

Four-Year B.Ed. Course Manual

Teaching Speaking and Listening









GOVERNMENT OF GHANA









FOREWORD

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

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which 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.

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CORE WRITING TEAM

Names of writers	Subject	Names of writers	Subject
Dr. Isaac Eshun		Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir		Mohammed Adam	
Ms. Shirley Dankwa	African Studies	Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture	Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami		Prof. Samuel Hayford	
Dr. Samuel Frimpong		Dr. Awuni	
Robert Quansah	Early Grade	Rev.(Dr) Nyueko Avotri	Technical Vocational
Dr. Abraham Kwadwo Okrah	English Language	Elizabeth Lani Ashong	Education and Training
Dr. Sarah Emma Eshun	- Liigiisii Laiigaage	Michael Tsorgali	. ITallillig
Vivian Acquaye Felix A. Odonkor		Frnacis Donkor	
Dr. Cecilia Esinam Agbeh		Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	French	Prof. Salomey Essuman	
Dr. Kofi Adu-Boahen		Dr. Paul Kwadwo Addo	
Dr. M. Kusimi		Dr. Winston Kwame Abroampa	
Dr. Aboagye Dacosta		Mr. Kwaku Esia-Donkoh	
Mr. Alexander Otoo	Geography	Mohammed Z. Abdulmumin	Pedagogy
Dr. Yvonne A.A. Ollennu	Ghanaian	Dr. Mohammed Hafiz	Arabic
Kwasi Adomako	Language	Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah		Mohammed Almu Mahaman	
Anitha Oforiwah Adu- Boahen		Murtada M. Muaz	
Gertrude Nkrumah	History	Dr M. Q. Adjahoe	Music
Prof Charles Owu-Ewie	Literacy	Prof Cosmas Mereku	
Dr. Ahmed Amihere		Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq	Mathematics	Dr. Emmanuel Osei Sarpong	
Dr. R. Addai-Mununkum	RME	E. Kwaku Kwaa-Aidoo	ICT

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 Writing

A. Course Information

Title Page

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

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. 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

Course Details

Course Details									
Course name	Teac	Teaching Upper Primary speaking and listening							
Pre-requisite	Stud	Students have studied language and literacy and how its role in language learning							
Course Level	200	Course		Credit	3				
		Code		Value					

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 Upper Primary (P4-6) effectively to improve learners' language learning and literacy competence.

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

2. Course Description

The aim of this course is to expose student teachers specialising to teach at P4-6 to the various skills of teaching speaking and listening. The course integrates the teaching of speaking and listening. The course begins with the introduction of student teachers to the concept of speaking and listening and how it contributes to language learning and literacy development. The course seeks to equip student teachers with the skills in materials development for teaching speaking and listening and techniques in assessing speaking and listening at Upper Primary (P4-6) level. It will also provide student teachers with the skills to integrate technology into teaching speaking and listening to enhance P4-6 learners' literacy skills. The course exposes student teachers to the speaking and listening component of the Upper Primary curriculum. Besides, the course provides student teachers with the needed skills to help them to reflect critically on speaking and listening activities and how to apply them in the Upper Primary (P4-6) classroom. The course also builds teachers' capacities to teach integrated speaking and listening in real classroom situations by team teaching with mentors or peers. The course places emphasis on planning appropriate integrated lessons taking into consideration all manner of learners and their needs. The course will be delivered through student-centred approaches such as discussion, project work/seminars, class presentation, observation/school visits, role-play and practical teaching. Other modes of delivery are checklist, think-pair-share, demonstrations, and child study. The assessment strategies for, of, and as learning will include quizzes/assignments, examinations, presentations, report writing, and portfolios. The course is aimed at achieving the following NTS requirements:1 a, 2 c, 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.

3. Key contextual factors

This course aims at training student teachers to acquire essential capacities to teach speaking and listening at the Upper Primary (P4-6) in order to develop all learners' literacy skills and to facilitate a smooth transition from P4-6 to upper primary in the area of speaking and listening. The course has been designed against the background of teachers having limited skills in; teaching speaking and listening, developing their own materials for teaching speaking and listening and integrating ICT into the teaching of speaking and listening. In addition, there is the misconception that speaking and listening is not part of literacy and that teaching speaking and listening is the responsibility of only language teachers. In addition, teachers have not been trained to integrate teaching speaking and listening in one lesson. This notion has resulted in the neglect of developing learners' speaking competencies in the classroom and consequently, poor transitioning of learners from Primary 3 to P4 and from P6 to JHS1 in terms of developing speaking skills. Furthermore, during speaking and listening lessons, often, teachers do the talking rather than learners. This course is therefore, designed to rectify all these anomalies.

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

- Critical thinking and problem solving Collaboration
- Communication
- Observation and Enquiry skills

- Digital literacy
- Cultural diversity and inclusion
- Inclusivity and gender

inclusivity and gender	
5. Learning Outcomes	6. Indicators
1. Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of Upper Primary (P4-6) learners, and components of speaking and listening. (NTS 2c, d and NTECF 3, p.25) 2. Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach Upper Primary (P4-6) learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25)	 1.1 Define the concept of speaking and listening. 1.2 Identify the roles speaking and listening play in Upper Primary (P4-6) learners' literacy development 1.3 Discuss the components/vies of listening and speaking appropriate approaches to teaching speaking and listening at P4-6. 1.4 Identify the components that underlie effective oral instruction 2.1. Identify appropriate approaches that address the diverse needs and interests of learners to assess P4-6 learners' speaking and listening skills. 2.2. Evaluate how these techniques are practiced in schools to address the diverse needs of learners in speaking and listening. 2.3 Use appropriate teaching techniques to address the diverse speaking and listening needs and interests of learners to smoothly transition from home to school, from P3 to P4 and from P6 to JHS 1. 2.4 Apply the techniques/activities learned in the classroom in teaching speaking and listening at Upper Primary (P4-6) level to address the diverse needs and interest of learners.
Upper Primary	
3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among P4-6 learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).	 3.1 Identify appropriate technology tools that can be used in teaching speaking and listening for Upper Primary (P4-6) learners. 3.2 Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the Upper Primary (P4-6). 3.3 Use appropriate teaching learning materials for teaching speaking and listening which address the diverse needs and interest of P4-6 learners to enhance their speaking and listening skills. 3.4 Identify and explain factors to consider when developing/selecting TLMs for Upper Primary (P4-6) learners 3.5 Identify and explain ways to create an environment for effective use of P4-6 TLMs to enhance speaking and listening development of Upper Primary (P4-6) learners.
4. Use appropriate methods/tools to assess the speaking and listening skills of diverse P4-6 learners (NTS 1a, 3k and NTECF bullet 6, p.25)	 4.1 Identify appropriate methods/tools, which address the diverse needs of learners to assess the speaking and listening of P4-6 learners. 4.2 Observe how these methods are used in assessing speaking and listening to improve the literacy skills of all manners learners at the P4-6 level to address their speaking needs. 4.3 Use appropriate assessment methods/tool as developing teachers to assess speaking and listening skills of P4-6 learners. 4.4 Identify the problems of assessing Upper Primary speaking and listening and how to address the problems of assessing speaking and listening at Upper Primary.
5. Interpret and understand key features of the speaking and listening component of the P4-6 English curriculum (NTS 2b, d; NTECF bullet 11, 13; p. 25)	 5.1 Interpret the speaking/oral and listening components of the P4-6 English curriculum and how they cater for the needs and interests of diverse learners in the classroom. 5.2 Identify the deficiencies of the Upper Primary (P4-6) speaking and listening curriculum and how to deal with the deficiencies.
6. Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse P4-6 learners (learners NTS 3a, g, I, m, NTECF bullet 13,p.25	 6.1. Plan and write a scheme of work for an integrated speaking and listening scheme of work for Upper Primary (P4-6) from the English curriculum that cater for the diverse needs of learners. 6.1.2 Identify factors to consider when designing a scheme of work for an integrated speaking and listening lesson that caters for diverse needs and interest of learners in the Upper Primary 6.2 Speaking and listening lesson Plan 6.2.1 Components of a speaking and listening lesson (plan) 6.2.2 Plan an integrated speaking and listening lesson that cater for the

		level. 6.2.3 Plan and Co-teach a speaki lesson plan designed to re to enhance their speaking 6.2.4 Identify the importance of for Upper Primary (P4-6) Identify	integrating speaking and listening in a lesson
		Sub topic ii uiiyy	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 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	1. 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) 2. 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) 3. Discussion (teacher introduces the topic and leads in discussion by using leading and probing questions for students to identify the components of speaking) 4. Think, pair, share: Teacher asks students to 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. 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.
	Teaching Speaking and	2.1 Speaking strategies	5. Checklist (students used their prepared checklist to find out if their objectives for the lesson have been met) 1. Group Work (Put students teachers in
2	listening strategies for teaching Upper Primary (P4-6) learners	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 2.2 Strategies for developing the speaking and listening skills of learners	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 Upper Primary 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) 2. School Visit (Students visit schools and observe how teachers use these strategies to develop the speaking and listening skills of all learners and the advantages and disadvantages of each strategy. Student teachers write report on their visit and present in class).

		2.2 Problems of using the strategies	 Discussion (After school visit, students discuss their observation in class and come out with effective strategies to employ in enhancing Upper Primary (P4-6) learners' speaking skills taking into consideration learners' diverse needs and interests). Video (student teachers are shown video of speaking and listening problems of Upper Primary (P4-6) learners. Student teachers then discuss the speaking problems identified in the video) 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 Upper Primary (P4-6) speaking and listening materials	3.1 What are speaking and listening LTMs? 3. 2 Using technology to prepare and use Upper Primary speaking 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 Upper Primary (P4-P6) learners	1. Group Work (Student teacher work in groups and research on factors that affect the preparation and use of speaking materials for Upper Primary learners and present to class) 2. Technology use (student teachers learn how to use computer to develop a speaking material and also use online speaking and listening materials as teaching resource) 3. Demonstration (Student teachers prepare their own teaching materials using technology and use them to teach a selected topic which address the diverse needs and interests of learners in speaking and listening in the classroom) 4. Discussion: Teacher leads discussion on selecting and using appropriate speaking and listening TLMs 5. Discussion (student teachers work in groups to discuss the challenges of face using technology to produce TLMs and
4	Assessing Upper Primary (P4-6) learners speaking and listening skills	4.1 Assessing speaking and listening skills of Upper Primary learners 4.1.1 Assessing Upper primary learners' oral language skills 4.1.2 Assessing speech production (pronunciation) 4.1.3 Assessing comprehension of oral language 4.2.1 Problems of assessing speaking and listening skills of Upper Primary learners and addressing the challenges	how to address the challenges) 1. Discussion (student teachers form 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 Upper Primary level to cater for diverse learners' needs and interests. 2. Problem-solving (Teacher puts learners in groups and ask each group to brainstorm on the problems of assessing the speaking skills of learners and ways to address the challenges) 3. School visits (Student teachers visit schools to observe how teachers assess

5 The Upper Primary speaking and listening component of the English curriculum 5.1 Interpreting the Upper Primary speaking/oral and listening component of the curriculum 5.2 Deficiencies in the curriculum and how to address them 5.2 Deficiencies in the curriculum and how to address them 6 Plan and co-teach Upper Primary speaking and listening lesson with mentor/tutor or colleague. 6.1 Preparing scheme of work for Upper Primary speaking and listening lesson plan for Upper Primary learners 6.2 The speaking and listening lesson plan for Upper Primary learners 6.2.1 Components of a speaking and listening lesson plan (pre-, in and post) 6.2.2 Factors to consider when designing a speaking and listening lesson plan (pre-, in and post) 6.2.3 Teaching an integrated speaking and listening lesson plan (5.2.5 Discuss with mentor/teacher on issues that emanated from the lesson deliveree.				the various components of speaking taking into consideration of diverse needs and interests of learners and the challenges they face and how they address such challenges and write reports on it) 4. Child study (Students teachers practice using appropriate assessment tools on a learner to assess the various component of speaking taking)
Primary speaking and listening lesson with mentor/tutor or colleague. 6.1.1 Factors to consider when designing a speaking and listening scheme of work for Upper Primary learners. 6.2 The speaking and listening lesson plan for Upper Primary learners 6.2.1. Components of a speaking and listening lesson plan (pre-, in and post) 6.2.2 Factors to consider when designing a speaking and listening lesson plan which targets the diverse learners in the classroom from the scheme of work designed and coteach with colleague in class) 6.2.3. Teaching an integrated speaking and listening lesson 6.2.4 Importance of the integrated speaking and listening lesson plan 6.2.5 Discuss with mentor/teacher on issues that emanated from the		and listening component of the English curriculum	Primary speaking/oral and listening component of the curriculum 5.2 Deficiencies in the curriculum and how to address them	1. Discussion (Teacher leads student teachers to discuss the content of the speaking and listening component of the Upper Primary curriculum 2. Review (student teachers work in groups and use their knowledge of the curriculum to identify the deficiencies in the speaking and listening component of the curriculum and how to address the deficiencies. 3. Practical work (students teachers design a scheme of work from the Upper Primary curriculum and share with class for review)
	6	Primary speaking and listening lesson with mentor/tutor or	 6.1.1 Factors to consider when designing a speaking and listening scheme of work for Upper Primary learners. 6.2 The speaking and listening lesson plan for Upper Primary learners 6.2.1. Components of a speaking and listening lesson plan (pre-, in and post) 6.2.2 Factors to consider when designing a speaking and listening lesson plan 6.2.3. Teaching an integrated speaking and listening lesson 6.2.4 Importance of the integrated speaking and listening lesson plan 6.2.5 Discuss with mentor/teacher on issues that emanated from the 	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 Upper Primary learners 2. Demonstration (student teachers prepare an integrated speaking and listening lesson plan which targets the diverse learners in the classroom from the scheme of work designed and co-

Teaching and Learning Strategies

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

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

3. Course Assessment Components

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

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

Note:

- Selected Items of students work: The selected items of students' work will include the ff:
 - Written analysis of approaches to teaching speaking and listening. Student teachers reflect on an approach to teaching speaking and listening and their attendant challenges and write a one-page report on it.
 - TLM to support speaking and listening teaching (Student teachers prepare an appropriate TLM they would use for a given topic and make a write-up on how it is prepared and used in teaching speaking and listening).
 - Written approaches analysis of speaking and listening approaches LO 4 NTS 1a, 3k)
- Mid-semester will involve a quiz on the following topics: the concept of speaking and listening, components of speaking, strategies for teaching speaking and learning. Technology and TLM development and assessing speaking and listening (LO 1, 2, 3 – NTS 1a, 2d, 3e, g, j, k, m)
- The **Reflective Journal** will include writing a 600-word reflective report on challenges of the various strategies for assessing speaking and listening at the Upper Primary level and how to address the challenges. Indicate how it has helped in developing your professional career as a language teacher. Let student teachers put it in their portfolio for assessment (LO 3 3k)

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

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

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

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

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

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

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

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

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

Note:

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

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

Assesses Learning Outcomes: Course learning outcomes measured LO 5

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

- 1a. Critically and collectively reflects to improve teaching and learning.
- 2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.
- 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

- 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 31. Listens to learners and gives constructive feedback.

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

Component 3: End of Semester Examinations – 40% overall

Note:

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

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

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

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

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

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

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

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
					L 23456789101112

Title of Lesson	Introduction	on to teachir	ng speaking a	and listening	Les	son Duratio	on	3 hours	
Lesson description	The lesson introduces student teachers specialising to teach at the Upper Primary (P4-6) 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. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the	components of the course. Student teachers have learned about language and literacy and how they lay the foundation for language acquisition. • Student teachers may not know how speaking and listening contribute to language acquisition								
lesson Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face Activity Based Learning			Seminars ✓	Independe Study		arning ortunities ✓	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. 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								
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes 1. Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of Upper Primary learners, and components of speaking and listening. (NTS 2c, d, NTS 3e and NTECF 3, p.25)			Learning Ind 1.1 Define the of speaking and listening. 1.2 Identify the speaking and play in Upper learners' languacquisition and development	e concept and he roles I listening r Primary guage nd literacy	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 will be stressed on in forming learning groups.			

Topic: Introduction	Sub topic	Stage/time	Teaching and learning to achieve le	
to teaching speaking	The concepts,		depending on delivery mode select	
and listening	types and roles of speaking and		collaborative group work or indepe	· · · · · · · · · · · · · · · · · · ·
,	listening		Teacher Activity	Student Activity
	Revision of the previous lesson the concept of literacy and the components and stages of literacy	Stage 1: 20 mins	Revise previous lesson with student teachers through question and answer technique. Ask student teachers to talk about the concept of literacy, its components and the stages of	Answer the questions asked by the tutor/lecturer to revise previous lesson (concept of literacy, components and the stages of literacy development.
	development		literacy development	
	Introduction of Course Manual	30 mins.	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 to discuss the manual and course expectations. Answer questions from studentteachers for clarification.	Student teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarifications.
	Definition of speaking and listening and types	Stage 2: 60 mins.	Discussion: Tutor leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic using probing and leading questions. Provide feedback to make students contribute effectively. (PDP Theme 3, p. 69)	Discussion: Discuss as a class on the meaning of speaking and listening in language learning by answering questions posed by tutor after the presentation.
			Semantic Mapping: Tutor guides student teachers to make individual semantic map of what has been learned in the stage.	Semantic Mapping 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: 65 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. Ask student teachers to indicate in their reflective note how this will enhance their professional development in teaching speaking	During school visit student teachers use checklist provided by tutor to identify the roles of speaking and listening in language learning. Student teachers indicate in their reflective note how this will enhance their

	Closure		and listening for next class discussion. Ask student teachers to work in	professional development in teaching speaking and listening for next class discussion. Student work in groups to			
		15 min	groups and write the main points in the lesson. Call student teachers to	write the main points in the lesson.			
			summarise the lesson. Answer student teachers'	Summarise the main points of the lesson orally			
			questions for clarification Use provided checklist to identify	Ask tutor questions on the lesson for clarification. Use provided checklist to			
			whether the indicators of the lesson has been achieved	see whether the indicators of the lesson has been			
Which cross cutting	Digital liter	acy (searching o	online for information on the topic)	achieved.			
issues will be			ng both male and female in each grou	(au			
addressed or	-		groups as a team)				
developed and how			cions for clarification)				
	Critical this	nking (through c	liscussion, brainstorming and peer cr	tiquing)			
	 Communic 	ation (through o	discussion, presentation and asking a	nd answering of questions)			
Lesson assessments	· · · · · · · · · · · · · · · · · · ·		Assessment for learning (group oral ۱	presentation on role of			
evaluation of	speaking and listeni	ng on literacy d	evelopment of learners)				
learning: of, for and	/C		aking Annua washira Habaratina ana	to a shift of the little on a A			
as learning within the lesson(linked to			ation, team work/collaboration, enqu rse learning outcome 1	iry skills, digital literacy)			
learning outcomes)	Assesses Learning C	outcomes. Cou	ise learning outcome 1				
Teaching Learning	• computer						
Resources	Projector						
	Smartphor	ies					
	 Laptops 						
Required Text). Introduction t	o language teaching skills: A resource	for language teachers.			
(core)			ers [Units 11 and 12]				
Additional Reading	Bailey, K. (2005). <i>Pr</i>	actical English lo	anguage teaching: Speaking. New Yo	rk: McGraw-Hill. [Chapter 2			
List	and 3]						
	Sons Ltd. [Chapter 13]	h as a foreign language for dummies.				
CPD Needs			d speaking as integrated skill and rela	ted unfamiliar concepts.			
	Workshop on using technology to prepare speaking and listening TLMs						

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

Title of Lesson	Introduction to tea	ching speak	ing a	nd listening		L	esson Duration	3 hours	
Lesson description	compon	ents of spea	king		of listeni	ng. The	ch at the Upper lesson also dea rimary level.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about definition and types of speaking and listening and the roles they play in language learning and literacy development of learners								
Possible barriers to learning in the lesson	Student teLarge class		not	know that spe	aking and	listeni	ng have compor	nents.	
Lesson Delivery – chosen to support students in achieving the outcomes		ctical Wor ivity Base Lear		Seminars √	Indepen Study	dent	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opp brainstorming, que led. It should not u Independent study promote individual part of any of the a Seminars: to gene tutor led. e-Learning: Use of technology	estion and ar sually be the r: to enable and collabo bove modes rate group a video, use o	nswe e mai stud orativ s and ir f onl	r, group work, in mode. ents to engag re enquiry, mo ndividual creat ine informatio	etc. This e with rel ore in-dep tivity, disc	can be evant a th analy	tutor and / or sind appropriate ysis and develope and reflection:	materials to oment. This can be student and / or	
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	1. Demonstrate understanding and knowledge of the c speaking and listen their roles in literac development of Up Primary (P4-6) lear components of spe	emonstrate erstanding and viedge of the concepts of king and listening and roles in literacy elopment of Upper ary (P4-6) learners, and ponents of speaking and ning. (NTS 2c, d, NTS 3e		Discuss the mponents/viewening and spe propriate appropriate appropriate appropriate appropriate (P4-6) Identify comput underlie effections.	ws of aking oaches king and r	To facilitate students' participation an achieve more in the limited time, tutor/lecturer will ask student teacher 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.		mited time, a student teachers a week before ne presentation ening and s they play in ed include critical thinking, oservation and d digital literacy.	
Topic: Introduction to teaching speaking and listening	Sub topic Components of speaking and view of listening	Stage/tim	ne	depending o	n deliver e group w	y mode	selected. Teach independent st	ner led, udy	
	Revision of the previous lesson the concept of speaking and listening and their roles in language learning	Introduct 15 mins	ion	Revise previous lesson with students through question and answer technique. Ask student teachers to define the concepts of speaking and listening and the roles they play in language learning. Ask student teachers to		Answer the by the tutor revise previ	questions asked r/lecturer to ous lesson of the concepts of id listening and ey play in		

	Γ	T .	
The correct value	Show-1: CO	discuss the role of speaking and listening they identified during their school visit and how it will improve their views of speaking and listening in their professional development. Give an overview of the current lesson	Student teachers discuss the role of speaking and listening in language learning, they observed during their school visit and how it has improved their views of speaking and listening in their professional development. Student teachers take note of the overview of the current lesson provided by the tutor.
The components of speaking	Stage1: 60 mins.	Think, pair, share: Ask student teachers to individually think about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse students' needs and interest in mind. Encourage student teachers to use available technology to look for online information on the topic Ask students to share/discuss their findings in pairs and finally expand their discussion to the whole class by calling students to share their responses. (PDP Theme 9, P. 21)	Student teachers do individual online search for information on the components of speaking using available technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic
Views of listening	Stage 2: 40 mins	Class Discussion: Use leading and probing questions to help student teacher identify and explain the various views of listening. Encourage student teachers to take notes. (PDP Theme 2, p. 35)	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 3: 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)	Student teachers work in mixed ability groups and use available technology and book to find the components of effective oral instruction and present information to class orally.
School Visit		Provide student teachers with a checklist they will use during school visit to observe how teachers in the classroom teach the various components of speaking and write report. They should indicate how this will improve their professional development.	During school visit student teachers use checklist provided by tutor to observe how teachers use the various components of speaking manifest the teaching of speaking at the Upper Primary and write report. Reflect on how their school visit will improve their skills in dealing with the various

				components of oral instruction as developing					
				professional teachers.					
	Closure	15 min	Ask student teachers to work	Student teachers individually					
			in individually and write the	write down the main points					
			main points in the lesson.	in the lesson and share with					
				colleagues.					
			Answer student teachers'						
			questions for clarification	Ask tutor questions on the					
			Follow-up: Ask students to	lesson for clarification					
			read their required text on						
			strategies for teaching						
			speaking and listening.						
Which cross cutting	 Digital liter 	acy (searching	online for information on the top	ic)					
issues will be	 Inclusivity/ 	gender (includ	ing both male and female in each	group)					
addressed or	 Collaborat 	ion (working in	groups as a team)						
developed and how	 Enquiry ski 	Ils (asking ques	tions for clarification and school o	observation)					
	 Critical thin 								
	 Communication (through presentation and answering questions) 								
Lesson assessments –	Summary of Assessment Method: Assessment as learning (One page school report on the lesson								
evaluation of	after school visit observation) (Core skills targeted are communication, team work/collaboration,								
learning: of, for and	enquiry skills, digita	l literacy)							
as learning within the									
lesson(linked to	Assesses Learning C	outcomes: Cou	urse learning outcome 2						
learning outcomes)									
Teaching Learning	• computer								
Resources	 Projector 								
	 Smartphor 	nes							
	Laptops								
Required Text (core)			to language teaching skills: A reso	urce for language teachers.					
4 1 12 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			hers [Units 11 and 12]	V 144 C 1111 FOL 1 2					
Additional Reading		actical English	language teaching: Speaking. Nev	v York: McGraw-Hill. [Chapter 2					
List	and 3]								
	NA NA (2000)	Tanahina Fasi	-h f	wise England, Jahr Wiley and					
		Teaching Englis Chapter 13]	sh as a foreign language for dumn	mes. England: John Wiley and					
CPD Needs			s of speaking, views of listening a	nd components underlying					
Cr D Needs	effective oral instru		.s or speaking, views or listering a	ind components underlying					
	Checuve oral mistru	CHOII							

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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Title of Lesson	Teaching speak	ing and liste	ning str	ategies for l	Jpper	Les	sson Duration		3 hours
	Primary								
Lesson description	The lesson focu	ses on the st	rategies	that are use	ed in teachin	g Upp	er Primary spea	aking.	The lesson
		also looks at the problems in using the strategies and how to address such problems.							
Previous student	Student teache						_	ning.	They have
teacher knowledge,	also learned co	nponents of	effectiv	e oral instru	ction for Upp	er Pr	imary learners.		
prior learning (assumed)									
Possible barriers to	Studer	t teachers n	nav not k	know that te	aching speak	ing ar	nd listening at t	he Un	ner Primary
learning in the lesson		ive unique s							,
	-	lass size							
Lesson Delivery –	Face- Pract		- Se	minars	Independe		e-learning	Prac	ticum
chosen to support	to-face Activ	-		✓	Study	- 0	opportunities		
students in achieving	✓	Learn	ing		✓		✓		
the outcomes	Face to foce		f = 11 = 12		aalaavavat liv	f -	universant It in al		dia a considera
Lesson Delivery – main mode of delivery	Face-to-face: of brainstorming,								
chosen to support	led. It should no	•			K, Etc. 11113 C	iii be	tutor and 7 or 3	tuuen	t teacher
student teachers in	Independent st				ge with relev	ant a	nd appropriate	mater	rials to
achieving the learning	promote individ	-		_	-				
outcomes.	be part of any o								
	Seminars: to go	enerate grou	p and in	idividual cre	ativity, discu	ssion a	and reflection:	studer	nt and / or
	tutor led.	- C . : - I	6 1:						
	e-Learning: Use technology	of video, us	e of onli	ne informat	ion, use of co	mput	ters, smartphon	ie or a	ny available
Learning	Learning Outco	mes	le	arning Indic	ators				
Outcome for the									
lesson, picked	2. Demonstrate	_		lentify appro			cilitate students		
and developed	and understand	-				and achieve more in the limited time,			
from the course	appropriate spe listening	aking and		d interests of learners to tsess Upper Primary (P4-6)		tutor/lecturer will ask student teachers to do online research a week before the lesson and do some			
specification	techniques/acti	vities to							
Learning indicators for	teach Upper Pri						entation on the		
each learning	6) learners with			ng skills.			ning and speakir		
outcome	needs and inter	ests to	2.2. Ev	valuate how	these	they	play in language	e learr	ning.
	enhance their s	_		iques are practiced in		 Core skills targeted 			
	and listening sk			pper Primary			communication		_
	2d, 3e, g, m, k, bullets 2 and 5			dress the div of learners			collaboration, o		
	bullets 2 and 5	μ. 23)		ing and liste			enquiry skills, a Inclusivity inclu	_	
Topic: Teaching	Sub topic	Stage/tir					hieve learning o		
speaking and listening	Speaking						e selected. Tead		
strategies for Upper	Strategies			collaborat	ive group w	ork or	independent s	tudy	
Primary (P4-6)				Teacher A	ctivity		St	tuden	t Activity
learners	Revision of the			Ask studer	nt teachers to)	Make a sema	antic	
,	previous lesson	Stage 1:	20	develop a			map/advanc		ganizer of
	on the	mins			nced organiz	er to	the lesson or	n com	ponents of
	components of				main things				s of listening
	speaking, the			I	n component	s and	and compon		f effective
	views of				peaking and	nd	oral instructi	on.	
	listening and component				espectively a nts underlyin				
	underlying				oral instruction	_			
		_1		2200.00			1		

effective oral instruction		Call some student teachers to present the maps orally. Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.
Strategies of teaching speaking to Upper Primary (P4-6) learners	Stage 3: 80 mins	Group Work Introduce the various strategies to class by showing a video on strategies for teaching speaking.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 Upper Primary learner in addition to what they saw in the video 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)	Group Work Student teachers watch video on various strategies for teaching speaking They then work in groups on task given and search online or in their required text to find additional information 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)	Class Discussion Student teachers contribute to class discussion on the problems of using the strategies and how to address the problems relating to the strategies.
School Visit		Ask students during their school visit to identify strategies teachers at the Upper Primary (P4-6) use to teach speaking and the problems they encounter, how teachers dealt with the problem. Let Student teachers cross check their findings with what they have discussed in class and write notes on it. Ask student teachers to reflect on how this will improve their skills in teaching speaking as developing professionals for next class discussion.	Student teachers make notes on strategies teachers use in teaching speaking and the problems they encounter and how they dealt with the problems. They cross check their findings with what they discussed in class. Student teachers should reflect on how this will improve their skills in teaching speaking as developing professionals for next class discussion.

	Closure	Stage 4: 15 min	Ask student teachers to	Student teachers individually
			work individually and write	to write down the main points
			the main points in the	in the lesson and share with
			lesson.	colleagues.
			Answer student teachers'	Ask tutor questions on the
			questions for clarification	lesson for clarification
Which cross cutting	 Digital lit 	eracy (searching o	nline for information on the top	pic)
issues will be	 Inclusivit 	y/gender (includin	g both male and female in each	group)
addressed or	 Collabor 	ation (working in g	roups as a team)	
developed and how	Enquiry :	skills (asking questi	ons for clarification and school	observation)
	Critical t	hinking (Discussion	and peer critiquing)	
	 Commur 	nication (through p	resentation and answering que	stions)
Lesson assessments –	Summary of Asse	ssment Method: /	Assessment for (Class presentat	ion on the strategies used in
evaluation of	teaching speaking	g at Upper Primary	(Core skills targeted are comm	unication, team
learning: of, for and as	work/collaboration	on, enquiry skills, d	igital literacy, critical thinking)	
learning within the	Assesses Learning	Outcomes: Cour	se learning outcome 2	
lesson(linked to				
learning outcomes)				
Teaching Learning	 compute 	er		
Resources	 Projecto 	r		
	 Smartph 	ones		
	 Laptops 			
			skills: Strategies and methods R	
	https://s	tudy.com/academ	y/lesson/teaching-speaking-skil	ls-to-esl-students-methods-
	resource			
Required Text (core)		•	language teaching skills: A res	ource for language teachers.
			ers [Units 11 and 12]	
Additional Reading	Bailey, K. (2005).	Practical English la	nguage teaching: Speaking. Ne	w York: McGraw-Hill. [Chapter 2
List	and 3]			
			as a foreign language for dum	mies. England: John Wiley and
		. [Chapter 13]		
CPD Needs			speaking as integrated skill and	·
	workshop on usir	ng technology to pi	epare speaking and listening TI	LIVIS

Year o	B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12	
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Title of Lesson	Teaching Upper Pr	rimary (P4-6) speakin	g and listening	3	Lesson Duration	3 hours	
	strategies/techniq	lues						
Lesson description	The lesson introdu attendant problem	ns to Upper I	Primary L	earners.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers h strategies and how comprehension.			-			_	
Possible barriers to learning in the lesson		nay have uni			speaking and	istening at the U	oper	
Lesson Delivery – chosen to support students in achieving the outcomes		Activity E	Work- Based earning	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: opp brainstorming, que led. It should not u Independent stud- promote individua be part of any of th Seminars: to gene tutor led. e-Learning: Use of available technologi	estion and an issually be the y: to enable I and collaborate above more rate group a video, use of the second seco	nswer, gro e main m students orative en odes and indivi	oup work, etc. ode. to engage wit quiry, more in dual creativity,	This can be tut h relevant and -depth analysis , discussion and	or and / or stude appropriate mate and developmer I reflection: stude	erials to t. This can ent and / or	
Learning Outcome	Learning Outcome		Learnir	g Indicators				
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	2. Demonstrate kn and understanding appropriate speak listening technique to teach Upper Pri 6) learners with din needs and interest enhance their spea listening skills. (NT m, k, NTECF bullets (p. 25)	g of ing and es/activities mary (P4- verse es to aking and S 2d, 3e, g, s 2 and 5	learned classrod teachin and) lis Upper 1 6) level the divi and int learner	lues/activities I in the I in	achieve more tutor/lecture to do online lesson and do concept of lis roles they pla Core ski communically collabor enquiry Inclusivi	te students' participation and nore in the limited time, turer will ask student teachers ne research a week before the d do some presentation on the of listening and speaking and the play in language learning. skills targeted include munication, critical thinking, boration, observation and uiry skills, and digital literacy. Issivity including gender.		
Topic: T eaching speaking and listening strategies/techniques	Sub topic Listening	Stage/tim	e	depending o	n delivery mod	hieve learning ou e selected. Teach r independent st	er led,	
for Upper Primary	techniques			Teacher Activ	vity	Student Acti	vity	
learners ,	Revision of the previous lesson on the strategies of teaching speaking, the views of listening and component underlying	Introduction mins	on: 15	strategies use speaking and problems ass strategies. C	evelop a p/advanced show the main ed in teaching I how to addres ociated with thall some studer	the problems	ed the lesson for aking and s ith the	
	effective oral instruction			teachers to p on the board	resent the map . Let student	strategies an their work or		

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

	School Visit		Ask students teachers during their school visit to identify strategies teachers at the Early Grade use to teach listening comprehension and the problems they encounter and write report on it.	Student teachers write report on strategies teachers use in teaching listening and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class.					
	Closure	Stage 4: 10 min	Use question and answer techniques to help student teachers summarise the lesson	Student teachers answer tutor's question to summarise the main point in the lesson.					
			Answer student teachers' questions for clarification	Ask tutor questions on the lesson for clarification					
Which cross cutting issues will be addressed or developed and how	 Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) 								
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assess in teaching listenin targeted are comm thinking)								
Teaching Learning Resources	Assesses Learning Outcomes: Course learning outcome 2 computer Projector Smartphones Laptop Video on Teaching Listening Skills to Children https://study.com/academy/lesson/teaching-listening-skills-to-children.html								
Required Text (core)	Accra: San	n-Woode Publishers [
Additional Reading List	[Chapter 2	.]	inguage teaching: Listening. Nev a foreign language for dummies						
CPD Needs	Sons Ltd.	[Chapter 13]	for teaching listening and relate						

Year of B.Ed. 2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12	
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Title of Lesson	Technology and	develoning	Unner Prin	nary sneakin	og and	Lesson Duration	3 hours		
Title of Lesson	listening materia	3 Hours							
Lesson description	The lesson introduces student teachers specialising to teach at the Upper Primary level to how technology can be used in developing Upper Primary speaking and listening material. The lesson will first look at what are speaking and listening TLMs and things they will consider when preparing and using speaking and listening TLMs. The lesson also looks at using appropriate TLMs in teaching speaking and listening. The lesson ends with the challenges of using technology to produce materials for teaching Upper Primary speaking and listening.								
Previous student					d strategies	for teaching listenin	g. and problems of		
teacher knowledge, prior learning (assumed)	using the strateg					0	0 ,		
Possible barriers to					e technology	in developing speal	king and listening		
learning in the		lls for Uppe	r Primary le	arners.					
lesson	Large cl	1	1						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work- Based Learning	Seminars √	Independe Study	e-learning opportunities	Practicum		
delivery chosen to support student teachers in achieving the learning outcomes.	It should not usu Independent stu promote individu part of any of the Seminars: to get tutor led.	ually be the udy: to enalual and colla e above mo nerate grou	main mode ole students aborative er des p and indivi	s to engage v nquiry, more	with relevan in-depth ar	t and appropriate m alysis and developm an and reflection: stu	aterials to ent. This can be ident and / or		
• Learning	Learning Outcon	nes	Lea	rning Indica	tors				
Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	3. Integrate tech preparing appropriate tech speaking a effectively to end speaking and list Upper Primary lein mind their integrated (NTS 3j and NTEGR.25).	priate TLMs and listening hance litera cening amor cearners beal erests and r	to cy in ng ring 3.2 needs	3.1 Identify appropriate technology tools that composed in teaching speaking and listening in the Upper Primary 3.2 Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the Upper Primary. 3.3 Use appropriate teaching learning materials for teaching speaking and listening which address the diverse needs and interest of Upper Primary. (P4-6) learners to enhance their speaking		in the limited to tutor/lecturery teachers to do week before the some presental concept of listed speaking and the in language lead • Core skills communicy thinking, conservation skills, and linclusivity gender.	and achieve more time, will ask student online research a see lesson and do tion on the ening and the roles they play rrning. targeted include cation, critical collaboration, on and enquiry digital literacy.		

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

	Problems of using technology to prepare speaking and listening materials	Stage 4: 30 mins	Class Discussion Tutoruses leading and probing questions to help student teachers identify and explain the problems of preparing TLMs using available technology to teach listening and speaking and how the problems can be addressed to enhance the speaking and listening skills of Upper Primary	Class Discussion Student teachers contribute to class discussion on the problems of preparing TLMs using technology to teach speaking and listening and how to address the related problems to enhance the teaching of speaking and listening skills to Upper Primary learners.				
	School Visit		learners. (PDP Theme 2, p. 35) School Visit Ask students teachers during their school visit to identify how teachers at the Upper Primary level prepare and use TLMs to teach speaking and listening and the	Student teachers write notes to reflect 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				
			challenges they face and write note issues for class discussion for the next lesson. Ask student teachers to reflect on their experiences during the school visit in the next lesson.	they discussed in class for next class discussion.				
	Closure	Stage 4: 20 min	Use question and answer techniques to help student teachers summarise the lesson Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson objective/indicators have	Student teachers answer tutors question to summarise the main point in the lesson. Ask tutor questions on the lesson for clarification Student teachers sue their checklist to find out if learning outcomes have been achieved.				
Which cross cutting issues will be addressed or developed and how	InclusiveCollaborEnquiryCritical	 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) 						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Asse selected lesson- enquiry skills, dig Assesses Learnin	Summary of Assessment Method: Assessment for (Assessment on preparing and using TLMs in selected lesson- demonstration) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 3						
Resources Required Text (core)		or nones	inguage teaching skills: A resot [Units 33 and 34]	urce for language teachers.				

Additional Reading	Bailey, K. (2005). Practical English language teaching: Speaking. New York: McGraw-Hill. [Chapter 12]
List	
	Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John Wiley and
	Sons Ltd. [Chapter 24]
CPD Needs	Workshop on strategies and techniques for teaching listening and related unfamiliar concepts.

Year of B.Ed. 2	Semeste	er 1	L	Place of le	esson in sem	ester	12 3 4 5	6 7 8 9 10 11 1	2
							12 3 7 3	7 0 7 0 9 10 11 1	
Title of Lesson		ogy and de g materials		oing Upper	Primary spea	aking a	nd	Lesson Duration	3 hours
Lesson description	to be considered when developing or selecting a speaking and listening TLMs to enhance speaking and listening at the Upper Primary level. It also exposes Upper Primary specialism student-teachers ways of creating an environment for effective use of TLMs to enhance speaking and listening development for Upper Primary (P4-6) learners.								ance cialism
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned about definition of speaking and listening TLMs, use of technological students are students as a second student teachers have learned about definition of speaking and listening TLMs, use of technological students are students.								e such TLMs
Possible barriers to learning in the lesson	•	selecting s	peaki rials t	ing, listenin	g TLMs and h	now to	create an	nsider when develo environment for th g Early Grade learn	e use of
Lesson Delivery – chosen to support students in achieving the outcomes		Practical Activity	В	ork- ased earning	Seminars 🗸	Indep Study	endent	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	student teacher led. It should not usually be the main mode.							and / or aterials to ent. This dent and /	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	available technology Learning Outcomes 3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Upper Primary learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).		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		ro pa th wiing or th pr eate lis or ro Ms lea	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.			

3. Technology and developing Upper Primary		Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,				
speaking and listening			collaborative group work or independent study Student Activity Student Activity				
materials			Teacher Activity	•			
,	Revision of the previous lesson on Definition of listening and speaking TLMs and challenges of using technology to prepare the materials challenges.	Introduction: 20 mins	Ask students to write down the main ideas of the previous lesson in using technology to prepare and use TLMs in teaching speaking and learning and the challenges faced. Discuss with student teachers on reflections on their school observation 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 reflections on school observation with colleagues and teacher. Student teachers take note of the overview of the current lesson			
	Factors to consider when developing/selec ting speaking and listening TLMs for Upper Primary learners	Stage 1: 70 mins	Group Work Put student teachers into mixed group and ask them to search online using available technology and book(s) to look for the factors to be considered when developing/selecting a speaking and listening TLM for an Upper Primary lesson. Let students teachers present their findings to the class for comments and feedback (PDP Theme 4 p. 79)	grovided by the tutor. Group Work Student teachers work in mixed groups to use available technology and book(s) to find out the factors to consider when developing or selecting a speaking and listening TLM for Upper Primary learners. Student teachers present to class their findings for comments and feedback from other group members and tutor.			
	Creating an environment for effective use of TLMs to enhance speaking and listening development for Upper Primary (P4-6) learners.	Stage 2: 70 mins	Class Discussion Lead discussion on how to create an environment conducive for the use of speaking and listening TLM in the Upper Primary to enhance effective learning. After the discussion as students to make notes of the main thing discussed and share with their colleagues. After the discussion and note making, call some 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	Class Discussion Student teachers contribute to class discussion on the various ways we can create an effective environment for the use of speaking and listening TLMs to enhance learning. Student teachers make notes on what has been discussed and present it in the form of semantic mapping/advanced organiser to the class for feedback and comments.			
			their school visit to identify how teachers create a conducive environment at the Upper Primary level to use TLMs effectively to teach speaking and listening and	their school visit identify how teachers create a conducive environment at the Upper Primary level to use TLMs effectively to teach			

	I	1	1				
	School Visit		the challenges they face and	speaking and listening			
			write report on it. They	and the challenges they			
			should reflect in their report	face and write reflection			
			how their visits will improve	on it. Student teachers			
			their use of TLMs in teaching	indicate in their report			
			speaking and listening for	how their visits will			
			next class discussion.	improve their use of			
				TLMs in teaching			
				speaking and listening for			
				next class discussion.			
	Closure		Use leading and probing	Student teachers answer			
	Closure	20 mins	questions to help student	tutors question to			
		20 1111115	teachers to summarise the	summarise the main			
			lesson in turns.	point in the lesson.			
			Answer student teachers'	Ask tutor questions on			
			questions for clarification	the lesson for clarification			
			Let student teachers use	Student teachers use			
			their checklist to find out if	their checklist to find out			
			lesson objective/indicators	if learning indicators of the lesson have been			
			have been achieved.				
and the second	51 1. 111.	, , ,		achieved.			
Which cross cutting	_		online for information on the top	-			
issues will be addressed		//gender (includii	ng both male and female in each	group, mixed ability			
or developed and how	group)						
			groups as a team)				
	 Enquiry sl 	kills (asking quest	tions for clarification and school	observation)			
	 Critical th 	inking (Discussion	n and peer critiquing)				
	 Communi 	ication (through p	oresentation and answering que	stions, writing reports)			
Lesson assessments –	Summary of Assess	sment Method: /	Assessment of learning (assignm	ent on writing about ways			
evaluation of learning:			for using speaking and listening				
of, for and as learning			rgeted are communication, tear	=			
within the lesson(linked	enquiry skills, digit		,	,			
to learning outcomes)			rse learning outcome 3				
Teaching Learning	 computer 						
Resources	 Projector 						
	 Smartpho 						
	Laptop						
Required Text (core)		8). Introduction t	o language teaching skills: A res	ource for language			
	teachers.	Accra: Sam-Woo	de Publishers [Units 33 and 34]				
Additional Reading List			anguage teaching. New York: M	cGraw-Hill. [Chapter 24]			
	NA NA (2000)	Tamahir - Frank	h an a foundam law survey for t	maine Employed (1-15-234/)			
		. <i>Teaching Englis</i> Ltd. [Chapter 24]	h as a foreign language for dum ı	mies. England: John Wiley			
				Ctanhausa Dublishas			
		reaching the core	e skills of listening and speaking.	. Stermouse Publisher			
CDD Noods	[chapter 7]	ragios and tacket	ques for teaching listening and r	alated unfamiliar concerts			
CPD Needs	vvorksnop on strat	legies and technic	ques for teaching listening and r	elated unitamiliar concepts.			
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Year of B.Ed.	2 Semester	2	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12	
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Title of Lesson	Assessing Uppe	r Prima	ry speakii	ng and li	stening		Les	son Duration	3 hours
Lesson description	assessing the sp student teacher speaking and lis	The lesson introduces Upper Primary specialism student teachers to the different methods of assessing the speaking and listening skills of Upper Primary learners. The lesson also provides student teachers the opportunity to observe how these methods are used in school to assess speaking and listening to improve the literacy skills of all manners learners at the Upper Primary (P4-6) level to address their speaking needs.							
Previous student teacher knowledge, prior learning (assumed)	Student teacher listening TLMs a	Student teachers have learned about the factors to consider when developing, selecting speaking, listening TLMs and how to create an environment for the use of such materials to enhance speaking and listening among Upper Primary learners.							
Possible barriers to learning in the lesson	listenin		Upper p		are of the to vel and how			r assessing speal	king and
Lesson Delivery – chosen to support students in achieving the outcomes		Practica Activity	В	Vork- ased earning	Seminars ✓		lependent udy ✓	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. 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						erials to at. This can be ent and / or		
• Learning	Learning Outco	mes	Learning	g Indicat	ors				
Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	4. Use appropria methods/tools to assess the speal and listening ski diverse Upper Primary (P4-6) learners (NTS 38 NTECF bullet 6,	co king ills of and p.25)	4.1 Identify methods/to the diverse assess the s listening of 6) learners. 4.2 Observe and methods ar improve the manners lea		e needs of learners to speaking and f Upper Primary (P4-is. e how these are used in assessing and listening to ne literacy skills of all earners at the Upper 4-6) level to address		To facilitate students' participation and achieve more in the limited time, tutor/lecturer will ask student teacher 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.		d time, ent teachers ek before the ntation on the eaking and rage learning. clude al thinking, ation and stal literacy.
4. Assessing Upper Primary speaking and listening		Stage	e/time	dep	ending on de	elive	ry mode se	e learning outco lected. Teacher l ependent study	
,	Revision of the previous lesson on factors to consider when developing or selecting speaking and		Introduction: 20 mins		Teacher Activity Ask students to write down to main ideas of the previous lesson in using technology to prepare and use TLMs in teaching speaking and learning and the challenges faced. Discuss reflections on		evious ology to Is in Id learning aced.	Student Acti Student teach individually w main ideas in lesson and sho colleagues.	ers rite down the the previous

T .	1	1	
listening TLMs and creating a conducive environment for using TLMs.		experiences during school visit with student teachers Give an overview of the current lesson	Student teachers discuss reflections on experiences during school visit with tutor Student teachers take note
			of the overview of the current lesson provided by the tutor.
4. Assessing Upper Primary (P4-6) speaking and listening skills	Stage 1: 80 mins	Group Discussion Introduce lesson with a video on assessing speaking: the challenges and opportunities for discussion. Group student teachers and tell them the main areas they will be working on. Then put student teachers into groups and ask them to search online using available technology and book(s) to look for information on ways to assess Upper Primary skills in speaking and listening. (PDP Theme 3, p. 69)	Group Discussion Student teachers watch video and discuss. Student teachers work in groups to use available technology and book(s) to find out the different ways of assessing Upper Grade learners' speaking and listening skills of Upper Primary learners.
		Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues,	Student teachers present their findings to class on PowerPoint for comments and feedback from tutor and colleagues.
Making speaking and listening assessment to cater for diverse needs of Upper Primary 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 the Upper Primary classroom. Let students present their views to the class orally for peer critique and tutor feedback (PDP Theme 3, p. 75)	Brainstorming Student teachers brainstorm on various ways the different approaches to assessing the speaking and listening skills of Upper Primary learners can be made to cater for the diverse needs of all manner of learners. Student teachers make oral presentation to class of their findings for peer critiquingand tutor feedback
School Visit		Child Study During student teachers' school visit, each student should use any of the assessment approaches learned in assessing a learners speaking or listening skills of an Upper Primary learner.	Child Study 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.
Closure	Stage 10 min	Use leading and probing questions to help student teachers to summarise the lesson in turns.	Student teachers answer tutors question to summarise the main point in the lesson.
		Answer student teachers' questions for clarification	Ask tutor questions on the lesson for clarification

	Ask students to read about the problems of assessing speaking and listening for the next class.
Which cross cutting issues will be addressed or developed and how	 Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group, mixed ability group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) 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 school report on child study) (Core skills targeted (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy, critical thinking) Assesses Learning Outcomes: Course learning outcome 4
Teaching Learning Resources	 computer Projector Smartphones Laptop Video - Assessing Speaking: the challenges and opportunities of using pair format from https://www.youtube.com/watch?v=xjfNo3l8Li0
Required Text (core)	Isaacs, T. (2016). Assessing speaking. In D. Tsagari and J. Banerjee (eds). Handbook of second language assessing. pp. 137-146. Belin, De Gruyter Mouton [Chapter 10]
Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 42] Palmer, E. (2014). Teaching the core skills of listening and speaking. Stenhouse Publisher [Chapter 9] Shhamy, E., May, S., & Or, J. (2017). Language testing and assessment. NY: Springer. [Part II page 323]
CPD Needs	Seminar for tutor on speaking and listening assessment of Upper Primary learners.

Year of B.Ed. 2 Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Assessing Up	per Prin	nary spe	eaking	and listening	3	Les	son Duration	3 hours		
Lesson description	speaking and problems will	The lesson introduces Upper Primary specialism student teachers to problems of assessing the speaking and listening skills of Upper Primary learners. The lesson also looks a how these problems will be addressed.									
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	learners' spea	Student teachers have learned about the various approaches to assessing Upper Primary learners' speaking and listening skills									
		e class s		, icaiii							
Lesson Delivery – chosen to support students in achieving the outcomes	to-face	actical tivity	cal Work-		Seminars √	Study op		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. 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							e materials to opment. This can			
Learning Outcome	Learning Out	comes		Learn	ing Indicato	rs					
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	4. Use appropring methods/tool the speaking skills of diversional Primary learn and NTECF but	ls to ass and liste se Uppe ers (NTS illet 6, p	ening r 5 3k 5.25)	p a P a h ti a a U	problems of assessing Upper Primary speaking and listening and how to addressing the problems of assessing speaking and listening at Upper Primary. achieve m tutor/lect to do onli lesson and concept o the roles in commendation			e more in the linecturer will ask sonline research and do some prot of listening an es they play in labore skills targete ommunication, collaboration, obsequiry skills, and clusivity includir	ate students' participation and more in the limited time, turer will ask student teachers ine research a week before the d do some presentation on the of listening and speaking and they play in language learning. It is skills targeted include munication, critical thinking, aboration, observation and uiry skills, and digital literacy.		
4. Assessing Upper Primary speaking and		Sta	ge/time	9				achieve learning de selected. Tea			
listening							•		study		
,	Revision of the previous lesson on various approaches to assessing Upper Primar learners' speaking and listening skills	Into mir y	roductions	on: 15	Teacher Activity Through questioning and answering technique let student teachers recap wh was learned in the previou lesson on approaches to assessing Upper Primary learners' speaking and listening skills. Discuss child study on previous school visit with student teachers.		at main ideas s lesson and colleagues Contribute child study	y write down the in the previous share with their			

4. Problems of	Stage 1: 80	Give an overview of the current lesson. Problem Solving	Student teachers note the overview of the current lesson provided by the tutor. Problem Solving
assessing Upper Primary learners' speaking and listening kills	mins mins	Introduce lesson to student teachers and tell them the main areas they will be working on. Then put student teachers into groups and ask them to search online using available technology and book(s) to identify the problems associated with assessing the speaking and listening skills of Upper Primary learners. Student teachers should identify the problems associated with each approach. Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues. (PDP Theme 4, p. 79)	Student teachers work in groups to use available technology and book(s) to find out the problem associated with using the various assessment approaches discussed in the previous lesson in assessing the speaking and listening skills of learners. Each group works on a given approach to identify its attendant problems. Student teachers present their findings to class on power point for comments and feedback.
Addressing problems associated with approaches for assessing speaking and listening skills of Upper Primary learners.	Stage 2: 70 mins	Independent Study Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Upper Primary learners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9, p. 21)	Independent Study Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Upper Primary learners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/
School Visits		School Visit Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing Upper Primary learners using the various approaches to cater for the diverse need of all learners and how teachers solve the problem. Ask student teachers to reflect on how this will improve their skill in assessing speaking as developing teachers for next	School Visit Student teachers visit schools to observe with a given checklist and identify the problems teachers face on assessing speaking and listening and how they address the problems to cater for diverse needs of students and write their report. Student teachers reflect on how this will improve their skill in assessing speaking as developing teachers for next class discussion.

	Closure	Stage 15 min	Ask students to write the	Student teachers write then					
		Ü	main points discussed in the	main points discuss in the					
			lesson as a summary.	lesson and share with their					
			,	colleagues.					
			Answer student teachers'	Ask tutor questions on the					
		questions for clarification lesson for clarification							
		Follow-up: Ask student Student teachers look for							
		teachers to look for Upper the Upper Primary							
			Primary curriculum and look	curriculum for literacy					
			at the literacy section of it.						
Which cross cutting	Digital li	teracy (searching	online for information on the top	nic)					
issues will be addressed	_		ng both male and female in each						
or developed and how		,	•	group, mixed domey group,					
		60 mass attorn (11 or 1111.8) in 8.1 oaps as a cearry							
		zinquin y simila (usimila questiona rei siurindurei) unu serioer esser rution,							
		6 (- · · · · · · · · · · · · · · · · · ·							
Lesson assessments –	Communication (through presentation and answering questions, writing reports) Summary of Assessment Method: Assessment for learning (Presentation on assessing JHS)								
evaluation of learning:	· ·	speaking and listening and addressing problems associated with them) (Core skills targeted are							
of, for and as learning		-		• •					
within the lesson(linked	communication,	communication, team work/collaboration, enquiry skills, digital literacy, critical thinking)							
to learning outcomes)	Assesses Learnin	g Outcomes: Cou	rse learning outcome 4						
Teaching Learning	 comput 	_	-						
Resources	Projecto								
	Smartpl								
	Laptop	iones							
Required Text (core)		Assessing sneakin	g. In D. Tsagari and J. Banerjee (e	eds) Handbook of second					
nequired rest (core)			7-146 Belin, De Gruyter Mouton	-					
Additional Reading List			to language teaching skills: A res						
7 144 145 145 145 145 145 145 145 145 145		am-Woode Publish							
			e skills of listening and speaking.	Stenhouse Publisher [Chapter					
	91	,	g	Levelber 1					
	Shhamy, E., May	, S., & Or, J. (2017)	. Language testing and assessme	ent. NY: Springer. [Part II. P.					
	323]	, , ,	3 3 3						
CPD Needs	Seminar for tuto	rs on identifying th	e speaking and listening assessm	nent problems of Upper					
		and how to addre							

Year of B.Ed. 2		Semester		1	Plac	e o	f lesson in semest	ter	12 3 4 5	6 7 8 9 10 11 :	12
Title of Lesson		_	The speaking and listening component of the Upper Primary Lesson Duration 3 I curriculum							3 hours	
Lesson description		The lesson introduces Upper Primary specialism student teachers to the Upper Primary (Enliteracy curriculum. Student teachers will be helped to interpreting the Upper Primary speaking/oral and listening component of the curriculum and identify the deficiencies in it how to address the deficiencies.								ary	
Previous student tea knowledge, prior learning (assumed) Possible barriers to learning in the lesso		Student teachers have learned about identifying the problems of the various approaches t assessing Upper Primary learners' speaking and listening skills and how to address the pro • Student teachers may not know the component of the Upper Primary speaking and listening skills are upper learners.							the problem.		
Lesson Delivery – ch to support students achieving the outcom	osen in		Face- Practical Work- Seminars Independent e-learning practo-face Activity Based ✓ Study opportunities						Practicum		
Lesson Delivery – ma mode of delivery cho to support student teachers in achieving learning outcomes.	ain osen	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							and / or naterials to nent. This udent and /		
Learning Outcor		available Learning			Le	earr	ning Indicators				
for the lesson, p and developed if the course specification • Learning indicat for each learning outcome	from	5. Interpr underst feature speakin compor Upper F English (NTS 2b bullet 1	and k s of th g and nent o Primar curric , d; N	ey listenir f the ry (P2-6 ulum TECF	ng)	sp cc Pr (E ca in le 2 Ic th sp cu	nterpret the peaking/oral and list omponents of the primary school Curringlish) and how the ster for the needs terests of diverse arners in the class dentify the deficience Upper Primary peaking and listenium and how didress them.	Upper iculumney and room. ncies o	time, tutor/lecturer will ask student teachers to do online research a week before the les and do some presentation on concept of listening and speak and the roles they play in lang		
5. The speaking and listening component of				Stage	/time		Teaching and lead depending on de collaborative gro	elivery oup wo	to achiev mode se	lected. Teacher l	mes: ed,
Upper Primary curriculum,		Revision of the previous lesson on problems assessing Upper Primary	ous	Introc 20 mi	luction: ns	:	identifying then passessing Upper speaking and list learners and way problems. After 2	deacher Activity ask students to do pair work by dentifying then problems in ssessing Upper Primary peaking and listening skills of earners and ways to solve the problems. After 10 minutes let earners share what they have			ers work in fy the ssessing r speaking and ways to roblems. re their work

learners' speaking and listening skills and how to address the problems Stage 1: 70 Interpreting the speaking and listening components of the Upper Primary speaking/oral and listening component of curriculum of curriculum Deficiencies of the Upper Primary speaking and listening component of the curriculum. Deficiencies of the Upper Primary speaking and listening component of the curriculum and its deficiencies with learners. Stage 1: 70 Group Work Put student teachers into two main mixed groups. Assign group one with the task of identifying the 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) Deficiencies of the Upper Primary speaking and listening component of the curriculum. Stage 2: 50 mins Deficiencies of the Upper Primary speaking and listening component of the curriculum. Give student teachers onve the previews of the current lesson – interpreting the speaking and listening components of the content of the speaking and listening components of the content entails. Later let each group present their observations to the class for feedback and comment from peers and tutor. Class Discussion Student teachers answer to help student teachers onto tidentify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Give student teachers onto two the current lesson – interpreting the speaking and listening component of the curriculum and its teachers on the Upper Primary speaking and listening component of the curriculum. Give student teachers onto two the currous of the curriculum and its tening component of the curriculum. Student teachers note the preview of the currous of the upper lesson provided by the tutor. Group Work Student teachers onto the teash of the upper less
and how to address the problems Preview the current lesson — interpreting the speaking and listening components of the Upper Primary speaking/oral and listening component of curriculum of curriculum of curriculum Deficiencies of the Upper Primary speaking and listening curriculum. Deficiencies of the Upper Primary speaking and listening curriculum. Deficiencies of the Upper Primary speaking and listening curriculum. Situdent teachers note the preview of the current lesson provided by the tutor. Group Work Student teachers work in tasked groups to identify the 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. Group one works on speaking section while group two works on the listening section. Each group the presents their observations to the class for further discussions. (PDP Theme 4, p. 79) Deficiencies of the Upper Primary speaking and listening curriculum. Give student teachers into two main mixed groups to identify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Give student teachers note the preview of the current lesson provided by the tutor. Group Work Student teachers work in tasked groups to identify the content of the speaking or curriculum. Asked groups to identify the content of the speaking or component of the curriculum. Student teachers and tor. Class Discussion Class Discussion to the deficiencies in the Upper Primary speaking and listening component of the curriculum. Give student teachers work in tasked groups to identify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Give student teachers work in tasked groups to identify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Student teachers note the upreview of the curriculum of the content of the speaking or content to the content of the speaking or content
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problems Stage 1: 70 Group Work Dut student teachers into two main mixed groups. Assign group one with the task of identifying the content of the speaking/oral and listening component of curriculum
Upper Primary curriculum and its deficiencies with learners. 5.1 Stage 1: 70 mins mixed groups. Assign group one with the task of identifying the content of the speaking/oral and listening component of curriculum of curriculum of curriculum of curriculum Deficiencies of the Upper Primary speaking and listening curriculum. Deficiencies of the Upper Primary speaking and listening curriculum. Deficiencies of the Upper Primary speaking and listening curriculum. Stage 2: 50 Class Discussion: Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Upper Primary speaking and listening curriculum. Situdent teachers work in tasked group to tasked groups to identify the content of the speaking and listening or component of the curriculum, what the topic or content entails and 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) Deficiencies of the Upper Primary speaking and listening curriculum. Class Discussion Class Discussion Student teachers answer tutor question to identify the deficiencies in the Upper Primary speaking and listening curriculum. Give student teachers opportunity to work individually in putting the discussion in the deficiencies of the Upper Primary speaking and listening curriculum.
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Stage 1: 70
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component of 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) Deficiencies of the Upper Primary speaking and listening curriculum. Stage 2: 50 mins Deficiencies of the Upper Primary speaking and listening curriculum. Give student teachers opportunity to work individually in putting the discussion in the
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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) Deficiencies of the Upper Primary speaking and listening curriculum. Stage 2: 50 Deficiencies of the Upper Primary speaking and listening curriculum. Give student teachers opportunity to work individually in putting the discussion in the 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. Class Discussion Student teachers answer tutor question to identify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Student teachers work individually in putting the discussion in the
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the content entails. Later let each group present their observations to the class for further discussions. (PDP Theme 4, p. 79) Deficiencies of the Upper Primary speaking and listening curriculum. Stage 2: 50 mins Class Discussion: Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Give student teachers opportunity to work individually in putting the discussion in the understanding of the
their observations to the class for feedback and comment from peers and tutor. Deficiencies of the Upper Primary speaking and listening curriculum. Stage 2: 50 mins Class Discussion: Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Upper Primary speaking and listening curriculum. Give student teachers opportunity to work individually in putting the discussion in the understanding of the
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Deficiencies of the Upper Primary speaking and listening curriculum. Deficiencies of the Upper Primary speaking and listening curriculum. Theme 4, p. 79) Class Discussion: Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Give student teachers opportunity to work individually in putting the discussion in the
Deficiencies of the Upper Primary speaking and listening curriculum. Stage 2: 50 Class Discussion: Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Upper Primary speaking and listening component of the curriculum. Give student teachers opportunity to work individually in putting the discussion in the Class Discussion Student teachers answer tutor question to identify the deficiencies of the Upper Primary speaking and listening component of the curriculum. Student teachers answer tutor question to identify the deficiencies of the Upper Primary speaking and listening component of the curriculum. Student teachers work individually individually individually to put their understanding of the
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speaking and listening curriculum. Student teachers opportunity to work individually in putting the deficiencies in the Upper Primary speaking and Upper Primary speaking and listening component of the curriculum. Student teachers work individually in putting the discussion in the understanding of the
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curriculum. Give student teachers opportunity to work individually in putting the discussion in the the curriculum. Student teachers work individually to put their understanding of the
opportunity to work individually individually to put their in putting the discussion in the understanding of the
in putting the discussion in the understanding of the
form of concept map and share discussion in a concept
with class. (PDP Theme 3, p. 69) map and share with the entire class for comments.
Addressing Stage 3: 30 Group Work Group Work
Deficiencies mins Put student teachers in groups Student teachers work in
in the and ask them to brainstorm on groups to brainstorm on
speaking and how to address the deficiencies how to address the
listening in the speaking and listening deficiencies in the speaking
component of the Upper and listening component o
of the Upper Primary curriculum. Ask them to the Upper Primary
Primary present their work to the class curriculum and present curriculum orally for feedback from tutor their work to the entire
and peers. (PDP Theme 4, p. 79) class for discussion and
feedback from tutor and
peers.
School Visit Student teachers visit
Provide student teachers with schools to with a checklist
School Visit checklist to use during school and identify the
visit to identify the deficiencies deficiencies in the upper and how teachers address the primary literacy curriculum
deficiencies in the Upper and ways teachers address
Primary speaking and listening the deficiencies in the
component of the curriculum. speaking and listening
component.

	Closure		Ask students teachers question	Student teachers answer				
		10 min	to recap the lesson.	question write then posed				
			Answer student teachers'	by the tutor tom recap the				
			questions for clarification	lesson.				
			Follow-up: Ask student	Ask tutor questions on the				
			teachers to read ahead on	lesson for clarification				
			designing the speaking and	Student teachers read on				
			listening scheme of work.	designing a speaking and				
				listening scheme of work				
				for the next class.				
Which cross cutting	 Inclusi 	vity/gender (incl	uding both male and female in each	group, mixed ability group)				
issues will be addressed	 Collab 	oration (working	in groups as a team)					
or developed and how	 Enquir 	y skills (asking qu	estions for clarification and school	observation)				
	 Critica 	I thinking (Discus	sion and peer critiquing)	·				
	• Comm	Communication (through presentation and answering questions, writing reports)						
Lesson assessments –		Summary of Assessment Method: Assessment as learning (School report on identifying the						
evaluation of learning:	deficiencies and	d addressing the	deficiencies in the Upper Primary sp	peaking and listening				
of, for and as learning	component of t	he curriculum fo	r portfolio.). (Core skills targeted ar	e communication, team				
within the lesson(linked	work/collabora	tion, enquiry skil	ls, digital literacy)					
to learning outcomes)								
	Assesses Learni	ng Outcomes: C	Course learning outcome 5					
Teaching Learning	• compu	ıter						
Resources	 Projec 	tor						
	• Smart	ohones						
	 Laptor)						
Required Text (core)	Owu-Ewie, C. (2	2018). Introductio	on to language teaching skills: A res	ource for language teachers.				
	Accra:	Sam-Woode Pub	lishers [Unit 30]					
	GES (2019). The	e English languag	e Curriculum. Accra: Ghana, Educat	ion Service, Ghana.				
Additional Reading List	Nation, L. S. P.	& Macalister, J. (2	2009). Language Curriculum Design	. NY: Routledge [Chapter 9)				
CPD Needs	Seminar for tut	or on interpretin	g the Upper Primary speaking and l	istening curriculum.				

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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Title of Lesson	The speaking	g and liste	ening S	Schem	e of work			L	.esson		3 hours
									Duration		
Lesson description	The lesson in										
	and listening scheme of work. The lesson also exposes student teachers to factors to consider										
	when designing a speaking and listening scheme of work for Upper Primary learners.										
Previous student teacher	Student teac	Student teachers are familiar with the components of the Upper Primary school curriculum.									
knowledge, prior learning (assumed)											
Possible barriers to	• C+uc	Student teachers may not know how to design scheme of work for Upper Grade								rado	
learning in the lesson		 Student teachers may not know now to design scheme of work for Upper Grad speaking and listening. 						raue			
learning in the lesson	-										
Lesson Delivery – chosen		Practical				dent e-learning Practicu			cticum		
to support students in		Activity	Base		√	Study			tunities		•••••
achieving the outcomes	✓ /	✓		ning		✓ /	/		,		
Lesson Delivery – main	Face-to-face	: opport	_		extended and	d coheren	t line c	of argur	ment. It in	clud	es
mode of delivery chosen	discussion, b							_			
to support student	student teac										
teachers in achieving the	Independent	t study: t	o enab	ole stu	dents to eng	age with	relevar	nt and a	appropriat	te ma	aterials to
learning outcomes.	promote indi					more in-d	epth ai	nalysis	and devel	opm	ent. This
	can be part o										
	Seminars: to generate group and individual creativity, discussion and reflection: student and /							dent and /			
	or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any										
	_		eo, use	e of or	iline informa	tion, use	of com	iputers,	, smartph	one o	or any
a Lagraina Outagas for	available tec			Loore	ing Indicato	rc					
 Learning Outcome for the lesson, picked and 	Learning Out	comes		Learr	ing Indicators						
developed from the	6. Plan and c	o-teach			To facili			cilitate	litate students' participation		
course specification	lessons in speaking and			6.1 P							nited time,
Learning indicators	listening by integrating			scher				/lecture	ecturer will ask student		
for each learning	them to cate	r for the		integ	itegrateu speaking anu				rs to do online research a		
outcome	needs and in		-	_	ning lesson that cater present				before the lesson and do some		
	diverse Uppe								tation on the concept of		
	learners (KG-	-	arners			listening and speaking and the roles					
	NTS 3 g, l, m,	, NIECE D	ullet					they play in language learning.			
	13,p.25				 Core skills targeted included Communication, critical collaboration, observation 			_	_		
				level)							
									skills, an		
										_	
					literacy. Inclusivity including gender.						
5. The speaking and		Sta	ge/tim	ne	Teaching a	nd learnii	ng to a	chieve	learning (outco	omes:
listening Scheme of					depending	on delive	ry mo	de sele	cted. Tea	cher	led,
Work for Upper					collaborati	ve group	work c	or inde	pendent s	tudy	,
Primary Learner					Teacher Ac	tivity		Stu	udent Act	ivity	
	Revision on t	the			Ask studen	t teachers	3	Stu	dent teac	hers	work
	previous less		roducti	ion:	individually		-				ntify main
	on interpreti		mins		summary/r				ands/aspe		
	the Upper	-			strands/as		ne		per Prima		
	Primary				Upper Prim		ol				later share
	speaking and	d			language/li			the	ir work w	ith th	ne class as
	listening				curriculum				ay of revi	_	the
	curriculum, it								vious less		
	deficiencies a				Discuss wit						discuss the
	addressing th	ne			teachers th						identified
	deficiencies				they identi	tied in the	d in the Upper in the Upper Primary scho				ary school

	. 10
skills and how Primary school li	
to address the curriculum durin	
problems previous school v	VISIT
Preview the curi	rent lesson Student teachers note the
– designing a spe	
	· ·
listening scheme	
and factors to co	
designing a sche	inte of
6.1. The Stage 1: 70 Class Presentation	on Class Presentation
a parameter and a parameter an	
listering	
Scheme of work definition of a la scheme of work	
sequence topics	S
scheme of work.	-
with discussion of	·
decisions to mak	
designing a sche	
using probing an	
questions. Provid	
scheme of work	
speaking and list	'
student teachers	•
time to ask ques	-
make comments	
Theme 3, p. 69)	(1. 2.
Factors to Stage 2: 70 Group Work	Group Work
consider when mins Put student teac	-
designing a mixed group to u	
speaking and available techno	
listening look for information	
scheme of work and in books to i	
factors to consid	
designing a spea	•
listening scheme	
Let student teach	· · · · · · · · · · · · · · · · · · ·
present their wo	•
using posters for	· ·
peer comments :	
feedback. (PDP T	Гheme 4, p.
25)	
Let student teach	hers visit Student teachers visit
Let student teach schools to observ	ve how schools, observe how
	ve how schools, observe how teachers prepare their
School Visit schools to observe teachers prepared speaking and list	ve how schools, observe how teachers prepare their scheme of work, and
School Visit schools to observe teachers prepared	ve how schools, observe how teachers prepare their scheme of work, and
School Visit schools to observe teachers prepared speaking and list	ve how schools, observe how teachers prepare their scheme of work, and compare with what they
School Visit scheme of work	schools, observe how teachers prepare their scheme of work, and compare with what they hat they have learned in class and
School Visit School Visit schools to observe teachers prepared speaking and list scheme of work compare with will seem to observe teachers prepared to observe	schools, observe how teachers prepare their scheme of work, and compare with what they have learned in class and present report for next class
School Visit School Visit scheme of work compare with will have learned in o	schools, observe how teachers prepare their scheme of work, and compare with what they have learned in class and present report for next class discussion.

	Closure	20 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification.	Student teachers answer question posed by the tutor to recap main issues the lesson. Ask tutor questions on the lesson for clarification.				
Which cross cutting issues			_	ach group, mixed ability group)				
will be addressed or	 Collabor 	ation (working ir	n groups as a team)					
developed and how	Enquiry :	skills (asking que	stions for clarification and sch	ool observation)				
	 Critical t 	 Critical thinking (Discussion and peer critiquing) 						
	Communication (through presentation and answering questions, writing reports)							
Lesson assessments –	Summary of Assessment Method: Assessment of learning (Assessment on preparing an Upper							
evaluation of learning: of,	Primary speaking and listening scheme of work and present for assessment) (Core skills							
for and as learning within	targeted are communication, team work/collaboration, enquiry skills, digital literacy)							
the lesson(linked to								
learning outcomes)	Assesses Learning Outcomes: Course learning outcome 6							
Teaching Learning	 compute 	er						
Resources	 Projecto 	• Projector						
	 Smartph 	ones						
	 Laptop 							
Required Text (core)	Owu-Ewie, C. (20	18). Introduction	to language teaching skills: A	resource for language				
	teachers	. Accra: Sam-Wo	ode Publishers [Unit 30]					
Additional Reading List				ign. NY: Routledge [Chapter 9)				
	· ·			teaching methodology. Kenya:				
		•	rvices. [Chapter 10].					
			lections.org/ukedu/en/d/Jgtz0					
CPD Needs	Workshop for tut	or on designing	the Upper Primary speaking ar	nd listening scheme of work.				

Year of B.Ed.	2	Semester	1	Pla	ace of	lesso	n in se	emester	12 3	4 5	678910 1	1 12	
Title of Lesson	The speaki Primary Le	_	istenin	g Less	son pl	on plan for Upper Lesson Duration						3 hours	
Lesson description		and listenii when desig	ng lessor gning a s	n plan. peakin	The le	esson a listen	also ex ing les	kposes stu sson plan	udents for Up	teacl	rs to designing ners to factors rimary learne	s to con	sider
Previous student knowledge, prior (assumed)	learning												
Possible barriers t in the lesson	o learning	sp	udent te eaking a irge class	and list			now h	ow to des	ign les	son p	lan for Upper	Primary	У
Lesson Delivery – support students achieving the out	in	to- I	Face- Practica Work- to- I Based face Activity Learning		d	Semi s	nar ⁄				arning ortunities ✓	Practi	cum
Lesson Delivery – mode of delivery support student t achieving the lear outcomes.	chosen to eachers in	discussion, and / or stu Independe promote ir can be part Seminars: / or tutor lo	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, pair work, etc. This can be tute 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 t 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						terials to ent. This				
Learning Oute the lesson, pi		_	Learning Outcomes Learning Indicators										
developed fro course specifi Learning indi each learning	6. Plan and lessons in s listening by them to ca needs and diverse Up (P4-6) learn l, m, NTECF 13,p.25	speaking	rating the sts of mary TS 3 g, t interest			To facilitate students' participal achieve more in the limited tintutor/lecturer will ask student to do online research a week by lesson and do some presentation the concept of listening and spand the roles they play in language. • Core skills targeted include communication, critical the collaboration, observation enquiry skills, and digital Inclusivity including gend.			ited tim tudent t week be sentatic and spe in langual dinclude itical thi ervation digital lii	e, eachers efore the on on eaking age e inking, and teracy.			
5. The speaking ar listening Les			Stage/time Teaching and learning to achieve learning outcome depending on delivery mode selected. Teacher led,						omes:				
for Upper Pr Learner	imary	collaborative group work or independent st Teacher Activity Student Activity						У					
		Revision on the previous lesson on design the Early Grade speaking and listening scheme of work and factors to consider when designing a			n:	Ask student teachers in groups to revise the main points on the previous lesson designing a speaking and listening scheme of work for Upper Primary learners. Let groups share their work with the class for comments.		and vork	Student tead groups to id issues learned previous less designing a sel listening sch Upper Prima Later share to the class as a revising the	entify the din the son on speaking teme of ary learn their wo a way of	ne main g and work for ners. ork with		

scheme of work for Upper Primary learners in speaking and listening		Ask student teachers to reflect on their visit to schools on designing an Upper Primary speaking and listening scheme of work using discussion. Give an overview of the current lesson — designing a speaking and listening lesson plan and factors to consider in designing the lesson	Student teachers through discussion reflect on their visit to schools on designing an Upper Primary speaking and listening scheme of work. Student teachers note the preview of the current lesson provided by the tutor.
		plan.	
6.1. The speaking and listening lesson plan	Stage 1: 40 mins	Class Presentation Tutor explains the concept of speaking and listening lesson plan and its importance to language teaching to learners by using 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	Class Presentation Student teachers listen to the PowerPoint presentation by the tutor on design a speaking and listening lesson plan and its importance in language teaching and learning. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided scheme of work.
		3, p. 69)	scheme of work
Components of a speaking and listening lesson plan (pre-, in- and post)	Stage 2: 80 mins	Class Discussion Show student teachers a video on a speaking and listening lesson. Ask student teachers to watch the video carefully and tell the three main components of the lesson, e.g. prespeaking/listening, inspeaking/listening and post speaking/listening) Group Work: Put student teachers into mixed group and assign each group a stage to search online using available technology and in books the activities for Upper Primary at each stage of the lesson. (PDP Theme 4, p. 79)	Student teachers watch the video carefully and take down important information for discussing the main stages in a speaking and listening lesson 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.
		Class Presentation: Let each group present their work to class using PowerPoint for tutor or peer feedback.	Class presentation Student teachers visit schools, observe how teachers prepare their speaking and listening lesson plans, and compare

				i and a contract of		
	Factors to	Stage 3: 30	School Visit: During school visit, let student teachers observe how teachers prepare their speaking and listening lesson plan, teach speaking and listening, and write report on it. (PDP Theme 4, p. 79) Class Discussion	with what they have learned in class. Also observe how the teachers teach listening and speaking and write report on it. Class discussion		
	consider when planning a speaking and listening lesson plan	min	Lead class discussion using question and scaffolding to help student teachers identify the condition that influence speaking and listening lesson plan design. Let student teachers use available technology and books in this endeavour. (PDP Theme 3, p. 69)	Student teachers participate in class discuss by answering tutors question, also ask question for clarification and make comments.		
	School Visit		During school visit, let student teachers observe how teachers in the Upper Primary prepare their speaking and listening lesson plan and teach speaking and listening and write report on it. Ask student teachers to	Student teachers visit schools, observe how teachers prepare their speaking and listening lesson plans, and compare with what they have learned in class. Also, observe how the teachers teach listening and speaking and write notes on it. They reflect on their school		
	Closure	Stage 4: 10 min	reflect on their notes in the next lesson Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification		
Which cross cutting issues will be addressed or developed and how	group) • Collaborat • Enquiry sk • Critical thi	tion (working in g kills (asking questi inking (Discussion	g both male and female in e roups as a team) ons for clarification and sch and peer critiquing) resentation and answering o	ool observation)		
evaluation of learning: of, for and as learning within the lesson(linked to	Summary of Assessment Method: Assessment for learning (Assessment on preparing an Upper Primary speaking and listening lesson plan on a selected speaking and lesson topic and present for discussion) (Core skills targeted are communication, team work/collaboration, critical thinking, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6					
Resources	 computer Projector Smartphones Laptop YouTube video on Teaching speaking and listening. Retrieved from Youtube.com 					
Required Text (core)			language teaching skills: A e Publishers [Unit 30]	resource for language		

Additional Reading List	Nation, L. S. P. & Macalister, J. (2009). Language Curriculum Design. NY: Routledge [Chapter
	9)
	Makokhaw, 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 Upper Primary speaking and listening lesson plan.

Year of B.Ed. 2	Semester	1	Place of	less	on in semeste	er 12 2	456	7 8 9 10 11 1 2	2
						12 3	7 7 0	, 0 5 10 11 L	_
Title of Lesson	Integrated Upper Primary speaking a mentor/tutor or colleague				nd listening lesson with			Lesson Duration	3 hours
Lesson description	Primary speakin	ng and list	tening less	son	plan. The less	on also ex	poses	designing the Up students teacher Upper Primary le	s to factors
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about deigning an Upper Primary speaking and listening scheme of work and factor to consider when designing a scheme of work						ng scheme	
Possible barriers to learning in the lesson	and list		rs may not	t kn	ow how to de	sign lesso	n plan	for Upper Primar	y speaking
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learni		Seminars √	Indepen Study	dent	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, pair work, etc. This can be tute 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 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 (it is integrated into each lesson).					be tutor terials to ent. This dent and /			
Learning Outcome	Learning Outco				Learning	·			
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	6. Plan and (cospeaking and lisintegrating ther needs and inter Upper Primary learners NTS 3 g bullet 13,p.25	tening by m to cate ests of di earners (g, I, m, NT	r for the verse P4-6) TECF	les int list cat ne lea	Plan and write son plan for a segrated speak tening lesson for the divideds and interestrates in the Umary (P4-6 lesson).	king and that erse est of Jpper vel).	partio	Core skills targete communication, thinking, collabor observation and skills, and digital Inclusivity includi	r/lecturer ers to do k before ne concept of and the uage ed include critical ration, enquiry literacy. ng gender.
speaking and	Stage/time Teaching and learning to achieve learning outcor depending on delivery mode selected. Teacher le collaborative group work or independent study					er led,			
listening Lesson plan for Upper					Teacher Acti	· · · ·	ork or	Student Activ	
Primary Leaner	Revision on the previous lesson design the Uppe Primary speakir and listening lesson, components of	on Inter 20	roduction mins	n:	Ask student to rev points on the lesson; design and listening Upper Prima factors to con	teachers t ise the ma e previous ning a spe lesson pla ry learner	ain eaking an for s and		ers work in fy the main I in the on on beaking and on plan for

speaking and listening lesson plan and factors to consider when designing a speaking and listening lesson plan for Upper Primary learners.		designing the lesson plan. Let student teachers pair share their work with the class for comments. Give an overview of the current lesson – designing an integrated speaking and listening lesson plan and importance of designing an integrated the lesson plan.	Later share their work with the class as a way of revising the previous lesson. Student teachers note the preview of the current lesson provided by the tutor.
6.1. Planning and Teaching an integrated speaking and listening lesson	Stage 1: 60 mins	Video Presentation: Prepare the class and show them a video of an integrated speaking and listening lesson been delivered by a teacher.	Student teachers watch the video on integrating speaking and listening lesson delivery for Upper Primary learners.
		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 integrated lesson plan on speaking and listening,
Importance and challenges of integrated speaking and listening lesson	Stage 2: 60 mins	Group Work: Put student teachers into groups and ask each group identify the importance and challenges of integrating speaking and listening in a lesson by searching on line or in books available.	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.
		Class Presentation: Let each group present their work to class using posters for tutor or peer feedback. (PDP Theme 4, p. 79)	Class Presentation Student share their findings with another group for feedback and later present to the entire class using posters for tutor and peer feedback.

	T		T	T		
	School Visit (Teaching an integrated speaking and listening lesson plan) Course Overview	30 mins. Stage 4: 50	School Visit: During school visit, student teachers plan an integrated speaking and listening lesson and co-teach with a colleagues or mentor for feedback and comments from tutor and colleagues. Reflection	Student teachers prepare an integrated speaking and listening lesson on Upper Primary topic, coteach with a colleague/mentor and receive feedback or comments from tutor or colleagues. Student teachers reflect		
		mins.	Ask student teachers to reflect on the main topics in the course and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Upper Primary School teacher. Let student teachers share their reflections with class.	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 Upper Primary teacher. Student teachers share their reflection with the class.		
	Closure	Stage 4: 15 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification		
Which cross cutting	 Inclusivity/g 	ender (including	both male and female in each g	roup, mixed ability group)		
issues will be addressed 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) 					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Communication (through presentation and answering questions, writing reports) Summary of Assessment Method: Assessment as learning (Assessment on preparing an integrated Upper Primary speaking and listening lesson plan on a selected speaking and lesson topic and co-teach with a colleague/mentor (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 integrated speaking and listening lesson. Retrieved from https://www.youtube.com/watch?v=kPnckCUv8Y8 YouTube video in integrated language skills – Listening Retrieved from. https://www.youtube.com/watch?v=T2krk_a1OzA 					
Required Text (core)			ts: Integrating skills for classroo	m teaching. CA: Sage		
Additional Reading List	Publications [chapter 4] Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 30]					
CPD Needs	Workshop for tutors	on integrating th	ne teaching of the language skills	j.		
Course Assessment	Component 1: Subject Portfolio Assessment: (30% overall score) Selected Items of students work (3 of them- 10% each) Midterm assessment, - 20%					

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

	Reflective Journal 40%
	 Organisation of the portfolio – 10% (how it is presented/organised)
² Cc	omponent 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%
Col	mnonent 2: End of Semester Evaminations

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

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