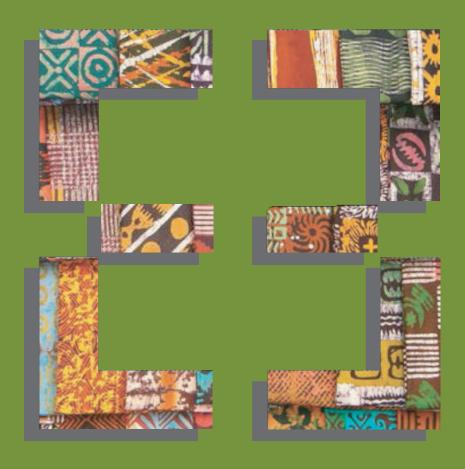


Four-Year B.Ed. Course Manual

Teaching Speaking and Listening for Early Grade

















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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Manual

A. Course Information

Title Page

i.

The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. C	ourse Details
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		-				
Course name	Early	Early GradeSpeaking and Listening				
Pre-requisite	Introd	Introduction to language and literacy studies				
Course Level	200	Course		Credit	3	
		Code		Value		
Table of content	t c					

Table of contents

1. Goal for the Subject or Learning Area

The Speaking and listening subject is designed to train effective teachers to possess the various skills to teach speaking and listening at the Early Grade(KG P3) effectively to improve learner's language learning and literacy competence.

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 to the various skills of teaching Early Gradespeaking and listening. The course begins with introducing student teachers to the concept of speaking and how it contributes to language learning and literacy development. The course again aims at assisting student teachers with the skills in materials development for teaching speaking and listening and techniques in assessing speaking at the Early Gradelevel. It will also assist learners with the skills to integrate technology into teaching speaking and listening to enhance Early Gradelearners literacy skills and to equip them with the skills to teach diverse group of learners in terms of teaching speaking and listening. Student teachers will be exposed to the speaking and listening components of the Early Gradecurriculum. Besides, the course will provide trainee teachers with the needed skills to help them to critically reflect on speaking and listening activities and how to apply them in the Early Gradeclassroom. Student teachers will also be exposed to teaching speaking and listening in real classroom situations by team teaching with mentors or colleagues/tutor. The course also emphasises planning appropriate lessons taking into consideration all manner of learners and their needs and interests. The course will be delivered through studentcentred approaches like discussion, brainstorming, project work/seminars, think-pair-share, class presentation by students, audio/audio-visual, observation, role-play, school visits/field work and practical teaching. The assessment modes - for, of, and as - for this course include quizzes, assignments, examinations, presentations, report writing, portfolios and observations. The course is aimed at achieving the following NTS 1 a, 2 c and d, 3a, b, c, e, g, I, j, k, I and m, and NTECF p. 25 bullets 2, 3, 5, 6, 11, 13 and 14 requirements.

3. Key contextual factors

The course is developed against the background that Early Gradeteachers have limited skills in teaching speaking and listening, have not been taught to integrate ICT into teaching speaking and listening, and have not been trained to develop their own speaking and listening materials. Besides, student teachers have not been trained to integrate speaking and listening in literacy development of Early Graders. In addition, there is the misconception that speaking and listening are not part of literacy and that teaching speaking and listening is the sole responsibility of the language teacher. In addition, Early Gradeliteracy teachers are not adequately prepared to transition learners from home to KG, from KG to P3 and from Primary 3 to Primary 4, in terms of speaking and listening skills development using the L1 of the learner. This course therefore seeks to prepare a student teacher who will be capable of doing these two transitions smoothly.

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

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

5. Course Learning Outcomes	6. Learning Indicators
1. Demonstrate understanding and knowledge of the	1.1 Define the concept of speaking and listening.
concepts of speaking and listening and their roles in	1.2 Identify the roles speaking and listening play in Early
literacy development of Early Grade(KG-P3) learners, and	Grade(KG-P3) learners' literacy development.
components of speaking and listening. (NTS 2c, d, and	1.3 Discuss the components of listening and speaking
NTECF 3, p.25)	1.4 Identify components that underlie effective oral instruction.
2. Demonstrate knowledge and understanding of	2.1. Identify appropriate approaches that address the diverse
appropriate speaking and listening techniques/activities	needs and interests of learners to assess Early GradeKG-P3)
to teach Early Grade (KG-P3) learners with diverse needs	learners' speaking and listening skills.
and interests to enhance their speaking and listening	2.2. Evaluate how these techniques are practiced in schools to
skills. (NTS 2d, 3e, g, and NTECF bullets 2 and 5 (p. 25)	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 smoothly from home to school, from KG to P1
	and from P3 to P4.
	2.4 Apply the techniques/activities learned in the classroom in
	teaching speaking and listening at Early Grade (KG-P3) level
	to address the diverse needs and interest of learners.
	2.4 Use appropriate strategies to develop the speaking and
	listening skills of learners.
3. Integrate technology in preparing appropriate TLMs to	3.1 Identify appropriate technology tools that can be used in
teach speaking and listening effectively to enhance	teaching speaking and listening
literacy in speaking and listening among Early	3.2 Use appropriate technology to prepare speaking and
Gradelearners bearing in mind their interests and needs	listening TLMs that fits the diverse needs and interest of
(NTS 3j and NTECF bullet 10, p.25).	learners in the Early Grade.
	3.3 Use appropriate teaching learning materials for teaching
	speaking and listening which address the diverse needs and
	interest of Early Grade (KG-P3) learners to enhance their
	speaking and listening skills.
	3.4 Identify factors to consider when developing/selecting
	speaking and listening TLMs
	3.5 Identify ways to create an environment for effective use of
	TLMs to enhance learners' speaking and listening
	development.
4. Use appropriate methods/tools to assess the speaking	4.1 Identify appropriate methods/tools, which address the
and listening skills of diverse Early Grade(KG-P3) learners	diverse needs of learners to assess the speaking and
(NTS 1a, 3k, l, m and NTECF bullet 6, p.25)	listening of Early Grade (KG-P3) learners.
(NTS 18, 5K, 1, 11 and NTEEP buildt 0, p.25)	4.2 Observe how these methods are used in assessing speaking
	and listening to improve the literacy skills of all manners
	learners at the Early Grade (KG-P3) level to address their
	speaking needs.
	4.3 Use appropriate assessment methods/tool as developing
	teachers to assess speaking and listening skills of Early
	Grade (KG-P3) learners.
	4.4 Identify problems of using the various approaches to assess
	speaking and listening skills of Early Grade learners and
	how to address these problems.
5. Interpret and understand key features of the speaking	5.1 Interpret the speaking/oral and listening components of the
and listening component of the Early Grade (KG-P3)	Early Grade(KG-P3)literacy (English) curriculum and
English curriculum (NTS 2b, d; NTECF bullet 11, 13; p. 25)	indicate how they cater for the needs and interests of
	diverse learners in the classroom.
	5.2 Identify the deficiencies of the Early Grade speaking and
	listening curriculum.
6. Plan and co-teach lessons in speaking and listening by	6.1 Plan and write a scheme of work for an integrated speaking
	and References I and the Control of the State of the Stat
integrating them to cater for the needs and interests of	and listening lesson that cater for the diverse needs and
diverse Early Grade learners (KG-P3) learners NTS 3a, g, l,	interest of learners in the Early Grade (KG-P3 level).

		and listening sk 6.3 Discuss the imp listening lesson	ortance of the integrated speaking and plan ntor/teacher on issues that emanated from
	ourse Content		
Unit	Торіс	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 1.1.1 Definition of speaking and listening 1.1.2 Role of speaking and listening in language learning 1.2.2 Components of speaking. 1.2.1 Pronunciation 1.2.2 Grammar 2.2.3 Vocabulary 1.2.4 Fluency 1.2.5 Comprehension 1.2.6.Effective oral instruction 	 Discussion (teacher leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic. Teacher provides feedback to make students contribute effectively) Group work (students are put in groups to brainstorm on the role of speaking and listening in language learning and later present their work orally to class for peer critique) Discussion (teacher introduces the topic and leads in discussion by using leading and probing questions for students to identify the components of speaking) Think, pair, share: Teacher asks students to individually think about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse learners" needs and interest in mind. Ask students to share/discuss their answers in pairs and finally expand their discussion to the whole class by calling students to share their responses.
			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 teaching KG-P3 learners	 2.1 Speaking strategies 2.1.1. Storytelling 2.1.2. Using open-ended question and answer 2.1.3.Group discussion/debates 2.1.4. Reinforcing active speaking and listening 2.1.5. Description of places/things/people 2.1.6 Use of audio/audio-visual 2.1.7 Modelling speaking and listening 2.2. Listening techniques 2.2.1 Listening comprehension 	 Group Work (Put students teachers in groups and assign one teaching strategy to a group to discuss how each strategy can be used to promote the speaking and listening skills of the KG-P3 learner and how such strategies can be used to address the diverse needs and interest of learners to enhance their speaking and listening skills. Students use PowerPoint to present their work) School Visit (Students visit schools and observe how teachers use these strategies to develop the speaking and listening skills of all learners and

r		1	
		2.2 Strategies for developing the speaking and listening skills of learners	each strategy. Student teachers write report on their visit and present in class).
		2.2 Problems of using the strategies	3. Discussion (After school visit, students discuss their observation in class and come out with effective strategies to employ in enhancing Early Gradelearners' speaking skills taking into consideration learners' diverse needs and interests).
			 4. Video (student teachers are shown video of speaking and listening problems of Early Grade(KG-P3) learners. Student teachers then discuss the speaking problems identified in the video) 5. School observation (student teachers visit schools to get first-hand information on speaking and listening problems of learners and compare with what they observed in the video)
3	Technology and developing Early Gradespeaking and listening materials	 3.1What are speaking and listening LTMs? 3. 2Using technology to prepare and use Early Gradespeaking and listening materials 3.3 Challenges of using Technology to produce materials for teaching speaking and listening 3.4 Factors to consider when developing/selecting speaking and listening TLMs 3.5 Creating environment for effective use of TLMs to facilitate speaking and listening development for EARLY GRADE(KG-P3) learners 	 Group Work (Student teacher work in groups and research on factors that affect the preparation and use of speaking materials for Early Gradelearners and present to class) Technology use (student teachers learn how to use computer to develop a speaking material and also use online speaking and listening materials as teaching resource) Demonstration (Student teachers prepare their own teaching materials using technology and use them to teach a selected topic which address the diverse needs and interests of learners in speaking and listening in the classroom) Discussion: Teacher leads discussion on selecting and using appropriate speaking and listening TLMs. Discussion (student teachers work in groups to discuss the challenges they face using technology to produce TLMs and how to address the challenges)
4	Assessing Early Grade(KG- P3) learners speaking and listening skills	 4.1 Assessing speaking and listening skills of Early Gradelearners 4.1.1 Assessing Early Gradelearners' oral language skills 4.1.2 Assessing speech production (pronunciation) 4.1.3 Assessing comprehension of oral language 	 Discussion (student teachers are put in groups to discuss ways of assessing various aspects of speaking. Later, teacher leads discussion to determine best forms of assessing speaking and listening at the Early Gradelevel to cater for diverse learners' needs and interests.

		4.2.1 Problems of assessing	2. Problem-solving (Teacher puts
		speaking and listening skills of JHS 1-3 learners	 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 assess the various component of speaking taking)
5	The Early Gradespeaking and listening component of the Early Gradecurriculum	5.1 Interpreting the Early Gradespeaking/oral and listening component of the curriculum5.2 Deficiencies in the curriculum	 Discussion (Teacher leads student teachers to discuss the content of the speaking and listening component of the Early Gradecurriculum 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. Practical work (students teachers design a scheme of work from the Early Gradecurriculum and share with class for review)
6	Plan and co-teach speaking and listening lesson with mentor/tutor or colleague	 6.1 Preparing scheme of work 6.1.1 Factors to consider when designing a speaking and listening scheme of work 6.2 The speaking and listening lesson plan 6.2.1. Components of a speaking and listening lesson plan (pre-, in and post) 6.2.2 Factors to consider when designing a speaking listening lesson plan 6.2.2. Teaching an integrated speaking and listening lesson 6.2.3 Importance of the integrated speaking and listening lesson plan 	 Discussion (teacher leads student teachers to identify and understand the parts of a speaking and listening lesson and develop an integrated speaking and listening lesson plan to cater for the diverse needs and interests of Early Gradelearners) Demonstration (student teachers prepare an integrated speaking and listening lesson plan which targets the diverse learners in the classroom from the scheme of work designed and co-teach with colleague in class)
2. Tea	ching and Learning Strategies		
	 bis course will be taught in a one Group work Demonstrations Think, pair and share School visits Discussion 	3-hour session each week.	

	Concept manning
	Concept mapping
	Individual work and presentation
	Teacher modelling
	Brainstorming
-	Questioning
3.	Course Assessment Components
-	nent 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)
Nata	
Note:	Colorial Bound of students work. The colorial items of students' work will include the ff.
•	 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 Early Grade 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)
	ills targeted are <i>inclusivity, communication, critical thinking, observation and inquiry skills, digital</i> literacy, team ork)
Assesse	s Learning Outcomes: Learning Outcomes to be measured 2, 3, 4 and 5
	2d, 3 e, g, j, m targeted are
	cally and collectively reflects to improve teaching and learning.
	re-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good
	lge of how to teach
	ginning reading and numeracy and speaking, listening, reading and writing, and to use English as a medium of truction.
	loys a variety of instructional strategies that encourages student participation and critical thinking.
	loys instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
	ices and uses a variety of teaching and learning resources including ICT, to enhance learning.
-	grates a variety of assessment modes into teaching to support learning.
-	ntifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the
	ency of the teacher.
Compor	nent 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:	
about 55 and how	involve a review of Basic School Curriculum. Report on Basic School Curriculum: student teachers write a report of 50 words on the basic school Early Gradespeaking and listening curriculum identifying the weakness and strength classroom teachers deal with the deficiencies. They should indicate how the curriculum review has boost their free 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.

3I. 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 Early Grade speaking and listening, misconceptions of the role of speaking and listening in Early Gradelearners' literacy development, strategies for teaching speaking and listening, approaches to assessing Early Grade speaking and listening, the challenges encountered and how to address them, and ways of creating a conducive classroom environment) and the Early Grade literacy curriculum about speaking and listening).

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

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.

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

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

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

3I. 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.

4. 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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5. Teaching and Learning resources

1. Teaching Speaking and listening Skills to ELL Students: Methods & Resources

2. Video – Teaching speaking skills: Strategies and methods <u>https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html</u>

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 on teaching speaking and listening

7. Projector

8. Language Laboratory

6. 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 2 3 4 5 6	7 8 9 10 11 12	
Title of Lesson	Introduction to tead	ching spe	aking and	list	tening		Lesson Duration	3 hrs
Lesson description	listening	The lesson introduces Early Gradestudent teachers to the concepts of speaking and listening and how they contribute to language learning and literacy development. It also looks at the types and roles of speaking and listening in language acquisition.						oment. It
Previous student teacher knowledge, prior learning (assumed)	Student teachers ha learning.	Student teachers have learned about language and literacy and how they contribute to langua						to language
Possible barriers to learning in the lesson	 Student te acquisition Large class 	า	nay not k	no	w how spea	aking and liste	ning contribute	to language
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work- Based Learnin	•	Seminars ✓	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 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 of work 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 available technology 						nd / or cerials to nt. This can lent and /	
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes 1. Demonstrate un and knowledge of t of speaking and li their roles in development Gradelearners, components of sp listening. (NTS 2c, and NTECF 3, p.25)	nderstand the conce istening a n liter of Ea topeaking a . d, NTS	ing 1.1 pts con and and acy 1.2 arly spe- and liste and Gra	De cep lis Ide akin enir del	ng Indicators fine the ot of speakin tening. ntify the rol- ng and ng play in Ea earners' y developme	To facilita g and achie tutor/lect es teachers before th listening a they play • Core com colla enqu Inclu	te students' part ve more in the lii urer will ask stuc to do online rese e lesson and do s ion on the conce and speaking and in language learr skills targeted in munication, critic boration, observ iry skills, and dig sivity including g stressed on in fo ing groups.	mited time, lent arch a week ome pt of the roles hing. clude cal thinking, ation and ital literacy. ender w
Topic: Introduction to teaching speaking and listening	Sub topicStage/timeTeaching andThe concepts, typesoutcomes: doand roles of speakingselected. Tea				Teaching and le outcomes: dep selected. Teach work or indepe	earning to achiev ending on delive er led, collabora ndent study Sto	ry mode	
	Revision of t previous lesson t concept of litera and the componer and stages of litera development	ncy 20m nts		1:	with stude question at technique. Ask studen talk about	vious lesson nts through nd answer t teachers to the concept of components	Answer the qu asked by the tutor/lecturer previous lesso of literacy, cor and the stages development.	to revise n (concept nponents

 1			[]
		and the stages of literacy	
Introduction of Course Manual	30 mins.	development Discussion First, give an overview of the speaking and listening course manual for early grade teaching of speaking and listening. Through probing and leading questions, assist	Student teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual
Definition of	Stage 2: 60	student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification. Discussion :	and course expectations. Student teachers also ask questions for clarifications.
Definition of speaking and listening and types	Stage 2: 60 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	Discussion Discuss as a class on the meaning of speaking and listening in language learning by answering questions posed by tutor after the presentation.
71 1 6 1	0	students contribute effectively. (PDP Theme 3, p. 69) Semantic Mapping: Tutor guides student teachers individually to make a semantic map of what has been learned in the stage.	Student teachers individual make a sematic map of what has been learned in the stage and share with colleagues
The role of speaking and listening in language learning and literacy development	Stage 3: 60 mins	Group work 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)	Group Work Form groups to brainstorm on the role speaking and listening play in language learning and literacy development by using available technology and book(s) to search information on the topic under discussion and present their findings orally to class for peer critique
School Visit		Provide student teachers with a checklist they will use during school visit to identify the roles speaking and listening play in language learning of learners and how this will improve their views of speaking and listening in language learning as professionals for next class discussion.	During school visit, student teachers use checklist provided by tutor to identify the roles of speaking and listening in language learning of learners and on how this will improve their views of speaking and listening in language learning as professionals for next class discussion.

	Closure		Ask student teachers to	Work in groups to write		
		Stage 4: 30min	work in groups and write	the main points in the		
			the main points in the	lesson.		
			lesson.			
			Call student teachers to	Summarise the main		
			summarise the lesson.	points of the lesson orally		
			Answer student teachers'	Ask tutor questions on		
			questions for clarification	the lesson for		
				clarification.		
			Use provided checklist to	Use provided checklist to		
			identify whether the	see whether the		
			indicators of the lesson	indicators of the lesson		
			has been achieved	has been achieved.		
Which cross cutting issues	 Digital literacy 	(searching online	for information on the topic	c)		
will be addressed or	 Inclusivity/ger 	nder (including bot	th male and female in each g	roup)		
developed and how	Collaboration	(working in group	s as a team)			
	 Enquiry skills (asking questions f	for clarification)			
	Critical thinkin	ng (through discus	sion, brainstorming and peer	critiquing)		
		• •	sion, presentation and askin			
	questions)	ι σ		6 6		
Lesson assessments –	Summary of Assessmer	nt Method: Assess	sment for learning (group or	al presentation on role of		
evaluation of learning: of,			pment of learners done in cla	-		
for and as learning within	(Core skills targeted are	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)				
the lesson(linked to	Assesses Learning Outcomes: Course learning outcome 1					
learning outcomes)						
Teaching Learning	computer					
Resources	 Projector 					
	Smartphones					
	Laptops					
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	Bailey, K. (2005). Practi	ical English langua	ige teaching: Speaking. New	York: McGraw-Hill.		
	[Chapter 2 and					
		-	ı foreign language for dumm	ies. England: John Wiley		
	and Sons Ltd.			-		
CPD Needs	Workshop on teaching	listening and spea	aking as integrated skill and r	elated unfamiliar concepts.		
	Workshop on using tec	hnology to prepar	e speaking and listening TLN	1s		

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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The leftPrevious student teacher knowledge, prior learning (assumed)Stude rolesPossible barriers to learning in the lessonFace- faceLesson Delivery – chosen to support students in achieving the outcomesFace- faceLesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.Face- faceImage: Student teachers in achieving the learning outcomes.Image: Student face- face- of delivery chosen to support student teachers in achieving the learning outcomes.Face- face- face- face- face- discu student teachers in achieving the learning outcome for the lesson, picked and developed from the course specificationLearning indicators for each learning outcome•Learning indicators for each learning outcomeface- face- face- face- face- face- face- student teachers in achieving their deve grad	esson also d ent teachers they play in Student Large cl. -to- Pra- Acti -to-face: op ssion, brain ent teacher pendent stu hote individu be part of an nars: to gen tor led. arning: Use of able technol ning Outcon enstrate rstanding and l roles in liter lopment of eaking and l roles in liter lopment of e(KG-P3) lea	deals with rs have le n languag t teacher class size actical tivity opportuni nstorming led. It sh udy: to e lual and c ny of the enerate gr of video, ology mes and he concep listening eracy Early	h the cc earned ge learn s may n Work Based Learn ty for a g, quest ould no nable s ollabor above r roup an use of its I and 1 t	mponer about d ing and ot know ot know n extence ion and t usually tudents ative ene nodes d indivice online ir .earning L.3 Discu compone istening	Ints of effectives of effectives of effectives of effectives of effectives of eminars with the speed of the method	and types evelopment aking and Independ nt Study ✓ oherent lir roup work hain mode e with rele re in-dept ivity, discu n, use of c rs s of king onents	instruction s of spear nt of lear listening de e-le opp ne of argr s, etc. Th s. vant and h analysi ussion an computer To facilit and achiet time, tut	on at the Earl aking and list rners have compor- earning portunities v ument. It incl is can be tutc d appropriate s and develop id reflection: : rs, smartphor ate students' eve more in t cor/lecturer w to do online	Practicum udes or and / or materials to oment. This student and / ne or any participation he limited vill ask student research a
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	ning. (NTS 2c	25)	3e				week be some pre of listeni roles the • Corr com thin obs and incle	ng and speak by play in lang e skills target nmunication, nking, collaboo ervation and digital literao uding gender	a the concept ing and the guage learning. ed include critical ration, enquiry skills, cy. Inclusivity
	-	of Stag	e/time	dep	pending on	n delivery	mode se	/e learning ou lected. Teach lependent stu	ner led,
, speal		nd			cher Activ				Student Activity
Revis previ	ion of th ous lesso concept c king an	he on Stag of mins	e 1: 1	 Revise previous lesson students through que answer technique. Ask student teachers the role of speaking a listening they identified their school visit and l improve their views o speaking and listening 		ugh quest ique. eachers to eaking and	ion and discuss d	Student te the question the tutor/l Student te the role of	achers answer ons asked by

The components	Stage 2: 55	Give an overview of the current lesson Think, pair, share:	and listening in their professional development. Student teachers take note of the overview of the current lesson provided by the tutor. Think, pair, share
of speaking	mins.	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)	Student teachers do individual online search for information on the components of speaking using available technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic
Views of listening	Stage 3: 35 mins	Class Discussion Use leading and probing questions to help student teacher identify and explain the various views of listening. Encourage student teachers to take notes.(PDP Theme 2, p. 35)	Class Discussion Answer questions posed by the tutor to identify the views of listening and takes notes of the views of listening.
Components effective oral instruction	Stage 4: 50 mins	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. (PDP Theme 4, p. 25)	Group Work Student teachers work in mixed ability groups and use available technology and book to find the components of effective oral instruction and present information to class orally.
School Visit		Provide student teachers with a checklist they will use during school visit to observe how teachers in the classroom teach the various components of speaking and write report. They should indicate how this will improve their professional development.	During school visit student teachers use checklist provided by tutor to observe how teachers use the various components of speaking manifest the teaching of speaking at the Early Gradeand write report. Reflect on how their school visit will improve their skills in dealing with the various components of reading as developing professional teachers.

r		1	1	,			
	Closure		Ask student teachers to work in	Student teachers			
		Stage	individually and write the main	individually write down			
		4:20min	points in the lesson.	the main points in the			
				lesson and share with			
			Answer student teachers'	colleagues.			
			questions for clarification				
				Ask tutor questions on			
			Follow-up: Ask students to	the lesson for			
			read their required text on	clarification			
			strategies for teaching				
			speaking and listening.				
Which cross cutting issues	 Digital lite 	racy (searching	online for information on the topic	2)			
will be addressed or	 Inclusivity 	/gender (includi	ng both male and female in each g	roup)			
developed and how	 Collaboration 	tion (working in	groups as a team)				
	 Enquiry sk 	cills (asking ques	tions for clarification and school of	oservation)			
	Communication (through presentation and answering questions)						
Lesson assessments –	Summary of Assessment Method: Assessment for learning (group oral presentation on role of						
evaluation of learning: of, for	speaking and lister	ning on literacy o	levelopment of learners done in cla	ass) (Core skills targeted			
and as learning within the			llaboration, enquiry skills, digital li				
lesson(linked to learning	Assesses Learning	Outcomes: Cou	irse learning outcome 2				
outcomes)	-		-				
Teaching Learning Resources	 computer 						
	 Projector 						
	 Smartpho 	nes					
	 Laptops 						
Required Text (core)	Owu-Ewie, C. (201	8). Introduction	to language teaching skills: A resou	Irce for language teachers.			
		•	hers [Units 11 and 12]	, , ,			
Additional Reading List	Bailey, K. (2005). P	ractical English l	anguage teaching: Speaking. New	York: McGraw-Hill.			
_	[Chapter 2	-					
	Maxom, M. (2009)	. Teaching Englis	sh as a foreign language for dumm	ies. England: John Wiley			
		Ltd. [Chapter 13		- · ·			
CPD Needs	Workshop on teac	hing component	ts of speaking, views of listening ar	nd components underlying			
	effective oral instru	uction	-				

Year of B.Ed.	2	Semester	1	Place	of lesson in seme	ster 1	2 3 4	56	78910111	2	
Title of Lesson		Teaching speak	ing and	l listening	strategies for Earl	y Grade	(KG-P3)		Lesson Durat	tion	3 hrs
Lesson descriptio	n		n also I		n the strategies tha he problems in usi						The
Previous student knowledge, learning (assume Possible barriers learning in the lea	prior d) to	also learned con of effective ora • Studer Grader	Grademay have unique strategies								
Lesson Delivery – to support studer achieving the out	nts in	Large of Large	cal V Sy B L	Vork- Based earning	Seminars Independent V Study V			oppo	orning ortunities √	Practi	
Lesson Delivery mode of delivery to support teachers in achie learning outcome	chosen student ving the	brainstorming, led. It should no Independent st promote individ be part of any o Seminars: to go tutor led.	questic ot usua udy: t dual an of the a enerate	ortunity for an extended and coherent line of argument. It includes discussio stion and answer, group work, etc. This can be tutor and / or student teache ually be the main mode. : to enable students to engage with relevant and appropriate materials to and collaborative enquiry, more in-depth analysis and development. This ca e above modes ate group and individual creativity, discussion and reflection: student and / or video, use of online information, use of computers, smartphone or any availa					ner can / or		
 Learning Out for the lesson picked and developed fr course specif Learning indi for each learn outcome 	n, om the ication cators	Learning Outco 2. Demonstrate and understand appropriate spe listening techni to teach EARLY learners with di and interests to their speaking a skills. (NTS 2d, 3 NTECF bullets 2	knowl ling of eaking a ques/a GRADE verse r enhar and list Be, g, m	and ctivities KG-P3 needs nce ening n, k,	Learning Indicators2.1. Identify appropriate approaches/strategies that address the diverse needs and interests of learners to assess EARLY GRADEKG-P3 learners' speaking and listening skills.To facilitate students' p and achieve more in the tutor/lecturer will ask s teachers to do online re before the lesson and do presentation on the con listening and speaking at they play in language le e2.2. Evaluate how these techniques are practised in schools to address the diverse needs of learnersTo facilitate students' p and achieve more in the tutor/lecturer will ask s teachers to do online re before the lesson and do presentation on the con listening and speaking a they play in language le e			e more in the rer will ask stu- o do online res lesson and do on on the conc nd speaking an n language lea skills targeted nunication, crit oration, obser	limited t ident earch a some ept of d the ro rning. include ical thin vation a igital lite	time, week les king, ind eracy.	
Topic: T eaching s and listening strat for Early Gradelea	egies	Sub topic Speaking Strategies	Stag	e/time	on delivery mode selected. Teacher led, collaborative grou work or independent study)		
		Revision of the previous lesson on the components of speaking, the views of listening and component underlying effective oral	Stag mins	e 1: 20	work or independent study Teacher Activity Ask student teachers to develop a semantic map/advanced organizer to show the main things learned on components and views of speaking and listening respectively and components underlying effective oral instruction. Call some student teachers to present the maps orally.		map less spe and oral Stud the	ke a semantic o/advanced or on on compor aking and view components components l instruction. dent teachers overview of th on provided b	ganizer nents of vs of list of effect take not	of the ening tive te of nt	

	instruction		Give an overview of the current	
	mstruction		lesson	
	Strategies of	Stage 3: 80	Group Work: Introduce the	Student teachers listen to the
	teaching speakingto Early Gradelearners	mins	various strategies to class.Put student teachers in groups and assign one strategy to a group to discuss how each strategy can be used to promote the speaking and listening skills of the Early Gradelearner and how such strategies can be used to address the diverse needs and interest of learners. Let student present their findings to class using PowerPoint. Tutor and student teacher provide appropriate feedback. (PDP Theme 4, p. 79)	various strategies employed to teach speaking. They then work in groups on task given and search online or in their required text to find how the strategy enhance learners' speaking skills and how the strategy caters for the diverse needs and interest of learners. They present their findings on PowerPoint. Student teachers provide appropriate feedback.
	Problems of using the strategies	Stage 4: 50 mins	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)	Student teachers contribute to class discussion on the problems of using the strategies and how to address the problems relating to the strategies.
	School Visit		Ask students during their school visit to identify strategies teachers at the Early Gradeuse to teach speaking and the problems they encounter and write notes on it. Ask student teachers to indicate how this will improve their skills in teaching speaking as developing professionals for next class discussion.	Student teachers write notes on strategies teachers use in teaching speaking and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class. Student teachers indicate how this will improve their skills in teaching speaking as developing professionals for next class discussion.
	Closure	15 min	Ask student teachers to work individually and write the main points in the lesson. Answer student teachers'	Student teachers individually to write down the main points in the lesson and share with colleagues.
			questions for clarification	Ask tutor questions on the lesson for clarification
Which cross cutting issues will be addressed or developed and how	InclusivCollaboEnquiry	ity/gender (incl ration (working skills (asking q	ing online for information on the to luding both male and female in eacl g in groups as a team) uestions for clarification and school	h group)
			ssion and peer critiquing) Igh presentation and answering que	estions)
Lesson assessments – evaluation of learning:	Summary of Asse teaching speakin	essment Metho ng at Early Grad	od: Assessment for (Class presenta e) (Core skills targeted are commur	tion on the strategies used in
of, for and as learning within the lesson(linked to learning outcomes)			lls, digital literacy, critical thinking) Course learning outcome 2	

Teaching Learning	computer
Resources	Projector
	Smartphones
	Laptops
	 Video – Teaching speaking skills: Strategies and methods
	https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-
	<u>resources.html</u>
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	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 listening and speaking as integrated skill and related unfamiliar concepts.
	Workshop on using technology to prepare speaking and listening TLMs

Year of B.Ed.	2	Semeste	er	1	Place of lesso	n in semester	1234	5678	3 9 10 11 12	
Title of Lesson				Feaching Early Grade(KG-P3) speaking and listeningLesson3 hrsstrategies/techniquesDuration						
Lesson descriptio	n					t teachers to te lant problems.	chniques o	of teachi	ing listening	
	-	teacher learning	using th	ne strate g listeni	egies and how ng comprehen					
lesson	to learning	g in the	•	Grade		may not know that teaching and listening at the Early que techniques				
Lesson Delivery – support students outcomes			Face- to- face √	Practic Activit	al Work-	Seminars ✓	Independ Study √		e-learning opportunities √	Practicum
delivery chosen t teachers in achie outcomes.								nt and appropr nt and appropr re in-depth and ion and reflecti	iate alysis and ion: student	
 Learning Out lesson, picke from the cou Learning indi learning out 	d and dev rse specificators for	eloped ication	2. Demo and und approp listenin, techniq teach E learner: and inte their sp skills. (N	derstand riate spe g Jues/acti ARLY GF s with di erests to beaking a NTS 2d, 3	knowledge	Learning Indi 2.4 Apply the techniques/a learned in the classroom in teaching (spe and) listening EARLY GRADI level to addre diverse need interest of learning	e ctivities e eaking g at EKG-P3 ess the s and	particip the lim will ask online the less presen listenin roles th learnin • Cc co th ob sk	litate students' pation and ach ited time, tuto student teach research a wee son and do sor tation on the c ag and speaking ney play in lang g. ore skills target ommunication, inking, collabo oservation and clusivity includ	ieve more in r/lecturer iers to do ek before ne oncept of g and the guage ed include critical ration, enquiry literacy.
Topic: T eaching s listening strategie Early Gradelearne	s/techniq		Listening techniques Teacher Activity			elected. Teach dependent stu	er led, ıdy ıdent vity			
			Revision the pr lesson strategi teachin speakin	revious on the ies of g	Introductio n: 10 mins	develop a ser map/advance show the ma used in teach speakingand	mantic ed organize in strategie iing	er to es	map/advanced of the lesson of for teaching sp the problems a with the strate	l organizer In strategies Deaking and Dessociated

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

	1						
			and take notes on it for	for class discussion. They			
			class discussion. They	cross check their findings			
			should write in their note	with what they discussed			
			how their observation will	in class and how this will			
			enhance their teaching of	enhance their teaching of			
			listening in their	listening in their			
			professional career for next	professional career for			
			class discussion.	next class discussion.			
	Closure		Use question and answer	Student teachers answer			
		Stage	techniques to help student	tutors question to			
		4:10min	teachers summarise the	summarise the main point			
			lesson.	in the lesson.			
			Answer student teachers'	Ask tutor questions on the			
			questions for clarification	lesson for clarification			
Which cross cutting issues will be	 Digital 	literacy (searc	hing online for information on	the topic)			
addressed or developed and how	 Inclusi 	vity/gender (in	cluding both male and female i	n each group)			
	Collab	oration (workiı	ng in groups as a team)				
	Enquir						
	Critica						
	Comm	unication (thro	ough presentation and answerin	ng questions)			
Lesson assessments – evaluation of	Summary of As	sessment Meth	nod: Assessment for and as lea	arning (Assessment on quiz			
learning: of, for and as learning	to test students	s teachers' und	lerstanding of the lesson) (Core	skills targeted are			
within the lesson(linked to	communication	, team work/c	ollaboration, enquiry skills, digi	tal literacy)			
learning outcomes)	Assesses Le	earning Outcor	nes: Course learning outcome	2			
Teaching Learning Resources	 computing 	ıter					
	 Projection 	tor					
	Smart	phones					
	 Laptor)					
			tening Skills to Children				
		-	cademy/lesson/teaching-listeni	ng-skills-to-children.html			
Required Text (core)			tion to language teaching skills				
			-Woode Publishers [Units 11 an				
Additional Reading List			lish language teaching: Speaki				
-		er 2 and 3]		-			
			English as a foreign language fo	or dummies. England: John			
		and Sons Ltd. [-			
CPD Needs	Workshop on	strategies and	techniques for teaching liste	ning and related unfamiliar			
	concepts.						

Year of B.Ed. 2	Semester	1 6	Place of lesso	on in semester	12345	5789	10 11 12		
Title of Lesson	Technology ar	Technology and developing Early Gradespeaking and listening materials Lesson Duration							
Lesson description	Gradespeakin TLMs and thin lesson also loc	ne lesson introduces student teachers tohow technology can be used in developing Early radespeaking and listening material. The lesson will first look at what are speaking and listenin .Ms and things they will consider when preparing and using speaking and listening TLMs. The sson also looks at using appropriate TLMs in teaching speaking and listening. The lesson ends ith the challenges of using technology to produce materials for teaching Early Gradespeaking and listening.							
Previous student teacher knowledge, prior learning (assumed)	Student teach problems of u	tudent teachers have learned about techniques and strategies for teaching listening, a roblems of using the strategies and how to address them.							
Possible barriers to learning in the lesson	lister		ials for Early	know how to Gradelearners.	use technolo	ogy in c	developing s	peaking and	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face ✓	Practica I Activity √	Work- Based Learning	Seminars ✓	Independen Study ✓		arning ortunities ✓	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	brainstorming led. It should it Independent promote indiv be part of any Seminars: to tutor led.	e-Learning: Use of video, use of online information, use of computers, smartphone or any							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outo 3. Integrate te preparing app teach speaking effectively to speaking and Gradelearners their interests 3jand NTECF b	echnology ropriate T g and liste enhance li listening a s bearing in and need	LMs to ning teracy in mong Early n mind s (NTS	Learning India 3.1 Identify appropriate technology to- can be used in teaching speal and listening 3.2 Use appro- technology to prepare speak listening TLMs fits the diverse and interest o learners in the Grade. 3.3 Use appro- teaching learner materials forte speaking and listening whichaddress diverse needs interest of Ear Grade (KG-P3) learners to en their speaking listening skills.	the and hance and bis that bis that bis that bis that and bis that co an co an co an co an co an bis that co an bis that co co co co co co co co co co co co co	d achiev ne, tutor udent te search a d do sor ncept of d the ro rrning. Core comn thinki obser and d	ve more in th r/lecturer wi eachers to do n week befor me presenta f listening an oles they play skills targete nunication, o ing, collabor rvation and e	Ill ask o online e the lesson tion on the d speaking r in language ed include critical ation, enquiry skills, y. Inclusivity	

3. Technology and developing Early	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,		
Gradespeaking and listening materials	What are speaking and listening TLMs		collaborative group work or in Teacher Activity	dependent study Student Activity	
,	Discussionon school visit notes on techniques and strategies for teaching listening and challenges of the strategies.	Introduction: 10 mins	Use probing and leading questions to help student teachers discuss what they observed during their school visit on teaching listening. Give an overview of the	Student teachers answer questions to discuss what they observed during their school visit on strategies for teaching listening. Student teachers take note	
	Definition of TLMs	Stage 1: 50	current lesson Group Work: Put student	of the overview of the current lesson provided by the tutor. Student teachers work in	
	in general and speaking and listening TLM particular	mins	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 studentteachersalso to find the factors that affect the preparation and use of speaking and listening for Early Gradelearner. Let students teachers present their findings to the class for comments and feedback (PDP Theme 4, p. 25)	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 Early Gradespeaking 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 forEarly Gradelearners and share their findings with colleagues. (PDP Theme 9, p. 21) Put student teachers in mixed ability groups to select an Early Gradetopic, prepare a speaking listening material using available technology, and demonstrate to class how it will be used in teaching. Provide the need feedback. (PDP Theme 4, p. 25)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class for discussion. Student teachers form groups, select an Early Gradespeaking and listening topic, and use available technology to prepare a TLM to teach the selected topic to the class. The prepared TLM must cater for diverse needs of learners in class	
	Problems of using technology to prepare speaking and listening materials	Stage 4: 30 mins	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	Student teachers contribute to class discussion on the problems of preparing TLMs using technology and how to address the related problems.	

			and speaking and how the problems can be addressed to enhance the speaking and listening skills of Early Gradelearners. (PDP Theme 2, p. 35)	
	School Visit		Ask students teachers during their school visit to identify how teachers at the Early Gradelevel prepare and use TLMs to teach speaking and listening and the challenges they face and write report on it. They should indicate in their report how their visits will improve their preparation of TLMs to teaching speaking and listening for next class discussion.	Student teachers write report on how teachers use technology to prepare speaking and listening TLMs and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class. Student teachers indicate in their report how their visits will improve their preparation of TLMs to teaching speaking and listening for the next class discussion.
	Closure	20min	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 Let student teachers use their checklist to find out if lesson objective/indicators	Ask tutor questions on the lesson for clarification Student teachers sue their checklist to find out if learning outcome has been
Which cross cutting issues	Digital litera	cy (soarching o	have been achieved. nline for information on the topi	achieved.
will be addressed or			g both male and female in each	
developed and how			roups as a team)	Group, mixed ability group,
			ons for clarification and school o	bservation)
			and peer critiquing)	
	Communica	ition (through p	resentation and answering ques	tions, writing reports)
Lesson assessments –			Assessment for learning (Assessn	
evaluation of learning: of,		-	ing topic - demonstration) (Core	-
for and as learning within the lesson(linked to			ration, enquiry skills, digital litera Course learning outcome 3	асуј
the lesson(linked to learning outcomes)	ASSESSES LEGITI	is outcomes. C	Louise learning outcome s	
Teaching Learning	computer			
Resources	 Projector 			
	Smartphone	es		
	 Laptop 			
			Skills to Children	
			y/lesson/teaching-listening-skills	<u>-to-children.html</u> and
Demuined Text (see)		eaking techniqu		
Required Text (core)			o language teaching skills: A reso ers [Units 33 and 34]	urce for language teachers.
Additional Reading List			nguage teaching: Speaking. New	/ York: McGraw-Hill. [Chapter
	Maxom, M. (2009). 7 Sons Ltd. [C	Chapter 24]	as a foreign language for dumn	
CPD Needs	Workshop on strateg	gies and techniq	ues for teaching listening and re	lated 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					12		
Title of Lesson		Technology and materials	d developi	ng Early Gra	despeaking and listening			Lesson Duration	3 hrs
Lesson description		The lesson assist student teachers to identify and explain the factors to be considered when developing or selecting a speaking and listening TLMs to enhance speaking and listening at the Early Gradelevel. It also exposes student teachers ways of creating an environment for effective use of TLMs to enhance speaking and listening development for Early Grade (KG-P3) learners.							
teacher know prior lea (assumed)	udent ledge, arning	Student teachers have learned about definition of speaking and listening TLMs, use of technology to prepare speaking and listening TLMs and problems of using technology to prepare such TLMs and how to address such challenges.							
Possible barriers to learning in the less	-	 Student teachers may not be aware of the factors to consider when developing, se speaking and listening TLMs and how to create an environment for the use o materials to enhance speaking, and listening among Early Gradelearners. Large class size 							
Lesson Delivery – chosen to support students in achievi the outcomes	ing	Face-to-face Practical ✓ Activity		Work- Based Learning	Seminars ✓	Independent Study ✓		e-learning opportunities √	Practicum
	elivery Ipport s in	 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 available 							
Learning Outco		technology	omes		Learning Indi	cators			
for the lesson, picked and developed fro course specific • Learning indic for each learni outcome	m the cation ators	3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Gradelearners bearing in mind their interests and needs (NTS 3jand NTECF bullet 10, p.25).3.4 Identify and explain factors to consider when developing/selecting speaking and listening TLMs 3.5 Identify and explain ways to create an environment for effective use of TLMs to enhance speaking and listening developmentfor EARLY GRADE(KG- P3) learners.To facilitate students' pa and achieve more in the tutor/lecturer will ask stu- teachers to do online res before the lesson and do presentation on the cond listening and speaking and explain ways to create an environment for effective use of TLMs to enhance speaking and listening developmentfor EARLY GRADE(KG- P3) learners.To facilitate students' pa and achieve more in the tutor/lecturer will ask stu- teachers to do online res before the lesson and do presentation on the cond listening and speaking and they play in language lea enquiry skills, and d Inclusivity including developmentfor EARLY GRADE(KG- P3) learners.					the limited time, student research a week d o some concept of g and the roles learning. ted include critical thinking, oservation and d digital literacy. ling gender.		
3. Technology and developing Early			Stage/ti	me	Teaching and learning to achieve learning outcomes:depending on delivery mode selected. Teacher led,collaborative group work or independent studyTeacher ActivityStudent Activity				
Gradespeaking and listening materials	I								
,		Revision of the previous lesson on Definition of listening and	Introduc mins	tion: 20	Ask students the main idea previous less technology to	dents to write down in ideas of the us lesson in usingStudent teachers individu write down the main ide the previous lesson and s with their colleagues.As in teachingStudent teachers discuss		e main ideas in esson and share eagues.	

	speaking and learning and	toachor on ronart from echarl
	the challenges faced. They	teacher on report from school visit in their previous lesson.
	discuss report from their school observation in their	Student teachers take note of
	previous lesson.	the overview of the current lesson provided by the tutor.
	Give an overview of the current lesson.	
tage 1: 70 mins	Group Work	Group Work
	mixed group and ask them to search online using	Student teachers work in mixed groups to use available technology and book(s) to find
	available technology and book(s) to look for the factors to be considered	out the factors to consider when developing or selecting a speaking and listening TLM for
	when developing/selecting a speaking and listening	Early Graders.
	Gradelesson. Let students teachers	Student teachers present to class their findings for comments and feedback from
	present their findings to the class for comments and feedback (PDP Theme 4, p. 25)	other group members and tutor.
tage 2: 70 mins	Class Discussion	Class Discussion
	create an environment	Student teachers contribute to class discussion on the various ways we can create an
	speaking and listening TLM	effective environment for the
	-	use of speaking and listening TLMs to enhance learning.
	After the discussion as	Student teachers make notes
		on what has been discussed and present it in the form of
	and share with their	semantic mapping/advanced organiser to the class for
	discussion and note	feedback and comments.
	making, call individual students to make a	
	semantic/advanced	
	-	
	for comments and feedback	
	Ask students teachers	Student teachers Ask students
	identify how teachers	teachers during their school visit identify how teachers
	environment at the Early	create a conducive environment at the Early
	Gradelevel to use TLMs	Gradelevel to use TLMs
	speaking and listening and	effectively to teach speaking and listening and the
	the challenges they face and write report on it. They	challenges they face and write report on it. Student teachers
	should indicate in their	indicate in their report how
		their visits will improve their use of TLMs in teaching
	in teaching speaking and	speaking and listening for next
	listening for next class discussion.	class discussion. Student teachers indicate in their report how their visits will
		school observation in their previous lesson.Give an overview of the current lesson.age 1: 70 minsGroup 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 an Early Gradelesson. Let students teachers present their findings to the class for comments and feedback (PDP Theme 4, p. 25)age 2: 70 minsClass Discussion Lead discussion on how to create an environment conducive for the use of speaking and listening TLM in the Early Gradeto 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)Ask students teachers during their school visit to identify how teachers create a conducive environment at the Early Gradelevel to use TLMs effectively to teach speaking and listening and the challenges they face and write report on it. They should indicate in their report how their visits will improve their use of TLMs in teaching speaking and listening for next class

				improve their use of TLMs to			
				teaching speaking and listening			
				for the next class discussion.			
	Closure		Use leading and probing	Student teachers answer			
		Stage 3: 20 min	questions to help student	tutors question to summarise			
			teachers to summarise the	the main point in the lesson.			
			lesson in turns.				
				Ask tutor questions on the			
			Answer student teachers'	lesson for clarification			
			questions for clarification	Student teachers sue their			
			Let student teachers use	checklist to find out if learning			
			their checklist to find out if	outcome has been achieved.			
			lesson objective/indicators				
			have been achieved.				
Which cross cutting	Digital literacy (searching online for information on the topic)						
issues will be addressed	 Inclusivity/gender (including both male and female in each group, mixed ability group) 						
or developed and how	 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, writing reports) 						
Lesson assessments –	Summary of Assessment Method: Assessment for learning (Assessment on writing about ways to						
evaluation of learning:	create a conducive environment for using speaking and listening TLMs effectively in teaching Early						
of, for and as learning	Grade. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital						
within the lesson(linked	literacy)						
to learning outcomes)	Assesses Learning Outcomes: Course learning outcome 3						
Teaching Learning	computer						
Resources	Projector						
	Smartphones						
	Laptop						
Required Text (core)			language teaching skills: A res	ource for language teachers.			
		, Sam-Woode Publishe					
Additional Reading List			nguage teaching. New York: Mo	Graw-Hill. [Chapter 24]			
	Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John Wiley and						
	Sons Ltd. [Chapter 24]						
CPD Needs			ues for teaching listening and r	elated unfamiliar concepts.			
		5		•			

Year of B.Ed. 2	Semester	1 Plac	e of lesson i	n semester	123456	5 7 8 9	9 10 11 12			
Title of Lesson	Assessing Early G	Assessing Early Gradespeaking and listening Lesson 3 h Duration						3 hrs		
Lesson description	The lesson intro									
	listening skills of									
	methods are use			-				s of all		
Previous student teache	r Student teachers							a coookina		
knowledge, prior learnin										
(assumed)	speaking, and lis				for the use					
()										
Possible barriers to	Student	teachers r	may not be	aware of the	tools neces	sary for	assessing sp	eaking and		
learning in the lesson	listenin	g at the Ear	ly							
			ow to use th	iem.						
	Large cl									
Lesson Delivery – chosen	Face-to-face	Practical	Work-	Seminars	Independe		learning	Practicum		
to support students in	✓	Activity	Based	\checkmark	Study	op	oportunities √			
achieving the outcomes Lesson Delivery – mai	n Face-to-face: o		Learning	l ded and cobe	ent line of a	rgument		liscussion		
mode of delivery chosen t										
support student teacher		brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.								
in achieving the learnin					th relevant a	nd appro	opriate mater	ials to		
outcomes.	promote individu			quiry, more ir	n-depth analy	sis and	development	. This can		
	be part of any of									
	Seminars: to generate group and individual creativity, discussion and reflection: student and							nt and / or		
	tutor led.	of video us	a of online is	formation	co of comput	tors small	ortobono or o			
	e-Learning: Use available techno		e of online if	nformation, u	se or comput	ters, sma	artphone or a	ny		
Learning Outcome for	Learning Outcon									
the lesson, picked and	-									
developed from the				'			o facilitate students'			
course specification	4. Use appropriate methods/tools to						articipation and achieve more			
• Learning indicators fo	assess the speaking and listening skills						ie limited time, r/lecturer will ask student			
each learning outcom	of diverseEARLY GRADEKG-P3 learners						hers to do online research a			
	(NTS 3k and NTECF bullet 6, p.25)						ek before the lesson and do			
				and listening of Early sor			ome presentation on the oncept of listening and			
						•				
	learners. speaking and the role									
	4.2 Observe how in language learning. these methods are • Core skills targeted									
								ed include		
				used in asse	ssing		mmunication,			
				speaking an			nking, collabo			
				listening to			servation and	• •		
				the literacy			ls, and digital			
				all manners at the EARL		Incl	lusivity includ	ing gender.		
				GRADEKG-P						
				address the						
				speaking ne						
1				-						

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

	School Visit (Child Study) Closure	Stage 10 min	During student teachers' school visit, each student should use any of the assessment approaches learned in assessing a learner's speaking or listening skills. (PDP Theme 9, p. 21). They should indicate how their observation or school visit will improve their skills in assessing speaking or listening as professional teachers for their portfolio building. Use leading and probing questions to help student teachers to summarise the lesson in turns. Answer student teachers' questions for clarification Ask students to read about the problems of assessing speaking and listening for the next class.	Student teachers use one of the assessment approaches learned to assess a child on either speaking or listening to identify the child's progress and write report on it. Student teachers indicate how their observation or school visit will improve their skills in assessing speaking or listening as professional teachers for their portfolio building. Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification		
Which cross cutting issues will be addressed or developed and how	 Inclusivit Collabor Enquiry : Critical t 	ty/gender (including b ation (working in grou skills (asking questions hinking (Discussion an	s for clarification and school obs	ervation)		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Asse relation to assess	ssment Method: Assoing speaking or listeni	essment as learning (One pagere			
Teaching Learning Resources	 computer Projector Smartphones Laptop 					
Required Text (core)	language	e assessing. pp. 137-14	D. Tsagari and J. Banerjee (eds). 46 Belin, De Gruyter Mouton [Ch	apter 10]		
Additional Reading List	Accra: Sa	m-Woode Publishers	nguage teaching skills: A resourc [Unit 42] guage testing and assessment. N			
CPD Needs			ning assessment of Early Gradele			

Year of B.Ed.	2	Semester	1	Place	e of lesso	n in semeste	er	123456	5 7 8 9	9 10 11 1	2
Title of Lesson		Assessing	Early G	Gradespe	eaking and	llistening				Lesson Duration	3 hrs
Lesson description			RLY GR			chers to prot s. The lessor				-	-
Previous student knowledge, prior (assumed)							he v	arious app	oroache	s to ass	essing Early
Possible barriers to the lesson	learning		stening Grade	t teache g at the I learners ass size	Early	ot be aware	e of t	the probler	ns for a	assessing	speaking and
Lesson Delivery – cl support students in the outcomes		Face-to-	Practi Activi	ical \ ity E	Nork- Based Learning	Seminars ✓	Inde Stue	ependent dy √	e-lear oppor √	tunities	Practicum
Lesson Delivery – of delivery chosen student teachers in the learning outcon	to supp n achiev	ort discussion ing student to Independ promote i can be pa Seminars / or tutor	Face-to-face: opportunity for an extended and coherent line of argument. It include discussion, brainstorming, question and answer, group work, etc. This can be tutor a							or and / or materials to pment. This student and	
Learning Outco			Learning Outcomes Learning Indicators								
developed from course specifica • Learning indica	lesson, picked and developed from the course specification			te o assess ening sk ADE (KG and NTE	ills of 6-P3) ECF	4.4 Identif proble assessi Grades and list and ho addres proble assessi speakin listenir Grade.	ems o ing Ea speak tenin ow to ssing ms o ing ng an ng at	f par arly the king will g onl less the on f spe lang id • Early	ticipatio limited ask stud ine rese- son and the cond aking ar guage le Core s comm thinkir observ skills, a Inclusi	time, tuto dent teach arch a wee do some p cept of list nd the role arning. kills target unication, ng, collabo vation and and digital vity includ	ieve more in r/lecturer eers to do ek before the oresentation ening and es they play in red include critical ration, enquiry literacy. ing gender.
4. Assessing Early Gradespeaking and	listening		St	tage/tim	e	depending collaborati	on d	elivery mo	de selec	ted. Teach	ner led,
,						Teacher Ac		-			ident
		Revision the previous lesson various approach to assessi Early Gra	on es ng	itroducti iins	on: 15	Through qu answering t student tea what was la previous le approaches Early Grade listening sk	techr acher earne sson s to a ers sp	nique let is recap ed in the on issessing	indiv mair lesso colle Stud	ent teach vidually wr n ideas in t on and sha agues.	ers ite down the the previous ire with their ers note the

learners'		Give an overview of the	lesson provided by the
speaking		current lesson.	tutor.
and			
listening			
skills			
4. Problems	Stage 1: 80 mins	Problem Solving	Problem Solving
of assessing		Introduce lesson to student	Watch video on assessing
Early		teachers and tell them the	speaking: the challenges
Gradelearn		main areas they will be	and opportunities of using
ers'		working on. Show video on	a paired format. Then put
speaking		assessing speaking: the	student teachers into
and		challenges and	groups and ask them to
listening		opportunities of using a	discuss the video and
kills		paired format. Then put	search for additional
		student teachers into	information online using
		groups and ask them to	available technology and
		discuss the video and	book(s) to find out the
		search for additional	problem associated with
		information online using	using the various
		available technology and	assessment approaches
		book(s) to identify the	discussed in the previous
		problems associated with	lesson in assessing the
		assessing the speaking and	speaking and listening skills
		listening skills of learners.	of learners. Each group
		Student teachers should	works on a given approach
		identify the problems	to identify its attendant
		associated with each	problems.
		approach.	p. 00101101
			Student teachers present
		Let each group present	their findings to class on
		their findings on	power point for comments
		PowerPoint to class for	and feedback.
		feedback and comment	and recuback.
		from teacher and	
		colleagues.(PDP Theme 4,	
		p. 79)	
Addrossing	Stage 2: 70 mine	Indonondont Study:	Indonondout Study
Addressing	Stage 2: 70 mins	Independent Study:	Independent Study
problems		Let student teachers work	Student teachers work
associated		individually to brainstorm	individually to brainstorm
with		on how to address the	on how to address the
approaches		problems associated with	problems associated with
for		the various approaches to	the various assessment
assessing		assessing the speaking and	approaches to assessing
speaking		listening skills of Early	speaking and listening of
and		Gradelearners.	Early Gradelearners.
listening		Let them share with work	
skills of		with others for feedback.	Student teachers share
Early		Follow this with class	their work with colleagues
Graders.		discussion on the topic.	for feedback and
		(PDP Theme 9. P. 21)	participate in class
		(PDP Theme 9. P. 21)	participate in class discussion on the topic/
		(PDP Theme 9. P. 21)	
			discussion on the topic/
School Visit		(PDP Theme 9. P. 21) Provide student teachers	discussion on the topic/ Student teachers visit
School Visit		Provide student teachers with checklist to use during	discussion on the topic/
School Visit		Provide student teachers with checklist to use during school visit to identify	discussion on the topic/ Student teachers visit
School Visit		Provide student teachers with checklist to use during school visit to identify problem teachers face in	discussion on the topic/ Student teachers visit schools to with a checklist
School Visit		Provide student teachers with checklist to use during school visit to identify	discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems
School Visit		Provide student teachers with checklist to use during school visit to identify problem teachers face in	discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems teachers face in assessing

		1		
			learners and how teachers	diverse needs of students
			solve the problem and how	and write their report.
			this will improve their skill	Student teachers indicate
			in assessing speaking as	how this will improve their
			developing teachers.	skill in assessing speaking
				as developing teachers.
	Closure		Ask students to write the	Student teachers write
		Stage 15min	main points discussed in	then main points discuss in
			the lesson as a summary.	the lesson and share with
				their colleagues.
			Answer student teachers'	Ask tutor questions on the
			guestions for clarification	lesson for clarification
			Follow-up: Ask student	Student teachers look for
			•	
			teachers to look for Early Gradecurriculum and look	the Early Gradecurriculum
				for literacy
Mich and a station is a stall	D:		at the literacy section of it.	
Which cross cutting issues will	0	, ,	g online for information on the	
be addressed or developed			ding both male and female in ea	ach group, mixed ability
and how	grou	17		
		aboration (working i		
	-		estions for clarification and scho	ool observation)
	 Criti 	cal thinking (Discuss	ion and peer critiquing)	
	 Com 	munication (throug	h presentation and answering q	uestions, writing reports)
Lesson assessments –				
evaluation of learning: of, for	,		: Assessment for learning (Pres	5
and as learning within the		-	ssing problems associated with	
lesson(linked to learning	are communi	cation, team work/c	ollaboration, enquiry skills, digi	tal literacy, critical thinking)
outcomes)				
	Assesses Lear	ning Outcomes: Co	ourse learning outcome 4	
Teaching Learning Resources	• com	puter		
	 Proje 	ector		
	 Sma 	rtphones		
	 Lapt 	ор		
	Video on	Assessing Speaking	: the challenges and opportunit	ies of using a paired format.
	Retr	ieved from		
	<u>htt</u>	ps://www.youtube.	.com/watch?v=xjfNo3I8Li0	
Required Text (core)	Isaacs, T. (202	16). Assessing speak	ing. In D. Tsagari and J. Banerje	e (eds). Handbook of second
	lang	uage assessing. pp. 1	137-146 Belin, De Gruyter Mout	on [Chapter 10]
Additional Reading List	Owu-Ewie, C.	(2018). Introduction	n to language teaching skills: A	resource for language
	teac	hers. Accra: Sam-Wo	oode Publishers [Unit 42]	
	Shhamy, E., N	/lay, S., & Or, J. (201	7). Language testing and assess	ment. NY: Springer.
CPD Needs	Seminar for	tutors on identifyin	g the speaking and listening a	ssessment problems of Early
	Gradelearner	sand how to addres	s them.	

Year of B.Ed. 2 Seme	ster	1	Place of less	on in semester	12345	678 9) 10 11 11	2	
Title of Lesson	The spea the Early		listening com rriculum	ponent of	Lesson Dura	tion	3 hrs		
Lesson description	teachers	will be he ent of the	elped to inter	t teachers to the Early Gradeliteracy curriculum. Student erpreting the Early Gradespeaking/oral and listening and identify the deficiencies in it and how to address the					
Previous student teacher			have learned	about identify	ing the probl	ems of th	ne various	approaches	
knowledge, prior learning (assumed)	Student teachers have learned about identifying the problems of the various appro to assessing Early Gradelearners' speaking and listening skills and how to addres problem.							address the	
Possible barriers to learning in the lesson			curriculum ar	not know the nd their deficier		of the Ea	rly Grades	peaking and	
Lesson Delivery – chosen to support students in achieving the outcomes		Practical Activity	Work- Based Learning	Seminars ✓	Independen Study ✓	орро	rning ortunities ⁄	Practicum	
 delivery chosen to support student teachers in achieving the learning outcomes. Learning Outcome for the 	or studer Independ materials developr Seminars and / or t e-Learnin available	nt teache dent stud s to prom nent. This s: to gene tutor led. ng: Use o	r led. It shoul ly: to enable ote individua s can be part erate group a f video, use o pgy	stion and answe d not usually be students to eng l and collaborat of any of the ab nd individual cr f online informa Learning Indio	e the main mo gage with rele tive enquiry, n pove modes reativity, discu ation, use of o	ode. evant and more in-c ussion an	l appropria depth analy d reflectio	te vsis and n: student	
 lesson, picked and developed from the course specification Learning indicators for each learning outcome 	5. Interp key featu and lister the Early English c	ret and u ures of the ning com Grade (K urriculum	nderstand e speaking ponent of	5.1 Interpret t speaking/oral listening comp of the Early G (KG-P3)English curriculum an they cater for needs and int of diverse lead the classroom 5.2 Identify th deficiencies o Early Gradesp and listening component of curriculum an to address the	the To and pa ponents in rade tu h te d how we the so erests co rners in an n. lan ne • f the reaking f the d how	nrticipatio the limita tor/lectu achers to eek befor me prese ncept of nd the role nguage le Core s comm thinkir observ skills, a	rer will ask o do online re the lesso entation or listening a es they pla earning. kills target unication, ng, collabo vation and and digital	eve more student research a on and do o the nd speaking y in ed include critical ration, enquiry	

5. The speaking and listening component of the Early Gradecurriculum.		Stage/ time	Teaching and learning to achie depending on delivery modes collaborative group work or in	ected. Teacher led, ependent study Student Activity itudent teachers work in pairs to identify the problems of assessing analy Gradespeaking and istening and ways to address the problems. They later share their work with the class as a way of revising the previous lesson. Actudent teachers note the preview of the current esson provided by the utor. Actudent teachers work in asked groups to identify he content of the peaking and listening components of the Early Gradecurriculum, what he topics or content entails and how they are equenced. Group one works on speaking section while group two works on he listening section. Each group then presents their work to the whole class or feedback and comment from peers and utor. Actuals and how they are equenced. Group one works on speaking section while group two works on he listening section. Each group then presents their work to the whole class or feedback and comment from peers and utor.		
			Teacher Activity	Student		
	Revision of the previous lesson on problems of assessing Early Gradelearners' speaking and listening skills and how to address the problems	Introducti on: 20 mins	Ask students to do pair work by identifying then problems in assessing Early Gradespeaking and listening skills of learners and ways to solve the problems. After 10 minutes let learners share what they have done with the class as recap of the previous lesson.	Student teachers work in pairs to identify the problems of assessing Early Gradespeaking and listening and ways to address the problems. They later share their work with the class as a way of revising the previous lesson.		
			Preview the current lesson – interpreting the speaking and listening components of the Early Gradecurriculum and its deficiencies with learners.	Student teachers note the preview of the current lesson provided by the tutor.		
	5.1 Interpreting the Early Gradespeaking/ oral and listening component of curriculum	Stage 1: 70 mins	Group Work Put student teachers into two main mixed groups. Assign group one with the task of identifying then content of the speaking/oral component of the curriculum and group 2 the listening component of the curriculum.Help each group to identify the various contents in each section, how they are sequenced and interpret what the content entails. Later let each group present their observations to the class for further discussions. (PDP Theme 4, p. 79)	Group Work Student teachers work in tasked groups to identify the content of the speaking and listening components of the Early Gradecurriculum, what the topics or content entails and how they are sequenced. Group one works on speaking section while group two works on the listening section. Each group then presents their work to the whole class for feedback and comment from peers and tutor.		
	Deficiencies of the Early Gradespeaking and listening curriculum.	Stage 2: 50 mins	Class Discussion : Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Early Gradespeaking and listening component of the curriculum. Give student teachers opportunity to work individually in putting the discussion in the form of concept map and share with class. (PDP Theme 3, p.69)	Class Discussion Student teachers answer tutor's question to identify the deficiencies of the Early Gradespeaking and listening component of the curriculum. Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.		
	Addressing Deficiencies in the speaking and listening component of	Stage 3: 30 min	Group Work: Put student teachers in groups and ask them to brainstorm on how to address the deficiencies in the speaking and listening	Student teachers work in groups to brainstorm on how to address the deficiencies in the speaking and listening		

		1	1	
	the Early		component of the Early	component of the Early
	Gradecurriculu		Gradecurriculum. Ask them	Gradecurriculum and
	m		to present their work to the	present their work to the
			class orally for feedback	entire class for discussion
			from tutor and peers.(PDP	and feedback from tutor
			Theme 4, p. 79)	and peers.
	School Visit		Provide student teachers	Student teachers visit
			with checklist to use during	schools to with a checklist
			school visit to identify how	and identify ways
			teachers address the	teachers address the
			deficiencies in the Early	deficiencies in the
			Gradespeaking and listening	speaking and listening
			component of the	component of the
			curriculum.	curriculum and write
			Ask student teachers to	report.
			should indicate in their	Student teachers indicate
			observation note how their	in their observation note
			knowledge of the	how their knowledge of
			deficiencies will help them	the deficiencies will help
			use the curriculum	them use the curriculum
			effectively and discuss it in	effectively and discuss it
			their nest lesson.	in the next lesson.
	Closure			Student teachers answer
		Stage	Ask students teachers	question write then
		10min	question to recap the lesson.	posed by the tutor tom
			Answer student teachers'	recap the lesson.
			questions for clarification	Ask tutor questions on
			Follow-up: Ask student	the lesson for clarification
			teachers to read ahead on	Student teachers read on
			designing the speaking and	designing a speaking and
			listening scheme of work for	listening scheme of work
			the next class.	for the next class.
Which cross cutting issues will	 Inclusivit 	l w/gondor (inc	luding both male and female in	
be addressed or developed and	group)	y/genuer (inc		each group, mixed ability
how		ation (workin	a in ground of a toom)	
now			g in groups as a team)	haalahaamustian)
		• •	uestions for clarification and scl	nool observation)
			ission and peer critiquing)	·····
			ugh presentation and answering	
Lesson assessments – evaluation			od: Assessment for and as learn	
of learning: of, for and as	-		he Early Gradespeaking and liste	
learning within the lesson(linked		<i>,</i> ,	skills targeted are communicati	ion, team
to learning outcomes)			ills, digital literacy)	
Teaching Learning Deserves			Course learning outcome 5	
Teaching Learning Resources	compute			
	Projector			
	Smartphe	ones		
	Laptop			
Required Text (core)			ion to language teaching skills: A	A resource for language
			Woode Publishers [Unit 30]	
			. Accra, Ghana: Ghana Education	
			ge Curriculum. Accra: Ghana, Ed	-
	GES (2019). The G		uage Curriculum. Accra: Ghana,	
		A 11 - +	(2000) Language Curriculum De	sign NV: Poutlodge
Additional Reading List	Nation, L. S. P. & I		(2009). Language Carriculari De	sign. Nr. Koulleuge
-	[Chapter	9)		
Additional Reading List CPD Needs	[Chapter	9)	ng the Early Gradespeaking and	

	emester	1	Place of les	son in semester	123	3456	5789	10 11 12			
Title of Lesson	The speaking a	The speaking and listening Scheme of Work for Early Gradelearner Lesson Duration 3 hrs									
Lesson description	The lesson also	The lesson introduces student teachers to designing the speaking and listening scheme of work. The lesson also exposes students to factors to consider when designing a speaking and listening scheme of work for Early Gradelearners									
Previous student teacher knowledge, prior learning (assumed)	Early Gradecu	tudent teachers have learned about interpreting the speaking and listening components of the arly Gradecurriculum, the deficiencies in the curriculum and how to deal with the deficiencies.									
Possible barriers to learning in the lesson	Grade	Gradespeaking and listening.								· Early	
Lesson Delivery – chosen to support students in achieving the outcomes	face Act	ictical ivity √	Work- Based Learning	~	Indepen Study ✓		e-learn opport √	unities		ticum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, bra student teach Independent s promote indiv can be part of Seminars: to p or tutor led. e-Learning: Us available tech	 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 									
Learning Outcome for	Learning Outo			Learning Indic	ators						
 the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	6. Plan and co speaking and l integrating the the needs and	istening em to ca	g by ater for	6.1 Plan and w scheme of wor an integrated		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a					
	diverse Early C (KG-P3) learne NTECF bullet 1	ers NTS 3		speaking and listening lessor cater for the d needs and inte	iverse	some of list	present ening a	the lesson a tation on th nd speaking ay in langua	ne cor g and	ncept the	
				 needs and interest of learners in the Early Grade(KG-P3 level). o Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity 					skills,		
5.The speaking and		Stag	ge/time	Teaching and I	earning t			g gender. ning outco	mes:		
listeningScheme of Work for Early				depending on collaborative g	delivery	mode	selected	l. Teacher l	ed,		
GradeLeaner				Teacher Activi			1	nt Activity			
	Revision on the previous lesson on interpreting the Early Gradespeaking and listening curriculum, its deficiencies and addressin	20 n	oduction: nins	Ask student teachers individually to write summary/main points of the previous lesson as a recap and let them share it with the class.Student teachers work pairs to identify some contents areas in the speaking and listening component of the Ear Gradeliteracy curricul They later share their with the class as a way report from school visit on the previous lesson.Student teachers work pairs to identify some contents areas in the speaking and listening Gradeliteracy curricul They later share their with the class as a way revising the previous lesson.			main y ım. work y of esson.				

P				
	deficiencies skills and how to address the problems		Preview the current lesson – designing a speaking and listening scheme of work and factors to consider in designing a scheme of work.	school visit on the previous lesson. Student teachers note the preview of the current lesson provided by the tutor
	6.1. The speaking and listening Scheme of work	Stage 1: 70 mins	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)	provided by the tutor. 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 2: 70 mins	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. 25)	Student teachers work in mixed group to find out factors that affect the designing of a speaking and listening scheme of work using available technology or books. Student teachers present their work on posters to the class for tutor and peer feedback.
	School Visit		Let student teachers to visit schools to observe how teachers prepare their speaking and listening scheme of work and compare with what they have learned in class for discussion in the next lesson.	Student teachers visit schools, observe how teachers prepare their scheme of work, and compare with what they have learned in class for next class discussion.
	Closure	Stage 3:1520 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap main issues the lesson. Ask tutor questions on the lesson for clarification
Which cross cutting issues will be addressed or developed and how	 Collabo Enquiry Critical 	ration (working ir skills (asking que thinking (Discussi	ding both male and female in each n groups as a team) estions for clarification and schoo fon and peer critiquing) n presentation and answering qu	ol observation)
Lesson assessments – evaluation of learning: of, for and as learning within			Assessment of learning (Asses me of work and present for asse	

the lesson(linked to learning outcomes)	are communication, team work/collaboration, enquiry skills, digital literacy)							
	Assesses Learning Outcomes: Course learning outcome 6							
Teaching Learning	computer							
Resources	Projector							
	Smartphones							
	Laptop							
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 30]							
Additional Reading List	Nation, L. S. P. & Macalister, J. (2009). Language Curriculum Design. NY: Routledge [Chapter 9)							
	Makokha, S. & Ongwae, M. Teachers handbook: A 14 day teaching methodology. Kenya:							
	German Development Services. [Chapter 10]							
	http://collections.infocollections.org/ukedu/en/d/Jgtz017e/							
CPD Needs	Workshop for tutor on designing the Early Gradespeaking and listening scheme of work.							

Year of B.Ed.	2	Semester	1	Place of lea	sson in semester	12345	6 7 8 9 10 11	. 12		
Title of Lesson		The spea	king and	listening Lesso	on plan for Early (Gradelearner	Lesson Duration	3 hrs		
Lesson descriptio	n	The lesso	The lesson introduces student teachers to designing the speaking and listening lesson plan The lesson also exposes students teachers to factors to consider when designing a speakin and listening lesson plan for Early Gradelearners							
Previous stude knowledge, pri (assumed)			Student teachers have learned about deigning an Early Gradespeaking and listening schem work and factor to consider when designing a scheme of work							
Possible barriers in the lesson	to learning		Student and liste Large cla	ning.	not know how t	o design less	son plan for Early (Gradespeaking		
Lesson Delivery – support students the outcomes		Face-	Practica Activity √	al Work-		Independent Study ✓	t e-learning opportunities √	Practicum		
of delivery chose student teachers the learning outc	in achievi omes.	ing and / or s Independ promote can be pa Seminars or tutor l e-Learnir available								
Learning Out the lesson, p	icked and	Learning		es ach) lessons	Learning Indica		facilitate students'	narticipation		
developed fr course specif Learning indi each learning	ication cators for g outcome	in speaki integratin the need diverse E (KG-P3) k NTECF bu	ng and lis ng them i s and int arly Grac earners N illet 13,p	stening by to cater for erests of delearners NTS 3 g, l, m, .25	lesson plan for integrated spea and listening le that cater for t diverse needs a interest of lear the Early Grade P3 level).	1 Plan and write a sson plan for an tegrated speaking nd listening lesson nat cater for the iverse needs and terest of learners in ne Early Grade(KG- 3 level).To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teachers to do online research a week before the lesson and do some presentation on the concept of listening and speaking and the roles they play in language learning.• Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.				
6.The speaking ar Lesson plan Gradelearne	for Early	5		Stage/time	outo Teac	comes: deper cher led, colla	rning to achieve le nding on delivery m aborative group wo	node selected.		
					inde Teacher Activit	pendent stu ty		dent Activity		
		Revision the previ lesson or design th Early Gradespe and lister scheme o work and factors to	ous e eaking ning of	Introduction: 10 mins			tify the main in the n on designing listening k for Early Later share n the class as a			

· · · · · · · · · · · · · · · · · · ·				Y
	consider when designing a scheme of work for Early Gradelearners in speaking and listening		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 learnersthrough the use of PowerPoint presentation.Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments. (PDP Theme 3, p. 69)	Student teachers listen to the PowerPoint presentation by the tutor on design a speaking and listening lesson plan and its importance in language teaching and learning. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided lesson plan,
	Components of a speaking and listening lesson plan (pre-, in- and post)	Stage 2: 90 mins	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. pre-speaking/listening, in-speaking/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 Early Graders used at each stage of the lesson. (PDP Theme 4, p. 69). 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. 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.
	School Visit		tutor or peer feedback. During school visit, let student teachers observe how teachers prepare their speaking and listening lesson plan and teach speaking and listening and write report on it.	Student teachers visit schools, observe how teachers prepare their speaking and listening lesson plans, and compare with what they have learned in class. Also observe how the teachers teach listening and speaking and write report on it.
	Factors to consider when planning a	Stage 3: 30 min	Class Discussion: Lead class discussion using question and scaffolding to help	Student teachers participate in class discuss by answering tutors question, also ask

	speaking and listening lesson plan Closure	Stage 4: 10min	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) Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	question for clarification and make comments. 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	 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) 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 learning (Assessment on preparing an Early Gradespeaking and listening lesson plan on a selected speaking and lesson topic and present for assessment (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6					
Teaching Learning Resources	Computer Projector Smartphones Laptop YouTube video on Teaching speaking and listening. Retrieved from Youtube.com					
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 30]					
Additional Reading List	Nation, L. S. P. & Macalister, J. (2009). <i>Language Curriculum Design</i> . NY: Routledge [Chapter 9) Makokha, S. & Ongwae, M. (n.d) <i>Teachers handbook: A 14 days teaching methodology</i> . Kenya: German Development Services. [Chapter 10] http://collections.infocollections.org/ukedu/en/d/Jgtz017e/					
CPD Needs	Workshop for tutor on designing the Early Gradespeaking and listening lesson plan.					

Year of B.Ed.	2	Semester		1	Place of le	esson in semest	er 1	2345	6 7 8 9 10 11 1	2	
Title of Lesson		Plan and co-teach Integrated speaking and listening lesson with Lesson Duration 3 hrs mentor/tutor or colleague Image: State						3 hrs			
Lesson descriptio	n	The lesson i lesson also	The lesson introduces student teachers to designing the speaking and listening lesson plan. The lesson also exposes students teachers to factors to consider when designing a speaking and								
			listening lesson plan for Early Gradelearners								
Previous student knowledge, prior (assumed)	learning	Student teachers have learned about deigning an Early Gradespeaking and listening scheme of work and factor to consider when designing a scheme of work									
Possible barriers		• Stu	Student teachers may not know how to design lesson plan for Early Gradespeaking and								
learning in the les	sson		listening.								
		 Lar 	-	ass size							
Lesson Delivery –		Face-to-	Pract		Work-	Seminars	-	endent	e-learning	Prac	cticum
to support studer		face ✓	Activ		Based	~	Study		opportunities		
achieving the out				✓ 	Learning						
Lesson Delivery				-					rgument. It include		
mode of deliver	-						•	rk etc. I	his can be tutor and	a / or si	tudent
to support teachers in achie	student				•	e the main mod		alovant a	nd appropriate ma	torials	to
learning outcome	-								ysis and developme		
learning outcome		be part of a						ptiranar			5 can
			'				ivity, dis	scussion	and reflection: stud	lent an	d / or
		tutor led.	10 801	lerate	Broup and		ivity, and	cussion			u / 01
		e-Learning:	Use o	of vide	o, use of or	line informatio	n, use o	f compu	ters, smartphone o	r any	
		available te			,		,		<i>,</i> ,	,	
• Learning Out	come for	Learning Ou				Learning Indic	cators				
the lesson, pi		_				-					
developed fr	om the	6. Plan and (co-teach) lessons in						cilitate students' pa	-		
course specif	ication	speaking and listening by			•		chieve more in the limited time,				
• Learning indi		integrating them to cater for						/lecturer will ask student ers to do online research a			
for each lear	ning	the needs and interests of			1 0						
outcome		diverse Early Gradelearners listening lesson week before the lesson and do so (KG-P3) learners NTS 3a, g, l, that cater for the presentation on the concept of									
		(KG-P3) learners NTS 3a, g, I, that cater for the presentation on the concept of m, NTECF bullet 13,p.25 diverse needs and listening and speaking and the									
		in, itreei	interest of learners they play in language learning				10105				
						in the Early • Core skills targeted include			e		
						Grade(KG-P3 level). communication, critical thin					
						collaboration, observation and			-		
						enquiry skills, and digital					
							literacy. Inclusivity including			ng	
						gender.					
5.The speaking an				Stage	e/time	Teaching and learning to achieve learning outcomes:					
listening Les	son plan					• •		-	selected. Teacher	ed,	
for Early						collaborative	group v	vork or i	ndependent study		
GradeLeane	r					Teacher Activ	ity		Stude	ent Act	ivity
		Revision	on			work in pair to revise the		to	Student teachers work in pa		n pairs
		the previ	ious	Intro	duction:				to identify the main issues		
		lesson	on	15 m	ins				arned in the previous lesson		
		U	the			lesson; designing a speaking on designing a speal		-			
		Early				and listening lesson plan for listening lesson pl					
		Gradespeak	-			Early Gradelearners and Gradelearners. Late					
		and lister	ning			factors to consider when their work with t					
		lesson	, s of					way of revising the lesson.	ie prev	ious	
		component the speal				Let pair share their work lesson. with the class for comments.					
		and lister				Give an overview of the					
			·····δ			Sive an over		une			

	esson plan and factors to consider when designing a speaking and istening lesson olan for Early Gradelearners.		current lesson – designing an integrated speaking and listening lesson plan and importance of designingan integrated the lesson plan.	Student teachers note the preview of the current lesson provided by the tutor.
a a s	5.1.Planning and Teaching an integrated speaking and istening 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.	Video Presentation Student teachers watch the video on integrating speaking and listening lesson delivery for Early Gradelearners.
			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)	Class Discussion 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,
a C S	mportance and challenges of integrated speaking and istening lesson	Stage 2: 70 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	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
			or peer feedback.	with another group for feedback and later present to the entire class using posters for tutor and peer feedback.
i s I	Teaching an ntegrated speaking and istening lesson olan		School Visit : During school visit, student teachers plan an integrated speaking and listening lesson co-plan and co-teach with a colleagues or mentor for feedback and comments from tutor and colleagues.	Student teachers prepare an integrated speaking and listening lesson on an Early Gradetopic, co-plan and co- teach with a colleague/mentor and receive feedback or comments from tutor or colleagues.

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	Overview	Stage 3 mins. Stage 4 min		Reflection Ask student teachers to reflect on the main topics in the entire course (all lessons) and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Early Grade School teachers. Let student teachers share their reflections with class. Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers reflect on the main topics in their course and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Early Grade teachers. Student teachers share their reflection with the class. 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	 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) 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 as learning (Assessment on preparing an Early Grade speaking and listening lesson plan on a selected speaking and lesson topic and co-teach (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6					
Teaching Learning	•	<u>outcome</u>	<u> </u>			
Resources						
Required Text (core)	 computer Projector Smartphones Laptop YouTube video on Teaching integrated speaking and listening lesson. Retrieved from Youtube.com YouTube video in integrated language skills – Listening YouTube. Retrieved fromhttps://www.youtube.com/watch?v=kPnckCUv8Y8 					
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	Workshop for tute	or on integ	grating	the teaching of the language ski	ills.	
Course Assessment	 ¹Component 1: Subject Portfolio Assessment: (30% overall score) Selected Items of students work (3 of them - 10% each) Midterm assessment, - 20% Reflective Journal 40% Organisation of the portfolio – 10% (how it is presented/organised) ²Component 2: Subject Project: (30% overall semester score) Introduction, a clear statement of aim and purpose of the project – 10% 					
	 Methodo project – 	ology: wha · 20% ive or mai on 30%	it the st	tudent teacher has done and wh	by to achieve the purpose of the	

 1 See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP 2 See rubrics on Subject Project Assessment in Annex 6 of NTEAP

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