TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.Ed in Initial Teacher Education French Year 4

HANDBOOK FOR COORDINATORS











GOVERNMENT OF GHANA







TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.Ed in Initial Teacher Education French Year 4

Coordinator Version

Foreword to the Year 4 Tutor Professional Development Handbook

The development of this set of Tutor Professional Development Handbooks, for Year 4 Bachelor of Education (B.Ed.) courses in Initial Teacher Education marks both an end and a beginning.

It marks an end in that this is the final set of Tutor Professional Development Handbooks to be written, bringing an end to three years of writing by teams from across the four mentoring Universities (Kwame Nkrumah University of Science and Technology, University for Development Studies, University of Ghana and University of Education, Winneba) and Colleges of Education.

It marks a beginning because the significant reforms in teacher education which these Handbooks are helping to bring about has only just begun. The first student teachers who have directly benefitted from these Handbooks entered Colleges of Education in 2019 and won't graduate until 2023. Once these B.Ed. graduates enter Ghana's basic school classrooms, I am confident that we will see a year-on-year increase in the number of teachers meeting the quality benchmarks set out in the National Teachers' Standards (NTS).

It is our intention and belief that these Handbooks will be used in Universities and Colleges of Education for many years to come and that they will play a central role in helping us to bring about a sustained transformation in our basic education system so that we achieve the goal of the Education Strategic Plan (2018-2030) that "all pupils are equipped with appropriate literacy, numeracy and social development skills to effectively transition to second cycle education."

I would like to take this opportunity to thank the Ghana Tertiary Education Commission, the UK's Foreign, Commonwealth and Development Office (FCDO) and Mastercard Foundation for their support over the past three years in making all this possible.

Robin Todd

Executive Director, T-TEL

June 2022

Year Four

Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- It is critical that what SWL write provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development. This requires direct reference to each course manual and explanations of any areas which may be challenging.
- > The sessions need to provide the main PD opportunity for tutors to ensure they fully understand what they need to teach and have the opportunity to plan together to make sure the new B.Ed. courses are taught well.
- ➤ Developments since the manuals were written require SWL to **add additional detail to PD sessions**. Specifically, this means a focus on:
 - o Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
 - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
 - National Teacher Education Assessment Policy (NTEAP)
 - the three assessment components *for the semester* for *each* course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example subject portfolio and project assessment components. if these are not written into the course manuals, see Appendix 1: Course Assessment Components.
 - integrating the use of continuous assessment designed to support student teacher learning in each PD session
 - In year four there are two assessment components associated with the STS Portfolio course: the Professional Portfolio, this is presented with evidence of the Student Teacher meeting the NTS and assessed at a post internship seminar (viva), and the Classroom Enquiry and Action Research (CEAR) Project. Tutors need to be prepared for assessing these components.
- ➤ The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoDs on how to lead and support the professional development of tutors in the weekly sessions
- Age level specialisms. To ensure appropriate subject and age level focus for the PD sessions:
 - o there will be a subject specialist writing for each subject
 - o where subjects are grouped direct reference needs to be made to examples of activities in the course manuals for each subject with explanations and guidance as required
 - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- This is the student teachers' final year and involves planning for and teaching sequences of lessons next academic year across all required subjects with regard for: the basic school curriculum GESI responsiveness, cross-cutting and transferable skills, including ICT.
- > PD sessions in all subjects will need to include preparation for this final push to beginning teaching
- > SL/HoD need to have details of the resources needed for the activities

Tutor PD Session			
Age Levels: JHS	 Advanced Communicat Discourse Analysis and French Literature 		
Year 4	Semester 2		
	or PD Session 1 for Lesson 1 in th		
Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1a Introduction to the	1(a) Introduction to the	1(a) Introduction to the	20 mins
semester – in session one	semester	semester	
 Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age level/s. Introduction to the course manual/s Overview of course learning outcomes Introduction to the two continuous assessment components to be undertaken in each subject during the 	1.1 Start by welcoming tutors to the first PD session for the semester and lead them to sing a short song in French. Example: Bonjour mes enfants, avez-vous bien dormi? Oui, monsieur, merci nous étions tous fatigués On va faire une promenade au bord de la mer Si c'est la plage qui vous intéresse (2x) Allons-y o (3x) Si, c'est la plage qui vous intéresse.	1.1 Sing a short song in French as an icebreaker. Example: Bonjour mes enfants, avezvous bien dormi? Oui, monsieur, merci nous étions tous fatigués On va faire une promenade au bord de la mer Si c'est la plage qui vous intéresse (2x) Allons-y o (3x) Si, c'est la plage qui vous intéresse.	
semester (See Course Assessment Components Appendix NB in subjects where there are no assessment	1.2 Ask tutors to share some of their experiences from their STS supervision visits during the Year 4 Semester 1 STS.	1.2 Share some of your experiences from your STS supervision visits during Year 4 Semester 1 STS.	

components in the course manuals examples will need to be provided by the SWL for the SL/HoD.

1b Introduction to the session

- Review prior learning
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson.

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

Example:

- i. Location of schools of practice
- ii. Attitude of student teachers and mentors to the STS.
- iii. School infrastructure
- iv. Availability and use of Teaching Learning Resources
- v. Observed challenges
- vi. What student teachers have learned about teaching French during STS and what they need to know more about
- 1.3 Lead tutors to discuss the main purpose of the course for the semester through the use of think-pair-share.
- 1.4 In pairs, ask tutors to read the introductory sections of the course manual and identify the Course Learning Outcomes (CLOs)s and Course Learning Indicators (CLIs) for whole group discussion.

Example:

i. AdvancedCommunication Skills in French

CLO

Demonstrate content Knowledge in advanced general communication skills in French both orally and in writing (NTS 2c, pg13, NTECFpg20, 23).

CLIs

1.1 Speak French fluently and interact with natives of France and Francophone countries.

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CLIs

1.1 Speak French fluently and interact with natives of France and Francophone countries.

- 1.2 Take up functions where French communication is required
- ii. Discourse Analysis and Translation

CLO

Critically analyse and show comprehension of the various approaches to discourse analysis in French. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

CLIs

- 1.1. List and explain the various approaches to discourse analysis in French.
- 1.2. Debate in groups and bring out the shortcomings in the various approaches.
- 1.3. Write short exposé of about 1000 words on any three selected approaches.
- iii. French Literature

CLO

Demonstrate understanding of the characteristics of the French literary movements from the 17th to the 20th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

CLIs

- 1.1 The student teacher must able to state the features of the 17th Century French literature
- 1.2 State the features of the 18th Century French literature.

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CLIs

- 1.1 The student
 teacher must able
 to state the
 features of the
 17th Century
 French literature
- 1.2 State the features of the 18th Century French literature.

- 1.5 Lead tutors to brainstorm how these CLOs and CLIs are related to student teachers' relevant previous knowledge.
- 1.6 Ask tutors to read the subject project and portfolio assessment components of the Course Manual, compare with the requirements in NTEAP and review as appropriate.

NB:

Subject portfolio:

This may include the following:

- A mid-semester quiz/interim assessment, class assignment, a copy of project.
- _ a report on key learning through STS and French classes and three key things they will apply in their teaching and assessment in their first post

Subject project:

Example:

- 1.Choose from among the following institutions (a bank, a hotel, Ghana Immigration Service, Ghana Health Service) and visit to familiarize yourself with their language needs in French.
- a. Develop a list of
 vocabulary and
 expressions of not less
 than 3 pages, related to
 the institution you have
 chosen. Be mindful of
 addressing GESI issues
 through the
 choice/selection of

- 1.5 Brainstorm how these CLOs and CLIs are related to student teachers' relevant previous knowledge and experience in school
- 1.6 Read the subject project and portfolio assessment components of the Course Manual, compare with the requirements in NTEAP and review as appropriate.

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Subject portfolio:

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- 1.Choose from among the following institutions (a bank, a hotel, Ghana Immigration Service, Ghana Health Service) and visit to familiarize yourself with their language needs in French.
- a. Develop a list of vocabulary and expressions of not less than 3 pages, related to the institution you have chosen. Be mindful of addressing GESI issues through the

vocabulary (masculine/feminine forms where applicable).

- choice/selection of vocabulary (masculine/feminine forms where applicable).
- b. Identify and select online resources/ materials to be used for teaching. (Special attention should be paid to gender and social inclusion.)
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- c. Prepare a 5-page report detailing how you will use the online resources/ materials identified to teach a topic of your choice in the Basic School curriculum.
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- d. Submit your project to your supervisor for assessment and feedback.
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1b: Introduction to PDS 1

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1.7 Ask tutors to refer to lesson 1 of the course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.

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Example:

- i. Advanced Communication Skills in French
- Advanced
 Communication Skills in
 French
- Advanced Techniques for oral communication
- Advanced
 Techniques for oral communication
- ii. Discourse Analysis and Translation
- ii. Discourse Analysis and Translation
- Nature of discourse analysis
- Nature of discourse analysis
- iii. French Literature
- iii. French Literature

- Introduction to French literature

NB:

Requisite prior knowledge may include the following:

- Basic skills in oral communication including how to organise debates on a given topic.
- Ability to explain some basic concepts related to linguistics and branches of linguistics.
- Ability to explain the concept of literature, literary forms and types of literature
- 1.8 Ask tutors to read the introductory section of lesson 1 and bring out LOs and LIs for whole group discussion.

Example:

i. AdvancedCommunication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

- a.Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.

 Introduction to French literature

NB:

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- Ability to explain some basic concepts related to linguistics and branches of linguistics.
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- b.Discuss topics on selected themes of

ii. Discourse Analysis and Translation conversation on everyday life situations.

ii. Discourse Analysis and Translation

LO

Demonstrate understanding of the concept discourse analysis

LIs

- a. Discuss the concept discourse analysis
- b. Explain the concept discourse analysis
- iii. French Literature

LO

Demonstrate knowledge and understanding of French literature.

LIs

- a. Narrate a short history of French literature.
- b. Identify movements/ events that lead to the beginning of French literature
- c. Identify characteristics of the Middle Age (Moyen Âge) in relation to French literature.
- 1.9 Ask tutors to identify the distinct (unique) aspects of the first lesson, explain what makes these features unique and how they would teach these features to the whole group.

Example:

- i. Advanced Communication Skills in French
 - Coût de vie

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- i. Advanced Communication Skills in French
 - Coût de vie

-	Conditions de
	logement.

- ii. Discourse Analysis and Translation
- Notion d'analyse de discours
- Les approches d'analyse du discours
- iii. French Literature
- Histoire de la littérature française
- Le Moyen Âge
- 1.10 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.

Example:

- Différences entre les approches et les branches de l'analyse du discours
- Moyen Age et Temps modernes.

- Conditions de logement.
- ii. Discourse Analysis and Translation
 - Notion d'analyse de discours
 - Les approches d'analyse du discours
- iii. French Literature
 - Histoire de la littérature française
 - Le Moyen Âge
- 1.10 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.

Example:

- Différences entre les approches et les branches de l'analyse du discours.
- Moyen Age et Temps modernes.

As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development Classroom enquiry and Action Research Project Report writing.
Tutors need to be provided with guidance on what to do including organisation of Post Intern Seminar.

1.11 Ask tutors to discuss in pairs the components of a subject portfolio and the need for its development by student teachers.

Example: Components

- a. Course assignments
- b. written reports on projects
- c. revisions and work samples
- d. student selfassessments
- e. reflections on own works. etc

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The need for portfolio

It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.

1.12 Lead tutors to discuss how they will prepare student teachers for NTC'S Professional Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers.

Example:

Items to be included

- a. Sample Videos of their teaching
- b. Statement of teaching philosophy
- c. Evaluations
- d. Sample lesson plans
- e. Report on Classroom Innovations (e.g., creation of TLRS, new methods)
- f. Relevant photographs
- g. Teaching honours and/or awards
- h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)
- i. ContinuingEducation/Workshops completed (CPD)

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Benefits

- a. Promotion
- b. Professional development

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- c. Reference material
- d. Encourages the
 "scholarship of
 teaching" as teachers
 begin to engage in
 classroom research.
- e. Keeps a record of a teacher's accomplishments Take feedback and discuss
- 1.13 Ask Tutors to discuss how they will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook).

Example: Select a Focus

- a. know what you want to investigate in relation to the teaching and assessment of French (Research Problem/Topic)
- Develop some questions about the area you have identified.
- c. Establish a plan to answer the questions.

Data Collection

Administering of Instruments: Tests, conducting surveys and interviews and examining documents.

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Data Collection

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	Data Analysis and Interpretation	Data Analysis and Interpretation	
	Analyse and interpret data in order to arrive at a decision.	Analyse and interpret data in order to arrive at a	
		decision.	
	Take Action – do any of the following:	Take Action – do any of	
	a. continue with the intervention	the following: a. continue with the	
	b. disband the intervention c. modify the intervention in some way(s) - when necessary. Take feedback and discuss	intervention b. disband the intervention c. modify the intervention in some way(s) - when necessary.	
	1.14 Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114-117	1.14 Discuss how you will receive post- internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114- 117.	
	Example: a. Class management b. GESI responsiveness c. Classroom Innovations and TLRs d. Teaching Philosophy e. Use of ICT tools in	Example: a. Class management b. GESI responsiveness c. Classroom Innovations and TLRs	
	teaching (Benefits and Challenges) f. Teaching Portfolio Development g. NTS h. Classroom Enquiry and Action Research Take feedback and discuss	d. Teaching Philosophy e. Use of ICT tools in teaching (Benefits and Challenges) f. Teaching Portfolio Development g. NTS h. Classroom Enquiry and Action Research	
For each session remember this is the final semester before Students start teaching provide prompts to help support this transition	and Challenges) f. Teaching Portfolio Development g. NTS h. Classroom Enquiry and Action Research	Philosophy e. Use of ICT tools in teaching (Benefits and Challenges) f. Teaching Portfolio Development g. NTS h. Classroom Enquiry and Action	

regard for GESI, CCI, ICT	Example:	Example:
etc	a. Reminding student	a. Reminding student
	teachers to be mindful of	teachers to be mindful
	GESI issues during the	of GESI issues during
	delivery of lessons	the delivery of lessons
	(learners with hearing	(learners with hearing
	impairment, different	impairment, different
	cultural inclinations,	cultural inclinations,
	stuttering, introverts etc).	stuttering, introverts
	b. Asking student teachers	etc).
	to review their teaching	b. Asking student
	philosophy to suit the	teachers to review their
	context of practice.	teaching philosophy to
	c. Ensuring that student	suit the context of
	teachers use mixed ability	practice.
	grouping and pay	c. Ensuring that student
	attention to gender roles	teachers use mixed
	and stereotyping.	ability grouping and
	d. Reminding student	pay attention to
	teachers to use audio-	gender roles and
	visual materials such as	stereotyping
	(television, i-box, lap top,	d. Reminding student
	mobile phones etc) in	teachers to use audio-
	listening/watching and	visual materials such as
	exploring online	(television, i-box, lap
	resources.	top, mobile phones etc)
	e. Asking student teachers	in listening/watching
	to use low- cost teaching	and exploring online
	and learning resources	resources.
	from the environment in	e. Asking student
	teaching.	teachers to use low-
	f. Reminding student	cost teaching and
	teachers to always link	learning resources
	their lesson with the	from the environment
	National Teachers	in teaching.
	Standard.	f. Reminding student
	g. Asking Student teachers	teachers to always link
	to be reflective	their lesson with the
	practitioners.	National Teachers
	Take feedback and discuss	Standard.
	,	g. Asking Student
		teachers to be
		reflective practitioners
2 Concept	2.1 In pairs, ask tutors to	2.1 In pairs, discuss new
Development (New	discuss new concepts of	concepts of the lesson
learning likely to	the lesson and share	and share with the 15 mins
arise in lesson/s):	with the whole group as	whole group as
Identification and	appropriate.	appropriate.
discussion of new		
learning, potential		
barriers to learning		
	1	

- for student teachers or students, new concepts or pedagogy being introduced in the
- lesson, which need to be explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors

Example:

- i. Advanced Communication Skills in French
 - Coût de vie
 - Conditions de logement.
- ii. Discourse Analysis and Translation
 - Les approches d'analyse du discours
- iii. French Literature
 - Origine et évolution de la littérature française
 - Les traits marquant du Moyen Âge
- 2.2 Ask tutors to identify possible barriers to the new learning/lesson Example.
- i. Unfamiliarity with native French speakers' accent.
- ii. Absence or inadequate reading materials on French Literature and Linguistics
- iii. Large class size
 Take feedback and discuss

Suggested solutions

- i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.
- ii. Identify and use more 'documents authentiques' such as online journals, magazines etc.
- iii. Consider regrouping of classes where applicable especially for oral lessons

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- 2.3 Lead tutors to identify and discuss pedagogical approaches such as: creative approaches (*storytelling*), radio reporting, talking point, group work, thinkpair-share, that can be used in the delivery of the lesson.
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- 3. Planning for teaching, learning and assessment activities for the lesson/s
- Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- > Resources:
 - links to the
 existing PD
 Themes, for
 example,
 Classroom
 Enquiry and
 Action Research
 (CEAR),

3.1 Ask tutors to individually read the teaching and learning activities for Lesson 1, and identify the proposed activities for whole group discussion.

Example:

- i. Advanced Communication Skills in French
- -Expressions and vocabulary used in conversations on accommodation.
- ii. Discourse Analysis and Translation
 - -Approaches to discourse analysis
- iii. French Literature
 - History of French literature.
- 3.2 Ask tutors, in pairs, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and address GESI issues in both the B. Ed. and the Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

 Use an IT tool (the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by 3.1 Read the teaching and learning activities for Lesson 1, and identify the proposed activities for whole group discussion.

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Example:

 Use an IT tool (use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

 guidance on any power point presentations, TLM or other resources which need to be developed to support learning

Tutors should be expected to have a plan for the next lesson for student teachers student-teachers to present group works, etc)

- 21st Century Skills: -Collaborative work and Communication skills
- Cognitive processes and strategies (Critical thinking, Problem solving, etc)
- Leadership (eg. Responsibility)
 -Give equal leadership opportunities to both males and females during collaborative activities in class
- Address issues of SEN. Example: Using braille or enlarged texts during group presentations.
- 3.3 Ask Tutors to read the assessment components of the Lesson 1 of the Course Manual and compare with the components prescribed by National Teacher Education Assessment Policy (NTEAP).

Example:

- i. Advanced Communication Skills in French
- Identify and develop teaching and learning materials to teach any of the subtopics of your choice. (Eg: The use of extracts of texts, pictures, 'documents authentiques' and audio-visual materials.
- ii. Discourse Analysis and Translation
 1. a) What is discourse analysis?
 b) How does discourse analysis differ from core areas of linguistics, i.e. phonology, morphology, semantics, or syntax?

by student-teachers to present group works, etc)

- 21st Century Skills: -Collaborative work and Communication skills
- Cognitive processes and strategies (Critical thinking, Problem solving, etc).
- ➤ Leadership (e.g., Responsibility) -Give equal leadership opportunities to both males and females during collaborative activities in class
- Address issues of SEN. Example: Using braille or enlarged texts during group presentations.
- 3.3 Read the assessment components of the Lesson 1 of the Course Manual and compare with the components prescribed by National Teacher Education Assessment Policy (NTEAP).

- i. Advanced Communication Skills in French
- Identify and develop teaching and learning materials to teach any of the subtopics of your choice. (Eg: The use of extracts of texts, pictures, 'documents authentiques' and audiovisual materials.
- ii. Discourse Analysis and Translation
- 1. a) What is discourse analysis?
- b) How does discourse analysis differ from core areas of linguistics, i.e.,

- iii. French Literature
- In groups, using PowerPoint presentations, write on the importance of studying French literature in Ghana.
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/subtopics in Lesson 1; Example:
- i. AdvancedCommunication Skills in French
- The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(a. Quelques types d'hébergement.

Disponible sur:
https://www.youtube.com/
watch?v=r7FQKUqN0uo.

 À l'hôtel: conversation en français / At the hotel: French conversation. Disponible sur:

https://www.youtube.com/w
atch?v=geyHn8Ai6NM)

- ii. Discourse Analysis and Translation
- a) Maingueneau, D.
 (2016). Les termes clés de l'analyse du discours.
 Média Diffusion.
- b) Ducrot, O., & Todorov, T. (1972). *Dictionnaire*

phonology, morphology, semantics, or syntax?

- iii. French Literature
- In groups, using PowerPoint presentations, write on the importance of studying French literature in Ghana.
- 3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 1; Example:
- . Advanced
 Communication Skills
 in French
- The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(a. Quelques types d'hébergement.

Disponible sur:
https://www.youtube.com/watch?v=r7FQKUqN0uo.

 À l'hôtel: conversation en français / At the hotel: French conversation.

Disponible sur:

https://www.youtube.com/watch?v=geyHn8Ai6NM)

- ii. Discourse Analysis and Translation
- a) Maingueneau, D. (2016). Les termes clés de l'analyse du discours. Média Diffusion.
- b) Ducrot, O., & Todorov, T. (1972). *Dictionnaire*

	encyclopédique des	encyclopédique des	
	sciences du langage.	sciences du langage.	
	FeniXX.	FeniXX.	
	iii. French Literature	iii. French Literature	
	a) Julaud, J. J. (2014). <i>La</i>	a) Julaud, J. J. (2014). <i>La</i>	
	littérature française	littérature française	
	<i>pour les nuls</i> . Éditions	<i>pour les nuls</i> . Éditions	
	First. (Refer to Première	First. (Refer to	
	partie, Le Moyen Âge :	Première partie, Le	
	fervent et farceur. pp.	Moyen Âge : fervent	
	27-25)	et farceur. pp. 27-25)	
	b) Masson, N. (2007). <i>La</i>	b) Masson, N. (2007). <i>La</i>	
	littérature française.	littérature française.	
	Editions Eyrolles. (Refer	Editions Eyrolles.	
	to Pages 17-25)	(Refer to Pages 17-25)	
	3.5 In groups, ask tutors to	3.5 In groups, discuss your	
	discuss their plans for teaching Lesson 1.	plans for teaching Lesson 1.	
	NB: Remind tutors to prepare	NB: Prepare a brief report	
	a brief report on how they	on how you used the	
	used the resources suggested	resources suggested for	
	for lesson 1 and any other	lesson 1 and any other	
	resources they might have	resources you might have	
	introduced during the	introduced during the	
	delivery of their lesson for	delivery of your lesson for	
	discussion during the next PD	discussion during the next	
	session.	PD session.	
4. Evaluation and review	4.1. Remind tutors to	4.1 Identify a Critical	15 mins
of session:	identify a Critical Friend	Friend from the same	
a. Tutors need to identify	from the same or related	or related subject area,	
critical friends to observe	subject area, to observe	to observe your lesson	
lessons and report at	their lesson during the	during the enactment	
next session	enactment and share his	and to share his or her	
b. Identifying and	or her observation during	observation during the	
addressing any	the next PDS. NTS 1a	next PDS. NTS 1a	
outstanding issues			
relating to the lesson/s	4.2. Ask tutors to	4.2 Write down issues	
for clarification	individually write down	observed about the	
	issues observed about the	simulated teaching of	
	simulated teaching of	lesson 1 and share your	
	lesson 1 and share their	observations with the	
	observations with the	whole group for	
	whole group for	discussion.	
	discussion.	NB: Read Lesson 2 in both	
	NB: Remind tutors to read	the course and PD manuals,	
	Lesson 2 in both the course	and identify key issues for	
	and PD manuals, and identify	discussion during the next	
İ	key issues for discussion	PD session.	
	during the next DD session	1 D 3C331011.	

during the next PD session.

	Tutor PD Session			
Age Level: JHS	Advanced Comm	Name of Subject: FRENCH nunication Skills in French sis and Translation e		
Year 4		Semester 2		
Tuto	or PD Session 2 for Lesson 2 in tl	he Course Manual		
Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session	
session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.				
1 Introduction to the session	1 Introduction to the session 1.1 Start the PD session	Introduction to the session 1.1 Start the PD session	20 mins	
Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any	with an icebreaker in French with a short song. Example: Petite oiseau 1.2 Ask tutors to mention the topic they discussed in lesson 1. Example: i. Advanced Communication Skills in French - Advanced Techniques for oral communication I ii. Discourse Analysis and Translation - Nature of discourse analysis French Literature - Introduction to French literature	with an icebreaker in French with a short song. Example: Petite oiseau 1.2 Mention the topic discussed in lesson 1. Example: i. Advanced Communication Skills in French - Advanced Techniques for oral communication ii. Discourse Analysis and Translation - Nature of discourse analysis French Literature - Introduction to French literature	111113	
areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and	1.3 Through think-pair- share, ask tutors and the Critical Friend to reflect on Lesson 1 and share what lessons they learnt.	1.3 Through think-pair- share and with the Critical Friend, reflect on Lesson 1 and share what lessons were learnt.		

support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.4 Ask tutors to read
 Lessons 2's descriptions
 in the manual for
 discussion
- 1.5 Brainstorm with tutors, possible content/new learning of lesson 2 as indicated in the description of the manual
 - i. AdvancedCommunication Skills in French
 - Advanced Techniques for oral communication II
 - ii. Discourse Analysis and Translation
 - Language and language use: Theories and conceptual issues
 French Literature
 - Trend of the French literary movements from the 17th to the 18th Centuries I
- 1.6 In pairs, let tutors, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Example:

i. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

Hs

Discuss topics on selected themes of conversation on everyday life situations.

- 1.4 Read Lessons 2's descriptions in the manual for discussion
- 1.5 Brainstorm possible content/ new learning of lesson 2 as indicated in the description of the manual
- i. Advanced Communication Skills in French
 - Advanced Techniques for oral communication II
- ii. Discourse Analysis and Translation
- Language and language use: Theories and conceptual issues
- iii. French Literature
- Trend of the French literary movements from the 17th to the 18th Centuries I
- 1.6In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Example:

i. AdvancedCommunication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

Discuss topics on selected themes of conversation on everyday life situations.

ii. Discourse Analysis and Translation

LO

Demonstrate understanding of the language and language use in texts and in contexts. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIS

Discuss the patterns of the language and language use in texts and in contexts

French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

- Explain the 17th Century
 French literary movement.
- State the features of the 17th Century French literature.
- 1.7 Ask tutors to identify the distinct (unique) aspects of the first lesson and share their observations with the whole group.

Example:

- i. Advanced Communication Skills in French
 - Les droits des étudiants
- ii. Discourse Analysis and Translation
 - Patterns of language and language use
 - Language registers
- iii. French Literature
 - Caractéristiques de la littérature française du XVIIe Siècle

ii. Discourse Analysis and Translation

LO

Demonstrate understanding of the language and language use in texts and in contexts. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

Discuss the patterns of the language and language use in texts and in contexts French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

- Explain the 17th Century
 French literary movement.
- State the features of the 17th Century French literature.
- 1.7 Identify the distinct (unique) aspects of the first lesson and share observations with the whole group.

- i. AdvancedCommunication Skills in French
 - Les droits des étudiants
- ii. Discourse Analysis and Translation
 - Patterns of language and language use
 - Language registers
- iii. French Literature
 - Caractéristiques de la littérature française du XVIIe Siècle

	Las marriamente de	Los mouvements de
	- Les mouvements de	- Les mouvements de
	XVIIe Siècle de la	XVIIe Siècle de la
	littérature française.	littérature française.
As this course is dealing	1.8 Discuss with tutors on	1.8 Discuss how to assist
with supporting and or	how to assist student	student teachers to
assessing the	teachers to prepare	prepare adequately for
Professional Teaching	adequately for the world	the world of work
Portfolio Development	of work through Post	through Post internship
or the Classroom	internship seminar.	seminar.
Enquiry and Action		
Research (CEAR) Project	1.9Let tutors identify areas	1.9 Identify areas where
Report writing. Tutors	where student teachers	student teachers require
need to be provided	require further training.	further training.
with guidance on what	Example:	Example:
to do including	- Professional Teaching	- Professional Teaching
organisation of Post	portfolio (page 64-68)	portfolio (page 64-68)
Internship Seminar.	- Continuous professional	- Continuous professional
meerisiip seiimar.	I	development (pages 104-
	development (pages 104-113)	113)
	·	1
	- Teacher-Community	- Teacher-Community
	relations (pages 51-54)	relations (pages 51-54)
	NB: Refer to the STS	NB: Refer to the STS
	Handbook. (Four-Year	Handbook. (Four-Year
	Bachelor of Education	Bachelor of Education
	Degree, Supported Teaching	Degree, Supported Teaching
	in School Placement	in School Placement
	Handbook, Year Three,	Handbook, Year Three,
For each consists	2020/2021)	2020/2021)
	1.10 Lead tutors to discuss	1.10 Discuss and provide
remember this is the	and provide prompts to	prompts to support
final semester before	support planning for	planning for beginning
Students begin teaching	beginning teachers,	teachers, considering
provide prompts to help	considering GESI, CCI,	GESI, CCI, ICT etc.
support this transition	ICT etc	Example:
for planning and give	Example:	i. Reminding student
regard for GESI, CCI, ICT	i. Reminding student	teachers to be mindful of
etc.	teachers to be mindful of	GESI issues during the
	GESI issues during the	delivery of lessons
	delivery of lessons	(learners with hearing
	(learners with hearing	impairment, different
	impairment, different	cultural inclinations,
	cultural inclinations,	stuttering, introverts
	stuttering, introverts	etc).
	etc).	ii. Asking student teachers
	ii. Asking student teachers	to review their teaching
	to review their teaching	philosophy to suit the
	philosophy to suit the	context of practice.
	context of practice.	iii. Reminding student
	iii. Reminding student	teachers to use audio-
	teachers to use audio-	visual materials such as
	teachers to use unuit-	visual illuterials such as

	visual materials such as (television, I-box, laptop, mobile phones etc) in listening/watching and appraising physical activities and musical concepts. iv. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching. v. Asking students to tap into the expertise of resource persons in their community of teaching. vi. Reminding student teachers to always link their lesson with the National Teachers Standard. vii. Asking Student teachers to be reflective	(television, I-box, laptop, mobile phones etc) in listening/watching and appraising physical activities and musical concepts. iv. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching. v. Asking students to tap into the expertise of resource persons in their community of teaching. vi. Reminding student teachers to always link their lesson with the National Teachers Standard. vii. Asking Student teachers to be reflective practitioners	
	practitioners.		
2 Concept Development	2 Concept Development	2 Concept Development	15
(New learning likely to	2.1 In groups, let tutors read	2.1 In groups, read the topic	mins
arise in lesson/s):	the topic of the Lesson 2	of the Lesson 2 and	
> Identification and	and discuss possible	discuss possible	
discussion of new	subtopics under them.	subtopics under them.	
learning, potential	Example:	Example:	
barriers to learning	i. Advanced Communication	i. Advanced Communication	
for student teachers	Skills in French	Skills in French	
or students, new	- Explication des décisions	- Explication des décisions	
concepts or	prises	prises	
pedagogy being introduced in the	ii. Discourse Analysis and	- Discourse Analysis and	
lesson, which need	Translation	Translation	
to be explored with	- Patterns of language and	- Patterns of language	
the SL/HoD	language use	and language use ii. French Literature	
NB The guidance for	Les personnalités du XVIIe	Les personnalités du XVIIe	
SL/HoD should set out	Siècle de la littérature	Siècle de la littérature	
what they need to do to	française	française	
introduce and explain	7. 31.30.00	J. aliçaise	
the issues/s with tutors,			
they should take	2.2 Guide tutors in groups to	2.2 In groups, identify	
	2.2 Guide tutors in groups to identify possible barriers	2.2 In groups, identify possible barriers in	
feedback to gauge	identify possible barriers	possible barriers in	
feedback to gauge understanding and			
	identify possible barriers in teaching the	possible barriers in teaching the subtopics/	

	i. Unfamiliarity with	i. Unfamiliarity with	
	different language	different language	
	register	register	
	ii. Limited copies of reading	ii. Limited copies of reading	
	resources	resources	
	iii. Absence or inadequate	iii. Absence or inadequate	
	reading materials on	reading materials on	
	French Literature and	French Literature and	
	Linguistics	Linguistics	
	Suggested solutions		
	i. Provide samples of		
	different language		
	registers for student		
	teachers to compare		
	ii. Put together and use		
	more 'documents		
	authentiques' such as		
	online journals,		
	magazines etc.		
	iii. Consider regrouping of		
	classes where applicable		
	especially for oral lessons		
	2.3 Let tutors discuss how	2.3 Discuss how to help	
	they can help student	student teachers to use	
	teachers to use different	different strategies to	
	strategies to support	support learning of these	
	learning of these areas in	areas in basic schools	
	basic schools through STS	through STS activities.	
	activities. Example:	Example: Storytelling, group	
	Storytelling, group work	work and talking point	
	and talking point		40
3.Planning for teaching, learning and assessment	3 Teaching and learning activities for the lesson	3 Teaching and learning activities for the lesson	40 mins
activities for the			1111113
lesson/s	3.1 Ask tutors in groups to read the teaching and	3.1 In groups, read the teaching and learning	
Reading and	learning activities on the	activities on the lesson	
discussion of the	lesson and identify areas	and identify areas that	
teaching and	that require clarification.	require clarification.	
learning	that require dialineations	require darmoution.	
activities	3.2 Lead tutors to discuss in	3.2Discuss in groups and	
Noting,	groups and share with the	share with the whole	
addressing, and	whole group how to	group how to integrate	
explaining areas	integrate the core	the core transferable	
where tutors	transferable skills and	skills and GESI in the	
may require	GESI in the lesson into the	lesson into the teaching	
clarification	teaching and learning	and learning activities for	
Noting Noting	activities for both the	both the B.Ed. and the	
opportunities for	B.Ed. and the Basic School	Basic School curricula.	
making <i>explicit</i>	curricula.	Example:	

- links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, Classroom **Enquiry** and **Action Research** (CEAR), questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

Example:

- -Use an IT tool (YouTube video items etc) and take into consideration student teachers' linguistic and sociocultural background and learners with special needs during group presentations.
 -Collaborative work and Communication skills
 -Leadership (eg. Responsibility)
- 3.3 Ask tutors to read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.

Take note of these components:

- 1 Subject project
- 2 Subject portfolio Example
- i. Advanced Communication Skills in French
- Develop a teaching and learning material to teach the subtopics of your choice. (Eg: The use of YouTube video material and 'documents authentiques'.
- ii. Discourse Analysis and Translation
- a) What are the different registers of French language?b) Give examples of the registers
- iii. French Literature
- Identify different genres of literature of 17th Century and some personalities that can associated with them.
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources

- -Use an IT tool (YouTube video items etc) and take into consideration student teachers' linguistic and sociocultural background and learners with special needs during group presentations.
 -Collaborative work and Communication skills
 -Leadership (eq.
- 3.3 Read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.

Take note of these components:

Responsibility)

- 1. Subject project
- 2. Subject portfolio Example
- i. Advanced Communication Skills in French
- Develop a teaching and learning material to teach the subtopics of your choice. (Eg: The use of YouTube video material and 'documents authentiques'.
- ii. Discourse Analysis and Translation
- a) What are the different registers of French language?
 b) Give examples of the
- b) Give examples of the registers
- iii. French Literature Identify different genres of literature of 17th Century and some personalities that can associated with them.
- 3.4 In groups, identify and discuss the appropriate resources needed for

Tutors should be	needed for the teaching	the teaching and	
expected to have	and learning of the	learning of the	
a plan for the	concepts/ sub-topics,	concepts/ sub-topics:	
next lesson for	• • • • • • • • • • • • • • • • • • • •		
	Example:	Example:	
student teachers	Example:	i. Advanced	
	i. Advanced	Communication Skills in	
	Communication Skills in	French	
	French	Lamoureux, J. (2001).	
	Lamoureux, J. (2001).	Pratique de la	
	Pratique de la	communication téléphone	
	communication téléphone en	<i>en français</i> . Grenoble : PUG	
	français. Grenoble : PUG	ii. Discourse Analysis and	
	ii. Discourse Analysis	Translation	
	and Translation	Adam, JM. (2005). <i>La</i>	
	Adam, JM. (2005). <i>La</i>	linguistique textuelle :	
	linguistique textuelle :	introduction à l'analyse	
	introduction à l'analyse	textuelle des discours. Paris :	
	textuelle des discours. Paris :	Armand Colin	
	Armand Colin	iii. French Literature	
	iii. French Literature	Brunel P. (986). L'histoire de	
	Brunel P. (986). L'histoire de	la littérature française : de	
	la littérature française : de	moyen Age au XVIIIe siècle	
	moyen Age au XVIIIe siècle	Paris : CLE International	
	Paris : CLE International		
	3.5 In groups, lead tutors to	3.5In groups, discuss plans	
	discuss their plans for	for teaching Lesson 2 by	
	teaching Lesson 2 by	simulating a classroom	
	simulating a classroom	scenario.	
	scenario.	NB : Be reminded to prepare	
	NB : Remind tutors to prepare	a report on how you used	
	a report on how they used	the resources suggested for	
	the resources suggested for	lesson 2 and any other	
	35	· ·	
	lesson 2 and any other	resources you might have	
	resources they might have	introduced during the	
	introduced during the	delivery of your lesson for	
	delivery of their lesson for	discussion during the next	
	discussion during the next PD session.	PD session.	
4. Evaluation and review	4. Evaluation and review of	4. Evaluation and review of	15
of session:	session:	session:	mins
Tutors should	4.1 Ask tutors to identify a	4.1 Identify a Critical Friend	
Identifying critical	Critical Friend from the	from the same or related	
friends to observe	same or related subject	subject area, to observe	
lessons and report	area, to observe their	lesson during the	
at next session	lesson during the	enactment and share	
Identifying and	enactment and share his	observation during the	
addressing any	or her observation	next PDS. NTS 1a	
outstanding issues	during the next PDS.		
relating to the	NTS 1a		
	1413 14		

lesson/s for	4.2 Ask tutors to individually	4.2 Individually write down
clarification	write down issues	issues observed about
	observed about the	the simulated teaching
	simulated teaching of	of lesson 2 and share
	lesson 2 and share their	observations with the
	observations with the	whole group for
	whole group for	discussion
	discussion	NB: Be reminded to read
	NB: Remind tutors to read	Lesson 3 in both the course
	Lesson 3 in both the course	and PD manuals, and
	and PD manuals, and identify	identify key issues for
	key issues for discussion	discussion during the next
	during the next PD session.	PD session.

	Tutor PD Session		
Age Level: JHS		Name of Subject: FRENCH 1. Advanced Communication French 2. Discourse Analysis and Tra 3. French Literature	
Year 4		Semester 2	
Tuto	or PD Session 3 for Lesson 3 in th	e Course Manual	
Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
and specific reference should be made to the course manual/s. 1 Introduction to the	1.1 Start by welcoming tutors	1.1 Start the Lesson 3 PD	20
 session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to 	to the Lesson 3 PD session for the semester and lead them to sing a short song in French. Example: Tête épaules jambes et pieds (disponible sur : https://www.youtube.com/watch?v=DXwF_mbv5do)	session for the semester by singing a short song in French. Example: Tête épaules jambes et pieds (disponible sur : https://www.youtube.com/watch?v=DXwF_mbv5do)	mins
 and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, 	Paroles: Tête, épaule, jambes, pieds, petits yeux, oreilles, bouche et nez 1.2 Ask a Critical Friend for Lesson 2 and tutors to reflect individually on the previous week's session and share their experiences.	Paroles: Tête, épaule, jambes, pieds, petits yeux, oreilles, bouche et nez 1.2 Together with a Critical Friend for Lesson 2, reflect individually on the previous week's session and share your experiences.	
address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to	1.3 Ask tutors to refer to Lesson 3 of the course manual and discuss in pairs the lesson title as well as relevant prior	1.3 Refer to Lesson 3 of the course manual and discuss in pairs the lesson title as well as relevant prior	

gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session learning needed for the lesson.

Example:

- iv. AdvancedCommunication Skills in French
- Text-based written and oral production
 Discourse Analysis and Translation
- Language and language use: Theories and conceptual issues
- vi. French Literature
 Trend of the French literary
 movements from the 17th to
 the 18th centuries II

Requisite prior knowledge may include the following:

- Basic skills in oral communication including how to organise debates on a given topic.
- Ability to explain language and language use, language registers and concepts related to Dominique Maingueneau, Ferdinand de Saussure
- Ability to identify key characters of the 17th Century French literature.

1.4 Ask tutors to read the introductory section of lesson 3 and bring out LOs and LIs for whole group discussion.

Example:

iv. AdvancedCommunication Skills in French

learning needed for the lesson.

Example:

- i. AdvancedCommunication Skills in French
- Text-based written and oral production
- ii. Discourse Analysis and Translation
- Language and language use: Theories and conceptual issues
- iii. French Literature- Trend of the Frenchliterary movements fromthe 17th to the 18thcenturies II

Requisite prior knowledge may include the following:

NB:

- Basic skills in oral communication including how to organise debates on a given topic.
- Ability to explain language and language use, language registers and concepts related to Dominique Maingueneau, Ferdinand de Saussure
- Ability to identify key characters of the 17th Century French literature.
- 1.4 Read the introductory section of lesson 3 and bring out LOs and LIs for whole group discussion.

Example:

i. AdvancedCommunication Skills in French

LO

Spontaneously enter conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

- c. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- v. Discourse Analysis and Translation

LO

Demonstrate understanding of the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson

LIs

- a. Identify the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson
- b. Discuss the concepts
 related to Roland
 Barthes, Emile Benveniste
 and Roman Jacobson
- vi. French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 18th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIS

Explain the 18thCentury French literary movement.

LO

Spontaneously enter conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

- a.Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- ii. Discourse Analysis and Translation

LO

Demonstrate
understanding of the
concepts related to Roland
Barthes, Emile Benveniste
and Roman Jacobson

LIs

- a. Identify the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson
- b. Discuss the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson
- iii. French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 18th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

Explain the 18thCentury French literary movement.

As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research	1.5 Ask tutors to identify the distinct (unique) aspects of the Lesson 3 and share their observations with the whole group. 1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications. Example: - Traditional and religious festivals with their clothing mode. - The concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson. 1.7 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.	1.5 Identify the distinct (unique) aspects of the Lesson 3 and share your observations with the whole group. 1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications. Example: - Traditional and religious festivals with their clothing mode The concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson. 1.7 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.
Project Report writing, Tutors need to be provided with guidance on what to do including the organisation of Post Internship Seminar.	1.8 Let tutors identify areas where student teachers require further training. Example: - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)	1.8 Let tutors identify areas where student teachers require further training. Example: Professional Teaching portfolio (page 64-68) Continuous professional development (pages 104-113) Teacher-Community relations (pages 51-54) NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)
For each session remember this is the	1.9 Lead tutors to discuss and provide prompts to	1.9 Lead tutors to discuss and provide prompts

final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc. support planning for beginning teachers, considering GESI, CCI, ICT etc

Example:

- Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).
- ii. Asking student teachers to review their teaching philosophy to suit the context of practice.
- iii. Reminding student teachers to use audiovisual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.
- iv. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.
- v. Asking students to tap into the expertise of resource persons in their community of teaching.
- vi. Reminding student teachers to always link their lesson with the National Teachers Standard.
- vii. Asking Student teachers to be reflective practitioners.

to support planning for beginning teachers, considering GESI, CCI, ICT etc

- Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).
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 - iv. Asking student teachers to use lowcost teaching and learning resources from the environment in teaching.
 - Asking students to tap into the expertise of resource persons in their community of teaching.
 - vi. Reminding student teachers to always link their lesson with the National Teachers Standard.
 - vii. Asking Student teachers to be reflective practitioners.

2 Concept Development (New learning likely to arise in lesson/s):

ldentification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

- 2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate. Example:
- i. Advanced Communication Skills in French
 - Des conversations sur la vie quotidienne
- ii. Discourse Analysis and Translation
 - Les concepts de : Roland Barthes, Émile Benveniste et Roman Jacobson
- iii. French Literature
 - La littérature française du XVIIIe Siècle
- 2.2 Ask tutors to identify possible barriers to the new learning/lesson Example.
- Unfamiliarity with native French speakers' accent in videos to be used in class.
- ii. Absence or inadequate discourse analysis books.
- iii. Absence or inadequate books on the 18th century French literature.

Suggested solutions

- a. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.
- E-books on discourse analysis and the 18th century French literature should be made available to student-teachers

- 2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate. Example:
- i. Advanced Communication Skills in French
- Des conversations sur la vie quotidienne
- ii. Discourse Analysis and Translation
- Les concepts de :

 Roland Barthes, Émile
 Benveniste et Roman
 Jacobson
- iii. French Literature
- La littérature française du XVIIIe Siècle
- 2.2 Identify possible barriers to the new learning/lesson Example.
- Unfamiliarity with native French speakers' accent in videos to be used in class.
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- iii. Absence or inadequate books on the 18th century French literature.

Suggested solutions

- a. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.
- b. E-books on discourse analysis and the 18th century French literature should be made available to student-teachers

15 mins

3. Planning for teaching, learning and assessment activities for the lesson/s

- a. Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- c. Noting opportunities for making *explicit*links to the Basic
 School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- e. Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- f. Resources: links to the existing PD Themes, for example, Classroom Enquiry and Action Research (CEAR), questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs

3.1 Ask tutors to individually read the teaching and learning activities for Lesson 3, and to present the areas identified for whole group discussion.

Example:

- i. Advanced Communication Skills in French
 - -Acquisition of the appropriate expressions and engage in conversations on fashion clothing.
- ii. Discourse Analysis and Translation
 - a. Identification of the contributions of Roman Jacobson to Discourse Analysis.
- iii. French Literature
 - a. Discussion of the characteristics/features of the 18th Century French literature.
- 3.2 Ask tutors, in groups of two, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and address GESI issues in both the B. Ed. and the Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

- a. GESI issues: Give equal leadership opportunities to both males and females during collaborative activities in class.
- b. ICT: Digital literacy such as the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint for presentations

3.1 Read the teaching and learning activities for Lesson 3, and to present the areas identified for whole group discussion.

Example:

- i. Advanced Communication Skills in French
- Acquisition of the appropriate expressions and engage in conversations on fashion clothing.
- ii. Discourse Analysis and Translation
 Identification of the contributions of Roman Jacobson to Discourse
- Analysis.

 iii. French Literature
 - Discussion of the characteristics/features of the 18th Century French literature.
- 3.2 In groups of two, discuss and share with the whole group how to integrate the core transferable skills in the lesson and address GESI issues in both the B. Ed. and the Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

- a.GESI issues: Give equal leadership opportunities to both males and females during collaborative activities in class.
- b. ICT: Digital literacy such as the use of a laptop/mobile phone to show videos from

40 mins

- to be given to local availability
- g. Tutors should be expected to have a plan for the next lesson for student teachers

by student-teachers to present group works, etc) c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc) d. Address issues of SEN by using braille or enlarged texts

during group presentations.

3.3 Ask Tutors to read the assessment components of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP.

Example:

- i. Advanced
 Communication Skills in French
- Francophone students on an exchange programme are being hosted by your College of Education, do a PowerPoint presentation on fashion style of Ghanaians and its significance during the various traditional festivals and occasions across the country.
- ii. Discourse Analysis and Translation
- In a one-page document, discuss how relevant the contributions of Roland Barthes, Emile Benveniste and Roman Jacobson are, to the teaching and learning of French in Ghana?
- iii. French Literature
- In pairs, identify the differences between the

YouTube, the use of PowerPoint for presentations by student-teachers to present group works, etc) c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc) d. Address issues of SEN by using braille or enlarged texts during group presentations.

3.3 Read the assessment components of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP.

- i. Advanced Communication Skills in French
- Francophone students on an exchange programme are being hosted by your College of Education, do a PowerPoint presentation on fashion style of Ghanaians and its significance during the various traditional festivals and occasions across the country.
 - ii. Discourse Analysis and Translation
- In a one-page
 document, discuss how
 relevant the
 contributions of Roland
 Barthes, Emile
 Benveniste and Roman
 Jacobson are, to the
 teaching and learning
 of French in Ghana?

- 17th and 18th century literature.
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 3;

Example:

- i. AdvancedCommunication Skills in French
- chose different fashion styles from online or books, newspapers, etc., so that student teachers can have a broader perspective when discussing fashion modes in Ghana:
- (<u>https://www.afrikmag.c</u> <u>om/tradition-prime-</u> <u>modernite-ghana-pays/</u>
- ii. Discourse Analysis and Translation
- Maingueneau, D. (2007).
 Analyser les textes de communication. Paris:
 Armand Colin.
- iii. French Literature: Extraits de : a. Gide, André (1902).

L'immoraliste, Paris, Mercure de France, coll. « Folio » n° 229.

- b. Camus, A. (1950). *Les Justes*. Paris: Gallimard. Coll. Folio n° 477.
- 3.5 In groups, ask tutors to discuss their plans for teaching Lesson 3 by simulating a classroom scenario.

- iii. French Literature
- In pairs, identify the differences between the 17th and 18th century literature.
- 3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/subtopics in Lesson 3;

- i. Advanced Communication Skills in French
- chose different fashion styles from online or books, newspapers, etc., so that student teachers can have a broader perspective when discussing fashion modes in Ghana:
- (<u>https://www.afrikmag.</u> <u>com/tradition-prime-</u> modernite-ghana-pays/
- ii. Discourse Analysis and Translation
- Maingueneau, D.
 (2007). Analyser les textes de communication. Paris: Armand Colin.
- iii. French Literature: Extraits de :
- a. Gide, André (1902). L'immoraliste, Paris, Mercure de France, coll. « Folio » n° 229. b. Camus, A. (1950). Les
- b. Camus, A. (1950). Les Justes. Paris: Gallimard. Coll. Folio n° 477.
- 3.5 In groups, discuss your plans for teaching Lesson 3 by simulating a classroom scenario.

	NB: Remind tutors to prepare	NB: Prepare a report on	
	a report on how they used	how you used the	
	the resources suggested for	resources suggested for	
	lesson 3 and any other	lesson 3 and any other	
	resources they might have	resources you might have	
	introduced during the	introduced during the	
	delivery of their lesson for	delivery of your lesson for	
	discussion during the next PD	discussion during the next	
	session.	PD session.	
 4. Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session Identifying and addressing any outstanding issues relating to the 	 4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment and share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the 	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment and to share his or her observation during the next PDS. NTS 1a 4.2 Write down issues observed about the simulated teaching of	15 mins
lesson/s for clarification	simulated teaching of lesson 3 and share their observations with the whole group for discussion. NB: Remind tutors to read Lesson 4 in both the course and PD manuals and identify key issues for discussion	the lesson 3 and share your observations with the whole group for discussion. NB: Read Lesson 4 in both the course and PD manuals and identify key issues for discussion during the next	
	Lesson 4 in both the course and PD manuals and identify	the course and PD manuals and identify key issues for	

Tutor PD Session			
Age Level: JHS		lame of Subject: FRENCH Cation Skills in French and Translation	
Year 4	Semester 2		
Tutor PE	Session 4 for Lesson 4 in th	e Course Manual	
Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
manual/s. Introduction to the session ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD	1. Introduction to the course 1.1 Start by welcoming tutors to the first PD session for the semester and lead them to sing a short song in French. Example: Chevaliers de la table ronde https://www.youtube.com/watch?v=uamlJnvFM9w	1. Introduction to the course 1.1 Sing a short song in French as an icebreaker. Example: Chevaliers de la table ronde https://www.youtube.com/watch?v=uamlJnvFM9w	20 mins
should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 1.2 Ask tutors to listen to and discuss with Critical friend share his/her observations on the previous week's observed lesson. 1.3 Ask tutors to refer to lesson 4 of the course manual and discuss in 	 1.2 Listen to and discuss with Critical friend while sharing his/her observations on the previous week's observed lesson. 1.3 Refer to lesson 4 of your course manual and discuss in pairs the lesson title as well as 	
	pairs the lesson title as well as relevant prior	relevant prior learning needed for the lesson.	

learning needed for the lesson.

Example:

- i. Advanced Communication Skills in French
- Language practice:
 Oral /written
 communication in the
 administrative services
- ii. Discourse Analysis and Translation
- Interpretation of language and strategies of communication
- iii. French Literature
- Trend of the French literary movements from the 17th to the 18th Centuries I

NB:

Requisite prior knowledge may include the following:

- i. Basic skills in oral communication including how to organise debates on a given topic.
- ii. Basic knowledge of interpretation as a result of listening to radio and television stations.
- iii. Ability to identify key features and figures of XVIIIe Century French literature.
- 1.4 Ask tutors to read the introductory section of lesson 4 and bring out LOs and LIs for whole group discussion.

Example:

i. Advanced Communication Skills in French

Example:

- iv. Advanced Communication Skills in French
 - Language practice:
 Oral /written
 communication in the
 administrative services
- v. Discourse Analysis and Translation
- Interpretation of language and strategies of communication
- vi. French Literature
- Trend of the French literary movements from the 17th to the 18th Centuries I

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- 1.4 Read the introductory section of lesson 4 and bring out LOs and LIs for whole group discussion.

Example:

i. AdvancedCommunication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

- a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.
- ii. Discourse Analysis and Translation

LO

Demonstrate content knowledge and understanding of theories and strategies of interpretation and translation of language (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LI

- a. Discuss theories and strategies of interpretation and translation of language
- Apply theories and strategies of interpretation to given texts in French and English.
- iii. French Literature

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

- a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.
 - ii. Discourse Analysis and Translation

LO

Demonstrate content knowledge and understanding of theories and strategies of interpretation and translation of language (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LI

- a. Discuss theories and strategies of interpretation and translation of language
- Apply theories and strategies of interpretation to given texts in French and English.
- iii. French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 17th to the 18th Centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIS

- a. Identify French literary movements of 17th and 18th Centuries.
- Study and analyse at least two text extracts of the two Centuries
- c. Link/compare the contents of the extracts to the Centuries.
- 1.5 Ask tutors to identify the distinct (unique) aspects of the fourth lesson and share their observations with the whole group.

Example:

- i. Advanced Communication Skills in French
 - Gastronomie
 - Sport
 - Santé
- ii. Discourse Analysis and Translation
 - Définition : traduction, théories et stratégies de traduction
 - Définition : traduction, théories et stratégies d'interprétation

LO

Demonstrate understanding of the characteristics of the French literary movements from the 17th to the 18th Centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

- a. Identify French literary movements of 17th and 18th Centuries.
- b. Study and analyse at least two text extracts of the two Centuries
- c. Link/compare the contents of the extracts to the Centuries.
- 1.5 Identify the distinct (unique) aspects of the fourth lesson and share your observations with the whole group.

- i. AdvancedCommunication Skills in French
 - Gastronomie
 - Sport
 - Santé
- ii. Discourse Analysis and Translation
 - Définition : traduction, théories et stratégies de traduction
 - Définition : traduction, théories et stratégies d'interprétation

- iii. French Literature
 - Étude pratique d'un extrait d'un ouvrage de XVIIe siècle
 - Étude pratique d'un extrait d'un ouvrage de XVIIIe siècle
 - Étude pratique et comparative des extraits des ouvrages du XVIIe et XVIIIe siècle
- 1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.

Example:

- i. Advanced Communication Skills in French
 - Gastronomie
 - Sport
 - Santé
- ii. Discourse Analysis and Translation
 - Définition : traduction, théories et stratégies de traduction
 - Définition : traduction, théories et stratégies d'interprétation
- iii. French Literature
 - Étude pratique d'un extrait d'un ouvrage de XVIIe siècle
 - Étude pratique d'un extrait d'un

- iii. French Literature
 - Étude pratique d'un extrait d'un ouvrage de XVIIe siècle
 - Étude pratique d'un extrait d'un ouvrage de XVIIIe siècle
 - Étude pratique et comparative des extraits des ouvrages du XVIIe et XVIIIe siècle
- 1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.

- i. Advanced Communication Skills in French
 - Gastronomie
 - Sport
 - Santé
- ii. Discourse Analysis and Translation
 - Définition : traduction, théories et stratégies de traduction
 - Définition : traduction, théories et stratégies d'interprétation
- iii. French Literature
 - Caractéristiques de la littérature française du XVIIe Siècle
 - Les mouvements du XVIIe Siècle de la

		· · · · · · · · · · · · · · · · · · ·	
	ouvrage de XVIIIe	littérature	
	siècle	française.	
	- Étude pratique et	- Les personnalités	
	comparative des	du XVIIe Siècle de la	
	extraits des	littérature	
	ouvrages du XVIIe	française	
	et XVIIIe siècle.		
As this course is dealing	1.7 Ask tutors to discuss	1.7 Discuss the	
with supporting and or	the components of a	components of a	
assessing the Professional	subject portfolio and	subject portfolio and	
Teaching Portfolio	the need for its	the need for its	
Development or the	development by	development by	
Classroom Enquiry and	student teachers.	student teachers.	
Action Research (CEAR)	Example:	Example:	
Project Report writing,	a. Course assignments	a. Course assignments	
tutors need to be provided	b. written reports on	b. written reports on	
with guidance on what to	projects	projects	
do including organisation of	c. revisions and work	c. revisions and work	
Post Internship Seminar.	samples	samples	
	d. student self-	d. student self-	
	assessments	assessments	
	e. reflections on own	e. reflections on own	
	works. etc	works. etc	
	The need for portfolio	The need for portfolio	
	It offers the student	It offers the student	
	teacher tangible evidence	teacher tangible evidence	
	to show for their academic	to show for their academic	
	achievements as well as	achievements as well as	
	their participation in class	their participation in class	
	and group assignments.	and group assignments.	
	1.8 Lead tutors to discuss	1.8 Discuss how you will	
	how they will prepare	prepare student	
	student teachers for	teachers for NTC'S	
	NTC'S Professional	Professional Teaching	
	NTC'S Professional Teaching Portfolio	Professional Teaching Portfolio (PTP)	
	Teaching Portfolio	Portfolio (PTP)	
	Teaching Portfolio (PTP) Assessment in		
	Teaching Portfolio (PTP) Assessment in the world of work as	Portfolio (PTP) Assessment in the world of work as	
	Teaching Portfolio (PTP) Assessment in	Portfolio (PTP) Assessment in the	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers.	Portfolio (PTP) Assessment in the world of work as beginning teachers.	
	Teaching Portfolio (PTP) Assessment in the world of work as	Portfolio (PTP) Assessment in the world of work as	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample Videos of	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample videos of	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample Videos of their teaching	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample videos of their teaching	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample Videos of their teaching b. Statement of	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample videos of their teaching b. Statement of	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample Videos of their teaching b. Statement of teaching	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample videos of their teaching b. Statement of teaching	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample Videos of their teaching b. Statement of teaching philosophy	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample videos of their teaching b. Statement of teaching philosophy	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample Videos of their teaching b. Statement of teaching philosophy c. Evaluations	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample videos of their teaching b. Statement of teaching philosophy c. Evaluations	
	Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample Videos of their teaching b. Statement of teaching philosophy	Portfolio (PTP) Assessment in the world of work as beginning teachers. Example: Articles to be included a. Sample videos of their teaching b. Statement of teaching philosophy	

- e. Report on
 Classroom
 Innovations (e.g.,
 creation of TLRS,
 new methods)
- f. Relevant photographs
- g. Teaching honours and/or awards
- h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)
- Continuing
 Education/Worksh
 ops completed
 (CPD)

- e. Report on
 Classroom
 Innovations (e.g.,
 creation of TLRS,
 new methods)
- f. Relevant photographs
- g. Teaching honours and/or awards
- h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)
- i. Continuing Education/Worksh ops completed (CPD)

Benefits

- i. Promotion
- ii. Professional development
- iii. Reference material
- iv. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.
- v. Keeps a record of a teacher's accomplishments
- 1.9 Ask Tutors to discuss how they will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook).

Example: Select a Focus

Benefits

- i. Promotion
- ii. Professional development
- iii. Reference material
- iv. Encourages the
 "scholarship of
 teaching" as teachers
 begin to engage in
 classroom research.
- v. Keeps a record of a teacher's accomplishments
- 1.9 Discuss how you will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook)...

Example: Select a Focus

- a. know what you want to investigate (Research Problem/Topic)
- develop some questions about the area you have identified
- c. Establish a plan to answer the questions.

Data Collection
Administering of
Instruments:
Tests, conducting surveys
and interviews and
examining documents.

Data Analysis and Interpretation Analyse and interpret in order to arrive at a decision.

Take Action

- a. continue the intervention
- b. disband the intervention
- c. modify the intervention in some way(s) when necessary.
- 1.10 Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114- 117

Example:

- a. Class management
- b. GESI responsiveness

- a. know what you want to investigate (Research Problem/Topic)
- b. develop some questions about the area you have identified
- Establish a plan to answer the questions.

Data Collection
Administering of
Instruments:
Tests, conducting surveys
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Data Analysis and Interpretation
Analyse and interpret in order to arrive at a decision.

Take Action

- a. continue the intervention
- b. disband the intervention
- c. modify the intervention in some way(s) when necessary.
- 1.10 Discuss how you will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114-117.

- a. Class management
- b. GESI responsiveness

For each session remember	c. Classroom Innovations and TLRs d. Teaching Philosophy e. Use of ICT tools in teaching (Benefits and Challenges) f. Teaching Portfolio Development g. NTS h. Classroom Enquiry and Action Research 1.11 Ask Tutors to	c. Classroom Innovations and TLRs d. Teaching Philosophy e. Use of ICT tools in teaching (Benefits and Challenges) f. Teaching Portfolio Development g. NTS h. Classroom Enquiry and Action Research 1.11 Discuss and
this is the final semester	discuss and provide	provide prompts to
before Students start	prompts to support	support planning for
teaching provide prompts	planning for beginning	beginning teachers,
to help support this	teachers, considering	considering GESI, CCI,
transition for planning and	GESI, CCI, ICT etc.	ICT etc.
give regard for GESI, CCI,		
ICT etc	Example:	Example:
	a. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc). b. Asking student teachers to review their teaching philosophy to suit the context of practice. c. Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping. d. Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching	a. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc). b. Asking student teachers to review their teaching philosophy to suit the context of practice. c. Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping d. Reminding student teachers to use audio- visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and exploring online resources.

	e. Asking student teachers to use low- cost teaching and learning resources from the environment in teaching. f. Reminding student teachers to always link their lesson with the National Teachers Standard. g. Asking Student teachers to be reflective practitioners.	to use low- hing and resources environment rg. g student to always link on with the Teachers udent to be practitioners
 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	of the lesson and share with the whole group as appropriate. Example: i. Advanced Communication Skills in French Gastronomie Sport Santé ii. Discourse Analysis and Translation Définition: traduction, théories et stratégies de traduction Définition: traduction, théories et stratégies de traduction, théories et stratégies de d'interprétation iii. French Literature Etude pratique d'un extrait d'un ouvrage de XVIIe siècle Etude pratique d'un extrait d'un ouvrage de XVIIIe d'un extrait d'un ouvrage de XVIIIe	of the lesson with the up as mins re. Itation Skills in mine Analysis and on retartegies tion retartegies tation retature ratique d'un d'un ouvrage e siècle ratique d'un d'un ouvrage e siècle ratique et ative des des es du XVIIe et

	ouvrages du XVIIe et XVIIIe siècle.	
	2.2 Ask tutors to identify possible barriers to the new learning/lesson Example. a. Inadequate knowledge of internet resources for learning. b. Absence or inadequate reading materials in the Colleges library c. Large class size	2.2 Identify possible barriers to the new learning/lesson Example. a. Inadequate knowledge of internet resources for learning. b. Absence or inadequate reading materials in the Colleges library c. Large class size
	Suggested solutions a. Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these. b. Identify and use more 'documents authentiques' such as online journals, magazines etc. c. Consider regrouping of classes where applicable especially for oral lessons	Suggested solutions a. Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these. b. Identify and use more 'documents authentiques' such as online journals, magazines etc. c. Consider regrouping of classes where applicable especially for oral lessons
	2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling), radio reporting, talking point, group work, think-pairshare, in the delivery of the lesson.	2.3 Identify and discuss pedagogical needs such as: creative approaches (storytelling), radio reporting, talking point, group work, think-pairshare, in the delivery of the lesson.
3.Planning for teaching, learning and assessment activities for the lesson/s a. Reading and discussion of the teaching and	3.1 Ask tutors to individually read the teaching and learning activities for Lesson 4, and to present the	3.1 Read the teaching and learning activities for Lesson 4, and to present the areas identified for whole
learning activities	areas identified for	group discussion.

- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- e. Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- f. Resources: links to the existing PD Themes, for example, Classroom Enquiry and Action Research (CEAR), questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability guidance on any power point presentations, TLM or other resources which need to be developed to support learning

whole group discussion.

Example:

- i. AdvancedCommunicationSkills in French
- Gastronomie
- Sport
- Santé
- ii. Discourse Analysis and Translation
 - Définition : traduction, théories et stratégies de traduction
- Définition : traduction, théories et stratégies d'interprétation
- iii. French Literature
- Étude pratique et comparative des extraits sur le XVIIe et XVIIIe siècle
- 3.2 Ask tutors, in groups of two, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and address GESI issues in both the B. Ed. and the Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

a. Use an IT tool (the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by student-teachers to present group works, etc)

Example:

- i. Advanced Communication Skills in French
 - Gastronomie
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- ii. Discourse Analysis and Translation
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Example:

a. Use an IT tool (use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by student-teachers to present group works, etc)

Tutors should be expected to have a plan for the next lesson for student teachers

- b. 21st Century Skills:
 - Collaborative work and Communication skills
 - Cognitive processes and strategies (Critical thinking, Problem solving, etc)
- c. Leadership (eg. Responsibility)
 - Give equal leadership opportunities to both males and females during collaborative activities in class.
- d. Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.3 Ask Tutors to read the assessment components of the Lesson 4 of the Course Manual and compare with the components prescribed by NTEAP.

Example:

- i. Advanced Communication Skills in French
- Student-teachers would be put into groups within which they would work and make presentations to the whole class on one of the following:
- Gastronomie
- Santé
- sport
- iv. Discourse Analysis and Translation
 - Student-teachers would be put into groups within which they would

- b. 21st Century Skills:
- Collaborative work and Communication skills
 - Cognitive processes and strategies (Critical thinking, Problem solving, etc)
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- i. Advanced Communication Skills in French
- Student-teachers
 would be put into
 groups within which
 they would work and
 make presentations to
 the whole class on one
 of the following:
- Gastronomie
- Santé
- sport
- iv. Discourse Analysis and Translation
 - Student-teachers would be put into groups within which they would

work and make presentations to the whole class on théories et stratégies de traduction en français

French Literature

- Write a summary of not less than 2 pages on an extrait you read about French Literature in the XVIIIe century.
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 4; Example:
- . Advanced Communication Skills in French
- a. The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(a. Quelques types d'hébergement. Disponible sur:

https://www.youtube.com
/watch?v=r7FQKUqN0uo.

- ii. Discourse Analysis and Translation

work and make presentations to the whole class on théories et stratégies de traduction en français

French Literature

- Write a summary of not less than 2 pages on an extrait you read about French Literature in the XVIIIe century
- 3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 4;

Example:

- i. Advanced Communication Skills in French
- a. The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(a. Quelques types d'hébergement.

Disponible sur:

https://www.youtube.com/ watch?v=r7FQKUqN0uo.

- b. À l'hôtel: conversation en français
 Disponible sur: https://www.youtube.com/
 watch?v=geyHn8Ai6NM)
- ii. Discourse Analysis and Translation

	 a. Maingueneau, D. (2016). Les termes clés de l'analyse du discours. Média Diffusion. b. Ducrot, O., & Todorov, T. (1972). Dictionnaire encyclopédique des sciences du langage. FeniXX. iii. French Literature a. Julaud, J. J. (2014). La littérature française pour les nuls. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25) b. Masson, N. (2007). La littérature française. Editions Eyrolles. (Refer to Pages 17-25) 	 a. Maingueneau, D. (2016). Les termes clés de l'analyse du discours. Média Diffusion. b. Ducrot, O., & Todorov, T. (1972). Dictionnaire encyclopédique des sciences du langage. FeniXX. iii. French Literature a. Julaud, J. J. (2014). La littérature française pour les nuls. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25) b. Masson, N. (2007). La littérature française. Editions Eyrolles. (Refer to Pages 17-25) 	
	3.5 In groups, ask tutors to discuss their plans for teaching Lesson 4 by simulating a	3.5 In groups, discuss your plans for teaching Lesson 4 by simulating a classroom scenario.	
	classroom scenario. NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 4 and any other resources they might have introduced	NB: Prepare a report on how you used the resources suggested for lesson 4 and any other resources you might have introduced during the	
	during the delivery of their lesson for discussion during the next PD session.	delivery of your lesson for discussion during the next PD session.	
4. Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment and share his or her observation during the next PDS. NTS 1a	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment and to share his or her observation during the next PDS. NTS 1a	15 mins

- 4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 4 and share their observations with the whole group for discussion.
- NB: Remind tutors to read Lesson 5 in both the course and PD manuals, and identify key issues for discussion during the next PD session.
- 4.2 Write down issues observed about the simulated teaching of the lesson 4 and share your observations with the whole group for discussion.

NB: Read Lesson 5 in both the course and PD manuals, and identify key issues for discussion during the next PD session.

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equality and Social inclusion **PDS**: Professional Development Session

	Tutor PD Session			
Ag	e Level: JHS	Name of Subject: FRENCH 4 Advanced Communication Skills in French 5 Discourse Analysis and Translation 6 French Literature		
Ye	ar 4		Semester 2	
	Tuto	r PD Session 5 for Lesson 5 in	the Course Manual	
For	cus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	Time in
	ovide the frame for	the session. What the	Activity during the PD	session
	at is to be done in	SL/HoDs will have to say	Session. What PD Session	
the	e session. The SWL	during each stage of the	participants (Tutors) will do	
sho	ould use the bullets	session	during each stage of the	
	guide what they		session.	
	ite for the SL/HoD			
	d tutors to do and			
	during each session.			
	ch bullet needs to be dressed and specific			
	erence should be			
_	ide to the course			
	nual/s.			
	ntroduction to the	1 Introduction to the	1 Introduction to the	20 mins
	ssion	session	session	
>	Review prior	1.1 Start the PD session	1.1 Start the PD session	
	learning	with an icebreaker in	with an icebreaker in	
>	A critical friend to	French with a short	French with a short	
	share findings for a	poem. Example: <i>Ma</i>	poem. Example: <i>Ma</i>	
	short discussion and	main	main	
_	lessons learned	1.2 Ask tutors to mention	1.2 Montion the tonic	
	Reading and discussion of the	the topic they	1.2 Mention the topic discussed in lesson 4.	
	introductory	discussed in lesson 4.	discussed in lesson 4.	
	sections of the	Example:	Example:	
	lesson up to and	i. Advanced	i. Advanced	
	including learning	Communication Skills	Communication Skills	
	outcomes and	in French	in French	
	indicators	- Language practice:	 Language practice: 	
>	Overview of content	Oral /written	Oral /written	
	and identification of	communication in the	communication in the	
	any distinctive aspects of the	Administrative services	Administrative services	
	lesson/s,	ii. Discourse Analysis	ii. Discourse Analysis	
NR	The guidance for	and Translation	and Translation	
	HoD should identify,	- Interpretation of	- Interpretation of	
	dress and <i>provide</i>	language and	language and	
	olanations for any	strategies of	strategies of	
-	eas where tutors	communication	communication	
	ght require	iii. French Literature	iii. French Literature	
cla	rification on an			

aspect of the lesson.
SL/HoD take feedback
to gauge understanding
and support tutor
engagement.

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- Trend of the French literary movements from the 17th to the 18th centuries.
- 1.3 Ask tutors to listen to and discuss with Critical friend his/her observations on the previous week's observed lesson.
- 1.4 Ask tutors to read
 Lessons 5's
 descriptions in the
 manual for discussion
- 1.5 Brainstorm with tutors, possible content/new learning of lesson 5 as indicated in the description of the manual

Example:

- i. Advanced Communication Skills in French
- Étude et emploi
- ii. Discourse Analysis and Translation
 - Différences entre interprétation et traductior
- iii. French Literature
 - Étude pratique d'un extrait d'un ouvrage de 17 e siècle
- 1.6 In pairs, let tutors, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Example:

i. Advanced Communication Skills in French

- Trend of the French literary movements from the 17th to the 18th centuries.
- 1.3 Listen to and discuss with Critical friend his/her observations on the previous week's observed lesson.
- 1.4 Read Lessons 5's descriptions in the manual for discussion
- 1.5 Brainstorm possible content/ new learning of lesson 5 as indicated in the description of the manual.

Example:

- i. Advanced Communication Skills in French
- Étude et emploi
- ii. Discourse Analysis and Translation
 - Différences entre interprétation et traduction
- iii. French Literature
- Étude pratique d'un extrait d'un ouvrage de 17 e siècle
- 1.6 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Example:

AdvancedCommunication Skills in French

LO

Connect sentences in a simple way to describe experiences and events, dreams, hopes and ambitions (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIS

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

ii. Discourse Analysis and Translation

LO

Demonstrate understanding of the issues related to translation and interpretation

LIs

- 1.1 Discuss the issues related to translation and interpretation
- 1.2 Explain the issues to their colleagues
- iii. French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 17th to the 18th Centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

 a. Identify French literary movements of 17th and 18th Centuries.

LO

Connect sentences in a simple way to describe experiences and events, dreams, hopes and ambitions (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

ii. Discourse Analysis and Translation

LO

Demonstrate understanding of the issues related to translation and interpretation

LIs

- 1.1 Discuss the issues related to translation and interpretation
- 1.2 Explain the issues to their colleagues
- iii. French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 17th to the 18th Centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

a. Identify French literary movements of 17th and 18th Centuries.

- b. Study and analyse at least two text extracts of the two Centuries
- 1.7 Ask tutors to identify the distinct (unique) aspects of the fourth lesson and share their observations with the whole group.
- b. Study and analyse at least two text extracts of the two Centuries
- 1.7 Identify the distinct (unique) aspects of the fourth lesson and share observations with the whole group.

Example:

- i. Advanced Communication Skills in French
 - Thèmes de conversations sur la vie quotidienne
- Discourse Analysis and Translation
- Issues related to translation and interpretation: présupposition, performatif, déitiques, implication
- Language registers
- iii. French Literature
 - Étude des caractéristiques de la littérature du XIX^e Sièle

Example:

- i. Advanced Communication Skills in French
- Thèmes de conversations sur la vie quotidienne
- ii. Discourse Analysis and Translation
 - Issues related to translation and interpretation: présupposition, performatif, déitiques, implication
 - Language registers
- iii. French Literature
 - Étude des caractéristiques de la littérature du XIX^e Siècle

As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research (CEAR) Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.

- 1.8 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.
- 1.9Let tutors identify areas where student teachers require further training. Example:
- 1. Professional Teaching portfolio (page 64-68)
- 2. Continuous professional development (pages 104-113)
- 3. Teacher-Community relations (pages 51-54)

- 1.8 Discuss how to assist student teachers to prepare adequately for the world of work through Post internship seminar.
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- 1. Professional Teaching portfolio (page 64-68)
- 2. Continuous professional development (pages 104-113)
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	NB: Refer to the STS	NB: Refer to the STS
	Handbook. (Four-Year	Handbook. (Four-Year
	Bachelor of Education	Bachelor of Education
	Degree, Supported	Degree, Supported
	Teaching in School	Teaching in School
	Placement Handbook, Year	
	•	Placement Handbook, Year
	Three, 2020/2021)	Three, 2020/2021)
For each session	1.10 Lead tutors to discuss	1.10 Discuss and
remember this is the	and provide prompts	provide prompts to
final semester before	to support planning	support planning for
Students begin	for student teachers,	student teachers,
teaching provide	considering GESI, CCI,	considering GESI, CCI,
prompts to help	ICT etc	ICT etc.
support this transition	Example:	Example:
for planning and give	i. Reminding student	i. Reminding student
regard for GESI, CCI, ICT	teachers to be mindful	teachers to be mindful
etc.	of GESI issues during	of GESI issues during
	the delivery of lessons	the delivery of lessons
	(learners with hearing	(learners with hearing
	impairment, different	impairment, different
	cultural inclinations,	cultural inclinations,
	stuttering, introverts	stuttering, introverts
	etc).	etc).
	ii. Asking student teachers	ii. Asking student teachers
	to review their teaching	to review their teaching
	philosophy to suit the	philosophy to suit the
	context of practice.	context of practice.
	iii. Reminding student	iii. Reminding student
	teachers to use audio-	teachers to use audio-
	visual materials such as	visual materials such as
	(television, i-box, lap	(television, i-box, lap
	top, mobile phones etc)	top, mobile phones etc)
	in listening/watching	in listening/watching
	and appraising physical	and appraising physical
	activities and musical	activities and musical
	concepts.	concepts.
	iv. Asking student teachers	iv. Asking student teachers
	to use low-cost	to use low-cost
	teaching and learning	teaching and learning
	resources from the	resources from the
	environment in	environment in
	teaching.	teaching.
	v. Asking students to tap	v. Asking students
	into the expertise of	teachers to tap into the
	resource persons in	expertise of resource
	their community of	persons in their
	teaching.	community of teaching.
	vi. Reminding student	vi. Reminding student
	teachers to always link	teachers to always link
	their lesson with the	their lesson with the
	then lesson with the	then resson with the

	National Teachers	National Teachers	
	Standard.	Standard.	
	vii. Asking Student	vii. Asking Student	
	teachers to be	teachers to be	
	reflective practitioners.	reflective practitioners	
2 Concept	2 Concept Development	2 Concept Development	15 mins
Development (New	2.1 In groups, let tutors	2.1 In groups, read the	
learning likely to arise	read the topic of the	topic of the Lesson 5	
in lesson/s):	Lesson 5 and discuss	and discuss possible	
Identification and	possible subtopics	subtopics under them.	
discussion of new	under them.		
learning, potential	Example:	Example:	
barriers to learning	i. Advanced	i. Advanced	
for student teachers	Communication Skills in	Communication Skills	
or students, new	French	in French	
concepts or	-Famille, Étude et	- Famille, Étude et	
pedagogy being	emploi	emploi	
introduced in the		ii. Discourse Analysis and	
lesson, which need	ii. Discourse Analysis and	Translation	
to be explored with	Translation	- Différences entre	
the SL/HoD	-Différences entre	interprétation et	
NB The guidance for	interprétation et	traduction	
SL/HoD should set out	traduction	iii. French Literature	
what they need to do to	iii. French Literature	- Les mouvements de	
introduce and explain	-Les mouvements de	XIXe Siècle de la	
the issues/s with tutors,	XIXe Siècle de la	littérature française.	
they should take	littérature française.		
feedback to gauge			
understanding and	2.2 Guide tutors in groups	2.2In groups, identify	
support tutor	to identify possible	possible barriers in	
engagement.	barriers in teaching the	teaching the subtopics/	
	subtopics/ concepts.	concepts. Example:	
	Example:	i. Unfamiliarity with	
	i. Unfamiliarity with	different French	
	different French	vocabulary for specific	
	vocabulary for	purpose	
	specific purpose	ii. Limited copies of	
	ii. Limited copies of	reading resources	
	reading resources	iii. Absence or inadequate	
	iii. Absence or	reading materials on	
	inadequate reading	French Literature and	
	materials on French	Linguistics	
	Literature and		
	Linguistics		
	Suggested solutions		
	iv. Provide samples of		
	different French		
	vocabulary for specific		
	purpose		

0.11	
v. Put together and use	
more 'documents	
authentiques' such as	
online journals,	
magazines, literature	
set books etc.	
2.3 Let tutors discuss how 2.3 Discuss how to hel	р
they can help student student teachers to us	e
teachers to use different strategies to	
different strategies to support learning of the	ese
support learning of areas in basic schools	
these areas in basic through STS activities.	
schools through STS Example: Storytelling,	
activities. Example: group work and talking	a
Storytelling, group point	
work and talking point	
3.Planning for teaching, 3 Teaching and learning 3 Teaching and learning	ng 40 mins
learning and activities for the lesson activities for the lesso	-
assessment activities 3.1 Ask tutors in groups to 3.1 In groups, read the	و
for the lesson/s read the teaching and teaching and learn	
a. Reading and learning activities on activities on the le	-
discussion of the the lesson and identify and identify areas	
teaching and areas that require require clarificatio	
learning activities clarification.	
b. Noting, addressing,	
and explaining 3.2 Lead tutors to discuss in 3.2 Discuss in groups a	and
areas where tutors groups and share with share with the who	
may require the whole group how to group how to integ	
clarification integrate the core the core transferal	~
c. Noting transferable skills and skills and GESI in the	
opportunities for GESI in the lesson into lesson into the	
making <i>explicit</i> the teaching and teaching and learn	ing
links to the Basic learning activities for activities for both	-
School Curriculum both the B.Ed. and the Basic	
d. Noting Basic School curricula. School curricula.	
opportunities for	
integrating: GESI Example: Example:	
responsiveness and - Use an IT tool (YouTube - Use an IT tool (You	Tube
ICT and 21 st C skills video items etc) and video items etc) an	
e. Reading, take into consideration take into consideration	
discussion, and student teachers' student teachers'	
identification of linguistic and linguistic and	
continuous sociocultural sociocultural	
assessment background and background and	
opportunities in the learners with special learners with speci	al
lesson. Each lesson needs during group needs during group	
should include at <i>presentations. presentations.</i>	
least two	
opportunities to - Collaborative work and - Collaborative work	and
use continuous Communication skills Communication ski	ills

- assessment to support student teacher learning , subject specific examples should be provided for SL/HoD
- f. Resources: links to the existing PD Themes, for example, Classroom Enquiry and Action Research (CEAR), questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- g. Tutors should be expected to have a plan for the next lesson for student teachers

- Leadership (eg. Responsibility)
- 3.3 Ask tutors to read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.

Take note of these components:

- a. Subject project
- b. Subject portfolio

Example

- i. Advanced Communication Skills in French
- Prepare a dialogue between two people: a job seeker and an employer. Use specific vocabulary related to the job area.
- ii. Discourse Analysis and Translation
- Write on 4 Differences between interpretation et translation
- iii. French Literature
- Discutez cinq (5)
 caractéristiques de la
 littérature française du
 XIXe Siècle'
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics; Example:

Example:

a.Advanced

Communication Skills in

French

Hugot, C., Kizirian, Waendendries, M., Berthet,

- Leadership (eg. Responsibility)
- 3.3 Read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.

Take note of these components:

- a. Subject project
- b. Subject portfolio

Example

- i. Advanced Communication Skills in French
- Prepare a dialogue between two people: a job seeker and an employer. Use specific vocabulary related to the job area.
- ii. Discourse Analysis and Translation

Write on 4 Differences between interpretation et translation

- iii. French Literature Discutez cinq (5) caractéristiques de la littérature française du XIXe Siècle'
- 3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ subtopics:

Example:

- a. Advanced
- Communication Skills in

French

Hugot, C., Kizirian,

Waendendries, M., Berthet, A. & Dailli, E. (2012). Alter ego+. Paris: Hachette.

- A. & Dailli, E. (2012). Alter ego+. Paris: Hachette.
- Discourse Analysis and Translation
- *Maingueneau*, D. (2007). Analyser les textes de communication. Paris: Armand Colin.
- Bouillon, P.; Clas, A. (1993). La <u>traduction</u>, Québec : Les Presses de l'Université de Montréal. Bréal, M. (1997). Essai de sémantique (Science des significations), Paris: Hachette.
- c. French Literature
- Littérature française au XIXe siècle.

BALZAC, Honoré de (1971). Le Père Goriot, Paris, Gallimard, coll. « Folio classique » n° 3226.

3.5 In groups, lead tutors to discuss their plans for teaching Lesson 5 by simulating a classroom scenario.

NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 5 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.

4. Evaluation and review of session: of session:

- Tutors should Identifying critical friends to observe lessons and report at next session
- Identifying and addressing any outstanding issues relating to the lesson/s for clarification

4. Evaluation and review

4.1 Ask tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment and share his or her observation during the next PDS. NTS 1a

- b. Discourse Analysis and Translation
 - Maingueneau, D. (2007). Analyser les textes de communication. Paris: Armand Colin.
- Bouillon, P.; Clas, A. (1993). La traduction, Québec : Les Presses de l'Université de Montréal. Bréal, M. (1997). Essai de sémantique (Science des significations), Paris: Hachette.
- c. French Literature
- Littérature française au XIXe siècle.

BALZAC, Honoré de (1971). Le Père Goriot, Paris, Gallimard, coll. « Folio classique » n° 3226.

3.5 In groups, discuss plans for teaching Lesson 5 by simulating a classroom scenario.

NB: Be reminded to prepare a report on how you used the resources suggested for lesson 5 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.

4. Evaluation and review of session:

4.1 Identify a Critical Friend from the same or related subject area, to observe lesson during the enactment and share observation during the next PDS. NTS 1a

15 mins

4.2 Ask tutors to	4.2 Individually write	
individually write down	down issues observed	
issues observed about	about the simulated	
the simulated teaching	teaching of lesson 5	
of lesson 5 and share	and share	
their observations with	observations with the	
the whole group for	whole group for	
discussion	discussion	
NB: Remind tutors to read	NB: Be reminded to read	
Lesson 6 in both the course	Lesson 6 in both the course	
and PD manuals, and	and PD manuals, and	
identify key issues for	identify key issues for	
discussion during the next	discussion during the next	
PD session.	PD session.	

Tutor PD Session			
Age Level: JHS	Name of Subject: FRENCH 1. Advanced Communication Skills in French 2. Discourse Analysis and Translation 3. French Literature		
Year 4		Semester 2	
Tutor PD Session 6 for Lesson 6 in the Course Manual			
Focus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor Time in	
provide the frame for	the session. What the	Activity during the PD session	
what is to be done in the session. The SWL	SL/HoDs will have to say	Session. What PD Session	
should use the bullets	during each stage of the session	participants (Tutors) will do	
to guide what they	session	during each stage of the session.	
write for the SL/HoD		36331011.	
and tutors to do and			
say during each session.			
Each bullet needs to be			
addressed and specific			
reference should be			
made to the course			
manual/s.			
1 Introduction to the	1 Introduction to the	Introduction to the session 20 mins	
session	session	1.1 Start the PD session	
Review prior	1.1 Start the PD session	with an icebreaker in	
learning A critical friend to	with an icebreaker in French with a short	French with a short	
share findings for a	song. Example:	song. Example: Allouette	
short discussion and	Allouette	Allouette	
lessons learned	1.2 Ask tutors to mention	1.2 Mention the topic	
Reading and	the topic they	discussed in lesson 5.	
discussion of the	discussed in lesson 5.	Example:	
introductory	Example:	i. Advanced	
sections of the	i. Advanced	Communication Skills in	
lesson up to and	Communication Skills in	French	
including learning	French	Thèmes de conversations	
outcomes and	Thèmes de conversations	sur la vie quotidienne	
indicators	sur la vie quotidienne		
Overview of content	ii.Discourse Analysis and	ii.Discourse Analysis and	
and identification of	Translation	Translation	
any distinctive	Différences entre	Différences entre	
aspects of the lesson/s,	Interprétation et Traduction	Interprétation et Traduction	
NB The guidance for	French Literature	French Literature	
SL/HoD should identify,	Étude des caractéristiques	Étude des caractéristiques	
address and <i>provide</i>	de la littérature du XIXe	de la littérature du XIXe	
explanations for any	Siècle	Siècle	
areas where tutors			
might require	1.3 Ask tutors to listen to	1.3 Listen to and discuss	
clarification on an	and discuss with	with Critical friend	

aspect of the lesson.
SL/HoD take feedback
to gauge understanding
and support tutor
engagement.
NR SL/HoD should ask

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- Critical friend his/her observations on the previous week's observed lesson.
- 1.4 Ask tutors to read Lessons 6's descriptions in the manual for discussion
- 1.5 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the description of the manual
- i. Advanced
 Communication Skills in French

 Ability to express oneself and engage others in a discussion in French
- ii. Discourse Analysis and Translation

 To be able to translate and interpret sentences of a given text effectively using theories and strategies learnt

 French Literature

 To be able to explain the 20th Century French literary movement, state the features and identify literary texts that mark the 20th Century French literature
- 1.6 In pairs, let tutors, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Example:

i. Advanced Communication Skills in French

- his/her observations on the previous week's observed lesson.
- 1.4 Read Lessons 6's descriptions in the manual for discussion
- 1.5 Brainstorm possible content/ new learning of lesson 6 as indicated in the description of the manual
- i. Advanced
 Communication Skills in French

 Ability to express oneself and engage others in a discussion in French
- ii. Discourse Analysis and Translation

 To be able to translate and interpret sentences of a given text effectively using theories and strategies learnt

 French Literature

 To be able to explain the 20th Century French literary movement, state the features and identify literary texts that mark the 20th Century French literature
- 1.6 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Example:

i. AdvancedCommunication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIS

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

ii. Discourse Analysis and Translation

LO

Demonstrate understanding of the similarities between translation and interpretation

LIS

- Discuss translation and interpretation
- Identify other similarities between translation and interpretation

French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 20th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

- Explain the 20th Century French literary movement.
- State the features of the 20th Century French literature.

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

ii. Discourse Analysis and Translation

LO

Demonstrate understanding of the similarities between translation and interpretation

LIS

- -Discuss translation and interpretation
- Identify other similarities between translation and interpretation

French Literature

LO

Demonstrate understanding of the characteristics of the French literary movements from the 20th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)

LIs

- Explain the 20th Century French literary movement.
- State the features of the 20th Century French literature.

	1 7 Ack tutors to identify.	1 7 Idontify the distinct	
	1.7 Ask tutors to identify	1.7 Identify the distinct	
	the distinct (unique)	(unique) aspects of the	
	aspects of the first	first lesson and share	
	lesson and share their	observations with the	
	observations with the	whole group.	
	whole group.		
	Example:	Example:	
	i. Advanced	i. Advanced	
	Communication Skills in	Communication Skills in	
	French	French	
	Thèmes de conversations	Thèmes de conversations	
	sur la vie quotidienne	sur la vie quotidienne	
	ii. Discourse Analysis and	ii.Discourse Analysis and	
	Translation	Translation	
	Différences entre	Différences entre	
	interprétation et traduction	interprétation et traduction	
	iii. French Literature	iii. French Literature	
	Étude des caractéristiques	Étude des caractéristiques	
	•	•	
	de la littérature du XXe	de la littérature du XXe	
A . Ib	Siècle.	Siècle	
As this course is dealing	1.8 Discuss with tutors on	1.8 Discuss how to assist	
with supporting and or	how to assist student	student teachers to	
assessing the	teachers to prepare	prepare adequately for	
Professional Teaching	adequately for the	the world of work	
Portfolio Development	world of work through	through Post internship	
or the Classroom	Post internship seminar.	seminar.	
Enquiry and Action			
Research (CEAR)	1.9Let tutors identify areas	1.9 Identify areas where	
Project Report writing.	where student teachers	student teachers	
Tutors need to be	require further training.	require further training.	
provided with guidance	Example:	Example:	
on what to do including	i. Professional Teaching	i. Professional Teaching	
organisation of Post	portfolio (page 64-68)	portfolio (page 64-68)	
Internship Seminar.	ii. Continuous	ii.Continuous professional	
	professional	development (pages 104-	
	development (pages	113)	
	104-113)	iii. Teacher -	
	iii. Teacher-Community	Community relations	
	relations (pages 51-54)	(pages 51-54)	
	relations (pages 31 34)	(508633134)	
	NB: Refer to the STS	NB: Refer to the STS	
	Handbook. (Four-Year	Handbook. (Four-Year	
	Bachelor of Education	Bachelor of Education	
	Degree, Supported	Degree, Supported	
	Teaching in School	Teaching in School	
	Placement Handbook, Year	Placement Handbook, Year	
	Three, 2020/2021)	Three, 2020/2021)	
2 Concept	2 Concept Development	2 Concept Development	15 mins
Development (New	2.1 In groups, let tutors	2.1 In groups, read the	קווווו כד
learning likely to arise		topic of the Lesson 6	
	read the topic of the	topic of the tesson o	
in lesson/s):	Lesson 6 and discuss		

➢ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

possible subtopics under them.

Example:

- i. Advanced
 Communication Skills in
 French
- Language practice: Oral /written communication in the Administrative services
- ii. Discourse Analysis and Translation
- Interpretation of language and strategies of communication
- iii. French Literature

 Trend of the French literary
 movements from the 19th
 to the 20th centuries II
- 2.2 Guide tutors in groups to identify possible barriers in teaching the subtopics/ concepts. Example:
- i. Limited copies of reading resources
- ii. Absence or inadequate reading materials on French Literature and Linguistics

Suggested solutions

- i. Put together and use more 'documents authentiques' such as online journals, magazines, audio-visual aids etc.
- ii. Consider using extract of literary texts required
- 2.3 Let tutors discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. Example:

and discuss possible subtopics under them.

Example:

- i. Advanced Communication Skills in French
- Language practice: Oral /written communication in the Administrative services II
- ii. Discourse Analysis and Translation
- Interpretation of language and strategies of communication
 French Literature
 Trend of the French literary movements from the 19th

to the 20th centuries II

- 2.2 In groups, identify possible barriers in teaching the subtopics/ concepts. Example:
- i. Limited copies of reading resources
- ii. Absence or inadequate reading materials on French Literature and Linguistics

2.3 Discuss how to help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. Example: Storytelling,

		Storytelling, group	group work and talking	
		work and talking point	point	
3.Planning for teaching,		3 Teaching and learning	3 Teaching and learning	40 mins
learning and		activities for the lesson	activities for the lesson	
ass	essment activities	3.1 Ask tutors in groups to	3.1 In groups, read the	
for the lesson/s		read the teaching and	teaching and learning	
>	Reading and	learning activities on	activities on the lesson	
	discussion of the	the lesson and identify	and identify areas that	
	teaching and	areas that require	require clarification.	
	learning activities	clarification.		
>	Noting, addressing,			
	and explaining	3.2 Lead tutors to discuss	3.2 Discuss in groups and	
	areas where tutors	in groups and share	share with the whole	
	may require	with the whole group	group how to integrate	
	clarification	how to integrate the	the core transferable	
>	Noting	core transferable skills	skills and GESI in the	
	opportunities for	and GESI in the lesson	lesson into the	
	making <i>explicit</i>	into the teaching and	teaching and learning	
	links to the Basic	learning activities for	activities for both the	
	School Curriculum	both the B.Ed. and the	B.Ed. and the Basic	
>	Noting	Basic School curricula.	School curricula.	
	opportunities for	Example:	Example:	
	integrating: GESI	-Use an IT tool (YouTube	-Use an IT tool (YouTube	
	responsiveness and	video items etc) and take	video items etc) and take	
	ICT and 21st C skills	into consideration student	into consideration student	
>	Reading,	teachers' linguistic and	teachers' linguistic and	
	discussion, and	sociocultural background	sociocultural background	
	identification of	and learners with special	and learners with special	
	continuous	needs during group	needs during group	
	assessment	presentations.	presentations.	
	opportunities in	-Collaborative work and	-Collaborative work and	
	the lesson. Each	Communication skills	Communication skills	
	lesson should	-Leadership (eg.	-Leadership (eg.	
	include at least two	Responsibility)	Responsibility)	
	opportunities to			
	use continuous	3.3 Ask tutors to read the	3.3 Read the assessment	
	assessment to	assessment	components of the	
	support student	components of the	Lesson 6 of the Course	
	teacher learning,	Lesson 6 of the Course	Manual and compare	
	subject specific	Manual and compare	with the components	
	examples should be	with the components	prescribed by NTEAP.	
	provided for	prescribed by NTEAP.		
_	SL/HoD Resources: links to	Take note of these	Take note of these	
>		Take note of these components:	Take note of these components:	
	the existing PD Themes, for	1. Subject project	1. Subject project	
	example,	2. Subject project	2. Subject portfolio	
	Classroom Enquiry	Example	Example	
	and Action	i. Advanced	i. Advanced	
	Research (CEAR),	Communication Skills in	Communication Skills in	
		French	French	
	questioning and to	FICHULI	гени	

other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

Tutors should be expected to have a plan for the next lesson for student teachers Prepare a page write up on your hobby.

- ii. Discourse Analysis and TranslationDiscuss 5 similaritiesbetween interpretation and translation
- iii. French Literature Identify different genres of literature of 17th Century and some personalities that can associated with them.
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics; Example:

Example:

i. Advanced
Communication
Skills in French
Duranton, L. & Rodier, C.
(2001). Documents oraux.
Paris: Clé International.
ii. Discourse Analysis
and Translation
Adam, J.-M. (2005). La
linguistique textuelle:
introduction à l'analyse
textuelle des discours. Paris:
Armand Colin.

Danblon, E. (2005). La fonction persuasive : anthropologie du discours rhétorique. Origines et actualité. Paris : Armand Colin.

20th Century French
Literature
Gide, A. (1902).
L'immoraliste, Paris,
Mercure de France, coll.
« Folio » n° 229.

d. French Literature

Prepare a page write up on your hobby.

ii. Discourse Analysis and TranslationDiscuss 5 similaritiesbetween interpretation and translation

- iii. French Literature Identify different genres of literature of 17th Century and some personalities that can associated with them.
- 3.4In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics:

Example:

i. Advanced Communication Skills in French

Duranton, L. & Rodier, C. (2001). Documents oraux. Paris : Clé International.

ii. Discourse Analysis and Translation
Adam, J.-M. (2005). La linguistique textuelle: introduction à l'analyse textuelle des discours. Paris: Armand Colin.

Danblon, E. (2005). La fonction persuasive: anthropologie du discours rhétorique. Origines et actualité. Paris: Armand Colin.

iii. French Literature 20th Century French Literature

Gide, A. (1902). L'immoraliste, Paris, Mercure de France, coll. « Folio » n° 229

3.5 In groups, lead tutors to 3.5 In groups, discuss plans discuss their plans for for teaching Lesson 6 by teaching Lesson 6 by simulating a classroom simulating a classroom scenario. scenario. **NB**: Remind tutors to **NB**: Be reminded to prepare a report on how prepare a report on how you used the resources they used the resources suggested for lesson 6 and suggested for lesson 6 and any other resources they any other resources you might have introduced might have introduced during the delivery of their during the delivery of your lesson for discussion during lesson for discussion during the next PD session. the next PD session. 4. Evaluation and 4. Evaluation and review 4. Evaluation and review 15 mins review of session: of session: of session: > Tutors should 4.1 Ask tutors to identify a 4.1 Identify a Critical Critical Friend from the Identifying critical Friend from the same friends to observe same or related subject or related subject area, lessons and report area, to observe their to observe lesson at next session lesson during the during the enactment Identifying and enactment and share and share observation addressing any observation during the during the next PDS. outstanding issues next PDS. NTS 1a NTS 1a relating to the lesson/s for 4.2 Ask tutors to 4.2 Individually write down clarification individually write down issues observed about issues observed about the simulated teaching the simulated teaching of lesson 6 and share of lesson 6 and share observations with the their observations with whole group for

the whole group for

NB: Remind tutors to read

Lesson 7 in both the course

discussion during the next

and PD manuals, and

identify key issues for

PD session.

discussion

discussion

NB: Be reminded to read

and PD manuals, and

identify key issues for

PD session.

Lesson 7 in both the course

discussion during the next

Tutor PD Session						
Age Level: JHS		Name of Subject:				
		FRENCH				
		1. Advanced Communication	Skills in			
		French				
		2. Discourse Analysis and Tra	nslation			
		3. French Literature				
Year 4		Semester 2				
Tutor PD Session 7 for L	esson 7 in the Course Manual					
Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in			
points provide the	the session. What the	Activity during the PD	session			
frame for what is to	SL/HoDs will have to say	Session. What PD Session				
be done in the	during each stage of the	participants (Tutors) will do				
session. The SWL	session	during each stage of the				
should use the bullets		session.				
to guide what they						
write for the SL/HoD						
and tutors to do and						
say during each						
session. Each bullet						
needs to be addressed						
and specific reference						
should be made to the						
course manual/s.						
1 Introduction to the	1.1 Start by welcoming	1.1 Start the Lesson 7 PD	20			
session	tutors to the Lesson 7 PD	session for the semester by	mins			
Review prior	session for the semester and	singing a short song in French.	1111113			
learning	lead them to sing a short	Example :				
A critical friend to	song in French.	Il était une bergère qui gardait				
share findings for a	Example :	ses moutons :				
short discussion	Il était une bergère qui	https://www.youtube.com/w				
and lessons	gardait ses moutons :	atch?v=X9kQ5zumZww				
learned	https://www.youtube.com/	GCOTT V-NORQOZUTTIZVV VV				
Reading and	watch?v=X9kQ5zumZww					
discussion of the	waten: v-NarQazumzww					
introductory	1.2 Ask tutors to listen to	1.2 Listen to and discuss with				
sections of the	and discuss with Critical	Critical friend his/her				
lesson up to and	friend his/her observations	observations on the previous				
-		week's observed lesson.				
including learning outcomes and	on the previous week's observed lesson.	week 5 observed lesson.				
indicators	observed lessoff.					
Overview of	1.3 Ask tutors to refer to	1.3 Refer to Lesson 7 of the				
	Lesson 7 of the course	course manual and discuss in				
content and						
identification of	manual and discuss in pairs	pairs the lesson title as well as				
any distinctive	the lesson title as well as	relevant prior learning needed				
aspects of the	relevant prior learning	for the lesson.				
lesson/s,	needed for the lesson.	e I.				
NB The guidance for	Example:	Example:				
SL/HoD should	i. Advanced Communication	i. Advanced Communication				
identify, address and	Skills in French	Skills in French				
provide explanations						

for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- Language practice: Oral and written communication in business related issues
- ii. Discourse Analysis and Translation
- Inter-language and language use among nonnative speakers of French.
- iii. French LiteratureTrend of the French literary movements from the 19th to

the 20th centuries.

NB:

Requisite prior knowledge may include the following:

- a. Student-teachers are able to organise debates on themes such as: la polygamie, le mariage force, etc.
- b. Student teachers can define langue, identify the patterns of language and the language registers.
- Student teachers have prior knowledge of French literature from previous centuries.
- 1.4 Ask tutors to read the introductory section of lesson 7 and bring out LOs and LIs for whole group discussion.

Example:

i. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

- Language practice: Oral and written communication in business related issues:
- ii. Discourse Analysis and Translation
- Inter-language and language use among non-native speakers of French.
- iii. French Literature
- Trend of the French literary movements from the 19th to the 20th centuries.

NB:

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- Student teachers have prior knowledge of French literature from previous centuries.
- 1.4 Read the introductory section of lesson 7 and bring out LOs and LIs for whole group discussion.

Example:

i. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

- a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.
- ii. Discourse Analysis and Translation

LO

Demonstrate understanding of inter-language

LIS

- a. Discuss and explain the term inter-languageb. Give examples of interlanguage.
- iii. French Literature

LO

Show knowledge and understanding of French literary texts in relation to the 19th and 20th century.

LIs

- a. Identify features of French literary text.
- b. Read French literary text.
- 1.5 Ask tutors to identify the distinct (unique) aspects of the Lesson 7 and share their observations with the whole group.

Example:

- i. Advanced CommunicationSkills in French
- -Social issues
- ii. Discourse Analysis and Translation
- Concept of inter-language
- iii. French Literature

LIs

- a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.
- ii. Discourse Analysis and Translation

LO

Demonstrate understanding of inter-language

LIs

- a. Discuss and explain the term inter-languageb. Give examples of interlanguage.
- iii. French Literature

LO

Show knowledge and understanding of French literary texts in relation to the 19th and 20th century.

LIs

- a. Identify features of French literary text.
- b. Read French literary text.
- 1.5 Identify the distinct (unique) aspects of the Lesson7 and share your observations with the whole group.

- i. Advanced CommunicationSkills in French
- -Social issues
- ii. Discourse Analysis and Translation
- Concept of inter-language
- iii. French Literature

- Reading of extracts from
French literature books

- 1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.
- Reading of extracts from French literature books
- 1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.

As this course is dealing with supporting and or assessing the **Professional Teaching Portfolio Development or the Classroom Enquiry** and Action Research **Project Report writing,** Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.

1.7 Ask tutors to discuss the components of a subject portfolio and the need for its development by student teachers.

Example:

- a. Course assignments
- b. written reports on projects
- c. revisions and work samples
- d. student selfassessments
- e. reflections on own works. etc

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The need for portfolio

It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.

8 Lead tutors to discuss how they will prepare student teachers for NTC'S Professional Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers.

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1.8 Discuss how you will prepare student teachers for NTC'S Professional Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers.

Example:

Articles to be included

- a. Sample Videos of their teaching
- b. Statement of teaching philosophy
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- f. Relevant photographs
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Benefits

- a. Promotion
- b. Professional development
- c. Reference material
- d. Encourages the
 "scholarship of
 teaching" as teachers
 begin to engage in
 classroom research.
- e. Keeps a record of a teacher's accomplishments
- 1.9 Ask Tutors to discuss how they will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook).

Example:

Select a Focus

- a. know what you want to investigate (Research Problem/Topic)
- develop some questions about the area you have identified
- c. Establish a plan to answer the questions.

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Data Collection
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Tests, conducting surveys
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Data Analysis and Interpretation Analyse and interpret in order to arrive at a decision. Data Analysis and Interpretation Analyse and interpret in order to arrive at a decision.

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- a. continue the intervention
- b. disband the intervention
- c. modify the intervention in some way(s) - when necessary.

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- 1.10 Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114- 117

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Example:

- a. Class management
- b. GESI responsiveness
- c. Classroom Innovations and TLRs
- d. Teaching Philosophy
- e. Use of ICT tools in teaching (Benefits and Challenges)
- f. Teaching Portfolio
 Development
- g. NTS
- h. Classroom Enquiry and Action Research

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For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition

- 1.11 Ask Tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.
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for planning and give	Ex	ample:	Exa	mple:	
regard for GESI, CCI,		Reminding student	a.	Reminding student	
ICT etc.		teachers to be mindful of		teachers to be mindful of	
		GESI issues during the		GESI issues during the	
		delivery of lessons		delivery of lessons	
		(learners with hearing		(learners with hearing	
		impairment, different		impairment, different	
		cultural inclinations,		cultural inclinations,	
		stuttering, introverts etc).		stuttering, introverts etc).	
	b.	Asking student teachers	b.	Asking student teachers	
		to review their teaching		to review their teaching	
		philosophy to suit the		philosophy to suit the	
		context of practice.		context of practice.	
	c.	Ensuring that student	c.	Ensuring that student	
		teachers use mixed ability		teachers use mixed ability	
		grouping and pay		grouping and pay	
		attention to gender roles		attention to gender roles	
		and stereotyping.		and stereotyping	
	d.	Reminding student	d.	Reminding student	
		teachers to use audio-		teachers to use audio-	
		visual materials such as		visual materials such as	
		(television, i-box, lap top,		(television, i-box, lap top,	
		mobile phones etc) in		mobile phones etc) in	
		listening/watching and		listening/watching and	
		exploring online		exploring online	
		resources.		resources.	
	e.	Asking student teachers	e.	Asking student teachers	
		to use low-cost teaching		to use low-cost teaching	
		and learning resources		and learning resources	
		from the environment in		from the environment in	
		teaching.		teaching.	
	f.	Reminding student	f.	Reminding student	
		teachers to always link		teachers to always link	
		their lesson with the		their lesson with the	
		National Teachers		National Teachers	
		Standard.		Standard.	
	g.	Asking Student teachers	q.	Asking Student teachers	
		to be reflective		to be reflective	
		practitioners.		practitioners	
2 Concept	2.	•	2.1	In pairs, discuss new	15
Development (New		discuss new concepts of		concepts of the lesson	mins
learning likely to arise		the lesson and share with		and share with the whole	
in lesson/s):		the whole group as		group as appropriate.	
Identification and		appropriate.	Exa	mple:	
discussion of new		Example:		dvanced Communication	
learning, potential		i. Advanced Communication		ls in French	
barriers to learning		tills in French	- Sp	oken language, listening	
for student	- 5	Spoken language, listening	-	prehension and the ability	
teachers or		mprehension and the		nteract with colleagues	
students, new		pility to interact with		francophones using	
concepts or		•	Frei	•	
concepts or			Frei	าตก	

pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

- colleagues and francophones using French
- ii. Discourse Analysis and Translation
- Understanding of interlanguage and language use among non-native speakers of French
- iii. French Literature
- Discovery of important events/ movements and characters of the 19th and 20thCentury through French literary texts.
- 2.2 Ask tutors to identify possible barriers to the new learning/lesson Example.
- iv. Unfamiliarity with native French speakers' accent.
- v. Absence or inadequate reading materials on French Literature and Linguistics
- vi. Large class size

Suggested solutions

- iv. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.
- Identify and use more 'documents authentiques' such as online journals, magazines etc.
- vi. Consider regrouping of classes where applicable especially for oral lessons
- 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling), radio reporting, talking point, group work, thinkpair-share, in the delivery of the lesson.

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3.Planning for teaching, learning and assessment activities for the lesson/s

- Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, Classroom Enquiry and Action Research (CEAR),

3.1 Ask tutors to individually read the teaching and learning activities for Lesson 7, and to present the areas identified for whole group discussion.

Example:

- i. Advanced Communication Skills in French
- Student teachers interpret individually the video played and make a list of vocabulary/ expressions in relation to the theme in the video.
- ii. Discourse Analysis and Translation
- -Student teachers discuss the characteristics of native speakers/ non-native speakers
- iii. French Literature
 - b. History of French literature.
- -Using a French literary text as a reference, identify some unique features of the literary text, mention and explain these features.
- 3.2 Ask tutors, in groups of two, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and address GESI issues in both the B. Ed. and the Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g Example:
- a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.

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- i. Advanced CommunicationSkills in French
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- ii. Discourse Analysis andTranslation-Student teachers discuss the characteristics of nativespeakers/ non-native speakers
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Example:

a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class. 40 mins

- questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers
- b. ICT: Digital literacy such as the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint for presentations by student-teachers to present group works, etc)
- c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)
- d. Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.3 Ask Tutors to read the assessment components of the Lesson 7 of the Course Manual and compare with the components prescribed by NTEAP.

Example:

- i. Advanced CommunicationSkills in FrenchAs a student teacher,
- observe your mentor during your STS lessons on teenage pregnancy, drugs and homosexuality for discussion during the next lessons.
- ii. Discourse Analysis and Translation
- Observe how Ghanaian learners of French understand and speak French during the STS.
- iii. French Literature
- -Read the extracts your Tutor has given you and list down the themes, the characters, space and time of the story for discussion during the next lesson.
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources

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 -Read the extracts your Tutor
 has given you and list down
 the themes, the characters,
 space and time of the story for
 discussion during the next
 lesson.
- 3.4 In groups, identify and discuss the appropriate resources needed for the

needed for the teaching and learning of the concepts/sub-topics in Lesson 7; teaching and learning of the concepts/sub-topics in Lesson 7;

Example:

- i. Advanced Communication Skills in French
- The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(Le mariage précoce a des conséquences pour le développement. Disponible sur:

https://youtu.be/X5YFtVhth TU)

- ii. Discourse Analysis and Translation
- a. Définition Interlangue Et Exemples : *Disponible sur*: https://cf.leskanaris.com/39 47-interlanguage-definitionand-examples.html) .
- b. Présentation de deux concepts cognitivistes: Le "moniteur" de Krashen et l'interlangue de Selinker (https://www.youtube.com/watch?v=fwq-76R-7g8)
- iii. French Literature
 extracts from:
 a. Gide, André (1902).
 L'immoraliste, Paris,
 Mercure de France, coll. «
 Folio » n° 229.
 b. Camus, A. (1950). Les
 Justes, Paris: Gallimard, Coll.
- 3.5 In groups, ask tutors to discuss their plans for teaching Lesson 7 by simulating a classroom scenario.

Folio n° 477.

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- b. Camus, A. (1950). Les Justes. Paris : Gallimard. Coll. Folio n° 477.
- 3.5 In groups, discuss your plans for teaching Lesson 7 by simulating a classroom scenario.

	NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 7 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.	NB: Prepare a report on how you used the resources suggested for lesson 7 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.	
4. Evaluation and review of session: ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment and share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 7 and share their observations with the whole group for discussion.	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment and to share his or her observation during the next PDS. NTS 1a 4.2 Write down issues observed about the simulated teaching of the lesson 7 and share your observations with the whole group for discussion.	15 mins
	NB: Remind tutors to read Lesson 8 in both the course and PD manuals, and identify key issues for discussion during the next PD session.	NB: Read Lesson 8 in both the course and PD manuals, and identify key issues for discussion during the next PD session.	

Tutor PD Session						
Age Level: JHS Name of Subject:						
	FRENCH					
	Advanced Communication Skills in French					
	Discourse Analysis and Translation					
	6. French Literature					
Year 4 Semester 2						
	Tutor PD Session 8 for Lesson 8 in		Г			
Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in			
points provide the	the session. What the	Activity during the PD	session			
frame for what is to	SL/HoDs will have to say	Session. What PD Session				
be done in the	during each stage of the	participants (Tutors) will do				
session. The SWL	session	during each stage of the				
should use the		session.				
bullets to guide what						
they write for the						
SL/HoD and tutors to						
do and say during each session. Each						
bullet needs to be						
addressed and						
specific reference						
should be made to						
the course manual/s.						
Introduction to the	1. Introduction to the course	1. Introduction to the course	20			
session	1. Introduction to the course	1. Introduction to the course	mins			
Review prior	1.1 Start by welcoming tutors	1.1 Sing a short song in French	1111113			
learning	to the first PD session for	as an icebreaker.				
Reading and	the semester and lead	Example :				
discussion of the	them to sing a short song	Chevaliers de la table ronde				
introductory	in French.	https://www.youtube.com/wa				
sections of the	Example :	tch?v=uamlJnvFM9w				
lesson up to and	Chevaliers de la table ronde					
including	https://www.youtube.com/wa					
learning	tch?v=uamlJnvFM9w					
outcomes and						
indicators	1.2 Ask tutors to listen to and	1.2 Listen to and discuss with				
Overview of	discuss with a Critical	a Critical friend his/her				
content and	friend his/her	observations on previous				
identification of	observations on the	week's PD session.				
any distinctive	previous week's observed					
aspects of the	lesson.					
lesson/s,						
NB The guidance for	1.3 Ask tutors to refer to	1.3 Refer to lesson 8 of your				
SL/HoD should	lesson 8 of the course	course manual and discuss				
identify, address and	manuals and discuss in	in pairs the lesson title as				
provide explanations	pairs the lesson title as	well as relevant prior				
for any areas where	well as relevant prior	learning needed for the				
tutors might require	learning needed for the	lesson.				
clarification on an	lesson.					
aspect of the lesson.						

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

Example:

- i. Advanced Communication Skills in French
- Language practice: Oral /written communication in business related issues
- ii. Discourse Analysis and Translation
 - Theories and techniques of translation
- iii. French Literature- Practical studies of theFrench literary movements

NB:

Requisite prior knowledge may include the following:

- Basic skills in oral communication including how to organise debates on a given topic.
- Ability to differentiate between translation and interpretation.
- Ability to identify themes and characters of 19th and 20th Century French literature
- 1.4 Ask tutors to read the introductory section of lesson 8 and bring out LOs and LIs for whole group discussion.

Example:

i. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIS

a. Identify topics of conversations from selected themes on everyday life situations

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 - Theories and techniques of translation
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Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

a. Identify topics of conversations from selected themes on everyday life situations

- (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.
- ii. Discourse Analysis and Translation

LO

1. Demonstrate understanding of theories of translation

ш

- c. Examine the theories of translation
- iii. French Literature

LO

Show knowledge and understanding of French literary texts in relation to the 19th Century.

LIs

- a. Identify features of French literary text.
- b. Read French literary text.
- 1.5 Ask tutors to identify the distinct (unique) aspects of the eighth lesson and share their observations with the whole group.

Example:

- i. Advanced Communication Skills in French
 - Pluralisme de religion
- Pollution
- ii. Discourse Analysis and Translation
 - Théories de la traduction
 - Techniques de la traduction
 - Relation entre théories et techniques de la traduction

- (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.
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- Pluralisme de religion
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- iii. French Literature
 - Etude des extraits des textes de la littérature française
 - Discussion des personnages, des cadres spatio-temporels et des thèmes
 - 1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.

Example:

- iv. Advanced Communication Skills in French
 - Pluralisme de religion
 - Pollution
- v. Discourse Analysis and Translation
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- As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research
- 1.7 Ask tutors to discuss the components of a subject portfolio and the need for its development by student teachers.

Example:

- i. Course assignments
- ii. written reports on projects
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- i. Course assignments
- ii. written reports on projects

(CEAR) Project
Report writing,
tutors need to be
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- iii. revisions and work samples
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The need for portfolio

It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.

1.8 Lead tutors to discuss how they will prepare student teachers for NTC'S Professional Teaching Portfolio (PTP)
Assessment in the world of work as beginning teachers.

Example:

Articles to be included

- i. Sample Videos of their teaching
- ii. Statement of teaching philosophy
- iii. Evaluations
- iv. Sample lesson plans
- v. Report on Classroom Innovations (e.g., creation of TLRS, new methods)
- vi. Relevant photographs
- vii. Teaching honours and/or awards
- viii. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)
- ix. Continuing
 Education/Workshops
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Benefits

- a. Promotion
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- c. Reference material

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- e. Keeps a record of a teacher's accomplishments
- 1.9 Ask Tutors to discuss how they will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook).

Example:

Select a Focus

- a. know what you want to investigate (Research Problem/Topic)
- b. develop some questions about the area you have identified
- c. Establish a plan to answer the questions.

Data Collection

Administering of Instruments: Tests, conducting surveys and interviews and examining documents.

Data Analysis and Interpretation Analyse and interpret in order to arrive at a decision.

Take Action

- a. continue the intervention
- b. disband the intervention
- c. modify the intervention in some

- d. Encourages the
 "scholarship of teaching"
 as teachers begin to
 engage in classroom
 research.
- e. Keeps a record of a teacher's accomplishments
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way(s) - whei	7
necessary.	

1.10 Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114- 117

Example:

- a. Class management
- b. GESI responsiveness
- c. Classroom Innovations and TLRs
- d. Teaching Philosophy
- e. Use of ICT tools in teaching (Benefits and Challenges)
- f. Teaching Portfolio
 Development
- g. NTS
- h. Classroom Enquiry and Action Research

way(s) - when necessary.

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- d. Teaching Philosophy
- e. Use of ICT tools in teaching (Benefits and Challenges)
- f. Teaching Portfolio
 Development
- g. NTS
- h. Classroom Enquiry and Action Research

For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc

1.11 Ask Tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.

Example:

- a. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).
- **b.** Asking student teachers to review their teaching philosophy to suit the context of practice.
- c. Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping.
- **d.** Reminding student teachers to use audio-

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- **d.** Reminding student teachers to use audio-

		l		1		
			visual materials such as		visual materials such as	
			(television, i-box, lap		(television, i-box, lap top,	
			top, mobile phones etc)		mobile phones etc) in	
			in listening/watching		listening/watching and	
			and exploring online		exploring online resources.	
			resources.	e.	Asking student teachers to	
		e.	Asking student teachers		use low-cost teaching and	
			to use low-cost teaching		learning resources from	
			and learning resources		the environment in	
			from the environment in		teaching.	
			•	_	_	
		_	teaching.	f.	Reminding student	
		f.	Reminding student		teachers to always link	
			teachers to always link		their lesson with the	
			their lesson with the		National Teachers	
			National Teachers		Standard.	
			Standard.	g.	Asking Student teachers to	
		g.	Asking Student teachers		be reflective practitioners	
			to be reflective			
			practitioners.			
2	Concept	2.1 I	n pairs, ask tutors to	2.1	In pairs, discuss new	15
	Development		discuss new concepts of		concepts of the lesson and	mins
	(New learning		he lesson and share with		share with the whole	
	likely to arise in		he whole group as		group as appropriate.	
	lesson/s):		appropriate.		Strate as appropriate.	
>	Identification and	Exan	• • •	Fxa	imple:	
ĺ .	discussion of	iii.		i.	Advanced	
	new learning,	''''	Communication Skills in	١.	Communication Skills in	
	potential barriers		French		French	
	to learning for					
	•		- Pluralisme de religion	_	Pluralisme de religion	
	student teachers		- Pollution		Pollution	
	or students, new	iv.	,	ii.	Discourse Analysis and	
	concepts or		Translation		Translation	
	pedagogy being		- Théories de la	-	Théories de la traduction	
	introduced in the		traduction	-	Techniques de la	
	lesson, which		- Techniques de la		traduction	
	need to be		traduction	-	Relation entre théories et	
	explored with		- Relation entre théories		techniques de la	
	the SL/HoD		et techniques de la		traduction	
NB	The guidance for		traduction			
SL/	'HoD should set	v.		ii	i. French Literature	
ou	t what they need	l	- Etude des extraits des		- Etude des extraits des	
to	do to introduce		textes de la littérature		textes de la littérature	
and	d explain the				française	
	ues/s with tutors		française		- Discussion des	
	,		- Discussion des		personnages, des cadres	
			personnages, des		spatio-temporels et des	
			cadres spatio-		thèmes	
			temporels et des		cc.iiic3	
			thèmes			

2.2 Ask tutors to identify possible barriers to the new learning/lesson

Example.

- Inadequate knowledge of internet resources for learnina.
- ii. Absence or inadequate reading materials in the Colleges library
- iii. Large class size

Suggested solutions

- Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.
- Identify and use more 'documents authentiques' such as online journals, magazines etc.
- Consider regrouping of classes where applicable especially for oral lessons
- 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling), radio reporting, talking point, group work, thinkpair-share, in the delivery of the lesson.

3.Planning for teaching, learning and assessment activities for the lesson/s

- Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for

3.1 Ask tutors to individually read the teaching and learning activities for Lesson 8, and to present the areas identified for whole group discussion.

Example:

- i. Advanced Communication Skills in French
 - Pluralisme de religion
- Pollution
- ii. Discourse Analysis and Translation
 - Théories de la traduction
 - Techniques de la traduction

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 - Pluralisme de religion
- Pollution
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 - Théories de la traduction
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- making *explicit* links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading,
 discussion, and
 identification of
 continuous
 assessment
 opportunities in
 the lesson. Each
 lesson should
 include at least
 two
 opportunities to
 use continuous
 assessment to
 support student
 teacher learning
- > Resources:
- links to the existing PD Themes, for example, Classroom **Enquiry and** Action Research (CEAR), questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be

- Relation entre théories et techniques de la traduction
- iii. French Literature
 - Etude des extraits des textes de la littérature française
 - Discussion des personnages, des cadres spatio-temporels et des thèmes
- 3.2 Lead tutors to identify areas that require further clarification for redress.
- 3.3 Ask tutors, in groups of two, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and address GESI issues in both the B. Ed. and the Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

- e. Use an IT tool (the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by student-teachers to present group works, etc)
- f. 21st Century Skills:
 - Collaborative work and Communication skills
 - Cognitive processes and strategies (Critical thinking, Problem solving, etc)
- g. Leadership (eg. Responsibility)
 - Give equal leadership opportunities to both males and females during collaborative activities in class.

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- g. Leadership (eg. Responsibility)
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- given to local availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
 Tutors should be

expected to have a plan for the next

lesson for student

teachers

- h. Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Ask Tutors to read the assessment components of the Lesson 4 of the Course Manual and compare with the components prescribed by NTEAP.

Example:

NB: Student-teachers would be put into groups within which they would work and make presentations to the whole class on one of the following:

- i. Advanced Communication Skills in French
- Pluralisme de religion
- La pollution
- ii. Discourse Analysis and Translation
 - Théories de la traduction
 - Techniques de la traduction
- iii. French Literature
 - La littérature française du XIXe et XXe siècles.
 - Etude des personnages/l'espace dans un extrait
 - Etude des thèmes dans un extrait
- 3.5 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 8;

Example:

- i. Advanced
 Communication Skills in
 French
- a. The use of audio and video recordings, photocopies of

- h. Address issues of SEN by using braille or enlarged texts during group presentations.
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- i. Advanced Communication Skills in French
- a. The use of audio and video recordings, photocopies of

teaching manuals, teaching manuals, projectors, computers, projectors, computers, loud speakers, Internet loud speakers, Internet connectivity and YouTube connectivity and YouTube links:(a. La polygamie links: (a. La polygamie Disponible sur: Disponible sur: https://www.youtube.com/wa https://www.youtube.com/w tch?v=Fo1Sk5Nh2vY atch?v=Fo1Sk5Nh2vY b. Mariage forcé b. Mariage forcé Disponible sur: Disponible sur: https://www.youtube.com/w https://www.youtube.com/w atch?v=aRAvVQoH7D0 atch?v=aRAvVQoH7D0 Discourse Analysis and Discourse Analysis and iii. iii. Translation Translation c. Maingueneau, D. c. Maingueneau, D. (2016). Les termes clés de (2016). Les termes clés de l'analyse du discours. l'analyse du discours. Média Diffusion. Média Diffusion. d. Ducrot, O., & Todorov, T. d. Ducrot, O., & Todorov, T. (1972). Dictionnaire (1972). Dictionnaire encyclopédique des encyclopédique des sciences du langage. sciences du langage. FeniXX. FeniXX. iii. French Literature iii. French Literature c. Julaud, J. J. (2014). La c. Julaud, J. J. (2014). La littérature française pour littérature française pour les nuls. Éditions First. les nuls. Éditions First. (Refer to Première partie, (Refer to Première partie, Le Moyen Âge : fervent et Le Moyen Âge : fervent et farceur. Pages 27-25) farceur. Pages 27-25) d. Masson, N. (2007). *La* d. Masson, N. (2007). La littérature française. littérature française. Editions Eyrolles. (Refer Editions Eyrolles. (Refer to Pages 17-25) to Pages 17-25) 3.6 In groups, ask tutors to 3.6 In groups, discuss your discuss their plans for plans for teaching Lesson teaching Lesson 8 by 8 by simulating a simulating a classroom classroom scenario. scenario. NB: Remind tutors to prepare NB: Prepare a report on how a report on how they used the you used the resources resources suggested for lesson suggested for lesson 8 and any 8 and any other resources other resources you might they might have introduced have introduced during the during the delivery of their delivery of your lesson for lesson for discussion during discussion during the next PD the next PD session. session. 4. Evaluation and 4.1 Identify a Critical Friend 4.1 Remind tutors to identify 15 review of session: a Critical Friend from the from the same or related mins

- a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification
- same or related subject area, to observe their lesson during the enactment and share his or her observation during the next PDS. **NTS 1a**
- 4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 8 and share their observations with the whole group for discussion.

NB: Remind tutors to read Lesson 9 in both the course and PD manuals, and identify key issues for discussion during the next PD session.

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- 4.2 Write down issues observed about the simulated teaching of the lesson 8 and share your observations with the whole group for discussion.

NB: Read Lesson 9 in both the course and PD manuals, and identify key issues for discussion during the next PD session.

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equality and Social inclusion **PDS**: Professional Development Session

Tutor PD Session						
Age Level: JHS	8. Discourse An	8. Discourse Analysis and Translation				
Year 4	Semester 2					
7	Tutor PD Session 9 for Lesson 9 in	n the Course Manual				
Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in			
points provide the	the session. What the	Activity during the PD	session			
frame for what is to	SL/HoDs will have to say	Session. What PD Session				
be done in the	during each stage of the	participants (Tutors) will do				
session. The SWL	session	during each stage of the				
should use the		session.				
bullets to guide what						
they write for the						
SL/HoD and tutors to do and say during						
each session. Each						
bullet needs to be						
addressed and						
specific reference						
should be made to						
the course manual/s.						
Introduction to the	1. Introduction to the course	1. Introduction to the course	20			
session			mins			
Review prior	1.1 Start by welcoming tutors	1.1 Sing a short song in French				
learning	to the first PD session for	as an icebreaker.				
Reading and	the semester and lead	Example :				
discussion of the	them to sing a short song	Alouette, gentille Alouette				
introductory	in French.	https://www.youtube.com/w				
sections of the	Example :	atch?v=I3y3O80nqiM				
lesson up to and	Alouette, gentille alouette					
including	https://www.youtube.com/w					
learning outcomes and	atch?v=I3y3O80nqiM					
indicators	1.2 Ask tutors to listen to and	1.2 Listen and discuss with				
> Overview of	discuss with a Critical	Critical friend his/her				
content and	friend his/her observation	observations on previous				
identification of	on previous week's PD	week's PD session.				
any distinctive	session with tutors for					
aspects of the	discussion.					
lesson/s,						
NB The guidance for	1.3 Ask tutors to refer to	1.3 Refer to lesson 9 of your				
SL/HoD should	lesson 9 of their course	course manual and discuss				
identify, address and	manual and discuss in	in pairs the lesson title as				
provide explanations	pairs the lesson title as	well as relevant prior				
for any areas where	well as relevant prior	learning needed for the				
tutors might require	learning needed for the	lesson.				
	lesson.					

clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

Example:

- i. Advanced Communication Skills in French
- Language practice: Oral and written communication in business related issues.
- ii. Discourse Analysis and Translation
- Comparing Morphology and Syntax of French and English
- iii. French Literature- Practical studies of theFrench literarymovements

NB:

Requisite prior knowledge may include the following:

- Basic skills in oral communication including how to organise debates on a given topic.
- Ability to identify sentence patterns of both French and English.
- Ability to identify themes and characters of 19th and 20th Century French literature
- 1.4 Ask tutors to read the introductory section of lesson 9 and bring out LOs and LIs for whole group discussion.

Example:

i. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

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Example:

j. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

- a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
- b. Discuss topics on selected themes of conversation on everyday life situations.
- iv. Discourse Analysis and Translation

LO

1. Demonstrate understanding of the morphology and syntax of French and English.

LI

- d. Explain the morphology and syntax of French and English.
 - i. French Literature

ın

Show knowledge and understanding of French literary texts in relation to the 20th Century.

LIs

- a. Identify features of French literary text.
- b. Read French literary text.
- 1.5 Ask tutors to identify the distinct (unique) aspects of the nineth lesson and share their observations with the whole group.

Example:

- iv. Advanced Communication Skills in French
- Polygamie
- Mariage forcé

LIs

- a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).
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- iv. Discourse Analysis and Translation

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- j. Advanced Communication Skills in French
 - Polygamie
 - Mariage forcé

- Tâches ménagères
- v. Discourse Analysis and Translation
- Définition : morphologie et syntaxe
- Structure et usage de l'anglais et du français
- Similarités et différences entre la morphologie et la syntaxe de l'anglais et du français
- L'impact de différences morphosyntaxique sur la compréhension et la traduction.
- vi. French Literature
- Etude des extraits des textes de la littérature française (roman et théâtre)
- Discussion des personnages, des cadres spatio-temporels et des thèmes
- 1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.

Example:

- i. Advanced Communication Skills in French
- Polygamie
- Mariage forcé
- Tâches ménagères
- ii. Discourse Analysis and Translation
- Définition : morphologie et syntaxe
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1.7 Discuss the components

the need for its

teachers.

Example:

of a subject portfolio and

development by student

As this course is dealina with supporting and or assessing the **Professional Teaching Portfolio** Development or the Classroom Enquiry and Action Research (CEAR) Project Report writing, tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.

1.7 Ask tutors to discuss the components of a subject portfolio and the need for its development by student teachers.

Example:

- a. Course assignments
- b. written reports on projects
- c. revisions and work samples
- d. student selfassessments
- e. reflections on own works. etc

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- b. written reports on projects
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The need for portfolio

It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.

1.8 Lead tutors to discuss how they will prepare student teachers for NTC'S Professional Teaching Portfolio (PTP)
Assessment in the world of work as beginning teachers.

Example:

Articles to be included

a. Sample Videos of their teaching

The need for portfolio

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Example:

Articles to be included

Sample videos of their teaching

- b. Statement of teaching philosophy
- c. Evaluations
- d. Sample lesson plans
- e. Report on Classroom Innovations (e.g., creation of TLRS, new methods)
- f. Relevant photographs
- g. Teaching honours and/or awards
- h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)
- i. Continuing Education/Workshops completed (CPD)

Benefits

- a. Promotion
- b. Professional development
- c. Reference material
- d. Encourages the
 "scholarship of
 teaching" as teachers
 begin to engage in
 classroom research.
- e. Keeps a record of a teacher's accomplishments
- 1.9 Ask Tutors to discuss how they will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook).

Example:

Select a Focus

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Data Collection Administering of Instruments: Tests, conducting surveys and interviews and examining Data Collection

Administering of Instruments:

Tests, conducting surveys and interviews and examining documents.

Data Analysis and Interpretation Analyse and interpret in order to arrive at a decision. Data Analysis and Interpretation Analyse and interpret in order to arrive at a decision.

Take Action

documents.

- a. continue the intervention
- b. disband the intervention
- c. modify the intervention in some way(s) when necessary.

Take Action

- a. continue the intervention
- b. disband the intervention
- c. modify the intervention in some way(s) when necessary.

1.10 Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114-117

1.10 Discuss how you will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, pp: 114- 117.

Example:

- a. Class management
- b. GESI responsiveness
- c. Classroom Innovations and TLRs
- d. Teaching Philosophy
- e. Use of ICT tools in teaching (Benefits and Challenges)
- f. Teaching Portfolio
 Development
- g. NTS
- h. Classroom Enquiry and Action Research

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For each session remember this is the

1.11 Ask Tutors to discuss and provide prompts to

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2 Concept 2.1 In pairs, ask tutors to 2.1 In pairs, discuss new 15
Development discuss new concepts of concepts of the lesson and mins
(New learning the lesson and share with share with the whole
likely to arise in the whole group as group as appropriate.
lesson/s): appropriate. Example:
➤ Identification and Example: i. Advanced
discussion of i. Advanced Communication Communication Skills
new learning, Skills in French in French

- to learning for student teachers or students, new concepts or pedagogy being introduced in the
- need to be
 explored with
 the SL/HoD
 NB The guidance for
 SL/HoD should set
 out what they need
 to do to introduce
 and explain the

issues/s with tutors

lesson, which

- Pollution
- ii. Discourse Analysis and Translation
 - Théories de la traduction
 - Techniques de la traduction
 - Relation entre théories et techniques de la traduction
- iii. French Literature
 - Etude des extraits des textes de la littérature française
 - Discussion des personnages, des cadres spatiotemporels et des thèmes
- 2.2 Ask tutors to identify possible barriers to the new learning/lesson

Example.

- Inadequate knowledge of internet resources for learning.
- ii. Absence or inadequate reading materials in the Colleges library
- iii. Large class size

Suggested solutions

- i. Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.
- ii. Identify and use more 'documents authentiques' such as online journals, magazines etc.
- iii. Consider regrouping of classes where applicable especially for oral lessons
- 2.3 Lead tutors to identify and discuss pedagogical

- Pollution
- ii. Discourse Analysis and Translation
- Théories de la traduction
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- Relation entre théories et techniques de la traduction
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- 2.3 Identify and discuss pedagogical needs such

	needs such as: creative	asi araatiiya annraashas
		as: creative approaches
	approaches (storytelling),	(storytelling), radio
	radio reporting, talking	reporting, talking point,
	point, group work, think-	group work, think-pair-
	pair-share, in the delivery	share, in the delivery of
	of the lesson.	the lesson.
3.Planning for	3.1 Ask tutors to individually	3.1 Read the teaching and
teaching, learning	read the teaching and	learning activities for
and assessment	learning activities for	Lesson 9, and to present
activities for the	Lesson 9, and to present	the areas identified for
lesson/s	the areas identified for	whole group discussion.
Reading and	whole group discussion.	
discussion of the	Example:	Example:
teaching and	i. Advanced	i. Advanced Communication
learning activities	Communication Skills in	Skills in French
Noting,	French	- Pluralisme de religion
addressing, and	- Pluralisme de religion	- Pollution
explaining areas	- Pollution	ii. Discourse Analysis and
where tutors may	ii. Discourse Analysis and	Translation
require	Translation	- Théories de la traduction
clarification	- Théories de la traduction	- Techniques de la
➤ Noting	- Techniques de la	traduction
opportunities for	traduction	- Relation entre théories et
making <i>explicit</i>	- Relation entre théories et	techniques de la
links to the Basic	techniques de la	traduction
School Curriculum	traduction	iii. French Literature
Noting	iii. French Literature	- Etude des extraits des
opportunities for	- Etude des extraits des	textes de la littérature
integrating: GESI	textes de la littérature	française
responsiveness	française	- Discussion des
and ICT and 21st C	- Discussion des	personnages, des cadres
skills	personnages, des cadres	spatio-temporels et des
Reading,	spatio-temporels et des	thèmes
discussion, and	thèmes	
identification of		3.2 Identify areas that require
continuous	3.2 Lead tutors to identify	further clarification for
assessment	areas that require further	redress.
opportunities in	clarification for redress.	rearess.
the lesson. Each	ciarmeation for rearess.	
lesson should	3.3 Ask tutors, in groups of	3.3 In groups of two or three,
include at least	two or three, to discuss	discuss and share with the
two opportunities	and share with the whole	whole group how to
to use continuous	group how to integrate	integrate the core
	the core transferable skills	transferable skills in the
assessment to	in the lesson and address	lesson and address GESI
support student	GESI issues in both the B.	issues in both the B. Ed.
teacher learning		
Resources:	Ed. and the Basic school	and the Basic school

curricula into the teaching

and learning activities.

NTS 1a, 1b, 2c, 3f, 3g

Example:

o links to the

existing PD

Themes, for example,

Example:

curricula into the teaching

and learning activities. NTS 1a, 1b, 2c, 3f, 3g

- Classroom **Enquiry** and Action Research (CEAR), questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning

Tutors should be expected to have a plan for the next lesson for student teachers

- Use an IT tool (the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by student-teachers to present group works, etc)
- ii. 21st Century Skills:
 - Collaborative work and Communication skills
 - Cognitive processes and strategies (Critical thinking, Problem solving, etc)
- iii. Leadership (eg. Responsibility)
 - Give equal leadership opportunities to both males and females during collaborative activities in class.
- iv. Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Ask Tutors to read the assessment components of the Lesson 9 of the Course Manual and compare with the components prescribed by NTEAP.

Example:

NB: Student-teachers would be put into groups within which they would work and make presentations to the whole class on one of the following:

- i. Advanced Communication Skills in French
- Pluralisme de religion
- La pollution
- ii. Discourse Analysis and Translation
 - Théories de la traduction

- i. Use an IT tool (use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by student-teachers to present group works, etc)
- ii. 21st Century Skills:
 - Collaborative work and Communication skills
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- iii. Leadership (eg. Responsibility)
 - Give equal leadership opportunities to both males and females during collaborative activities in class.
- iv. Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Read the assessment components of the Lesson 4 of the Course Manual and compare with the components prescribed by NTEAP.

Example:

NB: Student-teachers would be put into groups within which they would work and make presentations to the whole class on one of the following:

- i. Advanced Communication Skills in French
- Pluralisme de religion
- La pollution
- ii. Discourse Analysis and Translation
- a. Théories de la traduction

- Techniques de la traduction
- iii. French Literature
 - La littérature française du XIXe et XXe siècles.
 - Etude des personnages/l'espace dans un extrait
 - Etude des thèmes dans un extrait
- 3.5 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 9;

Example:

- i. AdvancedCommunication Skills in French
- a. The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(a. Quelques types d'hébergement. Disponible sur:

<u>https://www.youtube.com/watch?v=r7FQKUqN0uo</u>.

b. À l'hôtel: conversation en français

Disponible sur:

https://www.youtube.com/w
atch?v=geyHn8Ai6NM)

- ii. Discourse Analysis and Translation
- a. Maingueneau, D.
 (2016). Les termes clés de l'analyse du discours.
 Média Diffusion.
- b. Ducrot, O., & Todorov, T. (1972). *Dictionnaire* encyclopédique des

- b. Techniques de la traduction
- iii. French Literature
 - a.La littérature française du XIXe et XXe siècles.
 - b.Etude des personnages/l'espace dans un extrait
 - c. Etude des thèmes dans un extrait
- 3.5 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 8;

Example:

- i. Advanced Communication Skills in French
- a. The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(a. Quelques types d'hébergement.

Disponible sur:

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b. À l'hôtel: conversation en françaisDisponible sur:

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 (2016). Les termes clés de l'analyse du discours. Média Diffusion.
 - b. Ducrot, O., & Todorov, T. (1972). *Dictionnaire* encyclopédique des

sciences du langage. sciences du langage. FeniXX. FeniXX. iii. French Literature iii. French Literature a. Julaud, J. J. (2014). La Julaud, J. J. (2014). La littérature française littérature française pour pour les nuls. Éditions les nuls. Éditions First. First. (Refer to Première (Refer to Première partie, partie, Le Moyen Âge: Le Moyen Âge : fervent et fervent et farceur. Pages farceur. Pages 27-25) 27-25) b. Masson, N. (2007). La b. Masson, N. (2007). *La* littérature française. littérature française. Editions Eyrolles. (Refer Editions Eyrolles. (Refer to Pages 17-25) to Pages 17-25) 3.6 In groups, discuss your 3.6 In groups, ask tutors to discuss their plans for plans for teaching Lesson teaching Lesson 9 by 9 by simulating a classroom scenario. simulating a classroom scenario. NB: Remind tutors to prepare NB: Prepare a report on how a report on how they used the you used the resources resources suggested for lesson suggested for lesson 8 and any 9 and any other resources other resources you might they might have introduced have introduced during the during the delivery of their delivery of your lesson for lesson for discussion during discussion during the next PD the next PD session. session. 4. Evaluation and 4.1 Remind tutors to identify 4.1 Identify a Critical Friend 15 review of session: a Critical Friend from the from the same or related mins a. Tutors need to same or related subject subject area, to observe identify critical area, to observe their your lesson during the friends to observe lesson during the enactment and to share lessons and report at enactment and share his his or her observation next session or her observation during during the next PDS. NTS b. Identifying and the next PDS. NTS 1a **1**a addressing any outstanding issues 4.2 Ask tutors to individually 4.2 Write down issues relating to the write down issues observed about the lesson/s for observed about the simulated teaching of the clarification simulated teaching of the lesson 9 and share your lesson 9 and share their observations with the observations with the whole group for whole group for discussion. discussion. NB: Remind tutors to read NB: Read Lesson 10 in both the course and PD manuals Lesson 10 in both the course and PD manuals and identify and identify key issues for

key issues for discussion	discussion during the next PD	1
during the next PD session.	session.	

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equality and Social inclusion **PDS**: Professional Development Session

Tutor PD Session					
Age Level:	JHS				
Year 4			Semester 2		
	Tutor PD Session 10 for Lesson 10 in the Course Manual				
Focus: the bull		uidance notes on Leading	Guidance Notes on Tutor	Time in	
points provide frame for what		e session. What the /HoDs will have to say	Activity during the PD Session. What PD Session	session	
be done in the		uring each stage of the	participants (Tutors) will do		
session. The SV		ession	during each stage of the		
should use the	bullets		session.		
to guide what	they				
write for the SI	_/HoD				
and tutors to d	o and				
say during eacl					
session. Each b					
needs to be ad					
and specific ref					
should be mad					
course manual 1 Introduction		1 Start by welcoming tutors	1.1 Start the Lesson 10 PD	20	
session		the Lesson 10 PD session for	session for the semester by	mins	
Review price		e semester and lead them to	singing a short song in	1111113	
learning		ng a short song in French.	French.		
A critical fri		cample :	Example :		
share findir	ngs for a Fr	ère Jacques : (disponible	Frère Jacques : (disponible		
short discu	ssion su	ır:	sur:		
and lessons		tps://www.youtube.com/w	https://www.youtube.com/		
learned	·	ch?v=bz0pOWHZ9Qc)	watch?v=bz0pOWHZ9Qc)		
Reading an		2.4.1.110.111515	40 T		
discussion		2 Ask the Critical Friend for	1.2 Together with the Critical		
introductor sections of	•	esson 9 and tutors to reflect dividually on the previous	Friend for Lesson 9, reflect on the previous week's		
lesson up t		eek's session and share their	session and share your		
including le		eek 3 3e33ion and 3hare then	experiences.		
outcomes a	_	h	- 1		
indicators		3 Ask tutors to refer to	1.3 Refer to Lesson 10 of the		
Overview o		esson 10 of the course	course manual and discuss in		
content an	d m	anual and discuss in pairs the	pairs the lesson title as well		
identificatio		sson title as well as relevant	as relevant prior learning		
any distinct	l -	ior learning needed for the	needed for the lesson.		
aspects of t	the le	sson.			
lesson/s,	_		el.		
NB The guidand	ce for Ex	cample:	Example:		
SL/HoD should	reand L.	Advanced Communication kills in French	i. Advanced Communication Skills in French		
identify, addres provide expland		ans in French	Skiiis III Frencii		

for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- Language practice: Oral and written communication in business related issues
 Discourse Analysis and Translation
- Vocabulary use in translation and related issues: borrowing and neologisms
- iii. French Literature
- Contemporary French culture

NB:

Requisite prior knowledge may include the following:

- -Basic skills in oral communication including how to organise debates on a given topic.
- -Basic skills in translation
- -Ability to share past experiences on how to determine sounds in words and write those words correctly.
- 1.4 Ask tutors to read the introductory section of lesson 10 and bring out LOs and LIs for whole group discussion.

Example:

i. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

- Language practice: Oral and written communication in business related issues ii. Discourse Analysis and Translation
- Vocabulary use in translation and related issues: borrowing and neologisms
- iii. French Literature
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LIs

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

	ii. Discourse Analysis and	ii. Discourse Analysis and
	Translation	Translation
	Translation	Translation
	LO	LO
	Demonstrate understanding	Demonstrate understanding
	of vocabulary use in	of vocabulary use in
	translation	translation
	Lis	LIS
	Identify and use specific	Identify and use specific
	vocabulary in translated texts.	vocabulary in translated
		texts.
	iii. French Literature	iii. French Literature
	LO	LO
	Show knowledge and	Show knowledge and
	understanding to determine	understanding to determine
	the theme of a text	the theme of a text
	l la	lue
	LIS Determining the techniques	Lis Determining the techniques
	Determining the techniques	Determining the techniques
	used in textual analysis	used in textual analysis
	1.5 Ask tutors to identify the	1.5 Identify the distinct
	distinct (unique) aspects of	(unique) aspects of the
	the Lesson 10 and share their	Lesson 10 and share your
	observations with the whole	observations with the whole
	group.	group.
	Example:	Example:
	i. Advanced Communication	i. Advanced Communication
	Skills in French	Skills in French
	- The place of women in	- The place of women in
	society	society
	ii. Discourse Analysis and	ii. Discourse Analysis and
	Translation	Translation
	-Borrowing and neologisms	-Borrowing and neologisms
	iii. French Literature	iii. French Literature
	Identifying explicit and	Identifying explicit and
	implicit ideas of a text	implicit ideas of a text
	1.6 Lead tutors to discuss the	1.6 Discuss the distinctive
	distinctive features identified	features identified and
	and provide explanations to	provide explanations to
	aspects that require further	aspects that require further
	clarifications.	clarifications.
As this course is	1.6 Discuss with tutors on	1.6 Discuss how to assist
dealing with	how to assist student	student teachers to
supporting and or	teachers to prepare	prepare adequately for
assessing the	adequately for the world	the world of work
Professional Teaching		

Portfolio
Development or the
Classroom Enquiry
and Action Research
Project Report writing,
Tutors need to be
provided with
guidance on what to
do including
organisation of Post
Internship Seminar.

- of work through Post internship seminar.
- 1.7 Let tutors identify areas where student teachers require further training.

Example:

- Professional Teaching portfolio (page 64-68)
- Continuous professional development (pages 104-113)
- Teacher-Community relations (pages 51-54)

NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021) through Post internship seminar.

1.7 Identify areas where student teachers require further training.

Example:

- Professional Teaching portfolio (page 64-68)
- Continuous professional development (pages 104-113)
- Teacher-Community relations (pages 51-54) NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)

For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

1.8 Lead tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc

Example:

- i. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).
- ii. Asking student teachers to review their teaching philosophy to suit the context of practice.
- iii. Reminding student teachers to use audiovisual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.

1.8 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.

Example:

- i. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).
- ii. Asking student teachers to review their teaching philosophy to suit the context of practice.
- iii. Reminding student teachers to use audiovisual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.
- iv. Asking student teachers to use low-cost teaching

	iv. Asking student teachers	and learning resources	
	to use low-cost teaching	from the environment in	
	and learning resources	teaching.	
	from the environment in	v. Asking students to tap	
	teaching.	into the expertise of	
	v. Asking students to tap	resource persons in their	
	into the expertise of	community of teaching.	
	I	vi. Reminding student	
	resource persons in their	teachers to always link	
	community of teaching.	•	
	vi. Reminding student	their lesson with the	
	teachers to always link	National Teachers	
	their lesson with the	Standard.	
	National Teachers	Asking Student teachers to	
	Standard.	be reflective practitioners	
	vii. Asking Student teachers		
	to be reflective		
	practitioners.		
2 Concept	2.1 In pairs, ask tutors to	2.1 In pairs, discuss new	15
Development (New	discuss new concepts of the	concepts of the lesson and	mins
learning likely to arise	lesson and share with the	share with the whole group	
in lesson/s):	whole group as appropriate.	as appropriate.	
Identification and	Example:	Example:	
discussion of new	1. Advanced Communication	1. Advanced Communication	
learning, potential	Skills in French	Skills in French	
barriers to learning	- Language policy	- Language policy	
for student	ii. Discourse Analysis and	ii. Discourse Analysis and	
teachers or	Translation	Translation	
students, new	- Niveaux et registre de langue	- Niveaux et registre de	
concepts or	iii. French Literature	langue	
pedagogy being	- Textual analysis.	iii. French Literature	
introduced in the		- Textual analysis.	
lesson, which need			
to be explored	2.2 Ask tutors to identify	2.2 Identify possible barriers	
with the SL/HoD	possible barriers to the new	to the new learning/lesson	
	learning/lesson		
NB The guidance for	Example.	Example.	
SL/HoD should set out	i. Student teachers may	i. Student teachers may not	
what they need to do	not be able to	be able to differentiate	
to introduce and	differentiate between	between Ghana's language	
explain the issues/s	Ghana's language policy	policy and Ghana's	
with tutors, they	and Ghana's language-	language-in-education.	
should take feedback	in-education.	ii. Poor level of vocabulary	
to gauge	ii. Poor level of vocabulary	iii. Large class size	
understanding and	iii. Large class size	-	
support tutor	_		
engagement.	Suggested solutions	Suggested solutions	
	iv. Tutors should help student	i. Help student teachers	
	teachers differentiate	differentiate between	
	between Ghana's language	Ghana's language policy and	
	policy and Ghana's	Ghana's language-in-	
	language-in-education	education	
	J J = = = = = = = = = = = = = = = = = =	1	

		v. student teachers may need	ii. student teachers may need	
		the use of bilingual	the use of bilingual	
		dictionaries	dictionaries	
		vi. Consider regrouping of	iii. Consider regrouping of	
		classes where applicable	classes where applicable	
		especially for oral lessons	especially for oral lessons	
		2.3 Lead tutors to identify and	2.3 Identify and discuss	
		discuss pedagogical needs	pedagogical needs such as:	
		such as: creative approaches	creative approaches	
		(storytelling), radio reporting,	(storytelling), radio	
		talking point, group work,	reporting, talking point,	
		think-pair-share, in the	group work, think-pair-share,	
		delivery of the lesson.	in the delivery of the lesson.	
3.Pl	anning for	3.1 Ask tutors to individually	3.1 Read the teaching and	40
tea	ching, learning and	read the teaching and	learning activities for Lesson	mins
	essment activities	learning activities for Lesson	10, and to present the areas	
for	the lesson/s	10, and to present the areas	identified for whole group	
>	Reading and	identified for whole group	discussion.	
	discussion of the	discussion.		
	teaching and	Example:	Example:	
	learning activities	i. Advanced Communication	i. Advanced Communication	
	Noting,	Skills in French	Skills in French	
	addressing, and	- Share the impacts of the	- Share the impacts of the	
	explaining areas	women towards the	women towards the	
	where tutors may	development of the country in	development of the country	
	require	their political career	in their political career	
>	clarification	(advancements supported by	(advancements supported by	
	Noting opportunities for	concrete examples).	concrete examples).	
	making <i>explicit</i>	ii. Discourse Analysis and	ii. Discourse Analysis and	
	links to the Basic	Translation	Translation	
	School Curriculum	- Brainstorm the meaning of	- Brainstorm the meaning of	
>	Noting	emprunt et néologisme and	emprunt et néologisme and	
	opportunities for	share with one another.	share with one another.	
	integrating: GESI			
	responsiveness	iii. French Literature	iii. French Literature	
	and ICT and 21st C	- Through questions and	- Through questions and	
	skills	answers, student teachers	answers, student teachers	
>	Reading,	share their suggested themes	share their suggested	
	discussion, and	of the text	themes of the text	
	identification of			
	continuous	3.2 Ask tutors, in groups of	3.2 In groups of two, discuss	
	assessment	two, to discuss and share with	and share with the whole	
	opportunities in	the whole group how to	group how to integrate the	
	the lesson. Each	integrate the core	core transferable skills in the	
	lesson should	transferable skills in the	lesson and address GESI	
	include at least	lesson and address GESI	issues in both the B. Ed. and	
	two opportunities	issues in both the B. Ed. and	the Basic school curricula	
	to use continuous	the Basic school curricula into	into the teaching and	
1	accoccment to	the teaching and learning	learning activities NTS 1a	I

the teaching and learning

assessment to

support student

1b, 2c, 3f, 3g

learning activities. NTS 1a,

- teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, Classroom **Enquiry** and Action Research (CEAR), questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

- activities. NTS 1a, 1b, 2c, 3f, 3g
- Example:
- a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.
- b. ICT: Digital literacy such as the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint for presentations by student-teachers to present group works, etc)
- c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)
- d. Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.3 Ask Tutors to read the assessment components of the Lesson 10 of the Course Manual and compare with the components prescribed by NTEAP.
- i. Advanced Communication Skills in French

Example:

- Summarise the themes such as educational and linguistics policies, female employment and female involvement in politics of radio discussions, newspaper items, etc, through questions & answers.
- ii. Discourse Analysis and Translation

Example:

- a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.
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Example:

- i. Advanced Communication Skills in French
- Summarise the themes such as educational and linguistics policies, female employment and female involvement in politics of radio discussions, newspaper items, etc, through questions & answers.
- ii. Discourse Analysis and Translation

- Identify the type/level of language and language register
- iii. French Literature
 Read the text given by the
 tutor individually, find the
 theme and then determine the
 implicit and explicit ideas of
 the text.
- 3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 10; Example:
- i. Advanced Communication Skills in French
- a. Lamoureux, J. (2001). Pratique de la communication téléphone en français. Grenoble : PUG
- b. Delcos, J. (2000). Guide de conversation. Paris : Didier.
- ii. Discourse Analysis and Translation
- a. La neologie (*Disponible sur:* https://www.espacefrancais.c om/la-neologie/)
- b. Modification de mots 2 création de mots (*Disponible sur:*

https://www.youtube.com/watch?v=PJbjFCGi2A0)

c. Le niveau de langue courant (Disponible sur: https://www.youtube.com/watch?v=Vitada9aAHw&list=RD

iii. French Literatureextracts from:a. Gide, André (1902).L'immoraliste, Paris, Mercure

- Identify the type/ level of language and language register
- iii. French Literature
 Read the text given by the
 tutor individually, find the
 theme and then determine
 the implicit and explicit ideas
 of the text.
- 3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 10; Example:

Example:

- i. Advanced Communication Skills in French
- a. Lamoureux, J. (2001). Pratique de la communication téléphone en français. Grenoble : PUG
- b. Delcos, J. (2000). Guide de conversation. Paris : Didier.
- ii. Discourse Analysis and Translation
- a. La neologie (*Disponible sur:*

https://www.espacefrancais.
com/la-neologie/)

b. Modification de mots 2 - création de mots (*Disponible sur:*

https://www.youtube.com/ watch?v=PJbjFCGi2A0) c. Le niveau de langue courant (*Disponible sur:* https://www.youtube.com/ watch?v=Vjtada9aAHw&list= RDCMUCGQpfDrCLmHLfGaj1 jse A&index=5)

iii. French Literature extracts from: a. Gide, André (1902). L'immoraliste, Paris,

	de France, coll. « Folio » n° 229. b. Camus, A. (1950). Les Justes. Paris : Gallimard. Coll. Folio n° 477. 3.5 In groups, ask tutors to discuss their plans for teaching Lesson 10 by simulating a classroom scenario.	Mercure de France, coll. « Folio » n° 229. b. Camus, A. (1950). Les Justes. Paris : Gallimard. Coll. Folio n° 477. 3.5 In groups, discuss your plans for teaching Lesson 10 by simulating a classroom scenario.	
	NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 10 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.	NB: Prepare a report on how you used the resources suggested for lesson 10 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.	
4. Evaluation and	4.1 Remind tutors to identify	4.1 Identify a Critical Friend	15
review of session:	a Critical Friend from the	from the same or related	mins
Tutors should	same or related subject area,	subject area, to observe your	
Identifying critical	to observe their lesson during	lesson during the enactment	
friends to observe	the enactment and share his	and to share his or her	
lessons and report	or her observation during the	observation during the next	
at next session	next PDS. NTS 1a	PDS. NTS 1a	
Identifying and			
addressing any	4.2 Ask tutors to individually	4.2 Write down issues	
outstanding issues	write down issues observed	observed about the	
relating to the	about the simulated teaching	simulated teaching of the	
lesson/s for	of lesson 10 and share their	lesson 10 and share your	
clarification	observations with the whole	observations with the whole	
	group for discussion.	group for discussion.	
	NB: Remind tutors to read	NB: Read Lesson 11 in both	
	Lesson 11 in both the course	the course and PD manuals,	
	and PD manuals, and identify	and identify key issues for	
	key issues for discussion	discussion during the next PD	
	during the next PD session.	session.	

	Tutor PD Session			
Age	e Level: JHS	Name of Subject: FRENCH 4. Advanced Communication Skills in French 5. Discourse Analysis and Translation 6. French Literature		
Yea	ar 4	Semester 2		
	Tuto	or PD Session 11 for Lesson 11 in	the Course Manual	
For	cus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
	nts provide the	the session. What the	Activity during the PD	session
-	me for what is to	SL/HoDs will have to say	Session. What PD Session	36331011
_	done in the	during each stage of the	participants (Tutors) will do	
	sion. The SWL	session	during each stage of the	
	ould use the bullets	36331011	session.	
			3C33IUII.	
_	guide what they ite for the SL/HoD			
	te for the SL/HOD			
	d tutors to do and during each			
_	sion. Each bullet			
	eds to be addressed			
	d specific reference			
	ould be made to the			
	urse manual/s. ntroduction to the	1.1 Start by walcoming tutors	1.1 Start the Lesson 11 PD	20
	sion	1.1 Start by welcoming tutors to the Lesson 11 PD session for		mins
> ses			session for the semester by	1111115
	Review prior	the semester and breaking the	answering riddles in French.	
>	learning A critical friend to	ice using riddles in French	Example : - Qu'est-ce que l'on trouve	
		Example:	•	
	share findings for a short discussion	 Qu'est-ce que l'on trouve une fois dans une minute, 	une fois dans une minute,	
	and lessons	deux fois dans un moment,	deux fois dans un moment,	
	learned	mais jamais dans une heure ?	mais jamais dans une heure ?	
>	Reading and	Réponse : La lettre M		
	discussion of the	nepolise . La lettre IVI		
	introductory	1.2 Ask the Critical Friend for	1.2 Together with the Critical	
	sections of the	Lesson 10 and tutors to reflect	Friend for Lesson 10, reflect	
	lesson up to and	individually on the previous	on the previous week's	
	including learning	week's lesson and share their	lesson and share your	
	outcomes and	experiences.	experiences.	
	indicators	слрененсез.	CAPETICITIES.	
>	Overview of	1.3 Ask tutors to refer to	1.3 Refer to Lesson 11 of the	
_	content and	Lesson 11 of the course	course manual and discuss in	
	identification of	manual and discuss in pairs the	pairs the lesson title as well	
	any distinctive	lesson title as well as relevant	as relevant prior learning	
	aspects of the	prior learning needed for the	needed for the lesson.	
	lesson/s,	lesson.	caca for the leason.	
NR	The guidance for	Example:	Example:	
	HoD should	i. Advanced Communication	i. Advanced Communication	
	ntify, address and	Skills in French	Skills in French	
	vide explanations	OMIIS III I I CHOH	Skills III I TOTION	

for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- Language practice: Oral and written communication in business related issues
 Discourse Analysis and Translation
- Practice of Translation
 iii. French Literature
- Literature, culture and inclusivity/ ICT integration in teaching

NB:

Requisite prior knowledge may include the following:

- Basic skills in oral communication including how to organise debates on a given topic.
- Theories and strategies for translation.
- Ability to determine the theme and explicit and implicit ideas of a text.
- 1.4 Ask tutors to read the introductory section of lesson 11 and bring out LOs and LIs for whole group discussion. Example:
- i. Advanced Communication Skills in French

LO

Spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)

LIs

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

ii. Discourse Analysis and Translation

- Language practice: Oral and written communication in business related issues ii. Discourse Analysis and Translation
- Practice of Translation iii. French Literature
- Literature, culture and inclusivity/ ICT integration in teaching

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Requisite prior knowledge may include the following:

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- Theories and strategies for translation.
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Example:

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LIS

Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).

ii. Discourse Analysis and Translation

	LO	LO
	Demonstrate understanding	Demonstrate understanding
	of the theories and strategies	of the theories and strategies
	_	1 - 1
	for translation	for translation
	LIS	Lis
	Translate given sentences	Translate given sentences
	iii. French Literature	iii. French Literature
	LO	LO
	Show knowledge and	Show knowledge and
	understanding of the basis of	understanding of the basis of
	inclusiveness in teaching and	inclusiveness in teaching and
	_	<u> </u>
	learning of FLE.	learning of FLE.
	110	116
	Lis	Lis
	a. Identifying issues on gender	a. Identifying issues on
	b. Suggesting solutions to the	gender
	issues.	b. Suggesting solutions to
		the issues.
	1.5 Ask tutors to identify the	1.5 Identify the distinct
	distinct (unique) aspects of	(unique) aspects of the
	the Lesson 11 and share their	Lesson 11 and share your
		I
	observations with the whole	observations with the whole
	group.	group.
	Example:	Example:
		1
	i. Advanced Communication	i. Advanced Communication
	Skills in French	Skills in French
	- Discussion of Social and	- Discussion of Social and
	environmental issues	environmental issues
	ii. Discourse Analysis and	ii. Discourse Analysis and
	Translation	Translation
	- Translation of texts and	- Translation of texts and
	interpretation of speeches	interpretation of speeches
	iii. French Literature	iii. French Literature
	- GESI issues in the literature	- GESI issues in the literature
	class	class
	1.6 Lead tutors to discuss the	1.6 Discuss the distinctive
	distinctive features identified	features identified and
	and provide explanations to	provide explanations to
	aspects that require further	aspects that require further
	clarifications.	clarifications.
As this course is	1.11 Discuss with tutors	1.11 Discuss how to assist
dealing with	on how to assist student	student teachers to
supporting and or	teachers to prepare	prepare adequately for
assessing the	adequately for the world	the world of work
Professional Teaching	of work through Post	through Post internship
Portfolio	internship seminar.	seminar.
. 5. 0.00	internation Jenimar.	Jenniai.

Development or the Classroom Enquiry and Action Research Project Report writing, Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.

1.12 Let tutors identify areas where student teachers require further training.

Example:

- Professional Teaching portfolio (page 64-68)
- Continuous professional development (pages 104-113)
- Teacher-Community relations (pages 51-54)

NB: Refer to the STS

Handbook. (Four-Year

Bachelor of Education Degree,
Supported Teaching in School
Placement Handbook, Year
Three, 2020/2021)

1.12 Identify areas where student teachers require further training.

Example:

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NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)

For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

1.6 Lead tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc

Example:

- a. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).
- b. Asking student teachers to review their teaching philosophy to suit the context of practice.
- c. Reminding student teachers to use audiovisual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.
- d. Asking student teachers to use low-cost teaching and learning resources from

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- c. Reminding student teachers to use audiovisual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.
- Asking student teachers to use low-cost teaching and learning resources

	the environment in teaching. e. Asking students to tap into the expertise of resource persons in their community of teaching. f. Reminding student teachers to always link their lesson with the National Teachers Standard.	from the environment in teaching. e. Asking students to tap into the expertise of resource persons in their community of teaching. f. Reminding student teachers to always link their lesson with the National Teachers Standard.	
	g. Asking Student teachers to be reflective practitioners.	g. Asking Student teachers to be reflective practitioners	
2 Concept	2.1 In pairs, ask tutors to	2.1 In pairs, discuss new	15
Development (New	discuss new concepts of the	concepts of the lesson and	mins
learning likely to arise	lesson and share with the	share with the whole group	
in lesson/s):	whole group as appropriate.	as appropriate.	
Identification and	Example:	Example:	
discussion of new	i. Advanced Communication	i. Advanced Communication	
learning, potential	Skills in French	Skills in French	
barriers to learning	- Discussion of Social and	- Discussion of Social and	
for student	environmental issues	environmental issues	
teachers or	ii. Discourse Analysis and	ii. Discourse Analysis and	
students, new	Translation	Translation	
concepts or	- Translation of texts and	- Translation of texts and	
pedagogy being	interpretation of speeches	interpretation of speeches	
introduced in the	iii. French Literature	iii. French Literature	
lesson, which need	- GESI issues in the literature	- GESI issues in the literature	
to be explored	class	class	
with the SL/HoD			
NB The guidance for	2.2 Ask tutors to identify	2.2 Identify possible barriers	
SL/HoD should set out	possible barriers to the new	to the new learning/lesson	
what they need to do	learning/lesson	Example.	
to introduce and	Example.	i. Unfamiliarity with	
explain the issues/s	i. Unfamiliarity with native	native French speakers'	
with tutors, they	French speakers' accent.	accent.	
should take feedback	ii. Absence of translation	ii. Absence of translation	
to gauge	books in the college	books in the college	
understanding and	library.	library.	
support tutor	iii. Large class size	iii. Large class size	
engagement.	Suggested solutions	Consented colutions	
	Suggested solutions	Suggested solutions	
	i. Provide opportunity for student teachers to listen	i. Provide opportunity for student teachers to listen	
	more to audios/watch	more to audios/watch	
	video items with native	video items with native	
	French speakers as	French speakers as	
	participants.	participants.	
	ii. Identify and use more	ii. Identify and use more	
	'decuments authentiques'	'documents	

'documents authentiques'

'documents

authentiques' such as such as online journals, magazines etc. online journals, iii. Consider regrouping of magazines etc. classes where applicable iii. Consider regrouping of especially for oral lessons classes where applicable especially for oral lessons 2.3 Lead tutors to identify and 2.3 Identify and discuss discuss pedagogical needs pedagogical needs such as: such as: creative approaches creative approaches (storytelling), radio reporting, (storytelling), radio talking point, group work, reporting, talking point, think-pair-share, in the group work, think-pair-share, delivery of the lesson. in the delivery of the lesson. 3.Planning for 3.1 Ask tutors to individually 3.1 Read the teaching and 40 teaching, learning and read the teaching and learning activities for Lesson mins assessment activities learning activities for Lesson 11, and to present the areas for the lesson/s 11, and to present the areas identified for whole group Reading and identified for whole group discussion. discussion of the discussion. teaching and Example: Example: i. Advanced Communication learning activities i. Advanced Communication Noting, addressing, Skills in French Skills in French Student teachers watch an Student teachers watch an and explaining areas where tutors audio-visual material on audio-visual material on may require life in city and life in the life in city and life in the village and discuss village and discuss clarification Noting emerging issues emerging issues opportunities for ii. Discourse Analysis and ii. Discourse Analysis and Translation making *explicit* Translation links to the Basic Student teachers, in Student teachers, in School Curriculum groups, translate given groups, translate given Noting texts opportunities for iii. French Literature iii. French Literature integrating: GESI -Student teachers to listen to -Student teachers to listen to responsiveness an audio material or watch an an audio material or watch and ICT and 21st C audio-visual material on an audio-visual material on skills gender inclusiveness, identify gender inclusiveness, identify Reading, and discuss issues on and discuss issues on discussion, and problems of gender. problems of gender. identification of continuous 3.2 Ask tutors, in groups of 3.2 In groups of two or three, discuss and share with assessment two or three, to discuss and opportunities in share with the whole group the whole group how to the lesson. Each how to integrate the core integrate the core transferable skills in the transferable skills in the lesson should include at least lesson and address GESI lesson and address GESI two opportunities issues in both the B. Ed. and issues in both the B. Ed. and the Basic school curricula into the Basic school curricula to use continuous assessment to the teaching and learning into the teaching and

support student

- teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, Classroom Enquiry and Action Research (CEAR), questioning and to other external reference material: literature, on web. YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

- activities. NTS 1a, 1b, 2c, 3f, 3g
- Example:
- a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.
- b. ICT: Digital literacy such as the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint for presentations by student-teachers to present group works, etc) c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc) d. Address issues of SEN by
- 3.3 Ask Tutors to read the assessment components of the Lesson 11 of the Course Manual and compare with the components prescribed by NTEAP.

using braille or enlarged texts

during group presentations.

Example:

- i. Advanced CommunicationSkills in French
- Student teachers to observe mentors during their STS lessons on rural-urban drift and exploitation of mineral resources by foreigners and their educational implication for discussion during next lessons.
- ii. Discourse Analysis and Translation
 - Student teachers are given texts to translate into French or audio/audio-

- learning activities. NTS 1a, 1b, 2c, 3f, 3g Example:
- a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.
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- c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)
- d. Address issues of SEN by using braille or enlarged texts during group presentations.
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Example:

- i. Advanced CommunicationSkills in French
- Student teachers to observe mentors during their STS lessons on rural-urban drift and exploitation of mineral resources by foreigners and their educational implication for discussion during next lessons.
- ii. Discourse Analysis and Translation
 - Student teachers are given texts to translate into French or audio/audio-

visual materials to
interpretate into French
iii. French Literature
Pourquoi est-il très
important d'intégrer le GESI
(Intégration de l'Égalité de
genre et Inclusion sociale)

dans la classe de FLE ?

3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/subtopics in Lesson 11;

Example:

i. Advanced Communication
Skills in French
124 mineurs chinois
clandestins arrêtés au Ghana
(disponible sur:
https://www.rfi.fr/fr/afrique/
20130606-124-mineurschinois-clandestins-arretesghana-mines-or)
ii. Discourse Analysis and
Translation

release/four-publicuniversities-join-ucc-runnew-bed-programmecolleges-education iii. French Literature Éducation et égalité des genres (disponible sur : https://fr.unesco.org/themes/

https://ucc.edu.gh/press-

3.5 In groups, ask tutors to discuss their plans for teaching Lesson 11 by simulating a classroom scenario.

education-egalite-genres)

NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 11 and any other resources they might have introduced during the delivery visual materials to interpretate into French iii. French Literature Given any literature topic of your choice, how will you integrate GESI into the classroom?

3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 11;

Example:

i. Advanced Communication
Skills in French
124 mineurs chinois
clandestins arrêtés au Ghana
(disponible sur:
https://www.rfi.fr/fr/afrique
/20130606-124-mineurschinois-clandestins-arretesghana-mines-or)
ii. Discourse Analysis and
Translation

https://ucc.edu.gh/pressrelease/four-publicuniversities-join-ucc-runnew-bed-programmecolleges-education iii. French Literature

Éducation et égalité des genres (disponible sur : https://fr.unesco.org/themes/education-egalite-genres)

3.5 In groups, discuss your plans for teaching Lesson 11 by simulating a classroom scenario.

NB: Prepare a report on how you used the resources suggested for lesson 11 and any other resources you might have introduced during the delivery of your

	of their lesson for discussion	lesson for discussion during	
	during the next PD session.	the next PD session.	
4. Evaluation and	4.1 Remind tutors to identify	4.1 Identify a Critical Friend	15
review of session:	a Critical Friend from the	from the same or related	mins
Tutors should	same or related subject area,	subject area, to observe your	
Identifying critical	to observe their lesson during	lesson during the enactment	
friends to observe	the enactment and share his	and to share his or her	
lessons and report	or her observation during the	observation during the next	
at next session	next PDS. NTS 1a	PDS. NTS 1a	
Identifying and			
addressing any	4.2 Ask tutors to individually	4.2 Write down issues	
outstanding issues	write down issues observed	observed about the	
relating to the	about the simulated teaching	simulated teaching of the	
lesson/s for	of lesson 11 and share their	lesson 11 and share your	
clarification	observations with the whole	observations with the whole	
	group for discussion.	group for discussion.	
	NB: Remind tutors to read	NB: Read Lesson 12 in both	
	Lesson 12 in both the course	the course and PD manuals,	
	and PD manuals, and identify	and identify key issues for	
	key issues for discussion	discussion during the next PD	
	during the next PD session.	session.	

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equality and Social inclusion **PDS**: Professional Development Session

Tutor PD Session			
Age Level: JHS	Name of Subject:		
	FRENCH		
	4. Advanced Communication Skills in French		
	5. Discourse Analysis and Translation		
	6. French Literature		
Year 4		Semester 2	
Tu	tor PD Session 12 for Lesson 12 in	the Course Manual	
Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session	during each stage of the	
should use the bullets		session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference should be made to			
the course manual/s.			
1 Introduction to the	1 Introduction to the session	Introduction to the session	20 mins
session	1.1 Start the PD session with	1.1 Start the PD session with	20 1111113
Review prior	an icebreaker in French	an icebreaker in French	
learning	with a short song.	with a short song.	
> A critical friend to	Example: <i>Au revoir, mes</i>	Example: Au revoir, mes	
share findings for	amis, à dieu	amis, à dieu	
a short discussion	, 5 4.54		
and lessons	1.2 Lead tutors to discuss the	1.2 Discuss the purpose of	
learned	purpose of the course as	the course as stipulated	
Reading and	stipulated in the manual.	in the manual	
discussion of the			
introductory	1.3 Ask tutors to mention the	1.3 Mention the topics of	
sections of the	topics of the course they	the course discussed for	
lesson up to and	discussed in the	the semester.	
including learning	semester.		
outcomes and	Example:	Example:	
indicators	iv. Advanced Communication	iv. Advanced	
Overview of	Skills in French	Communication Skills in	
content and	- Advanced Techniques for	French	
identification of	oral communication I	- Advanced Techniques	
any distinctive	- Text-based written and	for oral communication I	
aspects of the	oral production	- Text-based written and	
lesson/s,	- Language practice: Oral	oral production	
NB The guidance for	/written communication in	- Language practice: Oral	
SL/HoD should	the Administrative services	/written communication	
identify, address and		in the Administrative	
provide explanations		services	

for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- v. Discourse Analysis and Translation
- Nature of discourse analysis
- Language and language use: Theories and conceptual issues
- Interpretation of language and strategies of communication
- vi. French Literature
- Introduction to French literature
- Trend of the French literary movements from the 17th to the 18th centuries.
- Trend of the French literary movements from the 19th to the 20th centuries.
- 1.4 Through think-pair-share, ask tutors and the Critical Friend/s to reflect on Lessons of the course and share what lessons they learnt. (A general overview of the course)
- 1.5 Guide tutors, in pairs, to discuss the CLOs and CLIs of the course Manual, and indicate how they are related to student teachers' knowledge and STS experiences acquired for the semester.

 Example:

Example:

iv. Advanced Communication Skills in French

LO

1. Demonstrate content Knowledge in advanced general communication skills in French both orally and in writing (NTS 2c, pg13, NTECFpg20, 23).

- v. Discourse Analysis and Translation
- Nature of discourse analysis
- Language and language use: Theories and conceptual issues
- Interpretation of language and strategies of communication
- vi. French Literature
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- Trend of the French literary movements from the 17th to the 18th centuries.
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- 1.5 In pairs, discuss the CLOs and CLIs of the course Manual, and indicate how they are related to student teachers' knowledge and STS experiences acquired for the semester.
- iv. AdvancedCommunication Skills in French

LO

1. Demonstrate content Knowledge in advanced general communication skills in French both orally and in writing (NTS 2c, pg 13, NTECF pg 20, 23).

2. Show evidence of competence in the French language by engaging in text-based oral communication. (NTS 2c, pg13, NTECFpg 20, 23)

LIs

- Speak French fluently and interact with natives of France and Francophone countries
- Take up functions where French communication is required
- Discuss topics on selected themes of conversation on everyday life situations.
- v. Discourse Analysis and Translation

LO

- Critically analyse and show comprehension of the various approaches to discourse analysis in French. (NTS 2c, pg. 13, NTECF pg. 20 & 23)
- Demonstrate
 understanding of patterns
 of language and language
 use in texts and in
 contexts. (NTS 2c, pg. 13,
 NTECF pg. 20 & 23)
- Demonstrate
 understanding of the
 language and language
 use in texts and in
 contexts. (NTS 2c, pg. 13,
 NTECF pg. 20 & 23)

LIs

- a. List and explain the various approaches to discourse analysis in French.
- Debate in groups and bring out the shortcomings in the various approaches

2. Show evidence of competence in the French language by engaging in text-based oral communication. (NTS 2c, pg13, NTECF pg 20, 23)

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- Speak French fluently and interact with natives of France and Francophone countries
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 language and language
 use in texts and in
 contexts. (NTS 2c, pg. 13,
 NTECF pg. 20 & 23)

LIs

- a. List and explain the various approaches to discourse analysis in French.
- Debate in groups and bring out the shortcomings in the various approaches

- c. Write short exposé of about 1000 words on any three selected approaches
- d. Discuss the patterns of the language and language use in texts and in contexts

vi. French Literature

LO

- Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)
- Demonstrate content knowledge of the main features of the 17th to 20th Centuries of the French literature (NTS 2c, pg. 13, NTECF pg. 20 & 23).

LIS

- The student teacher must able to state the features of the 17th Century French literature
- State the features of the 18th Century French literature
- Explain the 17th Century French literary movement.
- State the features of the 17th Century French literature.
- 1.6 Lead tutors to discuss how they integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of their lesson.

 Example: Digital literacy/ICT, Cultural diversity, Equality and inclusion in group works.

- Write short exposé of about 1000 words on any three selected approaches
- d. Discuss the patterns of the language and language use in texts and in contexts

vi. French Literature

- Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)
- Demonstrate content knowledge of the main features of the 17th to 20th Centuries of the French literature (NTS 2c, pg. 13, NTECF pg. 20 & 23).

LIs

- The student teacher must able to state the features of the 17th Century French literature
- State the features of the 18th Century French literature
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- 1.6 Discuss how you integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of your lesson. Example: Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.

As this course is dealing with supporting and or assessing the **Professional Teaching Portfolio** Development or the **Classroom Enquiry** and Action Research (CEAR) Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.

- 1.7 Discuss with tutors on how to assist beginning teachers to prepare adequately for the world of work through Post internship seminar.
- 1.8Let tutors identify areas where beginning teachers require further training. Example:
- Professional Teaching portfolio (page 64-68)
- Continuous professional development (pages 104-113)
- Teacher-Community relations (pages 51-54)

NB: Refer to the STS

Handbook. (Four-Year

Bachelor of Education Degree,
Supported Teaching in School
Placement Handbook, Year
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NB: Refer to the STS
Handbook. (Four-Year
Bachelor of Education
Degree, Supported Teaching
in School Placement
Handbook, Year Three,
2020/2021)

For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

1.9 Lead tutors to discuss and provide prompts to support planning for student teachers, considering GESI, CCI, ICT etc

Example:

- a. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).
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- b. Asking student teachers to review their teaching philosophy to suit the context of practice.
- c. Reminding student teachers to use audiovisual materials such as (television, i-box, lap top, mobile phones etc) in

	listening/watching and	listening/watching and	
	appraising physical	appraising physical	
	activities and musical	activities and musical	
	concepts.	concepts.	
	d. Asking student teachers	d. Asking student teachers to	
	to use low-cost teaching	use low-cost teaching and	
	and learning resources	learning resources from	
	from the environment in	the environment in	
	teaching.	teaching.	
	e. Asking students to tap	e. Asking students to tap into	
	into the expertise of	the expertise of resource	
	resource persons in their	persons in their	
	community of teaching.	community of teaching.	
	f. Reminding student	f. Reminding student	
	teachers to always link	teachers to always link	
	their lesson with the	their lesson with the	
	National Teachers	National Teachers	
	Standard.	Standard.	
	g. Asking Student teachers	g. Asking Student teachers to	
	to be reflective	be reflective practitioners	
	practitioners.		
2 Concept	2 Concept Development	2 Concept Development	15 mins
Development (New	2.1 In groups, lead tutors to	2.1 In groups, mention and	
learning likely to arise	mention and discuss new	discuss new concepts	
in lesson/s):	concepts taught as	taught as provided in the	
Identification and	provided in the Course	Course Manual.	
discussion of new	Manual.	Example:	
learning, potential	Example:	iii. Advanced	
barriers to	iv. Advanced Communication	Communication Skills in	
learning for	Skills in French	French	
student teachers	- Comprendre le dialogue	- Comprendre le dialogue	
or students, new	(audio-visuel)	(audio-visuel)	
concepts or	- Comprendre le récit	- Comprendre le récit	
pedagogy being	·	·	
introduced in the	v. Discourse Analysis and	iv. Discourse Analysis and	
lesson, which	Translation	Translation	
need to be	- Theories and strategies of	- Theories and strategies of	
explored with the	interpretation	interpretation	
SL/HoD	- Différences entre	- Différences entre	
NB The guidance for	Interprétation et	Interprétation et	
SL/HoD should set out	Traduction	Traduction	
what they need to do	- Patterns of language and	- Patterns of language and	
to introduce and	language use	language use	
explain the issues/s			
	vi. French Literature	v. French Literature	
with tutors, they	VI. I I CIICII LICCIACAIC		
should take feedback	- Etude des caractéristiques	- Etude des caractéristiques	
should take feedback to gauge			
should take feedback	- Etude des caractéristiques	- Etude des caractéristiques	

Siècle de la littérature

française

engagement.

française

Siècle de la littérature

- Analyse structurale d'un - Analyse structurale d'un texte texte 2.2 Lead tutors to discuss 2.2 Discuss possible barriers possible barriers identified identified and how they and how they were were addressed in addressed in teaching the teaching the concepts. concepts. Example: Example: iv. Unfamiliarity with different iv. Unfamiliarity with language register different language v. Limited copies of reading register v. Limited copies of reading resources vi. Absence or inadequate resources reading materials on vii. Absence or inadequate French Literature and reading materials on Linguistics French Literature and Linguistics Suggested solutions vi. Provided samples of different language registers for student teachers to compare vii. Put together and used more 'documents authentiques' such as online journals, magazines etc. viii. Considered regrouping of classes where applicable, especially for oral lessons 2.3 Lead tutors to discuss how 2.3 Discuss how you helped they helped student student teachers to use teachers to use different different strategies to strategies to support support learning of these learning of these areas in areas in basic schools basic schools through STS through STS activities. activities. Example: Example: Storytelling, group work and talking point Storytelling, group work and talking point 3.Planning for 3 Teaching and learning 3 Teaching and learning 40 mins teaching, learning activities for the lesson activities for the lesson and assessment 3.1 Ask tutors in groups to 3.1 In groups, share their activities for the share their remarks about remarks about the lesson/s the teaching and learning teaching and learning Reading and activities of the Lessons activities of the Lessons

and identify areas that

require further

clarification.

discussion of the

learning activities

teaching and

and identify areas that

require further

clarification.

- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, Classroom Enquiry and Action Research (CEAR), questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used.

3.2 Ask a tutor in the group to present the areas identified in the manual on the teaching and learning activities for whole group discussion.

Example:

- Listening
- Discussion
- Brainstorming
- Questions and answers
- Group presentation
- 3.3 Ask tutors to identify and discuss in groups and share with the whole group how they integrated the core transferable skills and GESI in their lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS1a, 1b, 2c, 3f, 3g.

Expected responses

- i. ICT tools such as audio items, YouTube video items, Bluetooth speakers etc were used in lessons delivery.
- ii. Attention was given to student teachers' cultural background and their unfamiliarity with the native French speakers' accent. They granted additional time to discriminate among French sound and accent during group presentations.
- iii. Collaborative work and Communication skills Leadership (eg. Responsibility)
- 3.4 Brainstorm with tutors what their beginning teachers should have

3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion.

Example:

- Listening
- Discussion
- Brainstorming
- Questions and answers
- Group presentation
- 3.3 Identify and discuss in groups and share with the whole group how you integrated the core transferable skills and GESI in your lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS1a, 1b, 2c, 3f, 3g.

3.4 Brainstorm what your beginning teachers should have observed during STS on how the core transferable skills and GESI were integrated

- Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

observed during STS on how the core transferable skills and GESI were integrated in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- assess effectiveness or challenges related to the assessment components they have used for their courses and share their experiences with the group. They should consider whether they have satisfied the NTEAP requirement.

Take note of these components:

- 1. Subject project
- 2. Subject portfolio Example:

Discourse Analysis and Translation

- a) What are the different registers of French language?
- b) Give examples of the registers
- 3.6 Ask tutors in groups to identify and discuss the proposed resources they have used for the teaching and learning of the concepts/ sub-topics; Example:

Example:

 i. Advanced Communication Skills in French
 Lamoureux, J. (2001). Pratique de la communication in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 3.5 Mention and assess effectiveness or challenges related to the assessment components you have used for your courses and share your experiences with the group. Consider whether you have satisfied the NTEAP requirement.

Take note of these components:

- 3. Subject project
- 4. Subject portfolio

Example:

Discourse Analysis and Translation

- a) What are the different registers of French language?
- b) Give examples of the registers
- 3.6 In groups, identify and discuss the proposed resources you have used for the teaching and learning of the concepts/ sub-topics; Example:

Example:

i. AdvancedCommunication Skills in French

	T	T	
	téléphone en français.	Lamoureux, J. (2001).	
	Grenoble : PUG	Pratique de la	
		communication téléphone en	
		français. Grenoble : PUG	
	ii. Discourse Analysis and	ii. Discourse Analysis and	
	Translation	Translation	
	Adam, JM. (2005). <i>La</i>	Adam, JM. (2005). <i>La</i>	
	linguistique textuelle :	linguistique textuelle :	
	introduction à l'analyse	introduction à l'analyse	
	textuelle des discours. Paris :	textuelle des discours. Paris :	
	Armand Colin	Armand Colin	
	iii. French Literature	iii. French Literature	
	Brunel P. (986). L'histoire de la	Brunel P. (986). L'histoire de	
	littérature française : de	la littérature française : de	
	moyen Age au XVIIIe siècle	moyen Age au XVIIIe siècle,	
	Paris : CLE International	Paris : CLE International.	
	T GITS . CLL IIICCITIGUOTIGI	T GITS . CLE IIIICITIGUOTIGI.	
	Others were :	Others were :	
	- ICT tools	- ICT tools	
	- Resource links	- Resource links	
	- Book resources	- Book resources	
	- Bluetooth speakers	- Bluetooth speakers	
	<u> </u>	<u> </u>	
	- Computers	- Computers	
	- Text extracts	- Text extracts	
	3.7 Ask tutors to discuss any	3.7 Discuss any other ones	
	other ones they might	you might have	
	have introduced in the	introduced in the delivery	
	delivery of these lessons	of these lessons for a	
	for a holistic discussion.	holistic discussion.	
4 Fuelustian and		4. Fvaluation and review of	1 F main a
4. Evaluation and	4. Evaluation and review of	raidation and retrien of	15 mins
review of session:	session:	session:	
☐ Tutors should			
Identifying critical	4.1 Invite individual tutors	4.1 Share advanced	
friends to observe	who taught lessons in the	preparation you have	
lessons and report	semester to share	made towards delivery of	
at next session	advanced preparation	your lessons. NTS 1a	
iv. Identifying and	they have made towards		
addressing any	delivery of their lessons.		
outstanding	NTS 1a		
issues relating to			
the lesson/s for	4.2 Ask tutors to individually	4.2 Individually write down	
clarification	write down unresolved	unresolved issues	
	issues observed about the	observed about the	
	lesson of the courses	lesson of the courses	
	delivered and share it with	delivered and share it	
	the whole group for	with the whole group for	
	clarification.	clarification	
1			
	Clarification.	Clarification	

4.3	Ask tutors to review the	4.3Review the PD sessions	
	PD sessions indicating the	indicating the lessons	
	lessons learned and the	learned and the impact	
	impact the sessions had	the sessions had on your	
	on their teaching of the	teaching of the courses.	
	courses.		

Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit (Sept. 21)

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
	1 per course per semester,	1 per course per semester, individual or
	individual or collaborative	collaborative student teacher work.
	student teacher work.	
WHAT IS IT?	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to	collection of student teachers' work that has
	enable student teachers to	been selected and organized for a particular
	demonstrate achieving one	subject to show student teacher's learning and
	or more of the CLOs, progress	progress to achieving the CLOs.
	towards achieving identified	progress to define thing the description
	NTS, development of	
	knowledge and	
	understanding of: the Basic	
	School Curriculum, GESI	
	responsiveness, using ICT and	
	21stC skills	
CONSTITUENTS	Introduction: a clear	Either 3 items of work produced during the
	statement of aim and	semester or 2 items of work and
	purpose	a mid-semester assessment
	Methodology: what the	The items of work to be selected by student
	student teacher has done and	teachers, with tutor support, during the
	why to achieve the aim and	semester as best examples of their progress.
	purpose of the project	For each item they select, Student teacher's
	Substantive or main section:	need to reflect on: progress against identified
	Presentation of any artifacts,	NTS; achieving CLOs; increased knowledge and
	experiments, TLMs created	understanding of the Basic School Curriculum,
	for the project; presentation,	GESI responsiveness, integration of ICT and
	analysis, and interpretation	how they could have approached developing
	of what has been done,	the item differently to achieve a better
	learned, or found out in	outcome
	relation to focus of the	The mid-semester assessment : case study,
	project.	reflective note, quiz etc.
	Conclusion: Statement of the	·
	key outcomes of the project;	
	reflection on what the	
	student teacher has learnt	
WEIGHT	Overall weighting of project	Overall weighting of project = 30%
	= 30%	Weighting of individual parts of portfolio out
	Weighting of individual parts	of 100
	of project out of 100	Each item of work - 30
	· Introduction – 10	• Mid semester assessment - 30 - if
	Methodology – 20	applicable
	· Substantive section –	Presentation and organisation of
	40	portfolio - 10
F1/445	· Conclusion – 30	ADDI Terrore and in the first
EXAM		40%. To assess: achievement of one or more of
		nieving identified NTS, development of
	knowledge and understanding of the Basic School Curriculum, ability to use	
	1	d to integrate ICT and 21 st C skills in teaching
	and learning	

Examples of course assessment components Subject portfolio examples of items of work

Literacy:

- · Reading log of children's literature
- · Review of different types of writing and how to teach them
- Book summaries/reports
- · Report on different purposes for and types of reading or writing
- · Vocabulary achievement
- · Schemes of work

Mathematics:

- Samples of problem solving with written explanations of how the problems were solved and how this can be taught
- Charts and graphs with written explanations of how and why they were created and how this can be taught
- Computer analyses conducted as well as use of software to teach mathematics and how effective they are
- · Use indigenous knowledge in mathematics teaching.
- Schemes of work

Science

- Lab reports,
- Research reports
- Charts, graphs created
- Designs, TLMs, posters, worksheets
- Integrating indigenous knowledge into science teaching
- Schemes of work

Subject project examples

Pedagogic Studies. What are the qualities you need to develop to be a good teacher? Reflect
on your personal experiences, values, and background, the NTS and the expectations of, and
vision for, the B.Ed.

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