraan	is sender.	
Topic: Teaching speaking and	Sub topic	Stage/	time	Teaching a	nd learnin	g to a	chieve learning o	utcomes:	
listening strategies for JHS 1-3	•	0.7					de selected. Teac		
learners	Speaking			_		_	or independent st		
,	Strategies Teacher Activity Student Activity								
	Revision o	of		Ask studen	-	to	Make a seman	tic	
	the previou		uction:	develop a s		w	map/advanced		
	lesson o			map/advan		izer	of the lesson o	_	
	the		.5	to show the	_		components of		
	components	;		learned on		-	and views of lis		
	of speaking			and views of	-		components of	_	
	the views of			listening re	-	-	oral instruction		
	I.								

comp unde	ive oral	components underlying effective oral instruction. Call some student teachers to present the maps orally. Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.
teach speak	-	Group Work Introduce the various strategies to class.Put student teachers in groups and assign one strategy to a group to discuss how each strategy can be used to promote the speaking and listening skills of the JHS learner and how such strategies can be used to address the diverse needs and interest of learners. Let student teachers present their findings to class using PowerPoint. Tutor and student teacher provide appropriate feedback. (PDP Theme 4, p. 79)	Group Work Student teachers listen to the various strategies employed to teach JHS speaking. They then work in groups on task given and search online or in their required text to find how the strategy enhance JHS learners' speaking skills and how the strategy caters for the diverse needs and interest of learners. They present their findings on PowerPoint. Student teachers provide appropriate feedback.
Probl using strate		Class Discussion: Tutoruses leading and probing questions to help student teachers identify and explain the problems each strategy presents in teaching speaking and how it can be addressed and how to deal with the problems. (PDP Theme 2, p. 35)	Class Discussion Student teachers contribute to class discussion on the problems of using the strategies and how to address the problems relating to the strategies.
School	l Visit	Ask students during their school visit to identify strategies teachers at the Upper Primary (P4-6) use to teach speaking and the problems they encounter, how teachers dealt with the problem. Let Student teachers cross check their findings with what they have discussed in class and write notes on it. Ask student teachers to reflect on how this will improve their skills in teaching speaking as developing professionals for next class discussion.	Student teachers make notes on strategies teachers use in teaching speaking and the problems they encounter and how they dealt with the problems. They cross check their findings with what they discussed in class. Student teachers should reflect on how this will improve their skills in teaching speaking as developing professionals for next class discussion.

	Closure		Ask student teachers to	Student teachers		
		15 min	work individually and	individually to write down		
			write the main points in	the main points in the		
			the lesson.	lesson and share with		
				colleagues.		
			Answer student teachers'	-		
			questions for clarification	Ask tutor questions on the		
				lesson for clarification		
Which cross cutting issues will	 Digita 	l literacy (search	ing online for information on t	the topic)		
be addressed or developed and			luding both male and female i			
how			g in groups as a team)	5 1,		
		· · · · · · · · · · · · · · · · · · ·	uestions for clarification and s	school observation)		
			ssion and peer critiquing)	,		
			igh presentation and answerir	ng questions)		
Lesson assessments –			od: Assessment for (Class pre			
evaluation of learning: of, for	•		(Core skills targeted are comm	_		
and as learning within the			lls, digital literacy, critical thin	-		
lesson(linked to learning			Course learning outcome 2	37		
outcomes)		0	G			
Teaching Learning Resources	• comp	uter				
	Projection					
	<u> </u>	phones				
	 Lapto 	-				
		=	king skills: Strategies and met	hods		
			demy/lesson/teaching-speaki			
	meth	ods-resources.ht	<u>ml</u>			
Required Text (core)	Owu-Ewie, C. (2018). Introducti	on to language teaching skills	: A resource for language		
	teach	<i>ers.</i> Accra: Sam-V	Voode Publishers [Units 11 an	d 12]		
Additional Reading List	Bailey, K. (200	5). Practical Engli	sh language teaching: Speakii	ng. New York: McGraw-Hill.		
	[Chap	ter 2 and 3]				
	Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John					
	Wiley	and Sons Ltd. [C	hapter 13]			
CPD Needs	Workshop on	teaching listenin	g and speaking as integrated	skill and related unfamiliar		
	concepts.					
	Workshop on (using technology	to prepare speaking and lister	ning TLMs		

Year of B.Ed. 2	Semester 1	Place of lesson in semester	123 4 56789101112	Ì
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Title of Lesson	Teaching JHSsp strategies/tech	_	listenir	ng	Lesso	Lesson Duration			
Lesson description	The lesson intro	The lesson introduces JHS specialism student teachers totechniques of teaching listening							
	comprehension	comprehension and its attendant problems to JHS Learners.							
Previous student teacher	Student teache	rs have lear	ned at	out strategies	for teachi	ing JHS	Speaking	, and p	roblems of
knowledge, prior learning	using the strat	egies and h	ow to	address them	. Student	teach	ers will als	so be	exposed to
(assumed)	teaching listeni								
Possible barriers to learning			-	ot know that	teaching a	and lis	tening at	the JH	IS may have
in the lesson		techniques	S						
Lancas Dalbaras alcassata		class size		C:	1	.1	- 1	_	D
Lesson Delivery – chosen to		tical Wo		Seminars	Independ Study	dent	e-learnin	_	Practicum
support students in achieving the outcomes	face Acti	-	rning		Study		opportur	iities	
Lesson Delivery – main mode	Face-to-face:			extended and	coherent	line of	argument	t. It inc	ludes
of delivery chosen to support	discussion, brai						_		
student teachers in achieving	student teache								
the learning outcomes.	Independent st	udy: to ena	able stu	udents to enga	ge with re	levant	and appro	opriate	e materials
	to promote ind				, more in-	depth	analysis aı	nd dev	elopment.
	This can be par	-				_			
	Seminars: to g and / or tutor le		up and	individual cre	ativity, dis	cussio	n and refle	ection:	student
	e-Learning: Use		se of o	nline informat	ion use of	fcomr	uitars sm	artnho	ne or any
	available techn		ise oi o	illille illioitilat	ion, use oi	COM	Jule13, 31116	artpiio	THE OF ATTY
Learning Outcome for	Learning Outco			Learning Indi	cators				
the lesson, picked and									
developed from the	2. Demonstrate	_		2.4 Apply the		To facilitate students'			
course specification	understanding		ate	techniques/a	participation and achieve more in				
 Learning indicators for 	speaking and list techniques/act		s c b				limited time, tutor/lecturer ask student teachers to do		
each learning outcome	JHS learners wi						line research a week before		
	and interests to						esson and do some		
	speaking and lis						sentation on the concept of		
	(NTS 2d, 3e, g,	_		diverse need	s and		ing and sp		
	bullets 2 and 5	(p. 25)		interest of lea	arners	roles	they play	in lang	guage
						learn	_		
									ed include
							communic		
							thinking, c observatio		
							skills, and		
								_	ing gender.
							•		
Topic: Teaching speaking and	Sub topic	Stage/tir	ne		_		ning to ach		_
listening						•	ling on del	-	
strategies/techniques for JHS	Listening						led, collab	orativ	e group
learners	techniques			wo	ork or inde	epende	ent study	Ct	
,				Teacher Activ	vity				udent ivity
	Revision of the			In groups, asl			In group		
	previous	Introduct	tion:	teachers to d				-	/advanced
	lesson on the	15 mins		semantic ma			_		ne lesson on
	strategies of			organizer to			_		teaching
	teaching			strategies use		ning	speakin	_	
	speaking, the			speaking and	now to		problen	ns asso	ciated with

views of listening and component underlying effective oral instruction		address problems associated with the strategies. Call some student teachers to present the maps on the board. Let student teachers discuss their observation notes Give an overview of the current lesson	the strategies and present their work on the board for feedback. Student teachers reflect on their observation notes in a discussion manner. Student teachers take note of the overview of the current lesson provided by the tutor.
Listening techniques for developing good listening skills of JHS learners	Stage 1: 40 mins	Class Discussion: Show a 15 minutes video of a teacher teaching listening to Upper Primary learners. Put students teachers in groups to discuss the techniques the teacher used in teaching listening in the video. After the discussion discuss with student teachers some techniques which were not used in the video. (PDP Theme 3, p. 69)	Student teachers watch video on teaching listening to UpperPrimary learners. Student teachers discuss in groups the techniques used in the video to teach listening Each group the present their findings orally to class. Student teachers listen to other techniques provided by the teacher.
Listening comprehensio n	Stage 2: 40 min	Class Discussion: Show a 10 minutes video of a teacher teaching listening comprehension and ask student teachers to note the main steps and discuss later as a class. Provide appropriate feedback and comments (PDP Theme 3, p. 69)	Student teachers watch the video and note the main steps involved in teaching listening comprehension and later discuss as a class. Student teachers ask question for clarification from tutor.
Strategies of developing listening skills	Stage 3: 40 mins	Think-Pair-Share: Ask student teachers to work individually to search for information online using available technology on the strategies for developing listening skills of UpperPrimary learners and share their findings with colleagues. (PDP Theme 9, p. 21)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class for discussion.
Problems of using the listening techniques and strategies for JHS learners	Stage 4: 40 mins	Class Discussion: Tutoruses leading and probing questions to help student teachers identify and explain the problems of teaching listening and how The problems can be addressed to enhance the listening skills of UpperPrimary learners. (PDP Theme 2, p. 35)	Student teachers contribute to class discussion on the problems of using the strategies and how to address the problems relating to the strategies.

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	School Visit		Ask students teachers during their school visit to identify strategies teachers at the Upper Primary use to teach listening comprehension and the problems they encounter and write report on it.	Student teachers write report on strategies teachers use in teaching listening and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class.				
	Closure	Stage 4: 10 min	Use question and answer techniques to help student teachers summarise the lesson	Student teachers answer tutors question to summarise the main point in the lesson.				
			Answer student teachers' questions for clarification	Ask tutor questions on the lesson for clarification				
Which cross cutting issues	- Disital I		•					
will be addressed or	_		g online for information on the t					
			ding both male and female in ea	ach group)				
developed and how			n groups as a team)					
			estions for clarification and scho	ol observation)				
			ion and peer critiquing)					
	 Commu 	Communication (through presentation and answering questions)						
Lesson assessments –	Summary of Assessment Method: Assessment of learning (assignment/quiz on the							
evaluation of learning: of, for	techniques and s	strategies for tea	ching listening and dealing with	problems associated after				
and as learning within the	school visit obse	rvation) (Core ski	ills targeted are communication	, team work/collaboration,				
lesson(linked to learning	enquiry skills, dig							
outcomes)			ourse learning outcome 2					
Teaching Learning Resources	comput							
o o	Projector							
	• Smartphones							
	Laptop							
	Video onTeaching Listening Skills to Children							
	https://study.com/academy/lesson/teaching-listening-skills-to-children.html							
	<u>116693.77</u>	iittps://study.com/academy/iesson/teaching-listening-skills-to-children.html						
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]							
Additional Reading List			language teaching: Speaking. N	New York: McGraw-Hill.				
	[Chapte	r 2 and 3]						
	Maxom, M. (200	9). Teaching Eng	lish as a foreign language for du	<i>ımmies</i> . England: John				
	Wiley a	nd Sons Ltd. [Cha	apter 13]					
CPD Needs	Workshop on s	trategies and to	echniques for teaching listeni	ng and related unfamiliar				
	concepts.	_	,					

Year of B.Ed. 2 Semester 1 Place of lesson in semester	r 1234 5 6789101112
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Title of Lesson	Technology listening ma		ping JHS sp	eaking and	Lesson D	uration	3 hrs		
Lesson description			tudent tea	charc chacial	ising to teac	h at the JHS level to	how		
Lesson description									
		technology can be used in developing JHS speaking and listening material. The lesson will first look at what are speaking and listening TLMs and things they will consider when							
		-	_	_	_	•			
		oreparing and using speaking and listening TLMs. The lesson also looks at using appropriate TLMs in teaching speaking and listening. The lesson ends with the challenges of using							
						and listening.	, asing		
Previous student teacher							listening and		
knowledge, prior learning		Student teachers have learned about techniques and strategies for teaching listening, and problems of using the strategies and how to address them.							
(assumed)	problems of	asing the s	ti ategies a	na now to ac	iai ess trieiri.				
Possible barriers to learning in	• Stu	ident teach	ers may n	nt know hov	v to use ter	chnology in develop	ning sneaking		
the lesson			-	r Upper Prim			onig speaking		
the lesson		ge class size		г оррсг г пп	iary icarriers				
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminar	Independe	nt e-learning	Practicum		
support students in achieving	face	Activity	Based	S	Study	opportunities	racticum		
the outcomes	lace	Activity	Learning	3	Juay	opportunities			
Lesson Delivery – main mode	Face-to-face	• opportu		evtended an	d coherent li	ne of argument. It i	includes		
of delivery chosen to support						rk, etc. This can be t			
student teachers in achieving				usually be th			ator and 7 or		
the learning outcomes.				-		e. evant and appropri	ate materials		
the learning outcomes.	-	-		_	-	epth analysis and d			
	This can be				y, 11101 C 111 a	eptir unurysis unu u	evelopinent.		
					eativity disc	ussion and reflection	n: student		
	and / or tute		Вгоир или	marriada er	cacivity, also	assion and reneedle	in stadent		
			o. use of or	nline informa	tion, use of	computers, smartp	hone or any		
	available te		0, 0.00 0. 0.			oopato.o, oa. tp			
Learning Outcome for the	Learning Ou		Learr	ing Indicato	rs				
lesson, picked and				• • • • • • • • • • • • • • • • • • • •					
developed from the	3. Integrate	technology	in 3.1 ld	lentify appro	priate	To facilitate stude	nts'		
course specification	preparing a	preparing appropriate technology tools that can participation and achieve more							
Learning indicators for	TLMs to tea	TLMs to teach speaking be used in teaching in the limited time,							
each learning outcome		and listening effectively speaking and listening in tutor/lecturer will ask student							
3		to enhance literacy in the JHS teachers to do online research							
	speaking an	_		se appropria		a week before the			
	among JHS	learners	techr	ology to pre	pare	do some presenta	tion on the		
	bearing in m		-	king and liste	-	concept of listening	•		
	interests an			, which fits t		speaking and the			
	3jand NTEC	F bullet 10,		s and interes		play in language le	earning.		
	p.25).			ers in the JH		 Core skills tar 	_		
				se appropria		include comr			
				ing learning		critical thinki	•		
				aching speak	-		, observation		
				ing whichad		and enquiry s			
				se needs and		digital literac			
				Slearners to		including gen	ider.		
				speaking and	d listening				
			skills						

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

	Problems of using technology to prepare speaking and listening materials	Stage 4: 30 mins	Class Discussion: Tutoruses leading and probing questions to help student teachers identify and explain the problems of preparing TLMs using available technology to teach listening and speaking and how the problems can be addressed to enhance the speaking and listening skills of JHS learners. (PDP Theme 2, p. 35)	Student teachers contribute to class discussion on the problems of preparing TLMs using technology to teach speaking and listening and how to address the related problems to enhance the teaching of speaking and listening skills to JHS learners.
	School Visit		School Visit Ask students teachers during their school visit to identify how teachers at the JHS level prepare and use TLMs to teach speaking and listening and the challenges they face and write note issues for class discussion for the next lesson. Ask student teachers to reflect on their experiences during the school visit in the next lesson.	Student teachers write notes to reflect on how teachers use technology to prepare JHS speaking and listening TLMs and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class for next class discussion.
	Closure	Stage 4: 20 min	Use question and answer techniques to help student teachers summarise the lesson Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson objective/indicators have been achieved.	Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers sue their checklist to find out if learning outcome has been achieved.
hich cross cutting issues will	Digital lite	racy (searching	online for information on the	e topic)
addressed or developed		/gender (includi	ing both male and female in o	each group, mixed ability
d how	group) • Collaborat	ion (working in	groups as a team)	
			tions for clarification and sch	nool observation)
			on and peer critiquing)	
ccon accossments			presentation and answering	
sson assessments – aluation of learning: of, for	-		Assessment for learning (As ng TLMs in selected lesson) (
d as learning within the	•		oration, enquiry skills, digital	=
sson(linked to learning			rse learning outcome 3	,,
tcomes)				
aching Learning Resources	• computer			
	Projector Smartphore	205		
	SmartphorLaptop	1152		
		Teaching Listeni	ng Skills to Children	
			ny/lesson/teaching-listening	-skills-to-children.htmland

	Teaching speaking techniques by John Kay
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 33 and 34]
Additional Reading List	Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 12] Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John Wiley and Sons Ltd. [Chapter 24]
CPD Needs	Workshop on strategies and techniques for teaching listening and related unfamiliar concepts.

Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Technolo materials		developir	ng JHS sp	peaking and lis	tening	Less	on Du	ration	3 hrs
Lesson description	considere and lister creating a	The lesson assist JHS specialism student teachers to identify and explain the factors to be considered when developing or selecting a speaking and listening TLMs to enhance speaking and listening at the JHS level. It also exposes JHS specialism student teachers ways of creating an environment for effective use of TLMs to enhance speaking and listening development for JHSlearners.								
Previous student teacher		Student teachers have learned about definition of speaking and listening TLMs, use of								
knowledge, prior learning		technology to prepare speaking and listening TLMs and problems of using technology to prepare such TLMs and how to address such challenges.								
(assumed) Possible barriers to learning					ot be aware of			ncido	r whon dow	oloning and
in the lesson				-	istening TLMs					
				_	enhance speak					
	•	Large cla								
Lesson Delivery – chosen to	Face-	Practic		ork-	Seminars	_	endent		arning	Practicum
support students in achieving the outcomes	to-face	Activit	-	ased		Study		oppo	ortunities	
Lesson Delivery – main mode	Face-to-f	f ace: or		arning	extended and	coherei	nt line of	argun	nent It incl	udes
of delivery chosen to support		-	-	-	on and answer			_		
student teachers in achieving			_	-	usually be the					,
the learning outcomes.	_		-		udents to enga	_				
					rative enquiry	, more i	n-depth	analys	is and deve	lopment.
					ve modes individual cre	ativity (discussion	n and	rofloction	studont
	and / or t			oup and	iliuividuai cre	ativity, t	uiscussioi	ii aiiu	renection.	student
				use of o	nline informat	ion, use	of comp	uters,	smartphon	e or any
	available					·	·	Í	·	,
		<u>.</u>								
-	Learning Outcomes Learning Indicators									
Learning Outcome for the lesson, picked and	Learning			Learni	ng indicators					
the lesson, picked and	3. Integra			3.4 lde	entify and expl				dents' part	-
_	3. Integra	ate techi	nology	3.4 lde	entify and expl s to consider w	hen a	and achie	ve mo	re in the lir	nited time,
the lesson, picked and developed from the course specification Learning indicators for	3. Integra	ate techi ring ate TLM	nology s to	3.4 Ide factors develo	entify and exploser working/selecting	hen a	and achie cutor/lect	ve mo curer v	ore in the lir vill ask stud	nited time, ent
the lesson, picked and developed from the course specification	3. Integration prepartition prepartition appropriate teach specific presents and the second second prepartition and the second prepartition an	ate techi ring ate TLM eaking a	nology s to nd	3.4 Ide factors develo speaki	entify and expl s to consider w	then a	and achie cutor/lect ceachers	ve mo urer v to do o	ore in the lir vill ask stud online resea	mited time, lent arch a
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the lesson, picked and developed from the course specification Learning indicators for	3. Integration prepartition prepartition appropriate teach specific presents and the second second prepartition and the second prepartition an	ate techi ring ate TLM: eaking a effective literacy	nology s to nd ely to in	3.4 Ide factors develo speaki TLMs 3.5 Ide	entify and exploser working/selecting	then a triple the triple the triple t	and achie cutor/lect ceachers week beforesentat	eve mo curer v to do o ore the	ore in the lir vill ask stud online resea	mited time, lent arch a d do some pt of
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the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 3. Technology and developing JHS speaking and listening	3. Integral in prepart appropriate teach spelistening enhance speaking among Jabbearing interests (NTS 3jar 10, p.25)	ate techning ate TLM eaking an effective literacy and liste HS learne n mind t and nee	nology s to nd ely to in ening ers cheir eds F bullet	3.4 Ide factors develo speaki TLMs 3.5 Ide ways t enviro effecti enhan listenii for JHS	entify and explosed to consider we pring/selecting and listenir entify and explorate an inment for the use of TLMs ce speaking are developments. Teaching and depending of collaborative Teacher Activistics and exclusive Teacher Activistics and expending of collaborative Teacher Activistics and expending of the collaborative Teacher Activity and expension of the collaborative Teacher Activity and the	when a to a t	end achies tutor/lect teachers week beforesentatistening achies com colla enquitera gencing to achiery mode work or interest.	tve mo turer v to do core the cion or and sp in lang skills munic borati uiry ski acy. In der. ieve le select indepe	ore in the lir vill ask stud online resea e lesson and the conce eaking and guage learn targeted in ation, critic ion, observatills, and dig clusivity ince earning out ted. Teacher endent student A	mited time, ent arch a d do some pt of the roles ing. clude al thinking, ation and ital cluding comes: er led, dy Activity
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 3. Technology and developing JHS speaking and listening materials	3. Integral in prepart appropriate teach spelistening enhance speaking among Jh bearing in interests (NTS 3 jar 10, p.25)	ate techning ate TLM. eaking a effective literacy and listens in mind to and need NTEC.	nology s to nd ely to in ening ers heir eds F bullet	3.4 Ide factors develo speaki TLMs 3.5 Ide ways t enviro effecti enhan listenii for JHS	entify and explosed to consider we pring/selecting and listenire entify and explorate an animent for expensive use of TLMs ce speaking arms development for the collaborative teacher Activate Ask students	when a to a t	end achie cutor/lect ceachers week beforesentat istening a chey play Core com colla enqu litera genc mg to ach ery mode work or i	tve mo curer value of the core the cion or and sp in lange skills munic borati uiry ski acy. In der. ieve les select independent	ore in the lir vill ask stud online resea e lesson and the conce eaking and guage learn targeted in ation, critic ion, observa ills, and dig clusivity ince earning out ted. Teache endent stud Student A	mited time, ent arch a d do some pt of the roles ning. clude al thinking, ation and ital cluding comes: er led, dy Activity eachers
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 3. Technology and developing JHS speaking and listening materials	3. Integral in prepart appropriate ach spellistening enhance speaking among Jibearing in interests (NTS 3jar 10, p.25)	ate techning ate TLM: eaking an effective literacy and liste AS learne n mind to and need nd NTEC: of the lesson	nology s to nd ely to in ening ers cheir eds F bullet Stage/t	3.4 Idea factors develor speaking TLMs 3.5 Idea ways to enviro effection enhance listenial for JHS	entify and explose to consider we pring/selecting and listening and listening and explosered an angular for expectation of the control of the	when a to a t	end achies and achies are sented istening a chey play • Core com colla enquilitera genomery mode work or in the control of the	tve moderner value of the control of	ore in the lir vill ask stud online resea e lesson and the conce leaking and guage learn targeted in ation, critic ion, observa ills, and dig clusivity ince earning out ted. Teache endent stud Student A Student te individual	mited time, lent arch a d do some pt of the roles hing. clude all thinking, ation and ital cluding comes: er led, dy Activity eachers ly write
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 3. Technology and developing JHS speaking and listening materials	3. Integral in prepart appropriate ach spellistening enhance speaking among Jhbearing interests (NTS 3jar 10, p.25) Revision previous on Def	ate techning ate TLM. eaking a effective literacy and listens and need NTEC	nology s to nd ely to in ening ers heir eds F bullet	3.4 Idea factors develor speaking TLMs 3.5 Idea ways to enviro effection enhance listenial for JHS	entify and explosed to consider we pring/selecting and listening and listening and explosed to create an animent for the use of TLMs ce speaking arms development slearners. Teaching and depending of collaborative and collaborative and collaborative and in ideas of in using tech	when a to a t	end achie cutor/lect ceachers week beforesentat istening a chey play Core com colla enqu litera genc mg to ach ery mode work or i	tve moderner value of the control of	ore in the lir vill ask stud online resea e lesson and the conce leaking and guage learn targeted in ation, critic ion, observa ills, and dig clusivity ince earning out ted. Teache endent stud Student A Student te individuall down the	mited time, lent arch a d do some pt of the roles ling. clude al thinking, ation and ital cluding comes: er led, dy Activity eachers ly write main ideas
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 3. Technology and developing JHS speaking and listening materials	3. Integral in prepara appropriate teach spelistening enhance speaking among Jabbearing in interests (NTS 3jar 10, p.25) Revision previous on Defof list	ate techning ate TLM: eaking an effective literacy and liste AS learne n mind to and need nd NTEC: of the lesson	nology s to nd ely to in ening ers cheir eds F bullet Stage/t	3.4 Idea factors develor speaking TLMs 3.5 Idea ways to enviro effection enhance listenial for JHS	entify and explose to consider we pring/selecting and listening and listening and explosered an angular for expectation of the control of the	when a to a t	end achies tutor/lect teachers week beforesentatistening achey play Core com colla enquilitera gence to achery mode work or in the tevious less to preparticing	tve mo turer v to do core the cion or and sp in lang e skills munic borati uiry ski acy. In der. ieve le select indepe	ore in the lir vill ask stud online resea e lesson and the conce leaking and guage learn targeted in ation, critic ion, observa ills, and dig clusivity ince earning out ted. Teache endent stud Student A Student te individual	mited time, lent arch a d do some pt of the roles ling. clude al thinking, lation and lital cluding comes: ler led, ly Activity leachers ly write main ideas vious

challenges of using technology to prepare the materials challenges.		Discuss with student teachers on reflections on their school observation Give an overview of the current lesson.	Student teachers discuss reflections on school observation with colleagues and teacher. Student teachers take note of the overview of the current lesson provided by the tutor.
Factors to consider when developing/sel ecting speaking and listening TLMs for JHS learners	Stage 1: 70 mins	Group Work Put student teachers into mixed group and ask them to search online using available technology and book(s) to look for the factors to be considered when developing/selecting a speaking and listening TLM for aJHS lesson. Let students teachers present their findings to the class for comments and feedback (PDP Theme 4, p. 79)	Group Work Student teachers work in mixed groups to use available technology and book(s) to find out the factors to consider when developing or selecting a speaking and listening TLM for JHS learners. Student teachers present to class their findings for comments and feedback from other group members and tutor.
Creating an environment for effective use of TLMs to enhance speaking and listening development for JHSlearners.	Stage 2: 70 mins	Class Discussion Lead discussion on how to create an environment conducive for the use of speaking and listening TLM in the JHS to enhance effective learning. After the discussion as students to make notes of the main thing discussed and share with their colleagues. After the discussion and note making, call individual students to make a semantic/advanced organiser on the board of what has been discussed for comments and feedback(PDP Theme 3, p. 69)	Class Discussion Student teachers contribute to class discussion on the various ways we can create an effective environment for the use of speaking and listening TLMs to enhance learning. Student teachers make notes on what has been discussed and present it in the form of semantic mapping/advanced organiser to the class for feedback and comments.
School Visit		Ask students teachers during their school visit to identify how teachers create a conducive environment at the Upper Primary level to use TLMs effectively to teach speaking and listening and the challenges they face and write report on it. They	Students teachers during their school visit identify how teachers create a conducive environment at the Upper Primary level to use TLMs

			should reflect in their report how their visits will improve their use of TLMs in teaching speaking and listening for next class discussion.	effectively to teach speaking and listening and the challenges they face and write reflection on it. Student teachers indicate in their report how their visits will improve their use of TLMs in teaching speaking and listening for next class discussion.
	Closure	Stage 3: 20 min	Use leading and probing questions to help student teachers to summarise the lesson in turns. Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson indicators have been achieved.	Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers use their checklist to find out if learning indicators of the lesson have been achieved.
Which cross cutting issues	Digital li	iteracy (searching	g online for information on the topic)
will be addressed or		ity/gender (inclu	ding both male and female in each gr	oup, mixed ability
developed and how	group) • Collabor	ration (working i	n groups as a team)	
			estions for clarification and school ob	servation)
			ion and peer critiquing)	
	 Commu 	nication (through	h presentation and answering question	ons, writing reports)
Lesson assessments –	-		: Assessment of learning (assignmen	_
evaluation of learning: of, for			onment for using speaking and listen	
and as learning within the lesson(linked to learning	skills, digital liter	_	d are communication, team work/col	laboration, enquiry
outcomes)	_	* *	ourse learning outcome 3	
Teaching Learning Resources	• comput			
	 Projecto 			
	 Smartpl 	nones		
	 Laptop 			
Required Text (core)		•	n to language teaching skills: A resou	rce for language
A I Data Ton Date of the Control of			pode Publishers [Units 33 and 34]	uni foi e e d
Additional Reading List		_	n language teaching. New York: McG lish as a foreign language for dummi	
	-	nd Sons Ltd. [Cha		cs. England. John
	-		ore skills of listening and speaking. St	enhouse Publisher
	[chapter 7]	, 5:	, , , , , , , , , , , , , , , , , , , ,	-
CPD Needs	•	trategies and t	echniques for teaching listening a	ind related unfamiliar
	concepts.			

Year of B.Ed.	2	Semester	1	Place of lesson in semester	123456789101112
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Title of Lesson	Assessing	Assessing JHS speaking and listening Lesson Duration 3 hrs						on Duration	3 hrs	
Previous student teacher knowledge, prior learning	speaking a opportuni to improv needs. Student t	The lesson introduces JHS specialism student teachers to the different methods of assessing the speaking and listening skills of JHS learners. The lesson also provides student teachers the opportunity to observehow these methods are used in school to assess speaking and listening to improve the literacy skills of all manners learners at the JHS level to address their speaking needs. Student teachers have learned about the factors to consider when developing, selecting								
(assumed) Possible barriers to learning	enhance s	speaking Student	g, and list teachers	ening a may no	mong JHS lear ot be aware of	ners. the tools			uch materials to	
in the lesson		istening .arge cla		IS level	and how to us	e them.				
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Praction Activit	ty Ba	ork- sed arning	Seminars	Indeper t Study	nden	e-learning opportunities	Practicum ✓	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion student to Independ promote i can be pa Seminars: or tutor le	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any							te materials to opment. This	
Learning Outcome for	Learning (Lear	ning Indicators	s				
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	methods/ the speak skills of di learners (I	4.1 Identify appromethods/tools to assess the speaking and listening skills of diverse JHS earners (NTS 3k and NTECF bullet 6, p.25) 4.1 Identify appromethods/tools, was address the diversor of learners to assist speaking and lister speaking and lister assessing and lister assessing speaking listening to improblem to address the diversor of learners to assist speaking and lister assessing speaking listening to improblem to address the diversor of learners to assist speaking and lister assessing speaking listering to improblem to address the diversor of learners to assist speaking and lister assessing speaking listering to improblem to address the diversor of learners to assist speaking and lister assessing speaking and lister speaking lister assessing speaking assessing assessing assessing assessing assessing assessing speaking assessing				ich e needs as the ing of nese and e the at the s their	and achieve more in the time, tutor/lecturer will a teachers to do online reson a presentation on the conclistening and speaking ar they play in language lea Core skills targeted communication, crit thinking, collaboration observation and encodes		the limited will ask student e research a son and do some concept of ng and the roles e learning. eted include , critical oration, d enquiry skills, acy. Inclusivity er.	
4. Assessing JHS speaking and listening			Stage/ti	me	depending o	n delivery	, mode	ieve learning o selected. Teac	her led,	
					collaborative Teacher Activ		ork or	independent st St	udy udent Activity	
	Revision of previous lesson on factors to consider with developin selecting	when	Introduc 20 mins	tion:	Ask students to write d the main ideas of the previous lesson in using technology to prepare use TLMs in teaching speaking and learning a the challenges faced.		write down th the previous le and with their coll		ners discuss	

2022	king and			Discuss reflections on	during school visit with tutor
lister	king and ning TLMs creating a			Discuss reflections on experiences during school visit with student teachers	during school visit with tutor
envir	ucive ronment sing TLMs.			Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.
					μ
JHS s	sessing speaking istening	Stage 1: mins	80	Group Discussion Introduce lesson with a video on assessing speaking: the challenges and opportunities for discussion. Group student teachers and tell them the main areas they will be working on. Then put student teachers into groups and ask them to search online using available technology and book(s) to look for information on ways to assess JHS skills in speaking	Group Discussion Student teachers watch video and discuss. Student teachers work in groups to use available technology and book(s) to find out the different ways of assessing UpperPrimary learners' speaking and listening skills of JHS learners. Student teachers present
				and listening. (PDP Theme 3, p. 69) Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues,	their findings to class on PowerPoint for comments and feedback from tutor and colleagues.
lister asses cater diver of JH learn	king and ning ssment to r for rse needs S ners.	Stage 2: mins	70	Brainstorming: Form mixed groups and let students brainstorm on how the various forms of assessment discussed in stage 1 can be made to cater for the diverse needs of learners in the JHS classroom. Let students present their views to the class orally for peer critique and tutor feedback (PDP Theme 3, p. 75)	Student teachers brainstorm on various ways the different approaches to assessing the speaking and listening skills of Upper Primary learners can be made to cater for the diverse needs of all manner of learners. Student teachers make oral presentation to class of their findings for peer critiquing and tutor feedback.
	ol Visit			Child Study During student teachers' school visit, each student should use any of the assessment approaches learned in assessing a learners speaking or listening skills of aJHS learner.	Child Study Student teachers use one of the assessment approaches learned to assess a JHS learner on either speaking or listening to identify the child's progress and write report on it.
Closu	ure	Stage 10 m	nin	Use leading and probing questions to help student teachers to summarise the lesson in turns.	Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification

	Answer student teachers' questions for clarification Ask students to read about the problems of assessing
	speaking and listening for the next class.
Which cross cutting issues will be addressed or developed and how	 Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group, mixed ability group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation)
Losson assessments	 Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions, writing reports)
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for (Assessment on school report on child study) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4
Teaching Learning Resources	 computer Projector Smartphones Laptop
Required Text (core)	Isaacs, T. (2016). Assessing speaking. In D. Tsagari and J. Banerjee (eds). <i>Handbook of second language assessing</i> . pp. 137-146 Belin, De Gruyter Mouton [Chapter 10]
Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 42] Palmer, E. (2014). Teaching the core skills of listening and speaking. Stenhouse Publisher [Chapter 9] Shhamy, E., May, S., & Or, J. (2017). Language testing and assessment. NY: Springer. [Part II page 323]
CPD Needs	Seminar for tutor on speaking and listening assessment of JHS learners.

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1234567 8 910 11 12
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Title of Lesson	Assessing JHS speaking and listening Lesson Duration					3 hrs				
Lesson description	The lesson introduces JHS specialism student teachers to problems of assessing the speaking and listening skills of JHS learners. The lesson also looks at how these problems can be addressed.									
Previous student teacher		tudent teachers have learned about the various approaches to assessing JHS learners' speaking								
knowledge, prior		and listening skills								
learning (assumed)										
Possible barriers to	 Studer 	nt teachers	may not	be aware of th	e proble	ms for a	ssessing speakin	g and li	stening	
learning in the lesson		JHS learners			•		.	_	_	
	• Large	class size								
Lesson Delivery – chosen	Face-to-face	Practical	Work-	Seminars	Indepe	endent	e-learning	Praction	cum	
to support students in		Activity	Based		Study		opportunities			
achieving the outcomes			Learnir	•						
Lesson Delivery - main							gument. It inclu			
mode of delivery chosen					etc. This	can be t	tutor and / or stu	ident te	eacher	
to support student	led. It should no	-								
teachers in achieving the	_	-					nd appropriate n			
learning outcomes.	be part of any o			e enquiry, mo	re in-dep	ith analy	rsis and developr	nent. II	nis can	
				ndividual creat	ivity disc	russion a	and reflection: st	udent a	nd / or	
	tutor led.	cherate gro	ap ana n	iaiviaaai ereat	ivity, aisc	20331011	ina renection. st	uuciit u	1114 / 01	
		of video. u	se of onl	line informatio	n. use of	comput	ers, smartphone	or anv		
	available techn				,		, .	,		
Learning Outcome	Learning Outco	mes		Learning						
for the lesson,				Indicators						
picked and				4.4 Identi	-		cilitate students	-	-	
developed from the	4. Use appropri			•			and achieve more in the limited			
course specification	assess the spea	_	_		ing JHS		tutor/lecturer v			
Learning indicators	skills of diverse		s (NTS 3k		ing and	l l	ners to do online			
for each learning	and NTECF bull	et 6, p.25)			ng and	l l	before the lesso			
outcome				how to	o ssing the		e presentation or tening and speak			
					ems of		they play in lang	_		
				assess			Core skills target			
					ing and		communication,		auc	
				listeni			thinking, collabo			
				JHS.	_		observation and		y skills,	
							and digital litera	cy. Inclu	ısivity	
							including gender			
4. Assessing JHS speaking		Stage/tim	е		_		eve learning out			
and listening				•			elected. Teache	-		
,			_	collaborative	group w	ork or in	idependent stud	iy Student		
				Teacher Activ	ity			ctivity	•	
	Revision of			Through quest	tioning a	nd	Student tead			
	the previous	Introduction	on: 15	answering tec	_		individually		own	
	lesson on	mins		student teach	•		the main ide			
	various			was learned in			previous les	son and	l share	
	approaches			lesson on app			with their co	olleague	es.	
	to assessing			assessing JHS		speakin	g			
	JHSlearners'			and listening s	kills.				_	
	speaking and					_	Contribute t			
	listening skills			Discuss child s	-	-		-		
				school visit wi	tn studei	nt	previous les			
				teachers.			with their co	meague	:5.	

			Give an overview of the current lesson	Student teachers note the overview of the current lesson provided by the
O JI s	I. Problems of assessing HSlearners' speaking and istening kills	Stage 1: 80 mins	Problem Solving Introduce lesson to student teachers and tell them the main areas they will be working on. Then put student teachers into groups and ask them to search online using available technology and book(s) to identify the problems associated with assessing the speaking and listening skills of JHS learners. Student teachers should identify the problems associated with each approach. Let each group present (oral/poster/PowerPoint) their findings to to class for feedback and comment from teacher and colleagues.(PDP Theme 4, p. 79)	Problem Solving Student teachers work in groups to use available technology and book(s) to find out the problem associated with using the various assessment approaches discussed in the previous lesson in assessing the speaking and listening skills of learners. Each group works on a given approach to identify its attendant problems. Student teachers present their findings to class (oral/poster/PowerPoint) for comments and
p a w a fo s li	Addressing problems associated with approaches or assessing speaking and istening skills of JHS earners.	Stage 2: 70 mins	Independent Study Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of JHS learners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP theme 9, p. 25)	feedback. Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Upper Primary learners. Student teachers share their work with colleagues for feedback and participate in class
S	School Visit		Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing JHS learners using the various approaches to cater for the diverse need of all learners and how teachers solve the problem. Ask student teachers to reflect on how this will improve their skill in assessing speaking as developing teachers for next class discussion.	discussion on the topic. Student teachers visit schools to observe with a given checklist and identify the problems teachers face in assessing JHS speaking and listening and how they address the problems to cater for diverse needs of learners and write their report. Student teachers reflect on how this will improve their skill in assessing speaking as developing teachers for next class discussion.
С	Closure	Stage 15 min	Ask students to write the main points discussed in the lesson as a summary. Answer student teachers' questions for clarification	Student teachers write then main points discuss in the lesson and share with their colleagues. Ask tutor questions on the lesson for clarification.

		Follow-up: Ask student	
		teachers to look for JHS	Student teachers look for
		curriculum and look at the	the JHS curriculum for
		literacy section of it.	literacy
Which cross cutting	Digital literacy (searching)	online for information on the topi	c)
issues will be addressed		ing both male and female in each \wp	
or developed and how	Collaboration (working in	groups as a team)	
		stions for clarification and school o	bservation)
	 Critical thinking (Discussion 		•
	<u> </u>	presentation and answering quest	ions, writing reports)
Lesson assessments –	Component 1: COURSEWORK	·	, , ,
evaluation of learning:	Summary of Assessment Method:	Assessment for learning (Present	ation on assessing JHS
of, for and as learning	speaking and listening and address	sing problems associated with ther	n) (Core skills targeted are
within the lesson(linked	communication, team work/collab	oration, enquiry skills, digital litera	icy, critical thinking)
to learning outcomes)	Weighting: 15%		
	Assesses Learning Outcomes: Cou	ırse learning outcome 4	
Teaching Learning	computer		
Resources	Projector		
	 Smartphones 		
	Laptop		
Required Text (core)	Isaacs, T. (2016). Assessing speakir	ng. In D. Tsagari and J. Banerjee (ed	ds). Handbook of second
		37-146 Belin, De Gruyter Mouton [•
Additional Reading List	Owu-Ewie, C. (2018). Introduction		urce for language teachers.
	Accra: Sam-Woode Publis		
	Palmer, E. (2014). Teaching the col	re skills of listening and speaking. S	Stenhouse Publisher
	[Chapter 9]		
	Shhamy, E., May, S., & Or, J. (2017 323]). Language testing and assessmen	t. NY: Springer. [Part II. P.
CPD Needs	Seminar for tutors on identifying t	he speaking and listening assessm	ent problems of JHS learners
	and how to address them.		

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12345678 9 10 11 12
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Title of Lesson	5. The speaking JHS curriculur	_	ning con	nponent of the	Less	on Du	ration	3 hr	s
Lesson description	curriculum. Si component o deficiencies.	The lesson introduces JHS specialism student teachers to the JHS (English) literacy curriculum. Student teachers will be helped to interpret the JHS speaking/oral and listening component of the curriculum and identify the deficiencies in it and how to address the							
Previous student teacher	Student teach	iers have le	earned a	bout identifyir	ng the pro	oblem	s of the vario	ous ap	oproaches to
knowledge, prior learning	assessing JHS	learners' s _l	peaking	and listening s	killsand h	now to	address the	prob	lems.
(assumed)									
Possible barriers to learning in	Stud	ent teachei	rs may n	ot know the c	omponer	nt of th	ne JHS+ spea	king	and listening
the lesson	curri	culum and	their def	ficiencies.					
		e class size							
Lesson Delivery – chosen to	Face- Pra	actical W	/ork-	Seminars	Indepe	nden	e-learning		Practicum
support students in achieving the	to-face Ac	tivity B	ased		t Study		opportunit	ties	
outcomes		Le	earning					,	
Lesson Delivery - main mode of	Face-to-face:	opportun	ity for ar	extended and	d coherei	nt line	of argument	. It in	cludes
delivery chosen to support	discussion, br	ainstormin	g, questi	on and answe	r, group	work, e	etc. This can	be tu	tor and / or
student teachers in achieving the	student teach	er led. It sh	ould no	t usually be th	e main m	ode.			
learning outcomes.	Independent	study: to e	enable st	udents to eng	age with	releva	nt and appro	priat	e materials
	to promote in	idividual an	d collab	orative enquir	y, more i	n-dept	h analysis ar	nd de	velopment.
	This can be pa	art of any o	f the abo	ove modes					
	Seminars: to	generate g	roup and	d individual cre	eativity, o	discuss	ion and refle	ection	: student
	and / or tutor	led.							
	e-Learning: U	se of video	, use of o	online informa	tion, use	of cor	nputers, sma	rtph	one or any
	available tech	nology							
Learning Outcome for the	Learning Out	comes	Learnii	ng Indicators					
lesson, picked and developed									
from the course specification			5.1	Interpret		To facilitate students' participation			
Learning indicators for each	5. Interpret a		-	ng/oraland			nieve more ii		
learning outcome	understand k	•		ng componen			utor/lecturer		
	features of th		the		_		rs to do onlir		
	speaking and			lum and how	-		efore the les		
	component o			for the needs			tation on the		•
	English curric		interes				ig and speaki		
	(NTS 2b, d; N			rs in the classr	oom. t		ay in languag	-	-
	bullet 11, 13;	p. 25)		ntify the		• Cc	ore skills targ	eted	include
				ncies of the JH			mmunicatio		
				ng and listenin			inking, collab		
				lum and how	to		servation ar		
			addres	s them.			nd digital lite	•	Inclusivity
5.71		6. /					cluding gend		-
5.The speaking and listening		Stage/ti	me	Teaching and	-			_	
component of the JHS				depending of		-			
curriculum,			-	collaborative	group w	Ork O			
				Teacher Activ	vity		S	tuaei	nt Activity
	Revision of			Ask students	to do pa	ir S	Student teac	hers	work in pairs
	the previous	Introduc	tion:	work by iden	-		to identify th		
	lesson on			problems in a			assessing JHS	-	
	problems of			JHS speaking	and		istening and	ways	to address
	assessing JHS			listening skill	s of	t	the problems	s. The	y later
	learners'			learners and	ways to	9	share their w	ork v	vith the class
	speaking and			solve the pro	blems.	6	as a way of r	evisin	g the
	listening			After 10 mins	s let		previous less	on.	
		istening After 10 mins let previous lesson. Skills and learners share what they							

how to address the problems			have done with the clas recap of the previous lesson. Preview the current lesson – interpreting speaking and listening components of the Jacurriculum and its deficiencies with learners.	preview of the current lesson provided by the tutor. the
5.1 Interpreting the JHS speaking/ora I and listening component of curriculum	Stage mins	1: 7	+	topics or content entails and how they are sequenced. Group one works on speaking section while group two works on the listening section. Each group then presents their work to the whole class for feedback and comment from peers and tutor.
Deficiencies of the JHS speaking and listening curriculum.	Stage mins	2: 5		question to identify the deficiencies of the JHS speaking and listening component of the curriculum. Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.
Addressing Deficiencies in the speaking and listening component of the JHS curriculum	Stage min	3: 3		groups to brainstorm on how to address the deficiencies in the speaking and listening component of the JHS curriculum and present their work to the entire class for discussion and feedback from tutor and peers.

			Provide student	Student teachers visit schools
			teachers with checklist	to with a checklist and identify
			to use during school visit	the deficiencies in the upper
	School Visit		to identify the	primary literacy curriculum
	00.100. 1.0.0		deficiencies and how	and ways teachers address
			teachers address the	the deficiencies in the
			deficiencies in the Upper	speaking and listening
			Primary speaking and	component.
			listening component of	component.
			the curriculum.	
	Closure		Ask students teachers	Student teachers answer
	Ciosare	Stage 10 min	question to recap the	question write then posed by
		Stage 10 mm	lesson.	the tutor tom recap the
			1633011.	lesson.
			Answer student	Ask tutor questions on the
			teachers' questions for	lesson for clarification
			clarification	Student teachers read on
			Follow-up: Ask student	designing a speaking and
			teachers to read ahead	listening scheme of work for
			on designing the	the next class.
			speaking and listening	the flext class.
			scheme of work.	
Which cross cutting issues will be	• Inclus	ivity/gondor (inclu		in each group, mixed ability
addressed or developed and how			dung both male and female	in each group, mixed ability
addressed of developed and now	group		in groups as a toom)	
			in groups as a team)	ach a al abaam (atian)
			estions for clarification and	school observation)
			sion and peer critiquing)	
				ing questions, writing reports)
Lesson assessments – evaluation				arning (Assessment on school
of learning: of, for and as learning				ficiencies in the JHS speaking
within the lesson(linked to	_	-		geted are communication, team
learning outcomes)		ation, enquiry skill		
Tarabina Laguria D			ourse learning outcome 5	
Teaching Learning Resources	• comp			
	• Projec			
		phones		
	• Lapto	<u> </u>		
Required Text (core)			_	ana: Education Service, Ghana
		•	n to language teaching skill	s: A resource for language
			oode Publishers [Unit 30]	
Additional Reading List	=	& Macalister, J. (2	2009). Language Curriculum	Design. NY: Routledge [Chapter
	9)			
CPD Needs	Seminar for tu	tor on interpreting	g the JHS speaking and lister	ning curriculum.

Year of B.Ed.	2 Semester	. 2 Semester 1	Place of lesson in semester	123456789 10 11 12
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Title of Lesson	The speaking and li for JHS	stenin	g scheme o	fwc	ork L	k Lesson Duration 3 hrs						
Lesson description	The lesson introduces the JHS specialism student teachers to designing the speaking and											
	listening scheme of	work	. The lessor	also	o expose	es student teach	ers to factors to	consider				
	when designing a s	peakir	ng and lister	ning	scheme	of work for JHS	learners.					
Previous student teacher	Student teachers have learned about interpreting the speaking and listening components of											
knowledge, prior learning	the JHS curriculum, the deficiencies in the curriculum and how to deal with the deficiencies.											
(assumed)												
Possible barriers to learning	Student teachers may not know how to design scheme of work for JHS speaking											
in the lesson	and listeni		•			-						
	 Large class 											
Lesson Delivery – chosen to	Face-to- Prac		Work-	Sei	minars	Independent	e-learning	Practicum				
support students in	face Activ	/ity	Based			Study	opportunities					
achieving the outcomes		-	Learning			·						
Lesson Delivery – main mode	Face-to-face: opp	ortuni		tenc	ded and	coherent line of	argument. It inc	ludes				
of delivery chosen to support	discussion, brainsto		-				_					
student teachers in achieving	student teacher led	_						,				
the learning outcomes.	Independent study			-	-		and appropriate	materials				
	to promote individ					_						
	This can be part of						,					
	Seminars: to gene	•				ativity, discussio	n and reflection:	student				
	and / or tutor led.	Ü	•			,,						
	e-Learning: Use of	video,	use of onli	ne ir	nformati	on, use of comp	uters, smartpho	ne or any				
	available technolog					, ,		,				
Learning Outcome for	Learning Outcome		Learning	Indi	icators							
the lesson, picked and			J									
developed from the	6. Plan and co-teac	h				To facilitate	To facilitate students' participation and					
course specification	lessons in speaking	and	6.1 Plan and write a a			achieve mo	achieve more in the limited time,					
Learning indicators for	listening by integra	ting	scheme o	scheme of work for an tutor/lecturer will ask st			rer will ask stude	nt teachers				
each learning outcome	them to cater for the	ne	integrate	d sp	eaking	to do onlin	e research a wee	k before				
	needs and interests		and lister	_			and do some pre					
	diverse JHS learner	s NTS	that cate			on the cond	cept of listening a	and				
	3 g, l, m, NTECF bul	let	diverse n				nd the roles they	play in				
	13,p.25		interest o			n language le	arning.					
			the JHS le	evel.		• Core s	kills targeted inc	lude				
							unication, critica	_				
						collab	oration, observat	ion and				
						-	y skills, and digit	-				
							vity including ge					
5.The speaking and listening		Sta	ge/time			_	to achieve learni	_				
Scheme of Work for JHS							on delivery mode					
Leaner							ive group work o	or				
					indeper	ndent study						
					Teache	r Activity	Student Activ	ity				
	Revision on the				Ask stud	dent teachers	Student teach	ers work in				
	previous lesson on	oduction: 2			ally to write	pairs to identif						
	interpreting the	ıs			ry/main points	main contents	•					
	JHS speaking and					revious lesson	the speaking a					
	listening				-	ap and let	component of	_				
	curriculum, its					nare it with the	literacy curricu					
	deficiencies and				class.		later share the	-				
	addressing the						with the class					
	deficiencies skills				Discuss	with student	revising the pr	-				
	and how to				teacher		lesson.					
L	· · · · · · · · · · · · · · · · · · ·				teachers the lesson.							

address the problems				deficiencies they identified in the Upper Primary school literacy curriculum during the previous school visit Preview the current lesson – designing a speaking and listening scheme of work and factors to consider in designing a scheme of work.	Student teachers discuss the deficiencies they identified in the Upper Primary school literacy curriculum with tutor and colleagues. Student teachers note the preview of the current lesson provided by the tutor.
6.1. The speaking and listening Scheme of work	Stage mins	1:	70	Class Presentation Tutor does a PowerPoint presentation on the definition of a language scheme of work and how to sequence topics in the scheme of work. Follow this with discussion on decisions to make when designing a scheme of work using probing and leading questions. Provide a sample scheme of work on speaking and listening. Give student teachers ample time to ask questions or make comments. (PDP Theme 3, p. 69)	Class Presentation Student teachers listen to the PowerPoint presentation by the tutor on design a scheme of work and how topics are sequenced. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided scheme of work,
Factors to consider when designing a speaking and listening scheme of work	Stage mins	2:	70	Group Work Put student teachers into mixed group to use available technology to look for information on line and in books to identify factors to consider when designing a speaking and listening scheme of work. Let student teachers present their work to class using posters for tutor or peer feedback. (PDP Theme 4, p. 79)	Group Work Student teachers work in mixed group to find out factors that affect the designing of a speaking and listening scheme of work using available technology or books. Student teachers present their work on posters to the class for tutor and peer feedback.
School Visit				Let student teachers visit schools to observe how teachers prepare their speaking and listening scheme of work and compare	Student teachers visit schools, observe how teachers prepare their scheme of work, and compare with what they have learned in class and

			with what they have learned in class. They present for class discussion in the next lesson	present report for next class discussion.
	Closure	Stage 3:20 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap main issues the lesson. Ask tutor questions on the lesson for clarification
Which cross cutting issues	Inclusivity/	gender (including b	oth male and female in ea	ach group, mixed ability
will be addressed or	group)	,		
developed and how		on (working in grou		al abaamatian)
		iking (Discussion an	s for clarification and scho	or observation)
			entation and answering q	uestions, writing reports)
Lesson assessments –				ssment on preparing aJHS
evaluation of learning: of, for	speaking and listeni	ng scheme of work	and present for assessme	nt) (Core skills targeted are
and as learning within the			on, enquiry skills, digital l	iteracy)
lesson(linked to learning outcomes)	Assesses Learning O	utcomes: Course l	earning outcome 6	
Teaching Learning Resources	 computer 			
	 Projector 			
	 Smartphon 	es		
	• Laptop			
Required Text (core)			nguage teaching skills: A i	resource for language
	teachers. A	ccra: Sam-Woode P	rublishers [Unit 30]	
Additional Reading List		ncalister, J. (2009). <i>I</i>	Language Curriculum Desi	gn. NY: Routledge [Chapter
	9)			
	_		ners handbook: A 14 day to	eaching methodology.
	•	•	Services. [Chapter 10] ns.org/ukedu/en/d/Jgtz01	170/
CPD Needs	· · · · · · · · · · · · · · · · · · ·		IS speaking and listening s	
5. 2	Tromopion tutor	5 5.5.BB tile 31	e abasimily and notelinib a	one of work

Title of Lesson	The spea	_	istenin	g Lessor	plan for JH	The speaking and listening Lesson plan for JHS Learners Lesson Duration 3 hrs					
Lesson description	The lesso	on introduc	ces JHS	special	ism student	teach	ers to desig	ning the s	peakir	ng and	
	_	istening lesson plan. The lesson also exposes students teachers to factors to consider when									
		designing a speaking and listening lesson plan for JHS learners Student teachers have learned about deigning an JHS speaking and listening scheme of									
Previous student teacher					_	_	-	_	listenin	ig scheme of	
knowledge, prior learning	work and	work and factor to consider when designing a scheme of work									
(assumed)		<u> </u>					1 1	1 6	11.16	1. 1	
Possible barriers to learning in the lesson			eacher	s may n	ot know ho	w to	design less	on plan fo	or JHS :	speaking and	
in the lesson		listening. Large class	c cizo								
Lesson Delivery – chosen to	Face-	Practical		rk-	Seminars	Inde	pendent	e-learnir	nσ	Practicum	
support students in achieving	to-face	Activity	Bas		Schillians	Stuc	-	opportu		Tracticain	
the outcomes	10 1460	,,		rning		5000	• ,	S			
Lesson Delivery – main mode	Face-to-	face: opp	ortunit	y for an	extended a	nd co	herent line	of argume	ent. It ii	ncludes	
of delivery chosen to support					on and answ					is can be	
student teachers in achieving					l. It should n		-				
the learning outcomes.	-	-								ite materials	
						iry, m	iore in-dept	h analysis	and de	evelopment.	
		be part of	-			roativ	ity discuss	ion and re	flactio	n: student	
		tutor led.	rate gr	oup and	l individual d	Jean	vity, discuss	ion and re	Hectio	ii. studeiit	
	-		video	use of c	nline inform	nation	use of con	nnuters s	martnh	one or any	
		technolog		usc 01 0		iation	, 430 01 001	ipaters, s	mar cpr	ione or any	
Learning Outcome for		Outcome		Learni	ng Indicator	's					
the lesson, picked and	6. Plan a	nd (co-tea	ch)				To facilita	te student	s' part	icipation and	
developed from the course specification		n speaking	-	6.2 Pla	n and write	a	achieve m		-	-	
Learning indicators for		by integra		lesson	plan for an					lent teachers	
each learning outcome	them to	cater for tl	he	integra	ated speakin	ng	to do onli	ne researd	h a we	ek before	
		d interest			tening lesso	n	the lesson	and do so	ome pr	esentation	
		HS learner			iter for the		on the cor	-	_		
		l, m, NTEC	F		e needs and		speaking a		les the	y play in	
	bullet 13	,p.25			st of learner	s in	language				
				JHS lev	ei.			skills targ			
								oration,		al thinking,	
								-		ital literacy.	
							I -	sivity inclu	_	-	
5.The speaking and listening			Stage/	time	Teaching	and l	earning to a				
Lesson plan for JHS					dependin	g on (delivery mo	de select	ed. Tea	icher led,	
Learners					collabora	tive g	roup work	or indepe		-	
					Teacher A	Activit	ty			tudent	
	Revision	on the			Ask stude	nt tos	schore in	Ctudor		tivity hers work in	
	previous		Introd	uction:			e the main			ntify the	
	on desi		10 mir		points on					earned in the	
		peaking			lesson de	-			us less		
		istening			speaking	_	_			peaking and	
	scheme	_			scheme o		_	_	_	eme of work	
	and fac					_	oups share			ers. Later	
	consider						the class			ork with the	
	designing	_			for comm	ents.			-	of revising	
	scheme	ot work						the pr	evious	lesson.	

for IIIC learners			1
for JHS learners in speaking and listening		Ask student teachers to reflect on their visit to schools on designing an JHS speaking and listening scheme of work using discussion.	Student teachers through discussion reflect on their visit to schools on designing an JHS speaking and listening scheme of work.
		Give an overview of the current lesson – designing a speaking and listening lesson plan and factors to consider in designing the lesson plan.	Student teachers note the preview of the current lesson provided by the tutor.
6.1. The speaking and listening lesson plan	Stage 1: 40 mins	Class Presentation Tutor explains the concept of speaking and listening lesson plan and its importance to language teaching to learners through the use of PowerPoint presentation. Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments. (PDP Theme 3, p. 69)	Class Presentation Student teachers listen to the PowerPoint presentation by the tutor on design a speaking and listening lesson plan and its importance in language teaching and learning. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided lesson plan,
Components of a speaking and listening lesson plan (pre-, in- and post)	Stage 2: 90 mins	Video: Show student teachers a video on a speaking and listening lesson. Ask student teachers to watch the video carefully and tell the three main components of the lesson, e.g. prespeaking/listening, inspeaking/listening and post speaking/listening) Group Work Put student teachers into mixed group and assign each group a stage to search online using available technology and in books the activities for JHS at each stage of the lesson. (PDP Theme 4, p. 25) Class Presentation: Let each group present their work to class using PowerPoint for tutor or peer feedback.	Student teachers watch the video carefully and take down important information for their group work. Group Work Student teachers work in mixed group to find out activities that can be used at every stage of the speaking and listening lesson using available technology or books. Student teachers present their work on posters to the class for tutor and peer feedback.

	Factors to consider when planning a speaking and listening lesson plan	Stage 3: min	30	Class Discussion: Lead class discussion using question and scaffolding to help student teachers identify the condition that influence speaking and listening lesson plan design. Let student teachers use available technology and books in this endeavour. (PDP Theme 3, p. 69)	Student teachers participate in class discuss by answering tutors question, also ask question for clarification and make comments.	
	School Visit			During school visit, let student teachers observe how teachers prepare their speaking and listening lesson plan and teach speaking and listening and write report on it. Ask student teachers to reflect on their notes in the next lesson	Student teachers visit schools, observe how teachers prepare their speaking and listening lesson plans, and compare with what they have learned in class. Also observe how the teachers teach listening and speaking and write notes on it. They reflect on their school visit in the next lesson	
	Closure	Stage 4: :	10	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification	
Which cross cutting issues will be addressed or developed and how Lesson assessments –	group) Collabora Enquiry s Critical th Commun	ation (working kills (asking o ninking (Discu ication (throus ssment Metho	g in Jues Issicugh Jod:	groups as a team) tions for clarification and school and peer critiquing) presentation and answering of Assessment for learning (Ass	ool observation) questions, writing reports) essment on preparing an	
evaluation of learning: of, for and as learning within the lesson(linked to learning	for discussion(Cor skills, digital litera	e skills target cy)	ed	llan on a selected speaking an are communication, team wo		
outcomes) Teaching Learning Resources	Assesses Learning Outcomes: Course learning outcome 6					
Required Text (core)	-	-		to language teaching skills: A ode Publishers [Unit 30]	resource for language	
Additional Reading List	9) Makokha, S. & On Kenya: Go	gwae, M. (n.o erman Develo	d) <i>1</i>	09). Language Curriculum Des Feachers handbook: A 14 days Tent Services. [Chapter 10] Tections.org/ukedu/en/d/Jgtz0	teaching methodology.	
CPD Needs				ne JHS speaking and listening		

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1234567891011 12
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Title of Lesson	Plan and co-teach Integrated Upper Primary speaking and listening lesson with mentor/tutor or colleague							'S		
Lesson description		The lesson introduces Upper Primary specialism student teachers to designing the JHSspeaking								
Lesson description		and listening lesson plan. The lesson also exposes students teachers to factors to consider when								
	designing a speak	-		•			to lactors t	o com	Sidel Wileii	
Previous student teacher		Student teachers have learned about designing an JHS speaking and listening scheme of work								
knowledge, prior learning	and factor to consider when designing a scheme of work									
(assumed)	and ractor to consider when designing a scheme of work									
Possible barriers to	Student	taachars	may not kn	ow how to	desig	n lesson	nlan for II	IS sn	eaking and	
learning in the lesson	listening		iliay ilot kii	OW HOW to	ucsig	11 1033011	pian for 31	13 3p	caking and	
learning in the ressen	Large cla									
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Seminars	Inde	pendent	e-learning	•	Practicum	
support students in	√	Activity	Based	Communication	Stud	=	opportuni			
achieving the outcomes		,,	Learning		5000	,	✓			
Lesson Delivery – main	Face-to-face: op	portunity		ded and cohe	erent l	ine of arg	ument. It in	clude	S	
mode of delivery chosen to	discussion, brains					_				
support student teachers	and / or student t	_	•	_	-	-				
in achieving the learning	Independent stud			-				e mat	terials to	
outcomes.	promote individu	al and coll	aborative en							
	Seminars: to gen			dual creativit	v. disc	cussion ar	d reflection	: stud	lent and /	
	or tutor led.	5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5			,,				,	
	e-Learning: Use o	f video, us	se of online in	nformation, i	use of	compute	rs, smartpho	one o	r any	
	available technolo			,		•	,		•	
Learning Outcome for	Learning Outcom		Learning Ir	ndicators						
the lesson, picked and										
developed from the	6. Plan and (co-te	-					To facilitate students' participation			
course specification	lessons in speakir	_			d write a lesson and achieve more in the limited integrated time, tutor/lecturer will ask student					
• Learning indicators for	listening by integr	_	-	integrated		-	-			
each learning outcome	them to cater for			nd listening			to do online			
	needs and interes			cater for the			ore the less			
	diverse JHS learne			eds and inter		-	tion on the		-	
	g, l, m, NTECF bul	et	of learners	in the JHS le	vel.	_	and speakir	_		
	13,p.25						in language			
							e skills targe			
							munication			
							king, collabo			
							ervation and digital litera	-	•	
							uding gende	•	iciusivity	
5.The speaking and		Stad	ge/time	Teaching a	nd les		achieve lear		outcomes:	
listening Lesson plan		Jia	oc/ unite	_		_	de selected	_		
for JHS Learners						-	or independ		-	
									udent	
				Teacher Ac	tivity			Act	tivity	
	Revision on the			Ask studen	t teac	hers to	Student	teach	ners work	
	previous lesson o	n Intr	oduction:	work in pai	r to re	vise the	in pairs	to ide	ntify the	
	design the JHS	15 r	nins	main point	s on tl	ne	main iss	ues le	earned in	
	speaking and			previous le	sson;	designing	the prev	ious l	esson on	
	listening lesson,			a speaking	and li	stening	designin	g a sp	eaking and	
	components of th	e		lesson plan	for JI	IS	listening	lesso	on plan for	
	speaking and			learners an	d fact	ors to	JHS lear	ners.	Later share	
	listening lesson pl	an		consider w	hen d	esigning	their wo	rk wit	th the class	
	and factors to			the lesson	plan. I	_et	as a way	of re	vising the	
	consider when			student tea	chers	pair	previous	lesso	on.	

designing a speaking and listening lesson plan for JHS learners.		share their work with the class for comments. Ask student teachers reflect on their school visit through discussion. Give an overview of the current lesson – designing an integrated speaking and listening lesson plan and importance of designing an integrated the lesson plan.	Student teachers reflect on their school visit through discussion. Student teachers note the preview of the current lesson provided by the tutor.
6.1.Planning and Teaching an integrated speaking and listening lesson	Stage 1: 50 mins	Video Presentation Prepare the class and show them a video of an integrated speaking and listening lesson been delivered by a teacher. Class Discussion: Discuss with student teachers how the lesson was delivered in the video, especially how it was integrated. Tutor explains the concept of speaking and listening lesson integration to student teachers. Use this opportunity to explain to student teachers what is meant by speaking and listening lesson integration delivery. Give student teachers ample time to ask questions or make comments about the discussion. (PDP Theme 3, p. 69)	Video Presentation Student teachers watch the video on integrating speaking and listening lesson delivery for JHS learners. Discuss by answering question posed by the tutor on the video screened to show how speaking and listening were integrated in the lesson. Student teachers get involved in discussion on the concept of integration in lesson delivery. Student teachers ask questions or make comments on the provided scheme of work.
Importance and challenges of integrated speaking and listening lesson	Stage 2: 60 mins	Group Work: Put student teachers into groups and ask each group identify the importance and challenges of integrating speaking and listening in a lesson by searching on line or in books available. (PDP Theme 4, P. 79) Class Presentation: Let each group present their work to class using posters for tutor or peer feedback.	Group Work Student teachers work in groups to identify the importance and challenges of integrating speaking and listening in a lesson by using available technology and books. Student share their findings with another group for feedback and later present to the entire class using posters for tutor and peer feedback.
School Visit		School Visit: During school visit, student teachers plan an integrated speaking and listening lesson and co-	Student teachers prepare an integrated speaking and listening lesson on aJHS topic and

	Course Overview	Stage 3: 50 mins.	teach with a colleagues or mentor for feedback and comments from tutor and colleagues. Reflection Ask student teachers to reflect on the main topics in the entire course and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Junior High School teachers. Let student teachers share their reflections with class.	co-teach with a colleague/mentor and receive feedback or comments from tutor or colleagues. Student teachers reflect on the main topicsin their course and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Junior High School teachers. Student teachers share their reflection with the class.		
	Closure	Stage 4: 15 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification		
Which cross cutting issues			oth male and female in each g	roup, mixed ability group)		
will be addressed or	Collaboration (working in groups as a team)					
developed and how	 Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions, writing reports) 					
Lesson assessments –						
evaluation of learning: of,	Summary of Assessment Method: Assessment as learning (Assessment on preparing aJHS speaking and listening lesson plan on a selected speaking and lesson topic and co-teach(Core					
for and as learning within	skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)					
the lesson(linked to	Assesses Learning Outcomes: Course learning outcome 6					
learning outcomes)	Assesses Learning Out	comes. Course i	carring outcome o			
Teaching Learning	• computer					
Resources	Projector					
	• Smartphones					
	• Laptop					
	YouTube video on Teaching integrated speaking and listening lesson. Retrieved from					
	Youtube.com					
			anguage skills – Listening YouTu			
Required Text (core)	Donoghue, M. R. (2009 Publications [s: Integrating skills for classrooi	m teaching. CA: Sage		
Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 30]					
CPD Needs			teaching of the language skillsfo	or JHS learners.		
	= = = = = = = = = = = = = = = = = = = =		sment: (30% overall score)			
			rk (3 of them - 10% each)			
		essment, - 20%				
	Reflective Jou Organisation		- 10% (how it is presented force	nicad)		
			· 10% (how it is presented/orga overall semester score)	IIIseuj		
	Composost 7: Cibio					
				niect – 10%		
	 Introduction, 	a clear statemen	it of aim and purpose of the pro ent teacher has done and why	= -		

 $^{^{\}rm 1}$ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP $^{\rm 2}$ See rubrics on Subject Project Assessment in Annex 6 of NTEAP

	Component 3: End of Semester Examinations	
	•	Conclusion 30%
	•	Substantive or main section – 40%

